

PERCEIVED EFFECT OF SOCIAL NETWORKING TOOLS ON STUDENT'S ACADEMIC PERFORMANCE IN FEDERAL UNIVERSITY OF AGRICULTURE ABEOKUTA, OGUN STATE, NIGERIA

Abiona B. G., Adeogun S.O., Ajayi M.T. and Adegboyejo A.E.

Department of Agricultural Administration, Federal University of Agriculture Abeokuta, P. M. B. 2240
Ogun State, Nigeria
dolace6ng@gmail.com
+234-7036435769

ABSTRACT

Everybody depend on social networking for interaction and communication among peer which makes work easier in every setting. The study was carried out to determine the perceived effect of social networking on students' academic performance in Federal University of Agriculture, Abeokuta. Multistage sampling technique was used to select one hundred and twenty seven (127) respondents from three agricultural based colleges out of ten colleges in the study area. Data were collected primarily through the use of a well-structured questionnaire and was analysed using descriptive and inferential statistics. The results revealed that the mean age of respondents was 21 years and 50.4% of the respondents were female. Majority 96.1% of the respondents had access to the internet and 98.4% of the respondents used social networking sites. Major perceived effect of social networking on student's performance were: social networking improve my knowledge about a product, service or organization (4.12), social networking is an effective tool for learning (=4.09), academic information is been sourced on social networking (4.13). A major factor affecting students' academic performance were an impromptu test (2.09), family stress (=2.09), different assignments at the same time (=2.08), insufficient time for study (=2.07) and poor first year background (=2.11). Significant relationship existed between respondents age ($r = 0.022$, $p < 0.05$), College ($r = 0.006$, $p < 0.05$), effect of social networking tools($r = 0.055$, $p < 0.05$) and their academic performance. Social networking tools improves academic performance positively. Campaign and orientation programme on study habit for students is highly recommended.

Keywords: Effect, social network, tools, academic performance and students

INTRODUCTION

Nowadays, education has shifted to a technology based which is one of the most rapid instrument one can think about all of the world. Therefore, social media (networking) technology is an integrating tools that has improved national development in the education sector (Oghenetega and Ejedafiru, 2014). Social media have affected communication between people in educational community positively

since the past decades. In recent times, adoption of e-learning systems in institutions of higher learning especially in the developed country is of the high side. The rapid growth in technology, especially the internet, has made e-learning systems to have a great impact on the users. Several discussions, opinions and projects have emerged in areas of e-learning especially from a social networking context, and application of Information Communication and

Technology (ICT) to solve both academic and administrative problems in developing countries, most importantly higher institutions of learning (Awodele *et al.*, 2009).

In a dynamic world, social media is an important way to equip the undergraduates for future tasks which necessitated an awareness of undergraduates in the use of social networks to enhance their career prospects. More so, many universities suffer for inability to use appropriate technologies in providing solutions to the problems at hand which will either affect the overall set of academic objectives or impair the goal of any existing or new e-learning system (Wilayat, 2009).

According to Oghenetega and Ejedafiru (2014) the rate at which the use of social media is increasing among undergraduate students has called the attention of scholars to the extent that many researches have been carried out to know whether the use of social media has helped students or it has a negative effect on their academic performance. Nevertheless, due to numerous factors affecting students' academic performance but the most prevalent one is social networking tools in which its positive roles cannot be overemphasized. Rifkin *et al.*, (2009) says, there has been various overviews and opinions which recognized four major advantages of social networking tools in higher education: enhancing the relationship, improving learning, motivation, offering personalized course material, and developing collaborative abilities. Based on this background the study addressed the perceived effect of social networking tools on students' academic performance in Federal University of Agriculture, Abeokuta, Ogun State, Nigeria. The study also took into consideration the significant relationship between social networking tools and

respondents' academic performance in the study area.

METHODOLOGY

Study area

The study was conducted in Federal University of Agriculture Abeokuta, Ogun State, Nigeria. The Federal University of Agriculture Abeokuta, Ogun State was established on 1st January 1988 by Federal Government when four universities of technology earlier merged in 1984 were demerged. This led to the creation of the first two universities of agriculture in Abeokuta and Makurdi. The university has its tripartite mandate of teaching, research and extension. The university has 179 academic programmes made up of 44 undergraduate programmes, 135 postgraduate programmes.

