
**INFLUENCE OF SOCIAL MEDIA ON ACADEMIC PERFORMANCE OF
BUSINESS EDUCATION STUDENTS OF PUBLIC UNIVERSITIES IN SOUTH-
EAST STATES OF NIGERIA**

¹Dr. Ezeabii, I. C., ²Prof. Chibuike, V. C., and ³Udeh, S. O.

Department Of Technology and Vocational Education (Business Education Unit), Enugu
State University of Science and Technology, Enugu

ABSTRACT: *The main purpose of the study was to determine the influence of social media on academic performance of business education students in public universities in South-East States of Nigeria. Two research questions and two null hypothesis guided the study. The study adopted a descriptive survey research design. The population was 397 students of business education programme in the seven public universities in South-East states of Nigeria. The entire population was used for the study, therefore there was no sampling. The instrument used for data collection was a 20 items questionnaire structure in four point rating scale. The instrument was validated by three experts. The reliability of the instrument was conducted using Cronbach Alpha and it yielded 0.86. Out of 397 copies of the questionnaire distributed to the respondents 374 was returned representing 94.21% returned rate. Mean with standard deviation was used to answer the research questions and the null hypothesis were tested at 0.05 level of significant using t-test. The findings of the study showed that social media influences the students' academic performance positively and negatively in business education. Based on the finding, recommendations were made which include that students should be encouraged to utilize social media in the way that it will positively influence the academic performance, and students should be given assignments and research work to keep them busy away from the negative use.*

KEYWORDS: Social media, Internet, Academic Performance, Business education

INTRODUCTION

The use of internet has tremendously affected all areas of human life. It has contributed to the utilization of social media, e-learning, web 2.0 and many others. Internet is a global network and refers to all inter-connected data sources and computers, network routers and circuits. Internet users can log on to all these computer (if allowed access) to download or upload files, engage in online conferences and of course exchange electronic mails. It is like a phone system which ties together caller from around the world via web data transmission lines. The high-speed fibre-optic cables (called backbones) through which the bank of the internet data travels are owned by telephone companies in their respective countries (Eze & Mutelo 2001).

The internet grew out of the Advanced Research Projects Agency's wide Area Network (then called ARPANET) established by the United states Department of Defence in 1960s for laboratories. Later universities and other institutions connected to it. This resulted in ARPANET growing beyond everyone's expectations and acquiring the name internet. The development of hypertext based technology (called World Wide Web www or just web) provided means of displaying text graphics, animations, easy search and navigation tools

triggered by internet's explosive worldwide growth. Internet has provided its users with different online services. Some of these include:

- ❖ Web: a collection of billions of web pages that you can view with a web browser.
- ❖ E-mail: the most common method of sending and receiving messages online.
- ❖ Online gaming: games that allow people to play with and against each other over the internet.
- ❖ Social media: websites and applications that allow people to share comments, photos, and videos.
- ❖

Social media comprises of activities that involve socializing and networking online through words, pictures and videos. Kaplan and Haenlein (2010) defined social media as a group of internet based applications that build on the ideological and technological foundations of user generated content. In line with this, Salter (2012) stated that social media introduced substantial and pervasive challenges to communication between organizations, communities and individuals the availability of high-speed internet broad band connection between connection with massive use of desktop, computer, laptops, e-readers, text messaging, Facebook, you tube, and smart phones enables millions of people to actively engage in media, text messaging, content sharing, on-line-learning and much more. Peters (2012) in Ezenwafor (2012) observed that since technology is ruling the world in all disciplines and activities, the modern office ranks highest in innovation development and use of the even changing technologies requiring adequate integration of ICT in business Education. Social media is a place where everyone can add or edit information. It is a web where digital tools allow users to create, change and publish dynamic content (Aharony, 2008).

