

EVALUATION OF THE EFFECTS OF THE USE OF SOCIAL MEDIA ON STUDENTS' ACADEMIC PERFORMANCE IN TERTIARY INSTITUTIONS, ADAMAWA STATE

Daniel Peter^{1*}, Peter Kwache², Bulama H. James³, Moses Doka⁴

^{1*}*Department of Computer Science, School of Science and Technology, Adamawa State Polytechnic, Yola,
Email: danpeters234@gmail.com, Phone: 08133369625*

²*Department of Computer Science, School of Science and Technology, Adamawa State Polytechnic, Yola,
Email: Peterzakawa1959@gmail.com, Phone: 08035328578*

³*Department of Computer Science, School of Science and Technology, Adamawa State Polytechnic, Yola,
Email: hayaandoda@yahoo.com, Phone: 08065467559*

⁴*Department of Computer Science, School of Science and Technology, Adamawa State Polytechnic, Yola,
Email: doka_moses@yahoo.com, Phone: 08066178917*

***Corresponding Author:**
danpeters234@gmail.com

Abstract

This study evaluates the effects of the use of Social Media on students' academic performance in tertiary institutions of Adamawa State. Four objectives were formulated for the research. A self-design questionnaire was used as the instrument of data collection. 700 questionnaires were administered to the lecturers and students in the tertiary institutions while the respondent was randomly selected in the study area. Out of the 700 questionnaires distributed, 636 number were retrieved representing 90.86% of the total. The result shows that 66.3% of the students agreed that they frequently use Social Media during lectures and 79.8% of the respondents agreed that the use of Social Media during lectures affects their concentration. It was recommended among others that Students should devote more time to their studies, than to social media and that schools should put in place a measure that will control the use of handsets, especially when the lecture is going on and that addictiveness be reduced.

Keywords: *Social Media, Academic performance, Lecturers, Students, Tertiary Institutions.*

INTRODUCTION

The internet is the most significant source of information in the modern world, which may be thought of as a worldwide market. Some people think that since the rise of social media platforms, pupils' academic performance has been neglected and challenged significantly. This is due to the overwhelming number of social networking sites that are available online, which tempts students to put off doing their homework and reading in favor of conversing with friends online. Nowadays, a lot of students are dependent on their use of social networking sites like Facebook, Twitter, etc.

A significant fall in educational quality has been caused by the several issues that Nigeria's tertiary education system is currently facing.

The result of education is academic performance or achievement, which measures how well a student, instructor, or institution has met its learning objectives. Exams or ongoing evaluation are common methods of measurement (Osharive 2015).

It is significant to highlight that there is a clear connection between student performance in postsecondary institutions and their use of social media. However, the more negative aspects of technology development have led to problems like the loss of real life values, particularly among students who make up the majority of users communicating on social networking sites.

Online social networking sites put a strong emphasis on creating and reflecting social bonds between people who have similar hobbies or interests. Students are overwhelmed by the number of social networking sites that are available online. Social networking sites although has been recognized as an important resource for educational benefits, various studies, however, show that students use social networking sites such as Facebook for fun, to kill time, to meet existing friends, or to make new ones. It can further be observed that students spend much time on participating in social networking activities, with many students blaming the various social networking sites for their steady decrease in grade point averages, it also shows that only a few students are aware of the academic and professional networking opportunities the sites offered (Maina et al., 2021).

Kuppuswamy, S., & Narayan, P. (2010) claim that social networking sites draw students' attention before diverting it to unsuitable and non-educational activities, such as pointless chit-chatting. However, a 2007 study by Liccardi, Ounnas, Massey, Kinnunen, Midy, and Sakar, 2007, found that students are socially connected through sharing their everyday learning experiences and engaging in dialogues about a range of subjects. Tinto (1997) claimed that some students who suffer from social networking isolation are not sufficiently satiated by extracurricular and academic activities. This demonstrates how social networks are advantageous for students since they enhance both their academic and learning experiences.

Although it has been suggested that students spend a lot of time engaging in social networking activities, research shows that few students are aware of the academic and professional networking opportunities the sites offer. Many students attribute their steadily declining grade point averages to the various social networking sites (Maina et al., 2021). This prompted the need to assess the impact of social media use on students' academic performance at Adamawa state's postsecondary institutions.

