

EXPLORING PERSONAL AND SOCIAL MEDIA INFLUENCES ON ACADEMIC PERFORMANCE AMONG PUBLIC SECONDARY SCHOOL STUDENTS IN ENUGU EDUCATION ZONE, ENUGU STATE

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Abstract

This study examined the influences of personal and social media on academic performance among public secondary school students in Enugu Education Zone, Enugu State. The study population consisted of 1582 students and teachers, with a sample of 354 respondents selected using through a multi-stage sampling procedure. The instrument for data collection was a self-structured questionnaire developed by the researcher, titled: "Personal and Social Media Influences on Academic Performance Questionnaire (PSMIAPQ)". The Cronbach Alpha was used to determine the reliability of the instrument which yielded a high reliability coefficient overall value of 0.79. Data were analyzed using mean and standard deviation, while T-tests were used to test the null hypotheses. The findings of the study revealed that personal factors influencing academic performance among public secondary school students in Enugu Education Zone include social media usage and lack of concentration. The findings of the study revealed that social media significantly influences the academic performance of public secondary school students in Enugu Education Zone. Based on the findings of the study, it was recommended among other that students should receive education on the significance of academic achievement, the cultivation of effective study habits, time management skills, and responsible use of social media to optimize their learning outcomes. Furthermore, educational implications, and contributions to knowledge were also discussed.

Keywords: Academic performance, student, personal social media,

Introduction

In the realm of education, assessment of academic performance stands as a fundamental yardstick for evaluating students' achievements and educational progress. Academic performance, encompassing various metrics such as classroom performance, graduation rates, and standardized test results, not only reflects individual accomplishments but also shapes future educational and career trajectories. In this context, this study delves into the intricate interplay between personal and social media influences on academic performance among public secondary school students in Enugu Education Zone, Enugu State. Before delving into the specifics of this investigation, it is imperative to provide a comprehensive overview of the concept of academic performance and the evolution of secondary education in Nigeria. Academic performance, a vital indicator of students' achievements in diverse academic domains, serves as a cornerstone in evaluating educational progress (Ballotpedia, 2022). It encompasses assessments derived from classroom activities, graduation rates, and standardized tests. The measurement of academic performance is contingent upon the grading criteria established by educators and the educational objectives set by both students and teachers within a defined timeframe. This metric not only reflects the attainment of short and long-term educational goals by individuals, educators, or educational institutions but also plays a pivotal role in shaping students' future educational endeavors. The ramifications of academic success extend beyond the confines of educational institutions, significantly

influencing the career trajectories and professional opportunities of young individuals (Kapur, 2018).

Efforts within the educational sphere are incessantly directed towards bolstering academic performance among students, thereby facilitating their holistic development (Irfan Mushtaq & Shabana Nawaz Khan, 2012). Academic performance, delineated by various evaluation methods such as examinations and continuous assessments (Yelim and Salin, 2020), holds profound implications for individuals' overall well-being, evoking emotions ranging from elation and contentment in the face of triumph to despondency and dejection amidst failure. The evolution of secondary education in Nigeria, as elucidated by Bolarinwa (2019), epitomizes a continuum from primary education, with a focus on providing specialized instruction across a spectrum of subjects or disciplines. Secondary education, constituting junior and senior stages spanning six years, serves as a pivotal juncture between primary and tertiary education. The inception of Western-style education in Nigeria dates back to 1842, propelled by Christian Missionaries with the aim of nurturing personnel to propagate religious teachings. Although secondary education gained momentum with the establishment of the CMS Grammar School in 1859, its prominence was not acknowledged by the government until the establishment of King's College, Lagos in 1909.