Social media is an aspect of the internet that provides a lot of sites for socialization. There are 20 popular social media websites. These includes: viber, Digg, Delicious, stumble upon, Bizsugar, Vine, periscope, Quora, what Sapp, snap chart, Redid it, flickr, tumblr, histogram, pinterest, you tube, Google t, linkedin, twitter and Facebook (Anthony, 2016). There is much interest from schools and universities in the potentials of public social networking services and social media such as blogs to leverage or complement formal educational activities and enhance learning outcome (Fogg 2010 & Bell 2013). Social media service uses between teachers and students can improve rapport and motivation and engagement with education (McBride, 2009). Social media use has expanded to include the world's academic fraternity. College Professors are suddenly using social media mainly to connect with colleagues, to access news and appear in the business around it. What many people don't appreciate about social media is the fact that it can be used within a classroom situation to create more value to learning. Business educators can use social media in a variety of ways to improve their teaching and learning process and avail multiple benefits for collaborative professional development (McCulloch, McLutich & Barrellt, 2011). Some of the key benefits includes: peer networking, reflection and sharing practices, post conference workshop, and training discussion. Social media sites allow lecturers adequate time to learn about and share effective practices. It also allow lecturers to share with their peers operating all around the globe in order to plan, approaches for support and motivation. Social media helps lectures to connect with their students about the assignments, upcoming events, useful links and samples of work outside the classroom. Students can also use it to connect classmates about questions regarding class assignment or examination as well as collaborate on assignments and project. One of the most popular commonly used social media sites is Facebook.

Facebook is a social networking websites that was originally designed for college students but is now open to anyone from 13years of age or older. Facebook users can create and customize their own profile with photos, videos, and information about themselves. Friends can browse the profiles of other friends and write messages on their pages. (Tech-term.com, 2008). Paxson (2010) and Abubaka (2011) opined that Facebook is used to keep users connected with those around them and what is happening in the world at any given time. It is one of the new media networks which uses mix of interpersonal and mass communication capabilities that have not existed before, and which place emphasis on interactivity and mobility (Paxson, 2010). Facebook is used by students in universities.

We have public and private universities in Nigeria. Public universities are owned, founded and controlled by the government. Hence, we have federals and state universities. A private university is a university whose funding comes from tuition, investments, and private donors and not from taxpayers. They are owned, controlled and funded by private individual, churches and organization. We have public universities in South East states of Nigeria. South East states comprises of five states namely: Abia, Anambra, Ebonyi, Enugu and Imo states. Each state has federal and state universities. These universities offer business education programme.

Business Education according to Sorralv (2010) is a term that encompasses a number of methods used to teach students the fundamental theories and processes of business. Business Education is concerned with equipping the recipients with skills needed for employment and self-reliance. It consist of formidable force in equipping the youths with the knowledge, skills and attitudes necessary for the production of goods and services which provides better life. It involves taking courses to learn various Economics and Management (Rapacki, 2011). It is also the education that provides the individual with technical competencies that will enable the individual to attain self-realization in the field of work and in business world. Business education students make use of social media.

However, the use of social media in education system has advantages and disadvantages. Social media sites increase student's collaborations. It provides an avenue for students to easily contact one another regarding school projects, group assignment and homework assignment. Use of social media in the classroom can encourage more participation. Students who do not participate regularly in class can express their thoughts through social media. Although this should not completely replace in- class participation. It can help build the student confidence and encourage them to find their voice and be able to participate in class. Social media sites can be useful for homework help. When students have questions about a class assignment, they can easily post a message asking if anyone can help. They can ask specific questions to a teacher on a wall that other students can see. This allows the whole class to have access to feedback from the teacher. Social media can help in sharing resources quickly in the classroom. If a teacher needs to direct students to particular online resources they can easily share the site through social media sites like twitter. Social media helps to keep parents, teachers and students all on the same page. It is very useful for teacher to be able to post on social media sites about class activities, homework assignments and even school events. This helps the teachers, parents and students all stay on the same page about what is going on at school.

Social media can be a distraction in classroom. The first concern that comes to mind when using social media is how it will be a major distraction to the students during lessons. Students

could easily be side tracked from an assignment and it could be difficult for teachers to identify who is paying attention or not. Social media may not be used in the classroom appropriately. Students might take advantage of being able to access social media and use it for personal interactions instead of for school related activities. Using social media can detract from human interaction; if students are encouraged to participate in class discussions through social media sites, this could impact their ability to interact in face to face situation. Secondly, if social media is allowed in schools this could include cyber bullying where students write hurtful messages targeting other students and posting inappropriate content on social media website. A student may post inappropriate content such as pornography or foul languages which would be both distracting and damaging to students. In addition, social media decreases productivity as so many students end up spending the better part of their study hours checking those sites rather than getting their assignments done. It encourages poor programmer usage, reduction in research capabilities and influence students' academic performance.

