



Social Networking and its influence on Academic Performance of Upper Basic Social Studies Students in Delta State, Nigeria

IRIALUOSE AGATHA OSHIOGWEMO, PETER O. DANIA
EDORE CLIFFORD OGHENEAKOKE
Delta State University, Abraka, Nigeria

Abstract. This study examined the influence of social networking regarding the academic performance of upper basic Social Studies students in Delta State. The study adopted an ex-post facto research design. Two research questions and two hypotheses guided the study. The sample size of the study comprised 1023 basic 9 students randomly drawn from 11 schools. The stratified random sampling technique was used to select students for the study. The instruments for data collection were questionnaire and Social Studies students' academic performance scores. Cronbach's alpha analysis was used for estimating the internal consistency reliability of the questionnaire. The questionnaire items were analyzed and tested for significant level of $P < 0.05$. Pearson coefficient of determination was used to answer the research questions, while Pearson Product Moment Correlation was used to test the null hypotheses at 0.05 significant level. According to the study's findings, students' academic performance in Social Studies was significantly impacted by their use of social networking sites like Facebook and WhatsApp. Based on the results, it was suggested that in order to increase academic performance, students should be encouraged to utilize Facebook and WhatsApp for academic purposes.

Keywords: Social Studies, Social Networking, Facebook, WhatsApp, Academic Performance.

1. Introduction

In Nigeria, a number of factors affect how well students perform academically on both internal and external exams. The result of a student's work at an educational institution is their academic Performance, which is typically stated as a grade (Wikipedia, 2019). Through Social Studies instruction, students acquire

constructive attitudes of unity, camaraderie, and collaboration toward nation-building. Preparing students to be more responsible, logical, responsive, and compassionate citizens is the main objective of Social Studies education. It has been observed that, despite the value of Social Studies as a means of educating students to become more self-reliant and compassionate people, most of them spend a lot of time chatting on social media platforms like Facebook and WhatsApp, which may have an impact on their academic performance (Johan, 2019).

The rapid evolution of technology has resulted in the use of technology as the best medium for exploring the vast area of knowledge. Technology has assisted both students and teachers in becoming more informed, enlightened, and up-to-date with the ever-changing and dynamic world. Social networking, for example, is becoming more prevalent in education (Abikwi & Okafor, 2022). Social networking is a set of internet websites, services, and practices that facilitate interaction, participation, and sharing. Social networking is a fantastic information source and communication technology that is gaining popularity globally as a means of communication. This platform allows users to use several social networking sites, including Facebook and WhatsApp, to express their thoughts, opinions, and perspectives with one another in a worldwide community (Khalid, 2017).

1.1 Statement of the Problem

Social networking seems to be an issue of concern, as students tend to lose their focus from learning and engage in social networking. It has been observed that students pay a great deal of attention to social networking, spending time chatting and making friends on social media platforms. It is not uncommon

to see a student chatting while learning in the classroom. Social networking has recently taken a prominent place in the minds of students. Students spend a lot of time chatting on Facebook and WhatsApp. Students' use of social networking sites is thought to have an effect on their academic achievement. Thus, the study's main question is: How do Delta State upper basic social studies students' academic performance and social networking compare?

1.2 Purpose of the Study

The primary goal of the research is to ascertain how social networking and academic achievement relate to upper basic social studies students at Delta State. In particular, the research aims to:

- determine the connection between the usage of Facebook and academic performance of upper basic Social Studies students in Delta State.
- find the relationship between the usage of WhatsApp and academic performance of upper basic Social Studies students in Delta State.

1.3 Research Questions

To guide the study, the following research questions were raised:

- What is the relationship between the usage of Facebook and academic performance of upper basic Social Studies students in Delta State?
- What is the relationship between the usage of WhatsApp and academic performance of upper basic Social Studies students in Delta State?

1.4 Hypotheses

The following hypotheses were formulated to guide the study at 0.05 significant level:

Ho1: There is no significant relationship between the usage of Facebook and academic performance of upper basic Social Studies students in Delta State.

Ho2: There is no significant relationship between the usage of WhatsApp and academic performance of upper basic Social Studies students in Delta State.

