

**THE IMPACT OF SOCIAL MEDIA ON STUDENTS' ACADEMIC PERFORMANCE IN
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The purpose of this research study is to examine the influence of Social Media on Students Academic Performance in College of Education (Technical), Lafiagi Kwara State. Five Research questions and five Research hypotheses guided the study. To achieve this, the descriptive survey research design was adopted. The study focused on College of Education (Technical), Lafiagi hence, population consisted of all the 1,267 full-time NCE students. The simple random sampling technique was used to select a sample of 378 students. A four point Likert Type Rating Scale Questionnaire type, titled: Impact of Social Media on Academic Performance of Students. Questionnaire (ISAPOS) was used to collect data from the respondents. The descriptive statistics of frequency counts and percentage were used to analyze the demographic data, while inferential statistics of Chi-square(x2) was used in testing the research hypotheses. Research findings showed that a great number of students in College of Education (Technical), Lafiagi, are addicted to social media, to this end, the researchers recommended that social media should be used for educational purposes as well; Social Networking Sites should be expanded and new pages should be created to enhance academic activities and avoid setbacks in the students' academic performance; and Students should be monitored by teachers and parents on how they use these sites. This is to create a balance between social media and academic activities of students to avoid setbacks on their academic performance.

Keywords: *Impact, Social media, Academic performance and Students*

Introduction

The world is today celebrating the improvements in communication technology which has broadened the scope of communication through Information and Communication Technologies (ICTs). Modern Technology in communication no doubt has turned the entire world into a "Global village". But as it is, technology like two sides of a coin, brings with it both negative and positive sides. It helps people to be better informed, enlightened, and keeping abreast with world developments. Technology exposes mankind to a better way of doing things. Social networking sites include: Twitter, Yahoo Messenger, Facebook Messenger, Blackberry Messenger (BBM), Whats App messenger, 2go messenger, Skype, Google talk, Google Messenger, iPhone and Androids. These networking sites are used by most people to interact with old and new friends, physical or internet friends (Asemah and Edegoh, 2012). The world has been changed rapidly by the evolution of technology; this has resulted into the use of technology as the best medium to explore the wide area of knowledge. Nielsen (2012) stated that, students continue to spend more time on the social media than any site. The total time spent on social media across mobile devices increased by 37%, 121 billion minutes in July 2012 compared to 88 billion minutes in July 2011. When people go on a social network they lose their mind" (Awake, 2012).

In an article on the Daily Trust newspaper, Itodo (2011) posits that there seem to be an alarming rate of social networking obsession among students today; a trend that could affect their academic, social and spiritual lives negatively if not properly controlled. In Olubiyi (2019), the author observed that the bone of contention of the social media is the obsessive attitude of Nigerian youths towards its use. He pointed out that students waste their time through idle chats and other immoral acts. Students are so engrossed in the social media networks that they are almost 24 hours online. Even in classrooms and lecture theatres, it

has been observed that some students are always busy ping, going or Facebooking, while lectures are on. The result is that quality time that ought to be spent on academic research and other productive networking is lost.

The evolution of internet technology has led to its use as the best medium for communication. Whereby, two-third of the world's internet population visits social networking or blogging sites, thus serving as a communication and connection tool. Social networking sites (SNSs) are online Communities of Internet users, who want to communicate with other users about areas of mutual interest, whether from a personal, business or academic perspective (William ,Boyd, Densten, Chin, Diamond & Morgenthaler 2009). The millions of social networking sites have transformed the thought of global village into a reality whereby billions of people communicate through social networking sites. Numerous benefits have been obtained through distant communication through the use of social networking sites.

Academic excellence or achievement plays an important role in an individual placement, be it in the academic institutions or job placement. Due to this, many people are concerned with the ways they can enhance their academic achievement. The emphasis on academic excellence which is also prevalent worldwide has encouraged many studies about the conditions promoting it. The role of academic achievement as one of the predictors of one's life success and also in the aspect of academic placement in schools to higher institutions as well as the level of employability in one's career is inevitable (Kyoshiba, 2009).

Academic performance, which is measured by the examination results, is one of the major goals of a school. Hoyle (1986) argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind this is the idea of enhancing good academic performance.

