



Influence Of Social Media On Academic Performance Of Students In Tertiary Institutions Of Katsina State, Nigeria

Shuaibu, Nura¹; Sani, Mustapha² & Wada, Anas³

¹Department of Office Technology and Management,
Hassan Usman Katsina Polytechnic, Katsina, Nigeria
nura.shuaibu@hukpoly.edu.ng

²Department of Civil Engineering,
Hassan Usman Katsina Polytechnic, Katsina, Nigeria
mustaphasani31@gmail.com

³Department of Mass Communication,
Hassan Usman Katsina Polytechnic, Katsina, Nigeria
anaswada87@gmail.com

ABSTRACT

The study is on the influence of social media on the academic performance of students in tertiary institutions in Katsina State, Nigeria. Two research-specific purposes and two research questions guided the study. A descriptive survey research design was used for the study. The population of the study comprises all registered students of the 2021/2022 academic session in Hassan Usman Katsina Polytechnic, Katsina State. They are four thousand, three hundred (4,300), consisting of Three thousand three hundred and eight (3308) male students and Nine hundred and ninety-two (992) female students. The appropriate sample study was determined using Taro Yamane's formula which calculated to the nearest whole number 348. A structured 4-point questionnaire containing 20 items in two clusters was used in data collection. Data were analyzed using the SPSS version 23, descriptive statistics of mean and standard deviation were used to answer the research questions and a t-test was used in testing the hypotheses at a 0.05 level of significance. Findings revealed that social media use significantly influence the academic performance of students in tertiary institution and the students almost used all social media platforms. It was, therefore, recommended that, students should set limits on their social media usage and prioritize academic activities such as attending lectures, studying, and completing assignments and should be encouraged to use social media platforms for academic purposes and avoid excessive usage for entertainment purposes. Moreover, Tertiary institutions should provide awareness campaigns and workshops on the impacts of social media on academic performance and effective time management skills and should leverage these platforms to enhance communication and academic engagement with students.

Keywords: Influence, Social Media, Academic Performance, Students, Tertiary Institution.

INTRODUCTION

The issue of poor academic performance in Nigeria has been of much concern to all and sundry. The problem is much that it has led to the widely acclaimed fallen standard of education in Katsina state and Nigeria at large. A student's academic performance is an objective score of attainment after a specified instructional program. Academic performance refers to how students deal with their studies and how they

cope with or accomplish different tasks given to them by their teacher. Tuckman (as cited in Saba & Tarang, 2012), defined performance as the apparent demonstration of understanding, concepts, skills, ideas and knowledge of a person and proposed that grades clearly depict the performance of a student. Hence, their academic performance must be managed efficiently keeping in view all the factors that can positively or negatively affect their academic performance.

The performance of students in any academic task has always been of special interest to educators, parents, government and society at large. The primary concern of any educator who is entrusted with the responsibility of selecting students for any advanced training program in a given field is the ability to estimate as accurately and as early as possible the probability that such candidates will succeed or fail. Shah (2001) proposed that student users are affected by the internet and this impact is determined by the type of internet usage. They are positively affected by the informative use of the internet while having a drastic impact on the recreational use of the internet on them.

Social media is advantageous to both students and teachers if used as a tool for knowledge creation and dissemination (Daniel *et al.*, 2016). The increased use of Social Media has become an international phenomenon in recent years. What started as a hobby for some computer-literate people has become a social norm and way of life for people from all over the world (Boyd, 2007). Social networking among tertiary institutions students has become more and more popular over the years because it is a way to make connections between friends within and outside the institution. Due to this popularity, people begin to ask questions whether the performance of students is being influenced by how much time students spent on various sites of media (Stollak, Vandenberg, Burklund, & Weiss, 2011).