2. Social Networking and Academic Performance of Students

The use of social networking sites has increased significantly among youths, particularly upper basic students. The widespread use of social networking among students is aided by mobile phone internet access. Social networking can be seen as the use of a website designed to build and reflect relationships between people and organizations who share connections, interests, and activities (Adegbite-Badmus & Joda, 2019). Examples of social networking sites utilized in this study are Facebook and WhatsApp. One of the most popular social networking sites, especially with students, is Facebook. Users may establish individualized profiles on Facebook with basic information like school and employment history, leave messages on friends' pages, upload and tag images and videos, and more. Facebook is an invaluable tool for students to utilize in their studies since it allows them to communicate with other users on different levels and exchange ideas and opinions (Hashi et al., 2018). Owusu-Acheaw and Larson (2015) looked at how social networking use affected college students' academic achievement. The descriptive study shown that students used Facebook and WhatsApp at rates of 66.4% and 20%, respectively, and that they used their phones for social networking for between 30 and 3 hours on average each day. While just 9.4% of students were involved in academic pursuits, 90.6% of students utilized social media for downloading and talking. Time spent on academic activities was positively and significantly correlated with academic success, according to the correlation study. The study also discovered a detrimental effect of social networking time on students' scholastic performance.

Researchers Iro-Idoro and Jimoh (2017) found that Facebook users often performed badly in school-related tasks. Facebook and WhatsApp are the most used social networking sites among students, according to Othman et al. (2017). The survey found that 20% of students used social networking sites for longer than four hours, while 46% of students used them for one to three hours. Analysis of inference was used. Additionally, the study found no connection between academic achievement and social media use. The study's findings demonstrated that students' academic performance may suffer if they use social media improperly. That is, if they don't utilize it for exchanging and discussing academic material. Kolan and Dzandza (2018) found that students' academic performance suffered when they used Facebook. Studies show that students utilized Facebook for purposes other than academics.

Among the most well-known smartphone applications for facilitating communication is WhatsApp (Hutchinson, 2020). According to Yeboah and Nyagorme (2022), using WhatsApp in the classroom can enhance inquiry-based learning strategies that foster critical thinking, creativity, teamwork, and critical reflection. Teachers have highlighted WhatsApp's educational benefits and encouraged students to utilize the messaging app to learn about the variety of engaging tasks that can be completed in the field (Woztell.com, 2022).

Rahman and Mithum (2021) looked into how social media use affected Bangladesh Agricultural University students' academic performance. With graphical depictions, the study was descriptive. The results of the survey showed that 6% of students and 94% of students used social networking for academic objectives. The majority of students are engaged on Facebook and WhatsApp, per the survey. Merely 9.4% participated in educational endeavors. Time spent on academic activities was positively and significantly correlated with academic success, according to the correlation study. Additionally, the study discovered that students' academic performance suffers when they spend too much time on social media.

The influence of social networking on the academic performance and interpersonal connections of health science students in Sri Lanka was examined by Chandrasena and Ilankoon (2022). The study was descriptive in nature, and the analysis showed that 79.5% of the students had social media accounts. The most popular social media platform was WhatsApp, which was used 96% of the time, followed by Facebook (70%). The main purposes of these accounts were for online learning (65.7%), entertainment (83.4%), and communication (85.1%). Seventy-two percent of students reported using social networking sites for two to six hours per day. Additionally, a statistically significant correlation between students' academic achievement and their frequency of social networking use was found in the data.

In the Edo South Senatorial District of Edo State, Abikwi and Okafor (2022) carried out descriptive research on the effect of social media on secondary school students' academic performance. The results of the study showed that social networking is often utilized by secondary school students and that this use affects their academic achievement. According to Kamal et al. (2022), 73% of students used social networking sites other than for academic purposes, with Facebook being the most popular platform. The majority of students use social networking both at home and at school, and most of them use it for more

than four hours a day, according to the survey. Additionally, the study found that students' academic performance suffered as a result of the amount of time they spent on social networking.

In Lagos, Nigeria, Adeniyi (2022) looked at the detrimental effects of social networking on secondary school students' academic performance. According to the research, students utilized social media platforms including Facebook, Instagram, WhatsApp, YouTube, and Twitter in a way that prevented them from getting any value out of them. The poll also revealed that most students no longer have a reading culture since they spend more time socializing than reading. Aku and Omale (2020) examined the impact of social networking on the academic performance of Kaduna Polytechnic office technology and management students. The findings indicated that social networking may occasionally have a positive impact on students' academic performance as opposed to just a negative one.

Alam and Aktar (2021) examined how social media usage affected students' academic achievement at Bangladesh's Islamic University. The grade point average (GPA), attendance in class, and self-perception were the factors that determined academic success. Data was gathered from a sample of one hundred management science faculty students using a questionnaire. According to the study, academic success was negatively impacted by social media, including Facebook. Data for the study was gathered from 77 respondents across two faculties utilizing a correlation research approach. According to this study, there was just a little negative correlation between Facebook use and kids' academic achievement. Additionally, the report recommended that students monitor their Facebook accounts for matters pertaining to their studies.

