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SOCIAL MEDIA USAGE AND ACADEMIC PERFORMANCE OF UNDERGRADUATE STUDENTS IN PUBLIC UNIVERSITIES IN DELTA STATE, NIGERIA

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ABSTRACT

The study examined the influence of social media usage on academic performance of undergraduate students in public universities in Delta state, Nigeria. An Ex-post facto survey design was adopted. Four research questions guided the study and two research hypotheses were tested at 0.05 level of significance. The population comprised 3191 undergraduates in Delta State. The sample for the study comprised 355 undergraduate students drawn from the Faculty of Education in the two universities in the state using proportionate stratified sampling technique and simple random sampling technique. The instruments for data collection were researchers' structured 18-item questionnaire and a proforma which recorded the performance of undergraduate students were used in this study. The instruments for data collection were validated by three experts, one in Educational Measurement and Evaluation from the Department of Educational Foundations and one from the Department of Computer Education, both in Federal College of Education (Technical), Asaba, Delta State and one from the Department of Science Education, Nnamdi Azikiwe University, Awka. The internal consistency of the questionnaire was established using the Cronbach alpha method, with an overall reliability of 0.90. Data were collected using direct delivery approach. Frequency, percentages, mean, standard deviation were used to answer the research questions, while t-test for independent sample was used to test the hypotheses at 0.05 alpha level. The findings of the study revealed that undergraduate students in public universities in Delta State were undecided on the influence of information overload from social media sites (SMS) used by them; there is a significant difference in the mean ratings of male and female university undergraduates on how information overload from SMS influence their academic performance in public universities in Delta state among others. Based on the findings it was recommended among others that teachers should encourage the students to expend some meaningful hours on social media sites so as to make friends that would help increase their self-image. The comments of these friends are better to boost their self-images and enhance group behaviour.

Keywords: Social media, information overload, academic performance, undergraduate students.

Introduction

Today, the rise of social networking sites has transformed the way individuals communicate, share information, and engage with one another. This phenomenon has not been without consequences, particularly among university undergraduate students. The advent of social media sites (SMS) has significantly transformed communication patterns and social interactions worldwide. These platforms provide individuals with opportunities to connect with others, share personal experiences, exchange information, and engage in online communities. Social media is defined by Lee and Louis (2016) as the different forms of online communication used by people to create networks, communities, and collectives to share information, ideas, messages and other contents. For Bryer and Zavatoro (2016), social media are technologies that facilitate social interactions, make possible collaboration, and enable deliberations across stakeholders. It is a group of internet-based application that allows the creation and exchange of user-generated contents. Ezeah, Asogwa and Edogor (2015) defined social media as modern interactive communication channels through which people connect to one another, share ideas, experiences, pictures, messages and information of common interest. These definitions of social media have some general similarities thus, they coincided principally in three aspects namely it is technology-driven; it is interactive; and user-generated content.

In recent years, the widespread use of different social media platforms has become a significant aspect of students' lives especially university undergraduate students. These social media which varies from Meta (Facebook), X (Twitter) to Instagram, WhatsApp have gained immense popularity, offering platforms for communication, social interaction, and information sharing. Supporting this, Adegboyega (2020) opined that social media is one of the main sources for people to obtain information. This media is divided into two types, namely print and non-print media. Print media obtain information through printed mails, newspapers, magazines and dailies. Whereas, non-print media obtain information from radio, television, and social media like Twitter (X).

Media remains a tool, which renders any help to people across the globe to influence their opinion, attitude, and knowledge. According to Angus, Thelwall and Stuart cited in Adegboyega (2020), social media furnishes individuals with information in any sector of life. Through media, there has been a lot of development and growth that occurred due to the availability of platforms that allows people to get linked to the entire universe and contribute to global development. The influence of social media usage on academic performance has become a subject of interest and concern to different scholars and

stakeholders. Due to its backdrop witnessed in the usage of social media tools. This has continued unabetted despite the vital role Internet plays in educational organizations and societies. The basic fact remains that information revolution is gradually infusing into the teaching and learning system.

