

INFLUENCE OF SOCIAL MEDIA ON STUDENTS' ACADEMIC PERFORMANCE IN KADUNA STATE COLLEGE OF EDUCATION GIDAN WAYA, NIGERIA

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ABSTRACT

The study examined the Influence of Social Media on Students' Academic Performance in Kaduna State College of Education Gidan Waya, Nigeria. Three objectives were set for the study, among which were to: examine the effect of social media usage on the academic performance of students in Kaduna State College of Education, Gidan Waya, Nigeria and assess the various activities students engage in on social media in Kaduna State College of Education, Gidan Waya, Nigeria. Descriptive survey research design with a population of 995 and sample size of 280 were used for the study. Stratified random sampling technique was used to arrive at the sample for the study. The instrument used for data collection was a well-structured questionnaire. The scores obtained from the pilot study were analysed using Pearson Product-Moment Correlation Coefficient and a reliability co-efficient of 0.65 was obtained. Data collected from the respondents were analyzed using frequency and mean to analyse the research questions and Chi-square (χ^2) was used to test the

Introduction

Social media's explosive growth has changed how students interact with one another, obtain information, engage with academic communities and have affected every aspect of living in the twenty-first century. Modern Technology in communication no doubt has turned the entire world into a "Global village". Socially mediated platforms such as Wikipedia, YouTube, Facebook, and Twitter are conceptualized as digital environments designed to foster collaboration, knowledge sharing, and interaction among diverse actors" (Yaqub & Al-Sabban, 2023). Businesses, learning spaces, and personal relationships are harnessed by social technologies to make the

null hypotheses at 0.05 level of significance. The results revealed among others that; The use of social media has a significant effect on the academic performance of students in Kaduna State College of Education, Gidan Waya, Nigeria with a calculated chi-square(x2) value of 3.9 and Students have access to various social media platform in Kaduna State College of Education Gidan waya, Nigeria with a calculated chi-square(x2) value of 3.76. The study concluded that social media if used judiciously has a significant effect on the academic performance of students in Kaduna State College of Education, Gidan Waya, Nigeria. The study recommended among others that; The management of Kaduna State College of Education, Gidan Waya should integrate social media platforms into teaching and learning activities. Lecturers can create academic groups or pages to share materials, assignments, and facilitate discussions, thereby channeling students' social media usage toward academic enrichment.

Keywords: Social Media; Students' Academic Performance

Concept of resource sharing a reality. Learners from any socio-economic background can therefore benefit from different components of social technologies. Undeniably, the World Wide Web (WWW) has penetrated deeply in such a manner that all activities, kinds of people notwithstanding financial backgrounds, are entangled by this web.

Social Media according to Ishaya and Azamabel (2021) are collaborative digital-mediated technologies that aid career interest, sharing or communicating of ideas, information and other forms of expression via virtual networks. The most popular Social Media sites were highlighted by Pradeepa, Manjula, Vimal, Khan, Chilamkurti and Luhach (2020) to be Facebook, YouTube, WhatsApp Messenger, Facebook Messenger, Instagram, Tumblr, Google+, Twitter, Reddit, Snapchat, Skype, LinkedIn, Pinterest, Flickr and Kik. Across tertiary institutions, particularly in College of Education Gidan Waya, students increasingly use these social media platforms both for social interaction and academic purposes (e.g., sharing notes, group discussions), creating mixed effects on learning outcomes.

Academic performance is defined as the measure of what a person has accomplished after exposure to educational programmes, commonly measured through tests, grades, and other assessment tools. It functions as a standard for evaluating the level of knowledge, skills, and competencies acquired within formal educational contexts (York, Gibson, & Rankin, 2015). Student academic performance refers specifically to the measurable learning outcomes of individual students in relation to curricular expectations. It reflects the effectiveness of cognitive engagement and mastery of content, while also being shaped by contextual variables such as instructional strategies, motivation, and the learning environment (Akomolafe & Adesua, 2016).

In Nigeria, recent research has produced mixed outcomes regarding social media use and academic performance. Empirical reviews report both positive associations, such as improved communication, collaborative learning and access to resources and negative outcomes, including distraction, reduced concentration, poor sleep and lower grade-point averages (Masalimova et al., 2023; Salari et al., 2025; Al Mosharrafa et al., 2024). Some studies suggest that when used responsibly, social media can support and improve learning, whereas others report that excessive or non-academic use is linked to a decline in students' academic performance in higher education institutions (Okigbo, 2024; Aku & Omale, 2025). These divergent findings underscore the need for context-specific investigations that consider the type of platform, the purpose of engagement (academic versus social), and measurable academic indicators within Kaduna State College of Education Gidan Waya.

