Original Research Article

The Influence of Social Media on the Academic Performance of Literature-in-English Students in Kano State: A Case Study of Federal College of Education, Kano; Kano State College of Education and Preliminary Studies, Kano; and Aminuddeen College of Education, Kano

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Abstract

Literary studies encourage students to inculcate reading culture which ultimately produces graduates with creative and critical mind-set that could analyse and interpret all aspects of human life. Considering the importance of this field of knowledge, the National University Commission and Joint Admission and Matriculation Board have made it mandatory for admitting students into Nigerian universities to study BA (Ed) English, BA English, Law, and a host of other related programs at both undergraduate and post graduate studies. This research investigates how social media hinders the academic performance of Literature-in-English students in Kano State. Much attention given to the social media platforms by the students plays a significant influence in taking them relatively far away from their studies, and consequently making them too reluctant towards their academic pursuit which results into a great number of failures. Therefore, this research investigates the influence of social media on the academic performance of Literature-in-English students in Kano State. The study adopts a survey design with questionnaire as data collection instrument. The population of the study is the students of Federal College of Education, Kano; Kano State College of Education and Preliminary Studies, Kano; and Aminuddeen College of Education, Kano. The research analyses its data using descriptive and inferential statistics to present its findings and recommendations.
Keywords: reading culture, Literary studies, social media platforms, Literature-in-English.

1.0. INTRODUCTION

This research offers a statistical investigation of the influence of social media in hindering the academic performance of Literature-in-English students in Kano State. This research makes a survey to investigate the extremity of the adverse effect of social media on the academic activities of the students of Literature-in-English.

However, the Literature-in-English students who are said to obtain their BA (Ed) and NCE Certificate, that qualify them as competent teachers of English and Literature in Nigerian junior and senior secondary schools are supposed to be among the victims of this poor study attitude. Literature students mostly adhere to social media platforms than they do to the prescribed primary and secondary reading materials on their courses of study, like novels, plays and poems. This research stands to discover some of the common trends in the social media platforms like Facebook, Instagram, WhatsApp, Twitter, etc., that manifest in, and dominate students' academic activities.

Furthermore, to discover suitable findings and recommendations, the researcher bases his investigation in designing the questionnaire and administers it

systematically to the Literature-in-English students in these colleges to obtain the required data.

1.1 Problem Statement/Justification

The problematic of this study is that, BB (Ed) and NCE students that study English/Literature as their teaching subject perform virtually poor in their academic activities, lacking the required competency in dealing with the primary texts assigned to them on their diverse courses of study. These students are the potential teachers of Nigerian secondary schools in the near future who would instil in their students, the vitality of good command of English language and expose them to the various sources of reading materials as well as encouraging them to the good culture of extensive reading. But they are themselves, vulnerable to the adversity of social media exploit. Therefore, this research stands to investigate this phenomenon with the hope of conferring possible solution.

1.2. Research Questions

This research seeks to answer the following questions:
1. To what extent does students' engagement in social networks affect their academic performance?
2. Is it really the case that students' exposure to digital technology has a drastic effect on their reading-habit attitude towards print and digital reading and comprehension of literature?
3. What are the common social media activities that facilitate Literature-in-English students' academic activities?

1.3. Objectives of the Study

The objective(s) of this research is to:
1. Determine the extent to which social media activities influence the academic performance of Literature-in-English students in Kano State.
2. Examine the level of literature students' commitment to social media in the expense of their academic pursuit.
3. Identify some common social media activities that impacted on Literature-in-English students academic activities.

