

Influence of Social Media Usage on Self-Image and Academic Performance among Senior Secondary School Students in Ilorin-West Local Government, Kwara State

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Abstract

This study was designed to find out the influence of social media usage on self-image 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, Self-Image Questionnaire [SMSQ] and English Language and Mathematics Test [EMT]. Three research hypotheses were raised and tested. Pearson r and t-test, tools were used for the statistical analysis. The result shows that there is positive correlation between social media usage and self-image. The finding shows there is no correlation between social media usage and academic performance. The result also shows significant difference between male and female in social media usage. 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.

Keywords: social media, self-image and academic performance

1.1 Introduction

The rapid growth of social media usage that has been observed over the last two to three years is an indicative of its entry into mainstream culture and its integration into the daily lives of many people. In parallel with this, there has also been considerable media coverage of the growth of social media usage, its potential positive outcomes and concerns about the way that some individuals are engaging with it.

Social media sites offer people new and varied ways to communicate via the internet, whether through their PC or their mobile phone. They allow people to easily and simply create their own online page or profile and to construct and display an online network of contacts, often called 'friends'. Users of these sites can communicate via their profile both with their 'friends' and with people outside their list of contacts. This can be on a one-to-one basis (much like an email), or in a more public way such as a comment posted for all to see. Social media sites, such as Facebook, 2go, Twitter, Skype, Viber, Whatsapp and MySpace are primary focus of this study.

Of recent, social media has become a way for people to communicate in society and build relationships with others. With the increase of technology used for communication has become a way of life on internet. Social media has become an activity that is done primarily on the Internet, with sites like MySpace, Facebook, Twitter, 2go, Africhat, Tango, Viber Bebo, Whatsapp, Mozat, Friendster, and Xanga.

Secondary school students have always paid a lot of attention to the presentation of self on social media sites. It seems that for most secondary school students creating networks and online content is an integral mode for the management of identity, lifestyle, and social relations. Secondary school students point at the opportunities for self-expression, sociability, community involvement, creativity and group belongings.

The tendency of a student to join a social media community is influenced by both the number of friends he or she has within the community, and more crucially how those friends are connected to one another. 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 less likely that they would be heavily involved in all of them.

Students want to express themselves, are socially highly interactive and mobilise around issues very quickly like environmental and social issues such as the Tsunami. Arab's revolutions, Big Brother Africa, Sports world, World economy recess, Technology, and so forth.

Computer access and use among Nigerian secondary school students have grown exponentially over the past decade (Becker, 2000). More than 48% of Nigerian youth 12 to 17 years of age use the Internet, and nearly half log on daily (Lenhart, Madden, &Hitlin, 2005). Once connected, adolescents engage in a wide variety of social

media behaviours, including doing schoolwork, playing games, shopping, downloading music, text messaging and chatting and so forth. Secondary school students use the Internet primarily for social reasons (Gross, 2004; Roberts, Foehr, & Rideout, 2005). The Internet has become a virtual meeting place where secondary school students hang out with their peers to pass time.

Social media group behaviour emanates from the causes that contribute to the group's effectiveness. The well-structured, well defined role and status hierarchy, able leadership, well developed norms and strong cohesiveness a group has, the greater is the group think. As groups function and interact with other groups, they develop their own unique set of characteristics including structure, cohesiveness, roles, norms and processes. As a result, groups may cooperate or compete with other groups, and intergroup competition can lead to conflict.

Students join group on social media in order to reduce the insecurity that they face in real world. They feel stronger, have fewer self-doubts, and are more resistant to threats when they are part of a group. Inclusion in a group that is viewed as important by others provides recognition and status for its members. Groups can provide its members with feelings of self-worth. That is, in addition to conveying status to those outside the group, membership can also give increased feelings of worth to the group members themselves. What cannot be achieved individually often becomes possible through group action. There is power in numbers. There are times when it takes more than one person to accomplish a particular task; there is a need to pool talents, knowledge, or power in order to complete a job

Secondary school students spend much of their hours hanging out with friends on social media sites and spend less time studying, thus explaining their lower performance. This idea is called the displacement hypothesis, and has been examined by early television researchers who posited that television took away students' study time (Hornik, 1999). Studies of students' extracurricular activities instead suggest that new media, such as Facebook, replace or enhance other leisure activities, but do not take away time from students (Roberts&Foehr, 2008).

