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Influence of Social Media use on the perceived academic performance of Federal College of Forestry Students, Ibadan Oyo state.

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Abstract

This study examined the influence of Social Media Use on the Perceived Academic Performance of Federal College of Forestry Students, Ibadan Oyo state. Three objectives were formulated for the study. The survey research design was adopted with a Self- developed questionnaire use as the instrument for data collection. The population of the study consist of 599 full time Student of the federal college of forestry, Ibadan, out of which 150 students were randomly selected as the study sample. Analysis of data revealed that the most highly used social media Include, Whatsapp (mean = 3.65), followed by Instagram (mean=3.51). Facebook comes third (mean = 3.35) followed by Youtube (mean =3.04). furthermore, the student uses social media for purposes such as leisure and entertainment (97%) to gather information (82%), 'for personal research work' (51%) and academic research (34%). On the perceived influence of social media use on academic performance, the findings show that students believed that their grades have improved due to social media use (mean =3.18); it has improved their academic performance (mean=3.04) and help them understand various topics better (mean = 2.67). however, they rejected the notion that without social media use, their academic performance will drop (mean =1.92). the study concluded that social media use has become an integral part of students' lives and they do not view it as an impediment rather as a tool in their education.

Key word: Academic performance, Information retrieval, Information services. Social media, User education,

Word count: 246

Introduction

The power of academic excellence achieved through education in institution of higher learning cannot be over emphasized, it posses the capacity to raise agent of positive and desirable changes in all sectors of the nations economy. Students' academic performance means the extent to which a student academically achieved the educational goals, aims and objectives. Most of the researchers in previous studies have always choose to quantify the academic performance by GPA in a particular year or semester Ali, Haider, Munir, Khan, and Ahmed, 2013). Academic achievement or academic performance is the extent to which a student, teacher or institution has attained their short or long-term educational goals. Completion of educational benchmarks such as secondary school diplomas and bachelor's degrees represent academic achievement. Although exams or ongoing evaluations are frequently used to gauge academic success, but there is no consensus on the optimum method of evaluation or whether components—declarative information like facts or procedural knowledge like skills—are most crucial. Whatever happens at the end, learning is crucial to personal, and national development and this learning could be formal or informal.

Learning takes place in both formal and informal ways. The formal way is the focus of this research. Tertiary institutions such as Universities, Polytechnics and Colleges are established to train different level of manpower for the development of the country. These tertiary institutions offer courses and programmes that students must master. As a result, the students must pass various written and practical tests and examinations before they are said to be proficient in their chosen areas and issued certificates that will later fetch them employment and encourage them to be self-employed after their graduation. Colleges of Agriculture are one of these tertiary institutions (Odukoya, Bowale, and Okunlola, 2018).

Colleges of Agriculture are established to train middle and high-level skilled manpower for the agricultural sector as a way of boosting food production and diversify the country economy from being focused on only one product which is crude oil. Students in these institutions there are given

rigorous training so they can learn all they need to know and be able to defend their certificate when they eventually graduate(Adama, Asaleye, Oye, and Ogunjobi, 2018). As a result, students are expected to perform well academically so that they will not only graduate with good grades but also be able to use the knowledge and skills they have acquired to become self employed after graduation. Indeed, the major objective of colleges of agriculture is to train individuals who can become self employed after their graduation. However for effective learning to take place and for students to give good academic performance, they need to be focused on their studies and make use of their time effectively so as to master all the knowledge being imparted on them. To achieve this, they must have access to relevant and adequate information resources that they can read and learn from (Ezekiel, 2018)

Colleges of agriculture, like other tertiary institutions, are often equipped with libraries to provide information resources for the staff and students to help them in their learning. However, the development of Information and Communication Technology (ICT) particularly the internet has changed the way students can access information. One of the popular technologies in the internet era is social media.

