

An Evaluation of the Impact of Social Media on the Performances of Students` of Tertiary Institutions in Yobe State of Nigeria; A Case Study of Mai Idris Aloomo Polytechnic Geidam, Umar Suleiman College of Education Gashua and College of Administrative and Business Studies Potiskum

By

Abba Muktar¹ and Jibrin Mohammed²
Departments of Public Administration¹
Department of Basic Studies²
Mai Idris Aloomo Polytechnic, Geidam
Yobe State, Nigeria.

Abstract

Compared with other tertiary institutions in Nigeria, the introduction of the usage of internet facilities in tertiary institutions in Yobe state is a recent development. Though, such introduction was aimed at improving students' academic performances and encouraging research cum development at higher level of education in the state. Technological revolution which culminated in such transformation also led to the emergence of social media which have been wrongly used by some students`. This study evaluated the impact of social media on the academic performances of students of tertiary institutions in Yobe state with focused on Mai Idris Aloomo Polytechnic Geidam, Umar Suleiman College of Education Gashua as well as the College of Administrative and Business Studies Potiskum. The research used qualitative and quantitative methods of investigation. It found that, despite its usefulness, social media especially Facebook, WhatsApp and 2go among others have negative impact on the performances of students` of tertiary institutions in Yobe state. The study suggested that management of the institutions restrict the use of internet for social media in the institutions.

Keywords; *Evaluation, Impact, Social Media, Students and Performances*

Introduction

In Yobe State of Nigeria like other parts of the country, tertiary education is conceived as a level of education created to produce middle and top levels manpower for the state. The establishment of a state government owned polytechnic at Geidam is considered as part of the government desire to train technical and vocationally incline minded citizens for the state, the age-long college of education at Gashua to produce teachers for the increasing number of schools and the administrative college at Potiskum to meet up with the administrative and managerial needs of the state. These objectives still hold water tight. But the caliber of output of students coming out of these institutions do not measure up with those produced by the same institutions before the technological revolution and break through that made social media accessibility easier and common among students of tertiary institutions in the state. Social media like Facebook, Twitter, What Sapp, 2go, We Chat and even YouTube are part of the development that accompanied the revolution of technology and internet usage-transformations that are today affecting first, reading culture and secondly academic performances of students in tertiary institutions in Yobe state of Nigeria.

On a comparative basis and analysis, products of these institutions in the analogue era are performing credibly excellent in practice in their various areas and field of specializations than their digital counterparts been produced by the institutions now. Digitalization of learning created by technological advancement and internet development is directed towards making learning simply and acceptable among students of tertiary institutions. Electronic system of information is stress less to access and expected to bring out the best talents in students leading to academic excellency needed to promote development after graduation. But the contrary seems to be the resultant effects of the internet development and technological revolution as can be witnessed in tertiary institutions in Yobe state.

The futures of students of tertiary institutions and that of the state are at stake. Investing lavishly on students only to turn out half bake products is what parents and the state government must have discontinued to tolerate. Producing products that will turn to the government to seek for jobs rather than those who will create opportunities for reducing the rate of joblessness is not an encouraging omen for a society like ours. The institutions to be study in the proposed research are expected to produce job creators but not seekers especially in this era of poverty and unemployment incubated and sustained by unending insurgency in the north-east region of Nigeria which Yobe state is situated. Urgent and drastic measures are required to reduce and if possible ameliorate the escalating retrogressive development emanating from the impacts of social media on students' performances in tertiary institutions in Yobe state. The desire to achieve these objectives and other not stated here justify the basis of this research.

Statement of the Research Problem

The objectives establishing tertiary institutions in Yobe state are multi-folded. Goals achievement are becoming difficult and problematic with time. Quality of students produced by the institutions are falling beyond expectation instead of rising. Students' performances are declining instead of rising. Attentions to social media networks are rising above the ones to academic activities from the part of students. Records of students' failure in examinations are growing far above initial ones. Instead of moral development among students`, anti-social behaviors are springing up in tertiary institutions-development that is discouraging some parents from sending their wards to tertiary institutions in search of higher learning and education. Reading culture among students` in tertiary institutions is fading away. Dodging of lectures and plagiarism are on the increase.