Interestingly, over the years, concerted efforts have been made to enhance the quality and accessibility of secondary education in Nigeria. Legislative interventions by Adesina (1977) and Fafunwa (1974), as chronicled by Bolarinwa (2019), have been instrumental in reforming the secondary education landscape. Despite the dearth of secondary educational institutions during the colonial era, the subsequent decades witnessed a substantial proliferation in their numbers. Statistics illustrate a steady rise in the number of secondary schools, from 161 in 1955 to 6,398,343 in 2005, indicative of the nation's commitment to expanding educational opportunities for its populace (Kapur, 2018). Hence, the objectives of secondary education in Nigeria, outlined by Bolarinwa (2019), are multifaceted and aimed at ensuring equitable access to quality education for all primary school graduates. These objectives include increasing access to quality education, diversifying the curriculum to cater to individual talents and future roles, preparing students for a technologically advanced society, promoting Nigerian culture alongside global heritage, fostering character development and good citizenship traits, emphasizing national unity, encouraging personal and professional growth, and providing vocational skills essential for economic development.

Social media, as a pervasive communication channel, facilitates the sharing and exploration of diverse content. It encompasses interactive platforms enabling user-generated content creation, commentary, and engagement. Users access social media via web-based software or applications on various devices, including computers, tablets, and smart-phones. The genesis of social media can be traced back to 1997 with the inception of "Six Degrees," the pioneering social media network. Since then, social media has burgeoned into a myriad of platforms catering to local, specialized, or international audiences. With over 4 billion users worldwide, social media platforms continue to challenge conventional categorization frameworks due to their dynamic nature. Social media has seamlessly integrated into daily life, occupying a significant portion of individuals' online activities (Dollarhide, 2019). Adults in the United States, on average, spend about 38 minutes each day on Facebook, while younger demographics, such as those aged 16 to 24, dedicate a minimum of 3 hours to the platform. This engagement spans a wide array of activities, including communication, news consumption, content sharing, blogging, gaming, networking, and political interaction. Moreover, social media platforms serve as invaluable tools for organizations seeking insights into consumer behavior and offering support services.

Hence, within the realm of education, social media has exerted a positive influence on students' academic performance. It serves as a gateway to user-generated educational content,

facilitating access to resources and fostering virtual communication and collaboration among peers. Through interactive learning experiences, social media enhances student engagement, motivation, and personalized learning. Additionally, it nurtures stronger teacher-student relationships and provides educational institutions with avenues to deliver course materials, assessments, and collaborative projects, thereby enriching the overall learning experience.

Conversely, the pervasive use of social media among students has been linked to adverse effects on academic performance. Excessive engagement with social media can lead to distractions, stress, addictive behaviors, and reduced productivity. Research suggests that frequent use of social media may contribute to depression and language proficiency issues among students. Moreover, exposure to inappropriate content and cyberbullying poses significant risks to students' mental health and well-being, potentially compromising their academic success. Students' attitudes greatly influence their academic performance. Goal-oriented students with positive attitudes are disciplined, diligent, and prioritize their studies over leisure activities. Maintaining positivity towards school, teachers, and learning endeavors is crucial for academic success (Maina in Kapur, 2018; Syed, 2016). Psychological and health factors are also pivotal. Students' mental and physical well-being directly impacts their ability to engage effectively in academic tasks. Factors such as stress, illness, and anxiety can hinder academic performance, highlighting the importance of a conducive learning environment (Sriniva and Venkat Krishnan, 2016 in Kapur, 2018). Psychological issues like depression, test anxiety, and learning disorders pose significant challenges to academic achievement. These issues can lead to low grades and hinder students' ability to comprehend and retain information. Teachers and parents play crucial roles in motivating and supporting students facing academic challenges. Implementing strategies such as repetition of concepts and personalized assistance can enhance students' comprehension and motivation (Srinivas & Venkatkrishnan, 2016). The authors further say that despite facing visual or hearing impairments, determined students can overcome these obstacles and excel academically. Vision impairment affects reading and writing, while hearing loss impedes communication, yet goal-oriented students strive to succeed despite these challenges (Srinivas & Venkatkrishnan, 2016).

