



Gender-Based Analysis of Social Networking: The Influence Thereof on Academic Performance of Delta State Upper Basic Social Studies Students.

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Abstract. This study looked at gender disparities in the influence of social networking on Delta State Upper Basic Social Studies students' academic performance. It used a single study question and one hypothesis to drive the use of a descriptive survey research methodology. Using stratified random sampling, 975 Basic 9 students; 481 males and 494 females were chosen for the sample. A questionnaire and Social Studies performance scores were used to gather data. The reliability of the questionnaire items was evaluated using Cronbach's alpha at a significance threshold of $P < 0.5$. Pearson's coefficient of determination was used to answer the research question, and Pearson's Product Moment Correlation was used to test the null hypothesis at the 0.05 significance level. The finding showed a strong correlation, with gender playing a major role between Upper Basic Social Studies students' academic performance and their use of social networks. The result led to the recommendation that social networking be promoted to male and female students in Delta State Upper Basic schools in order to assist learning and improve academic achievement.

Keywords: Academic Performance, Gender, Social Networking, Social Studies.

1. Introduction

The primary goal of social studies is to prepare students to become responsible and perceptive citizens who actively participate in national affairs. Understanding how people interact with one another in society is a key component, as is promoting human development, solid interpersonal bonds, good citizenship, unity, and general social progression, which includes advances in science and technology (Osakwe, 2010). Students who study social studies develop virtues like harmony, cooperation, and

teamwork, all of which support efforts to strengthen the nation.

The characteristics that set men and women apart, such as the differences in their physical, emotional, and intellectual maturation, are referred to as gender (Adigun et al., 2015). Historically, gender differences have affected many aspects of life, including schooling. Many governments throughout the world have responded to this by passing laws that support fair participation and equality in sectors like education (Rudhumbu, 2022). Biases in the past frequently hindered girls' ability to succeed academically, particularly in subjects like science, giving men an advantage.

Social networking is the process of fostering and reflecting relationships between people and organizations based on common interests and activities via the use of platforms such as Facebook, WhatsApp, Instagram, YouTube, and Twitter (Adegbite-Badmus & Joda, 2019). It makes communication between individuals, groups, and organizations more dynamic by facilitating engagement through online and mobile-based technology (Wikipedia, 2010). Technology has become an indispensable instrument for obtaining and examining a vast array of knowledge due to its rapid progress. These days, social networking affects many facets of students' everyday life. Students are heavily involved with these platforms, whether it's for learning, enjoyment, keeping up with news, interacting with friends and family, or even just listening to music or watching movies (Abikwi & Okafor, 2022).

1.1 Statement of the Problem

Creating relationships on social media sites like Facebook, YouTube, WhatsApp, Instagram, and

Twitter is the main goal of social networking. Users from different countries, cultures, religions, sectors, and professions may interact thanks to these platforms. By using these social networking sites, students have used technology to become more aware, knowledgeable, and up to date with the world that is always changing (Khalid, 2017). Nevertheless, research has not properly explored the gender-based variations in how social networking influence academic performance, despite the fact that students utilize these platforms extensively. There is a lack of knowledge on the role that gender plays in the relationship between academic accomplishment and social networking, particularly for upper basic Social Studies students at Delta State. Therefore, the purpose of this study is to investigate how gender affects the relationship between social networking use and academic achievement in this particular student population.

1.2 Purpose of the Study

The purpose of this study is to find out the relationship between the usage of social networks and academic performance of Upper Basic Social Studies students in Delta State as it relates to gender.

1.3 Research Question

What is the relationship between the usage of social networks and academic performance of Upper Basic Social Studies students in Delta State as it relates to gender?

1.4 Hypothesis

Ho1: There is no significant relationship between the usage of social networks and academic performance of Upper Basic Social Studies students in Delta State as it relates to gender.

2. Social Networking and Academic Performance of Students as it Relates to Gender

Nowadays, almost all students actively use social media sites like Facebook, Instagram, YouTube, WhatsApp, and Twitter. Social networking has become a crucial component of modern communication (Prodhan et al., 2020). Plunkett's (2018) study, which included 293 female and 313 male students, showed that social networking is used for academic reasons by students of all genders, and that this has a favourable impact on their academic performance. Nonetheless, there are discernible variations between the ways that male and female

students use these sites. For instance, Krasnova et al. (2017), discovered that although female students prioritize conversation and information collection, male students often use social media primarily for enjoyment.

According to a study conducted in North America by Efosa et al. (2017), male students utilize social networking sites more often than female students and are more satisfied with these platforms. Similar findings were found in a study conducted in Europe by Alfari et al. (2018) with 400 medical students. While both genders had high percentages of social network account ownership, there were minor differences in their preferences and usage patterns. YouTube was more frequently used by men, whereas WhatsApp was more popular with women.

Seon (2019), investigated how gender affected the link between social networking and micro-entrepreneurs' company performance in the United States. The results demonstrated that while social networks provided the same knowledge to both sexes, men were more adept at putting it to use. Similar gender disparities in student use were noted by Ali et al. (2021), with men using social networking mostly for communication and contact and females using it more for education, both of which had a favourable impact on academic performance.

When Olayinka et al. (2021), investigated social media use at Taraba State University in Nigeria, they discovered that students' use of social networking sites was highly influenced by their gender. In contrast, males preferred Facebook, while females preferred YouTube, according to study by Sajjat and Tabiur (2020) on university students in Bangladesh. There were also clear variations in the amount of time the participants spent online and the motivations for their use of social media. According to both research, using social media excessively may have a detrimental effect on academic achievement.