On the contrary, Suleiman and Sani (2020) averred that social media had contributed to the acceleration of the production and dissemination of knowledge and information. Other technologies are now pushing innovations further such as robotics, artificial intelligence among others, along with the creation of new globalization. Sharing of information, links to other sites has now become easy for students as they share pieces of information with their friends, classmates, and other connections. Therefore, the contribution of social networking to the student of higher learning is immeasurable in almost every nook and corner ranging from day one of entering the institution through registration, teaching learning process techniques to the graduation of students. It is only the addiction to social media by the students that may turn to the improper utilization of social media tools from academic to other things and as such may cause poor academic performance (Suleiman, Zakari, Sani and Ukashatu, 2020).

With millions of users actively participating in these social media platforms, it buttresses the point that social media remains an integral part of the daily lives of many individuals, particularly among the younger generation of which undergraduate students are categorized in levels as well as gender. There are many advantages of social media, such as using technologies through the web to adapt and convey information on social platforms, for instance Facebook and X, in order to teach others and to learn from others (Ufuophu-Biri, 2020). Nonetheless, in the context of this study, this research sought to investigate the influence of social media platforms in information overload, peer interaction and online educational resources on academic performance of undergraduates.

Social media network platforms provide students with opportunities to connect with peers, share experiences, and access a wealth of information but despite this, most undergraduates fall short of academic performance and this could be associated with their level of social media usage in universities in Delta State. Academic performance is the measurement of student achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rates and results from standardized tests (Ballotpedia, 2020). Academic performance also means the knowledge and skills that students have mastered in a subject or a course. It's basically a measure of how well students have performed in the various assessment items set for them based on some educational criteria determined by professional educators (Yunlok 2014). Thus, according to Amasuoma (2014), performance is characterized by performance on tests associated with coursework and the performance of students on other types of examinations.

Nevertheless, the extensive use of social media networks among undergraduates raises questions about its potential influence on their academic performance. Tertiary institutions in Delta State, Nigeria is known for its vibrant educational institutions, these institutions are yet to be empirically investigated to determine the influence of social media sites on the academic performance of the undergraduates. Understanding the influence of social media on academic performance is essential for educators, policymakers, and students themselves. By identifying the potential benefits and drawbacks of social media usage, educational institutions can develop strategies to support students in effectively navigating these platforms while maintaining a focus on their studies and perform well academically.

Purpose of the Study

The purpose of the was to investigate the;

1. influence of information overload from social media sites (SMS) used by university undergraduate students on their academic performance in public universities in Delta State
2. influence of information overload from SMS used by male and female university undergraduate students on their academic performance in public universities in Delta State.
3. influence of peer interactions through SMS on academic performance of undergraduate students in public universities in Delta State.
4. influence of peer interactions through SMS on academic performance of male and female undergraduate students in public universities in Delta State.

Research Questions

1. What is the influence of information overload from social media sites (SMS) used by university undergraduate students on their academic performance in public universities in Delta State?
2. What is the influence of information overload from social media sites (SMS) used by male and female university undergraduate students on their academic performance in public universities in Delta State?
3. What is the influence of peer interactions through SMS on academic performance of undergraduate students in public universities in Delta State?
4. What is the influence of peer interactions through SMS on academic performance of male and female undergraduate students in public universities in Delta State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significant

1. There is no significant difference in the mean ratings of male and female university undergraduate students on how information overload from social media site influences their

academic performance in public universities in Delta state.

2. There is no significant difference in the mean ratings of male and female university undergraduate students on the influence of peer interactions through SMS on their academic performance in public universities in Delta state.

