ANALYSIS OF SOCIAL MEDIA USAGE AMONG GIFTED AND NON-GIFTED SENIOR SECONDARY SCHOOL STUDENTS LEARNING IN NIGERIA

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Article Info

Abstract

This study investigated social media usage on learning among gifted and non-gifted secondary school students in Nigeria. Three objectives, two research questions and one research hypothesis were raised. Expos facto *research design was employed in carrying out this study. The target population for the study was 171 Senior Secondary School 2 students in Abuja. Purposive sampling technique was used to select 74 SS 2 gifted students and 97 SS 2 non-gifted students for the study. Researchers developed an instrument titled "Social Media Usage and Learning" was employed to elicit data for this study. Data collected, collated and analyzed using descriptive statistics of percentage and inferential statistics of independent t-test. The findings of the study revealed that Google, WhatsApp YouTube, and Facebook are the commonly used social media platforms for learning by senior school students in Nigeria. The finding of this study further indicated that the level of social media usage for learning by senior secondary school students in Nigeria was very low. The finding of this study also revealed that there was significant difference between gifted senior school students and non-gifted students' social media usage for learning in Nigeria in favour of non-gifted students. It was therefore recommended that students should be educated on the inherent benefits of social media and the need to use the media for academic purposes.*

Introduction

Education is a very important aspect of human endeavour. Thus, education plays a major role in every child's life. It aims at making every individual in a society a significant member. Education is a means through which people develop their physical, emotional, intellectual, moral and social competencies. The total advance and development of a nation is largely determined by the populaces' level of attainment in education. Most developed nations in the world today are nations who paid special attention to the education of their citizens. Education helps individuals to gain knowledge and understanding of various aspects of society and to be able to transmit the knowledge added to daily lives. Educational processes centered on teaching and learning. Learning literally means acquisition of knowledge and skills involving teaching and learning, which is a major aspect of education and schools, are responsible for the teaching and learning process. By learning, it psychologically means a relatively permanent change in behaviour because of experience.

Therefore, in schools, students are the focus of activities; and schools are responsible, for not only the transmission and the acquisition of knowledge, equally at attaining required knowledge, other factors play significant role. Such factors include the learners' attitude, gender, school environment, parental socio-economic background and interaction with peer. Therefore, learning in schools has the ability to connect with students through social media networks such as Facebook, Google Plus groups, and YouTube. These channels can be used to communicate school news, make announcements and provide students with useful information. Most importantly, it can be used in schools for transmission of knowledge. The use of social media in education provides students with the ability to get more useful information, to connect with learning groups and other educational systems that would make education convenient for learners. Social network tools afford students and institutions with multiple opportunities to improve learning methods.

However, social media has become very vital invention of the 21st century. Social media is a useful tool for businesses, organizations and educational sectors in providing awareness and knowledge to the users, which are the learners. It is used for teaching, learning, and discussions among students and between teachers and students. In this age, the advent of social media has brought people from far and near together irrespective of their sociocultural background, learning styles and study habits. Social media platforms such as Facebook, WhatsApp,

Instagram, YouTube, 2go and host of others can be used in many ways for teaching by teachers and more importantly for learning by students (Friesen & Lowe, 2012).

Social media can improve communication not only between students and teacher but also among students. The students can use social media to talk to each other about upcoming assignments or tests and share knowledge and ideas on topics and subjects outside school. They can get details from their classmates about materials that will be covered on a test or the requirements for one or more assignments. If students are having trouble with a certain topic, they can go to classmates on social networking platforms to get assistance and catch up online. Similarly, Facebook, Whatsapp and other platforms involve the contribution of multiple users; these collaborative tools can successfully enhance interactions among students (Gabarre, Gabarre, Din, Shah & Karim, 2013).

According to Selwyn (2012) social media is defined as the applications that allow users to converse and interact with each other such that they can create, edit and share new forms of message textual, visual and audio content, and to categorize, label and recommend existing forms of content. As of now, social media and social networks drastically influence the student community, and such technology is progressively becoming everyday part of every human life in modern society (Raghavendra, Hutchinson, Grace, Wood & Newman, 2018). This shows that social media usage has become what everybody participate in through various social networking platforms in this age and are being used for various activities by different people irrespective of status including adolescents which cover secondary school students.

Social media, therefore, denotes wide collection of internet based and mobile services that connect people together to communicate, participate, collaboratively interact, discuss and exchange ideas and information on an online community. Students for online games, advertisement or business, networking and academic purposes use these social media applications. Students of all levels can be impacted positively or negatively by their social media usage toward their learning without the exception of both non-gifted and gifted secondary school students.

Social media can be used to share information on several subjects between students and between teachers and students through various social media platforms such as Facebook, Myspace, Twitter, WhatsApp, YouTube, Friendster, skype. Students can learn a concept on YouTube, Facebook and WhatsApp by listening and watching videos and audios and probably share such with other students and this can lead to change in behaviour that shows learning has taken place through social media.

