

Relationship between Social Media Use and Undergraduate Students' Academic Achievement in Federal College of Education, Yola, Adamawa State, Nigeria

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Abstract

The study investigated the use of social media among undergraduate students in Federal College of Education, Yola and its relationship with academic achievement. A sample of 160 students were selected through stratified random sampling. A social media use and students' academic achievement questionnaire was developed, the instrument was validated and the reliability index of 0.79 was obtained. Data collected were analyzed using simple percentages to answer the research questions and one-way Anova was used to test the hypothesis at .05 level of significance. The finding showed that, Facebook, WhatsApp and Instagram are the most commonly used social media by the students. The findings revealed that male students use social media more than the female students except for 'Twitter' and 'Instagram'. It also revealed that social media use by the students did not affect their academic achievement. Finally, it recommended that social media should be used with caution.

Keywords: Social Media, Undergraduate, Students, Academic Achievement.

Introduction

The internet is more than just a means of searching information. People have revealed that the internet can be used to connect with other people for business or commercial purposes, to make new friends or to bring back all friends and long lost relatives. The latest example of new communication technology usually used by students is social media, also known as social networking sites. The emergence of social media simplified the process, because they do not call for advance internet knowledge or experience and are make up a wide array of different formats and topics. This means that anyone can connect through social media (Sudha and Kavitha, 2016).

Social networking has become a common international trend which has spread across almost every corner of the world. It is not only been used by the working people but also there is a heavy increase in the use of social media by the students or education society (Raut and Patin, 2016). Social networking sites such Facebook, WhatsApp, Twitter, Youtube among others are the latest examples of communication technologies that have widely – adopted by students and, subsequently have the potential to become a valuable resource to support their educational communication and collaborations with their colleagues and lecturers. Thus, if social media is used in a positive way, it can help students and youth to get knowledge that can be used to improve their academic achievement.

Statement of the Problem

The evolution of technology tremendous growth of internet usage has impacted highly on undergraduate students' development especially on how they socialize and interact. Over the years, social networking among students has become more and more popular. It is a way to make connections, not only on campus but with friends outside the school. This is because students drive the feeling of gratification and satisfaction from social media usage and as such constantly hook on to the social media platforms to feel connected to other people who share similar interest, views, opinions and values as them (Sharma and Naik, 2020). However, students have revealed that the excessive use of social media platforms can have a direct influence on students habits and thus, on the academic achievement of students. This is because the recognition and ease usage of social media platform that include Facebook, Twitter, WhatsApp, Youtube, Instagram among others by students especially from tertiary level has diverted most of their attention from class to media networking, and addiction that is now causing advance effect on their performance. Thus, social media platforms have both positive and negative effects. It is against this background, that this study is being conducted to ascertain the relationship between Social Media Use and Undergraduate Students' Academic Achievement in Federal College of Education, Yola, Adamawa State, Nigeria.

Theoretical Framework

This study can be explain using the Time Displacement Theory (TDT). Time Displacement Theory has propounded by Maxwell Mc Combas. The basic tent of the theory is that, people to have limited amount of time to do a particular thing. Increase amount of time on a particular activity will displaces other activities (Mutzroberts and Vanveuren, 2013). According to Newman, 2016 when people increase the time engaging on social media, time sacrifice have to be made in other areas such as time spent on study and doing homework. In terms of students use of social media platform Kim, 2011 opined that time displacement may happen because social medial which entertain young people with stimulating images as well as visual and auditory effects is more attractive and immediately gratifying than school-related activities. This theory is applicable to this study because it is anticipated that tertiary school students' use of the social media for educational purposes may affect their academic achievement positively while the non-educational use of the social media especially recreational use, may negatively affectively affect students' academic achievement.

Objectives of the Study

The objectives of the study were to:

1. Identify the various social networking sites commonly used by the students.
2. Assess the regular use of social media use by the undergraduate students.
3. Determine the relationship between social media use and the undergraduate students' academic achievement.

4. Determine gender difference in social media use by the undergraduate students.

Research Questions

The following research questions were answered in the study;

1. Which of the social media sites do the undergraduate students use more?
2. How regular do the undergraduate students' use the selected social media?
3. Which of the gender among the undergraduate students use social media more?

