RELATIONSHIP BETWEEN SOCIAL MEDIA UTILIZATION AND ACHIEVEMENT OF UNDERGRADUATE STUDENTS IN NORTH-WESTERN NIGERIA

By

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ABSTRACT

The study was carried out on assessment of the relationship between social media utilization and academic achievement of undergraduate students in north-western Nigeria. The study had five objectives, five research questions, and five null hypotheses which were formulated and tested at 0.05 level of significance. A correlational descriptive research design was adopted for this study. The population of the study was 9752 200 level students in which were admitted in 2016/2017 academic session in five Federal Universities in North-western, Nigeria. A sample frame of 272 students was drawn from the population. A self-constructed social media utilization questionnaire was used for collection of data. Mean and standard deviations were used to answer the stated research questions. Pearson Product Moment Correlation (PPMC) was however used to test null hypotheses one to four, and t-test statistical tool was employed in testing null hypothesis five. From the results of the study, hypotheses one to four were retained while hypothesis five was rejected. The summary of findings of the study showed that there was significance correlation between social media utilization and rate of usage of social networks and undergraduate students academic achievement in northwestern universities in Nigeria and students differ significantly difference in the use of social media. However, based on the findings, it was concluded among others that, social media utilization, rate of usage had no significance relationship with undergraduate students' academic achievement in Northwestern Nigeria. It was recommended that teachers, parents and school authorities should ensure that male and female students are not engaging in any social media networks and sites that can distract their attention from school activities.

INTRODUCTION

The internet revolution changed the information world with regard to sharing, speed, storage and retrieval of information in whatever form regardless of the person's location. Through the internet, a number of web technologies emerged, and one technology that is making waves with regard to information sharing and communication are the social media networks. The evolution of social media has cut across all facets of society (education inclusive) with its positive and negative impacts. Social media has transformed and impacted on communication, learning, research and education in general. Among the vast variety of online tools which are available for communication, social networking sites (SNS) have become the most modern and attractive tools for connecting people throughout the world (Aghazamani, 2010).

Social media technology (SMT) refers to "web-based and mobile applications that allow individuals and organizations to create, engage, and share new user-generated or existing content, in

digital environments through multi-way communication" (Davis, 2012, p.17). Through this platform, individuals and organizations create profiles, share and exchange information on various activities and interests. An interesting aspect of social media is that, it is not limited to desktop or laptop computers but could be accessed through mobile applications such as ipad, iPhone, laptop, smartphones that make it very accessible and easy to use. Examples of these social media platforms both on the web and mobile application include Facebook, Twitter, YouTube, Whatsapp, Instagram, blogs among others. These sites are used to interact with friends, peers and others that are found in groups on these sites. The sharing of information ranges from news, debates, gossips, feelings or statement of mind, opinions, research and other academic works in universities and colleges.

A report by the National Communications Commission (NCC) indicated that mobile data subscribers in the country have increased exponentially with a penetration rate of 59.78%. The statistics indicates that as more people subscribe to the Internet and mobile phone, the more the increase in data subscriptions. This data subscription is used to access the Internet which in effect is used more to participate on social networks. The driving factors for adoption of social media are the progressively ubiquitous access, convenience, functionality, and flexibility of social technologies. Today, students in higher institutions of learning in Nigeria have emerged into utilizing social media networking for social activities. There has been various overview and opinions which recognized four major advantages of social media use in higher education. These include, enhancing relationship, improving learning motivation, offering personalized course material, and developing collaborative abilities. This means that social networking activities have the possibility of enhancing student contact and   used to improve their participation in class, particularly where introverted students are involved. Students can function in online group learning, with less or no anxiety of needing to raise questions before peers at school.

Teenagers and young adults in Northwestern universities have embraced social media utilization as a way to connect with their peers, share academic information and showcase their social lives in schools. Social networking utilization became popular between 2004 and 2006, after Facebook and MySpace were created. Social media has about 555 billion users as at September, 2016, Facebook has surpassed with 1.71 billion registered accounts and whatsapp has 1.0 billion users indicating about 81% of undergraduate students, Facebook and Whatsapp users (Global Media Statistics, 2016). According to Global Digital Media Users (2016) between 2013 – 2016, Nigeria has 57.7 million social media users and are expected to hit 76.2 million social media users (84.3%) by 2019.

With the popularity of social networking websites on the rise, our social interaction both in school and outside is affected in multiple ways as we adapt to our increasingly technological world. This include students' engagement on social media sites to ask questions concerning daily school work, posting school work-related-problem questions, tapping assignment questions and creating discussion avenue for school matters. So, such an engagement use to affect the students' writing and speaking ability and at the same time enhance their academic commitment. On the other side, they engage on social chatting with friends and families for refreshment of brain which eventually leading the undergraduate students deepen into socially connected sites only for pleasure.

