

YOUTUBE FORM OF SOCIAL MEDIA AND SEXUAL HARASSMENT FORM OF INSECURITY AS CORRELATE OF ACADEMIC ACHIEVEMENT OF BUSINESS EDUCATION STUDENTS IN PUBLIC UNIVERSITIES IN SOUTH EAST, NIGERIA

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ABSTRACT

This study was carried out to examined YouTube form of social media and sexual harassment form of school insecurity as correlate of academic achievement of business education students in public universities in South East, Nigeria. Two research questions and two null hypotheses guided the study. The study employed a correlational research design. The population of the study comprised of 569 business education students from six public universities in South East of Nigeria who were admitted in 2020/2021 and 2021/2022 academic session. Since the size of the population was manageable, there was no sampling. The instruments for data collection were structured questionnaire. Two experts validated the instrument and the reliability yielded 0.89 using Cronbach Alpha. Data collected from the field were analyzed using Pearson Product Moment Correlation Coefficient to answer the research questions and Linear Regression Analysis was used to test the null hypotheses at 0.05 level of significance. The study revealed that there is moderate positive and significant relationship between YouTube and academic achievement of business education students in public universities in South East, Nigeria based on class level and also a moderate positive and significant

relationship between sexual harassment and academic achievement of business education students in public universities in South East, Nigeria based on gender. Based on the findings of the study, the researchers concluded that YouTube form of social media and sexual harassment form of school insecurity are correlate of academic achievement of business education students in public universities in South East, Nigeria. Based on the findings of the study, the researchers recommended among others that Public universities can also consider the adoption of YouTube in the curriculum of Business Education in order to put the platform for academic use and improve academic achievement of students in public universities. Public universities should provide strenuous measures to combat the spate of sexual harassment in the universities.

Keywords: Business Education, Social Media, YouTube, School Insecurity, Sexual Harassment and Academic Achievement.

Introduction

Education is the process of imparting or acquiring knowledge, skills, attitude, good reasoning and generally prepare individuals intellectually for life maturity and for a sound profession. This was in line with Ojukwu (2017) who referred to education as the process of facilitating the acquisition of new knowledge, skills, moral values, beliefs, habits, learning and personal development. Students can only plan for work while graduating from school when they are interested, pay attention, abstain themselves from cultism and come out with a very good results. A graduated student can only be successful when he or she has achieved academically.

Academic achievement can be seen as what the students acquire such as knowledge, skills, experiences as a result of a variety of learning process that indicate by cognitive mental activity and measured by degree he achieves in a standardize exam he is asked to do so. Steinmayret al., (as cited in Barowwiski & Carter, 2021) stated that the variation in academic achievement obtained by students are driven by attributes like literacy skills, method of teaching, learning environment, gender and other students factors that militate against effective learning. It may be as a result of students' addiction to social media, school insecurity, and other factors that might hinder adequate students' academic achievement. However, poor attainment of instructional standards leads to poor knowledge, skills, abilities and other competence that makes its recipients not to be useful in life. The poor academic achievement has been a concern to the parents and public. This was why Ojukwu(2017) lamented that, poor academic performance usually brings about sadness and frustration to the individual concerned and to his/her parents as well as other members of the family. As a matter of fact, it gives parents and students feelings of satisfaction and joy when children excel academically (Fehintola, 2009 & Ojukwu, 2016 as cited in Ojukwu, 2017). Parents are usually hopeful whenever their children are at the university expecting employment after graduation in the university. A university is an institution of higher education and research which grants academic degrees in a variety of courses and provides both undergraduate education and postgraduate education with relevant discipline courses in which business education is inclusive.

Business education programme is an academic programme offered at the tertiary level of education in Nigeria that geared towards empowering its recipients with business

skills, knowledge, competencies, understanding, attitude and attribute that make its recipient to be self-employed, employer of labour, gain employment and be relevant in a global economy. Mshelia (as cited in Okeke-Ezeanyanwu, 2021) was of the view that business education is a type of education that helps someone to learn the facts, acquire skills, develop abilities, solve problems and be able to have business-like attitudes useful for success in business situation. Business education has many objectives. One of the objectives of business education programme is to create employment either self or paid for young Nigerians who are roaming the streets, majority of who are into negative influence as a result of lack of jobs and lack of appropriate skills, knowledge and attitude which would enable them secure and progress in a job or be self-employed. But it is unfortunate that business education graduates fail to attain to the aims and objectives of business education due to poor academic achievement which might have caused by many factors that includes: social media addiction, school insecurities and among others.

