SOCIAL MEDIA APPLICATION MANAGEMENT AS PREDICTORS OF SECONDARY SCHOOL STUDENTS' ACHIEVEMENT MOTIVATION IN NSUKKA EDUCATION ZONE ENUGU STATE

Ede, Augustina Obioma, Amaeze Fidelis Eze, & Eze, Patricia Odinaka.
Faculty of Education, University of Nigeria, Nsukka
Email: edeaugustina@unn.edu.ng

Abstract

The study investigated social media application management as predictors of secondary school students' achievement motivation in Nsukka education zone Enugu state. Two research questions guided the study. The study adopted a correlational survey research design with a population of 2222 SS 2 students. The sample size of the study is 234 SS II students drawn through simple random sampling technique. Two self-designed instruments titled Social Medial Application Management Questionnaire (SMAMQ) and Achievement Motivation Questionnaire were used for data collection. The instruments were validated by three experts in the relevant areas. The internal consistency reliability coefficients of 0.88 and 0.78 were computed for SMAMQ and AMQ through Cronbach Alpha. The reliability coefficients for the clusters of RSEAQ are 0.71, 0.74 and 0.77 for WhatsApp management, Facebook application management, Tik Tok application management respectively. Simple regression was used to answer the research questions while t-test associated with simple regression was used to test the hypotheses at 0.05 level of significance. The finding revealed that WhatsApp management predicted students' achievement motivation to a very high extent. Similarly, the Facebook application management predicted students' achievement motivation to a high extent while the application of TikTok management predicted students' achievement motivation to a moderated extent. Based on the findings of this study, the researchers recommended that the school authorities should provide and insist on the regulation of the use of WhatsApp as social medial avenue in their daily classroom teaching and learning in order to improve students' achievement motivation. The teachers should insist that only educational contents are accessed in the Facebook in order to increase students' motivation towards learning. Science practical and demonstration can be shared through TikTok to students for enhanced academic growth and development.

Keywords: Research Search Engines (Google Scholar, Microsoft Bing and Yahoo), Achievement Motivation and Secondary School Students.

Introduction

The rate of decline in students' achievement motivation in secondary schools is posing a serious worry to education stakeholders. This has continued is an unlikely trend leading to irregularities observed in the school systems which ranged from examination malpractice, cultism, bullying low zeal and passion for arduous academic activities. The lack of zeal among students can be seen as low motivation. Motivation is the process that initiates, guides, and maintains goal-oriented behaviors (Cherry, 2023). In this study, motivation can be seen as the propelling source of force that can begins, maintains and guides goal-based behaviour or activity. Cherry in addition stated that motivation is classified as extrinsic or intrinsic. Extrinsic motivation is the type of motivation that comes from the individuals' environment while extrinsic motivation is one that emanates from within the individuals. Cherry further stressed

that motivation is the energizer of to the actualization of goals. The definition of motivation is directed towards achievement. Achievement can be seen as

Achievement motivation is a social psychology term that describes when individuals are driven, inspired or stimulated by successes or accomplishments. Achievement motivation can be seen as the zeal to record an achievement in an assigned area of responsibility. Achievement motivation according to Sarangi, (2015) is a drive to excel in learning a task combined with capability to have experience in accomplishment. Achievement motivation can be defined as the ability of the individual to work towards their highest attainable performance level (Jankielewicz, 2022). In the same line of thought, Muola (2010) defined achievement as the drive to work with vitality and diligence to constantly move towards targets and the accomplishment of difficult task. In this study, achievement motivation is students' zeal to record an achievement in an assigned educational tasks and responsibilities in the secondary schools.

