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ASSESSMENT OF SOCIAL MEDIA'S INFLUENCE ON THE ACADEMIC PERFORMANCE OF TERTIARY INSTITUTION STUDENT

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Abstract

This paper assesses the influence of social media on academic performance of tertiary institutions. The study made use of a quantitative approach where 100 questionnaires were distributed to tertiary institutions students in Ekiti State. The study findings reveal that all the respondents have access to the internet and that they do so through different mediums such as smart phones, tablets and computers. Also, smart phones are the most popular means of accessing the internet by students. These devices are portable and allow students to carry it along at any given time. Findings of this study reveal that Ekiti State University students spend more time on social media than reading their books, this makes them rely on social media to do their assignments

Annals of Spiru Haret University.
Economic Series
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Issue 3/2021

without consulting other sources. The study also revealed that students' exposure to social media has effect on their academic performance and that effect is negative. It is the perspective of this paper that undergraduate who invest more energy in online networking are liable to perform inadequately in their scholarly exercises than the individuals who don't, because of an extraordinary number of times spent on long range informal communication exercises, the scholastic execution of undergraduates endure misfortunes which could prompt poor execution in their studies.

Keywords: *social media; digital communication; academic performance; university students' social media usage.*

JEL Classification: I23, I25, I31

Introduction

Technological advancements have brought major changes to the ways and manners people conduct their affairs globally. This technological advancement continues to break communication barriers and replacing them with new methods of connecting global audience. With the enablement of technology, anyone who has access to the Internet can be connected through numerous accessible social media platforms, and mobile telephony and be able to communicate video calls and electronic conferencing with peers regardless of distance. Wentworth and Middleton (2014) express the belief that "social media is an extension and explosion of traditional word of mouth networks. Word of mouth has always been the most effective and trust worthy means of disseminating information".

According to Ünal, and Köroğlu (2016), social media have become very popular in recent years, this may be attributed to increasing proliferation and affordability of Internet enabled devices such as personal computers, mobile devices and tablets. This is evidenced by the burgeoning popularity of many online social media that include such social networking platforms as Facebook, collaborative projects such as Wikipedia, content communities like YouTube, blogs like Word Press, virtual games worlds such as World of Warcraft and virtual social worlds like Second Life. According to statistics by National Bureau of Statistics [NBS] (2016) as at September 2015, there were a total of 150,469,438 mobile subscribers in Nigeria. Of all users, a total of 97,212,364 had an Internet subscription. As a result, social media are becoming more and more popular especially among students in Nigeria. [Yusuf, 2018]

Annals of Spiru Haret University.
Economic Series
Since 2000
ISSN:2393-1795 ISSN-L:2068-6900
Issue 3/2021

Teenagers and young adults have especially embraced these tools as a way to connect with their peers, share information, reinvent their personalities, and showcase their social lives [Skiera, Hinz, & Spann, 2015]. As a result, a lot of students happily make use of these opportunities by spending a substantial amount of their time to use various social media platforms. However, the question remains that whether social media have any impact on student's academic performance. [Rouis, Limayem, & Salehi-Sangari, 2011]

Ezeah, Asogwa and Edogor (2013) in "Social Media Use among Students of Universities in South-East Nigeria", the study could not determine whether a significant difference exists in "social media" habit between male and female students. Similarly, Buhari and Ashara (2014) in "Use of Social Media among Students of Nigerian Polytechnic" also conspicuously omitted the same factor. And no attempt was made to establish if a significant difference exists in "social media" habit as it relates to age. Thus, the need to make up for these gaps in knowledge in area of education in Nigeria makes the current study very significant. Its findings would further reveal the purposes students use social media, whether usage of social media affect academic performance, the interaction of gender difference, and the interaction of age. Hence, the broad objective of this study is to examine the influence of social media on academic performance of selected higher institution in Ekiti State.

Statement of Problem

The world today is a global market in which the internet is the most important sort of information. Since the advent of social media sites in the 1990s, it is assumed in some quarters that the academic performance of students is facing a lot of neglect and challenges. The educational system in Nigeria is faced with so many challenges which have certainly brought about a rapidly decline in the quality of education [Buzzetto-More, 2012]. There is a deviation, distraction and divided attention between social networking activities and their academic work. It is observed that students devote more attention to social media than they do to their studies. [Dabbagh, & Kitsantas, 2011]

In recent times social media have been a major stay in the minds of students and the world at large thereby causing a lot of drastic measure by students, teacher and even educational administrators at large. It is therefore of great importance to explore some of the trending issues facing students' academic performance as a result of social media. Students at all levels of learning now have divided attention

Annals of Spiru Haret University.
Economic Series
Since 2000
ISSN:2393-1795 ISSN-L:2068-6900

to studies, as a result of available opportunities to be harnessed from social media. Whether these opportunities promote studies is a question that needs to be answered. Thus, the problem this study examined the influence of social media networks on the academic performance of the students in Ekiti State.

