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Influence of Social Media on the Perceived Academic Performance of Undergraduate Students in Al-Hikmah University, Kwara State, Nigeria

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Abstract

This study examined influence of social media on the perceived academic performance of undergraduate students in Al-hikmah University, Kwara State, Nigeria. Descriptive survey research design was adopted and a sample of 378 students was selected across the seven faculties that make up Al-hikmah University using multi-stage sampling technique. A self-developed questionnaire was used to collect data from 378 respondents, out of which 342 copies of the questionnaire were returned. Frequency counts and percentages were used to analyze the data collected for the four research questions while PPMC was used to test the hypothesis of the study. The study found that WhatsApp; Facebook; YouTube; Twitter; and Instagram are the social media that majority of the respondents used. Also, majority of them spent 4-5 hours on social media per day. The study also showed that majority of the respondents use social media for entertainment; to make new friends; to learn new things; and for research purpose. It was further confirmed that social media has negative effect on the perceived academic performance of the respondents. The result established that there is a significant relationship between the hours spent on social media and perceived academic performance of undergraduate students. The study recommends that since there are some dangerous communities prevailing on the internet, there should be effective technical monitoring while students are browsing these sites. Also, university management should organize seminars that will help the students *to know how to use the social media in an ethical way so as to improve their academic performance.*

Keywords

ICT; Social Networking Site; Social Media; Undergraduate Students;

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Introduction

The advent of Information and Communication Technologies (ICTs) has brought a rapid change to the way people communicate. Most importantly, technologies had positively affected all the sectors including education sector. Among the numerous benefit that ICT offered is that it is used to explore and widen the area of knowledge of people. In addition to this, ICTs had paved way for the introduction of Social Media (SM) which is used in every aspect of life such as advertising, marketing, networking, politics, entertainment, education and entire social life (Singh, 2017). Conceptually, the term social media refers to a form of electronic communication which facilitates the interaction with certain vested interests (El Khatib & Khan, 2017). In other words, social media is a computer-mediated technology that facilitates the creation and sharing of information, ideas, career interests and other forms of expression via virtual communities and networks (Obar & Wildman, 2015). In this 21st century, there

are different social media networking sites that have transformed the thought of global village into a reality whereby billions of people communicate. This means that majority of the people in the world visit different social media networking site or blogging sites for communication or as a connection tool. In support of this statement, Sari, Hayati and Suganda (2019) identified different kinds of social media networking site found and used nowadays such as Blogs (Wordpress, Tumblr, and Blogger), Wikis (Wikipedia), Social bookmarking (Digg), Social network sites (Facebook, WhatsApp and LinkedIn), Status-update services (Twitter), Virtual world content, and Media-sharing sites (YouTube and Instagram). These kinds of social media can be helpful and useful for people especially for the lecturers and students to improve their academic performance if they can use these communication tools effectively. For example, students can follow an Instagram account and watch YouTube channels that provide education contents.

The importance of social media in academic environment cannot be overemphasized. This is because, it has transformed and influenced communication, research and education through the available online tool used for communication. To buttress this statement, Osharive (2015) ascertained that social media are beneficial for the students as it contributes to their learning experiences as well as their academic performance. In most of the developed and developing countries, professors and other lecturers are using social media forums and groups to extend classroom deliberations and some of them usually use Twitter to communicate announcements and information to their students while students also used these mediums to share comment with their lecturers and course mates (Oye, Helou, & Rahim, 2012). This shows that social media networking sites are bi-directional media. In the same vein, the use of social media in academic environment has opened doors for distant learning and remote access of educational material in which both the students and lecturers can communicate virtual. This development is what is called "e-learning", where social media is used as a facilitator of communication, assignment management, and task collaboration in universities (Harb & Abu-Shanab, 2009). Similarly, Ellison, Steinfield and Lampe (2007) postulated that students in tertiary institutions use social media such as Facebook for fun, to kill time, to meet existing friends or to make new ones.

