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USAGE OF SOCIAL MEDIA NETWORKING SITES AND ACADEMIC PERFORMANCE OF LIBRARY AND INFORMATION SCIENCE UNDERGRADUATES IN SOUTHERN NIGERIA

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Introduction

The concept of academic performance is a vital tool in the measurement of the academic achievements of undergraduates during or on completion of a programme. The word academic is usually applied in relation to a university, college or any institution of higher learning. It pertains to scholarly human activities conducted in a formal educational environment (Joe, Kpolovie, Osonwa & Iderim, 2014). In higher institutions of learning, success is measured by academic achievement or how well undergraduates perform. Performance, according to Murphy and Moon (2017, p54), is regarded as what is actually done under existing circumstances that subsumes the process of accessing and utilizing the structure of knowledge and abilities and a host of affective, motivational and stylistic factors that influence the ultimate responses. This portrays that performance cuts across the various domains of an individual, namely; affective, psychomotor and cognitive domains. Academic performance is therefore a yardstick for ascertaining the capabilities of an undergraduate from which his inherent or unrevealed abilities could be inferred (Sogbetun, 2014).

According to Wikipedia (2013), Undergraduates' academic performance refers to the enhancement of the undergraduates' current state of knowledge and skills reflected in their GPA and also in the formulation of their personality and academic growth from lower levels of study to higher levels. It is the extent to which an undergraduate or institution has attained their short or long-term educational goals. Completion of educational benchmarks such as bachelor's degrees represent academic performance. Academic achievement is commonly measured through examinations or continuous assessments.

Tuckman (2017) refers to performance as a person's outward proof of understanding, concepts, skills, ideas and knowledge. He suggested that grades evidently describe the undergraduates' achievement. Therefore, undergraduates' academic achievement must be carefully taken care of and controlled keeping in mind all the factors that can positively or

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adversely affect their performance academically. In the same vein, Kobal and Musek (2018) refers to academic achievement as an undergraduates' knowledge, representing the degree of his/her adaptation to schoolwork and the educational system expressed in numbers.

It is well known for some time now that, Nigerian universities have been subjected to untold criticisms for producing low quality graduates which Okebukola (2010) corroborated in his address to the first academic Summit of Oyo State, held at Ibadan, where he delivered a lecture in respect to the quality of graduates from the Nation's universities, especially in the few years and thumbed down the quality of those that would graduate in the next four years. This is unfortunate because Nigerian universities have been known for constantly producing quality graduates in the past. As affirmed by Daisi (1997, p.12) who stated that "Nigerian university graduates have distinguished themselves in their fields of specialization in the best universities in Europe, America, Africa and other countries in the past, so much that some of the graduates are now professors across the globe".

Tertiary institutions may ensure access to higher education to undergraduates but issues of high failure, high dropout and low graduation rates continue to be experienced in universities (Fakude, 2012). According to Oladipo and Ogungbamila (2013), a good academic performance is deemed as one of the important aspects that support the growth and development of a country and also eradicate unemployment. However, research has shown that undergraduates' academic achievement in tertiary institutions in Nigeria has been deteriorating.

The declining academic performance in universities may be as a result of excessive usage of social networking sites among undergraduates. This may be due to the fact that undergraduates are drifting to its use in order to satisfy their information needs. Research has shown that undergraduates who make use of social networking sites for extended periods of time or multi task have an increased risk of not being able to achieve the educational outcomes of their courses (Willingham, 2010). This corroborates the findings of Jacobsen and Forste

(2011) that the "manner and amount of time undergraduates choose to use social media is one of the determining factors influencing grades and academic performance" (p.6). In the Nigerian context, an empirical study by Oluwatosin (2011) revealed that "undergraduates who frequent social networking sites spend less time studying and consequently obtain low grade point averages than their peers who do not frequent social media sites" (p.4). However, similar studies concerning university undergraduates in Pakistan (Ahmed & Oazi, 2011) and the United States of America (Junco, 2012) concluded that time management (time spent studying rather than time spent online) was the significant factor in undergraduates' academic outcomes.

