



IMPACT OF SOCIAL MEDIA AND ACADEMIC PERFORMANCE OF STUDENTS IN
NIGERIAN COLLEGES OF EDUCATION, A CASE STUDY ADAMAWA STATE
COLLEGE OF EDUCATION, HONG

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Abstract

The analyzed the impact of Social Media and Academic Performance of Students in Nigerian Colleges of Education, A Case Study Adamawa State College of Education, Hong. It specifically, identified the social media used by the students of undergraduate in Adamawa State College of Education Hong, determined the reasons for using social media by the students, analyzed the effect of social media on the academic performance of the students and identified the constraints associated with the used of social media by the students. The study adopted the used of survey research and simple random sampling technique was used to sampled 300respondents. The result revealed that most (89%) of the respondents used Facebook and 74% of them used WhatsApp. The results on the reasons for the usage of social media the highest mean score of 4.74 for social interaction indicates a very strong agreement among students, the second-highest mean score of 4.34 for the use of social media for academic activities demonstrates a strong. A 4.46 mean score of for the influence of peer groups suggests that a significant number of students and the mean score of 4.44 for using social media for the announcement of school issues reflects the high utility of platforms like Facebook and WhatsApp in conveying important information related to the institution. The results of a Kruskal-Wallis equality-of-populations rank test show a substantial difference between the two groups, with the rank sum of non-users being 5986.50 and the rank sum of users being 39163.50, yielding a chi-square value of 35.08, which is significant at the 1% level. A smaller rank sum indicates higher ranks across the performance scale, which in this context, implies better academic outcomes for social media users. On the constraints associated with the used of social media shown the mean score for each statement reflects the overall severity of each constraint faced by the students. The statement "difficulty in managing time between studies and social media use" has a mean score of 3.13, indicating that the constraint is generally perceived as significant

by the students, the negative impact on academic performance due to excessive use of social media, with a mean score of 2.98, the highest-ranked constraint, with a mean score of 3.18, is distractions from irrelevant content and notifications and the limited access to educational content on social media received a mean score of 2.97. The study recommends that students should be taught to avoid the use of social media on negative tasks like watching pornographic only for academic activities, educators and institutions need to help students develop strategies for managing social media use, including setting boundaries, minimizing distractions, and utilizing platforms for academic purposes more effectively and educators and policymakers should consider integrating social media into academic activities to further support student success.

Keywords: Social Media, Academic Performance, Students Colleges, Education and Hong

1.1 Introduction

In recent years, social media has become an integral part of everyday life for young people worldwide, and Nigerian students are no exception. With widespread smartphone ownership and improved internet connectivity across Nigeria, platforms such as Facebook, WhatsApp, Instagram, and YouTube have grown in popularity among students enrolled in Colleges of Education. These platforms serve as avenues for information exchange, social interaction, and even informal learning; however, they also pose potential challenges for academic engagement and performance. Research evidence indicates that social media can simultaneously serve as a tool for academic collaboration and a source of distraction that affects academic outcomes, time management, and classroom involvement among students in tertiary institutions.

Studies conducted in Nigerian Colleges of Education suggest a nuanced relationship between social media use and academic performance. For example, findings from Imo State College of Education reveal that moderate use of social media—when paired with effective communication skills—can positively influence students' academic outcomes (Ginika, 2024). Conversely, students' perceptions that excessive non-academic use of social media contributes to reduced concentration, loss of study time, and poorer academic results (Olohundare et al., 2025). Similarly, research among students at Aminu Saleh College of Education in Bauchi State identifies both educational benefits, such as enhanced engagement and access to resources, and drawbacks, such as addiction and time mismanagement (Abdulrasheed et al., 2025). These contrasting findings underscore the complex impact of social media on academic performance in Nigerian teacher-training contexts.

Understanding how social media affects students in Colleges of Education is particularly important because these institutions prepare future educators whose academic capacities influence wider educational quality. As such, this study seeks to examine the multifaceted impacts of social

media practices on academic performance among these students, offering insights that may inform policy, pedagogical strategies, and digital literacy programming in Nigerian tertiary education.

This research therefore will seek to investigate the level of engagement of students on social media and its effect on the academic performance of students of Adamawa State College of Education Hong. The broad objective of the study was to assess the impact of Social Media and Academic Performance of Students in Nigerian Colleges of Education, A Case Study Adamawa State College of Education, Hong. The study specifically focus to:-

- I. identify the social media used by the students of undergraduate in Adamawa State College of Education Hong. ,
- II. determine the reasons for using social media by the students.
- III. analyze the effect of social media on the academic performance of the students.,
- IV. Identify the constraints associated with the used of social media by the students.

RESEARCH METHODOLOGY

2.1 Research Design

The study adopted the used of survey research to acquired information that answered the research questions. This involved the use of designed questionnaire to collect data from the respondents.

