



The Digital Landscape of Higher Education: Unpacking the Influence of Social Media on Student Academic Life

Usman Rufai Fakai^{1*}, Abubakar Aliyu², Bello Abdullahi³, Junaidu Yusuf⁴

¹Adamu Augie College of Education Argungu

²Kebbi State University of Science and Technology Aliero

³College of Advanced and Legal Studies

⁴Federal College of Education Gidan Madi

Corresponding Author: Usman Rufai rufai.fakai@aacoeargungu.edu.ng

ARTICLE INFO

Keywords: Social media, Academic Performance, Digital Literacy, Time management

Received : 28, March

Revised : 20, April

Accepted: 25, May

©2024 Fakai, Aliyu, Abdullahi, Yusuf: This is an open-access article distributed under the terms of the [Creative Commons Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

This study explores the pervasive impact of social media on the academic pursuits of college students. Employing a descriptive survey approach, the research investigates various aspects of social media usage among students, encompassing communication and educational activities. Through the analysis of survey responses, the study examines how students allocate their time on social media platforms and its potential effects on their academic performance. The results reveal a nuanced relationship between social media engagement and academic outcomes, uncovering both positive and negative impacts. While social media offers convenience and connectivity, concerns arise regarding its addictive nature and potential distractions from academic endeavors. The paper concludes with a comprehensive set of recommendations for both institutions and students to manage the complex interplay between social media and academic success. These recommendations include implementing structured time management techniques, nurturing digital literacy skills, providing support for balancing online and offline activities, advocating for educational content utilization on social media platforms, and promoting responsible online conduct. Furthermore, the paper calls for collaboration among educational institutions, policymakers, and technology firms to formulate guidelines and policies that encourage healthy social media use while prioritizing academic goals.

INTRODUCTION

Contextual Background

In recent years, technology has assumed an increasingly pivotal role in enriching human interactions, particularly within social and educational contexts. Higher education has experienced a surge in exploration of the diverse possibilities presented by emerging technologies for institutions, educators, and students alike. The emergence of technology has transformed interpersonal communication, leading to the proliferation of accessible social platforms like social media, thereby fostering global connectivity (Kyoshaba, 2009). Platforms such as WhatsApp, Facebook, Twitter, Google Plus, and Flickr have been seamlessly integrated into educational environments to facilitate communication among students and potentially with external stakeholders such as peers and subject matter experts. Consequently, the educational landscape has undergone significant changes, influencing both student learning and instructional methodologies. In contemporary higher education settings, social media plays a vital role in promoting collaboration among instructors, students, and other stakeholders in the pursuit of knowledge construction. These platforms offer opportunities to enhance classroom experiences, promote collaborative learning, and facilitate the dissemination of knowledge (James). Educators and researchers continuously explore social media technologies to cultivate critical thinking, collaboration, and knowledge acquisition. However, the inherent openness of these platforms necessitates a thorough examination of their benefits, impacts, and associated risks, highlighting the importance of ongoing communication with students to address concerns and mitigate potential issues stemming from their usage.

Problem Statement: The widespread adoption of social media in everyday communication is paralleled by its growing incorporation into teaching and learning practices in higher education. As a result, this research endeavors to investigate and assess the effects of social media on teaching and learning within higher education institutions, encompassing both beneficial and detrimental impacts.

Study Objective: The main objective of this study is to evaluate the influence of social media on students' academic pursuits. Specifically, the study aims to clarify the types of social media platforms students are acquainted with, their usage patterns within higher education settings, and the resulting effects on academic achievement.

Research Questions: The primary research question driving this study is: "What specific influence does social media exert on students' academic experiences?" To delve into this inquiry and examine the underlying mechanisms shaping this influence, the following sub-questions are investigated:

1. What characterizes social media and drives student participation on these platforms?
2. What is the frequency of students' interactions with social media on a daily basis?
3. What is the relationship between students' use of social media and their academic achievements?