2.0. LITERATURE REVIEW

This section focuses on reviewing the related literature in the research area, more specifically studies that discuss issues on students' adherent to social media usage on the one hand and their academic performance on the other. Scholars and other researchers inexhaustibly address so many issues influencing the academic performance of students. Some researchers link the poor academic performance of students to their connection with the activities in their mobile phones. For example, according to Jackson *et al.*, (2011:356) "heavy video game playing has been associated with lower scores, and low level of internet usage has been associated with improved academic performance" (Jackson *et al.*, 2011:356). Chen and Peng (2018:345)

argue that "among heavy internet users, information seeking was associated with better academic performance while video game playing was associated with lower level academic performance" (Chen and Peng, 2018:345).

Rosen *et al.*, (2013:166-178) observe the study of behaviours as well as study of a sample of middle school, high school and university students. Participants were observed for 15 minutes on-task and off-task behaviour recorded every minute. Result shows that participants typically became distracted by media such as Facebook and texting after less than 6 minutes of studying. Furthermore, "measurement of daily Facebook usage and daily texting behaviour predicted off-task behaviour during study periods" (Rosen *et al.*, 2013:166-178).

Furthermore, Noshahr, Talebi and Mojallal (2014:677) opine that "the use of mobile phones on learning or on the academic achievement of students have a weak, negative and insignificant correlation, and the minimal use of mobile phones results to higher academic achievement otherwise participants will have perspectives of mobile phones usage in academia" (Noshahr, Talebi and Mojallal, 2014:677). Aljoma *et al.*, (2019:131-144) argue that "misuse of smart phone leads to smart phone addiction and students dependency on the phones creates negative impact on their personal, social and academic lives" (Aljoma *et al.*, 2019:131-144). Moreover, many research findings are on the view that most students reported poor academic performance because of their over-use of GSM phones. Most of the interviewed students admitted that they mostly use their GSM phones for fun than academic purposes as found in Jumoke *et al.*, (2015:676). These findings are further strengthen by Kamran (2010:109-120) that "GSM phones divert students' focus, thus create negative impact on learning skills due to poor attention to lessons and further given less time to study with focus and attention" (Kamran, 2010:109-120).

Similarly, this research investigates the effects of social media activities on the academic activities of Literature-in-English students in the three colleges of education in Kano State: The Federal College of Education, Kano; Kano State College of Education and Preliminary Studies, Kano; and Aminuddeen College of Education, Kano.

3.0. METHODOLOGY

The methodology of this research is a Survey Design, in which questionnaire is developed and designed by the researcher or adopted from an established research, as the data collecting instrument.

3.1. Study Area

The area of this research is Federal College of Education, Kano; Kano State College of Education and

Preliminary Studies, Kano; and Aminuddeen College of Education, Kano.

3.2. Data Collection Instrument

The instrument for data collection of this research is questionnaire, which is adopted from a research titled: "Social Media and Academic Performance of Students in University of Lagos," a BA (Ed) project by Osharive Peter (2015). Some modifications are made on the questionnaire by the researchers to serve the purpose of this study. The questionnaire is designed into three sections. The first section informs the respondents about the purpose of the questionnaire, assuring them utmost confidentiality of their responses. It as well, requires the personal information of the respondents which include their gender, programme of study, level and course combination as the case may be. The second part presents the items for the respondents to answer concerning their involvement in social media usage in relation to their academic engagement. The third portion requests their responses towards identifying some of the social media activities that override their academic fidelity. Moreover, the questionnaire is written in simple language for easy access by the respondents.

3.3. Source of Data

This study generates its data from the students of English and Literature in Federal College of Education, Kano; Kano State College of Education and Preliminary Studies, Kano; and Aminuddeen College of Education, Kano.

3.4. Population of the Study

The population of this research covers the Literature-in-English students of Federal College of Education, Kano; Kano State College of Education and Preliminary Studies, Kano; and Aminuddeen College of Education, Kano.

3.5. Sample Size

The sample size of the study is limited to 197 students of English and Literature comprising of male and female from different course combinations in Federal College of Education, Kano; Kano State College of Education and Preliminary Studies, Kano; and Aminuddeen College of Education, Kano.

