



## Effect of Social Media on the Academic Performance of Students in the School of ICT, Federal Polytechnic, Bida

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### ABSTRACT

Social media is an aspect of technological advancement that is influencing nearly every aspect of life. More social media platforms are set to emerge in the years to come and it is important to pinpoint the exact effect the existing ones are having on our lives. Numerous Research works have established that using social media can be addictive, which may cause irreparable damage to various aspects of life. This study is designed to contribute to ongoing research by investigating the effect Social Media has on students' academic performance in the school of Information and communication technology in Federal Polytechnic, Bida. This study was conducted from October 2021 to December 2021. A total of 205 students from four departments in the School of Information and Communication Technology were included in the study. Data was collected using a self-designed questionnaire on Google forms and analysed using SPSS. Studies show that students especially those in colleges are addicted to social media due to the amount of time spent per day on various social media platforms. It also showed that maximum participants use social media mainly for recreational purposes. The result of this study has established that the use of social media, as well as time spent on social media, has an effect on the academic performance of students 53.6% of respondents had an academic performance of Upper and Distinction. This proves that the use of social media has a positive effect, though minimal, on the academic performance of students in the school of ICT, federal polytechnic, Bida. 55.3% of respondents spend 4-5 hours on social media daily but also admitted that social media is instrumental to learning. This shows that time spent on social media per day has a positive effect on the academic performance of students.

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### INTRODUCTION

Since the advent of the internet in the 1990s, many other functionalities have been invented among which are the numerous social media platforms. Social networking became popular between 2004 and 2006 after Facebook and Myspace were created (Owusu-Acheaw & Larson, 2015). All around us we see the numerous advantages that we enjoy as a result of the advent of social media. Connectivity has become much easier as individuals can meet and become deeply connected with people across the world without physically meeting them.

Social media is then defined as any use of the internet, either web or application, to transfer photos, videos and messages between one or more persons instantly without respect to geographical distance. According to (Jamil, et al., 2020), social media is defined as producing, sharing, and collaborating content online. For this study, social media platforms include Facebook, WhatsApp, Twitter, Wikipedia, Instagram and Telegram.

Social networking sites and applications are widely used by students. They spend a lot of their time on these sites as a part of their daily lives (Kolhar, Kazi, & Allameen, 2021). Studies revealed that among

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the various age groups of people, young people are among the most using social networking. Teenagers and young adults have especially embraced these sites as a way to connect with their peers, share information, reinvent their personalities, and showcase their social lives (Boyd & Ellison, 2007). The use of smartphones and other technological devices in lecture halls and all around campus is now commonplace in the 21<sup>st</sup> century.

This has resulted in many aspect of the life of a student to be affected both positively and negatively. Many studies have suggested a detrimental effect of social media on academic performance relating it to decreasing learning abilities, dropping homework completion, and worsening academic achievements (Jamil et Al, 2020). The purpose of this study is to examine the effect of social media on the academic performance of student in the school of ICT Federal Polytechnic Bida, Niger state Nigeria.

Studies have shown that excessive use of social media has serious effect on the overall quality of life in the 21<sup>st</sup> century. The academic performance of students is not exempted (Abdullahi, Musa, Abubakar, & Yusif, 2020). Research shows that between 2010 and 2019, the most downloaded apps on smartphones were all social media applications such as Facebook, WhatsApp and Instagram(Jain, 2019).This shows that social media is now the centre of gravity around which the average youth revolves. The growing concerns of how much more social media platforms are going to be launched in the nearest future calls for a research into how the existing social media platforms are affecting the academic performance of students. In the school of ICT, federal polytechnic Bida, many speculations exist as to what the factors might be that directly affects the academic performance of students. This study is an attempt to test if the use of social media on campus during academic sessions is one of the factors that affect the performance of students.

#### **Aim and Objectives of the Study**

The aim of this study is to examine the effect that social media is having on the academic performance of students. The specific objectives undertaken to meet this aim are as follows;

1. To examine the effect of social media on the academic performance of students.
2. To identify the positive and negative effects of social media on students

#### **Research Questions**

1. Does the use of social media have any effect on the academic performance of students?
2. Does time spent on social media have any effect on the academic performance of students?

#### **Research Hypothesis**

H<sub>01</sub>: Time spent on social media invariably affects academic performance

H<sub>02</sub>: There is a relationship between social media and academic performance

#### **LITERATURE REVIEW**

In other to gain more understanding about the effect of social media especially on the academic performance of students, we reviewed a few material on the subject.

