Social Media and Academic Achievement in the Ibarapa Polytechnic, Eruwa, Oyo State

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Abstract
Social media is rapidly changing the communication setting of today's social world. The emergent of social media is significantly influencing the academic life of students. This study therefore examines the effect of social media on academic achievement of students in the Ibarapa Polytechnic Eruwa, Oyo State. The rationale behind the study is to find out whether the exposure of the students to social media has effect on their academic achievement. The population consists of all the 5,446 full and Part time undergraduate students in the institution. Simple random sampling technique was used to select a sample of 816 students. A survey research method was adopted employing five point Likert Type Rating Scale Questionnaire type, titled: Social Media and Academic Achievement of Students Questionnaire (SMAA) to collect data from the participants. The findings showed that undergraduate students of the Ibarapa Polytechnic, Eruwa, Oyo State, have access to and that their exposure to social media is to a very great extent. Findings also showed that social media has significant effect on the academic achievement of students in the institution. The results indicated that there exists a positive correlation between social media and academic achievement($r=0.576$ $P<.05$) which were found to be statistically significant at 5% level of significance. The paper recommends that students should pay minimal attention to social media and focus more on their academic activities in order to improve their academic performance.
Keywords: Social Media, Academic Achievement, Technology, Social Network, Networking Sites, Students.

1] Introduction

The world is today celebrating the improvements in communication technology which has broadened the scope of communication through Information and Communication Technologies (ICTs). Ufuophu and Ayobami (2012) observe that the ICTs platforms include internet, satellite, cable data transmission and computer assisted equipment. Modern Technology in communication 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 keeping abreast with world developments.

Technology exposes mankind to a better way of doing things. Social networking sites include: Twitter, Yahoo Messenger, Facebook Messenger, Blackberry Messenger (BBM), Whats app messenger, 2go messenger, Skype, Google talk, Google Messenger, iPhone and Androids. These networking sites are used by most people to interact with old and new friends, physical or internet friends (Asemah and Edegoh, 2012). The world has been changed rapidly by the evolution of technology; this has resulted into the use of technology as the best medium to explore the wide area of knowledge.

Social network or media is a social structure made up of individuals or organisations called "nodes", which are tied (connected) by one or more specific types of interdependency, such as friendship, kinship, common interest, financial exchange, dislike, sexual relationships or relationships or beliefs, knowledge or prestige (Adeboye, 2012, cited in Asemah and Edegoh,2012). Social network can also be referred to as a map of specified ties, such as friendship, between the nodes being studied.

The nodes, to which an individual is thus connected, are the social contacts of that individual; the network can also be used to measure social capital – the value that an individual gets from the social network. Social networking sites include: Yahoo Messenger, Facebook Messenger, Blackberry Messenger (BBM), Google talk, Google+Messenger, iPhone, Androids and so on. These networking sites are used by most people to interact with old and new friends, physical or internet friends (Adeboye, 2012, cited in Asemah and Edegoh, 2012).

Students are not always have Media literacy skills that can help them to effectively analyze, understand, And evaluate new forms of information and make smart decisions about its Quality and uses (Rowlands, Nicholas, Russell, Canty & Watkinson, 2011) The use of social media has become comprehensive and currently,

the most popular social media plate forms are Facebook, Twitter, MySpace, LinkedIn and Google +, Skype and smart phones. Facebook user profiles allow the user to communicate information with each other and allow users to build and maintain relationships and encourage others to be a part of a community among students of colleges online social websites become popular. In the last previous years social media is used to connect with higher education students is increasingly responded (Martinez-Aleman & Wartman, 2009). This in turn put pressure on members of faculty to use social networking within the classrooms and outside the classrooms to connect with students. There are many advantages for universities and colleges that can be gained by connecting with students through the social media

Academic excellence or achievement plays an important role in an individual placement, be it in the academic institutions or job placement. Due to this, many people are concerned with the ways they can enhance their academic achievement. The emphasis on academic excellence which is also prevalent worldwide has encouraged many studies about the conditions promoting it. The role of academic achievement as one of the predictors of one's life success and also in the aspect of academic placement in schools to higher institutions as well as the level of employability in one's career is inevitable (Kyoshaba, 2009). Academic performance, which is measured by the examination results, is one of the major goals of a school. Hoyle (1986) argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance.