Academic performance or achievement is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals; Academic performance is commonly measured by examinations or continuous assessment. But there is no general agreement on how it is best tested or which aspects are most important, procedural knowledge such as skills or declarative knowledge such as facts (Annie, Howard & Mildred, 1996).

A direct relationship exists between Social media usage and the academic performance of students in universities and Colleges. However the darker side within technological evolution has resulted in dilemmas such as the setback of real values of life especially among students who form the majority of users interacting through the use of social networking sites. Online social networking sites focus on building and reflecting social associations among people who share interests and or activities. With so many social networking sites displayed on the internet, students are tempted to abandon their homework and reading times in preference for chatting online with friends. Many students are now addicted to the online rave of the moment, with Facebook, Twitter etc.

Today most youths and students possess Facebook accounts. The reason why most of them perform badly in school might not be far- fetched. While many minds might be quick to blame the poor quality of teachers, they might have to think even harder, if they have not heard of the Facebook frenzy (Oche & Aminu, 2010). Olubiyi (2012) noted that these days' students are so engrossed in the social media that they are almost 24 hours online. Even in classrooms and lecture theatres, it has been observed that some students are always busy ping, going or Facebooking, while lectures are on. Times that ought be channeled towards learning, academic research and innovating have been crushed by the passion for meeting new friends online, and most times busy discussing trivial issues. Hence most students' academics suffer setback as a result of distraction from the social media. In (Obi, Bulus, Adamu & Sala'at 2012), it was observed that the use of these sites also affects students' use of English and grammar. The students are used to short forms of writing words in their chat rooms; they forget and use the same in the

classrooms. They use things like 4 in place of for, U in place of You, D in place of The etc. and this could affect their class assessment.

Social networking sites although have been recognized as an important resource for education today, studies however show that students use social networking sites such as Facebook for fun, to kill time, to meet existing friends or to make new ones (Ellison, Steinfield, and Lampe, 2007). Although it has been put forward that students spend much time on participating in social networking activities, with many students blaming the various social networking, sites for their steady decrease in grade point averages (Kimberly, Jeong and Lee, 2009). It also shows that only few students are aware of the academic and professional networking opportunities the sites offered.

According to Kuppuswamy and Shankar (2010), social network websites grab attention of the students and then diverts it towards non-educational and inappropriate actions including useless chatting. Whereas on the other hand, (Liccardi, Ounnas, Massey, Kinnunen, Midy, & Sakar, 2007) reviewed that the students are socially connected with each other for sharing their daily learning experiences and do conversation on several topics. Tinto (1997) argued that extracurricular activities and academic activities are not enough to satisfy some students those who have suffered for social networking isolation. This shows that social networks are beneficial for the students as it contributes in their learning experiences as well as in their academic life. Trusov, Bucklin, and Pauwels (2009) noted that the Internet is no doubt evolution of technology but specifically social networks are extremely unsafe for teenagers, social networks become hugely common and well-known in past few years. According to Cain (2009), social network websites provide ease of connecting people to one another; free of cost and after connecting one can post news, informative material and other things including videos and pictures etc. Wiley and Sisson (2006) argued that the previous studies have found that more than 90% of tertiary school students use social networks. In the same way Ellison et al (2007) stated that the students use social networking websites approximately 30 minutes throughout the day as a part of their daily routine life. This statement shows the importance of social networking websites in students' life. Lenhart and Madden (2007) revealed through a survey that students strongly recommend social networking websites to stay in touch with friends to keep informed and aware.

Social information processing theory is an interpersonal communication theory which suggests that online interpersonal relationship development might require more time to develop than face-to-face relationships, but when developed, it has the same influence as face-to-face communication. This means, the more students use social media, the more they influence their disposition to studies, given the fact that friends from social media will begin to exert influence on each other.

Statement of the Problem

The world today is a global market in which the internet is the most important sort of information. Since the advent of social media sites in the 1990s, it is assumed in some quarters that the academic performance of students is facing a lot of neglect and challenges. The educational system in Nigeria is faced with so many challenges which have certainly brought about a rapidly decline in the quality of education. There is a deviation, distraction and divided attention between social networking activities and their academic work. It is observed that students devote more attention to social media than they do to their studies. Students' addictiveness to social networks, students' frequency of exposure to social network, social media network that the students are more exposed to and the influence of social media as a medium of interaction among students has been part of discussion in recent times and which have imparted on their academic performance. Instead of students reading their books, they spend their time chatting and making friends via the social media and this might definitely have influence on their academic performance. It is a common sight to see a students chatting in sensitive and highly organized places like church, mosque and lecture venues. Some are so carried away that even as they are walking along the high way, they keep chatting.

