



Facebook Usage and Academic Achievement of Library and Information Science Students at the Delta State University, Abraka, Nigeria

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ABSTRACT

This study examined the relationship between Facebook usage and academic achievement among students of Library and Information Science at the Delta State University, Abraka, Nigeria. Three research questions were raised to guide the study. The descriptive survey research design was used for the study. The entire population of 205 was used as sample for the study. The questionnaire and content analysis were used to collect data from 205 students and the data were analyzed using frequency, mean and Pearson's product moment correction as statistical tools. It was revealed that Facebook usage did not influence academic achievement of students. The study recommended that the university management should monitor and encourage Facebook usage among students by authorising lecturers to integrate the positive aspects of Facebook into the learning activities to improve academic achievement.

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INTRODUCTION

The training of undergraduates in university contributes to human resources development of a nation. Therefore, the quality of a nation's development depends on the quality of the undergraduates. This is measured in terms of their academic achievement. Academic achievement according to Annie, Howard and Mildred (as cited in Arshad, Zaidi & Mahmood, 2015) "is the outcome of education, the extent to which a student, teacher or institution has achieved that educational goals" (p. 160). This could mean any form of academic attainment, accomplishment of learning objectives, and acquisition of skills and competences ... and is almost entirely measured with grade and GPA (Grade Point Average) (York, Gibson & Rankin, 2015). Furthermore, Bacon & Bean, (2006), noted that "GPA is a common and reliable scale that is used by higher educational institutions throughout the world as a means of academic success. Undergraduates' academic achievement should be monitored to ensure that every variable that may influence it is managed efficiently to improve national productivity. Complementing the statement above, Moghavvemi, Sulaiman, Aziz and Phoong (2017) noted that "excellent academic achievement is an important factor because students represent the future workforce of a country." However, many stakeholders and lecturers in education seem to be of the belief that students' academic achievement is on the decline. Hence, researchers such as Ugoji

(2008) and Egbule (2004) posited that students' achievement is declining. This could be as a result of the fact that the undergraduates are confronted with so many school and non- school related demands and responsibilities. A major activity among undergraduates is information sharing on social networking sites with Facebook been the most popular.

Facebook has become one of the most globally used social networks which have spread its reach to almost every student irrespective of the level of study, discipline and institution. Facebook is an online social network initially started by a group of students at Harvard University and subsequently expanded all over the world becoming the largest social network world wide (Kirpatrick, 2010). As of the second quarter of 2018, Facebook had 2.23 billion monthly active users and 1.47 billion daily active users (Facebook, 2018). It is worthy of note that every minute 400 new users sign up to join Facebook while people log on to Facebook maverage 8 times per day (Web Hosting Rating 2018). With more than 70 languages on the site and nearly 75% of all users belonging to countries outside of the United States, Facebook is accessible from any computer, an iPad, and many mobile devices, keeping individuals who utilize the site connected at all times throughout the day (Daffalla & Dimetry, 2014). Undergraduates are one of the major groups using Facebook for fun, with the main purpose of connecting with their friends and sharing day to day



activities. They use Facebook features such as photo-sharing and publishing wall posts to communicate and share personal information. Corroborating this, Ogedegbe, Emmanuel and Musa (2012) opined that university students are one of the primary demographics using Facebook, with features such as photos, wall posts and status updates becoming seemingly irresistible.

University undergraduates of this generation tend to focus on social interactions, which are in conjunction with their technology bond, create a high tendency to use social media (Hanson, Drumbeller, Mellard, Mckee & Schlegel, 2011). The persistent use of Facebook among undergraduates may lead to obsessive usage and may be an issue of concern to parents, and university authorities. Hence, Brubaker (2013) observed that "as college students are increasingly adopting social media, it is important for faculty and administrators in higher education institutions to understand how this is influencing students' academic achievement" (p 10).

Research studies such as those of Asogwa, Ojih and Onoja, (2015); A'lamElhuda, and Dimetry (2014), Ogedegbe, Emmanuel and Musa (2012), Ahmed and Qazi (2011) and Yang and Tang, (2003), have suggested that Facebook usage has both positive and negative influence on undergraduates' academic achievement/school engagement. Studies have reported a positive correlation between Facebook usage and academic achievement. Liu, Kirschner and Karpinski, (2017) as cited in Wang and Mark (2018) reported that "educational and informational use of social networking sites (SNS) positively correlate with GPA." Studies have found that users have trended away from social use of Facebook (e.g., broadcasting their personal whereabouts) towards informational use (e.g., reading news and engaging with current events). In another study among Malaysian students, Moghavvemi, Sulaiman, Aziz and Phoong (2017) found that "the usage of Facebook effect students' academic achievement, but the effect is positive." This may be as a result of the credibility and reliability of the information shared on Facebook. In Nigeria, Asogwa, Ojih and Onoja (2015) found that "not a majority of respondents (26.9%) used Facebook primarily for academic purpose. Furthermore, they noted "Facebook is still useful to the students in the area of homework and search for academic information as acknowledged by majority of the respondents". Also, Pasek, Kenski, Romer and Jamieson (2006) as cited in Ahmed and Qazi (2011)

