

EFFECTS OF SOCIAL MEDIA ON THE ACADEMIC ACHIEVEMENT OF STUDENTS: A CASE STUDY OF THE STUDENTS OF THE DEPARTMENT OF ARTS EDUCATION, KOGI STATE UNIVERSITY, ANYIGBA, NIGERIA

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ABSTRACT: *Information and communication technology (ICT) has experienced a huge transformation over the past decade. This has culminated into the world becoming a global village. Today most people use the social media for a variety of purposes. With the number of social media users growing worldwide, it is important to ascertain its effects on students' academic performance. This paper, anchored on the time displacement theory, investigated the effects of the social media on the achievement of students of the Department of Arts Education, Kogi State University, Anyigba. The sample consist 400 students across the 4 levels. The instrument for data collection was a questionnaire titled Social Media and Academic Achievement Questionnaire (SMAAQ) developed by the researchers. The data was analyzed using simple percentage. The result of the study reveals that majority of the students use social media, spending a lot of time which displaces their study time. Based on this finding, the paper recommends that tertiary institutions should devise strategies where students could utilize social media for academic use instead of other uses which have negative effects on their studies.*

KEY WORDS: Social Media, Students, Academic achievement, Displacement theory

INTRODUCTION

Improvement in communication technology has broadened the scope of information dissemination. There is no doubt that millions of people across the world now use information and communication technology (ICT) on regular basis for different reasons. Idegbekwe (2019) observe that ICTs include internet, satellite, cable data transmission and computer assisted equipment.

The social media, an offshoot of ICT, is the different forms of online communication used by people to create networks, communities, and collectives to share information, ideas messages and other contents such as videos (Pappas, 2013). The emergence of social media is as a result of advancement in technology and expansion in internet software has raised eyebrows among academics on its effects on students' studies. Students at all levels of learning now have divided attention to studies as a result of available opportunities to be harnessed from the social media. Whether these opportunities promote studies is a question that needs to be answered. Thus the thrust of this study is to find out the effects of social media on the achievement of students of the Department of Arts Education, Kogi State University, Anyigba.

LITERATURE REVIEW

The Concept of Social Media

The continuous change in social media makes it difficult to assign a fixed definition to it (Kolan and Dzandza, 2018). Jack and Scott (2011) aver that there is no single recognized definition for

social media. Some scholars have, however, come up with different definitions based on their individual perspectives. Lee and Louis (2016) define social media as the different forms of online communication used by people to create networks, communities, and collectives to share information, ideas, messages and other contents. Two things stand out in this definition: social media is online communication; it depends on user-generated content. Using this definition, we can understand social media to be a wide range of things such as messaging apps like WhatsApp and viber, profile-based platforms such as Facebook and LinkedIn, video portals such as YouTube and email clients such as Gmail.

Bryer and Zavatoro (2016) see social media as technologies that facilitate social interactions, make possible collaboration, and enable deliberations across stakeholders. Mensah (2016) describes it as a group of internet-based application that allows the creation and exchange of user-generated contents. Ezeah, Asogwa and Edogor (2015) see social media as modern interactive communication channels through which people connect to one another, share ideas, experiences, pictures, messages and information of common interest. These definitions have common general similarities: they coincide principally in three aspects – it is technology-driven; it is interactive; and user-generated content.

A Brief Historical Overview of the Social Media

Many people like to link the history of the social media to the growth in communication technology that has been occurring since the end of the 19th century. A common starting point is Samuel Morse's first telegraph, which he sent in 1844 between Washington, D. C and Baltimore (Pappas, 2013). However, this type of communication does not qualify as a social media. First, it did not take place online. Second, telegrams do not contribute to any larger community. Instead, they are used to send individual messages between two people. So, while it is interesting to think of social media as being part of a much larger continuum, the real history of social media starts in the 1970s with the emergence of the internet.

The first two social media sites were Six degrees and Friendster, both of which are no longer around, despite playing influential role in starting what has become a social media revolution. According to Owusu and Agatha (2015), Six degrees is considered to be the first social media site because it allowed people to make individual profiles and add others to their personal network. It was officially launched in 1997, and lasted until 2001. A year later, in 2002, the site Friendster emerged. Like Six degrees, it allowed users to make contacts and save them as part of a personal network. People could also share videos, photos and messages with other users and they were also able to leave comments on other people's profiles, so long as they were part of each other's personal network.

