



ROLE OF SOCIAL MEDIA AND TEACHERS' TEACHING STYLE IN SHAPING STUDENTS' ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN IMO STATE.

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Abstract

This study examined role of social media and teachers teaching style in shaping students' academic performance in secondary schools in Imo State. The study was guided by four research questions and four hypotheses. The study adopted descriptive survey research design. The population of the study comprised 7477 students in the 20 public secondary schools in Imo State. The sample size for the study was 379 students. Taro Yamane's formulae was used to determine the sample size. The study tested the reliability of the instrument through the adoption of trial test using 20 secondary school students in Anambra State. Cronbach Alpha was used to test the reliability of instrument. The instrument yielded coefficient reliability scores of 0.867 and 0.877 for WhatsApp and YouTube while 0.875 and 0.876 for student-centered and teacher-centered teaching styles. The researcher and two assistants distributed the questionnaire to the respondents. Mean ratings and standard deviation were used to analyze the questionnaire items. The decision rule for interpretation of the mean scores of the data was based on 2.50 as the cut off mark. Any mean score from 2.50 and above were accepted while the mean ratings below 2.50 was taken as disagreed. One sample T-test was used to test the hypotheses. When the P value is 0.05





and below, the alternative hypothesis is accepted while the null hypothesis is rejected. However, when the P value is above 0.05, the alternative hypothesis is rejected while the null hypothesis is accepted. The study found that WhatsApp facilitates effective communication between teachers and students, enabling the timely sharing of study materials, updates, and participation in academic discussion groups. YouTube, on the other hand, provides visual and interactive learning experiences through educational videos that simplify difficult topics, reinforce concepts, and aid exam preparation. Combined with both student-centered and teacher-centered teaching styles, these tools offer a balanced instructional approach encouraging active participation, creativity, personalized learning, structured content delivery, and discipline, ultimately improving students' academic outcomes. The study recommended among others that teachers should integrate WhatsApp into their teaching strategies by creating academic groups for timely communication, distribution of learning materials, and fostering collaborative discussions among students to enhance engagement and understanding.

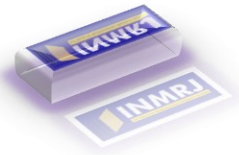
Keywords: Academic performance, WhatsApp, YouTube, Student-centered, Teacher-centered

Introduction

Secondary education serves as a crucial stage in the academic development of students, providing the bridge between basic education and higher education. It is within this phase that learners are expected to acquire knowledge, values, and skills necessary for national development and personal advancement. According to Adeboye et al., (2022), secondary schools are designed to prepare students not only for examinations but also for life-long learning, character formation, and responsible citizenship. However, to attain these goals, students must meet essential academic benchmarks. The effectiveness of this educational tier is therefore often evaluated by how well students perform academically. Academic performance, in this context, remains one of the core requirements necessary for learners to succeed and transit effectively into higher institutions or vocational pathways.

Academic performance refers to the measurable outcomes of students' learning achievements in school-based assessments and standardized tests. According to Ofozoba (2025), it involves cognitive skills, test scores, and overall school grades, reflecting how well a student has attained intended learning outcomes. Similarly, Chaudhry, Sarwary, El Refae and Chabchoub (2023) defined academic performance as a student's ability to demonstrate understanding of school curricula through evaluations such as classwork, examinations, and project tasks. These definitions underscore academic performance as an indicator of educational success and mastery of subject content. Therefore, students' academic outcomes are not only linked to their cognitive engagement but also influenced by external and internal learning environments.





Academic performance in secondary school critically shapes students' future prospects, especially their eligibility for tertiary education and entry-level employment. In Nigeria, the West African Examinations Council (WAEC) administers the Senior School Certificate Examination (SSCE), which serves as a national benchmark for academic success. According to WAEC's 2023 report, 79.81% of candidates achieved five credits including English Language and Mathematics which is slight improvement over 2022's 76.36% (Ogwo, 2023). However, in 2024 the percentage dipped to 72.12%, marking a notable decline of 7.69 percentage points from the previous year (Olusegun, 2024). These trends underscore that academic performance remains a pivotal criterion for accessing further academic opportunities and scholarship pathways. Good academic outcomes enable students to access scholarships, develop self-efficacy, and contribute meaningfully to national development. As noted by Okegbemiro (2021), academic excellence increases students' chances of enrolling in competitive courses such as medicine, law, or engineering, which are highly sought after in Nigeria. Thus, performance directly affects students' socio-economic mobility and future prospects.

