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# **SOCIAL MEDIA INFLUENCE ON ACADEMIC PERFORMANCE OF UNDERGRADUATE STUDENTS IN UNIVERSITIES IN ILORIN METROPOLIS**

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## **Abstract**

*Social media, an online technology platform that connects people from different locations, has become an integral part of people's lives worldwide. It has a strong influence on how students learn and perform. This study investigated the social media influence on academic performance of undergraduate students in Universities in Ilorin and specifically found out the available and accessible social media sites to the students, ascertained the frequency of use of social media sites among undergraduate students and investigated its influence on their academic performance. A descriptive survey research design was adopted for this study from two Universities, a simple random sampling technique was used to select a sample of 60 students from each school and a researcher-designed questionnaire was used to elicit responses from the students. The findings of the study revealed that available social media sites are highly used by the students. Also, it was revealed that the influence of social media on academic performance of undergraduate students in Ilorin is high and that there is no significant difference in the influence of social media on academic performance of undergraduate students based on gender and age. It was recommended that more social media applications that enhances learning and students' optimal academic achievements should be encouraged, while the students endeavour to have a balanced view of the use of social media as well as the time spent on these sites. Also, trainings should be organized for lecturers in the use of the evolving social media sites/apps for effective virtual lecture delivery.*

**Keywords:** Social Media, Influence, Academic Performance, Undergraduate Students

## **Introduction**

In the twenty-first century, the world is witnessing remarkable advancements in communication technology, which have significantly expanded the scope of communication through Information and Communication Technologies (ICTs). Ufuophu and Ayobami (2012) have identified various components of ICTs, including the internet, satellite communication, cable data transmission, and computer-assisted equipment. Throughout history, people have developed diverse methods of communication, ranging from traditional methods like postal services, carrier pigeons, telegraphs, light signals, to the invention of the telephone. However, these methods often involved significant delays in receiving responses, sometimes spanning months or even years. Nevertheless, the pursuit of faster and more efficient means of communication has remained a constant endeavor.

The internet is the largest computer network in the world, connecting millions of computers. It can also be defined as the interconnection of millions of computers together through a network in order to send and receive resources (Kim & Byung-Keun, 2015). A network is a group of two or more computer systems

linked together. In the early days, most people just used the internet to search for information. The internet is a constantly evolving tool that not only contains an amazing variety of information, but also provides new ways of accessing, interacting and connecting with people and content. As a result, new terms are constantly appearing as new technologies are introduced.

The advent of the internet in the 1990s led to major developments in the world of communication hence the introduction of Social Networking Sites (SNSs). The coming into being of these sites revolutionized the world of communication and we celebrate its improvements ranging from education to entertainment. The evolution of the internet has led to its usage as the best medium of communication whereby more than two-third of the internet world 's population visit social networking sites (SNSs) thus serving as communication and connection tools (William, et. al., 2021). Advances in Internet technologies have spurred on compelling changes in how we interact, communicate, learn, and build knowledge. In general, worldwide Internet users have increased rapidly between 2005 and 2022. The Internet has taken a firm place in people's lives. It is difficult to imagine a young man who at least once a day did not check for updates in social networks and did not leaf through the news lines. The modern reality requires us to stay in touch and keep abreast of the latest news and trends.

Internet in Nigeria has always been an investment opportunity. Although Nigeria is not the country with the most internet user penetration in Africa but during 2016 regardless of the dense population there achieved a rise in the numbers of internet users in Nigeria. In 2017 according to Nigeria Communication Commission (NCC) reports, the number of internet users was released as about 91 million which decrease when compared to 2016 data. Nigeria's most internet traffic comes mainly from mobile and desktop computers most of which are served by Mobile ISPs (Internet Services Providers), Ethernet, wired and wireless. To make internet easily accessible, mobile internet service providers offer campus zone discount prepaid/postpaid internet service for students and school staffs. In 2018, there are about 103 million internet subscribers in Nigeria (Nigeria Internet Statistics, 2018).

