

University of Nebraska - Lincoln
DigitalCommons@University of Nebraska - Lincoln

Library Philosophy and Practice (e-journal)

Libraries at University of Nebraska-Lincoln

Winter 5-6-2019

Social Media Use and its Influence on Academic Performance of Postgraduate Students of Benue State University, Makurd

Beetseh Kwaghga

University of Agriculture Makurdi, beetsekwaghga@gmail.com

Benedict Okike O.I

Federal University of Agriculture, Makurdi Benue State, Nigeria, ben16server@gmail.com

Terna Ramatu A

Federal University of Agriculture, Makurdi Benue State, Nigeria, Teram060@yahoo.com

Follow this and additional works at: <https://digitalcommons.unl.edu/libphilprac>

 Part of the [Library and Information Science Commons](#)

Kwaghga, Beetseh; O.I, Benedict Okike; and A, Terna Ramatu, "Social Media Use and its Influence on Academic Performance of Postgraduate Students of Benue State University, Makurd" (2019). *Library Philosophy and Practice (e-journal)*. 3056.
<https://digitalcommons.unl.edu/libphilprac/3056>

Social Media Use and its Influence on Academic Performance of Postgraduate Students of Benue State University, Makurd

By

Benedict O. I. Okike

Francis Sulemanu Idachaba Library

University of Agriculture, Makurdi Benue State, Nigeria

ben16server@gmail.com bensoft15@gmail.com

Terna, Ramatu A CLN

Francis Sulemanu Idachaba Library

University of Agriculture, Makurdi Benue State, Nigeria

Teram060@yahoo.com

and

Beetseh, Kwaghga

Francis Sulemanu Idachaba Library

Federal University of Agriculture, Makurdi

beetsekwaghga@gmail.com

07033349985

Abstract

This study examined the social media use and its influence on academic performance of Postgraduate students of Benue State University, Makurdi. Four research questions were answered. Population for this study was 76 library staff of Benue State University and was used as sample. Instrument for data collection was a structured questionnaire. Data collected was analysed using percentage, mean and standard deviation. Findings of the study revealed that Postgraduate students mostly spend their time using Facebook on social media. Findings also revealed that most of Postgraduate students spend their good on social media. The study also found that Postgraduate spend good number of hours on social media. Finally, the study revealed that usage of social media influence academic performance of Postgraduate students. The study concluded that social media is an important instructional method and cannot be misused. It was recommended that University management must design time and opportunities for the use of social media activities into their course syllabi. Both instructors and students must be open to learning and using new social media classroom approaches that extend and enhance instructor-student interactions.

University management should encourage all Postgraduate students to use social media for academic purposes.

Keywords: Social media, Use, Influence, Academic performance and Postgraduate students

Introduction

Libraries have undergone rapid change in recent decades that not only pertain to their holdings, but to services as well. When job descriptions for subject bibliographers became common in the 1990s, the positions were intended to develop expertise in building collections within assigned disciplines. Much of the work was directed toward wise purchasing decisions and staying in touch with departmental faculty for research needs. However, a shift was seen as these roles led more into subject liaison work, with assignments related to an array of tasks in instruction, research consultations, and reference services as well as collection building. Outreach, library promotion, marketing and creating connections to targeted user groups are fairly recent concerns for academic library programs. Budgets grow tighter while we are asked to demonstrate our value. As social media are adopted for the sake of library promotion and outreach, we must also navigate the changing landscape that patrons face in their own ability to create online content across these platforms. All of these concerns are at the forefront of academic libraries as academic librarians constantly strive to demonstrate our value to the academic community.

Social media is the use of electronic means to communicate and interact. Social media, as buttressed by Sokoya, Onifade and Alabi (2012), is popular because it allows people to connect in the online world to form a group, a forum and community where ideas and information can be exchanged without geographic barrier. Apparently, there is a shift from the conventional meaning of communication to a more globalized approach of communication. The explosive growth of web service apparently has changed the way web users interact giving them a new power to create, publish and promote their own content (Rees & Hopkins, 2012).

Kaplan & Haenlein cited in Onuohal, (2013) asserted that social networking is a group of interrelated technological applications that is rooted on 'the ideological and technological foundation of Web 2.0.' Similarly, Seufert, *et al* (1999), opined that social networking also known as social media is 'knowledge networking' that indicates a number of connections, resources and associations that enable them to interact and share knowledge for the purpose of creating value among themselves.