Statement of the Problem

Although research at global and national levels reports both positive and negative effects of social media on students' academic performance (Aiyende & Oladokun, 2022; Alabi & Akinsola, 2023), evidence remains mixed. For instance, Aiyende and Oladokun (2022) found that while social media enhances collaboration and access to learning resources, it also contributes to distractions and reduced study time among undergraduates. Similarly, Alabi and Akinsola (2023) reported that excessive social media use negatively correlated with academic achievement in Nigerian higher institutions. Despite these insights, there is limited institution-specific evidence from Colleges of Education in northern Nigeria, particularly the College of Education, Gidan Waya (Kaduna State).

Much of the existing Nigerian literature has concentrated on universities and polytechnics or has drawn on broad regional samples that overlook local realities of digital access, cultural norms, academic routines, and infrastructural challenges (Okigbo, 2024; Aku & Omale, 2025). This absence of localized evidence limits the capacity of administrators and policymakers to design context-specific interventions such as digital literacy training, time-management strategies, and platform-based pedagogies tailored to students' needs.

Furthermore, prior research indicates that the academic impact of social media is conditional on mediating variables such as frequency and purpose of use, as well as related behavioral patterns (Masalimova et al., 2023; Salari et al., 2025). However, no empirical study has examined these variables alongside academic indicators such as GPA and class attendance within the College of Education, Gidan Waya. Consequently, it remains unclear whether social media constitutes an academic risk, a neutral phenomenon, or a potential learning resource in this setting. This gap necessitates an

empirical investigation to clarify the extent and direction of social media's influence on students' academic performance in Kaduna State College of Education, Gidan Waya.

Research Objectives

The specific objectives of the study were to:

1. examine the effect of social media usage on the academic performance of students in Kaduna State College of Education, Gidan Waya, Nigeria.
2. identify the various social networking platforms accessed by students in Kaduna State College of Education, Gidan Waya, Nigeria and
3. assess the various activities students engage in on social media in Kaduna State College of Education, Gidan Waya, Nigeria.

Research Questions

Based on this research, the following questions were formulated to guide the study;

1. How does the use of social media affect the academic performance of students in Kaduna State College of Education, Gidan Waya, Nigeria?
2. What are the various social networking platforms accessed by students in Kaduna State College of Education, Gidan Waya, Nigeria?
3. What are the various activities students engage in on social media in Kaduna State College of Education, Gidan Waya, Nigeria?

Research Hypotheses

The following null hypotheses were raised and tested in the study;

- H0₁** There is no significant relationship between the use of social media and the academic performance of students in Kaduna State College of Education, Gidan Waya, Nigeria.
- H0₂** There is no significant difference in the types of social networking platforms accessed by students in Kaduna State College of Education, Gidan Waya, Nigeria.
- H0₃** There is no significant relationship between the types of activities students engage in on social media and their academic performance in Kaduna State College of Education, Gidan Waya, Nigeria.

Methodology

The study was conducted using descriptive survey research design. The population for the study comprised of all the Regular NCE 2 and NCE 3 students of 2023/2024 academic Session in all the departments of Kaduna State College of Education.

The sample for this study was two hundred and eighty (280) NCE 2 and NCE 3 students spread across all the departments in Kaduna State College of Education Gidan Waya, Nigeria. The sample was arrived at using the Stratified Random sampling Technique.

The instrument used for data collection was a well-structured questionnaire developed by the researcher in the form of a four-scale Likert type instrument used to get the desired information from the students. The instrument was pilot tested in the department of fine and applied arts, KSCOE, Gidan waya. The scores obtained from the pilot study were analysed using Pearson Product Correlation Coefficient and a reliability co-efficient of 0.65 was obtained .

Descriptive statistics of frequency counts and percentages were used to analyse the research questions while inferential statistics of Chi-square (χ^2) was used to test the null hypotheses at 0.05 level of significance.

Results and discussion

Research Question One: How does the use of social media affect the academic performance of students in Kaduna State College of Education, Gidan Waya, Nigeria?

Table 1: Frequency count and Percentage on how the use of social media affect the academic performance of students in Kaduna State College of Education, Gidan Waya, Nigeria.

S/N	STATEMENT/ITEM	SA	A	D	SD	TOTAL	MEAN ($\bar{X}$)	DECISION
1.	Addiction to online social network affects my academic work	100	80	60	40	280	2.9	Accepted
2.	Social networking sites distract me from my studies	95	90	50	45	280	2.9	Accepted
3.	Hours spent online cannot be compared to the number of hours I spend reading my books.	120	80	50	30	280	3.0	Accepted
4.	There is no significant improvement in my grades since I became addicted to Social media.	40	60	100	80	280	2.2	Rejected
GRAND MEAN							2.7	

KEY: SD-STRONGLY AGREE; A-AGREE; D-DISAGREE; SD-STRONGLY DISAGREE

The analysis of data in table 1 above, showed that the responses from items 1, 2, and 3 had the mean score of 2.9, 2.8, and 3.0 which were above the cut-off point of 2.5. This therefore agrees with the statement; the use of social media affects the academic performance of students in Kaduna State College of Education, Gidan Waya, Nigeria. While item 4 had the mean score of 2.2, this mean score disagreed with the statement; that the use of social media affects the academic performance of students in Kaduna State College of Education, Gidan Waya, Nigeria.