More generally, Social media refers to the means of interaction among people in which they create, share, exchange and comment among themselves in different networks (Peter, 2015).Social media are a collection of internet websites, services, and practices that support collaboration, community building, participation, and sharing".(Junco , Heiberger, & Loken, 2010). The advanced and improved usage of social media platforms such as Facebook has become a worldwide phenomenon for quite some time (Mensah & Nizam, 2016). Social media has made the concept of the world as a global village to actually hold firm in the minds of people. Social media spans and cuts across news sharing platforms such as CNN, social networking platforms such as Facebook and social video and photo sharing platforms such as Instagram.

Previous research proves that social media is used by young people the most. Jamil, et al., (2020) pointed clearly that among youth, the teenage group was more addicted to social media. They spend a lot of their time on these sites as a part of their daily lives.(Kolhar, Kazi, & Allameen, 2021). Azizi, Soroush, & Khatony (2019) in their studies revealed that among the various age groups of students, university students are among the most using



social networking. A share 93.4% of students in a survey by (Owusu-Acheaw & Larson, 2015) attested to having a mobile phone and 85% of them have access to internet connectivity. This solidifies the fact that social media is part and parcel of the life of students at all levels. 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 (Nielsen, 2012).

Many studies have established the fact that social media has both positive and negative effects on the academic performance of student. Social media can be a good outlet to deal with academic frustrations, especially if the students are in contact with another student that is having the same problem (Heffner, 2016). Students interact and meet one another over these different social mediums and this can prove useful for increased educational collaboration on projects and research work. From their research work, (Mensah & Nizam, 2016) confirmed that there is a negative and significant influence of time appropriateness on social media platform and students' academic performance. With regard to the purposes for which social media platforms were used, only 1% of the students used social media for academic purposes (Kolhar, Kazi, & Allameen, 2021). This means that students that spend more time on social media platforms for mere casual chats are most likely to see a drop in their academics performance (Mensah & Nizam, 2016). Talaue, Alsaad, AlRashaiden, AlHugail, & AlFahhad (2018) pointed that concerning the positive effect of social media 60% of respondents agreed that social media had positive effect on their academic performance. In a research conducted by Asemah, Okpanachi, & Edegoh, (2013) titled "Influence of social media on academic performance among undergraduate students of Kogi State University Anyigba Nigeria", they came to the conclusion that student's exposure to social media has direct negative effect on academic performance. Studies show that social media has been linked to increasing career development (Heffner, 2016)

Academic achievement has proven to shape the future of most students as it is a clear-cut way to determine if the student is fit for certain job opportunities or even higher

academic institutes of learning. Due to this singular observation, concerns are hereby raised as to how social media companies can come up with future features that can help checkmate and regulate the student's use of these platforms especially in academic environment.

## METHODOLOGY

To test the hypotheses of the study, quantitative method was chosen for the research. Data was gathered from both primary and secondary sources. Primary data came from respondents in the four departments in the school of information and communication technology namely, the departments of Mass Communication, Office Technology Management (OTM), Library Science and Computer Science. The school of ICT has a population of about 4,000. Using a 95% confidence level and  $\pm 7$  precision level, the required sample size is 194 (Isreal, 1992). In all, 205 responses returned due to time constraint (Adam, 2020). The questionnaire contained questions adapted from the previous study questionnaires such as the work of (Abdullahi, Musa, Abubakar, & Yusif, 2020), (Owusu-Acheaw & Larson, 2015) and (Kolhar, Kazi, & Allameen, 2021). The survey was designed to determine the effect of social media usage on academic performance and the amount of time spent on social media. Secondary data came from previous studies, literatures, books and electronic materials strictly relating to the current study at hand.

A Google form was deployed as the instrument for administering the questionnaires very quickly and effectively. The link to the form was shared in the class WhatsApp group chats of all the various department as a primary means to accurately determine the number of students that actively use social media. Verbal sensitization was also employed to create sufficient awareness about the research.

Analysis of the collected data was done using the Statistical Package for Social Science (SPSS) and the result shown in tables with corresponding frequencies and percentage. Descriptive tests and Correlation was employed to analyse the data. Microsoft Excel was used to generate the spreadsheet data directly from google forms for proper import



into SPSS and Microsoft Word was used for proper word processing.