And the Polytechnic at Geidam as well as the Colleges of Education in Gashua and that of

Administrative and Business Studies at Potiskum are turning out half-baked products than is expected of them in Yobe state. It is however in order to find sustainable solution to these phenomena and others not stated here that this research is necessitated.

Objective of the Study

The objectives of the research include to;

1. Evaluate the impact of social media on students' performances in Mai Idris Aloomo Polytechnic Geidam, Umar Suleiman College of Education Gashua and College of Administrative and Business Studies Potiskum.
2. Assess the level of students' involvement in social media practice in the institutions.
3. Examine the impact of such involvement on the morality and behaviors of students in the institutions to academic activities.

Research Question

The research questions are;

1. What is the impact of social media on students' performances Mai Idris Aloomo Polytechnic, Umar Suleiman College of Education and College of Administrative and Business Studies Potiskum?
2. Are some students' of these tertiary institutions involve in social media practice?
3. Does such involvement and practice affect students' morality and behaviors in the institutions to academic activities?

Literature Review:

It is obvious that an educationally backward society like Yobe state of Nigeria requires quality and standard education especially at the tertiary level to be able to produce the manpower needed to contribute to the development process of the state. In all levels of learning, technology has assisted the acceleration of easy learning processes especially with the growing usage of internet facilities in teaching and learning processes. Social media networks are born out of the ageing technological advancement. This also implies that they be used in the promotion of teaching and learning processes at tertiary institutions as well but

not just for making friends, match-makings and exchange of pleasantries among others. Instead of promoting friendship, social media to me can be used to promote teaching and learning activities in schools so as to facilitate the development of education.

Education is the weapon of liberation from ignorance, poverty and diseases. The best a society can give to its citizens is education. A society that educate its citizens live to watch them grow into useful citizens to themselves and everyone around them (Akinsanmi, 1999). Investing in tertiary education by the Yobe state government is part of the authority's contributions to the building of responsible citizens for the state. It is also part of government's investment in the future of its people. Therefore, all that are necessary must be done to ensure that such investment is protected to achieve the objective it is directed towards. For education as Mackin (2002) submits is an essential ingredient for nation building.

The use of technology in learning is an alternative to age-long perception that education is a difficult process to undergo. Though Fafunwa (1999) posits that education is a lifelong process that starts from birth and ends at the point of death. This can be related to Mosher's (2001) observations that education is a total experience gathered over time by an individual. Social media like face booking, 2go, what Sapp, etc. are good forum for using media technology to contribute to educational development. The emergence of social media networks which is affecting students' performances in tertiary institutions in Yobe state retrogressively should have serve as avenue for improving academic excellency among students' of such level of education in the state. Social networks are part of media technology for they create forum for exchange of educative ideas and initiatives by their users. Fajonyomi (2001) submits that media technology and its usage in education accelerate teaching and learning processes

in human society.

The installation of internet facility in tertiary institutions in Yobe state is part of the government efforts to promote and encourage research as well as documentation among students` and teachers in this level of learning-situation that is expected to result in sound scholarship and academic excellence in tertiary institutions in the state. But on the contrary, internet facility in tertiary institutions in the state is turning into dangerous blessing that is disrupting academic excellency among students` in this level of education in Yobe state. In some states in Nigeria, Abdullahi and Ivowi (2010) observed that tertiary institutions do not have access to internet facility. And this to them tends to affects negatively, academic performances of students` and research among teachers. This simply implies that students` of tertiary institutions in Yobe state need to utilize the opportunity provided in this direction so as to develop their potentials and God given talents so as to graduate with good grades and records which their society and institutions will be proud to display whenever the need to do so arise.