However, despite the fact that social media offered numerous advantages to students, Olubiyi (2012) observed that students of this day are so engrossed in the social media that they are almost 24 hours online. Even in classrooms and lecture theaters, and also observed that some students are always busy pinging, 2going or Face booking while lectures are on. Furthermore, times that students need to be channeled towards learning, academic research and innovating have been used for meeting new friends online and most times busy discussing unimportant issues, and also go online to know the latest updates on their friends' status, to upload photos among others. Therefore, it was against this backdrop that this study was setup to examine the influence of social media on the perceived academic performance of undergraduate students in Al-hikmah University, Kwara State, Nigeria.

Statement of the Problem

The growing rate of the use of social media among the undergraduate students in this 21st century cannot be overestimated. Despite the fact that social media has brought tremendous opportunities to the academic, it is observed that the academic performance of students is facing a lot of neglect and challenges. This is because students devote more of their time and give more attention to social media than they do

to their studies, and instead of studying, they spend their time chatting and making friends on the social media (Aku & Omale, 2020). Because of this, many researchers are curious to know whether grades of students will not be affected by the amount of time they spend on social media. In the same vein, many parents and guardians are worried that students are spending too much time on Facebook and other social media sites and very little time to study (Owusu-Acheaw & Larson, 2015). Similarly, Kimberly, Charles, Nicole, Sittie, Gemeile and April (2009) ascertained that despite the fact that social media offered numerous advantages to students, majority of them spends more time on participating in social networking activities with many students blaming the various social media for their steady decrease in grade point averages. However, in the case of undergraduate students in Al-hikmah University, there is no empirical evidence to show if the use of social media negatively or positively affect the academic performance of the students. Therefore, it is in the light of this that this study was designed to examine the influence of social media on the perceived academic performance of undergraduate students in Al-hikmah University, Kwara State, Nigeria.

Objectives of the Study

The main objective of this study is to examine the influence of social media on the perceived academic performance of undergraduate students in Al-hikmah University, Kwara State, Nigeria. The study will specifically:

1. identified social media mostly used by the undergraduate students in Al hikmah University;
2. determine the level of perceived academic performance of undergraduate students in Al-hikmah University;
3. determine the hour(s) that undergraduate students in Al-hikmah University spent on social media per day;
4. ascertain the purposes of using social media by undergraduate students in Al-hikmah University; and
5. examine the influence of social media usage on the perceived academic performance of undergraduate students in Al-hikmah University.

Research Questions

The study will provide answer to the following research questions.

1. What are the social media mostly used by the undergraduate students in Al-hikmah University?
2. What is the level of perceived academic performance of undergraduate students in Al-hikmah University?
3. How many hour(s) undergraduate students in Al-hikmah University spent on social media per day?
4. What are the purposes of using social media by undergraduate students in Al-hikmah University?
5. Does social media usage have influence on the perceived academic performance of undergraduate students in Al-hikmah University?

Hypothesis of the Study

The following null hypothesis will be tested at 0.05 level of significant

H_{01} There is no significant relationship between the hours spent on social media and the perceived academic performance of undergraduate students in Al-hikmah University.

Scope of the Study

This study focused on the influence of social media on the perceived academic performance of undergraduate students in Al-hikma University, Kwara State, Nigeria. Geographically, the study will be limited to

the undergraduate students in Al-hikma University. Furthermore, sample for the study will be selected from all the undergraduate students across the seven faculties in Al-hikma University. Only questionnaire will be the instrument to collect data from the respondents while frequency counts, percentage and Pearson Product Moment Correlation (PPMC) will be used to analyze the data collected for the study.

