FACEBOOK FORM OF SOCIAL MEDIA AND KIDNAPING FORM OF INSECURITY AS CORRELATE OF ACADEMIC ACHIEVEMENT OF BUSINESS EDUCATION STUDENTS IN PUBLIC UNIVERSITIESIN SOUTH EAST, NIGERIA

JOY AMECHIOKEKE-EZEANYANWU (PhD)[1]
Vocational Education, Faculty of Education
Chukwuemeka Odumegwu Ojukwu University Igbariam, Anambra State
chupjoy@yahoo.comand ja.okeke-ezeanyanwu@coou.edu.ng

UGWUOGO, FIDELIACHINELO[2]
Office Technology and Management (OTM) Education
School of Business Education
Federal College of Education, (T), Umunze, Anambra State
ugwuogochinelo993@gmail.com
+2347066170993

&

NZERIBE PEACE UKAMAKA[3]
Accounting Education
School of Business Education
Federal College of Education, (T), Umunze, Anambra State
ukamakapeace80@gmail.com
+2347065442701

ABSTRACT
This study was carried out to examined Facebook form of social media and kidnapping 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 569business 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 a 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 findings of the study indicated a strong positive relationship between Facebook and students' academic achievement and also revealed a strong positive relationship between kidnapping and students'

academic achievement of business education students. Based on the findings of the study, the researchers concluded that Facebook form of social media and kidnapping 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 should consider the adoption of Facebook in the curriculum of business education in order to put the platform for academic use and improve academic achievement of students in public universities; and Public universities should fortify their schools against all forms of insecurity especially kidnapping. To that end, adequate fund should be provided by government both at federal; and state levels including partners to provide adequate security for the institutions.

Keywords: Social Media, Facebook, School Insecurity, Kidnapping and Academic Achievement

Introduction

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 and attribute that make 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.

However, Ekpenyong et al. (as cited in Ogonu&Audu, 2019) stated that the general acceptable goals of business education are to: Develop a pool of competent and reliable technical and manpower, capable of being mobilized in times of national economic emergency; Develop individuals who will be capable of meeting the modern business and technological challenges; Develop in the youth the right attitudes and skills towards work; Equip the youths with the requisite knowledge and skills for paid or self-employment; Prepare the youths for meeting community, state and national economic aspirations; Enable the youths to choose and perfect on those areas of business education foe which they have interests and aptitudes; Equip the learners to develop skills for making rational economic decision in various areas of business; Provide the vocational and technical knowledge; Enable the learners to relate their expertise to the needs of their communities; Prepare business and industrial managers who will be capable of meeting technological and managerial complexities of modern industry, and to provide the vocational and technical knowledge in various areas of business. It is unfortunate that with the general acceptable goals of business education programme, business education graduates find it difficult to meet up with the goals mentioned above. It has been the bone of contention of what might be the causes of these; whether students do no achieve academically or not.

Academic achievement refers to a student's success and strong performance in a given academic arena by earning good grades within an academic setting and utilizing the achievement after the school. The definition of academic achievement as stated by

Study.com (2021) is the amount of academic content a student learns in a specific period. Students no more achieve a lot in schools. It may be as a result of students' addiction to social media, school insecurity, and other factors that might hinder adequate students' academic achievement. 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).

Social media is the form of electronic communication through which users create online communities to share information, ideas, personal messages, and other content. It is the process through which people interact by sharing, creating and exchanging information and ideas through 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 has many forms such as: Facebook, Twitter, Instagram, YouTube, LinkedIn, WhatsApp and others.

Facebook allows users especially students and business men to share posts with extreme ease. On Facebook, students can connect with people as friends, or network with them in groups. Students can post text, video, images, videos and links. Students can also share time-limited content through stories, which last 24 hours. With students personal Facebook profile, they can create a page or start a group; make events and invite people to them; save posts to read them later; host a fundraiser for their favorite nonprofit; go live on video and to talk about their research or interests (Academic Designer, 2019). It admitted that Facebook helps students to connect with family and friends. Many academics on Facebook, have joined groups or liked pages from the associations and societies they are members of and this can help them stay connected to field in real time. The lecturers can effortlessly create a closed or an open group, to share information, ideas, quizzes, questionnaires, materials, pictures, or even an entire page on a specific course or module using Facebook. Students can freely talk about various course-related issues, questions they might have, post mutually interesting information and generally things they want to share. Facebook is one alternative means for shyer students to be able to voice their thoughts in and outside of the classroom. It allows students to collect their thoughts and articulate them in writing before committing to their expression.