Source of data and sampling technique

The population of this study comprised of agricultural students of Federal University of Agriculture Abeokuta, Ogun State, Nigeria. Multistage random sampling techniques were used to select the respondents from the study area in the following steps: a purposive sampling technique was used to select three agricultural based colleges out of ten colleges in the study area. The second stage involved selection of 20% of the department in the chosen colleges while the third stage involved random sampling of 10% of the students in each chosen department. A total of 127 respondents were interviewed for the study. The data for the study were obtained using a structured questionnaire. The questionnaire was structured into sections to generate information about personal characteristics, the effect of social networking tools on academic performance was measured using a 5-point Likert rating scale of: Strongly agree = 5, agree = 4, undecided = 3, disagree = 2 and strongly disagree = 1. Descriptive and inferential statistics were used

for data analysis. Descriptive such as percentages, mean and standard deviation while inferential statistics such as Chi-square and Pearson Product Moment Correlation were used for data analysis.

RESULTS AND DISCUSSION

Personal characteristics of respondents

The personal characteristic of the respondents is shown in Table 1. The results show that majority (61.4%) of the respondents were between the ages of 20 and 24 years. Less than half (26.8%) of the respondents were between the ages of 25 and 29 years. The mean age of the respondents was 21 years. The implication of this is that the student is still more vibrant, active and energetic and strong who is expected to cope with academic activities. Also, majority (50.4%) were female while (49.6%) were male. This

indicates that there was more female's student than the male counterpart in the study area. It is wordy to note that more than half (66.9%) of the respondents were Christian while (33.1%) were Muslim. This results is in line with Ajayi, (2003) who was of the opinion that majority of people living in Southwest, Nigeria are Christians.

More so, less than half (33.9%) of the respondents were 500 level students while 28.3 of the respondents were in 200 level. It was deduced from the study that almost all the students were on full-time programme. Notable social networking tools identified by the respondents were Whatsapp (41.7%), Facebook (20.5%) and Snapchat (11.0) the reason adduced for this was that most of the tools were cheap, reliable with good reception. Other tools identified were BBchat (10.2%), Instagram (7.1%), Twitter (6.3%) and 2go (3.1%).

Table 1: Distribution of respondents by their personal characteristics (n=127).

Variables	Frequency	Percentage
Age group (years)		
15-19	11	8.7
20-24	78	61.4
25-29	34	26.8
30-34	4	3.1
Mean = 21.4 years		
Sex		
Male	63	49.6
Female	64	50.4
Religion		
Christianity	85	66.9
Islam	42	33.1
Level		
100	-	-
200	36	28.3
300	26	20.5
400	22	17.3
500	43	33.9

Perceived effects of social networking on student's academic performance

Table 2 shows respondents' perceived effect of social networking on academic performance. According to Mehmood and Tawir (2013), the use of technologies such as social media networks and the Internet is one of the most important factors that can influence the educational performance of students positively or adversely. Most perceived effect of social networking identified were: Tools for learning (=4.26), information regarding their career or academic on social networking ((=4.13), improvement of knowledge on product, service of any organization (=4.12), effective tool for learning (=4.09), various assignment can be found in the sites (=3.96), positive effect on academic performance (=3.93). This results agrees with the assertion Junco, (2012) that use of Facebook was associated with curricular activities, which might be considered a positive influence by social media. More so, expression of idea and feeling is highly allowed (=3.53), communication is easier with tutors ((=3.39).

This finding agrees with the opinion of Mazer *et al.* (2007) who was of the opinion that students develop intimacy with a lecturer on social media which create a positive relationship and better academic performance of the respondents. It is wordy to note that through social networking there were habitual changes (=3.08). This finding agrees with DeAndrea *et al.*, (2012) that when students interact with peers on social media platforms through observations, interactions and other activities, these may result in the behavioural outcome which might affect their academic performance positively or negatively. Also, social networking affect their academic performance (=2.76), manners about my daily life (=2.73), study time (=2.70). Social networking has no influence on my academic performance (=2.24). This finding agrees with Egedegbe (2013) who opined that the effect of social networking usage will depend on the type of social networking sites that the student is using which can bring both positive and negative outcome.