Significance of the Study: A comprehensive comprehension of social media dynamics and its impact on the learning environment is profoundly meaningful for students, researchers, student affairs professionals, and various stakeholders engaged in educational discourse. The outcomes of this research have the potential to guide strategic interventions aimed at reshaping perspectives on social media utilization, while also illuminating the diverse opportunities it offers for enhancing student experiences and academic pursuits.

Assumptions: This study operates under the following assumptions:

1. Students utilize social media platforms for both interpersonal communication and academic purposes.
2. On average, students dedicate at least one hour per day to engaging with social media.
3. The influence of social media on academic performance is multifaceted, encompassing both positive and negative aspects.

Scope and Limitations: This study sought to assess the impact of social media on students' academic performance, concentrating on specific variables associated with social media usage. The research involved sixty (60) actively involved social media users as respondents during the second semester of the academic year 2023-2024. It restricted its focus to variables such as respondents' internet accessibility, usage habits, perceptions of social media, and frequency of engagement, which were hypothesized to impact academic performance.

LITERATURE REVIEW

Conceptual Framework

Definition of Social Media Social media encompasses mobile and web-based technologies that facilitate highly interactive platforms for individuals and communities to share, co-create, discuss, and modify user-generated content (Kietzmann, 2012; Osharive, 2015; Raymond et al., 2016). It represents a dynamic medium where information dissemination is coupled with interactive engagement, distinguishing it from traditional media channels. Social media platforms enable the creation, exchange, and sharing of user-generated content, fostering an environment conducive to collaborative interaction and information exchange (Papacharissi, 2012). **Social Media and Student Academic Life in Higher Education** In the context of this study, academic life pertains to activities associated with intellectual pursuits, predominantly within colleges and universities, focusing on scholarly inquiry and reasoning rather than practical or technical skills (Owusu-Acheaw and Larson, 2015).

Higher education encompasses post-18 learning occurring at universities and other institutions conferring academic degrees and professional qualifications. An increasing number of scholars are exploring the implications of social media for higher education, recognizing its potential significance in educational practice and provision (IPAF, 2013). Social media plays a crucial role in students' academic lives, acting as a platform for social interaction, identity formation, and knowledge acquisition (Papacharissi, 2010). Its presence in higher

education reflects a shift towards more interconnected, collaborative, and flexible learning environments, characterized by digital multitasking and increased student autonomy (Subrahmanyam and Šmahel, 2011). Students are increasingly attracted to social media platforms due to their customizable nature, offering opportunities for self-expression and engagement in the learning process (Tapscott and Williams, 2007). Educators recognize the significance of integrating social media into higher education to better engage with students and cultivate a sense of community (Kaplan and Haenlein, 2010; Selwyn, 2012). Platforms like WhatsApp, WeChat, LinkedIn, and various flipped classroom tools are utilized by universities to create alternative spaces for online interaction among students and faculty (Reuters, 2009; Jonah, 2013). Social media platforms provide liberal environments for students to freely express their views, share resources, and engage in discussions, thereby enriching the learning experience (Mason and Rennie, 2007).

In summary, social media has become an integral aspect of higher education, facilitating collaborative learning, enhancing student engagement, and broadening educational opportunities beyond traditional classroom settings. Its impact on academic life underscores the necessity for further research to better understand its implications and optimize its use in educational practice. Impact of Social Media on Student Academic Engagement Social media offers students a new avenue for familiar activities, providing a direct platform for them to publicly evaluate and discuss various aspects of campus life, including institutional policies, classes, professors, administration, and fellow students, in real-time. It permeates our campuses almost unnoticed, carrying the weight of social injustices and complex legal precedents accumulated over decades of student expression (Jeong, 2005; Gurcan, 2015). While recognizing the positive potential of social media, there is no suggestion of curtailing its use, as the technology has already penetrated various aspects of student communication and engagement. Today's students predominantly communicate via technology, and prohibiting platforms like Facebook or texting would sever an essential relationship with technology. Teachers utilize various tools such as Skype, email, and social media to interact with students in online teaching environments (Jaclyn, 2011; Rouse, 2016). Social media fosters collaboration and discussion by facilitating easy sharing and searching of content, offering students flexibility in meeting their educational needs (Dewing, 2010). However, concerns regarding inappropriate conduct on social media platforms are significant. Private relationships formed outside classroom circles may lead to inappropriate behavior (Gurman, 2015). Users may engage in discourteous and disrespectful language, including profanity, vulgarity, or harassment, without proper oversight. The circulation of sexually explicit or hate-based material without notification poses risks to students' privacy and safety (Saunders, 2012). Despite these challenges, commentators should focus on the vast opportunities presented by social media to enhance the learning experience of students, rather than fixating on potential pitfalls (BlogDashContent, 2017).