Research Method

This study adopted the ex-post facto research design. The population for this study comprised 3,191 undergraduate students in Faculty of Education in the two public universities in Delta State. The sample for the study comprised 355 undergraduate students selected from the Faculty of Education in the two universities, namely Delta State University (DELSU), Abraka and University of Delta, Agbor. The instrument for data collection was researchers' structured questionnaire which is divided into Part 1 and 2. Part 1 contains information on the demographic data of the respondents such as university and gender. Part 2 is divided into two sections A and B. Section A contains 9 items on information overload from social media sites (SMS) used and its influence on undergraduate students' academic performance, Section B contains 9 items on the influence of peer interactions through social media on the academic performance of university undergraduate students. A proforma which recorded the academic performance of undergraduates was used for this study. The questionnaire was face and content validated by three experts, one in Educational Measurement and Evaluation from the Department of Educational Foundations and one from the Department of Computer Education, both in Federal College of Education (Technical), Asaba, Delta State and one from the Department of Science Education, Nnamdi Azikiwe University, Awka. The internal consistency of the questionnaire was established using the Cronbach alpha method and yielded an overall reliability coefficient of 0.90. Data for this study were collected personally by the researchers with the help of two research assistants. A total of 355 questionnaires were distributed, while 354 were retrieved successfully and used for data analysis. The data collected for this study were analyzed using frequency, percentages, mean, standard deviation and t-test for independent sample. The hypothesis was tested at 0.05 alpha level.

Presentation of Results

Table 1: Performance scores of undergraduate students in public universities in Delta state.

Range	n	%	Remarks
70-100	210	59.32	Excellent performance
50-69	87	24.58	Average performance
0-50	57	16.10	Poor performance

Results presented in Table 1 reveal that majority of the undergraduate students in public universities in Delta state have excellent performance 210 (59.32%) which fall within the ranges of 70- 100, while 87

(24.58%) undergraduate students recorded average performance which fall within the range of 50-69, similarly, 57 (16.10%) undergraduate students recorded poor performance this fall within the range of 0-50.

Table 2: Performance scores of male and female undergraduate students in public universities in Delta state

	Male undergraduate students			Female undergraduate students		
Range	**n**	**%**	**Remarks**	**n**	**%**	**Remarks**
70-100	54	33.33	Excellent performance	54	28.13	Excellent performance
50-69	57	35.19	Average performance	76	39.58	Average performance
0-50	51	14.40	Poor performance	62	32.29	Poor performance

Results presented in Table 2 reveals that majority of male undergraduate students in public universities in Delta state have average performance 57 (35.19%) which fall within the range of 50-69, while 54 (33.33%) male undergraduate students recorded excellent performance, this falls within the range of 70-100. Majority of the female undergraduate students recorded average performance 76 (39.68%) which falls within the range of 50-69, while 62 (32.29%) recorded poor performance in public universities in Delta state which falls within the range of 0-50.

Research question 1: What is the influence of information overload from social media sites (SMS) used by university undergraduate students on their academic performance in public universities in Delta State?

Table 3: Mean and standard deviation on the influence of information overload from social media sites (SMS) used by university undergraduate students on their academic performance in public universities in Delta State

S/N	Information overload from social media influences academic performance through	**Mean**	**SD**	**Remark**
1	Making me addicted to online social networks which affects my academic life	3.63	1.28	Agree
2	Lack of improvement in my grades since I become engaged in these social networking sites	2.86	1.32	Undecided
3	Spending long hours online instead of on the reading my books	3.55	1.29	Agree
4	Distraction from my studies	3.24	1.30	Undecided
5	Constant use of the internet for other purposes and has affected my academic performance negatively	3.01	1.37	Undecided
6	engaging in academic discussions on twitter which has improved my academic performance.	3.57	1.22	Agree
7	The use of SMS to disseminate information to class mates has improved my academic performance	3.73	1.19	Agree
8	When faced with too many information, I get confused and this affects my academic performance	3.28	1.32	Undecided
9	Mental stress which affects my academic performance when I have too much information at my disposal	3.45	1.27	Undecided
	Total	**3.37**	**1.28**	**Undecided**