Several studies have been conducted on the impact and usage of social media on learning, such studies include; Ellison, Steinfield, and Lampe's (2007) who examined the relationship between university students' use of Facebook and the formation of social capital and found a strong correlation between the two variables. Also, a study by Veletsianos and Navarrete (2012) shown that students enjoyed using online social media sites for learning purposes as a means of complementing and enriching their learning activities due to its supportive element for their learning activities and its ability in enriching their learning experiences. Conversely a study by Karpinski (2009) stated that social media has a negative association with students' academic performance which is much greater than the advantages derived through the use of social media platforms especially when they are addicted to the internet which has given rise to more students using social media more often than before.

As highlighted above students engaged in social media for several reasons, but there is scarcity of studies on the analysis of social media usage for learning among gifted and non-gifted senior secondary schools in Nigeria. It is worthy of note that most of the studies on social media were carried out on the effect of social media on academic performance and not on students using social media for learning. Several of these studies are foreign-based researches, which cannot be used as a basis for the use of social media by gifted students and the non-gifted secondary school students in Nigeria. It is on this premise that the researchers examined the common social media usage by gifted and non-gifted secondary school students in Nigeria and further compare the social media usage of the secondary school students for learning in purposes in Nigeria.

Purpose of the Study

The purpose of this study is to analyze the social media usage among gifted students and non-gifted secondary school student in Nigeria. Specifically, the study seeks to:

1.   determine the common social media platform used for learning by senior school students in Nigeria.
2.   examine the level of social media usage of the senior school student in Nigeria.
3.   determine the difference in social media usage on learning of gifted and non-gifted senior secondary school students in Nigeria.

Research Questions

1.   What are the common social media platforms used for learning by senior school students in Nigeria?
2.   What is the level of social media usage of senior school students in Nigeria?
3.   What is the difference in the impact of social media usage on learning of gifted students and non-gifted senior school students in Nigeria?

Research Hypothesis

H$_{01}$:   There is no significant impact of social media usage on learning among gifted students and non-gifted senior school students in Nigeria.

Methodology

The research design employed for this study was Expos facto design. This design was chosen for this study because senior school students are already using social media for one activity or the other. It will also enable the researcher to collect the required information about the level of the impact of social medial usage on learning by gifted and non-gifted senior school students in Nigeria. The target population for this study was SSS II gifted and non-gifted senior school students. Purposive sampling technique was used to select 74 gifted senior school students and 97 non-gifted senior school students making a total population of 171 in Abuja.

A researcher-designed questionnaire titled **"Impact of Social Media Usage on Learning of Senior School Students"** was used to collect data from the respondents. The instrument was divided into two sections. It elicited data on the common social media used by secondary school students and social media usage for learning among senior school students. The items were rated on a modified four Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

The data elicited from the respondents were subjected to descriptive and inferential statistic. Mean rating and percentage were used to answer the research questions 1 and 2 respectively. While the independent t-test was used to test the only hypothesis raised in the study.

Research Question 1: What are the common social media platforms used for learning by senior school students in Nigeria?

Table 1: Ranking Ordering of Common Social Media Used for Learning by Senior School Students

S/N	Frequency of use of Social media usage	Mean	Ranking
1	Facebook	2.52	4th
2	Whatsapp	2.59	2nd
3	Twitter	1.87	13th
4	Yahoo messenger	2.50	5th
5	Google	2.68	1st
6	Youtube	2.54	3rd
7	e-mail	1.57	20th
8	Baddo	1.89	10th
9	Telegram	1.92	7th
10	Snapchat	1.60	18th
11	Instagram	1.60	18th
12	Wechat	1.70	17th
13	Hangout	1.75	16th
14	Facebook messenger	2.20	6th
15	Palmchat	1.80	15th
16	Linkedin	1.91	8th
17	Skype	1.82	14th
18	Qzone	1.89	10th
19	Tiptop	1.91	8th
20	Tinder	1.89	10th

Key

Used =   2.50 – 4.00
Not used =   0.01 - 2.49

Results in Table 1 showed the common social media platforms used for learning by senior school students in Nigeria. As shown in the table, Goggle has mean score of 2.68 and was ranked 1st. This is followed by Whatsapp which has mean score of 2.59 and was ranked 2nd, Youtube was ranked 3rd with mean score of 2.54, while Facebook was ranked 4th with a mean score of 2.52. The other social media platform as revealed in the analysis was below the benchmark of 2.50. This means that the common social media platforms used for learning by senior school students in Nigeria were Google, Whatsapp, YouTube, and Facebook.

Research Question Two: What is the level of social media usage by senior school students in Nigeria?

To answer research question 2, responses on social media platform used by senior school students for learning were coded and subjected to percentage analysis. The minimum obtained score from the instrument was 20, maximum score was 80 and range was 60. The range was divided by two categories of usage (high and low) and the average was 30. Respondents with scores from 20-50 were regarded as low in using social media for learning while respondents with scores from 51-80 were regarded as high in using social media for learning. The result is presented in Table 2.

