

Students' Perceived Influence of Social Media Use on Academic Achievement in Adamawa State University, Mubi, Nigeria

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Abstract

The study investigated the perceived influence of social media on students' academic Achievement in Adamawa state University, Mubi, Nigeria. The research questions sought to identify the major social media platforms that are patronized by students and their perceived advantages and disadvantages. The population of the study consisted of all the undergraduate students in the four faculties of the university with an estimated population of 12,000. A sample of 400 students was drawn using purposive and stratified sampling techniques. The instrument for data collection was a self-designed questionnaire whose face and content validity were verified by senior Lecturers in the Dept. of Science Education and Educational Foundations. The Instrument was pilot tested in Federal Polytechnic, Mubi. The reliability index of 0.72 was computed manually using Kuder Richardson 21. Means and standard deviation were used to answer the research questions while Chi-square statistics was used to test the hypotheses at the 0.05 alpha levels. The study revealed that the benefits derived from the use of various social media platforms are for the purpose of entertainment and not used to source materials for academic purposes. Almost all the respondents said they are fully aware of the consequences arising from their over dependence on social media but lack the will power to detach themselves sufficiently from the attractions of the social media scourge. Based on these findings, it was recommended that Human Development Counsellors should step down orientation programmes to sensitize students on the advantages and disadvantages of social media use on academic achievement.

Keywords: Students' perception, Cognitive Behaviour Modification Therapy, Video-Therapy, Academic library, library and Information Science, Group counselling

Introduction

Libraries play an important role in the socioeconomic and intellectual development of any nation that wants to develop and modernize its economy. Mbahi and Sababa (2016) defined a library as the store house of knowledge which is charged with the statutory responsibility of collecting, organizing and preserving books, journals and internet services for users. The most important objective of any library therefore is to collect written records, preserve them and make them available to users. Libraries are therefore deeply involved in the academic development of students. No functional graduates in any university would be produced without the fullest participation of libraries. This is because an educational system without a well-stocked library with current information is like a monster without an eye, an

elephant with clay feet. (Idowu, 2018; Nyam & Gwraji, 2018; Okeke, 2010)

Mbahi and Sababa (2016) captured this symbiotic relationship by stating that an efficient and sufficient use of library materials helps in the production of individuals with critical thinking abilities, individualized learning, effective teaching and learning and development of communication skills. Mbahi and Sababa (2016), Nwofor and Ilora (2016) reported that hundreds of students are being withdrawn yearly from the Nigerian educational institutions because of their failure to make good use of the library resources.

In Adamawa State University, students across the different faculties do not seem to demonstrate keen interest in consulting library resources in

preparation for their semester examinations and term papers. Instead of reading their books and consulting library materials for current information, they are seen spending long hours in their hostels, lecture rooms and sensitive places like Churches and Mosques chatting with friends across the globe. Students at all levels of learning now have divided attention to studies, as a result of available opportunities to be harnessed from social media (Noah & Charity, 2013). According to Victoria (2019), overdependence on social media sites may have serious consequences on their academic achievement.

With the introduction of social media into Nigerian society, students in tertiary institutions have been lured away from their books and the university library. Students no longer patronize the library to obtain valid and up to date information for the courses registered and assignments given. They feel that the social media sites are enough to provide the much-needed information. According to Onuoha and Saheed (2011) information obtained from such site is unreliable and unscientific to meet the demands of the University curriculum. According to Okeke (2010) the information is mostly generated by persons who are not researchers. Students therefore, instead of going to the library to obtain information, prefer to consult the social media platforms which are known in the generation and provision of half-baked information and this might definitely have influence on their Academic Achievement, because if they do not build-up study habits they cannot perform well academically. Some are so carried away that even as they are walking along the high way, they keep chatting as purported by Victoria (2019).

It was also observed that the library which is an indispensable institution to education faces a number of problems in its efforts to provide essential services to its users. According to Mbahi and Sababa (2016) one of such problems is the poor reading culture of students which is caused by students' preference in consulting Facebook and WhatsApp for entertainment instead of reading novels and journals in the library.

Although previous studies have investigated the effect of social media on students' academic performance in isolated institutions across the globe, sufficient attention has not been paid to the

critical role libraries play in the implementation of the university curriculum. More importantly, no work has been done on students' perception on the positive and negative impact of social media use on their future academic dreams. This study therefore investigated students' perceived influence of social media use on academic achievement in order to determine whether or not their engagement on social media sites for long hours is based on informed decisions.