Lecturers and students use a Facebook Group to stream line lectures and host discussions (West, 2021). Lecturers can also create Facebook Groups for each of their classes—both public and private—and stream Facebook Live lectures, post discussion questions, assign homework and make class announcements. Despite these good Facebook intentional usages, some still abuse it and the abuse might affect the students' academic achievement.

The abuse of Facebook has its negative impact on students. Students spend more time on Facebook than other social media platforms (Academic Designer, 2019). This was why Study Mode Research (2018) emphasized that excessive use of Facebook has its drastic implications especially affecting the academic performance of students. Rouis et al. (as cited in Khan & Ahmed, 2018) opined that too much hours utilized on Facebook

causes disturbance in normal everyday routine and eventually leads to poor performance. Study Mode Research also added that Facebook usage causes deterioration of grades and lack of concentration and poor knowledge acceptance to students. Kross et al. (as cited in Khan & Ahmed, 2018) agreed that Facebook usage is seen in students having lower GPA's. Apart from lower GPA,Facebook post sometimes can knowingly or unknowingly contribute to crisis and insecurities through their reportage (Adamu, 2022).

. School insecurity is a situation where by the school, students, pupils and teachers are open to attack, danger, threat and lack of protection. Onwuasoanya et al. (2021) stated that education system in Nigeria has continued to suffer from perennial multipronged insecurities ranging from terrorism to the violent, ethnically tinged herder-farmer clash, kidnappings of students, banditry and abduction which have taken the lives of several students, pupils and teachers.

Kidnapping can be defined as the act of abducting someone illegally by force, and holding the individual captive typically to obtain a ransom. Merriam-Webster (n.d.) defined kidnapping as a crime that involves taking or restraining an individual without authority and/or without the person's permission. Students, teachers and other workers are being kidnapped either in school environment or outside the school environment.

The motive for kidnap to a great deal determine how the victim is treated, and it accounts for the chances of survival or death. Akwash (2016) outlined the following as reasons kidnappers hold their victims for hostage: ransom kidnapping, sexual gratification, political reason, information release, ritual purposes, heritage purpose, business purpose, meat purpose, hatred, jealous, envy and dubious.

Some of the effects of abduction and kidnapping as highlighted by Akwash (2016) include:

1. Kidnappings cause deep emotional and mental scars that leave victims to battle through issues of trust, independence, love, sex, respect, and a litany of others.
2. The kidnapping involves a sudden and unpredictable life threatening experience because the victim on hostage is placed under the complete control of the abuser who determines when the victim can eat, go to the bathroom, and sleep.
3. The lack of privacy (the victim must eat and relieve him-, or herself in front of the abuser) coupled with absolute vulnerability (there is usually sleep deprivation, nakedness, and social isolation) results in an almost infantile state of dependency upon the abuser
4. It causes emotional shock, numbness, anxiety, guilt, depression, anger and a sense of helplessness, constant fear, intrusive thoughts, denial, impaired memory, decreased concentration, being overcautious and aware, confusion or fear of the event happening again, madness, psychological trauma, depression, continuous reflection of memories and sometimes leads to death.
5. It can result to early pregnancy and loss of education opportunities.

Kidnapping can be controlled by using the following measures as enumerated by Uzochukwu (2022): Training strong anti-kidnapping agents; Monitoring the activities of the police; Serious punishment for offenders and Job creation. With the general effects of kidnapping on both teachers and students can be a huge impediment to students' academic achievements. Moreover, a graduate student can only be successful when he or she has attained academic achievement.

Statement of the Problem

Students are addicted to Facebook without mindful to their studies and this might result to poor academic achievement. Sometimes students can post something on social media that triggers crises in schools. 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 social media, insecurity, 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 the extent Facebook and kidnapping correlate academic achievement of business education students in public universities in South East, Nigeria. Specifically, the study sought to:
1. Ascertain the relationship between Facebook and academic achievement of business education students in public universities in South East, Nigeria.
2. Find out the relationship between kidnapping 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 Facebook and academic achievement of business education students in public universities in South East, Nigeria?
2. What is the relationship between kidnapping and academic achievement of business education students in public universities in South East, Nigeria?