Student Dependency on Social Media

The widespread presence of social media on the internet raises concerns about potential addictive tendencies among students (Kuss and Griffiths, 2011). The increasing amount of time undergraduates spend online, particularly on platforms like Facebook and Twitter accessed via smartphones, is alarming (Shensa, 2015). Many students display signs of dependency, unable to resist checking and updating their social media profiles even at the expense of other activities (Morahan-Martin and Schumacher, 2000). Of concern is the rising trend of social networking fixation among students, which could detrimentally affect their academic, social, and personal lives if not addressed (Owusu-Acheaw, 2015). This phenomenon, left unattended, could exacerbate existing challenges in the education system (Bello, 2012). Research has associated internet addiction with decreased academic performance and compromised emotional well-being among students (Jeong, 2005; Ogedebe et al., 2012). Observations suggest that Nigerian youths, in particular, display obsessive behavior toward social media, spending excessive amounts of time online, even during lectures and academic activities (Olubiyi, 2012). This pervasive engagement with social media detracts from valuable time that could be allocated to academic pursuits and constructive networking (McQuail, 2008).

Theoretical Framework

The theoretical underpinning guiding this study draws from several key concepts in the fields of education and social psychology. Bandura's Social Cognitive Theory provides a foundational framework for understanding the impact of social media on student behavior and academic performance. According to this theory, individuals learn through observation and imitation of others' actions, with behavior being influenced by both personal factors and the social environment. Within the realm of social media, students may emulate behavior based on the online interactions they witness, thereby affecting their involvement in academic activities. Furthermore, Self-Determination Theory (SDT) elucidates the motivational aspects of social media usage within the academic sphere. SDT posits that individuals possess inherent psychological needs for autonomy, competence, and relatedness, and meeting these needs fosters intrinsic motivation and well-being. Applied to social media, students may be compelled to participate in online activities to fulfill these psychological needs, potentially impacting their academic performance. Additionally, the Uses and Gratifications Theory offers insights into the motivations behind students' use of social media platforms. This theory suggests that individuals actively seek out media to satisfy specific needs, such as seeking information, entertainment, social interaction, and expressing identity. By understanding the gratifications students derive from social media use, educators and policymakers can devise interventions to leverage the positive aspects while mitigating potential negative effects on academic performance.

METHODOLOGY

Research Design

The study employed a descriptive survey research design, which is deemed appropriate as it facilitates data generation through standardized collection procedures utilizing highly structured research instruments and clearly defined study concepts and variables.

1. **Data Collection Methods** The data collection process utilized multiple instruments, including survey questionnaires, observations, literature reviews, and analysis, to comprehensively address the research questions.
2. **Survey Questionnaires:** Clear and concise survey questionnaires were distributed to gather data for the research questions. These questionnaires were meticulously designed to elicit accurate responses from participants, with each item tailored to address specific aspects of the research sub-problems. Google Forms was utilized to create and administer the questionnaire, ensuring efficient data collection.
3. **Literature Review:** Secondary data were gathered from previous studies, literature reviews, books, documents, and electronic sources relevant to the study's objectives. This extensive review helped contextualize the research findings and provide additional insights into the topic.
4. **Observations:** Interviews were conducted to supplement the survey data and literature review findings. Researchers observed participants' behaviors and interactions in relevant settings to gain deeper insights into the research topic.
5. **Population:** The target population comprised students enrolled at Adamu Augie College of Education's main campus. The sample was drawn from this population to represent various demographic and academic backgrounds.
6. **Sample and Sampling Procedure:** Sixty (60) students volunteered to participate in the study. Convenient sampling technique was employed to select participants, ensuring accessibility and feasibility. The sample consisted of an equal distribution of thirty female and thirty male students, representing diverse academic disciplines including Sciences, Vocational Studies, Arts, and Islamic Studies.

