



## EFFECT OF SOCIAL MEDIA ON THE ACADEMIC PERFORMANCE OF OFFICE TECHNOLOGY AND MANAGEMENT STUDENTS OF KADUNA POLYTECHNIC, NIGERIA

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### Abstract

*Social media use has become a phenomenon of the current generation. With the advent of the internet in the 1990s, social networking sites (SNSs) came into being. Social media usage has since increased rapidly worldwide. Despite the unhealthy impact of social media, it is also a pathway to develop vital knowledge and social skills among students. This study aims to shed light on the social media effect on the academic performance of students. A survey was conducted using a modified four point scale. A 19 item questionnaire titled “Social Media and Academic Performance of Students Questionnaire (SMAPOSQ) was used to collect data from the participants. Using Gracjie and Morgan (1970) sample table, a sample of 210 was drawn from the 465 population from regular ND1, ND2, HND1 and HND2 students of the Department of Office Technology and Management in College of Business and Management Studies of Kaduna Polytechnic. Out of the 210 questionnaires administered, 182 were retrieved and 180 were analyzed using the SPSS. The hypotheses was tested using the t.test while frequencies, percentages, standard deviation and mean scores were used to analyze the research questions. The results revealed that social media does not always affect students academic performance negatively but positively. It was recommended among others that seminars should be organized by either College Directors or by head of departments to enlighten students on the possible implications of excessive use of social media and their effect on academic performance, Lecturers/instructors should channel assignments or discussions on social media platforms to help inculcate the habit of using these sites for academic work, and students should not allow social media become a source of distraction by self-talking themselves into cutting down the time spent using it.*

**Keywords:** *Social media, academic, performance, OTM*

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### Introduction

In the last few decades, technological growth has brought about tremendous changes in global communication. With the advent of the internet in the 1990s, social networking sites (SNSs) emerged. Social media usage has since increased rapidly



can have an effect on students' study habits and academic performance depending on how students use it and how long they engage on it.

The results of previous research is not conclusive, with some studies suggesting a negative impact for social media, and others suggesting promising opportunities for engagement. In a study conducted by Adebisi, Akinbode, Okuboyejo, Agboola and Oni (2015) on the role of attention deficit, predictors of behavior and academic competence in understanding the relationship between online social networking and students' academic performance among Covenant University undergraduates students, it was discovered that the prevalence and continuous engagement of online social networking services by the students' population group continued to be on the increase, thereby impacting negatively on their academic performance.

In similar vein, Asemah, Okpanachi, and Edegoh (2013), conducted a research titled "influence of social media on academic performance among undergraduate students of Kogi State University Anyigba Nigeria." They concluded that the exposure to social media by undergraduate students of the University is high and this has negative effect on their performance. On the other hand, there are other adults and many professionals, including teachers and school faculty, who encourage the use of social networking sites like Facebook because they allow students to connect with one another and discuss school related issues (Alexander and Salas, 2008). They further said that students can form online communities in order to plan for a project, have group discussions about class material, or use the SNS as a way to keep in contact when a student has been absent and needs to be updated on current academic information.

Academic excellence or achievement plays an important role in an individual placement either in the academic institutions or job placement. The pursuit of academic excellence is a global phenomenon. Due to this, many people are concerned with the ways they can enhance academic achievement. This has encouraged many studies about the conditions affecting it. Majority of youths are shifting speedily from electronic media like television viewers and radio listeners to the social media. This craze of social media has led to a host of question regarding its impact on society in general and on youth in particular. While many might be quick to blame the prevalent poor academic performance on other factors including the poor quality of teachers, it may be good if we shift our attention to the use of social media as a major factor (Oche & Aminu, 2010 in Osharive, 2015). Academic advancement is the primary goal of the higher education experience. If this is achieved or not as a result of social media usage, then there is need for further study on this important issue. The study therefore, investigates the effect of social media on the academic performance of Office Technology and Management students in Kaduna Polytechnic.



and has become an international trend which has spread its tentacles to almost every corner of the world, cutting across all ages and social strata. Social networking sites have become popular among students as a result (Hasnain, Nasreen, and Ijaz, 2015). There is a major concern among stakeholders that one of the major challenges in Nigeria is the declining quality of education which could be linked with the usage of social media among other factors.

