

## **Impact of Social Media On Students Academic Performance in Taraba State (A Study of Federal Polytechnic Bali)**

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### ***ABSTRACT***

The aims of this research study was to examine the Impact of Social Media on Students' Academic Performance. A study of federal Polytechnic Bali taraba state; To achieve this, the descriptive survey research design was adopted. The study focused on the students in federal Polytechnic Bali. Social media and students' academic performance (SMASAP) was used to collected data from the participants. The descriptive statistics of frequency counts and percentages was used to analyze. Research findings showed that a great number of students in federal Polytechnic Bali taraba state, are addicted to social media and this has impacted negatively on the academic performances of the students. To address this, the researcher suggested that social media platforms be utilized for educational objectives as well. Additionally, it was recommended that existing social networking sites be broadened and new pages established to support academic activities and prevent any negative impact on students' academic performance. Furthermore, teachers and parents should supervise students' use of these platforms to ensure they are used appropriately.

**Keywords:** *social media, academic performance, Bali.*

## INTRODUCTION

The impacts of social media on academic performance is significant, as the internet has become an integral part of daily life. It is now uncommon for a young person to go a day without checking social networks for updates. Modern society demands that we stay connected and remain informed about the latest news and trends.

The emergence of the internet in the 1990s brought about a major transformation in communication, leading to the creation of social networking sites. These platforms have revolutionized how people interact, and today, their advancements are evident in various fields, including education and entertainment.

These platforms are known as social media. Social media allows individuals to generate content, share it with others, and save or bookmark information for future reference e.t.c. Social media are interactive computer-mediated technologies that facilitates the creation and sharing of information, ideas, career interests and other forms of expression via virtual communities and network(2) Obar, Jonathan A; Wildman, Steve (2015) . "Social media definition and the governance challenge: An introduction to the special issue ". Telecommunications policy. 39 (9): 745-750. The wide range of independent and integrated social media services available today makes it difficult to define them precisely; however, they do share certain common characteristics (2).

1. Social media are interactive web 2.0 internet based applications
2. Social media facilitates the development of the success or failure at any educational

programmes hinge largely on the adequate availability of well qualified, competent and dedicated teachers, moreover, the development of a nation has often been linked to the quality of its products (students )

## RESEARCH QUESTIONS

- i. What social networking, sites do the students of federal Polytechnic Bali have access to?
- ii. How often do the students of federal Polytechnic Bali go online?
- iii. How does the use of social media affect the academic performance of student's of federal Polytechnic Bali?

## Concept of social media

Social media has become a commonly used term, though it is defined in various ways, to describe different forms of communication platforms and digital interactions. It refers to tools that use mobile and web-based technologies to create dynamic platforms where individuals and communities can share, co-create, discuss, and modify content generated by users (Kietzmann, 2012). Based on this definition, social media encompasses resources such as blogs, audio and video tools like YouTube, online chat rooms, text messaging via computers and mobile phones, as well as social networking sites.

## Students' Addictiveness to Social Media and its Influence on their Academic Performance

Online, students participate in a wide range of activities, some of which have the potential to become addictive (Kuss and Griffiths, 2011). The widespread popularity of social media on the internet is a growing concern, especially as students are spending increasing amounts of

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time online. Many undergraduates devote significant time to platforms like Facebook and Twitter, often accessing them through smartphones, which are now widely used among young people (Umar et al, 2023). The idea of social media addiction is closely related to the broader concept of internet addiction.

### **Students' Exposure to social media Network and its influence on their Academic Performance**

A study examining daily social media usage across different generations found that individuals born between 1965 and 1979 (referred to as Generation X) reported spending about 13 hours per day on social media. Those born from 1980 to 1989 (the Net Generation) reported approximately 19 hours daily, while individuals born between 1990 and 1999 (the I Generation) spent around 20 hours each day on social media (Rosen, 2011). These numbers are based on self-reported data and encompass all types of social media use, including television, mobile phone activities, internet browsing, use of tablets and laptops, music devices like iPods, texting, video gaming, and participation on social networking platforms.

