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SOCIAL MEDIA USAGE AND STUDENTS' ACADEMIC PERFORMANCE IN HIGHER EDUCATION INSTITUTIONS

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Introduction

Social media development has changed the way people interact with one another and the way they share information (Bong, 2017). This 21st century has witnessed the emergence of the millennial cohort, a new generation of consumers who are savvy, powerful and sophisticated and difficult to influence, persuade, and keep (Menezes & Devi, 2016; Nanji, 2017). This cohort is always active on social media searching for the latest information on products, services, and entities. This has changed the entire marketing landscape from traditional marketing to shift towards social media marketing (Erdoğan & Cicek, 2012) which has led to more businesses being active on social media compared to the past by building and positioning their brand in the mind of their customers. Social media usage by

Abstract

This study is aimed at expanding the base of knowledge and empirically measure the relationship between the dimensions of social media usage and academic performance of students in higher education institutions in Nigeria. The study adopted the quantitative research approach to explore the impact. Primary data was collected through questionnaires from 342 students in three higher education institutions in Adamawa state, Nigeria. The sample consists of both male and female students. The regression and correlation statistical analysis were used. Results of the study indicate that all the variables of social media have significant positive influence on students' academic performance. Thus, we conclude that social media usage has significant influence on students' academic performance. This

m means that if used smartly and judiciously social media can have positive effect on academic performance of students, while if used carelessly and without awareness, it can affect students' overall academic performance negatively, thus endangering their future.

Keywords: Social Media, Academic Performance, Higher Education Institutions, Nigeria

University students has created a great interest in both areas of academics and social scientists. In this digital era, social media sites are becoming important places where students interact freely with members of the networks as they share information and study experiences, research projects and job opportunities with each other (Yapıcı & Hevedanlı, 2012) which affects students' attitudes. This increase in social media usage at higher education level seems to be fulfilling the prediction of Kelly (2008) who claimed that universities will one time lose their privileged responsibility as the sole disseminator of knowledge, and gatekeeper to it, as knowledge becomes more widely produced and accessed by people in diverse ways through other means and sources.

The use of social media among students has reached high levels and has affected their study time, poor grammar and wrong spellings when socializing on social media as well as diverting their attention from their studies (Ndaku, 2013). Students spend much of their study time on social networks than in their academic undertakings and it has affected their Grade Point Average (GPA). Investigation on impact of social media was done here in Malaysia which focused on student's academic performance in tertiary institution (Khan, 2009) just a few research has been done so far in the tertiary institution pertaining this topic and the researcher's respondent were information technology students (Helou & Rahim, 2014). Hence, the concentration of this research will be Management, Information Technology (IT) students Erican College both in Kuala Lumpur Malaysia.

The purpose of the research is to investigate the social media impact on academic performance of students in Malaysia. Precisely, this study seeks:

- To examine the impact of time appropriateness and duration of use of social media on students' academic performance.

- To determine how the nature of usage of social media on students' academic performance.
- To evaluate the effect of health addiction on students' academic performance.
- To examine the impact of security/privacy problems on students' academic performance.

LITERATURE REVIEW

It has been observed that social media use is prevalent even during lectures amongst students. They do not pay attention to what is being taught and told in the class and instead chat with their friends on social networks or waste time reading some unnecessary stuff on social media. As a result, they might miss some important information being shared in the class related to study, assignments or even exams. This can affect their grades negatively. Social media has hampered students writing skills in such a way that they tend to use short forms of words or phrases everywhere. For example: 'k' instead of 'okay', 'coz' or 'cuz' instead of because and so on. Use of such short forms in exams or assignments may not be appropriate and can affect their grades negatively.

Also, there are many students who only take part in online class or group discussions on social media and do not prefer to have face-to-face communication with their classmates or even professors. As a result, they may not develop good communication skills and might even lack confidence to interact with their peers or lecturers in the class or in person. As they will not be able to share their viewpoints with others in class or group discussions, they might end up getting lower grades.

Social media addiction poses many health issues. These issues include back pain owing to the use of social media for a very long time in improper or wrong posture, irregular sleep patterns, mood swings, continuous strain for eyes, mental stress and many more. These health issues affect their effectiveness in studying and thus can cause a fall in grades. Also, excessive social media use can lead to various mental health issues amongst students such as anxiety, depression, isolation from real world as well as psychological problems. These issues can lead to loss of focus towards studies and seriously affect their future.

As per Paul, Baker and Cochran (2012), the time spent on social media was dependent on the attention span of the students. Attention span is the amount of time for which students can concentrate on their study without getting distracted. They found out that, higher the attention span, lower is the time spent by students on social media. As per Junco (2011), time spent on Facebook was very strongly negatively related to the overall GPA of the students. Kirschner and Karpinski (2010) found out that, over indulgence with social media can affect students' academic performance negatively.

Hypotheses Development

The advanced and improved usage of social media platforms such as Facebook has become a worldwide phenomenon for quite some time. Though it all started has been a hobby for several computer literates individual has changed to become a social norm and existence-style for students around the world (Nicole, 2007). According to Nicole, (2007), students and teenagers have especially recognized these social media platforms to be able to contact their peers, share information, reinvent their personas and showcase their social live.