The manufacturing and distribution of equally sophisticated cellular phones have complicated the situation, as students no longer need to visit a cybercafé before they send and receive messages. Attention has been shifted from visible to invisible friends, while important ventures like study and writing might be affected in the process. This phenomenon has become a source of worry to many who believe in knowledge and skill acquisition.

In recent times, social media have been a major stay in the minds of students and the world at large thereby causing a lot of drastic measure by students, teacher and even educational administrators at large. It is therefore of great importance to explore some of the trending issues facing students' academic performance as a result of social media. Students at all levels of learning now have divided attention to studies, as a result of available opportunities to be harnessed from social media. Whether these opportunities promote studies is a question that needs to be answered. Thus, the problem this study investigates is the influence of social media networks on the academic performance of the students in College of Education (Technical) Lafiagi.

Purpose of the Study

The purpose of this study generally is to examine the influence of Social Media on the Academic Performance of students in College of Education (Technical) Lafiagi.

Specifically, the study seeks

1. To examine the level of student addictiveness to social media and the influence on their academic performance.
2. To determine the social media network that the students are more exposed to and the influence on their academic performance.
3. To ascertain how the use of social media has influenced the academic performance of the students in College of Education (Technical) Lafiagi.
4. To ascertain the difference in students' usage of social media network by gender.
5. To ascertain how age has influenced students' usage of social media network.

Research Questions

The following research questions were raised:

1. To what extent would student addictiveness to social network influence their academic performance?
2. Does the social media network that the students are more exposed to influence their academic performance?
3. How has the use of social media influenced the academic performance of the students in College of Education (Technical) Lafiagi?
4. Is there gender difference in the student's usage of social media network?
5. In what way do younger and older students influence the use of social media?

Research Hypotheses

The following hypotheses were formulated by the researchers and were tested in this study:

1. Students' addictiveness to social network has no significant influence on their academic performance.
2. Student's exposure to social media network has no significant influence on their academic performance.
3. Use of social media does not significantly influence the academic performance of students in College of Education (Technical) Lafiagi
4. There is no significant difference between male and female student usage of social media network.
5. Age does not have significant influence on the use of social media.

Methodology

The researchers used descriptive survey research design in writing this paper. While simple random sampling technique was adopted in the selection of the samples for the study.

Results

Research Question 1: To what extent would student addictiveness to social network influence their academic performance?

Table 1: Students Addictiveness to Social Network and Academic Performance

| S/N | Statement | SA | A | D | SD | Total |
|--------------------|---|--------------|--------------|--------------|--------------|---------------|
| 1 | Addiction to online social networks is a problematic issue that affects my academic life | 197 | 86 | 27 | 14 | 324 |
| | | (61%) | (27%) | (8%) | (4%) | (100%) |
| 2 | Online social networks distract me from my studies. | 149 | 101 | 74 | - | 324 |
| | | (46%) | (31%) | (23%) | (-) | (100%) |
| 3 | Hours spent online can never be compared to the number of hours I spend reading | 182 | 75 | 55 | 12 | 324 |
| | | (56%) | (23%) | (17%) | (4%) | (100%) |
| 4 | There is no improvement in my grades since I became engaged into these social networking sites. | 69 | 50 | 106 | 99 | 324 |
| | | (21%) | (15%) | (33%) | (31%) | (100%) |
| Total | | 597 | 312 | 262 | 125 | 1296 |
| Percentage% | | (46%) | (24%) | (20%) | (10%) | (100%) |

Table 1 shows that 597 (46%) of the participants' response Strongly Agree that Students' addictiveness to social network has a significant influence on their academic performance, 312 (24%) Agree, 262 (20%) Disagree, while 125 (10%) Strongly Disagree.

Research Question 2: Does the social media network that the students are more exposed to influence their academic performance?