Literature Review

Studies on correlation between the social media utilization and academic achievement scores of students are inconclusive and controversial. For instance, Tillema and Orland-Barak (2006) found that utilization of social media by students did not in any way affects their performance. Hence, students can use social media for collaborative teamwork which is increasing their capability and stimulating

professional students to develop and renew their knowledge and keep abreast of new developments in their fields. In another study, Jain and Tiwari (2012) reported that no relationship was found between students who chat using social network and their academic success. In support of Jain's finding, Wiley and Sisson (2006) stressed that the previous studies have found that more than 90% of college students use social networks. In addition, Shahzad (2015) reported strong link between social networking websites and students' academic achievement as social networking websites helps to maintain relation with people when they move from one offline community to another. Such connections could help students in term of home assignments and projects in terms of job, internship and other opportunity. However, Kuppuswamy and Shankar (2010) reported that social networks grabs the total attention and concentration of the students and diverts it towards non-educational, unethical and inappropriate actions such as useless chatting, time killing by random searching and not doing their jobs. This directly affects the students' capacity to earn more required credits. In a similar study, Park, Jin and Jin (2011) reported that Facebook can facilitate informal learning by students and at the same time affects their academic achievement to a certain level.

Researches on correlation between social network sites utilization and academic achievement of students are controversial. For example, Yu, Tian, Vogel, and Kwok (2010) reported that online discussions between students through social networks learning communities networked through mobile learning communities clearly improved students' social connections, their self-esteem, and boosted their learning performance. In another similar study, Preston (2010) found that nearly 70% of students' state that they learn just as well as in online learning communities such as WhatsApp groups, Facebook communities, Twitter chats and Google+ communities, as they do in lectures that are held in the classroom in the presence of other students. This

was supported by the findings of Kist (2008) which found that approximately ninety percent of teens in the United States have Internet access, and about seventy-five percent of these teens use the Internet more than once per day and that did not show any negative relationship with their overall academic performance. Similarly, Yunus and Salehi (2012) reported that students gained more vocabulary and improved their writing, reduced their spelling mistakes while associating with social networks, hence, improves their academic performance.

However, Chinaka (2006) reported contrarily that students did not benefit from use of social networks to acquire relevant knowledge. This was supported by the finding of Junco (2012), Paul, Baker and Cochran (2012) which found negative relationship between Cumulative Grade Point Average (CGPA) and social networks utilization as students spend more time on social networks than the time they endeavour to academic activities. In a similar study, Flad (2010) reported that social networking can have a negative impact on study habits and completion of homework assignments, but there was not a drastic difference between students who spend a lot of time on these sites and those who do not. However, Feeney and Lemay (2012) found that there is no relationship between students' achievement reports and the usage of social networks. In contrary, Elphinston and Noller (2011) found that the frequent use of social media has no effect students' academic achievement.

There were contradictions on the findings on the rate of social network usage and academic achievement of students. For instance, Ndaku (2013) reported that social media negatively influence the academic performance of students. He further explained that social media influenced the academic performance of students negatively because they spend more time chatting and doing other activities than studying or carrying out academic research online. In another study conducted by Eke, Omekwu and Odoh (2014), it was reported that students' response on the extent of the usage of social

networking sites by undergraduate students of University of Nigeria Nsukka favoured Facebook, 2go, Yahoo, Whatsapp, Google+, Youtube, Skype, Blackbery messenger. The responses have it that these social networking sites are used in great extent. Other related studies support that students visit a SNS more than five times per day, 50% have also reported that they have spent time on a SNS "More than one time" or "Several times" instead of studying or completing assignments. (Flad, 2010; Valkenburg, Schouten and Peter (2005). Ellison, Steinfield, and Lampe (2007) reported that the students use social networking websites approximately 30 minutes throughout the day as a part of their daily routine life.

Studies on relationship between the influence of social media utilization and academic achievement were not concurred. For instance, Junco, Heiberger and Loken (2011) found that social media utilization has no impact on USA college student engagement and learning. Similarly, Tariq, Mehboob, Khan and Ullah (2012) reported that study social media did not show any significant relation with Pakistan students' performance. In addition, Elphinston and Noller (2011) found that the use of social media by students had no affect on their studies. Also, Grant (2008) reported that social networks such as Facebook, MySpace, YouTube, weblogs, as well as wikis are predominantly used by teenagers and young adults as an extension of their personality to show their friends and the world who they are, what they care about, and with whom they are likeminded and has no influential link in any with the performance of the students. However, Notley, and Tacchi (2005) found that the increase in use of social networks decreases the academic performance of the students.

Considering the use of social media by male and female students, Yasemin (2011) reported significant difference between males and females in all of the purposes of using social media. The difference on making new contacts was in favor of males. However, Giles and Price (2008) found that

females are more engaged in social networking than males. Contrarily, Nishi, Shivani, and Sanaya (2015) found that females used social media higher to maintain existing relationships while males used the social media sties for developing new contacts. In another study, Greene and Winters (2006) reported that females opined utilizing social media sites more than males in all aspects of social media. Furthermore, Jonah (2013) found significant difference between male and female opinions in the use of social media in favour of female students who showed more concern in the use of social media.

