



The Influence of Social Media on the Academic Achievement of Higher Education Students in Katsina State.

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ABSTRACT

This research investigates the impact of social media on the academic achievement of higher education students in Katsina State, Nigeria. With the proliferation of social media platforms, students are increasingly engaging in online activities that may have both positive and negative consequences for their academic pursuits. The study employs a mixed-methods approach, utilizing surveys and interviews to collect data from a diverse sample of higher education students in the region. The objectives of the research include assessing the extent of social media usage, examining the correlation between social media engagement and academic performance, and identifying both the positive and negative impacts of social media on students' academic activities. Through a thorough analysis of the data collected, the research contribute valuable awareness into the nuanced relationship between social media usage and academic achievement. The findings are expected to shed light on the challenges posed by social media distractions and offer recommendations for optimizing the integration of social media into educational environments. Ultimately, this research seeks to facilitate informed decision-making for stakeholders aiming to create a balanced and conducive learning environment for higher education students in the digital age.

Key words: Social Media; Academic Achievement; Students

1. Introduction

In recent years, the pervasive influence of social media has become an integral aspect of contemporary society, significantly impacting various facets of life, including education. As technology continues to advance, the integration of social media platforms into the daily lives of individuals, especially higher education students, has raised pertinent questions regarding its effects on academic achievement. This study focuses on exploring and understanding the influence of social media on the academic performance of higher education students in Katsina State. Katsina State, situated in northwestern Nigeria, is home to numerous higher education institutions, playing a crucial role in shaping the academic landscape of the region. With the increasing prevalence of social media platforms such as Facebook, Twitter, Instagram, Tiktok and others, students in Katsina State are exposed to a myriad of online interactions, potentially impacting their academic pursuits. The utilization of social media has become an integral aspect of students' lives, functioning as a catalyst for knowledge dissemination. The internet, evolving into a prominent marketing platform, has seen a surge in its programs, fostering interactive online environments, particularly through social networking. While initially a niche activity, social networking has transformed into a global phenomenon over time. These online platforms serve various purposes, including city development, communication, and blogging. Educational institutions have also embraced social media by creating groups on different platforms to enhance students' academic performance. Academic performance, reflective of a student's learning progress and engagement over a specified period, is a key aspect of educational evaluation (Andreas and Haenlein, 2010). In universities, the Cumulative Grade Point Average (CGPA) serves as an index for grading students, with scores ranging from 0.00 to 4.00 or 5.00, representing the lowest to the highest points. Amidst the plethora of social networking sites and enticing advertisements on the internet, students often face the temptation to divert their focus from assignments and reading to engage in online chats. With the surge in technology facilitating online interactions, internet addiction has become more prevalent over the last few decades, transforming websites into activities primarily conducted on the internet (Vaughn, Coyle, 2008). Despite facing numerous social, economic, and environmental challenges over the past decade, the issue of university and polytechnic student dropouts remains a significant national concern. Recent data indicates that Nigerian university students are confronting heightened academic standards globally, emphasizing the urgency for educators to promote successful graduation and further education (Bowen, 2008). However, the escalating prevalence of students engrossed in social media networks and technological social lives raises concerns about its impact on their academic pursuits.

Social Media

The prevailing paradigm has undergone a significant transformation, shifting from the realm of social networking sites to encompass a broader concept known as social media. This evolution is marked by the integration of mobile and web-based technologies, fostering highly interactive platforms. These platforms facilitate the sharing, creation, discussion, and modification of user-generated content, encompassing news and general information (Kietzmann, 2012; Lenhart et al., 2010). In contemporary discourse, the term "social media" is ubiquitously used. It goes beyond merely providing dynamic information, as emphasized by Kietzmann (2012), who underscores its adaptability and interactive nature. Social media comprises a cluster of internet-based applications that enable the generation and exchange of user-generated content. It is crucial to differentiate social media from social news, as the latter term often refers to members of the news as the media (Kietzmann, 2012). Lenhart et al. (2010) observe that youths heavily engage with these social media sites. For instance, according to Internet World Statistics (2018), Nigeria boasts a population of 195,875,237, with 98,391,456 individuals constituting internet users, accounting for 50.2% of the total population—the highest in Africa. Notably, nearly 17,000,000 people in Nigeria utilize Facebook. The widespread adoption of platforms like Facebook and Twitter in Nigeria can be attributed to media services, which have played a pivotal role in facilitating discussions on various socio-cultural, economic, educational, and political topics (Suleiman, 2014).

