

**INFLUENCE OF SOCIAL MEDIA ON ACADEMIC PERFORMANCES OF
BUSINESS STUDIES STUDENTS IN UPPER BASIC EDUCATION LEVEL OF
ENUGU EDUCATION ZONE.**

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Abstract

This is a study on Influence of Social Media on the Academic Performances of Business Studies Students in Upper Basic Education Level of Enugu Education zone, Enugu State. The study specifically focused on the positive and negative influence of social media platform- whatsapp and twitter on academic performances of business studies students in the upper basic education level in Enugu education zone. Four research question and hypotheses were formed. The study adopted descriptive survey design and self designed questionnaires were used to collect data from business studies students in the upper basic education level in secondary schools in Enugu education zone. There are thirty one (31) Secondary Schools in the zone with a population of fifteen thousand, nine hundred and forty (15940) students. The students were used because they were the target population. Sixty five (65) students were drawn randomly from each of the six (6) selected schools from the junior streams giving a total of three hundred and ninety (390) students for the study. A total of three hundred and ninety (390) business studies students were studied comprising of two hundred and twenty five (225) female students and one hundred and sixty five (165) male students. The instrument for data collection had an overall reliability of 0.87 using the test retest method. The mean rating was used to answer the research questions while the t test was used for the test of hypotheses. Findings show that social media platforms – whatsapp and twitter has positive and negative influence on the academic performance of business studies students in the upper basic education level in Enugu education zone. Some of the recommendations are that Government and School administrators should find ways of adequately equipping the secondary schools with internet facilities to facilitate the teaching and learning of business studies. Also business study teachers should update their computer literacy and usage of internet facilities among others.

Keywords: Social Media, Academic Performance, Business Studies, Upper Basic Education level

Introduction

Social media has become one of the main channels through which people quickly and regularly interact with others physically far away. It enhances communication skills, social participation and commitment, improve peer support and ensure realization of education based on collaborative strategies. Social media are group of internet based applications built on the ideological foundations of web 2.0 which allow the creation and exchange of user-generated content (Keplan & Haentien, 2010).

Shrestha (2013) defined social media as a means of connections among people in which they create, share and exchange information and ideas in virtual communities and networks. In the developed world, teachers have moved rapidly to take advantage of this by adopting the social media as educational tools and outlets. Social media allows individuals in communities to share ideas, interest and also meet people with similar ideas and interests. According to Dominic (2011), social media are online communications that use special techniques that involve participation, sharing, conversation, collaboration and linkage. Social media usage by students is so rampant recently because of easy access to devices such as smart phones, iphones, black berry, tablets, i-pad and laptops which are connected to the internet. Addition to the usage of social media has extremely increased in recent times. The perils of its influence on the academic performances of the over-involved students are disturbing. Social media has exploded as category of online discourse where people create content, share it, bookmark it and network at a prodigious rate. Because of its ease of use, speed and reach, it is fast changing the public discourse in society and setting trends and agenda in topics that range from the environment and politics to technology and the entertainment industry (Asur & Huberman, 2010).

Social media sites include twitter, yahoo messenger, Facebook messenger, Blackberry messenger, whatsapp messenger, 2go messenger, Skype, you-tube, Goggle talk, Google messenger, iphone and androids. These social media sites are used by most people to interact with old and new friends, physical or internet friends (Asemah & Edegoh, 2012). The world has changed rapidly by the evolution of technology. This has resulted in the use of technology as the medium to explore the wide area of knowledge. The development of social media sites has created communication tools to aid many methods that can be applied in teaching and learning. Business studies must identify any potential for cultivating student engagement in the classroom using these technologies (Mirabolghasemi & Lahad, 2013). Some of the social media used in education for enhancing teaching and learning according to Reuben (2014) include twitter, whatsapp among others. These are some of the social media platforms that connect people with friends and others who work, study and live around them. Reuben also noted that whatsapp is a freeware and cross-platform messaging and voice over IP (VOIP) service owned by facebook. The application allows the sending of text messages and voice calls, as well as video calls, images and other media, documents, and user location. The application runs from a mobile device but is also accessible from desktop computers. The service requires consumer users to provide a standard cellular mobile number. Twitter is

a cross between instant messaging and blogging that allows users to send short (140 character) updates. Users can also follow the updates of their friends, send them direct messages, and reply publicly to friends, or just post questions or comments as their current status.