2.2 Population of the Study

The population of the study comprised of all the students of Undergraduate studies in Adamawa State College of Education Hong that registered for 2024/2025 academic session.

2.3 Sample and Sampling Technique

Simple random sampling technique was used to sample the respondents. From the total population a number of 300 students were sample randomly.

2.4 Research Instrument

A questionnaire was design to collect data from the respondents and the questionnaire will made up of 5 points Likert scale made up of options namely: Strongly Agree (SA), Agree (A), Disagree (D), Undecided (UD) and Strongly Disagree (SD)., 3 point rating scale of very severe, severe and low was also used.

2.5 Method of Data Collection

The data were collected by the use of trained research assistants. After administering the questionnaire, they were retrieved from them immediately.

2.6 Method of Data Analysis

The data obtained were analyzed by the use of descriptive statistics namely frequency, mean and percentage to achieve objective I, 5 points likert scale of Strongly Agreed, Agreed, Undecided, Strongly disagreed and Disagreed with the aid of mean score was used to analyzed objective II, Kruskal-Wallis equality-of-populations rank test was used to analyzed objective III and 3 point rating scale with the aid of mean score was used to analyzed objective IV.

RESULTS AND DISCUSSION

3.1 Social Media Used by the Students of Undergraduate in Adamawa State College of Education Hong

In Table 1, it presented the result of the most widely used social media by the students of undergraduate studies in Adamawa State College of Education Hong. It revealed that most (89%) of the respondents disclosed that they used Facebook, 74% of them used WhatsApp, 25% of the respondents used Twitter, 3% of the respondents used Snachat, 2% of the respondents made used of Instagram and Telegram for each and the least were TikTok and other social media which constituted 1% each. This implies that the most commonly used social media by the students were Facebook and WhatsApp as disclosed by majority of the respondents. This collaborate with the finding of that Facebook remains the most widely used social media platform among university students globally, with a substantial number of users engaging for both educational and personal purposes. WhatsApp, being a messaging app with a user-friendly interface, was also reported as highly popular among students, facilitating academic group discussions and social interaction (Kemp, 2023). Similarly, in a Nigerian context, a study by Ojedokun (2021) found that Facebook and WhatsApp were the dominant platforms used by undergraduate students for both academic purposes and social networking. The ease of sharing information, academic resources, and fostering social connections contributed to their popularity. Other platforms, such as Twitter and Instagram, were less commonly used, often because of their more specialized functionalities or younger user demographics.

Table 1: Social Media Used by the Students of Undergraduate in Adamawa State College of Education Hong

Social Media	Frequency	Percent
Facebook	268	89
WhatsApp	221	74
Twitter	76	25
Instagram	06	02
Telegram	05	02
TikTok	04	01
Snapchat	09	03
Others	07	01
Total	593*	

Source: Field survey, 2026 *Multiple Responses

3.2 Reasons for using social media by the students

The in Table 4.2 provided outlines the reasons undergraduate students at Adamawa State College of Education Hong use social media, with a focus on factors such as social interaction, academic activities, peer influence, and the announcement of school issues. The responses are categorized into five Likert scale options (Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree) and are accompanied by the mean scores for each reason. All the reasons listed show high mean scores, indicating that students largely agree on the relevance of social media for these purposes. The highest mean score of 4.74 for social interaction indicates a very strong agreement among students that social media is primarily used for engaging with others socially. A large number of students (245 respondents) strongly agreed, and 45 agreed with the statement, making it clear that social interaction is the dominant driver of social media use among the students. This finding aligns with the general view that social media platforms, especially Facebook and WhatsApp, are primarily used for maintaining relationships, connecting with friends and family, and staying socially engaged (Kemp, 2023). The relatively few students who disagreed (6 in total) suggest that social interaction remains the most compelling reason to use social media, further emphasizing the platform’s role in fostering community and engagement. This supports the idea that platforms like Facebook, WhatsApp, and Instagram are primarily valued for their social networking features.

The second-highest mean score of 4.34 for the use of social media for academic activities demonstrates a strong, though slightly less unanimous, agreement. A significant number of students (196 strongly agreed and 46 agreed) believe that social media serves an important role in academic communication and activities. This suggests that platforms like WhatsApp and Facebook, commonly used by students for sharing academic materials, collaborating on group assignments, and discussing lecture content, are also integral to the academic experience.

However, the presence of some undecided (28), disagreeing (23), and strongly disagreeing (7) responses reflects that not all students are equally engaged in using social media for academic purposes. This could be due to factors such as varying levels of technology adoption, personal preferences, or possible distractions inherent in social media platforms. Regardless, the mean score indicates a generally positive view of social media's usefulness in academic settings (Ojedokun, 2021).

