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Usage of Social Media as Correlate of Academic Undergraduates' Performance in Oyo State, Nigeria

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Abstract

Social media is regarded as a thought-provoking theme as it plays an integral part in affecting students' academic performance. The study is a cross-sectional descriptive study involving students of the University of Ibadan, Oyo State, Nigeria. Multi-stage sampling technique was used to draw 300 respondents as sample size across the faculties in the institution. The results of the study showed that there was a moderately positive relationship between social media usage by the students and their academic performance $r(298) = 0.571$. The prevalence rate of social media use among students in the University of Ibadan is high with 64% and the motive for social media use was in the following order: communication at 70.3%, entertainment 70%, getting new information 56.7%, Education 53.7%, Event and news 50.7%, Friendship 53%, dating 51%, flirting 49.3% and working at 35.7%. The study concluded that social media, if the motive is mainly based on education, ensures healthier parent-teacher, and student- teacher relationship which consequently influence their academic performance and all the way to change the way our students will learn. It was therefore, recommended that there should be an increased awareness about the negative implications of social media use among students.

Key Words: Social media, Undergraduates, Academic performance, Social Networking.

Introduction

Students' academic performance is a critical area of interest for all educational institutions. This is because it contributes to the overall performance of an institution in terms of ranking among others. Investigation of factors related to the academic performance of students has become a topic of growing interest in the educational circle. According to statistics by National Bureau of Statistics (2016) as at September 2015, there were a total of 150,469,438 mobile subscribers in Nigeria. Of all users, a total of 97,212,364 had an Internet subscription. As a result, social media are becoming more

and more popular especially among students in Nigeria. Hanson (2000) reported that students' performance is affected by different factors such as social media. In terms of academic performance, academic performance, which is measured by the examination results, is one of the major goals of a school. Hoyle (1986) argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance. For instance, the educational performance of a student in chemistry

includes observable and measurable behavior of a student at any point in time during a course. Furthermore, it is very important to equate academic performance with the found behavior or expectation of accomplishing an exact performance of an academic intention in a study.

Kaplan and Haenlein (2010) define social media as “a group of web established applications that build on the ideological and technological foundations of networks. Over the years, the use of social media has become a more and more widespread entertaining activity in many countries internationally (Kuss and Griffiths, 2011). Individuals visit social media sites to engage in many different types of entertainment and social activities, including playing games, socializing, passing the time, communicating, and posting pictures (Allen, *et al*, 2014). Although, this has quickly become a normal modern phenomenon (Boyd and Ellison, 2007). Concerns have arisen regarding the potential addictive use of social media. In this day and age, social media has grown to be a brand new set of cool instruments for involving younger peoples. Social media is increasingly becoming popular among Nigerian students. As such it is generating interests and concerns among researchers, school authorities and parents as to their likely benefits and damages on students as they continued to adopt social media to cater for their social and informational needs. Researchers like Mehmood&Taswir (2013) believe that the use of technology such as social media is one of the most important factors that can influence educational performance of students positively or adversely. The various purposes for which student use social media have ignited inquiries in academic cycle. Regardless of this, whether the student is a teen, young adult, or old, social media users the all over the world use them for different reasons.

Social media provide users with facilities such as: promoting themselves in online environment and continuing to communicate with other users (Ellison, Steinfield& Lampe, 2007), for entertainment, education and information purposes (EzeahAsogwa&Edogor, 2013) and chatting (Owusu-Acheaw& Larson, 2015; Buhari&Ashara 2014). It is assumed in some quarters that the academic performances of students are facing a lot of neglect and challenges. There is a deviation distractions and divided attention between social media activities and their academic work. This may be as users continue to find them useful, comforting and amusing. The varieties of internet services related to social media (normally known as “internet 2.0”) incorporate the following:

Weblog: Weblogs or blogs, as they are branded, are conveniently created and updateable websites that enable authors to submit to the internet immediately, consequently enabling instructors and scholars to keep in touch without problems. Basically, a web publication is an internet journal wherein pages are generally displayed in reverse chronological order. Blogs may also be hosted at no cost on web sites reminiscent of phrase Press, Tumblr, and Blogger.

Wikis: A wiki is “a collective internet site the place any participant is allowed to switch any page or creates a brand new page using her internet browser.” Any person can add and edit what has already been released. One instance is Wikipedia, a free online encyclopedia that makes use of wiki technology.

Social bookmarking: Bookmarking web sites enable users to prepare and share links to websites. This enables users to produce a searchable customized internet. Examples include Reddit, encounter, and Digg.