### **Social Media in the classroom**

The presence of social media in classrooms has sparked considerable debate in recent years. Many parents and educators have expressed concerns about the potential negative effects of allowing social media in educational settings (Kits, 2012). As a result, some schools have banned cell phones and restricted access to popular social media websites. Nevertheless, students continue to use these platforms, prompting schools to reconsider their policies. For example, the Peel District School Board (PDSB) in Ontario is among the school boards

that have started to embrace social media in the classroom. In 2013, PDSB implemented a "Bring Your Own Device" (BYOD) policy and lifted restrictions on many social media sites. Research by Fewkes and McCabe (2012) has also explored the advantages of incorporating Facebook into classroom activities

### **Theoretical Framework**

A theoretical framework according to Ennis (1999) "is a structure that identifies and describes the major elements variables, or constructs that organize your scholarship, it is used to hypothesize, understand, or give meaning to the relationships among the elements that influence, affect, or predict the events or outcomes you specify. Theoretical framework grows out of the research focus, guides the design of individual studies, and structures your research presentations and publications". This research utilized Bandura's Social Learning Theory (SLT) alongside Katz's Uses and Gratification Theory. These two frameworks addressed different aspects of the study: SLT was applied to understand academic performance (learning outcomes), while Uses and Gratification Theory was used to examine the interplay between social media and academic activities, particularly in terms of competition

### **METHODOLOGY**

This section outlines the methods and procedures employed in the study. It is structured under the following sub-headings: research design, study population, sample and sampling techniques, instruments used for data collection, instrument validity, instrument reliability, data collection procedures, and data analysis methods.

Both quantitative and qualitative methods of research were employed in the study, to support

the study, descriptive research design was utilized to gain accurate profile of situation, information relevant to the study were obtained from both primary and secondary data, primary data were acquired from the respondents of the study, sixty students respondents, while the secondary data were obtained from previous studies, literatures, books, documents, and electronic materials, related to the International Journal of Advanced Information Technology (IJAIT) vol.8, No 4/5, October 2018.

According to ministry of education has indicated that in the year 2016 about fifty five percent of the males while the fourty five percent of the females, the total number of the population is 2473. The research is a descriptive research with a target population which contains

ND 1, ND 2, HND1 and HND2, the following representing categories of students who are direct impact of social media on student academic performance in federal Polytechnic Bali i, both males and female.

## RESULT

The results and discussion of the study in three sections under the following sub-headings:

Presentation of Demographic Data

Analysis of Data and Testing Hypotheses

Discussion of Findings

**Table 1: Students Addictiveness to Social Media Network and their Academic Performance.**

S/N	Statement	SA	A	D	SD	Total
1.	Addiction to social network problem that affects my academic life.	67 (43.2%)	50 (32.3%)	20 (12.9%)	18 (11.6%)	155 (100%)
2.	Online social networks distract me from my studies.	70 (45.1%)	59 (38.1%)	26 (16.8%)		155 (100%)
3.	Hours spent online can never be compared to the number of hours I spend reading.	110 (71.0%)	29 (18.7%)	11 (7.1%)	5 (3.2%)	155 (100%)
4.	There is no improvement in my grades since I become engaged with social networking sites.	41 (26.4%)	40 (25.8%)	44 (28.4%)	30 (19.4%)	155 (100%)
	<b>Total</b>	<b>288</b>	<b>178</b>	<b>101</b>	<b>53</b>	<b>620</b>
	<b>Percentage %</b>	<b>(46.5)</b>	<b>(28.7)</b>	<b>(16.3)</b>	<b>(8.5)</b>	<b>(100)</b>

Source: Fieldwork 2024.

Table 4.3 above showed that 67(43.2%) SA that addiction to online social; networks affects their academic life 70(45.1%) SA that online social networks distract them from their studies. 110(71.0%) SA that hours spend online can never be compared to the number of hours they spend reading. While 44(19.4%) D that there is no improvements on their grades since they become engaged with SNSs. Therefore,

288(46.5%) of the participants' response strongly agree that students' addictiveness to social network has a significant influence on their academic performance, 178 (28.7%) Agreed, 101 (16.3%) Disagreed, while 53 (8.5) Strongly Disagreed.

**Research Question 2:** Does the social media network that the students are more exposed to influence their academic performance?

**Table 2: Student Exposure to social media network and their academic performance.**

S/N	Statement	SA	A	D	SD	Total
1.	Usually have unlimited access to Facebook and this has affected my academic performance negatively.	51 (32.9%)	80 (51.6%)	15 (9.7%)	9 (5.8%)	155 (100%)
2.	I engage in academic discussions on twitter and this has improved my academic performance.	63 (40.6%)	23 (14.8%)	50 (32.3%)	19 (12.3)	155 (100%)
3.	I make use of Whatsapp to disseminate knowledge to my classmate.	40 (25.8%)	83 (53.5%)	30 (19.4%)	2 (1.3%)	155 (100%)
4.	I solely rely on information gotten from Wikipedia to do assignment without consulting other sources.	101 (65.1%)	28 (18.1%)	15 (9.7%)	11 (7.1%)	155 (100%)
<b>Total</b>		<b>255</b>	<b>214</b>	<b>110</b>	<b>41</b>	<b>620</b>
<b>Percentage %</b>		<b>(41.1)</b>	<b>(34.5)</b>	<b>(17.7)</b>	<b>(6.6)</b>	<b>(100)</b>

**Source: Fieldwork 2024.**

Data on the table 4 it shows that 50 (51.6%) of the college students agreed that usually have unlimited access to Facebook which has affected their academic performance negatively, 63 (40.6%) strongly agreed that they engage on academic discussions on twitter and this has improved their academic performance; 83 (53.5) agreed that they make use of Whatsapp to

disseminate knowledge to their classmates while 101 (65.1%) of the respondents stated that they solely rely on information gotten from Wikipedia to do their assignments without consulting other sources.