found that "Facebook usage is not positively associated with lower grades of the students rather they found Facebook users scoring higher grades" (p.5025). Facebook usage promotes interaction between students and teachers, and has collaborative learning in higher education institutions. This open access principle of collaborative development among learners, social media enable learners and teachers to share and publish information on activities such as course syllabus, course notes, assignments, test cases and so on and to include feedback. In this way learners benefits from the opportunity to appropriate new ideas, and transform their own understanding through reflection (Dale, & Pymm, 2009). Social media activities like Facebook has the possibilities of enhancing relationship, improving learning motivation, offering personalized course materials, and developing collaborative abilities.

Conversely, studies have reported negative correlation between Facebook usage and academic achievement among students. Madge, Meek, Wellans and Hooley (2009) conducted a study on university students in the U.K. and found that only 22 percent of respondents agreed while 29 percent neither agreed nor disagreed, 32 percent of the respondents disagreed, and 18 percent strongly disagreed. This probably reflects the fact that students login to Facebook far more frequently for social rather than academic purposes and see it predominantly as a social tool, not as academic one" (p.14). This may be interpreted to means that as students spent more time Face booking, their academic achievement may be negatively affected. Also, Junco and Cotton (2012) in their study found that "using Facebook and texting while doing school work were negatively associated with Grade Point Average (GPA)." In their study, Gabre and Kuman (2012) found that "students who use Facebook while studying, have lower academic achievement" (p.92). Gabre and Kuman, went further to conclude that "if students become pre-occupied with building their social life and the results is multi-tasking social media, then a negative academic influence could occur"(p.22). In view of the above, it could be inferred that Facebook users among university students devote lesser time to their studies and therefore experience poor achievement academically.

Academic achievement refers to students' level of competence attained in an examination which implies their grade at the end of a particular



semester. Many stakeholders and lecturers in educational institutions seem to be of the belief that students' academic achievement is on the decline. The decline may not be unconnected with Facebook usage among undergraduates as they study on the university campus. Observation has shown that undergraduates spent greater amount of time chatting and communicating with their friends on Facebook. This may have influenced their academic achievement. Therefore, this study was set out to investigate the relationship between Facebook usage and academic achievement of undergraduates in the Department of Library and Information Science, of Delta State University, (DELSU) Abraka, Nigeria.

Objectives of the Study

The main objective of this study was to determine the relationship between Facebook usage and academic achievement of undergraduates of the Department of Library and Information Science (LIS) at the Delta State University (DELSU), Abraka, Nigeria. Specific objectives are to:

1. Find out the frequency of Facebook usage among students of LIS in DELSU, Abraka.
2. Determine the level of academic achievement of LIS students.
3. Find the relationship between Facebook usage and academic achievement among students of LIS.

Research Questions

The following research questions were raised to guide the study;

- i. How often do LIS students use Facebook features?
- ii. What is the level of academic achievement of students of LIS in 2016/2017 academic session?
- iii. What is the relationship between Facebook usage and academic achievement?

METHODOLOGY

The descriptive survey design was adopted for this study. The population of the study was two hundred and five (205) final year students of 2016/2017 academic session of the Department of Library and Information Science, Delta State University, Abraka, Nigeria. The entire population of 205 students was used as sample for the study. The questionnaire and content analysis were used to collect data. While the questionnaire was used to collect data on Facebook usage, content analysis was employed to collect cumulative grade point average (C.G.P.A.) a measure of academic achievement of the respondents from the Department's records. Out of the 205 of the questionnaires administered, 149(73%) were returned and found useful. The data were analysed using frequency, mean and Pearson's product moment correlation as statistical tools with the aid of SPSS version 20.

RESULTS

Table 1: Questionnaire response rate

Number of questionnaire administered	Number of questionnaires returned	Percentage of questionnaires returned
205	149	73%

A total of 205 copies of the questionnaire were distributed and 149 copies were returned and found useful for the analysis. This shows a response

rate of 73% and is considered adequate for the study.