Relationship between Social Media Usage and Academic Performance

Over the past decade, numerous social, economic, and environmental factors have heightened the challenges faced by university students. Despite these challenges, the dropout rate among students remains a significant educational concern. Recent data indicates that university students in Nigeria are grappling with increased pressure due to elevated academic standards in comparison to other countries. In light of this, educators play a crucial role in fostering graduation and encouraging further education (Sharive, 2018; Suleiman, 2014). Bowen (2008) adds another dimension to the issue, suggesting that a growing number of students are engrossed in the use of social media networks. It is estimated that even among those who successfully graduate from high school, one in three lacks the necessary knowledge and skills to progress to the next level, whether it be college, polytechnics, universities, or other advanced training institutions. Khan (2009) observes that social media usage is often linked to poor academic performance, and Englander, Terregrossa, and Wang (2010) argue that social media has a negative association with student academic performance, outweighing its advantages. The rise of internet addiction in the last couple of decades has further exacerbated the issue. Nalwa and Anand (2013) assert that addicted internet users tend to neglect their academic responsibilities, resulting in subpar performance.

Integration of Social Media in Educational Institutions

Social media networks and emerging communication technologies are a source of concern for educators due to the significant distractions they pose within educational settings (Greenfield & Subrahmanyam, 2008). These distractions have been observed to impede instructional time and create an adverse impact on the overall learning environment. According to Das and Sahoo (2010), students face challenges in transitioning, and Suleiman (2014) emphasizes the multidimensional nature of academic adjustment during the transition from secondary school to university. Suleiman's study highlights the pivotal role of students taking responsibility for their own paths and asserts that integrating social media, particularly through faculty and student interactions, helps students stay connected with the school environment, enhancing their performance. Furthermore, the study affirms that various factors within the university, including provisions, settings, rules, regulations, and interpersonal interactions, positively influence students' academic adjustment, subsequently affecting their overall performance. Building on this, Suleiman (2019) underscores the prevalence of social media platforms such as Twitter, WhatsApp, Facebook, and Instagram as major sources of distraction for students, diverting their attention away from academic pursuits and impacting both negatively and positively on their academic grade points aggregate.

Exposure of Students to Social Media

Recently, it has been observed that students enjoy unrestricted access to the internet and social media platforms. The prevalence of computers enables them to connect globally, sending and receiving information effortlessly. The widespread availability of sophisticated mobile phones further complicates the situation, eliminating the need for students to visit cybercafés for communication. Some schools provide internet connectivity within their premises and libraries. As a consequence, traditional research practices in libraries are being replaced by a heavy reliance on online platforms like Wikipedia and blogs. In the current digital landscape, students often divert their attention from library books to their phones upon receiving notifications. A study conducted jointly by Campus2Careers and Study Breaks on mobile device usage among undergraduates revealed that, on average, students spend 3.6 hours daily on their cell phones and smartphones. This surpasses the time spent on computers, TVs, handheld gaming devices, and e-readers. Academic performance is typically assessed through examinations or continuous evaluations, yet there is no unanimous consensus on the most effective testing methods or the relative importance of procedural versus declarative knowledge (Santoveña-Casal, 2019; Stacy, 2018). In today's technology-driven era, students are exposed to smartphones and computers, spending considerable time on the internet using social media applications.

