-RESEARCH ARTICLE-

THE IMPACT OF SOCIAL MEDIA PLATFORMS AMONGST TERTIARY INSTITUTIONS STUDENT IN DUTSE JIGAWA STATE, NIGERIA

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─**Abstract**─

Over the last decade, the number of people using social media has grown throughout the world, and it's more important than ever to understand how it affects students' academic achievements. Therefore, the aim of this study is to identify why students use social media platforms as well as to examine the impact on students' perormance. In order to meet the study objectives, the data is collected via an online questionnaire distributed in the electronic form to a sample of students attending tertiary institutions in Dutse. The mixed method research design has been applied in the present study. The Statistical Package for Social Science (SPSS) is used to analyze the quantitative data. On the other hand, the content analysis technique has been adopted to analyse qualitative data. According to the findings of the survey, the majority of students at tertiary institutions utilized social media platforms such as Facebook, WhatsApp, and Twitter, among others, and spent unnecessarily high time on them, drawing attention away from their study time. Results also indicates that higher institution students' use of social media platforms has a negative impact. The paper concludes that tertiary institutions should encourage students to use social media for academic research and assignments and that institutions should create ways to encourage students to use social media for academic purposes rather than for other purposes that interfere with their studies.

Keywords: tertiary institution, social medial platforms, students' perormance, social bond theory

1. INTRODUCTION

Revolution in information and communication technology (ICT) has brought tremendous benefits to human development. It has advanced development in virtually all areas of lifeand enhanced the quality of goods and services offered to clients on global markets (Ndubueze, 2014). Today, the Internet has taken a solid place in people's lives. In the information age of the 21st century, social media is the trendiest technical instrument. It's an online community focused on fostering and commenting on social relationships among people who have common interests or hobbies, such as global villages., (Alam et al., 2021). There is ample evidence that millions of individuals use social media regularly for various reasons since the introduction of the internet in the 1990s and the rise of social networking sites in 1994 and beyond (Daluba et al., 2013). In this way, social media has become the second home of its users who in addition to being physically present in the real world, are also present in a virtual world to engage with people.

The introduction of social media technology has altered the processes of teaching, learning, research, information exchange, and communication. These dynamically changing behaviors on numerous social media platforms have steered technological development and the internet's fast growth, (Alabdulkarem et al., 2021). Universities and colleges nowadays have an emphasis on lecturers, students, and others collaborating in the search for knowledge in teaching and learning environments. Academics and researchers in Nigeria are continuously experimenting with social media technologies in the hopes of encouraging critical thinking, problem-solving abilities, cooperation, and knowledge building among students enrolled in tertiary institutions. (Alhaji, 2020).

Students in Dutse's tertiary institutions use social media for a variety of reasons, with the majority using it to share beliefs, emotions, personal information, photographs, music, and videos. It's also used to stay in touch with family and friends no matter where they are, keep up with academic news, and occasionally learn about current events happening across the world (Aku et al., 2020). The use of social media among tertiary institution students has reached unprecedented levels and has affected their study time, encouraged the use of improper language when socializing on social media as well as distracted their attention away from their studies (Ndaku, 2013). Students spend more time on social networking than on academic pursuits in the current day, and this has impacted their emotional, psychological, and intellectual scores (Alam et al., 2021).

Moreover, the students' reading culture currently is muted by the persistent use of social media. Therefore, they have become passive readers who will rather browse. They would rather spend many hours chatting with family and friends instead of reading. Some students violate the academic decorum by using social media in the lecture hall instead of paying attention to what is being taught. Studies have also revealed that social media affects a student's use of English. They are inclined to use short handwriting to chat with

family and friends and get used to it, thereby replicating the same errors during examinations (Rasheed, 2021).

Academics in Nigeria have paid little attention to students' increasing use of social media platforms at tertiary institutions. As a result, some of the hood-lopes affecting students' academic success as a result of their usage of social media must be considered. The objective of this study is to evaluate the influence of social media platforms among students enrolled in tertiary institutions in Dutse, Jigawa state, to fill a substantial vacuum in the literature. Therefore, the objective of this study is to determine the role and impact of social media amongst tertiary institution students in Dutse-Jigawa state. The specific objectives of the research are i) To examine the types of social media platforms mostly used by students in tertiary institutions. ii) To determine the amount of time spent by students on social media platforms. iii) To investigate the reasons why students use social media platforms in tertiary institutions. iv) To determine the impact of social media used by students enrolled in tertiary institutions.

2.   LITERATURE REVIEW

2.1   Social Media

Social media emerged as a term frequently used to describe different types of electronic communication platforms. Social media constantly keeps changing and as such, there is no static definition to it as Junco (2015) points out; social media are a collection of internet websites, services, and practices that support collaboration, community building, participation, and sharing. Several scholars and authors among them (Basri et al., 2018; Bonsón et al., 2017; Ezeah et al., 2013; Kaplan, 2018; Mushtaq et al., 2018; Valle et al., 2018) have given a very elaborate definition of social media. Kaplan (2018), define social media as a collection of web-based apps that allow users to create and share user-generated content, based on the conceptual and technological basis of Web 2.0. Mushtaq et al. (2018) simply define it as "the relationship that exists between people", while Bonsón et al. (2017) qualify it as "technologies that facilitate social interaction, make possible collaboration, and enable deliberation across stakeholders". Here technologies are referred to as blogs (Twitter, Tumblr, and WordPress), sharing tools, networking platforms (Facebook, Whatsapp, and LinkedIn), virtual worlds (online game, a world of warcraft and virtual coins), and media content (text, photo, audio, video) like Instagram, YouTube, tik-tok, and the likes. Social media, according to Basri et al. (2018), is a term commonly used to describe different types of communication platforms and electronic ways of interacting.

