

**INFLUENCE OF SOCIAL MEDIA ON THE ACADEMIC  
PERFORMANCE OF STUDENTS AT KOGI STATE COLLEGE OF  
EDUCATION, ANKPA, KOGI STATE NIGERIA.**

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***Abstract***

*The present study examined the impact of social media on the academic achievement of students enrolled at Kogi State College of Education, Ankpa. The primary aims of this study were to examine the impact of social media on students' attendance and involvement in class. The study utilised a descriptive survey research approach, and data were gathered by the administration of a self-structured questionnaire called the "Social Media and Academic Performance Questionnaire" (SMAAPQ). The study's population consisted of 5,347 students enrolled at Kogi State College of Education, Ankpa. A sample of 388 individuals was selected using a multi-stage selection technique and the Glen Formula for determining the sample size. The reliability of the research instrument was determined through a trial. The study issues were addressed using descriptive statistics, specifically the mean and standard deviation. Additionally, the hypotheses were tested using the Chi-square ( $\chi^2$ ) test of goodness of fit, with a significance level of 0.05. The results of the study indicated a noteworthy adverse impact of social media usage on the attendance and participation of students at*

*Kogi State College of Education, Ankpa. Based on the findings, the study proposed the incorporation of digital literacy education into the academic syllabus with the objective of promoting conscientious utilisation of social media platforms. The training programme should prioritise the development of a harmonious equilibrium between online engagements and academic responsibilities. It should underscore the significance of in-person interactions and foster the cultivation of critical thinking skills while engaging with material on social media platforms.*

**Keywords:** Social media, academic performance, Kogi State College of Education Ankpa

## **Introduction**

It is evident that the world is witnessing a momentous celebration marked by remarkable advancements in communication technology. The emergence of Information and Communication Technologies (ICTs) has brought about a revolutionary transformation in the way people connect and communicate, effectively erasing the barriers of distance and borders, creating what is commonly referred to as a "Global village." The positive impact of modern communication technology cannot be overstated, as it empowers individuals worldwide to stay informed, enlightened, and continuously updated with global developments and events. This seamless exchange of information, ideas, and knowledge has opened up new possibilities and enabled significant achievements in various fields (Adams 2022).

Central to this transformation are social networking sites, such as Twitter, Yahoo Messenger, Facebook Messenger, WhatsApp, Skype, Google Talk, Google Messenger, instagram, link in which have become integral parts of our daily lives. These platforms serve as virtual meeting places, facilitating interactions among people from diverse backgrounds, bridging geographical boundaries, and promoting global unity (Asemah and Edegoh, 2018). Furthermore, modern communication technology has not only enhanced communication but also revolutionized the way tasks are accomplished, simplifying business operations and streamlining personal routines, leading to increased productivity and overall efficiency (Makinde 2017). However, it is essential to acknowledge that communication technology also presents challenges, such as the rapid spread of misinformation and fake news through digital channels. The ease of sharing information without proper verification can have adverse effects on society and individuals. Among the concerns related to modern communication technology, the issue of social media's influence on academic performance and class attendance among students of tertiary institutions has become a pressing topic of interest.

Social media's ubiquity in students' lives offers both advantages and challenges to their academic performance (Agaba, 2022). Social media refers to a collection of internet-based platforms and applications that allow users to create, share, and interact with content in virtual communities (Adegoke, 2017). These platforms enable individuals to connect, communicate, and collaborate with others across the globe, bridging geographical distances and facilitating the exchange of ideas, information, and media (Okoro, Santas & Timothy, 2019). Social media's ubiquity in students' lives offers both advantages and challenges to their academic performance (Agaba, 2022). Academic performance refers to the level of achievement and success attained by students in their academic pursuits, typically measured through various assessments, tests, examinations, and other academic evaluations (Oyedepi, 2018). It reflects a student's ability to understand and apply the knowledge, skills, and concepts taught in educational institutions (Obiakor, Uwadiae, & Onah, 2020). This study focuses on the influence of social media on class attendance and class participation of students in Tertiary Institutions in Nigeria.

