

Perceived Effects of Social Media Utilization on Academic Performance of Undergraduates in Agriculture Programme in Ogun State, Nigeria

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Abstract

Social media plays a vital role in learning and enhancing the academic performance of students of higher institutions. This study examined the perceived effects of social media utilization on the academic performance of undergraduates in Agriculture Programmes in Ogun State, Nigeria. A three-stage sampling procedure was used to select 202 students through a well-structured interview schedule. The data were analysed using frequency, percentages, mean, Product Moment Correlation, and ANOVA. The results revealed a low level of utilisation of social media (57.7%). The most utilized social media were WhatsApp and YouTube. A positive and significant relationship existed ($r=0.133$; $p=0.06$) between utilisation and academic performance. The F-test revealed a significant difference ($F= 5.635$; $p= 0.01$) in social media utilisation among the student groups. Major constraints to social media utilization were electricity and internet connectivity. Therefore, providing adequate incentives and enabling infrastructure facilities by all stakeholders would enhance students' utilisation and improve academic performance.

Keywords: Perceived effects, academic performance, social media utilisation, university students

Introduction: Modern communication has expanded in space and scope creating new opportunities for people to connect and share information of different sorts. Particularly, the 21st Century witnessed unprecedented technological advancements such as internet facilities, e-libraries, information technology, and interactive media (Sivakumar, 2020; Khanam, 2020). This has given rise to the creation of mobile devices and social networking sites (Sharma and Behl, 2022). Social media refer to the technologies and facilitate the exchange of idea, information, knowledge in different modes among users (Dataportal, 2023). Available

statistics estimated the number of global internet users to be more than 4.5 billion people with the number of active users reaching 3.6 billion and above daily (Statista, 2019).

Social media top the communication industries today with numerous users-friendly service modes available worldwide ranging from creating and sharing content, joining discussion forum, sharing feedback and conducting economic activities. The university communities are among the numerous users of social media globally mainly for reinforcing teaching and learning activities. Lau, (2017) underpinned the reason for the popular use of social media among

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students to the ease of accessing current resources and sharing information across wider space. Kolhar, Kazi, Alameen (2021), reported that 97.0% of the students used social media daily to communicate with others in various platforms. Social media enhances students' creative ability in internet surfing and the transfer of information and knowledge for virtual communities and learners. Unlike conventional communication, social media engenders a high level of interaction among young people worldwide (Pekkala and van Zoonen, (2022). The overwhelming adoption and attraction of social media to students results from their knowledge of ICTs, their proneness to innovation, and the induced opportunity for participation in various social, political, and academic activities online (Vorderer, Krömer, and Schneider, 2016).

Social media networking usage provides online space for students to engage in academic activities and form linkages with others for social networking (Sivakumar, 2020). The awareness for incorporate online platforms in daily social processes was orchestrated by the Covid-19 pandemic in the Nigeria. Thus, WhatsApp, Telegram, Google Classroom, Zoom, Teams, Facebook, YouTube, and Instagram became common virtual sites for conducting meetings, discussions, webinars, and creating teaching-learning situations during lockdown in 2019. Many universities in Nigeria have adopted social media in their curriculum and intensified its usage in delivery online courses across the learning communities (Dzogbenuku, Amoako, and Kumi, 2019; Sometimes, virtual and flexible learning methods have disadvantages if they are not properly used thus making learning less impactful. These platforms have become important teaching and learning tools for teaching students in Nigeria today (Ndubuaku, Inim, Ndudi, Samuel, and Prince, 2020). Social media offer diverse and dynamic learning choices to complement traditional education system and not necessary to change it (Bharucha, 2018).

Several inclinations alluded to the facts that students in higher institutions use social media for purposes other than academics which

hinder performance in schools. Studies conducted on social media utilisation and students' performance or grades revealing positive and negative outcomes on academic performance. For instance, a study conducted by Olutola, Olatoye and Olatoye (2016) established a significant influence of social media utilisation on study habit of students in tertiary institutions in Katsina State. Saha and Karpinski (2016) estimated a link between students' psychological happiness; social media use and academic performance. On the other hand, some studies have reported resistance to the use of social media by university management due to certain factors. In the study conducted by Watty, McKay, and Ngo (2016) found reluctance to incorporate social media in university curriculum and teaching method as key constraints to technology acceptance and use. Furthermore, Arop, Agunwa, and Owan (2019) estimated no significant relationship between students' attitudes to social media usage and academic performance.