Despite initiatives to enhance education quality, Imo State continues to experience academic performance challenges in its secondary schools (Dennis, 2024). The latest available NECO results report that 80.98% of Imo State candidates achieved at least five credits including English and Mathematics in the 2024 SSCE placing the state among the nation's highest performers (Okeke, 2024). Nonetheless, academic concerns persist. Research by Oparaku (2015) identified that internal school factors such as inadequate teaching methods, poor syllabus coverage, lack of sufficient qualified teachers, coupled with students' ineffective study habits significantly undermine performance in critical subjects like English and Mathematics. These systemic issues suggest that even with relatively high pass rates, local disparities and school-level deficits remain serious obstacles to consistent academic excellence. Rural areas within the state recorded even lower pass rates, indicating disparities in educational quality. These trends reveal a critical decline in learners' academic engagement and outcomes, with growing concern that social media usage might be exacerbating this academic regression.

Social media is defined as digital platforms that allow users to create, share, and interact with content in real time. Hussein, Mohamed and Kais (2022) describe it as a group of Internet-based applications that enable the creation and exchange of user-generated content, including texts, images, and videos. In the educational context, social media can facilitate communication, collaboration, and access to diverse learning resources. Similarly, Anikeze and Okpalaibekwe (2024) defined social media as interactive technologies that connect individuals globally and enable instant information sharing. Social media platforms can play a constructive role in improving academic performance when used appropriately. It enables easy communication between students and teachers, promotes timely feedback and clarification of academic concepts as well as supports group discussions, peer-to-peer learning, and teamwork.





Globally, countries like the United States, United Kingdom, and India have incorporated social media into classroom settings with positive results. In the United States, for example, 96% of teachers reportedly use social media tools for professional and instructional purposes (Education Week, 2019). In Nigeria, Lagos, Rivers, and Kaduna States have adopted social media platforms like WhatsApp and Google Classroom to facilitate remote learning, particularly during the COVID-19 pandemic. In Imo State, schools such as Federal Government College Owerri and Holy Ghost College are integrating these platforms to complement traditional instruction. While often viewed as a source of distraction, social media platforms such as WhatsApp and YouTube have emerged as tools that, when used strategically, can positively impact students' academic performance.

WhatsApp serves as a mobile communication platform that facilitates real-time group discussions, file sharing, and academic collaborations among students and teachers. According to Akudo (2022), secondary school students use WhatsApp to form study groups, share learning materials, and engage in peer-to-peer tutoring. The platform supports visual, audio, and textual learning, which accommodates various learning styles and enhances comprehension. For instance, teachers can share short videos, lecture summaries, and quizzes to reinforce classroom teaching. Moreover, students in remote areas can access resources and interact with classmates despite infrastructural barriers. This informal yet structured learning environment improves academic engagement and performance. However, the effectiveness of WhatsApp also depends on teachers' teaching styles, which determine how digital tools are integrated into learning.

YouTube provides access to a wide range of educational content, including video tutorials, live lessons, and interactive simulations. According to Shoufan and Mohamed (2022), visual platforms like YouTube enhance learners' understanding of complex subjects such as mathematics and science by offering step-by-step problem-solving videos. Students in secondary schools use YouTube to supplement classroom learning, especially in areas with insufficient instructional support. The platform fosters autonomous learning, allowing students to study at their own pace and revisit lessons multiple times. Furthermore, educational content creators often tailor videos to suit curriculum requirements, thereby aligning with school objectives. However, the impact of YouTube as a learning aid is optimized only when teachers employ appropriate teaching styles that leverage technology effectively in their instructional practices.