Developing effective study skills is vital for academic success, involving techniques like note-taking and maintaining focus during study sessions. Active learning methods, as advocated by Bonwell and Eison (2011), can enhance critical thinking and writing abilities. Time management is equally critical, helping students balance academics with extracurricular activities and sports, prioritizing essential tasks over less important ones. Nutrition plays a significant role, as poor dietary habits can impair concentration and learning. Healthy eating habits support cognitive function and academic performance (Kelly, 2016). Hereditary factors also influence academic abilities, with genetic inheritance contributing to intelligence levels. Research suggests that between 40% and 80% of intelligence test score variation can be attributed to genetic factors, emphasizing the role of heredity in academic outcomes (Chinwuba, Lheanacho, Agbapuonwu, 2014). Environmental factors, particularly the school environment, significantly impact students' academic growth and development. A conducive school environment, with minimal noise and supportive surroundings, fosters better academic performance (Onukwo, 2004 in Orlu, 2013). Access to resources such as textbooks, instructional materials, and library resources is essential for enhancing academic performance, particularly for students from disadvantaged backgrounds (Maina, 2010 in Kapur, 2018). Providing necessary materials and support can bridge the educational gap and empower students to excel academically.

The classroom environment plays a crucial role in academic performance, requiring organization, discipline, and collaboration between teachers and students (Kapur, 2018). Adequate lighting is essential for optimal learning conditions, as students perform better in

well-lit classrooms (Dunn, 1985 in Orlu, 2013). Technology, such as the internet, enhances learning by providing access to supplemental resources beyond textbooks (Kapur, 2018). Libraries are vital learning hubs, offering a wide range of materials to support students' academic endeavors (David, 2014). Laboratories facilitate hands-on learning experiences, helping students develop practical skills and scientific understanding. The home environment significantly influences academic performance, serving as the primary socialization agent for children (Oxford Advanced Learners Dictionary, 2015). Parental involvement is crucial for academic success, with research consistently demonstrating its positive impact on students' learning outcomes (Epstein, 2001 as cited in Uloko, 2018). Actively engaging with schools and teachers fosters significant academic progress and motivation to learn (Uloko, 2018). However, parental neglect or low-quality interactions can hinder academic development, highlighting the importance of a supportive home environment in shaping students' educational journey (Muema, Mwanza & Mulwa, 2020).

Hence, creating a pleasant home environment is crucial for academic success, as it fosters concentration and positive family connections (Ogunsola, Osuolale, & Ojo, 2014). Socio-economic factors significantly influence academic performance, with financial circumstances affecting access to essential learning materials (Kamuti, 2015; Parveen, 2017). Parents' educational qualifications play a vital role in inspiring children's interest in academics (Orlu, 2013). However, the impact of parental involvement on academic achievement varies depending on factors such as income, education, and family structure (Uloko, 2019). Several empirical studies have examined the influence of environmental factors on academic performance. Research in Pakistan found a positive association between the home environment and academic success (Younas, Soliaib, & Abubakar, 2021). Studies in Kenya and Nigeria similarly highlighted the significant impact of the home environment on students' academic achievement (Muema, Mwanza, & Mulwa, 2020). Additionally, investigations in Wangin Gombe District, Yobe state, and Potiskum LGA, Yobe state, focused on how various factors within the learning environment affect students' academic performance in mathematics (Ugulumu, 2016; Shamaki, 2015). Overall, these studies underscore the importance of supportive home environments and conducive learning environments in facilitating academic success. However, they also highlight the complex interplay of socio-economic factors, parental involvement, and educational settings in shaping students' academic outcomes.

However, the influence of social media on students' academic performance was investigated in various studies. Ajike and Nwakoby (2016) surveyed 280 students in Enugu State, revealing that social media use varied among participants, with platforms like Whatsapp and Facebook being popular. Similarly, Kolan and Dzandza (2018) studied 200 students at the University of Ghana, Legon, finding that social media was primarily used for chatting rather than academic purposes, though some students utilized it for educational tasks. In Lagos State, Kalejaiye, Oludipe, and colleagues (2018) surveyed 150 SSS-2 Chemistry students, discovering a mixed impact of social media on academic performance, with some students reporting distraction while others found it beneficial. Additionally, Apuke (2017) investigated 100 undergraduate students at Taraba State University, finding that excessive social media use negatively affected academic performance.

