

EXAMINING THE CORRELATION BETWEEN SOCIAL MEDIA ADDICTION AND ACADEMIC PERFORMANCE AMONG SENIOR SECONDARY STUDENTS IN KATSINA CENTRAL, KATSINA STATE, NIGERIA

NAFISA LAWAL BINDAWA¹, STEVE OLUSEGUN BADA PhD², BINTA ADO ALI PhD³

¹Department of Educational Psychology and Counselling,

Federal University Dutsin-Ma, Katsina, Katsina State, Nigeria

²Department of General Studies, Kasimu Kofar-Bai School of Nursing,

Katsina, Katsina State, Nigeria.

nafisabindawa@gmail.com

Abstract

This study investigated the impact and association of Social Media Addiction in relation to Senior Secondary School Students' Academic Performance in Katsina Central, Katsina State, Nigeria. The correlational research design was adopted for this study. The population consists of 27,690 from four Education Quality Assurance Zones with sample size of three hundred and seven-seven (377) students using multi-stage sampling techniques. The hypotheses were tested at 0.05 alpha level of significance, Multiple Regression Analysis and Pearson Product Moment Correlation were employed using SPSS version 23 to facilitate data analysis. Findings of the study showed the relative importance of the correlation variable to the correlation of academic performance in English Language with $R=.144$, which is equivalent to 14.4%. This indicates a good level of prediction. $R^2=.021$ which is equivalent to 21%, indicating the level of shared variance between the dependent variable and the independent variables ($F_{c=376, 1.565} < 0.05$). There is significant positive correlation between social media addiction and Academic performance ($r=.080, n=375, p<0.05$). The study concluded that social media addiction has significant correlation to students' academic performance in English Language.

Keywords: Social media, Addiction, Academic performance, Correlational research

Introduction

Educational activities are geared towards ensuring that students achieve mastery of educational objectives. In school, the extent to which these objectives have been achieved is determined by examining different factors, because students' success is reflected in their academic performance. In the present time, students heavily keep in touch with modern technology and visit social networking sites to the extent that the excessive usage dually influences their academic performance, sometimes the addiction to social media to some degree, causes serious consequences on students' academic life (Kolan & Dzandza, 2018). The trend of social media usage among students is growing rapidly. This has both positive and negative impacts on students' academic performance. It is mostly observed that students remain out of their studies and become addicted to social media. This problem affects their academic performance while at the same time hinders the proper flourishing of talents. Persistence of social media addiction causes threats to secondary students' academic performance, and their future; as well as the nation as a whole. Time spent on social media and its usage affects academic activities that consequently impact students' academic performance (Awoyemi *et al.*, 2021).

Academic performance is the knowledge gained which is assessed by marks by a teacher and or educational goals set by students and teachers to be achieved over a specific period of time. Academic performance refers to how well a student is accomplishing his or her tasks and studies (Scotts, 2012). Grades are certainly the most well-known indicator of academic performance. Grades are the student's "score" for their classes and overall tenure. Grades are most often a tallying or average of assignment and test scores and may often be affected by factors such as attendance an instructor opinion of the

student as well (Junco, *et al.*, 2011). Grading systems in school are common scales include a percentage form 1-100, lettering systems from A-F. Academic performance is the ability to study and remember facts and being able to communicate one's knowledge verbally or written on paper.

Statement of the Problem

The impact of social media addiction on students' academic performance is a contemporary threat that needs to be addressed. The sheer fact that more than 500 hours of video are uploaded to YouTube every minute helps to explain the expansion of the internet; with almost 30,000 hours of newly uploaded contents uploaded every hour (Buddayya & LG, 2019). Facebook and other communication apps such as WhatsApp, Tiktok, and Instagram have had a similar increase. (World Health Organization, 2022). Students' academic performance has experienced some drastic shrinkage, as a result of so many things such as poor classroom participation, low grades in internal and external examinations. In recent time, parents and governments have invested huge amount of money on education sector. For instance, in the year 2021, about 23.4% of total budget estimate of Katsina State was earmarked on educational sector alone (MOE, 2021). There is paucity of data on Social Media Addiction on Academic Performance of Senior Secondary School students. In view of this, the study therefore sought to find out the influence of social media addiction, as predictors of senior secondary school students' academic performance in Katsina Central, Katsina State, Nigeria.