Whether at school, at home, or on the go, today's adolescent students are surrounded by digital media such as computers and the Internet, video games, mobile phones, and other handheld devices. The World Wide Web (WWW) was launched in 1989, providing standards that allowed local computer networks to connect with each other and make it easier for users to sort through the growing mass of information available online. In the relatively brief period since the advent of the WWW, the Internet has had a significant impact on nearly every important area of modern life. The last decade the daily experience of adolescents has been transformed by developments in technology, including the computer, the Internet, and cell phones. The Internet has become an increasingly important factor in the lives of most adolescents, particularly as a medium of communication and social connection.

Although the growth of social technology has been dramatic, to say the least; the most popular website in the world currently is Facebook, a social networking website with more than 500 million registered users worldwide. A large majority of these users are adolescents or young people, labeled the "Millennial Generation" by the PEW Internet and American Life Project (PEW, 2010).

The recent 2010-2013 WAEC and NECO results of the senior secondary school students showed that the students themselves have a good share of the blame for the woeful performances recorded in WAEC and Senior School Certificate examinations. Since the advent of the social media like mobile phones, Blackberry, Facebook, Twitter and others. The Nigerian youth have become so addicted to these gadgets that they no longer have time for reading and preparing for their examinations. Also, the use of the social media short messaging system or texting language which permits all kinds of acronyms or abbreviated words has corrupted many that they sometimes assume that it is normal to use such forms of expression in real situations like examination.

1.2 Objectives of the Study.

The followings are the objectives of the study.

1. To investigate the influence of social media usage on self-image.
2. To examine the influence of social media usage on academic performance.
3. To find out if there is gender difference in social media usage.

1.3 Methodology

The research design for this study was ex-post facto design. This is used for descriptive studies in which the researcher seeks to measure and discover causes even when he cannot control the variables and is not possible or acceptable to manipulate the characteristics of human participant. 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.

1.4 Population and sample

The population of this study comprised of all the senior secondary school students in Ilorin-West Local Government Area, Kwara State. Of all seventeen (17) senior secondary schools in Ilorin-West Local Government, four (4) senior secondary schools, with the population of 1,660 secondary school students met 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. Purposive and simple random sampling techniques were involved in this study to select 310 secondary school students from the four(4) senior secondary schools in the local government, because they were situated within the metropolis where internet facilities are accessible.

The schools comprised male only, female only and mixed. According to Krejcie and Morgan (1971) when the number of population is 1,660, the samples to be selected can be 310 from the given population.

1.5 Instruments

Questionnaire and performance test were used for the study. The questionnaire was tagged Social Media, Self-Image, Group Behaviour, Questionnaire [SMSQ]. The self-Image and social media questionnaire focused on involvement and consumption of social media with 21-items and four sections. Five (8) items on Bio Data, Five (5) items on social media usage, eight (8) items on social media self-image.

Different academic performance tests on English Language and Mathematics [EMT] were conducted for SS1 and SS2 participating students. Two (2) different 20-items were set on English Language for SS1 and SS2 and two (2) different 10-items were set on Mathematics for SS1 and SS2 students. The questions on both English Language and Mathematics were set by the qualified subjects teachers based on the subjects' syllabus of the current year. The test of English was graded 100% and Mathematics 100%. Average of both scores was considered. From (0-39) considered fail and (40-100) considered pass. The questionnaire was constructed by the researcher in line with the research questions and hypotheses raised for the study. The social media questionnaire provided with 3 point scales; always =3, sometimes =2 and never =1. Both self-image and group behaviour questionnaires were 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.

1.7 Procedure for Data collection

An introductory letter was collected from the department of Educational Psychology and Counselling for the students' field research to be allowed access to certain relevant documents and some valuable information which researcher needed for the study. The introductory letter was handed to the principals of sample schools. A total of 310 copies of questionnaires were produced by the researcher and distributed to the sample students of 4 selected schools. The instruments were administered with assistance of the members of staff of the schools, who were trained on questionnaires distribution and test administration. The data collection exercise lasted for a week. After the completion, the researcher collected back the questionnaires for analysis.

