

The Impact of Social Media on Academic Performance among Undergraduate` Students of Bayero University, Kano

Abubakar Yamusa Abdullahi

Department Of Educational Psychology,
School of Education,
Sa`adaturimi College of Education Kumbotso, Kano.
Email: [Abubakaryamusa79@gmail.Com](mailto:Abubakaryamusa79@gmail.com)

Musa Muhammad Musa

Staff School
Sa`adaturimi College of Education Kumbotso, Kano.
E-Mail [Musamuhdmusa01@gmail.Com](mailto:Musamuhdmusa01@gmail.com)

Isma'il Bello Abubakar

Staff School
Sa'adatu Rimi College of Education Kumbotso, Kana

Nasir Danladi Yusif

Staff School
Sa'adatu Rimi College of Education Kumbotso, Kano

BEING A PAPER PRESENTED AT 19TH ANNUAL NATIONAL CONFERENCE ORGANIZED BY NIGERIAN SOCIETY FOR EDUCATIONAL PSYCHOLOGIES (NISEP) AT MULTIPURPOSE HALL, GOMBE STATE UNIVERSITY, GOMBE BETWEEN 21ST – 25TH OCT. 2019.

Abstract

Social Media are growing rapidly among the young generation all over the world. Colleges of Education and Universities age students widely engaged using Social Media. So, they will affect students personal and professional live. Thus, this study is designed to find out the positive and negative effects of social media on the academic performances of undergraduate students of Bayero University, Kano (BUK). As quantitative approach was adapted to collect the relevant data of study, a number of 371 survey questionnaires were administered among the undergraduates in Faculty of Education, subsequently; SPSS software was applied to analyze the relevant data of the study. It was concluded that in despite of public views concerning the misuse of social media among students in the society, most of the students were interested to use social media positively for their educations. The positive impacts of social media among the undergraduates appeared to be higher as compared to negative impacts. However, results of ANOVA showed that there are no statistically significant differences between positive and negative impact of social media and students' academic achievements. Educators and students can use social media as informational and communicational tools to ease and improve learning process.

Key words: Social Media, Academic performances, Undergraduates

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 old 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 advanced internet knowledge or experience and are made up of a wide of different formats and topics. This means that anyone can connect through social media (Sudha and Kavitha, 2016). The use of social media is being rapidly rising during last few years. It is not only being used by the working people but also there is heavy increase in the use of social media by the students or education society.

(Raut and Patil, 2016). With such broad acceptance, there is no surprise that social media have affected the way people live and socialize. Social Networking Sites such as Facebook is one of the latest examples of communication technologies that have been widely-adopted by students and, subsequently, have the potential to become a valuable resource to support their educational communications and collaborations with College. Social media has become a part of our daily lives. 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 performances.

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, Blog, Twitter and so on and so forth. Therefore, using social media easy and simple services enable us to create online presence very easily as signing up for Facebook and Twitter account, subsequently create our own content on the web within minutes. Besides that, academic achievement is the ability of student to study and remember facts and being able to communicate his/her knowledge orally or in written form even in an examination condition. Accordingly, the current study is supposed to be useful, since it is a new in Faculty of Education Bayero University, Kano,. Because in an academic environment, beside traditional resources, students also need a new informational technology such as social media. social network sites have attracted considerable attention among scholars and educators due to the increasing popularity among students and the potential effect on academic performance. However, the previous studies, which were conducted in other Universities which have many educational, environmental, religious differences.

Statement of the Problem:

The rapid advancement of media technology has had a great impact on the way people communicate on a daily basis. The growing dimension of the use of the social media among the youth of today cannot be over emphasized. 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 of school. Social networking is a way that helps people feels they belong to a community. Due to the increased popularly of it, economists and professors are questioning whether grades of students will not be affected by how much time is spent on these sites. Choney, (2010), MehMood & Taswir, (2013), Kist (2008), Jacobsen & Forste, (2011), believe that the use of technology such as internet is one of the most important factors that can influence

educational performance of students positively or adversely. Many parents and guardians are worried that students are spending too much time on facebook and other social media sites and have not enough time to study. Though parents are worried about students' constant use of the social media sites, many students continue to utilize these sites on a daily basis.