Igboke and Olom (2021) studied the effect of social media on students' academic achievement in Calabar's Entrepreneurship Education program. There were 120 students from the University of Calabar in the study: 60 men and 60 girls. The study's research design was a descriptive survey. Data were gathered using a questionnaire, and its mean and standard deviation were utilized for analysis. The descriptive analysis's conclusions show that students use social networking sites for a variety of reasons, such as keeping in touch with old and new acquaintances, searching for new ones, downloading music and movies, sharing information, conversing, and looking for educational resources. Additionally, the study found that social networking sites improved students' academic performance.

At the University of Sindh in Pakistan, Aftab and Ghulam (2022) looked at how students' usage of social media affected their academic performance. The sample size consisted of 130 randomly selected students from a population of 500 students on the Sindh University Campus in Larkana. Data were gathered for the study using a questionnaire and a descriptive research methodology. ANOVA and regression analysis were employed to assess the data. The majority of students, according to the research, utilized social media platforms like Facebook and WhatsApp to further their careers, increase their knowledge, and get the most up-to-date information. Furthermore, social networking did not substantially impair students' academic performance, according to the study.

Numerous academics have examined social networking and students' academic performance based on the material that is currently accessible. Nevertheless, the examined research revealed conflicting information about how Facebook and WhatsApp usage has an impact on students' academic performance; as a result, the literature is ambiguous. Furthermore, the majority of the research examined the factors outside of Delta State and in different subject areas. Thus, more research is required to determine the connection between social networking and Upper Basic Social Studies students' academic performance in Delta State.

3. Methodology

A research design that was ex-post facto was used in this study. Ex-post facto study focuses on how past occurrences might be used to infer future causes. Therefore, once something has happened, it cannot be changed by a researcher. All forty-three thousand and twenty-two (43,022) Basic 9 (JSS III) students from Delta State's four hundred and sixty-eight (468) public Upper Basic schools, which provide the data collecting subject, made up the study's population. The

4. Results

Research Question 1: What is the relationship between Facebook usage and academic performance of Upper Basic Social Studies students in Delta State?

Table 1: Mean Scores and Standard Deviation Analysis on Facebook usage and academic performance.

Variables	N	Mean	SD	r	r ²	r ² %	Remark
Facebook usage	975	2.64	.79	.409	0.167	16.7%	Positive relationship
Academic performance		3.32	.78				

Source: SPSS Output, 2024

Table 1 presents the academic performance and Facebook usage mean scores and standard deviation analysis of Delta State Upper Basic Social Studies students. The findings indicate a favourable correlation between Facebook use and

rationale behind selecting Basic 9 students was the belief that Basic 7 and Basic 8 students lacked sufficient maturity. After completing three academic sessions of Social Studies instruction, Basic 9 students were judged qualified to share their experiences in answering questions about the connection between academic success and social networking among Upper Basic Social Studies students in Delta State. In all, 1,023 Basic 9 students were selected at random from 11 Upper Basic schools located in the three Senatorial districts of Delta State.

The study's tools included a questionnaire with the title social networking and academic performance of Upper Basic Social Studies students in Delta State and Social Studies students' academic performance scores. To gather data, a four-point Likert scale was employed. The reliability of the questionnaire's internal consistency was estimated using Cronbach's alpha analysis. After the instrument's items were examined and assessed for significance at the level of $P < 0.5$, the reliability values for Facebook and WhatsApp were found to be $r = 0.6$ and 0.7 , $P < 0.5$ respectively, suggesting the usefulness and reliability of the instrument. With the help of four research assistants, the researcher distributed copies of the questionnaire to the respondents. To ensure a high return rate, the researcher and assistants tried to wait and get copies of the completed questionnaires from the respondents as soon as possible. 975 out of the 1023 questionnaire copies that were distributed were recovered at the conclusion of the activities, suggesting a 95% retrieval rate. The data analysis was conducted using the 975 copies of the questionnaire that were obtained. The Pearson Coefficient of Determination was used to answer the study questions, while the Pearson Product Moment Correlation Coefficient was used to evaluate the null hypotheses at the 0.05 level of significance. The Pearson statistical technique was used in this study because it helps determine the direction and strength of a relationship between variables.

academic achievement. There is a correlation between Facebook usage and academic performance of Upper Basic Social Studies students in Delta State, as evidenced by mean scores of 2.64 and 3.32 above the benchmark mean value and standard deviation scores of .79 and .78 that were not far apart.

Research Question 2: What is the relationship between WhatsApp usage and academic performance of Upper Basic Social Studies students in Delta State?

Table 2: Mean Scores and Standard Deviation Analysis on WhatsApp usage and academic performance.

