

Effect of Social Media Networking Sites on University Students

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ABSTRACT

Social media sites play a significant role in the present generation especially among university students. The research assess the effect of networking site on Students' Academic Performance and examine the effect of social networking site on Students' extra curriculum activities. Data were analyzed using descriptive statistics and multiple regression analysis. The study found that there is positive relationship between social networking site and students' academic performance, the analysis also revealed that there is significant relationship between social networking site and students' extra curriculum activities. The study therefore recommends that Social media sites are a strong tool that can support excellent academic performance to university students. Students should therefore be allowed to have a choice of social media site they are willing to use especially when using it for learning.

Keywords: Social Networking Site, Academic Performance, Extra Curriculum Activities.

1. Introduction

The internet has changed not only how individuals interact, but also how they communicate and access information. The government have internet it as the concept of governance is supported by three pillars, namely politics, economics and administration. (Rauf, 2021) Using the internet is more than just a way to send emails; it's also a way for people to interact. Social media has encouraged instructors, students, and other academic stakeholders to collaborate to increase knowledge production in teaching and learning (Buettner, 2017). Today, networking sites have firmly established themselves in the life of students. It's impossible to envision a grown adult who didn't check for updates or happenings on social media sites or read the news wires at least once a day (M. Talaue et al., 2018).

Education's main goal is to help pupils realize their full potential and prepare them to face life's challenges. The development and deployment of numerous information technologies in the sphere of education has exploded in the last century. Individuals nowadays engage in a wide range of activities, from consuming content to sharing knowledge, expertise, and ideas, as well as engaging in discussions with others (Raj et al., 2021). According to Neal (Rasmussen Neal, 2012), the phrase "social media" refers to a variety of simple-to-use platforms that anyone may use to engage with other people online, such as Facebook, YouTube, Blogs, Twitter, and so on. As a result, adopting social media's basic and easy services allows us to develop an online presence as easily as signing up for a Facebook or Twitter account, and then creating our own web content in minutes. Academic achievement also refers to a student's ability to learn and recall facts, as well as the ability to communicate his or her knowledge orally or in writing, even during an examination. In this decade, the last five year had experienced a surge in the use and popularity of social networking sites, owing in part to their continued use by school and university students (Salvation & Azura Adzharuddin, 2014).

The study focuses on the impact of social media networking sites on postgraduate students at the University of Ibadan. By focusing on postgraduate students at the University of Ibadan, the study fills a gap. Furthermore, there has been little research done on the subject under consideration, and research conducted in underdeveloped nations in this area contains systematic gaps. As a result, the researcher owes a great deal in conducting research on this topic in order to close these gaps. The latter, as a limited resource, cannot afford to address the negative psychological effects of the Internet revolution on its own. The Use and Gratification Theory served as the foundation for this research.

Social media sites are becoming increasingly popular among university students as a new method to pass the time and as a distinct route for obtaining required information, both instructive and amusing. As a result, it is critical to investigate what impact social networks have on their users, particularly how social networking influences students' academic progress. As a result, the purpose of this research is to determine the impact of social media networking sites on university students. As a result, the focus of this research is on the impact of social media sites on students' academic achievement.

2. Methodology

Descriptive survey research design was adopted for this study in which a structured questionnaire was used to elicit information from the target respondents who are postgraduate students of University of Ibadan, data collection techniques are carried out by means of interviews and read scientific books, magazines, newspapers and other readings related to research (Mustika & Salam, 2021). Primary data was collected and processed in the study. Population of the study consists of all 2020/2021 postgraduate students of Faculty of Economics and Management Sciences, University of Ibadan with total population of 182.

1. Accounting Department	66
2. Banking and Finance	35
3. Economics Department	60
4. Marketing and Consumer Studies	21
Total	182

Source: Researchers survey (2021)

Convenient sampling technique was used to select and administer the study questionnaire on postgraduate students of Faculty of Economics and Management Sciences, University of Ibadan.

To determine the appropriate sample size, Slovin's formula was used. Slovin's formula is written as:

$$n = N / (1 + N e^2)$$

Where:

n = number of samples

N = total population

e = error tolerance (0.05)

thus,

$$n = N / (1 + N e^2)$$

$$= 182 / (1 + (182 \times (0.05)^2))$$

$$= 182 / 1.455$$

$$= 125$$

Therefore, the sample size for this research study is **125**.