3.6. Sampling Technique

Random sampling is adopted in this research. Hence a systematic and unbiased selection of the respondents is employed to avoid generation of inaccurate and/or insufficient data.

3.7. Procedure for Data Analysis

The analysis of data in this study is based on descriptive and inferential statistics to calculate simple frequency of the responses and discuss the key insights based on simple percentage of the responses.

4.0. DATA PRESENTATION AND ANALYSIS

The data collected from the three colleges is analysed based on the personal information/responses of the respondents in accordance with the items on the research questions as follows:

4.1. Personal Information

Table 1: Distribution of respondents according to college

College	Frequency	Percent %
Federal College Education, Kano	79	40%
Kano State College of Education and Preliminary Studies	98	50%
Aminuddeen College of Education, Kano	20	10%
TOTAL	`197	100%

Table 1 indicates that the total respondents of 197 are generated from three colleges of education comprising of 79 respondents representing 40% are from Federal College of Education, Kano; 98 respondents representing 50% from Kano State College of Education and Preliminary Studies; and 20 respondents equivalent to 10% from Amimnuddeen College of Education, Kano.

Table 2: Distribution of respondents according to programme of study

Programme	Frequency	Percent %
B.A. (Ed) English	12	6%
NCE ENG/ ARA	17	9%
NCE ENG/HAUL	57	29%
NCE ISS/ENG	88	45%
NCE ENG/ECON	6	3%
NCE CSC/ENG	6	3%
NCE SOS/ENG	11	5%
TOTAL	197	100%

Table 2 shows the distribution of the respondents (literature-in-English Students) across different programme of study. This comprises of 12 respondents (6%) are BA (Ed) English students, 17 respondents (9%) are ENG/ARB NCE students, 57 respondents (29%) are ENG/HAUL NCE students, 88 respondents (45%) are ISS/ENG NCE students, 6 respondents (3%) study NCE ENG/ECON, 6 respondents (3%) study NCE CSC/ENG, AND 11 respondents (5%) study NCE SOS/ENG.

Table 3: Distribution of respondents according to sex

Sex	Frequency	Percent %
Male	86	44%
Female	111	56%
TOTAL	197	100%

Table 3 shows that 86 respondents (44%) represent male students of Literature-in-English, while 111 respondents (56%) are female students of Literature-in-English.

Table 4: Distribution of respondents according to level

Level	Frequency	Percent %
Level 1	8	4%
Level 2	109	55%
Level 3	80	41%
TOTAL	197	100%

Table 4 indicates that 8 respondents (4%) are level 1 students, 109 respondents (55%) are level 2 students of Literature-in-English, and 80 respondents (41) are level 3 students of Literature-in-English.

4.2.0. Analysis of Research Questions
4.2.1. Research Question 1: To what extent does students' engagement in social networks affect their academic performance?

Table 5: Students addictiveness to social network and academic performance in Literature-in-English

S/N	Statement	SA	A	D	SD	Total
1	Addiction to social networks is a problematic issue that affect my academic life	69 35%	76 40%	33 17%	19 10%	197 100%
2	Online social networks distract me from my studies.	45 23%	78 40%	43 21%	31 16%	197 100%
3	Hours I spend online can never be compared to the number of hours I spend reading.	68 35%	77 39%	36 18%	16 8%	197 100%
4	There is no improvement in my grades since I become engaged into these social networking sites.	26 13%	60 30%	75 39%	36 18%	197 100%
Total Percentage %		208 (28%)	291 (37%)	187 (23%)	102 (12)	788 (100%)

Table 4 indicates that 208 (28) respondents strongly agree that students engagement to social networks has significant influence on their academic performance in Literature-in-English, 291 (37%) agree, 187 (23) disagree, and 102 (12%) strongly disagree.

4.2.2. Research Question 2:
Is it really the case that students' exposure to digital technology has a drastic effect on their reading habit attitude towards print and digital reading and comprehension of literature?