Based on the above literature, this study focused on assessment of the relationship between social media utilization and academic achievement of undergraduate students of north-western Nigeria.

Statement of the Problem

The rapid advancement of media technology has had a great impact on the way people communicate on a daily basis. The growing dimension of the use of the social media among the youth of today cannot be overemphasized. Social networking among students has become more and more popular. The potential risks facing undergraduate students, as they engage in online social networking to cater or prepare for their social information needs rather than oral or face-to- face communication. It is observed that the convenience the social networking sites give undergraduates students to communicate to one another may directly or indirectly affect their interpersonal communication positively or negatively. Also, the wrong usage of grammar, spelling and texting language in social media are among the factors that affect undergraduate students' academic achievement.

It is also observed that the addiction to social media networking sites by undergraduates' students is due to the information availability of vast information which has been made common for users' access. With this vast information available, it has become worrisome that students who constitute a

large population of daily users can be influence by irrelevant information which can distract students' attention from relevance information of academic significance. Hence, persistent rate of increase of such problems might be affecting some of north western universities undergraduates' academic performance. Based on these problems therefore, the researcher conducted this study relationship between social media utilization and academic achievement of undergraduate students in North Western Nigeria.

Research Questions

The Following research questions were raised to guide the study; -

1. What is the extent of social media utilization among undergraduate students in North-Western Nigeria?
2. What are the social media sites utilized by undergraduate students in North-Western Nigeria?
3. What is the rate of usage of social media sites by undergraduate students in North-Western Nigeria?
4. What is the influence of social media utilized by undergraduate students in North-Western Nigeria?
5. What is the relationship between social media utilized by students and their academic achievement in North-western universities in Nigeria?
6. What is the relationship between social network sites utilized by undergraduate students and their academic achievement in Northwestern Nigeria?
7. What is the relationship in the rate of usage of social media sites by undergraduate students and their academic achievement in North-western Universities in Nigeria?
8. What is the relationship on the influence of social media utilization by undergraduate students and their academic achievement in North-western Universities in Nigeria?
9. What is the difference in the opinion of male and female undergraduate students on the usage of social media sites in North-western Nigeria?

Null Hypotheses

The following hypotheses were formulated to guide the study:

(i) There is no significance relationship between social media utilized by students and their academic achievement in Northwestern universities in Nigeria.

(ii) There is no significance relationship between social network sites utilized by undergraduate students and their academic achievement in Northwestern Universities in Nigeria.

(iii) There is no significance relationship between the rate of usage of social media by undergraduate students and their academic achievement in North-western Universities in Nigeria.

(iv) There is no significance relationship between the influence of social media utilization and academic achievement of undergraduate students in Northwestern Universities in Nigeria.

(v) There is no significance difference between the opinion of male and female undergraduate students on the usage of social media in North-western Nigeria.

METHODOLOGY

Research Design

The research design for this study was correlation type of descriptive survey research. This type of descriptive research is to determine whether and to what extent a relationship exists between two or more variables from which prediction can be made. It sought to explain educational phenomena rather than mere stating phenomena. It demands a representative sample. A correlation study provides

evidence of relationship (Razaq & Ajayi, 2000). The choice of correlation descriptive survey design was based on the facts that, sampling must be done in order to select the right participants for the study. Since the present study seeks to find out the relationship between social media utilization and academic achievement of undergraduate students, descriptive survey research design is appropriate and therefore adopted.

Population of the Study

The population of the study comprised all 200 level undergraduate students in the five (5) federal universities in North Western Nigeria. There were total of Nine thousand seven hundred and fifty two (9752) 200 level undergraduate students in the 2016/2017 academic session. The distribution of the population is shown in Table 1.

Table 1: Population Distribution of 200 level undergraduate students

University	Population
Ahmadu Bello University, Zaria	2402
Bayero University, Kano	2135
Federal University Dutsin-Ma, Katsina (FUDMA)	1632
Federal University, Gusau	315
Usman Danfodiyo University, Sokoto	3268
Total	**9752**

Source: Federal University M.I.S. office, 2016

Sample and Sampling Procedure

The population of five federal universities faculty of education 200 level undergraduate students in the North-Western universities comprised of nine thousand seven hundred and fifty-two (9752) 200 level undergraduate students (Table 1). However, the researchers used simple random sampling techniques by dip and picks method to select Ahmadu Bello University, Zaria and Federal University, Gusau. These universities have 200 level undergraduate students as a subject (Table 3.2) the sample size for this study was 10% of the entire population of the two selected schools in the study area. This is made up of 10% of each of the departments/sections in faculty of

education from two federal universities. The choice of 10% was based on suggestion given by Andale (2013) who stated that, when a population of a study is categorical (comprised of Different Areas/sections of coverage), or ordinal data 10% of the population of each of category/section of area is acceptable. The sample size of two hundred and seventy-two (272) 200 level undergraduate students of Ahmadu Bello University and Federal University Gusau were appropriately selected for the study. The two hundred and seventy-two (272) sample size was proportionally distributed across the two (2) universities in the North-Western Nigeria.