According to Talaue, AlSaad, AlRushaidan, AlHugail, and AlFahhad (2018) social media are online technology platforms that help to connect people together far and near. It is net based technology which uses both web and mobile technology and allows every user to manipulate a complete communication through their digital gadgets (El Khatib, and Khan, 2017). The appearance of social networking sites such as Twitter, Yahoo Messenger, Facebook Messenger, Blackberry Messenger (BBM), WhatsApp messenger, 2go messenger, Skype, Google talk, Google Messenger, iPhone, Androids, has divided our world into online and offline. Social media is used to build relationship among people. With their help, people can communicate with each other, even on different continents, listen to music, read books, look at photos and much more.

The main purpose of social media, according to Alsaif (2016), is to give access to its clients and users. They can have conversation with individuals and construct social relations on the web. They can likewise share their contemplations and individual data on social media including everyday happenings, suppositions, pictures, recordings and web-links. Also, individuals can promote their business and individual aptitudes. The capacity of online networking to spread valuable data quickly has made it the quickest developing method of association. Social media networking has changed numerous businesses; however the most striking impact of it is in the classrooms and the overall education system. Tinto (1997) in Osharive (2015) agreed that social networks are beneficial for the students as it contributes in their learning experiences as well as in their academic life.

However, Olubiyi (2012) noted that these days' students are so engrossed in the social media that they are almost 24 hours online. Even in classrooms and lecture theaters, it has been observed that some students are always busy pinging, 2going or face booking, while lectures are on. Times that ought to be channeled towards learning, academic research and innovating have been crushed by the passion for meeting new friends online and most times busy discussing trivial issues. Hence, most students' academics suffer setback as a result of distraction from the social media. Students engage in social networking because of the feeling of enjoyment they derive from it. They go online to know the latest updates on their friends' status, to upload photos, or even to find someone to understand them. Diligent Students allot their free time to doing research assignments and other school work. Internet and textbooks have equal footing as information sources. The use of social networking



### Statement of the Problem

Even though the advent of social media has brought in a lot of opportunities for academic excellence, it is clear that the academic performance of students is facing a lot of neglect and challenges. It is observed that students devote their time and give more attention to social media than they do their studies. Instead of students reading their books, they spend their time chatting and making friends on the social media. It is a common sight to see a student engrossed with their phones chatting in lecture halls and even in places like church or mosque. Some are so carried away that even as they walk along the road, their eyes are glued to their phones probably chatting on the social media. The failure rate among students today can be linked to the indiscriminate use of the social media. These facts have not been empirically ascertained, hence, the need for this study. This paper is important as it may assist in promoting awareness of factors preventing good academic performance.

### Research Questions

What are the types of social media used by students?

What are the effect of social media on the academic performance of OTM students?

### Hypothesis

**H<sub>01</sub>** There is no significant difference on the effect of social media on academic performance of ND and HND students of OTM.

### Methods

Data was collected using the questionnaire. According to Bakar (2001) in Mensah and Nizam (2016) using questionnaires to acquire primary data is suitable for researches that are based on experiment, observation and survey. Hence, the survey research design will be used for the study since it can supply data on attitude, feelings, beliefs and envisioned behavior. Questionnaires will be appropriate for this research since it can elicit the actual response from the target respondents. A 19 item questionnaire titled "Social Media and Academic Performance of Students Questionnaire" (*SMAPOSQ*) was developed by the researchers. It contained four (4) sections. Section A, illicit response on demographic details of respondents; Section B sought for responses on the types of social media used by students, section C sought for response on the positive effect of social media and section D looked into the negative effect of social media on students' academic performance. The instrument was based on a four point scale of strongly agreed (4point), agreed (3point), disagreed (2point) and strongly disagreed with (1point). Decision rule was



2.5. The instrument was subjected to both face and content validity by two experts, from OTM and one from Cooperative Department. It was also trial tested using evening program HNDI and HNDII students. These groups of students did not form part of the study since the study used only the regular program students. Correlation coefficient of 0.92 showed the reliability of the instrument.