Anyanwu, Ossai-Onah and Iroeze (2013) investigated the use of social media among Nigerian undergraduates in three tertiary institutions in Imo State, Nigeria. The study found that undergraduates have knowledge of social networking sites but are not exploring them to the advantage of their academic career; rather they are manipulating them for socialization purposes. Adomi and Ejirefe (2012, p.12) stated that social media is seen as practices, activities and attitude among communities of people who assemble online to disseminate information, knowledge and opinion using interactive media. The interactive media are also referred to as web based applications that make it possible to create and conveniently communicate content in the form of text, pictures, videos and audios.

To consider the benefits derived from social networking sites, Lusk (2010) is of the view that "online communities can afford undergraduates academic assistance and support and that it provides easy access to virtual space which students can explore with friends having similar academic needs" (p.17). Brydolf (2007) also noted that "undergraduates who may be reluctant to speak up in class find blogs and other interactive internet tools rewarding" (p.8). While Wang, Chen and Liang (2011) findings on the impact of social media sites on college students, revealed that "social media usage is negatively associated with the academic performance of students. They reported that about two-third of the students were found using

social media while in class studying and doing home works" (p.9). This multi-task increases distraction and becomes disadvantageous to their academic performance.

In a similar study, Eke, Obiora and Odoh (2014) in their study of the use of social networking sites among undergraduates of the University of Nigeria, Nsukka, concluded that the technology is a double-edged sword and that its power for bad and good resides in the user. Buttressing the same point, Dau (2015) studied the impact of social network addiction among students in Northern Nigeria. The study revealed that majority of the respondents are of the view that, too much use of the social media will negatively affect their academic performance.

In the world today, one growing phenomenon on the internet is undeniably the social media. Social media has drastically changed the approach in which undergraduates interact and its power has enabled them to keep connected with the newest occurrences in the globe within minutes. It has become a vital global communication means as well (Mohd, Hamdan & Adnan, 2011). Social media according to Asur and Huberman, (2009), is defined as a sort of online communication in which its users easily share, participate and create content. It includes blogs, social networking sites, wikis, forums and virtual worlds. Kaplan and Haenlein (2010, p.51) described social media as a collection of internet applications that build on the technological foundations of Web 2.0 and it permits the exchange of user- generated content and bank on Web technologies to create remarkable interactive platforms through which undergraduates and communities of persons create, share, discuss and modify user- generated content.

Boyd and Ellison (2007) wrote that social network sites are web centered service which permits individuals or persons to sign up in a bordered system, identifying the group of persons within the same system so as to share academic related information or personal information. This indicates that social network sites entail a place where people connect with each other and share common issues relating to relationship, sports, politics and academics. However, Boyd and Ellison argued that "participants from certain social media sites are not primarily there to

connect with people they are not familiar with, rather they sign up to connect and catch up with loss but found offline friends as well as close ones" (p.41).

Smith, Salaway and Caruso (2009) stated that "undergraduates make use of the social media to express their views, communicate and interact with other undergraduates from different institutions all over the world" (p.19). The existence of social networking sites have attracted millions of users globally. Thousands of social media networks are in existence and are appealing to undergraduates to be used for a wide range of reasons (Heathfield, 2013).

Various studies have been carried out to determine the influence of social networking sites usage on undergraduates. Moon (2011), in a study on the influence of Facebook on the academic performance of undergraduate, averred that social media have negative impact on undergraduates. According to the result, the more undergraduates use Facebook, the more it affects their academic performance. Similarly, Oye (2012) noted that "most of the younger students use social networking sites mainly for socializing activities, rather than for academic purpose" (p.62). In a different study carried out by Shana (2012), it was revealed that "undergraduates make use of social network specifically for chatting and making friends, it also showed that only 26% of the undergraduates stated that they utilize social media for academic purpose" (p.23).