Social media is an essential part of life for people around the world, social media are online technology platforms that help to connect people together far and near. It is used to build relationship among people (Social Media by Students, 2017). With their help, we can communicate with each other, even on different continents, listen to music, read books, look at photos and much more. Social media have greatly simplified our lives and tightly tied to ourselves (Shensa, et, al., 2015). According to Web Designer, Social networking was born in 1971, when the first email was sent, the message said "qwertyuiop". The first social networking sites was created called Geocities which allows the users to create and customize their web sites, grouping them into cities based on the site's content.

Social media sites according to Wikipedia include: Facebook, WhatsApp, QQ, WeChat, Instagram, Twitter, Skype, Viber, Snapchat, LinkedIn, Telegram, Badoo, Youtube, Flickr, Tiktok, Yahoo Messenger, Messenger, Blackberry Messenger (BBM), Google talk, Google+ Messenger, and so on. These networking sites are used by most people to interact with old and new friends, physical or internet friends. According to Digital Report (2019), there are 3.48 billion social media users and there are 3.26 billion people use social media on mobile devices. Facebook is an online social networking service headquartered in Menlo Park, California. Its website was launched on February 4, 2004 by Mark Zuckerberg with his college roommates and fellow Harvard University students, Eduardo Saverin, Andrew McCollum, Dustin Moskovitz and Chris Hughes. The founders had initially limited the website's membership to Harvard students, but later expanded it to colleges in the Boston area, the Ivy League, and Stanford University ([www.en.wikipedia.org/facebook](http://www.en.wikipedia.org/facebook)). It gradually added support for students at various other universities and later to high-school students. Since 2006, anyone who is at least 13 years old is allowed to become a registered user of the website, though the age requirement may be higher depending on applicable local laws. The name 'Facebook' came from a colloquialism for the directory given to it by American universities students ([www.en.wikipedia.org/facebook](http://www.en.wikipedia.org/facebook)). Being part of the social network is simple. An individual would be required to register in order to have an account. After registering to use the site, users can create a user profile, add other users as "friend", exchange messages, post status updates and photos, share videos and receive notifications when others update their profiles. Facebook had over 1.18 billion monthly active users as of June 2015. As of February 2015, it reached a market capitalization of \$212 Billion ([www.en.wikipedia.org/facebook](http://www.en.wikipedia.org/facebook)). Ethnographic sources revealed that Facebook is the most popular social networks used in Nigeria. as at the third quarter of 2018, there were over 2.2 billion monthly active facebook users, accounting for almost half of the internet users worldwide (Digital Report, 2018).

WhatsApp is a freeware, cross-platform messaging and voice over IP (VoIP) owned by Facebook, Inc (Metz, Cade, 2016). It was created by Brian Acton and Jan Koum, it was released January 2009. It allows users to send text messages and voice messages, make voice and video call and share images, documents, user locations and other media. WhatsApp's client application runs on mobile devices but it is also accessible from desktop computer, as long as the user's mobile devices remains connected to the internet while they use the desktop app. It is used by people in over 180 countries. Initially, WhatsApp was used by people to communicate with their family and friends. Gradually, people started communicating with business via WhatsApp(<http://www.en.wikipedia.org/whatsapp>). As at February 2017, it had over 1.2 billion users globally reaching 1.5 billion monthly active users by the end of 2017 (Statt, Nick, 2016: Josh).

Instagram is an online mobile photo/video sharing and social networking services that enables its users to take pictures and videos, and share them on a variety of social networking platforms, such as Facebook, Twitter, Tumblr and Flickr (Systrom and Kreger, 2010). Its distinctive feature is that it

confines photos to a square shape, similar to Kodak Instamatic and Polaroid images, in contrast to the 4:3 aspect ratio typically used by mobile device cameras. Users can also apply digital filters to their images (Systrom and Kreger, 2010). Instagram was created by Kevin Systrom and Mike Krieger, and launched in October 2010 as a free mobile application ([www.en.wikipedia.org/instagram](http://www.en.wikipedia.org/instagram)). Instagram rapidly gained popularity, with over 100 million active users as of April 2012 and over 300 million in December 2014. The service was acquired by Facebook Inc. It is a powerful social media site that can drive amazing traffic to websites. A lot of powerful brands are using it successfully and they are reporting that it works better for them than Facebook and Twitter combined (Jonny, 2014).