Primary data were used to accomplish the research objectives. Primary data was collected through structured questionnaires administered to Postgraduate students of University of Ibadan. Secondary source was gathered through analysis of literature. The questionnaires were self-administered to the sampled population. Ten percentage of the questionnaire were taken to the field to test if it can provide necessary and needed data for testing and analyzing the study hypotheses. Reliability test was also carried out using Cronbach's alpha coefficient to measure the internal consistency and test the integrity of the research instrument. Cronbach alpha coefficient was calculated to determine the reliability of the questionnaire and it was obtained at 0.91 which is an acceptable measure for quantitative researches that indicates the reliability of the research tool. Descriptive and inferential statistics was used in analyzing the data collected from the respondents. Frequency table and percentage was used for demographic characteristics analysis and regression analysis was used to test the hypotheses. The data was computed and analysed using Statistical Package for Social Science (SPSS) version 26.

3. Result and Discussion

The research initially sought to ascertain the general information on the respondents involved in the study with regards to their sex, age, department, among others. The demographic information points at the respondents' suitability in answering the questions on the effect of social media networking sites on university students. The study findings are illustrated below;

Table 1. Demographic characteristics of respondents

Demographic variables	No of observation	Percentage
Age		
18-23	30	24.0
24-29	41	32.8
30-35	27	21.6
36-41	18	14.8
Above 41	9	7.2
Total	125	100
Sex		
Female	71	56.8
male	54	43.2
Total	125	100
DEPARTMENT		
Marketing and consumer studies	18	14.4
Accounting	43	34.4
Banking and Finance	29	23.2
Economics	35	28.0
Total	125	100
Do you use networking site?		
Yes	125	100
No	-	-
Total	125	100
Which networking site do you use most?		
Whatsapp	65	52.0
Facebook	32	25.6
Google+	18	14.4
Youtube	2	1.6
Others	8	6.4
Total	125	100

Source: Researchers survey (2021)

Table 1 above indicates that 24% of age respondents are 18-23years, 32.8% are between 24-29, 21.6% are between 30-35, 14.8% were between 36-41years, while 7.2% are above 41years. This implies that no age barrier in the usage of social networking sites among university students and that age is not a factor or barrier. The gender of respondents' shows that 56.8% are female while 44.2% are male which indicates there is good representation for both gender. Respondent departments' shows that 14.4% are from Marketing and Consumers Studies, 34.4% are from Accounting, 23.2% of the respondents are from Banking and Finance, 28% of the respondents are from Economics Department. This implies that all departments in Faculty of Economics and Management Sciences, University of Ibadan are fully represented. 100% of respondent use networking sites. 52% of respondents use WhatSapp most, 25.6% use Facebook, 14.4% use Google+, 1.6% use Youtube the most while 6.4% use other networking site most. This implies that respondents' usage of social networking sites among university students is of higher percentage and often use social media on daily activities.

Table 2. Distribution to questions in response to dependent and independent variables

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Am able to meet people online which improve me academically	48 (38.4%)	52 (41.6%)	15 (12%)	6 (4.8%)	4 (3.2%)
I spend more time online for information which	52 (41.6%)	48 (38.4%)	15 (12%)	6 (4.8%)	4 (3.2%)

help me					
Networking site help me provide solutions to challenging area of academics	58 (46.4%)	45 (36%)	12 (9.6%)	4 (3.2%)	6 (4.8%)
My performance is affected positively	42 (33.6%)	58 (46.4%)	6 (4.8%)	15 (12%)	4 (3.2%)
Social networking has enabled me to become better in area of sports, music etc.	48 (38.4%)	52 (41.6%)	15 (12%)	6 (4.8%)	4 (3.2%)
I am more socialize	35 (28%)	58 (46.4%)	22 (17.6%)	3 (2.4%)	7 (5.6%)
Have been able to develop on my talent	58 (46.5%)	45 (36%)	6 (4.8%)	12 (9.6%)	4 (3.2%)
I have improve physically and mentally	45 (36%)	58 (46.4%)	6 (4.8%)	12 (9.6%)	4 (3.2%)

Source: Researchers survey (2021)

Testing of Hypotheses I

H₀₁: There is no significant relationship between social networking site and students' academic performance

Table 3: Model Summary

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.757 ^a	.524	.513	.637

a. Predictors: (Constant).

