



# **INFLUENCE OF SOCIAL MEDIA UTILIZATION AND ACADEMIC RENDITION OF BUSINESS EDUCATION STUDENTS IN UNIVERSITY OF CROSS RIVER STATE (UNICROSS), NIGERIA**

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**Abstract:** The study was conducted on the influence of social media utilization and academic rendition of business education students in the University of Cross River State, Nigeria. To achieve the aims of the study, two research questions were raised and two null hypotheses were formulated to guide the study and hypotheses were formulated and tested at 0.05 level of significance. A correlational research design was adopted for the study. The population of this study comprises two hundred of sixty (260) Business Education students from the University of Cross River State of 2020/2021 academic session. The census sampling techniques was for study. The instrument used was a research questionnaire titled: “influence of social media utilization and academic rendition of business education students Questionnaire” (ISMUSARQ). The instrument was validated by two experts in the test and measurement unit of the educational foundation department, and the department of vocational education, University of Calabar. The reliability of the instrument was done through the split-half test method which yielded a Cronbach alpha coefficient of 0.77. The data collected were analyzed using Pearson product-moment correlation statistical analysis. The findings of the study revealed that WhatsApp platform utilization and Facebook platform utilization significantly influence the academic rendition of business education students in the University of Cross River State. It was recommended; among others that the school administrator should engage students in full participation in WhatsApp platform utilization in the teaching and learning process in Nigeria Universities.

**Keys words:** Social Media, Utilization, Academic Rendition and Business Education Students

## **Introduction**

The Nigeria educational system has witness a lot of technological developments in operation which have amplified effective teaching and learning processes in the university in Nigeria. The technology has changed the educational processes through the use of innovative and contemporary methodologies in teaching and learning. The learning processes have become easier due to the

application of social media and have contributed to the development of education in the country. The social media are available abundantly in the internet. Many social media can be accessed freely and also can be for effective teaching and learning purposes in the school. The instance, Wiki's and Blogs contain optimum information pertaining to educational needs. But, how to use them in correct direction is the major concern in the educational processes which seem to affect student

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academic performance in school (Al-khafaji &Sriram, 2014).

It is a common knowledge that education is the bed rock for every technological and economic development of any nation. The importance of social media cannot be overemphasized because it facilitates the development of education in various ways, such as aids effective teaching and learning which assists the students' to take study beyond classroom limits by creating virtual environments to experiment and explore new ideas as well as enhance academic performance in school. The need for students' to utilize the available social media is considered paramount because it will enhance their academic performance in schools (Wonah, 2017).

Regrettably, it has been observed by the researcher that most of the students in this 21<sup>st</sup> century are illiterate in the application of social media platform which seem to affects their academic performance in school. Sharma and Shukla(2016) observed that social media has emerged as bliss in disguise and helps the student to maintain and know updates from friends, family and associates. Social media is evolving in the world at very fast pace and affecting people in numerous ways. As we know today we have various social messengers like facebook, whatsapp, linkedIn, Twitter, You tube, instagram, We chat, skype etc which helps the students' to remain in touch with the society or people.

Social media as tool for information communication and technology (ICT) is a network which offers a steadily expanding range of new services that have major economic consequences for the standardization of information in secondary schools (Nwafor, 2015). Information and communication technology is computer-based tools used by organizational personnel in the processing of their information and communication needs. It encompasses the computer hardware and

software, the network and several other devices e.g. audio, video, photography, camera that convert information and so on into common digital form (Yusuf, 2015).

Social media are effective instructional aides to engage students in the learning process. As learning shifts from the “teacher-centered model” to a “learner-centered model”, the teacher becomes less the sole voice of authority and more the facilitator, mentor and coach-from “sage on stage” to “guide on the side”. The teacher's primary task of using ICT is to teach the students how to ask questions and pose problems, formulate hypotheses, locate information and then critically assess the information found in relation to the problems posed. Students also learn more quickly, demonstrate greater retention, and are better motivated to learn when they work with computers (Amenyedzi, Lartey & Dzomeku, 2011).

Lopez (2013) argues that ICT have provided innovative opportunities for teaching and learning and they have engendered advances in research about how people learn, thereby bringing about rethinking the structure of education. The prevalence and rapid development of information and communication technology (ICTs) has transformed human society from the information age to the knowledge age (Johnson, 2007). Social media tools enhance teaching and learning through its dynamic, interactive, flexible and engaging content. It provides real opportunities for individualized instruction. Furthermore, Social media has a lot of potential to accelerate, enrich and deepen skills, motivate and engage students in learning; help relate school experiences to work practices, help create economic viability for tomorrow's workers, contributes to radical changes in school, strengthens teaching and provides opportunities for connection between the school and the world.