Teaching styles refer to the methods and strategies adopted by educators to deliver knowledge and engage learners in classroom settings. According to Balogun (2023), teaching style encompasses the combination of personal teaching philosophy, instructional techniques, and communication patterns used to promote learning. Similarly, Balogun and Isiaka (2025) defined teaching style as the consistent approach a teacher adopts in interacting with students, selecting teaching resources, and managing the learning environment.





These styles can range from authoritarian to student-centered approaches and significantly affect students' motivation and comprehension. Thus, effective teaching styles are those that accommodate learners' differences and integrate tools such as social media to enhance learning outcomes.

A student-centered teaching style emphasizes active learning, critical thinking, and the inclusion of learners in the instructional process. This method allows students to explore concepts through discussions, projects, and inquiry-based activities. According to Gulzoda (2025), this style fosters deeper understanding, creativity, and independent thinking among secondary school students. Teachers using this method act as facilitators rather than authoritative figures, thereby encouraging learner autonomy and engagement. In Imo State, schools that adopted student-centered learning approaches reported improved test scores and reduced dropout rates. This style also integrates well with social media, enabling collaborative learning through WhatsApp or YouTube content. Consequently, teaching styles remain a critical factor that determines how digital tools influence academic performance.

Teacher-centered teaching style involves direct instruction where teachers control the flow of knowledge and students are passive recipients. According to Mastul (2024), this approach remains dominant in many Nigerian secondary schools due to large class sizes and curriculum constraints. While efficient for covering wide content within a short time, it often limits learners' engagement and critical thinking. In Imo State, schools practicing traditional lecture-based methods show lower academic performance, especially in science subjects requiring demonstration and experimentation. However, if complemented with digital tools like YouTube tutorials or WhatsApp discussions, this style can be adapted for better learning outcomes. Thus, the interplay between teaching styles and digital integration shapes students' academic achievements significantly.

Given the persistent decline in academic performance in Imo State, there is an urgent need to investigate the factors influencing students' academic outcomes. Despite educational interventions, many students continue to underperform in critical subjects, affecting their progression to tertiary institutions and limiting their career opportunities. From the results, Imo State ranked little below the national average in science and English language performance. The combination of ineffective teaching styles and unregulated social media usage exacerbates the situation. Therefore, this study seeks to explore the roles of social media platforms and teachers' teaching styles on students' academic performance in secondary schools in Imo State.

Statement of the Problem

Secondary school education in Imo State should foster robust academic outcomes through the integration of effective teaching styles and the constructive use of digital technologies, including social media platforms. Globally, social media tools such as WhatsApp and YouTube have been harnessed to facilitate





collaborative learning, access to multimedia instructional content, and real-time academic engagement. Likewise, student-centred teaching styles are expected to stimulate critical thinking and improve retention of knowledge. However, the reality in many public secondary schools in Imo State is a persistent decline in academic performance. According to recent NECO data, despite an overall national improvement, disparities persist within states like Imo, where some schools continue to underperform. This raises concerns about how teaching practices and digital media use align with learning needs. The disconnect underscores a pressing need for empirical investigation on the roles of social media platforms and teachers' teaching styles on students' academic performance in secondary schools in Imo State.

Purpose of the Study

The purpose of this study is to examine the role of social media and teachers teaching style in shaping students' academic performance in secondary schools in Imo State. Specifically, this study sought to:

1. Ascertain the role of WhatsApp in shaping students' academic performance in secondary schools in Imo State.
2. Examine the role of You Tube in shaping students' academic performance in secondary schools in Imo State.
3. Determine the role of student-centered teaching style in shaping students' academic performance in secondary schools in Imo State.
4. Access the role of teacher-centered teaching style in shaping students' academic performance in secondary schools in Imo State.

Research Questions

1. What are the roles of WhatsApp in shaping students' academic performance in secondary schools in Imo State?
2. What are the roles of You Tube in shaping students' academic performance in secondary schools in Imo State?
3. What are the roles of student-centered teaching style in shaping students' academic performance in secondary schools in Imo State?
4. What are the roles of teacher-centered teaching style in shaping students' academic performance in secondary schools in Imo State?