For Valle et al. (2018), social media is a "read-write web," in which users go beyond passively reading web information to actively contributing to it. Social media, in a nutshell, is an internet-based technology that allows users to share and receive material through social networking, blogging, and media-based apps. Ezeah et al. (2013) describe social media as a contemporary interactive communication medium through which

people connect, exchange ideas, experiences, photos, messages, and information of mutual interest.

Omachonu (2019) research into the effects of social media on the academic achievement of students. Their findings reveal that majority of the students who use social media apps/websites, spend excessive time on them which displaces their study time. On the other hand, only a limited number of students use social media for academic purposes. Similarly, Okereke et al. (2014) Findings show that social media usage among students is not for academic purposes and found out that the following social media portals are often used by students -Facebook 40(40.81%), Whatsapp 20(20.40%) 2go/Skype 14(14.28%) and while MySpace, Twitter, Badoo, Blogs/web scholars, Google+/ Social bookmarking are not often used by undergraduates in the four universities understudy. the researchers found out that 78(79.59%) of undergraduates in the four universities perform poorly in academics because of their addiction to social media activities while 15(15.30%) perform high. These findings shows that social media causes low performance among Nigerian students. This goes hand-in-hand with the findings of Junco (2015) who stated that addiction or obsession with social media has negative effects on student's academic performance.

2.2 Type of Social Media

Social media has been defined and categorized by many scholars based on their perspectives; Ndubueze (2021), in his article cited the typology of social media developed by Kaplan (2018) idea who categorized social media into six different types i.e. i) collaborative projects/blogs (e.g Wikipedia), ii) blogs and microblogs (e.g Twitter, Tumblr, and WordPress), iii) content communities (e.g Youtube), iv) social networking sites (e.g Facebook, Whatsapp, and BB Chat), v) virtual game worlds (e.g world of war crafts), and vi) virtual communities (e.g second life).

Collaborative Project/Blogs

Collaborative project/blogs are a type of blog site that is used to schedule, organize, track, monitor, and edit project content at any time and anywhere for participants to finalize. It allows for cooperation between project teams or participants across national boundaries. Everyone in the project has access to material information, such as writing a dictionary, group work, or data review. For example "Wiki" is perhaps the most typical collaborative project site (e.g., Wikipedia, Encyclopedia). Wikis allow several people to collaborate on the same project. Wikis keep track of every action that takes place on the site. In addition, all course participants get access to the course discussion area, where they may share and contribute ideas (Baxter, 2015).

Blogs and Microblogs

A blog is a web diary that is kept in the form of a brief weblog. It is also a conversational or informational website with discrete, typically casual diary-style text entries that are

published on the Internet (posts). The first type of social media is a personal web page called a forum, where people may connect using text and other multimedia such as photos, audio, and video. The blog or forum owner may publish messages or upload content to the blog or forum, and the blog or forum's followers can read, download, and comment on the messages. WordPress.com, blogger.com, and nairaland.com are examples of blogs (Georgescu et al., 2015).

Content Communities

A content community is a place where people post their content to be seen by other user members in the community. Content Community's main purpose is to share media content (e.g., images, pictures, audio, video clips, and PowerPoint presentations) among users. Internet users can build a Content Communities account; upload media content to the sites and exchange media content with each other. The best way to share media content is by sending a link to others or by adding a link to your site. Internet users can access content in the media by clicking on the link leading to the web page. Examples of content communities are YouTube (for videos), Flickr (for pictures), and Slideshare (Plessis, 2017).

Social Networking Sites

A social networking site is an online service that allows users to form social networks or relationships with others who have similar personal or professional objectives, hobbies, backgrounds, or real-life contacts. These website applications allow internet users to create personal profiles, invite others to enter the website, access other users' profiles, exchange information (text, images, videos, and other links from other websites), and send emails and instant messages to one another. The administrator of the site monitors access to the forum and discussions within online communities. Examples of social networking sites are Facebook, Twitter, and WhatsApp, Instagram, and WeChat e.t.c. Facebook is the most world used social networking in the world with over 1.73 billion daily active users (Liu et al., 2019).

Virtual Game Worlds

A virtual gaming environment is a computer-generated representation of a world with various spatial dimensions, and physical characteristics and users of virtual worlds communicate with each other through self-representations called "avatars." Modern virtual worlds vary in their purpose from traditional video games. Examples of the virtual game world are World of Warcraft, kaneva, and Active worlds (Kaplan, 2018).

Virtual Social Worlds

A virtual social environment is a virtual world based on user imagination and collaboration, allowing users to define their universe, rules, and goals, and construct digital objects and environments around them. The virtual social world allows Internet

users to choose, in their virtual lives, personalized avatars, their behaviors, their lives, and their actions that are similar to their real lives. At some point in the virtual world, the users will meet one another to do such things together as they do in real life. Second Life is the most popular site withseveral applications for teaching and learning (Kaplan, 2018).

