

**INFLUENCE OF SOCIAL MEDIA ON ACADEMIC PERFORMANCE OF
BUSINESS EDUCATION STUDENTS IN UNIVERSITIES IN
ENUGU STATE**

BY

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Abstract

The study was aimed at determining the influence of social media on academic performance of business education students in universities in Enugu State. Survey research design was used for the study. Two research questions and two null-hypotheses guided the study. The population of the study was 100 students from the three universities that offer business education in Enugu State. The population was as sample due to the manageable size. A 20 – item questionnaire was used to elicit information from the respondents. The instrument was face-validated by three experts from the department of technology and vocational education (TVE) Enugu state University of Science and Technology (ESUT). Cronbach alpha was used to determine the internal consistency of the instrument and it yielded a reliability coefficient of 0.89, indicating that the instrument was reliable. The data collected were analyzed using mean with standard deviation. The hypotheses were tested using t-test at 0.05 level of significance. It was found that social media has both positive and negative influence on academic performance of business education students. Based on the findings, it was recommended among others that parents should exercise control over the time their children/wards devote to social media. Moreso, business educators should emphasize the use of time table so that business education students will learn how to allocate time to each programme.

Introduction

Business education is an aspect of vocational education which is offered in Colleges of education and universities. Public and private universities offer business education. Enugu state which is one of the 36 states in Nigeria has both

public and private universities. A public university is a university that is predominantly funded by a State or Federal Government. Public universities generally are larger than private universities and have larger class size. At a public university, one can likely have a larger selection of

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Business education is one of the programmes in the universities that prepare learners for career in business. According to Etonyeaku (2013), business education is an educational programme that equips an individual with functional and saleable skills, knowledge, attitude and value that would enable the individual operate in the environment he finds himself. Osuala (2009) stated that business education train individuals, moderate character and brightens up the innate abilities of students who are eager to attain self-actualization and economic independence. Business education involves teaching

students the fundamentals, theories and processes of business. (Chibuike, 2013).

In the twenty-first Century, one of the tools used to enhance business education programme is the internet. Abuka (2014) defined internet as a global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocols. According to Adeleye (2014), Internet is a global system of interconnected computer networks that use the internet protocol suite to link several billion device world wide. The internet carries an extensive range of information resources and services such as mobile application, social media application, the inter-link hyper text documents and applications of the world wide web, electronic mail, multiplayer on line games, telephony and peer-to-peer networks for file sharing. The internet comprises millions of interconnected computers and has the greatest information storage globally. The internet has a lot of social media.

Social media is a group of internet-based applications that

common effort or build relationships. The use of social media in business education has enabled easy access to many resources, and information sharing has, therefore significantly increased. Moreover, the prevalence of this has brought additional benefits in that these resources can be used in any location at any time.

According to Bhatti (2013), social media has significantly influenced the academic performance of business education students world over. He further stated that social media has enabled business education students to communicate, share information with other students abroad and thus share each other's ideas, knowledge, experiences and cultures. Business education students with high Cumulative Grade point Average (CGPA) use the social networks more for their studies and gain more knowledge and information across the world (khan, 2014). This is contrary to the views of Maria (2014) who stated that the use of social media has grossly affected the academic achievement of students. The author stated further that the poor educational performance of the university students today is as a result of their addiction to social media. Researchers observed that students spend a lot of time on most popular social media such as Facebook, Twitter, MySpace and WhatsApp at home.

(Okpara, Ikedi & Emerike, 2013).

Facebook was introduced in early 2004 as a social network site for Harvard students (Maria, 2004). By 2005, facebook allowed students from other schools to register as users and eventually everybody. Facebook growth has been rapid to the extent that it now has over 22 million unique strangers with above 15 million viewed pages. Facebook is one of the world's most populated media networks with no less than 400 million users. Khali (2014) asserted that university students constitute majority of the users, with posting of more than 1 million posts such as pictures, chats and message on daily basis. Maria (2014) reported that university students use facebook practically on daily basis. They post contents on facebook and also spend much time observing the contents posted by their friends.

Twitter was introduced in 2006. According to Lewis (2013), Twitter is one of the social media web tools in which the users normally post short and simple messages known as tweet in not more than 140 words. The author further stated that students constitute majority of the users. Some students tweet with micro-blog platform, while others regard it as a social networking site. Twitter is a web service that allows people to post brief messages to other users of the same service. Khali

build on the ideological and technological foundations of web and that allow the creation and exchange of user-generated content (Hermkenes,2011).Social media also refers to the many relatively inexpensive and widely accessible electronic tools that enable anyone to publish and access information, collaborate on common effort or build relationships. The use of social media in business education has enabled easy access to many resources, and information sharing has, therefore significantly increased. Moreover, the prevalence of this has brought additional benefits in that these resources can be used in any location at any time.