Education as Omolewa (1996) and Okedara (1997) posits has been part and parcel of human society in Africa from time immemorial. Hunting and gathering, blacksmithing, home management choirs which are taught by mothers as well as moral instructions as Uche (2001) wrote are part of the basic curriculum of education in traditional and primitive African societies. The innovations brought about by technological breakthrough as Leeper (2010) pointed out is supposed to add more ecstasy to education but not to jeopardize it. Using internet facility or mobile handset for social networking or other activities other than researching or carrying out academic activities as among students` of tertiary institutions in Yobe state is an abuse of the actual objective of introducing internet and electronic library network system in tertiary

institutions in the state.

Arguments are high that standard of education in Yobe state is falling instead of rising. But policy makers in the education sector as Kachallah (2013) asserts subscribe more to the notion that it is quality but not standard that is falling. This is a notion that tends to heap the blame of poor performances on the part of students` on teachers but not inadequate funding and management from the part of government. With this controversy not yet solved, the impacts of social media on students` performances in tertiary institutions in the state is again an emerging challenge that need to be tackled before the higher education system in the state collapse beyond redemption. Policy makers in the sector, Non-Governmental Organizations (NGO`s), parents, religion institutions and academicians all have roles to play in salvaging the decaying system from total decomposition. Conducting research and coming out with findings and recommendations as the proposed research target is one of the good avenues through which academicians can offer alternative contribution to the derailing system in the state.

Methodology

The research was conducted with the use of qualitative and quantitative methods of data collection. Secondary data were sourced through, text books, journal articles, magazines, newspapers and other print materials as well as electronic medium. Primary data for the research were collected through the administration of close ended questionnaire administered on three hundred and fifty students chosen from the three tertiary institutions surveyed in the research.

The probability sampling technique was adopted leading to the application of systematic method of selection in chosen the respondents involved in the study. Sample

validity was determined with the use of Rao-Soft software. The population of the institutions studied is represented by a sample of 350 respondents with Mai Idris Aloomaa Polytechnic Geidam having 80 respondents, Umar Suleiman College of Education Gashua having 120 respondents and College of Administration and Business Studies Potiskum having 150 respondents. Data collected through the administration of closed ended questionnaire were analyzed using Statistical Package for Social Sciences (SPSS) whereby, the Frequency, Percentage, Mean and Standard Deviation statistical tool of analysis were utilized in analyzing data collected for the study hence;

Q=Question, F=Frequency, P=Percentage, M=Mean or Average and SD=Standard Deviation with responses measured using SD=Strongly Disagreed, D=Disagreed, N=Neutral, A=Agreed, and SA=Strongly Agreed.

Data Presentation

Table 1; Impact of Social Media on the performances of Students of Mai Idris Aloomaa Polytechnic Geidam, Umar Suleiman College of Education Gashua and College of Administrative and Business Studies Potiskum

S/N	Questions	F/P					M	SD
		SD	D	N	A	SA		
Q1	Facebook, 2go, What Sapp, and Twitter are social media networks.	10 2.86%	20 5.72%	15 4.28%	105 30%	200 57.14%	70	5,450
Q2	The level of students' involvement in social media is not high in your institution.	198 56.57	112 32%	20 5.72%	12 3.43%	8 2.28%	70	5,460.2
Q3	Social media can be used by students` to improve their academic performances.	20 5.72%	29 8.29%	18 5.14%	123 35.14 %	160 45.72%	70	3,558.8
Q4	Students` involvement in social media leads to good morality and behavior toward academic activities in your school..	184 52.58%	110 31.42%	19 5.42%	123 35.14%	13 3.72%	70	4,512.4

Q5	Students` in your school do not use social media to improve their academic performances.	15 4.28%	25 7.14%	19 5.42% ¹	120 34.29%	175 50%	70	4,320
Q6	Social media does not assist students` to improve their academic performances.	145 41.43%	115 32.85%	20 5.72%	40 11.43%	30 8.57%	70	2,530
Q7	Social media practice cannot be banned in your institution.	160 45.72%	120 34.29%	15 4.28%	35 10%	20 5.72%	70	3,470
Q8	Students' involvement in social media affects their academic performances negatively in your school.	20 5.72%	35 10%	25 7.14%	120 34.29%	150 42.85%	70	2,930
Q9	Social media does not have negative impact on students' academic performances in your institution	20 5.72%	35 10%	25 7.14%	120 34.29%	150 42.85%	70	2,930
Q10	Social media practice should be restricted among students in your institution.	30 8.57%	40 11.43%	25 7.14%	115 32.86%	140 40%	70	2,290