Social networking has a history of decades of communicating within societies to develop relationships with others (Dollarhide, 2019). With the advancement in technology and the evolution of the internet, communication modes became easy and it is now limited to fingertips to communicate throughout the globe using various social networking sites (SNSs) like Facebook, WhatsApp, MySpace, Twitter, LinkedIn and Google+. Social media sites are web-based services that allow people to present themselves to the world by creating an online profile. Creating an online profile allows a student to present him/herself through images, text, music, videos, business profile, religious thoughts and the like.

Statement of the Problem

The increasing availability and use of social media platforms among students in tertiary institutions in Katsina State, Nigeria has raised concerns about its potential impact on their academic performance. While social media has revolutionized communication and access to information, it has also been associated with numerous potential negative consequences such as reduced attention span, distractions, addiction, and poor academic performance.

Despite the increasing concerns about the impact of social media on academic performance, there is limited research on the specific influence of social media on the academic performance of students in Katsina State, Nigeria. Thus, there is a gap in knowledge regarding how social media usage patterns and behaviours among students in Katsina State impact their academic performance.

Moreover, the use of social media among students in Katsina State is often characterized by excessive use and addiction, which may negatively affect their academic performance. Additionally, the availability of affordable smartphones and data plans has made social media more accessible to students than ever before, and this may contribute to increased social media usage and potential negative effects.

Furthermore, there is a lack of understanding regarding the potential moderating effects of factors such as gender, age, academic discipline, and socioeconomic status on the relationship between social media use and academic performance among students in Katsina State, Nigeria. Therefore, there is a need to investigate the influence of social media on academic performance while considering these potential moderating factors.

In light of the above, this study aims to investigate the influence of social media on the academic performance of students in tertiary institutions in Katsina State, Nigeria. This study seeks to fill the gap in knowledge regarding the specific influence of social media on academic performance among students in Katsina State, while also exploring the potential moderating effects of factors such as gender, age, academic discipline, and socioeconomic status. The findings of this study may be useful in guiding the

development of policies and interventions aimed at promoting responsible social media use while minimizing its potential negative impact on academic performance among students in Katsina State, Nigeria.

Purpose of the Study

The main purpose of this study was to assess the Influence of social media on academic performance among students in tertiary institutions in Katsina State, Nigeria. Specifically, the study assessed;

- a. The factors that influence the relationship between social media usage and academic performance of students in tertiary institutions in Katsina State.
- b. The most commonly used social media platforms by students in tertiary institutions in Katsina State.

Research Questions

The following research questions guided the study;

- a. What are the factors that influence the relationship between social media usage and the academic performance of students in tertiary institutions in Katsina State?
- b. What are the most commonly used social media platforms by students in tertiary institutions in Katsina State?

Research Hypotheses

The following null hypotheses were tested at a 0.05 level of significance;

- a. There is no significant difference in the mean responses of respondents on the factors that influence the relationship between social media usage and the academic performance of students as a result of gender in tertiary institutions in Katsina State.
- b. There is no significant difference in the mean responses of respondents on the most commonly used social media platforms by students as a result of age in tertiary institutions in Katsina State.

METHODS

The study adopted a descriptive survey research design. The researcher decided to adopt this design because it allows the views of the respondents to be collected from a sample of a large population. The area of this study was Katsina State, Nigeria. The population of the study comprises all registered students of the 2021/2022 academic session in Hassan Usman Katsina Polytechnic, Katsina State. They are four thousand, three hundred (4,300), consisting of Three thousand three hundred and eight (3308) male students and Nine hundred and ninety-two (992) female students. The appropriate sample study was determined using Taro Yamane's formula which calculated to the nearest whole number 348. The instrument for data collection used in this study was the structured questionnaire titled Influence of Social Media on Academic Performance of Students in Tertiary Institution Questionnaire (ISMAPSTIQ). It has two sections namely; Sections A and B. Section A contains four items on the gender, age, type of phone and programme of the respondents while Section B was divided into four clusters of B1 to B4 with 10 items each. The instrument was structured on a 4-point Likert-type rating scale. The options of Very High Influence = 4, High Influence = 3, Low Influence = 2 and Very Low Influence = 1, were designed and was used to gather data from the respondents. The instrument was validated by three experts as follows; two lecturers from the Department of Office Technology and Management and one from the Department of Public Administration, Hassan Usman Katsina Polytechnic, Katsina. The instrument was subjected to a reliability test and an overall co-efficient of 0.78 was obtained. Data were collected through the distribution and retrieval of questionnaires to students in Hassan Usman Katsina Polytechnic, Katsina, Katsina State, Nigeria. A total number of 321 copies of the questionnaire were retrieved. The data collected from the respondents were analyzed using descriptive statistics of mean and standard deviation in answering research questions and a t-test was used in testing the null hypotheses at 0.05 level of significance. A null hypothesis was rejected where the p-value is equal to or less than the level of significance and accepted when the p-value is greater than the level of significance.