Conceptual Literature

Concept of Communication

Communication in its simplest form is the activity of conveying information through the exchange of thoughts, messages or information or information as by speech, visuals, signals, writing, or behaviour. Be that as it may, communication requires a sender, a message and a recipient, although it may mean different things to different people. For instance, Srampickal (2006) posits that communication is more than a transfer of ideas, from one communicative partner to the other.

Communication is one of the oldest academic fields in the world; with roots that dates back as far as the Ancient Greek academies. As communication methods have evolved, the study of communication has evolved with them [Brown, 2011]. Different people understand communication to mean different things to them depending on what their interest or targets are. According to Brown (2011), "Communication is the process of sharing information, thoughts, and feelings between people through speaking, writing or body language". This extends the concept to require that transmitted contend is received and understood by someone in a way it was intended.

Concept of Social Media

Social Media

The term "Social media" is defined as the application that allows users to converse and interact with each other; to create, edit and share new forms of textual, visual and audio content, and to categorize, label and recommend existing forms of content (Selwyn 20129). Social media therefore denotes to the wide collection of Internets based and mobile services that connect people together to communicate, participate, collaboratively interact, discuss and exchange ideas and information on an online community. The kind of Internet services commonly associated with social media (sometimes referred to as "Web) [Eke, Omekwu, & Odoh, 2011].

It is easy to confuse social media with social news because we often refer to members of the news as the media. Adding to it, that social news site is also social media site. [Kolek & Saunders, 2008]

Annals of Spiru Haret University.
Economic Series
Since 2000
ISSN:2393-1795 ISSN-L:2068-6900

Blogs are Web information sharing technology [Hijazi, & Naqv, 2006]. According to Kaplan and Haenlein (2010), blogs are the social media equivalent of personal web pages and can come in a multitude of different variations, from personal diaries describing the author's life to summaries of all relevant information in one specific content area.

Mobile Social Media

When social media is used in combination with mobile devices, it is called mobile social media [Al-Menayes, 2015]. Mobile social media is a group of mobile applications that allow the creation and exchange of users generated content. The introduction of anytime anywhere Wi-Fi in mobile phones and the prevalence of free social media applications according to AlMenayes (2015) have made them indistinguishable from personal computers when it comes to Internet use. The rising importance of the mobile social media is reflected when we looked at the average time per day that people are spending on the mobile web, this metric according to Global Web Index (2015) has jumped from 1.24 hours in 2012 to 1.99 hours in 2015. According to ExactTarget (2014) half of the planet now owns a mobile phone. Out of the total global population: 7.18 billion Active mobile users: 3.61 billion (50% penetration). Similarly, 77% of all social media users are now accessing them via mobile devices. 22% of people on the planet use social media on a mobile device (Ibid.). Mobile phones are portable, providing easy access to the Internet regardless of time and place [Al-Menayes, 2015]. Mehmood and Taswir (2013:) remarked that as a result of smart features available on social networks like reading RSS feeds, location tagging and status updates have ignited popular uses of social media on mobile phone. dents and found that the students use the SNSs to communicate with friends;

Impacts of Social Networking Sites

Through email and instant messaging, online communities are created where a gift economy and reciprocal altruism are encouraged through co-operation. 2go and other social networking tools are increasingly the objective of scholarly research. Scholars in many fields have begun to investigate the impact of social networking site, investigating how such site may play into issues of identity, privacy, social, youth culture and education. Several website are beginning to tap into the power of the social networking model for philanthropy. In 2011 HCL technologies conducted research that showed that 50% of British workers are banned from the use of social

Annals of Spiru Haret University.
Economic Series
Since 2000
ISSN:2393-1795 ISSN-L:2068-6900
Issue 3/2021

media during office hours. In this view, when one is chit-chatting, the content of the message reveal a lot about an individual. In chatting, comments, photos, and status should speak less of an individual. Kim in summary says: "if you are mindful of what you are doing, you can maintain a measure of privacy on a social network" [Dewing, 2012]; and, in reference to this, Proverbs 10:19, states that "In the abundance of words, there does not fail to be transgression, but the one, 2012".

Concept of Academic Performance

Hijazi and Naqvi, (2006) define academic performance as a multidimensional construct composed of the skills, attitudes, and behaviours of a learner that contribute to academic success in the classroom. Academic instruction is arguably the primary business of education. To this end, schools are expected to influence students' learning, socialisation, and even vocational preparedness. Despite the attention paid to a broad definition of educational outcomes, however, academic performance remains central. Students' academic performance is a term that appears frequently married in higher education discourse. It is a satisfactory and superior level of performance of students as they progress through and complete their school experience [Tinto, 1993]. The implication of this definition is underscored by research, which repeatedly demonstrates that the vast majority of students who withdraw from school do so for no reason other than poor academic performance [Hijazi & Naqvi, 2006; Tinto, 1993].