Social media are a collection of internet websites, services, and practices that support collaboration, community building, participation, and sharing. Social media has exploded as a category of online discourse where people create content, share it, bookmark it and network at a prodigious rate. Because of its ease of use, speed and reach, social media is fast changing the way of communication and interaction in the world and setting trends and agenda in topics that range from the environment and politics to technology and the entertainment industry. Since the appearance of the first online message board, the virtual space or cyberspace has changed dramatically. With the invention of social media, students and other members of the society are now able to exchange ideas, feelings, personal information, pictures and videos at a truly astonishing rate. However, the concept of social media is something so wide and complex that different opinions are being raised about what social media actually mean.

Social media sites have the capabilities of educating, informing, entertaining and inflaming the audience. Social media is a widespread tool for communication and exchange of ideas. It facilitates the reach of vast audience that could hitherto not be reached by traditional media and has emerged as the new way in which people connect socially, by integrating information and communication technologies (such as mobile and web-based technologies), social interaction, and the construction of words, pictures, videos and audio formats, social media has a lot of advantages particularly in the educational sector (Orifah, Ijeoma, Olajide, and Wigwe, 2017). Many institutions used social media to teach during the Covid-19 lockdown. It was reported that lectures were delivered through WhatsApp, Telegram, Google Classroom, Zoom and many others. This way, we can see that social media can be a good tool for teaching and learning as they provide tools by which students and their teachers can communicate, share information, and exchange ideas (Ndubuaku, Inim, Ndudi, Samuel, and Prince, 2020).

The mass appeal of social media to student has often been a cause for concern for educators. This concern is not misplaced when we consider the amount of time many students who are supposed to be studying spend online. In Nigeria, undergraduates spend more time on Facebook, Twitter and other social media sites through smart phones that are now in abundance among them and most of them cannot go for two-three hours without checking and updating their profiles on these social networks even at the detriment of other activities such as educational and career pursuit.

What is worrisome is that many of them carry out unproductive activities on social media. A study conducted to find out students' use of social media revealed that students view social media for the purposes of leisurely entertainment, to watch films, to expose themselves to pornography and other dangerous activities. It has also been observed that apart from wasting precious time, students can also fall victim of fraud, identity thefts, recruitment for terrorism, cyber bullying and countless other negative influences associated with social networking in general (Hadebe, Owolabi, & Mlambo, 2016). As a result of these problems many educators have expressed the opinion that social media use will have a negative effect on the academic performance of students.

However, majority of the studies on the effect of social media on academic performance has focused on secondary schools and other tertiary institutions such as polytechnics and Universities. It is rare to find such studies on Agriculture specialised institutions like college of forestry. Also, most of these studies appear to be focused on finding only the bad effects of social media use with no consideration for the positive role of social media in education. This study therefore fills an important gap as it focusses on the effects of social media use on the academic performance of student in Federal College of Forestry, Ibadan, Nigeria.

Statement of the problem

Unlike the physical social gathering, the social media has become so complex and rich that it can serve several purposes. As a result, it can be employed to impart learning to students and to improve the interaction between students and their lecturers. However, there are claims that the use social media, instead of improving learning is actually affecting students' academic performance based on the fact that they usually use social media for entertainment and never for learning. It has also been claimed that students spend too much time on social media which limit the time they have left for study.

As few study on this subject have been conducted in colleges of agriculture in Nigeria, it is considered necessary to conduct this study on the impact of social media use on the academic performance of students in Federal College of Forestry, Ibadan, Oyo State, Nigeria.

Research Questions:

1. What are the various purposes for the use of social media by students of Federal College of Forestry, Ibadan, Oyo State, Nigeria?
2. What is perceived influence of social media on the academic performance of students of Federal College of Forestry, Ibadan, Oyo State, Nigeria?.

Literature review

social media to refer to all group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content. Web 2.0 was coined by Darcy DiNucci in 1999 to describe interactive social websites which allow users to interact and collaborate with each other in a social media dialogue. Considered as one of the essences of Web 2.0 revolution, social media networks have penetrated all communities and demographics worldwide. It has become indispensable because it offers users abundant opportunities to stay connected locally and globally besides mobile accessibility to knowledge repertoire (Issa, Isaías, & Kommers, 2015)