Every human being has a need and wish to communicate with others and exchange information, ideas, news among others. It has also enabled business studies students to connect and communicate with not only one's family but with people across the world. It operates with several tools including audio, video, text, public boards, SMS, chatting, emails as well as blogging among other. It is a dynamic, flexible medium that keeps evolving all the time. Social media network is evolving at a very fast pace and in line with faster changing technology tools that are being made available. In the same vein, business studies students are able to easily collaborate and communicate with one another. Business Studies students have easy, free access to resources online to help them learn.

Olubiyi (2012) opined that these days' students are so engrossed in the social media that they are almost 24 hours online. Even in classrooms and lecture theaters, it has been observed that some students are always busy pinging, 2going or facebooking, while lectures are on. Times that ought to be channeled towards learning academic research and innovating have been crushed by the passion for meeting new friends on line and most times busy discussing trivial issues. Students' academics suffer setback as a result of distraction from the social media. Most people don't read privacy policies and may be unaware that their information may be used by third parties like advertisers and insurance companies.

For several years, electronic social media have facilitated teaching and learning and have also increased the level of students' enthusiasm in learning activities which includes the business studies. Sisk (2018) defined business studies as an area of focus within an academic program taught at an educational institution, which centers around some aspect of the conduct of business in the local, national or global market place. In his view, business studies generally refer to a specific series of classes at the undergraduate level that students follow to achieve a degree. It is important for the business studies programme to leverage on social media as a tool to increase teaching and learning of business studies.

Business studies are an aspect of learning that prepares individuals for roles in business (Nwazor, 2014). It also empowers graduates with desired skills, knowledge and values to be self-reliant. Aleena, Saima and Parus (2017) defined business studies as the study of the management of individuals to maintain collective productivity, which accomplishes particular creative and productive goals, usually to generate profits. Sangkaworn and Mujtaba (2010) also defined business studies as the study of economics and management. It is the study of subjects connected with money and managing a business.

Gender has been found to occupy a special place in understanding people's decisions in the adoption and use of new technologies. Few research on the gender differences in usage patterns of social networking sites (SNS) highlighted that the males used social networking sites for networking, making new friends, and seeking out potential dates and playing games; while females used it for relationship maintenance and posting public message (Muscanell, 2012). Another related study averred that females

used social networking sites predominantly to look for old friends and keep in touch with the existing ones while, at the same time, hiding their identities and personal information for private purposes (Efosa, Mahesh,Ogechi & Nubi,2017). All these social network activities tremendously influence the academic performance of business studies students in upper basic level.

Academic performance is the extent to which a student, teacher or institution has achieved their short or long-term educational goals. Cumulative grade point average (CGPA) and completion of educational bench marks such as secondary diplomas and bachelor's degrees represent academic performance. Academic performance is commonly measured through examinations or continuous assessments but there is no general agreement on how it is evaluated or which aspects are most important (Agwi & Ogwueleka, 2018). Academic performance, which is measured by the examination results, is one of the major goals of a school. Enugu education zone is one of the six education zones in Enugu state under the administrative structure of the Post Primary School Management Board (PPSMB), which is the Board set up by Enugu state government to supervise, manage and control all state government owned secondary schools in the state. The upper basic education level comprises the first three years of secondary education mainly for students aged between 12-14 years commonly referred to as the junior secondary school. It is at this level of education that the potentials and aptitude of the students are usually developed and so it becomes so crucial for their academic growth. However, in Enugu Education zone, there is no exception to this assertion. Students are also seen to be fully engrossed in the use of social media both for positive and negative purposes. This study therefore will be aimed at examining the influence of social media on academic performances of business studies students in upper basic education level of Enugu Education zone.

