Influence of Social Media on Group Behaviour and Academic Achievement among Senior Secondary Students in Ilorin-West, Kwara State

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Abstract
This study was designed to find out the influence of social media usage on group behaviour and academic performance among senior secondary school students in Ilorin-West Local Government, Kwara State. The study used ex-post factor design. Purposive and simple random samplings were used to select the sample. Four senior secondary schools with a total population of 1,660 and a sample size of 310 students were drawn and used for the study. Two questionnaires were used for the study: Social Media, and Group Behaviour Questionnaire [SGBQ] and English Language and Mathematics Test [EMT]. Three research hypotheses were raised and tested. Pearson r, and ANOVA tools were used for the statistical analysis. The result shows positive correlation exists between social media usage and group behaviour. The finding shows there is negative correlation between social media usage and academic performance. The result also shows significant age difference among students. Recommendations were that: Students should be conscious of the time they spend on social media sites in order to have more time for their classroom activities and homework. Teachers should encourage the students to expend some meaningful hours on social media sites so as to make friends that would help increase their self-image. The comments of these friends are better to boost and enhance group behaviour on social media.
Keywords: social media, group behaviour and academic performance.

INTRODUCTION

Internet has become the mainstream communication method for many people in the past several years. In particular, students in high schools have adopted these forms of communication as the paramount way to keep in touch with family and friends. Social media websites, such as Facebook, 2go, Twitter and MySpace are the most popular places for these students to spend their time, and are the primary focus of this study.

Students have always paid a lot of attention to the presentation of peer attitudes and behaviour on social media networks. It seems that for most students creating networks and online content is an integral mode for the management of identity, lifestyle, and social relations.

It has been observed that the tendency of a student to join a community is influenced by both the number of friends he has within the community, and more crucially how those friends are connected to one another. A work by [1], examined the preferential behaviour of Yahoo! Groups. They found that different types of groups produce varying degrees of engagement. Members of a smaller, private group usually have higher engagement than members of a large, public one. The more groups a person belongs to, the better he would be heavily involved in all of them.

Internet access and usage among Nigerian students have grown exponentially over the past decade [2]. More than 48% of Nigerian youth 12 to 17 years of age use the Internet, and nearly half log on daily[9], [10]. Once connected, students engage in a wide variety of activities, including doing schoolwork, playing games, shopping, downloading music, text messaging and chatting and so forth. Students use the Internet primarily for social reasons [4] , [11] &[9]. The Internet has become a virtual meeting place where adolescent students hang out with their peers to pass time. Many students reportedly prefer being online to other media, including the telephone, TV, and radio. In the early 1990's, social media technologies were introduced to the public in forms such as email and chat rooms [10]. Many authors, such as Dr. Norman Nie of Stanford University, predicted that these forms of technology would negatively impact students' social lives, and reduce their sense of well-being [5].

It is recorded that at least four million, three hundred and twelve thousand and four hundred Nigerians are on Facebook, with a good number of them being adolescents [3]. Their participation on internet greatly impact on various aspect of life. This study examines the influence of social media on self-image, group behaviuor and academic achievement of among adolescent students in Ilorin-West.

The closeness of students to the social media networks has made them to form new sets of behaviour. They exhibit different kinds of behaviuors as a result of peers and group they formed online. This social medial has dramatically changed the attitude and behaviour of students of secondary schools. They learn from social medial and to form online friends, find lovers and romance

The comfort of online participation may lead to weaker school ties, because students have less reason to leave their schools and actually interact face to face with other people. The internet allows students to more

easily form and sustain friendships and even romantic attachments. This social media participation has derailed the attitude of these students toward their school communities. They exhibit different kinds of behaviours which they learnt from their online friends. They disrespect their teachers because they have formed many friends who below and above their ages

OBJECTIVE OF THE STUDY
The followings are the objectives of the study.
1. To investigate the influence of social media usage on group behaviours.
2. To examine the influence of social media usage on academic achievement.
3. To examine the influence of social media usage based on age.

METHODOLOGY
The research design for this study is ex-post facto design. This involves systematic collection of data or information from a sample of the population through the use of questionnaire on adolescent students' social media usage, group behaviours, and academic achievement. In other words the design can be seen as a way of describing attitudes, behaviours, situations, opinions or characteristics of people which is relevant to the study at hand. This design helped the researcher to collect the relevant data used to discuss issues extensively about the target population.