Teacher-related factors also influence academic performance. Siachifuwe (2017) explored teacher-related issues at Twin Palm Secondary School in Zambia, identifying inadequate preparation and teaching materials as factors impacting student performance. Obilor (2020) examined public secondary schools in Rivers State, Nigeria, revealing that teachers' administrative practices affected student achievement. Oladotun, Opeoluwa, and Olgbaju (2020) studied Gambian senior secondary schools, finding that teachers' topic knowledge and questioning style significantly influenced students' English proficiency.

Personal factors were also found to affect academic performance such as social media usage and lack of concentration among others. Abisola and Semiu (2014) surveyed 1100 NCE students in Nigeria, discovering that student interest, home environment, parental support, and study habits influenced academic success. Similarly, Oladebinu, Amos, and Oyediran (2018) examined colleges of education in Nigeria, identifying various factors such as personal motivation, parental background, and school-related aspects that impacted academic performance. Hence, the overall, these studies highlight the multifaceted nature of factors influencing students' academic achievement, including social media use and personal variables. Despite differences in location and methodology, the studies collectively underscore the importance of considering various factors in understanding and improving academic outcomes.

Importantly, despite the plethora of research exploring the influence of social media, teacher-related factors, and personal variables on students' academic performance, there remains a notable gap in understanding the interconnectedness and relative significance of these factors within a unified framework. While individual studies have provided valuable insights into specific aspects of these influences, there is a lack of comprehensive research that synthesizes these findings to provide a holistic understanding of their combined impact on academic achievement. Furthermore, existing studies often focus on specific geographical locations or educational levels, limiting their generalizability and applicability to broader contexts. Therefore, there is a need for more integrative and contextually diverse research that examines the interplay between social media use, teacher-related factors, and personal variables to better inform educational policies and practices aimed at enhancing students' academic performance across various settings.

Statement of the Problem

Despite the increasing prevalence of social media use among students, the role of social media in shaping academic performance remains a topic of debate and investigation. Additionally, the influence of teacher-related factors and personal variables on academic achievement has garnered attention in educational research. However, there is a lack of comprehensive understanding regarding how these factors interact and contribute to students' academic success. This study seeks to address this gap by examining the interconnectedness of social media use, teacher-related factors, and personal variables and their combined impact on students' academic performance. Specifically, the research aims to explore the extent to which social media use and teacher-related factors that predict academic achievement among students, thereby providing valuable insights for educators, policymakers, and stakeholders in the field of education.

Purpose of the Study

The general purpose of the study is to examine the personal and social media influences on academic performance among public secondary school students in Enugu Education Zone, Enugu State. Specifically, the study sought to:

1. ascertain personal related factors Influencing Academic Performance of Public Secondary School Students in Enugu Education Zone of Enugu State
2. determine influence of social media on Academic Performance of Public Secondary School Students in Enugu Education Zone of Enugu State as perceived by the respondents.

Research Questions

The following research questions guided the study:

1. What are the personal related factors influencing Academic Performance of Public Secondary School Students in Enugu Education Zone of Enugu State?

2. What are the perceived influences of social media on Academic Performance of Public Secondary School Students in Enugu Education Zone of Enugu State?

Hypotheses

The following hypotheses were formulated and was tested at the 0.05 level of significance.

H₀₁: There is no significant difference in the mean ratings of male and female teachers on the extent to which teacher related factors influence student Academic Performance in Enugu Education Zone of Enugu State.

H₀₂: There is no significant difference in the mean ratings of male and female students on the extent to which social media influences their Academic Performance in Enugu Education Zone of Enugu State.