Table 2: Percentage Analysis on the Level of Social Media Usage for Learning by Senior School Students in Nigeria

Level of Usage	Frequency	Percentage
High	8	4.7
Low	163	95.3
Total	**171**	100

Results in Table 2, show the level of social media usage for learning by senior school students in Nigeria. As shown in the table, 4.7% of the senior school students use social media for learning, while 95.3% of the sampled respondents were very low in using social media for learning among senior school students. This means that the level of social media usage by senior school students for learning in Nigeria was very low.

Hypothesis Testing

One research hypothesis postulated for this study was tested using independent t-test statistics at 0.05 level of significance.

H_{01}: There is no significant difference of social media usage on learning among gifted students and non-gifted senior school students in Nigeria.

In order to test the research hypothesis, student responses on impact of social media usage for learning among gifted students and non-gifted senior school students in Nigeria were coded and subjected to t-test statistics. The result of the t-test statistics is presented in Table 3

Table 3: Independent t-test Analysis on Impact of Social Media Usage on Learning among Gifted Students and Conventional Senior School Students in Nigeria

Students	NO	Mean	Std	Df	t-cal	ρ-value	Remark
Gifted	74	25.74	7.97				
				169	3.01	0.00	Significant
Non-gifted	97	29.89	9.61				

Result in table 3 show a calculated t-value of 3.01 and p-value of 0.00 that is less than 0.05 (0.00 < 0.05). Since 0.00 is less than 0.05 alpha level of significance, the null hypothesis was rejected. This indicates that there was significant difference among gifted students and non-gifted student social media usage in Nigeria. This is in favour of non-gifted students with mean score of 29.89 greater than mean score of gifted students with mean score of 25.74 (students in conventional school 29.89 > 25.74 of students in gifted school).

Discussion of the Findings

The findings of the study revealed that Google, Whatsapp, YouTube, and Facebook are the commonly used social media platforms for learning by senior school students in Nigeria. It therefore suggests that other social media platforms are not suitable or being used for learning. This might be because Goggle, YouTube, Whatsapp, and Facebook are flexible for learning related activities or concepts. This result is in agreement with the finding of Ellison, Steinfield, and Lampe (2007) who examined the relationship between university students' use of Facebook and the formation of social capital and found a strong correlation between the two variables.

The second finding of this study further indicated that the level of social media usage by senior school students in Nigeria was very low. It shows that the majority of the sampled students had low level of social media usage for learning related activities. This might be because most of secondary schools in Nigeria discourage students from using devices with which social media platforms can be accessed. This result is in disagreement with Shahzad (2012) who reported that a large portion of students used social media networking or platforms. The finding of this study is also in variance to that of Veletsianos and Navarrete (2012) who reported that students enjoyed using online social media sites for learning purposes as a means of complementing and enriching their learning activities due to its supportive element for their learning activities and its ability in enriching their learning experiences. The observed differences in the result of this study and that of Shahzad (2012) and Veletsianos and Navarrete (2012) might be due to difference in educational levels of the sampled students.

The finding of this study further revealed that there was significant difference between gifted senior school students and non-gifted students' social media usage in Nigeria in favour of non-gifted students. This means that

the non-gifted students used social media platforms more than their gifted counterparts did. This might be due to the fact that the non-gifted students have wider access to the social media devices and platforms because they were not restricted to the school environments unlike their gifted counterparts. This result contradicts the earlier finding of Persson (2009) who reported that gifted students spend their time on social media doing assignments. They avoid unnecessary interaction in social media content. Persson (2009) also confirmed that gifted students spend their time efficiently on social media for learning. Plausible explanation for the differences in the findings of Persson (2009) and the present study might be because of the locale and cultural differences of the sampled students. The present study was conducted in Nigeria where social media has not been used for teaching and learning in secondary schools.

Conclusion

Based on the findings of this study, it was concluded that Goggle, Whatsapp, Youtube and Facebook were the commonly used social media platforms for learning by both gifted and non-gifted senior school students in Nigeria; majority of the sampled students had low level of social media usage for learning; and that the non-gifted students used social media platforms for learning than their gifted counterparts. It is not surprising to observe that the level of social media usage of secondary school students was low. This is because the sampled students might be using social media for different activities other than learning and couple with fact that it has not been approved for teaching and learning at secondary school level in Nigeria.

Recommendation

In the light of the discussions and conclusion of this study, the following recommendations are hereby made:
1.   The students should be enlightened on the inherent benefits of social media and the need to use the media for learning purposes
2.   Teachers and other stakeholder dealing directly with senior school students should be encouraged using social media platforms in disseminating knowledge to their students. This will go a long way in increasing the level of social media usage, which was found to be low.
3.   The Nigeria governments at all levels, from federal, state and local governments should organize awareness program for both the students and teachers to use social media for teaching in secondary schools in Nigeria.
4.   The gifted students and non-gifted students should be encouraged to make use of social media for their learning activities. The gifted students in particular should be made to realize the importance of social media for learning and not only for catching fun or social interaction.

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