Social network sites: Boyd and Ellison (2007) defined social network sites as public web-based services that allow users to develop a personal profile, identify other users with whom they have a connection, read and react to postings made by other users on the site, and send and receive messages either privately or publicly. These web-based services permit members to construct a public or semi-public profile within a bounded process. Among the many most widespread are facebook and LinkedIn.

Status update services: This style is also known as microblogging offerings, repute replace services equivalent to Twitter allow persons to share brief updates about individuals or activities and to see updates tweeted by others. These are a limited list which might be specified to revolution speedily, regularly might be by means of our possess contributions to the area. A part most deliberations of social media being perceived as both on the very straightforward or the very rational, emergent numbers of educationalists exploring and aspiring on this field are starting to bear in mind the viable significance, and positive implications of social media for schooling follow and curbing behaviors that are deviants. Social media represent a more and more fundamental context in one's academic day-to-day lives. Undoubtedly, some critics say social media is a self-networked acknowledging avenue serving as a critical website for sociality and identity cognizance in many individuals' lives. Then it appears altering nature of a student and youths, who're coming into an institution, will eventually see the value of social media in higher education in a practical sense, the attribute of social media reflects an enormously connected, collective and creative characteristics software which can be more flexible, fluid and accelerated in nature. Social media are consequently

associated with a multiplied tendency for younger men and women to multitask, to rely on a digital juggling of everyday hobbies and commitments. More subtly, the reason with young people associated with these emerging technologies is also associated with the autonomous nature of social media, allowing students increased control over the nature and form of what they do, as well as where, when, and how they do it.

Active and passive social media usage

The terms active and passive user is how a person uses distinctive capabilities on a social media network. Active usage entails new online engagement and interaction with other customers via the numerous points on a social media internet site, similar to commenting on one other user's walls, posting and sharing repute updates, and snapshots about one's lifestyles, and using the inbox or chat characteristic. Whereas an active participant would initiate these activities, a passive participant could be much less worried about the web elements and quite simply scroll up and down their or other customers' social media profiles. Askalani (2012) offers us a prototype for grouping participants by means of their exercise. Askalani divided members throughout four quadrants, which can be placed in keeping with the interplay between online publicity (low/high) and participation sort (passive/lively). Askalani describes a user being involved with the social media site but does this in the context of companies marketing products to people, not in relation to individuals connecting to each other to give and receive emotional support.

As aforementioned, it is pertinent to state that the foundation of this study is founded upon the fact that the concept of academic performance is delicate to students of an educational institution. Overtime, the standard has been watered down due to

factors that have been perceived to militate against academic achievement. Social media has been seen from studies to have impacted the African students negatively; students have also been carried away by the harmful usage. The influence of social media and many more factors makes the attainment of academic success challenging.

Indeed, we live in a digital ecosystem, and it is vital that educational institutions adapt. Social media and technology inclusive are making a great impact on a variety of industries; education majorly. To be fair and candid, social media has a positive impact on education, aiding students improve their academic performance. The use of social media channels like Facebook, Twitter, Instagram, and YouTube is highly beneficial for students as these channels allow them to stay up-to-date with the latest happening in their fields and, unearth cutting-edge researches. However, what can we say as regards the current falling of academic performance of students in Universities, leading to withdrawal, expulsion/suspension (as a result of exam malpractice) as well as poor Cumulative Grade Average.

According to Neuman (1991), when people increase the time they spend online engaging in social and/or recreational activities, time sacrifices will have to be made in other areas, such as time spent on studying, reading and doing homework. The performance of students every session has deteriorated due to seen and unforeseen factors. Thus, the rapid collapse in the performance of students has been a thing of concern and this could be attributed to misuse of social media; motive of its usage, time displacement (Mutz, Roberts and van Vuuren, 1993).

Rosen (2009) quoted in Kirschner and Karpinski (2009, p.4) declared as follows

about the modern generation of young people.

“Welcome to the Net Generation. Born in the 1980s and 1990s, they spend their days immersed in a “media diet” accumulating a fulltime plus overtime devouring entertainment, communication, and every form of electronic media. They are master multitaskers, social networkers, electronic communicators and the first to rush to any new technology. They were born surrounded by technology and with every passing year add more tools to their electronic repertoire. They live in social networks such as Facebook, MySpace, and Second Life gathering friends; they text more than they talk on the phone, and they Twitter the night away often sleeping with their cell phones vibrating by their sides”

Students performing below standard is becoming alarming as massive flooding out of students has become the order of the day. The social media has improved the social relations in a positive way is still a subject wrapped in controversy, but in this case, social media is seen to have been a challenging theme as it plays an integral role in affecting students’ academic performance.