## RESULTS AND DISCUSSION OF FINDINGS

A total of 205 responses were gotten from the questionnaire. 179 were responses

gotten from the online questionnaire while 26 respondents did not have smartphones thus had not used social media since being admitted into the Polytechnic. Given below are the results gotten from the 179 responses.

**Table 1:** Table of Population

What department are you in the school of ICT?				
	Frequency	Percent	Valid Percent	Cumulative Percent
Computer science	72	40.2	40.2	40.2
Mass communication	60	33.5	33.5	73.7
OTM	44	24.6	24.6	98.3
Library and information science	3	1.7	1.7	100.0
Total	179	100.0	100.0	

Field Data 2021

Table 1 shows that 72 of the respondents representing 40.2% are in computer science, 60 of the respondents representing 33.5% are within in mass communication, 44 of the respondents

representing 24.6% are in O. T. M., while 3 respondents representing 1.7% are from library and information science department. This implies that majority of the respondents are in computer science department

**Table 2:** Level of Study

Level of Study				
	Frequency	Percent	Valid Percent	Cumulative Percent
National Diploma	91	50.8	50.8	50.8
Higher National Diploma	88	49.2	49.2	100.0
Total	179	100.0	100.0	

Field Data 2021

Table 2 shows that 91 of the respondents representing 50.8% are National Diploma students while, 88 respondents

representing 49.2% are Higher National Diploma students. This implies that majority of the respondents are National Diploma students

**Table 3:** Academic Achievement of Respondents

Academic Achievement of Respondent				
	Frequency	Percent	Valid Percent	Cumulative Percent
Distinction	22	12.3	12.3	12.3
Upper	74	41.3	41.3	53.6
Lower	58	32.4	32.4	86.0
Pass	25	14.0	14.0	100.0
Total	179	100.0	100.0	

Field Data 2021

Table 3 shows that 22 of the respondents representing 12.3% have distinction, 74 of the respondents representing 41.3% have upper, 58 of the respondents

representing 32.4% have lower while 25 respondents representing 14.0% have pass as their academic achievement. This implies that majority of the respondents have upper.



**Table 4:** Time spent on social media platforms daily

How many hours a day do you spend on these Social Media platforms?					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Less than 1 hour	8	4.5	4.5	4.5
	2-3 hours	51	28.5	28.5	33.0
	4-5 hours	99	55.3	55.3	88.3
	6 and above	21	11.7	11.7	100.0
	Total	179	100.0	100.0	

Field Data 2021

Table 4 shows that 8 of the respondents representing 4.5% spend less than 1 hour, 51 of the respondents representing 28.5% spend 2-3 hours, 99 of the respondents representing 55.3% spend 4-5

hours, while 21 respondents representing 11.7% spend 6 hours and above on social media platforms. This implies that majority of the respondents spend 4-5 hours on social media daily.

**Table 5:** Social media networks distract me from my studies.

Social media networks distract me from my studies.					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly agree	115	64.2	64.2	64.2
	Agree	41	22.9	22.9	87.2
	Disagree	22	12.3	12.3	99.4
	Strongly disagree	1	.6	.6	100.0
	Total	179	100.0	100.0	

Field Data 2021

Table 5 shows that 115 of the respondents representing 64.2% strongly agree that social media distracts them from their studies, 41 of the respondents representing 22.9% agree, 21 of the

respondents representing 12.3% disagree, while 1 respondents representing 0.6% strongly disagree. This implies that majority of the respondents strongly agree that social media distracts them from their studies.

**Table 6:** How useful is social media for learning?

How useful is social media for learning?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very useful	63	35.2	35.2	35.2
	Somewhat useful	102	57.0	57.0	92.2
	Not useful	14	7.8	7.8	100.0
	Total	179	100.0	100.0	

Field Data 2021

Table 6 shows that 63 of the respondents representing 35.2% of respondents find social media very useful for learning, 102 of the respondents representing 57.0% find it somewhat useful, while 14

respondents representing 7.8% find it not useful. This implies that majority of the respondents find social media as a useful tool for learning.