Parents' Education

Parents are the most immediate relation of a child. Educated parents better understand the educational needs and their children's aptitude. They, thus help their children in their early education, which affects their proficiency in their relative area of knowledge. Parents' education or academic background definitely contributes immensely toward the academic life of children.

According to Grissmer (2003), parents' level of education is the most important factor affecting students' academic achievement. Taiwo (1993) submits that parents' educational background influence the academic achievement of students.

Academic Ambition of the Student

The importance of setting up goals for behaviour was first suggested and defined by Junco, Merson and Salter (2010). The ability to set goals and pursue these goals is sometimes referred to by educators as student's academic ambition Junco., Heiberger and Loken (2010) demonstrate that ambitions can be linked to

Annals of Spiru Haret University.
Economic Series
Since 2000
ISSN:2393-1795 ISSN-L:2068-6900

the seeking of success and the avoidance of failure. Junco et al. (2010) defines ambition as the persistent and generalized striving for success, attainment, and accomplishment. In short, ambition is about attaining rather than achieving, though of course there is a certain relationship between the two [Junco, 2011]. Ambition is thus discussed by numerous philosophers, with those seeing it as virtuous apparently outweighing those who perceive it as vicious [Junco, 2011].

Study Habits

Study habits of students may be relevant to the prediction of grades because it is possible that student's grades may be related to their study habits. That is, students with poor study habits may obtain lower grades than those students with better study habits. The importance of the relationship between grades, instructor ratings and study habits has not been determined [Middleton, 1979]. Study skills and learning approaches include, for example, time management, using information resources, taking class notes, communicating with teachers, preparing for and taking examination, and several other learning strategies. The research shows a significant correlation between such learning behaviour and approaches and academic achievement in higher education [Soares *et al.,* 2009].

Academic Interaction

Research on college students suggests that activities like advising could increase students' involvement in their college experiences. Colleges and universities could use strategic planning to design advising programs based on relationships of shared responsibility and focused on students' success. Research on positive outcomes of college and on the diverse needs of students making up today's student population suggests that a new look at advising is needed. Findings link academic advising directly and indirectly to contact between faculty and students and persistence in college. For example, involvement influences learning and defines effective institutions as those having the capacity to involve students [Kietzmann, Silvestre, McCarthy, & Pitt, 2012].

Learning Skills

Recent research has considered student behaviour and learning to be important factors in student's academic success and retention. Kirmani *et al.* (2008) conclude that if we aim to increase student's academic success in higher education institutions, we must focus on interventions directed towards learning strategies, a fact which suggests the need to develop programs of this kind [Kirschner, & Karpinski, 2010]. The influence of learning strategies on academic achievement, on

Annals of Spiru Haret University.
Economic Series
Since 2000
ISSN:2393-1795 ISSN-L:2068-6900
Issue 3/2021

the other hand, has been much less widely investigated, in spite of its theoretical importance and prevalence in international reports [Klastrup, 2003].

Social Network and Education

The advent of social network platforms may also be impacting the way in which learners engage with technology in general. For a number of years, Kolek, and Saunders (2008) dichotomy between digital natives and digital immigrants has been considered a relatively accurate representative of the ease with which people of a certain age rate, in particular, those born before and after 1980, use technology. Social networking and their educational uses are of interest to many researchers.

Social Media and Student Academic Performance in Tertiary Institution

Academic performance in this context is describe as the activities that relates to the work done in colleges and universities especially which involves studying and reasoning rather than practical or technical skills. Higher education on the other hand is an educational level that primarily describes post-18 learning that takes place at the universities as well as other colleges and institutions that awards academic degrees and professional qualification [Kwon, & Noh, 2010].

A side most deliberations of social media being perceived as either on the very straightforward or the very philosophical, emergent numbers of educationalists exploring and aspiring in this field are beginning to consider the possible significance and likely implications of social media for education practice and provision specially in terms of higher education. Social media constitute an increasingly important context in one's academic everyday lives. Indeed, some critics talk of social media as a self-networked acknowledging avenue serving as a key site for sociality and identity recognition in many people's lives [Kuwon *et al*., 2010]. The apparently changing nature of a student, who is entering university, will ultimately see the significance of social media in higher education in a practical sense, the attribute of social media reflects a highly connected, collective and creative qualities application that are more flexible, fluid and accelerated in nature.

Influence of Social Media Network on Student Academic Performance in Tertiary Institution

Though there have been many social, economic, and environmental factors that have added to the pressure of university students in the past ten years both positive and negative, the drop-out rate for students is still a major national problem

Annals of Spiru Haret University.
Economic Series
Since 2000
ISSN:2393-1795 ISSN-L:2068-6900
Issue 3/2021

[Bowen, 2008]. Current statistics show that university students in Nigeria are under increased pressure due to higher academic standards in other countries, and it has become more important than ever for educators to encourage graduation and further education [Bowen, 2008]. However, with more and more students being preoccupied with social media networks and technological social lives, how will this affect their studies? It is estimated that even those students who do graduate high school, one out of three does not have possess the knowledge and skills that would lead him or her to the next level, such as college or an advanced trade school [Bowen, 2008].