Statement of the Problem

Social media has been seen as one of the most commonly used medium of communication among all ages of groups. It is used mostly among the students for its easy accessibility and functions to keep in touch with the people. Since its existence the numbers of users have been increasing day by day and especially among students, resulting to a lot of neglect and challenges on their academic performances. This has certainly brought about rapid decline in the quality of education. Shana (2012) observed that business studies students gave more attention to social media than they do to their studies.

The academic performance of business studies students in upper basic has certainly brought about rapid decline in the quality of education. According to Karpinski and Duberstein (2009), instead of students reading their books, they spend their time chatting and making friends through the social media and this might definitely have influence on their academic performance. When one does not read, there is no way one can perform well academically. From the above points of view, it is of a great importance to identify those trending issues facing business studies students' academic performance in upper basic education. It was against this background that this research is being conducted to ascertain the influence of social media usage on academic performance of business studies students in upper basic education level of Enugu Education zone.

Purpose of the Study

1. the extent whatsapp positively influence the academic performance of Business Studies students in upper basic education level of Enugu Education zone;
2. the extent whatsapp negatively influence the academic performance of Business Studies students in upper basic education level of Enugu Education zone.
3. the extent twitter positively influence the academic performance of Business Studies students in upper basic education level of Enugu Education zone; and
4. the extent twitter negatively influences the academic performance of Business Studies students in upper basic education level of Enugu Education zone

Research Questions

The following research questions guided the study:

1. To what extent does whatsapp positively influence the academic performance of Business Studies students in upper basic education level of Enugu Education zone?
2. To what extent does whatsapp negatively influence the academic performance of Business Studies students in upper basic education level of Enugu Education zone?
3. To what extent does twitter positively influence the academic performance of Business Studies students in upper basic education level of Enugu Education zone?
4. To what extent does twitter negatively influence the academic performance of Business Studies students in upper basic education level of Enugu Education zone?

Null Hypotheses

The following Null hypotheses were tested at .05 level of significance.

- Ho₁: There is no significant difference between the mean ratings of male and female Business Studies students in upper basic Education level of Enugu Education zone with respect to the positive influence of whatsapp.
- Ho₂: A significant difference does not exist between the mean ratings of male and female Business Studies students in upper basic Education level of Enugu Education zone with respect to the negative influence of whatsapp.
- Ho₃: There is no significant difference between the mean ratings of male and female Business Studies students in upper basic Education level of Enugu Education zone with respect to the positive influence of twitter.
- Ho₄: A significant difference does not exist between the mean ratings of male and female Business Studies students in upper basic education level of Enugu Education zone with respect to the negative influence of twitter.

Methodology

The design of the study was descriptive survey design. It deals with the study of a group of people or items by the collection of and analyzing of data from only a few people or items used as samples of the entire group (Nworgu 2006). The area of the study was Enugu State which is one of the South-Eastern States in Nigeria. The State is

made up of 17 Local Government Areas, of which Isiuo, Enugu East and Enugu North that make up Enugu Education Zone. This study was conducted in Enugu education zone. The population of this study was made up of all the students in the Secondary Schools in Enugu education zone of Enugu State. There are thirty one (31) Secondary Schools in the zone with a population of fifteen thousand, nine hundred and forty (15940) students. The students were used because they were the target population. Sixty five (65) students were drawn randomly from each of the six (6) selected schools from the junior streams giving a total of three hundred and ninety (390) students for the study. The instrument used for this study was questionnaire, after the construction of the questionnaire, the researcher gave it to two experts from Business Education department and one expert in measurement and evaluation from Enugu State University of Science and Technology for them to correct it to suit the research work. The test-retest method was used to check the validity of the instrument. A sample of 30 students was administered with the questionnaire and after a two week interval; the test was repeated using the same sample. Spearman's Rank Correlation coefficient (r_s) was used in determining the strength of reliability. The results obtained were found to have a high correlation coefficient of 0.87. This indicated a high reliability of the instrument. Descriptive statistics of mean with standard deviation was adopted for answering the research questions. The inferential statistics of t-test was used for testing the hypotheses. Nominal values were assigned to four (4) scoring items, the following score interval guided the decision:

3.50	-	4.00	[Very Great Extent (VGE)]
2.50	-	3.49	[Great Extent (GE)]
1.50	-	2.49	[Low Extent (LE)]
1.00	-	1.49	[Very low Extent (VLE)]

For the test of hypothesis, the decision rule was that the null hypothesis is not rejected if the t calculated was less than the t critical otherwise it was rejected at 0.05 level of significance.

Results and discussion

Research Question 1: To what extent does whatsapp positively influence the academic performances of Business Studies students in upper basic Education level of Enugu Education zone?

Table 1: Mean rating of Business Studies student on positive influence of whatsapp on academic performances in Upper Basic education level of Enugu Education Zone.

		VGE	GE	LE	VLE	Mean	Sd	Decision
1	Using whatsapp helps business studies students to develop listening skills.	25	62	150	153	1.87	0.90	LE
2	Whatsapp helps business studies students to develop speaking skills.	34	57	212	87	2.10	0.83	LE
3	Whatsapp helps business studies students to get immediate feedback from their teachers.	14	47	120	209	1.68	0.83	LE
4	Whatsapp assists business studies students in sharing learning materials among themselves.	55	95	116	124	3.13	1.21	GE
5	Whatsapp facilitates communication among students.	206	134	41	9	3.36	0.77	GE
6	Through whatsapp business studies students can learn anytime anywhere.	130	175	58	27	3.07	0.84	GE
7	Whatsapp makes business studies students to master their research capabilities	151	188	42	9	3.21	0.70	GE
8	Through whatsapp business studies students learn from their colleagues' mistake.	108	237	29	16	3.12	0.70	GE
CLUSTER MEAN=2.69						Sd = 0.85	GE	

From table 1 above, it is apparent that Business Studies students agreed with a cluster mean of 2.69 and a standard deviation of 0.85 that whatsapp positively influence academic performances in upper basic Education level of Enugu Education zone. Items 17 to 21 were agreed to be with great extent with mean rating above 2.50 implying that Whatsapp assists Business Studies students in sharing learning materials among themselves, facilitates communication among students, Business Studies students can learn anytime anywhere, makes business studies students to master their research capabilities and makes Business Studies students learn from their colleagues' mistake. The rest of the items are to a low extent. Their standard deviation had a range from 0.70 to 1.21 which is low showing homogeneity in the response.

Research Question 2: To what extent does whatsapp negatively influence the academic performances of Business Studies students in upper basic Education level of Enugu Education zone?

Table 2: Mean rating of Business Studies students on negative influence of whatsapp on academic performances in upper basic education level of Enugu Education Zone.

		VGE	GE	LE	VLE	Mean	Sd	Decision
9	Whatsapp exposes business studies students to inappropriate contacts and content.	206	116	39	29	3.25	0.91	GE
10	Through whatsapp business studies students lose concentration on their studies.	238	112	30	10	3.49	0.75	GE
11	Students spend a lot of time on Whatsapp instead of studying their books.	213	108	46	23	3.33	0.89	GE
12	Business studies students lose their privacy on Whatsapp.	24	55	212	99	2.02	0.79	LE
13	Business studies students spend a huge chunk of their upkeep allowances on internet subscriptions in order to gain access to Whatsapp.	102	239	37	12	3.10	0.67	GE
CLUSTER MEAN=3.03						Sd = 0.80	GE	