2.3   Social Media and Student's Performance

Several studies have been performed by prominent academics to see how social media affects the academic performance of students. These studies havefound mixed or inconsistent results. For instance, (Karim et al., 2019), conducted a survey on Facebook to study academic performance in Nigerian universities. According to their findings, there is no link between the amount of time a student spends on Facebook and his or her grade point average. It also found that the number of times a person changes their status and the number of times he or she skips class did not have a significant link with academic performance (Alwagait et al., 2015). In contrast, Asemah et al. (2013) found that undergraduate students at Kogi State University in Anyigba, Nigeria, have links to social media and have a high level of exposure to it. Their findings also suggest that kids' exposure to social media has a detrimental impact on them. Likewise, Okereke et al. (2014) and Apuke (2016) and Othman et al. (2017) inferr that students' use of social media is not to meet academic objectives.

Furthermore, Araoye (2018) study the effect of social media on students' academic performance in higher institutions of learning in Nigeria. The study was carried out among five (5) higher learning institutions in Ado-Ekiti, Nigeria, to see how the usage of social media influences academic achievement. According to the findings, 318 (86%) of the 368 students polled are always online, 314 (85%) use smartphones, and 124 (33.7%) are on Whatsapp. In bothm the morning and the evening, a larger percentage indicate that they spend the majority of their time conversing. Many others also admitted to chatting during lectures. This can, of course, have a detrimental influence on their academic results.

In addition, Ahmad (2019) found that social media may have both, positive and harmful effects. Many students' attention tends to be drawn away from their studies by social media sites such as Twitter, WhatsApp, Facebook, and Instagram, which have both bad and good effects on their overall academic grade points. Likewise, Agholor et al. (2020) investigate the real-time observation approach for assessing the impact of social media on students' academic performance. According to their findings, modest use of social media for non-academic purposes has very slight detrimental influence on students' academic performance. Excessive use of social media for non-academic objectives also harms students' academic performance.

Moreover, the students' time spent on social media is found to have a negative impact on their academic achievement (Alam et al., 2021; Ampofo, 2021). In contrast, Aku et

al. (2020) and Alabdulkarem et al. (2021) conclude that social media does not necessarily have a detrimental impact on students' academic performance, but may actually have a favorable impact. Therefore, it isfound that social media usage has a negative impact on student's academic achievement. Positive effects of social media usage appear to be considerably low, according to the respondents. The study concludes that students should be encouraged to utilize social media for educational reasons, that educational institutions should establish web pages to boost academic activities, and that students should spend as little time as possible engaging in social media activities n order to to be more productive.

2.4   Theoretical Perspective

The social bond theory is considered as the underpinning theory of the study. According to the theory, unwanted behaviorial deviance occurs when an individual's bonds to society (i.e. social bonds) are weak or broken (Schroeder, 2015). On the other hand, individuals with strong social bonds are unlikely to engage in delinquency (Berthevas, 2021). Based on the theory it can be said that the impact of social media among tertiary institution students in a sense that students with strong bonds to his/her academic goals are likely not to engage in strong social media activities like (Facebook, WhatsApp, Twitter, and Instagram e.t.c). These bonds are attitudes of achieving high academic performance surrounded the students but practice by less of them (Berthevas, 2021). On the other hand, those that have weak or broken bonds are vulnerable to engage in strong social media activities, which deviates their minds from achieving their academic goals and objectives. Social bond theory has four components which included; attachment, commitment, involvement, and belief (Furst et al., 2021).

Attachment; here the students are sensitive towards their peers engaging in social activities around the school and neglect these inter-personal bonds, which results in poor academic performance. On the other hand, when the student is attached to top flayers or the averagers in the institutions means the student is sensitive to perform well and therefore less likely to violate or engage in excessive social media activities (Berthevas, 2021).

Commitment; when students invest (time, energy, emotion, and resources) in pursuance ofacademic goals by committing themselves to reading their books, research, assignment, and preparing for a class quiz, test, and semester examination at any giving time, therefore establishing themselves as law abided students. Of course, one can be committed to accomplishing poor academic performance by focusing attention on social media platforms. In a nutshell, students who invested in accomplishing academically accepted goals are less likely to engage in strong social media activities, as they do not want to jeopardize progress toward their goals (Schroeder, 2015).

Involvement; Involvement is a chance element of the bond. According to Hirschi, participation in academic activities does not leave time for participating in strong social

media activities or to commit deviant acts because he or she is too occupied with other tasks. In a nutshell, those with too much free time on their hands are more likely to engage in social media activities (Furst et al., 2021).

Belief; refers to the extent to which the students believe they should obey the rules of achieving academic goals within institutions. When students share a common set of socially accepted norms, values, and moral principles, they form inter-personal bonds. Although most students may understand that deviant acts such as those engaged in strong social media are wrong, such acts are more likely to occur if a common set of beliefs and values is susceptible (Furst et al., 2021).

3. METHODOLOGY

This part outtlines the methodology used for the present study. Discussed here are the salient features of the research design, study context, the sources of data which includes the locale of the study and research population and sample size, instrumentation and data collection process, and data analysis techniques.

3.1   Research design

The study used quantitative as well as qualitative methods of research. The descriptive research design was utilized to gain an accurate profile of the situation. To support the study, information relevant to the study was obtained from both primary and secondary data. Primary data were acquired from the respondents of the study i.e. a total of three hundred and ninety (390) student respondents. On the other hand, secondary data were obtained from previous studies, literature, books, documents, and electronic materials related to the current study topic.

