



Availability, Usage of Social Media and Academic Performance of Social Studies Undergraduates in Delta State

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ABSTRACT: The study investigated availability, usage of social media and academic performance of Social Studies undergraduates in Delta State. The study utilised a correlational research design. The population consisted of all 210 Social Studies students from Delta State tertiary institutions. The study sample consisted of two hundred and ten (210) Social Studies students from four tertiary institutions in Delta State. This represented hundred (100) percent of the total population. The purposive technique for sampling was utilised to select the sample. This is because the entire population was small and could be managed by the researcher. Two research instruments were utilised for the study- The questionnaire and students academic records. The students' academic records were utilised to collect academic performance record. The data generated were analysed and presented in tables. Answers were provided for the research questions using Pearson Products Moment Correlation (PPMC), while regression statistics was employed to test the hypotheses. The study results established that there is a statistically significant association between availability of social media and Social Studies undergraduates academic performance. there is a statistically significant association between social media usage and Social Studies undergraduates academic performance. It was recommended among others that Social Studies undergraduates should use the social media to improve their academic performance. However, they should limit their usage of social media for non-academic purposes because this could have a negative bearing on their academic progress. Undergraduates should be counselled on the danger of excessive and long duration of social media usage.

KEYWORDS: Availability; Social Media; Usage of Social Media; Academic Performance; Social Studies Undergraduates

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I. INTRODUCTION

Humans have basic wants to belong and interact, and interpersonal contact is the way to fulfil these demands (Wang, 2013). With the advancement of information technology in recent decades, particularly with the explosive growth of Internet-based social networking. Humans have basic wants to belong and interact, and interpersonal contact is the way to fulfil these demands (Wang, 2013). With the advancement of information technology in recent decades, particularly with the explosive growth of Internet-based social networking/social media (e.g., WhatsApp, Facebook, WeChat, or Instagram), the ways of interpersonal communication have drastically changed (Smith & Anderson, 2018; Stone & Wang, 2018). The possibility for excessive social media use that interferes with other parts of everyday life is brought on by the widespread use of social media platforms and the simplicity of using the internet. (Griffiths, 2012). Availability and social media usage is paramount to our daily lives for providing information, news, academic works, networking, business connection and entertainment. It has become the lifeline for students in particular and the young generation in general. There has been a never-before-seen growth in both size and numbers of internet users since the 1990s.

Social media use is so pervasive in Nigeria that many people have many accounts and subscribe to numerous programs. The members of any newly created groups or communities will accept any users that are uploaded. The news is spreading like a virus so quickly that it has to be posted immediately and distributed to

everyone. To their friends and members of other groups, they will publish. Small stories have the potential to grow into larger ones, much like a wave in the ocean.

The internet is currently the most significant information source, and students' increasing use of social media cannot be understated. It has been shown that students, even while they study, spend more time and attention on social media in comparison to what they do on their schoolwork/study (Osharive, 2015). Social media usage has been found to be associated with a host of emotional, relational, health, and academic performance challenges. Understanding social media usage and students' academic performance is thus of paramount importance. Academic performance and the impact of social media have been the subject of several studies throughout the years and around the globe. (Echeburua & de Corral, 2010; Kuss & Griffiths, 2011; Marino, Finos, Vieno, Lenzi, & Spada, 2017; Marino, Gini, Vieno, & Spada, 2018). However, the results they arrived at show different conclusions. Social media in this net-generation has been expanded from time to time in various forms to communicate with people globally.

The availability of social media is a secondary but crucial concern that relates to this investigation. Although we live in a time when technology devices such as computers, mobile phones, and other gadgets are ubiquitous, are within reach, there are still some who do not have one. Numerous brands and varieties of mobile phones, particularly smartphones, were available to students (Essel et al., 2018). This is possible because people may get mobile phones at relatively affordable prices and the market for them has grown in popularity. Some studies showed students' dependency and accessibility to smartphones and social media access (Apuke & Ivendo, 2018; Muthuprasad et al., 2021). According to Siddiquah and Salim (2017), there are students who still did not possess a computer, internet facilities, and smart phones and therefore cannot access social network sites. In other words, the social networking platforms are not available or accessible to these people and students. In terms of the frequency of nomophobia among university students and the length of smartphone ownership, Gezgin (2017) found no statistically significant differences.