Table 3 describes the significant effect of social networking sites and students' academic performance in that R² value shows **.524**, depicting a high significance relationship between social networking site and students' academic performance.

Table 4. Anova

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	29.747	5	5.949	18.878	.000 ^b
	Residual	59.248	188	.315		
	Total	88.995	193			

a. Dependent Variable: University Student

b. Predictors: (Constant)

F-statistics shows 18.788 with .000 Sig. level at 99% confident which affirms that social networking sites has significant effect on students' academic performance.

Table 5. Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.
	B	Std. Error			
(Constant)	1.204	.187		5.511	.000
Am able to meet people online which improve me academically	.498	.052	.569	9.559	.000
I spend more time online for information which help me	.078	.059	.083	1.377	.002
Networking site help me provide solutions to challenging area of academics	.060	.046	.026	.384	.004
My performance is affected positively	.147	.041	.043	2.243	.000

a. Dependent Variable: University Students

Table 5 shows the effect of independent variables on the dependent variable. The Beta Coefficients of .569, .083, .026, .043 showing the statistical significant of the independent variables respectively. Thus, we reject

the null hypothesis (Ho) and accept the alternative hypothesis (Hi). Therefore, the study concludes that social networking sites have significance effect on students' academic performance.

Hypothesis II

Ho: There is no significant relationship between social networking site and students' extra curriculum activities

Table 6: Model Summary

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.771 ^a	.596	.056	.867

a. Predictors: (Constant)

Table 6 above describes the significant relationship between social networking site and students' extra curriculum activities that R² value shows .596 depicting significant relationship between social networking site and students' extra curriculum activities

Table 7 ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	23.490	4	.623	1.921	.018 ^b
Residual	20.523	95	.456		
Total	44.014	99			

a. Dependent Variable: Colleagues Information

b. Predictors: (Constant)

From the table, F-statistics showing a value of 1.921 with .018 Sig level at 99% confident affirms social networking site have positive significant on students' extra curriculum activities.

Table 8. Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)		.564		1.069	
Social networking has enabled me to become better in area of sports, music etc.	0.146	.048	.221	2.149	.024
I am more socialize	.136	.109	.098	1.247	.214
Have been able to develop on my talent	.146	.109	0.67	.339	
I have improved physically and mentally	.121	.185	.203	-1.596	.356

a. Dependent Variable: Colleagues Information

Table 8 above shows the effect of the independent variables on the dependent variable. The beta coefficient shows significant relationship between social networking site and students' extra curriculum activities. Therefore, we reject the null hypothesis and accept alternate that there is significant relationship between social networking site and students' extra curriculum activities.

This section discuss the result of the study, the result of the hypothesis one which says there is no significant relationship between social networking site and students' academic performance indicates that there is positive relationship between social networking site and students' academic performance thereby accepting the Hi and rejecting Ho. This is in line with the impact of social media on academic performance of selected college students was studied by (M. Talaue et al., 2018). Small group in society who has a high or highest position in society (Nuraini, 2018). The impact of daily youth communication on social media was emphasized by the researchers. To obtain an accurate profile of analysis, the researchers adopted a descriptive study approach. The survey included sixty Business Administration and Management Information System students who are active on social media. They came to the conclusion that social media has a major impact on school accomplishment and that adolescents' use of social media should be approached with ultimate responsibility. Also Hypothesis two shows that there is significant relationship between social networking site and students' extra curriculum activities

thereby accepting the H_1 and rejecting H_0 . This is in line (Heffner, 2016), who alleged that the use of social media can be a good outlet to deal with academic frustrations and improve the extra curriculum activities such as music, sports etc thereby improving their academics performance in their research to determine the positive and negative effects of social media on undergraduate students at Bayero University in Kano's academic performance (BUK). In their survey, a quantitative method was adopted (Abubakar & Yusin, 2020). Students from the Faculty of Education were given questionnaires to fill out. It was concluded that, despite public perceptions about usage of social media by the student, large number of students wanted to utilize social media in a positive way to further their studies. The good effects of social media appeared to outnumber the bad effects among students. Educators and students can use social media as a source of knowledge and communication to make the learning process easier and more effective. From the findings reached in the research in this study, the following are obverse.