POPULATION AND SAMPLE
The target population for this study are senior secondary school students in Ilorin-West Local Government Area, Kwara State. The four senior secondary schools meet the requirement for the participation in the study. The schools were equipped with computer laboratory and internet connection. Also, many cyber cafes were situated outside these schools and the schools are of male students only, female students only and mixed students (male and female).

Purposive sampling and random sampling were involved in this study. 310 students from the four senior secondary schools in the local government were selected, because they were situated within the metropolis where internet facilities are accessible.

A total number of 1,660 SS 1 and SS2 Students were used in the 4 schools. Therefore, 310 students selected from the given population. Systematic Random Sampling was used to select sample size.

INSTRUMENTS
Questionnaire and academic achievement test were used for the study. The questionnaire was tagged Social Media and Group Behaviour Questionnaire [SGBQ]. The social media and group behaviour and questionnaire focused on involvement and consumption of social media with 15-item questions

Different academic achievement tests on English Language and Mathematics [EMT] were conducted for SS1 and SS2 participating students. The 20-item was set for English Language and 10-item questions were set for Mathematics. The questionnaire was constructed by the researcher considering the research questions and hypotheses raised for the study. Each column was provided with question items to give the best feeling of the respondent on the 4 point likert scale i.e. strongly agreed, agreed, strongly disagreed, and disagreed. The scale was scored as follows: strongly agree = 4, agree = 3, disagree = 2, strongly disagree = 1.

To establish the reliability index of SGBQ and EMT, the researcher analyzed the data collected for the study using Guthman split-half reliability coefficient on SPSS v20 statistical software. The statistical output shows a 0.89 reliability for SGBQ and 0.83 for EMT. The reliability index shows that both instruments were reliable using the reliability benchmark of 0.5 to 0.99.

PROCEDURE FOR DATA COLLECTION
The permission letter was collected from the department for the students' field research. To be allowed access to certain relevant documents and some valuable information which researcher needed for the study. Permission letters was issued to the principals of target population schools for the questionnaires administering and test conducting. A total of 310 copies of questionnaires were produced by the researcher for distribution to the target population SS Students of 4 selected schools. The instruments were distributed with assistant of the members of staff of the schools, who were trained on questionnaires distribution and test administration. The data collection exercise was expected to last for 2-3 days. After the completion, the researcher collected them back for analysis.

ANALYSIS
The data obtained from this study were subjected to statistical analysis. Frequency and simple percentage were used to enumerate the total number of respondents who correctly completed the questionnaires while Pearson Product Correlation Moment (PPMC) was used to determine the relationship between the variables. Analysis of

Variance (ANOVA) was used to measure significance different between variables being measured. The .05 level of significance was used in rejecting or retaining the 4 hypotheses. The researcher employed SPSS 20.0 version software for that data calculation and data storage

RESULTS

Hypothesis 1: There is no significant relationship between social media usage and group behaviour.

Table 1: Correlation analysis showing relationship between social media usage and group behaviour

Variables	N	Mean	SD	DF	Pearson's r	P	Decision
Social Media Usage	310	9.5935	1.56704	308	0.130[*]	0.022	Rejected
Group Behaviour	310	51.4258	7.18273				

[*]Correlation is significant at the 0.05 level (2-tailed). α=0.05

The table above shows positive correlation between social media usage and group behaviour (r=0.130; P=0.022). Therefore, the hypothesis which says there is significant relationship between social media usage and group behaviour is rejected. With mean scores of social media usage and group behaviour as (9.5935and 51.4258). Social media usage has significant influence on adolescent negative group behaviour.

Hypothesis 2: There is no significant relationship between social media usage and academic achievement.

Table 2: Correlation analysis showing relationship between social media usage and academic achievement.

Variable	N	Mean	SD	DF	Pearson r	P	Decision
Social Media Usage	310	9.5935	1.56704	308	-0.125[*]	0.028	Rejected
Academic Achievement	310	7.3839	0.90543				

[*]Correlation is significant at the 0.05 level (2-tailed). α=0.05.

Table shows the negative correlation of relationship between social media usage and academic achievement is significant at (r=-0.125;P= -0.025) with mean scores of social media usage and academic achievement as (9.5935 and 7.3839) at 0.05 level of significance, means that significant relationship exists between social media usage and academic achievement of adolescent negatively. Therefore, on the basis of the data, the null hypothesis stands rejected. Meaning that social media influences academic achievement of students who engage in it.

