Impact of Social Media among Students' Behaviors in Tertiary Institution of Adamawa State, Nigeria

Afrifa James[1,] Bulama H. James[2],Veino Leslie Bongi[3] , Aliyu A. Abubakar[4]

[124]Department of Computer Science, Adamawa State Polytechnic, Yola
[2]Department of Statistics, Adamawa State Polytechnic, Yola

Abstract- The impact of social media among students behavior in tertiary institution has become worrisome. Social media is a means of connections among people in which they create, share, and exchange information and ideas in virtual communities and network. This craze for social media has led to a host of question regarding its impact among students behavior particularly in tertiary institution. This paper is set to study the impact of social media among students in tertiary institution in Adamawa State, Nigeria. A 5 likert scale questionnaire comprises of 19 questions was used as an instrument for data collection. 300 respondents sampled from 6 selected tertiary institutions in Adamawa State formed the population of the study. Descriptive statistics was used to analyze the data. The study revealed that social media has positive impact as well as negative impact on students behavior. The study further recommended that students need to be trained on better usage of social media so as to minimize its misused, School management should train and encourage students on how to use skype and other video conferencing tools to have discussion with lecturers and group members academically.

Index Terms- Social media, tertiary institution, students behavior, impact of social msedia

I. INTRODUCTION

Knowledge is power and information is life. This is a common saying, however many recognized this saying but few understand the empowering role social media has played to justify the saying. Through social media, anyone online is empowered by an unrestricted flow of information to add or contribute to their knowledge bank. In our modern society, it is undeniable that social media plays vital role in impacting our culture, our economy and our overall view of the world. Social media is a recent forum that brings people to exchange idea, connect with, relate to, and mobilize for a cause, seek advice, and offer guidance. Social media has removed communication barriers and created decentralized communication channel and open the door for all to have a voice and participate in a democratic fashion including people in repressive countries. This media outlet accommodates a wide variety spontaneous, formal, informal, scholarly and unscholarly writings to flourish. It enables common interest based groups such as students to work in a collaborative group projects outside of their class. It fosters creativity and collaboration with a wide range of commentators

on a number of issues such as education, the economy, politics, race, health, relationships, religion etc.

Shrestha (2013) described that social media is a means of connections among people in which they create, share, and exchange information and ideas in virtual communities and networks. Walter and Riviera (2004) defined social media as "the relationships that exist between network of people". Schill (2011) states that the social media sites encourage negative behaviors for teen students such as procrastination (catching up with friends), and they are more likely to drink and drug. However, every day, many students are spending countless hours immersed in social media, such as Facebook, MySpace, Whatsapp, or skype . At first glance this may seem like a waste of time; however it also helps students to develop important knowledge and social skills, and be active citizens who create and share content.

Through social media, people can use networks of online friends and group memberships to keep in touch with current friends, reconnect with old friends or create real life friendships through similar interests or groups. Besides establishing important social relationships, social media members can share their interests with other likeminded members by joining groups and forums.

People get connected to one another after registration and then post news, information, fake news and other things including videos and pictures etc. (Kuppuswamy and Shankar, 2010). Although social network can be used for good purposes but it is generally used for involvement of digital snapshots, illuminating demographic material and information, exposing securities, and conducting online conversations, because many communities motivate user for this kind of inappropriate actions and these communities has almost spoiled the image of social networks (cain, 2008). In Modibbo Adama University of Technology Yola, Adamawa State Nigeria on 09th February 2018 the school was to commence its second semester examination for 2018/2019 academic session, the school was closed down on the 9th of February 2018 as a result of religion upraise on 18th February, 2018 that claimed the life of a student and left many others injured while school facilities was burnt down by the aggrieved students. This was as a result of a Whatsapp group chart in social media where a student posted a chart that other religious body sees it as blasphemy. Social media lack the ability to check post before sharing whether it is negative or positive. Hence this paper is set to study the impact of social media among

students' behaviors in tertiary institution in Adamawa State, Nigeria.