Objectives of the Study

The main aim of this study was to determine the influence of Social Media Addiction on Academic Performance of Senior Secondary School students in English language in Katsina Central, Katsina State, Nigeria. Objectively, the study seeks to:

1. Find out the level of social media addiction among senior secondary school students in Katsina Central, Katsina State
2. Investigate the level of academic performance among senior secondary school students in English language in Katsina Central, Katsina State
3. Investigate the relationship among social media addiction and academic performance of senior secondary school students in English language in Katsina Central, Katsina State

Research Questions

The following research question guided the study:

1. What is the level of social media addiction among senior secondary school students in Katsina Central, Katsina State?
2. What is the level of academic performance among senior secondary school students in English language in Katsina Central, Katsina State?

Hypotheses

The following hypotheses were formulated and tested:

H₀₁: There is no significant relationship between social media addiction and academic performance of senior secondary school students in Katsina Central, Katsina State.

H₀₂: There is no significant relationship between social media addiction and academic performance of senior secondary school students in English language in Katsina Central, Katsina State.

Methodology

A correlational research design was adopted for this study. Correlational design was preferred by for this work because it tests the degree to which two or more attributes or measurements on the same group of elements shows a tendency to vary together. Also, it determines whether or not two variables are correlated. This means, to study whether an increase or decrease in the other variables (Montgomery, 2012). The population of senior secondary school (SSS II) students was twenty-seven thousand six hundred and ninety (27,690) students. The students are targeted because they are made-up of teenagers and under the care and control of their parents, they are below or above 18 years of age; and are in second year in secondary school education. The sampling technique for the study was multi-

stage cluster sampling techniques; in order to obtain more accurate representation, and to address the different characteristics of the entire students' population. Multi-stage cluster sampling technique was adopted to select sample for the study because it involves large population. The first stage is that, there are four (4) Education Quality Assurance Zones, (EQAZ) in Katsina Central, Katsina state; the researcher will select three schools from each zone that made up twelve (12) schools from the zones to be use for the study, at least one school were selected in each local government area while the area with security challenges was taken into consideration. This was done by using purposive sampling techniques to select sample schools based on gender. The purposive sampling techniques was used to select three (3) schools from each four (4) Education Quality Assurance zones (EQZA) across the Katsina Central in the state based mixed schools (co-education). This sample was appropriate for selecting the subjects considered in a better position to provide the required information sought for (The Research Advisor, 2006).

The second stage was simple proportionate sample technique to find the number of percentage to the given population of students from each school. The sample of this study was drawn from the 27,690 senior secondary school (SSS II) students. SSS II students were selected because they are in semi-final stage/exit-class of secondary school. This was achieved by using simple mathematical application as follows; the populations of each sampled school multiply by total sample size divided by target population of the study. Proportionate random sampling was utilised because the required proportion of the students (respondents) in the population was reflected in the sample (The Research Advisor, 2006). The third stage was to select the respondents, and this was done by using simple random techniques to select respondents from each selected schools. In this method of sampling, each member of the population has equal chance of being selected (Bebeji & Bello, 2013). Thus, the researcher wrote on the pieces of paper 'Yes' or 'No', the number of required respondents in each school contain positive i.e. 'yes' on the paper; the students were asked to pick.