Using Krejcie and Morgan (1970) sample size table, a sample of 210 was drawn from the 465 population of regular ND1, ND2, HND1 and HND2 students of the Department of Office Technology and Management in College of Business and Management Studies of Kaduna Polytechnic. Out of the 210 questionnaires administered, 182 were retrieved and 180 were analyzed using the SPSS. t.test was used to analyze the hypotheses while frequencies, percentages, standard deviation and mean scores were used to analyze the research questions.

## Results

### Research Question 1

What are the types of social media used by OTM students?

**Table 1:** Types of social media used by OTM students.

Variables	Categories	Freq.	%
Do you use social media at all	No	10	5.6%
	Yes	170	94.4%
	Total	180	100.0%
Social media I use the most	Twitter	49	27.2
	Instagram	121	67.2
	Facebook	150	83.3
	WhatsApp	98	54.4
	LinkedIn	22	12.2
	2go	9	5.0
	Skype	6	3.3
	Total	180	100.0%
I spent the following time on social media	Less than 1 hour daily	50	27.8%
	1-2 hours daily	77	42.8%
	2-4 hours daily	23	12.8%
	4 hours and above	30	16.7%
	<b>Total</b>		<b>180</b>

Table 1 showed that 170 representing 94.4% of the students use social media. On the types of social media used by the students, majority 150 students representing 83.3% use Facebook, 121 students representing 67.2% use Instagram, 98 student

representing 54.4% use WhatsApp, 49 students representing 27.2% use Twitter, while 5% and 3.3% use 2go and Skype respectively. Thus the finding shows that the students use all the social media stated in the research but they use Facebook, Instagram and WhatsApp more. On the issue of time spent on social media, 42.8% of the students spent 1-2 hours daily on social media, 27.8% spent less than 1 hour daily, while the least proportion 12.8% and 16.7% spent 2-4 hours daily and 4 hours above respectively.

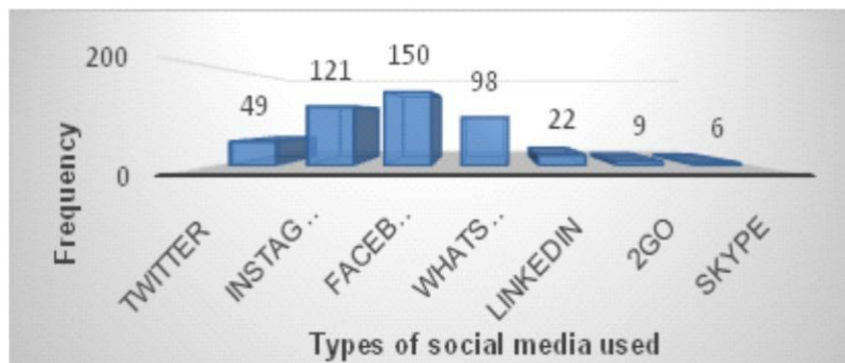


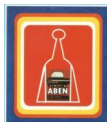
Fig 4.1: Types of social media used by the student.

## Research Question 2

What are the effects of social media on the academic performance of OTM students?

**Table 2:** Mean raw scores and standard deviation on the effect of social media on students' academic performance.

S/N	Variables	Mean	SD	Remark
1.	I use social media in the class room to learn new information	3.0833	.86441	Agree
2.	I use social media to improve in my academic grades (GPA)	3.0556	.91372	Agree
3.	I use social media to do assignments	3.3389	.95814	Agree
4.	My teacher encourages me to use social media to study	2.8222	.92848	Agree
5.	My classmates and I exchange learning materials through social media	3.2111	.81870	Agree
6.	I engaged in academic discussions on twitter and this has improved my academic performance	2.4356	.96638	Disagree
7.	Social media helped me to improve spelling English words	3.3556	.80932	Agree
8.	Social media helped me to improve my spoken English	3.0833	.88359	Agree
<b>Grand Mean</b>		<b>3.0482</b>	<b>.892843</b>	