Table 2: Random Sampling of 200 Undergraduate Students

Name of University	Sample Frame	Sample Size
Ahmadu Bello University, Zaria	2402	**240**
Federal University, Gusau	315	32
Total	**2717**	**272**

Source: MIS office, ABU, Zaria & FU, Gusau, 2016

Instrument for Data Collection

The instrument was a self constructed questionnaire titled 'Social Media utilization questionnaire (SMUQ)'. The questionnaire consists of two (2) broad parts; part A and part B, part A was on demographic data of the respondents and part B was on answers to research questions which was made up of 40 statements that were all positively in order. Part B was divided into four sub-section. Sub-section 1 contained social media utilization with 10 items. Sub-section 2 dealt with rate of social media site utilized by students with 10 items. Sub- section 3dealt with rate of usage of social media sites with 10 items. Sub-section 4 dealt with the influence of social media utilization on students' academic achievement with 10 items.

These questions were structured in to five (5) Likert scales and modified in to four (4) likert scale of Strongly Agreed (SA) Agreed (A), Disagreed (D) and Strongly Disagreed (SD) carrying values of 4, 3, 2, and 1 respectively. The scale was modified in order to avoid the use of the middle scale which is a neutral position. According to Abranovic (1997) "the neutral or undecided position create problem in research as the position or stand of the respondents on the issue is not clear". Cohen (2000) suggested that, researchers should avoid using it.

Validation of the Instrument

The instrument designed for the study was subjected to face and content validity. The drafted questionnaire was validated by four (4) research experts in research and methodology from Measurement and Evaluation, Department of Educational foundation and counseling, Faculty of Education, Ahmadu Bello University, Zaria. All the suggestions and modifications made on the questionnaire items were effected before the final copy was produced.

Pilot Testing

In order to test the reliability and consistency of the instrument, a pilot study was conducted by the researchers. The aim of pilot study was to determine the suitability of the instrument for the study, to ascertain any difficulty that the respondent might have when answering the questions and to reduce any possible ambiguity in using the instrument. The pilot study was conducted in Usmanu Danfodiyo University Sokoto. Test re-test method was used for the administering the instrument. The instrument was administered to 50 students with two weeks' interval to the same set of students. This university was chosen for the pilot testing because is part of the Federal Universities in North West zone and not among the sampled Universities but share a common boundary with Zamfara state with similar culture, Religion and economic characteristics in all respect.

Reliability of the Instrument

The researchers determined the reliability of the instrument using the result gotten from the pilot testing. The data obtained were subjected to statistical analysis in order to establish the reliability coefficient of the instrument. A reliability coefficient of 0.78 was obtained using Cronbach alpha Correlation Coefficient Formula. According to Raymond (2005), this was judged to be reliable because it is more than 0.50.

Procedure for Data Collection

For effective and smooth administration of the question, the researchers sought for permission from the Heads of the Department where the researcher administered the questionnaires in order to elicit information from the respondents. The researchers distributed the questionnaires to students during lecture hours of the first semester of 2016/2017 academic section year. Two weeks was used to administer the instrument.

Procedure for Data Analysis

In analyzing the data collected, the bio-data of the respondents was analyzed using frequency and percentage. The five (5) research questions were analyzed using mean and standard deviation. Null hypotheses I - IV were tested using Pearson Moment Product Correlation (PPMC) and null hypotheses V and VI were analyzed using t-test. The t-test statistics is a parametric statistic that can be used to determine if two sets of data are significantly difference from each other and is mostly applied when the test statistics would follow a normal distribution. According to Flom (2010) and Adebayo (2006) t-test can be used to compare two independent samples or treatment. t-test statistics is useful when it is for testing significance of sample mean between two groups or two sets of scores. The entire null hypotheses were tested at 0.05 level of significance.

RESULTS
Analysis of Demography Data
Table 4 and 5 show the distribution of respondents by Universities and gender respectively.

Table 4: Distribution of Respondents by University

S/N	Name of the University	Frequency	Percentage
1	School A	240	88.2
2	School B	32	11.8
	Total	**272**	**100**

Table 4 showed the name and number of respondents per each university. The data revealed that School A has a total number of 240 representing 88.2% while school B has a total number of 32 respondents representing 11.8%. This indicated that majority of respondents were from school A.

Table 5: Distribution of Respondents Based on Gender

S/N	Gender	Frequency	Percentage
1	Male	167	61.4
2	Female	105	38.6
	Total	**272**	**100**

Table 5 revealed the gender of the overall respondents from the two universities under study. The data revealed that a total number of 167 respondents representing 61.4% were male while 105 respondents representing 38.6% were female students.

Research Question One: What is the extent of social media utilization among undergraduate students in North-Western Nigeria?

