

INFLUENCE OF SOCIAL MEDIA ADDICTION ON STUDENTS' ACADEMIC ACHIEVEMENT IN COLLEGES OF EDUCATION, GOMBE STATE

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ABSTRACT

The study investigated the influence of social media addiction on students' academic achievement in Colleges of Education, Gombe State. The study was guided by four research questions and two hypotheses. The population of the study comprised of 7,166 NCE II students of Colleges of Education in Gombe State from which 381 students were sampled using the Krejcie and Morgan (1970) sampling technique to participate in the study. A validated instrument tagged: Questionnaire for Social Media Addiction (QSMA) was used to collect data for the study. Analysis was done using mean, standard deviation and percentages while hypotheses were tested using the Pearson Product Moment Correlation (PPMC) and the t-test statistics at 0.05 level of significance. The study revealed that: majority of the students' grade are in the 'Merit' division, and they are given to high social media usage. Moreover, the influence of social media on students' academics is overwhelming leading to average achievement. The testing of hypotheses revealed that there is a significant relationship between students' addictiveness to social network and academic achievement. In addition, there was no significant difference between social media usage and gender. Based on the findings, it is recommended that students should be encouraged to reduce the time they spent on social media so as to have adequate time to rest and engage in their studies. Also, students should be encouraged to use the social media positively for academic purposes through lectures by College Management.

Keywords: academic achievement, social media, social media addiction

Background to the Study

The advent of the internet in the 1990s has led to major developments in the world of communication hence the introduction of social networking sites (SNSs). The sites revolutionized the world of communication and today, we celebrate its improvements ranging from education to entertainment. The internet served as medium of communication and connection via the SNSs evidenced by two-third of the world's population usage (Boyd & Ellison, 2017). This is seen as an effect of social media which has enabled people create contents, share, bookmark and network at a prodigious rate (Jha & Bhardwaj, 2012).

Kaplan and Haenlein (2010) defined Social media as a form of electronic communication, such as websites for social networking and micro-blogging, through which users create online communities to share information, ideas, personal messages, and other content, such as videos and other various media. It is also referred to as a group of Internet-based applications that

build on the ideological and technological foundations of Web 2.0. which allows the creation and exchange of User Generated content (UGC).

Social media can also be seen as a computer-based technology that facilitates the sharing of ideas, thoughts, and information through the building of virtual networks and communities. By design, social media is Internet-based and gives users quick electronic communication of content. Content includes personal information, documents, videos, and photos. Users engage with social media via a computer, tablet, or smartphone via web-based software or applications (Digital Marketing Institute, (2021). The use of these devices and software has become an addictive routine among people.

Social media addiction is a behavioral addiction that is defined as being overly concerned about social media, driven by an uncontrollable urge to log on to or use social media, and devoting so much time and effort to social media that it impairs other important life areas (Jena, 2019). Checking and scrolling through social media has become an increasingly popular activity over the last decade. Although the majority of peoples' use of social media is non-problematic, there is a small percentage of users that become addicted to social networking sites and engage in excessive or compulsive use. In fact, psychologists estimate that as many as 5 to 10% of Americans meet the criteria for social media addiction today. Social media addiction is a behavioral addiction that is characterized as being overly concerned about social media, driven by an uncontrollable urge to log on to or use social media, and devoting so much time and effort to social media that it impairs other important life areas.

Addictive social media use will look much like any other substance use disorder and may include mood modification (i.e., engagement in social media leads to a favorable change in emotional states), salience (i.e., behavioral, cognitive, and emotional preoccupation with social media), tolerance (i.e., ever-increasing use of social media over time), withdrawal symptoms (i.e., experiencing unpleasant physical and emotional symptoms when social media use is restricted or stopped), conflict (i.e., interpersonal problems ensue because of social media usage), and relapse (i.e., addicted individuals quickly revert back to their excessive social media usage after an abstinence period).