Extensive use of social media for various purposes aside from learning has become an intrinsic part of students' daily lives (Alshuaibi, Alshuaibi, Shamsudin, and Arshad, 2018). However, using social media without any restraint causes distraction to students due to all-time connectivity, frequent checking on updates, and delving into other non-academic activities. Many university students have seen chatting and posting pictures on social media platforms during classes or tests (Owan and Robert, 2019). Misuse of social media poses a serious concern to the academic community. Although some studies have established the full implementation of social media as audiovisual aids for the delivery of instructions in schools (Oginni, Saibu, Awobodu, and Alaka, 2016), there is a need to establish how diverse social media usage can affect the learning and academic performance of students in different programmes of study. Most studies existing in literature concentrated on estimating the connection between social media usage and academic performance of university students generally (Owan and Robert, 2019; Khanam, 2019) with a very few studies making reference to a particular course of study (Yu, Shi, & Cao, 2019). However, little is known about how social

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media usage affect performance of students in agricultural programme in Nigeria. This study, therefore, assessed the perceived effects of social media utilisation on the academic performance of undergraduates in the Agriculture Programme in Ogun State, Nigeria. The specific objectives of this study were to: describe the personal characteristics of the respondents; identify the types of social media used in the study area;

The tested hypotheses include

Ho1: There is no significant relationship between personal characteristics and the perceived effects of social media utilization on students' performance;

Ho 2: There is no significant difference in social media utilization across the course of study groups;

Ho3: There is no significant difference in the academic performance of respondents across the course of study groups; and

Ho4: There is no significant relationship between social media utilisation and perceived students' academic performance.

Methodology: The study was conducted in Ogun State which is located in the Southwest zone of Nigeria with an estimated population of 6,379,500. The state has the highest number of tertiary institutions in the nation with 21, both public and private. Agricultural students were the target population for this study. A four-stage sampling procedure was used in the selection of the sample. Two (2) universities offering agricultural programmes in Ogun State were purposively chosen namely: Federal University of Agriculture, Abeokuta (FUNAAB), and Olabisi Onabanjo University, Ago-Iwoye (OOU). The second stage marked the random selection 3 Colleges/Faculties-Faculty of Agricultural Management and Rural Development, College of Plant Science and Crop Production, College of Agricultural Management and Rural Development and College of Environmental Resources Management with 3, 5, 4, and 4

Results and Discussion: Personal characteristics of the respondents: The

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determine the level of utilisation of social media for academic activities in the study area; ascertain the academic performance of the respondents before and after using social media; ascertain the benefits derived by respondents from using social media in the study area; and identify the constraints militating against usage of social media for academic activities in the study area.

departments respectively. In the third stage, four departments were randomly selected comprising the Department of Agricultural Extension and Rural Development; Soil Science and Land Management; Agricultural Economics, and Farm Management; and Environmental Management and Toxicology with 76, 120, 135, 117 students respectively. Finally, 202 students were randomly selected which constituted the sample size for this study. A structured and validated interview schedule was used to collect primary data from the students in the study area. The level of utilization of social media was measured on a 5-point scale such as always = 4, often = 3, sometimes = 2, rarely = 1, and never = 0. Those having scores that equal the mean score or above were regarded to have a high level of utilization while those having scores below the mean score were regarded as having a low level of utilization. The benefits derived from using social media were estimated on a dichotomous scale such as Yes (1) and No (0). The perceived effect was based on a list of perceptual statements scored using a Likert-type scale with 5 points: SA = Strongly Agree (5), A = Agree (4), U = Undecided (3), D = Disagree (2) and SD = Strongly Disagree (1). The aggregate score was categorized into positive effects and negative effects of social media on academic performance using the mean. Data were analysed using frequency count, percentages, mean, and standard deviation. Pearson Product Moment Correlation, PPMC was used to test the relationship between the perceived effects of social media utilisation and selected personal characteristics. The significant differences in utilisation levels and effects across course study groups were evaluated using Analysis of Variance, ANOVA.

personal attributes of the respondents were examined and the result is presented in Table

1. The result reveals that over half (66.3%) of the students were between 19 and 22 years old with an average age of 21 years. The higher percentage of youth of fewer than 28 years could be linked to the age of graduation from different higher institutions in the country in particular. This finding concurs with Yunandar, Hariadi, and Raya (2019) who opined that the average age of youth was 20.79 years, and most were in the age group of 20-22 years. A little above half (56.4%) of the students were female while 43.6% were male. This implies that female students were dominant in the studied universities. This

agrees with the study of Oloniruha, Oladokun, Kolawole, Agboola, Alabi, and Owolabi (2022) who reported the dominance of female students at Nigeria University. Over half (58.4%) of the students practiced Christianity, 29.2% practiced Islam while only 12.4% practiced other religions. This implies that there are more Christian students than students of other religions in the study area. More than (54.0%) of the students came from a household size ranging between 5 and 8 with an average household size of 6 members. This suggests that large household size is prevalent in the study area.