3.2   Study Location

Dutse is a city located in northern Nigeria. It is the capital city of Jigawa State. Dutse which was earlier known as Dutsi Gadawur is located within the latitude 11º 42'4" N, and longitude 9º 20' 31" E of the Greenwich Meridian. Dutse got its name from the rocky topography peculiar to the area. Various types of rocks may be found in abundance throughout the area. The rocky town acquired its name from this naturally supplied resource, which is mostly igneous, Dutse (Hausa term for rock). Dutse and its environs are well known for Date Trees (Dabino) of different varieties. The study was conducted in two tertiary institutions in Dutse. These institutions are Federal University Dutse and Jigawa State Polytechnic Dutse. These two tertiary institutions were chosen because they reflect all forms of tertiary education that can be attended by a person to acquire knowledge and also because of their wide presence.

3.3   Population and Sample Size

The study used quantitative as well as qualitative methods of research. A descriptive research design was utilized to gain an accurate profile of the situation. To gain a

representative sample, the cluster sampling method was adopted. The entire student population of the tertiary institutions in Dutse was considered as the target population of the study. The Federal University Dutse has a total of twenty-six (26) academic departments out of which ten (10) students were randomly selected from each department, and Jigawa State polytechnic Dutse has a total of thirteen (13) academic departments where ten (10) students are randomly selected from the departments. The total sample size of the study is three hundred and ninety (390) respondents. For an in-depth interview, eight (8) respondents were purposively selected from the two institutions, Federal University Dutse and Jigawa State Polytechnic Dutse.

3.4   Method of Data Collection and Data Analysis

The instrument for data collection was an anonymous questionnaire conducted electronically with a group of students attending tertiary institutions in Dutse. The study was conducted using a branded questionnaire (Google form) admministered online. The instrument was distributed to students with the help of colleagues in various institutions of the study. The questionnaire mainly consisted of closed-ended questions proving the impact of social media platforms amongst tertiary institutions in Dutse. The returned questionnaires are three hundred and seven-eight (378), which have been used in this article.

The study adopted the method of triangulation for data analysis and interpretation. The triangulation method involves combining both quantitative and qualitative methods in the interpretation of field findings. Content analysis will be used to analyze qualitative data and it will also complement the quantitative data collected. This approach increases the study's validity as results from various data collection methods complement each other. A total of 378 questionnaires have been administered, and 8 primary informants from the students have been interviewed. The statistical package for social science (SPSS) and Microsoft Excel was used for statistical analysis of data.

4.   THE RESULTS

4.1   The Socio-Demographic Attributes of Respondents

This section presents the socio-demographic attributes of the respondents. These attributes are gender, age, marital status, religion, and institutions of the respondents.

From the above Table 1, it was found that 70.6% of the respondents are males while 29.4% are females. The number of male respondents who participated in the study outweighs the number of female respondents due to the proximity of the researcher. Most of the respondents are in their youthful age between the age of 21- 25 41.8% and the majority of the respondents are single with 79%. This is not surprising bearing in mind that the study was conducted in two tertiary institutions in Dutse namely Federal University Dutse and Jigawa State Polytechnic Dutse.

Table 1: Socio-Demographic Profile of Respondents

Gender of Respondents	Frequency	Percentage%
Male	267	70.6
Female	111	29.4
Total	378	100.0
Age	Frequency	Percentage%
16 – 20	52	13.8
21 – 25	158	41.8
26 – 30	84	22.2
31 and Above	84	22.2
Total	378	100.0
Marital status	Frequency	Percentage%
Single	299	79.0
Married	79	21.0
Total	378	100.0
Religions	Frequency	Percentage%
Islam	266	70.0
Christianity	112	29.6
Total	378	100.0
Institutions	Frequency	Percentage%
Federal University Dutse	225	60.0
Jigawa State Polytechnic Dutse	153	40.0
Total	378	100.0

Source: Fieldwork 2021

Moreover, the majority of respondents are Muslim followed by respondents who practice Christianity. The majority of the respondents are students of Federal University Dutse (FUD) i.e. 60% and the remaining 40% are students of Jigawa State Polytechnic Dutse (JIGPOLY).

4.2 The Types of Social Media Platform Used by the Respondents

This section examines the types of social media platforms that are commonly used in tertiary institutions in the Dutse metropolis. Views of respondents were sought on their use of social media platforms. Findings reveal that 100% (378) said they used one or another type of social media platform. We can conclude that virtually all the respondents use social media platforms for one activity or the other.

The Table 2 above shows that the majority of the respondents use Facebook (97.9%), WhatsApp (96.3%), Twitter (53.4%), YouTube (53.0%), Instagram (61.1%). While only a few respondents used the social media platform for Snapchat (33%), Like and TikTok

(23.0%). It was found that respondents who used Like also used Tik-Tok. The low response of the respondents was a result of the fact that these are newly developed apps.