Social media are interactive, computer-mediated technologies that facilitate the creation or sharing of information, ideas, career interests, and other forms of expression via virtual communities and networks. Dewis (as cited in Ademiluyi & Ademiluyi, 2020) added that social media is the application that allows users to converse and interact with each other; to create, edit and share new forms of textual, visual and audio content, and to categorize, label and recommend existing forms of content. Social media ought to educate our society as a whole, to build our society up, and spread awareness of all the happening in the society. Social media are creating a massive impact at all levels of education. Almost all the university students are active social media users. Majority of students are regularly using social media platforms for a myriad purpose. Forms of social media platforms as listed by Academic Designer (2019) include: Facebook, Instagram, LinkedIn, Twitter, YouTube, Academia.edu, Altmetric, Google Scholar, ORCID, ResearchGate, Mendeley and Innovation Catalyst Global (AUS), LinkedIn, Yelp, Snapchat, TikTok and Reddit.

For video, no social media platform beats YouTube. Alnoori (2021) stated that YouTube is a website that allows its users to upload, watch, share, comment on and view live video recording for free. Students can create videos to share with others. Students can download, watch and share videos related to the subject of the module. Students can watch videos, answer questions, and discuss content. It can increase participation, personalization and productivity. Lynch (2020) opined that what may be a difficult topic to understand could be made easy when accompanied by a YouTube video. No matter the age of the student, it can be great assistance in teaching. It holds a child's attention, and it's different from their teacher, which sometimes helps a child to better listen. YouTube also improved students' digital skills and provided opportunity for peer learning and problem solving. Videos keep students' attention, generates interest in the subject, and clarifies course content. The videos from social media helps students recall information and visualize real world applications of course concepts. YouTube is also a repository of popular culture in the form of newscasts, television shows, movies, or music videos that are of current interest.

YouTube is an effective media for students in learning process if the videos are relevant to their courses (Moghavvemi et al., 2018). Its negative effects as highlighted by Gaille (2017) include: Not every video on YouTube is reliable; some content in videos may

not be suitable for the age group; it needs to have an internet connection to access it; and videos often have advertisements. Styati (2016) opined that the students who were taught using YouTube videos has lower writing performance than the students who are taught using pictures. Watching crises incidents in YouTube can trigger tension in schools and when this happens, it might result to school insecurity. And this type of news of insecurity triggers unlawful demonstration or protest, crises or riots among students and causes a lot of poor academic performance among students.

There are many factors responsible for the insecurity in educational institutions in Nigeria (higher institutions). Nnamdi (as cited in Ogunode et al., 2021) outlined reasons why educational institutions are being attacked by insurgents as follows: Unemployment and poverty, illiteracy, marginalization, political factors and international influence. Among others are: Lack of interest on western education; Ignorant of importance of education by hooligans; increase in school fees with our adequate facilities; availability and intake of hard drugs; lack of good accommodation within the campus; ethno-religious conflicts factor; release of guns during election and non-prosecution of perpetrators in Nigeria.

Insecurity in Nigeria are of many forms. Ogogo (2020) stated that in recent times, Nigeria has faced major forms of insecurity ranging from kidnapping, killings, armed banditry, suicide bombings, ethnic clashes, abduction and of course terrorist attacks which has increasingly become the regular signature that characterizes the living in the country. Some of the insecurity generally witness in schools include: Bullying with physical violence and assault; Burning of schools or fire outbreaks; Abduction and kidnapping of students, teachers and other workers; False imprisonment and detention of students; Armed robbery and stealing; Burglary and vandalization of facilities; Sexual harassment; Bombings; School shootings; Drug abuse, alcoholism, smoking and Cultism

Sexual harassment violence is becoming rampant with female students being most at risk which both male students and lecturers take undue advantage to abuse. It is an act of forcing a female into sex against her wish. World Health Organization (2019) defined sexual harassment as any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts of traffic, or otherwise directed, against a person's sexuality using coercion, by any person regardless of their relation to the victim in any setting, including but not limited to home and work. Sexual harassment may be student to student, employee to student or vice versa.

Causes of sexual harassment: The causes of sexual harassment as stated by Shui (2022) may be categories as: Socialisation, supportive environment, power relations, test of competency, lack of awareness, power differential, not understanding harassment and excessive stress.