Analysis of Data

Table 1 shows that 2.86% of the respondents involved in the study strongly disagreed with the view that Facebook, 2go, WhatsApp and Twitter are social media networks, 5.72% of them disagreed, 4.28% were neutrally undecided, 30% agreed and 57.14% of them

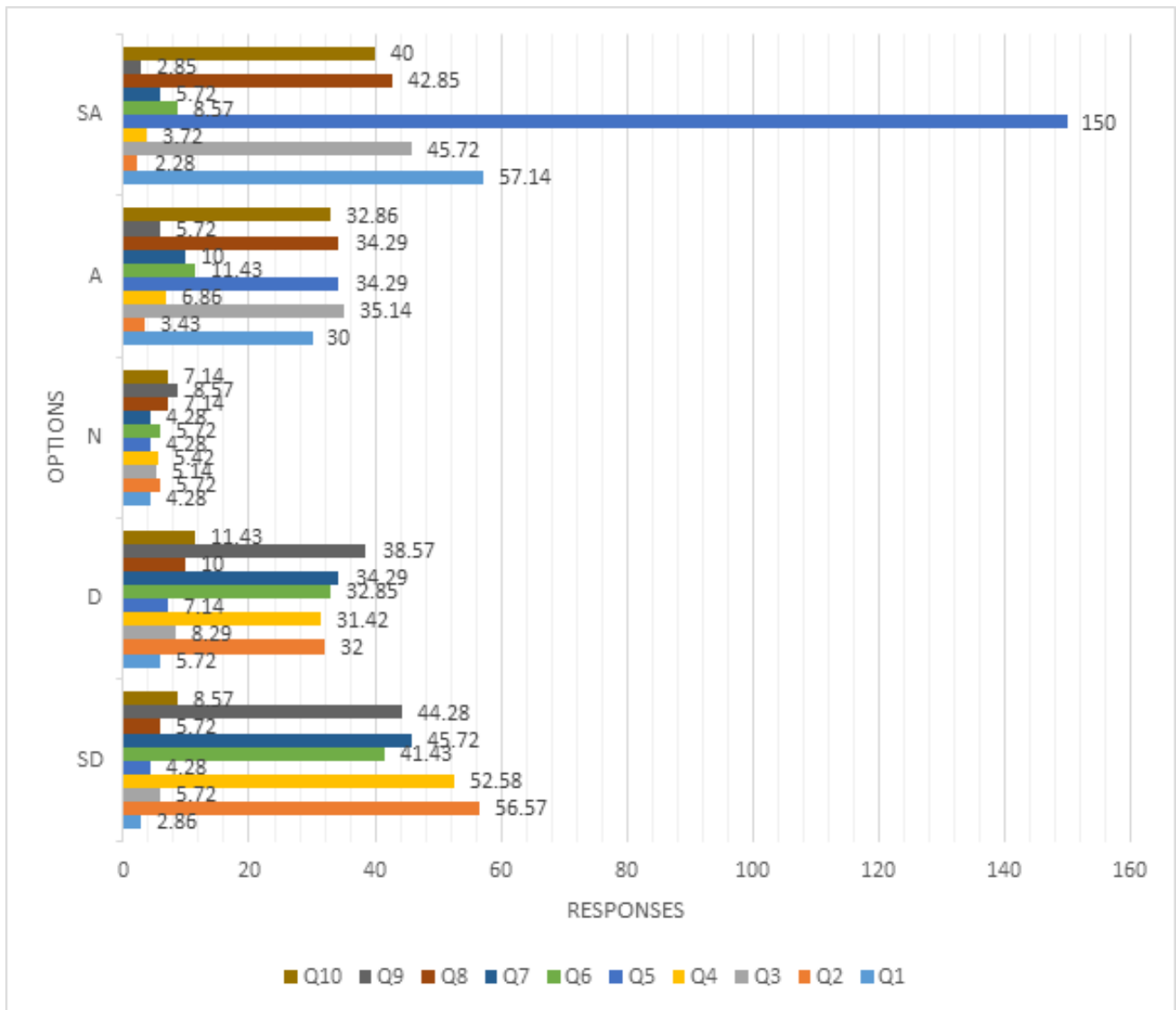
strongly agreed with the view. It is also indicated in table 2 that 56.57% of the respondents strongly disagreed that the level of students` involvement in social media is not high in their institutions, 32% strongly disagreed, 5.72% were neutral while 3.43% agreed and 2.28% strongly agreed. Also,