Diverse conclusions about the connection between gender, social networking, and academic performance have been found in the body of current research. While Plunkett (2018), revealed that gender had no connection between social networking and academic performance, studies by Alfari et al. (2018), Ali et al. (2021), Olayinka et al. (2021), and Sajjat and Tabiur (2020), suggest that gender does play a role, but in different ways. Efosa et al. (2017), and Seon (2019) suggested that male students tend to benefit more academically from social networking. With an emphasis on gender disparities among Delta State Upper Basic Social Studies students, this study aims to

further investigate the link between social networking and academic performance in light of these conflicting results.

3. Methodology

To gather and examine data, this study used a descriptive survey research design. It concentrated on all 43,022 Basic 9 students from 468 Delta State public Upper Basic schools. A total of 975 students; 481 males and 494 females were chosen from Delta State's three senatorial districts using a stratified random sampling technique. The Delta State Ministry of Basic and Secondary Education validated teacher-created tests and a questionnaire titled "Gender-Based Analysis of Social Networking and Academic Performance of Delta State Upper Basic Social Studies Students" were used to collect data. Responses were gathered using a four-point Likert scale, where the alternatives ranged from "strongly disagree" (SD = 1 point) to "strongly agree" (SA = 4 points). In order to make sure the instrument correctly measured the

desired ideas, face and content validity were used to establish the instrument's validity.

The "Gender-Based Social Networking and Academic Performance Scale" was tested for internal consistency using Cronbach's alpha to determine the questionnaire's reliability. One hundred Basic 9 students who weren't in the main study but had comparable traits to the main sample were used for this reliability test. Strong consistency in assessing gender-based social network utilization was indicated by the reliability coefficient of $r=0.75$, $p<0.05$, obtained from the analysis assessed at a significance level of $P<0.05$. The Pearson Coefficient of Determination was utilized to address the research issues, and the null hypotheses were tested at the 0.05 level of significance using the Pearson Product Moment Correlation Coefficient. For this investigation, the Pearson statistical approach was used because to its ability to accurately ascertain the direction and magnitude of the association between the variables.

4. Results

What is the relationship between the usage of social networks and academic performance of Upper Basic Social Studies students in Delta State as it relates to gender?

Table 1: Mean Scores and Standard Deviation Analysis on social networks usage and academic performance as it relates to gender.

Variables	N	Mean	SD	r	r ²	r ² %	Remark
Social networks	975	3.13	.97	.198	0.039	3.9%	Positive relationship
Academic performance as it relates to gender		3.23	.95				

Source: SPSS Output, 2024

Table 1 displays the gender-related mean scores and standard deviation analysis of Delta State Upper Basic Social Studies students' social network usage and academic achievement. The results indicate a positive correlation between the academic performance and gender of Upper Basic Social Studies students in Delta State and their use of social networks, as indicated by mean scores of 3.13 and 3.23 above the benchmark mean value and standard deviation scores of .97 and .95.

Ho1: There is no significant relationship between the use of social networks and academic performance of Upper Basic Social Studies students in Delta State as it relates to gender.

Table 2: Correlation result for the significant relationship between the usage of social networks and academic performance of Upper Basic Social Studies students in Delta State as it relates to gender.

		Social networks	Academic performance as it relates to gender
Social networks.	Pearson Correlation	1	.198**
	Sig. (2-tailed)		.000
	N	975	975
Academic performance as it relates to gender	Pearson Correlation	.198**	1
	Sig. (2-tailed)	.000	
	N	975	975

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

According to Table 2, social networks and academic performance as it pertains to gender shows a positive link, with a Pearson's r correlation value of .198. Additionally, a statistically significant link is evident under the two-tailed test and at the 0.05 level of significance, as indicated by the P-value score of .000. In other words, the null hypothesis is disproved. In conclusion, there is a strong correlation between gender-specific academic performance of Delta State Upper Basic Social Studies students and their usage of social networks.

5. Discussion of Finding

According to the study's findings, gender influences social network use and academic performance among Delta State Upper Basic Social Studies students in a beneficial way. Gender disparities can influence how and why students use social media, as evidenced by the observation that female students are more likely than their male counterparts to utilize social networking sites for academic objectives.

This result is in line with earlier research by Krasnova et al. (2017); Sajjat and Tabiur (2020), which shown that female students prioritize communication and information collecting on social networking sites, whereas male students often use them for enjoyment. Similarly, gender influences how students use social networking, according to Olayinka et al. (2021). Seon (2019), however, discovered that male students were more adept than female students in using social media for educational objectives. Nevertheless, Plunkett (2018) discovered no discernible variation between the methods in which male and female students utilized social media for educational reasons, with both sexes gaining advantages from these platforms that enhanced their academic achievement.

6. Conclusion

The study found that among Delta State Upper Basic Social Studies students, gender had a major influence on the association between social network use and academic performance. Additionally, it was noted that female students are more likely than male students to utilize social networking sites for academic objectives, which benefits their academic performance.

7. Recommendation

In Delta State Upper Basic schools, encouraging male and female students to use social networking as a learning tool should be given top priority. Schools should make sure that students have access to the tools they need, such as computers and dependable internet

connectivity, to assist this, this will enable students of both genders to use social networking for academic objectives, ultimately improving their academic performance.

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