It is evident that the mysterious nature of social media gives out the opportunity to interact with the broader world, air out deep-seated views and opinions, showcase pictures, platforms of displaying talents, and many more. This is a problem as it has captured the African child genuinely. Students are seen to be eating, walking, reading, and dialoguing, in some cases bathing while chatting. Thus, this study tried to examine the influence of social media on the academic performance of students in the University of Ibadan.

Methodology

The design for the study is a cross sectional descriptive study that was conducted among the University of Ibadan students. The research only entails the collection of data from the subjects of the study on samples of behavior as it affects them. Three hundred (300) students formed the sample size for the study. Multistage sampling technique was used in selecting respondents for the study. The first stage involves a random selection of ten (10) faculties out of the thirteen faculties of the University of Ibadan. That is, 76.9% of the entire population was selected. The second stage involved a systematic sampling of five (5) departments each from the faculty selected while the third stage involved a random sample of six (6) participants each from the selected department. On a whole, 300 respondents were selected. The instrument for data collection was the survey questionnaire. Each item in the survey questionnaires are intended to answer the research sub- problems. The survey questionnaire contains distinct, precise, refined and simple questions that enable the respondents to provide accurate information. Data on academic performance of students were obtained through a well structured questionnaire. The items were subjected to content validity and the reliability coefficient obtained through Cronbach Alpha was 0.90. Data collected were analysed using simple percentages and correlation.

Results and Discussion

The result from Table 1 depicts the test of significant relationship between social media and academic performance of tertiary institution students. Table 1 shows the relationship between social media and academic performance of students. It was observed that there was a significant positive relationship between social media and

academic performance $r(298) = 0.571$, $P < 0.05$. Thus the null hypothesis was rejected. This implied that the more the students interact with social media the better their level of academic performance especially if the motive behind the usage is educational base. Coefficient of determination ($r^2 = 0.326$) reveals that social media accounts for 33% change in the academic performance of tertiary institution students.

Social media from the findings of this study had a significant relationship with the academic performance of students. The findings corroborated with the result of Ezekiel (2013), who, showed that the undergraduate students of Kogi State University have access to social media and that the extent to which the students have access to social media is excellent. This is evident in the majority of the respondents who agreed to that always using media. These findings further show that Facebook is the social media network that is mostly used by the undergraduate students of Kogi State University. His study also noted that the exposure of students to social media has an effect on their academic performance. Ali *et al*, (2009) further stated that in general, it is the young people who become addicted to social media. He further elucidated that the addiction of youths to social media is becoming alarming. Guðrún (2015), in his finding, stated that social media addiction affects sleeping leading to severe cases of depression and psychosomatic symptoms. This is more evident among adolescents and young adults who spend time surfing the internet and connecting with a multiple of people on social media.

Table 2a shows that a relatively small percentage does not use social media at all for various things, while most of the students make use of social media for various activities. It was observed that there

is a high prevalence of social media use among students. i.e., students always make use of social almost all of the time for various purposes.

The most motivations for using social media among the students in the study were the search for Entertainment 70%, Get new information 56.7%, Communication 70.3%, Education 53.7%, Event and news 50.7%, Working 35.7%, Friendship 53%, flirting 49.3% and dating 51% and Working 36%, Hussain (2012) demonstrated that University students used such media for sharing their learning experiences with their colleagues and international community. Ezeah et al. (2013) study conducted in Nigeria found out that students use social media for purposes of getting entertainment, education/information. In the current study, (84%) believed that social media might lead to a decrease in social interactions. A study conducted by Okyeadie et al. (2016) among Malaysians students revealed that social media could either had a positive, negative or neutral effects on the academic performance of the students depending on the reason of use.

This can also be illustrated in the table below.

Table 2b shows that there is a high prevalence rate of social media use among students in Ibadan. Therefore, the prevalence rate of social media use among students in Ibadan is high, with 64%.