Table 6: Mean and Standard Deviation of the Extent of Social Media Utilization among Undergraduate Students in North-Western Nigeria

S/N	Items	Mean	SD	Decision
	I used Social Media ...			
1.	to get information on my academic pursuit	3.80	0.45	Agree

S/N	Items	Mean	SD	Decision
2.	for hints about education only	2.58	0.89	Agree
3.	for educational purpose	3.29	1.97	Agree
4.	to get information about teaching and learning	3.18	0.85	Agree
5.	get information for my assignment	3.20	0.90	Agree
6.	for collaborative learning with peers.	2.97	0.88	Agree
7.	for group assignment only.	2.46	0.98	Agree
8.	for academic purposes such as group discussion.	2.69	1.01	Agree
9.	for getting study partners online.	2.79	0.97	Agree
10.	to get information for my research work.	2.97	1.03	Agree
	Cumulative Mean	**2.99**		

Decision Mean = 2.50

Table 5 shows the extent of undergraduate students' use of social media in North-Western Nigeria. It was observed that all the respondents are in agreement with the use of social media for learning teaching in tertiary institutions. This is because the cumulative mean 2.99 is greater than the decision mean 2.50.

Research Question Two: What are the social media sites utilized by undergraduate students in North-Western Nigeria?

Table 6: Mean and Standard Deviation of Social Media Sites Utilized by Students

S/N	Items	Mean	SD	Decision
11.	I always visit Facebook chats only	3.54	1.04	Agree
12.	I always visit Facebook chats and WhatsAapp chats only	2.29	1.00	Disagree
13.	I visit whatAapp chats and MySpace chats only	2.24	1.16	Disagree
14.	I visit Facebook, WhatApp and MySpace chats only	2.19	0.97	Disagree
15.	I have account with almost every social media site	2.35	2.31	Disagree
16.	I only visit Instagram social media site	2.31	1.07	Disagree
17.	I always post on Facebook, WhatsApp and 2go chats and Instagram	2.41	1.07	Disagree
18.	I am using only twitter for information	2.50	1.08	Agree
19.	I am using only blogs to acquire information	2.51	1.10	Agree
20.	I am using LinkedIn to get educational information	2.62	1.11	Agree
	Cumulative Mean	**2.49**		

Table 6 shows the mean and standard deviation of social media sites utilized by undergraduate students in North-Western Nigeria. It was observed that items 12 to 17 were disagreed while item 1, 18, 19 and 20 were agree on the social media sites used by undergraduate students in North-Western Nigeria. The respondents disagree on the social media sites utilized. This is because the cumulative mean of 2.49 is less than the decision mean 2.50.

Research Question Three: What is the rate of usage of social media sites by undergraduate Students' in North-Western Nigeria?

Table 7: Mean and Standard Deviation of Rate of Usage of Social Media Sites by Undergraduate Students in North-Western Nigeria

S/No	Items	Mean	SD	Decision
21.	Everyday	2.78	1.10	Agree
22.	once in a week	2.51	1.09	Agree
23.	once in month	2.39	1.09	Disagree
24.	every morning	2.55	1.20	Agree
25.	every night	2.40	1.06	Disagree
26.	in the morning only	2.21	1.00	Disagree
27.	twice in a week	2.05	0.99	Disagree
28.	twice in a month	2.10	0.99	Disagree
29.	at all time	2.39	1.06	Disagree
30.	Rarely	2.59	1.15	Agree
	Cumulative Mean	**2.40**		

Table 7 shows the mean and standard deviation of social media sites utilized by undergraduate students in North-Western Nigeria. It was observed that items 21, 22, 24 and 30 were agreed on the rate of usage of social media utilization while item 23, 25 to 29 were disagreed on the rate of usage of social media sites by undergraduate students in North-Western Nigeria. On the overall, the respondents disagree on the rate of social media usage. This is because the cumulative mean of 2.40 is less than the decision mean 2.50.

Research Question Four: What is the influence of social media utilized by undergraduate students in North-Western Nigeria?

Table 8: Mean and Standard Deviation on the Influence of Social Media Sites Utilized by Undergraduate Students in North-Western Nigeria

S/No	Items	Mean	SD	Decision
	Social Media …			
31.	promote reading and web skills	2.88	1.11	Agree
32.	serve as a source of acquiring information	3.15	0.94	Agree
33.	encourages virtual learning	3.10	0.97	Agree
34.	help in strengthening interpersonal relationship among students.	3.18	0.84	Agree
35.	support peer group learning	3.08	0.89	Agree
36.	motivate students to learn.	3.18	0.80	Agree
37.	in conducting research	3.17	0.87	Agree
38.	individualized learning	3.24	0.83	Agree
39	facilitate learning	3.24	0.78	Agree
40.	assist in carrying out class assignment	3.28	0.87	Agree
	Cumulative Mean	**3.15**		

Table 8 shows the mean and standard deviation on the influence of social media sites utilized by undergraduate students in North-Western Nigeria. It was observed that all the respondents are in agreement with the influence of social media sites utilized by undergraduate students in North-Western Nigeria. This is because the cumulative mean 3.15 is greater than the decision mean 2.50.