Social networking sites is a strong tool that can support excellent academic performance to university students. Students should therefore be allowed to have a choice of social network site they are willing to use especially if they use it for learning. Student related information can be delivered to students freely via university networking sites or other social network pages. There is need to balance time used on social networking sites to avoid addiction and concentrate on social networking use for academic purposes since these sites have a rich source of educational content if well utilized.

Whatsapp and Facebook is used by a larger number of undergraduate college youth than youtube and other social media. Postgraduate university students use YouTube, WhatSapp and LinkedIn to a greater extent than other social networking sites and services for the purposes of learning. Female students at university use more WhatsApp, and Facebook for learning in comparison to male Postgraduate students. Analysis showed that they spend enough time in browsing for educational content on social networking sites and using other services such as WhatSapp and Facebook.

This present research showed that, there are no gender differences in the attitudes and perceived among postgraduate students towards social networking sites and other services being used for educational purposes. However, they have shown positive and favourable attitudes and impact of social networking sites on their studies. They have positive and favourable attitude towards learning through social networking sites at the postgraduate level and they have perceived its positive impact on their studies.

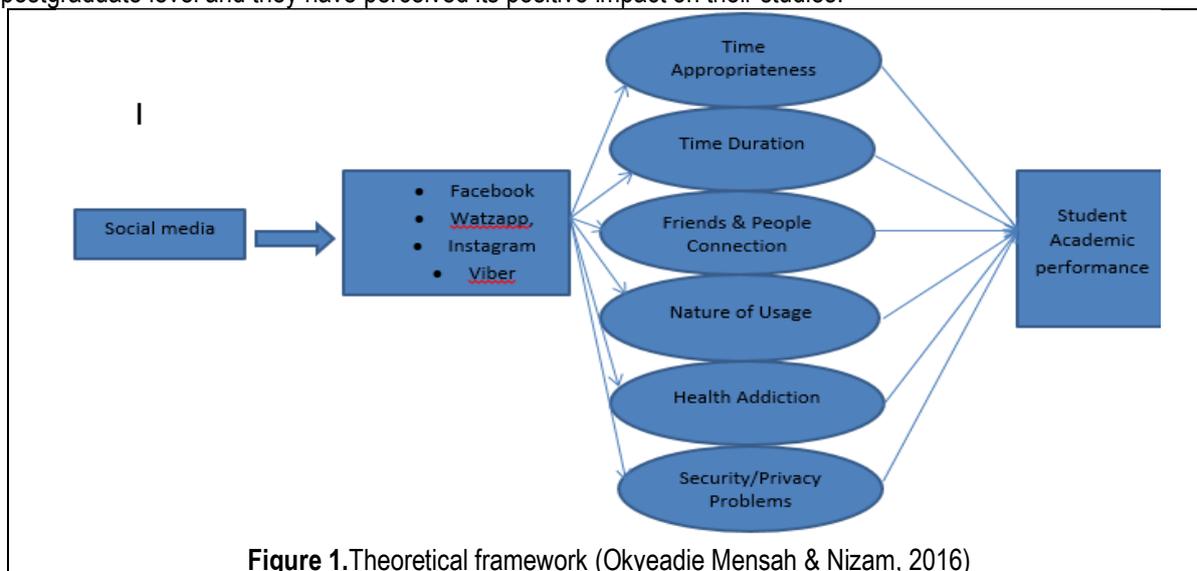


Figure 1.Theoretical framework (Okyeadie Mensah & Nizam, 2016)

The interaction between social media networking sites and university students is depicted in the diagram above. It investigates the link between social media networking sites and mediating variables, as well as university students. This study looked at how social network integration affects students' academic performance. The variables that were observed to be employed in this study were: peer interaction, teacher interaction, and engagement. Students' academic performance can be influenced through collaborative learning "mediator" since the dependent variable is the students' social media, and the independent variable is the students' social media.

4. Conclusion

Most, if not all students, of university students of Ibadan, actively engage in social networking sites. This is because it is less expensive, accessible and user friendly. Social networking was found to have good advantage on learning results for those students who used it for learning. Further, this study has indicated that university students were positively affected by social media. Social media is attractive; it not only provides university students another world to make friends, also provides a good way to release pressure. To some degree, it absolutely affects the lives of university students including the results. This research also indicates the approach needed to better balance the relationship between social media and academic study. Therefore, college students should think more about the balancing equation of social media and academics so that exposure to the social media could not be used negatively to minimize the courage of the students on their studies.

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