Research Hypothesis

One null hypothesis was tested in the study.

Ho₁: There is no significant relationship between the use of selected social media and the undergraduate students' academic achievement.

Review of Related Literature

The use of social media platforms such as, Facebook, Twitter, WhatsApp, Instagram among others has become a worldwide phenomenon for quite sometimes. Though it starts as hobby for several computer literates', individuals have turned it to a social norm and existence style for students around the world (Mensah and Nizam, 2016). The emergence of social media simplified means of searching information because they do not call for advanced internet knowledge or experience and are made up of a wide array of different formats and topics. This means that anyone can connect through social media, Sudha and Kavitha in (Mushtap, 2018).

Social networking sites are those internet systems that have at their heart, the personalized profile (Tapscott and Williams in Ebele, 2014). Neal, (2012) stated that the term social media relates to the many easy to use services that anybody can use to interact with other people online such as Facebook, YouTube, Twitter, Myspace, WhatsApp, Google+, 2go, Yahoo, Linkedin, and so on. Therefore, using social media services enable the individual to create online presence very easily as signing up for Facebook and Twitter account, subsequently create our own content on the web within minutes.

The dynamic nature of these technologies enables users to have an open access to knowledge and contribute local content on the social network space. Social media exploded as a category of online discourse which enables people to create contents, share them, bookmark them and network at a prodigy's rate (Jha and Bhardwaj, 2012). This has breached the gab that existed in communication where people had to rely solely on traditional methods such as letters and phone calls as a mode of getting in touch with friends and relations. And additional benefit of social technologies provided on the internet is that they are frequently free or require marginal investment, thereby eliminating potential barriers to adoption (Brown, 2012).

Addiction to the use of social media has extremely increased in recent times. The perils of its effects on the academic achievement of the over-involved students is disturbing. Academic achievement which is depicted by the grades of students is of great concern to

students that spend excessive time on social network, become dependent on it and it is believed that their academic achievement diminishes proportionally Mushtap (2018). It is perceived that school grades will suffer when spending too much time on social media sites such as Facebook, Twitter and 2go as valuable study time is lost (Kubey 2001). However, for the purpose of this study, social media is captured within the use of internet through Facebook, WhatsApp, 2go, Twitter, Google+, Myspace, Badoo, Youtube as well as Yahoo Messenger for communication sharing of ideas, sharing of photos and videos by users. According to Konates et al (2011), students use Facebook and other channels to develop their identities and opinions on various issues such as politics, religion, economy and workers as well as to pioneer and develop intimate relationships"

Empirical studies showed mixed results with regard to the impact of social networks on academic achievement. Studies have found that the participation of students in social networks may have both positive and negative impacts on their academic achievement. Mahmood and Taswir (2013) found that "the use of social media networks and the internet is one of the most important factors that can influence educational achievement of students positively or adversely".

Omorogbe and Iguodala (2018), posited that, students engage in social networks to make friends and connect with people; both male and female students engage in social network; students have access to phones, computers and other communication devices and the internet. Facebook is the most popular social network used by more students. Flad (2010) investigated the influence of social network with gender. The result revealed that there is no disparity in gender involvement in social networking. The view is shared by Chris (2015) who observed that, "gender variations in the use of social media is not prominent, it is closely similar". Eke, Omekwu and Odoh (2014), reported that mostly, all students use social networking sites in interaction with friends, connecting to their classmates for online study and for discussing serious national issues and watching movies. There are also laudable benefits of using social networking sites and dangers associated with social networking.

Ahmed and Qazi (2011), found that social network sites promote interactions among students and teachers. It was observed by Wang (2011) that impact of social platforms rest on the degree of usage. Mensah and Nizam (2016) revealed that there is a positive and significant relationship between friend people connections and students' academic achievement. This is so because students can form study group which facilitates better means through which students improve on their studies. Also, lecturers can connect with students to provide and ready study materials can be helpful and useful to students. Thus, there is a positive and significant influence of Nature of Usage with students' academic achievement. Anne (2011) states that social networking sites provide and avenue for students join to interesting groups that allow them to learn new skills in area of their choice. Yunus and Salehi (2012), argued in the same direction that, students gained more vocabulary, improved their writing skills and reduced their spelling mistakes through social media usage. In fact, as an educational tool, social media enriches learning by giving both

students and Teachers the opportunity to connect in new and very existing ways thereby encouraging flexible mode of learning. It is stated that flexible learning expands the choice on what, when and how people learn. It supports different styles of learning including E-learning which is highly patronized across the globe (Pappas, 2013).