The phenomena of social media addiction can be largely attributed to the dopamine-inducing social environments that social networking sites provide. Social media platforms such as Facebook, Snapchat, and Instagram produce the same neural circuitry that is caused by gambling and recreational drugs to keep consumers using their products as much as possible. Studies have shown that the constant stream of retweets, likes, and shares from these sites cause the brain's reward area to trigger the same kind of chemical reaction seen with drugs like Cocaine. In fact, neuroscientists have compared social media interaction to a syringe of dopamine being injected straight into the system (Jena, 2019). Social media addition has been observed to influence academic achievement among students.

Birgit (2012) defines academic achievement as the extent to which a student or institution has achieved either short or long term educational goals. Achievement may be measured through

students' grade point average, whereas for institutions, achievement may be measured through graduation rates.

Statement of the problem

The internet today is the most important source of information and the growing dimensions of the use of social media by students cannot be underestimated. It has been observed that students devote more attention and time to social media than they do to which has resulted to poor achievement (Osharie, 2019). In addition, studies such as Maya (2015) revealed that social media usage contributes to lower academic performance, low self-perceptions and less interest in college oriented carriers. Academic excellence plays an important role in an individual's life; family, social & work life, institution and peers group belonging (Kyoshaba, 2009). Studies have also revealed that social media affects students' use of English. They tend to use short- handwriting to chat with friends and get used to it thereby replicating the same errors during examinations (Obi *et al.*, 2012). The prime bad effect of social media is addiction. Constantly checking Facebook, Twitter, LinkedIn other social media updates. This addiction could negatively affect other valued activities like concentrating on studies, taking active part in sports, real life communication and ignoring ground realities (Brown, 2017).

Social Media platforms are a major factor that is leading to distraction and hindrance of mind. Students have been observed to lose their focus from studying and rather enjoy browsing the Social Media. All of this leads to wastage of time without learning anything from it. Most of the time, students are incapable of submitting their work in the specified time frame because they are more focused on using Social Media platforms (Abousaber, 2018).

With the extensive use of Social Media, students tend to depend more on such platforms to gain information and knowledge more than they do in books, journals or notes. Moreover, students' reading habits, learning and research capabilities have become negatively affected (Bakari, 2017). In view of the above, the researcher investigated the influence of social media addiction on students' academic achievement in Colleges of Education, Gombe State.

Objective of the Study

The objectives of the study are to find out the:

1. level of students' academic achievement in Colleges of Education in Gombe State.
2. level of social media usage/addiction among the students in Colleges of Education in Gombe State.
3. influence of social media addiction on students' academic achievement in Colleges of Education in Gombe State.
4. gender differences on the usage of social media in Colleges of Education in Gombe State.

Research Questions

The study sought to answer the following questions:

1. What is the level of students' academic achievement as indicated by their Cumulative Grade Point Average (CGPA) in Colleges of Education in Gombe State?
2. What is the level social media usage/addiction among students in Colleges of Education in Gombe State?
3. What is the influence of addiction on students' academic achievement in Colleges of Education Gombe State?
4. What is the gender difference in the use of social media in Colleges of Education Gombe State?

Research Hypothesis

The following null hypotheses were test at 0.05 level of significant:

Ho₁ There is no significant relationship between students' addiction to social media and their academic achievement in Colleges of Education, Gombe State.

Ho₂ There is no significant relationship between relationship between gender and the use/addiction to social media among students in Colleges of Education, Gombe State.

METHODOLOGY

The survey research design was used on a population comprised of 7,166 NCE II students in 2020/2021 academic session of the five Colleges of Education in Gombe State. Table 1 is the population for the study.

Table 1: Population for the Study

College	Location	No of Students
College of Education and Legal Studies	Nafada	889
College of Education Billiri	Billiri	1,784
Federal College of Education (Technical) Gombe	Gombe	4,123
JIBWIS College of Education Gombe	Gombe	256
National Teachers Institute/DLS	Gombe	114
Total		7,166

The sample for the study as determined using the Krejcie and Morgan (1970) sampling technique. Consequently, a sample of three hundred and eighty- one (381) students selected using the simple random sampling participated in the study. The sample was taken as a percentage of the respective population of each College with respect to 381. Table 2 is the sample for the study.