Table 2: The types of Social Media platforms used by the Respondents

Social Media Platform	Yes	No	Not always	Total
WhatsApp	364 (96.3)	2 (0.5)	12 (3.2)	378 (100%)
Facebook	370 (97.9)	2 (0.5)	6 (1.6)	378 (100%)
Twitter	202 (53.4)	84 (22.2)	92 (24.4)	378 (100%)
YouTube	200 (53.0)	78 (21.0)	100 (26.0)	378 (100%)
Instagram	231 (61.1)	84 (22.2)	63 (16.7)	378 (100%)
Likee	87 (23.0)	186 (49.2)	105 (27.8)	378 (100%)
Tik-tok	87 (23.0)	186 (49.2)	105 (27.8)	378 (100%)
Snapchat	123 (33.0)	155 (41.0)	100 (26.0)	378 (100%)

Source: fieldwork 2021

An in-depth interview conducted with a student supported both Facebook and Twitter

According to him, there are many things he does on the internet but he spends most of his time on Facebook, Twitter, WhatsApp, and Instagram, because it eases him out of a lot of pressure while he didn't have anything to engage with.

4.3   The Time Spent by Respondents on the Social Media Platform

This section examines the time spent by the respondents on social media. It identified hours spent daily on social media, the extent of dependence on social media, and the activity relied on while using social media.

Table 3: the Time Spend by the Respondents on Social Media Platform

Responses	Frequency	Percentage%
Less than 30 min	23	6.0
31 min – 1 hour	42	11.0
1 hour – 2 hours	53	14.0
2 hours – 3 hours	23	6.0
3 hours and above	237	63.0
Total	378	100%

Source: fieldwork 2021

Table 3 presents a summary of responses concerning the time respondents spend on social media platforms. The responses reflect the position that the majority 63% of the respondents indicate they spend 3 hours and above on their social media platforms. Also, 14% of the respondents state they spend 1 hour – 2 hours on their social media platforms. Whereas 42% of the respondents state they spend 1hour – 2 hours on social media

platforms. While 6% representing less than 30 min and 2 hours – 3 hours. According to Omachonu (2019), the link between time spent on social media and student academic achievement is below average. The overall findings indicate "more time on Facebook equals slightly lower grades".

An in-depth interview conducted with a student on time spent using social media

Social media platforms such as Facebook and WhatsApp are just like my second family which I can't live without it I spend more than 5 hours every day on social media platforms to interact with family and friends and sometimes for academic purposes.

This comes in contact with Omachonu (2019) findings, that 67.75% and 25.75% of their respondents spend 1 to 3 hours and 4 to 6 hours respectively on social media which displaces their study time with a negative effect on their academic achievement. Ndaku (2013) discover that students' usage of social media has impacted their study time, increased the use of bad language and incorrect spellings while interacting and/or talking on social media, and diverted their focus away from their academic pursuits.

Table 4: The Extent of Dependence on Social Media Platforms by Respondents

Responses	Frequency	Percentage%
Very large extent	159	42.0
Large extent	136	36.0
Small extent	72	19.0
Very small extent	11	3.0
Total	378	100%

Source: Fieldwork 2021

Responses in Table 4 reveal that about one-third i.e. 42% of the respondents report they are to a very large extent dependent on a social media platform for their daily activities, whereas 136 (36%) of the respondents indicate that to a large extent, they depend on social media platforms for their daily activities. While 19% of the respondents state they are to a small extent dependent on social media platforms; and also the minority of the respondent i.e. 3% state that they are to a very small extent dependent on social media platforms. From the results, it can be concluded that most students nowadays depend to a large extent on social media platforms for their daily activities.

4.4   The Rationale of Using Social Media Platform by Respondents

This section looks at the reason behind the users of social media platform by the respondent. It reveals more about the nature of the use of social media; reason for the use of social media platforms; academimcuse of social media.

Table 5: The Nature Use of Social Media Platform by the Respondents

Responses	Frequency	Percentage%
Academic	85	22.0
Chatting	55	15.0
Watching movies	28	7.0
Both of them	210	56.0
Total	378	100%

Source: fieldwork 2021

Table 5 findings reveal that 56% of the respondents use social media for academic work, chatting, and watching movies; while 22% of the respondents used the nature of the use of social media for academic purposes; whereas 15% of the respondents take chatting as the nature of the users of social media; lastly, 7% of the respondents watched movies Yahya and Adebola (2019) conduct a research with 850 Obafemi Awolowo University students in Ile-Ife, Nigeria. According to these findings, social media platforms are mostly utilized for socializing, information, and academic reasons.

Table 6: Reason for the Use of Social Media Platform by the Respondents

Responses	Frequency	Percentage%
Academic purpose	84	22.0
Interacting with family and friends	176	47.0
Fun and leisure	95	25.0
Dating	23	6.0
Total	378	100%

Source: fieldwork 2021

Responses in Table 6 reveal that 47% of the respondents stated they used social media platforms for interacting with family and friends. whereas 25% of the respondents also indicated that they used social media platforms for fun and leisure. While 22% of the respondents report that they use social media platforms for academic purposes; and also the minority of the respondent with 6% state that they use social media platforms for dating. From the results, it can be concluded that students use social media platforms for interacting with family and friends.

Table 7: The Use of Social Media is an Important Source in Academics

Responses	Frequency	Percentage%
Sometimes	181	48.0
Agree	105	28.0
Disagree	92	24.0
Total	378	100%

Source: fieldwork 2021

Table 7 indicates that 48% of the respondents state that sometimes the use of social media is an important source in the academic field; while 28% of the respondents agree that the use of social media is an important source in the academic field; lastly, 24% of the respondents disagree and state that the use of social media is an important source in the academic field.