Research Question Five: What is the relationship between social media utilized by students and their academic achievement in North-western universities in Nigeria?

The answer to this research question is presented in table 4.3.

Table 9: Mean and Standard Deviation of Students' Opinion on Social Media Utilization and their Academic Achievement

Variable	N	Mean	SD	Mean Difference
Social Media utilization	272	2.96	0.474	0.32
Academic Achievement	272	2.64	0.885	

Table 9 shows the mean and standard deviation of students' opinion on social media utilization and their academic achievement. The result reveals that the mean and standard deviation of students' opinion on social media utilization are 2.96 and 0.474 respectively. While the mean and standard deviation of students' academic achievement are 2.64 and 0.885 respectively. This gives a mean difference of 0.32 in favour of social media utilization.

Research Question Six: What is the relationship between social network sites utilized by undergraduate students and their academic achievement in North-western Nigeria?

The answer to this research question is presented in table 4.4.

Table 10: Mean and Standard Deviation of Students' Utilization of Social Media Sites in North-Western Universities in Nigeria

Variable	N	Mean	SD	Mean Difference
Academic Achievement	272	2.64	0.885	0.25
Social Media Utilization	272	2.39	0.572	

Table 10 shows the mean and standard deviation of students' utilization of social media sites in North-western Universities in Nigeria. The result reveals that the mean and standard deviation of students' social media utilization are 2.64 and 0.885 respectively. While the mean and standard deviation of students' academic achievement are 2.39 and 0.572 respectively. This gives a mean difference of 0.25 in favour of academic achievement.

Research Question Seven: What is the relationship in the rate of usage of social media sites by undergraduate students and their academic achievement in North-western Universities in Nigeria?

The answer to this research question is presented in table 11.

Table 11: Mean and Standard Deviation of the Rate of Usage of Social Media Sites by Undergraduate Students in North-Western Universities in Nigeria

Variable	N	Mean	SD	Mean Difference
Academic Achievement	272	2.64	0.885	0.24
Rate of Social Media Usage	272	2.40	0.477	

Table 11 shows the mean and standard deviation of rate of usage of social media sites by undergraduate students in North-western Universities in Nigeria. The result reveals that the mean and standard deviation of academic achievement are 2.64 and 0.885 respectively. While the mean and standard deviation of students' rate of social media usage are 2.40 and 0.477 respectively. This gives a mean difference of 0.24 in favour of academic achievement.

Research Question Eight: What is the relationship on the influence of social media utilization by undergraduate students and their academic achievement in North-western Universities in Nigeria? The answer to this research question is presented in table 4.6.

Table 12: Mean and Standard Deviation of the Influence of Social Media Utilization on Undergraduate Students' Academic Achievement in North-Western Universities in Nigeria

Variable	N	Mean	SD	Mean Difference
Academic achievement	272	2.64	0.885	0.51
Influence of social media	272	3.15	0.497	

Table 12 shows the mean and standard deviation of influence of social media utilization on undergraduate students' academic achievement in North-Western Universities in Nigeria. The result reveals that the mean and standard deviation of students' academic achievement are 2.64 and 0.885 respectively. While the mean and standard deviations of influence of social media are 3.15 and 0.497 respectively. This gives a mean difference of 0.51 in favour of influence of social media.

Research Question Nine: What is the difference in the opinion of male and female undergraduate students on the usage of social media sites in North-western Nigeria?

The answer to this research question is here presented in table 13.

Table 13: Mean and Standard Deviation of Male and Female Students' Opinion on Social Media Utilization   and   their Academic Achievement

Types of Test	Variable	N	Mean	SD	Mean Difference
Social media utilization	Male	167	2.78	0.315	
					0.18
	Female	105	2.64	0.266	

Table 13 shows the mean and standard deviation of male and female students' opinion on social media utilization. The result reveals that the mean and standard deviation of male students' opinion on social media utilization are 2.78 and 0.315 and that of female students are 2.64 and 0.266 respectively.

This gives a mean difference of 0.18 in favour of male students.

Hypothesis One: There is no significance relationship between social media utilized by students and their academic achievement in Northwestern universities in Nigeria.

Table 14: Correlation between Social Media Utilization and Academic Achievement Scores of Undergraduate Students in North-Western Nigeria

Variable	N	df	Mean	SD	r-cal	p-value
Social Media Utilization	272	270	2.96	0.474	0.053	0.384[ns]
Academic Achievement	272		2.64	0.885		

ns: Not Significant at $p > 0.05$ alpha level

The information in Table 14 indicates correlation between the social media utilization and academic achievement scores of undergraduate students in North-western Nigeria. The result reveals that the mean and standard deviation of Students opinion on social media utilization are 2.96 and 0.474 respectively. While the mean and standard deviation of students' academic achievement are 2.64 and 0.885 respectively. The r-calculated is 0.053 and p-value is 0.384. This p-value of 0.384 is greater than 0.05 alpha value this show that there is a negative correlation. Therefore, the null hypothesis of no significant correlation between the social media utilization and academic achievement scores of undergraduate students in North-western Nigeria is not rejected.