Whatsapp is instant messaging application for smart phones that allows users to exchange information like videos, audio, text and images using the internet. There are many literatures that highlight the impact of whatsapp in teaching/learning. For instance, a study conducted in Uyo, Akwa ibom state by Akpan, and Abe.(2017) on whatsapp utilization and academic performance of Geography students used Population of 2000 students. A research design adopted for the study was ex-post facto and a simple random technique was used in the study, Pearson's Product Moment Correlation Analysis was used and the result revealed that, the calculated t-value of 0.431 was greater than the critical t-value of 0.138 at 0.05 level of significance with 198 degree of freedom. This implies that, there is a significant relationship between whatsapp module utilization on geography students' academic performance. Since there was significant relationship the null hypothesis was rejected. Mingle and Adams (2015), investigated the participation of Ghana high schools students in whatsapp and their academic performances, and found that whatsapp usage positively affected the students' academic performance. Jairus, Christian nguche, Thomas, Taiyol, Ode, Ekpo and Adoga (2017) examined the use of whatsapp and its influence on Benue State secondary school students' academic performance and found that there is a significant relationship with these students usage of whatsapp and their academic performance.

Izyani and Mohamed (2016), in their study on perception of Malaysian students on whatsapp utilization as a learning material in English Language classroom. Sampled 300 respondents from the population of six thousand (6000) students and teachers using simple random sampling technique. Survey research design was adopted. The major instrument used for data collection was a questionnaire designed by the researcher and independent t-test statistical analysis was used in testing

the hypotheses. It was found that 85% of students who are use to whatsapp and applied whatsapp as a learning tool perform better than those who have little or no access to whatsapp. It was noted that whatsapp utilization is important since it enhances students' proficiency in use of English language and help them learn the language better.

Vasudevan (2016) investigated the opinions of Medical Park Royal College of Kuala Lumpur University Students towards whatsapp utilization as an instruction tool and found that using whatsapp both within and out of classroom environment improved the learning performance of students since students can use it anywhere. Embi (2016), find out how senior secondary school students perceived learning with whatsapp. A population of 5000 respondents and a sample size of 150 respondents was used and a simple random sampling technique was adopted in selecting respondents. A survey research design was adopted and independent t-test analysis was used in testing the hypotheses. The result of the findings showed that the calculated t-value of 0.302\* was higher than the critical t-value of 0.120 when tested at 0.05 level of significance with 198 degree of freedom. These mean students perceived the utilization of whatsapp has significant influence on their academic performance in schools.

Yin (2019), investigated the level of which Ipoh higher institutions education students have adopted whatsapp and their attitude toward using it for learning, and found that majority of the student had tremendous experiences and positive attitude using whatsapp for learning purpose. Gasaymeh (2017), also investigated university students' whatsapp usage for educational and personal reason, and perceptions towards usage for social/personal purpose was high while that for education purpose was low, however, they perceived that it will be useful and fun if whatsapp is integrated into their teaching/learning.



Facebook usage encompassed both the simple use of the platform and the site. We presume cognitive immersion into the site. We presume that an extensive presence of facebook and the resulting increased level of information flow management requirement engage students in these tasks while they engage students in these tasks and socialization, which prohibit them from focusing appropriately on their academic tasks (Chen, 2010). Recent literature by Martinez Aleman and Wartman (2009) sought to better understand the campus culture of facebook through the lens of college students. The research examined college students' thoughts and perceptions of facebook use through an ethnographic study, four research objectives were used to investigate the extent to which students' usage of facebook relate with their academic performance. The research used descriptive survey design the targeted populations were all public secondary school who had presented candidates for KCSE between 2017 and 2018. Fifteen schools and their principals participated in the study, two sets of questionnaire were administered; one for students' usage of facebook and the other one for academic performance. The data collected were both quantitative and qualitative. Descriptive statistics were used to analyze quantitative data using frequencies and percentages. Quantitative data were analyzed into themes and presented in form of tables, charts and graphs. The study revealed that 86% of students learned faster and easier via facebook, 98% of students' academic success is through the aid of facebook access and usage. The research concluded that the frequency of facebook usage among students records significant relationship with their academic performance and success. It was recommended that students should be encouraged to use facebook for academic purpose not for leisure and irrelevant things.