Unraveling the Impact of Social Media on Academic Performance

Social media has been ingrained in human communication since people began interacting. The term "social" denotes the involvement of people in society, while "media" represents the use of various mediums for expression. While not all forms of social media are digital, they have sparked numerous innovations, making social media a significant technological advancement that is now widely embraced. . Students play a substantial role in the user base, serving as both consumers and producers of information (Zahid, Ahmad, Syed, & Faisal, 2016). Popular platforms include Facebook, Twitter, MySpace, LinkedIn, Google+, Skype, and others. These platforms enable users to exchange information, build and maintain relationships, and enhance their visibility. Universities and colleges can derive several advantages by connecting with students through social media. It fosters critical thinking, establishes communication networks, and facilitates discussions on study materials. The prevalence of smartphones has further intensified social media usage, allowing users to access multiple platforms effortlessly. Research indicates divergent perspectives on the impact of social media on student performance. While some studies suggest a negative influence, others highlight improvements in learning and communication skills (Lenhart, Purcell, Smith, & Zickuhr,

2010). The contemporary world celebrates technological advancements, transforming it into a "global village." However, technology, like a double-edged sword, brings both positive and negative consequences. Distractions, deviations, and divided attention between social networking and academic pursuits are prevalent among students and teachers. Instead of dedicating time to studies, students often prioritize social media engagement, impacting their academic performance negatively (Sharive, 2018).

The Global Influence of Social Media on Academic Engagement

Social networking sites, commonly referred to as social media, have garnered widespread admiration across all age groups and demographics on a global scale. This phenomenon represents a new paradigm that captivates the interests of both academics and non-academics alike. Social media transcends various facets of life, with education being a significant part of its expansive reach. Platforms such as Facebook, Twitter, and YouTube are viewed as essential hubs where people engage in day-to-day interactions encompassing business, education, politics, sociology, religion, and numerous other spheres (Suleiman, 2014). In recent years, social networking sites have become prominent online destinations, attracting high engagement, especially from students. The surge in user attraction has garnered extensive coverage in the media, sparking discussions about the potential benefits and harms associated with these platforms (Suleiman, 2014; Shambare, Rugimbana, & Sithole, 2012). Academic researchers have delved into the study of these social media platforms, exploring aspects such as types, modes, and times of usage, roles in identity construction, expression of views, building and maintenance of socialization and relations, and the impact on social capital. Prithwiraj and Dhanujakshi's (2020) exploration into the role of social media in human lives underscores its significant impact on determining students' academic performance. Social media, being a web-based telecommunication tool, facilitates social interaction on a global scale, connecting people through various networks. While social media platforms serve as a source of information, they also contribute to local networks. Mangden and Diyoshak (2023) observed that the Internet, particularly social media platforms like Facebook, WhatsApp, YouTube, and others, is undeniably "taking over the world" and can be considered a "global consumer phenomenon." In today's world, social media usage has become one of the most prevalent activities among children, adolescents, and emerging adults. The researchers concluded that social media is unquestionably an essential tool in human life, especially in terms of communication. Its significance goes beyond mere communication, extending to various scholarly activities.

The Impact of Social Media Usage on Psychosocial Behavior and Academic Performance

(Umar and Idris, 2018) conducted a study investigating the impact of social media usage on psychosocial behavior and academic performance among secondary school students. In light of the escalating use of the internet and technological advancements, social media networking has become an integral part of daily life. While barriers to communication are diminishing in this expansive realm, and the demand for data access is increasing, the study revealed, among other findings, that social media usage adversely influences psychosocial behavior and academic performance. The study recommended heightened awareness and attention from parents, teachers, and educational psychologists toward students' conduct on these platforms. Emphasis was also placed on educating students about time management to prevent excessive chatting and encourage concentration on academic pursuits. Oberiri and Greg (2017) noted that Facebook was the most utilized social networking site among students, with only a minority leveraging these platforms for academic purposes.