Hypothesis Two: There is no significance relationship between social network sites utilized by undergraduate students and their academic achievement in Northwestern Universities in Nigeria.

Table 15: Correlation between Social Network Sites Utilization and Academic Achievement Scores of Undergraduate Students in North-Western Nigeria

Variable	N	df	Mean	SD	r-cal	p-value
Academic Achievement	272	270	2.64	0.885	0.016	0.793[ns]
Social Media Utilization	272		2.39	0.572		

ns: Not Significant at $p > 0.05$ alpha level

Table 15 shows the correlation between the social network sites utilization and academic achievement scores of undergraduate students in North-western Nigeria. The result reveals that that the mean and standard deviation of students' academic achievement are 2.64 and 0.885 respectively. While the mean and standard deviation of students' social media utilization are 2.39 and 0.572 respectively. The r-calculated is 0.016 and p-value is 0.793. This p-value of 0.793 is greater than 0.05 alpha value, this show that there is a negative correlation. Therefore, the null hypothesis of no significant correlation between the social network sites utilization and academic achievement scores of undergraduate students in North-western Nigeria is not rejected.

Null Hypothesis Three: There is no significance relationship between the rate of usage of social media by undergraduate students and their academic achievement in North-western Universities in Nigeria.

Table 16: Correlation between Rate of Usage of Social Media by Students and their Academic Achievement in North-Western Nigeria

Variable	N	df	Mean	SD	r-cal	p-value
Academic Achievement	272	270	2.64	0.885	0.26	0.671[ns]
Rate of Social Media Usage	272		2.40	0.477		

ns: Not Significant at $p > 0.05$ alpha level

The information in Table 16 indicates correlation between the rate of usage of social media by students and their academic achievement scores in North-western Nigeria. The result reveals that that the mean and standard deviation of academic achievement are 2.64 and 0.885 respectively. While the mean and standard deviation of students' rate of social media usage are 2.40 and 0.477 respectively. The r-calculated is 0.26 and p-value is 0.671. This p-value of 0.671 is greater than 0.05 alpha value, this show that there is a negative correlation. Therefore, the null hypothesis of no significant correlation between the rate of usage and academic achievement scores of undergraduate students in North-western Nigeria is not rejected.

Null Hypothesis Four: There is no significance relationship between the influence of social media utilization and academic achievement of undergraduate students in Northwestern Universities in Nigeria.

Table 17: Correlation between the Influence of Social Media Utilization and Academic Achievement of Undergraduate Students in North-Western Nigeria

Variable	N	df	Mean	SD	r-cal	p-value
Academic Achievement	272	270	2.64	0.885	0.41	0.499[ns]
Influence of Social Media Utilization	272		3.15	0.497		

ns: Not Significant at $p > 0.05$ alpha level

Table 17 shows the correlation between the influence of social media utilization and academic achievement scores of undergraduate students in North-western universities in Nigeria. The result reveals that that the mean and standard deviation of academic achievement are 2.64 and 0.885 respectively. While the mean and standard deviations of influence of social media utilization are 3.15 and 0.497 respectively. The r-calculated is 0.41 and p-value is 0.499. This p-value of 0.499 is greater than 0.05 alpha value, this shows that there is a negative correlation between the influence of social media and academic achievement. Therefore, the null hypothesis of no significant correlation between the influence of social media utilization and academic achievement scores of undergraduate students in North-western Nigeria is not rejected.

Null Hypothesis Five: There is no significance difference between the opinion of male and female undergraduate students on the usage of social media in North-western Nigeria.

Table 18: t-test Comparisons of Male and Female Students' Opinion on Social Media Utilization

Variable	N	df	Mean	SD	t-value	p-value
Male	167		2.78	0.315		
		170			3.702	0.000*
Female	105		2.64	0.266		

* = Significant at P < .05 alpha value

Table 16 shows the mean and standard deviation of male and female students' opinion on social media utilization. The result reveals that the mean and standard deviation of male students' opinion on social media utilization are 2.78 and 0.315 and that of female students are 2.64 and 0.266 respectively. The p-value of 0.000 is less than 0.05 alpha value (t-value = 3.702, df = 170, p = 0.000). This implies that male students have higher opinion on social media utilization than their female counterparts. Therefore, null hypothesis five is thereby rejected.