Twitter is an online social networking service that enables users to send and read short (140characters) messages called "tweets". Registered users can read and post tweets, but unregistered users can only read them. Users access Twitter through the website interface, SMS, or mobile device application. Twitter Inc. is based in San Francisco and has more than 25 offices around the world ([www.en.wikipedia.org/twitter](http://www.en.wikipedia.org/twitter)). Twitter was created in March 2006 by Jack Dorsey, EvanWilliams, Biz Stone and Noah Glass and launched in July 2006. The service rapidly gained worldwide popularity, with more than 100 million users who in 2012 posted 340 million tweets per day. The service also handled 1.6 billion search queries per day. In 2013, Twitter was one of the ten most-visited websites, and has been described as the ‘SMS of the Internet’. As of May 2015, Twitter has more than 500 million users, out of which more than 302 million are active users ([www.en.wikipedia.org/twitter](http://www.en.wikipedia.org/twitter)).

This has breached the gab that existed in communication where people had to rely solely on traditional methods such as letters and phone calls as a mode of getting in touch with friends and relatives. Communication is as easy as walking into a neighbor’s residence to deliver a piece of information or vice versa through the use of social media. During the time spent discovering individuals for acquaintances, youngsters go into different connections and get the chance to speak with a relatively boundless number of individuals and premium gatherings, with a wide range of identities, take in a considerable measure of stories, have the opportunity to trade suppositions and talk about issues important to them. Therefore, users of social networks, in most cases, are a representative of the younger generation. It is not surprising that social media usage is one of the most common activities among children, adolescents, and emerging adults nowadays. It offers the youth a portal for entertainment and communication and it is becoming one of the main platforms for accessing information and news. The social media usage of American adults aged 18–29 years who represent the higher percentage of university students rose from 12 percent in 2005 to 90 percent in 2015 (Perrin, 2018). Saied, ElSabagh and El-Afandy, (2016) reported that this percentage has increased to 54.6% in 2015; more than 80 percent of them are young people specifically university students.

Academic excellence or achievement plays an important role in an individual placement, be it in the academic institutions or job placement. Due to this, many people are concerned with the ways they can enhance their academic achievement. The emphasis on academic excellence which is also prevalent worldwide has encouraged many studies about the conditions promoting it. Scholars agree that students' academic achievement is a 'net result' of their cognitive and non-cognitive attributes (Lee & Stankov, 2016) as well as the socio cultural context in which the learning process takes place (Liem & McInerney, 2018, Liem & Tan, 2019). Academic performance, which is measured by the examination results, is one of the major goals of a school. Academic performance or achievement is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals. Academic performance is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important, procedural knowledge such as skills or declarative knowledge such as facts (Annie, Howard & Mildred, 1996).

The social media craze has also hit university and post-secondary institutions, which cannot remain impartial to these rapidly changing technologies (Dumpit & Fernandez, 2017). Putting into consideration how social media became embedded within the young generation lifestyle, college student affairs professionals found a way to use social media as a method of communication between the college administration and the students (Junco, 2012). Furthermore, most of the universities nowadays have an official page or group on one of the social media networks where students, professors and staff can share resources and interact (Selwyn, 2009). Many universities have even established their own social media networks in order to help new students to socialize and connect with the faculty members, staff, and alumni and to establish a sense of connection with the institution. Using social media networks in such a way helps in facilitating the process of knowing more about campus facilities, activities and events especially for the freshman students, and ultimately adjusting to university life. Even though the majority of students are active users on social media networks, yet 70 percent of them do not use social media for academic purposes (Jones, et. al., 2010).