Facebook users often experience poor academic performance. Also Karpinski (2009) stated that social media has a negative association with students' academic performance which is much greater than the advantages derived through the use of social media platforms. People around the globe have been addicted to the internet which has given rise to more students using social media more often than before. Nalwa & Anand (2003) advised and recommended that those who are addicted users love to use the internet to set back their personal and professional responsibilities in which the final outcome is poor academic performance.

It was highlighted in the finding of Karpinski (2009) that social media platforms (Facebook, watsapp etc) users usually devote lesser time to their studies has to compared to nonusers did and subsequently has lower GPAs. It was also mentioned by Karpinski, & Duberstein (2009), that among the major distraction of current generation that social media platform (such Facebook, Watsapp etc.) remains a major distractions. According to Kubey, Lavin, and Barrows (2001), there is a correlation between academic performance and the dependency on social media platforms.

Researchers have conducted different studies to find out the influence of social platforms users, for instance a study on “impact of Facebook on undergraduates academic performance”, stated that social platforms have negative impact on students.

According to the outcome, students’ academic performance is affected the more they use Facebook. Social platforms are mainly used by students for socializing activities rather than academic purpose (Oye, 2012). In addition (Oye, 2012) said that majority of students feel that social platforms have positive impact on academic growth. In a different research conducted by Shana (2012) it was ascertain that students use platforms mainly for chatting and making friends. “The consequences of internet and social platforms on students’ academic growth” a study than by Young (2006) it was seen that internet has spread its wings to reach teenager’s school life. It was also observed by Young that students are more dependent on internet to access info that pertain their academic life as well as entertainment. Additionally, Young said that internet, though take a lot of time, and have less impact on studies. It was observed by Wang (2011) that impact of social platforms rest on the degree of usage. Jeong (2005) observed that internet addiction is significantly and negatively related to students’ academic growth, as well as emotional attributes. Seo (2004) confirms Jeong statement when he opined that the negative influence of internet is only on excessive users and not on all users. Rather (2013, p. 69) avers that: the social platforms which are being used today with great desire and enthusiasm have altered the way of using internets in this modern age by defining online tools and utilities which allow users for communication, participation and collaboration of information online. Today’s young generation, especially teens and youth are using technology through innovative ways due to which they are referred to as millennial and have changed the way they think, work and communicate even though they are in formative years of their life. Today’s youth because of social platforms have become technology addicts and are quite withdrawn.

Conceptual model

Independent Variables

Social Media Usage

- Time appropriateness/duration
- Nature of usage
- Health addiction
- Security/privacy problem

Dependent Variable

Students' academic performance

Fig. 1 - A conceptual model of Social Media Usage and Students' academic performance

H₁: There is a significant relationship between time appropriateness and duration and students' academic performance.

H₂: There is a significant relationship between nature of usage and students' academic performance.

H₃: There is a significant relationship between health addiction and students' academic performance.

H₄: There is a significant relationship between security/privacy problems and students' academic performance.

METHODOLOGY

The study consists of qualitative research designed to determine if social media usage is associated with students' academic performance. Primary data was collected with the help of questionnaire distributed to 368 students in three higher education institutions in Adamawa State, Nigeria 342 usable responses were received back.

Data was analysed using SPSS version 21 and Microsoft Excel. Pearson correlation was used to reflect the degree of linear relationship between two the variables and determines the strength of the linear relationship between the variables; whilst, One-Way ANOVA was employed to determine the significance of the relationship.

RESULTS AND DISCUSSION

Based on the confirmation of directionality shown in Table 1, sufficient evidence exists to accept hypothesis H₁ that social media usage is positively and strongly associated with academic performance of students in higher

education institutions at a confidence level of 0.99. Table 2 also confirms that each of the four social media traits of time appropriateness and duration, nature of usage, health addiction and security/privacy problem are positively and strongly associated with students' academic performance at a confidence level of 0.99. Based on this there is sufficient evidence to accept hypothesis H₂.

Table 1: Correlation Analysis Social Media Usage to Students' Academic Performance.

		Social Media Usage		Students' Academic Performance
Social Media Usage	Pearson Correlation	1		.839**
	Sig. (2-tailed)			.000
	N	342		342
Students' Academic Performance	Pearson Correlation	.839**		1
	Sig. (2-tailed)	.000		
	N	342		342

****.** Correlation is significant at the 0.01 level (2-tailed).

Table 2 describes the correlation analysis of social media traits to students' academic performance. All the variables including time appropriateness and duration, nature of usage, health addiction and security/privacy problem has significantly positive impact on students' academic performance (SAP). The value of time appropriateness and duration for SAP is 0.736 significant at $r = 0.01\%$. The value for nature of usage is 0.837 ($r = 0.01\%$) which shows the high significance of relations. While values for health addiction and security/privacy problem are 0.767 and 0.815 both with $r = 0.01\%$. As all the values of social media usage have significant positive impact of SAP so hypothesis H₂ is acceptable that social media usage has positive impact on SAP.