Research Questions

The following research questions were raised before commencement of the research:

- i. To what extent is social media usage affect the students among higher institution in Katsina State?
- ii. What is the correlation between social media engagement and academic performance among students?
- iii. What are possible recommendations on how educational institutions and students can leverage social media?

Research Hypotheses

H0: There is no significant correlation between social media usage and academic performance among higher education students in Katsina State.

H1: There is a significant correlation between social media usage and academic performance among higher education students in Katsina State.

Objectives of the Study

This research aims to find out the positive and negative Influence of Social Media on The Academic Achievement of Higher Education Students In Katsina State through the following objectives

- i. Investigate the extent of social media usage among higher education students in Katsina State.
- ii. Analyze the correlation between social media engagement and academic performance among students.
- iii. Provide recommendations on how educational institutions and students can leverage social media positively for academic success in Katsina State.

2. Research Method

Method of Data collection

A structured survey questionnaire was developed to gather quantitative data on social media usage patterns, academic performance and demographics. Include Likert scale questions to measure the frequency and intensity of social media use and academic achievement indicators such as grades. semi-structured interviews with a subset of survey participants was also conducted to gain in-depth qualitative insights.

Method Data processing and analysis

Statistical tools (SPSS Version 23.0) was used to analyzed the surveyed and collected data. correlation analyses was conducted to explore relationships between social media usage and academic achievement. Descriptive statistics was employed to summarize social media usage patterns and academic performance.

3. Results and Discussion

The study population include the students studies in Katsina state based higher institution. Two hundred and sixty (260) questionnaires were administered within the students, Two hundred and forty five (245) valid questionnaire was able to recover which is (94.2%). The research analysed personal data of the respondents which includes Gender, Age of the respondent, Educational level and field of study of the respondent.

GENDER		
Respondent	Frequency	Percent
Male	142	58.0
Female	103	42.0
Total	245	100.0

AGE		
Respondent	Frequency	Percent
18-24	198	80.8
25-34	31	12.7
35 and above	16	6.5
Total	245	100.0

EDUCATIONAL LEVEL		
Respondent	Frequency	Percent
Undergraduate	234	95.5
Postgraduate	11	4.5
Total	245	100.0

FIELD OF STUDY		
Respondent	Frequency	Percentage
Humanities	68	27.8
Sciences	71	29.0
Social science	66	26.9
Management science	32	13.1
Engineering	8	3.3
Total	245	100.0