According to the study of Owusu, Acheaw and Larson (2015), it was revealed that the use of social media had affected the academic achievement of their respondents' negatively and further revealed that most of their respondents use social media sites to chat rather than for academic purpose. Asemah and Okpanachi (2013), found out that, the exposure of students in social media have effect on their academic achievement. Evidence showed that social media have negative influence on the academic achievement of students. Students who spend more time on social media are likely to perform poorly in their academics, this is because instead of reading books, they spent time chatting and making friends via social media. This will definitely have negative effect on their academic achievement. Mingle and Adams (2015) asserted that majority of respondents experienced negative effects poor grammar and spelling, late submission of assignments, less study time and poor academic achievement because of too much use of social media networks.

Moreover, Heffner (2016), conducted a study on undergraduates at Rowan University, USA. The results revealed that social media do not have a positive effect on the students' academic achievements. Because the student GPA decreased as much as they were engaged in social media. In another study, Mushtap (2015) discovered social media as a factor in the lacking of habits of reading newspaper among students and it may cause them to lose much advantageous information of the newspapers.

Karpinski in Mensal et al (2016) stated that social media has a negative association with students' academic achievement which is much greater than the advantages derived from the use of social media platform. People around the globe have been addicted to the internet which has given rise to more students using social media more often than before. Karpinski in Mensah et al (2016) revealed that Social Media platforms users usually devote lesser time to their studies as compared to non-users, subsequently get lower GPA. Thus, social platforms have negative impact on students.

Moon (2011), in a study on "impact of Facebook on undergraduate academic achievement, averred that social media have a negative impact on students. According to the result, the more students use Facebook, the more it affects their academic achievement. Similarly, Oye, Mahamat and Rahim (2012) noted that, most younger students use social networking sites mainly for socializing activities, rather than for academic achievement.

Also, Yeboah and Ewur (2014), revealed that social media networks such as, WhatsApp, distracts students' academic life and affects their concentration during classes and learning period. The attitude of the FCE, Yola undergraduate students in downloading information and submitting such internet materials unedited for assignment, show how they incline to social media. It is in the light of these development, the researchers investigated the social media use and the academic achievement of undergraduate students in Federal College of Education, Yola.

Method

Design

The study adopted descriptive survey design, because the research studied the peculiar characteristics of the population using representative sample of the population for possible generalization on the entire population (FCE, Yola undergraduate students).

Participants

The population of the study was one thousand six hundred and ten (1,610) undergraduate students in four (4) participating schools in the college. A stratified random sample of one hundred and sixty (160) students (80 males and 80 females) participated in the study with forty (40) students from each of the schools: Arts & Social Sciences, Languages, Sciences and Vocational Education.

Instrument

The instrument used to collect data for the study was a self-designed questionnaire by the researchers titled "Social Media use and Undergraduate Students' Academic Achievement Assessment Questionnaire (SMUAUSAPAQ)". The questionnaire was subjected to validation by experts in the school of General Education, Federal College of Education, Yola and in Modibbo Adama University of Technology, Yola. It consisted of Section A, Bio-data of the respondents, Section B, Types of Social Media used by the undergraduate students, Section C reasons for Social Media use by the undergraduate students in FCE, Yola, Section D, Time spend on Social Media by Undergraduate students, Section E, regularity in using Social Networks and Section F, The first semester 2018/19 Academic Achievement (in GPA) of the Students in Education (since education is common to all the students).

The participants were asked to respond to by items ticking (✓) Agree to disagree, Yes or no and very often, often and never. The questions were arranged according to the arrangement of the objectives of the study. The Cronbach's Alpha reliability of 0.804 and 0.955 were obtained for sections B and C of the instrument respectively. Frequency counts and percentages were used in answering the Research Questions while Analysis of Variance (ANOVA) was used to test the hypothesis.

Results

Research question 1: Which of the social media sites do the undergraduate students use more?