Social media later expanded. Sites like Myspace and LinkedIn gained prominence in the early 2000s and sites like Photobucket, Flickr facilitated online photo sharing, YouTube came out in 2005, creating an entirely new way for people to communicate and share with each other across great distances (Pappas, 2013). Pappas (2013) wrote that by 2006, Facebook and Twitter both became available to users throughout the world. These sites remain some of the most popular social

networks on the internet (Kuppuswamy and Narayam, 2010). Other sites like Tumblr, Spotify, Foursquare and Pinterest began popping up to fill specific social networking niches.

Today, there is tremendous variety of social networking sites, and many of them can be linked to allow cross-posting. This creates an environment where users can reach the maximum number of people without sacrificing the intimacy of person-to-person communication. We can only speculate about what the future of social media may look like in the near future but it is clear that it will exist in some form or another for as long as humans are alive.

Academic Achievement

Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university (Steinmayr, Meißner, Weldinger and Wirthwein; 2017). School systems mostly define cognitive goals that either apply across multiple subject areas (e.g., critical thinking) or include the acquisition of knowledge and understanding in a specific intellectual domain (e.g., numeracy, literacy, science, history). Therefore, academic achievement should be considered to be a multifaceted construct that comprises different domains of learning. Because the field of academic achievement is very wide-ranging and covers a broad variety of educational outcomes, the definition of academic achievement depends on the indicators used to measure it. Steinmayr et al (2017), aver that among the many criteria that indicate academic achievement, there are very general indicators such as procedural and declarative knowledge acquired in an educational system, more curricular-based criteria such as grades or performance on an educational achievement test, and cumulative indicators of academic achievement such as educational degrees and certificates. All criteria have in common that they represent intellectual endeavors and thus, more or less, mirror the intellectual capacity of a person.

Tuckman (2018) defines academic achievement as the apparent demonstration of understanding, concepts, skills, ideas and knowledge by a person. It refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers in a fixed time or academic year (Adane, 2013). Students' academic achievement is the hallmark and determinant of a student's success and future. It plays an important role in producing the best quality graduates who will become great leaders and manpower for the country; those who would be responsible for the country's economic and social developments. Academic achievement defines whether one can take part in higher education, and based on the educational degrees one attains, influences one's vocational career after education. Besides the relevance for an individual, academic achievement is of utmost importance for the wealth of a nation and its prosperity.

Salvation and Adzharuddin (2014), while conceding that students' achievement is a multidimensional construct, opined that it consists of three dimensions: students' characteristics, teacher/lecturers' competencies and academic environment. Students' characteristics dimension concerns how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers. The determinants of this dimension are students' intelligence, personality and socio-economic status (Salvation and Adzharuddin, 2014). Within the academic context, for example, students' ability to study and remember facts and being able to communicate their knowledge verbally or down on paper enhances academic achievement.

Teachers' competencies dimension of academic achievement on the other hand, concerns how well teachers can impart knowledge on students. However, the number of non-human elements in the academic environment and their functionality help define the academic achievement of students. Within the academic environment, for instance, the amount and quality of facilities such as library, laboratory, suitable classrooms, decent hostels and other instructional materials for teaching could enhance or suppress students' academic achievements.

Given the individual and societal importance of academic achievement, it is not surprising that academic achievement is the research focus of many researchers in psychology or educational disciplines. This study focuses on the effects of social media as one of the environmental factors that may likely affect the academic achievement of students of Arts Education Department of Kogi State University, Anyigba.

THEORETICAL UNDERPINNING

This study is anchored on Time displacement theory. Time Displacement Theory was developed by the leading mass media scholar, Maxwell McCombs. The basic tenet of the theory is that people have limited amount of time to do a particular thing. Increased amount of time on a particular activity will displace other activities (Mutz, Roberts and VanVeuren, 2013). According to Newman (2016), when people increase the time they spend online engaging in social media, time sacrifices will have to be made in other areas, such as time spent on studying and doing homework. In terms of students' use of the internet, Kim (2011) opine that time displacement may happen because the internet which entertains young people with stimulating images as well as visual and auditory effects is more attractive and immediately gratifying than school-related activities. Consequently, using the internet will result in the displacement of academic activities and will eventually decrease the students' academic achievements. Researchers have further reported that problematic internet and social media use among adolescents bring negative outcomes in academic achievement as well as social skills (Caplan, 2015; Koshal and Gupta, 2016). This theory is applicable to this study because it is anticipated that students' use of the social media for educational purposes may affect their academic achievement positively while the non-educational use of the social media, especially the recreational use, might negatively affect students' academic achievement.