Students who developed achievement motivation are seen being zealous in the accomplishment of their academic tasks. On the other hand, students who are not motivated towards their academic activities struggle to come to school, do assignments and read their books. In the area of study, the research has observed that most of the students seriously engage in off-task activities. Most these students do not see reasons to engage in academic discussion, debate, lessons and effective classroom interactions. They prefer playing football, coming to school late, leaving the school before dismissal. A greater number of these students do not come to school with writing materials while some others do not remain in the classroom during instructional periods. These observations buttressed the findings of Ozioko (2023) who reported that most students Enugu state lack the required motivation for a serious academic wok. Similarly, Uzoka (2024) found that students in public schools in Enugu state are not intrinsically and extrinsically determined to achieve high in their academic endeavour. These abysmal behaviours of the students towards their academic pursuit may be due to lack of supportive school environment factors. Some of these supportive classroom and school environmental factors are seen the private school (Ozioko, 2023). Ozioko stressed that these factors are more of technical than environmental especially in the areas of of research search engines. Education after the inception of Corona Virus has taken one-dimensional technical intervention such as the use of internet and less of face-to-face conventional interactions.

Social media are social platforms that allows for social, business and academic activities interactions where ideas, massages, images, videos and other relevant materials can be shared using a designated platform. The social media site lets you post comments, share photographs, and add links to news to share with family and friends (Nations, 2024). Social media management entails rolling out the measures to carry out the use of it. Social media management involves planning, supervising, coordinating, and inspecting the use of social media platforms among the students by the school functionaries. Some of the social media platforms are WhatsApp, Facebook and Tick Talk among others.

WhatsApp is another social media platform that is user friendly. In the words of Gon and Rawekar (2017), WhatsApp can be seen as a social application that is compatible smart phones, computers, notebooks and Ipads. In the same vane, Bouhnik and Deshen (2014) defined WhatsApp as a Smartphone platform application used for quick messages during communication within involving two or more people. In the opinion of Bere (2013), WhatsApp is a learning tool that permits useful interaction within formal and informal learning environment creating a community of learners. According to Bere (2013), WhatsApp platform is a forum that instigates learning among individuals who are registered and connected. Similarly, Chipunza (2013) reported that WhaptsApp enhances accessibility, cooperation,

encourages as well as improves motivation in academic assignments. Furthermore, Bouhnik and Deshen (2014) stressed that WhatsApp has the capacity for bridging boundaries between formal and informal learning. Brohmick and Deshen (2014) also discovered from their study that students sometimes abuse the privileges of using WhatsApp by overstepping their bounds.

Facebook is one of the social media platforms widely used by students. In the opinion of Dean (2014), facebook is a popular network determine website where registered users upload written texts, images, video from one connected user to the other whom are friends in the platform. In the view of Eler (2012) Facebook is a social avenue of communication driven by internet and technology. Facebook users use the platform to share formal and informal information (Andrus 2012). According to Andrus (2012) Facebook can determine the extent to which students show resilience in the social and academic activities.

Tik Tok is another social media platform that is user friendly, easily accessible and compatible in almost all the technological gadgets. TikTok is a social media platform for creating, sharing and discovering short videos. The app is used by young people as an outlet to express themselves through singing, dancing, comedy, and lip-syncing, and allows users to create videos and share them across a community (Webwise, 2024). According to D'Souza (2024) TikTok is a social platform that enables users to create, share and watch short videos online. D'Souza further stressed that academic content shared through TikTok can foster students' academic progress.

Purpose of the Study

The investigated the predictive powers of social media applications on secondary school students' achievement motivation in Nsukka education zone Enugu state. Specifically, the study sought to find out:

1. Predictive power of WhatsApp application on achievement motivation of secondary school students in Nsukka Education Zone, Enugu, State.
2. Predictive power of Facebook application on achievement motivation of secondary school students in Nsukka Education Zone, Enugu, State.
3. Predictive power of Tik Tok application on achievement motivation of secondary school students in Nsukka Education Zone, Enugu, State.

Research Questions

The following research questions were answered to guide the study.

1. What is the predictive power of WhatsApp application on achievement motivation of secondary school students in Nsukka Education Zone, Enugu, State?
2. What is the predictive power of Facebook on achievement motivation of secondary school students in Nsukka Education Zone, Enugu, State?
3. What is the predictive power of Tik Tok on achievement motivation of secondary school students in Nsukka Education Zone, Enugu, State?