As we know, nothing interesting is ever completely one-sided, so it is for social media as it comes with both positive and negative effects. There is a correlation between social media usage and academic performance of students in universities. There have been various views and opinions which recognize four major advantages of social media use in higher education. These include; enhancing relationship, improving learning motivation, offering personalized course material, and developing collaborative abilities. The use of social media by students helps to have access to basic information as quick as possible (Social Media by Students, 2017). Tariq et al. (2012) are some of the researchers that emphasize that the affordances of technologies might have severe negative consequences on "social networks addicts." They, for example, fear that "social networks grab the total attention and concentration of the students and divert them towards

non educational, unethical, and inappropriate actions such as useless chatting, time killing by random searching. According to scientists, social networks are especially dangerous for teenagers, as they form a false impression that love and friendship are easy to conquer and just as easy to destroy (East, S. 2016). They claim that the latter provide access to knowledge and help students exchange information quickly. Others think that students' use social media primarily to communicate about everything except studies and that they only distract students from the learning process. Also, Luccardi et al (2007) argued that students are socially connected with one another and therefore share their daily learning experiences and do conversation on various topics through social media whereas Kuppaswamy and Shankar (2010), reviewed that social network websites grab students' attention and then diverts it towards non-educational and inappropriate actions including useless chatting.

Research has proven the heavy presence of social media usage among students. Wiley and Sisson (2006), for instance argue that previous studies have found that more than 90% percent of tertiary school students use social networks. It was also found out that, students use social networking sites (SNSs) approximately thirty (30) minutes throughout the day as part of their daily routine life (Nicole, Charles, and Cliff, 2007). This shows the level at which students are patronizing these sites and this may bring along both positive and negative effects on students as far as their academic performance is concerned. Many universities and schools around the world restrict the access to social networks within its buildings. They justify this by helping students concentrate on their studies. On the other hand, they deny students the opportunity to use the numerous materials available on these resources, such as scientific videos on YouTube (Kolan, Dzandza, 2018).

The influence of social media on learning and teaching is increasingly considered and debated among higher education scholars, administrators, and stakeholders. Lynn, Healy, Kilroy, Hunt, Werff, Venkatagiri and Morrison (2015) considered social media as one of the game-changers in the realm of learning and instruction. McLoughlin & Lee (2010) stated that using social media networks in the educational process could help educators to apply the inquiry-based approach and encourage the collaboration between the instructor and the students, thereby encourage engagement. Also important is the potential of these technologies for encouraging independent self-directed learning as well as encouraging students' as active producers of knowledge (Dumpit & Fernandez, 2017), which once again is commonly regarded as a positive affordance for media.

Social media addiction is defined as compulsive and excessive use of social media like Facebook, Twitter, Instagram, Snapchat etc. Social media addiction has been found to be associated with a host of emotional, relational, health, and performance problem of students (Marino, et. al., 2017; Marino, et. al., 2018) studies shown that the symptoms of social media can be manifested in mood, cognition, physical and

emotional reaction, interpersonal and psychological problem (Blachino, et. al., 2017). One can get addicted to social media such as alcohol, tobacco, and injectable and non-injectable substances because of proffered rewards (Social Media Addiction, 2017). Undergraduate students viewing or checking their phone frequently or constantly form Facebook or WhatsApp notification and also feeling in a low mood when they don't have access to social media and spending more time broadcasting their activities on their timeline as a result expired subscription is a sure sign of social media addiction.

Undergraduate students are usually more prone to develop social media addictive behavior because they tend to embrace social media sites much more than the older generation. Social media makes undergraduates students to participate in virtual conversations, answering messages even in inappropriate circumstances, and they get pathologically engaged in these activities, resulting in poor academic performance, insomnia, distress, anxiety, lack of focus, disrupted eating habits, excessive fatigue and diminished real-life social interaction. Undergraduate students prefer to share their problem or what they are going through on social media instead of sharing it with their parents; they often get cut off from the real world. The negative effects of social medias make undergraduates students to be exposed to unwanted contact, abusive messages, harassment, stalking, bullying, easy access to personal information and their time-consuming nature which leads to students performing poor in their academics. (Guedes, et. al., 2016; Davey & Davey, 2015).

