

Power Of Social Media on Academic Achievement of Business Education**Students in Universities in Anambra State, Nigeria**

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Campus**Abstract**

This study determines the power of social media on the academic achievement of business education students in universities in Anambra State. One research question guided the study. The study adopted descriptive survey research design. The population of the study consisted of 719 business education students in the three universities offering the programme. The entire population was used for the study. A structured questionnaire was the instrument used for data collection. The reliability of the instrument was established using Cronbach Alpha it yielded an overall coefficient index of 0.81. Data collected for the study were analyzed using mean and to answer the research question. The findings of the study revealed that the power of social media does not affect the academic achievement of business education students. Based on the findings, it was concluded that social media enhances the academic achievement of business education students. Consequently, it was recommended among others that lecturers and university management should include social media in the business education curriculum.

Keywords: Social media, Business education, Academic achievement

INTRODUCTION

Education has shifted from traditional method to high technology driven method, powered by a lot of techniques. Nowadays, education goes beyond chalk and talks to more student-centered. The chalk and talk method are mostly used for instructional deliveries in a classroom setting. In talk and chalk method of teaching, the teacher plays a pivotal role in the teaching and learning and students listens to the instructions supplemented by demonstration, textbooks and take-home assignments. But the talk and chalk method have its own merits. Through talk and chalk learners

generate new ideas, and students' skills and activities are increased. Knowledge transmission and information dissemination done through talk and chalk method of teaching at universities is now done electronically nationwide. Technology has changed so many things as well as the way students learn. Students are digital experts even before their enrolment in universities. The rapid development of technology has triggered off the use of social media. Social media is the interaction of people without face-to-face contact. Ojeleye, Opusunju, Ahmed and Samuel (2018) averred that social media is seen as electronically used subscribers' activities, exercises and practices linking millions of people happening through the web by means of sharing data, information, ideas and feeling. Social media comprises of activities that involve socializing and networking online through words, pictures and videos (Shuaibu; Ugwu and Ahmadu, 2021).

Social media allow users to create highly interactive platforms through which individuals and communities share, co-create, discuss ideas, download resources and modify user generated content (Bolarinwa and Okolocha, 2018). Social media provide users especially teachers and students, the ability to combine education, entertainment and communication and so on. The teachers and students access information from the social media to improve learning, accessing course materials, and creating student groups using social media platforms to access any information faster. Social media is not just only limited to posting vacation snaps online. It is an interactive computer-mediated technology for sharing of various ideas, information, career interests, and other forms of expression through apparent communities & worldwide network. It has gained plausibility as a definitive source of information over several years. Social media has a wide range of platform such as Facebook, twitter, YouTube, Instagram, WhatsApp and so on. Facebook is one of the social media platforms that have gained popularity in the lives of business education students and the society in general. It has features that could provide access which make it easier for lecturers and students to combine teaching and learning with social interaction. Facebook focuses on peer-to-peer interactions which could be used in any setting for academic discussions to enhance learning and experiences (Bolarinwa and Okolocha, 2018). It is a platform where organizations can interact with their audiences. Through social media, virtual training, online training and conferences, online lectures and so on are made possible. For instance, during Covid-19 pandemic, universities resort to online classes to achieve optimal result in teaching and learning. University runs different programmes through online teaching of which business

education is one of them. Fakokunde (2020) conducted a study on influence of social media on students' academic performance as perceived by undergraduate education students in Osun State, Nigeria and the result showed that the use of social media has both positive and negative influence on academic performance. Ademiluyi and Ademiluyi (2020) carried out a study on utilization of social media for academic purposes by business education students in Osun State, Nigerian and found out that in spite of a few challenges, social media are being reasonably utilized for teaching and learning and they collectively have salutary influence on academic activities.

Business education is an educational programme designed to imbibe in its learners the skills and abilities to face real world situation upon graduation. Adewole and Adegbenjo (2022) opined that in a changing world that is driven by technology, business education programmes must adapt to evolving technologies for it to perform its primary function of producing competent, skillful and dynamic business teachers, office administrators and businessmen and women that will effectively compete in the world of work. This assertion should also be adopted by business education students. According to Ekwue, Ezoem, Oru, Ogidan and Okolo (2022) averred that business education students are youths/individuals admitted into higher institutions of learning (i.e Universities or Colleges of Education) to undertake a course of learning in a business education programme, expected to be certificated upon graduation and to gainfully use the skills learnt to earn a living. The use of social media like (Facebook, YouTube, twitter and WhatsApp) by business education students contributed immensely to their low academic achievement due to ample time spend in chatting with their friends rather than engaging in research or reading their books. The power of social media to business education students includes peer networking, reflection and sharing of classroom practices, knowledge sharing, locating learning resources, post conference, workshop, and training discussion. Social media sites allow business education students adequate time to learn about and share effective practices. It also allows business education students to connect with their peers operating all around the globe in order to share plans and approaches and for support and motivation. Social media helps business education students connect with their classmate about assignments, upcoming events, useful links, and samples of work outside the classroom. Rahman and Mithun (2021) conducted a study on the effect of social media use on academic performance among university students in Bangladesh and the findings revealed that identifies a negative relation between academic performance and time spent on social

media. Abubakar, Musa, Isma'il and Nasir (2020) carried out a study on the Impact of social media on Academic Performance among Undergraduate` Students of Bayero University, Kano, Nigeria and the result shows that there are no statistically significant differences between positive and negative impact of social media and students' academic achievements. Agwi and Ogwueleka (2018) conducted a study on the impact of social media on students' academic performance and the findings revealed that the nature of social media activities which the student engages in does not have any significant impact on the student academic achievement. Academic achievement is the extent students' deal with their studies as well as the actualizations of different tasks assigned to them by their teacher in order to achieve optimal result at the end of the programme. It has been indicated that social media networks often directly or indirectly necessitate access to information and knowledge attainment; more so, that these networks have influences on student academic achievement (Baldwin, et, al cited in Oguguo et.al.2020). Oguguo, et.al. further stated that poor academic achievements in the recent times have been traced to technological developments.