Conceptual Framework of Social Media's Influence on Academic Performance of Students of Tertiary Institution in Ekiti State

Review of Related Theories

According to the literature review sections, the research is anchored on two theories: The Uses and Gratification theory and the Competence and Performance theory.

As was previously mentioned, social media offers today's youth a portal for entertainment and communication and it is becoming one of the main platforms for accessing information and news. This study aims to assess the influence of social media on academic performance of undergraduates in the selected tertiary institutions in Ekiti State, the results will reveal whether the use of social media enhances their academic performance or not.

Uses and Gratification theory

Uses and gratification was developed in 1974 by Katz, Blumler and Gurevitch [Wimmer, & Dominick 2011]. Basically, the theory places more emphasis on "what people do with media" rather than "what media do to people" [Katz, 1959 cited in Idakwo, 2011]. Uses and gratifications theory is the study of the gratifications or benefits that attract and hold audiences to various types of media and the types of content that satisfy their social and psychological needs.

Social networking sites as new media of communication also lends itself to uses and gratifications approach, in part due to its interactive nature [Grant, 2005]. Uses and gratifications research has typically focused on how media are used to satisfy cognitive and affective needs involving personal needs and entertainment needs [Rubin, 2002].

Annals of Spiru Haret University.
Economic Series
Since 2000
ISSN:2393-1795 ISSN-L:2068-6900

Issue 3/2021

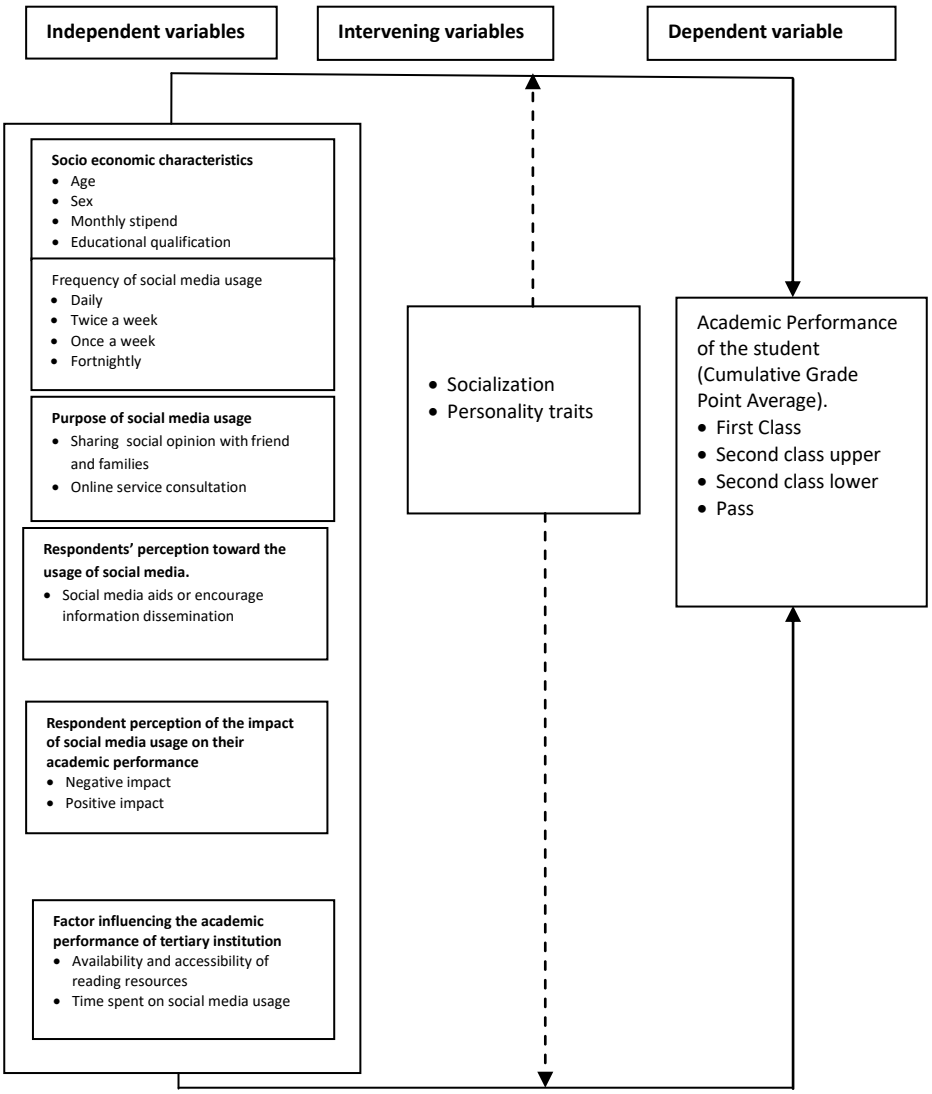


Fig. 1. Social Media and Academic Performance of Tertiary Institution Student Model 2021