The prevalence of Social media was reported by a few studies. In our study, about (64%) of students use social media; these results were compatible with the findings of El-Khouly (2015), who stated that all the students used one or more social networking sites. The study was conducted among 387 students of a practical faculty (Faculty of Computers and Information, Helwan University) and estimates the effect

of Facebook on political awareness, private lives, and learning skills of students. Also, Kang et al. (2015) found that social media was widespread among students. The most used social media in our findings was WhatsApp (86.9%), Instagram (82.8%), and Facebook (90%). These findings were similar to a study conducted by Hussain (2012) among University students in Pakistan, which revealed that the majority (90%) of the students used Facebook. Also, Alfaris et al (2018) demonstrated that social media was also commonly used among students especially WhatsApp (87.8%), YouTube (60.8%) and Twitter (51.8%) for general use; while Youtube (83.5%), WhatsApp (35.5%) and Twitter (35.3%) for learning purposes. Again Aljabri et al. (2017) showed that the most commonly used sites among medical students at Jizan University in Saudi Arabia were Facebook (53%).

Table 3 showed the significant sites where students mingle on the social media space. WhatsApp ranked highest as the significant place and was followed by Instagram, Facebook, Twitter, LinkedIn, Youtube, Skype, Snapchat, Pinterest and Viber. These findings further show that Facebook is the social media network that is most used by the undergraduate students of Kogi State University. His study also noted that the exposure of students to social media has an effect on their academic performance. Ali *et al* (2009) further stated that in general, it is the young people who become addicted to social media. He further elucidated that the addiction of youths to social media is becoming alarming. Guðrún (2015), in his finding, stated that social media addiction affects sleeping leading to severe cases of depression and psychosomatic symptoms. This is more evident among adolescents and young adults who spend time surfing the internet and connecting with a multiple of people on social media.

Conclusion

Social media is a big part of our day to day life and there is no point of keeping it away from the education process just because of students' addiction or excessive time spent unnecessarily on social media by students. Students at higher institutions interact with social media for many motives inclusively; education. Thus ensuring healthier parent-teacher, and student- teacher relationship which consequently influence their academic performance and all the way to change the way our students will learn.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. The findings of the study should be used by teachers and scholars to help the public to know the right technique to adopt in modifying the negative influence of social media use among the students
2. The findings of the study should be made known to the public by organizing conferences, workshops, and seminars to inform the students at tertiary institution level, of the positive and negative effects of social media addiction. This will help sensitize students by making them aware of the merits of managing and coping with factors that can influence their performance.

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Table 1: Relationship between socia media and academic performance of students.

Variables	N	Mean	S.D	Df	r	Sig	P
Social	300	49.22	5.24	298	0.571	0.000	<0.05

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media							
Academic Performance	300	38.28	6.01				

Table 2a: Social media motives among students

s/n	Items	A	B	C	D	\bar{x}
1	Entertainment	210 70%	86 28.7%	4 1.3%	0 0%	3.67
2	Friendship	108 36%	88 29.3%	64 21.3%	40 13.3%	2.34
3	Education	211 53.7%	57 19%	16 5.3%	16 5.3%	2.75
4	Events and News	152 50.7%	92 30.7%	44 14.7%	12 4%	2.56
5	Get new information	170 56.7%	64 21.3%	58 19.3%	8 2.7%	2.92
6	Communication	161 70.3%	91 30.3%	40 13.3%	8 2.7%	3.11
7	Working	107 35.7%	103 34.3%	86 28.7%	4 1.3%	2.90
8	Playing	159 53%	137 45.7%	4 1.3%	0 0%	3.44
9	Flirting	148 49.3%	76 25.3%	68 22.7%	8 2.7%	2.97
10	Dating	153 51%	74 24.7%	61 20.3%	12 4%	2.80
		53%	28%	15%	4%	

Key: A = Always, B = Sometimes, C = Seldom, D = Never

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Table 2b: Prevalence of social media among students in Ibadan

Number of times students use internet	Grand mean	Level of prevalence	Frequency	Percentage
1-16		Low	21	7
17-32	29.46	Moderate	88	29
33-48		High	191	64

Table 3: Social media sites students Interact with

s/n	Social media sites	No	Yes
1	Instagram	53(18%)	246(82.8%)
2	Youtube	163(54.9%)	137(45.1%)
3	Snapchat	209(70.4%)	91(29.6%)
4	Twitter	42(13.1%)	258(86.9%)
5	Whatsapp	98(33.0%)	202(67.0%)
6	Skype	184(62.0%)	116(38.0%)
7	Viber	257(86.5%)	43(13.5%)
8	Pinterest	253(85.2%)	47(14.8%)
9	Linkedin	142(47.8%)	158(52.2%)
10	Facebook	62(19.9%)	238(80.1%)
11	Telegram	166(55.9%)	134(44.1%)
12	Facebook messenger	230(77.4%)	70(22.6%)