According to Sudha and Kavitha (2016), a social media site is an online community where individuals may connect with one another and share and discuss both personal and professional interests. This indicates that socio-media entails connecting people to share common issues relating to relationships, sports, politics, academics, and a host of other things of interest. Due to their rising use among college students and potential impact on academic performance, social networking sites now receive a lot of attention from academics and educators. According to Oluwagbohunmi (2017), the use of mobile phones, computers, and other computerized devices for social media purposes is an efficient means of sending, receiving, and broadcasting information. She went on to say that the rapid distribution of information and lower production costs of social media compared to traditional forms of media like radio, print, and television have contributed to their meteoric rise in popularity among both young and old audiences. Without a doubt, the "Global village" metaphor has become a reality thanks to modern communication technology. However, as is the case, there are both positive and negative aspects to technology. The general public is thus better informed and able to make well-informed decisions and keep up with global events.

Success in an educational institution is measured by academic performance. Therefore, academic performance is an essential tool with which the student's success, ability, and capability to contribute to the development of a society are measured. The implication is that students who perform beyond an average standard set by society are not only seen as brilliant but as capable of contributing meaningfully to the sustenance, growth, and development of such society, especially in the future (Iheakanwa, Obro & Akpochofa, 2021). This means that educational outcomes at all levels are under constant scrutiny in every society.

The importance of academic success is an essential role in individual life, whether in the family, social gatherings, workplace, institutions, or peers. Much emphasis is given to academic performance because of its role in individual life everywhere on the face of the earth. Therefore, many are concerned about improving their academic performance (Siti, 2019). Social media usage is dominantly increasing as people aspire for a global village that offers, among several things, virtual proximity. Therefore, it is more likely that social media will be the most acceptable and trendy way for humans to interact (Obro, Ogheneakohe & Benike, 2019). Many benefits are associated with social media usage, such as access to needed information, worldwide access to news and events, and interpersonal communication. However, along with the phenomenal growth of social media and its usage, there has been a growing concern worldwide regarding the negative effects associated with social media usage. Even though social media has benefits for students, Obro, Ogheneakohe, and Benike (2019) said that the amount of time some college students spend online and why they do it might be cause for concern. They came to the conclusion that students who have trouble controlling how much time they spend on social media might use it too much, which could affect their studies.

According to Raut and Patil (2016), the use of social media has its drawbacks or is filled with problems to the users, especially with the youths. Such problems may be in the manner of those who spend excessive time on social media, using mobile handset in class during lectures, watching pornographic pictures and videos, missing classes, tests, and failing to submit assignments. Moreover, presently students' are getting

hooked on social media such as pornography, online shopping/marketing, searching for non-important information or chatting for a very long time rather than its usage for an academic motive. More disturbing is that social media has provided an opportunity for some students to stalk and harass other students using the internet online. Thus, students are more susceptible to immoral acts through the use of social media.

Undergraduate Students in today's society are so engrossed in social media that they spend almost all of their waking hours online. This is a problem for the educational system. Even in the classrooms and lecture theaters, it has been observed that a number of students are constantly engaged in activities such as ping-pong, whatsapping, 2going, or Facebooking while lectures are taking place. This is especially true with younger students. Because of this, time that should be spent studying, conducting academic research, and coming up with innovative ideas has instead been squandered on activities such as making friends online and engaging in pointless debates about unimportant topics. (Ahmed & Qazi, 2011).

Previous research conducted in other countries showed Social Media's influence in two ways: positive and negative. Some of them found that social media supports students' academic performance as they use it to study and refer materials for their academic purpose (Obro, Ogheneakoke & Benike, 2019). Other studies, on the other hand, suggest that students' academic performance suffers when they spend too much time on social media rather than studying (Nwabueze & Doris, 2014). Davis (2008) opined that spending extreme time on social media disregards academic responsibilities and keeps away from classes, which results in poor academic performance. In addition, Maya (2015) discovered that media use contributes to unsatisfying academic performance, low self-esteem, and a lack of interest in college. In their research, Obi, Bulus, Adamu and Sala'at (2012) revealed that excessive social media usage influenced the use of English Language students. Regularly, they resort to short handwriting to chat with friends and familiarise themselves with copying similar mistakes during examination. Paul (2010), in his study, surveyed students' perception of social media use and performance of college students; the study established that students who used social media for educational or academic motive performed better than those who used it for non-academic purposes. According to Yoo and Gretzel (2010), focusing on studying and social media utilisation for educational and learning purposes will undoubtedly bring about higher academic performance.