Males and Females use social media at similar rates (Pew research center, 2017). However, according to Lim, Heinrichs and Lim, (2017) females perceive social media differently than males. Social media corporations found out that interest and curiosity are the main factors that affect the social media usage of females, whereas variety of contents is the main factor that affects the social media usage of males. Zheng, Yuan, Chang & Wu (2016) showed that females use to put seductive profile pictures more than males because they believe that the attractiveness of the profile picture influences the number of online followers or friends they have. This study also showed that females gave emphasis to emotional expression while using social media. On the contrary, males enjoy showing that they are having fun while using social media. Chan, Cheung, Na Shi & Lee (2015) showed that the majority of females use social media for socializing and connecting with their family members, whereas males are more focused on task- oriented actions and gaming.

### **Statement of Problem**

The internet is the most important source of information and the growing dimensions of the use of social media by students cannot be underestimated. Instead of students studying their books, they spend their time chatting and making friends via social media and this might definitely have influence on their

academic performance. It has been observed that students devote more attention and time to social media than they do to their studies and this has affected their studies negatively (Osharive, 2015). Also, the study conducted by Maya (2015), revealed that media use contributed to low academic performance, low self-perceptions and less interest in college-oriented work. Studies have also revealed that social media affects students' use of English. They tend to use short-handwriting to chat with friends and get used to it thereby replicating the same errors during examinations. It is a common sight to see a student chatting in sensitive and highly organized places like church, mosque and lecture venues. Some are so carried away that even as they walk along the high way, they keep chatting (Obi, Bulus, Adamu and Sala'at, 2012). In this 21st century, students at all levels especially tertiary level have been engaging in the use of social media for various purposes, thus, this research therefore seeks to investigate the social media influence on academic performance of undergraduate students in Universities in Ilorin Metropolis.

### **Purpose of the study**

The purpose of this study is to examine the influence of social media on academic performance of undergraduate students in Universities in Ilorin. Specifically, found out the available social media sites to the students, determined the accessible Social Media sites among the undergraduate students, ascertained the frequency of use of social media sites among undergraduate Students and investigated the influence of social media on academic performance of the undergraduate students in Ilorin. This study sought to answer following research questions:

1. what are the available social media sites among undergraduate students?
2. how frequent is the use of social media among Undergraduate Students?
3. what is the influence of social media on academic performance of undergraduate students?

### **Methodology**

This study is a descriptive research design of the survey type. The population for this study consisted of all Universities in Ilorin, Kwara State, but purposive and simple random sampling techniques was used to select two universities which are both public and private universities. The sample of respondents used for the study is sixty (60) students each from both universities making a total of one hundred and twenty (120) respondents.

### **Research Instrument**

A researcher-designed questionnaire titled "Social media Influence on academic performances of undergraduate students in Universities in Ilorin Metropolis" was the research instrument used to elicit response from the students. The questionnaire has five sections, the first section was for demographic

information, the second section focused on available social media sites among undergraduate students in Universities in Ilorin Metropolis and the third section determined the frequency of use of social media among undergraduate students, while the fourth section investigated the influence of social media on academic performance of undergraduate students. The research instrument was validated by three ICT specialists, while inter-rater/observer reliability method was used to ascertain the reliability of the instrument.

### Data Analysis

In this study, the data collected from the respondents were analyzed using descriptive statistic. The Demographic data were analyzed using frequency and percentage while research question 1 was answered using mean rating, and research question 3 to 4 were answered using cumulative means. The formulated research hypotheses were subjected to the independent t-test statistic and tested at 0.05 level of significance using t-test and Analysis of Variance (ANOVA).