4.5 The Impact of Social Media Platform on the Respondents

This section examines the impact of social media on the respondents. It derives the impact of social media, the effect of the social media, and the ways it affects respondents with the level of their academic performance while engaging with social media.
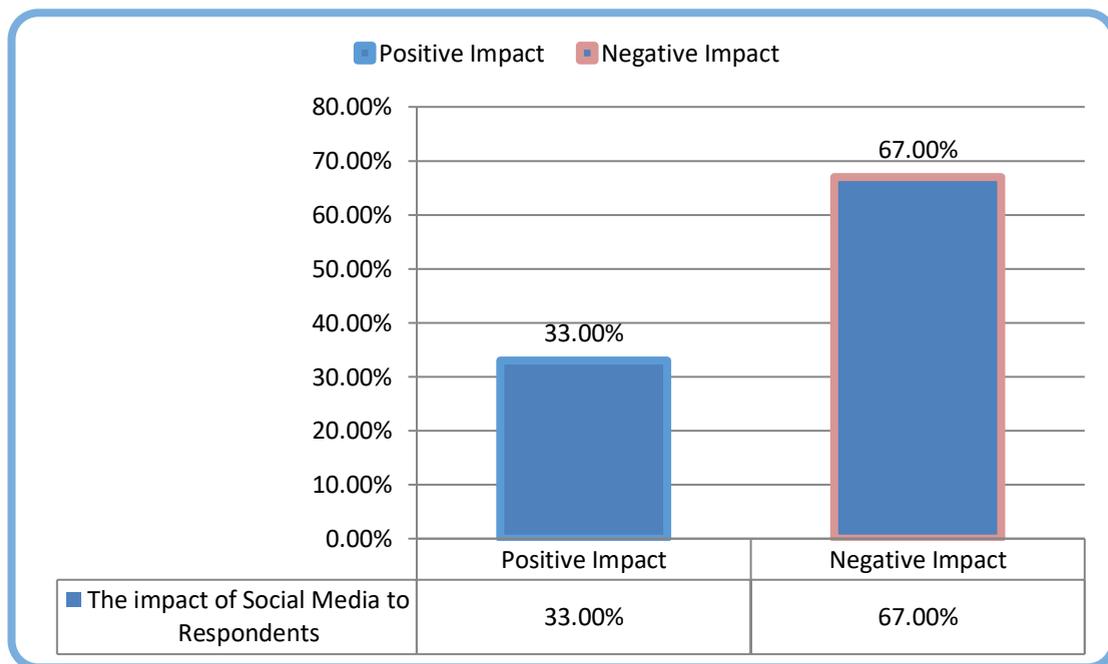

Figure 1: The Impact of Social Media on The Respondents
Source: Fieldwork 2021

The above Figure 1 indicates that 67% of the respondents state that social media harms their life; while 33% of the respondents state that the use of social media has a positive impact on them. This shows that the use of social media to many students does not have a negative impact on their academic careers.

An in-depth interview was conducted with a student on the impact of social media platforms.

Despite the benefits of using social media for academic objectives such as assignments and projects, the platforms have a negative impact on our studies since I performed well

in the last session when I did not use the social networking platform. Now, when I'm on social media, I'm not doing so well.

According to a survey done by Asemah et al. (2013), undergraduate students at Kogi State University in Nigeria who are exposed to social media report a negative impact on their academic performance. According to Talaue et al. (2018) findings, 38.4 per cent of their student respondents strongly agree that social media has had a detrimental impact on their academic performance.
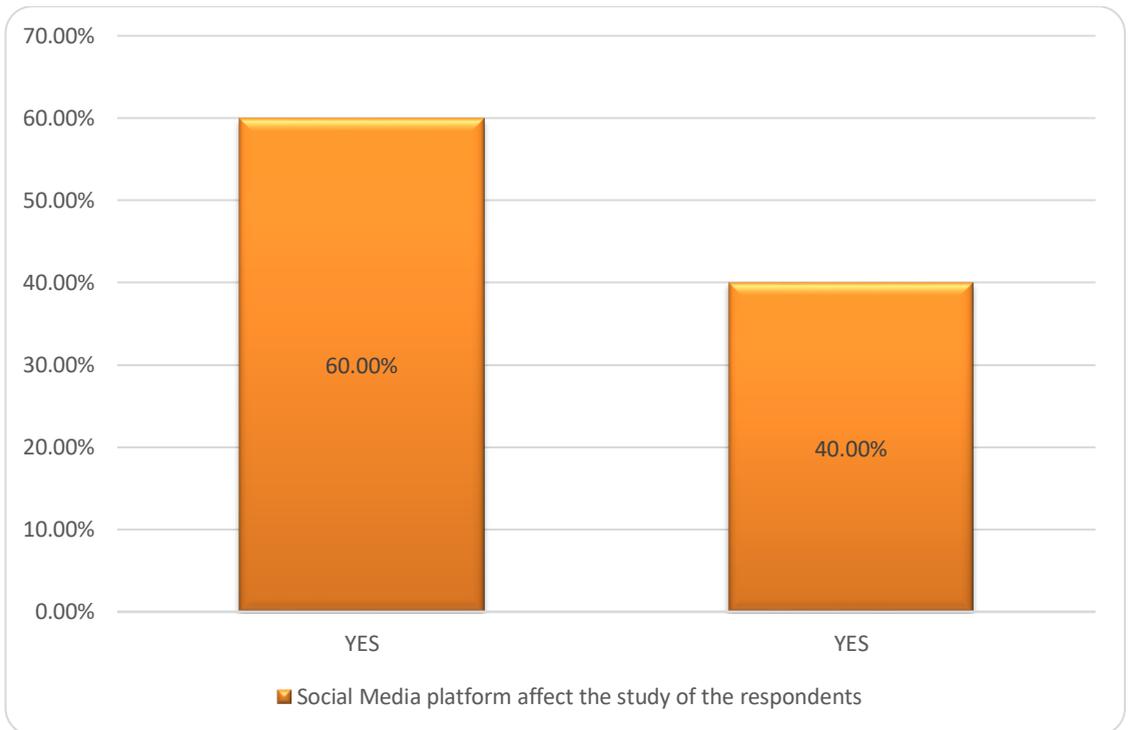