Table 5: Exposure of students to social media networks and their academic performance in Literature-in-English

S/N	Statement	SA	A	D	SD	Total
1.	I usually have unlimited access to Facebook and this has affected my academic performance in Literature-In-English	50 25%	71 37%	48 24%	28 14%	197 100%
2.	I engage in academic discussion on Twitter and this has improved my academic performance in Literature-in-English.	62 31%	94 48%	32 16%	9 5%	197 100%
3	I use WhatsApp to share knowledge to my course mates.	110 56%	75 38%	7 4%	5 2%	197 100%
4	I normally share ideas in literary analysis with my course mates on WhatsApp chat group.	104 53%	81 41%	10 5%	2 1%	197 100%
5	Viewing adapted films of classical novels and plays on YouTube has helped me improve my understanding of the works.	75 38%	84 42%	27 14%	11 6%	197 100%
6	I solely rely on information gotten from Wikipedia to do my assignment without consulting other sources.	60 30%	84 42%	41 22%	12 6%	197 100%
Total Percentage %		461 (39%)	489 (42%)	165 (14%)	67 (5%)	1,182 (100%)

Table 5 shows that 461 (39%) of respondents strongly agree that exposure to social technology has drastic influence on the reading habit attitudes towards print and digital reading comprehension of literature, 489

(42%) agree, 165 (14%) disagree, and 67 (5%) strongly disagree.

4.2.3. Research Question 3: What are the common social media activities that facilitate Literature-in-English students' academic activities?

Table 6: Use of social media and students' academic performance in Literature-in-English

S/N	Statement	SA	A	D	SD	Total
1	The use of Wikipedia has helped me improve my literary prowess.	68 34%	104 53%	19 10%	6 3%	197 100%
2	Engaging in academic forums on yahoo reduces my rate of understanding in literary appreciation.	32 16%	75 38%	70 36%	20 10%	197 100%
3	It takes me more than two weeks to read a complete novel since I engage to social networking sites.	66 34%	66 34%	40 20%	25 12%	197 100%
4	I can read a complete novel in not more than one week if I stop using social media networks.	93 47%	70 36%	23 11%	11 6%	197 100%
5	Online E-books App helps me download classical reading materials.	97 49%	77 39%	18 9%	5 3%	197 100%
	Total Percentage %	356 (36%)	392 (40%)	170 (17%)	67 (7%)	985 (100%)

Table 6 shows that 356 r3spondents (36%) strongly agree that E-Books App, Facebook, Wikipedia, Yahoo Forum, are some of the common social media activities that facilitate academic performance of Literature-in-English students. 393 (40%) agree, 70 (17%) disagree, and 67 (7%) of the respondents strongly disagree.

5.0. RESULTS

Analysis of the data presented in this research is in accordance with the responses generated from the items designed under each research question. Research question 1: "To what extent does students' engagement in social networks affect their academic performance?" In addressing the first research question, four statements are distributed to examine students' addictiveness to social networks and their academic performance in Literature-in-English.

The first item states that "Addiction to social networks is a problematic issue that affect my academic life." 69 (35%) strongly agree with the assertion, 76 (40%) also agree, but 33 (17%) and 19 (10%) disagree and strongly disagree with the assertion respectively. This indicates that 149 (75%) of the respondents affirm the proposition and only 52 (25%) repute. Therefore, addiction to social media is one of the problems that affect the academic performance of Literature-in-English students.

The second item, "Online social networks distract me from my studies," is attempted thus: 45 (23%) strongly agree, 78 (40%) agree with the assertion, while 43 (21%) and 31 (16%) disagree and strongly disagree respectively. This indicates, therefore, that 123 (63%) of the respondents affirm and 74 (37%) refute the statement. The third statement, "Hours I spend online can never be compared to the number of hours I spend reading," is responded to show that 68 (35%) respondents strongly agree, 77 (39%) agree, while 36

(18%) and 16 (8%) disagree and strongly disagree respectively. This is analysed that the response from 145 (74%) is in the affirmation of the proposition, while 52 (26%) disapprove the assertion. Therefore, students of Literature-in-English spend more time online than they do reading.