Research Questions

The following research questions were raised to guide the study:

1. What are the perceived advantages of social media by Students of Adamawa State University?
2. What are the perceived disadvantages in the use of social media by students of Adamawa State University?
3. What are the major social media platforms that are commonly patronized by Adamawa State University Students?

Research Hypotheses

The following null hypotheses were formulated and tested at 0.05 alpha level

Ho₁: There is no significant association of students' perception of use of social media (Facebook, Instagram, YouTube, WhatsApp) with their attitude towards the use of library resources in Adamawa State University Mubi

Ho₂: There is no significant difference between the advantages and disadvantages of Social media use as perceived by students of Adamawa State University, Mubi.

Ho₃: There is no significant difference in perception between male and female students on the effect of social media on students' academic performance.

Materials and Methods

The investigation was conducted in the four faculties of the university. The study adopted the descriptive survey design to elicit information from both male and female students. According to Ali (1996), descriptive survey is mainly concerned with describing events as they are without any manipulation of what is being observed.

Population and Sample

The population involved in this study consisted of students across the four faculties of the university with an estimated population of 12,000. The sample was made up of 400 students drawn out of the population using purposive sampling techniques.

Research Instrument

The instrument for data collection was structured on a 4point rating scale of Strongly Agreed, Agreed, Disagreed and Strongly Disagreed with assigned values of 4, 3, 2 and 1 respectively. The face and content validity were established by experts and experienced researchers in test and measurement and librarians who were experienced in the provision of readers' services in the university. The researchers and test experts ascertained that the research questions, hypotheses and instrument contained the appropriate items that could elicit the intended responses on the perceived effect of social media use on student's achievement in the university. They ensured that the items were representatives of the content and attitude specified by the theoretical concepts.

A reliability test was carried out on 25 students and 5 librarians in Federal Polytechnic, Mubi, Nigeria. The scores obtained from the administration were correlated using Pearson product moment correlation analysis. A reliability co-efficient of 0.72 was obtained which was found to be significant at 0.05 level.

Methods of Data Analysis

Descriptive statistics (means and standard deviation) were used to answer the research questions where a value of 2.5 was used as the acceptable mean. Any item with the value of 2.5 and above was accepted as the advantages and disadvantages in the use of social media and those below 2.5 were rejected in reaching the decision. Chi-square statistics were used to test the hypotheses formulated. The choice of this statistical tool is based on the fact that nominal data generated from any study are best analysed using either chi-square statistics or Kolmogorov-Smirnov two sample tests.

Results

Table 1 above shows the analysis of the major perceived advantages of social media by students of Adamawa State University, Mubi. It can be deduced that social media aids in socializing and interacting with different ethnic and age groups around the world, also it aids students in relaxation and also assessing very trending information although most of these forms of information may not be verified. Most of all it was deduced that one of the major advantages of social media is its accessibility as against the library use. The social media can be assessed at any time while the library is open for a limited amount of time. However, assertions such as circulation of gossips, getting better information than that available at the library, and social media as a means to perform better in school were readily rejected as advantages of social media by students in the selected institution.

Table 1: Mean Response on the perceived advantages of Social media by students of Adamawa State University, Mubi

Statements	SA	A	D	SD	n	(\bar{x})	Remarks
It helps me to interact with my age group all over the world	237	117	13	32	400	3.40	Accepted
It helps me to socialize with people of different ages	112	229	59	0	400	3.13	Accepted
I enjoy the gossips carried by the different forms of social media	96	43	133	128	400	2.27	Rejected
I depend very much on social media platforms for all categories of information	59	176	91	75	400	2.55	Accepted
Information obtained from social media platforms is better than the ones contained in the library	32	112	144	112	400	2.16	Rejected
I usually consult social media when I want to relax	144	136	69	51	400	2.93	Accepted
Social media helps me to share ideas with people across the regions, ethnic and religious groups	229	144	27	0	400	3.51	Accepted
The use of social media is a very good substitute for the university library	21	77	157	144	400	1.94	Rejected
Instead of going to the library, I usually consult the social media for information needed to carry out my homework/ assignment	21	109	128	141	400	2.03	Rejected
I consider the information I get from social media such as Facebook or google more relevant and current than the ones in the library	35	128	141	96	400	2.25	Rejected
I post my profile in the social media in order to make friends with people across the world	157	56	101	85	400	2.71	Accepted
The library provides all the information I need for my assignments instead of consulting the social media	112	93	139	56	400	2.65	Accepted
Social media is more reachable than the library for information	123	149	117	11	400	2.96	Accepted
Social media helps me to do well in School	93	51	133	123	400	2.29	Rejected