Table 2: Sample for the Study

College	Location	No of Students
College of Education and Legal Studies	Nafada	47
College of Education Billiri	Billiri	95
Federal College of Education (Technical) Gombe	Gombe	219
JIBWIS College of Education Gombe	Gombe	14
National Teachers Institute/DLS	Gombe	06
Total		381

A validated instrument: Questionnaire for Social Media Addiction (QSMA) adopted from Shahnawaz and Rehman (2020) was used to collect data for the study. QSMA was constructed based on the six components of behavioral addiction having 21 items on a 4-point Likert type scale. Data collected was analyzed using SPSS (version 25). The research questions were answered using descriptive statistics of frequency, percentage, mean and standard deviation while the hypotheses was tested using Pearson Product Moment Correlation (PPMC) and the t-test at 0.05 level of significance.

RESULTS

Research question 1: What is the level of students' academic achievement as indicated by their CGPA in Colleges of Education in Gombe State?

Table 3: Level of students' academic achievement

Academic Achievement	Frequency	%
Pass	61	16.00
Merit	223	58.50
Lower credit	76	19.90
Upper credit	21	5.50
Total	381	100.00

The result in Table 3 shows the levels of students' academic achievement in Colleges of Education in Gombe State. Majority 223(58.5%) of students have merit achievement, followed by lower credit with 76(19.5%), followed by pass achievement with 61(16%) and the last achievement was upper credit with 21(5.5%). Clearly, majority of the students in the Colleges of Education in Gombe State are in merit achievement which is a normally distributed result.

Research question 2: What is the level of social media usage/addiction among students in Colleges of Education in Gombe State?

Table 4: levels of students' social media usage

Social media usage	Frequency	%
Low social media usage	156	40.90
High social media usage	225	59.10
Total	381	100.00

The result in Table 4, revealed that majority 225(59.1%) have high social media usage only 156(40.9%) have low social media usage. This can be interpreted to mean that most students in Colleges of Education in Gombe State have high tendency of social media usage.

Research question 3: What is the influence of addiction on students' academic achievement on in Colleges of Education, Gombe State?

Table 5: Influence of students' social media addiction

S/N	QUESTIONS	SA	A	D	SD
1	While I work or study, my mind remains on social media networking sites	198(52%)	150(39.4%)	22(5.8%)	11(2.9%)
2	I go to social media networking sites instantly after waking up in the morning	179(47%)	137(36%)	54(14.2%)	11(2.9%)
3	I check for updates on social media networking sites while studying	92(24.1%)	183(48%)	64(16.8%)	32(8.4%)
4	I check my social networking account before starting any task or activity	135(35.4%)	127(33.3%)	55(14.4%)	32(8.4%)
5	I got social media networking sites whenever I am upset	113(29.7%)	86(22.6%)	139(36.5%)	22(5.8%)
6	I feel relaxed whenever I am on social networking sites	128(33.6%)	113(29.7%)	75(19.7%)	65(17.1%)
7	These days I spend more time on social media networking sites	148(38.8%)	94(24.7%)	85(22.3%)	43(11.3%)
8	I need to be on social media networking sites for longer time before to be satisfied	93(24.4%)	181(47.5%)	85(22.3%)	22(5.8%)
9	I feel sad when I am unable to log in to social media networking sites	105(27.6%)	139(36.5%)	106(27.8%)	21(5.5%)
10	I become irritable whenever I cannot log in to social media networking sites	137(36%)	179(47%)	54(14.2%)	11(2.9%)

Table 5 revealed that majority 198(52%) strongly agree that while they work or study, their mind remains on social media networking sites. 179(47%) strongly agree that they go to social

media networking sites instantly after waking up in the morning. 183(48%) agree that they check for updates on social media networking sites while studying. 135(35.4%) strongly agree that they check their social networking account before starting any task or activity. 139(36.5%) strongly disagree that they go to social media networking sites whenever they are upset. 128(33.6%) strongly agree that they feel relaxed whenever they are on social networking sites. 148(38.8%) agree that these days we spend more time on social media networking sites. 181(47.5%) agree that we need to be on social media networking sites for longer time before to be satisfied. 139(36.5%) agree that we feel sad when we are unable to log in to social media networking sites. 179(47%) agree that we become irritable whenever we cannot log in to social media networking sites. Based on the responses it follows that social media usage has influence on students' academic achievement.