From table 2 above, Business Studies students agreed to a great extent with a cluster mean of 3.03 with a standard deviation of 0.80 that whatsapp negatively influence academic performances in upper basic Education level of Enugu Education zone. Only item 25 were to a low extent. The rest were to a great extent with mean rating above 2.50 implying that Whatsapp exposes Business Studies students to inappropriate contacts and content, Business Studies students lose concentration on their studies, Students spend a lot of time on Whatsapp instead of studying their books, and makes Business Studies students spend a huge chunk of their upkeep allowances on internet subscriptions in order to gain access to Whatsapp. Their standard deviation had a range from 0.67 to 0.91 which is low showing homogeneity in the response.

Research Question 3: To what extent does twitter positively influence the academic performances of Business Studies students in upper basic Education level of Enugu Education zone?

Table 3: Mean rating of Business Studies students’ positive influence of twitter on academic performances in upper basic education level of Enugu Education Zone.

		VGE	GE	LE	VLE	Mean	Sd	Decision
14	Twitter enable business studies students to learn online from their teachers.	35	64	150	141	1.96	0.94	LE
15	Twitter is used to handle a larger set of issues that might be under a topic.	13	40	182	155	1.82	0.72	LE
16	Twitter helped business studies students to get important educational resources.	25	62	150	153	1.89	0.90	LE
17	Through twitter business studies students can receive instant notifications, and they can share with their fellow students.	158	191	36	5	3.26	0.65	GE
18	Through twitter business studies students can solve their homework and assignments.	24	55	212	99	2.02	0.79	LE
19	Twitter helps business studies students to organize instructional activities/ events reminders.	233	109	36	12	3.44	0.80	GE
20	Twitters helps business studies students in conducting in-class and out-class assessment activities.	35	64	150	141	1.96	0.93	LE
21	Twitter allowed business studies students to share personal experience.	227	117	34	12	3.45	0.78	GE
CLUSTER MEAN=2.48						Sd = 0.81	LE	

From table 3 above, Business Studies students agreed to a low extent with a cluster mean of 2.48 and a standard deviation of 0.81 that Twitter positively influence academic performances in upper basic Education level of Enugu Education zone. Items 30, 32 and 34 were to a great extent implying that through twitter Business Studies students can receive instant notifications, and they can share with their fellow students, Twitter helps business studies students to organize instructional activities/ events reminders and Twitter allowed Business Studies students to share personal experience. The rest were to a low extent with mean rating below 2.50. Their standard deviation had a range from 0.65 to 0.94 which is low showing homogeneity in the response.

Research Question 4: To what extent does twitter negatively influence the academic performances of Business Studies students in upper basic Education level of Enugu Education zone?

Table 4: Mean rating of Business Studies students on negative influence of twitter on academic performances in upper basic education level of Enugu Education Zone.

		VGE	GE	LE	VLE	Mean	Sd	Decision
22	Business studies students spend too much time on twitter, instead of reading their books.	24	55	212	99	2.02	0.79	LE
23	Business studies students lack concentration in their studies because of Twitter application.	35	64	150	141	1.96	0.94	LE
24	Through Twitter, business studies students are freely exposed to inappropriate content.	199	113	45	33	3.20	0.96	GE
25	Business studies students spend a huge chunk of their upkeep allowances on internet subscriptions to gain access to Twitter.	13	40	182	155	1.82	0.72	LE
26	Business studies students now indulge in using short, incomplete and unacceptable words, phrases and language which affect their proper communication in English.	206	134	41	9	3.35	0.77	GE
27	The use of twitter promotes spamming (fraudulent activities) among business studies students.	229	117	34	10	3.45	0.77	GE
CLUSTER MEAN=2.64						Sd = 0.83	GE	

From table 4 above, Business Studies students agreed to a great extent with a cluster mean of 2.64 and a standard deviation of 0.83 that Twitter negatively influence academic performances in upper basic Education level of Enugu Education zone. Items 37, 39 and 40 were to a great extent implying that through twitter, Business Studies students are freely exposed to inappropriate content, Business Studies students now indulge in using short, incomplete and unacceptable words, phrases and language which affect their proper communication in English and the use of twitter promotes spamming (fraudulent activities) among Business Studies students. The rest were to a low extent with mean rating below 2.50. Their standard deviation had a range from 0.69 to 1.12 which is low showing homogeneity in the response.