Statement of the Problem

ICT no doubt has turned the entire world into a global village. But as it is, technology, like two sides of a coin, bring with it both negative and positive sides. It helps people to be better informed, enlightened and to keep abreast with developments around the world. However, the evolution of the social media which is an offshoot of ICT is assumed in some quarters to be posing a threat to students' performance in their studies. There is now a deviation, distraction and divided attention between social networking activities and students' academic work. It is also observed that students devote more time to social media than they do for their studies. Therefore, the problem of this study posed in question form is: what are the effects of social media on the academic achievement of students of the Department of Arts Education, Kogi State University, Anyigba.

METHOD

The study was guided by three research questions. These are:

1. Why do students of Arts Education Department of Kogi State University, Anyigba make use of the social media?
2. How many hours do students of Arts Education spend on the social media each day?
3. What are the effects of the social media on the academic performance of students of Arts Education?

Design of the Study

This study adopted the case study research design. A case study is an inquiry that investigates a phenomenon within its real-life context (Soy, 2015). It is a descriptive and explorative analysis of a person, group or event. The case study is adopted for this study because it allows the researchers to discover and explore data collected in a natural setting and context.

Population and Sample

The population of this study consists all the 786 students registered across the 4 levels in the Department of Arts Education, Kogi State University, Anyigba in the 2018/2019 session. The simple random sampling technique was used to draw 100 students from each level making a total of 400 students which constitute the respondents for the study.

Instrument for Data Collection

The instrument for data collection was a questionnaire titled Social Media and Academic Achievement Questionnaire (SMAAQ) developed by the researchers. The questionnaire has two sections. Section A contains demographic information such as gender, age and level. Section B contains psychographic information with questions on key issues bothering on the research questions. The instrument was responded to on three scale of “yes”, “no” and “undecided”.

Validation of the Instrument

The instrument was presented to three experts in Kogi State University, Anyigba for face validation. Two of the experts are in the Department of Arts Education while one is in the Department of Measurement and Evaluation. The experts were requested to crosscheck the suitability and clarity of the items; remove ambiguous or redundant statements and make necessary suggestions that may improve the instrument. All their observations were taken care of by the researchers.

Reliability of the instrument

The instrument was administered to 40 students of the Department of Library and Information Science of Kogi State University, Anyigba on trial-testing. The data obtained were used in estimating the reliability index which yielded a co-efficient of 0.65 using the Kuder-Richardson formula 20.

Administration of the Instrument

The questionnaires were given to the 4 level coordinators of the Department of Arts Education. As the students come to register for the semester, each of them is given a questionnaire and the course registration form is collected by the level coordinator. The student would then be asked to go, complete the questionnaire and return it before picking up the signed registration form. The first 100 students to come for registration in each level were given the questionnaire to respond to. In this way, all the 400 questionnaires were returned.

Method of Data Analysis

The data were analyzed based on the research questions using simple percentages. The formula for calculating the percentages is shown below:

$$P = X/Y \times 100/1$$

Where:

P = Percentage

X = Number of respondents for or against

Y = Total number of respondents

100 = Constant

RESULTS

The result of the study is presented on tables based on the research questions.

Research Question 1

Why do students of Arts Education Department of KSU Anyigba make use of the social media?

Table 1: Purpose using the social Media (in Frequency and Percentage)

Response	Finding Friends	Messaging and Profile Update	Fun and Leisure	Academic Studies
Yes	304 (76%)	348 (87%)	260 (65%)	150 (37.5%)
No	81 (20.25%)	47 (11.75%)	132 (33%)	240 (60%)
Undecided	15 (3.75%)	5 (1.25)	8 (2%)	10 (2.5%)
Total	400 (100%)	400 (100%)	400 (100%)	400 (100%)

Response	Watching Movies	Academic Discussion	Dating	Interacting with Friends
Yes	306 (76.5%)	124 (31%)	261 (65.25%)	350 (87.5%)
No	82 (20.5%)	273 (68.25%)	130 (32.5%)	47 (11.75%)
Undecided	12 (3%)	3 (0.75%)	9 (2.25%)	3 (0.75%)
Total	400 (100%)	400 (100%)	400(100%)	400(100%)

Table 1 above shows that 304(76%) of the respondents agreed that they use the social media for finding friends online, while 81 (20.25%) respondents disagreed. 15(3.75%) were undecided. On messaging and profile update, 348 (87%) agreed that they use the social media for this purpose; 47(11.75%) disagreed, while 5(1.25%) were undecided. 260(65%) use the social media for fun and leisure while 132(33%) do not use it for that purpose. 8(2%) were however undecided.