Suraweera, (2016) asserted that the use of online social networks by libraries and information centers have increased and is common among new and old library users. Social networking in libraries will promote adequate information access, sharing, dissemination which is core functions of academic libraries. Chu and Meulemans, (2013); Burkhardt, (2010); Robinson (2015); Aggarwal and Buggarapu, (2016) see online social networking as an effective tool for organizational productivity and service delivery. In China, social media is increasingly an important force for defining taste and driving purchases. Larson further stated that a survey by PricewaterhouseCoopers indicated that 80 % of the respondents attested they used social media platforms to collect information about brands or to make purchases directly.

Although, Kelleher argued that organizations lose lots of hours and resources through use of social sites such as Face book and LinkedIn. Despite Kelleher's claim, research shows that social media enhances business, and therefore, has the capability and features to improve library processes and services. Based on this assertion, it is convincing that the use of social media in academic libraries will boost libraries' services. Furthermore, as observed by Robinson, (2015); Ezeani and Ignesi, (2016) social media is an interesting, prevailing and all-encompassing means of communication that is drastically affecting people's interaction and behavior. He noted that

most pioneers and successful businesses around the world are working towards integrating social media in their key management processes.

Social media use in academic libraries is widespread in terms of marketing and broadcasting. Libraries commonly use Facebook fan pages, Twitter accounts, YouTube channels or blogs to distribute news about events, services, or resources. Libraries have also actively used these mechanisms to reach out to potential new users (Stoeckel & Sinkinson, 2015). In libraries meant for education and lifelong learning, social media is becoming more widespread in its types and uses. With technological advancements, instructors will continue to look for ways to use the popular medium in their courses that will encourage more active participation and engagement with course materials. Academic librarians are starting to do the same. This can spur creativity for using this pervasive medium to extend student learning (Stoeckel&Sinkinson, 2015).

Kaplan and Haenlein (2010) classified social media into six different classes as follow;

Collaborative Project (Wikipedia), Blogs and Micro blogs (Twitter), Content Communities (U – tube), Social Networking Site (Face book. 2go, BB chat), Virtual Game World (World of war craft) and Virtual Second World (Second life). Technology includes the blogs, picture sharing, music sharing, crowd sourcing, e-mail, instant messaging and voice over. These services could be integrated via social network aggregation platforms.

Academic performance is the extent to which a student, teacher or institution has achieved their short or long-term educational goals (*Bossaert, Doumen, Buyse and Verschueren, 2011*).

Academic performance is a way wherein a person excels in terms of school requirements, tasks, awards and achievements. Academic performance means being a successful student who does well in school and engages in student activities.

An observation by the researcher has shown that academic performance by most of the postgraduate students in Benue State University has been very low. This is mostly traced from non-utilization of social media resources and services that support academic work. It is believed that non-utilization of social medial resources and services is caused by poor academic performance.

Objectives of the Study

The main objective of this study is to examine the use of social media and its influence on academic performance of Postgraduate students of Benue State University, Makurdi. Specific objectives are:

1. to identify various social networking sites the postgraduate students had access to.
2. to ascertain the frequency of usage of social media by postgraduate students of Benue State University for academic purposes.
3. to determine how many hours the postgraduate students Benue State University Makurdi spend in social networking activities.
4. to examine the influence of social media on academic performance of the postgraduate students of Benue State University Makurdi.

Research Questions

1. What social networking sites do the postgraduate students of Benue State University Makurdi had access to?
2. How often do the postgraduate students of Benue State University Makurdi go online?
3. How many hours do the postgraduate students of Benue State University Makurdi spend on social networking activities?

4. How has the use of social media influence the academic performance of the postgraduate students of Benue State University Makurdi?