A large number of Nigerian researchers are in agreement that addiction to social media sites are potentially a disruptive technology to undergraduates' academic work. For instance, Oluwatoyin (2011), investigated 1,860 Facebook users of the Lagos State University. The study revealed that most of the undergraduates was not able to get CGPA above 3.50 because they've spent large part of their time on social media than reading in the library and doing their homework which could contribute to higher grade. Oluwatoyin's study is in agreement with the work of Ajewole and Fasola (2012) who studied 884 undergraduates from eight tertiary institutions in Oyo State. The study revealed that majority of the respondents spend additional

time on social media to the detriment of their studies and library use. This implies that they did not use the social media site for academic purpose.

Ogedebe, Emmanuel and Musa (2012) studied Facebook and academic performance in Nigeria universities. One hundred and twenty-two undergraduates were used as population for the study. Six hypotheses were tested to determine the impact of Facebook usage on the academic performance of undergraduates in the chosen universities. The study tested, among other hypotheses, that the more time a student spends on Facebook, the lower his or her grade point average will be. This was proven to be wrong. Jwaifell, Andraws and Alrabea (2013) investigated the intensity of social networking sites usage among undergraduates of tertiary institutions in Jordanian. The study suggested that social networking sites can be used as an academic tool for communication and interacting with/between educators and students alike. The study encouraged the integration of SNS into learning management systems.

Olowu and Fasola (2012) investigated the degree of addiction of social media among undergraduates in tertiary institutions in Oyo State. The study revealed that majority of the undergraduates confirmed that they spend additional period of time on the media, they also feel troubled if they are not able to access their sites twice daily, and this established a high degree of addiction among the undergraduates. According to Subathra, Nimisha and Hakeem (2013), "a high level of social media addiction was reported among undergraduates in Coimbatore, as most of the undergraduates (98.0%) were found to be addicted to social network to the detriment of their academics and library use" (p.87).

Akporhonor and Ivwighreghweta (2017) investigated social media use among undergraduates in Delta State, Nigeria. Seven research questions were answered. Survey design was used the study. The population consist of 42, 500 undergraduates drawn from Delta State University, Abraka and the Western Delta University, Oghara. The sample for this study was 500 undergraduates. The study revealed that undergraduates in Delta State make use of social

media tools but do not explore them to the advantage of their academic pursuit. The study recommended that libraries and university authorities should organize proper orientation, workshop and seminars for undergraduates so that they will be well educated and informed that social media tools are not just for making friends and social interactions but can be used to solve academic problems. Therefore, this study investigated the usage of social networking sites and academic performance of Library and Information Science (LIS) undergraduates in Southern Nigeria universities.

Research Questions

The following research questions guided this study:

1. What is the academic performance of undergraduates in the Department of Library and Information Science in federal universities in Southern Nigeria?

2. What are the reasons for undergraduate usage of social networking sites?

3. To what extent do undergraduates make use of social networking sites?

Hypotheses

The following null hypotheses was tested at 0.05 level of significance:

1. There is no significant relationship between the usage of social networking sites and academic performance of undergraduates.

Method

The study employed the descriptive survey design. The population of the study was 1,440 undergraduates. It is made up of undergraduates in the Departments of Library and Information Science in federal universities in Southern part of Nigeria. The universities include: University of Calabar, Calabar, University of Uyo, Uyo, University of Benin, Benin City, University of Nigeria, Nsukka, University of Ibadan, Ibadan, and Nnamdi Azikiwe University, Awka. The research instrument used for this study is a self-designed questionnaire with the title "Usage of Social Networking Sites and Academic Performance

Questionnaire (USNSAPQ)" and the Cumulative Grade Point Average Scores of the undergraduates for 2015/2016 academic. 1,440 questionnaires were distributed and 996 were retrieved. The total enumerative and accidental sampling technique was adopted for this study. The questionnaire was the instrument used for data collection. Frequencies, statistical mean (x) and the Pearson Product Moment Correlation statistic was used to analyse the data.

Results

The findings of the study are presented in the following tables with explanations

Research Question One: What is the academic performance of undergraduates in the Department of Library and Information Science in federal universities in Southern Nigeria?