The forth item, "There is no improvement in my grades since I become engaged into these social networking sites," is responded thus: 26 (13%) strongly agree and 60 (30%) agree with the assumption, while 75 (39%) disagree and 36 (18%) strongly disagree with the proposition. This indicates that 86 (43%) of the responses affirm, but 111 (57%) reject the assertion, and therefore, most of the students of Literature-in-English are in the opinion that their engagement to social networking has no negative effect to their grades.

Research question 2: "Is it really the case that students' exposure to digital technology has a drastic effect on their reading habit attitude towards print and digital reading and comprehension of literature? In answering this research question, the study distributes six items to the respondents under the heading: "Exposure of students to social media networks and their academic performance in Literature-in-English."

The first item, "I usually have unlimited access to Facebook and this has affected my academic performance in Literature-in-English." 50 (25%) respondents strongly agree, 71 (37%) agree with the statement, while 48 (24%) and 28 (14%) disagree and strongly disagree with the proposition respectively. This indicates that 121 (62%) students affirm and 76 (38%) refute the assertion. This confirms, therefore, that most of the students have unlimited access to Facebook and it has affected their academic performance in Literature-in-English.

The second statement, "I engage in academic discussion on Twitter and this has improved my academic performance in Literature-in-English." 62 (31%) respondents strongly agree, 94 (48%) agree with the statement while 32 (16%) and 9 (5%) disagree and strongly disagree with the statement respectively. Therefore, 156 (79%) affirm and 41 (21%) refute the proposition. This shows that most of the students of Literature-in-English use Twitter for academic discussion, which enhances their academic performance.

The third item, "I use WhatsApp to share knowledge with my course mates." 110 (56%) strongly agree and 75 (38%) agree with the assertion, while 7 (4%) and 5 (2%) disagree and strongly disagree with the statement respectively. Therefore, 185 (94%) affirm and 12 (6%) disprove the assertion. This indicates that most of students of Literature-in-English share knowledge with their course mates using WhatsApp networks.

The forth item "I normally share ideas in literary analysis with my course mates on WhatsApp chat group." 104 (53%) strongly agree, 81 (41%) agree, while10 (5%) and 2 (1%) disagree and strongly disagree with the assertion respectively. Thus, 185 (94%) affirm and 12 (6%) refute the assertion respectively. therefore, majority of students of Literature-in-English students use WhatsApp group cats to share ideas in literary analysis with their course mates.

The fifth statement, "Viewing adapted films of classical novels and plays on YouTube has helped me improve my understanding of the works." 75 (38%) strongly agree, 84 (42%) agree, while 27 (14%) and 11 (6%) disagree and strongly disagree the proposition respectively. Therefore, 159 (80%) affirm and 38 (20%) reject the assertion. This shows that most of students of Literature-in-English use YouTube to view adapted films of classical novels and plays, and this improve their understanding of the works.

The sixth item, "I solely rely on information gotten from Wikipedia to do my assignment without consulting other sources." 60 (30%) strongly agree, 84 (42%) agree, while 41 (22%) and 12 (6%) disagree ad strongly disagree with the assertion respectively. Thus, 144 (72%) respondents are in affirmation while 53 (28%) of them disprove the assertion. Therefore, most of students of Literature-in-English solely rely on Wikipedia in doing their assignment.

Research Question 3: "What are the common social media activities that facilitate Literature-in-English students' academic activities?" In addressing this research question, five items are distributed under the heading: "Use of social media and students' academic performance in Literature-in-English."