Problem Statement

Nigeria's educational system is currently dealing with a number of issues that have undoubtedly caused a sharp drop in educational quality. Social networking and academic work are divergent, distracting, and compete for students' attention. Students are seen paying more attention to social media than to their coursework. The use of social media as a medium for student interaction, student addiction to social networks, student exposure to social networks frequently, student exposure to social networks more frequently, and the impact of social media as a medium for student interaction on academic performance have all been discussed recently. Students use social media to communicate and make friends instead of reading their textbooks.

The Objectives of the Study

The general aim of this study is to evaluate the effects of the use of social media networks on the academic performance of students in tertiary institutions while the specific objectives are;

1. To determine how often students of tertiary institutions go online
2. To ascertain what the student's tertiary education at Adamawa State use social media for
3. To determine the types of social media platform(s) used by students and lecturers of tertiary education in Adamawa State
4. To determine the effects of the use of social media networks on students' academic performance

Research questions

The general research question is, what are the effects of the use of social media networks on the academic performance of students in tertiary institutions in Adamawa State? While the specific questions are;

1. How do students of tertiary institutions in Adamawa State go online?

2. What do the students of tertiary institutions in Adamawa State use social media networks for?
3. What types of social media platform(s) are used by the Students of tertiary institutions of Adamawa State
4. What are the effects of the use of social media networks on students' academic performance in tertiary institutions of Adamawa State?

Hypotheses

- H1. The use of social media has no significant effects on student's academic performance in tertiary institutions of Adamawa State
- H2. Students' addictiveness to the use of social media has no significant influence on their academic performance

Theoretical framework

This study adopts Bandura's Social Learning Theory (SLT) and Katz's Uses and Gratifications Theory. These two theories corresponded to the two domains of the study, ie. academic performance (learning outcomes) and competition (social media and academic work).

Bandura's Social Learning Theory (1997)

According to social learning theory, the learning outcomes of individuals can be influenced by three elements, including individual learners, peers, and situations (Bandura, 1997). Ainin, Naqshbandi, Moghavvemi, and Jaafar (2015) state that social learning theory "essentially explains how environmental and cognitive components work together to influence individual patterns of learning and behavior." "Social learning theory views learning as a social process that individuals self-initiate, regulate learning, and actively create knowledge by acquiring, creating, and structuring knowledge" (Yu, Tian, Vogel, & Kwok, 2010). In relation to social learning theory, as argued by Bandura (1997), the use of social networks (by an individual or a student) with friends (peers) in different social network platforms (situations) affects his academic performance (learning results), positively or negatively. This is supported by Ainin (2015), who "emphasized that the thinking and behavior of individuals are influenced by observations and interactions with peers and situations (e.g., learning about environmental norms, cultures, policies). People's interactions with the environment have consequences. Therefore, when students interact with peers in social media platforms, observations, interactions and other activities, they can lead to behavioral results that, according to Sampson N. M. and Ebong (2019), can have a direct relationship with their academic performance, either positively or negatively.

Katz's Theory of Utility and Pleasure (1974)

The theory of gratification, which corresponds to the second part of this study, claims that people are responsible for choosing certain media according to their needs. The theory is an audience-centered theory that seeks to understand why and how people actively seek out certain media to satisfy certain needs. The theory assumes that individuals using social media are not completely passive consumers; Instead, they have control over their media consumption and take an active role in interpreting and integrating media into their lives. The theory also assumes that social media audiences are responsible for choosing specific media channels and websites that meet their wants and needs to achieve satisfaction. These media in turn compete with other sources of information for the satisfaction of viewers (Katz et al., 1974). Therefore, the academic performance of students is a result of competition between social media networks and academic work. This means that the time spent participating in social media can have a positive or negative effect on student learning outcomes.