Variables	N	Mean	SD	r	r ²	r ² %	Remark
WhatsApp usage	975	2.68	1.20	.723	0.523	52.3%	Positive relationship
Academic performance		2.59	1.24				

Source: SPSS Output, 2024

Table 2 displays the academic performance and mean scores, along with a standard deviation analysis, of Delta State Upper Basic Social Studies students' use of WhatsApp. The findings indicate a favourable correlation between WhatsApp use and academic performance. This is demonstrated by the standard deviation scores of 1.20 and 1.24 and the mean scores of 2.68 and 2.59 above the benchmark mean value, which indicate a positive correlation between WhatsApp usage and academic performance of Delta State Upper Basic Social Studies students.

Test of Hypotheses

Ho1: There is no significant relationship between Facebook usage and academic performance of Upper Basic Social Studies students in Delta State.

Table 3: Correlation result for the significant relationship between Facebook usage and academic performance of Upper Basic Social Studies students in Delta State.

		Facebook usage	Academic performance
Facebook usage	Pearson Correlation	1	.409**
	Sig. (2-tailed)		.000
	N	975	975
Academic performance	Pearson Correlation	.409**	1
	Sig. (2-tailed)	.000	
	N	975	975

** . Correlation is significant at the 0.05 level (2-tailed).

According to Table 3, there is a positive link between Facebook usage and academic performance, as indicated by the Pearson's r correlation value of .409. Furthermore, at the 0.05 level of significance, the P-value of .000 indicates the existence of a statistically significant link. Consequently, the null hypothesis is disproved. This suggests that Facebook usage and academic performance among Delta State Upper Basic Social Studies students are significantly correlated.

Ho2: There is no significant relationship between WhatsApp usage and academic performance of Upper Basic Social Studies students in Delta State.

Table 4: Correlation result for the significant relationship between WhatsApp usage and academic performance of Upper Basic Social Studies students in Delta State.

		WhatsApp usage	Academic performance
WhatsApp usage	Pearson Correlation	1	.723**
	Sig. (2-tailed)		.000
	N	975	975
Academic performance	Pearson Correlation	.723**	1
	Sig. (2-tailed)	.000	
	N	975	975

** . Correlation is significant at the 0.05 level (2-tailed).

According to Table 4, there is a positive link between academic performance and WhatsApp usage, as indicated by the Pearson's r value of .723. This indicates that using WhatsApp can help students do better academically. Additionally, a statistically significant correlation between WhatsApp usage and academic performance is indicated by the P-value of .000. Consequently, the null hypothesis is disproved. This demonstrates that there is a substantial correlation between Delta State Upper Basic Social Studies students' academic performance and their usage of WhatsApp.

5. Discussion of Findings

Relationship between Facebook usage and academic performance of Upper Basic Social Studies students in Delta State.

The study's initial conclusion demonstrates a favourable correlation between Facebook use and Upper Basic Social Studies students at Delta State's academic achievement. This suggests that students' academic performance is influenced by their use of Facebook. This could be the outcome of Facebook giving students a forum to discuss academic matters with teachers and other students, as well as to share thoughts and opinions. Facebook usage's benefits vary depending on why it was utilized. According to the research, students' academic performance improves when they use Facebook for educational purposes, such as keeping track of assignments and schoolwork with their peers and teacher. In contrast to the results of this investigation, Facebook use was found to have a detrimental impact on students' academic performance by Owusu-Acheaw and Larson (2015); Iro-Idoro and Jimoh (2017); Othman et al. (2017); Kolan and Dzandza (2018); and Alam and Aktar (2021). Studies show that students utilized Facebook for purposes other than academics.

Relationship between WhatsApp usage and academic performance of Upper Basic Social Studies students in Delta State.

The study's second conclusion indicates that students at Delta State who are enrolled in Upper Basic Social Studies have a favourable correlation between their usage of WhatsApp and their academic performance. This is explained by the fact that WhatsApp is a mobile application designed to make communication easier. Using WhatsApp can facilitate inquiry-based learning strategies that foster creativity, critical thinking, teamwork, and critical reflection. This result is consistent with the findings of Yadav (2018),

Hutchinson (2020), Chandrasena and Ilankoon (2022), Pirzado and Shaika (2022), Yeboah and Nyagorme (2022), and Woztell.com (2022) who discovered that the use of WhatsApp led to improved academic achievement in students.

6. Conclusion

Based on the findings of the study, it was concluded that:

there was a significant relationship between the usage of Facebook and academic performance of upper basic Social Studies students in Delta State, and there was a significant relationship between the usage of WhatsApp and academic performance of upper basic Social Studies students in Delta State.

