

Impact of Social Network on Students' Academic Performance

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Abstract

Students in Nigeria tertiary institutions have now turned their attention to the use of social network for the purpose of studying, conducting research, collaborating and obtaining general information, with more attention given to the internet as a result of its numerous benefits, students who have access to this technology have lost some level of significant interest in using the library. This study specifically investigates the impact of social network on students' academic performance. The findings of the research showed that there is significant relationship between social network and student academic performance. the result revealed that gender has no relationship on undergraduates use of social network and their academic achievement. The study concluded that relevant government authorities and other sponsorship bodies for education should take good measures to create awareness an sensitize students of how and why they use the social networks. Based on the finding, it was recommended that university management should organize a seminar to enlighten students on the not too-good aspects of using social networking sites as media of interaction.

Keywords: Network, Social Network, University, Students, Utilization.

Introduction

It is possible to think of the Internet as a rich, multi-layered, dynamic text for the distribution of information and a platform for cooperative computer-human interaction that transcends geographic boundaries. Today's internet is a global phenomenon whose nature is difficult to define. The internet is often regarded as a vast computer network that connects millions of smaller computers located at several locations across different nations that are owned by thousands of businesses, governments, research, educational institutions, and other organizations. Internet users perceive it as a worldwide society with a vibrant lifestyle. (Emeka & Nyeche, 2016).

Social networks, a collaborative platform that allows individuals from various continents to share ideas and information, are one of the innovations of modern technology. A social network is a group of people or organizations known as "nodes" that are linked by one or more particular forms of interdependency, including kinship, friendship, sexual connections, financial exchange, dislike, or a shared interest (Adeboye, 2012).

A social network can also be defined as a map of specific ties, like friendship, between the nodes under study; the nodes to which an individual is thus connected are that individual's social contacts; the network can also be used to measure social capital, or the value that an individual receives from the social network; social networking sites include: Facebook, WhatsApp, Messenger, Blackberry Messenger (BBM), Google Talk, Google+Messenger, iPhone, Androids, and so on; most people use these sites to communicate with their old

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and new friends, whether they are online or in person (Adeboye, 2012); the development of internet software has also led to the creation of chat sites referred to as “social networks.”

However, lack of regulation of the internet has led to its excessive and abusive use. Mc Quail (2008) stated that more homes are using the internet. Young people conversing in delicate and well-organized settings, such as churches, mosques, and lecture halls, are a frequent occurrence. Some people get so caught up in their conversation that they continue to talk while strolling along the highway. More importantly, the manufacturing and distribution of equally sophisticated cellular phones has complicated the situation, as youths no longer need to visit a cybercafé before they send and receive messages. Attention has been shifted from visible to invisible friends, while important ventures like studying and writing are affected in the process. This phenomenon has become a source of worry to many who believe in knowledge and skill acquisition in the domain of education.

The education industry continues to be one of the largest contributors to the social network. Social networks have functioned as information repositories since the inception of information and communication technology (ICT). Today’s students can access a wide range of it while they study, learn, and conduct research. (Jagboro, 2006).

With over fifty million websites on the internet, it’s likely that, with the right search tools, information on any topic, no matter how obscure, may be located. Additionally, it helps lecturers create lesson plans by utilizing a variety of websites that offer instructional resources. Because curricula can be created collaboratively and educational materials can be distributed and updated more affordably, the internet offers great potential for higher education at all levels and gives students more ways to engage with both their teachers and their study materials. An additional benefit of the internet is that it gives students worldwide though especially those in developing nations access to a vast amount of data.

Online resources can be arranged well, making it simple to access and share information. Greetings, intellectual discussions, meetups, knowledge sharing, emotional support, planning, brainstorming, learning about different cultures, and other mental horizon expansion are all made possible by the internet (Baker, 2000). Students become active learners thanks to the internet’s ability to activate their senses of sight, sound, and cognition. Students can be given access to a wide variety of online activities that will improve their education. Since kids can access any educational database and learn about any nation, it is a two-edged sword. Additionally, they may be exposed to twisted and abnormal subjects. (Hicks, 2005).

Results of Valkenburg (2017) whose three-wave panel survey showed a positive relationship between undergraduates’ (between 10 and 15 years old) social network use. There was no evidence that social network site use significantly increased their social self-esteem, as contrastingly, results from the study yielded support for the idea that higher social self-esteem among participants was correlated with an increase.

Burrows (2017) opined having an ongoing motivation that is self-directed, oriented toward the future, and beneficial to others) acted as a moderator for the impact of feedback on social network on self-esteem. The results of this research provide support for the idea that if parents begin fostering the idea of a sense of purpose in older and younger undergraduates through volunteering, sports, creative arts, clubs, or other activities as they are developing self-esteem, this could potentially act as a moderator between self-esteem

and engaging in social network in adulthood and possibly prove to affect them as they develop through adolescence.

Russello (2009) conducted a study regarding social network has a variety of information, most of which could be beneficial and destructive on self-esteem of young women and men at University. As such it would be of great relevance.