Table 1. Demographic data of the respondents

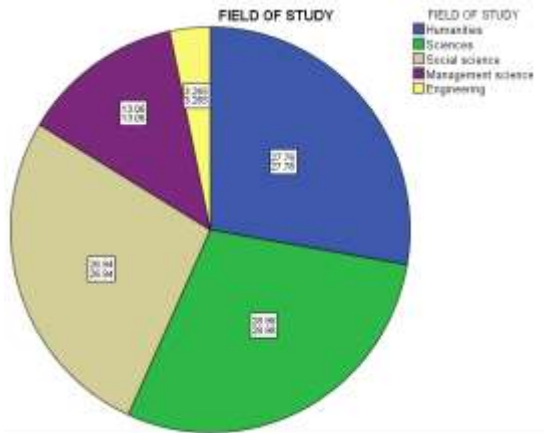


Fig.1. Pictorial diagram representing field of study of respondent

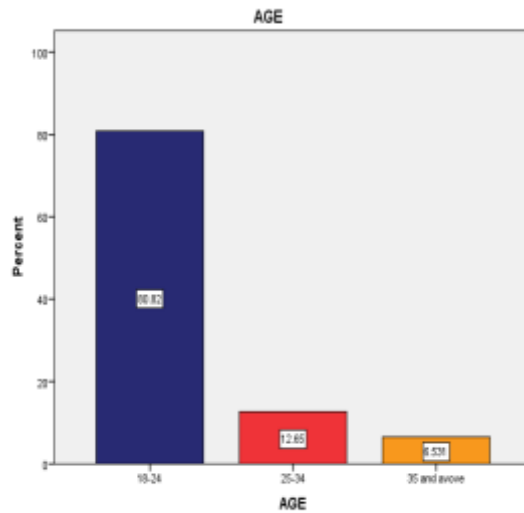


Fig. 2 Barchart representing Age of the respondent

In the demographic data provided in Table 1, the gender distribution among respondents shows that out of the total 245 participants, 142 (58.0%) were male, while 103 (42.0%) were female. This indicates a higher representation of male respondents in the study compared to females. Moving on to age distribution, as shown in figure 2 the majority of respondents, 198 (80.8%), fell within the 18-24 age group, followed by 31 (12.7%) in the 25-34 age group and 16 (6.5%) aged 35 and above. This suggests that the study predominantly captured the younger demographic within the higher education student population in Katsina State. In terms of educational level, the overwhelming majority of respondents, 234 (95.5%), were undergraduates, while only 11 (4.5%) were postgraduates. This indicates a significantly higher representation of undergraduate students in the sample compared to postgraduate students. Furthermore, when examining the field of study from figure 1, the distribution is fairly diverse. The highest proportion of respondents, 71 (29.0%), were from the sciences, followed closely by 68 (27.8%) from humanities and 66 (26.9%) from social science. Management science and engineering fields had fewer representations, with 32 (13.1%) and 8 (3.3%) respondents, respectively. Overall, the demographic data highlights a predominantly male undergraduate student population, with a strong representation from the 18-24 age group across various fields of study. However, there is a notable underrepresentation of postgraduate students and those in the engineering field. These findings provide valuable insights into the composition of the sample population, which can aid in contextualizing and interpreting the study's results regarding the influence of social media on academic achievement among higher education students in Katsina State.

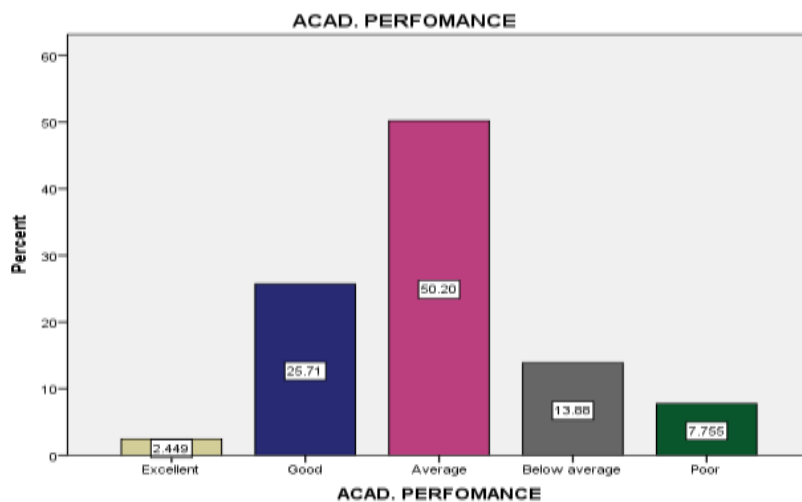


Fig. 3 barchart representing the Academic performance of students

Social Media Usage Patterns

On average, how many hours per day do you spend on social media for non-academic purposes?