Hypothesis 3: There is no significant difference among students' level of social media usage based on age group.

Table 3a: Descriptive statistic of adolescent students on social media based on age

Age of Respondents	N	Mean	Std. Deviation
12-14	76	9.7500	1.64215
15-17	168	9.5000	1.57450
18-20	66	9.6515	1.46227
Total	310	9.5935	1.56704

Table3b: ANOVA of difference among students' levels of social media usage based on age

	Sum of Squares	DF	Mean Square	F	Sig.	Decision
Between Groups	3.552	2	1.776	.722	.487	Retained
Within Groups	755.235	307	2.460			
Total	758.787	309				

α=0.05

Table shows the difference among students' level of social media usage based on age is not significant (F=0.722; P= 0.487).Therefore, the hypothesis which says there is no significant difference between social media usage based on age retained. Mean scores across ages, 12-14(9.7500), 15-17(9.5000) and 18-20(9.6515) at 0.05 level of significance. Meaning that, age does not influence adolescent students' social media usage.

DISCUSSION

The study aimed at investigating the influence of social media usage on group behaviour and academic achievement among students in senior secondary schools in Ilorin-West Local Government, Kwara State.

The research hypothesis seeks to investigate the influence of social media usage on group behaviour. The finding indicates that significant positive relationship exists between social media usage and group behaviour. The study reveals that adolescent students hang out with friends, presented themselves, articulated their social networks activities and established or maintained connections with their online group. They stayed on internet for longer hours per day coordinating group activities. They developed their own unique set of characteristics including structure, cohesiveness, roles, norms and processes which they have set for themselves on their various social networks. The finding is similar to that of [8] in a study of social network and group activity, he found that adolescent internet users tend to form cliques to achieve their objectives, he concluded that those that stayed longer on internet tried to complement group activities and express themselves more openly or restrictively in the context of that particular group of friends.

The research hypothesis seeks to examine the influence of social media on academic performance. The finding shows that there is no significant relationship between social media usage and academic performance. The fewer hours students spent on social media the poor their score on academic performance. The finding is agreed with the studies conducted by [7] who discovered that 53% of college Facebook users having GPA that ranges between3.0 to 3.5 spent between 1 to 5 hours per day surfing internet. Also, this finding is supported by Jason (2011) in study of college students on SNS site, reported hours spent on using SNS and the respondents' GPA in previous semester (spring semester 2010). Of 366 respondents, 127 (34.7%) indicated they spent less than 1 hour using SNS and earned at least 3.01 GPA on a 4.00 grade scale. Alternatively, 44% of the 366 respondents reported using SNS for more than 6 hours in a typical day and earned a 3.01 GPA in the same semester. In total, 66.4% of these respondents earned at least a 3.01 and above GPA in spring semester 2010. Based on the results, no significant relationship was obtained between time spent on using social media sites and GPA earned in spring semester 2010.

The research hypothesis seeks to examine age difference in social media usage. The finding shows that there is significant age difference in social medial usage. The differences are reflected between adolescents of ages15-17 and 18-20 age groups having the lowest mean (6.359) and 15-17 having the mean (7.295) of three groups. It can therefore be seen that ages 15-17 are the highest of social media users. The result is consistent with that of [12] who found, in a research where a total of 168 were surveyed, the respondents whose ages range between 15 and 18 mostly used social networking website whose total average is 55.4% of total population.

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CONCLUSION AND RECOMMENDATION
This study has proven that significant relationship exists between social media usage and group behaviour, academic achievement and gender. Social media is seen by adolescent students as a beneficial tool for socialization. They spend more time chatting and posting messages than they do in other activities. Social media tends to take time and keeps young people from doing other activities such as studying or socializing offline. Students have also come to depend on electronic media more than before to meet their communication needs. With regard to the outcome obtained in this study, the followings recommendations were made;

1. Students should be conscious of the time they spent on social media sites in order to have more time for their classroom activities and homework.
2. Teachers should encourage the students to expend some meaningful hours on social media sites so as to make friends that would help increase their self-image. The comments of these friends are better to boost their self-images and adjust to the social activities.
3. School authorities should encourage the students to judiciously use the available computer laboratory in schools for educational purpose.
4. Parents should encourage and monitor students to use educational social media sites that will help them to maximise their educational attainment and keep them away from harmful influences

Policy on access of students to social media should be such that encourages educational and useful information rather than uncontrolled access to the internet that may be harmful to students' social and intellectual development

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