1.8 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) r was used to determine the relationship between the variables. T-test was used to measure significance different between variables being measured. The .05 level of significance was used in rejecting or retaining the 3 hypotheses. The researcher employed SPSS 20.0 version software for that data calculation and data storage

1.9 Results

Hypothesis 1: There is no significant relationship between social media usage and self-image of students

Table 1: Pearson Correlation between social media usage and self-image of students

Variables	N	Mean	SD	DF	Pearson's r	P	Decision
Social Media Usage	310	9.5935	1.56704	308	.160*	.005	Rejected
Self-Image	310	18.2065	3.50441				

*Correlation is significant at the 0.05 level (2-tailed). $\alpha=0.05$

The table 1 shows a significant positive correlation between social media usage and self-image $r= .160$, $P=.005$. Therefore, the hypothesis which states that there is no significant relationship between social media usage and self-image is rejected. The more the usage of social media the more better the self-image.

Hypothesis 2: There is no significant relationship between social media usage and academic performance of students

Table 2: Chi square Test of Association between social media usage and academic performance.

Hours spent on internet	Academic Performance		Total
	Pass	Fail	
less than 1 hour	90	91	181
	49.8%	50.2%	100.0%
	49.7%	70.5%	58.4%
1 - 3 hours	52	20	72
	72.2%	27.8%	100.0%
	28.7%	15.5%	23.2%
4 - 7 hours	12	4	16
	75.0%	25.0%	100.0%
	6.6%	3.1%	5.1%
8 and above hours	14	27	41
	34.2%	65.8%	100.0%
	7.7%	20.9%	13.2%
Total	181	129	310
	58.4%	41.6%	100.0%
	100.0%	100.0%	100.0%

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	.664	.197
N of Valid Cases		310	

Table 2 shows a comparison between the reported hours spent on using social media and the respondents' academic performance. Of 310 respondents to this item, 181 (58.4%) indicated that they spent less than 1 hour using social media and considered less active participants. The less social media usage the less academic performance.

Hypothesis 3: There is no significant age difference in social media usage.

Table3: t-test of difference in social media usage between male and female students.

Variables	N	Mean	SD	DF	T	P	Decision
Male	191	9.9021	1.87907	308	1.98	0.049	Rejected
Female	119	9.4798	1.35409				

$\alpha=0.05$

The table 3 shows significant difference between male and female on the level of social media usage $t=0.121$; $p=.049$. Therefore, the hypothesis which says there is no significant difference among students' levels of social media usage based on gender stands rejected. Male students were found of using social media.

2.0 Discussion

Research hypothesis seeks to investigate the influence of social media usage on self-image. The finding indicates that significant positive correlation exists between social media usage and self-image. The result shows that the more the students spent good numbers of hours on social media connecting to their online friends and the better it boosts their self-image. The finding agrees with that of Gonzales and Hancock (2011) who investigated 300 college students in Cyberpsychology, Behaviour and social Network, Cornell, in their study students were asked to look at their own Facebook page for just two hours and the result showed a boost in self-esteem compared with control group who sat in a room for two hours without looking at their Facebook page. The finding is agreement with finding of Carpenter (2012) who in a study of student personality and social media, in Western Illinois College, found that student who updated their Facebook status frequently scored high on self-esteem inventory than students who visited sites casually. A study by Kraut et al. (1998) recorded the number of hours students spent on the Internet (using tracking software on the participant's computers) and its relationship to future measures of social involvement and psychological well-being. The researchers found that longer use of the social media was related to increase friendship and social group. They also found that the Internet significantly enhanced students' self-image and closer relationships with 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 Karpinski (2009), who discovered that 53% of college Facebook users having GPA that ranges between 3.0 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 find gender difference in social media usage. The finding shows that there is significant gender difference in social media usage. This indicates that male respondents are slightly higher than female respondents in social media usage. The finding is supported by Williamson (2011) in a research conducted at St. Cloud, Minnesota, where it's found that 191 males used social media sites, while 171 females used social media sites

2.1 Conclusion and Recommendations

Based on the findings of the study, the following conclusions are made;

This study has shown that social media usage influences self-image. It has been observed that the more the students engaged in social media the more it boosted their self-image. However, social media usage did not influence academic performance of less passive users. And male student social media users were found of using social media than their female counterparts.

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. School authorities should encourage the students to judiciously use the available computer laboratory in schools for educational purpose..

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