It is against this background that the study was opt to find out the impart of social media among Undergraduate Student`s of Bayero University, Kano and professionally suggest the ways to enhance their Academic Performance.

Objectives of the Study

1. To assess the positive effects of social media on the students' academic performances.
2. To assess the negative effects of social media on the students' academic performances.

Research Questions

1. What are the positive effects of social media on the academic performances of students?
2. What are the negative effects of social media on the academic performances of students?

Research Hypothesis

H01: There are no significant differences concerning the positive effects of Social Media on the students' academic performances.

H02: There are no significant differences concerning the negative effects of Social Media on the students' academic performances.

Literature Review

There are many studies performed about the positive and negative effects of social media on the students' academic performances. For example, Heffner (2016) alleged that the use of 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. Social media lets students to get connected with other students, which can be very useful because it will allow them to discuss class matters via social media. Additionally, Adam Mahamat (2014) tried to obtain students' perceptions of how their use of social networking sites influences their academic performances. The researchers performed a preliminary survey of a group of Undergraduate Student`s of Bayero University, Kano. It was found that the majority of respondents agreed that social networking sites have a positive impact on their academic performances. Menseh and Nizam (2016) described that social networking have a meaningful effect on the students' academic performances. They also pointed out about the abnormal use of social media platforms by students. The study suggested it is useful that students to use these platforms positively for educational purposes which will ultimately result in a positive impact on their academic performance. Jha, Jaipuria, Jha, and Sinha (2016) asserted that students more probably affected by social media. To some extent, it absolutely affects the lives of Undergraduate students counting the grades. Eke, Omekwu and Odoh (2014) among undergraduates in Nigeria showed that there are some benefits come from using social media, which encourages virtual meeting with co-research scholar; self-esteem and well- being; Research and learning; strengthening

interpersonal relationship; read and write web skills etc. It was also noted that students use social media to communicate with friends, viewing movies, for discussing national issues like politics, economy and religious matters, and for academic purposes. Mingle and Adams (2015) stated that there are some students experienced improvement in their reading skills as a consequence of participation and involving social media. Also, respondents shared ideas, discussed and shared examination questions among themselves on social media.

Eke, Omekwu and Odoh (2014) described some dangers associated with social networking sites such as E- crime, Internet addiction, laziness, standard crime like, fraud, murder, kidnapping; immoral act like, pornography, prostitution, cyber-bullying where identified.

Mushtaq (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 consist of the newspaper. Furthermore, Wang, Chen and Liang (2011) alleged that social networking is absolutely affecting students' effectiveness as well as their grades. Therefore, educators need to be worried about these problems and attempt to find better ways to solve these problems. Though, framed within an academic context, the concepts outlined here can be used to investigate the use of communication technology not only at school, but also at home, workplace, and many other settings, and for a diversity of different viewers like teenagers, young adults, the elderly, or families.

Also the use of social media has been made a positive impact on the society. It enables users to communicate with each other, to create, revise and share new forms of textual, visual and audio content. It has a vital effect on our live as it helps us a lot in every field of life such as the political, economic and educational fields.

Methodology

This study was The quantitative research design was chosen as the main and substantial method of the study. In a quantitative method, the researcher collects, analyses and interprets different kinds of numerical data obtained from a large population (Teddlie and Tashakori, 2009). Participants The respondents of the study were undergraduates Student`s of Bayero University, Kano. These respondents were randomly selected from Some Selected Departments. There are more than 3000 students studying in School of Undergraduate. From among them, 371 students randomly were chosen as the subjects of quantitative data. Instruments and data analyses A survey questionnaire was designed as the instruments of the study. The questionnaire items include 16 Lickert scale questions. The items of the questionnaire were adapted from the previous study questionnaires such as Sudha and Kavitha (2016) performed their study among the undergraduates at Salem University of the USA. In addition, the SPSS software, specifically, descriptive tests and One Way Analysis of Variance (ANOVA) were employed to analyse the survey data. Respondents profile the demographic part of questionnaire consists of three items, which are gender, ages and education years of the respondents. Explains demographic information of respondents.