Table 2: Distribution of respondents by perceived effect of social networking (n=127)

Perceived effect of social networking	Mean	SD
I find information regarding my career or academic on social networking	4.26	0.79
Social networking can be improved in any way as a tool for learning	4.13	0.99
Social networking improve my knowledge about a product, service or organization	4.12	1.07
Social networking can be an effective tool for learning	4.09	1.16
Social networking sites help me with my various assignments	3.96	1.06
social networking affect my academic performance positively	3.93	0.90
I prefer to express my ideas and feelings on social networking	3.53	1.06
Social networking are more effective in communicating with teachers than in actual class	3.39	1.22
Social networking changes my habits in any way	3.08	1.31
Social networking affect my academic performance	2.76	1.63
Social networking sites are affecting the way I speak or write in my daily life	2.73	1.43
Social networking sites affect my study timing	2.70	1.29
Social networking has no influence on my academic performance	2.24	1.36
Social networking affect my academic performance negatively	1.94	1.09

Source: Field survey, 2016

Levels of academic performance among respondents in the study area

Table 3 presents the result of the academic performance of students in in the study area. Guldner and Stone-Winestock (1995) empirically demonstrated that appropriate arrangement of groups according to each student’s position in a social network might increase the student’s learning satisfaction and academic performance based on this less than half (45.7%) of the respondents were in upper division class, 42.5% were in lower division class and (15.0%) were in the third academic class division. It was found that very few (5.5%) of the students were in the first class division. This finding

agrees with Burak (2012) that focused on the issue of multitasking in classrooms concluded to the fact that students who use information communication technology and involve in multitasking examples are text messaging, Facebook, internet searching, emailing, and instant messaging) would have lower GPA, which means poor academic performance rather based on how connected they are on social media. Meanwhile, Very few (3.1%) were in pass academic class division and this is in accordance to Karpinski (2009) who opined that student who is strongly attached to social media (Facebook) have lower GPAs compare to student who are not using social networking tools .

Table 3: Distribution of respondents by their academic performance (n=127)

VARIABLES	Yes	No
First class (4.5-5.0)	7(5.5)	120(94.5)
Upper division (3.5-4.49)	58(45.7)	69(54.3)
Lower division (2.4-3.49)	54(42.5)	73(57.5)
Third class (1.5-2.39)	19(15.0)	108(85.0)
Pass (1.0-1.49)	4(3.1)	123(96.9)

Source: Field survey, 2016

Relationship between social networking tools and respondent’s academic performance

Correlation test shows that there was a positive and significant relationship between age ($r=0.022$, $p<0.010$), social networking tools ($r = 0.05$, $p<0.05$), factors ($r = 0.05$, $p<0.05$) and respondents academic performance as shown in Table 4. Similarly, the result of Chi-square

analysis shows that significant association existed between sex ($\chi^2 =43.53$, $p< 0.05$) and respondent’s academic performance. The significance of social networking tools implies that student exposure to social networking tools would either have positive or negative on student’s academic performance depending on what site the visited and their general motive. It would be very necessary if student only visit social networking sites for academic purposes.

Table 4: Relationship between respondent’s personal characteristics and their academic performance

Variables	Chi-square χ^2	Correlation(r)	P	Decision
Age		0.022	0.01	Significant
Sex	43.52		0.00	Significant
Social networking tools		0.055	0.04	Significant
Factors affecting respondent’s academic performance		0.006	0.03	Significant

*p<0.05; **p<0.01

CONCLUSION AND RECOMMENDATIONS

It can be concluded that social networking is commonly used among students and it affects the lifestyle as well as the academic performance of the students. It has both positive and negative effects on their academic performance. Positive effects include improving the knowledge about the products service or organization, effective communication between lecturers and students, assisting students in assignments related issues and tools for effective learning. Based on the findings of this study there is a clear indication of the need to use of social networking sites as an effective tools for enhancing student academic performance in a positive way. It is therefore recommended that:

- 1) Social networking sites should be channeled towards the improvement of academic performance of students in the higher institution.
- 2) Management should embed the use of computers, tablet and other technology as a channels or one of the media of teaching.
- 3) Internet service should be provided at subsidizing rate and a well conducive environment for the students to study
- 4) The brilliant student should be motivated through the presentation of the award, scholarship and giving of laptops to

expedite better academic performance among their colleagues.

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