Table 3 shows the mean and standard deviation on the influence of information overload from social media sites (SMS) used by university undergraduate students on their academic performance in public universities in Delta State. The result shows that university undergraduate students in public universities in Delta State rated agreed to items 1, 3, 6, and 7, they were undecided in their rating to items 2, 4, 5, 8, and 9. The cluster mean of 3.37 implies that university undergraduate students in public universities in Delta State were undecided on the influence of information overload from social media sites (SMS) used by university undergraduate students in public universities in Delta State. The standard deviation results show homogeneity in the respondents' ratings (1.19-1.37).

Research question 2: What is the influence of information overload from social media sites (SMS) used by male and female university undergraduate students on their academic performance in public universities in Delta State?

Table 4: Mean and standard deviation on the influence of information overload from social media sites (SMS) used by male and female university undergraduate students on their academic performance in public universities in Delta State

		Male undergraduates			Female Undergraduates		
S/N	Information overload from social media influences academic performance through	Mean	SD	Remark	Mean	SD	Remark
1	Making me addicted to online social networks which affects my academic life	3.77	1.29	Agree	3.53	1.18	Agree
2	Lack of improvement in my grades since I become engaged in these social networking sites	3.11	1.34	Undecided	2.64	1.25	Undecided
3	Spending long hours online instead of on the reading my books	3.68	1.32	Agree	3.46	1.29	Undecided
4	Distraction from my studies	3.59	1.21	Agree	2.98	1.26	Undecided
5	Constant use of the internet for other purposes and has affected my academic performance negatively	3.16	1.37	Undecided	2.90	1.33	Undecided
6	engaging in academic discussions on twitter which has improved my academic performance.	3.81	1.07	Agree	3.39	1.26	Undecided
7	The use of SMS to disseminate information to class mates has improved my academic performance	3.87	1.20	Agree	3.58	1.15	Agree
8	When faced with too many information, I get confused and this affects my academic performance	3.27	1.39	Undecided	3.26	1.23	Undecided
9	Mental stress which affects my academic performance when I have too much information at my disposal	3.48	1.27	Undecided	3.44	1.22	Undecided
	Total	**3.53**	**1.27**	**Agree**	**3.24**	**1.24**	**Undecided**

Table 4 reports the mean and standard deviation on the influence of information overload from social media sites (SMS) used by male and female university undergraduate students on their academic performance in public universities in Delta State. Male university undergraduate

students in public universities in Delta State rated agree to items 1, 3, 4, 6 and 7, they were undecided with items 2, 5 8 and 9. Their female counterparts rated agreed to item 1 and 7, and were undecided with items 2, 3, 4, 5, 6, 8 and 9. The cluster mean of 3.53 for male university undergraduates shows that they agreed to the items, while a cluster mean of 3,24 for female university undergraduates shows that they were undecided on the influence of information overload from social media sites (SMS) used on their academic performance in public universities in Delta State. The standard deviation results show homogeneity in the respondents' ratings (1.07-1.37).

Research question 3: What is the influence of peer interactions through SMS on academic performance of undergraduate students in public universities in Delta State?

Table 5: Mean and standard deviation on the influence of peer interactions through SMS on academic performance of undergraduate students in public universities in Delta State

S/N	Peer interactions influence undergraduate students' academic performance through;	Mean	SD	Remark
10	My interaction on social media network improves my dating/relationship level among peers	3.57	1.23	Agree
11	My interaction on social media improves the information level on motivation and learning	4.09	.97	Agree
12	My interaction on social media increases communication time among peers	4.29	.78	Agree
13	My interaction on social media enhances information dissemination about academic works	4.08	.90	Agree
14	My interaction on social media with peers enhances group discussion on assignment	4.07	1.03	Agree
15	My discussion with peers in class groups improves learning through group discussions among undergraduates	4.13	.96	Agree
16	My interaction with peers on social media keeps undergraduates up-to-date in news	4.08	.88	Agree
17	The number of peers I have increase due to my social media presence	3.76	1.07	Agree
18	I and my peers share idea on SMS which aids my academic achievement towards future career choice	3.88	1.22	Agree
	Total	**3.99**	**1.00**	**Agree**