Hypothesis 1: There is no significant difference between the mean ratings of male and female Business Studies students in upper basic Education level of Enugu Education zone with respect to the positive influence of whatsapp.

Table 5: t-test Statistic for difference in the mean ratings of male and female Business Studies students in upper basic Education level of Enugu Education zone with respect to the positive influence of whatsapp

Pair	N	Mean	Sd	Df	t cal	t crit	Decision
MALE	165	2.61	0.2723	388	0.804	1.654	Accept Ho
FEMALE	225	2.78					

From the t-calculated value (0.804) < t critical value (1.654), we accept the null hypothesis and conclude that there is no significant difference between the mean rating of male and female Business Studies students in upper basic Education level of Enugu Education zone with respect to the positive influence of whatsapp.

Hypothesis 2: A significant difference does not exist between the mean ratings of male and female Business Studies students in upper basic Education level of Enugu Education zone with respect to the negative influence of whatsapp.

Table 6: t-test Statistic for difference in the mean ratings of male and female Business Studies students in upper basic Education level of Enugu Education zone with respect to the negative influence of whatsapp.

Pair	N	Mean	Sd	Df	t cal	t crit	Decision
MALE	165	3.02	0.2555	388	0.193	1.654	Accept Ho
FEMALE	225	3.05					

From the t-calculated value (0.193) < t critical value (1.654), we accept the null hypothesis and conclude that a significant difference does not exist between the mean rating of male and female Business Studies students in upper basic Education level of Enugu Education zone with respect to the negative influence of whatsapp.

Hypothesis 3: There is no significant difference between the mean ratings of male and female Business Studies students in upper basic Education level of Enugu Education zone with respect to the positive influence of twitter.

Table 7: t-test Statistic for difference in the mean ratings of male and female Business Studies students in upper basic Education level of Enugu Education zone with respect to the positive influence of twitter.

Pair	N	Mean	Sd	Df	t cal	t crit	Decision
MALE	165	2.46	0.311	388	0.318	1.654	Accept Ho
FEMALE	225	2.49					

From the t calculated value (0.318) < t critical value (1.654), we accept the null hypothesis and conclude that there is no significant difference between the mean ratings of male and female Business Studies students in upper basic Education level of Enugu Education zone with respect to the positive influence of twitter.

Hypothesis 4: A significant difference does not exist between the mean ratings of male and female Business Studies students in upper basic education level of Enugu Education zone with respect to the negative influence of twitter.

Table 8: T-test Statistic for difference in the mean ratings of male and female Business Studies students in upper basic education level of Enugu Education zone with respect to the negative influence of twitter.

Pair	N	Mean	Sd	Df	t cal	t crit	Decision
MALE	165	2.62	0.3305	388	0.175	1.654	Accept Ho
FEMALE	225	2.65					

From the t calculated value (0.175) < t critical value (1.654), we accept the null hypothesis and conclude that a significant difference does not exist between the mean rating of male and female Business Studies students in upper basic Education level of Enugu Education zone with respect to the negative influence of twitter.