Table 2: Exposure of Students to Social Media Network and Their Academic Performance

| S/N | Statement | SA | A | D | SD | Total |
|--------------|---|------------|------------|------------|-----------|-------------|
| 1 | I usually have unlimited access to Facebook and this has affected my academic performance negatively. | 79 | 207 | 15 | 23 | 324 |
| | | (24%) | (64%) | (5%) | (7%) | (100%) |
| 2 | I engage in academic discussions on twitter and this has improved my academic performance. | 177 | 53 | 59 | 35 | 324 |
| | | (55%) | (16%) | (18%) | (11%) | (100%) |
| 3 | I make use of whatsapp to disseminate knowledge to my class mate. | 88 | 153 | 78 | 5 | 324 |
| | | (27%) | (47%) | (24%) | (2%) | (100%) |
| 4 | I Solely rely on information gotten from Wikipedia to do my assignments without consulting other sources. | 237 | 48 | 14 | 25 | 324 |
| | | (73%) | (15%) | (4%) | (8%) | (100%) |
| Total | | 581 | 461 | 166 | 88 | 1296 |

Percentage% (45%) (36%) (13%) (6%) (100%)

Table 2 shows that 581 (45%) of the participants' response Strongly Agree that Student's exposure to social media network has significant influence on students' academic performance, 461 (36%) Agree, 166 (13%) Disagree, while 88 (6%) Strongly Disagree.

Research Question 3: How has the use of social media influence the academic performance of the students in College of Education (Technical), Lafiagi?

Table 3: Use of Social Media and Students' Academic Performance

| S/N | Statement | SA | A | D | SD | Total |
|--------------------|--|--------------|--------------|--------------|--------------|---------------|
| 1 | The usage of Wikipedia for research has helped improve my grades. | 89 (27%) | 183 (57%) | 37 (11%) | 15 (5%) | 324 (100%) |
| 2 | Engaging in academic forums on yahoo reduces my rate of understanding. | 21 (6%) | 13 (4%) | 201 (62%) | 89 (28%) | 324 (100%) |
| 3 | I use materials gotten from blogging Sites to complement what I have been Taught in class. | 180 (56%) | 57 (18%) | 27 (8%) | 60 (18%) | 324 (100%) |
| 4 | I will not perform well in my academics even if I stop using social media. | 69 (22%) | 46 (14%) | 111 (34%) | 98 (30%) | 324 (100%) |
| Total | | 359 | 299 | 376 | 262 | 1296 |
| Percentage% | | (28%) | (23%) | (29%) | (20%) | (100%) |

Table 3 shows that 359 (28%) of the participants' response Strongly Agree that Use of social media has significantly influence on the academic performance of the students, 299 (23%) Agree, 376 (29%) Disagree, while 262 (20%) Strongly Disagree.

Research Question 4: Is there gender difference in the student's usage of social media network?

Table 4: Gender Usage of Social Media

| S/N | Items | SA | A | D | SD | Total |
|--------------------|---|--------------|--------------|-------------|-------------|---------------|
| 1 | Male and female students use social media networks differently in different frequencies. | 80 (24%) | 201 (62%) | 14 (4%) | 29 (10%) | 324 (100%) |
| 2 | Female students use social networking sites more to explicitly foster social connections. | 217 (67%) | 85 (27%) | - | 22 (6%) | 324 (100%) |
| 3 | Gender determines the level of social media network usage. | 35 (11%) | 231 (71%) | 19 (6%) | 39 (12%) | 324 (100%) |
| 4 | Males are more effective at using social networking sites for non-academic purposes. | 197 (61%) | 56 (17%) | 51 (16%) | 20 (6%) | 324 (100%) |
| Total | | 529 | 573 | 84 | 110 | 1296 |
| Percentage% | | (41%) | (44%) | (7%) | (8%) | (100%) |

Table 4 shows that 529 (41%) of the participants' response strongly Agree that there is a significant difference between male and female student usage of social media network, 573 (44%) Agree, 84 (7%) Disagree, while 110 (8%) Strongly Disagree.

Research Question 5: In what way do younger and older students influence the use of social media?