Class attendance is the act of physically or virtually participating in scheduled academic sessions or learning activities. It involves students being present during lectures, discussions, or other instructional sessions, either in a traditional classroom setting or through online platforms (Osagie & Adebayo, 2019). Regular attendance is considered crucial for students to engage with course content, interact with peers and instructors, and enhance their academic performance and overall educational experience (Osagie & Adebayo, 2019). On the positive side, responsible usage of social media can enhance students' awareness of class-related activities, encouraging them to attend classes more consistently and enabling effective communication between peers and instructors. It fosters a sense of community and promotes a more interactive learning environment where students feel comfortable expressing their thoughts and opinions (Ogundele, 2019).

Moreover, educators can leverage on social media as a tool to share educational resources, articles, and provide real-time feedback, which boosts student confidence and motivation to participate actively in class discussions (Adegoke&Nwosu, 2018). However, social media also poses significant challenges to class attendance. Students may be distracted by excessive use of these platforms, leading to reduced focus on academic responsibilities, such as attending physical classes regularly. The convenience of accessing academic content online might inadvertently result in a decline in physical class attendance, as students believe they can catch up later through social media; this could affect their class participation (Adeoye and Ademola, 2018).

Additionally, the influence of social media on students' academic performance is a complex and multifaceted topic that warrants further investigation. While social media can offer opportunities for improved communication and engagement, it also poses challenges that need to be addressed responsibly. Striking a balance between embracing technological advancements and mitigating associated drawbacks is crucial as we continue to explore the potential of communication technology for fostering an inclusive and interconnected global community. This study investigated the influence of social media on the academic performance of students of Kogi State College of Education Ankpa, providing valuable insights into this pressing concern.

### **Statement of the Problem**

In recent years, the increasing prevalence and widespread use of social media platforms have raised concerns about their potential impact on various aspects of individuals' lives. One area of significant interest is the potential influence of social media on the academic performance of students. This study investigated the influence of social media on academic performance of students of Kogi State College of Education Ankpa.

The widespread adoption of social media platforms, such as Facebook, Twitter, Instagram, and WhatsApp, has provided students with new avenues for communication, networking, and information sharing. These platforms offer numerous benefits, such as facilitating collaboration, sharing educational resources, and fostering connections with peers and professors. However, concerns have been raised that the excessive use of social media may also have adverse effects on students' academic performance such as distractions, reducing the time and focus dedicated to academic activities which can be traceable to several factors.

Time spent on social media could displace time that should have been allocated to class attendance and participation, leading to reduced study hours and potential academic underachievement. Additionally, constant exposure to social media notifications and updates may disrupt concentration, hinder information retention, and affect cognitive functions, ultimately impacting students' ability to excel academically.

Despite the growing concerns surrounding the impact of social media on academic performance of students, there is a limited understanding of how extensively social media usage affects the students of Kogi State College of Education, Ankpa. Addressing this knowledge gap is crucial to developing effective strategies to promote a healthy balance between social media engagement and academic success. Therefore, this study explored and quantified the relationship between

social media usage patterns and academic performance among students of Kogi State College of Education, Ankpa.

### **Research Questions**

The following research questions were posed to guide the study:

- i. In what ways does Social media influence class attendance of Students of Kogi State College of Education, Ankpa?
- ii. What is the influence of Social media on class participation of the students?

### **Hypotheses**

The following null hypotheses were formulated and tested at 0.05 level of significance:

- i. Social media does not significantly influence class attendance of Students of Kogi State College of Education, Ankpa.
- ii. Social media does not significantly influence class participation of Students of Kogi State College of Education, Ankpa.