Data Presentation and Analysis

The data that was collected through the questionnaire is presented in table 1 below according to the categories of the respondents:

Table 1 Status of the respondents

S/No	Categories	Questionnaire Distributed	Questionnaire Retrieved	Percentage Retrieved
1	Lecturers	200	163	81.5%
2	Students	500	473	94.6%
TOTAL		700	636	90.86%

Source: Field Survey, 2022

KEY TO ANSWERING THE RESEARCH QUESTIONS

Strongly Agreed=SA (5); Agreed= AG (4), Undecided=UD (3), Disagreed =DA (2), Strongly Disagreed=SD (1)

Lecturers

Table 2. To determine how often your students go online (N=163).

Item	Responses				
	SA	AG	UD	DA	SD
All my students are computer literate	14 8.6%	50 30.7%	29 17.8%	56 34.4%	14 8.6%
Our Institution has an ICT center and Internet service available	50 30.7%	61 37.4%	20 12.3%	20 12.3%	12 7.4%
In the absence of ICT base center Students frequently use Social Media networks for collaboration and other academic activities	41 25.2%	88 54.0%	22 13.5%	10 6.1%	2 1.2%
I use online materials for content creation	47 28.8%	89 54.6%	16 9.8%	8 4.9%	3 1.8%
I frequently use email to communicate with students	20 12.3%	34 20.9%	23 14.1%	68 41.7%	18 11.0%

Source: Field Survey, 2022

Table 2 presents the analysis of the result received for Lectures showing the response that all the students are computer literate. 70 (42.9%) respondents disagree that the students are computer literate, while 64 (39.9) agreed; 111 (68.1%) agreed that their institution has an ICT center, while 32 (19.6) disagreed. 129 (79.1%) of the respondents agreed that in the absence of ICT base center Students frequent the use of Social Media networks for collaboration and other academic activities, and 12 (7.4%) disagreed. 136 (83.4%) of the respondents agreed that he/she uses online materials for content creation, and 11 (6.7%) disagreed. 86 (52.8%) of the respondent disagreed that he/she do frequently use email to communicate with students, and 54 (33.1%) agreed.

Table 3: To examine the use of Social Media by the students (N=163).

Item	Responses				
	SA	AG	UD	DA	SD
Most of my students have Smartphones	45 27.6%	67 41.1%	21 12.9%	24 14.7%	6 3.7%
Students hardly use their smartphones while lectures are going on	22 13.5%	45 27.6%	36 22.1%	48 29.4%	12 7.4%
I detest the use of Social Media by students while lectures are going on	70 42.9%	41 25.2%	23 14.1%	19 11.7%	10 6.1%
I usually use Social Media for interacting with my students	22 13.5%	55 33.7%	24 14.7%	44 27.0%	18 11.0%
The frequent use of Social Media by students during lectures affects my concentration	57 35.0%	51 31.3%	20 12.3%	24 14.7%	11 6.7%

Source: Fieldwork 2022

Table 3 shows that 112 (68.7%) agreed that most of my students have Smartphones, while 30 (18.4%) disagreed. 67 (41.1%) agreed that students hardly use their smartphones while lectures are going on, while 60 (36.8%) disagreed. 111 (68.1%) agreed that he/she detests the use of Social Media by students while lectures are going on, while 29 (17.8%) disagreed. 77 (47.2%) agreed that he/she usually uses Social Media for interacting with students, while 62 (38.0%) disagreed. 108 (66.3%) agreed that the frequent use of Social Media by students during lectures affects the concentration of the respondent, while 35 (21.5%) disagreed.

Table 4: Determination of the type of Social Media platform(s) used by Lecturers (N=163).

Item	Responses				
	SA	AG	UD	DA	SD
I always patronize the use of WhatsApp for interaction only	46 28.2%	60 36.8%	18 11.0%	28 17.2%	11 6.7%
I use Social Media such as Twitter for chatting only	9 5.5%	38 23.3%	29 17.8%	56 34.4%	31 19.0%
I hardly use LinkedIn for anything	31 19.0%	38 23.3%	37 22.7%	34 20.9%	23 14.1%
I use Facebook for chatting only	26 16.0%	42 25.8%	14 8.6%	56 34.4%	25 15.3%
I use YouTube for watching a movie, news, or sports only	37 22.7%	49 30.1%	20 12.3%	31 19.0%	26 16.0%