Table 1: Academic Performance of Undergraduates of Library and Information Science

CGPA	Frequency	Percentage (%)
1.50-2.49	116	11.6
2.50-3.49	380	38.2
3.50-4.49	405	40.5
4.50-5.00	95	9.5

Table 1 shows the academic performance of LIS undergraduates in federal universities in Southern part of Nigeria. The results showed that, there were 405 (40.5%) respondents whose CGPA was within 3.50-4.49, 380 (38.2%) were within 2.50-3.49, 116 (11.6%) were within 1.50-2.49 and 95 (9.5%) were within 4.50-5.00. This means that most of the respondents were within the CGPA of 3.50-4.49 which is Second Class Upper divisions. This implies that the academic performance of LIS undergraduates in Southern part of Nigeria is in good standing.

Research Question Two: What are the reasons for undergraduate usage of social networking sites?

Table 2: Undergraduates Reasons for Usage of Social Networking Sites

Reasons for the use of social networking sites	Mean	SD
To communicate and interact with friends.	3.27	0.77
Send and receive messages from friends.	3.23	0.78
To read news update.	3.18	1.01
To be informed about social events.	3.08	0.87
For leisure/entertainment.	3.05	0.88
To come together with people of common interests.	3.01	0.84
For academic work and research purposes.	2.98	0.87
For online learning.	2.96	0.83
To exchange academic information.	2.95	0.88
To chat, send videos and pictures.	2.89	0.91
To comment on peoples post and pictures.	2.79	0.92
Communicating, mobilizing and organizing national issues like politics, economy and religious matters.	2.65	1.00
For religious matter.	2.62	1.02
To create/join forum for self-expression.	2.61	0.90
Watch movies.	2.59	0.95
For group discussion and getting study partners online.	2.52	0.94
To search for job.	2.45	1.00
Play games.	2.33	1.01
To connect and communicate with lecturers.	2.27	1.02
To view pornography.	1.86	0.99
Aggregate Mean		**2.76**
Criterion Mean		**2.50**
Average SD.		**0.92**

Table 2 indicates the respondents' reasons for the usage of social networking sites. The results show that, undergraduates use the social networking sites to communicate and interact with friends, send and receive messages from friends, to read news update, to be informed about social events and for leisure/entertainment. However, the undergraduates do not use it to view pornography, to connect and communicate with their lecturers, search for jobs and to play games.

Research Question Three: To what extent do undergraduates make use of social networking sites?

Table 3: Usage of Social Networking Sites

Use of SNS	Very often		Often		Rarely		Never		Mean	SD
	No.	%	No.	%	No.	%	No.	%		
Facebook	504	5.06	329	33.0	134	13.5	29	2.9	3.31	0.81
Youtube	253	25.4	319	32.0	308	30.9	116	11.6	2.71	0.97
Twitter	222	22.3	206	20.7	320	32.1	248	24.9	2.40	1.09
Myspace	149	15.0	162	16.3	281	28.2	403	40.5	2.06	1.08
2go	155	15.6	14	14.9	350	35.1	343	34.4	2.12	1.05
Google+	322	32.3	324	32.5	205	20.6	144	14.5	2.83	1.04
Bebo	111	11.1	135	13.6	260	26.1	488	49.0	1.87	1.03
Linkedin	87	8.7	173	17.4	296	29.7	439	44.1	1.91	0.98
My life	98	9.8	156	15.7	262	26.3	479	48.1	1.88	1.01
RSS	91	9.1	147	14.8	266	26.7	490	49.2	1.84	1.00
Live journal	143	14.4	257	25.8	266	26.7	329	33.0	2.22	1.06
Online groups/forums	181	18.2	345	34.6	256	25.7	214	21.5	2.49	1.02
Blackberry messenger	192	19.3	211	21.2	277	27.8	316	31.7	2.28	1.11
Wikipedia	314	31.5	343	34.4	199	20.0	140	14.1	2.83	1.03
Live sport	228	22.9	244	24.5	264	26.5	260	26.1	2.44	1.11
Library Thing	181	18.2	280	28.1	296	29.7	239	24.0	2.40	1.04
ResearchGate	172	17.3	264	26.5	283	28.4	277	27.8	2.33	1.06
Hi 5	128	12.9	162	16.3	278	27.9	428	43.0	1.99	1.05
WhatsApp	528	53.0	237	23.8	141	14.2	90	9.0	3.21	1.00
Flicker	89	8.9	163	16.4	285	2.6	459	46.1	1.88	0.98
Orkut	72	7.2	124	12.4	238	23.9	562	56.4	1.70	0.94
Aggregate Mean										**2.32**
Criterion Mean										**2.50**
Average SD										**1.02**