Olubiyi (2012) lamented that Nigerian students are so engrossed in the social media that they are almost 24 hours online. Even in classroom and lecture theatres, the author observed that some students are always busy pinging, 2going or Face booking, while lecturer are on. Times that ought to be channeled towards learning, academic research and innovating have been crushed by the passion for meeting new friends online, and most times they are busy discussing trivial issues. Hence most students academics suffer setbacks as a result of distraction from the social media. In Obi, Bulus, Adamu and Sala'at (2012), it was observed that the use of these sites also affects the students' use of English and grammer. The students are used to short forms of writing words in their chart rooms. Ibrahim (2012) posited that most students prefer being on the site than reading their books. The use of social media (Facebook, you tube, twitter and what sapp) by business education students today is resulting to mass failure of business education students in academic performance (David, 2014).

A number of Nigerian scholars agree that addiction to social media sites have become a distractive technology to students' academic work in higher education. Among the scholars is Osharive (2011) who surveyed 1,860 Facebook users from the Lagos state university and found that 90 percent of the students could not get up to cumulative grade point average (CGPA) above 3.50 because they had spent a large part of their homework and study time on facebooking. Nevertheless, the influence of social media on academic performance of business education students in universities in South East states of Nigeria is not known and that is the crux of this research work.

Statement of the Problem

Business education students in South East of Nigeria are always very busy with their handsets and laptops. Social media gives most students access to the internet and this has resulted or affected the students' academics performance. Through the use of face book, chatting, checking their E-mail etc students spend lots of time away from studying. It is speculated that an average Nigerian youth spends about six to seven hours on the internet daily, some even do all night browsing. When do they have time to read/study their books or undertake research? Research findings reviewed that students who use facebook had grade point average (GPA) between 3.0 and 3.5, while non-users 4.0.

Users of social media spend one to five hours a week studying, while non-users study 11-15hours per week, (Krischnw & Karpinski, 2011). The need therefore arose to determine the

influence of social media on the academic performance of business education students in public universities in South-East states of Nigeria.

Purpose of the Study

The main purpose of the study is to determine the influence of social media on academic performances of Business education students in public universities in South-East states of Nigeria. Specifically, the study sought to determine:

1. the positive influences of social media on academic performances of business education students in public universities in South-East states of Nigeria.
2. the negative influences of social media on academic performances of business education students in public universities in South-East states of Nigeria.

Research Questions

The following research questions guided the study:

1. What are the positive influences of social media on academic performances of business education students in public universities in South-East states of Nigeria?
2. What are the negative influences of social media on academic performances of business education students in public universities in South-East states of Nigeria?

Hypotheses

The following null hypotheses tested at .05 level of significance guided the study:

H₀₁: There is no significance difference between the mean ratings of the male and female respondents on the positive influences of social media on academic performances of business education students in public universities in South-East states of Nigeria.

H₀₂: A significance difference does not exist between the mean ratings of male and female respondents on the negative influences of business education students in public universities in South-East states of Nigeria.

METHOD

The study adopted a descriptive Survey research design, A survey research design according Nworgu (2015) is one in which a group of people or items is studied by collecting and analyzing data from a few people or items considered to be representative of the entire group. This design was deemed appropriate for the study because the result got from the respondents was inferred on the entire population. The population was 397 final year business education students from the seven public universities offering business education (source: field survey August 2017). There was no sampling due to the manageable size of the population. The instrument used for data collection was a 20 item questionnaire developed by the researcher after an extensive literature review. The instrument was validated by three experts and the reliability for the instrument was determined using Cronbach Alpha reliability coefficient which yielded 0.86. The instrument was distributed by the researcher and six trained researcher assistants. Out of 397 copies of the questionnaire distributed 374 were filled properly and returned for data analysis representing 94.21% return rate. Mean with standard deviation was used to answer the research questions while t-test was used to test the null hypotheses that guided the study. The decision rule was based on the principle of upper and lower limits of the mean thus;

Strongly Agree (SA)	3.50-4.00
Agree (A)	2.50-3.49
Disagree (D)	1.50-2.49
Strongly Disagree (SD)	1.00-1.49

The null hypothesis was rejected where the t-calculated value was more than the t-table value otherwise it was not rejected.

RESULT

The result of the study was presented according to the research questions and null hypotheses that guided the study.

Research Question 1

What are the positive influences of social media on academic performance of business education students in public universities in South-East States of Nigeria.