Annals of Spiru Haret University.
Economic Series
Since 2000
ISSN:2393-1795 ISSN-L:2068-6900
Issue 3/2021

Competence and Performance theory

The term competence in this context refers to the ability of undergraduate students' (requiring skills and knowledge) that has actually been acquired. Competence theory is in this work is a framework designed to explain undergraduate students' motivation to participate, persist and work hard in their academics [Rumelt, 1994]. The central thesis of this theory is that undergraduate students' are attracted to participate in activities at which they feel competent or capable [Lawson, 1999].

Humans (undergraduate students') are capable of extraordinary accomplishments. Gandhi led a nonviolent revolution that liberated India from colonial rule. Wonderful accomplishments also occur in day-to-day practice in higher education [Pellegrino *et al.,* 2001]. An advisor inspires students to follow their dreams. A teacher magically connects with students. A researcher continually asks the quintessential questions that lead to revolutions in thinking. A dean inspires an entire college to collaborate and attain wonderful outcomes.

Review of Related Empirical

Several studies have been carried out by different researchers to assess how the use of social media impact student academic performance. Megableh *et al.* (2015), MehMood & Taswir (2013), Kist (2008), Nwafor (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 negatively. It stated that many parents and guardians are worried that students now spend too much time on Facebook and other social media sites and do not have enough time to study

Oladipo and Mamman (2014) carried out a research on student's perceptions regarding the impact of social media on business education in Nigerian universities. They found out that Facebook and email emerged as the favourite site (in terms of popularity) for students (99 percent) among other thirteen sites, instant messaging (85 percent) while others were less favourites. This study is related because they both seek to investigate effects of social media on students' academic performance, they also used questionnaire to collect data, adopted a descriptive design and similar method of data analysis.

David (2014) carried out a research on effect of Facebook on students academic performance. It shows that 26 percent of respondents agreed that the use Facebook affect their academics positively, 32 percent are not affected in any way by their use of these social media while 42 percent are affected negatively. This implies that students' activities on Facebook have effect on their academic performance. This

Annals of Spiru Haret University.
Economic Series
Since 2000
ISSN:2393-1795 ISSN-L:2068-6900
Issue 3/2021

study is related to the present study because the two studies seek to find out effects of Facebook usage on students academic performance, both studies are descriptive surveys research design and used survey questionnaire to seek for information from the respondents.

Owusu-Acheaw and Larson (2015) did a study to assess students' use of social media and its effect on academic performance of tertiary institutions students in Ghana with a focus on Koforidua Polytechnic students. Questionnaire was used for collecting data. The study revealed that majority of the respondents had mobile phones which also had Internet facility on them and had knowledge of the existence of many media sites. The study further confirmed that most of the respondents visit their social media sites using their phones and spend between thirty minutes to three hours per day. In addition, the study revealed that the use of social media sites had affected academic performance of the respondents negatively and that there was direct relationship between the use of social media sites and academic performance.

Onah and Nche (2014) carried out a research to study the relationship between the use of social media and students' academic performance in Pakistan. The results suggest social media has an inverse relationship with academic performance.

Emeka & Nyeche (2016) also did a study on the Impact of Internet Usage on Academic performance of undergraduate students using University of Abuja, Nigeria as a case study. Survey method using questionnaires as the instrument for data collection was adopted. The result revealed that the use of Internet is a beneficial tool to students and enhances their skills and capability, which will assist them in studies and professional life.

Literature Gap

Several studies have been carried out in the past on this subject. But the review of previous empirical literature revealed a lack of consensus in the research findings of past researchers which indicates the existence of a research gap.

Reviews of previous works of scholars were undertaken in this Chapter. It dwelt extensively on issues relating to social media and its influence on student education. It existence in European and other Countries have taken a long time only that it is a new phenomenon in the Nigerian scene. Several causes were identified for single parenthood such as cybercrime, exposure to pornography and series of many other social vises, which has created moral decadence in the society due to their exposure to social media in the society and cut across all ages, gender, culture and classes.

Annals of Spiru Haret University.
Economic Series
Since 2000
ISSN:2393-1795 ISSN-L:2068-6900

Based on the aforementioned points raised, it is clear from the previous studies that very few literature materials dwelt on its negative impact in the society and proper up bringing which is considered to be one sided. Especially as this is affecting their level of moral development. From this analysis, it became imperative for this study to extend its dragnet to these two critical areas and make comparison of both positive and negative influence of social media and academic performance of tertiary institution students in Ekiti State.