Hypotheses

The following null hypotheses were tested at .05 level of significance:

Ho_1 There is no significant relationship between Facebook and academic achievement of business education students in public universities in South East, Nigeria.

Ho_2 There is no significant relationship between kidnapping and academic achievement of business education students in public universities in South East, Nigeria.

Method

The study adopted a correlational research design. The study was carried out in public universities in South East, Nigeria. The population of the study comprised of 569business education students from six public universities in South East, Nigeria who

were admitted in 2020/2021 and 2021/2022 academic session. The whole population of 569 students was used for the study because the population was manageable. The instrument for data collection was structured questionnaire Two experts validated the instrument; one from the Department of Vocational Education (Business Education) and one from Department of Educational Foundation in the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam. The instrument was subjected to face and content validity. The data collected were analyzed using Cronbach Alpha. The overall Correlation Coefficient of 0.89 was obtained which shows that the instrument was reliable. PSS Version 26 was deployed in data analysis. Data collected from the field were analyzed using Pearson Product Moment Correlation Coefficient to answer the research questions while Linear Regression analysis was used to test the null hypothesis at .05 level of significance. Null hypotheses were accepted as the alternates were rejected if F-ratio is less than the F-critical.

Results

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

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

Variables		Facebook	Academic Achievement	Remarks
Facebook	Pearson (r)	1.00	.886	Strong Positive
	N	522	522	Relationship
Academic Achievement	Pearson (r)	.886	1.00	
	N	522	522	

The Pearson (r) displayed in Table 1 revealed a strong positive relationship between Facebook and academic achievement of business education students in public universities in South East, Nigeria. The results above revealed that Pearson (r) value of .886 was obtained. This signified that the respondents agreed that there was a strong positive relationship between Facebook and academic achievement of business education students in public universities in South-East. Nigeria.

Research Question Two What is the relationship between kidnapping and academic achievement of business education students in public universities in South East, Nigeria?

Table 2: Pearson Correlation Coefficient of the relation between kidnapping and academic achievement of business education students

Variables	Kidnapping	Academic Achievement	Remarks	
Kidnapping	Pearson (r)	1.00	.788	Strong Positive
	N	522	522	Relationship
Academic Achievement	Pearson (r)	.788	1.00	
	N	522	522	

The Pearson (r) displayed in Table 2 revealed a strong positive relationship between kidnapping and academic achievement of business education students in public universities in South East, Nigeria. The results above revealed that Pearson (r) value of .788 was obtained. This implied that there was a strong positive relationship between kidnapping and academic achievement of business education students in public universities in South East, Nigeria

Test of Hypotheses

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

Table 3: Test of significance of correlation between Facebook 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					
Facebook	157				
		.865	.748	.012	Significant
Academic Achievement	157				
Female					
Facebook	365				
		.759	.576	.004	Significant
Academic Achievement	365				

As displayed in Table 3, the p-values of Facebook and academic achievement of male and female business education students were .012 for male business education students and .004 for female business education students. These values revealed that the p-values (.012 and .004) were less than .05 level of significance, hence the null hypothesis

of no significant relationship between Facebook and academic achievement of business education students based on gender was rejected. Hence, there is a significant relationship between Facebook and academic achievement of business education students based on gender.

Hypothesis 2: There is no significant relationship between kidnapping and academic achievement of business education students in public universities in South East, Nigeria based on ownership of institution.

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

Variation	N	r	r^2	p-value	Remark
State Universities kidnapping	126				
		.824	.678	.004	Significant
Academic Achievement	126				
Federal Universities					
kidnapping	396				
		.720	.518	.015	Significant
Academic Achievement	396				

As shown in Table 4, the p-values of kidnapping and academic achievement of business education students based on ownership of institution revealed that .004 for state universities business education students and .015 for federal universities business education students. These values revealed that the p-values (.004 and .015) were less than .05 level of significance, hence the null hypothesis of no significant relationship between kidnapping and academic achievement of business education students based on ownership of institution was rejected. In the same vein, there is a significant relationship between kidnapping and academic achievement of business education students based ownership of institution.