For simplicity purpose, various scholars have taken social media as comprising online applications for social networking sites, social bookmarking and sharing tools, social citation tools, blogging and microblogging tools, virtual worlds, e-conference presentation sharing tools, audio and video tools, e-project management tools, and research and writing collaboration tools; primarily developed to foster user-centered social interaction (Flynn, Jalali, & Moreau, 2015). Social media sites are generally web based and feature many methods of communication. These forms of communication include instant messaging, chat messaging, video connections, file-sharing, blogging, and discussion groups. In term of key functionalities, social media are web-based platforms that offer users the three following allowances: creating a public or partly public profile; establishing and managing connections with other users; and having viewing capacity and getting access to other links in the platform (Piotrowski,2015

The backbone of social media consists of visible profiles that display an articulated list of friends who are also registered of the system. Profiles are unique pages where one can "type oneself into being". Before joining any social, an individual is asked to fill out forms containing a series of questions with which the profile is generated. Typically a profile includes descriptors such as age, location, interests, an "about me" section, and a profile photo which is optional but usually considered as very important (Cao, and Hong, 2011).

After joining a social network site, users are prompted to identify others on the platform with which they have a relationship. These relationships differ by using different labels such as "Friends", "Contacts", "Followers", and "Fans". Social media platforms use two kinds of confirmation for friendship. One is one-directional ties sometimes labeled as "Fans" or" Followers," though many sites call these Friends as well. The other is bi-directional confirmation which need the both sides agree on the friendship (Fummey, Aziakui, and Adukpo, 2018)

Frequency of Social Media Use Among Tertiary Institution Students

The use of social media by undergraduate students has been generating research attention in recent years among library and information science scholar around the world. Some of these studies have been conducted in developing countries, particularly in Nigeria. However social media research in relation to academic activities have mostly been regarded as a distraction rather than something of value by many researchers. This can be attributed to lack of proper understanding of what social media means and lack of proper research approach (Wickramanayake, and Jika, 2018).

Social media has become an indispensable tool for the younger generation, especially among undergraduates. Social media are very popular especially among younger users. They are very easy to access since there is more than one way to log in social media platforms like mobile and computer-based technology. The most popular platforms of social media are the social networking platforms (Ahmed, Rahim, Alabdullah, and Thottoli, 2019). Studies have confirmed that this generation now has a psychological addiction with the internet in general (Qiaolei, 2014)and particularly with social media. This may be because students in higher education are now regular users of social media indifferent forms, as shown in several studies (Hong, Huang, Lin, and Chiu, 2014)

In a study on the impact of social media on academic performance and interpersonal relation among students at a tertiary medical center in East India, it was found that students used social media more frequently at home (54%) rather than at in the school (77%). However, a higher

proportion of medical students used social media in general than paramedical or nursing students although the extent of use for academic purpose was comparable across the categories of students. WhatsApp (91%), Facebook (83%), Google+ (16.7%), and Skype (12.6%) were the most popular platforms, with daily (92%) usage clearly more frequent than weekend-only usage (6%). Most respondents were using multiple networking services. Nearly 51% were "online" 1–3 h/day on an average and 49% were spending out of their pocket money to subscribe to internet (Lahiry, Choudhury, Chatterjeen, and Hazra, 2019).

In a related study conducted among Zambian students, researchers reported that Whatsapp was the commonly used social media tools among the students and that they engage actively on these tools between 31 to 60 minutes on daily basis. Also, the respondents indicated that they used the social media tools more for social life that for academic activities (Akakandelwa, and Walubita, 2019). In term of platform preference, it was noted that majority of the students 90% acknowledged that they preferred using Facebook to other social media tools like Twitter, LinkedIn, Web-Blog etcetera. The study also affirmed that 82% of the respondents utilize Faceboook on daily basis followed by Google Group 74% and Twitter 71%, while only 2% used the Web-Blog on monthly basis (Boahene, Fang, and Sampong, 2019) The wide acceptance of Facebook among students was also emphasized in other studies. In general, students prefer Facebook followed by Twitter, YouTube, Google or Skype. One particular study found that the majority of the respondents (93.5 per cent) use Facebook, followed by Google (64 per cent) and Twitter (48 per cent). This study further found that Google (52 per cent) was the most beneficial social media system to students, although they mostly preferred Facebook (93.5 per cent) (Stainbank, and Gurr, 2016). Researchers in India also found that Facebook was the most popular social media among students (85 per cent), followed by YouTube (44 per cent) and Google (41 per cent) (Singh, and Gill, 2016)