Table 5 shows the mean and standard deviation on the influence of peer interactions through SMS on academic performance of undergraduate students in public universities in Delta State. The result shows that university undergraduate students in public universities in Delta State rated agreed to all items 10 -18. The cluster mean of 3.99 implies that university undergraduate students in public universities in Delta State rated agreed on the influence of peer interactions through SMS on academic performance of undergraduate students in public universities in Delta State. The standard deviation results show homogeneity in the respondents' ratings (.78-1.23).

Research question 4: What is the influence of peer interactions through SMS on academic performance of male and female undergraduate students in public universities in Delta State?

Table 6: Mean and standard deviation on the influence of peer interactions through SMS on academic performance of male and female undergraduate students in public universities in Delta State

S/N	Peer interactions influence undergraduate students' academic performance through;	Male undergraduates			Female undergraduates		
		Mean	SD	Remark	Mean	SD	Remark
10	My interaction on social media network improves my dating/relationship level among peers	3.59	1.37	Agree	3.60	1.05	Agree
11	My interaction on social media improves the information level on motivation and learning	4.16	.94	Agree	4.00	.94	Agree
12	My interaction on social media increases communication time among peers	4.37	.77	Agree	4.20	.79	Agree
13	My interaction on social media enhances information dissemination about academic works	4.20	.70	Agree	4.01	1.02	Agree
14	My interaction on social media with peers enhances group discussion on assignment	4.12	.98	Agree	4.05	1.07	Agree
15	My discussion with peers in class groups improves learning through group discussions among undergraduates	4.22	.87	Agree	4.00	1.08	Agree
16	My interaction with peers on social media keeps undergraduates up-to-date in news	4.14	.87	Agree	3.97	.93	Agree
17	The number of peers I have increase due to my social media presence	3.74	1.07	Agree	3.75	1.01	Agree
18	I and my peers share idea on SMS which aids my academic achievement towards future career choice	3.79	1.28	Agree	3.91	1.15	Agree
	Total	**4.04**	**0.98**	**Agree**	**3.94**	**1.00**	**Agree**

Table 6 reports the mean and standard deviation on the influence of peer interactions through SMS on academic performance of male and female undergraduate students in public universities in Delta State. Male university undergraduate students in public universities in Delta State rated agreed to all items 10-18. Their female counterparts rated agree as well to all items 10-18. The cluster mean of 4.04 and 3.94 for male and female university undergraduates respectively shows that they agreed to the influence of information overload from social media sites (SMS) used on their academic performance in public universities in Delta State. the standard deviation results show homogeneity in the respondents' ratings (.70-1.37).

Research hypotheses

Hypothesis 1: There is no significant difference in the mean rating of male and female university undergraduate students on how information overload from social media sites (SMS) influences their academic performance in public universities in Delta state.

Table 7: The t-test of significant difference in the mean rating of male and female university undergraduate students on how information overload from SMS influence their academic performance in public universities in Delta State

Sources of variation	n	Mean	SD	Df	Sig. value	p-value	Decision
Male	162	31.77	5.84	.			
				352	0.00	0.05	Significant
Female	192	29.20	6.67	.			

Table 7 shows the t-test summary on the significant difference in the mean ratings of male and female university undergraduate students on how information overload from SMS influence their academic performance in public universities in Delta state. From the analysis, the significant value is less than the pvalue (.00<0.05), hence the null hypothesis is rejected. This implies that there is a significant difference in the mean ratings of male and female university undergraduate students on the influence of how information overload from social media sites (SMS) on their academic performance in public universities in Delta. Thus, social media usage influences male undergraduate students' academic performance in universities in Delta state more that their female counterparts.