Research Question Two: What are the various social networking platforms accessed by students in Kaduna State College of Education, Gidan Waya, Nigeria?

Table 2: Frequency count and Percentage on the various social networking platforms accessed by students in Kaduna State College of Education, Gidan Waya, Nigeria.

S/N	STATEMENT/ITEM	SA	A	D	SD	TOTAL	MEAN (X)	DECISION
1.	WhatsApp is one of the most used Social networking site.	90	100	60	30	280	2.9	Accepted
2.	I use Face book more than any other networking site	105	85	50	40	280	2.9	Accepted
3.	YouTube is widely used by students to compliment what have been taught in the class.	30	70	110	90	280	2.3	Rejected
4.	The usage of Google for research work has improved my grades.	125	75	45	35	280	3.0	Accepted
GRAND MEAN							2.8	

KEY: SD-STRONGLY AGREE; A-AGREE; D-DISAGREE; SD-STRONGLY DISAGREE

The analysis of data in table 2 above, showed that the responses from items 1, 3, and 4 had the mean score of 2.9, 2.9, and 3.0 which were above the cut-off point of 2.5. This therefore agrees with the statement that; students in Kaduna State College of Education, Gidan Waya, Nigeria access various social networking platforms. But only item 3 that had the mean score of 2.3, and it disagreed with the statement that; YouTube is widely used by students to compliment what have been taught in the class.

Research Question Three: What are the various activities students engage in on social media in Kaduna State College of Education, Gidan Waya, Nigeria?

Table 3: Frequency count and Percentage on the various activities students engage in on social media in Kaduna State College of Education, Gidan Waya, Nigeria?

S/N	STATEMENT/ITEM	SA	A	D	SD	TOTAL	MEAN (X)	DECISION
1.	I make use of social media for easy dissemination of information and academic purposes.	90	80	50	60	280	2.7	Accepted
2.	I engage on academic discussion on WhatsApp and this has improved my academic.	105	95	50	30	280	3.0	Accepted

S/N	STATEMENT/ITEM	SA	A	D	SD	TOTAL	MEAN (X)	DECISION
3.	I use social media mainly for leisure than reading	80	120	20	60	280	3.0	Accepted
4.	There is no improvement in my academics since I became attracted to social networking sites.	100	80	55	45	280	2.8	Accepted
GRAND MEAN							2.9	

KEY: SD-STRONGLY AGREE; A-AGREE; D-DISAGREE; SD-STRONGLY DISAGREE

The analysis of data in table 3 above, showed that the responses from items 1, 2, 3 and 4 had the mean score of 2.7, 3.0, 3.0 and 2.8 which were above the cut-off point of 2.5. This therefore agrees with the statement that; the social media networking activities students engage in has tremendous effect on the academic performance of students in, Kaduna State College of Education, Gidan waya.

Hypotheses Testing

Hypothesis One: There is no significant relationship between the use of social media and the academic performance of students in Kaduna State College of Education, Gidan Waya, Nigeria. The summary of data collected and analyzed in respect of null hypothesis one is presented in Table 4.

Table 4: Chi-square Correlation on relationship between the use of social media and the academic performance of students in Kaduna State College of Education, Gidan Waya, Nigeria

Responses	Fo	Fe	Fo-Fe	(Fo-Fe) ²	(Fo-Fe) ² /Fe = X ²
Strongly Agree	5.1	2.7	2.4	5.8	2.1
Agree	3.3	2.7	0.6	0.36	0.1
Disagree	1.9	2.7	-0.8	0.64	0.2
Strongly Disagree	0.7	2.7	-2	4	1.5
Total	11				3.9

Source: Field work (2025)

The analysis of data in Table 4 shows the relationship between the use of social media and the academic performance of students in Kaduna State College of Education, Gidan Waya, Nigeria. Table 4 shows that the calculated Chi-square (χ^2) value is 3.9.

To compute the degree of freedom (df) or critical value Degree of freedom for chi-square is $df = (r-1)(c-1)$. Where r is the number of rows and c is the number of columns in the

table of frequencies. $Df = (4-1)(4-1) = (3)(3) = 9$ The result of chi-square (x^2) table of critical value, at 0.05 significant level and under 9 degree of freedom, the value of $x^2 = 16.92$ The decision rule states that where the computed x^2 value is less than critical value, the null hypothesis is accepted.