Review of Related Literature

The use of social media has surged globally in recent years and several studies had been carried out to examine the influence of social media on the perceived academic performance of undergraduate students. For example Singh (2017) examined the impact of social media on engineering students at the private engineering college in Lucknow, Uttar Pradesh. The study found that social media has an impact on students as it is lowering their concentration level and creating distraction. The study also found that it is not lowering their grades as they are capable of managing their grades along with online participation while they use social media for their educational purpose in linking to subject matter and for discussing their studies and sharing study material. In the same vein, Owusu-Acheaw and Larson (2015) investigated students' use of social media and its effect on academic performance of tertiary institutions students in Ghana with a focus on Koforidua Polytechnic students. The study found that majority of the respondents had mobile phones which also had Internet facility on them and had knowledge of the existence of many media sites, and spend between thirty minutes to three hours per day. The study further revealed that the use of social media sites had affected academic performance of the respondents negatively and that there was direct relationship between the use of social media sites and academic performance. Mingle and Adams (2015) examined social media network participation and academic performance in senior high schools in Ghana. The study revealed that majority of the respondents used WhatsApp and Facebook for making friends and chatting while majority of respondents experienced negative effects such as poor grammar and spelling, late submission of assignment, less study time and poor academic performance due to the heavy participation on social media networks. Also, respondents shared ideas, discussed and shared examination questions among themselves on social media networks.

In another study carried out by Aku and Omale (2020) on the social media effect on the academic performance of students in the Department of Office Technology and Management in College of Business and Management Studies of Kaduna Polytechnic, the results revealed that social media does not always affect students' academic performance negatively but positively. On the types of social media used by the students, finding shows that the students use all the social media stated in the research but they use Facebook, Instagram and WhatsApp more. In the same vein, El Khatib and Khan (2017) examined the implication of social media networks technology in interpersonal skills and academic performances. The study found that majority of them used Facebook, Twitter, Instagram, and WhatsApp. On the hours spent on social media, Aku and Omale (2020) also found that 42.8% of the students spent 1-2 hours daily on social media, 27.8% spent less than 1 hour daily, while the least proportion 12.8% and 16.7% spent 2-4 hours daily and 4 hours above respectively. Furthermore, Khan (2013) explored the impact of social networking websites on students. The study found that students whose age range from 15 to 25 mostly use social networking websites for entertainment while 60% of male students commonly used social networking websites for knowledge. Graduation students generally prefer social networking websites for entertainment. The

study further found that respondents also use social networking websites for social influence. Similarly, Subramani (2015) discussed in research article that only few college students use social media for educational purpose while rest of the students use it for entertainment purpose. There is no gender and age difference in the usage of social media by college students. Also, Jocabsen and Forste (2011) found a negative relationship between the use of various media, including mobile phones, and self-reported GPA among first year university students in the United States.

In addition, Sari, Hayati and Suganda (2019) examined the correlation between the use of social media and academic writing mastery of the English Education Students in Indonesia. The study found that there was a significant correlation between the use of social media and academic writing mastery of students of English education study program (ρ-value 0.048). The contribution of the use of social media to academic writing mastery of the students was 11.4%. Instagram has become one of the social media which is frequently used by them. On the other hands, Ahmed and Qazi (2011) conducted a study on the same topic and the results revealed no correlation between social media and students' academic performance. Similarly, Martin (2009) also conducted a study at Whittemore school of Business and Economic on one thousand, one hundred and twenty seven students revealed that there is no correlation between how much time is spent on social networking sites and grades. Based on the literature reviewed, it can be deduced that majority of the students use social media to some extent and mostly use Facebook and WhatsApp, and they used social media to make new friend, for discussion, entertainment, and to share exam questions. Also, some literature revealed that there is a positive significant relationship between the use of social media and the academic performance of students while some studies revealed that there is negative significant relationship between the use of social media and the academic performance of students. However, on the case of Al-hikmah University, it can be revealed that no study had been carried out on the influence of social media on the perceived academic performance of undergraduate students. Therefore, it is in the light of this that this study intends to examine the influence of social media on the perceived academic performance of undergraduate students in Al-hikma University, Kwara State.