Research Hypotheses

Ho₁: WhatsApp plays no significant role in shaping students' academic performance in Imo State.



Ho₂: You Tube plays no significant role in shaping students' academic performance in secondary schools in Imo State.

Ho₃: Student-centered teaching style plays no significant role in shaping students' academic performance in secondary schools in Imo State.

Ho₄: Teacher-centered teaching style plays no significant role in shaping students' academic performance in secondary schools in Imo State.

Research Method

The study adopted descriptive survey research design. The population of the study comprised 7477 students in the 20 public secondary schools in Imo State. The sample size for the study was 379 students. Taro Yamane's formulae was used to determine the sample size. The instrument used for data collection was a self-structured questionnaire. The instrument was divided into Parts, A and B. Part A of the first instrument was titled: Social Media Questionnaire (SMQ) and was divided into two Sections, I and II. Section I sought for the demographic information of the respondents. Section II was divided into two clusters, A1 and A2. Cluster A1 sought for information on the role of WhatsApp in shaping students' academic performance and Cluster A2 sought for information on the role of YouTube in shaping students' academic performance. The SMQ had 14 items where each of the clusters had 7 items structured on a four-point scale of Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). On the other hand, the Part B of the instrument was titled: Teacher's Teaching Styles Questionnaire (TTSQ) was divided into two clusters, B1 and B2. Cluster B1 sought for the information on the role of student-centered teaching style in shaping students' academic performance while Cluster B2 sought for information on the role of teacher-centered teaching style in shaping students' academic performance. The TTSQ had 14 items where each of the clusters had 7 items structured on a four-point scale of Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). Copies of the questionnaire were administered on the sampled respondents. The study tested the reliability of the instrument through the adoption of trial test using 20 secondary school students in Anambra State. Cronbach Alpha was used to test the reliability of instrument. The instrument yielded coefficient reliability scores of 0.867 and 0.877 for WhatsApp and YouTube while 0.875 and 0.876 for student-centered and teacher-centered teaching styles. The researcher and two assistants distributed the questionnaire to the respondents. Mean ratings and standard deviation were used to analyze the questionnaire items. The decision rule for interpretation of the mean scores of the data was based on 2.50 as the cut off mark. Any mean score from 2.50 and above were accepted while the mean ratings below 2.50 is to be taken as disagreed. One sample T-test was used to test the hypotheses. When the P value is 0.05 and below, the alternative hypothesis is accepted while the null hypothesis is rejected. However, when the P value is above 0.05, the alternative hypothesis is rejected while the null hypothesis is accepted.



RESULTS

Analyses of Research Questions

Table 1: Mean ratings of the roles of WhatsApp in shaping students’ academic performance in secondary schools in Imo State

S/N	Item Statements	XI	SD	Remarks
1	WhatsApp enhances communication between students and teachers for academic purposes.	2.54	0.960	Agree
2	I use WhatsApp to receive and share academic materials like notes, assignments, and past questions.	2.55	0.934	Agree
3	Participation in WhatsApp study groups improves my understanding of classroom topics.	2.51	0.993	Agree
4	WhatsApp helps me stay updated with school announcements and academic deadlines.	2.54	0.946	Agree
5	The platform encourages peer-to-peer learning and academic collaboration.	2.61	1.072	Agree
6	I am more engaged in learning when using WhatsApp for academic discussions.	2.54	0.973	Agree
7	WhatsApp has helped me improve my academic performance.	2.57	0.985	Agree
8	I can easily ask questions and receive academic help from my classmates via WhatsApp.	2.78	2.341	Agree
9	Using WhatsApp reduces the time it takes to access academic support and resources.	2.55	1.002	Agree
10	WhatsApp is an effective tool for learning outside the classroom environment.	2.53	1.009	Agree
Average		2.57	1.12	Agree

Table 1 reveals the mean ratings of the roles of WhatsApp in shaping students’ academic performance in secondary schools in Imo State. The results indicate that the average mean score ratings of students’ academic performance in secondary schools in Imo State was 2.57 with corresponding standard deviations of 1.12. The findings indicate that students agreed that WhatsApp plays a significant role in shaping the students’ academic performance in secondary schools in Imo State. This suggests that the application of WhatsApp plays a high role in shaping students’ academic performance in secondary schools in Imo State.