Methods

This study employed a descriptive survey research design. The total population of the study comprised 1582 SS 3 students and teachers from nine public secondary schools within the Enugu Education Zone. The sample size for the study consisted of 354 respondents, including 194 SS 3 students and 160 teachers, selected from the nine chosen public secondary schools in the Enugu Education Zone. The instrument for data collection was a self-structured questionnaire developed by the researcher, titled: "Personal and Social Media Influences on Academic Performance Questionnaire (PSMIAPQ)". The questionnaire utilized a four-point Likert scale and nominal values of 4 points, 3 points, 2 points, and 1 point. The instrument was face validated by three experts, two from the Educational Administration and Planning Unit, Department of Educational Foundations, and one from Research, Measurement and Evaluation Unit, Department of Science Education, all in the Faculty of Education, University of Nigeria, Nsukka. The Cronbach Alpha was used to determine the reliability of the instrument which yielded a high reliability coefficient overall value of 0.79. Data were analyzed using mean and standard deviation. Following this, the total score was divided by the number of response options (4), resulting in an average score of 2.50.

Results

Research Question One: What is the influence of social media on Academic Performance of Public Secondary School Students in Enugu Education zone of Enugu State as perceived by the respondents?

Table 1: Mean and Standard Deviation of Responses on influence of social media on Academic Performance of Public Secondary School Students in Enugu Education zone of Enugu State

S/N	Item Statement	Male students			Female students		
		Mean	SD	Decision	Mean	SD	Decision
1	Access to educational materials and online tutorials	3.12	0.73	Accept	3.12	0.73	Accept
2	Easier communication and study group formation	2.39	0.82	Reject	2.39	0.74	Reject
3	Interactive learning through educational social media platforms	1.95	0.99	Reject	1.95	0.80	Reject
4	Time spent on social media leading to reduced study time	2.00	0.84	Reject	2.00	0.98	Reject
5	Procrastination and reduced attention span	2.78	0.93	Accept	3.10	0.85	Accept

6	Potential reliance on inaccurate information	2.74	0.80	Accept	2.75	0.94	Accept
7	Dependent on individual student's self-discipline and usage patterns	2.61	1.24	Accept	2.61	0.75	Accept
8	Increased engagement with academic content through multimedia	2.02	1.13	Reject	2.13	1.25	Reject
9	Distraction from academic tasks due to social media notifications	2.40	0.89	Reject	2.40	1.10	Reject
10	Influence of social media trends and challenges on student priorities	2.52	1.04	Accept	2.45	0.86	Reject
11	I watch film and sports on social media	2.99	0.95	Accept	3.00	1.01	Accept
12	I engaged on entertainment and game on social media	2.69	1.12	Accept	2.68	0.95	Accept
13	I engage in spreading rumours on social media	2.29	1.12	Reject	2.29	1.09	Reject
14	Social media help me in discussing my assignment with my classmates	2.42	0.89	Reject	2.21	0.85	Reject
15	Social media reduces my productivity	2.45	0.82	Reject	2.41	0.79	Reject
16	Social media waste time and money	1.99	0.89	Reject	1.94	0.86	Reject
17	Social media cause lack of concentration	2.78	1.19	Accept	2.74	1.18	Accept
18	Social media causes strained relationship	2.82	1.11	Accept	2.80	1.11	Accept
19	Social media exposes me to online predators	2.27	0.99	Reject	2.35	1.02	Reject
20	Social media leads me to poor grade	2.40	1.09	Reject	2.39	1.06	Reject
<i>Cluster Mean</i>		2.50	0.99	Accept	2.50	0.95	Accept

The data presented in Table 1 indicates that the items have a cluster mean of 2.50 for both male and female students on a four-point rating scale, with corresponding standard deviations of 0.99 and 0.95 for male and female students, respectively. This suggests that the influence of social media on the academic performance of public secondary school students in Enugu Education Zone, Enugu State, is balanced, as evidenced by the identical response rate of 2.5 for both male and female students.

Hypothesis One: There is no significant difference in the mean ratings of male and female students on the extent to which social media influence the academic performance of public secondary school students in Enugu Education zone of Enugu State.