Today most youths and students possess Facebook accounts. The reason most of them perform badly in school might not be far- fetched. While many minds might be quick to blame the poor quality of teachers, they might have to think even harder, if they have not heard of the Facebook frenzy (Oche & Aminu .2010). Olubiyi (2012) noted that these days' students are so engrossed in the social media that they are almost 24 hours online. Even in classrooms and lecture theatres, it has been observed that some students are always busy pinging, 2going or Facebooking, while lectures are on. Times that ought be channeled towards learning, academic research and innovating have been crushed by the passion for meeting new friends online, and most times busy discussing trivial issues. Hence most students' academics suffer setback as a result of distraction from the social media. In (Obi, Bulus, Adamu & Sala'at 2012), it was observed that the use of these sites also affects students' use of English and grammar. The students are used to short forms of writing words in their chat rooms; they forget and use the same in the classrooms and examinations.

The invention of smart phone has increase the usage of social media. It enable users to access multiple social networking sites through just few clicks these social Medias has a great impact on students on which large number of researches has been conducted and each research shows unique results. Some studies prove that social media negatively affect the performance of students while according to some researches it improves the learning of its users and improve their communications skill. The major objective of this paper was to examine the effect of social media on academic achievement in the Ibarapa Polythechnic, Eruwa, Oyo State. The rest of the paper is arranged into literature review, followed by research methodology, the analyses, presentation and discussion of the data collected and results

2] Literature Review
2.1 Concept of Social Media
Social media is that means that employs mobile and web based technology to create highly interactive platforms via which individuals and community share, co-create, discuss and modifies user-generated content (Kietzmannn, 2012). Social media is a phrase being tossed around a lot. It is a website that does not just give you information but interact with you while giving you information. It is a group of internet based application that allows the creation and exchange of users generated content. It is easy to confuse social media with social news because we often refer to members of the news as the media. Adding to it, that social news site is also social media site. Some media website includes:

- **Social Bookmarking:** interact by tagging website and searching through website book marked by others (Blink list, simple).
- **Social News:** interact by voting for articles and commenting on them (Digg, propello).
- **Social Networking:** interact by adding friends, commenting on photo and profiles, sharing groups for discussions (Facebook, 2go, BB chat, WhatsAPP)
- **Social Photo and Video Sharing:** interact by sharing photos or videos and commenting on the user submission. (Youtube and Fliki).
- **Wikis:** interact by adding articles and editing existing articles. (Wikipedia, wikia).

Social media further refers to the means of interaction among people in which they create, share, exchange and comment among themselves in different networks. Andreas and Michael (2010) are of the opinion that social media is a group of internet based application that builds on the ideological foundation and allows the creation and exchange of users – generated content. Social media has become one of the major channel of chatting through platforms such as 2go, BB chat, blogger and wiki a. There has been an increase in the mobile social

media which has created new opportunity for browsing.

It is a phenomenon that has been developing in a rapid pace. Different scholars have described it in a different way and as Jacka and Scott (2011: 5) say "there is no single recognized definition of social media". Drury (2008: 1) defines social media as "online resources that people use to share content: video, photos, images, text, ideas, insight, humor, opinion, gossip, news".

Safko and Brake (2008) further defined social media as "activities, practices, and behaviors among communities of people who gather online to share information, knowledge, and opinions using conversational media. Conventional media are Web-based applications that make possible for one to create and easily transmit content in the form of words, pictures, videos, and audios". Different researcher explained their perspective regarding social media and we support Drury's definition as it explains the role of social media in a precise statement. Social media has certainly became a global platform where sharing data internationally has become an international trend.

Since the last few decades technology has grown immensely and has brought major changes globally. Communication barriers have reduced through technological advancement and new mediums are being introduced to connect global audiences. Social networking has become an international trend and has spread its reach to almost every corner of the world.

2.2   Social Media versus Social Network

As Social Media pursues ubiquity, it is largely misunderstood and mistakenly addresses Social and Social Network as the same thing. This guides many practitioners away from their true opportunity and purpose. Their social compass is unknowingly misaligned and what should point to true North may in fact, displace their center of principles and values. Social media is such a broad term, it covers a large range of websites. But the one common link between these websites is that one can be able to interact with the website and interact with other visitors. Social Network is but just one example of Social Media websites.