It is however important to note that one other uniqueness of this study with the latter is on its rationale to assess the impact of such variables as their academic interaction, study habits, addictiveness to social media and moral decadence. An observation made by the researcher indicate that these essential variables are more significant to one's academic performance than to size of the family, educational qualifications, environment or any other factors.

In fact, in most of the studies reviewed, the above variables were linked to positive influence alone while the present study is assessing the identified variables on the two key concepts of social media and academic performance in Ekiti State and also looking at both the positive and the negative influence which available literature has failed to put into considerations. The present study is attempt to fill this gap. This study is distinct from previous works because this study reflects the role of social media on academic performance of tertiary institution students in Ekiti State, the short and long run positive and negative influence of social media on academic performance of tertiary institution students in Ekiti State.

Research Design

A research design refers to an arrangement of conditions for collection and analysis of data of the study in a manner that aims to combine relevance to research purpose with economy in procedure. Also the research design can be defined as the conceptual structure within which research is conducted [Kothari, 2004].

The study could be described as a survey research. The study would investigate the communities in Ekiti State through selecting samples of social media to find the moral challenges confronting their academic performance mentally, socially and psychologically. This envisaged cross-sectional survey strategy would help to generalize for the population and allow inferences to be made about the whole population at one point in time. In this study, the research design could be of both qualitative and quantitative [Kombo, & Tromp, 2006]. Moreover, Kothari (2004)

Annals of Spiru Haret University.
Economic Series
Since 2000
ISSN:2393-1795 ISSN-L:2068-6900

observed that qualitative studies aim at understanding and conveying respondents' life experience in a given social setting which is the case in this study because it focuses on assessing the influence of social media on physically, mentally, socially and psychologically development of students

Materials and Methods

This study made use of quantitative survey research design through primary data. The study area is Ekiti State University, Ado Ekiti. The population of this study is the entire students of Ekiti State University, Ado Ekiti who are about 20000 [Source: www.eksu.edu.ng, 2021].

Data presentation and analysis

Respondents' details

Findings from the data gathered revealed that 60 (60%) out of the 100 respondents are female and 40 (40%) are male and 45 (45%) out of the 100 respondents fall under the ages of 18-24, 30 (30%) out of the 100 respondents fall under the ages of 25-31, while 15 (15%) fall under the ages of 32-38 and 10 (10%) fall under the ages of 39 and above. This implies that most of the respondents fall under the ages of 23-25.

Explicating Research Question One: *Do you use social media networks***?**

To answer this question, items 3, 4 and 6 was used from the questionnaire.

Table 1 below reveals that all the respondents have access to the internet. The question now is what medium they use to access the internet. The next question answers the various mediums used by the respondents to access the internet.

Table 1. Respondents Access to the Internet. ***Do You Have Access to the Internet?***

Responses	**Frequency**	**Percentage**
(a) Yes	100	100
(b) No	0	0%
Total	**100**	**100**

Source: Field survey, Ekiti State University, 2021.

Annals of Spiru Haret University.
Economic Series
Since 2000
ISSN:2393-1795 ISSN-L:2068-6900

Table 2. Medium of Accessing the Internet. ***Which of the Following Medium Do You Use to Access the Internet?***

Responses	**Frequency**	**Percentage**
(a) Computer	25	25%
(b) Smart Phones	65	0%
(c) Tablet	10	10%
Total	**100**	**100**

Source: Field survey, Ekiti State University, 2021.

Table 3. Social Media Account of Respondents. ***On Which of the Social Networking Sites Do You Have an Account?***

//	**Frequency**	**Percentage**
(a) 2go	5	25%
(b) BB chat	15	15%
(c) Facebook	50	50%
(d) My space	-	
(e) WhatsApp	30	30%
(f) others specify	-	
Total	**100**	**100**

Source: Field survey, Ekiti State University, 2021.

Table 2 above ascertained the medium used by the respondents in accessing the internet. The findings reveal that majority of the respondents 65 (65%) make use of smart phones to access the internet, while 25 (22%) make us of computer, whereas, only 10 (10%) make use of tablet to access the internet.

Table 3 above examined the social networking sites the respondents have an account on. Findings reveal that a reasonable amount of the respondents 50 (50%) have an account with Face-book, while 30 (30%) have an account with WhatsApp, 15 (15%) have an account with BB chat, and only 5 (5%) out of the 100 respondents have an account with 2go. This findings implies that majority of the respondents have an account with Facebook rather than any other networking sites.

Annals of Spiru Haret University.
Economic Series
Since 2000
ISSN:2393-1795 ISSN-L:2068-6900
Issue 3/2021

Research Question Two: What are the social media networks that you are more exposed to?

Items 7, 9, 10, 11 from the questionnaire answered research question two.