Hypothesis 2: There is no significant difference in the mean rating of male and female university undergraduate students on the influence of peer interactions through SMS on their academic performance in public universities in Delta state, Nigeria.

Table 8: The t-test of significant difference in the mean rating of male and female university undergraduate students on the influence of peer interactions through SMS on their academic performance in public universities in Delta state

Sources of variance	n	Mean	SD	Df	Sig. value	p-value	Decision
Male	162	36.37	3.56	.			
				352	0.150	0.05	Not significant
Female	192	35.66	5.27	.			

Table 8 shows the t-test summary on the significant difference in the mean rating of male and female university undergraduate students on the influence of peer interactions through SMS on their academic performance in public universities in Delta state. From the analysis, the significant value is greater than the pvalue (.15<0.05), hence the null hypothesis is not rejected. This implies that there is no significant difference in the mean rating of male and female university undergraduate students on the influence of peer interactions through SMS on their academic performance in public universities in Delta state, Nigeria.

Discussion of Findings

The findings revealed that university undergraduate students in public universities in Delta State were undecided on the influence of information overload from social media sites (SMS) used by university undergraduate students in public universities in Delta State. This finding contradicts the report of Akanbi (2014) which speculates that there is positive correlation between social media usage and self-image, positive correlation exists between social media usage and group behaviour. Akanbi further found that there is no correlation between social media usage and academic performance. On the contrary, he reported a significant difference between male and female in social media usage. This conforms to the study of Osharive (2016) which speculate that a great number of students in University of Lagos, are addicted to social media.

In the same vein, male university undergraduates shows that they agreed to the items, while their female university undergraduates shows that they were undecided on the influence of information overload from social media sites (SMS) used on their academic performance in public universities in Delta State. Analysis for the hypothesis found that there is a significant difference in the mean rating of male and female university undergraduate students on the influence of how information overload from social media sites (SMS) on their academic performance in public universities in Delta state. The finding further aligns with the study of Idemudia, Raisinghani, Adeola and Achebo (2017) who stated that females have stronger and significant perception of ease of use, compatibility, relative advantage, and risk when using social media compared to males. Also, our results show that males have a stronger perception of satisfaction and information quality when using social media compared to females.

This study found that university undergraduate students in public universities in Delta State rated agreed on the influence of peer interactions through SMS on academic performance. In alignment with this, Ebele and Oghenetega (2014) reported that social media usage among students is not for academic purposes. Found out that the following are often used by students - Facebook 40 (40.81%), WhatsApp 20 (20.40%) 2go/Skype 14 (14.28%) and while Myspace, X (Twitter), badoo, Blogs/web scholars, Google+/ Social bookmarking are not often used by undergraduates in the four universities for the study. They further reported that students in the four universities use social media for reaching out to close/distance friends and general information about life. In the same vein, Apuke (2016) reported that that students have access to the internet and that they do so through different mediums such as smart phones, tablets and computers. The study also postulates that students who spend more time on social media are likely to perform poorly in their academic activities than those who do not.

Conclusion

Based on the findings of this study, it was concluded that university undergraduate

students in public universities in Delta State were undecided on the influence of information overload from SMS on their academic performance while they rated agreed on the influence of peer interactions through SMS on academic performance.

Recommendations

Based on the findings, the following recommendations were made;

1. Students should be conscious of the time they spend on social media sites in order to have more time for their classroom activities and homework. Students should decrease their introduction to social media and give careful consideration to their studies. Students, particularly those ready to record gigantic scholarly achievement should guard themselves against the successive utilization of social media.
2. Teachers should encourage the students to spend some meaningful hours on social media sites so as to make friends that would help increase their self-image. The comments of these friends are better to boost their self-images and enhance group behaviour.

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