In a study which covered universities in South-west Nigeria, the authors asked investigated the frequency of use of social media. The study made use of 348 respondents from different institutions to compare their rate of social media use. The data analysis showed that a majority of

the respondents (54%) from Bowen University (BU) used Facebook on daily basis, while Blog (43%) are used on weekly basis, Flickr and Instagram are equally used on monthly basis. Other social media tools such as WhatsApp, YouTube, and Twitter were likewise used on daily basis with mean score of 3.60, 3.30 and 3.33 respectively. Comparatively, the large proportion of the respondents 113(58.5%) from Olabisi Onabanjo University (OOU) used WhatsApp on daily basis followed by Facebook 91(47.2%), while YouTube, Skype, Flickr as well as Blog were used on weekly basis. More so, the findings also indicated that Podcast, Wikis and Eskimi were also used on monthly basis. Respondents from the both universities acknowledged that they never used MySpace at all (Ogedengbe, and Quadri, 2020).

Purposes of Social Media Use Among Tertiary Institution Students

As part of the effort to understand the use of social media and its impact on various aspect of the users' life, researchers have attempted to understand the reasons why students use social media. In one of such studies, researchers noted that 60.8% of the undergraduate students in a Nigerian University engage in social media tools mostly for educational associated activities while 52.9% of the respondents reported that social media tools have assisted them in boosting their cumulative grade point average (CGPA) (Fatokun, 2019). A similar study conducted by researchers in Southern part of Nigeria however found that students were interested in using social media for entertainment and communication activities more than learning. This study further stated that only "for sharing academic events with my peers" (65.2 per cent) was the recorded response of more than 50 per cent of students. Other academic related activities, such as "for submitting assignments" (34.1 per cent) and "to interact and exchange idea[s] with my lecturers" (9.4 per cent), were the responses recorded by less than 35 per cent of the students (Fasae, and Adegbilero-Iwari, 2016).

These studies were also supported by findings from other countries. Researchers in India also found that a large proportion (85%) of students were using social media for searching news (69%), articles (59%), and audiovisuals (41%), mostly for academic content, and 65% of the respondents

believed that this online usage had a positive impact on their academics. In contrast, students who believed that social media usage had a negative impact (25%) cited "decrease in study time," "more inattentive," and "reduction in attendance" as primary reasons (Lahiry, Choudhury, Chatterjeen, and Hazra, 2019).

Effect of Social Media Use on Tertiary Institution Students Academic Performance

There are various studies that have tried to understand the nature of the impact that regular use of social media has on the academic performance of students at various level of education. These researches have been conducted all around the world and in different institutions. Also, the findings have been as varied as the researchers and the subject of research. Also, the studies have taken different approaches to investigate the problem. While some focused on social media in general, others have focused on a specific platform. This is understandable because social media have different user population and are used for different purposes (Hadebe, Owolabi, & Mlambo, 2016) One of the most studied social media platforms around the world is Facebook.

Facebook usage has previously been associated to a limited degree with negative academic outcomes. Researchers examined the relationship between class standing, Facebook use, and academic performance, and found differentiated outcomes based on class standing. The results of this study indicated that students at the senior level were less likely to spend significant amounts of time on Facebook versus lower student ranks. Increased Facebook usage was specifically associated with negative academic outcomes among only newly admitted undergraduates (Junco, 2015). It is implied that students become more aware of their academic responsibilities as they advanced in their education and are thus able to limit the use of social media if it affects their academic performance.

The study further showed that increased time spent on Facebook had negative effects only among newly admitted undergraduates and students in other levels (except final years) who multitasked with Facebook. It was indicated that those who use social media everywhere including in

classrooms and reading rooms had poorer academic performance while those who had not had better results. The findings suggested that Facebook usage had differentiated outcomes based on class rank. While the findings demonstrated some reason for concern regarding the use of social networks, this concern was different for different student ranks. Seniors were likely to be able to use Facebook at higher rates and multitask with it without negative effects. However, Freshman, Sophomores, and Juniors all were at risk of negative academic performance based on different patterns.