Table 1: Students' personal characteristics (n=202)

<i>Variables</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Mean</i>
Age			
≤ 18	24	11.9	
19-22	134	66.3	20.94
23-26	42	20.8	
> 26	2	1.0	
Sex			
Male	88	43.6	
Female	114	56.4	
Religion			
Christianity	118	58.4	
Islam	59	29.2	
Traditional	25	12.4	
Household Size			
< 4	64	31.7	
5-8	109	53.9	5.9257
> 8	29	14.4	

Source: Field survey, 2022

Social media platforms used in the study area:

The type of social media platform which the students utilised was investigated and the results are presented in Table 2. It indicated that WhatsApp ($\bar{x} = 3.53$), YouTube ($\bar{x} = 2.84$), Facebook ($\bar{x} = 2.76$), Instagram ($\bar{x} = 2.48$), and Twitter ($\bar{x} = 2.15$) were highly utilised by the students. This suggests that the WhatsApp was

the major social media websites visited by undergraduate students in the study area. This finding disagrees with the findings of Owan and Robert (2019) who indicated that Facebook is the most utilised social media platform for university students in Nigeria and followed by YouTube, WhatsApp, Instagram, and Twitter among others (Lawanson, Oyalowo, Faremi, John, and Adio-Moses, 2016).

Table 2: Distribution by social media platform utilized by students n=202

<i>Types</i>	<i>Always</i>	<i>Often</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>	<i>Mean</i>
Facebook	80 (39.6)	58 (28.7)	25 (12.4)	14 (6.9)	25 (12.4)	2.76

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YouTube	61 (30.2)	78 (38.6)	43 (21.3)	10 (5.0)	10 (5.0)	2.84
WhatsApp	127 (62.9)	62 (30.7)	9 (4.5)	1 (0.5)	3 (1.5)	3.53
WeChat	11 (5.4)	10 (5.0)	12 (5.9)	6 (3.0)	163 (80.7)	0.51
Instagram	58 (28.7)	45 (22.3)	60 (29.7)	13 (6.4)	26 (12.9)	2.48
Twitter	40 (19.8)	58 (28.7)	44 (21.8)	12 (5.9)	48 (23.8)	2.15
2go	4 (2.0)	2 (1.0)	9 (4.5)	12 (5.9)	175 (86.6)	0.26
Blackberry Messenger	3 (1.5)	10 (5.0)	7 (3.5)	9 (4.5)	173 (85.6)	0.32
Linkedin	19 (9.4)	28 (13.9)	34 (16.8)	28 (13.9)	93 (46.0)	1.27
My Space	11 (5.4)	23 (11.4)	25 (12.4)	5 (2.5)	138 (68.3)	0.83
Hangout	7 (3.5)	23 (11.4)	33 (16.3)	23 (11.4)	116 (57.4)	0.92
Skype	10 (5.0)	15 (7.4)	27 (13.4)	22 (10.9)	128 (63.4)	0.80

Source: Field survey, 2022

Table 3: Social media Utilisation level (n=202)

The result in Table 3 revealed that there was a low usage of social media among the students in agriculture programme. This finding disagrees with the study by Khanam (2020) where he reported that high usage of social media among the accounting students. The reason for low usage among the agriculture students might be because

<i>Social Media utilisation level</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Mean</i>	<i>Standard Deviation</i>
<i>High</i>	86	42.3	1.42	0.49
<i>Low</i>	116	57.7		

Source: Field survey, 2022

Perceived effects of social media utilization on the academic performance of undergraduates

Table 4 shows that the students agreed that they like using social media because they make connections with friends for classroom group discussion and have better academic performance ($\bar{x}=4.53$), they make use of WhatsApp to disseminate knowledge to class

of their usual engagement in farm activities which is oart of the basic course study requirements for graduation. This might contribute to the reduction of time spent on social media. This is contrary to the view by Owan and Robert (2019) that students spend most of time on social media.