Problem of the Study

Modern books, up-to-date literary materials, and periodicals are insufficiently available in Nigerian institutions due to a lack of funding for their efficient operation, particularly in their libraries. They are now pricey when they are available, as seen by the worldwide political upheavals, economic downturn, and currency devaluation, which are all made worse by the proliferation of knowledge in the global electronic village to which the world has turned. Furthermore, tertiary students in Nigeria are now focusing on using social networks for learning, research, collaboration, and general information gathering.

However, pupils who have access to the internet have lost some degree of major interest in utilizing it as a result of increased attention being paid to. Also, the freedom allotted to internet users which is experienced by these students has also contributed greatly to various internet abuses. Student not only use these social networks for academic purposes anymore but also spend valuable time to watch various obscene views, send misleading information and hate speech, perform internet fraud and so on, which have adverse effect on the academic achievement of undergraduates.

Research Hypotheses

- i. There is no significant relationship between social network and undergraduate's academic achievement.
- ii. There is no significant relationship between the levels of utilization of social network of undergraduates in tertiary institution in Ondo State.
- iii. Gender has no relationship on undergraduate's use of social network and their academic achievement.

Methodology

This study adopted a form of descriptive design that uses a representative sample to collect data for systematic description of existing situation or phenomenon. The population consisted of all the public secondary school students in Akoko South-West Local Government Ondo State. A simple random sampling technique was used to choose the sample for the study. 200 samples of public secondary school students in Akoko South-West Local Government Ondo State. self-structured questionnaire titled "social network and academic performance" on four-likert scale. The instrument was divided into sections; sections A contain personal data of the respondents. While section B contains the item to answer the question raised. Test-retest technique was used and Pearson product moment correlation coefficient was 0.76 which certified that the questionnaire was reliable. Data were analyzed.

Results

H_1 : social network does not significantly predict undergraduate's academic achievement.

Table 1 Social network and undergraduate's academic achievement						
Variable	N	Mean	Df	r-cal	r-tab	Decision
Social Network	102	62.60	198	0.199	0.567	Significant
Academic Performance	88	65.30				

Hypothesis one shows social network and undergraduate's academic achievement. This hypothesis was tested; however the outcome showed that social network predict undergraduate's academic achievement which 0.199 at 0.05 level of significant, the hypothesis is hereby rejected, hence the alternate hypothesis is accepted that there was a significant relationship between social network and undergraduate's academic achievement.

H_2 : levels of utilization of social network of undergraduates in tertiary institution in Ondo State.

Table 2 Showing the social network of undergraduates in tertiary institution						
Variable	N	Mean	Df	r-cal	r-tab	Decision
Level of Utilization	113	32.45	198	0.244	0.567	Significant
Academic Performance	87	25.60				

Hypothesis two shows significant relationship existed between social network and undergraduate's academic achievement, this hypothesis was tested using Pearson Product Moment Correlation; however the outcome showed significant relationship existed between social network and undergraduate's academic achievement. This shows that 'r' is 0.244 at 0.05 level of significant. The hypothesis is hereby rejected since the relationship is high; hence we conclude that significant relationship existed between social network and undergraduate's academic achievement.

H_3 : Gender has no relationship on undergraduate use of social network and their academic achievement.

Table 3 Showing the significant relationship between the levels of utilization of social network of undergraduates in tertiary institution						
Variable	N	Mean	Df	r-cal	r-tab	Decision
Male	100	37.21	198	0.457	0.567	Significant
Female	100	21.60				

Hypothesis three shows gender has no relationship on undergraduates and their academic achievement, this hypothesis was tested using Pearson Product Moment Correlation; however the outcome showed that significant relationship existed between male and female undergraduates use of social network in their academic achievement. This shows that 'r' is 0.457. The hypothesis is hereby rejected since the relationship is high; hence, gender has no relationship on undergraduate's and their academic achievement.

Discussion

Finding of hypothesis one revealed that significant relationship existed between social network and undergraduate's academic achievement. This supports Cusumano & Thompson (1997) who found that the media does have an influence on the both sexes but the sex that it influenced more were the female. This is because female undergraduates were more attracted by pictorial contents and self-revealing gesture.

Finding of hypothesis two revealed that significant relationship existed between social network and undergraduate's academic achievement. This supports Shetata (2017) observes that the middle ages from 18-20 and the young generations are more interested and motivated to make a change.

Finding of hypothesis three revealed Gender has no relationship on undergraduates internet and their academic achievement. It corroborates Blomfield Neira and Barber (1986) who found that compared the levels of those with and without a social network profile and found that females that use social profile demonstrated lower academic performance when compared to those who did not have a profile on a social network.

Conclusion

Social network have impact undergraduates; it has advantages and has greatly increase social relationship among all people. Social network has also make the world accessible to all, and meet people. However, undergraduates has been greatly influenced, most especially full-time undergraduates,

Recommendations

1. Social network usage should be regulated to reduce its negative influence on female undergraduates.
2. There should be age limit in using social network to avoid counter-attack on moral development of female undergraduates.
3. The frequency of use should be reduced.

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