II. RELATED WORK

To educate a child is to ensure his future. Providing education is very essential part of an individual's life for every teenager, education is more important than anything. Today teenager shows very much interest for using social networks but unfortunately Social Networks affect education badly (Kuppuswamy and Shankar, 2010).. Previous research has calculated that more than 90% of college students use social networks (Elison, Steinfield and Lampe, 2007). Technology has shown a fast development by producing small communication devices but these small communication devices can be used for accessing social networks any time anywhere, these devices include pocket computers, laptops, iPads and even simple mobile phones (which support internet) etc. Technology is step towards betterment, no doubt but any technology which can provide ease of social networks can be dangerous for social network addicts. Providing ubiquitous facility of social networks is a straight invitation of addiction to any teenager and even an adult, as academic satisfaction is not enough for those students who suffers from social isolation (Tiffany, Yevdokiya and Sandra, 2009).

Consequently, harassment among peers has become unlimited thanks to the youth's access to the modern technologies. Bullying has occurred in a new territory, online (Li, 2006). Studies suggest that offline bullying usually increases in middle school but online harassment happens later and continues into high school (Wolak et al. 2006).

This social media has also resulted in the development of dangerous online behavior. Thus, not only the exposition to unwanted material has been considered as a serious risk, but also the participation and the facility to become a member of controversial groups. Some students may identify strongly with this sort of material and they may feel validated and encouraged to practice it (Wolak, et al., 2003). Ybarra et, al. (2007) study found that ―engaging in many different kinds of online risky behaviors explain *online interpersonal victimization* more than engaging in specific individual behaviors‖. Interestingly, according to Ybarra et al., (2007) engaging in online risky behaviour takes place while youth is using the internet with friends or peers. Bannink, Broren, Van and Petra (2014) pointed that Cyber bullying has become a major issue among youths in the last couple of decades, as it allows its victim's to post things in front of their peers and humiliate them. Bullying is defined as an aggressive act that is carried out by a group or an individual repeatedly and over time against a victim who cannot easily defend him or herself. With the use of Internet and mobile phones, a new form of bullying has emerged, often called 'cyber bullying'. In cyber-bullying, aggression occurs via electronic method, via the Internet and especially through social media (Bannink, Broren, Van and Petra, 2014).

III. METHOD AND MATERIAL

The sample population of the study consisted of 300 students drawn from 6 selected tertiary institutions out of the 10 in Adamawa state. These schools are Adamawa State Polytechnic, Yola, Adamawa State University Mubi, Federal Polytechnic, Mubi, College for Legal Studies Yola , College of Education Hong, and College of Agric Ganye

The descriptive research design was used for this study, the main method employed to collect data was questionnaire which was designed in three sections. Section A contained the bio-data of the respondents, section B is a multiple choice questions for the respondents in line to the study and section C contained five likert scale questionnaire comprises of 16 questions on the impact of social media on students behavior. A total 50 students from each of the selected schools will be issued a questionnaire to fill for the study.

Table 1. Selected schools

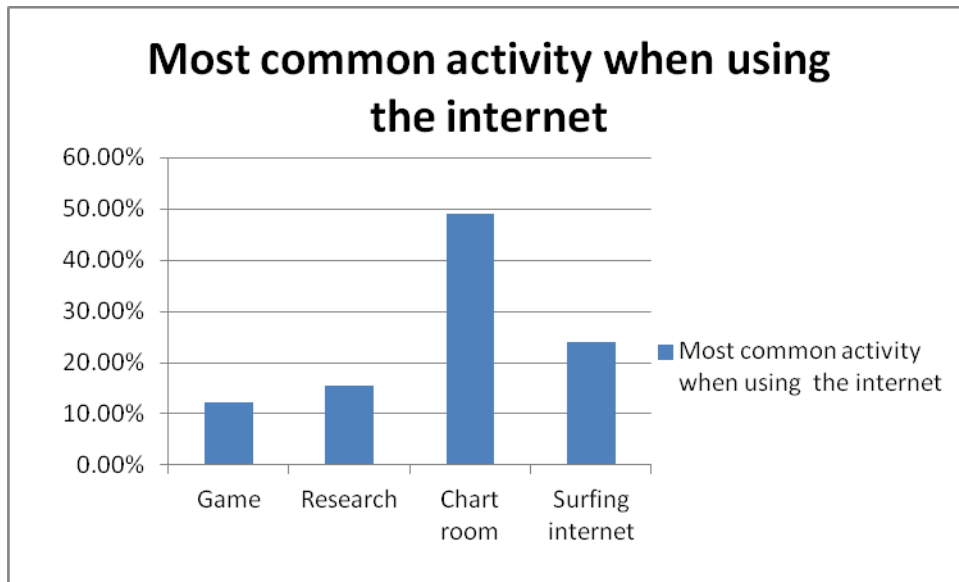| S/N	Name of School	Local Government	Sampled respondents
1	Adamawa State polytechnic,	Yola North	50
2	Adamawa State University	Mubi	50
3	Federal Polytechnic	Mubi	50
4	College for Legal Studies	Yola South	50
5	College of Education	Hong	50
	College of Agric	Ganye	50