Source: Fieldwork 2022

Table 4 shows that 106 (65.0%) agreed that the respondent always patronizes the use of WhatsApp for interaction only, while 39 (23.9%) disagreed. 47 (28.8%) agreed that the respondent uses Social Media such as Twitter for chatting only,

while 87 (53.4%) disagreed. 69 (42.3%) agreed that the respondent hardly uses LinkedIn for anything, and 57 (35.0%) disagreed. 68 (41.7%) agreed that the respondent uses Facebook for chatting only, while 81 (49.7%) disagreed. 86 (52.8%) agreed that the respondent uses YouTube for watching a movie, news, or sports only, while 57 (35.0%) disagreed.

Table 5: Determination of the effects of the use of Social Media on Students' academic performance (N=163).

Item	Responses				
	SA	AG	UD	DA	SD
I use Social Media networks for chatting, sharing ideas, and collaboration	84 51.5%	64 39.3%	7 4.3%	4 2.5%	4 2.5%
The use of Social Media enhances lecturers to students' cordiality	30 18.4%	74 45.4%	28 17.2%	28 17.2%	3 1.8%
The use of Social Media during lectures affects students' concentration	75 46.0%	55 33.7%	21 12.9%	5 3.1%	7 4.3%
Students that are addicted to negative use of Social Media tend to fail an examination	66 40.5%	54 33.1%	24 14.7%	14 8.6%	5 3.1%
The positive use of Social Media networks enhances students' Academic performance	61 37.4%	68 41.7%	25 15.3%	7 4.3%	2 1.2%
Most teachers addicted to Social Media networks negatively tend to experience low productivity	37 22.7%	53 32.5%	35 21.5%	26 16.0%	12 7.4%
The use of Social Media platforms positively enhances my lecture delivery	48 29.4%	73 44.8%	19 11.7%	19 11.7%	4 2.5%

Source: Fieldwork, 2022

Table 5 shows that 148 (90.8%) respondents agreed that the respondent use Social Media networks for chatting, sharing ideas, and collaboration, while 8 (4.9%) disagreed. 104 (63.8%) agreed that the use of Social Media enhances lecturers to students' cordiality, while 31 (19.0%) disagreed. 130 (79.8%) respondents agreed on the use of Social Media during lectures affects students' concentration, while only 12 (7.4%) disagreed. 120 (73.6%) respondents agreed that students that are addicted to negative use of Social Media tend to fail an examination, while only 19 (11.7%) disagreed. 129 (79.1%) respondents agreed that the positive use of Social Media networks enhances students' Academic performance, while only 9 (5.5%) disagreed. 90 (55.2%) respondents agreed that most teachers that are addicted to Social Media networks negatively tend to experience low productivity, while 38 (23.3%) disagreed. 121 (74.2%) respondents agreed that the use of Social Media platforms positively enhances the respondent's lecture delivery, while 23 (14.1%) disagreed.

Students

Table 6: To determine how often the students of Tertiary Institutions go online (N=473).

Item	Responses				
	SA	AG	UD	DA	SD
My School/faculty have ICT Centre connected to the internet	219 46.3%	124 26.2%	35 7.4%	54 11.4%	41 8.7%
I frequent our ICT centre for browsing any time I am free	110 23.3%	133 28.1%	68 14.4%	94 19.9%	68 14.4%
I hardly use our ICT centre because I frequently use a smartphone	200 42.3%	141 29.8%	67 14.2%	38 8.0%	27 5.7%
In the absence of an ICT centre, I go to private cyber café	183 38.7%	139 29.4%	67 14.2%	62 13.1%	22 4.7%
I am tempted to use Social Media even when lectures are going on	93 19.7%	103 21.8%	62 13.1%	120 25.4%	95 20.1%
I usually use Social Media as a solution to my assignments	227 48.0%	124 26.2%	39 8.2%	52 11.0%	31 6.6%
I spend more time on Social Media chatting and watching movies than studies	78 16.5%	62 13.1%	61 12.9%	135 28.5%	137 29.0%

Source: fieldwork 2022.