Methodology

Descriptive survey research was adopted for the conduct of this study while the population of the study consists of all the undergraduate students in Al-hikma University, Kwara State. Statistics from 2020/2021 academic session, the number of undergraduate students in Al-hikmah University was 4,521 (Academic Planning Unit). Out of 4,521 undergraduate students, 378 were selected across the seven faculties that made up of the university by using multi-stage random sampling technique (stratified and simple random sampling technique), that is, the population was first divided into strata known as faculty, and in each stratum (faculty) the study used simple random sampling technique to select 378 students. The justification for the selection of 378 is subjected to Krejcie and Morgan (1970) sample size table. A self-developed questionnaire by the researcher titled "Influence of Social Media on the Perceived Academic Performance Scale (ISMPAPS)"was used to collected data from the respondents. According to Mensahand Nizam (2016), questionnaire is used to acquire primary data which is found suitable for researches that are based on experiment, observation and survey. Hence questionnaire was appropriate for the collection of data for this study because it can elicit the actual response from the target respondents. This questionnaire was divided into six (6) sections, that is,

Section A-E. Section A illicit response on demographic details of the respondents while Section B – E contain items to capture information on the four research questions and hypothesis of the study. The instrument was based on Yes or No; 0-5 hours and a four point Likert rating scale of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD). Furthermore, a self-developed questionnaire was used to examine the academic performance of students which was ranges from Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). The instrument was further subjected to both face and content validity by two experts from the Department of Library and Information Science. The questionnaire was trial tested using undergraduate students in University of Ilorin. The data collected was analyzed by using Cronbach alpha method with a reliability coefficient of r=0.78. Three hundred and seventy-eight (378) copies of the questionnaire was administered by the researcher with the help of research assistance to the selected samples in their various lecture room. Out of 378 copies of administered questionnaire, 342 copies were completely filled and returned which was found usable for the study. The data collected were coded into IBM- SPSS version 21 and data collected for the four research questions were analyzed using frequency count and percentages while Pearson Product Moment Correlation (PPMC) was used to test the only null hypothesis of the study.

Data Presentation and Analysis

Table 1: Demographic Details of the Respondents (N=342)

Gender	**Frequency**	**Percentage**
Male	138	40.3
Female	204	59.7
Total	**342**	**100.0**
Age		
16-20	203	59.3
21-25	120	35.1
26-30	13	3.8
31 and above	6	1.8
Total	**342**	**100.0**
Level of Study		
100	19	5.5
200	162	47.4
300	109	31.9
400	52	15.2
Total	**342**	**100.0**

The results in Table 1 present the demographic details of the respondents. The results confirmed that out of 342 respondents, 204 (59.7%) were female while 138 (40.3%) were male. This means that majority of the respondents were female. Based on the age distribution of the respondents, the results showed that out of 342 respondents, 203 (59.3%) fall within the age range of 16-20 while 120 (35.1%) fall within the age range of 21-25. This is followed by the respondents that fall between the age range of 26-30 representing 26-30 (3.8%) while 6 (1.8%) respondents fall between the age range of 31 and above. This means that majority of the respondents fall between the age range of 16-20. Based on the academic level of the respondents, the result showed that majority of the respondents were in 162 (47.4%) were in 200 level while 109 (31.9%) were in 300 level. Next to this are the respondents that were in 400 level representing 52 (15.2%) while 19 (5.5%) were in 100 level. This means that majority of the respondents were in 200 level.

Research Question 1: What are the social media mostly used by the undergraduate students in Al-hikmah University?

Table 2: Social Media Used by Undergraduate Students (N=342)

S/N	Social Media	Yes	No
1	WhatsApp	341 (99.7%)	1 (0.3)
2	Facebook	339 (99.1%)	3 (0.9%)
3	Instagram	214 (62.6%)	128 (37.4)
4	LinkedIn	85 (24.9%)	257 (75.1%)
5	Twitter	328 (95.9%)	14 (4.1%)
6	YouTube	332 (97.1%)	10 (2.9%)
7	Blog	139 (40.6%)	203 (59.4%)

The results in Table 2 confirmed the social media that undergraduate students in Al-hikmah University mostly used. The results revealed that WhatsApp; Facebook; YouTube; Twitter; and Instagram are the social media that majority of the respondents mostly used.