Methodology

The area of study is Benue State. Benue state is in the mid-belt region of Nigeria with a population of about 4, 253, 641 (2006 Census). Tiv and Idoma languages are spoken predominantly. There are other ethnic groups, such as Igede, Etulo and Abakwa, Jukun, Hausa, Akweya and Nyifon among others with its capital at Makurdi. Benue State is a rich agricultural region; some of the crops grown in the state include potatoes, cassava, soya bean, guinea corn, flax, yams, sesame, rice, and groundnuts. The state has 23 Local Government Areas. The population for this study is 76 library staff of Benue State University. There was no sampling for the study. The entire population of 76 librarians in Benue State University was used in the study as sample because the population size could be handled effectively by the researcher. The instrument for the study was a structured questionnaire titled 'Social Media Use and its Influence on Academic Performance of Postgraduate Questionnaire (SMIAPQ). The instrument was developed by the researcher using the literature reviewed and information from extension agents. The items of the questionnaire were validated by 3 experts; two from the Department of Library Studies, Benue state University Makurdi. Both content and face validation of the instrument were done. Cronbach Alpha (α) coefficient formula was used to determine the internal consistency of the questionnaire items and a coefficient of 0.90 was obtained. The data for this study will be collected by the researcher. The researcher administered copies of the questionnaire to library staff and collected the completed copies at the spot. The data collected was analysed using descriptive statistics, precisely mean to answer research questions. The bench mark for this item was 2.50. Any item with a mean value of 2.50 or above was regarded as needed while any

item with a mean value of less than 2.50 was regarded as not needed. Inferential statistics (Chi square) was used to test the null hypotheses at 0.05 level of significance.

RESULTS AND DISCUSSION

Table 1: Frequency and percentages of respondents on the types of social media used by Postgraduate students of Benue State University, Makurdi

S/N	Types	Frequency (f)	Percentage (%)
1	2go	9	11.8
2	Facebook	44	57.9
3	Whatsapp	11	14.5
4	BB chat	5	6.6
5	Twitter	7	9.2
Total		76	100

Source: Field survey, 2019

Result in table 1 shows that 57.9% of Postgraduate students use facebook on social media, 14.5% use whatsapp, 11.8% use 2go while 9.2% use twitter and 6.6% use BB chat. This implies Postgraduate students of Benue State University, Makurdi mostly spend their time using facebook on social media.

Table 2: Frequency and percentages of respondents on the frequency of usage of social media used by Postgraduate students of Benue State University, Makurdi

S/N	Frequency of usage	Frequency (f)	Percentage (%)
1	I use social media very often	29	38.2
2	I use social media often	25	32.9
3	Not very often	16	21.1
4	Not often	6	7.9
Total		76	100

Source: Field survey, 2019

Result in table 2 shows 38.2% of Postgraduate students use social media very often, 32.9% use it often while 21.1% do not use it very often and 7.9% do not use it often. This means that most of Postgraduate students of Benue State University, Makurdi spend their good on social media.

Table 3: Frequency and percentages of respondents on the hour of usage of social media used by Postgraduate students of Benue State University, Makurdi

S/N	Hour of usage	Frequency (f)	Percentage (%)
1	More than 6 hours	34	44.7
2	4-5 hours	18	23.7
3	3-4 hous	9	11.8
4	2-3 hours	8	10.5
5	1 or less than 1 hour	7	9.2
Total		76	100

Source: Field survey, 2019

Result in table 3 shows that 44.7% of Postgraduate students use social media more than 6 hours, 23.7% use it 4-5 hours, 11.5% use it 3-4 hours while 10.5% use it 2-3 hours and 9.2% only use it for 1 or less than 1 hour. This indicates that Postgraduate students of Benue State University, Makurdi spend good number of hours on social media.

Table 4: Mean and standard deviation of respondents on the influence of social media on academic performance of Postgraduate students of Benue State University, Makurdi

S/N	Influence	SD	D	A	SA	N	Mean	Std. Dev	Remarks
1	Use of social media helps me to browse for sports news	31	20	14	11	76	2.06	1.08	Disagree
2	Use social media helps me to entertain my self	21	40	6	9	76	2.03	0.91	Disagree
3	Use social media helps to increase my CGP	7	8	21	40	76	3.23	0.97	Agree
4	Use of social media helps me to get Bible scriptures	17	33	10	16	76	2.41	0.97	Disagree
5	Use of social media helps me to learn about fashion	16	35	15	10	76	2.25	0.93	Disagree

Source: Field survey, 2019

Result in table 4 shows that Postgraduate students agree that usage of social media helps to increase their with mean value of 3.23, they also agree that it help them to get Bible scriptures with 2.41, for fashion with 2.25, while for sports news with 2.06 and to entertain themselves with

mean value of 2.03. This is an indication that usage of social media influence academic performance of Postgraduate students of Benue State University, Makurdi.