Only 150(37.5%) use the social media for academic studies while 240(60%) do not with 10(2.5%) undecided. 360(76.5%) use the social media for watching movies while 82(20.5%) do not with 12(3%) undecided. On whether students use the social media for academic discussion, 124(31%) agreed while 273(68.25%) disagreed with 3(0.75%) undecided. 261(65.25%) use the social media for dating online while 130(32.5%) do not with 9(2.25%) undecided. In the same vein, 350(87.5%) use the social media to interact with friends while 47(11.75%) do not with 3(0.75%) undecided. Research Question 2: How many hours do students of arts Education Department spend on the social media?

Table 2: Hours spent on the Social Media Daily (in frequency and percentage)

Hours	Frequency	Percentage
1 - 3	247	61.75%
4 - 6	103	25.75%
7 - 10	32	8%
Most of the Time	18	4.5%
Total	400	100%

Table 2 above shows that 247(61.75%) respondents are connected to the social media between 1 – 3 hours daily, while 103(25.75%) are connected to the social media between 4 – 6 hours daily. Similarly, 32(8%) are connected to the social media between 7 – 10 hours daily, while 18(4.5%) are connected to the social media most of the time.

Research Question 3: What is the effect of the social media on the academic performance of Arts Education students?

Table 3: Effect of the Social Media on Students' Performance

Response	Distracts from Studies	Displace Time of Studies	Distracts During Lectures	Distracts During Library Session
Yes	297(74.25%)	302(25.5%)	298(74.5%)	268(67%)
No	98(24.5%)	96(24%)	97(24.25%)	124(31%)
Undecided	5(1.25%)	2(0.5%)	5(1.25%)	8(2%)
Total	400(100%)	400(100%)	400(100%)	400(100%)

Table 3 above shows that 297(74.25%) of the respondents agreed that the social media distracts students from their studies while 98(24.5%) disagreed, with 5(1.25%) were undecided. Again, 302(75.5%) agreed that the social media displaces study time while 96(24%) disagreed with 2(0.5%) undecided. Similarly, 298(74.5%) agreed that the social media distracts students' attention during lectures while 97(24.25%) disagreed with 5(1.25%) undecided. 268 respondents agreed that

the social media distracts attention during library sessions while 124(31%) disagreed with 8(2%) undecided.

DISCUSSION OF RESULTS

The findings of the study show that majority of the respondents use the social media to find friends, for messaging and profile update, for fun and leisure, watch movies, engage in online dating and interact with friends. On the other hand, only very few students use the social media for academic studies and discussion. What this means is that majority of students use the social media for different purposes to the detriment of their studies. These findings agree with Kolan and Dzandza (2018) who reported that most students in tertiary institutions are exposed to social media networks and that they use social media for a variety of reasons.

On time spent on the social media, 247 respondents, i.e. 61.75% spend between 1 – 3 hours on the social media; 103 (25.75%) spend 4 – 6 hours; 32 (8%) spend 7 – 10 hours, while 18 (4.5%) are connected most of the time and would always peep at their cell phone when any little opportunity presents itself. This shows that a lot of study time is usually wasted on the social media by students. This agrees with the findings of Kirschner and Karpinski (2010) who observed that over involvement or obsession with the social media has negative effects on students' academic performance.

With regard to the effects of the social media on students' performance, majority of the respondents agree that the social media distracts them from their studies, displaces time of study, and even disrupts library sessions. From this finding, one can deduce that the social media has a lot of negative effects on students' academic performance. It could lead to time displacement because the social media entertains young students with stimulating images and visual auditory effects. This is more attractive and immediately gratifying than school related activities (Kim, 2011). Consequently, using the social media will result in the displacement of academic activities as suggested by the time displacement theory.

CONCLUSION

This study has revealed that majority of the students of Arts Education, Kogi State University use the social media for a variety of reasons and majority spend long hours on the social media. This has negative effects on their academic achievement. The implication is that as good as the social media may be, obsession and addiction to it have serious consequence on the academic life of the students. This is why Kolan and Dzandza (2018: 18) observed that "social media is a useful servant but a dangerous master". Students should, therefore, be prudent about its utilization.

Recommendations

The study recommends that:

1. Tertiary institutions should establish e-learning centres where students' assignments and course works could be channeled. This would redirect students' use of the social media towards academic works.

2. University authorities should ban the use of cell phones in the library and classroom areas. This would bring to an end distraction during library sessions and minimize distractions during lecture periods.

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