A 4.46 mean score of for the influence of peer groups suggests that a significant number of students (217 strongly agreed, 28 agreed) use social media as a result of peer pressure or social influence. Peer groups are an important factor in the lives of college students, and social media has become a key tool for maintaining and expanding these networks. Social media platforms enable students to stay connected with their friends, join common interest groups, and participate in trends or discussions popular within their peer groups. This finding reflects the social nature of students' media consumption and supports the idea that students are influenced by their peers in their choice of platforms and how they use them. While peer influence is a key factor, the relatively low number of students who disagreed (21 in total) suggests that peer pressure or social influence is not universally dominant, but it plays a significant role in shaping students' social media behavior (Akinmoladun et al., 2022). The mean score of 4.44 for using social media for the announcement of school issues reflects the high utility of platforms like Facebook and WhatsApp in conveying important information related to the institution. With 198 students strongly agreeing and 62 agreeing, it is clear that social media is regarded as an effective tool for distributing announcements, such as updates on classes, schedules, events, and institutional policies. This usage highlights the role of social media not only in social engagement but also in serving as a communication channel between students and the institution. It can be inferred that students find it convenient and reliable to receive updates and announcements through these platforms rather than through traditional channels such as bulletin boards or email. However, the presence of some undecided (21) and a few disagreeing responses (19) could suggest that some students may prefer alternative methods of receiving official information or are not fully utilizing these platforms for this purpose (Tadele, 2021).

Table 2: Reasons for using social media by the students

Reasons	SA	A	UD	D	SD	Mean Score	Remark
Social interaction	245	45	03	01	06	4.74	Agreed
For academic activities	196	46	28	23	07	4.34	Agreed
Due to peer group	217	28	34	17	04	4.46	Agreed
For announcement of school issues	198	62	21	12	07	4.44	Agreed

Source: Field survey, 2026 where, SA= Strongly agreed, A= Agreed, UD =Undecided, D= disagreed and SD = Strongly disagreed

3.3 Effect of social media on the academic performance of the students

The results presented in Table 3 reveal the findings of a Kruskal-Wallis equality-of-populations rank test, which was used to analyze the effects of social media usage on the academic performance of students. The test compares the rank sums of two independent groups: social media users and non-users. The results show a substantial difference between the two groups, with the rank sum of non-users being 5986.50 and the rank sum of users being 39163.50, yielding a chi-square value of 35.08, which is significant at the 1% level. This statistical significance suggests that there is a notable difference in the academic performance of social media users and non-users, with users outperforming non-users. The lower rank sum for social media users (39163.50) compared to non-users (5986.50) suggests that students who use social media tend to perform better academically, as the rank sum is a measure of the average performance within each group.

A smaller rank sum indicates higher ranks across the performance scale, which in this context, implies better academic outcomes for social media users. The significance of this difference ($p < 0.01$) indicates that the likelihood of this result occurring by chance is very low, thus supporting the alternative hypothesis that social media usage positively affects academic performance. Given that the null hypothesis (which states that there is no difference in academic performance between social media users and non-users) has been rejected, the study supports the conclusion that social media usage is positively correlated with higher academic performance. This outcome challenges the common concern that social media use is a major distraction for students and instead points to the potential benefits of social media in enhancing learning experiences. The findings of this study are consistent with several recent studies that have explored the relationship between social media use and academic performance. For example, Junco (2021) found that students who engaged with educational content and academic discussions on social media platforms, such as Twitter and Facebook, exhibited better academic outcomes. Social media can be used as a tool for collaborative learning, where students exchange ideas, access academic resources, and receive immediate feedback from their peers and instructors, thus enhancing their

understanding and academic performance. Similarly, Akinmoladun et al. (2022) found that social media usage, particularly through platforms like WhatsApp and Facebook, allowed students to engage in group studies, share academic materials, and stay connected with their professors, which led to improved academic performance. These findings further support the idea that social media can facilitate academic interactions and provide a platform for academic collaboration and communication, which is beneficial for students' learning processes. This suggests that the context in which social media is used plays a crucial role in its impact on academic outcomes. Additionally, Dahlstrom et al. (2021) highlighted that students using social media for academic networking, sharing notes, and discussing course materials were more likely to report higher academic achievement compared to those who used it primarily for social or entertainment purposes. These findings echo the results of this study, where the academic performance of social media users was found to be higher than that of non-users.