Table 4. Social Media Mostly Exposed to by the Respondents. ***Which Social Media Network Are You Mostly Exposed to?***

Responses	**Frequency**	**Percentage**
(a) 2go	5	25%
(b) BB chat	10	10%
(c) Facebook	60	60%
(d) My space	-	
(e) WhatsApp	25	25%
(f) others specify	-	
Total	**100**	**100**

Source: Field survey, Ekiti State University, 2021.

Table 4 above examined the type of social media the respondents are mostly exposed to. Findings show that majority of the respondents 60 (60%) are more exposed to Face-book than any other networking site, while 25 (25%) agreed to WhatsApp as the most exposed networking site to them, while 10 (10%) out of the 100 respondents are more exposed to BB chat, whereas, only 5 (5%) are exposed to 2go. This implies that most of the respondents are more exposed to Facebook and Whatsapp than any other form of networking sites.

Table 5. Frequency of Respondents Surfing the Internet: ***How Often Do You Go Online?***

Responses	**Frequency**	**Percentage**
(a) Very often	75	75%
(b) Often	15	15%
(c) Not very often	5	5%
(d) Not often	5	5%
Total	**100**	**100**

Source: Field survey, Ekiti State University, 2021.

Annals of Spiru Haret University.
Economic Series
Since 2000
ISSN:2393-1795 ISSN-L:2068-6900

Table 5 above seek to ascertain the frequency of respondents surfing the internet. Findings revealed that majority of the respondents 75 (75%) agreed that they surf the internet very often, 15 (15%) surf the internet often, while 5 (5%) go online not very often and 5 (5%) not often. This implies that, most of the respondents go online very often. That is, there is high frequency of respondents going online.

Table 6. Hours of Respondents Going Online. ***How Much Time Do You Spend Online Daily?***

Responses	**Frequency**	**Percentage**
(a) 6 hours and above	15	15%
(b) 4-5 hours	65	65%
(c) 3-4 hours	10	10%
(d) 2-3 hours	5	5%
(e) 1 hour or less	5	55
Total	**100**	**100**

Source: Field survey, Ekiti State University, 2021.

Table 6 above reveals respondents time spent daily online. Majority of the respondents 65 (65%) spend 4-5 hours surfing the internet, 15 (15%) spend 6 hours and above online daily, 10 (10%) spent 3-4 hours, 5 (5%) spend 2-3 hours, while 5 (5%) spend only 1 hour or less online. This implies that, most of the respondents spend a lot of time online.

Table 7. Actions Respondents Do Most on Social Media. ***Which of the Action Do You Do Most on Social Media?***

Responses	**Frequency**	**Percentage**
(a) Academic activities	15	15%
(b) Sports and news	5	5%
(c) Entertainment	10	10%
(d) Chatting	70	70%
(e) Others	-	-
Total	**100**	**100**

Source: Field survey, Ekiti State University, 2021.

Annals of Spiru Haret University.
Economic Series
Since 2000
ISSN:2393-1795 ISSN-L:2068-6900

Table 7 explore the various actions carried out by the respondents on social media. Findings revealed that majority of the respondents 70 (70%) prefer chatting to other form of internet surfing, 15 (15%) agreed to using social media for academic purposes, 10 (10%) concurred to using social media for entertainment purposes while only 5 (5%) out of the respondents make use of social media for sports and news. This implies that, most of the respondents' chat, negating academic pursuits.

Research Question Three: What is the influence of social media on your academic performance? Items 13-16 from the questionnaire answered research question three.

Table 8 below seek to find out the influence social media have on students academic performance.

Table 8. Influence of Social Media on Students' Academic Performance

Items	Responses	SA	A	UD	D	SD
1	Ekiti State University undergraduate students spend more time on social media than reading their books	70 (70%)	15 (15%)	-	10 (10%)	5 (5%)
2	Students now rely on social media to do their assignments without consulting other sources	5 (5%)	60 (60%)	5 (5%)	25 (25%)	5 (5%)
3	Students' exposure to social media have effect on their academic performance	65 (65%)	15 (15%)	5 (5%)	10 (10%)	5 (5%)
4	The influence of social media on the academic performance of students is negative	75 (75%)	10 (10%)	-	10 (10%)	5 (5%)
5	Students who spend more time on social media are likely to perform poorly in their academic activities than those who do not.	80 (80%)	7 (7%)	5 (5%)	3 (3%)	5 (5%)

Source: Field survey, Ekiti State University, 2021.

Items 1 from the table above seek to find out if Ekiti State University students spend more time on social media than reading their books. 70 (70%) out of the 100

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Economic Series
Since 2000
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respondents strongly agreed that Ekiti State University students spend more time on social media than reading their books, 15 (15%) agreed to the same assertion, on the other hand, 10 (10%) disagreed that Ekiti State University students spend more time on social media than reading their books while 5 (5%) strongly disagreed.