RESULTS

Research Question 1: *What are the factors that influence the relationship between social media usage and the academic performance of students in tertiary institutions in Katsina State?*

Analysis of data relating to research question 1 is presented in Table 1.

Table 1: Mean responses on the factors that influence the relationship between social media usage and the academic performance of students.

		N = 321		
S/N	Item Statements	\bar{X}	SD	Remarks
1	Social media usage distracts students from their academic responsibilities.	2.80	0.64	High Influence
2	Social media usage helps students to stay connected with their classmates and peers.	3.22	0.58	High Influence
3	Social media usage provides students with access to educational resources and materials.	3.22	0.71	High Influence
4	Social media usage leads to a decrease in students' academic performance.	3.45	0.55	High Influence
5	Social media usage enhances students' ability to communicate and collaborate with others.	3.30	0.62	High Influence
6	Students who use social media excessively are more likely to have poor academic performance.	3.21	0.63	High Influence
7	The quality of social media content that students engage with affects their academic performance.	3.36	0.65	High Influence
8	The amount of time spent on social media affects students' academic performance.	3.45	0.66	High Influence
9	Social media usage can be a useful tool for academic research and information gathering.	3.16	0.80	High Influence
10	The influence of social media usage on academic performance depends on individual student characteristics.	3.19	0.66	High Influence
Cluster means		3.24		High Influence

Source: Questionnaire administered, 2023

As displayed in Table 1, the cluster means of 3.24 shows that social media highly influence the academic performance of tertiary institutions. The item-by-item analyses with mean ratings ranging from 2.80 to 3.45 show that social media highly influence academic performance. Standard deviations for all the items were within the same range showing that the respondents are homogenous in their responses.

Research Question 2: *What are the most commonly used social media platforms by students in tertiary institutions in Katsina State?*

Analysis of data relating to research question 2 is presented in Table 2.

Table 2: Mean responses on the most commonly used social media platforms by students in tertiary institutions.

N = 321				
S/N	Item Statements	\bar{X}	SD	Remarks
11	Facebook is the most commonly used social media platform by students in tertiary institutions in Katsina State.	3.36	0.57	High Influence
12	Twitter is the most commonly used social media platform by students in tertiary institutions in Katsina State.	3.17	0.58	High Influence
13	Instagram is the most commonly used social media platform by students in tertiary institutions in Katsina State.	3.25	0.54	High Influence
14	WhatsApp is the most commonly used social media platform by students in tertiary institutions in Katsina State.	3.26	0.62	High Influence
15	Snapchat is the most commonly used social media platform by students in tertiary institutions in Katsina State.	3.30	0.63	High Influence
16	LinkedIn is the most commonly used social media platform by students in tertiary institutions in Katsina State.	3.29	0.56	High Influence
17	YouTube is the most commonly used social media platform by students in tertiary institutions in Katsina State.	3.28	0.56	High Influence
18	TikTok is the most commonly used social media platform by students in tertiary institutions in Katsina State.	3.22	0.60	High Influence
19	Students in tertiary institutions in Katsina State use multiple social media platforms regularly.	3.24	0.57	High Influence
20	The frequency of social media usage varies depending on the social media platform.	3.22	0.55	High Influence
Cluster means		3.26		High Influence