Discussion of the Findings

Research question one sought to determine the extent whatsapp positively influence the academic performance of Business studies students in upper basic education level of Enugu Education zone. Finding show that Business studies students agreed to a great extent that whatsapp positively influence academic performances in upper basic Education level of Enugu Education zone and there is no significant difference between the mean rating of male and female business studies students in upper basic Education level of Enugu Education zone with respect to the positive influence of whatsapp. It is established that Whatsapp assists Business studies students in sharing learning materials among themselves, facilitates communication among students, business studies students can learn anytime and anywhere, makes Business Studies students to master their research capabilities and makes business studies students learn from their colleagues' mistake. This finding is in line with the result of Osharive (2015), Asemah, Okpanachi & Edegoh (2013) that whatsapp assists students to be connected globally and assist in their academics

The second research question sought to determine the extent whatsapp negatively influence the academic performance of Business Studies students in upper basic education level of Enugu Education zone. Findings also show that business studies students agreed to a great extent that whatsapp negatively influence academic performances in upper basic Education level of Enugu Education zone. A significant difference does not exist between the mean rating of male and female business studies students in upper basic Education level of Enugu Education zone with respect to the negative influence of whatsapp. It is worthy to note that Whatsapp exposes Business Studies students to inappropriate contacts and content, Business Studies students lose concentration on their studies, Students spend a lot of time on Whatsapp instead of studying their books, and makes Business Studies students spend a huge chunk of their upkeep allowances on internet subscriptions in order to gain access to Whatsapp. This result is in agreement with findings of Agwi & Ogwueleka (2018), Osharive (2015), Elubudu & Tusima (2017) that students easily get addicted to whatsapp and other social media platforms and hence lose concentration.

The third research question sought to determine the extent Twitter positively influence the academic performance of Business Studies students in upper basic education level of Enugu Education zone. Findings reveal that Business Studies students

agreed to a low extent that Twitter positively influence academic performances in upper basic Education level of Enugu Education zone and there is no significant difference between the mean ratings of male and female Business Studies students in upper basic Education level of Enugu Education zone with respect to the positive influence of twitter. It is generally accepted fact that through twitter business studies students can receive instant notifications, and they can share with their fellow students, Twitter helps business studies students to organize instructional activities/ events reminders and Twitter allowed business studies students to share personal experience. It is also proper to note that twitter is not that popular among students, so the finding is quite expected. This finding is in line with the result of Osharive (2015), Asemah, Okpanachi & Edegoh (2013) that twitter assists students to be connected globally and assist in their academics

The fourth research question sought to determine the extent Twitter negatively influence the academic performance of business studies students in upper basic education level of Enugu Education zone. Finding also show that business studies students agreed to a great extent that Twitter negatively influence academic performances in upper basic Education level of Enugu Education zone. A significant difference does not exist between the mean rating of male and female business studies students in upper basic Education level of Enugu Education zone with respect to the negative influence of twitter. For the few students that use twitter, students are freely exposed to inappropriate content, business studies students now indulge in using short, in- complete and un acceptable words, phrases and language which affect their proper communication in English and the use of twitter promotes spamming (fraudulent activities) among business studies students. This result is in agreement with findings of Agwi & Ogwueleka (2018), Osharive (2015), Ehibudu & Tusima (2017) that students easily get addicted to twitter and other social media platforms and hence loses concentration. However, twitter is not popular among students.

Conclusion

Based on the findings of this study it was concluded that the influence of whatsapp and twitter among business studies students in upper basic education level has numerous advantages as well as disadvantages. It merits far outweigh the demerits and include global access to learning resources on business studies and exchange of information with fellow students as well as teachers. However, a balance should be maintained in that students can be exposed to indecent materials as well as be distracted by spending long time on line chatting, hence losing concentration to studies.

Recommendations

Based on the findings and conclusion, it is recommended that:

1. School administrators should find ways of adequately equipping the secondary schools with internet facilities to facilitate the teaching and learning of business studies.
2. Teachers should be updated on their internet literacy level to facilitate teaching and learning of business studies through accessing of learning resources, sharing of information and communication among teachers and students.
3. Business studies students in the upper basic education level should be encouraged and taught on proper use of social media platforms.

4. Business studies student in the upper basic education level should be made to submit some assignments online. This will encourage good use as well as make them adapt to ICT facilities in secondary schools.

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