**Table 1:** Distribution of Respondents Based on Gender

| Gender | Frequency | Percentage |
|--------|-----------|------------|
| Male   | 51        | 42.5       |
| Female | 69        | 57.5       |
| Total  | 120       | 100.0      |

Table 1 indicates that 120 respondents participated in the study out of which 51 (42.5%) were males, while 69 (57.5%) of the respondents were females. This implies that there are more female respondents that participated in the study.

**Table 2:** Distribution of Respondents Based on Age

| Age                | Frequency | Percentage |
|--------------------|-----------|------------|
| 15 – 20 years      | 12        | 10.0       |
| 21 – 25 years      | 76        | 63.3       |
| 26 years and above | 32        | 26.7       |
| Total              | 120       | 100.0      |

Table 2 indicates that 12 (10%) of the respondents are between 15 to 20 years, 76 (63.3%) of the respondents are between 21 to 25 years, while 32 (26.7%) of the respondents are between 26 years and above.

**Table 3:** Distribution of Respondents Based on Institution proprietorship

| Institution            | Frequency | Percentage |
|------------------------|-----------|------------|
| University A (Public)  | 70        | 58.3       |
| University B (Private) | 50        | 41.7       |
| Total                  | 120       | 100.0      |

Table 3 indicates that 120 respondents participated in the study out of which 70 (58.3%) were from University A (Public), while 50 (41.7%) of the respondents were from University B (Private). This implies that there are more respondents from University A (Public) that participated in the study.

**Research Questions 1:** *What are the available social medial sites among undergraduate students?*

**Table 4:** Distribution Showing Available Social Media Sites among Undergraduate Students

| Items     | Available   | Non-Available |
|-----------|-------------|---------------|
| Facebook  | 112 (93.3%) | 8 (6.7%)      |
| WhatsApp  | 120 (100%)  | -             |
| Snapchat  | 97 (80.8%)  | 23 (19.2%)    |
| Twitter   | 101 (84.2%) | 19 (15.8%)    |
| Telegram  | 103 (85.8%) | 17 (14.2%)    |
| Instagram | 108 (90%)   | 12 (10%)      |
| Classmate | 48 (40%)    | 72 (60%)      |
| TikTok    | 67 (55.8%)  | 53 (44.2%)    |
| Tumblr    | 19 (15.8%)  | 101 (84.2%)   |
| LinkedIn  | 63 (52.5%)  | 57 (47.5%)    |

Table 4 indicates that the availability of social media sites among undergraduate students is high. Some of the social media sites available are WhatsApp 120 (100%), Facebook 112 (93.3%), Telegram 103 (85.8%), Twitter 101 (84.2%) and Snapchat 97 (80.8%). While the least social media site non-available among undergraduate students are Tumblr 101 (84.2%) and Classmate 72 (60%).

**Research Questions 2:** *How frequent is the use of social media among Undergraduate Students?*

**Table 5:** Mean and Rank Order on the Use of Social Media Sites among Undergraduate Students

| Item N. | Items                                                                                                     | Mean | Rank            |
|---------|-----------------------------------------------------------------------------------------------------------|------|-----------------|
| 10      | I make use of social media to do my assignments/projects which are in forms of blogs/online presentations | 2.77 | 1 <sup>st</sup> |

|   |                                                                                                    |      |                  |
|---|----------------------------------------------------------------------------------------------------|------|------------------|
| 2 | I can't do without visiting social media sites on daily basis                                      | 2.73 | 2 <sup>nd</sup>  |
| 4 | I make use of social media while eating                                                            | 2.70 | 3 <sup>rd</sup>  |
| 5 | I use social media for making new friends and socializing more than I use it for academic purposes | 2.68 | 4 <sup>th</sup>  |
| 1 | I spend more time on social media than on my studies                                               | 2.51 | 5 <sup>th</sup>  |
| 7 | I use social media for more than 8 hours daily                                                     | 2.50 | 6 <sup>th</sup>  |
| 9 | I make use of social media while on the road                                                       | 2.39 | 7 <sup>th</sup>  |
| 3 | Frequent use of social media has affected my communication skills                                  | 2.18 | 8 <sup>th</sup>  |
| 6 | Frequent use of social media has affected my grade negatively                                      | 1.89 | 9 <sup>th</sup>  |
| 8 | Social media regularly usage has negative effect on my writing skills                              | 1.82 | 10 <sup>th</sup> |