Research Question Two: What are the roles of YouTube in shaping students’ academic performance in secondary schools in Imo State?

Table 2: Mean ratings of the roles of YouTube in shaping students’ academic performance in secondary schools in Imo State.

S/N	Item Statements	X ₂	SD ₂	Remarks
11	I use YouTube to watch educational videos related to my school subjects.	2.78	2.341	Agree
12	YouTube has improved my understanding of difficult academic concepts.	2.55	1.002	Agree
13	I use YouTube as a study aid outside of school hours.	2.51	0.993	Agree
14	Educational YouTube channels help me prepare better for exams and tests.	2.53	0.941	Agree
15	YouTube helps to make learning more interesting and engaging.	2.57	1.060	Agree
16	I have improved my academic performance through regular use of YouTube for learning.	2.51	0.980	Agree
17	YouTube provides access to a wide variety of academic resources not available in my textbooks.	2.53	0.987	Agree
18	I use YouTube to revise and reinforce topics taught in class.	2.55	0.946	Agree
19	YouTube tutorials make it easier for me to learn at my own pace.	2.55	1.002	Agree
20	I find YouTube an effective and reliable source for academic learning and self-improvement.	2.53	0.998	Agree
Average Mean		2.56	1.125	Agree

The

results in Table 2 show that the mean ratings of the roles of YouTube in shaping students’ academic performance in secondary schools in Imo State. The results indicate that the average mean score ratings of the students in secondary schools in Imo State was 2.56 with corresponding standard deviations of 1.125. The findings showed that students agreed that YouTube plays a significant role in shaping students’ academic performance in secondary schools in Imo State. This suggests that the application of YouTube plays a high role in shaping students’ academic performance in secondary schools in Imo State.

Research Question Three: What are the roles of student-centered teaching style in shaping students’ academic performance in secondary schools in Imo State?





Table 3: Mean ratings of the roles of student-centered teaching style in shaping students’ academic performance in secondary schools in Imo State

S/N	Item Statements	\bar{X}_3	SD3	Remarks
21	Student-centered teaching enhances active participation of students in the learning process.	2.64	2.360	Agree
22	Teachers who adopt student-centered methods promote critical thinking skills among students.	2.78	2.341	Agree
23	The use of group discussions and projects in student-centered teaching improves academic outcomes.	2.55	1.002	Agree
24	Student-centered approaches help in identifying and addressing individual learning needs.	2.51	0.993	Agree
25	Teachers’ use of inquiry-based learning boosts students’ performance in examinations.	2.53	0.941	Agree
26	Students perform better when they take responsibility for their own learning under student-centered methods.	2.57	1.060	Agree
27	Interactive classroom environments fostered by student-centered teaching improve academic engagement.	2.51	0.980	Agree
28	Student-centered styles enhance student confidence and motivation to learn.	2.53	0.987	Agree
29	Lessons tailored to students’ interests through student-centered methods lead to higher academic performance.	2.55	0.946	Agree
30	Student-centered teaching improves retention of learned concepts among students.	2.55	1.002	Agree
Average		2.57	1.261	Agree

results displayed in table 3 reveal the mean ratings of the role of student-centered teaching style in shaping students’ academic performance in secondary schools in Imo State. The results indicate that the average mean score ratings of the student-centered teaching style in secondary schools in Imo State was 2.57 with corresponding standard deviations of 1.261. The findings indicate that students agreed that student-centered teaching style plays a significantly role in enhancing the students’ academic performance in secondary schools in Imo State. This suggests that the application of student-centered teaching style teaching style plays a high role in enhancing the students’ academic performance secondary schools in Imo State.