2.3   Relationship between Social Media and Academic Achievement

Polytechnic students have great interest in social media. For the purpose of this study, social media was defined as Facebook, YouTube, Blogs, Twitter, MySpace or LinkedIn (Martin, 2008). Although, providing a detailed perspective on social media use among university students and underscoring that such use can produce both positive and negative consequences, according to a Nielsen Media Research study, in June 2010, almost 25 percent of students' time on the Internet is now spent on social networking websites (Jacobsen, & Forste, 2011). Facebook is the most used social network by college students, followed by YouTube and Twitter. Moreover, Facebook alone reports that it now has 500 active million users, 50% of whom log on every day. In addition, according to a study by Online PhD, students spend roughly 100 minutes per day on
Facebook. In 2007, the number of students who used Facebook was already enormous: 92 percent of college students had an account. By 2008, 99 percent of students had an account on Facebook. That is quite a large amount considering the service was only opened in 2006 to everyone.

On one hand, the positive aspect of online communities is that youths can utilize them for academic assistance and support (Lusk, 2010). Due to the ability of social media to enhance connections by making them easily accessible, social media can yield many benefits for the young, including providing a virtual space for them to explore their interests or problems with similar individuals, academic support, while strengthening online communication skills and knowledge. "Students who may be reluctant to speak up in class are participating in book discussion blogs and writing for real audiences. There are new Web tools emerging all the time that are enhancing learning (Brydolf, 2007)."

Based on the study carried out by Jacobsen, & Forste, (2011) On the other hand, "Our findings indicate that electronic media use is negatively associated with grades. It was also found that about two-thirds of the students reported using electronic media while in class, studying, or doing homework (Jacobsen, & Forste, 2011)." This multitasking likely increases distraction, something prior research has shown to be detrimental to student performance. As social media websites, such as Facebook, YouTube and Twitter gain popularity, they are also are becoming increasingly dangerous as they create modes to procrastinate while trying to complete homework.

Hence, in a survey of 102 students, 57% stated that social media has made them less productive. As to the relationship between social media and grades, a study released by Ohio State University reveals that college students who utilize Facebook spend less time on studying and have lower grades than students who do not use the popular social networking sites (Kalpidou, Costin, & Morris, 2011). Moreover, according to a new study by doctoral candidate Aryn Karpinski of Ohio State University and her co-author, Adam Duberstein of Ohio Dominican University, college students who use the 500 million member social network have significantly lower grade-point averages (GPAs) than those who do not. Nevertheless, another study found no correlation between heavy social media usage and grades. There was no significant difference in grades between those considered to be heavy users of social media and those considered to be light users.

Additionally, there was no correlation between grades and the social media platform used. For example, almost the same number of heavy and light users of both Facebook and YouTube received the same percentage high and low grades. Regarding the relationship between using social media with the grades of college students, concurrent with past studies that find that online communication is linked to time spent in offline relationships, "our findings indicate that Social Networking Site (SNS) use and cellular-phone communication facilitates offline social interaction, rather than replace it (Jacobsen & Forste, 2011)". Students commonly commented that connect should be invaluable for making friends and supporting each other, especially within the first few weeks after arriving at the University (Oradini & Saunders, 2007). Furthermore, "The relationship between Facebook and well-being appears to become positive over the college years, possibly because upper-class students use Facebook to connect socially with their peers and participate in college life (Kalpidou, Costin, & Morris, 2011)." In view of this discussion, the following hypotheses were proposed:

H_{01}: Social Media has no effect on academic achievement in the Ibarapa Polytechnic, Eruwa, Oyo State.

H_{02}: There is no significant relationship between social media and academic achievement in the Ibarapa Polytechnic, Eruwa, Oyo State.