mate ($\bar{x}=4.48$), learning and skill acquisition become easier with the use of social media and encourage collaborative in learning which improves retention ($\bar{x}=4.29$), the use of social media in the teaching-learning process is not a waste of time; rather, it improves student-teacher interactivity for academic performance ($\bar{x}=4.20$), students spend more time on social media than the time spent on reading their books ($\bar{x}=$

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4.19), use of social media will make my learning activities more effective for better result ($\bar{x} = 4.18$), students now rely on social media to do their assignments without consulting other sources ($\bar{x} = 4.16$), and most students post or comment on social media during classes ($\bar{x} =$

4.00). This implies that most of the students used social media for enhancing their academic activities. This finding is in consonant with the reports by Sobaih, Moustafa, Ghandforoush, and Khanam (2016); Khanam (2019) that social media usage enhanced value of academic activities.

Table 4: Distribution of students by perceived effects of social media utilisation on academic performance (n=202)

<i>Statement</i>	<i>SA</i>	<i>A</i>	<i>U</i>	<i>D</i>	<i>SD</i>	<i>Mean</i>
I use social media for connecting with my friends for classroom group discussions which enhances my academic performance.	127 (62.9)	65 (32.2)	1 (0.5)	9 (4.5)	-	4.53
I have access to social media which enhances my involvement in class activities.	79 (39.1)	70 (34.7)	24 (11.9)	23 (11.4)	6 (3.0)	3.96
The use of social media improves student-teacher interaction.	87 (43.1)	82 (40.6)	20 (9.9)	12 (5.9)	1 (0.5)	4.20
The use of social media makes my learning activities more effective for better results.	82 (40.6)	89 (44.1)	18 (8.9)	12 (5.9)	1 (0.5)	4.18
The use of social media encourages collaborative learning which improves retention.	91 (45.0)	89 (44.1)	14 (6.9)	6 (3.0)	2 (1.0)	4.29
I spend more time on social media than reading books.	94 (46.5)	68 (33.7)	24 (11.9)	16 (7.9)	-	4.19
I rely solely on social media to do my assignments.	88 (43.6)	73 (36.1)	29 (14.4)	10 (5.0)	2 (1.0)	4.16
The influence of social media on my academic performance is negative.	49 (24.3)	50 (24.8)	45 (22.3)	47 (23.3)	11 (5.4)	3.39
I do post or comment on social media during classes which causes distractions.	85 (42.1)	58 (28.7)	35 (17.3)	22 (10.9)	2 (1.0)	4.00
I use social media every day and almost every time.	91 (45.0)	61 (30.2)	29 (14.4)	16 (7.9)	5 (2.5)	4.07
My grade has not improved since I became engaged in social networking sites.	39 (19.3)	50 (24.8)	32 (15.8)	62 (30.7)	19 (9.4)	3.14
I use WhatsApp to share knowledge and information with my classmates.	115 (56.9)	75 (37.1)	6 (3.0)	5 (2.5)	1 (0.5)	4.48

Source: Field survey, 2022

Level of perceived effects of social media utilization in the study area: Table 5 presents the distribution of the students by their level of perceived effects of social media utilization on academic performance. The result implies that students agreed that the use of social media for academic activities is friendly and improves learning.

Level of perceived effects of social media utilisation on academic performance: Generally as shown in Table 5, a little above half (53.0%) of the students had a positive perceived influence of social media on their academic

performance. The result revealed that the use of social media was perceived to have positive effect on the academic performance of the students in the study area. It implies that social media usage improves the academic performance of the students in the study area. This finding agrees with the report by Sivakumar (2020) and Badmus (2021) where they reported that social media contributes to the academic performance of students in Nigeria.

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Table 5: Level of perceived effects of social media utilization on academic performance n=202

Level of perceived effects	Frequency	Percentage	Mean	Standard Deviation
Positive	119	58.9	1.59	0.49
Negative	83	41.1		

Source: Field survey, 2022

Constraints militating against the use of social media for academic activities: Table 6 presents the distribution of the students by the constraints militating against the use of social media for academic activities. The result revealed that the major constraints militating against the use of social media for academic activities in the study area were unreliable electric power ($\bar{x} = 1.79$), limited internet coverage ($\bar{x} = 1.59$), lack of internet connectivity ($\bar{x} = 1.58$), high cost of

social media facilities ($\bar{x} = 1.54$) and high cost of internet access ($\bar{x} = 1.54$). This implies that these constraints limit social media utilization among students in the study area. This result is similar to the findings of Bokoh, Bello, and Idowu, (2022) that lack of internet access, network problems, unreliable power supply, and lack of computers in libraries were the challenges confronting Nigerian students in their quest to navigate social media platforms.