Research Question Four: What are the roles of teacher-centered teaching style in shaping students’ academic performance in secondary schools in Imo State?





Table 4: Mean ratings of the roles of teacher-centered teaching style in shaping students’ academic performance in secondary schools Imo State.

S/N	Item Statements	\bar{X}_2	SD ₂	Remarks
31	Teacher-centred teaching ensures full content delivery within limited time.	2.53	0.998	Agree
32	Students tend to memorize and recall more facts through teacher-centred instruction.	2.78	2.341	Agree
33	Teacher-led lectures provide clear and structured information for students.	2.55	1.002	Agree
34	Regular use of teacher-centred methods increases students’ academic discipline.	2.51	0.993	Agree
35	Teacher-centred styles help in managing large classroom populations effectively.	2.53	0.941	Agree
36	Students perform better academically when guided strictly by the teacher.	2.57	1.060	Agree
37	Teacher-centred methods help students cover a wide range of curriculum topics before exams.	2.51	0.980	Agree
38	Academic performance improves when teachers maintain authority and control in the classroom.	2.53	0.987	Agree
39	Teacher-centred instruction minimizes distractions and off-task behaviours in class.	2.55	0.946	Agree
40	The teacher’s expertise and experience directly influence student academic outcomes.	2.55	1.002	Agree
Average		2.56	1.125	Agree

Table
4

reveals the mean ratings of the roles of teacher-centered teaching style in shaping students’ academic performance in secondary schools in Imo State. The results stipulate that the average mean score ratings of the teacher-centered teaching style and students’ academic performance in secondary schools in Imo State was 2.56 with corresponding standard deviations of 1.125. The findings indicate that students agreed that teacher-centered teaching style plays a significant role in shaping the students’ academic performance in secondary school in Imo state. This suggests that the application of teacher-centered teaching style plays a high role in shaping the students’ academic performance in secondary school in Imo State.

Test of Hypotheses

The study tested the following hypotheses:





Test of Hypothesis One

H₀ WhatsApp plays no significant role in shaping students’ academic performance in Imo State.

H₁ WhatsApp plays a significant role in shaping students’ academic performance in Imo State.

Table 5: Summary of the t-test analysis on WhatsApp plays a significant role in shaping students’ academic performance in Imo State

Variable	N	Mean	Std. Deviation	Std. Error Mean	t	P-Value	Decision
WhatsApp plays no significant role in shaping students’ academic performance in Imo State	379	2.56	.666	.03420	74.91	.000	

The results in Table 5 reveal the summary of the t-test analysis on WhatsApp plays a significant role in shaping students’ academic performance in Imo State. The results indicated that the mean score was 2.56 with a corresponding standard deviation of .666. More so, the calculated independent t-test was 74.91 with a p-value of 0.00. Based on this, the null hypothesis was not retained and the alternative hypotheses was retained. Thus, WhatsApp plays a significant role in shaping students’ academic performance in Imo State. This implies that WhatsApp plays a high role in shaping students’ academic performance in Imo State.

Test of Hypothesis Two

H₀: YouTube plays no significant role in shaping students’ academic performance in secondary schools in Imo State.

H₁: YouTube plays a significant role in shaping students’ academic performance in secondary schools in Imo State.





Table 6: Summary of the t-test YouTube plays a significant role in shaping students’ academic performance in secondary schools in Imo State

Variable	N	Mean	Std. Deviation	Std. Error Mean	t	P-Value	Decision
You Tube plays no significant role in shaping students’ academic performance in secondary schools in Imo State.	379	2.55	.682	.035	72.79	.000	

The results in Table 6 reveal the summary of the t-test analysis on YouTube plays a significant role in shaping students’ academic performance in secondary schools in Imo State. The results indicated that the mean score was 2.55 with a corresponding standard deviation of .682. More so, the calculated independent t-test was 72.79 with a p-value of 0.00. Based on this, the null hypothesis was not retained and the alternative hypotheses was retained. Thus, YouTube plays a significant role in shaping students’ academic performance in secondary schools in Imo State. This implies that You Tube plays a high role in shaping students’ academic performance in secondary schools in Imo State.