Figure 1: Conceptual Framework
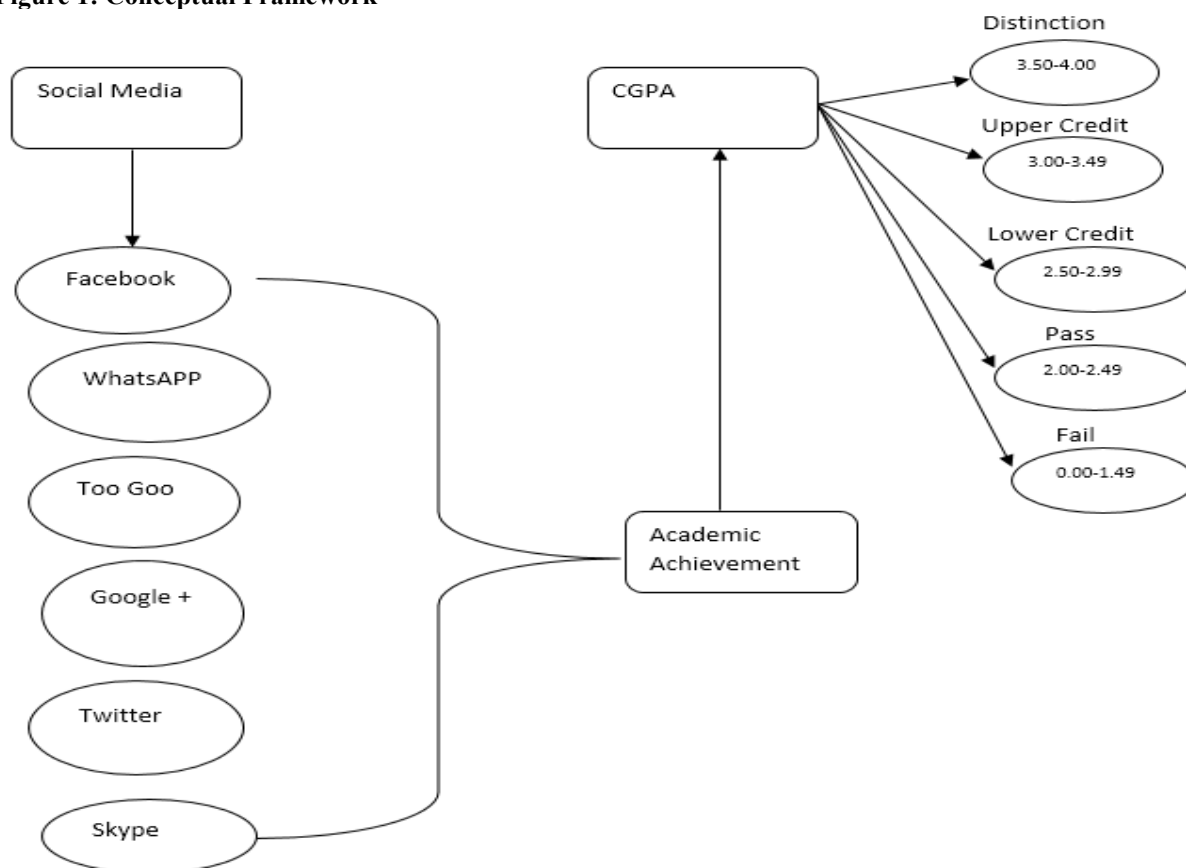
Source: Researcher's Survey, 2017

2.4   Empirical Review of Literature

Different researchers have conducted research to ascertain the influence of social media on users; for example, Moon (2011) in a study on "impact of facebook on undergraduate academic performance", averred that social media have negative impact on students. According to the result, the more students use facebook, the more it affects their academic performance. Similarly, Oye (2012) notes that most of the younger students use social networking sites mainly for socialising activities, rather than for academic purpose. Oye (2012) further observed that most of the students do feel that social networking sites have more positive impact on their academic performance. In another study conducted by Shana (2012), it was revealed that students use social network mainly for making friends and chatting. The result showed that only 26 percent of the students (respondents) indicated that they use social media for academic purpose.

Young (2006) in a study titled "the effect of internet use and social capital on the academic performance of students" observed that the internet expands its reach to teenagers' school life. Young noted that students are more reliant on the internet to access information that is involved in school life as well as entertainment. The

researcher further added that internet, though consumes time, has less effect on studies. Yang (2003) notes the effect of social media depends large on the degree of usage.

3] Methodology
3.1 Research design
In the empirical part of this study, a survey research was employed using a semi-structured questionnaire among some selected student of the Ibarapa Polytechnic, Eruwa, Oyo State. Qualitative research was used rather than quantitative because qualitative methodology is appropriate to collect data in a natural setting rather than a contrived situation (Creswell, 2007), in this study, a questionnaire was used to elicit basic information between the researchers and participants and it was employed to avoid human bias whenever possible. Therefore, the researchers in this study were able to discover detailed information of how student are using and benefiting from social media through in-depth questionnaire.

3.2 Population
The target population of the study was undergraduate students studying in the Ibarapa Polythechnic Eruwa, Oyo State. The Students Comprises of both full time and part time students studying in Ibarapa Polytechnic It is out of this population that the sample was extracted.