Lavin and Barrows (2001) conducted a study to investigate the perceived influence of students time spent

online and their academic performance in secondary schools in Ijebu—North Education Zone. The population of the study comprised all 8529 students that registered for the Senior Secondary Examination Council in the year 2000 in the 18 public senior secondary schools in Ijebu-North Educational Zone. The sample was made up of 155 female students and 100 male students from seven (7) senior secondary schools drawn through stratified random sampling technique. The study was an Ex-post facto design. The instrument for data collection was a questionnaire designed by the researchers. Three research questions and three null hypotheses were formulated. The research questions were answered using mean and standard deviation while independent t-test was used to test the hypotheses at 0.05 level of significance. The major findings showed that student who spent five times more hours online reported do school work rather than for leisure purpose performed better academically. The use of facebook by student influences a great extent on students' academic performance.

Egwu (2015), who study survey students' Hedonic usage of facebook and academic performance in public secondary schools in Ebonyi State. This study was conducted to ascertain students' academic performance in secondary schools in Ebonyi State. A sample of 3,667 students completed a 12-items questionnaire designed for the study. Data were analyzed using mean, standard deviation and Pearson's Product Moment Correlation Analysis. The result of the study showed those students who engaged in hedonic usage of facebook result to wastage of time on staring on computers rather than studying hard and scoring good results in schools. However, a survey conducted by Ekpo and Eze (2015) on the impact of facebook usage on students' academic performance in secondary schools in Ikom Educational Zone of Cross River State, Nigeria. A sample of 200 students drawn from a population of 4,500 students in



public secondary schools in the area was used for the study. EX-post facto research design was adopted for the study. The main instruments for data designed by the researcher on the impact of students' usage of facebook and academic performance. Two research questions were raised and two research hypotheses were formulated to guide the study and tested using Pearson Product Moment Correlation Analysis (r) at 0.05 level of significance with 198degree of freedom. The result of the study revealed that there is a significant relationship between students' usages of Facebook and their academic performance. Facebook in particular offers significant advantages for it users, for example, sharing and collecting information, searching for materials etc. Furthermore, additional studies on facebook impact on both engagement and academic performance show positive effects.

Ateb, Atsu. & Atah, (2021) asserted that social media utilization could bring the effective job performance of teachers' in Nigerian universities. Atah (2017) agreed that social media utilization could help the teachers' job effectiveness because the teacher could teach from the comfort zone. Atah, Ogbiji, and Agbor, (2019) are in view that teachers could learn the use of social media utilization through workshops, seminars and conferences for effective delivery of the business education curriculum content. Otum and Atah (2021) also revealed the use of social media utilization in discharging teachers' duties in the 21st century is imperative because it makes the load of the work easier to ascertain. Both the short or long term objective of teachers may be discharged through social media utilization (Akeke, Ushie, and Atah, 2019). Atah & Ukah (2021) said, the effective utilization of social media can only ascertain when staffs are developed. They further stressed that staff development will equip the teacher with the opportunity to use social media utilization for the purpose of academics. Atsu, Ateb and Atah (2021) equally revealed that staff

development is essential in social media for effective utilization in the teaching and learning process.

Ukah and Atah (2021) asserted that teachers could use social media utilization in collaborating with their students in the teaching and learning process. Ukah and Atah (2021) agreed students are expected to acquire the skills competence in universities and when there is a collaboration among teachers and students through collaborative effort, social media skills competencies may

be acquired among the students. Atah and Ukah (2021) further stated that social media utilization is imperative for the lecturers for impacting the learners. Chukwurah and Atah (2019) viewed that, social media utilization is significant in the school environment especially in the post-COVID-19 era. If social media utilization will be workable, then there must be facilities provided for effective usage of social media (Atah, 2019). Chukwurah and Atah (2018) affirmed that social media utilization create a vital relationship among teachers and students in Nigerian universities among others, it brings interaction among the teachers and the learners. Agim, Ochui, & Atah (2020) agreed that the utilization of social media requires new technologies for better performance. Both the teachers and the students have required the skills to operate the new technologies for better usage of social media (Atah, Bessong, & Fidel, 2017). Atah, Ukah and Crossdale (2019) confirmed that the hardware and the software component are needed for the effective maximization of social media. If teachers must be effective in social media in their teaching and learning process they must be ready to learn a new thing for effective performance Edet and Atah (2019).