RQs

1. Is there any relationship between availability of social media and Social Studies undergraduates academic performance in Delta State?
2. Is there any relationship between social media usage and Social Studies undergraduates academic performance in Delta State.

Hypotheses

Ho₁ There is no statistically significant relationship between availability of social media and Social Studies undergraduates academic performance in Delta State

Ho₂ There is no statistically significant association between social media use and undergraduates Social Studies academic performance in Delta State.

II. METHOD

The study utilised the correlational research design. The population consisted of all 210 Social Studies students from Delta State tertiary institutions. The study sample consisted of two hundred and ten (210) Social Studies students from four tertiary institutions in Delta State. This represented hundred (100) percent of the total population. The purposive technique for sampling was utilised to select the sample. This is because the entire population was small and could be managed by the researcher. Two research instruments were utilised for the study- The questionnaire tagged "Availability, Social Media Use among Social Studies Undergraduates Questionnaire (ASMSSUQ)", and students' academic records. The students' academic records were utilised to collect academic performance record. The data generated were analysed and presented in tables. Answers were provided for the research questions using Pearson Products Moment Correlation (PPMC), while regression statistics was employed to test the hypotheses.

III. RESULTS

RQ 1

Is there any relationship between availability of social media and academic performance of Social Studies undergraduates in Delta State?

Table 1: Pearson Product Moment Correlation Coefficient (PPMCC) analysis of Availability of Social Media and Academic Performance of Social Studies Undergraduates Performance

Variables	N	r
Availability of Social Media	210	0.514
Academic Performance	210	

Table 1 summarised the Pearson Product Moment Correlation Coefficient (PPMCC) analysis of data relating to availability of social media and social studies undergraduates' academic performance. The correlation results ($r=0.514$) show a positive correlation. Therefore, it can be concluded that a relationship exists between availability of social media and social studies undergraduates' academic performance.

RQ 2

Is there any relationship between social media usage and Social Studies undergraduates academic performance in Delta State?

Table 2: Pearson Product Moment Correlation Coefficient (PPMCC) Analysis of Social Media Usage and Social Studies Undergraduates Academic Performance.

Variables	N	r
Social Media Usage	210	0.621
Academic Performance	210	

Table 2 summarised the analysis of data relating to the relationship between social media usage and performance of Social Studies undergraduates. The correlation results ($r=0.621$) indicate correlation between social media usage and Social Studies undergraduates academic performance. Thus, there exist a relationship between social media usage and Social Studies undergraduates academic performance.

Ho₁: There is no statistically significant relationship between availability of social media and Social Studies undergraduates academic performance in Delta State

Table 3: Linear Regression Analysis of Availability of Social Media and Social Studies Undergraduates' Academic Performance.

ANOVA ^a						
Model	Sum of Squares	df	Mean Square	F	Sig.	
1 Regression	3.674	1	3.674	255.177	.000 ^b	
1 Residual	4.421	208	.025			
Total	9.095	209				
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.865	.061		17.816	.000
	Availability of Social Media	.346	.025	.514	15.453	.000

$\alpha = 0.05$, $R = .514^a$, $R\text{-Square} = .544$

a. Dependent Variable: Students Academic Performance

b. Predictors: (Constant), Availability of Social Media

Table 3 shows a regression analysis of relationship between availability of social media and undergraduate Social Studies students' academic performance $F(1, 208) = 255.177$, $p < 0.05$ level of significance. The null hypothesis is, therefore rejected. This suggests that there is a substantial association between the accessibility of various social media platforms and the academic performance of undergraduates majoring in Social Studies in Delta State.. The table further indicates that the unstandardised regression coefficients (B), show how much the dependent variable (students academic performance) varies with the independent variable when all other independent variables (availability of social media) are held constant. Thus, the higher the B-value, the greater the influence the independent variable has on the dependent variable. Availability of social media with an

unstandardised regression coefficient (B) value of 0.346 and a standardised regression coefficient (Beta) value of 0.514 was reported to have a significant influence on Social Studies undergraduates academic performance.

Ho₂: There is no statistically significant association between social media use and Social Studies undergraduates academic performance in Delta State.

Table 4: Linear Regression Analysis of Social Media Usage and Social Studies Undergraduates Academic Performance.