Research Question 2: What is the level of perceived academic performance of undergraduate studentsin Al-hikmah University?

Table 3: Level of Perceived Academic Performance of the Respondents (N=342)

S/N	Statements	SA	A	D	SD
1	I usually contribute to academic discussion in lecture room	115 (33.6%)	97 (28.4%)	86 (25.1%)	44(12.9%)
2	I usually perform excellently in my exam	211 (61.7%)	68 (19.9%)	43 (12.6%)	20 (5.8%)
3	I do form lecture note by myself	74 (21.6%)	149 (43.6%)	82 (24.0%)	37 (10.8%)
4	My CGPA is okay despite using social media	198 (57.9%)	63 (18.4%)	41 (12.0%)	40 (11.7%)
5	I can get good grade in my exams without going to class	106 (31.0%)	116 (33.9%)	98 (28.7%)	22 (6.4%)
6	With my level of academic performance I can organize tutorial for my colleague	110 (32.2%)	118 (34.5%)	75 (21.9%)	39 (11.4%)

Note: SA+A=Agree while D+SD= Disagree

The results in Table 3 revealed the level of perceived academic performance of the respondents in Al-hikmah University. The result showed that the level of perceived academic performance of the respondents is high. This is because majority of the respondents agreed that they usually perform excellently in their exam and with their level of academic performance they can organize tutorial for their colleague.

Research Question 3: How many hour(s) undergraduate students in Al-hikma University spent on social media per day?

Table 4: Hour(s) Spent on Social Media per Day (N=342)

S/N	Hours Spent on Social Media	Frequency	Percentage
1	0-1 hour	87	25.4
2	2-3 hours	112	32.8
3	4-5 hours	134	39.2
4	Above 5 hours	9	2.6
	Total	**342**	**100.0**

Results in Table 4 revealed the hour(s) that undergraduate students spent on social media per day. The results showed that out of 342 respondents, majority of the respondents 134 (39.2%) respondents spent 4-5 hours on social media per day while 112

(32.8%) respondents spent 2-3 hours on social media per day. This is closely followed by the respondents that spent 0-1 hour on social per day representing 87 (25.4%) while 9 (2.6%) respondents spent more than 5 hours on social media per day. In summary, it can be deduced that majority of the respondents spent 4-5 hours on social media per day.

Research Question 4: What are the purposes of using social media by undergraduate students in Al-hikmah University?

Table 5: Purpose of Using Social Media by Undergraduate Students (N=342)

S/N	**Statements**	Yes	No
1	To learn new things	310 (90.6%)	32 (9.4%)
2	Research purpose	213 (62.3%)	129 (37.7%)
3	To make friends	340 (99.4%)	2 (0.6%)
4	To while away time	14 (4.1%)	328 (95.9%)
5	For entertainment	342 (100.0%)	-
6	For class discussion	141 (41.2%)	201 (58.8%)

The results in Table 5 showed the purpose of using social media by undergraduate student in Al-hikmah University. The results confirmed that majority of the respondents 342 (100.0%) use social media for entertainment purpose while 340 (99.4%) use social media to make new friend. Next to this are the respondents that use social media to learn new things representing 310 (90.6%) while 213 (62.7%) use social media for research purpose. In summary, it can be noted that majority of the respondents use social media for entertainment; to make new friends; to learn new things; and for research purpose.

Research Question 5: Does social media usage have influence on the perceived academic performance of undergraduate students in Al-hikmah University?