Methodology

This research adopted is the descriptive survey methodology. The study population includes all the 599 regular students of Federal College of Agriculture, Moor Plantation, Ibadan, Oyo State. 150 students were proportionally sampled according to the assertion of Connaway, and Radford (2016) who asserts that determining an adequate sample size for descriptive research is that it should consist of 5% to 25% of the population under study. Using questionnaire as instrument for data collection. Data obtained from the responses of the questionnaires was coded. Quantitative data obtained mainly from the questionnaire was analysed using Statistical Package for Social Sciences (SPSS) software. Descriptive statistics (frequencies, percentages, and cross-tabulation) was used in the presentation in form of tables.

Data analysis

Demographic Analysis

This section presents an analysis of the demographic characteristics of the respondents.
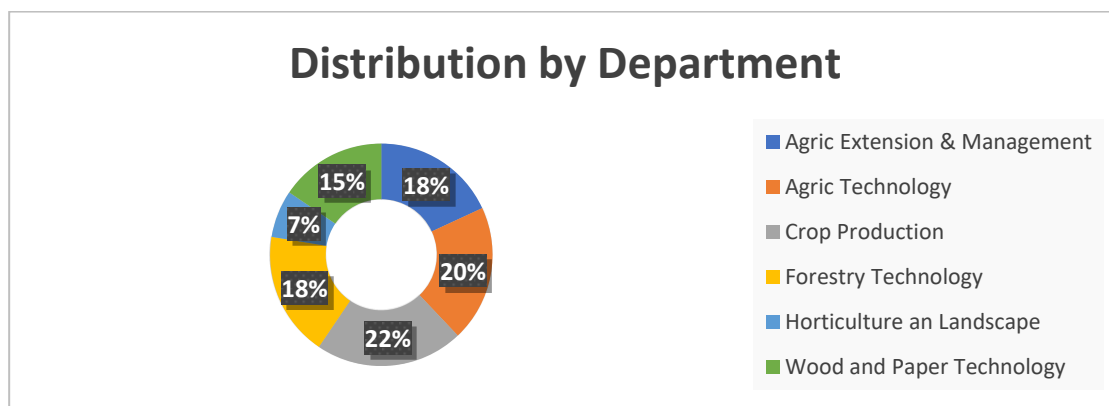
Figure 4.1: Distribution of the Respondents According to Department

From the data in figure 4.1, the respondents can be seen according to the department they belong. Student from the department of Crop production constitute the major as they are 25 which represents 22% of the total respondents. This is followed by students from the department of Agricultural Technology which has 23 respondents or 20% of the total respondents. 21 (18%) of the respondent are from the department of Agricultural Extension and Management. The same number of respondents are also from the department od Forestry Technology. 18 (15%) of the respondent are form the department of Wood Technology while the department of Horticulture and Landscape Management has 8(7%) which is the least among the departments.
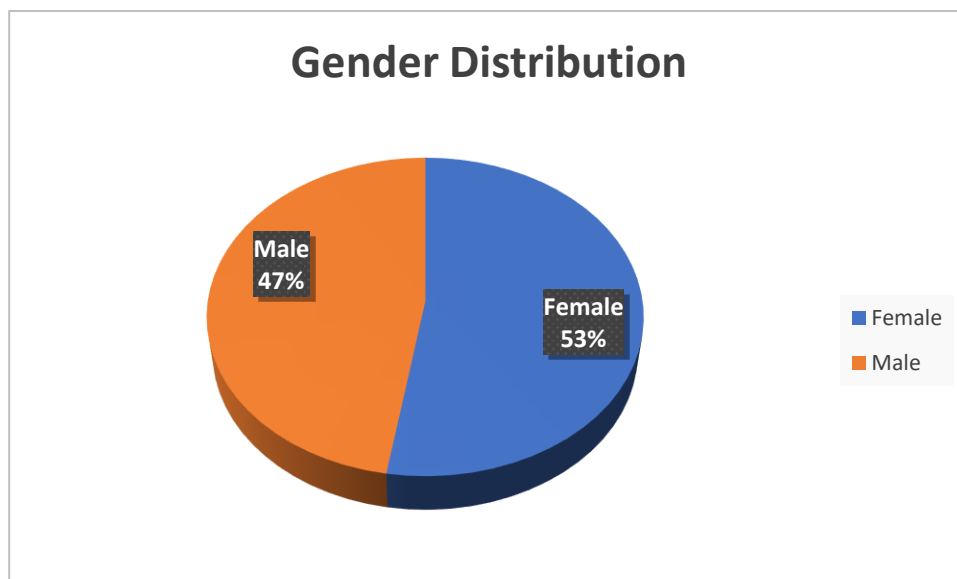