Table 2: t-test analysis of the mean ratings of male and female students on the extent to which social media influence the academic performance of public secondary school students

Group	N	Mean	S.D	D.F	t- value	Sig. Value
Female	106	2.486	0.209	192	-2.94	0.769
Male	88	2.495	0.217			

An independent sample t-test was conducted to analyze the influence of social media on the academic performance of students in the Enugu Education Zone, comparing responses from male and female students at a 95% confidence interval. The results indicated that the p-value (0.769) exceeded the significance level (0.05), and the calculated t-value (-2.94) was less than the critical t-value (1.96) at 192 degrees of freedom. Therefore, we fail to reject the null hypothesis, concluding that there is no significant difference in the mean response of male and female students regarding the influence of social media in the Enugu Education Zone.

Research Question Two: What are the personal related factors Influencing Academic Performance of Public Secondary School Students in Enugu Education Zone of Enugu State?

Table 3: Mean and Standard Deviation of Responses on the personal related factors Influencing Academic Performance of Public Secondary School Students in Enugu Education Zone of Enugu State

S/N	Item Statement	Male Teachers			Female Teachers		
		Mean	SD	Decision	Mean	SD	Decision
1	Adequate provision of desk and chairs in the staffroom	3.00	1.00	Accept	3.00	0.98	Accept
2	Adequate provision of instructional material	2.84	1.06	Accept	2.82	1.10	Accept
3	Provision of electric generators for practical	2.64	0.94	Accept	2.62	0.93	Accept
4	Provision of white board and marker for classroom/laboratories	2.81	1.00	Accept	3.07	0.84	Accept
5	Provision of adequate motivation for teachers	2.94	1.05	Accept	3.17	0.79	Accept
6	Provision of security	2.42	0.97	Reject	2.54	0.96	Accept
7	Teachers not being punctual to school	2.20	1.03	Reject	2.35	0.99	Reject
8	Adequate provision of water	2.47	0.97	Reject	2.65	0.97	Accept
9	Insufficient preparation of teachers	3.02	0.99	Accept	2.84	0.99	Accept
10	Not-marking of students assignment, test and examination	2.87	0.89	Accept	2.75	0.94	Accept
11	Lack of teachers experience and skill	2.64	1.15	Accept	2.69	1.14	Accept
12	Age of the teachers	2.38	1.00	Reject	2.51	1.00	Accept
13	Low educational qualification of teachers	2.30	0.84	Reject	2.41	0.91	Reject
14	Use of wrong qualification of teachers	2.40	1.06	Reject	2.49	1.08	Reject

15	Lack of good relationship with students	2.83	0.98	Accept	2.88	1.00	Accept
Cluster Mean		2.65	0.99	Accept	2.72	0.97	Accept

Table 3 illustrates that the items have a cluster mean of 2.65 for male teachers and 2.72 for female teachers, using a four-point rating scale, with corresponding standard deviations of 0.99 and 0.97 for male and female teachers, respectively. This suggests that teacher factors influence the academic performance of public secondary school students in the Enugu Education Zone, Enugu State.

Hypothesis Two: There is no significant difference in the mean ratings of male and female teachers on the extent to which the teachers' factors influence their academic performance of students in public secondary schools in Enugu Education zone of Enugu State.

Table 4: t-test analysis of the mean ratings of male and female teachers on the extent to which the teachers' factors influence their academic performance of students in public secondary schools

Group	N	Mean	S.D	D.F	Sig. Value	t- value
Female	107	2.71	0.465	158	0.388	0.865
Male	53	2.65	0.448			

An independent sample t-test was conducted on teacher factors influencing student academic performance in the Enugu Education Zone, considering responses from male and female teachers at a 95% confidence interval. Results showed a p-value of 0.388 (>0.05) and a t-value of 0.865 (<1.96) at 158 degrees of freedom. Thus, no significant difference exists in the mean response of male and female teachers regarding teacher factors in the zone.