**Table 7:** Active social media channels

Which social media channels are you most active on?					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Facebook	73	40.8	40.8	40.8
	WhatsApp	51	28.5	28.5	69.3



Which social media channels are you most active on?					
		Frequency	Percent	Valid Percent	Cumulative Percent
	YouTube	9	5.0	5.0	74.3
	Wikipedia	41	22.9	22.9	97.2
	Instagram	4	2.2	2.2	99.4
	Telegram	1	.6	.6	100.0
	Total	179	100.0	100.0	

Field Data 2021

Table 7 shows that 73 of the respondents representing 40.8% of respondents use Facebook, 51 of the respondents representing 28.5% use WhatsApp, 9 of the respondents representing 5.0% of respondents use YouTube, 41 of the respondents representing 22.9% of

respondents use Wikipedia, 4 of the respondents representing 2.2% of respondents use Instagram, while 1 respondents representing 0.6% use Telegram. This implies that majority of the respondents use Facebook as the primary social media channel they are active on.

**Table 8:** Use of study material gotten from social media

I use materials gotten from social media platforms to complement what I have been taught in class.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	49	27.4	27.4	27.5
	Agree	73	40.8	40.8	68.0
	Disagree	45	25.1	25.1	93.3
	Strongly disagree	12	6.7	6.7	100.0
	Total	179	100.0		

Field Data 2021

Table 8 shows that 49 of the respondents representing 27.4% strongly agree that they use study materials gotten from social media to complement lessons taught in class, 73 of the respondents representing 40.8% agree, 45 of the respondents representing 25.1% disagree, while 12 respondents representing 6.7% strongly disagree. This implies that majority of the respondent's agree that they use study materials gotten from social media to complement lessons taught in class.

From the responses given by respondents when asked about which social media platform they use the most, results showed clearly confirms the finding of Owusu-Acheaw & Larson, (2015). Respondents were also found to use Facebook and WhatsApp the

most. A follow up question geared at finding out how many hours respondents spend on Social media daily showed that majority spend 4-5 hours on social media daily. This puts in question how many hour will be effectively spent studying academic materials.

The Academic performance of students from this study shows a significant improvement compared to the outcome of previous studies. Majority of the students, 53.6% of respondents, had upper and distinction. When asked about the usefulness of social media to learning, a whopping 35.2% admitted that social media is very instrumental to learning. This showed that social media is gradually being utilized for positive academic purposes.



## TEST OF HYPOTHESIS

**Table 9:** Correlation result on Time spent on social media invariably affects academic performance

Correlations			
		Academic Achievement	Time Spent daily
Academic Achievement	Pearson Correlation	1	.080
	Sig. (2-tailed)		.284
	N	179	179
Time Spent daily	Pearson Correlation	.080	1
	Sig. (2-tailed)	.284	
	N	179	179

\*. Correlation is significant at the 0.01 level (2-tailed).

From Table 9 above, there is a low and negligible positive relationship between the dependent variable (Academic Achievement) and the independent variable (Time Spent daily) is significant at a 0.01 level. This indicates that time spent daily on social media

has negligible effect on academic achievement of students. This is a huge deviation from the results of previous research which concluded that time spent on social media has a negative effect on academic performance. There is need for more recent study to establish this is a fact.

**Table 10:** Correlation result on There is a relationship between social media and academic performance

Correlations			
		Academic Achievement	usefulness of social media for learning
Academic Achievement	Pearson Correlation	1	.176*
	Sig. (2-tailed)		.018
	N	179	179
usefulness of social media for learning	Pearson Correlation	.176*	1
	Sig. (2-tailed)	.018	
	N	179	179

\*. Correlation is significant at the 0.05 level (2-tailed).

From Table 10 above, there is a very low and positive relationship between the dependent variable (Academic Achievement) and the independent variable (usefulness of social media for learning) is significant at the 0.05 level. This indicates that the use of social media has a low effect on academic achievement of students.

## CONCLUSION

This study has revealed that majority of the students in the school of ICT, federal polytechnic, Bida find social media useful to academic learning. Pearson correlation analysis showed that there exist a low positive relationship between the use of social media and the academic performance of students. This indicates that students are only beginning

to explore social media as a factor that can have a positive effect on their academic performance. Although social media has invariably become interwoven with the student's life in an inseparable way due to the amount of time spent daily on it (4-5 hours), it has a minimal but positive effect on their academic performance. This implies that social media if utilized properly will have a huge positive impact on the academic achievements of students in the school of ICT in the nearest future.

## RECOMMENDATIONS

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



1. More diverse research needs to be done to pinpoint the factors that are responsible for the academic performance of students in the school of ICT
2. Students should be thoroughly oriented on the influence of Social media on their academic performance as part of their initial orientation program when they gain admission into the polytechnic.
3. Lecturers should look into innovative ways to use social media as a tool to administer academic learning to the students as is the case in advanced institutions in other advanced nations.

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