IV.   RESULT AND DISCUSSION

Figure 1
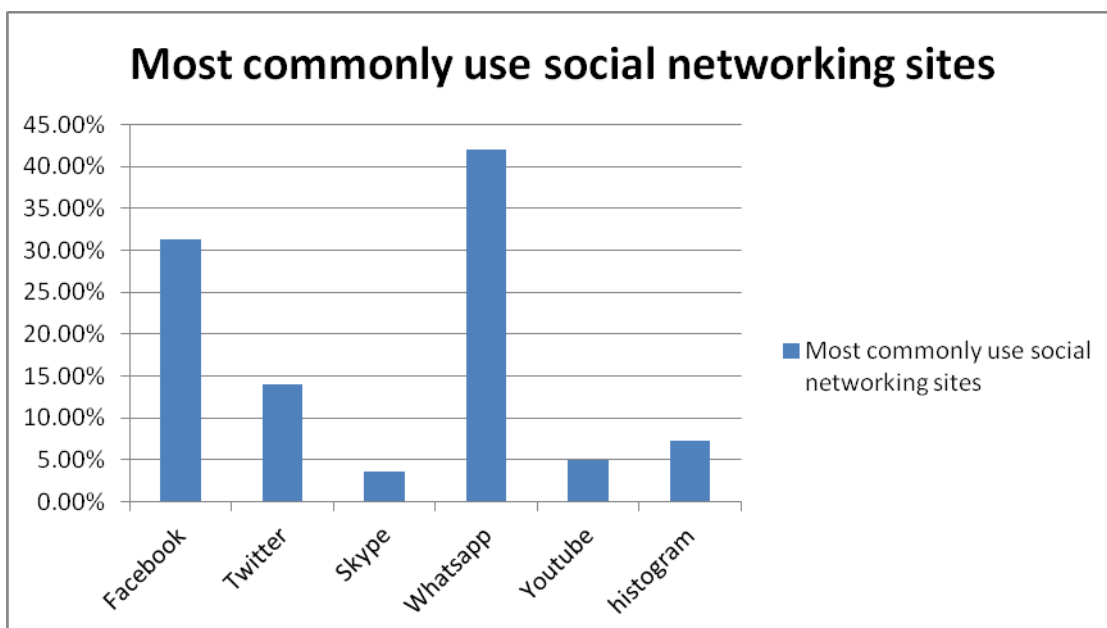
Fig.2

Table 2 summary of the opinion by 300 respondents in line with the key questions

S/N	Key question	SD	A	UD	DA	SD
1	1	183	110	0	5	2
2	3	106	185	0	6	3
3	5	192	97	2	7	3
4	6	28	59	0	136	77
5	8	23	29	4	161	83
6	9	178	109	1	9	3
7	11	203	87	0	7	3
8	12	127	141	3	22	7
9	15	109	134	0	36	21

Table 3; shows responses of key question 1: Students frequently upload and share videos and photograph in social media

S/N	Key question	SD	A	UD	DA	SD
1	1	183	110	0	5	2

Table 3 shows responses on students frequently upload and share videos and photograph on social media 60% respondents said they Strongly Agreed that students upload and share videos and photograph on social media, 36.6% Agreed, 0% Undecided. 1.6% Disagreed while 0.6% Strongly Disagreed. The result of the findings affirmed that 60% of the students strongly agreed to the assertion that they upload and share videos and photograph in social media.