Figure 4.2: Distribution of The Respondents According to Gender

Figure 4.2 shows the result of the analysis of the respondents by gender. There were 61 female respondents which constitutes 53% of the total respondents while male respondents are 55 which means they constitute 47% of the total respondent. By this, female respondents are in the majority.

What are the various purposes for the use of social media by students of Federal College of Forestry in Ibadan, Oyo State, Nigeria?

Table 4.3: Purposes for The Use of social media by Students of Federal College of Forestry in Ibadan, Oyo State, Nigeria

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	St Dev
For leisure and Entertainment	113 97%	3 3%	--	--	3.96	0.18
To gather information	95 82%	21 18%	--	--	3.82	0.38
For personal research work	59 51%	57 49%	--	--	3.51	0.50
To carry out academic research works	40 34%	70 60%	--	6 5%	3.24	0.70
To carry out assignments	38 33%	66 57%	--	12 10%	3.12	0.85

Source: Fieldwork 2021

Table 4.3 shows the purposes for which the respondents make use of social media. From the analysed data, it is obvious that all of respondents use social media for leisure and entertainment purposes. 113 (97%) of the respondents strongly agreed to this while the remaining 3 (3%) also agree. Furthermore, the statement has a mean score of 3.96 which makes it the most significant statement. The respondents also used social media to gather information as shown by 95 (82%) of them who strongly agreed and 21 (18%) who also agreed to the statement. Using social media for information also has a mean score of 3.82 which makes it the second highest. The next purpose is 'For personal research work' to which 59 (51%) strongly agreed and 57 (49%) agreed. Academic research is another purpose for which the respondents use social media. 40 (34%) of the respondents strongly agreed and 70 (60%) of them agreed while 6 (5%). The use of social media for academic research has a mean score of 3.24 which means that it is not as significant as the use for entertainment and information. This can also be seen in those who use social media 'to carry out assignments. 38 (33%) of the respondents strongly agreed to this and 66 (57%) of the respondents agreed but 12 (10%) of the strongly disagree. Overall, the use of social media is more significant for entertainment and information purposes than for academic purposes.

4.4: What is perceived influence of social media on the academic performance of students of Federal College of Forestry students in Ibadan, Oyo State, Nigeria?

Table 4. 4: Perceived influence of social media on the academic performance of students of Federal College of Forestry in Ibadan, Oyo State, Nigeria?

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	St Dev
I feel my grades in school has improved as a result my using social media to study	38 33%	62 53%	16 14%	--	3.18	0.68
All in all, social media has greatly helped in making me better in my academic work.	40 34%	54 47%	10 9%	12 10%	3.05	0.92
I think access to social media has helped improved my academic performance	23 20%	81 70%	6 5%	6 5%	3.04	0.68
I think I understand various topics better as a result of social media use	32 28%	30 26%	38 33%	16 14%	2.67	1.03
I think without social media, my academic performance will drop.	16 14%	11 9%	37 32%	52 45%	1.92	1.05