Atah (2019) opined that the utilization of social media does not depend on the teachers and learners alone, the management of the universities have a role to play by increasing staff development and securing the facilities such as computers and other reprographic materials that are provided for the teaching and learning (Atah and Abeng 2019). Atah and Bessong (2018) affirmed that when there is proper management of facilities, the teacher could impact the learners from their comfort zone. Wonah, Egbula and Atah, (2018) asserted that there is a need for social media utilization. Both the teachers and learners are developed for proper utilization of social media for the teaching and learning process.

Internationally, both students and teacher are under increasing pressure to respond to patterns of globalization, and changes in schools especially in 21<sup>st</sup> century classroom. This is most apparent in relation to the capacity of social media utilization in changing the way education is delivered. As educational institutions strive towards greater accessibility and social inclusiveness, making informed assessments of appropriate social media utilization will be essential in providing meaningful environments. The adoption of ICT reinforces the teaching process, but also facilitates administrative transactions. Despite this, most students are still unable to utilize the opportunity of social media resources in order to facilitate their academic performance. It is obvious today that in our schools, most especially public institutions, the use of analogue methods which are no longer viable are still the most effective used way of operation in terms of imparting knowledge into her recipients. This can be considered as the major reason for ineffectiveness in the system. It is against this background that the researchers investigate the influence of social media utilization and academic rendition of business education students in the University of Cross River State, Nigeria.

### **. Statement of the problem**

In recent years, observation and researchers experience have shown that most of the students in this 21<sup>st</sup> century are illiterate in the application of the social media in school which seem to affect their academic performance in school. Evidence also shows that some of the students who supposed to process their academic work electronically rather preferred to handle work manually in the school due to lack of innovative information utilization by the student. It has been observed that most of the teachers and students that use this online resources as self - learning tool lack interest, motivation and understanding. Some of the student lack properly guided by their instructors on the use of social media resources in their learning processes. Also, most of the students lack facilities to use social media resources in learning. Those that can afford the gadget are also challenge with the poor provision of the internet network, high cost of mobile data, unstable power supply. Also the researcher has observed that there is problem of increase in poverty rate which has caused most of the parents not to afford mobile phone, television or radios to enable their children partake in online learning resource. In spite of these advantages of the social media utilization in the school system, students are still performing poorly their academic and the problem of not ICT compliance kept persisting. It is against this backdrop that these researchers intend to examine the relationship between social media utilization and academic performance of business education students in University of Cross River State.

### **Purpose of the study**

The purpose of this study is to examine social media utilization and academic performance of business education students in University of Cross River State. Specifically, the study intends to investigate whether:



1. Whatsapp platform utilization has any significant relationship with academic performance of business education students in University of Cross River State.
2. Facebook platform utilization has any significant relationship with academic performance of business education students in University of Cross River State.

### Research questions

The following research questions were raised to guide the study:

1. In what ways does whatsapp platform utilization relate with academic performance of business education students in University of Cross River State?
2. How does facebook platform utilization relate with academic performance of business education Students University of Cross River State?

### Statement of hypotheses

The following research hypotheses were formulated and tested in 0.05 level of significant

1. There is no significant relationship between whatsapp platform utilization and academic performance of business education students in University Cross River State
2. There is no significant relationship between facebook platform utilization and academic performance of business education students in University Cross River State.

### Methodology

The research design adopted for this study is correlational. The population of this study comprises two hundred of sixty (260) Business Education students from the University of Cross River State of 2020/2021 academic session. The census sampling techniques was for study. The instrument for data collection was a questionnaire tagged “influence of social media utilization and academic rendition of business education students Questionnaire” (ISMUSARQ) validated by two experts in the test and measurement unit of the educational foundation department, and department of vocational education, University of Calabar. The questionnaire was administered by the researchers. The data collected was analysed using Pearson product-moment correlation statistical analysis. The responses were graded as follows: Strongly Agreed (SA) Agree (A) Disagree (D) and Strongly Disagreed (SD) respectively. The researchers administered the questionnaire to the respondents. At the end of the exercise, two hundred (260) questionnaires that were administered were all returned and were used for data analysis.