Table 4; shows responses of key question 3: students love visiting social networks because they meet new people

S/N	Key question	SD	A	UD	DA	SD
2	3	106	185	0	6	3

Table 4 shows responses on students love visiting social networks because they meet new people 35.3% respondents said they Strongly Agreed that students love visiting social media because they meet new people, 61.6% Agreed, 0% are undecided, 2% disagreed while 1% strongly disagreed. The result of the findings affirmed that 61% of the students agreed to the assertion that they love visiting social networks because they meet new people.

Table 5; shows responses of key question 5: Students chart on forum/group where messages are share to the whole group.

S/N	Key question	SD	A	UD	DA	SD
3	5	192	97	2	6	3

Table 5 shows responses on students chart on forum/group where messages are share to the whole group 64% respondents said they strongly agreed that students chart on forum/group where messages are share to the whole group, 32.3% agree, 0.6% are undecided, 2% disagreed, while 1% strongly disagreed. The result of the findings affirmed that 64% of the respondents strongly agreed to the assertion that they chart on forum/group where messages are share to the whole group.

Table 5; shows responses of key question 6; students use the internet to do assignment and enriching class note.

S/N	Key question	SD	A	UD	DA	SD
4	6	28	59	0	136	77

Table 5 shows responses on students use the internet to do assignment and enriching class note 9.3% respondents said they strongly agreed that students use the internet to do assignment, 19.6% agreed. 0% of the students are undecided, 45.3% disagreed while 25.6% strongly disagreed. The result of the findings affirmed that 45.3% of the students disagreed with the assertion that students use the internet to do assignment and enriching class note.

Table6; shows responses of key question 8: Students use skype and other video conferencing tools to have discussions with lectures and group members academically.

S/N	Key question	SD	A	UD	DA	SD
5	8	23	29	4	161	83

Table 6 shows responses on students use skype and other video conferencing tools to have discussions with lecturers and group members academically 7.6% of the respondents said they strongly disagreed that students use skype and other video conferencing tools to have discussions with lecturer and other group members, 9.6% disagreed, 1.3% are undecided, 53.6% disagreed while 27.6% strongly disagreed. The result of the findings affirmed that 53.6% of the students disagreed with the assertion that students use skype and other video conferencing

tools to have discussion with lecturers and group members academically.

Table 7: shows the responses of key question 9: Social media makes students lazier

S/N	Key question	SA	A	UD	DA	SD
6	9	178	109	1	9	3

Table 7 shows responses on students that social media makes student lazier 59.3% respondents said they strongly agreed that social media makes students lazier, 36.6% agreed, 0.3% are undecided, 3% disagree, 1% strongly disagreed. The result of the findings affirmed that 59% of the respondents strongly agreed to the assertion that social media makes students lazier.

Table 8; shows the response of key question 11: Social media can facilitate negative ethnic- religion conflict among students

S/N	Key question	SD	A	UD	DA	SD
7	11	203	87	0	7	3

Table 8 shows responses on social media can facilitate negative ethnic-religion conflict among students 67.6% respondents said they strongly agreed that social media can facilitate negative ethnic-religion conflict among students, 29% agreed, o% were undecided, 2,3% disagreed while 1% strongly disagreed. The result of the findings affirmed that 59.3% of the respondents strongly agreed to the assertion that social media can facilitate negative ethnic-religion conflict among students.

Table 9: shows the responses of key question 12: Due to social media, many students have been accidentally introduce to pornographic sites

S/N	Key question	SD	A	UD	DA	SD
8	12	127	141	3	22	7

Table 9 shows responses on due to social media, many students have been accidentally introduce to pornographic sites 42.3% respondents said they strongly agreed that due to social media many students have been accidentally introduced to pornographic sites, 47% agreed, 1% are undecided, 7-3% disagreed while 2.3% strongly disagreed. The result of the findings affirmed that 47% of the respondents agreed to the assertion that due to social media many students have been accidentally introduced to pornographic sites.