7. Recommendations

As a result of the study's findings, the following recommendations were made:

- Students should use social networking sites such as Facebook and WhatsApp for mostly academic purpose.
- Facebook and WhatsApp should be used in moderation by the students.
- The school authorities should create awareness to the upper basic students on how to use social networking sites to improve academic performance.

References

- Abikwi, M & Okafor, C. (2022). Social media's effect on the academic achievement of particular secondary schools in the Edo South Senatorial District, Edo State. *American Journal of Educational Research*. 10(6), 378-384.
- Adegbite-Badmus, T. A. & Joda, M.D. (2019). Influence of social media networks and the internet on the study habit of students. *Nigerian communication & Information Technology Journal*. 1(1), 1-13.
- Adeniyi, A. O. (2022). Social media negative effect on academic performance of secondary school students in Nigeria. Lagos State University, Ojo, Lagos. *British Journal of Education*. 10(3), 126-131.
- Altaf, H.P, & Ghulam, M.S. (2022). How usage of social media influence the university students' academic performance. *Sociology International Journal*. <http://www.org>.

- Aku C. A. & Omale, B. O. (2020). Effect of social media on the academic performance of office technology and management students of Kaduna Polytechnic, Nigeria. *Nigerian Journal of Business Education*. 7(2), 185-187.
- Chandrasena, P.P.C.M & Ilankoon, I.M.P.S (2022). Impact of social media on academic performance and interpersonal relations among health science undergraduates. *Journal of Education and Health Promotion*. www.jehp.net.
- Gill, J. Johnson, P. & Clark, M. (2010). Research method for managers, *SAGE Publication*.
- Hashi, K., Wasuge, A. and Ibrahim, A. (2018). The impacts of social networks on students' academic performance: Case study from University of Somalia in Mogadishu-Somalia. *Asian Journal of Science and Technology*. 9(3), 7823–7829.
- Igboke, S.A & Olom, P.A (2021). Influence of the usage of social networking sites on academic performance of students in entrepreneurship. *www.oapup.org/edu*. 7(8), 242-257.
- Iro-Idoro, C.B. & Jimoh, T.A. (2017). Social media use among students of Federal Polytechnic, Ilaro, Ogun State, Nigeria: Implications on Academic Performance. *Journal of Humanities and social science*. 22(4). 61-62.
- Johan, N. (2019). Analyzing the impact of social media on academic performance: A case study on the student of private universities of Bangladesh. *Journal of Business School*. 2(1), 15-25.
- Kamal, U. Nazmul, H. Jafar A. Shabub, A. & Abul, B. B. (2022). Impact of social media on students' academic performance: A case study of Islamic University, Bangladesh. *American Economic & Social Review*. 10(1), 1-10.
- Khalid, H. (2017). The effect of social networking on Pakistani students. *Journal of Information Technology Software Engineering*. 7(3), 1-6.
- Kolan, B.J. & Dzanda, P.E. (2018). Effect of social media on academic performance of students in Ghanaian Universities: A case study of University of Ghana, Legon, *Library Philosophy and Practice (e-journal)*.
- Rahman, S. & Mithun, M. N. (2021). Effect of social media use on academic performance among university students in Bangladesh. *Asian Journal of Education and Social Studies*. 20(3), 1-12. Wikipedia (2019). Academic achievement. <https://en.wikipedia.org/wiki/academic-achievement>.
- Othman, W. R. W., Apandi, Z. F. M. and Ngah, N. H. (2017). Impact of Social Media usage on students' academic performance in Terengganu, Malaysia. *Journal of Applied Environmental and Biological Sciences*. TextRoad Publication; [www, textroad.com](http://www.textroad.com). 7(5),140-144.
- Owusu-Acheaw, M. & Larson, A.G. (2015). Use of social media and its impact on academic performance of tertiary institution students: A study of Koforidua Polytechnic. *Ghana Journal of Education and Practice*. 6(6), 94-101.
- Woztell.Com (2022). How to use WhatsApp in an academic: Using WhatsApp Classroom: Retrieved from: <https://woztell.com/examples-of-how-to-use-whatsapp-in-education>.
- Yadav, R. (2018). What is the use and importance of social networking in teaching Economics? <https://www.quora.com/what-is-the-use-and-importance-of-social-networking-in-teaching-economics>.
- Yeboah, D., & Nyagorme, P. (2022). Students' acceptance of WhatsApp as teaching and learning tool in distance higher education in sub-Saharan Africa. *Cogent Education*. 9 (1), 207-7045. Retrieved from: <https://doi.org/10.1080/2331186X.2022.2077045>.