3.3 Sample Size/Procedure
Out of the total number of five thousand four hundred and forty six students of the Ibarapa Polytechnic (see Table 1), 15% was drawn which yielded eight hundred and sixteen, as the sample size from all the three Faculties of the Ibarapa Polytechnic namely Faculty of Business and Communication studies, Faculty of Science and Faculty of Engineering and Environmental Studies. Stratified sampling technique was adopted to sample the respondents. This was based on the recommendation of Watson's (2001), sample size calculation, which proposed that for a total population of 3000 to 15000 and above with 5% margin of error, a sample size of eight hundred and sixteen and above from each stratum is acceptable.

Table 1

S/No	Faculties	Department	ND1			ND 2			Total
			ft	Dpt	sub-total	ft	Dpt	sub-total	
1	CMS	ACC	0	344	344	0	89	89	433
2	CMS	BAM	149	427	576	267	134	401	977
3	CMS	MAR	0	135	135	37	42	79	214
4	CMS	MAS	166	647	813	294	134	428	1,241
5	CMS	OTM	25	76	101	75	70	145	246
6	CMS	PUB	0	275	275	0	76	76	351
7	CMS	PUC	38	42	80	37	43	80	160
8	EES	ARC	18	14	32	0	0	0	32
9	EES	CIV	52	117	169	64	51	115	284
10	EES	COE	21	31	52	0	0	0	52
11	EES	ELE	36	63	99	40	34	74	173
12	EES	EST	11	38	49	0	0	0	49
13	EES	FAR	12	51	63	17	20	37	100
14	EES	FAS	2	13	15	7	11	18	33
15	EES	MEC	27	51	78	33	20	53	131
16	SCI	COM	71	121	192	119	86	205	397
17	SCI	LIS	5	97	102	0	29	29	131
18	SCI	SLT	16	269	285	0	65	65	350
19	SCI	STA	13	26	39	31	22	53	92
			662	2,837	3,499	1,021	926	1,947	5,446

Source: Researcher's Survey 2017
*Faculties CMS= College of Management Sciences, EES = Engineering & Environmental Studies, SCI = Science.
**Departments ACC =Accounting, BAM=Business Administration, MAR=Marketing, MAS=Mass Communication, OTM=Office Technology & Management, PUB=Public Administration, PUC, ARC=Architecture, CIV=Civil, COE=Computer Engineering, ELE=Elect Elect, EST=Estate Management, FAR=Fine Arts, FAS=Fashion Designer, MEC=Mechanical, COM=Computer Science, LIS=Library Science, SLT=Science Lab Tech, STA=Statistics.

3.4 Measures

All the responses were collected through structured questionnaire and were accessed using 5-point Likert-type scale with anchors 1= strongly disagree, 2= disagree, 3= neutral, 4= agree and 5= strongly agree and 1= never, 2= rarely, 3= sometimes, 4= often and 5= always. Questions used for the questionnaire for both variables were adopted from multiple authors which included Ogedebe and Emmanuel (2012), O'Brien (2011), Gabre (2012) and Shah, Subramanian, Rouis and Limayem (2012). To improve the reliability and validity of the questionnaire, it was pre-tested in Ibadan Polytechnic because it is closer to the Ibarapa Polytechnic during the latter part of the first semester of 2015/2016 academic year. The results obtained helped design the questionnaire to suit the expected purpose of the study. A reliability score of 0.82 score was obtained which show the internal consistency of the research instrument.

Table 1 Reliability Statistics

Cronbach's Alpha	N of Items
.821	22

3.4.1 Social Media Usage

The questionnaire included 2 parts and 22 questions in total. The first part was regarding students' social media usage. Out of the 22 questions, 10 questions were designed to measure the effect of Social Media usage on Academic students. One of the sample questions asked was "I lose track of time while using social media" where 51 students (29.8%) out of 171 strongly agreed while 7 students (4.1%) strongly disagreed. Another question asked was "social media has become a part of my daily routine" only 3 students (1.8%) strongly disagreed while 78 students (45.6%) strongly agreed.