Test of Hypothesis Three

H₀: Student-centered teaching style plays no significant role in shaping students’ academic performance in secondary schools in Imo State.

H₁: Student-centered teaching style plays a significant role in shaping students’ academic performance in secondary schools in Imo State.





Table 7: Summary of the t-test on student-centered teaching style plays a significant role in shaping students’ academic performance in secondary schools in Imo State.

Variable	N	Mean	Std. Deviation	Std. Error Mean	t	P-Value	Decision
Student-centered teaching style plays no significant role in shaping students’ academic performance in secondary schools in Imo State	379	2.55	.681	.035	73.00	.000	Significant

The results in Table 7 reveal the summary of the t-test analysis on student-centered teaching style plays a significant role in shaping students’ academic performance in secondary schools in Imo State. The results indicated that the mean score was 2.55 with a corresponding standard deviation of .681. More so, the calculated independent t-test was 73.00 with a p-value of 0.00. Based on this, the null hypothesis was not retained and the alternative hypotheses was retained. Thus, student-centered teaching style plays a significant role in shaping students’ academic performance in secondary schools in Imo State.

Test of Hypothesis Four

H₀: Teacher-centered teaching style plays no significant role in shaping students’ academic performance in secondary schools in Imo State

H₁: Teacher-centered teaching style plays a significant role in shaping students’ academic performance in secondary schools in Imo State





Table 8: Summary of the t-test teacher-centered teaching style plays a significant role in shaping students’ academic performance in secondary schools in Imo State

Variable	N	Mean	Std. Deviation	Std. Error Mean	t	P-Value	Decision
Teacher-centered teaching style plays no significant role in shaping students’ academic performance in secondary schools in Imo State	379	2.55	.681	.0350	72.91	.000	Significant

The results in Table 8 reveal the summary of the T-Test analysis on teacher-centered teaching style plays a significant role in shaping students’ academic performance in secondary schools in Imo State. The results indicated that the mean score was 2.55 with a corresponding standard deviation of .681. More so, the calculated independent t-test was 72.91 with a p-value of 0.00. Based on this, the null hypothesis was not retained and the alternative hypotheses was retained. Thus, teacher-centered teaching style plays a significant role in shaping students’ academic performance in secondary schools in Imo State.

Conclusion

WhatsApp and YouTube have emerged as influential digital platforms that support and enhance students’ academic performance, especially in secondary schools in Imo State. WhatsApp facilitates effective communication between teachers and students, enabling the timely sharing of study materials, updates, and participation in academic discussion groups. This promotes collaborative and peer-assisted learning, which fosters greater engagement and understanding of classroom content. YouTube, on the other hand, provides visual and interactive learning experiences through educational videos that simplify difficult topics, reinforce concepts, and aid exam preparation. Combined with both student-centered and teacher-centered teaching styles, these tools offer a balanced instructional approach encouraging active participation, creativity, personalized learning, structured content delivery, and discipline ultimately improving students’ academic outcomes.

Recommendations

Based on the findings of the study, the following recommendations were made:





1. Teachers should integrate WhatsApp into their teaching strategies by creating academic groups for timely communication, distribution of learning materials, and fostering collaborative discussions among students to enhance engagement and understanding.
2. Educational stakeholders should encourage the use of YouTube for instructional purposes, guiding students to access credible educational channels that simplify complex topics and support exam preparation through visual and interactive content.
3. Schools should promote a blended teaching approach, combining student-centered and teacher-centered methods with digital tools like WhatsApp and YouTube to provide a balanced and effective learning experience tailored to students' needs.
4. Teacher training programs should include digital literacy components, equipping educators with the skills to effectively use platforms like WhatsApp and YouTube to complement their teaching styles and improve students' academic performance.
5. Educational authorities should provide regular training for teachers on how to effectively implement student-centered techniques such as project-based learning, group work, and inquiry-based methods, alongside traditional instructional strategies, to cater to diverse learning needs and improve overall student outcomes.

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