Table 2: Sex of the respondents

Sex	Frequency	Percentage
Male	43	28.9
Female	106	71.1
Total	149	100

The results show that more female 106 (71.1%) respondents than their male counterparts

42 (28.9%). Hence, more females were involved in the study.



Research Question One: How often do LIS students use Facebook features?

Table 3: Facebook usage among LIS students

Facebook Features	Mean Scores
Timeline	3.18
Notification	3.14
Wall	3.10
Newsfeed	3.07
Friends	2.99
Groups	2.98
Events	2.98
Photos	2.93
Places	2.86
Videos	2.67
Poke	2.34
Market place	2.15
Platform	2.01

Aggregate mean score = 2.81, Criterion mean score = 2.50

The results in Table 3 show that undergraduates of the Department of LIS often use Facebook features. That is the undergraduates Facebook usage was high. This is because the aggregate mean score of 2.81 is greater than the criterion mean score of 2.50. Facebook features

often used by the LIS undergraduates are: Timeline (3.18), Notification (3.14), Wall (3.10) and Newsfeed (3.07). However, Platform (2.01), Market place (2.15) and Poke (2.34) were the least used Facebook features.

Research Question 2: What is the level of academic achievement of students of LIS in 2016/2017 academic session?

Table 4: Academic Achievement of LIS students.

CGPA	Frequency	Class of degree
4.50 – 5.00	Nil (0 %)	First class
3.50 – 4.49	47 (31.54%)	Second class upper division
2.40 – 3.49	88 (59.06%)	Second class lower division
1.50 – 2.39	14 (9.40%)	Third class division
Total	149 (100%)	

The results in Table 4, show that 88 (59.06%) of the respondents had C.G.P.A. of 2.40-3.49, and were within second class lower division, 47 (31.54%) of the respondents had C.G.P.A. of 3.50-4.49 and were within the second class upper division and 14 (9.40%) had C.G.P.A. of 1.50 – 2.39 and

were within third class division respectively. This is an indication of a high academic achievement among students of LIS, in Delta state university, Abraka. The result suggests that the students of LIS are in good academic standing.

Research Question 3: What is the relationship between Facebook usage and academic achievement of LIS students?

Table 5: Relationship between the use of Facebook features and academic achievement

	Use of Facebook	Academic achievement
Pearson Correlation	1	-0.70
use of Facebook Sig. (2 tailed)		0.397
N	149	149
Pearson Correlation	-0.70	1
Academic achievement sig. (2 tailed)	0.397	
N	149	149



From Table 5, Pearson correlation coefficient is (-0.07), since the significant value (Sig. 2 tailed) is 0.397 (which is greater than 0.05), it may be inferred that there is no significant relationship between students use of Facebook features and academic achievement. This implies that the use of Facebook features have no influence on LIS students' academic achievement.

DISCUSSION

The study found that LIS students Facebook usage was high. The students used Facebook features such as Timeline, Notification, Wall and Newsfeed. This finding corroborates the finding of Ogedegbe, Emmanuel and Musa (2012) that "university students are one of the primary demographics using Facebook with features such as photos, wall post and status update" (p.788).

The study established that the LIS students had high academic achievement. This finding disagreed with that of Ugoji (2008) and Egbule (2004) that "students' achievement is declining." A plausible reason for the finding could be that the students had access to and read more relevant educational information resources in digital format that are made available to them via the university library. Also, it may be that the LIS students tend to be more focused on their academic pursuit.

Another finding of the study was that there was no significant relationship between Facebook usage and academic achievement of LIS students. This implies that an increase in the amount of time LIS students spent on the use of Facebook features may not lead to a corresponding increase in their academic achievement. The frequent use of Facebook did not affect the academic achievement of Library and Information Science Students. This findings is in disagreement with Gabre and Kuman (2012) that "students using Facebook in the background while studying, experience lower academic achievement" (p.92). It also contradicted Junco and Cotton (2012) who found that "using Facebook and texting while doing school work were negatively associated with Grade Point Average (GPA)." As the students had time to use Facebook they also are able to manage their time to suit their academic achievement. It may be that the LIS students are skillful in time management competencies hence, Facebook usage did not have negative effect on their academic achievement. Also, the result suggested that the use of Facebook did not derail LIS students from achieving their academic

goal because while Face booking, they concentrated on their studies and therefore, are on good academic standing.

CONCLUSION

The study revealed that the students often used Facebook, their academic achievement was high and Facebook usage did not have negative effect on their academic achievement.

RECOMMENDATION

It is therefore, recommended that the university management should monitor and encourage Facebook usage among students by authorising lecturers to integrate the positive aspects of Facebook into the learning activities in order to improve academic achievement.

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