Table 5 shows that Items 10, 2 and 4 which states that “I make use of social media to do my assignments/projects which are in forms of blogs/online presentations; I can't do without visiting social media sites on daily basis; and I make use of social media while eating” have mean scores of 2.77, 2.73 and 2.70 ranked 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> respectively. While Items 8 which states that “Social media regularly usage has negative effect on my writing skills” with a mean score of 1.56 rank 10<sup>th</sup>. Six out of the ten items have mean scores that are above the mid-mean score of 2.50, then it can be said that majority of the respondents affirmed to the stated items and the result thus shows that the use social media sites among undergraduate students is high.

**Research Questions 3:** *What is the influence of social media addiction on academic performance of Undergraduate Students?*

| Item No. | Items                                                                                                              | Mean | Rank             |
|----------|--------------------------------------------------------------------------------------------------------------------|------|------------------|
| 7        | I make use of WhatsApp to disseminate information to my class mates                                                | 3.58 | 1 <sup>st</sup>  |
| 5        | I use social media to get knowledge and information relating to my studies                                         | 3.57 | 2 <sup>nd</sup>  |
| 9        | Visiting social media sites has contributed positively to my studying pattern and learning styles                  | 3.46 | 3 <sup>rd</sup>  |
| 4        | Social media has improved my communication skills                                                                  | 3.34 | 4 <sup>th</sup>  |
| 6        | I use materials gotten from blogging sites to compliment what I have been taught in class                          | 3.16 | 5 <sup>th</sup>  |
| 8        | There is no difference in my grade since I became engaged in social media                                          | 2.63 | 6 <sup>th</sup>  |
| 3        | I solely rely on information gotten from Wikipedia to do my assignment without consulting other sources.           | 2.56 | 7 <sup>th</sup>  |
| 10       | I am having difficulty in managing my time properly for effective study because of my engagement with social media | 2.43 | 8 <sup>th</sup>  |
| 2        | Online social networks distract me from my studies                                                                 | 2.35 | 9 <sup>th</sup>  |
| 1        | Addiction to social media affects my academic life                                                                 | 1.92 | 10 <sup>th</sup> |

**Table 6:** Mean and Rank Order on Social Media Influence on Academic Performance of Undergraduate Students

Table 6 shows that Items 7, 5 and 9 which states that “I make use of WhatsApp to disseminate information to my class mates; I use social media to get knowledge and information relating to my studies; and Visiting social media sites has contributed positively to my studying pattern and learning styles” have mean scores of 3.58, 3.57 and 3.46 ranked 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> respectively. While Items 1 which states that “Addiction to social media affects my academic life” with a mean score of 1.92 rank 10<sup>th</sup>. Seven out of the ten items have mean scores that are above the mid-mean score of 2.50, then it can be said that majority of the respondents affirmed to the stated items and the result thus shows that the influence of social media on academic performance of undergraduate students is high.

**Hypothesis One:** *There is no significant difference in the influence of social media on academic performance of undergraduate students based on gender*

**Table 7:** t-test Showing the Social Media Influence on Academic Performance of undergraduate students based on Gender

| Gender | N  | Mean  | SD   | Df  | Cal. t-value | Crit. t-value | p-value |
|--------|----|-------|------|-----|--------------|---------------|---------|
| Male   | 51 | 29.03 | 4.68 | 118 | 0.04         | 1.96          | 0.96    |
| Female | 69 | 29.00 | 4.28 |     |              |               |         |

Table 7 shows a calculated t-value of 0.04, a critical t-value of 1.96 and a p-value of 0.96. The p-value calculated is higher than the alpha level at 0.05 then the hypothesis is accepted. Hence, there is no significant difference in the influence of social media on academic performance of undergraduate students based on gender.