### **Methodology**

The study employed a descriptive survey research design. The study's population comprised 5,347 students from Kogi State College of Education, Ankpa. The study employed a multi-stage sample approach as the chosen sampling technique. The study utilised a sample size of 388 students from Kogi State College of Education, Ankpa. The sample size was determined using the Glen formula for sample determination. The process of data gathering involved the utilisation of a self-constructed questionnaire known as the "Social Media and Academic Performance Questionnaire" (SMAAPQ). The researcher's self-developed questionnaire underwent rigorous examination by two specialists in the field of educational administration and planning, with one expert specialising in agricultural education and the other in measurement and evaluation. Both experts were affiliated with Kogi State University, Anyigba. In order to evaluate the instrument's dependability, a trial test was conducted at the Federal University of Lokoja. During this trial, 40 students were provided copies of the questionnaire. The Cronbach Alpha Coefficient was employed to assess the internal consistency of the instrument, resulting in an overall reliability coefficient of 0.97. The research topics were addressed using descriptive statistics, specifically the mean and standard deviation. The hypotheses were examined by doing the Chi-square ( $\chi^2$ ) test of goodness of fit, with a significance threshold set at 0.05.

### **Presentation and Discussion of Results**

The presentation, interpretation, and discussion of findings were based on the 385 respondents obtained from the field work. Out of 388, three copies of the questionnaires were lost, resulting to a return rate of 99.22%. The data used for this section were obtained from the administration of the instrument. The research

questions were answered using mean and standard deviation, while the hypotheses were tested using Chi-Square ( $\chi^2$ ) goodness-of-fit at 0.05 level of significance.

**Research Question One: In what ways do Social media influence class attendance of Students of Kogi State College of Education, Ankpa?**

**Table 1**  
*Mean and Standard Deviation of influence of Social media class on attendance of Students of Kogi State College of Education, Ankpa*

Table 1 presents the findings regarding Social media influence on class attendance of Students of Kogi State College of Education, Ankpa, The mean ratings for items 1-5 indicate a strong agreement among respondents, with a cluster mean of 3.57 and a Standard Deviation of 0.73. These results agree that Social media has negative influence on class attendance of Students of Kogi State College of Education, Ankpa

**Research Question 2: What is the influence of Social media on class participation of students?**

**Table 2**  
*Mean and Standard Deviation of the influence of Social media on class participation of students*

Item No	Items Description	N	SA	A	D	SD	$\bar{X}$	Std	Rank	Decision
6	If students are constantly preoccupied with checking their social media accounts, they are less likely to pay attention to the class discussion, increasing the chances of missing important points.	385	139	162	84	-	3.14	0.75	2 <sup>TH</sup>	A
7	Students who dedicate a significant amount of time to social media may discover that they have less time available to prepare adequately for class and actively participate in discussions.	385	16	93	146	130	1.99	0.87	5 <sup>th</sup>	D

8	Students who are constantly checking their social media accounts may feel like they are missing out on something if they are not participating in the discussion.	385	2	123	173	87	2.10	0.75	4 <sup>th</sup>	D
9	Students who are being bullied online may be reluctant to participate in class for fear of being harassed or threatened.	385	75	7	196	107	2.13	1.03	3 <sup>h</sup>	D
10	Due to too much face booking students sleeps during lessons, which affects their class participation	385	172	180	37	1	3.36	0.65	1 <sup>st</sup>	A
Cluster Mean/Standard Deviation							2.55	0.81	A	

Table 2 presents the findings regarding Social media influence on class participation of Students of Kogi State College of Education; the mean ratings for items 6-10 indicate a strong agreement among respondents, with a cluster mean of 2.55 and a Standard Deviation of 0.81. These results agree that Social media has negative influence on class participation of Students of Kogi State College of Education.

**Hypothesis One: Social media does not significantly influence class attendance of Students of Kogi State College of Education.**

**Table 3**

*Chi-Square Test of Influence of Social Media on Class Attendance of Students of Kogi State College of Education.*

Response Options	Fo	Fe	a	df	$\chi^2$ -cal	Asymp.Sig.	Remark
Strongly Agree	116	96.3					
Agree	213	96.3					
Disagree	56	96.3	0.05	321	5.634	0.00	S, Reject H
Strongly Disagree	1	96.3					
Total (N)		385					