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	4.219	1	4.219	326.416	.000 ^b
Residual	4.876	208	.027		
Total	9.095	209			
Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.761	.061		16.864	.000
Social Media Usage	.235	.027	.621	15.645	.000

$\alpha = 0.05$, $R = .621^a$, $R\text{-Square} = .612$

a. Dependent Variable: Academic performance

b. Predictors: (Constant), Social Media Usage.

Table 4 shows a regression analysis of the relationship between social media usage and Social Studies undergraduates academic performance in Delta State, $F(1, 209) = 326.416$, $p < 0.05$ level of significance. The null hypothesis is, therefore rejected. This suggests that there is a significant connection between the utilization of social media and the academic performance of undergraduates majoring in Social Studies. The table further indicates that the unstandardised regression coefficients (B), show how much the dependent variable (academic performance) varies with an independent variable when all other independent variables (Social media usage) are held constant. Thus, the higher the B-value, the greater the influence the independent variable has on the dependent variable. Social media usage with an unstandardised regression coefficient (B) value of 0.235 and a standardised regression coefficient (Beta) value of 0.621 was reported to have a statistically significant influence on Social Studies undergraduates academic performance in Delta State.

IV DISCUSSION

Result of hypothesis one revealed that there is a statistically significant association between availability of social media and Social Studies undergraduates academic performance. The finding that there was relationship between availability of social media and Social Studies undergraduates academic performance is not surprising since studies have shown that availability either make or mar students' academic performance. The extent of usage would to a great extent determine the degree of relationship, whether on a positive or negative. This is because excessive usage of available social media would have a detrimental effect on students academic performance. This finding is in agreement with Urhiewhu (2014), Muhammad (2016), Chase et al., (2018), and Casillano (2019) who had reported that significant relationship exists between availability of social media and students' performance, but disagreed with Cleofas and Rocha (2021) who reported a no significant relationship between availability of social media and students' performance.

Muhammad (2016) noted that the significant relationship between availability of social media and students' performance is understandable. According to him, most students believed that the social media has positively enhance their academic experience. And that majority of tertiary institution students have positive attitude toward the social media and its communication tools. They are comfortable with social media, and report finding enjoyment while using it for academic and personal reasons. The social media is used in many cases to supplement students' academic activities and provide some alternatives for lecturers and students looking to bring new life to familiar educational experiences.

Result of hypothesis two revealed that there is a statistically significant association between social media usage and Social Studies undergraduates academic performance. The result demonstrated that students' academic performance could be influenced by social media usage. The study result is in agreement with the studies of Aamo and Egena (2014), Asif-Ur-Rahman, Junayed and Masoom (2015), Ogheneakoke, Benike and Obro (2018), Ünal-Aydın, Balıkçı, Sönmez and Aydın (2019), Chowdhury (2021), and Igboke and Olom (2021)

who reported positive relationship between social media usage and Social Studies undergraduates academic performance. Murad, Gul, Changezi, Naz and Khan (2019) noted that students who participate in coursework that utilize social media demonstrate an increase in overall GPA when compared with students who do not participate in social media. This is evidence that integrating social media into academic courses can lead to an increase in the amount of knowledge acquired by a student on an individual basis. Similarly, research indicates that the use of social media in an academic setting not only leads to an increase in students' Cumulative Grade Point Average (CGPA), but it also makes it easier for peers to provide feedback on assignments and for students to provide thoughtful reflections on the subject matter of the course. This is because students have the ability to communicate openly with one another and develop meaningful relationships with their classmates through the use of social media (Chowdhury, 2021). In addition, it was mentioned that using social media helps users remember information for a longer period of time and creates a deeper comprehension of subject matter that is covered in a classroom setting (Chen & Bryer, 2012).

V. CONCLUSION

The study has provided empirical basis on the availability, social media usage and Social Studies undergraduates academic performance. This is seen in the fact that There is a correlation between the availability/accessibility of social media platforms and the academic performance of undergraduates majoring in Social Studies. The study has also revealed an existence of a relationship between social media usage and Social Studies undergraduates academic performance. The results of the study have provided a valuable empirical basis for maximizing the use of social media for the purpose of academic because of the beneficial association that using social media showed to have with students' academic performance.

VI RECOMMENDATIONS

1. Social Studies undergraduates should use social media to boost their academic achievement. However, they should limit their social media use for non-academic purposes because this could affect their academic performance negatively.
2. Undergraduates should be counselled on the danger of excessive and long duration of social media usage.
3. Undergraduates should be properly educated on how to make fruitful utilisation of the social media.

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