Table 10; shows the responses of key question 15: Social media has given a viable platform for hate speech among students

S/N	Key question	SD	A	UD	DA	SD
9	15	109	134	0	36	21

Table 10 shows responses on social media has given a viable platform for hate speech among students 36.3% respondents said they strongly agreed that social media has given a viable platform for hate speech among students, 44,6% agree, 0% are undecided, 12% disagreed while 7% strongly disagreed. The results of the findings affirmed that 44.6% of the respondents agreed to the assertion that social media has given a viable platform for hate speech among students.

V. CONCLUSION

The study found out that most common activity that students do in social media is charting as indicated in **figure 1**.49% of the respondents indicated that they always chart while on social media. **Figure2** shows that the most commonly used social networking site is whatsapp followed by Facebook with 42% and 31% respectively.

The study further revealed that social media had various effects on student's behavior. For example **table 7** indicates that 59.3% of the respondents strongly agreed that social media makes students lazier, **table 8** also indicates that 67.6% of the respondents strongly agreed that social media can facilitate negative ethnic- religion conflict among students and **table 10** indicates that 44.6% of the respondents agreed that social media has given a viable platform for hate speech among students.

The study further revealed that, students frequently upload and share videos and photographs in social media as indicated in **table 3**. Table 4 indicates that students love visiting social networks because they meet new people and also connect to friends and family members

VI. RECOMMENDATIONS

I.   Students need to be trained on better usage of social media so as to minimize its missuses. For instance table 5 indicates that students don't mostly use social media to do assignment and enriching class note.

II.   School management should train and encourage students on how to use skype and other video conferencing tools to have discussion with lecturers and group members academically

III.   Nigeria communication commission (NCC) and network providers should set up a means of filtering information that is shared or post on social media to avoid inciting statement and minimize pornographic and unwarranted materials through chart or post.

IV.   Parents and security agencies should monitor the activities of students on social media.

REFERENCES

[1] Bannink, Rienke; Broeren, Suzanne; van de Looij – Jansen, Petra M (2014) Cyber and Traditional Bullying Victimization as a Risk Factor for Mental Health Problems and Suicidal Ideation in Adolescents. PLoS ONE. Apr2014, Vol. 9 Issue 4, p1-7. 7p. http://eds.b.ebscohost.com.libproxy.scu.edu/ehost/detail/

[2] C. Wiley, & M. Sisson (2006) "Ethics, accuracy and assumption:

The use of Facebook by students and employers", Presentedat the Southwestern Ohio Council for Higher Education

Special Topics Forum, Dayton, OH. November 2006.

[3] J. Cain, "Online Social Networking Issues Within Academia

and Pharmacy Education" In American Journal of

Pharmaceutical Education, vol. 72, Article 10, February

2008.

http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2254235/

[4] N. Ellison, C. Steinfield, and C. Lampe (2007) "The benefits of

Facebook "friends:" Social capital and college students' use

of online social network sites", In Journal of Computer-

Mediated Communication, Vol. 12, Issue 4, 2007.

[5] Schill, R. (2011). Social Networking Teens More Likely to Drink, Use Drugs, Study

Finds. Retrieved from: http://jjie.org/teens-on-facebook-more-likely-drink-oruse-

drugs-study-finds/20713

[6] S. Kuppuswamy, P. B. Shankar Narayan (2010) The Impact of Social Networking Websites on the Education of Youth", In International Journal of Virtual Communities and Social Networking, Vol. 2, Issue 1, page 67-79, January-March 2010.

[7] Tiffany A. Pempek, Yevdokiya A. Yermolayeva, Sandra L. Calvert, "College students' social networking experiences on Facebook", In Journal of Applied Developmental Psychology, Vol. 30, Issue 3, page 227–238, 2009.

AUTHORS

First Author – Afrifa James , Department of Computer Science, Adamawa State Polytechnic, Yola
Second Author – Bulama H. James, Department of Computer Science, Adamawa State Polytechnic, Yola
Third Author – Veino Leslie Bongi, Department of Statistics, Adamawa State Polytechnic, Yola
Fourth Author – Aliyu A. Abubakar, Department of Computer Science, Adamawa State Polytechnic, Yola