5.72% strongly disagreed that social media can be used by students` to improve their academic performances, 8.29% disagreed, 5.14% were neutral, 35.14% agreed and 45.72% of them strongly agreed with that. It is also indicated by table 1 that, 52.58% of them strongly disagreed that student`s involvement in social media leads to good morality and behavior toward academic activities in their schools, 31.42% disagreed, 5.42% were neutral, 6.86% agreed while 3.72% strongly agreed. In their schools, 4.28% of the respondents strongly disagreed with the view that students` do not use social media to improve their academic performances, 7.14% disagreed, 4.28% were neutral, 34.29% agreed and 50% strongly agreed. It is also pointed out that 41.43% of them strongly disagreed with the assertion that, Social media does not assist students` to improve their academic performances, 32.85% disagreed, 5.72% were neutral while 11.43% of them agreed and 8.57% strongly agreed with the assertion. Table 1 again shows that, 45.72% strongly disagreed that social media practice cannot be banned in their schools, 34.29% disagreed, 4.28% were neutral, 10% agreed and 5.72% strongly agreed. As shown by table 1, 5.72% of the respondents` strongly disagreed with the position that students` involvement in social media affects their academic performances negatively in their schools, 10% of them disagreed, 7.14% of them were neutral and 34.29% of them agreed and 42.85% of them strongly agreed

with the position. It is also contained in table 1 that, 44.28% of the respondents strongly disagreed that social media does not have negative impact on students` academic performances in their institutions, 38.57% disagreed, 8.57 were neutral, 5.72% agreed and 2.86% strongly agreed. And, on the question that social media practice should be restricted among students` in their institutions, 8.57% of the respondents strongly disagreed, 11.43% disagreed, 7.14% remained neutral, 32.86% agreed while 40% strongly agreed.

Furthermore, table 1 shows that all the Qs recorded equal M score of 70 and SD scores of Q1=5,450, Q2=5,460.2, Q3=3558.8, Q4=4,512.4, Q5=4,320, Q6=160,022,500, Q7=3,470, Q8=2,930, Q9=3,830 and Q10=2,290. The general average M score for all the Qs is the multiplication of a single M score times the number of all Qs divided by the number of Qs i.e.; General Average Mean (GAM) score = $M=70 \times Qs \div 10 = 70$ where $70 \times 10 \div 10 = 70$, The general M score shows that the hypothesis developed through research questions to guide the study tested positive.

Figure 1; Impact of social media on the performance of students of Mai Idris Aloomo Polytechnic Geidam, Umar Suleiman College of Education Gashua and College of Administrative and Business Studies Potiskum



Source; Authors Field Survey (2020)