Table 3 shows the extent to which undergraduates make use of social networking sites. The result shows that, with an aggregate mean of 2.32 which is less than the criterion mean of 2.50, it can be concluded that the undergraduates either rarely or never make use of social networking sites for academic purposes.

Table 4: Relationship between Social Networking Sites Usage and Academic Performance of Undergraduates

		Academic Performance	Social Networking Site Usage
Academic Performance	Pearson Correlation	1	-.035
	Sig. (2-tailed)		.269
	N	996	996
Social networking Site Usage	Pearson Correlation	-.035	1
	Sig. (2-tailed)	.269	
	N	996	996

From Table 4, Pearson Product Moment Correlation coefficient r is = (-0.035). Since the significant value (Sig.2-tailed) is 0.269 (which is greater than 0.05), it can be concluded that there is no significant relationship between usage of social networking site and academic performance of undergraduates in the Departments of LIS in federal universities in Southern part of Nigeria. The null hypothesis is therefore accepted implying that an increase in the usage of social networking sites may not lead to a corresponding increase in academic performance of the undergraduates.

Discussion

The study established that LIS undergraduates were within the CGPA of 3.50-4.49 which is Second Class Upper divisions, indicating a good academic performance. This finding is in agreement with work of Nuthana and Yenagi (2009), they pointed out that, undergraduates' academic performance occupies a very important place in the teaching and learning process.

The study revealed that the reasons for undergraduates' usage of social networking sites are to communicate and interact with friends, to receive and send messages from friends, to read news update, to be informed about social events and for leisure/entertainment. This implies that the social networking sites have made a change in the lifestyle of the undergraduates as a portion of them have turned towards the technology in the name of

development and it has become one of the most important communication tools among them. This finding agrees with that of Shehu and Shehu (2014) that, undergraduates of the Ahmadu Bello University, Zaria use the social media network for non-academic purposes than for academic purposes. This indication was expressed with the highest number of undergraduates who stated their reasons to be for chatting with friends, creating groups of likeminded persons, photo sharing and academic purpose.

The study revealed that there is no significant relationship between usage of social media and academic performance of undergraduates, implying that an increase in the use of social media may not lead to a corresponding increase in academic performance of the undergraduates. Therefore, usage of social media is not a predictor of academic performance. The finding is at variance with the study of Jacobsen and Forste's (2011) which stated that, the manner and amount of time undergraduates choose to use social media is one of the determining factors influencing grades and academic performances. Wang, Chen and Liang (2011) stated that close to two thirds of undergraduate students are seen making uses of the social media while reading and studying in the library. This act increases distraction and has become detrimental to undergraduates' academic performance.

Conclusion

Library and information science undergraduates in federal universities in Southern part of Nigeria actively engage in the usage of social networking sites. This may be as a result of the fact that it is cheap, accessible and friendly. The study concluded that undergraduates' never made use of social networking sites for academic purposes. However, they used it to communicate and interact with friends, to receive and send messages from friends, to read news update, to be informed about social events and for leisure/entertainment and that there was no significant relationship between the usage of social networking sites and academic performance of undergraduates, implying that an increase in the use of social networking sites may not lead

to a corresponding increase in academic achievement of the undergraduates. Undergraduates in tertiary institutions should be encourage to use the social media for academic purposes in order to enhance their academic performance.

Recommendation

Based on the findings of the study, the following recommendations are made:

1. Orientation, workshop and seminar should be organized by librarians and university authorities on the use of social networking sites for academic purpose. Undergraduates' attendance should be made mandatory.

2. Funding bodies should ensure the provision of well-equipped library in order to attract students to the library. This can be achieved by making available relevant information technologies that will enable the use of social networking sites for educational purpose.

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