Source: Questionnaire administered, 2023

Data presented in Table 2 above revealed that the mean ratings of the responses of the respondents on the entire 10 items range from 3.17 to 3.36 which are within the boundary limit of 2.50 to 3.49 on a 4-point rating scale. Facebook with a mean rating of 3.36 was the most commonly used by the students, followed by Snapchat with 3.30 and then LinkedIn and Youtube with mean ratings of 3.29 and 3.28 respectively. The cluster mean score of 3.26 indicates that students almost used all the social media platforms. Standard deviations for all the items are within the same range showing that the respondents were homogenous in their responses.

Result of the Test of Hypotheses

The two (2) null hypotheses formulated for the study were tested in this section at a 0.05 level of significance.

Null Hypothesis 1: There is no significant difference in the mean responses of respondents on the factors that influence the relationship between social media usage and the academic performance of students as a result of gender in tertiary institutions in Katsina State.

The result of the t-test conducted concerning this hypothesis is presented in Table 3.

Table 3: Summary of t-test analysis of the mean ratings of factors that influence the relationship between social media usage and academic performance of students as a result of gender in tertiary institutions.

Experience	N	\bar{X}	SD	df	t-cal	p-value	Decision
Male	179	3.25	0.26	319	1.17	.242	Not significant
Female	142	3.22	0.26				

Data in Table 3 shows that there is no significant difference in the mean responses of respondents on the factors that influence the relationship between social media usage and the academic performance of students as a result of gender in tertiary institutions in Katsina State. This is shown by the p-value of 0.24, which is greater than the significance level of 0.05. The null hypothesis of no significant difference between the two groups is therefore accepted.

Null Hypothesis 2: There is no significant difference in the mean responses of respondents on the most commonly used social media platforms by students as a result of age in tertiary institutions in Katsina State.

The result of the t-test conducted for this hypothesis is presented in Table 4.

Table 4: Summary of t-test analysis of the mean ratings on the most commonly used social media platforms by students as a result of age in tertiary institutions.

Age	N	\bar{X}	SD	df	t-cal	p-value	Decision
Below 15 years	88	3.23	0.39	319	-0.84	.404	Not significant
Above 15 years	233	3.10	0.34				

Data in Table 4 show that there is no significant difference in the mean responses of respondents on the most commonly used social media platforms by students as a result of age in tertiary institutions in Katsina State. This is shown by the p-value of 0.40, which is greater than the significance level of 0.05. The null hypothesis of no significant difference between the two groups is therefore accepted.

DISCUSSION OF RESULTS

The findings of the study showed that social media highly influenced the academic performance of students in tertiary institutions, and students almost used all social media platforms. This finding agrees with Ikezam and Maxwell, (2021) who found that the use of Facebook, Whatsapp and Youtube can influence the academic performance of students in Rivers State. The finding also agrees with Azuonwu, (2020) who revealed that a large number of students in the universities are addicted to social media. It is also in agreement with the findings of Agwi, and Ogwueleka, (2018) whose result shows that there is a significant relationship between time spent on social media sites and academic work and that the nature of social media activities which the student engages in have significant impact on their academic performance. It also agrees with Samaila, (2017) who found a significant influence of social media on the academic performance of secondary school students. This implies that social media usage had a negative influence on academic performance, the higher the level of WhatsApp usage, the lower the academic performance. The result is also in line with Apuke, (2016) and Osharive, (2015) who postulated that students who spend more time on social media are likely to perform poorly in their academic activities and that a great number of students are addicted to social media. The result of the two (2) hypotheses tested were accepted.