The instruments for this study were questionnaire, which was to collect data on Social Media Addiction, as Predictors of Students' Academic Performance in Katsina Senatorial District Katsina state, Nigeria. Social Medial Addiction Questionnaires (SMAQ) was used. A duly signed letter of introduction was collected School of Postgraduate Studies through the Head of Department of Educational Psychology and Counselling, Federal University Dutsin-ma for permission to the principals of the selected schools to distribute the instrument (questionnaires) to respondents. The researcher visited the twelve (12) selected schools to administer questionnaires on the distribution of sample size, which was achieved with the help of research assistants and the guidance and counselling teachers of the schools for prompt response (The Research Advisor, 2006). The data collected from this study was subjected to statistical analysis. Frequency and simple percentage was used to analyze the total number of respondents who correctly completed the questionnaires. The research questions were answered using descriptive statistics (frequency and percentage) to find the levels of the variables (Social Media Addiction, and Academic Performance); either low (0-39%), average (40-69%) or high (70-100%). Multiple regressions analysis was used to test hypothesis one (1), Pearson Product Moment Correlation (PPMC) was used to test the hypotheses. All hypotheses were tested at 0.05 level of significance. Data collected was subjected to SPSS version 23 statistical software (The Research Advisor, 2006).

Results

Table 1: Descriptive Statistics of Social Media Addiction and Academic Performance Among Senior Secondary School Students in Katsina Central, Katsina State

Variables	Number	Mean	Range	Std. Deviation
Social Media Addiction	379	56.69	60.0	9.283
Students' Academic Performance	379	17.35	41.0	6.857

Source: Researchers' Field Work, 2024.

Table 1 revealed that social media addiction has a mean of 56.69, while the Academic performance (English Language) recorded a mean of 17.35 (SD = 6.857).

Table 2: Percentage Distribution of Level of Social Media Addiction among Respondents

Variable	Scores range	Frequency	Percentage %	Remark
	1-30	49	12.9	High
Social Media Addiction	31-50	119	31.4	Mild
	51-80	211	55.7	Low

Table 2 revealed that out of 379 (100%), 49 (12.9%) represented high level of social media addiction, 119 (31.4%) mild low level of social media addiction and 211 (55.7%) low level of social media addiction. This indicates that, the level of social media addiction was low among senior secondary school students in Katsina Central, Katsina State.

Table 3: Percentage Distribution of Level of Academic Performance among Respondents

Variable	Scores range	Frequency	Percentage%	Remark
	0-39	28	7.4	Low
Academic Performance	40-69	273	72.0	Average
	70-100	78	20.6	High

Table 3 revealed that out of 379 (100%), 28 (7.4%) represented low level of academic performance, 273 (72.0%) mild level of academic performance and 78 (20.6%) high level of academic performance. This indicates that, the level of academic performance was moderate among senior secondary school students in Katsina Central, Katsina State.

Table 4: Multiple Regression Analysis Table of Social Media Addiction, Parenting Styles, Peer Influence and Academic performance of Senior Secondary School Students in English language in Katsina Central, Katsina State

in Russia, Central, Russia State					
Model	R	R Square	Adjusted R Square	Standard Error	
1	0.144 ^a	0.021	0.007	6.832	
Analysis of Variance					
Model	Sum of Square	Df	Mean Square	F	S
Regression	365.155	5	73.031	1.565	.169 ^b
Residual	17314.924	373	46.671		
Total	17680.080	378			

a. Dependent Variable: English Language Achievement Test (ELAT).

b. Predictors: (Constant), Social Media Addiction

The analysis on table 4 revealed that there is significant influence of predictor variables (social media addiction, democratic parenting styles, autocratic parenting styles, laissez-faire parenting styles, peer influence), since the multiple R coefficient indicated 0.144, $P < 0.05$, while the R^2 coefficient was .021. The 21% ($R^2 = .021$) observed variance in English Language Achievement Test among secondary school students in Katsina Central, Katsina State was attributed to the effect of social media addiction while the remaining 79% of the regression of the unexplained variance was due to other factors not considered in the regression model. The table indicated the F-calculated value as ($F = 1.565$; $p < 0.05$) with 371 degree of freedom at alpha level of 0.05.