DISCUSSION OF THE FINDINGS

The study revealed that there is no significant correlation between the social media utilization and academic achievement scores of undergraduate students in North-western Nigeria. This finding is in line with that Tillema and Orland-Barak (2006) and Jain (2012) who found that utilization of social media by students did not in any way affects their performance. It is also in agreement with the finding of Wiley and Sisson (2006) and Shahzad (2015) who found that more than 90% of college students use social networks, and there was a strong link between social networking websites and students' academic achievement. However, Kuppuswamy and Shankar (2010) reported that social networks grabs the total attention and concentration of the students and diverts it towards non-educational, unethical and inappropriate actions such as useless chatting, time killing by random searching and not doing their jobs. This directly affects the students' capacity to earn more required credits. Similarly, Park, Jin and Jin (2011) reported that

Facebook can facilitate informal learning by students and at the same time affects their academic achievement to a certain level.

The study also revealed that there is no significant correlation between the social network sites utilization and academic achievement of undergraduate students in North-western Nigeria. This finding supports the results of Yu, Tian, Vogel, and Kwok (2010) who reported that online discussions between students through social networks learning communities networked through mobile learning communities clearly improved students' social connections, their self-esteem, and boosted their learning performance. It agrees with the finding of Feeney and Lemay (2012) and Elphinston and Noller (2011) who found that the frequent use of social media has no effect students' academic achievement. The finding also concurs with that of Kist (2008) which found that about 90% of teens in the United States have Internet access, and about 75% of them use the Internet more than once per day and that this did not show any negative relationship with their overall academic performance. It agrees with the finding of Yunus and Salehi (2012) who reported that students gained more vocabulary and improved their writing, reduced their spelling mistakes while associating with social networks, hence, improves their academic performance.

However, the finding of this study contradicts that of Chinaka (2006) who reported that students did not benefit from use of social networks to acquire relevant knowledge. It also in disagreement with that of Junco (2012), Paul, Baker and Cochran (2012) and Flad (2010) who found negative relationship

between Cumulative Grade Point Average (CGPA) and social networks utilization as students spend more time on social networks than the time they endevour to academic activities.

The study also revealed that there is no significant correlation between the rate of usage and academic achievement scores of undergraduate students in North-western Nigeria. This finding is in agreement with that of Ellison, Steinfield, and Lampe (2007) who reported that students use social networking websites approximately 30 minutes throughout the day as a part of their daily routine life without negative effects on their academic achievement. However, it disagrees with that of Ndaku (2013) who reported that social media negatively influence the academic performance of students. The finding agrees with that of Flad, 2010; Valkenburg, Schouten and Peter (2005).

Furthermore, the study also revealed that there is no significant correlation between the influence of social media utilization and academic achievement scores of undergraduate students in North-western Nigeria. This finding is in agreement with the finding of Junco, Heiberger and Loken (2011) who found that social media utilization has no impact on USA college student engagement and learning. Similarly, it agrees with that of Tariq, Mehboob, Khan and Ullah (2012) and Elphinston and Noller (2011) found that the use of social media by students had no affect on their studies. It also in agreement with that of Grant (2008) who reported that social networks such as Facebook, MySpace, YouTube, weblogs, as well as wikis are predominantly used by teenagers and young adults as an extension of their personality to show their friends and the world who they are, what they care about, and with whom they are likeminded and has no influential link in any with the performance of the students. However, the finding contradicts the result of Notley, and Tacchi (2005) who found that the increase in use of social networks decreases the academic performance of the students.

The study revealed that male students have higher opinion on social media utilization than their female counterparts. This finding is in agreement with that of Yasemin (2011) who reported that male students have higher opinion on social media utilization than female counterparts. Contraily, Giles and Price (2008) reported that females are more engaged in social networking than males. The finding disagrees with that of Nishi, Shivani, and Sanaya (2015) who found that females used social media higher to maintain existing relationships while males used the social media sties for developing new contacts. It also agrees with that of Greene and Winters (2006) who reported that females opined utilizing social media sites more than males in all aspects of social media. Furthermore, the finding disagrees with that of Jonah (2013) who found significant difference between male and female opinions in the use of social media in favour of female students who showed more concern in the use of social media.

CONCLUSION

Based on the outcome of this research work, the researcher concluded that the social media sites. Social networks, utilized by students had no any significant relationship with their academic achievement. Furthermore, the rate of usage of social media sites had no significant influence on students' academic achievement in north-western universities in Nigeria. However, male students had higher opinion on social media utilization than their female counterparts.

RECOMMENDATIONS

Based on the outcome of this study, the following recommendations were made.

1. University in the North-Western Nigeria should ensure strict electronic devices usage in schools for academic purposes and open social media counseling centres for addicted students.

2. Regular orientation should be given to students on how to and when to use social media particularly those related education so as to enhance their academic achievement.

3. In order to control the rate of usage of social network sites by students, university management should ensure no use of hand-sets in classroom so as to minimize the wrong usage of that can affects their academic performance.

4. Teachers should endeavour to ensure that they incorporate the use of social networks' in teaching and learning process so as avoid the menace of negative influence of these sites on students' achievement.

5. Teachers, parents and school authorities should ensure that male and female students were not engaging in any social media networks and site that will distract their attention from school activities.

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