Table 6 presents the analysis of the result received for students showing 343 (72.5%) respondents agreed that the respondent School/faculty have ICT Centre connected to the internet, while 95(20.1%) disagreed. 243 (51.4%) respondents agreed that the respondent frequents their ICT centre for browsing any time the respondent is free, while 162 (34.2%) disagreed. 341 (72.1%) respondents agreed that the respondent hardly use their ICT centre because the respondent frequently use a smartphone, while 65 (13.7%) disagreed. 322 (68.1%) respondents agreed that in the absence of an ICT centre, the respondent goes to private cybercafé, while 84 (17.8%) disagreed. 196 (41.4%) respondents agreed that the respondent is usually tempted to use Social Media even when lectures are going on, while 215 (45.5%) disagreed. 351 (74.2%) respondents agreed that the respondent usually uses Social Media for a solution to their assignments 83 (17.5%) disagreed. 140 (29.6%) respondents agreed that the respondent spends more time on Social Media chatting, and watching movies than in studies, while 272 (57.5%) disagreed.

Table 7: Determination of the rate of use of Social Media by Students (N=473).

ITEM	Responses				
	SA	AG	UD	DA	SD
I use Social Media platforms not less than 12 hours a day	123 26.0%	99 20.9%	58 12.3%	120 25.4%	73 15.4%
I don't use Social Media while lectures are going on	195 41.2%	122 25.8%	40 8.5%	56 11.8%	60 12.7%
I respond to text messages/notifications even during lectures	90 19.0%	88 18.6%	64 13.5%	112 23.7%	119 25.2%

Source: Fieldwork 2022

Table 7 shows that 222 (46.9%) respondents agreed that the respondent uses Social Media platforms not less than 12 hours a day, while 193 (40.8%) disagreed. 317 (67.0%) respondents agreed that they respondent doesn't use Social Media while lectures are going on, while only 116 (24.5%) disagreed. 178 (37.6%) respondents agreed that the respondent responds to text messages/notifications even during lectures, while 231 (48.8%) disagreed.

Table 8: To determine the type of Social Media platform(s) used by Students (N=473).

Item	Responses				
	SA	AG	UD	DA	SD
Common Social Media networks are Facebook, WhatsApp, Youtube, Wikipedia, LinkedIn, Twitter, and Instagram	290 61.3%	126 26.6%	19 4.0%	20 4.2%	18 3.8%
I use only Facebook for information sharing and collaboration	119 25.2%	144 30.4%	51 10.8%	92 19.5%	67 14.2%
I use WhatsApp to disseminate information to my peers and classmates	222 46.9%	176 37.2%	34 7.2%	27 5.7%	14 3.0%
I use Youtube for information sharing and collaboration	120 25.4%	138 29.2%	83 17.5%	81 17.1%	51 10.8%
I only use Wikipedia for assignments and other academic purposes	161 34.0%	144 30.4%	50 10.6%	69 14.6%	49 10.4%
I use LinkedIn to share information and collaboration	112 23.7%	99 20.9%	106 22.4%	99 20.9%	57 12.1%
I use Twitter for information sharing and collaboration	109 23.0%	127 26.8%	79 16.7%	102 21.6%	56 11.8%
I use Instagram for sharing information and collaboration	125 26.4%	127 26.8%	57 12.1%	95 20.1%	69 14.6%

Source: Fieldwork 2022

Table 8 shows that 416 (87.9%) respondents agreed that common Social Media networks are Facebook, WhatsApp, Youtube, Wikipedia, LinkedIn, Twitter, and Instagram, while 38 (8.0%) disagreed. 263 (55.6%) respondents agreed that the respondent uses only Facebook for information sharing and collaboration, while 159 (33.6%) disagreed. 398 (84.1%) respondents agreed that the respondent uses WhatsApp to disseminate information to the respondent's peers and classmates, while 41 (8.7%) disagreed. 258 (54.5%) respondents agreed that the respondent uses Youtube for information sharing and collaboration, while 132 (27.9%) disagreed. 305 (64.5%) respondents agreed that the respondent only uses Wikipedia for assignments and other academic purposes, while 118 (24.9%) disagreed. 211 (44.6%) respondents agreed that the respondent uses LinkedIn to share information and collaboration, while 156 (33.0%) disagreed. 236 (49.9%) respondents agreed that the respondent uses Twitter for information sharing and collaboration, while 158 (33.4%) disagreed. 252 (53.3%) respondents agreed that the respondent uses Instagram for sharing information and collaboration, while 164 (34.7%) disagreed.