Table 5: Correlation showing the Relationship between Social Media Addiction and Academic Performance in English language in Katsina Central, Katsina State

Variable	N	Mean	S.D	Df	r-value	p-value	Decision
Social Media Addiction	379	56.69	9.283	377	0.080	0.000	Sig.
Academic Performance	379	17.35	6.857				

^**Correlation not significant at 0.05 level (2-tailed)

The result on table 5 shows that there is significant relationship between social media addiction and academic performance of senior secondary school students in English language in Katsina Central, Katsina State; this indicates that r-value of 0.080 and p-value 0.000 are less than 0.05 significant alpha level at 377 degree of freedom. Therefore, hypothesis two is hereby rejected because there is significant relationship between social media addiction and academic performance of senior secondary school students in English language in Katsina Central, Katsina State. Therefore, social media addiction was significantly found to have a greater capacity to influence Students' academic Performance in English language in Katsina Central, Katsina State.

Table 6: t-Table Summary showing the Gender Difference in Academic performance of Senior Secondary Students in English language in Katsina Central, Katsina State

Variable	Gender	N	Mean	S.D	Df	t-value	p-value	Decision
Students' Academic Performance	Male	200	15.79	7.999	375	-5.043	0.000	Sig.
	Female	177	19.23	4.532				

**Correlation not significant at 0.05 level (2-tailed).

The result on table 6 shows that there is significant gender difference in academic performance of senior secondary students in English language in Katsina Central, Katsina State; this indicates that the Levene's t-test for equality of variance at which t-test value of -5.043 and p-value 0.00 is less than 0.05 significant alpha level at 377 degree of freedom. Therefore, hypothesis is hereby rejected because there is significant difference in male and female academic performance in English language among senior secondary students in Katsina Central, Katsina State. This indicates that female mean score of 19.23 is greater than male counterpart of 15.79. Therefore, gender was significantly found to have a greater capacity to influence students' academic performance in English language.

Discussion of Findings

The result of this finding indicates that, the level of social media addiction was low among senior secondary school students in Katsina Central, Katsina State. These findings corroborate with the findings of Oueder and Abousaber (2018), who reported that social media addiction is at low level and plays a vital role in improving students' academic performance positively. The results of this finding indicate that the level of democratic parenting style was high among senior secondary school students in Katsina Central, Katsina State. The findings of Hagar *et al.*, (2022) indicated there was high and statistically significant positive to students' academic performance. The result of this finding indicates that, the level of autocratic parenting style was high among senior secondary school students in Katsina Central, Katsina State. This in support of Hagar *et al.*, (2022) indicated there was a moderate and statistically significant positive relationship between autocratic parenting styles. This result of this finding indicates that, the level of laissez-faire parenting style was high among senior secondary school students in Katsina Central, Katsina State. The result of this finding indicates that, the level of peer influence was moderate among senior secondary school students in Katsina Central, Katsina State. This result is in line with the study of Daniel and Felix (2014) found that peer influence made significant moderate contribution of peer influence to the students' academic performance. The result of this finding indicates that, the level of academic performance was moderate among senior secondary school students in Katsina Central, Katsina State.

Conclusion

The study concluded that students' academic performance among senior secondary school (SSS II) students is significantly predicting social media addiction. Social media addicted users prefer using internet setting for their academic activities which ultimately leads to good academic performance. Students' academic performance in English Language among secondary school students was attributed

to the joint effect of social media addiction.

Recommendations

1. Students should be appropriately guided through orientations on the danger of social media addiction in relation to their academic performance.
2. Teachers should be prepared to make provision and use relevant instructional materials through social media networking like goggle scholar, education-network.
3. Parents Teachers Association (PTA), should promote the control of misuse of social media among students.
4. Governments should endeavour to establish counselling centers in schools to assist in the attainment of functional and capacity development of students and reduce the occurrence of negativity of social media addiction through counselling services.
5. Language laboratories should be provided by government in schools to improve students' learning English language and other communication skills.

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