Discussion of Results

Evaluating the impact of social media on the academic performances of students` of Mai Idris Alooma Polytechnic Geidam, Umar Suleiman College of Education Gashua and College of Administrative and Business Studies Potiskum revealed a number of results. Facebook, What Sapp and Twitter are some of the social media the students` actively engaged in. They are more into Facebooking than any other social media network. In the three tertiary institutions studied in Yobe state, results` show that there is a high level of students` involvement in

social media. Social media is also an instrument for promoting academic development and improve performances by students` but reverse is the case in tertiary institutions in Yobe state. Students` in higher institutions in Yobe state instead of improving their academic knowledge through social media, spend more time using it to make friends, exchanging greetings but not educative ideas, posting, sharing and commenting on issues of less relevant to their academic development. Though, social media is a platform designed to share affection and caring. The desire to do these

have been abused in several instances as students not only spend more time chatting on social media but run short of time for studies. And, sharing affection in most cases have resulted in immoral and nonchalant attitudes on the part of several students`. Educative ideas and comments are hardly shared likewise, comments such sharing attract from students portray a semblance of habit not expected from students` of tertiary institutions. It also, signal a severe danger for the society especially in the direction of caliber of leaders' tertiary institutions are breeding for the future.

Social media is a forum for exchanging ideas and knowledge in the academic arena. But students' performances in Mai Idris Aloomo Polytechnic Geidam, Umar Suleiman College of Education Gashua and College of Administrative and Business Studies Potiskum are negatively affected by social media practice especially Facebook and what Sapp. Students in these institutions use social media to chat, make friends and in some cases post anti-academic as well as anti-social messages. Most of their times are devoted to these conducts than academic activities. Some students even forget they have lectures and appointments with their project supervisors because of their over devotion to face booking and other forms of social media chatting. In other cases, night browsing or till day break browsing as it is often called are wasted in social media chatting rather than academic activities. These practices are resulting in poor academic performances on the part of students of these institutions. Ratio of failure in examinations in these institutions increases with time as a result of students over devotion to social media practice. Quality of graduates from these institutions are incomparable to those before the social media revolution started. And this to a larger extent affects negatively, the development of Yobe State and Nigeria as a whole. The inability of the institutions managements to restrict the use of social media affects

negatively, the performances of students in these institutions. Some students prefer to dodge lectures and use time provided for classes in face booking and other forms of social media chatting. Class or lecture attendance more than before seems to be witnessing a serious setback-development that is in the long run detrimental to the development of higher and tertiary education in Yobe State.

Social media is designed to promote academic excellence if used very well and accordingly. Instead of assisting students` to improve their academic performances in tertiary institutions in Yobe state, it has taken away their time and diverted their attention from studies thus, resulting in poor academic performance on the part of the students`. Social media practice can be banned in tertiary institutions in Yobe state. But the need for banning of students` usage of social media is minimal. Social media is contributing tremendously in the area of improving students` academic performances in tertiary institutions in advance countries where the purpose of the network is well comprehended but, in institutions in Yobe state and other parts of Nigeria, social media is being abused because its purpose is wrongly conceived. The wrong understanding of the essence of social media and its improper usage have culminated in the platform affecting negatively, the academic performances of students` in tertiary institutions in Yobe state. The impact of social media on students` academic performances is rated positive but abuse and misuse of the network has led to it impacting negatively on academic performances of students` of tertiary institutions in Yobe state. Social media can be banned but there is no need for banning the network since other citizens different from students` of higher institutions may be using it for sensitive purposes especially business. Other students` might also be using it to improve their academic performances therefore, it should not be banned because of those abusing the network. Though,

restriction can be placed on its usage in such a manner that students' time for academic activities are not completely wasted on social media.

Major Findings

The following major findings are made;

1. Facebook, 2go, What Sapp, Twitter, etc. are examples of social media practice among students of Yobe State Polytechnic Geidam, Umar Suleiman College of Education Gashua and College of Administrative and Business Studies Potiskum.
2. The level of students' involvement in the above forms of social media is high in these tertiary institutions.
3. Social media is wrongly used by students' of tertiary institutions in Yobe state.
4. Students' involvement in these forms of social media affects their academic performances.
5. Social media can be used to improved academic performances among students' of tertiary institutions in Yobe state.
6. Wrong use of social media by students' of tertiary institutions is affecting the standard of higher education in Yobe state.
7. Students' academic performances especially in examinations is falling due to over devotion to social media than academic activities.
8. Social media usage can be banned among students' of the institutions but the need for ban is minimal.
9. Reading culture, lecture attendance and academic group discussion by students' have been affected by social media practice.
10. Morality and behaviors of students' are been affected by social media practice.
11. Restriction of usage but not ban of social media should be introduced among students of tertiary institutions in Yobe state.