Table 1: Social media networks used by students

Networks	Yes		No		Decision
	Freq	%	Freq	%	
Facebook	160	100	0	0.0	In use
WhatsApp	160	100	0	0.0	In use
2go	10	6.2	150	93.5	Not in use
Twitter	84	52.5	76	47.5	In use
Google+	160	100	0	0.0	Not in use
YouTube	83	51.9	77	48.1	In use
Linkedin	5	3.1	155	96.9	Not in use
Instagram	83	51.9	77	48.1	Not in use
Tumblr	0	0.0	160	100	Not in use
Qzone	0	0.0	160	100	Not in use
Beboo	0	0.0	160	100	Not in use
My Life	0	0.0	160	100	Not in use
Yahoo	0	0.0	160	100	Not in use
My Space	0	0.0	160	100	Not in use
Frienstar	0	0.0	160	100	Not in use

Table 1 above revealed that out of the 15 selected social media networks, the students use eight more regularly. These are: Facebook, WhatsApp, Twitter, Google+, YouTube, Instagram, 2go and LinkedIn. The table showed that six of these were used on regular basis by the students, since three were used by all the students (Facebook, WhatsApp & Google+) while the other three (Twitter, YouTube & Instagram) are used by above 50% of the participants. However, two sites (2go and LinkedIn) are only used by 6.2% and 3.1% of the participants respectively. It also showed that other networks in the outline are not used by the students. These are: Tumblr, Qzone, Beboo, My Life, Yahoo, My Space & Frienstar.

Research question 2: How regular do the undergraduate students' use the selected social media?

Only two item statements were asked in this respect:

1. Do you use Social Networks regularly? 51 (31.9%) out of 160 participants said "no" while 109 (68.1%) said yes to the question. This means 68.1% of the participants were regular at using social media.
2. How often do you use Social Networks? The responses required here are at three levels; "often, very often and never". 50 (31.2%) participants said they use the social media very often, 110 (68.8%) participants use the media often, while no participant said "never" to the use of social media. To buttress this, 27 (16.9%) of the participants said they have been using social media networks for 1-2 years, 50 (31.2%) said 3-4 years and 83 (51.9%) said they have been using the social networks for over 4 years now.

Research question 3: Which of the gender among the undergraduate students use of the social media more?

Table 2: Crosstab on Gender & Social Media use

Items	Male				Female			
	Yes		No		Yes		No	
	Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)
1.	80	(100)	0	(0.0)	80	(0.0)	0	(0.0)
2.	80	(100)	0	(0.0)	80	(0.0)	0	(0.0)
3.	0	(0.0)	80	(100)	0	(0.0)	80	(100)
4.	53	(66.3)	27	(33.77)	30	(37.5)	50	(62.5)
5.	80	(100)	0	(0.0)	80	(100)	0	(0.0)
6.	53	(66.3)	27	(33.7)	30	(37.5)	50	(62.5)
7.	0	(0.0)	80	(100)	0	(0.0)	80	(100)
8.	6	(7.5)	34	(92.5)	9	(11.2)	71	(88.8)
9.	0	(0.0)	80	(100)	0	(0.0)	80	(100)
10.	0	(0.0)	80	(100)	0	(0.0)	80	(100)
11.	0	(0.0)	80	(100)	0	(0.0)	80	(100)
12.	0	(0.0)	80	(100)	0	(0.0)	80	(100)
13.	0	(0.0)	80	(100)	0	(0.0)	80	(100)
14.	0	(0.0)	80	(100)	0	(0.0)	80	(100)
15.	0	(0.0)	80	(100)	0	(0.0)	80	(100)

Table 2 above revealed that there is no significant difference between the male and females in the use of social media among the undergraduate students. However the table showed that 'Twitter' and 'YouTube' are patronized more by the male students than their female counter parts as 53 (66.3%) of the male participants use both Twitter and YouTube as against 30 (37.5%) among the female students.

Hypothesis (H₀₁): There is no significant relationship between the use of selected social media and the undergraduate students' academic achievement.