My GPA has fallen during the last during the last semester due to too much use of social. Media.	2.2333	.99215	Disagree
I am sometimes tempted to use social media even when lecture is going on	2.3889	1.05909	Disagree
What I watch on social media interferes with my studies sometimes	2.5056	.93652	Agree
I spend more hours online than reading my books	2.4167	1.04574	Disagree
I am addicted to social media which has become a problem that is affecting my academic life	2.0333	.95660	Disagree
My unlimited access to Facebook has affected my academic performance negatively.	2.0167	.89365	Disagree
During exam time, I believe that someone will leak the exam paper through social media	1.9222	1.03274	Disagree
Whenever I want to study my books, my attention is drawn to the social media, thereby distracting me	2.3556	.95498	Disagree
I spend a lot of time looking at what other people have posted on social media	2.9111	1.18316	Agree
Due to the abbreviations used on social media, I do not know how to spell words correctly again.	2.0944	1.00110	Disagree
The time spent on social media prevents me from sleeping well at night thereby affecting my concentration in the classroom.	2.2000	1.04854	Disagree
<b>Grand Mean</b>	<b>2.28445</b>	<b>1.009479</b>	

Source: Field Survey, 2019.

N=180

In table 2 above, items 1,2,3,4,5,7,8 with the mean scores of 3.0,3.0,3.3,2.8,3.2,3.3, and 3.0 respectively are above the cut-off point 2.5 which means that the respondents agreed they use social media in the class room to learn new information, improve in their academic grades, do assignments and that their teachers encourages them to use social media to study. They also exchange learning materials through social media and it helps them to improve in both spelling of English words and spoken English. However, they disagreed with item 6 with the mean score of 2.4 which is below the cut-off point of 2.5 indicating that they do not use twitter for academic discussions with one another. Items 9,10,12,13,14,15,16,18,19 with corresponding mean scores of 2.2,2.3,2.4,2.0,1.9,2.3,2.0 and 2.2 are all below the cut-off point of 2.5 indicating that the respondents says that their GPA has not fallen during the last semester due to too much of social media usage, they were not tempted to use social media during lecture, nor do they spend too much hours with social media than their books. They said they were not addicted to social media nor does their unlimited access to



facebook affect their academic performance. They do not rely on social media to leak exam paper to them, they are not distracted by social media, and it does not affect their spelling of words and time spent on social media does not prevent them from sleeping well at night and so their concentration in the classroom is not affected at all. However items 11 and 17 with mean scores of 2.5 and 2.9 respectively, are above the cut-off point of 2.5 showing that respondents agreed that what they watch on social media sometimes affects their academic performance and that they spent a lot of time looking at what others posted on social media. The grand mean of 3.0 which is above the cutoff point of 2.5 indicate that social media have positive effect on OTM students' academic performance.

**Hypothesis 1.**

**H<sub>01</sub>** There is no significant difference in the effect of social media on academic performance of ND and HND students of OTM.

**Table 3:** Results of t-test on the effect of social media on OTM students' academic performance based on class

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Effects	ND	75	2.3721	.62791	.07251
	HND	105	2.2139	.62209	.06071

Source: Field Survey, 2019

		Levene's Test for Equality of Variances			t-test for Equality of Means	
		F	Sig.	T	Df	Sig. (2-tailed)
Effects	Equal variances assumed	.033	.857	1.676	178	.095
	Equal variances not assumed			1.674	158.649	.096

Source: Field Survey, 2019

The result of the t-test statistics shows a significant value of 1.6 > 0.05 76 (levene's test for equality of variance) implying that equal variance assumed will be adopted. The p-value of 0.095 is greater than the 0.05 level of significant i.e 0.095 > 0.05. Therefore the null hypothesis is accepted This implies that the response of ND and HND students of OTM on the effect of social media on academic performance does not differ significantly.