From the above computation, the calculated chi-square(x^2) value of 3.9 is less than the chi-square x^2 tabulated 16.92; the null hypothesis is hereby accepted. This implies that the use of social media has a significant effect the academic performance of students in Kaduna State College of Education, Gidan Waya, Nigeria.

Hypothesis Two: There is no significant difference in the types of social networking platforms accessed by students in Kaduna State College of Education, Gidan Waya, Nigeria.

The summary of data collected and analyzed in respect of null hypothesis two is presented in Table 5.

Table 5: Chi-square Correlation on difference in the types of social networking platforms accessed by students in Kaduna State College of Education, Gidan Waya, Nigeria

Responses	Fo	Fe	Fo-Fe	(Fo-Fe) ²	(Fo-Fe) ² /Fe = X ²
Strongly Agree	5.0	2.8	2.2	4.84	1.72
Agree	3.5	2.8	0.7	0.49	0.17
Disagree	1.9	2.8	-0.9	0.81	0.29
Strongly Disagree	0.7	2.8	-2.1	4.41	1.58
Total	11.1				X ² = 3.76

Source: Field work (2025)

The analysis of data in Table 5 shows the difference in the types of social networking platforms accessed by students in Kaduna State College of Education, Gidan Waya, Nigeria. The result revealed that the calculated chi-square (x^2) value 3.76 is less than the chi-square x^2 tabulated 16.92; The decision rule states that where the computed x^2 value is less than critical value, the null hypothesis is accepted. This implies that Students have access to various social media platform in Kaduna State College of Education Gidan waya, Nigeria.

Hypothesis Three: There is no significant relationship between the types of activities students engage in on social media and their academic performance in Kaduna State College of Education, Gidan Waya, Nigeria.

The summary of data collected and analyzed in respect of null hypothesis one is presented in Table 6.

Table 6: Chi-square Correlation on relationship between the types of activities students engage in on social media and their academic performance in Kaduna State College of Education, Gidan Waya, Nigeria.

Responses	Fo	Fe	Fo-Fe	(Fo-Fe) ²	(Fo-Fe) ² /Fe = X ²
Strongly Agree	5.4	2.9	2.5	6.25	2.15
Agree	4.0	2.9	1.1	1.21	0.41
Disagree	1.3	2.9	-1.6	2.56	0.88
Strongly Disagree	0.9	2.9	-2.0	4.0	1.37
Total	11.6				X ² = 4.81

Source: Field work (2025)

The analysis of data in Table 6 shows the relationship between the types of activities students engage in on social media and their academic performance in Kaduna State College of Education, Gidan Waya, Nigeria. The result revealed that the calculated chi-square (χ^2) value 4.81 is less than the chi-square χ^2 tabulated 16.92; The decision rule states that where the computed χ^2 value is less than critical value, the null hypothesis is accepted. This implies that the social media activities students engage in have a significant difference on their academic performance in Kaduna State College of Education Gidan waya, Nigeria.

Summary of Findings

The following are summary of findings for the study:

1. The use of social media has a significant effect on the academic performance of students in Kaduna State College of Education, Gidan Waya, Nigeria with a calculated chi-square(χ^2) value of 3.9 less than the chi-square χ^2 tabulated 16.92 at 0.05 level of Significance.
2. Students have access to various social media platform in Kaduna State College of Education Gidan waya, Nigeria with a calculated chi-square(χ^2) value of 3.76 less than the chi-square χ^2 tabulated 16.92 at 0.05 level of Significance.
3. The social media activities students engage in have a significant difference on their academic performance in Kaduna State College of Education Gidan waya, Nigeria with a calculated chi-square(χ^2) value of 4.81 less than the chi-square χ^2 tabulated 16.92 at 0.05 level of Significance.

Conclusion

The study concluded that social media if used judiciously has a significant effect on the academic performance of students in Kaduna State College of Education, Gidan Waya, Nigeria. It is also concluded that Students have access to various social media platform

in Kaduna State College of Education Gidan waya, Nigeria and if used if used effectively for constructive purposes will lead to students achieving greater academic excellence among

Recommendations

Based on the findings and conclusion of the study, the following were recommended.

1. The management of Kaduna State College of Education, Gidan Waya should integrate social media platforms into teaching and learning activities. Lecturers can create academic groups or pages to share materials, assignments, and facilitate discussions, thereby channeling students' social media usage toward academic enrichment.
2. Regular sensitization and digital literacy programs should be organized to educate students on how to use social media responsibly and productively. This will help minimize distractions and encourage students to focus on platforms and activities that enhance their academic performance.
3. The college should develop clear policies and guidelines on appropriate social media use, coupled with monitoring strategies. This will help regulate excessive non-academic use while promoting platforms that support research, collaboration, and academic development.

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