Figure 2: Does Social Media Platform Affect the Study of the Respondents
Source: Fieldwork 2021

Figure 2 indicates that 60% of the respondents agree that the use of social media affects their studying; while 40% of the respondents disagree that the use of social media affected their study. This finding indicates that the majority of the respondents enjoy the use of social media while studying because it did not affect their study.

An in-depth interview was conducted with respondents on the effect of the study by social media.

To be sincere, social media affects our study at a rapid pace as we spend more time on social media rather than our studies time. As a result of that, it affects us negatively by low CGPA and poor results.

Table 8: The Ways Social Media Platforms Affect the Study of Respondents

Social Media Platform	Yes	No	Neutral	Total
Distraction from Studies	96 (25.4%)	187(49.5%)	95 (25.1)	378 (100%)
Distraction during Lectures	61 (16%)	273 (72%)	44 (12%)	378 (100%)
Displacement of Studies time	76 (20.1%)	240(63.5%)	62 (16.4%)	378 (100%)
Distracts during Library Reading	79 (21%)	220 (58%)	79 (21%)	378 (100%)

Source: Fieldwork 2021

Table 8 and Figure 3 below summarizes how perception of social media affects the studies of respondents. The results show that 64% of the respondents agree that social media affects the studies of respondents; 20% asserted that social media does not affect the studies of the respondents, and 16% of the respondents are neutral.
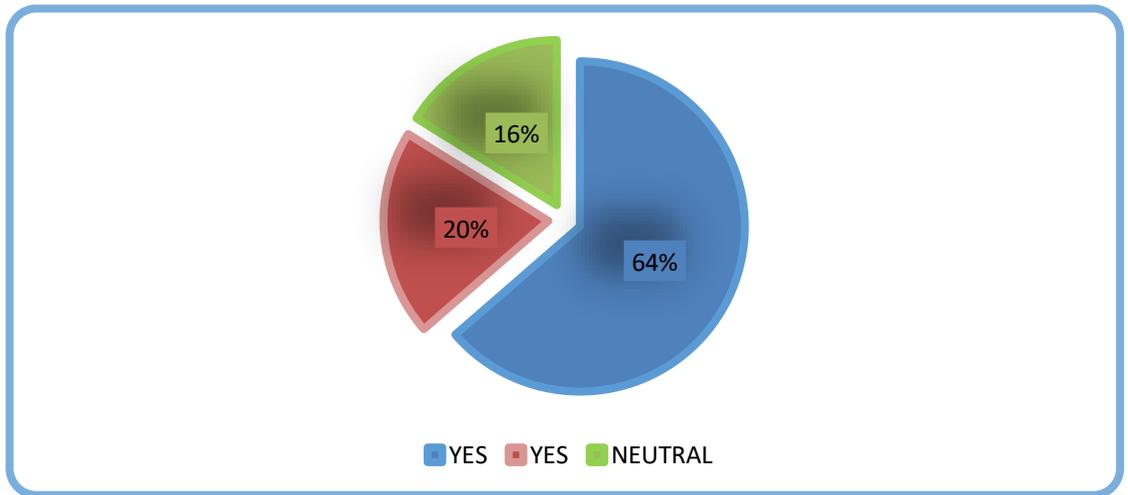

Figure 3: Social Media Platforms Affect the Studies of Respondents

Table 9: The Level of Academic Performance with Social Media Platform of the Respondents

Responses	Frequency	Percentage
High	90	24%
Normal	189	50%
Low	99	26%
Total	378	100%

Source: fieldwork 2021

Table 9 indicates that 50% of the respondent's academic performance with social media platforms is normal; while 26% of the respondent's academic performance with social media platforms is low due to the engagement with social media; lastly, 24% of the respondent's academic performance with social media platform is high despite the engagement.

5. DISCUSSION OF FINDINGS

The findings of the study reveal that 70.6% of the respondents are males while 29.4% are females. The number of male respondents who participate in the study outweighs the female respondents due to the proximity of the researcher. Most respondents are in the youth age bracket between the age of 21- 25 41.8% and the majority of the respondents are single with 79%. The majority of the respondents are Muslim followed by respondents who practice Christianity. Moreover, the majority of the respondents are students of Federal University Dutse (FUD) with 60% and 40% are students of Jigawa State Polytechnic Dutse (JIGPOLY).

The majority of the respondents use social media for chatting, watching movies, or both. On the other hand, only a limited number of students use social media for academic studies and discussion. This means that the majority of students use social media for non-academic purposes to the detriment of their studies. These findings support Bernard et al. (2018) findings which indicate that the majority of students at higher institutions are exposed to social media networks and utilize them for a variety of purposes.