### **Discussion of Findings**

The findings of the study discovered that 170 OTM students of Kaduna Polytechnic representing 94.4% use social media such as twitter, instagram, facebook, whatsapp, linkedin, 2go and skype but the ones they use most are facebook(83.3%), instagram(67.2%) Whatapp (54.4%) and twitter(27.2%). This is in agreement with a study conducted by Kolan, and Dzandza (2018) in Ghana. Their findings revealed that students of university of Ghana are well exposed to social media networks; all 197 respondents use one social media platform or the other. All the respondents are on Facebook and whatsapp. Other major social media platforms used by the students are twitter, instagram. This also corroborates the findings of Wiley and Sisson (2006), that previous studies have found that more than 90% percent of tertiary school students use social networks. On the issue of time spent on social media, 42.8% of the students spent 1-2 hours daily on social media, 27.8% spent less than 1 hour daily, while the least proportion 12.8% and 16.7% spent 2-4 hours daily and 4 hours above respectively. This shows that majority are on social media for 1-2 hours daily. According to Kolan, and Dzandza (2018) majority of the students; (50.3%) spent over two (2) hours on social media on a daily basis. This was supposed to impair their studies but the study indicates differently contrary to expectations.

On the issue of effect of social media on OTM students' academic performance, the study revealed that majority of the respondents agreed that social media have positive effect on academic performance. The study also found that the effect of social media on academic performance based on the response of ND and HND students does not differ significantly. This means that social media affect the academic performance of both ND and HND students in OTM positively. They said they use social media in the class room to learn new information, improve in their academic grades, do assignments and that their teachers encourage them to use social media to study. They also exchange learning materials through social media and it helps them to improve in both spelling of English words and spoken English. Yunus and Salehi (2012) agreed with this finding that students gain more vocabulary, improve their writing skills and reduce their spelling mistakes through the use of social media.

The respondents further revealed that social media does not affect their academic performance negatively. They said their GPA has not fallen during the last semester due to too much of social media usage, they were not tempted to use social media during lecture, nor do they spend too much hours with social media than their books.



They said they were not addicted to social media nor does their unlimited access to facebook affect their academic performance. They do not rely on social media to leak exam paper to them, they are not distracted by social media, and it does not affect their spelling of words and time spent on social media does not prevent them from sleeping well at night and so their concentration in the classroom is not affected at all. The study is contrary to expectation. One would have thought that since they spend up to 1-2 hours daily using social media, this should have affected their studies negatively. Some of them agreed that what they watch on social media sometimes affects their academic performance and that they spent a lot of time looking at what others posted on social media. Kuppuswamy and Narayan (2010) in their study also feels that social media is a nuisance to students' academic life. They opined that social networks distracts the attention and concentration of the students toward learning and converts it towards non educational activities such as useless and unnecessary chatting.

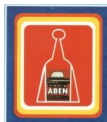
### **Conclusion**

The paper examined the usage of social media and how it affects OTM students' academic performance in Kaduna Polytechnic. Social media is a two edged sword that has the capacity to be a source where students can obtain information that will improve their academic performance on the one hand and it can also thoroughly be a source of distraction that will be a reason of student's failure academically. It has been revealed in the findings of the study that, despite the fact that there is to some extent addiction and distraction of attention caused by the excessive use of social media which could have serious consequences on the academic life of students, the benefits that students can harness from social media networks such as sharing of information, partaking in group discussions, the use of social media in the class room to learn new information, doing assignments and their teachers encouraging them to use social media to study has improved their academic grades. Academic advancement is the primary goal of the higher education experience. If this is achieved or not as a result of social media usage, then there is need for further study on this important issue. There is need to further look into how social media affect the students' physical health, social behavior, and privacy.

### **Recommendations**

Based on the findings, the following recommendations were made;

Channeling assignments or discussions on the most used social media platforms such as facebook, instagram and whatsapp should be made compulsory by the polytechnic management.



College Deans or heads of departments should organize seminars to further enlighten and encourage lecturers and students to continue the use of social media platforms for better academic performance.

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