Therefore, 255 (41.11) of the participants' response strongly agreed that students' exposure to social media network has significant influence

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on their academic performance, 214 (34.5%) agreed, 110 (17.7%) disagreed, while 41 (6.6%) strongly disagreed.

**Research Question 3:** How has the use of social media influence the students’ academic performance in federal Polytechnic Bali?

**Table 3: Use of Social Media and Students’ Academic Performance.**

S/N	Statement	SA	A	D	SD	Total
1.	The usage of Wikipedia for research has helped improve my grades.	40 (25.8%)	91 (58.7%)	17 (11.0%)	7 (4.5%)	155 (100%)
2.	Engaging on academic forums on yahoo reduces my rate of understanding/	11 (7.1%)	5 (3.2%)	82 (52.9%)	57 (36.8%)	155 (100%)
3.	I use materials gotten from blogging sites to complement what I have been taught in class.	79 (51.0%)	27 (17.4%)	10 (6.4%)	39 (25.2%)	155 (100%)
4.	I will not perform well in my academics even if I stop using social media.	24 (15.5%)	22 (14.2%)	51 (32.9%)	58 (37.4%)	155 (100%)
<b>Total</b>		<b>154</b>	<b>145</b>	<b>160</b>	<b>161</b>	<b>620</b>
<b>Percentage %</b>		<b>(24.8)</b>	<b>(23.4)</b>	<b>(25.8)</b>	<b>(26.0)</b>	<b>(100)</b>

**Source: Fieldwork 2024.**

Table 5 shows that, 91 (58.7%) agreed the use of Wikipedia for research has helped them improved their grades; 82 (52.9%) disagreed that engaging in academic forum or yahoo reduces their rate of understanding; 79 (51.0%) strongly agreed that they use materials gotten from blogging sites to compliment what they have been taught in class; while, 51 (32.9%) disagreed that they will not perform well in their academics if they stop using social media.

Therefore, 154 (24.8%) of the participants’ response strongly agree that the use of social media has significantly influence on their academic performance, 145 (23.4%) agree, 160

(25.8%) disagree, while 161 (26.0%) strongly disagree.

**DISCUSSION OF FINDINGS**

This section discusses the data collected from the survey on “The Impact of Social Media on Students’ Academic Performance at Federal Polytechnic Bali.” Out of 175 distributed questionnaires, 155 were fully completed and returned by respondents. The analysis addresses responses to the research questions.

According to the data presented in Table 4, 50 students (51.6%) indicated that having unrestricted access to Facebook has negatively influenced their academic performance. Meanwhile, 63 students (40.6%) strongly agreed that participating in academic discussions on Twitter has enhanced their academic achievement. Additionally, 83 respondents (53.5%) reported using WhatsApp to share knowledge with their classmates. Furthermore, 101 students (65.1%) admitted that they rely exclusively on information from Wikipedia for their assignments, without consulting other sources. This particular finding contrasts with Boran (2010), who concluded that Facebook is a suitable platform for both students and teachers to interact socially.

## CONCLUSION

The study indicates that while student engagement with social media offers several advantages, such as sharing information and ideas, enhancing reading skills, forming online communities for project planning, participating in group discussions about class materials, and staying connected with absent classmates to keep them informed about academic updates, improper use of these networks can have a detrimental effect on academic performance. Although social media networks provide numerous educational benefits, misuse can negatively impact students' academic lives and outcomes.

## RECOMMENDATIONS

Based on the study's findings, the following recommendations are proposed:

1. Students should be made aware of how social media can affect their academic performance.

2. Teachers and parents should supervise students' use of social networking sites.
3. Educators should leverage social media as a tool to enhance students' academic achievement in schools.
4. Students need to effectively manage their study schedules and minimize distractions, including those caused by social media use. Therefore, it is advisable for students to reduce the amount of time they spend online.
5. Social networking sites (SNSs) should be expanded; thus creating new pages to enhance academic activities in order to avoid setbacks in the students' academic performance.

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