Table 6: Influence of Social Media on the Perceived Academic Performance of Undergraduate Students(N=342)

S/N	**Statements**	SA	A	D	SD
1	What I watch on social media interferes with my studies sometimes	126 (36.8%)	98 (28.7%)	65 (19.0%)	53 (15.5%)
2	The hours I spent on social media has negative effect on my academic performance	41 (12.0%)	212 (70.0%)	52 (15.2%)	37 (10.8%)
3	My CGPA has fallen due to too much use of social media	228 (66.7%)	39 (11.4%)	46 (13.4%)	29 (8.5%)
4	My unlimited access to social media has affected my academic performance negatively	129 (37.7%)	86 (25.2%)	80 (23.4%)	47 (13.7%)
5	The abbreviation used on social media has effect on my spelling	117 (34.2%)	109 (31.9%)	75 (21.9%)	41 (12.0%)
6	When I'm tempted to use social media when lecture is going on, it will has negative effect on my academic performance	112 (32.8%)	115 (33.6%)	66 (19.3%)	49 (14.3%)

Note: SA+A=Agree while D+SD= Disagree

The results in Table 6 showed the influence of social media on the perceived academic performance of undergraduate students. The results revealed that 224 (65.5%) agreed that their use of social media interferes with their studies sometimes while 118 (34.5%) disagreed with this statement. Furthermore, the results also revealed that 253 (82.0%) agreed that they hours they spent on social media has negative effect on their academic performance while 89 (26.0%) disagreed with this statement. Also, the study showed that

267 (78.1%) agreed that 75 (21.9%) disagreed with this statement. In addition, the study confirmed that 215 (62.9%) agreed that their unlimited access to social media has affected their academic performance negatively while 127 (37.1%) disagreed with this statement. Furthermore, the result showed that 226 (66.1%) agreed that the abbreviation used on social media has effect on their spelling while 116 (33.9%) disagreed with this statement. Lastly, the results revealed that 227 (66.4%) agreed that when they were tempted to use social media when the lecture is going on, it will has negative effect on their academic performance while 115 (33.6%) disagreed with this statement. In nutshell, it can be deduced that social media has negative effect on the perceived academic performance of undergraduate students in Al-hikmah University.

Testing of Hypothesis

H_{01} There is no significant relationship between the hour(s) spent on social media and perceived academic performance of undergraduate students in Al-hikmah University.

Table 7: Relationship between Hour(s) Spent on Social Media and Perceived Academic Performance of Undergraduate Students (N=342)

Variables	Mean	SD	N	DF	R-cal	P-value	Remark
Hour Spent on Social Media	12.39	3.61	342	340	0.63	.000**	Sig.
Perceived Academic Performance	24.70	8.42					

*Source: Field Survey (2021) ** Correlation is significant at the 0.01 level (2-tailed)*

Results in Table 7 revealed the result of the tested hypothesis. The result showed that there is a significant relationship between the hour(s) spent on social media and perceived academic performance of undergraduate students. This is confirmed in the result where the correlation coefficient (r) is = 0.63 while the degree of freedom is 340 and the associated P-value is 0.000 which is lesser than the level of significance (0.05). This means that there is a significant relationship between the hours spent on social media and perceived academic performance of undergraduate students. Therefore, the null hypothesis is rejected and the study concludes that, there is a significant relationship between hour(s) spent on social media and perceived academic performance of undergraduate students.

Discussion of Findings

The advent of Information and Communication Technologies (ICTs) which paved way for creation of social media that changed the world rapidly had become the best medium to explore wide area of knowledge, to connect with different people, to get information, and to share information with others. Social media had also affected all areas of knowledge including educational sector in which both students and lecturers communicate and share ideas with others. Therefore, based on the numerous benefits of social media to students in this 21st century, this study primarily examines the influence of social media on the perceived academic performance of undergraduate students in Al-hikmah University, Kwara State, Nigeria. Firstly, the study examined the social media that undergraduate students in Al-himah University mostly used. The study found that WhatsApp; Facebook; YouTube; Twitter; and Instagram are the social media that majority of the respondents used. This finding is in agreement with the work of El Khatib and Khan (2017) who found that majority of the students used Facebook, Twitter, Instagram, and WhatsApp for their academic. The reason for the use of these social media networking site may be connected to the fact that these site has been useful for them in different ways such

as for collaboration and sharing of idea. Also, these networking sites may be useful for them to facilitate communication between them and their lecturers; and enable them to learn about the announcement made by their lecturers regarding the lectures, homework, assignment, projects among others. In the same vein, the study found that the level of perceived academic performance of the respondents is high. Because, majority of the respondents agreed that they perform excellently in their exam and they can organize tutorial for their colleague. This finding contradicts the findings of Mingle and Adams (2015) who reported that the academic performance of the students understudy is poor.