Respondent	Frequency	Percent
Less than 1 hour	128	52.2
1-3 hours	105	42.9
4 and above	12	4.9
Total	245	100.0

Table 2. Usage of Social Media Patterns among students

Table 2. provides intuitions into the social media usage patterns among respondents for non-academic purposes, indicating the number of hours they typically spend per day. Among the 245 respondents, the majority, 128 (52.2%), reported spending less than one hour per day on social media. This suggests that a significant portion of the sample allocates a relatively limited amount of time to social media engagement outside of academic activities. Additionally, 105 respondents (42.9%) reported spending 1-3 hours per day on social media, indicating a substantial portion of the sample engaging with social platforms for a moderate duration. Furthermore, the data reveals that a smaller proportion of respondents, 12 (4.9%), reported spending 4 hours or more per day on social media for non-academic purposes. While this percentage is relatively low compared to the other categories, it still highlights a subset of the sample that dedicates a significant amount of time to social media engagement on a daily basis. This finding suggests variability in social media usage habits among higher education students in Katsina State, with some individuals devoting more time to these platforms than others. Therefore, the data underscores the prevalence of social media usage among the surveyed population, with a majority of respondents allocating a moderate to minimal amount of time to these platforms daily.

Which School media platform do you use most frequently?

(select all apply)

Respondent	Responses		Percent of Cases
	N	Percent	
Facebook	217	20.4%	88.6%
Instagram	150	14.1%	61.2%
Twitter	161	15.1%	65.7%
Multiple ^a LinkedIn	22	2.1%	9.0%
Tiktok	224	21.0%	91.4%
Whatsapp	235	22.0%	95.9%
Youtube	57	5.3%	23.3%
Total	1066	100.0%	435.1%

Table 3. Dichotomy group tabulated of social media use by students

The table illustrates the frequency and percentage distribution of respondents' usage of various social media platforms, indicating which platforms they use most frequently for school-related purposes. Among the 1066 responses collected, WhatsApp emerges as the most popular choice, with 235 respondents (22.0%) using it as their primary school media platform. This high percentage suggests that WhatsApp is widely utilized by higher education students in Katsina State for academic communication, collaboration, and resource sharing. Following closely behind WhatsApp, TikTok and Facebook also stand out as popular choices among respondents, with 224 (21.0%) and 217 (20.4%) respectively. These platforms, known for their diverse content and communication features, appear to play significant roles in facilitating school-related interactions and activities among the surveyed population. Conversely, like LinkedIn and YouTube show relatively lower usage percentages, indicating that they are less commonly utilized for school-related purposes among the platforms respondents. Overall, the data highlights the diverse landscape of social media platform usage among higher education students in Katsina State, with certain platforms serving as prominent channels for academic engagement and communication.

PERCEPTIONS AND BEHAVIOUR RELATED TO ACADEMIC PERFORMANCE**ACADEMIC PERFORMANCE**

Respondent	Frequency	Percent
Excellent	6	2.4
Good	63	25.7
Average	123	50.2
Below average	34	13.9
Poor	19	7.8
Total	245	100.0

Table 4 Distributions of Academic performance of student

Table 4. presents the distribution of respondents' self-reported academic performance, showcasing the frequency and percentage breakdown across different performance categories. Out of the total 245 respondents, the majority reported an average academic performance, with 123 individuals (50.2%) falling into this category. This suggests that a significant portion of the surveyed higher education students in Katsina State perceive their academic performance as neither exceptional nor below par, but rather within the middle range. Additionally, 63 respondents (25.7%) reported a good academic performance, indicating a substantial proportion of the sample achieving above-average results. Conversely, smaller percentages of respondents reported excellent (2.4%), below average (13.9%), or poor (7.8%) academic performance. These findings provide insights into the academic landscape among higher education students in Katsina State, highlighting the varying levels of performance and the distribution of self-perceived academic achievements within the sample population.

Indicate your agreement with the statement: "My academic performance is influenced by my social media engagement."

Respondent	Frequency	Percent
Strongly agree	63	25.7
Agree	128	52.2
Neutral	24	9.8
Disagree	18	7.3
Strongly disagree	12	4.9
Total	245	100.0

Table 5. Influenced academic performance by social media engagement.