Table 9: Determination of the effects of the use of Social Media on Students' academic performance (N=473).

Item	Responses				
	SA	AG	UD	DA	SD
Social Media comes with both positive and negative effects on students	301 63.6%	105 22.2%	34 7.2%	14 3.0%	19 4.0%
Social Media enhances the relationship among users only	158 33.4%	171 36.2%	76 16.1%	48 10.1%	20 4.2%
The use of Social Media enhances students' learning capabilities	186 39.3%	181 38.3%	50 10.6%	35 7.4%	21 4.4%
The use of Social Media promotes academic collaboration among students	182 38.5%	176 37.2%	62 13.1%	35 7.4%	18 3.8%
The use of Social Media, while lectures are ongoing, affects my comprehension and participation in class	164 34.7%	116 24.5%	74 15.6%	66 14.0%	53 11.2%
I am addicted to Social Media making me abandon my assignments and studies	124 26.2%	93 19.7%	54 11.4%	106 22.4%	96 20.3%
The use of social media affects my spelling and writing abilities	120 25.4%	109 23.0%	65 13.7%	83 17.5%	96 20.3%
I use Social Media for reading and listening to news only	126 26.6%	116 24.5%	60 12.7%	102 21.6%	69 14.6%

Source: Fieldwork, 2022

Table 9: shows that 406 (85.8%) respondents agreed that Social Media comes with both positive and negative effects on students, while 33 (7.0%) disagreed. 329 (69.6%) respondents agreed that Social Media enhances the relationship among users only, while 68 (14.4%) disagreed. 367 (77.6%) respondents agreed that the use of Social Media enhances students' learning capabilities, while 56 (11.8%) disagreed. 358 (75.7%) respondents agreed that the use of Social Media promotes academic collaborations among students, while 53 (11.2%) disagreed. 280 (59.2%) respondents agreed that the use of Social Media, while lectures are going on, affects comprehension and participation in class, while 119 (25.2%) disagreed. 217 (45.9%) respondents agreed that the respondent was addicted to Social Media making the respondent abandon assignments and studies, while 202 (42.7%) disagreed. 229 (48.4%) respondents agreed that the use of social media affects my spelling and writing abilities, while 179 (37.8%) disagreed. 242 (51.2%) respondents agreed that the respondent uses Social Media for reading and listening to news only, while 171 (36.2%) disagreed.

Discussion.

In this section, the data collected and analyzed as shown in table 2 - 9 has been well analyzed and displayed in a frequency table based on a questionnaire that was administered on the topic “*Evaluation of the Effects of the use of Social Media on students’ Academic Performance in Tertiary Institutions, Adamawa State*”. From Table 3, the lecturers have confirmed that 112 (68.7%) agreed that most of the students have Smartphones, and 108 (66.3%) agreed that the frequent use of Social Media by students during lectures affects the concentration of students.

In Table 5, 130 (79.8%) respondents agreed that the use of Social Media during lectures affects students’ concentration. In Table 9, 280 (59.2%) respondents agreed that the use of Social Media, while lectures are going on, affects their comprehension of the lesson again 229 (48.4%) respondents agreed that the use of social media affects their spelling and writing abilities, while only 179 (37.8%) disagreed. Looking at the above responses therefore, it can be seen that the use of social media affects students' academic performance because even their ability to spell words correctly is a problem, therefore our null hypothesis is rejected.

Table 7 shows that 222 (46.9%) respondents agreed that the respondent uses Social Media platforms not less than 12 hours a day, while 193 (40.8%) disagreed. If a student uses social for twelve or more hours, it is clear that the student is addicted to social media and the majority of the students agreed that the addictiveness to Social Media makes them abandon assignments and studies, therefore hypothesis 2 is rejected.