Table 1: Mean with standard deviation of the Respondents on the Positive Influences of Social Media on Academic Performance of Business Education Students in Public Universities in South-East States of Nigeria.

S/N	Item Description	Male n=143		Female n=231		Overall n = 374		Decision
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	
1	It provides learners with value resources to develop their understanding							
2	It helps the students to interact with their peers and even teachers about class related subjects.	3.43	0.58	3.26	0.71	3.35	0.65	Agreed
3	It provide relevant information for research work.	3.32	0.77	3.52	0.60	3.42	0.69	Agreed
4	It helps the students in doing their class work assignments.	3.66	0.51	3.01	0.91	3.34	0.71	Agreed
5	It exposes students to ray technology skills they will need for business work.	3.00	0.72	3.17	0.68	3.09	0.72	Agreed
6	It helps students develop more familiarity with computers and other electronic devices.	3.22	0.59	3.47	0.72	3.40	0.67	Agreed
7	Introverts can through social media have clearer understanding of their work	3.38	0.63	3.62	0.81	3.49	0.72	Agreed
8	With social media, students can intuit their lecturers on activities of the university.	3.64	0.58	3.26	0.89	3.45	0.72	Agreed
9	Slow learners can record or download relevant materials and study at their pace	3.70	0.56	3.30	0.49	3.48	0.54	Agreed
10	It exposes users (students) to what is happening in academics in other parts of the world.	3.15	0.48	3.23	0.56	3.19	0.53	Agreed
Cluster mean/standard deviation		3.37	0.61	3.30	0.71	3.33	0.67	Agreed

The result of data analysis presented in Table 1 indicates that the mean rating of the respondents ranges from 3.09 to 3.49 indicating that the respondents agreed that the itemized are the positive influences of social media on academic performance of business education students in public universities in south-East states of Nigeria. The cluster mean of 3.33 implies agreed. The overall low standard deviation of 0.67 shows that the respondent's responses are homogenous.

Hypothesis 1

There is no significant difference between the mean ratings of the male and female students on the positive influences of social media on academic performances of business education students of public universities in South-East states of Nigeria.

Table 2: t-test analysis on the mean ratings of male and female respondents on the positive influences of social media on academic performances of business education students of public universities in south-East states of Nigeria

Gender	\bar{X}	SD	N	Df	P	t-cal	t-tab	Decision
Male	3.37	0.16	143	372	0.05	0.821	1.96	Not significant
Female	3.30	0.17	231					

t-cal (0.821) < t-tab (1.96) = Not significant

The result of t-test analysis presented in table 2 shows that the t-calculated at .05 level of significance and 372 degree of freedom is 0.82 while the t-table value is 1.96. t-calculated is less than the t-table value therefore the null hypothesis is not rejected. This implies that there is no significant difference between the mean ratings of male and female respondents on the positive influences of social media on academic performance of business education students of public universities in South-East states of Nigeria.

Research Question 2

What are the negative influences of social media on academic performances of the business education students in public universities in South East states of Nigeria.

Table3: Mean ratings with Standard Deviation of the Respondents on the Negative Influences of Social Media on Academic Performances of Business Education Students in Public Universities in South-East State of Nigeria.

S/N	Item Description	Male N=143		Female N=23		Overall n=374		Decision
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	
11	Students chats with their friends during lectures.	2.67	0.98	2.84	0.91	2.76	0.95	Agreed
12	Some students don't have time to read for exams because they engage most of their time in to-go with their friends.	3.41	0.63	3.51	0.61	3.46	0.62	Agreed
13	Some hardworking students became lazy as a result of bad company on social media.	3.48	0.70	3.25	0.77	3.37	0.74	Agreed
14	Students are always busy browsing with their phones for pornography materials.	2.91	0.89	3.39	0.65	3.15	0.78	Agreed
15	Students are used to short form of writing word in friend star and go on using that in classwork resulting to wrong use of English words and results.	3.43	0.81	3.41	0.73	3.42	0.77	Agreed
16	Some students are always busy pinging while lectures are on	3.03	0.78	3.07	0.59	3.05	0.69	Agreed
17	Some students' academics suffer setback as a result of distraction from Facebook.	3.21	0.84	3.41	0.56	3.31	0.70	Agreed
18	Students indulge in examination malpractice (Exam run) through social media.	3.09	0.74	2.89	0.95	2.99	0.85	Agreed
19	Some students experience cyber bullying through social media resulting to psychological trauma and subsequently poor academic performance.	3.32	0.64	3.55	0.56	3.44	0.60	Agreed
20	They engage in all night browsing for illicit business	3.09	0.67	3.49	0.61	3.29	0.64	Agreed
Cluster mean/ standard deviation		3.16	0.77	3.28	0.69	3.22	0.73	Agreed