Hypotheses

The following null hypotheses were tested at 0.05 alpha level of significance.

1. WhatsApp application does not significantly predict achievement motivation of secondary school students in Nsukka Education Zone, Enugu, State.
2. Facebook application does not significantly predict achievement motivation of secondary school students in Nsukka Education Zone, Enugu, State.

3. Tik Tok does not significantly predict achievement motivation of secondary school students in Nsukka Education Zone, Enugu, State.

Methods

The study adopted a correlational survey research design with a population of 4,469 SS 2 students in 62 public secondary schools in Nsukka Education Zone. The sample size of the study is 447 SS II students drawn through simple random sampling technique representing 10% of the population. The sample size is justified because it is more than the minimum sample size of 367 established through Taro Yamene statistical formula. Two self-designed instruments titled Social Medial Application Management Questionnaire (SMAMQ) and Achievement Motivation Questionnaire were used for data collection. The instruments were validated by three experts in the relevant areas. The internal consistency reliability coefficients of 0.88 and 0.78 were computed for SMAMQ and AMQ through Cronbach Alpha. The reliability coefficients for the clusters of RSEAQ are 0.71, 0.74 and 0.77 for WhatsApp management, Facebook application management, Tik Tok application management respectively. Simple regression was used to answer the research questions while ANOVA regression was used to test the hypotheses at 0.05 level of significance.

Results

Research Question 1: What is the predictive power of WhatsApp management on achievement motivation of secondary school students in Nsukka Education Zone, Enugu, State?

Table 1: Simple regression on the predictive power of WhatsApp management on achievement motivation of secondary school students

Model	R	R Square	Adjusted R Square	Decision
1	.807[a]	.651	.592	High predictive power

Data on Table 1 revealed that regression and regression square coefficients of 0.807 and 0.651 respectively. The coefficient of determinism of 65.1% showed that WhatsApp application management to a high extent predicts achievement motivation of secondary school students in Nsukka Education Zone, Enugu, State. This shows that the 34.9% of the variation in achievement motivation is not accounted by WhatsApp management in secondary schools in Nsukka Education zone.

Ho1: WhatsApp management does not significantly predict achievement motivation of secondary school students in Nsukka Education Zone, Enugu, State.

Table 2: ANOVA of the predictive power of WhatsApp application on achievement motivation of secondary school students

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	267.445	1	267.445	46.240	.000[b]
	Residual	2573.843	445	5.784		
	Total	2841.289	446			

Data on Table 2 revealed that the ANOVA value is $F(1, 445)= 46.240$, $p = 0.00<0.05$. The hypothesis is rejected because the significant value of 0.00 is less than the alpha value of 0.05

with degree of freedom of 1 and 445. Therefore, WhatsApp management significantly predict achievement motivation of secondary school students in Nsukka Education Zone, Enugu, State.

Research Question 2: What is the predictive power of Facebook application on achievement motivation of secondary school students in Nsukka Education Zone, Enugu, State?

Table 3: Simple regression on the predictive power of Facebook application on achievement motivation of secondary school students

Model	R	R Square	Adjusted R Square	Decision
1	.449[a]	.202	.200	Moderate predictive power

Data on Table 3 revealed that regression and regression square coefficients of 0.449 and 0.202 respectively. The coefficient of determinism of 20.2% showed that Facebook application management to a moderate extent predicts achievement motivation of secondary school students in Nsukka Education Zone, Enugu, State. This shows that the 79.8% of the variation in achievement motivation is not accounted by Facebook application management in secondary schools in Nsukka Education zone.

Ho$_2$: Facebook application does not significantly predict achievement motivation of secondary school students in Nsukka Education Zone, Enugu, State.