Table 5: Age Usage of Social Media

| S/N | Items | SA | A | D | SD | Total |
|--------------------|---|--------------|--------------|--------------|--------------|---------------|
| 1 | Age has impact on the use of social media. | 138 (43%) | 111 (34%) | 17 (5%) | 58 (18%) | 324 (100%) |
| 2 | Social media become boring has I grow older. | 18 (6%) | 270 (83%) | 23 (7%) | 13 (4%) | 324 (100%) |
| 3 | Social media is not relevant to people of older generation. | 35 (11%) | 34 (10%) | 102 (32%) | 153 (47%) | 324 (100%) |
| 4 | The younger generation are the most active users of social media. | 215 (66%) | 78 (24%) | 31 (10%) | - - | 324 (100%) |
| Total | | 406 | 493 | 173 | 224 | 1296 |
| Percentage% | | (31%) | (38%) | (13%) | (18%) | (100%) |

Table 5 shows that 406 (31%) of the participants' response strongly Agree that there is a significant difference between student's usage of social media network by age and their academic performance, 493 (38%) Agree, 173 (13%) Disagree, while 224 (18%) Strongly Disagree.

Testing of Hypotheses

In testing the hypotheses stated, the researcher used chi-square(X²) inferential statistics.

Hypothesis 1: Students' addictiveness to social network has no significant influence on their academic performance.

Table 6: Chi-square Analysis for the influence of students' addictiveness to social network on academic performance of student

| Variables | N Df | LS | Crit X ² value | Calc X ² value | Decision | |
|--|------|----|---------------------------|---------------------------|----------|----------|
| Students Addictiveness to Social Network and Academic Performance. | 324 | 2 | 0.05 | 5.991 | 151.907 | Rejected |

Table 6 above showed that the calculated chi-square value of 151.907 is greater than the Critical chi-square value of 5.991, hence, the null hypothesis which states that Students' addictiveness to social network has no significant influence on their academic performance is hereby rejected. This implies that Students' addictiveness to social network has a significant influence on their academic performance.

Hypothesis 2: Student's exposure to social media network has no significant influence on their academic performance.

Table 7: Chi-square Analysis for the influence of Student's exposure to social media network on students' academic performance

| Variables | N Df Ls | Crit X2 value | Calc X2 value | Decision |
|--|------------|---------------|---------------|----------|
| Student's exposure to Social Media Network and Their Academic Performance. | 324 2 0.05 | 5.991 | 75.907 | Rejected |

Table 7 above showed that the calculated chi-square value of 75.907 is greater than the Critical chi-square value of 5.991, hence, the null hypothesis which states that Student's exposure to social media network has no significant influence on students' academic performance is hereby rejected. This implies that Student's exposure to social media network has significant influence on students' academic performance.

Hypothesis 3: Use of social media do no significantly influence on the academic performance of the students in College of Education (Technical), Lafiagi.

Table 8: Chi-square Analysis for influence of the use of social media on the academic performance of the students in College of Education (Technical), Lafiagi

| Variables | N Df Ls | Crit X2 value | Calc X2 value | Decision |
|---|------------|---------------|---------------|----------|
| Use of social media and Students Performance. | 324 2 0.05 | 5.991 | 14.130 | Rejected |

Table 8 above shows that the calculated chi-square value of 14.130 is greater than the Critical chi-square value of 5.991, hence, the null hypothesis which states that Use of social media do not significant influence the academic performance of the students in College of Education (Technical), Lafiagi is hereby rejected. This implies that Use of social media has significantly influence on the academic performance of the students in College of Education (Technical), Lafiagi.

Hypothesis 4: There is no significant influence on male and female student usage of social media.

Table 9: Chi-square Analysis for male and female student usage of social media network

| Variables | N Df Ls | Crit X2 value | Calc X2 value | Decision |
|---|------------|---------------|---------------|----------|
| Male and female students usage of social media network. | 324 2 0.05 | 5.991 | 46.500 | Rejected |

Table 9 above shows that the calculated chi-square value of 46.500 is greater than the Critical chi-square value of 5.991, hence, the null hypothesis which states that there is no significant influence on male and female student usage of social media is hereby rejected. This implies that there is a significant influence on male and female student usage of social media.

Hypothesis 5: Age does not have significant influence on the use of social media.