The table presents respondents' agreement with the statement regarding the influence of their social media engagement on academic performance. Among the 245 respondents, a majority expressed agreement with the statement, with 128 individuals (52.2%) indicating that they agree and an additional 63 respondents (25.7%) stating that they strongly agree. This indicates that a significant portion of the surveyed higher education students in Katsina State perceive their social media engagement to have a positive influence on their academic performance, reflecting a belief in the potential benefits of integrating social media into their academic routines. Conversely, smaller percentages of respondents expressed neutral (9.8%), disagree (7.3%), or strongly disagree (4.9%) sentiments regarding the statement. These findings suggest a range of perspectives among the sample population regarding the relationship between social media engagement and academic performance. While a substantial proportion acknowledge the potential influence of social media on their academic outcomes, a minority hold neutral or negative views, indicating a need for further exploration into the nuances of this relationship and its implications for academic success among higher education students.

How often do you find yourself distracted from academic tasks due to social media use?

Respondent	Frequency	Percent
Rearly	8	3.3

Ocasionally	11	4.5
Sometimes	31	12.7
Often	145	59.2
Always	50	20.4
Total	245	100.0

Table 6. Distraction from social media on Academic performance

The table illustrates the frequency and percentage distribution of respondents' experiences regarding distraction from academic tasks due to social media use. Out of the total 245 respondents, a substantial majority reported experiencing distraction often, with 145 individuals (59.2%) indicating that they often find themselves distracted from academic tasks by social media. This suggests that a significant portion of the surveyed higher education students in Katsina State face frequent challenges in maintaining focus on their academic responsibilities amidst social media engagement, highlighting a prevalent issue that may impact academic performance and productivity. More also, a notable percentage of respondents reported experiencing distraction always, with 50 individuals (20.4%) indicating that they always find themselves distracted by social media when trying to focus on academic tasks. This finding underscores the extent to which social media use can interfere with academic endeavors among higher education students, indicating a potential need for strategies to mitigate distraction and promote effective time management and task prioritization.

Are you aware of any educational resources or study groups on social media that have positively contributed to your academic success?

Respondent	Frequency	Percent
Yes	198	80.8
No	47	19.2
Total	245	100.0

Table 7 Response on Educational resources on social media

The table presents respondents' awareness of educational resources or study groups on social media that have positively contributed to their academic success. Out of the total 245 respondents, a significant majority of 198 individuals (80.8%) indicated that they are aware of such resources or study groups on social media. This suggests that a large proportion of the surveyed higher education students in Katsina State have utilized or benefited from educational content and study communities available on social media platforms, highlighting the perceived value of these digital resources in supporting academic endeavors. Conversely, a smaller percentage of respondents, 47 individuals (19.2%), reported not being aware of educational resources or study groups on social media that have positively contributed to their academic success. While this proportion is relatively low compared to those who are aware, it still represents a subset of the sample population that may not have tapped into the educational opportunities available through social media platforms. These findings underscore the diverse experiences and utilization patterns regarding social media-based educational resources among higher education students, suggesting a need for further exploration into the factors influencing awareness and engagement with these digital learning platforms.

How interested are you in participating in online study groups facilitated through social media?

Respondent	Frequency	Percent
Not at all	25	10.2
Rarely	24	9.8
Neutral	64	26.1
Very	71	29.0
Extremely	61	24.9
Total	245	100.0

Table 8. Students participation in online study groups

The table displays respondents' level of interest in participating in online study groups facilitated through social media. Among the 245 respondents, the largest proportion, 71 individuals (29.0%), expressed a very high level of interest in participating in such study groups. This indicates a considerable desire among higher education students in Katsina State to engage in collaborative learning environments on social media platforms, suggesting a recognition of the potential benefits of peer interaction and knowledge sharing for academic success. Additionally, a significant percentage of respondents,

61 individuals (24.9%), indicated an extremely high level of interest in participating in online study groups facilitated through social media. This further emphasizes the strong inclination among the surveyed population towards leveraging social media for educational purposes, highlighting a widespread eagerness to actively engage in virtual study communities. Conversely, smaller proportions of respondents expressed lesser degrees of interest, with 24 individuals (9.8%) indicating rare interest, 25 individuals (10.2%) indicating no interest at all, and 64 individuals (26.1%) expressing a neutral stance. Nonetheless, the predominant trend towards high levels of interest underscores the potential for social media platforms to serve as effective mediums for facilitating collaborative learning experiences and enhancing student engagement in academic pursuits.