7. Data Collection Procedure: The data collection period lasted approximately one week. Each interview session, conducted in English, lasted between 20 to 30 minutes. Detailed notes were taken during the interviews to facilitate transcription. With participants' consent, all interviews were audio-recorded for accuracy and ease of transcription.
8. Data Analysis: The collected data were transcribed and categorized based on participants' responses. Relevant themes were identified and developed from the transcriptions, employing an inductive analysis approach. Key words and phrases were noted in the margins, aiding in the grouping of margin notes into distinct subthemes and overarching themes. This iterative process enabled a comprehensive and nuanced analysis of the data.

Additionally, there are 71 students actively using social media who are members of the survey's WhatsApp group. Slovin's formula is utilized to calculate the sample size."

$$n = N / (1 + N e^2)$$

Where:

n = number of samples

N = total population

e = error tolerance (0.05)

thus,

$$n = N / (1 + N e^2)$$

$$= 71 / (1 + (71 \times (0.05)^2))$$

$$= 71 / 1.1775$$

$$= 60.3 \text{ or } 60$$

To address the three research questions, appropriate statistical tools were selected. For the first and second research questions, in addition to the literature review, the mode was utilized. For the third research question, the average weighted mean was employed. The collected data were then analyzed to assess the impact of social media on students' academic performance.

Presentation, Analysis, and Interpretation of Data

This section presents the collected data, analyzes the findings, and interprets them with respect to the research questions posed in the study. The responses of the participants are evaluated based on the following criteria:

Analysis and Discussion I: Reasons for Social Media Usage To explore the reasons behind students' social media usage, respondents were surveyed using questionnaires (refer to the appendix). Items 1, 2, 4, 5, and 6 provided insights into this aspect. A majority of respondents (93%) reported having affordable

access to the internet, primarily through their smartphones, indicating widespread internet availability. In terms of social media usage, communication emerged as the primary motive, cited by 35% of respondents, followed by entertainment (29.5%) and seeking educational information (25.5%). Additionally, the study found that 71.7% of respondents utilize the internet for assignments, with only 20% preferring traditional library resources. Furthermore, 48.3% of respondents reported using their smartphones during class to enhance their English vocabulary, underscoring the integration of technology into the learning process.

Analysis and Discussion II: Time Spent on Social Media According to a Newspoll survey (Newspoll, 2013), a significant percentage of teenagers spend up to 7 hours a day on social media platforms. Similarly, the survey conducted in this study revealed that the majority of respondents (38.3%) spend 4-6 hours daily on social media, with 28.3% dedicating 1-3 hours, and 26.7% allocating over 6 hours. This suggests a substantial amount of time devoted to social media engagement among students.

Analysis and Discussion III: Impact on Academic Performance The survey uncovered varying perspectives on the influence of social media on academic performance. While 38.3% of respondents strongly agreed that social media has a negative impact on their academic performance, 16.7% strongly agreed on its positive influence. Some respondents (20%) remained neutral, while others (13.3%) reported no significant impact