Furthermore, the study examined the hours that undergraduate students in Al-hikmah University spent on social media per day. The study found that majority of the respondents spent 4-5 hours on social media per day. This finding contradicts the work of Aku and Omale (2020) who found that majority of the students spent 1-2 hours daily on social media. The reason for this contradiction may be subjected to the fact that what the respondents of this present study are doing on the social media make them spend more hours on the social media compare to what the respondents of Aku and Omale doing on social media. Also, the study examined the purpose for which the undergraduate students in Al-hikmah University use social media. The study found that majority of the respondents use social media for entertainment; to make new friends; to learn new things; and for research purpose. This study is in line with the work of Subramani (2015) who found that majority of the students used social media for research purpose and other academic activities. Considering these findings, it can be deduced that the importance of social media cannot be overemphasized in education because of the numerous benefit it offers to both the students and their lecturers in which they can communicate, share ideas, to learn new things about their studies.

Meanwhile, the study examined the influence of social media on the perceived academic performance of the undergraduate students in Al-hikmah University. The findings revealed that social media has negative effect on the perceived academic performance of undergraduate students in Al-hikmah University. The reason for this may be connected to the hours they spent on social media or their addiction to social media. This is because too much of use of social media will contribute to their academic automatically and will have negative impact on their academic performance. This is further revealed in the opinions of the respondents where majority of the respondents claimed that the hours they spent on social media have negative effect on their academic performance and their CGPA has fallen due to too much use of social media. This finding correlate with the work of Owusu-Acheaw and Larson (2015) who investigated students' use of social media and its effect on academic performance of tertiary institutions students in Koforidua Polytechnic, Ghana. The study further revealed that the use of social media sites had affected academic performance of the respondents negatively. In order to determine if there is a significant relationship between the hour(s) spent on social media and the perceived academic performance of the student, the study found that there is a significant relationship between the hour(s) spent on social media and perceived academic performance of undergraduate students in Al-hikmah University. This means that the stated null hypothesis was rejected because the result showed that there is a significant relationship between the hour(s) spent on social media and perceived academic performance of undergraduate students. The result further revealed that the correlation coefficient (r) which is 0.63, the degree of freedom which is 340 and the associated P-value which is 0.000 is less than

the level of significance which is 0.05. This therefore showed that there is a significant relationship between the hour(s) spent on social media and perceived academic performance of undergraduate students in Al-hikmah University. This finding supported the work of Owusu-Acheaw and Larson (2015) who found that there was direct relationship between the use of social media sites and academic performance.

Conclusions and Recommendations

Social media is an important tool in all sectors including the education sector which can be used to communicate, share ideas, learn new things and make new friends. Based on this, it can be concluded that social media has a potential to positively influence the academic performance of the student if it is used in positive and controlled way by the students. However, the negative use or overused of the social media will negatively affect the academic performance of the students. In the light of this, the study suggested the following recommendations:

1. University management should organize a seminar at departmental level that will help the students to know how to use the social media in an ethical and effective way so as to improve their academic performance.
2. Since there are some treacherous communities on the internet. It is therefore, pertinent for the effective and technical monitoring while students are browsing these sites. This can be done through the use of KidsGuard Pro Browsing History Tracker app.
3. Whenever, the student is in the lecture room, students should be restricted from using social media, and their activities in the lecture room should be properly monitor through the use of Close Circuit Television Camera
4. Nigeria Communication Commission (NCC) should provide a strong broadband width so as to improve network connectivity within the school environment which will enable them to control what students are doing on social media platform. Additionally, they can control students' activities on social media by developing a login approvals layer before students can access any social media network in university.

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