Table 6: Constraints to the use of social media for academic activities (n=202)

Constraints	Severe	Not severe	Not a constraint	Mean
Unreliable electric power	163(80.7)	36 (17.8)	3 (1.5)	1.79
High cost of social media facilities	114 (56.4)	83 (41.1)	5 (2.5)	1.54
Limited internet coverage	128 (63.4)	65 (32.1)	9 (4.5)	1.59
Low allowance	86 (42.6)	96 (47.5)	20 (9.9)	1.33
High cost of repairs	95 (47.0)	83 (41.1)	24 (11.9)	1.35
High cost of internet access	122 (60.4)	67 (33.2)	13 (6.4)	1.54
Lack of Internet connectivity	128 (63.4)	63 (31.2)	11 (5.4)	1.58
Lack of computers in libraries	116 (57.4)	66 (32.7)	20 (9.9)	1.48

Source: Field survey, 2022

Benefits derived by the students from using social media: As shown in Table 7, the benefits derived by the students from using social media in the study area include enhances online group discussion (97.5%), build skills (97.5%), get the latest news (96.5%), meet new friends (95.0%), interaction with peers, share ideas and study materials (95.0%), get relief from academic stress (95.0%), improve study quality (95.0%), improve technological skills (94.1%), long distance or overseas communication (93.1%), helps to

release stress (91.6%), do businesses and make money (91.6%) and encourage people to be more confident and expressive (89.6%). This implies that the students derived many benefits from using social media. This is in line with the findings of Anyanwu, Ossai-Onah, and Iroeze. (2023) who indicated that social media exposed the Nigerian undergraduates to the latest information in society, it helped them in disseminating reliable information to their friends and helped in establishing useful friends.

Table 7: Distribution of respondents by benefits derived from social media utilization (n=202)

<i>Benefits</i>	<i>Frequency</i>	<i>Percentage</i>
Improve study quality	192	95.0
Enhance online group discussion	197	97.5
Build skills	197	97.5
Help to release stress	185	91.6
Meet new friends	192	95.0
Improve technological skills	190	94.1
Interaction with peers, share ideas and study materials	192	95.0
Do businesses and make money	185	91.6
Get the latest news	195	96.5
Encourage people to be more confident & expressive	181	89.6
Get relief from academic stress	192	95.0
Long-distance or overseas communication	188	93.1

Source: Field survey, 2022

Test of Hypotheses

The result in Table 7 showed that the age of the student ($r=0.509$; $p\leq 0.05$) had a positive and significant relationship with the perceived effects of social media utilization on academic performance. It implies that as the students

increase in age the more they perceive the effects of social media utilization on their academic performance. This agrees with the findings of Bokoh *et al.* (2022) who established a strong and positive significant relationship between student’s usage of social media networks and their age.

Table 7: Correlation analysis of perceived effects of social media on age and household size (n=202)

Variables	R	p value	Remark
Age	0.509**	0.000	Significant
Household size	0.046	0.520	Not Significant

Source: Field Survey, 2022. Significant $p\leq 0.05$ level

There was a positive and significant relationship between social media utilization and academic performance as perceived by the students in the study area ($r=0.13$; $p\leq 0.00$). It implies that social media is positively related to academic performance. This finding corroborates with the report by Sivakumar (2020) that social media have a positive relationship between academic performance of students.

Table 7: Correlation analysis of perceived effects on academic performance and social media utilization (n=202)

Variable	R-value	d.f	p-value	Decision
Social utilization versus Perceived Effects on academic performance	0.13	201	0.000	Significant

Source: Field Survey, 2022. Significant @ $p\leq 0.05$ level

Table 8: Test of difference in perceived effects of social media utilization on academic performance across the course of study groups

<i>Group/ Course of Study</i>	<i>N</i>	<i>Mean of perceived effects on academic performance</i>
<i>Agricultural Extension and Rural Sociology</i>	54	1.4074±0.4960 ^a
<i>Nutrition and Dietetics</i>	54	1.7593± 0.4316 ^a
<i>Environmental Management and Toxicology</i>	40	1.6250±0.4903 ^b
<i>Agric Economics and Farm Management</i>	54	1.5741±0.4991 ^c
<i>Total</i>	202	1.5891±0.4932
<i>F-value</i>		4.948
<i>P-value</i>		0.002