Table 10: Chi-square Analysis for age influence on usage of social media

| Variables | N Df Ls | Crit X2 value | Calc X2 value | Decision |
|--------------------------------------|------------|---------------|---------------|----------|
| Age and Social Media Rejected Usage. | 324 2 0.05 | 5.991 | 132.074 | Rejected |

Table 10 above showed that the calculated chi-square value of 132.074 is greater than the Critical chi-square value of 5.991, hence, the null hypothesis which states that age does not have significant influence on the use of social media is hereby rejected. This implies that age influence the use of social media.

Discussion of Findings

The hypothesis that states “Students’ addictiveness to social network has no significant influence on their academic performance” was tested using table 8. The finding of this study shows that Students’ addictiveness to social network has a significant influence on their academic performance. Social media have become a major part of the lives of the students of today. The hypothesis which states that Student’s exposure to social media network has no significant influence on students’ academic performance was tested. In testing this hypothesis, table 9 was used. The finding of this study shows that Student’s exposure to social media network has significant influence on students’ academic performance. This corresponds with the findings of Olubiyi (2012) which states that these days’ students are so engrossed in the social media that they are almost 24 hours online. Even in classrooms and lecture theatres, it has been observed that some students are always busy ping, going or Facebooking, while lectures are on. Times that ought to be channelled towards learning, academic research and innovating have been crushed by the passion for meeting new friends online, and most times busy discussing trivial issues. Hence most students’ academics suffer setback as a result of distraction from the social media.

The third hypothesis which states that Use of social media do not significantly influence the academic performance of the students in College of Education (Technical), Lafiagi was tested as well. In testing this hypothesis, table 10 was used. The finding of this study shows that Use of social media has significant influence on the academic performance of the students in College of Education (Technical), Lafiagi. This goes in line with the observations of Nicole Ellison, (2007) which noted that, the improved usage of Websites has become a worldwide phenomenon for quite some time. What began out as being a hobby for several computer literate people has converted to a social norm and existence-style for individuals from around the globe.

Table 9 was used to test the hypothesis which states that there is no significant difference between male and female students usage of social media network. The finding of this study shows that, there is no significant difference between male and female student usage of social media network. This is in line with the findings of Lin & Subrahmanyam, 2007 which noted that Studies have shown that boys have been online more than girls in previous decades because of earlier forms of technology such as video or computer games.

The hypothesis concerning age does not have significant influence on the use of social media was tested using table 10. The finding of this study shows that age influence the use of social media. This is in line with the findings of Lewis, 2008 which noted that Teenagers now use the social media for the majority of their daily activities and information gathering, as opposed to older generations who used resources like the television or newspaper.

Conclusions

The results obtained showed that, Students’ addictiveness to social network has a significant influence on their academic performance; Student’s exposure to social media network has significant influence on students’ academic performance; Use of social media has significant influence on the academic performance of the students; there is a significant influence on student’s usages of social media network by age. The result from the findings of this study showed that, though Social media have negative effects on teenagers such as lack of privacy, distracting students from their academic work, taking most of their productive time, and such like, they also have benefits and can be used appropriately. For instance, students can form online communities in order to plan for a project, have group discussions about class material, or use the Social networking sites(SNS) as a way to keep in contact when a student who has been absent needs to be updated on current academic information.

The findings of this study and earlier ones showed some noteworthy results. The first independent variable influencing the academic performance of students, that is, social media participation was

negatively related with students' outcome, while the other independent variables were positively related with students' outcome. The results of this study suggest that lecturers should come up with a template on how their students can maximize the benefits of Social media, that school management should incorporate rules and regulations on the use of the social media in the school and, that the government should put in place adequate control measures to regulate their use among students and lecturers.

Recommendations

In the light of the findings of this study, the following recommendations were made:

1. Students should be educated on the influence of Social media on their academic performance.
2. Students should be monitored by teachers and parents on how they use these sites.
3. Teachers should ensure they use the social media as a tool to improve the academic performance of students in schools.
4. Students should better manage their study time and prevent distractions that can be provided by the social media. There should be a decrease in the number of time spent by students when surfing the net.
5. Social Networking Sites should be expanded and new pages should be created to enhance academic activities and avoid setbacks in the students' academic performance.
6. The students should create a balance between chit-chatting and academic activities. More attention should be directed to research.
7. The use of Social media network by students should focus on the academic relevance of those sites instead of using them for negative purposes.

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