Results

Respondents profile the demographic part of questionnaire consists of three items, which are gender, ages and education years of the respondents. Following explains demographic information of respondents.

Table 1 (One): Gender of respondents.

	Frequency	Percentage %
MALE	236	63.6
FEMALE	135	36.4
TOTAL	371	100

Table 1(One): shows the gender of the participants. From the 371 participants took part in the study, majority 236 (63.6%) of them were male, while 135 (36.4%) were female. It shows the superiority of Male Students in the Faculty of Education Bayero University, Kano than the Females.

Table 2 (two): Ages of respondents.

	Frequency	Percentage %
18-20	187	50.4
21-25	169	45.5
25-Above	15	4
TOTAL	371	100

Table 2 (two): shows that majority (50.4%) of the students are 18-20 years, and 169 (45.6%) students are 21-25 years. The largest groups of students 187 (50.4%) comprised of those in the age groups of 18- 20 years. The smallest groups of respondents 15 (4%) are 25 and above years.

Table 3 (three): Studying Year of respondents.

	Frequency	Percentage %
First Year	115	31.0
Second Year	55	14.8
Third Year	87	23.5
Forth Year	114	30.7
TOTAL	371	100

Table 3 (three): depicts education years of respondents. According to the table, from 371 respondents, 115 (31.0%) were first-year students and 114 (30.7%) were fourth-year students. In addition, 87 (23.5%) were third-year students, while 55 (14.8%) were second-year students. Studying years of respondents Frequency Percent First year 115 31.0 Second year 55 14.8 Third year 87 23.5 Forth year 114 30.7 Total 371 100.0

Table 4 (Four): Academic Achievement Students.

	Frequency	Percentage %
Excellent	82	22.1
Very Good	136	36.7
Good	124	33.4
Medium	29	7.8
TOTAL	371	100

Table 4 (Four): shows that most of (36.7%) Students said that their Academic Achievements are very good, while least of (33.4%) of them marked their Academic Achievements Medium. Slightly above twenty-two percent described their Academic Achievements excellent, while (33.4%) described their Academic Achievements good. Frequency Percent Excellent 82 22.1 Very good 136 36.7 Good 124 33.4 Medium 29 7.8 Total 371 100.0

Positive effects of Social Media on the Academic Performances of Students

Students were asked about the positive effects of Social Media on their Academic performances. Table 4.1 shows the mean and standard deviation for each questionnaire item. Item 1 relating to the usefulness of social media for university students in terms of being effective communication tools got highest mean scores ($M=4.83$, $SD=1.21$). Also, item 4 concerning the benefit of social media for students to get lecturers and faculty members announcements got second mean score ($M=4.80$, $SD=1.38$). These results illustrate that the most of students use social media beneficially as to get notices of respective faculties and communicate effectively with each other. Item 5 about the discussing of assignments with friends obtained third mean scores ($M=4.64$, $SD=1.39$). It will also cause positive effects on the students' academic achievements. Item 7 concerning the easiness of social media in academic activities of students got fourth mean scores ($M=4.55$, $SD=1.41$). While, item 3 regarding appointments with other experts obtained lowest mean scores ($M=3.98$, $SD=1.54$). These findings imply the usefulness of social media in the students' studies. Subsequently, it will help them to get academic achievements.

Table 4.1: Positive effect of social media on the academic performances of students

Positive effort of Social Media	Mean	Std. Devia.
The usage of social media is useful in Higher educational Institutions, because they are an effective communication Application.	4.83	1.21
Group discussions can be arranged with the Experts using Social media.	4.47	1.40
An appointment can be fixed with other Subject experts Through social media.	3.98	1.54

Social media site are helpful for the Students' studies because		
Students can receive Announcements from lecturers and faculty.	4.80	1.38
The social media help in the students' studies because the students		
Can discuss their assignments with friends.	4.64	1.39
Using social media improves the interaction with classmates,		
lecturers and other subject experts	4.42	1.39
Social media facilitate the academic activities and coordinate with		
others.	4.55	1.41

In the above table, mean scores ranged from highest to lowest. The highest mean score (M=4.83) shows that the students are highly involved in this item rather than others while the lowest mean score (M=3.98) indicates that the students are less involved in the item.