### Presentation of Results

#### Hypothesis 1

*There is no significant relationship between whatsapp platform utilization and academic performance of business education students in University of Cross River State.*

**Table 1: Summary of Correlation analysis of the relationship whatsapp platform utilization and academic performance of business education students (n=260)**

| Variables                     | Mean  | Std.Dev. | r cal. | p-value |
|-------------------------------|-------|----------|--------|---------|
| Whatsapp platform utilization | 15.85 | 2.659    |        |         |



.780\*\* .000

Students' academic performance 15.89 2.585

- Significant at .05 level; df = 258 critical –r.138

The result in table 1 revealed that the calculated r-value of .780\*\* was significantly greater than the critical value of .138 when tested at .05 level of significance with 258 degree of freedom. Therefore, the null hypothesis was rejected while the alternative hypothesis was accepted. This implies that there is a significant relationship between whatsapp platform utilization and academic performance of business education students in Cross River State University of technology.

## Hypothesis 2

*There is no significant relationship between facebook platform utilization and academic performance of business education students in university of Cross River State*

**Table 2: Summary of Correlation analysis of the relationship between facebook platform utilization and academic performance of business education students (n=260).**

| Variables                      | Mean  | Std.Dev. | r cal. | P-value |
|--------------------------------|-------|----------|--------|---------|
| Facebook platform utilization  | 15.89 | 2.684    |        |         |
|                                |       |          | .766** | .000    |
| Students' academic performance | 15.89 | 2.585    |        |         |

- Significant at .05 level; df = 258 critical –r.138

The result in table 2 revealed that the calculated r-value of .766 \*\* was significantly greater than the critical value of .138 when tested at .05 level of significance with 258 degree of freedom. Therefore, the null hypothesis was rejected while the alternative hypothesis was accepted. This implies that there is a significant relationship between facebook platform utilization and academic performance of business education students.

## Discussion of results

*The result of this hypothesis revealed that there is a significant relationship between whatsapp platform utilization and academic performance of business education students in Cross River State University.*

This result agreed with the finding of Etim, Idongesit and Ema (2016) who conducted study on whatsapp utilization and academic performance of Geography students used Population of 2000 students. A research design adopted for the study was ex-post facto and a simple random technique was used in the study, Pearson's Product



Moment Correlation Analysis was used and the result revealed that, the calculated t-value of 0.431 was greater than the critical r-value of 0.138 at 0.05 level of significance with 198 degree of freedom. This implies that, there is a significant relationship between whatsapp module utilization on geography students' academic performance. Since there was significant relationship the null hypothesis was rejected. Also, the finding supported the study of Mingle and Adams (2015), who study investigated the participation of Ghana high schools students in whatsapp and their academic performances, and found that whatsapp usage positively affected the students' academic performance. In consonant with the finding, Thomas, Taiyol, Ode, Ekpo and Adoga (2017) who study examined the use of whatsapp and its influence on Benue State secondary school students' academic performance, found that there is a significant relationship with these students usage of whatsapp and their academic performance.

***The result of the hypothesis two revealed that there is a significant relationship between facebook platform utilization and academic performance of business education students in Cross River State University.***

This result agreed with the finding of Martinez Aleman and Wartman (2009) who sought to better understand the campus culture of facebook through the lens of college students. The research examined college students' thoughts and perceptions of facebook use through an ethnographic study, four research objectives were used to investigate the extent to which students' usage of facebook relate with their academic performance. The result of the study revealed that 86% of students learned faster and easier via facebook, 98% of students' academic success is through the aid of facebook access and usage. The research concluded that the frequency of facebook usage among students records significant relationship with their academic performance and success. It was

recommended that students should be encouraged to use facebook for academic purpose not for leisure and irrelevant things.

The finding is also in consonant with the position of Lavin and Barrows (2001) who conducted a study to investigate the perceived influence of students time spent online and their academic performance in secondary schools in Ijebu—North Education Zone. The population of the study comprised all 8529 students that registered for the Senior Secondary Examination Council in the year 2000 in the 18 public senior secondary schools in Ijebu-North Educational Zone. The major findings showed that student who spent five times more hours online reported do school work rather than for leisure purpose performed better academically. The use of facebook by student influence to a great extent students' academic performance in Nigeria Universities

### **Conclusion**

Based on the finding of the data collected and analyzed, the following conclusion were made that there is a significant relationship between whatsapp platform utilization and facebook platform utilization on academic rendition of business education students in University of Cross River State, Nigeria .

### **Recommendations**

Based on the finding of the study, the following recommendations were made:

The school administrator should engage students in full participation in whatsapp platform utilization in learning in school.

The school administrator should encourage the use of facebook as a medium of effective lesson delivery in school.

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