Discussions

The findings of the study revealed that personal factors influencing academic performance among public secondary school students in the Enugu Education Zone include social media usage and lack of concentration. Specifically, the study identified that students who frequently use social media tend to have diminished attention spans and are more prone to distractions, which negatively impacts their academic performance. These results are in consonance with the findings of Apuke (2017), who posited that excessive social media use can lead to reduced academic performance due to distractions. The author's study further highlighted that students often prioritize social media interactions over their academic responsibilities, resulting in decreased study time and lower overall academic achievement. This alignment between the current study and the author's findings underscores the significant role that personal habits and media consumption play in the academic success of students

The findings of the study revealed that social media significantly influences the academic performance of public secondary school students in Enugu Education Zone. While students generally disagreed that social media directly leads to poor grades, they did acknowledge its role in causing a lack of concentration. The findings of the study align with previous research by Kolan and Dzandza (2018). Despite the frequent use of platforms like WhatsApp and Facebook for academic discussions, the study confirmed the negative impact of social media on concentration. Therefore, while social media may not directly lead to poor grades, its influence on concentration warrants attention from educators and policymakers.

Educational Implications

Understanding the educational implications of exploring personal and social media influences on academic performance among public secondary school students in Enugu Education Zone, Enugu State is crucial for shaping effective educational strategies. Firstly, integrating digital literacy education into the curriculum is essential to equip students with critical thinking skills and responsible digital citizenship. By teaching students to navigate social media platforms safely and use them for academic enrichment, educators can foster a positive digital learning environment. Additionally, implementing media literacy programs can empower students to critically analyze online information, mitigating the spread of misinformation and enhancing information literacy skills. Balancing students' screen time between academic activities and recreational use is paramount, requiring collaboration between educators and parents to establish healthy digital habits and conducive study environments at home. Educating parents about the impact of social media on academic performance is also vital for fostering supportive home environments and promoting open communication about digital media use. Providing teachers with professional development opportunities focused on integrating technology into pedagogy can enhance their ability to leverage social media for educational purposes, promoting collaboration and critical thinking skills among students. Policymakers should consider developing comprehensive policies addressing digital citizenship and online safety to ensure safe and supportive digital learning environments in schools. Continued research into the evolving relationship between personal and social media influences and academic performance is necessary for informing evidence-based practices and identifying effective intervention strategies. Overall, addressing these educational implications requires a holistic approach involving digital literacy education, media literacy programs, parental engagement, teacher professional development, policy development, and ongoing research and evaluation.

Conclusion

In conclusion, the study highlights several significant factors influencing the academic performance of students in government-owned secondary schools. These include challenges such as the lack of textbooks for home study, students' indifference towards their examination grades, and limited parental involvement in their learning activities. Moreover, the pervasive distraction of social media further exacerbates these challenges. Additionally, inadequate teacher-student relationships, insufficient teacher preparation, and the failure to assess students through assignments, tests, and examinations contribute to the academic struggles faced by students. Addressing these issues requires coordinated efforts from the Ministry of Education to recognize and acknowledge these challenges. By doing so, appropriate interventions can be developed to enhance the academic performance of students in government-owned secondary schools.

Contribution to knowledge

This study delves into this intersection, it contributes valuable insights into the complex dynamics shaping students' educational experiences in the digital age. The findings offer actionable information for educational policymakers and administrators, empowering them to devise targeted strategies and interventions aimed at supporting students in optimizing their academic potential amidst the pervasive influence of social media. Moreover, this research expands the scholarly discourse on the nuanced relationship between personal factors, social media usage patterns, and academic outcomes, thus laying a solid foundation for future investigations and evidence-based practices in educational settings.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Parents should play a crucial role in their children's academic success by ensuring access to essential resources like textbooks and actively participating in their learning at home.
2. Parents should consider hiring an educated caregiver to assist with academic activities at home, further supporting children's learning and development.
3. Students should receive education on the significance of academic achievement, the cultivation of effective study habits, time management skills, and responsible use of social media to optimize their learning outcomes.

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