In order to evaluate the effect of social media on the students' academic performances, the following hypothesis is generated:

H01: There are no significant differences concerning the positive effects of Social Media on the students' academic performances.

A one-way between-group analysis of variance was conducted to evaluate the impact of social media on the students' academic performances. Participants were divided into four groups according to their academic achievements (Group 1: Excellent; Group 2: Very good; Group 3: Good and group 4 Medium). There was not statistically significant difference at the $p > 0.05$ level for four each groups. Despite reaching statistical significance, the actual difference in mean scores between the groups was quite small. According to the test's result, the mean scores for Group 1 (M=4.51, SD=.97) was not significantly different from Group 3 (M=4.48, SD=.96). Also Group (M=4.45, SD=.86) did not differed significantly from Group 4 (M=4.61, SD=.90). Therefore, the null hypothesis was not rejected. It implies the insignificant effects of social media on the students' academic achievements. However, this finding might be because of majority of students' academic achievements are very good.

Table 4,2: Descriptive results of social media positive effects on students the academic achievements

	N	Mean	Std.	S errs.	Conf Ent for Mn	Min	Mix
					L	U	
Excellent	82	4.51	.97	.10	4.29	4.72	1.00 6.00
Very Good	136	4.55	.86	.07	4.40	4.70	2.14 6.00
Good	124	4.48	.96	.08	4.31	4.65	1.00 6.00

Medium	29	4.6	.90	.16	4.27	4.95	2.71	6.00
--------	----	-----	-----	-----	------	------	------	------

Negative effects of Social Media on academic performances of students

In order to find the negative effects of social media on the academic performances of students, 6 items were created in the questionnaire. As depicted in table 4.2; item 3 relating to the addiction of students to social media, which affects academic performances of students obtained highest mean scores (M=4.96, SD=1.66). It can be inferred that the extreme use of social media may negatively affect academic performances of students. In addition, item 4 concerning the losing of study concentration while being informed that it is possible to play online games through social media got second mean scores (M=4.02, SD=1.63). This finding also means that being affected to social media and playing online games is a concern for students and it may cause negative effects. Item 2 about the wasting of time and money also get third mean scores (M=3.85, SD=1.70). It illustrates that the most of students believed extreme use of social media is a waste of time and money. While item 6 regarding the phrase that the "social media are personal and social and cannot be used for education" got lowest mean score (M=3.27, SD=1.83). It also describes that very less amount of students does not use social media for education; while most of them believed that the social media are useful for their studies. So, it will cause students to improve their academic performances. As item 5 (M=3.73, SD=1.54) indicates that a lesser amount of students' academic performances decreased, while their grades were compared before-and-after involving in social media.

Table 4.3: Negative effect of social media on the academic performances of students

Positive effort of Social Media	Mean	Std. Devia.
These social media influence the academic performance of Students negatively, because they distract from the students studies.	3.95	1.67
Using social media require spending money and are wastage of time and by this way it will affect the students' academic life.	3.85	1.70
Addiction to social media is problematic issue that affects the Students' academic life.	4.96	1.66
I find it hard concentrating on study knowing that student can play online games and visit these sites just by logging into them.	4.02	1.63
I compare the students' grades before the students become engaged into these social media and after the student became involved. I see a drop in my academic performance.	3.73	1.54
SNSs are personal/ social-can't be used for education.	3.27	1.83

For comparing mean differences between negative effect of social media and academic achievements, the following hypothesis emerged:

H02: There are no significant differences concerning the negative effects of Social Media on the students' academic performances.

A one-way between-group analysis of variance was conducted to evaluate the negative impact of social media on the students' academic performances. Participants were divided into four groups according to their academic achievements (Group 1: Excellent; Group 2: Very good; Group 3: Good and group 4 Medium). There was not statistically significant difference at the $p > 0.05$ level for four each groups. Despite reaching statistical significance, the actual difference in mean scores between the groups was quite small. According to the test's result, the mean scores for Group 1 ($M=3.78$, $SD=1.19$) was not significantly different from Group 3 ($M=3.72$, $SD=1.15$). Also Group 2 ($M=3.83$, $SD= 1.17$) did not differed significantly from Group 4 ($M=3.94$, $SD= 1.10$). Therefore, the null hypothesis was not rejected. The results imply that social media do not have negative effects of the academic achievements of the students.