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Cloud (2013) stated that Facebook, Twitter, Myspace and WhatsApp are at the forefront of the social media craze with over 15.8 million active users on its website every month.

Researches observed that out of total social media users, 70% are university students (Ibezim, 2013). These students become distracted because of the amount of time and attention being devoted to these social media. Often times, they are observed using their mobile phones to communicate and do other social activities even during school hours when they are expected to be engaged in meaningful activities. Thus, this valuable time is fritted away on social networking especially on activities that do not add value to them. As such, what kind of influence will the social media have on the academic performance of students? Upon this background, the researcher determined the influence of social media on academic performance of business education students in universities in Enugu State.

Purpose of the Study

The main purpose of this study was to determine the influence of social media on academic performance of business education students in universities in Enugu state. Specifically, the study sought to determine:

1. the extent the social media have positive influence on academic performance of business education students of universities in Enugu state.
2. the extent the social media have negative influence on academic performance of business education students of universities in Enugu State.

Research Questions

The following research questions guided the study:

1. To what extent does the social media have positive influence on the academic performance of business education students of universities in Enugu State?
2. To what extent does the social media have negative influence on academic performance of business education students of universities in Enugu State.

Research Hypotheses

The following null-hypotheses were tested at 0.05 level at significance.

H₀₁: There is no significant difference between the mean ratings of male and female business education students on the positive influence of social media on academic performance of business education students in universities in Enugu State.

H₀₂: A significant difference does not

of the social media web tools in which the users normally post short and simple messages known as tweet in not more than 140 words. The author further stated that students constitute majority of the users. Some students tweet with micro-blog platform, while others regard it as a social networking site. Twitter is a web service that allows people to post brief messages to other users of the same service. Khali (2014) stated that twitter has virtually turned to communal set up where students interact and share information, store and keep their relationship updated on daily basis which constant use is thought to affect their academic work.

Myspace is one of the most popular social media networks that were launched in California in 2003 (Reigns, 2014). Myspace is unique because it is continuously adding features based on the users interest or demand. Students also constitute majority of the users. It has also been observed that students spend most of their time on this social media and this has practically affected their academic performance.

WhatsApp is one of the world's most populated media networks with no less than 385 million users (Ibebunjo, 2014). WhatsApp is a great tool which students use to communicate or share information with friends because it sends and receives messages in real time. He

further stated that WhatsApp remains one of the students favourite chat services. It has been noted that students have integrated part of their life style with whatsApp messenger and such attitude adversely affected their performance in standard examinations.

It is assumed that all these social media should have positive and negative impact on both male and female students academic performance but it has been observed that these male and female students perform less than expected. Ibebunjo (2014) observed that students that have rapid switching attitude in using these social media services exhibit poorer learning behaviour and poor performance of tasks. While Jones (2007) asserted that these social media are extremely beneficial to the students education especially when conducting researches and communicating with their peers and lecturers. Considering the extent of usage of all these social media by university students, it is very important to check their influences on the students academic performance. Business education students are no exception in this. Hence, this research work determined the influence of social media on academic performance of business education students of universities in Enugu state.

Statement of the problem

Social media is an educational tool with numerous potentials. Students prefer

using t-test at 0.05 level of significance. Where the calculated t-value was greater than the critical t-value at the accepted degree of freedom, the null hypothesis was rejected. Otherwise, it will not be rejected.

Results

The results are presented in tables according to research questions and hypotheses.

Research Question 1

To what extent does the social media have positive influence on the

academic performance of business education students of universities in Enugu State?

Table 1: Mean ratings and standard deviation of the respondents on the extent to which the following social media activities positively influence the academic performance of business education students.

S/N	ITEMS	VGE 4	GE 3	LE 2	VLE 1	\bar{x}	SD	DECISION
1	Social media encourages collaboration in academics with other business education students	36	41	15	5	3.11	0.85	GE
2	It eases information flow	52	40	3	2	3.46	0.66	GE
3	It enhances academic performance of students	24	66	4	3	3.14	0.63	GE
4	It increases access to educational materials	37	49	7	4	3.23	0.76	GE
5	It facilities research work	43	45	2	7	3.28	0.83	GE
6	It increases students global achievement	13	82	2	-	3.11	0.38	GE
7	It encourages students to learn online	48	44	2	3	3.41	0.69	GE
8	It promotes students understanding	33	59	4	1	3.28	0.59	GE
9	It enhances communication skills	25	67	2	3	3.18	0.61	GE
10	Users of social media perform very well in their assignments	11	77	7	2	3.00	0.56	GE
Grand mean						3.22	0.65	GE

Table 1 revealed that all the ten (10) social media activities positively influence the academic performance of business education students to a great extent. This is indicated in their mean scores of: 3.11, 2.46, 3.14, 3.23, 3.28, 3.11, 3.41, 3.28, and 3.00 with the standard deviations of 0.85, 0.66, 0.63, 0.76, 0.83, 0.38, 0.69, 0.61 and 0.52 respectively. Evidence of this, is the overall grand mean of 3.22. The value of standard deviation was 0.65 showing homogeneity.