N represents the total number of respondents in the study. The symbol "Fo" represents the observed frequency. The expected frequency (Fe) and the degree of freedom (df) are variables that are commonly used in academic research. The variable  $\chi^2$ -cal represents the calculated value of the chi-square statistic, which is used in the chi-square test of goodness-of-fit. The term "asyp" refers to the asymptotic significance value associated with this test. The symbol S represents a significant result, indicating the rejection of the null hypothesis (H0), the symbol a represents the alpha level, which is set at 0.05. The findings displayed in Table 3 indicate that the calculated value of  $\chi^2$  (Chi-square) was 215.634, with a degree of freedom of 3. At a significance level of 0.05, the asymptotic significance value obtained from the Chi-square test of goodness-of-fit was a P-value of 0.00. According to the decision rule, it was indicated that if the p-value is less than the predetermined significance level of 0.05, the null hypothesis is rejected. Conversely, if the p-value is greater than the significance level of 0.05, the null hypothesis is not rejected. In this case, since the p-value of 0.00 is less than the significance level of 0.05, it suggests that the test statistic is statistically significant, leading to the rejection of the null hypothesis. Hence, it can be inferred that social media exerts a substantial adverse impact on the attendance of students enrolled at Kogi State College of Education, Ankpa.

**Hypothesis 2:** Social media does not significantly influence class participation of Students of Kogi State College of Education, Ankpa  
 To test hypothesis two, Chi-square Test of goodness -of -fit statistic was used to test at 0.05 level of significance.



**Table 4**

*Chi-Square Test of Influence of Social Media on Class participation of Students of Kogi State College of Education, Ankpa.*

Response Options Remark	Fo	Fe	a	df	$\chi^2$ -cal	Asymp. Sig.	
Strongly Agree	172	96.3					
Agree	180	96.3					
Disagree	32	96.3	0.05	3	269.639	0.000	S,
Reject H <sub>0</sub>							
Strongly Disagree	1	96.3					
<b>Total (N)</b>	<b>385</b>						

The findings displayed in Table 4 indicate that the calculated value of the  $\chi^2$  Chi-square test was 269.639, with 3 degrees of freedom. At a significance level of 0.05, the asymptotic significance value obtained from the Chi-square test of goodness-of-fit was a P-value of 0.00. According to the decision rule, it is said that the null hypothesis should be rejected when the p-value is less than the predetermined significance level of 0.05. Conversely, the null hypothesis should be accepted when the p-value exceeds the significance level of 0.05. Given that the obtained p-value of 0.00 is smaller than the predetermined significance level of 0.05, it may be concluded that the statistical test is deemed significant. Consequently, the null hypothesis is rejected. Hence, it can be inferred that the utilisation of social media has a substantial impact on the level of engagement exhibited by students enrolled at Kogi State College of Education, Ankpa. In this study, two null hypotheses were formulated and subsequently tested at a significance level of 0.05. The discussion of the research findings aligns with the formulated research questions and hypotheses.

**Discussion of findings**

The first finding of this study revealed that social media has a significant negative influence on the class attendance of students in Kogi State College of Education, Ankpa. This finding contradicts the results of Osagie and Adebayo (2019), who found that responsible usage of social media can positively impact students' awareness of class-related activities, encouraging them to attend classes more

consistently and enabling effective communication between peers and instructors. However, it aligns with the findings of Adeoye and Ademola (2018), who observed that the convenience of accessing academic content online might unintentionally lead to a decline in physical class attendance, as students believe they can catch up later through social media.

The second finding of this study revealed that social media has a significant negative influence on class participation among students at Kogi State College of Education, Ankpa. This finding contradicts the results of Adegoke & Nwosu (2018), who observed that educators can utilize social media as a tool to share educational resources, articles, and provide real-time feedback, thereby enhancing student confidence and motivation to actively participate in class discussions. However, it aligns with the findings of Kircaburun & Griffiths (2018), who observed that cyber-bullying and the fear of missing out (FOMO) on social media can have a negative impact on class participation, ultimately leading to reduced academic performance and increased anxiety levels.