Discussion of Findings

Research question one was on the types of social media used by Postgraduate students. Findings revealed that Postgraduate students mostly spend their time using facebook on social media.

Research question two was on the frequency of usage of social media. Findings revealed that most of Postgraduate students spend their good on social media.

Research question three was on the hour of usage of social media used by Postgraduate students. Findings revealed that Postgraduate spend good number of hours on social media.

Research question four was on the influence of social media by Postgraduate students. Findings revealed that usage of social media influence academic performance of Postgraduate students.

Conclusion

This study has established that new trends are evolving in library service delivery especially in using social networking tools. The importance of the use of social media in universities is highly recommendable. The study concludes social media is an important instructional method and cannot be misused.

Recommendations

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

1. University management must design time and opportunities for the use of social media activities into their course syllabi.
2. Both instructors and students must be open to learning and using new social media classroom approaches that extend and enhance instructor-student interactions.

3. University management should encourage all Postgraduate students to use social media for academic purposes
4. University management must be prepared to allocate more time to supporting courses with social media components

References

- Aggarwal, N. & Buggarapu, G. Using social media to improve efficiency and productivity in IT organizations. www.ca.com/us/~media/Files/About%20Us/CATX/usingsocial-media-to-improve-efficiency-and-productivity-init-organizations.pdf (accessed on 13 March 2016).
- Bossaert, G; S. Doumen; E. Buyse; K. Verschueren (2011). "Predicting Students' Academic Achievement After the Transition to First Grade: A Two-Year Longitudinal Study". *Journal of Applied Developmental Psychology*. **32** (2): 47–57. [doi:10.1016/j.appdev.2010.12.002](https://doi.org/10.1016/j.appdev.2010.12.002).
- Burkhardt, A. Social media: A guide for College and University libraries. *Coll. and Res. Lib.*, 2010, **71**(1), 10-24.
- Chu, M. & Nalani-Meulemans, Y. The problems and potential of MySpace and Facebook usage in Academic libraries. *Inter. Ref. Serv. Quar.*, 2008, 13(1), 69-85.
- Ezeani, C.N. & Igwesi, U. Using social media for dynamic library service delivery: The Nigeria experience. <http://digitalcommons.unl.edu/libphilprac/814/> (accessed on 11 April 2016).
- Kaplan, A.M. & Haenlein, M. (2010). Users of the World unites! The Challenges and opportunities of social media. *Business Horizons*, 53(1): 61 – 66.
- Onuoha, Uloma.D. Librarians' use of social media for professional development in Nigeria. *Inf. Manag. and Busi. Rev.*, 2013, **5**(3), 136-43.

- Rees, M. J. and Hopkins, P. J. (2009). Towards the integration of social media with traditional information systems. *Information Technology Papers*. Available at http://epublications.bond.edu.au/infotech_pubs/52. Retrieved August 2011.
- Robinson, A.H. The impact of social media in the workplace—7 key trends. <http://interchange-dev.squarespace.com/storage/documents/The%20Impact%20of%20Social%20Media%20in%20the%20Workplace.pdf> (accessed on 15 December 2015).
- Seufert, A; Von-Krogh, G. & Bach, A. Towards knowledge networking. *J. of Knowl. Manag.*, 1999, **3**(3), 180-90.
- Sokoya, A. A, Onifade, F. N. and Alabi, A. O. (2012). Establishing connections and networking: the role of social media in agricultural research in Nigeria. Available at <http://conference.ifla.org/ifla78>. Retrieved August 2012.
- Stoeckel, S. & Sinkinson, C. (2015). Tips and trends. *Instruction*, (Summer), Retrieved from <http://www.ala.org/acrl/sites/ala.org.acrl/files/content/aboutacrl/directoryofleadership/sections/is/iswebsite/projpubs/tipsandtrends/2013summer.pdf> on 4/5/2015
- Suraweera, Namali, *et al.* (2016) Value of social networking in libraries and information organizations in Asia and Oceania. Being a paper presented at the World Library and Information Congress: 76th IFLA General Conference and Assembly, Gothemburge, Sweden. <http://www.ifla.org/en/ifla76> (accessed 23 February 2016).