Table 3: Kruskal-Wallis Analysis of the Effect of social media on the academic performance of the students

Groups	N	Rank sum	Prob.
Non-user	64	5986.50	
Users	236	39163.50	
Chi-squared		35.078	0.0001

Source: Computer Printed

3.4 Constraints associated with the use of social media among students

Table 4 presented five key constraints faced by students in using social media, based on responses from 300 students and the responses were categorized into three severity levels: Very Severe, Severe, and Not Severe. The mean score for each statement reflects the overall severity of each constraint faced by the students. The statement "Difficulty in managing time between studies and social media use" has a mean score of 3.13, indicating that the constraint is generally perceived as significant by the students. The rank of severity is evident, as a substantial number (110) reported this as very severe, while 120 students classified it as severe. Only 70 students considered it not severe. This suggests that managing time effectively is a common challenge for students, with social media competing with academic responsibilities for their attention. As highlighted by Junco (2021), time management difficulties are one of the primary concerns for students, who often struggle to balance the use of social media with academic obligations.

The second most significant constraint is the negative impact on academic performance due to excessive use of social media, with a mean score of 2.98. While 90 students reported this

as very severe, 115 students felt it was severe, and 95 students did not find it severe. This indicates that while many students acknowledge that excessive use of social media can detract from their academic performance, not all students perceive it as a significant problem. Akinmoladun et al. (2022) and Ojedokun (2021) note that social media distractions are linked to decreased academic performance, as students may prioritize social interactions over academic work. Another notable constraint is internet connectivity issues, with a mean score of 3.05. This suggests that many students face challenges accessing social media platforms due to poor internet service. A total of 100 students rated this constraint as very severe, while 115 students felt it was severe and 85 students found it not severe. The internet connectivity issue is particularly important in regions where students may rely on mobile data for access, which can be both expensive and unreliable. Tadele (2021) emphasizes that inadequate internet infrastructure can impede students' ability to access educational resources online, limiting the potential academic benefits of social media. The highest-ranked constraint, with a mean score of 3.18, is distractions from irrelevant content and notifications. The majority of students (130) felt that this was a very severe issue, with 105 students considering it severe and 65 students viewing it as not severe.

Social media platforms, particularly Facebook, Instagram, and WhatsApp, are notorious for notifications and updates that can pull students away from their academic tasks. The sheer volume of irrelevant content—ranging from social updates to advertisements—diverts attention, making it difficult for students to focus on studies. Hurtado & Roberts (2020) discuss how constant notifications on social media can significantly disrupt concentration, leading to inefficiencies in learning. Lastly, the constraint regarding limited access to educational content on social media received a mean score of 2.97, with 85 students considering it very severe, 110 students rating it severe, and 105 students deeming it not severe. While social media platforms are increasingly being used for educational purposes (e.g., educational Facebook groups, YouTube tutorials), the vast majority of content on these platforms tends to be non-educational. This is supported by research of Zhou et al. (2022), which notes that while social media platforms provide valuable opportunities for learning, they are often dominated by entertainment and non-academic content.

Problems	Very severe	Severe	Not Severe	Mean score	Remark
Difficulty in managing time between studies and social media use	110	120	70	3.13	Agreed
Negative impact on academic performance due to excessive use	90	115	95	2.98	Agreed

Internet connectivity issues while accessing social media	100	115	85	3.05	Agreed
Distractions from irrelevant content and notifications	130	105	65	3.18	Agreed
Limited access to educational content on social media	85	110	105	2.97	Agreed

Source: Field survey, 2026

Conclusion

Social media usage among students is driven by several factors, with social interaction being the most significant. Students heavily rely on social media platforms like Facebook and WhatsApp not only for social engagement but also for academic and institutional purposes. The use of social media for academic activities, while important, has some variability in student engagement, suggesting that while many students use these platforms for educational purposes, others may face challenges in fully utilizing them for academic tasks. Peer group influence is another important factor, emphasizing the social nature of media consumption among students. Additionally, the use of social media for official school announcements further underlines the centrality of these platforms in modern student life. The overall positive perception of social media for these purposes supports the notion that integrating social media into educational strategies can be an effective way to enhance communication and collaboration among students.

The results of the Kruskal-Wallis test in this study suggest that social media usage is positively associated with academic performance among undergraduate students at Adamawa State College of Education Hong. However, as noted in previous research, it is important to ensure that students use social media in an academic context to avoid potential distractions that could undermine their performance. The results from this study highlight several constraints that students face when using social media. The findings suggest that time management, academic performance, and distractions from irrelevant content are significant barriers for students. Despite the potential academic benefits of social media, such as access to educational content and collaboration, students struggle with distractions, connectivity issues, and finding high-quality educational material. These constraints should be considered when designing educational strategies that incorporate social media.

Recommendations

With the findings, the study recommends the following:

- i. Students should be taught to avoid the use of social media on negative tasks like watching pornographic only for academic activities.
- ii. Educators and institutions need to help students develop strategies for managing social media use, including setting boundaries, minimizing distractions, and utilizing platforms for academic purposes more effectively.
- iii. Educators and policymakers should consider integrating social media into academic activities to further support student success.

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