**Hypothesis Two:** *There is no significant difference in the influence of social media on academic performance of undergraduate students based on Age*

**Table 8:** Analysis of Variance (ANOVA) showing the Social Media Influence on Academic Performance of undergraduate students based on Age

| Source         | df  | SS       | Mean Square | Cal. F-value | Crit. F-value | p-value |
|----------------|-----|----------|-------------|--------------|---------------|---------|
| Between Groups | 2   | 60.511   | 30.25       | 1.55         | 3.00          | 0.22    |
| Within Groups  | 117 | 2283.456 | 19.51       |              |               |         |
| Total          | 19  | 2343.967 |             |              |               |         |

Table 8 shows the F-value calculated of 1.55, a Critical value of 3.00 and a p-value of 0.22. The p-value calculated is greater than the alpha p-value at 0.05. The hypothesis is accepted. Hence, there is no significant difference in the influence of social media on academic performance of undergraduate students based on age.

**Hypothesis Three:** *There is no significant difference in the influence of social media on academic performance of undergraduate students based on institution proprietorship*

**Table 9:** t-test Showing Social Media Influence on Academic Performance of Undergraduate Students Based on Institution proprietorship

| Institution             |   | N  | Mean  | SD    | df  | Cal.<br>t-value | Crit.<br>t-value | p-value |
|-------------------------|---|----|-------|-------|-----|-----------------|------------------|---------|
| University<br>(Public)  | A | 70 | 45.56 | 13.74 | 178 | 1.26            | 1.96             | 0.61    |
| University<br>(Private) | B | 50 | 44.02 | 10.55 |     |                 |                  |         |

Table 9 shows a calculated t-value of 1.26, a critical t-value of 1.96 and a p-value of 0.61. The p-value calculated is higher than the alpha level at 0.05 then the hypothesis is accepted. Hence, there is no significant difference in the influence of social media on academic performance of undergraduate students based on institution proprietorship.

## Discussion of Findings

The results of the finding of this study revealed that the use social media sites among undergraduate students is high with the majority of question items have mean scores that are above the mid-mean score of 2.50. The findings also showed that the influence of social media on academic performance of undergraduate students is high, as seven out of the ten question items on influence have mean scores that are above the mid-mean score of 2.50. The result of hypothesis one indicated that there was no significant difference in the influence of social media on academic performance of undergraduate students based on gender as the result shows a calculated t-value of 0.04, a critical t-value of 1.96 and a p-value of 0.96 hence the hypothesis was accepted. Hypothesis two stated that there was no significant difference in the influence of social media on academic performance of undergraduate students based on age. The result shows the F-value calculated of 1.55, a Critical value of 3.00 and a p-value of 0.22. where the p-value calculated is greater than the alpha p-value at 0.05 level of significance, hence the hypothesis is accepted.

## Conclusion

The availability of social media sites among undergraduate students is high. Some of the social media sites available are WhatsApp, Facebook, Telegram, Twitter and Snapchat. The accessibility of social

media sites among undergraduate students is high. Some of the social media sites more accessed among undergraduate students are WhatsApp, Facebook, Telegram, and Snapchat. The use of social media sites among undergraduate students is high. Hence, this implies that social media sites when implemented in teaching and learning can positively influence the performance of students but efforts should be made to regulate the time spent on the social media, most especially by the undergraduate students to prevent addiction and negative influences.

### Recommendations

1. Based on the findings of this study, it is recommended that more social media applications that could enhance learning and students' optimal achievements in their educational pursuits should be encouraged by stakeholders in the educational sector.
2. Students should endeavour to have a balanced view of the use of social media as well as their time spent on these sites. Spending too much time on the sites can lead to being addicted to the usage of social media giving rise to a host of problems such as emotional, health and academic performance problems of students.
3. Lecturers should also get themselves trained and vast with the use the social media sites/apps as these will give them ample opportunity to deliver their lectures as well as presentations to the students virtually.

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