Items 2 from the table sought to find out if students now rely on social media to do their assignments without consulting other sources. 5 (5%) strongly agreed that students now rely on social media to do their assignments without consulting other sources. 60 (60%) agreed that students now rely on social media to do their assignments without consulting other sources. 25 (25%) disagreed that students now rely on social media to do their assignments without consulting other sources, 5 (5%) strongly disagreed while 5 (5%) remained undecided as to whether students now rely on social media to do their assignments without consulting other sources.

Items 3 examined whether Students' exposure to social media have effect on their academic performance. Majority of the respondents 65 (65%) strongly agreed that students' exposure to social media have effect on their academic performance, 15 (15%) agreed that students' exposure to social media have effect on their academic performance, 10 (10%) disagreed that Students' exposure to social media have effect on their academic performance, while 5 (5%) strongly disagreed that students' exposure to social media have effect on their academic performance and 5 (5%) remained undecided.

Items 4 seek to ascertain if the influence of social media on the academic performance of students is negative. Majority of the respondents 75 (75%) strongly agreed that the influence of social media on the academic performance of students is negative, 10 (10%) agreed that the influence of social media on the academic performance of students is negative, 10 (10%) disagreed that the influence of social media on the academic performance of students is negative, while 5 (5%) strongly disagreed that the influence of social media on the academic performance of students is negative. This implies that to a very large extent, social media have negative influence on students academic performance.

Items 5 sought to know whether students who spend more time on social media are likely to perform poorly in their academic activities than those who do not. Most of the respondents 80 (80%) strongly agreed that students who spend more time on social media are likely to perform poorly in their academic activities than those who do not, 7 (7%) agreed that students who spend more time on social media are likely to perform poorly in their academic activities than those who do not, 3 (3%) disagreed that students who spend more time on social media are likely

Annals of Spiru Haret University.
Economic Series
Since 2000
ISSN:2393-1795 ISSN-L:2068-6900
Issue 3/2021

to perform poorly in their academic activities than those who do not, 5 strongly disagreed that students who spend more time on social media are likely to perform poorly in their academic activities than those who do not. On the contrary, 5 (5%) maintained neutrality as to whether students who spend more time on social media are likely to perform poorly in their academic activities than those who do not.

Base on the table above, one could deduce that social media have influence on student's academic performance and that influence is negative. This implies that, the continuous addiction to social media could deter students from studying their books as they will glue themselves to it rather than their books.

Discussion of major findings

In this section, the data collected from survey on the topic "The influence of Social Media on the academic performance of students" will be discussed in details relating it to other scholars work.

- The study reveals that all the respondents have access to the internet and that they do so through different mediums such as smart phones, tablets and computers.
- Findings also reveal that smart phones are the most popular means of accessing the internet by students. These devices are portable and allow students to carry it along at any given time.

The study examined the various social media networking sites that respondents have an account with and found out that Facebook and WhatsApp are the most conversant social media among students of Ekiti State University. They would prefer to open account with Facebook and WhatsApp than any other social media form. Therefore, majority of the respondents are more exposed to Face-book and WhatsApp than any other networking sites. That is, students of Ekiti State University prefer chatting on Facebook and WhatsApp. These findings is in line with Asemah, and Edegoh (2013) findings that shows that Facebook is the most used social media by undergraduate students of Kogi State University.

This study also reveals that majority of students of Ekiti State University spend at least 4-5 hours or so daily surfing the internet. This shows that most of them go online as revealed in the study. These findings are in line with Seyi (2012), study which criticized seriously the obsessive attitude of Nigeria youths towards social media. It pointed out that the rate at which youths devote their quality time in chatting, calls for urgent attention.

The study further examines the various actions taken by students on social media and found out that most students prefer to chat than do any other thing on social media. This finding concurs with Seyi (2012) who observed that "some

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students are always busy pinging and 2going while lectures are on rather than concentrating and this affects their academic pursuit".

Findings of this study reveal that Ekiti State University students spend more time on social media than reading their books, this makes them rely on social media to do their assignments without consulting other sources. The study also revealed that students' exposure to social media has effect on their academic performance and that effect is negative.

Further findings revealed in this study is that students who spend more time on social media are likely to perform poorly in their academic activities than those who do not.

Summary/Conclusion

There is gigantic festival on the planet today because of the coming and change in the communication innovation which has helped the extent of communication by means of Information and communication technology (ICTs). In this manner, this study determines the impact of social media on academic performance of undergraduate scholastic execution with special reference to Ekiti state University undergraduate. Discoveries demonstrated that an extraordinary number of undergraduate students in the Ekiti state university know about online networking and have entry to different interpersonal interaction locales. It is the perspective of this paper that undergraduate who invest more energy in online networking are liable to perform inadequately in their scholarly exercises than the individuals who don't, because of an extraordinary number of times spent on long range informal communication exercises, the scholastic execution of undergraduates endure misfortunes which could prompt poor execution in their studies.

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