Statement of the Problem

Social media makes teaching and learning easy. Through social media educational materials are easily accessible by students. But some students become additive to social media to the extent that their academic activities are affected. Business education students are not exceptional, like other students they spend more time chatting with their friends instead of concentrating on their studies. The power of social media has swept a lot of business education students off their track of cumulative grade point average (CGPA). A lot of research has been carried out on the outcome of social media in different fields of learning but little or no effort has been given to the power of social media on the academic achievement of business education students. Thus, the extent to which the power of social media affects the academic achievement of business education in universities in Anambra State, Nigeria has not been fully researched on. This makes it imperative to conduct this study in order to provide empirical evidence for objective remedial actions by relevant stakeholders.

Theoretical Framework

Constructivist Theory

Constructivism is a learning theory propounded by Lev Vygotsky in 1968. Lev Vygotsky's is a Russian Psychologist, who stresses the importance of looking at each child as an individual who

learns distinctively or different from another. The overall goal of education according to Vygotsky is to generate and lead development which is the result of social learning through internalization of culture and social relationship. The students today have been labeled as Digital Native because according to him “they spent their entire lives surrounded by and using computers, videogames, video cams, digital music players, cell phones and all the other toys and tools of the digital age. It represents as a useful tool mainly for education and communication. Also, it helps students to multitask because of their demanding class schedule; they are not preferred on creating multiple messages for individual because for them it is time consuming. Instead, they use Facebook and emails to do such thing for their classmates, friends and even family. Like most of the students did, when the discussion inside the classroom ends, they can continue their conversations through group chat that all of the students in a class are intact in that kind of social media. In group page, it is use to posts and share lectures for the sake of all and especially for other students who missed classes and serves as a group study session or commonly known as group discussion. This theory related to the current study in that business education is also digital natives that needed the social media platform to excel in academics.

Purpose of the Study

The purpose of the study was to determine the power of social media on academic achievement of business education students in universities in Anambra State, Nigeria

Research Questions

The following research question guided the study:

1. To what extent do social media affect the academic achievement of business education students in universities in Anambra State?

Methods

Descriptive survey research design was adopted for the study which was carried out in Anambra State, Nigeria. The population of 719 business education students was used for the study using census survey sampling. Instrument for data collection was a 15 item four-point response option questionnaire ranging from Very High Extent (VHE), High Extent (HE), Moderate Extent (ME) Low Extent (LE) Very Low Extent (VLE). The instrument was validated by three experts, two in the field of business education and one in educational measurement and evaluation from Nnamdi Azikiwe University, Awka. To establish the reliability of the instruments

the researcher administered it to 20 business education students of Enugu State University. The resulting responses were used to obtain the measure of internal consistency of the instrument using Cronbach Alpha and it yielded reliability co-efficient of 0.81. The instrument was administered to the study population in their schools personally by the researchers with the help of one research assistants, using on the spot method to facilitate a high response rate. Out of the 719 questionnaires, 717 copies of the questionnaire (representing 97 percent) were retrieved and used for the data analysis.

Result

Research Question 1

Table 1: Extent social media the academic achievement of business education students in universities in Anambra State, Nigeria

S/N	Items	Mean	Remarks
1.	Social media encourages me to share work socially	3.62	High Extent
2.	Social media enhances my learning	3.55	High Extent
3.	Social media allows me to access academically useful blogs	2.94	High Extent
4.	I use social media for my school assignments	3.89	High Extent
5.	I use social media for my class work	3.84	High Extent
6.	Social media provides platforms to solve my academic problems	3.42	High Extent
7.	I use social media to access online academic materials	3.67	High Extent
8.	I use social media for research work	3.44	High Extent
9.	My colleagues often share useful academic materials on social media	3.50	High Extent
10.	I use social media tools in correcting and editing my work	3.25	High Extent
11.	I use social media to interact with my lecturers outside office hours	3.09	High Extent
12.	Social media enhances my communication skill	2.98	High Extent
13.	Social media enhances my critical thinking skills	3.05	High Extent

Grand Mean	3.45	High Extent
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Adapted from Ademiluyi, and Ademiluyi, 2020

Table 1 revealed that the mean score of the responses ranged from 2.98 to 3.89 shows that social media does not affect the academic achievement of business education students. This implied that social media affects the academic achievement of business education to a high extent.

Discussion of Findings

Based on the data analyzed the following were found out; table 1 shows that social media has the power to enhance academic achievement business education students. These findings are in line with the study of Agwi and Ogwueleka (2018) that conducted a study on the impact of social media on students' academic performance and the findings revealed that the nature of social media activities which the student engages in does not have any significant impact on the student academic achievement.

Conclusion

This study revealed that social media has power to enhance the academic achievement of business education students. This implies that business education students have to use social media in order to enhance their academic achievement.

Recommendations

Based on the findings of the study, the researcher recommended that lecturers and university management should include the use of social media in their curriculum.

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