Acceptance (\bar{x} is 2.5 and above); Rejection (\bar{x} is less than 2.5)

In ascertaining the disadvantages of social media to the students within the institution of study, it was deduced that social media led to a misplacement of priorities among students as long hours are spent on the social media instead of these spent on reading, therefore most students end up not having time for their books (Table 2). This ends up affecting their academics as most of the respondents asserted that students who are

accustomed to social media use do not do well in school as they experience poor performance in their assignments and examination due to lack of current knowledge on the course work. Finally, it was ascertained that most of the students who are addicted to social media do not attend class group tutorials, even if they do, they end up staying online throughout the classes therefore learning nothing from their peers.

Table 2: Mean responses on the perceived disadvantages of the use of social media by students of Adamawa State University.

Statement	SA	A	D	SD	N	Mean	Remark
I spend long hours in the use of social media instead of reading	184	115	69	32	400	3.13	Accepted
Those who use the social media do not have time to read their books	200	45	101	53	400	2.98	Accepted
Those who use the social always do not do well in school	125	123	64	88	400	2.71	Accepted
Those students who consult the social media experience poor performance in their assignments and examination due to lack of current knowledge	75	152	99	75	400	2.57	Accepted
Those who use the social media usually do not have time to go to the library to get current information for their courses	160	173	56	11	400	3.21	Accepted
Students who indulge in constant use of social media do not attend group tutorials for learning	104	101	157	37	400	2.68	Accepted

Acceptance (\bar{x} is 2.5 and above); Rejection (\bar{x} is less than 2.5)

In ascertaining the most used social media platform among students in Adamawa state university, it was deduced that majority of the students were prone to the use of WhatsApp which had a 57.33%

rate of usage, followed by Facebook which had a 52.00% usage rating. Wikipedia and Google came 3rd and 4th respectively with 52% and 41.33% respectively (Table 3).

Table 3: Response on the Social media platforms commonly patronized by Adamawa State University Students

Social Media Platform	Usage	Percentage (%)
YouTube	47	31.33
Facebook	83	55.33
Twitter	39	26.00
Teacher Tube	22	14.67
Google	62	41.33
Wikipedia	78	52.00
Instagram	39	26.00
Open Coursework	17	11.33
MySpace.com	12	8.00
WhatsApp	86	57.33

Source: Survey, 2019

Table 4 indicates a chi-square value of 28.225 at a degree of freedom of 9 and Asymp. Significance of 0.012 which is considerably less than 0.05. Hence, the null hypothesis (H_0) is rejected at 5% level of significance and the alternate hypothesis is

accepted. It is therefore conclude that there is a significant association of students' perception of social media use with their attitude towards the use of library resources in Adamawa State University.

Table 4: Chi-square results of the analysis of association of students' perception of use of social media with their attitude towards the use of library resources in Adamawa State University.

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	28.225 ^a	9	.012
Likelihood Ratio	34.242	9	.011
Linear-by-Linear Association	.001	1	.981
N of Valid Cases	400		

Table 5 which show a chi-square value of 26.812 at a degree of freedom of 9 and Asymp. Sig. of .000 is considerably less than 0.05. Hence, we reject the null hypothesis at 5% level of significance and accept the alternate hypothesis. We therefore

conclude that there is a significance difference between advantages and disadvantages of Social media use as perceived by students of Adamawa State University, Mubi.

Table 5: Chi-square results of analysis of difference between advantages and disadvantages of Social media use as perceived by students of Adamawa State University, Mubi.

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	26.812 ^a	9	.000
Likelihood Ratio	30.302	9	.000
Linear-by-Linear Association	.022	1	.625
N of Valid Cases	400		

Table 6 indicates a chi-square value of 39.112 at a degree of freedom of 9 and Assymp. Sig. of 0.002, which is considerably less than P=0.05. Hence, the null hypothesis is rejected at 5% level of

significance and the alternative hypothesis is accepted. Therefore, it is concluded that students' perception on the effects of social media on academic performance is dependent on gender.

Table 6: Chi-square results of analysis of the dependence of students' perception of the effects of social media on academic performance on their gender

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	39.112 ^a	9	.002
Likelihood Ratio	28.362	9	.002
Linear-by-Linear Association	.022	1	.075
N of Valid Cases	400		

Significant (P<0.05)

Discussion

The purpose of this study was to investigate the perceived influence of social media on academic achievement by students of Adamawa state University, Mubi, Nigeria.