RESEARCH RESULT AND DISCUSSION

The primary motivations for students' use of social networks include connecting with friends, classmates, and engaging in communication with them. Spending time on social media platforms enables most respondents to structure their leisure time and also prepare for exams. A significant portion of students allocates approximately 20% of their time to social media usage. Nearly half of the surveyed individuals acknowledge that social networking has facilitated personal connections, leisure organization, and the discovery of interest groups. Some argue that social networks have had no impact on their lifestyle, while a small percentage (10%) admit to experiencing addiction. In summary, social networks have become an integral aspect of students' lives, occupying a considerable portion of their free time. They have supplanted traditional forms of communication and leisure activities, becoming the primary companion for exam preparation. Often, students find themselves unable to absorb information from lessons due to distractions posed by social media, which offers more engaging content such as peer interactions, news feeds, and various social platforms. This shift negatively affects both physical and intellectual development. However, social media also provides educational resources, opportunities for socialization, and temporary relief from college routines. The study's findings suggest a significant role of social media in students' lives, with many integrating it into their academic activities. Nonetheless, concerns regarding its adverse impact on academic performance are apparent.

Implications of the Study

The implications of this study extend to various stakeholders in higher education. Educators and administrators can utilize the findings to adapt pedagogical approaches and curriculum development. Understanding the pervasive influence of social media on students' academic lives enables educators to incorporate digital literacy skills into teaching methodologies, preparing students for responsible engagement online. Institutions can develop interventions to support students in managing their social media usage, promoting digital wellness, and providing resources for navigating online interactions. Policymakers can advocate for guidelines that address social media's intersection with education, fostering collaboration between educational institutions, technology companies, and government agencies. Students can reflect on their social media habits and make informed decisions about their online behavior, prioritizing their academic goals.

CONCLUSIONS AND RECOMMENDATIONS

The study concludes that social media has become integral to students' lives, occupying a significant portion of their leisure time. Its impact on academic performance is dual, necessitating responsible use. Recommendations include promoting digital literacy, encouraging time management strategies, fostering offline interactions, implementing social media guidelines, collaborating with social media platforms, supporting mental health services, and fostering peer support networks. Continuous monitoring and evaluation are crucial to identify emerging trends and challenges. Students should recognize the negative consequences of excessive social media use and prioritize academic responsibilities. Future research should explore strategies to mitigate social media's adverse effects on students' academic endeavors. Based on these findings, the following recommendations are suggested:

1. **Promote Digital Literacy:** Institutions should prioritize digital literacy programs to educate students about responsible social media usage, critical thinking, and online safety. These programs should equip students with the necessary skills to navigate social media platforms effectively while discerning credible information from misinformation.
2. **Encourage Time Management Strategies:** Educational institutions can offer workshops or seminars on time management techniques specifically tailored to social media usage. Students can learn how to allocate their time effectively, balancing academic responsibilities with social media engagement to enhance productivity.
3. **Foster Offline Interactions:** Encourage students to engage in offline activities and face-to-face interactions to complement their online social interactions. Organizing campus events,

group study sessions, or extracurricular activities can provide opportunities for students to connect in person and develop interpersonal skills.

4. **Implement Social Media Guidelines:** Institutions should develop clear guidelines and policies regarding social media usage, outlining acceptable behavior, privacy considerations, and consequences for inappropriate conduct. These guidelines can serve as a framework for promoting responsible social media use within the academic community.
5. **Collaborate with Social Media Platforms:** Educational institutions can collaborate with social media platforms to implement features that promote healthy usage habits among students. This could include tools for monitoring screen time, setting usage limits, or providing educational resources within the platform.
6. **Support Mental Health Services:** Recognize the potential impact of excessive social media use on mental health and well-being. Institutions should prioritize mental health services and resources to support students struggling with issues related to social media addiction, stress, anxiety, or depression.
7. **Encourage Peer Support Networks:** Foster peer support networks where students can share experiences, strategies, and resources for managing social media usage and academic responsibilities. Peer-led initiatives, support groups, or online forums can provide valuable peer-to-peer support and guidance.
8. **Continuous Monitoring and Evaluation:** Regularly monitor and evaluate the impact of social media usage on students' academic performance and well-being. Collect feedback from students, faculty, and other stakeholders to identify emerging trends, challenges, and areas for improvement in social media policies and practices.