Source: Derived from field survey, 2022. ^{abc}Values with the same alphabets are significantly different using Turkey HSD at $p \leq 0.05$

Effects of social media utilization on academic performance among students’ groups:

The result of the test of difference as shown in Table 8 revealed a significant difference ($F= 4.948$; $P=0.002$) in the perceived effects of social media utilization on academic performance across the course of study groups in the study area. This suggests that the effects of the use of social media on academic performance differ statistically across the course of study groups. The post hoc analysis indicated that the effect of social utilization was significantly high in agricultural extension and rural sociology course of study than in the nutrition and dietetics course of study group ($p=0.001$). There was no statistically significant difference between agricultural extension and rural sociology and environmental management and toxicology ($p=0.1333$), between agricultural extension and rural sociology and agricultural economics and farm

management ($p=0.273$) or between nutrition and dietetics and environmental and toxicology ($p=0.537$), or between agricultural economics and farm management and nutrition and dietetics ($p=0.189$) or between agricultural economics and farm management and environmental management and toxicology ($p=0.957$). As shown in Table 9, the effects of usage would vary based on the various academic activity engagement in the course of study. The agricultural extension and rural development a discipline is well known for knowledge and information dissemination to their clients which may give their students the kind of exposure needed to enhance a positive effects compared with other disciplines in the study area. It thus means that social media contribute more positively to agricultural extension and rural sociology than other departments or courses of study.

Table 9: Test of difference in levels of social media utilization across the course of study groups

Course of Study group	N	Mean of perceived effects on academic performance
Agricultural Extension and Rural Sociology	54	1.4444±0.5016 ^c
Nutrition and Dietetics	54	1.2830± 0.4548 ^a
Environmental Management and Toxicology	40	1.6750±0.4743 ^{ab}
Agric Economics and Farm Management	54	1.3519±0.4820 ^b
Total	202	1.4229±0.4953
F-value		5.635
P-value		0.001

Source: Derived from field survey, 2022. ^{abc}Values with the same alphabets are significantly different using Turkey HSD at $p < 0.05$

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Levels of social utilisation across students' groups: The result of the test of difference as shown in Table 9 revealed a significant difference ($F= 5.655$; $P=0.001$) in the levels of social media utilization across the course of study groups in the study area. This suggests that the levels of utilisation of social media differ statistically across the course of study groups in the study area. The post hoc analysis further revealed that the level of social media utilisation was significantly higher in nutrition and dietetics than in the environmental management and toxicology course of the study group ($p=0.001$) and between the environmental management and toxicology and agricultural economics and farm management ($p=0.008$). There was no statistically significant difference between agricultural extension and rural sociology and environmental management and toxicology ($p=0.100$); between agricultural extension and rural sociology and agricultural economics and farm management ($p=0.747$); between nutrition and dietetics and agricultural extension and rural sociology ($p=0.304$); between agricultural economics and farm management and nutrition and dietetics ($p=0.879$). This implies that students studying Nutrition and Dietetic engaged in social media more than other studied department. This could suggest that usage of media for academic purpose may be informed by course requirements which differs across courses of study. Course requirements usually form the basis for developing different academic activities for a particular course of study and this may determine the students' rate of surfing for purpose of executing academic activities. This finding aligns with the report of Khanam (2020) that rate of use of social media is a function of the level of academic activity engagement in a particular course of study.

Conclusion: The study concluded that the use of social media had a positive effect on students' academic performance in the study area. The most utilized social media were WhatsApp, Youtube, Facebook, Instagram, and Twitter. The level of utilisation was highest among students who studied nutrition and dietetics, followed by environmental management and toxicology, and agricultural economics and farm management.

The effect of social media was greatest among students whose course of study was agricultural extension and rural sociology. Unreliable electric power, limited internet coverage, and lack of internet connectivity were the major constraints to the use of social media for academic activities. There is a need for the library to improve access to resources through facilities that enhance the use of social media. Subscription rates should be subsidized and social networking sites expanded to enhance academic activities and avoid setbacks in the student's academic performance. Adequate provision and regular supply of physical infrastructure such as electricity by the government at all levels to encourage the use of social media in accessing academics-related information is recommended.

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