Hypothesis One Ho₁: There is no significant relationship between students' addiction to social media and their academic achievement in Colleges of Education in Gombe State.

Table 6: PPMC between social media addiction and academic achievement

Variables	r. value	p. value	Decision
Social media addiction	.123	.016	Reject Ho ₁
Academic achievement			

From Table 6, the correlation ($r = .123$, $p = .016$, $p < .05$) between social media addiction and academic achievement was found to be significant. Therefore, the stated null hypothesis was rejected. The findings revealed that a statistically significant relationship exist between social media addiction and academic achievement among students in Colleges of Education in Gombe state.

Hypothesis two Ho₂: There is no significant difference between gender and the use/addiction to social media among students in Colleges of Education in Gombe State.

Table 7: Independent t-test between social media usage and gender

Social Media Addiction	N	Mean	S.D	df	t-value	Sig	Remark
Male	253	22.89	7.538	2.420	2.420	.016	Accept Ho ₂
Female	128	24.90	7.836	379			

The independent sample t-test in Table 7 showed that the difference in social media between male students ($n = 253$, $M = 22.89$, $SD = 7.538$) and female students ($n = 128$, $M = 24.90$, $SD = 7.836$) was not statistically significant ($t = 2.420$, $p = 0.016$) at $\alpha = 0.05$. Therefore, null

hypothesis was accepted. This implied that there is no significant difference between social media usage and gender among NCE students of Colleges of Education in Gombe State.

Discussion of Findings

This study found that majority of students have merit academic achievement (Table 3). This finding is consistent with that of Maya (2015) who also found that most students have average scores in their academic achievement. This may be a consequence of the excessive usage of social media which takes more of the students' time meant for studying.

From Table 4, majority of the students have high level of social media usage, the finding corroborates with Boyd and Ellison (2017) who also found that most students are given to high social media usage. This seen on most campus evidenced by students' love for new devices that are internet compliant and usage of apps that allows them socialize and get informed on trending events.

Table 5, showed that majority of the students have been influenced by social media usage. This finding is in line with that of Jena (2019) who found that social media usage has influence on academic achievement of students. In particular, Brigit (2012) reported that social media addiction influenced students' academic performance. The study found similar traits among students partly because they spend less time on their studies and also enjoy the social media much more than their studies.

In Table 6, a significant relationship between social media usage and academic achievement was established, this finding agrees with Obi *et al*, (2012), Brown (2017) and Oueder & Abousaber, (2018) who also found significant relationship between social media usage and academic achievement of students. This explains the average performance of students in this study who may have performed better if they give more time to their studies than they do to social media.

Table 7 revealed that there was no significant relationship between gender and social media usage. This finding negates Bakari (2017) and Alnjadat et al., (2019) who found significant relationship between social media usage and gender. Generally, literature posits that male students are more addicted but the female students are most influenced leading to low academic achievement.

Conclusion

Based on the findings, it was concluded that social media is a very important platform in the daily life of the students. Students sharpen their socialization and communication skills with friends and relatives through the social media. The social media is also a platform where students obtain information on health, education and acquire technical skills using the latest technology available among others. However, social media can also reduce cognition and enhance distraction which can lead to poor performance in academic engagements.

Psychological issues such as depression, anxiety, sleep disorders or exposure to health risks such as smoking and alcoholism may follow poor academic outcomes.

The study found out that social media addiction of the students was at high level and the male students had a higher level of addiction compared to the female students. A relationship between the overall use of social media and academic achievement of students was established. In addition, social media was not affected by gender and the performance of students was on the average level. There is a cause to worry over the addition level and the consequence of social media among students.

Recommendations

On the basis of the finding of this study the following recommendation are made:

1. The College management should launch a campaign on the dangers of excessive and addictive use of social media such as Facebook, WhatsApp, Twitter and Instagram so that students can have adequate time to read their books.
2. Students should be encouraged to reduce the time they spent on social media so as to have adequate time to rest and engage in their studies and social media for studying.
3. Students should also be encouraged to use the social media positively for academic purposes and avoid excessive film watching.
4. Parents should endeavor and monitor their wards' phones, particularly those having android phones.

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