The first item, "The use of Wikipedia has helped me improve my literary prowess." 68 (34%) respondents strongly agree, 104 (53%) agree, while 19 (10%) and 6 (3%) agree and strongly disagree with the statement respectively. therefore, 172 (87%) of the respondents affirm, while 25 (13%) of them deny the proposition. Hence, most of Literature-in-English students improve their literary prowess by the use of Wikipedia.

The second statement: "Engaging in academic forum on Yahoo reduces my rate of understanding in literary appreciation." 32 (16%) strongly agree, 75 (38%) agree, while 70 (36%) and 20 (3%) disagree and strongly disagree with the assertion respectively. thus, 107 (54%) are in affirmation while 90 (46%) are in negation about the argument. Therefore, majority of students of Literature-in-English barely argue that engaging in academic forum on Yahoo reduces their understanding in literary appreciation; although nearly half of the students are in the view that engaging in academic forum on Yahoo facilitates their understanding in literary appreciation.

The third item, "It takes me more than two weeks to read a complete novel since I engage to social networking sites." 66 (34%) strongly agree, 66 (34%) agree, while 40 (20%) and 25 (12%) disagree and strongly disagree with the proposition respectively. So, 132 (68%) avow while 65 (32%) deny the idea. Therefore, students of Literature-in0English confirm that the use of social networking causes them delay in reading their primary materials.

The forth statement, "I can read a complete novel in not more than one week if I stop using social media networks." 93 (47%) of the respondents strongly agree, 70 (36%) agree, wile 23 (11%) and 11 (6%) disagree and strongly disagree with the assertion respectively. This, 163 (83%) confirm, while 34 (17%) reject the assertion. Therefore, most of students of Literature-in-English are on the view that they can read a complete novel in not more than one week if they stop using social networking sites.

The fifth item, "Online E-books App helps me download classical reading materials." 97 (49%) of the respondents strongly agree, 77 (39%) agree, while 18 (9%) and 5 (3%) disagree and strongly disagree with the proposition respectively. thus 174 (88%) confirm, while 23 (12%) of the respondents deny the idea. Therefore, students of Literature-in-English use E-book App to download classical reading materials from the internet.

5.1. Key Insights of the Research

This research finds out that there are positive as well as negative effects of social media on the academic performance of Literature-in-English students in Kano State. Some of the implications discovered can be summarised as follows.

1. Addiction to social media is one of the problems that affect the academic performance

of Literature-in-English students in Kano State. This is because students that spend more time online tend to be distracted from their studies which resulted into poor academic performance.

2. There is correlation between Literature-in-English students' exposure to social media networks and their academic performance. Some Literature-in-English students use social media platforms like Facebook, Twitter, WhatsApp, Wikipedia, YouTube, to share knowledge, broaden their understanding, get materials for their assignment, download e-books for primary and secondary readings, and view adopted films of classical novels and plays which are, in most cases, difficult to understand via simple reading.

6. CONCLUSION

The implications of this research show that social media networks are very important in improving the academic performance of Literature-in-English students. Since it is indispensable to the life of Literature-in-English students, the lecturers and facilitators of Literature-in-English in colleges and universities should device diversified ways in guiding their students of English Language and Literature to embrace social media networks by identifying a number of ways that online social networks are helpful to their academic endeavour. They should engage their students in social media activities that are academically encouraging and challenging to the students, so that most of the time the students spend online would be rather more tasking to their academic activities. This can ultimately change the said negative usage of the social networking into positive ones, and hence facilitates teaching and learning activities and improve their academic performance.

Likewise, through such practical working relationship that teachers/lecturers of Literature-in-English create, students tend to inculcate and internalise the best practices of academic pursuit and avoid the irrelevant overuse of social media platforms which have deterring effects on their academic performance. It could as well provide an insight to the curriculum and policy makers in improving on the syllabus, by providing some activities, to accommodate issues that would boost the academic career of the students. It could also serve as reference materials for the policy makers, researchers in

English and Literature, Education, and the Humanity in general.

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