Research question 1 determined students' perception on the advantages in the use of social media has on their academic achievement. The result revealed that social media platforms are patronized for the purpose of recreation, relaxation, interaction with friends across the globe, and general entertainment and not for the purpose of academic research. This finding corroborates the findings of Victoria (2019) who reported that students who spend long hours on social media platforms for entertainment and relaxation are most likely to do poorly in their academic pursuits. According to the study, overdependence on social media sites may rob them of the valuable time needed to consult relevant books and journals for their academic work. This divided attention could

have untold consequences on the realization of their academic dream.

Research question 2 sought to find out from students if social media use has any negative consequences on their academic wellbeing. The result of the study showed that indeed over dependence on social media for entertainment and relaxation have untold consequences on their academic dreams. The finding of this study is in agreement with the work of Idowu (2018) who reported that no functional graduates in any University would be produced without the acquisition and utilization of Library and information resources. Mbahi and Sababa (2016) also lend credence to this finding by stating that hundreds of thousands of students are being withdrawn yearly from the Nigerian educational institutions due to failure to make use of the library resources. This has serious implications for Human Development Counsellors. They are expected to employ cognitive restructuring strategies to help

students to re-order their youthful energies to their academic pursuits.

Research question 3 tried to identify the major media sites that are commonly patronized by student in tertiary institutions. The study identified WhatsApp, Facebook and Wikipedia as the top three social media sites that are consulted every day. Information obtained from these sites may not be useful for the implementation of the University curriculum. This finding is in line with the work of Adeniran (2013) who asserted that majority of students in tertiary institutions logged on Facebook and WhatsApp more than once every day. In the same vein, Mbahi and Sababa (2016) attribute the poor reading culture of Nigerian Students to overdependence on WhatsApp and Face book for entertainment instead of reading novels and other literary works in the library. Hypothesis (Ho₁) determined whether or not a significant relationship exists between students who are addictive to social media sites and their attitudes towards the use of library resources. The study revealed that there is a significant relationship, meaning that students who over depend on social media sites for information may not have the chance to patronize the library and those who are potential library users may not have good time to visit the social media platforms for relaxation. This finding is supported by Noah and Charity (2013) who reported that students at all levels of learning have divided attention to their studies as a result of the available opportunities to be harnessed from social media where they spend long hours in their hostels, lecture rooms and sensitive places such as churches and mosques chatting with friends instead of reading their books and consulting library and information resources

Hypothesis two determined if significant difference existed between the advantages and disadvantages in the use of social media on their academic performance as perceived by students. The study revealed that University students consider social media use as a disadvantage to their academic wellbeing. Kuppaswamy and Naravan (2010) confirmed this in their study by asserting that youths realize the potential danger the social media pose to their academic wellbeing but the overbearing urge and addictiveness to its use would not draw them away from it. This is where Counsellors should focus their attention in offering counselling intervention strategies. Hypothesis

(Ho₃) however indicates that there is a significant difference in perception exists between male and female students on the effect of social media on students' academic performance.

Conclusion

Based on the findings of this study, it could be concluded that students' addictiveness to social media use has a debilitating influence on their academic wellbeing and aspirations. These destructive behaviours could be attributed to ignorance and peer misinformation which calls for Counselling and Human development interventions

Counselling and Human Development Interventions

This study has revealed a number of issues that call for the declaration of a state of emergency on the use of all forms of social media by students in tertiary institutions in Nigeria.

Based on the findings of this study, the following counselling intervention strategies should be employed to rescue the ailing Nigerian education sector from total collapse:

- i. The study revealed that students' perceived advantages in the use of social media sites were not based on their academic aspirations but on personal satisfactions, entertainment or interaction with friends across the globe. The study therefore recommends a complete transformation of the mind through the use of cognitive Behaviour Modification Therapy and Video-therapy to assist those that are addictive to social media use at the expense of their studies
- ii. The study also found out that most students is aware of the consequences arising from their overdependence on social media but lack the intellectual resources to resist the temptation of being infected with the social media virus. The study therefor recommended library orientation services and periodic group counselling on topical issues that border on attitudinal change and transformation of the mind because all our actions are products of our thought system
- iii. During orientation service, students should be educated on the influence of Social media on their academic performance
- iv. Study skills as a course should be made compulsory for all undergraduates.

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