Discussion of Findings

The study sought to find out the relationship between Facebook and academic achievement of Business Education students. The finding indicated that there is a strong positive relationship between Facebook and academic achievement of business education students in public universities in South East, Nigeria. The finding implies that the use of Facebook by students in public universities has strong positive influence on students' academic achievement in Business Education. The finding is consistent with Omachonu

and Akanya(2019) who found similar influence. Although, Omachonu and Akanya(2019) investigated social media to which Facebook belongs generally, it has been found that Facebook remains the dominant social media platform used by university students (Kolhar et al., 2021). The corresponding hypothesis that sought to determine moderating influence of gender in the relationship between Facebook and academic achievement of students in Business Education also showed that there is a significant relationship between Facebook and academic achievement of business education students based on gender. The moderating influence of gender on the usage of Facebook has been found in earlier studies. While the positivity of relationship between Facebook and academic achievement of students is established, however, the findings disagreed with previous findings on the relationship between Facebook use and academic achievement of students as found in Khan et al., (2021). Also, Alexander (2012) found a negative relationship between intensity of Facebook use and GPA, a negative relationship between intensity of Facebook use and goal striving, and a negative relationship between intensity of Facebook use and steadiness. Perhaps, the inconsistency in findings could be attributed to differences in populations' parameters.

The study sought to find out whether there is any relationship between kidnapping and academic achievement of Business Education students in public universities in South East Nigeria. The finding indicates that there was a strong positive relationship between kidnapping and academic achievement of business education students in public universities in South East, Nigeria. The finding is in line with a priori expectation. Education is conducted in a conducive environment devoid of any form of security threat. Incessant kidnapping therefore could adversely influence academic achievement of students who remain in perpetual fear of the unknown. The finding agreed with Ojukwu(2017) that insecurity affects academic achievement of students. Although Ojukwu's study targeted secondary schools, it is obvious that insecurity respects no variables including level of education and can affect tertiary institutions as it affects secondary schools. Earlier studies such as Agbongiasede and Ololube (2021) and Ochigbo et al. (2021) also found that factors that constitute insecurity influence academic performance of students in secondary schools and such factors result to closure of schools from academic activities; loss of interest due to insecurity among others. The corresponding hypothesis that ownership of institution may not moderate the relationship between kidnapping and academic achievement of Business Education students however, was rejected as it found that there is a significant relationship between kidnapping and academic achievement of Business Education students based on ownership of institution. The reason for this dwells in the realm of speculations because both federal and state owned institutions operate on the same environment and equally share the devastating impact of kidnapping. Perhaps, it could be that the federal owned institutions provide more security than the state owned institutions, probably due to more funding and higher security votes. The negative influence of kidnapping on academic activities have been reported in earlier studies. For instance, Umar (2022) examined the impact of kidnapping of students and staff on academic activities in Nigeria's institutions of learning and found that kidnapping disrupts the school activities leading to underachievement in schools. Also reported was the non-discriminatory impact of kidnapping across school's levels and ownership variables. In a similar vein, Fareo and Muktar (2020) found that there was a significant relationship between school attendance

and academic performance of secondary school students in Madagali Local Government area of Adamawa State where Boko Haram insurgency prevailed. It should be noted that Boko Haram militants are notorious for kidnapping school girls whom they convert as sex slaves and/or forced into marriage. The implication is that such girls are forced to withdraw from school.The finding that there is strong positive relationship between kidnapping and academic achievement of business education students implies that spate of kidnapping may have adverse effect on students' achievement. Moreover, the finding that significant relationship exists between kidnapping and academic achievement of business education students based ownership of institution implies disparity in the security of public universities by ownership. n the male.

Conclusions

It may be concluded therefore that social media and insecurity are correlates of academic achievement of Business Education students in public universities in South East, Nigeria.

Recommendations

1. Public universities should consider the adoption of Facebook 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 fortify their schools against all forms of insecurity including kidnapping. To that end, adequate fund should be provided by government both at federal; and state levels including partners to provide adequate security for the institutions.

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