Conclusion and Recommendations

Based on the major findings made, the study arrived at the conclusion that social media as used by tertiary institution students in Yobe state has negative impact on their academic performances. The level of failure in examination has increased among students' in Mai Idris Aloomo Polytechnic Geidam, Umar Suleiman College of Education Gashua and College of Administrative and Business Studies Potiskum. Morality and good behaviors of students have been partly affected as a result of over utilization of available time for social media than studies and other moral shaping activities. The culture of reading, lecture attendance and group discussions among other academic activities is fading away due to more devotion to social media than studies. Improper use of social media leading to poor academic performances is affecting the standard and quality of tertiary education in Yobe state. As a result of the conclusion reached, the following recommendations are made;

1. Though, students' can personally obtained data and use it for social media but then, the managements of Mai Idris Aloomo Polytechnic Geidam, Umar Suleiman College of Education Gashua and College of Administrative and Business Studies Potiskum should adopt necessary restriction measures such as banning the use of mobile phone for any form of social media while in the lecture hall and other academic gathering. In cases where internet facility connection and usage are provided by institution, their usage should be restricted more to academic activities rather than social media. Data consumption and usage for students in such situation should be apportion more to academic networks such as Google scholar, Education Digest among others than to social media networks.

2. Academic planning unit of these tertiary institutions should liaise with sports unit to ensure that extra-curricular sport promotion practice like inter department, schools and hostels are often organized for students so that available time for social media among them will be reduced by this development. Sport festivals like Nigerian Universities Games Association (NUGA), Nigerian Political Games Association (NIPOGA), Nigerian Advanced Teacher's Colleges and Colleges of Education Games Association (NATCCEGA), etc. Avenue for other sport cultural festivals should be created and promoted by management of institutions to engaged students` in extra-curricular activities. The creation and promotion of these activities are likely to not only reduced available time used in social media chatting but also improve students` mental and physical soundness suitable for withstanding academic pressures.

3. Course Lecturers should be encouraged by their Heads of Departments to create avenue for engaging students in academic activities even after classes and lectures. Assignments and anticipated future class test can result in devotion of time to academics than social media practices on the part of the students. Lecturers should give assignments to students` frequently as a means to engaging them. Frequent assignment will not only engage students` appropriately, it will reduce time available to them for social media practice. Such engagement will also among others, improve their knowledge academically and exposé them to research culture and addiction to studies.

4. Standard for passing examinations

must not only be set. It must also not be compromised. Penalties like carrying over courses, repeating session or even withdrawal should be established and maintained by these institutions at all cost. These will result in serious attention to studies and little time for social media practice among students in these institutions. On special cases and occasions like sensitive reasons based on health and compassionate, students` can be considered for issues like reseat or special seat examination. But, ordinarily, such weaver should not be given as it can affect seriousness from the part of students`. They can spend their studies time on social media hoping that, at the end, reseat or special seat examinations will be given to them.

5. And, finally, the management of these institutions should encourage the holding of interactive sessions on academic issues among students occasionally. Unionism, clubs and societies like Drama, Quiz, Debate, Rotary, Cultural and Religious among others should be promoted among students of the institutions. These will reduce the time available to them for social media chatting. It will also instill the fear of God on their minds and increase the love for intellectual development among the students`. Forums for spiritual development among students` will help in reducing their attention to social media. Religious preaching and knowledge dissemination among students` should be encouraged. Though, social media is advantageous in several aspects, but it cannot also be devoid of some disadvantages which may not be known to students`. Religious associations in tertiary institutions can sensitize students` on the ills of social media especially on

how it affects their faith and academic pursuit. This will ameliorate the negative impacts of social media on the performances of students` in tertiary institutions in Yobe state.

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