The data presented in table 3 shows that the overall mean ratings of the respondents range from 2.76 to 3.46 indicating the that male and female respondents agreed on the items as the negative influences of social media on academic performances of business education students in public universities in South-East state on Nigeria. The cluster mean of 3.22 shows agreed. The low cluster standard deviation of 0.73 implies that the respondents have consensus opinion.

Hypothesis 2

A significant difference does not exist between the mean ratings of male and female students on the negative influences of social media on academic performances of business education student in public universities in South East states of Nigeria.

Table 4: t-Test Analysis on the Mean Ratings of Male and Female Students on the Negative Influence of Social Media on Academic Performance of Business Education Students in Public Universities in South-East State of Nigeria.

Gender	\bar{X}	SD	N	Df	P	t-cal	t-tab	Decision
Male	3.16	0.77	143	372	0.05	1.311	1.96	Not
Female	3.28	0.69	231					Significant

t-cal (1.311) < t-table (1.96) = Not significant

The result of t-test analysis presented in table 4 shows that the t-calculated at .05 level of significant and 372 degree of freedom is 1.311 while the t-table value is 1.96. Since the t-calculated is less than the t-table value, the null hypothesis is therefore not rejected. The implication of this is that there is no significant difference between the mean ratings of male and female students on the negative influences of social media on academic performances of business education students in public universities in South-East states of Nigeria.

DISCUSSION OF FINDINGS

The findings of the study were presented and discussed in line with the research questions and hypotheses of the study. The result obtained from research question one indicated that the respondents agreed that the items in cluster one are the positive influences of social media on academic performance of business education students in public universities. Some of the identified influences include: social media provides learners with value resources to develop their understanding, helps students to interact with their peers, provide relevant information for research work , help students in doing their class assignment, helps students develop more familiarity with computer and other electronic devices, enables introverts to have clearer understanding of their work and others. The findings of the study denotes positive influences of social media on academic performances of business education students. The result of the study is in agreement with Bell (2013) who noted that social media improves students and teacher report and motivates students to learn. The findings of the study is further supported by McBride (2009) who noted that social media helps to engage the learners in out of class learning experience. The result of the study also indicated that slow learners can record or down load documentaries and relevant materials and study at their pace. The result of null hypothesis implies that there is no significant difference between the mean responses of male and female students on the positive influence of social media on the academic performances of business education students in public universities.

Further, the findings of the study according to research question two identified 10 items on the negative influences of social media on the academic performances of the students in public universities. The identified negative influence of social media include: students chat with friends through the social media during lectures, student don't read for exams because of engagement in social media, students engage in pornography materials, students engage in all night browsing for dirty business and others. The respondents agreed that the itemized are the negative influences of social media on academic performance of business education students in public universities. The result of the study is in line with the findings of Antony (2016) who observed that some students' academics suffer set back as a result of distraction from social media. The findings of the study also noted that social media has negative implications on students' academic performance when it is not properly utilized in the right way. The null hypotheses tested signaled that gender has no significant influence on the responses of the students on the negative influences of social media on academic performances of the students in business education.

CONCLUSION

Social media is an aspect of e-learning resources for promoting all time and all place learning. Just like every other thing in life social media can positively or negatively influence students academic performance. It is the duty of the user to effectively utilize the social media Apps for positive academic learning. It provides benefits like peer networking, sharing classroom information, instructional video, post conference, workshop discussion and many more. Social media allows lecturers provide good lectures, it helps students to share files electronically, learn about and practice other instructional packages. If misused, it can influence the academic performance of the students negatively and can bring about examination malpractice. However achievement of positive influences on students academic performance depends on the students appropriate use of it.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Students should be encouraged to utilize social media applications in the way that will positively influence their academic performance.
2. Students should be given assignments and research work to keep them busy out of social media negative apps
3. Students should not be allowed to use or operate handset in lecture rooms.
4. Students should communicate properly to avoid developing bad habits of writing in social media communication.

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