Table 3: Relationship between reasons for using social media and academic achievement:
ANOVA SUMMARY

Variable	source	Sum of Squares	df	Mean Square	F	Sig.	Decision at 0.05
reason1	Between Groups	.000	4	.000	.	.	Significant
	Within Groups	.000	155	.000			
	Total	.000	159				
reason2	Between Groups	1.771	4	.443	.531	.713	Not significant
	Within Groups	129.204	155	.834			
	Total	130.975	159				
reason3	Between Groups	.295	4	.074	.219	.927	Not significant
	Within Groups	52.080	155	.336			
	Total	52.375	159				
reason4	Between Groups	1.430	4	.357	.416	.797	Not significant
	Within Groups	133.314	155	.860			
	Total	134.744	159				
reason5	Between Groups	1.179	4	.295	.335	.854	Not significant
	Within Groups	136.321	155	.879			
	Total	137.500	159				
reason6	Between Groups	1.771	4	.443	.466	.760	Not significant
	Within Groups	147.204	155	.950			
	Total	148.975	159				
reason7	Between Groups	.182	4	.045	.446	.775	Not significant
	Within Groups	15.793	155	.102			
	Total	15.975	159				
reason8	Between Groups	2.204	4	.551	.601	.662	Not significant
	Within Groups	141.990	155	.916			
	Total	144.194	159				
reason9	Between Groups	1.430	4	.357	.416	.797	Not significant
	Within Groups	133.314	155	.860			
	Total	134.744	159				
reason10	Between Groups	2.204	4	.551	.689	.601	Not significant
	Within Groups	123.990	155	.800			
	Total	126.194	159				
reason11	Between Groups	.682	4	.170	.688	.601	Not significant
	Within Groups	38.418	155	.248			
	Total	39.100	159				
reason12	Between Groups	2.728	4	.682	.688	.601	Not significant
	Within Groups	153.672	155	.991			
	Total	156.400	159				
reason13	Between Groups	3.342	4	.835	.885	.474	Not significant
	Within Groups	146.252	155	.944			
	Total	149.594	159				
reason14	Between Groups	.727	4	.182	.624	.646	Not significant
	Within Groups	45.173	155	.291			
	Total	45.900	159				

Table 3 revealed that, out of the 14 reasons for using social media only the first reason (I use

Social media network for interaction with friends with friends) showed that there is significant relationship with academic achievement of the students. All the rest p-values above 0.474 at .05 level of significance. This means that the students use of social media does not significantly affect their academic achievement.

Discussion

The study investigated the use of social media by the undergraduate students in Federal College of Education, Yola. The result from the study showed that Facebook, WhatsApp and Instagram are the most commonly used social media sites by the students. The finding corroborate the reports of previous studies by Quan-Haase and Young (2012) found that 82% of students reported logging into Facebook, WhatsApp and Instagram several times a day. The study was also inline with the findings of Hashem (2015) who revealed that, the platforms students use mostly include Facebook, Instagram, Twitter and Youtube.

The findings also revealed that there is a strong and positive relationship between academic Achievement and the use of social media. The finding contradicts the study of San Miguel (2009), who focused on the relationship between the use Facebook and academic achievement of student. The findings indicated that more use of Facebook result in lower grade. In his study, the average Facebook user have GPA of 3.5 – 3.5. While the non-Facebook user had a GPA of 3.5 – 4.0. also, the average Facebook user study for 1 – 5 hours per week, while the non-Facebook will study 11 – 15 hours per week. The study also revealed that there is no significant gender difference in the use of social media by the undergraduate student in the federal college of education Yola. However, the male student are leading the females in the use Twitter and Youtube. The finding was in line with Chris (2015) who Observe that, gender variation in the use of social media is not prominent, it is closely similar

Conclusion

The study investigated the use of social media by the undergraduate students in FCE, Yola, with a view to identify the social media that are commonly used and the relationship between their use of social media and their academic achievements.

Recommendations

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

1. The college should focus on making pleasant things useful – promoting social media networks as a tool not only for communication and entertainment but also for learning.
2. Students should try to use social media for academic purposes. They can like or share academic websites with Facebook, Google and follow academic Twitter websites.
3. Students should try to use more time in reading their books than social media surfing, because of the negative effect.

4. Social networks allowed their users to voluntarily restrict attendance on certain days, for example for students during a session.
5. Students themselves must realize all the potential harms from excessive use of social networks and responsively approach the learning and academic results.

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