Table 2: Correlation Analysis Social Media Traits to Students' Academic Performance

		TA&D	NU	HA	SPP	SMU
TA&D	Pearson Correlation	1	.812**	.910**	.773**	.736**
	Sig. (2-tailed)		.000	.000	.000	.000
NU	Pearson Correlation	.812**	1	.929**	.841**	.837**
	Sig. (2-tailed)	.000		.000	.000	.000
HA	Pearson Correlation	.910**	.829**	1	.861**	.767**
	Sig. (2-tailed)	.000	.000		.000	.000
SPP	Pearson Correlation	.773**	.841**	.861**	1	.815**
	Sig. (2-tailed)	.000	.000	.000		.000
SMU	Pearson Correlation	.736**	.837**	.767**	.815**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
N		342	342	342	342	342

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3 shows that the value of R square is .744 which is the explained variance in the dependent variable students' academic performance by social media traits. As value of R-Square = .744 which show the model fit and quite acceptable value for acceptance of model.

Table 3: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.863	.744	.695	8.80383

- a. Predictors: (Constant), time appropriateness and duration, nature of usage, health addiction and security/privacy problem

Table 4 shows that the F statistic is significant at .000 which shows the fitness of the model. Therefore social media usage is a strong predictor of students' academic performance.

Table4: ANOVA

Model		Sum of Squares	DF	Mean Square	F	Sig
1	Regression	4729.247	4	1182.314	15.254	.000 ^a
	Residual	1627.657	21	77.507		
	Total	6356.904	342			

a. Predictors: (Constant), time appropriateness and duration, nature of usage, health addiction and security/privacy problem

b. Dependent Variable: Students' Academic Performance (SAP)

CONCLUSIONS AND RECOMMENDATIONS

The study is aimed at investigating the influence of social media usage on academic performance among students of higher education institutions in Adamawa State, Nigeria. Results of the research indicate that all the variables of social media have significant positive influence on students' academic performance. Thus, it can be concluded that impact of social media on students' academic performance is two-way. This means that if used smartly and judiciously social media can have positive effect on academic performance of students, while if used carelessly and without awareness, it can affect students' overall academic performance, thus endangering their future.

The use of social media amongst students must be moderate. They should be made fully aware of the difference between the real world in which they are living and the virtual world which they have created using social media. Students should know that the virtual world on social media is not going to help them build a successful future, but good academic performance will. This will help them to be more focused and responsible towards their studies.

Students should try to create a balance between social media use and their studies, so that they do not get distracted while studying. When using social media, students should try to use it more often for educational purposes such as acquiring or sharing information, seeking help from friends, classmates or professors to get their doubts clarified, collaborating with classmates for group tasks and so on. They must try to limit the social media use for enjoyment purpose or just to waste their time.

Hence, if used effectively for constructive purposes such as learning or sharing information online, social media can prove to be a helpful tool for

students. On the other hand, excessive social media use for social networking or entertainment can seriously negatively affect their academic performance. As we have seen, social media can have both a positive and negative impact on the academic performance of students. While it may not be possible to completely eliminate the negative effects of social media, use of certain ways may help mitigate them.

Schools and colleges can educate students about the detrimental effects of neglecting academics owing to the excessive use of social media. They can make students aware of the future implications of social media over engagement such as unemployment, lack of development of social skills, inability to develop adequate critical and logical thinking skills, psychological disorders, loss of confidence and so on.

Educational institutions should try to recommend social media use for positive things such as learning, knowledge sharing or watching informational and educational videos rather than just for social networking, chatting or entertainment purpose. These institutions must encourage students and teachers to implement the positive use of social media. This includes creating online groups on social media to discuss assignments or any study issues faced by students, students sharing their viewpoints about a curriculum related task with their peers or professors on such groups, professors trying to make learning a fun experience using social media and many more. Social media platforms can also be used by professors to gather feedback from students in real time. Professors can incorporate this feedback from students to make their lectures more interesting and engaging.

As students use their mobile phones, laptops or tablets openly for using social media even during lectures, schools and universities should think about limiting the use of social media during lectures. Schools and universities can also have good academic counselors or mentors, to provide proper help and guidance to assist students get out of their social media addiction and concentrate on their studies.

Students should avoid over indulgence with social media and use it moderately. Parents must be vigilant about their children's social media use and try to pay attention to their academic as well as overall performance. Parents should try to interact with their children on a daily basis and try to have good family time which will help their children to feel emotionally

secure and safe. This can help to reduce their dependence on social media for seeking emotional support or bonding.

Students can spend some time on daily or weekly basis for their passion which will help them to feel refreshed from the monotonous daily routine. Students should always try to learn new things. They can develop some good hobbies such as reading, painting, gardening, swimming and so on. Also exercising and meditating on regular basis will help them feel positive and energetic, improving their overall focus. All of these will keep their mind occupied and keep them away from social media addiction.

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