Table 4: ANOVA of the predictive power of Facebook application on achievement motivation of secondary school students

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	574.002	1	574.002	112.659	.000[b]
	Residual	2267.286	445	5.095		
	Total	2841.289	446			

Data on Table 4 revealed that the ANOVA value is F(1, 445)= 112.656, Sig. 0.00<0.05. The hypothesis is rejected because the significant value of 0.00 is less than the alpha value of 0.05 with degree of freedom of 1 and 445. Therefore, Facebook application management significantly predict achievement motivation of secondary school students in Nsukka Education Zone, Enugu, State.

Research Question 3: What is the predictive power of TikTok application management on achievement motivation of secondary school students in Nsukka Education Zone, Enugu, State?

Table 5: Simple regression on the predictive power of TikTok on achievement motivation of secondary school students

Model	R	R Square	Adjusted R Square	Decision
1	.159[a]	.025	.023	Low predictive power

Data on Table 5 revealed that regression and regression square coefficients of 0.159 and 0.025 respectively. The coefficient of determinism of 2.5% showed that TikTok application management to a low extent predicts achievement motivation of secondary school students in

Nsukka Education Zone, Enugu, State. This shows that the 97.5% of the variation in achievement motivation is not accounted by TikTok application management in secondary schools in Nsukka Education zone.

Ho₃: Tik Tok application does not significantly predict achievement motivation of secondary school students in Nsukka Education Zone, Enugu, State.

Table 6: ANOVA of the predictive power of Tik Tok application on achievement motivation of secondary school students

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	72.013	1	72.013	11.572	.001[b]
	Residual	2769.276	445	6.223		
	Total	2841.289	446			

Data on Table 6 revealed that the ANOVA value is $F(1, 445) = 11.572$, Sig. $0.00 < 0.05$. The hypothesis is rejected because the significant value of 0.00 is less than the alpha value of 0.05 with degree of freedom of 1 and 445. Therefore, TikTok application management significantly predict achievement motivation of secondary school students in Nsukka Education Zone, Enugu, State.

Discussion of Findings

The finding of this study revealed that WhatsApp management significantly predicted students' achievement motivation to a high extent. The possible reason WhatsApp management can significantly predict students achievement motivation is because it a user friendly platform that can accommodate educational contents in the form of pictures, text messages, video and voice and calls which can help arouse students' zeal for academic achievement. The finding of this study supported that of Bouhnik and Deshen (2014) who found that WhatsApp is a social media platform that has the capacity to bridge the boundaries between formal and informal learning. On the other hand, Brohmick and Deshen also stressed that lack of management of WhatsApp can lead to students' abusing the privileges of using it.

The study also revealed that Facebook application management significantly predicted students' achievement motivation to a moderate extent. This shows that educational contents can easily be shared through Facebook with registered friends irrespective of the distance apart. The finding of this study corroborated that of Andrus (2012) who found that Facebook users use the platform to share formal and informal information which can enhance learning opportunities. Similarly, the findings of this study showed buttressed to report of Andrus (2012) which found that Facebook can determine the extent to which students show resilience in the social and academic activities.

The finding of this study showed that TikTok application management significantly predicted students' achievement motivation to a low extent. This finding has shown that TikTok is limited in capacity on what to display just like WhatsApp and Facebook. The finding of this study is in agreement with that of D'Souza (2024) which showed that TikTok is a social platform that enables users to create, share and watch short videos online. D'Souza further stressed that academic content shared through TikTok can foster students' academic progress.

Conclusion

Based on the findings of this study, the researchers concluded that social media application management can significantly lead to improved achievement motivation among students in Education, zone. The study also concluded that WhatsApp, Facebook application and TikTok application management are necessary in igniting the zeal of students towards their academic activities in secondary schools in Nsukka education zone of Enugu state.

Recommendations

Based on the findings of this study, the researchers recommended that

1. the school authorities should provide and insist on the regulation of the use of WhatsApp as social medial avenue in their daily classroom teaching and learning in order to improve students' achievement motivation.
2. The teachers should insist that only educational contents are accessed in the Facebook in order to increase students' motivation towards learning.
3. Science practicals and demonstration can be shared through TikTok to students for enhanced academic growth and development.

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