CONCLUSION

The study on the influence of social media on the academic performance of students in tertiary institutions in Katsina State, Nigeria has revealed some important findings. The study found that the use of social

media has a significant impact on the academic performance of students, with many students reporting that social media use leads to distraction and reduced study time. However, the study also found that social media can be used as a tool for academic success, with some students reporting that they use social media for educational purposes and to connect with classmates and instructors. This suggests that social media use is not inherently negative or positive, but rather depends on how it is used. Overall, the study highlights the need for students to find a balance between social media use and academic work. It also suggests that educators and institutions should guide how to use social media productively and responsibly. In conclusion, this study provides valuable insights into the relationship between social media use and academic performance and underscores the importance of responsible social media use for academic success.

RECOMMENDATIONS

In line with the research findings and conclusion the following recommendations are hereby proffered:

- a. Students should set limits on their social media usage and prioritize academic activities such as attending lectures, studying, and completing assignments should be encouraged to use social media platforms for academic purposes and avoid excessive usage for entertainment purposes.
- b. Tertiary institutions should provide awareness campaigns and workshops on the impacts of social media on academic performance and effective time management skills and should leverage these platforms to enhance communication and academic engagement with students.

REFERENCES

- Agwi, U. C. and Ogwueleka, F. N. (2018). Impact of Social Media on Students Academic Performance. *International Journal of Scientific & Engineering Research.* 9 (3) 1454-1462.
- Apuke, D. O. (2016). The Influence of Social Media on Academic Performance of Undergraduate Students of Taraba State University, Jalingo, Nigeria. *Journal of Research on Humanities and Social Science.* 6 (19) 63-72.
- Azuonwu, C. O. (2020). Perceived Influence of Social Media on Academic Performance of Students in Rivers State: Implications for Counselling. *International Journal of Innovative Information Systems & Technology Research* 8(4)1-14.
- Boyd, D. (2007). Why Youth (Heart) Social Network Sites: The Role of Networked Publics in Teenage Social Life. *MacArthur Foundation Series on Digital Learning - Youth, Identity, and Digital Media Volume.* Cambridge, MA: MIT Press. 1 -26.
- Boyd, D. and Ellison, N. (2007). Social Network Sites: Definition, History and Scholarship. *Journal of Computer-Mediated Communication*, 13(1) Article 11, <http://jcmc.indiana.edu/13/issue1>.
- Dollarhide M, (2019). Meaning of Social Media. Online Writeup, Retrieved 19/01/2023 07:44 <https://www.investopedia.com/terms/s/social-media.asp>
- Daniel, M. et. Al (2016) *How the World Change Social Media.* ULC Press, University College London, Gower Street, London.
- Ikezam, F. N. and Maxwell E. (2021). Influence of Social Media on Academic Performance of Senior Secondary School Students in Rivers State: Implications for Counseling. *International Journal of Innovative Information Systems & Technology Research.* 9 (2) 48-61.
- Osharive, P. (2015). Social media and academic performance of students. An Unpublished Research Project Submitted to the Department of Educational Administration. Faculty of Education, University of Lagos.
- Saba, M. and Tarang, T. (2011). The Effects of Social Networking Sites on the Academic Performance Students. Faculty, Department of Communication Studies, Nizwa College of Applied Sciences, Ministry of Higher Education, Nizwa.

- Samaila, S. (2017). Influence of Social Networking on Academic Performance of Secondary School Students in Kaduna Metropolis, Nigeria Department of Educational Psychology and Counselling. Ahmadu Bello University, Zaria.
- Shah D, Kwak N. and Holbert, R (2001). “Connecting” and “Disconnecting” with Civic Life: Patterns of Internet Use and the Production of Social Capital. *Polit. Commun.*, 18:141-162.1
- Steinberg, L. (2005). *Psychology of Adolescents*. New York: McGraw Hill.
- Stollak, M., Vandenberg, A, Burklund, A., & Weiss, S. (2011). Getting Social: The Impact of Social Networking Usage on Grades among College Students. *Proceedings of the Annual American Society of Business and Behavioral Sciences Conference held in Las Vegas*. 859-865. [66].