Sexual harassment and students' academic achievements: A victim may experience anger, fear, self-consciousness or embarrassment; difficulty sleeping and loss of appetite (Namhpac, 2019). Sexual harassment can result to mental health problems. It brings stigmatization by leaving many marks on its victims. A victim may feel rejected by the entire society. Married woman might be rejected by the husband out of jealousy of another man using his wife. She may feel embarrassed and ashamed of coming out even to report to police. It can lead to feelings of guilty which are the most damaging to the victim in the long run. It can lead to loss of educational opportunities. All these mentioned has serious

negative effects to students' academic achievement because no student that has fall a victim that does not witness all mentioned above.

Statement of the Problem

Students are addicted to YouTube without mindful to their studies and this might result to poor academic achievement. Sexual harassment causes serious psychological problems to victim students. It was noted that effective education cannot be achieved in situations where crises have become incessant in our societies which in most cases have forced students or learners out of school. It appears that business education graduates are no more well prepared and equipped with adequate and appropriate skills, knowledge, attitude, abilities and competences that will enable them have equal job opportunity in the labour market and also exploit the natural resources that abound in Nigeria despite the fact that business education aims at equipping students with appropriate skills, knowledge, abilities and competences that can enable the individuals to be self-employed and self-reliant leading to sustainable economic development. Therefore, there is an urgent need to identify the strategies to curb effects of YouTube, sexual harassment, salvage students' lives, protect education system, improve reading and improve the acquisition of employability skills by business education students.

Purpose of the Study

The main purpose of the study was to find out YouTube and Sexual harassment as correlate of academic achievement of business education students in public universities in South East, Nigeria. Specifically, the study sought to:

1. Ascertain the relationship between YouTube and academic achievement of business education students in public universities in South East, Nigeria.
2. Determine the relationship between sexual harassment and academic achievement of business education students in public universities in South East, Nigeria.

Research Question

The following research questions guided the study:

1. What is the relationship between YouTube and academic achievement of business education students in public universities in South East, Nigeria?
2. What is the relationship between Sexual harassment and academic achievement of business education students in public universities in South East, Nigeria?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

- Ho₁ There is no significant relationship between YouTube and academic achievement of business education students in public universities in South East, Nigeria based on class level
- Ho₂ There is no significant relationship between sexual harassment and academic achievement of business education students in public universities in South East, Nigeria based on gender

Results

The results of this study were presented in tables according to the research questions and hypotheses

Research Question 1: What is the relationship between YouTube and academic achievement of business education students in public universities in South East, Nigeria.?

Table 1: Pearson Correlation Coefficient of the relationship between YouTube and academic achievement of business education students

Variables		YouTube	Academic Achievement	Remarks
YouTube	Pearson (r)	1.00	.658	Moderate Positive Relationship
	N	522	522	
Academic Achievement	Pearson (r)	.658	1.00	
	N	522	522	

As in Table 1, the Pearson (r) between YouTube and academic achievement of business education students in public universities in South East, Nigeria was .658. The value indicated that the relationship between YouTube and academic achievement had a moderate positive relationship. This implied that YouTube had a moderate positive relationship with academic achievement of business education students in public universities in South East, Nigeria

Research Question Two

What is the relationship between sexual harassment and academic achievement of business education students in public universities in South East, Nigeria?

Table 2: Pearson Correlation Coefficient of the relationship between sexual harassment and academic achievement of business education students

Variables		Sexual Harassment	Academic Achievement	Remarks
Sexual harassment	Pearson (r)	1.00	.670	Moderate Positive Relationship
	N	522	522	
Academic Achievement	Pearson (r)	.670	1.00	
	N	522	522	

Table 2, revealed the Pearson (r) between sexual harassment and academic achievement of business education students in public universities in South East, Nigeria. The computed Pearson value is .670 implying moderate positive relationship with academic achievement of business education students in public universities in South East, Nigeria.

Test of Hypotheses

Hypothesis 1:There is no significant relationship between YouTube and academic achievement of business education students in public universities in South East, Nigeria based on class level.

Table 3: Test of significance of correlation between YouTube and academic achievement of business education students in public universities in South East, Nigeria based on class level.