### **Conclusion**

In conclusion, the comprehensive findings of this study present compelling evidence that social media usage has a pronounced and detrimental effect on both class attendance and class participation among students enrolled at Kogi State College of Education, Ankpa. This noteworthy discovery sheds light on a pertinent issue that demands immediate attention from educators, administrators, and policymakers alike. The clear negative influence between social media usage and class attendance highlights the need for proactive measures to be taken to tackle the declining rates of physical presence in classrooms. While social media may offer students access to academic content online, leading to the belief that they can catch up later, it is crucial to emphasize the irreplaceable value of face-to-face interactions and the benefits derived from active engagement within the traditional classroom setting. Encouraging responsible usage of social media and communicating the importance of attending classes regularly will be pivotal in mitigating this issue.

Likewise, the study's identification of a substantial link between social media usage and decreased class participation underscores the importance of creating an inclusive and supportive learning environment. Addressing the factors of cyber-bullying and the fear of missing out (FOMO) on social media that hinder students' active involvement in classroom discussions becomes imperative. By fostering an atmosphere of open dialogue, respect, and understanding, educators can inspire students to contribute actively to discussions, thereby enhancing their overall learning experience.

It is evident that the prevalence of social media in students' lives necessitates a proactive approach in integrating digital literacy and responsible social media usage into educational practices. Incorporating these elements into the curriculum can empower students to harness the positive aspects of social media while equipping them to recognize and manage its potential drawbacks. Moreover, offering workshops or training sessions for both students and educators can further facilitate a productive and balanced integration of technology into the learning process.

### Recommendations

Based on the findings of this study, several recommendations are proposed to address the negative influence of social media on class attendance and class participation among students of Kogi State College of Education, Ankpa. These recommendations aim to foster a more conducive learning environment and enhance overall academic performance:

1. **Digital Literacy Training:** Incorporate digital literacy training into the curriculum to educate students about responsible social media usage. These sessions should focus on promoting a healthy balance between online activities and academic commitments, emphasizing the value of face-to-face interactions, and encouraging critical thinking regarding information consumption on social media platforms.
2. **Awareness Campaigns:** Launch awareness campaigns targeted at students, educators, and parents to highlight the potential consequences of excessive social media usage on academic performance and participation. These campaigns can emphasize the importance of attending classes regularly and actively engaging in classroom discussions for a more enriching learning experience.
3. **Classroom Engagement Strategies:** Implement innovative classroom engagement strategies that leverage technology while minimizing distractions. Educators can use interactive and collaborative online tools to facilitate discussions, quizzes, and debates, ensuring active participation and creating an inclusive learning atmosphere.
4. **Pedagogical Integration of Social Media:** Explore pedagogical approaches that integrate social media as an educational tool to enhance learning rather than detract from it. Educators can leverage social media platforms to share relevant educational resources, facilitate real-time feedback, and encourage constructive discussions among students.
5. **Inclusive Learning Environment:** Create an inclusive learning environment that encourages open dialogue and respects diverse viewpoints. By fostering a supportive atmosphere, students will feel more comfortable participating in class discussions, both in person and online.

6. **Student-Teacher Communication:** Strengthen student-teacher communication channels to bridge the gap between the virtual and physical learning environments. Educators should be accessible to students for academic queries and support, fostering a sense of connection that encourages regular class attendance and active participation.
7. **Continuous Research and Evaluation:** Encourage ongoing research to better understand the evolving impact of social media on education. Regular evaluation of the effectiveness of implemented strategies will help refine and adapt approaches to suit the changing needs of students and the technological landscape.
8. **Collaboration with Student Organizations:** Collaborate with student organizations to raise awareness about responsible social media usage and promote active engagement in academic activities. Student-led initiatives can be instrumental in driving positive behaviour changes among their peers.

By implementing these recommendations, Kogi State College of Education, Ankpa can effectively navigate the challenges posed by social media and harness its potential as a valuable educational tool. Creating a balanced approach that integrates technology responsibly will ultimately contribute to a more enriching and rewarding academic experience for all students.

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