Research Question 2

To what extent do the social media have negative influence on academic performance of business education students of universities in Enugu State?

Table 2: Mean ratings and standard deviation of the respondents on the extent to which the following social media activities negatively influence the academic performance of business education students.

S/N	ITEMS	VGE	GE	LE	VLE	\bar{x}	SD	DECISION
		4	3	2	1			
1	Social media distracts students attention during lessons	34	45	10	7	3.11	0.86	GE
2	It constitutes distractions to private study	72	20	1	4	3.65	0.71	VGE
3	It encourages poor language use by students	61	31	3	2	3.56	0.66	VGE
4	It makes students to lack spelling ability	50	45	1	1	3.48	0.58	GE
5	It snatches away time students will use to do their assignments	38	58	1	-	3.38	0.51	GE
6	It leads to poor reading habit	74	17	4	2	3.68	0.65	VGE
7	It encourages procrastination and cramming	46	42	6	3	3.35	0.74	GE
8	It leads to instable results	16	75	5	1	3.09	0.50	GE
9	It decreases the students global achievement	30	60	3	4	3.20	0.69	GE
10	It leads to poor academic performance	39	53	1	4	3.31	0.70	GE
	Grand mean					3.38	0.66	GE

The data presented in Table 2 revealed that all the ten(10) social media activities negatively influenced the academic performances of business education students to a great extent. This is indicated in their mean scores of 3.11, 3.65, 3.56, 3.48, 3.38, 3.35, 3.09, 3.20 and 3.31 with the standard deviations of 0.86, 0.71, 0.66, 0.58, 0.51, 0.65, 0.74, 0.50, 0.69 and 0.70 respectively. Evidence of this, is the overall grand mean of 3.38. The overall

standard deviation value of 0.66 revealed that the respondents were consistent in their opinion.

Ho₁: There is no significant difference between the mean ratings of male and female business education students on the positive influence of social media on academic performance of business education students in universities in Enugu state.

Table 3: The t-test of the mean ratings of male and female respondents on the positive influence of social media on academic performance.

Group	N	X	SD	DF	t-cal	t-crit	Remark
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Result from Table 3 revealed that the t-calculated value (1.63) is less than the t-critical value (1.96). Therefore, the null hypothesis was not rejected. Hence, male and female business education students have uniform opinion on the positive influence of social media on academic performance.

Ho₂: A significant difference does not exist in the mean ratings of male and female business education students on the negative influence of social media on academic performance of business education students in universities in Enugu State.

Table 4: The t-test comparison of the opinion of male and female business education students on the negative influence of social media on academic performance.

Group	N	X	SD	DF	t-cal	t-crit	Remark
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Data presented in Table 4 revealed that the t-calculated value (1.69) is less than the t-critical value (1.96). Therefore, the null hypothesis was not rejected. Hence, there is no significant difference in the opinions of male and female business education students on the negative influence of social media on academic performance.

Discussion of the findings

Research Question 1 sought to determine the extent to which social media has positively influenced the academic performance of business education students in the universities in Enugu state. The findings indicated that all the items presented have to a great extent influenced the academic performance of business education students. This finding is in consonance with that of Abuka (2014) who asserted that internet as a global computer networks provided a variety of information and communication facilities. This finding is also in consonance with Bhatti (2013) who stated that social media has significantly influenced the academic performance of business education students world over. In other words, social media has enabled business education students to communicate, share information with other students abroad and thus share each other's ideas, knowledge, experience and cultures.

Research Question 2 sought to determine the extent to which social media has

negatively influenced the academic performance of business education students in the universities in Enugu state. The result from the table revealed that social media have to a great extent influenced business education students negatively. This finding is in conformity with the opinion of Maria (2009) who stated that the use of social media has negatively affected the academic achievement of students. In other words, the poor academic performance of some students of business education today is as a result of their addiction to social media.

Result of the t-test (Table 3) on the mean ratings of male and female respondents on the positive influence of social media on the academic performance of business education students revealed that both male and female business education students have uniform opinion. Consequently the result of the t-test (Table 4) on the mean ratings of male and female responses on the negative influence of social media on academic performance of students show that there is no significant difference in their opinions.

Conclusions

Social media is an educational tool with numerous potentials. Based on the findings and discussion of the results of the study, it was concluded that social media, have both positive and negative impact on business education students in the

universities in Enugu state.

Recommendations

The following recommendations were made based on the findings of the study:

1. Parents should exercise control over the time their children/wards devote to social media.
2. Business educators should emphasize the use of time table so that business education students will learn how to allocate time to each programme.
3. Government should enact a law that will eliminate some of the unnecessary websites that distract students attention.

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