Variation	N	r	r ²	p-value	Remark
200 level YouTube	252	.859	.737	.015	Significant
Academic Achievement	252				
300 level YouTube	270	.762	.580	.008	Significant
Academic Achievement	270				

Table 3 revealed p-values of YouTube and academic achievement of business education students based on class level as .015 for 200 level business education students and .008 for 300 level business education students for 2020/2021 or 2021/2022 academic section respectively. These values depicted that the p-values (.015 and .008) were less than .05 level of significance, thence the null hypothesis of no significant relationship between YouTube and academic achievement of business education students based class level was rejected. Furthermore, there is a significant relationship between YouTube and academic achievement of business education students based on class level.

Hypothesis 2: There is no significant relationship between sexual harassment and academic achievement of business education students in public universities in South East, Nigeria based on Gender

Table 4: Test of significance of correlation between sexual harassment and academic achievement of business education students in public universities in South East, Nigeria based on gender.

Variation	N	r	r ²	p-value	Remark
Male					
Sexual harassment	157	.784	.614	.022	Significant
Academic Achievement	157				
Female					
Sexual harassment	365	-.640	.409	.043	Significant
Academic Achievement	365				

Table 4 depicted p-values of sexual harassment and academic achievement of business education students based on gender as .022 for male business education students and .043 for female business education students. These values revealed that the p-values (.022 and .043) were less than .05 level of significance, hence null hypothesis of no significant relationship between sexual harassment and academic achievement of business education students based on gender was rejected. Meanwhile, there is significant relationship between sexual harassment and academic achievement of business education students based on gender.

Discussion of the findings

The study sought to ascertain the relationship between YouTube use and academic achievement of students of Business Education in public universities in South East, Nigeria. The finding is that YouTube had a moderate positive relationship with academic achievement of business education students in public universities in South East, Nigeria. The corresponding hypothesis which sought to determine whether significant difference exist in such relationship between students of two different classes/level found that, there is a significant relationship between YouTube and academic achievement of business education students based on class level. The findings suggest that YouTube holds strong attraction for students. This is probably because of its audio-visual effects. Young people are heavily attracted to audio visual devices especially for its entertainment purposes. They apply YouTube in watching movies, sports and other attractive shows that tend to occupy young peoples’ time. This attraction tends to get less as young people advance in age, hence the difference observed between students of different classes. The findings agreed with Perifanoue et al. (2021) who examined the links between the frequency of social media use and students’ digital skills among 155 university students in Greece. The findings revealed a strong positive association between the use of YouTube and students’ digital skills on content evaluation and protection. The study also established

that the use of the platform was influenced significantly by age and educational level. Although the compared study focused on digital skills rather than academic achievement, it is likely that such relationship could still be found in the context of academic achievement.

The study investigated the relationship between sexual harassment and academic achievement of business education students in public universities in South East Nigeria. The corresponding hypothesis sought to find out whether significant difference existed in the relationship based on gender. The finding showed that there is moderate positive relationship between sexual harassment and academic achievement of business education students in public universities in South East, Nigeria. Victims of sexual harassment suffer emotional and psychological trauma that may affect their academic engagement. They may be afraid to participate as they should, in academic activities especially when the victimizer is one the student could not avoid such as the teacher.

The hypothesis however showed that there is significant relationship between sexual harassment and academic achievement of business education students based on gender. The reason is not far-fetched, as there are more female than male victims of sexual harassment based on several reports (Mshenga, 2022). Victims of sexual harassment are more likely to be female than male. The findings of the study are in line with Ayenew and Gebremeskal (2014) who investigated the extent to which sexual harassment, self-esteem, and academic engagement predict academic success of female secondary school students in Gondar city and found that sexual harassment, self-esteem, and academic engagement are important precursors of academic success of female secondary school students. In other words, sexual harassment relates positively to academic achievement of female students.

Conclusions

YouTube and academic achievement of business education students had a moderate positive relationship. There is a significant relationship between YouTube and academic achievement of business education students in public universities based on class level.

Moderate positive relationship exists between sexual harassment and academic achievement of business education students. There is significant relationship between sexual harassment and academic achievement of business education students based on gender. It may be concluded therefore that YouTube form of social media and sexual harassment form of school insecurity are correlates of academic achievement of Business Education students in public universities in South East, Nigeria.

Recommendations

In view of the findings and the implications of the findings of the study, the following recommendations were made:

1. Public universities can also consider the adoption of YouTube in the curriculum of Business Education in order to put the platform for academic use and improve academic achievement of students in public universities.
2. Public universities should provide strenuous measures to combat the spate of sexual harassment in the universities. Such measures will help guard against the activities of those people who corrupt the school environment.

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