Hypothesis test

(H0): There is no significant correlation between social media usage and academic performance among higher education students in Katsina State.

(H1): There is a significant correlation between social media usage and academic performance among higher education students in Katsina State.

Correlations

			SOCIAL MEDIA USAGE	ACAD. PERFORMANCE
SOCIAL MEDIA USAGE	Pearson Correlation		1	-.108
	Sig. (2-tailed)			.092
	N		245	245
ACADEMIC PERFORMANCE	Pearson Correlation		-.108	1
	Sig. (2-tailed)		.092	
	N		245	245

Correlations is significance at the 0.01 level (2-tail)

Table 9. Correlation analysis between social media usage and academic performance

The correlation analysis examines the relationship between social media usage and academic performance among the 245 respondents. The Pearson correlation coefficient between social media usage and academic performance is -0.108. This negative correlation suggests a weak inverse relationship between the two variables, indicating that as social media usage increases, academic performance tends to decrease slightly. However, the correlation coefficient is not statistically significant at the 0.01 level (two-tailed), with a p-value of 0.092. This suggests that the observed correlation may not be reliable and could be due to chance. Furthermore, the correlation coefficient for academic performance and social media usage is also -0.108, indicating the same weak inverse relationship observed from the other perspective. Again, this correlation is not statistically significant at the 0.01 level (two-tailed), with a p-value of 0.092. The lack of significance suggests that the observed relationship between academic performance and social media usage may not be robust and could be influenced by other factors not accounted for in the analysis. Finally, the correlation analysis indicates a weak inverse relationship between social media usage and academic performance among the respondents, the lack of statistical significance suggests caution in interpreting these findings. Additional research and exploration of other potential variables are needed to better understand the complex interactions between social media usage and academic performance among higher education students in Katsina State.

4. Conclusion

In conclusion, the research on the influence of social media on the academic achievement of higher education students in Katsina State provides valuable perceptions into the complex interplay between online engagement and educational outcomes. Through a mixed-methods approach, including surveys and interviews, the study aimed to explore the extent of social media usage, assess its correlation with academic performance, and identify both positive and negative impacts on students' academic activities. The findings suggest a multifaceted relationship between social media and academic achievement. Positive aspects include enhanced communication, collaboration and access to educational resources, illustrating the potential for social media to positively contribute to the learning experience. However, challenges such as distractions, information overload and potential negative influences on study habits also emerged, underscoring the need for a nuanced approach in leveraging social media for educational purposes.

5. Recommendation

Based on the findings of the research, several general recommendations can be made. These recommendations aim to guide educators, policymakers, parents and students in optimizing the positive aspects of social media while mitigating potential challenges:

- Implement digital literacy programs within higher education institutions to enhance students' skills in navigating social media for educational purposes.

- Integrate social media into the academic curriculum in a structured manner. Educators can incorporate online collaboration, discussions and projects to leverage the benefits of social media for enhanced learning experiences.
- Provide training and workshops for educators to enhance their understanding of social media platforms and effective strategies for integrating technology into their teaching methods.
- Educate parents on the positive and negative aspects of social media and its potential impact on academic achievement. Provide guidance on establishing healthy digital habits at home and fostering open communication with children regarding their online activities.
- Foster collaboration between higher education institutions and technology industry stakeholders to explore innovative ways to use social media for educational purposes.

Recommendations for further research

Further Research should consider the effectiveness of technological interventions designed to enhance academic achievement. Which should include the development and implementation of educational apps, online learning platforms or other digital tools aimed at leveraging social media for academic purposes.

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