Source: Fieldwork 2021

Table 4. 4 shows the response to the statements measuring the perceived influence of social media use on the academic performance of the respondents. Most of the respondents feel their grades in school has improved as a result using social media to study. 38 (33%) of the respondents strongly agreed to this and 62 (53%) of them also agreed. However, 16 (14%) disagreed. With a mean score of 3.18, this statement is the most significant. The respondents also believe that overall, social media has greatly helped in making them better in their academic work. 40 (34%) of them strongly agreed to this statement while 54 (47%) also agreed. These percentages are however higher than the 10 (9%) who disagreed and 12 (10%) of the respondents who strongly disagreed. With a mean score of 3.05, the statement is accepted as significant. Furthermore, 23 (20%) of the respondents strongly agreed 81 (70%) of them agreed that access to social media has helped improved their academic performance while 6 (5%) disagreed and strongly agreed respectively. On a subject basis, majority of the respondents also perceived that they understand various topics better as a result of social media use. 32 (28%) of the respondents strongly agreed to this and 30

(26%) of them agreed. However, 38 (33%) disagreed while 16 (14%) of them strongly disagreed. This statement is still significant with a mean score of 2.67. on the contrary, majority of the respondents rejected the notion that their academic performance will drop without social media. Although 16 (14%) of them strongly agree and 11 (9%) agreed with the statement, 37 (32%) of them disagreed and 52 (45%) strongly disagreed. As a result, the statement has a mean score of 1.92 which makes is not significant.

Discussion of findings

The study also examined the purpose for which students use social media, the response to which shows that the main reasons are for leisure and entertainment (Mean = 3.96); information (Mean = 3.82); personal research (Mean = 3.51); academic research works (Mean = 3.21) and assignments (Mean = 3.12). The trend shows that entertainment and information are high on the list of reason while academic purposes were at the bottom. This finding is contrary to that of studies that have reported that students do not use social media for academic purpose[4] but it also agrees with recent studies showing that social media is now playing a significant role in education at all levels as students are beginning to see social media as a good source of academic information (Wickramanayake, and Jika, 2016; Piotrowski, 2015)

On the perceived influence of social media use on academic performance, the findings show that students mostly see social media as a positive influence on their academic works. They believed that their grades have improved due to social media use (Mean = 3.18); it has helped in making them better in their academic work (Mean = 3.05); it has improved their academic performance (Mean = 3.04) and helped them understand various topics better (Mean = 2.67). however, they rejected the notion that without social media use, their academic performance will drop (Mean = 1.92). These findings show that Federal College of Forestry students in Nigeria are also part of the emerging trend worldwide in which students are leveraging on the informal atmosphere to learn even the most difficult subjects (Ehibudu, and Tusiinia, 2017). Studies have reported educators using social media such as WhatsApp and Instagram to teach various subject (Orifah, Ijeoma,

Olajide, and Wigwe, 2017) Also, YouTube has become popular as a source of educational videos for all age grades and all disciplines (Elkaseh, Wong, and Fung, 2016)

Summary of findings

One hundred and fifty (150) students of the Federal College of Forestry, Ibadan were included in the study but 116 of them fully filled and returned the research questionnaire which translates to a 77% return rate. This is considered adequate for generalization.

Demographic analysis shows that the students were drawn for six departments in the institution. Students from the department of Crop Production were the largest with 22% while students form the department of Horticulture and Landscape Management were the least as they constitute just 7% of the total respondents. Also, there were more females in the study (53%) than male (43%) and most of the youths between the age of 16 to 30 years (92%). This shows a youthful population.

The study has shown that the use of social media is a part and parcel of students irrespective of their level of education and discipline. The perception of students about the use of social media is often different from that of educators. While educators are likely to view social media as a distraction, students are likely to view them as a multipurpose tool that can enable them have fun and learn at the same. Students have gotten used to the informal and spontaneous nature of social media that they are more comfortable using them even for academic purpose. It is therefore obvious that convincing students to give up social media is an impossible task. However, the good thing is that students' love for social media can be leveraged by innovative educators and educational policy makers to deliver quality learning materials to students right where they like to frequent. This way, social media can be changed from a weapon that destroys academic careers to a tool capable of enhancing academic performance,

Recommendations

Based on the findings and conclusions reached in this study, the following recommendations are considered as appropriate;

Educators should improve their efforts to deliver learning and learning resources to students through social media platforms frequently used by students such as WhatsApp, Instagram, Facebook and Twitter among others.

Information service providers such as academic libraries should integrate the use of social media into their services and tailor their content into formats suitable for or preferred by social media users.

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