3.4.2 Academic Achievement

Out of the 22 questions, 6 questions were designed to measure students' academic achievement. One of the sample questions was to measure the effect of social media usage on students' CGPA. A question of significance that was asked was "my CGPA has fallen during last semester" 30 (17.5%) of the respondents strongly disagreed while 19 (11.1%) strongly agreed. Another question was "how actively you participate in class" 12 (7%) of the respondents replied "rarely" while 47 (27.5%) replied with "always". Another question was asked as regards to GPA. My current GPA was below average, average, above average.

4 Results and Discussions

4.1 Test of hypothesis

4.1.1 Hypothesis 1

Social Media has no significant effect on student's academic achievement in Ibarapa Polytechnic, Eruwa, Oyo State. Here, we seek to determine the effect of social media on academic achievement in student in the Ibarapa Polytechnic, Eruwa, Oyo State. This is in line with the first hypothesis of this study. Table 1 and Table 2 summarize the results of our analysis of model summary and ANOVA test, respectively. In our study, academic achievement is the dependent variable and social media is the predictor.

Table 2

The summary of the results

Model	R	R Square	Adjusted R Square	Std. Error of Estimate
1	.585(a)	.342	.315	.87665

Table 3

ANOVA test results

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	29.145	3	9.715	12.642	.000(a)
Residual	56.101	73	.769		
Total	85.247	76			

The result shows that social media contribute to academic achievement. In other words, social media has a significant effect on academic achievement in the Ibarapa Polytechnic, Eruwa, Oyo State. The regression (R^2 is 0.342) between social media and academic achievement in Ibarapa Polytechnic and is significant at 0.000 level, thus we reject the null hypothesis and accept the alternate hypothesis (H_1). Social media has significant effect on academic achievement in the Ibarapa polytechnic, Eruwa, Oyo State.

4.2.2 Hypothesis 2

There is a relationship between social media and academic achievement in the Ibarapa Polytechnic, Eruwa, Oyo. Here we seek to determine the relationship between social media and academic achievement in the Ibarapa Polytechnic, Eruwa, Oyo State. This is in line with the second hypothesis of this study. From the Pearson product moment correlation coefficient analysis, correlation table were obtained as shown in Table 3.

Table 4
Simple Correlation coefficient for Social Media and Academic Achievement

		A	B
A	Pearson Correlation	1	.576(**)
	Sig. (2-tailed)		.000
	N	816	816
B	Pearson Correlation	.576(**)	1
	Sig. (2-tailed)	.000	
	N	816	816

** Correlation is significant at the 0.01 level (2-tailed).

The coefficient of determination is also calculated by $r^2 \times 100$ Therefore, the correlation ratio where the significant

$(0.576)^2 \times 100 = 33.18\%$.

The correlation r = 0.576 means that 33.18% shared variance between social media and academic achievement. The strength of the relationship is high, which implies that social media explain 33.18% of the variance in the respondent's scores. This implies that there is a positive relationship between social media and academic achievement in the Ibarapa Polytechnic, Eruwa, Oyo State.

4] Conclusion and Recommendations

This study focused on the effect of social media on academic achievement in Ibarapa Polytechnic Eruwa, Oyo State. After studying the phenomena that are of interest to the study, and transcribing the various responses of the participants, the result reveals that social media is widely used by students of higher institution. At least every student makes use of one social media. Moreover, data revealed that, participant are in support of the idea that social media contribute a significant quota to the development of their academic life. The study revealed that majority of the respondents had mobile phones with internet facility and had knowledge of the existence of social media sites. As a result they visit their social media sites and spend between thirty munities to three hours every day. In addition, the study revealed that the use of social media had affected academic achievement of the respondents negatively and further confirmed that there was a strong positive relationship between the use of social media and academic achievement.

Social media platform is a vast field where communication barriers are diminishing and access to data has grown significantly. If social media is used in a positive manner it can help students and youth in gaining knowledge that can be used to enhance their academic performance.

Based on the findings from the study; the researcher recommend that students with phones having internet facility should be encouraged to either use it to supplement their research in the library rather than the usual chatting with friends all the time. Students should be advised to limit the time they spend on social media sites per day and encourage them to rather substitute those hours to read novels and relevant academic books to improve their knowledge. Since the study confirmed that the use of social media sites had affected the academic performance of students negatively, there is the urgent need for the introduction. Therefore, for future research it is imperative to further study the impact of social media usage on other variables such as student's goals, satisfaction with university policies and personality. The relationship with other factors can play a significant role in assessing the true correlation between social media usage and academic performance therefore; further study is required to clearly understand the true mechanisms between these two variables.

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