Furthermore, students should recognize the potential negative consequences of excessive social media use and prioritize their academic responsibilities.

ADVANCED RESEARCH

In writing this article the researcher realizes that there are still many shortcomings in terms of language, writing, and form of presentation

considering the limited knowledge and abilities of the researchers themselves. Therefore, for the perfection of the article, the researcher expects constructive criticism and suggestions from various parties.

REFERENCES

- Bello A.A (2012) Effects of Social Networking on Nigerian youths/Students Nigeriaobservernews.com/26022012/Sundayobserver/features.html. (Retrieved 12/072012)
- BlogDashContent (2017) Social Media by Students. Creation by bloggers. Retrieved from <http://blog.blogdash.com/media-industry/positive-negative-use-social-media-students/>.
- (IPAF)Intellectual Property Awareness Foundation (2013). Research into the online behaviour and attitudes of Australians in relation to movie and TV piracy (2013). . Retrieved from <https://www.aph.gov.au/DocumentStore.ashx?id=1bff7481-b92a-4bc7-a2e7>
- Jonah, A. (2013). Social networking: the new Nigeria. The bug (8th edition). P. 2.
- Junco, R., Heiberger, G., & Loken, E. (2011). The effect of Twitter on college student engagement and grades. *Journal of Computer Assisted Learning*, 27(2), 119-132.
- Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of Social Media. *Business horizons*, 53(1), 59-68.
- Kietzmann, H. (2012). "Social media? Get serious! Understanding the functional building blocks of social media". *Business Horizons* 54: 241-251.
- Mason and Rennie (2007: 199) Gurcan, H. I. (2015). Contribution of Social Media to the Students' Academic Development. *International Journal of Information and Education Technology*, 5(12), 965.
- McQuail, D. (2008). *Mass communication theory* (5th ed). California: Sage Publishers
- Newspoll. (2013). Like, Post, Share Young Australians' Experience of Social Media. Australian Communications And Media Authority. Retrieved

from <https://www.acma.gov.au/-/media/mediacomms/Report/pdf/Like-post-share-Young-Australians-experience-of-social-mediaQuantitative-research-report.pdf?la=en>.

Ogedebe, P. M., Emmanuel, J. A., & Musa, Y. (2012). A survey on Facebook and Academic Performance in Nigeria Universities. *International Journal of Engineering Research and Applications (IJERA)* ISSN: 2248-9622 www.ijera.com Vol, 2, 788-797

Olubiyi'S.(2012),social media and Nigeria Youth burden. <http://bluepringng.com/2012/12/social-media-and-nigerian-youth-burdenretrieved> 21/05/2013.

Osharive Peter (2015) Social Media and Academic Performance Of Students In University Of Lagos. Research Project.

Owusu-Acheaw, M., Larson, A. (2015). Use of social media and its impact on academic performance of tertiary institution students: A study of students of Koforidua Polytechnic, Ghana, *Journal of Education and Practice*, 6(6), pp. 94-101.

Papacharissi, Z. (Ed.). (2010). *A networked self: Identity, community, and culture on social network sites*. Routledge.

Raymond Agyenim-Boateng and Afua Amankwaa (2016) The Impact of Social Media on Student Academic Life in Higher Education . *Global Journal of Human-Social Science: G Linguistics & Education Volume 16 Issue 4 Version 1.0 Year 2016*.

Rouse, M. (2016.). Social Media. WhatIS.com. Retrieved from <https://whatis.techtarget.com/definition/social-media>.

Saunders, M., Lewis, P., Thornhill, A. (2012). *Research Methods for Business Students*. Pearson, UK.

Shensa, A., Sidani, J., Lin, L., Bowman, N., & Primack, B. (2015). Social Media Use and Perceived Emotional Support Among US Young Adults. *Journal Of Community Health*, 41(3), 541-549. doi: 10.1007/s10900-015-0128-8.