In terms of the type of social media used by the respondents, it is found that (97.9%) used Facebook for their daily interaction, (96.3%) of respondents used WhatsApp, (61.1%) used Instagram, and (33%) used Snapchat, and lastly (23%) of the respondents used Like and Tik-Tok as a type of social media platform to interact with others. This comes in contact with what Junco (2015) said, "among various unique distractions of every single generation, Facebook remains a major distraction of current generation".

On-time spent on the social media, 237 respondents, i.e. 63% spend between 3 and above hours on the social media; 53 (14%) spend 1 – 2 hours; 42 (11%) spend 31 min – 1 hour, while 23 (6%) spend less than 30 min and 2 hours – 3 hours in social media. They are connected to their social most of the time and will always peep at their cell phone when any little opportunity presents itself. This shows that a large amoung of study time is usually wasted on social media. This is in line with the findings of Junco (2015) who observe that over-involvement or obsession with social media has negative effects on students' academic performance.

In terms of the impact of social media platforms, 67% of the respondents stated that social media has a negative impact on their academic life; while 33% of the respondents stated that the use of social media has a positive impact on them. Moreover, 60% of the respondents agreed that the use of social media has affected their studying; while 40%

of the respondents disagreed that the use of social media affected their study. The perception of social media affects the studies of respondents. The results show that 64% of the respondents agreed that social media affects the studies of respondents; 20% asserted that social media did not affect the studies of the respondents, and 16% of the respondents are neutral. 50% of the respondent's academic performance with social media platforms is normal; while 26% of the respondent's academic performance with social media platforms is low due to the level of engagement with social media; lastly, 24% of the respondent's academic performance is high despite engagement in social media activities.

6. CONCLUSION

This paper examined the impact of social media platforms amongst tertiary institution students in Dutse-Jigawa state. Social media is indeed a double-edged sword as it has the potential to be a source of knowledge that will help students improve their academic performance, as well as a source of distraction that will cause them to suffer academically. Through the present study's findings, it was discovered that the majority of the students use social media daily for many reasons and also spend more time on social media than their academic readings. However, it is found to have a negative impact on their academic performance as it affects their studies negatively.

7. RECOMMENDATIONS

As social media has become such an integral part of tertiary students' everyday lives, the researchers conclude that it should be utilized responsibly, and not just to keep in contact with family and friends, but also as a key information source and for performing academic tasks. Time spent on social media should be limited in order for pupils to improve their reading habits, which in turn, will improve their overall academic achievement.

1. Based on the findings of this study, it is suggested that university management should develop policies that encourage state-of-the-art use of social media for educational purposes such as group discussions, group research projects, and so on, while minimizing the negative impact on students by regulating social media use among students during class.

2. Students' assignments and coursework should be directed through e-learning centers at tertiary institutions. This is expected to divert students' attention away from social media and toward academic pursuits.

3. Students shall be encouraged to restrict the amount of time they spend on social networking sites each day and instead use those hours to read novels and academic text-books to expand their knowledge.

4. The use of cell phones in the library and classroom should be prohibited by university officials. This will eliminate distractions in the library as well as reduce distractions during lecture hours.

5. Various educational institutions should have a determined counseling policy on students' exposure to the usage of social media. Furthermore, department heads can hold seminars to further educate and encourage professors and students to use social media platforms in order to improve academic performance.

6. Educational institutions should devise a method to promote social media as a tool for study as well as communication and enjoyment.

7. For greater academic rewards, parents and guidance are encouraged to continuously watch and manage their children's activity on social media sites.

8. THEORETICAL AND PRACTICAL IMPLICATIONS

Theoretically, the study is of great importance to scholarship as it will add to the existing knowledge on the subject as well as for the managers and adminstrators of tertiary institutions/The study is also impotant as a point of reference for further researches. Therefore, the study will be significant to various stakeholders as well as useful for policymakers and non-governmental organizations in the formulation of various policies on the usage of social media platforms to students. It will be beneficial to students and other researchers working on similar topics. It will also be useful to students of criminology, mass media, sociology, and the general public by developing their understanding of issues related to the usage of social media platforms among students.

Practically, this study will help parents, teachers, and students. This research will help tertiary institutions in the Dutse-Jigawa state understand the influence of social media on their students, as well as inform and raise awareness among students about the possible impact of social media on them. The study is important for parents because it informs them about the potential negative effects of social media use on their children and allows them to monitor their children's use of these platforms.

9. LIMITATION AND DIRECTIONS FOR FUTURE RESEARCH

It's crucial to keep in mind certain inherent limitations of the research methodology when assessing the practical or policy implications of this study. As respondents are individuals who have access to the internet and are ready to answer such a survey, the sample is skewed by the influence of social media among higher institution students. The sample was restricted to students from Dutse's educational institutions. This study may instigate further research in the future because social media is still evolving at a rapid rate, posing new and dynamic challenges for students. A future study is encouraged to employ a variety of research methodologies and conduct more extensive literature reviews to understand the factors that influence students' academic performance as a

result of social media. Future research might focus on elements such as cyber-stalking and sex-chatting among students, which are not the subject of this study but could be a separate research topic. Further study on the use of social media to improve teaching and learning at tertiary institutions is also possible.

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