Table 4,4: Descriptive results of social media positive effects on students the academic achievements

	N	Mean	Std.	S errs.	Conf Ent for Mn	Min	Mix
					L	U	
Excellent	82	3.78	1.19	.13	3.52	4.04	1.00 6.00
Very Good	136	3.83	1.17	.10	3.63	4.03	1.00 6.00
Good	124	3.72	1.15	.10	3.52	3.93	1.00 6.00
Medium	29	3.94	1.10	.20	3.52	4.36	1.67 5.83

Conclusion

Social media appeared to be a very useful tool for students in their lessons as they use them to improve their learning process i.e. to communicate effectively with each other, receive university-related issues and get other necessary information. In other words, social media seemed to be modern tools of learning for Undergraduates in Bayero University, Kano However, their negative effects seemed to be very poor as compared to their positive effects as they described that too much use of social media as a concern, which wastes their time and money. It is suggested that the lecturers, Department and others social media users, especially Facebook pages owners, disseminate advantageous issues which help students in terms of enhancing their knowledge and information. In addition, no differences were found between students' academic achievements and their positive and negative social media use.

Recommendations

Based on the findings, the researchers made some recommendations as follows;

- 1, Students with phones having internet facility should be encouraged to either use it to supplement their research in the library rather than the usual chatting with friends all the time.
- 2, Students should be advised to limit the time they spend on social media sites per day and encourage them to rather substitute those hours to read novels and relevant academic books to improve their knowledge.
- 3, Since the study confirmed that the use of social media sites had affected the academic performance of students negatively, there is the urgent need for the introduction of students to the availability of novels and other information resource or materials in the library that can help them academically.
- 4, It is further recommended that students be advised during orientation of the dangers of addiction to social networking sites. They should be introduced to sites that can add values to their academic work and research.

References

- Eke, Helen N. Miss; Omekwu, Charles Obiora Prof; and Odoh, Jennifer Nneka Miss. (2014). "The Use of Social Networking Sites among the Undergraduate Students of University of Nigeria, Nsukka" (2014). *Library Philosophy and Practice* (e-journal). 1195.
- Heffner, Tara. (2016). "The effects of social media use in undergraduate students" Theses and Dissertations. 1440. <http://rdw.rowan.edu/etd/1440>.
- Helou, Adam Mahamat. (2014). The Influence of Social Networking Sites On Students' Academic Performance in Malaysia, *International Journal of Electronic Commerce Studies*, 5(2),247-254, doi: 10.7903/ijecs.1114.
- Jha, J., Jaipuria, N., Jha, S and Sinha, P. (2016). *International Journal of Computer Applications* (0975 – 8887) International Conference on Advances in Information Technology and Management ICAIM – 2016.
- Mingle, J., Adams, M. (2015). "Social Media Network Participation and Academic Performance in Senior High Schools in Ghana" (2015). *Library Philosophy and Practice* (e-journal). 1286. <http://digitalcommons.unl.edu/libphilprac/1286>.
- Mushtaq, A, J. (2015). Habits and motives of reading among the students in Alberoni University of Afghanistan. University Malaysia Pahang (UMP) {Dissertation}.
- Neal, D, R. (2012). *Social Media for Academics, A Practical Guide*. Oxford Cambridge New Delhi. Chandos Publishing.
- Raut, V., and Patil, P. (2016). Use of Social Media in Education: Positive and Negative impact on the students. *International Journal on Recent and Innovation Trends in Computing and Communication* ISSN:23218169 Volume; 4 Issue:1
- Roblyer, M.D., McDaniel, M., Webb, W., Herman, J and Witty, J, V. (2010). Findings on Facebook in higher education: A comparison of college faculty and student uses and perceptions of social networking sites. Elsevier. *Internet and Higher Education* 13 (2010) 134–140.
- Sudha, S and Kavitha Es. (2016). "The Effect of Social networking on Students' Academic Performance: the perspective of faculty members of Periyar University, Salem" (2016). *library philosophy and practice* (ejournal). 1455.