Summary

The purpose of this study is to evaluate the effects of the use of social media on students’ academic performance in all the tertiary institutions in Adamawa State which aligns with the objective of the study. A research question was drafted to guide the research as follows:

1. How do students of tertiary institutions in Adamawa State go online?
2. What do the students of tertiary institutions in Adamawa State use social media networks for?
3. What types of social media platform(s) are used by the students of tertiary institutions of Adamawa State
4. What are the effects of the use of social media networks on student’s academic performance in tertiary institutions of Adamawa State?

Based on the research questions above, the quantitative research instrument used is the questionnaire, a set of questions for lecturers and sets of questions for students which formed the questionnaire that was administered.

The findings show that after the evaluation and analysis in chapter 4, the research has proven that social media although good for interaction, generally, some students are very much addicted to it and thereby affecting their academic performance negatively.

Conclusion

The paper highlights the effects of the use of social media on students’ academic performance in tertiary institutions in Adamawa State. In the research, the study shows that although social media is a means of communication, addictiveness to students and the lack of control by students over the use of it, has affected their concentration and when there is no concentration in a study it is difficult to comprehend and assimilate appropriately. The finding in the study shows that there is a high rate of influence of the use of social media thereby affecting the student’s academic performance.

Recommendations

Based on the findings of this research, the following has been recommended:

1. Students should devote more time to their studies, than to social media.
2. The lecturer should check and ensure that no student is using a handset, especially during lectures so that the student can concentrate in the class.
3. Schools should put in place a measure that will control the use of handsets especially when a lecture is going on and that addictiveness be reduced.
4. Students should be educated on the proper use of handsets and they should be shown how handsets can be used positively for learning especially on YouTube and other channels.
5. Students should be encouraged to manage their time wisely and avoid the distraction of social media.

REFERENCES

- [1]. Ainin, S., Naqshbandi, N. M., Moghavvemi, S., Jaafar, N. I. (2015). Facebook usage, socialization and academic performance. *computers & education*, 83, pp. 64-73. <http://dx.doi.org/10.1016/j.compedu.2014.12.01>
- [2]. Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: Freeman
- [3]. Katz, E., Blumler, J. G., & Gurevitch, M. (1974). Utilization of Mass Communication by the Individual. In J. G. Blumler, & E. Katz (Eds.), *The Uses of Mass Communications: Current Perspectives on Gratifications Research* (pp. 19-31). Beverly Hills: Sage Publications.
- [4]. Kuppuswamy, S., & Narayan, P. (2010). The Impact of Social Networking Websites on the Education of Youth. *International Journal of Virtual Communities and Social Networking (IJVCSN)*, 2(1), 67-79
- [5]. Liccardi, I., Ounnas, A., Pau, R., Massey, E., Kinnunen, P., Lewthwaite, S., Midy, A., & Sakar, C. (2007). The role of social networks in students' learning experiences. *ACM SIGCSE Bull* 39(4), 224-237.
- [6]. Maina, U. A., Abba, T. S., & Lawan, B. G. (2021). Influence of Social Media on Academic Achievement of Students in Yobe State College of Agriculture, Science and Technology Gajba, Nigeria Umar Adamu Maina ; Tijjani Salleh Abba ; & Bukar Goni Lawan. *African Scholar Publications & Research International*, 23(2), 142–155.
- [7]. Osharive (2015). Social Media and Academic Performance of Students in University of Lagos. *Analisis Standar Pelayanan Minimal Pada Instalasi Rawat Jalan Di RSUD Kota Semarang*, 3, 103–111.
- [8]. Sampson N. M. and Ebong M (2019). Social Media Utilization and Academic Performance of Students Studying Geography in Public Secondary Schools in Nsit Atai Local Government Area, Akwa Ibom State, Nigeria. *International Journal of Theory and Application in Elementary and Secondary School Education (IJTAESE)* Volume 1, Number 2, October 2019, pp. 25-57
- [9]. Tinto, V. (1997). Classrooms as communities: Exploring the educational character of Student persistence. *Journal of Higher Education*, 68(6), 599 – 623
- [10]. Yu, A.; Tian, S.; Vogel, D.; Kwok, R. Can learning be virtually boosted? An investigation of online social networking impacts. *Comput. Educ.* 2010,55, 1494–1503.