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**CONTACT:**

The Editor-in-Chief,  
Kebbi Journal of Agriculture and Natural Sciences,  
Faculty of Agriculture,  
Abdullahi Fodio University of Science and Technology  
Aliero,  
PMB 1144, Birnin kebbi, Nigeria.  
Email: [kejaanseditor@ksusta.edu.ng](mailto:kejaanseditor@ksusta.edu.ng),

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### **About the Journal**

This official scientific publication of the Faculty of Agriculture, Abdullahi Fodio University of Science and Technology Aliero, is a non-profit, open access, double-blind peer-reviewed Journal publishing four issues (January, April, July and October) per annum. The Journal is a platform open to collaborations with researchers, authors, institutions, research agencies and private companies related to Agriculture. The Mission of the Journal is to disseminate scientific knowledge through the publication of original research articles, research notes, book reviews, letters to the editor and reviews of Literature, representing a contribution to scientific and technological knowledge in respective areas covered by the Journal. The Kebbi Journal of Agriculture and Natural Sciences seeks to validate and disseminate new knowledge, making it public in order to strengthen the human capacity, constitute a link in the scientific community to the society and encouraging the expansion of University and academic researches.

### **Scope of Kebbi Journal of Agriculture and Natural Sciences (KEJAANS)**

The Kebbi Journal of Agriculture and Natural Sciences has the sole aim of providing an intellectual platform and ideas for scholars, by promoting interdisciplinary studies related to agriculture and natural science through publishing the latest scientific research findings that are of direct policy implications and beneficial to the research community. Consequently, the journal covers all aspects of Crop Science, Animal Science, Agricultural Economics, Agricultural Extension and Rural Development, Food Science, Fisheries and Aquaculture, Biotechnology, Soil Science and Agricultural Engineering, Forestry and Environment, Wildlife, Agricultural Education, Agro-allied Industries as well as all Natural Science researches related to Agriculture.

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## INFLUENCE OF SOCIAL MEDIA ON ACADEMIC ACHIEVEMENT OF B. AGRICULTURE STUDENTS OF ABDULLAHI FODIO UNIVERSITY OF SCIENCE AND TECHNOLOGY ALIERO

S. U Hassan\*<sup>1</sup>, I. Sani,<sup>1</sup> A. A Jega,<sup>1</sup> N. Samaila<sup>1</sup> & A. Sofiat<sup>1</sup>

<sup>1</sup>Department of Agricultural Economics and Extension, Faculty of Agriculture, Kebbi State University of Science and Technology, Aliero.

Corresponding Author: [suhassaniya@gmail.com](mailto:suhassaniya@gmail.com) +2347030149736

### ABSTRACT

The study assessed influence of social media on academic achievement of B. Agriculture students at Kebbi State University of Science and Technology, Aliero, Kebbi State, Nigeria. A multistage sampling was used to select 101 respondents for the study. In the first stage, all the four departments (Agriculture economic and extension, Animal Science, Crop Science and Soil Science) were purposely selected. In the second stage, UG 5 B. Agriculture students were purposely selected and in the third stage, proportionate random sampling was employed to select 101 respondents to serve as sample size for the study. Descriptive statistics and Chi-Square were used to analyse the data collected. The findings revealed that (50.5 %) of the respondents were male and (49.5%) were females with the majority of them falling within age ranges of 26 and 30 years old. The most commonly used social media platforms were WhatsApp and Facebook with a mean of 4.00 and 3.70 respectively. The result of chi-square showed that at  $P \leq 0.01$  there was a significant association between respondent's academic achievement and punctuality in school, ownership of laptop as well as early resumption which showed that these variable are important in influencing student academic achieve. The Study recommend that there is the need to educate students on the influence of social media to ensure they use the social media as a tool for academic achievement. Also, students should be monitored by teachers and parents on how they use the social media sites.

Keywords: Influence, social media, academic achievement

### Introduction

Modern Technology in communication also known as (social media) has no doubt turned the world into a "Global Community. It helps individuals to be better learned, open- minded and keeping informed with global growths (Bala, 2014). Technology discloses humanity to a better way of doing things. Even our today's day starts with alarm in mobile phone and ends with WhatsApp messages on the smart phone, this situation is prevailing even in most of the rural areas (Kouser, 2020). It can be interpreted that half of all youngsters who

have Internet access are also the members of social networking sites, and use the web to make procedures and socialize with friends (Subrahmanyam, 2008). Social networking site that once was thought to be helping people across the world to unite and making new relationship can also damage the relationship and make life miserable (Das and Sahoo, 2011).

Academic performance or achievement is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals. Academic



performance is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important, procedural knowledge such as skills or declarative knowledge such as facts (Onihunwa *et al.*, 2018). With regard to linking social media with the academic achievement, it has been found that there is no relationship among social media and students' academic performance (Ahmed and Qazi, 2011). Social information processing theory is an interpersonal communication theory which suggests that online interpersonal relationship development might require more time to develop than face-to-face relationships, but when developed, it has the same influence as face-to-face communication. This means, the more students use social media, the more they influence their disposition to studies, given the fact that friends from social media will begin to exert influence on each other (Reifman *et al.*, 2006).

Social media have become the main way to communicate, share ideas, play games and find information directly. These sites have become so popular that even the most intelligent students spend their free time without thinking about its negative impact. Social media has become gradually popular among students but it is negatively affecting students educationally because they are placing less importance on grades and are missing out on critical knowledge and skills needed for higher education or future jobs and carriers. Furthermore, Time management and distractions are two major issues that might arise while using social media. Students who spend too much time on social media may struggle with time management and become less productive in the classroom. Students are easily distracted from their studies by constant alerts, endless scrolling feeds, and the appeal of viral material. However positively, social

media play a crucial and important role in every student's life. It is easier and convenient to access information and to provide information and communicate via social media. Online tools such as social media provides new opportunities for citizens and stakeholder groups to be informed, research, data analysis, identify common interests, express and share opinions and demands, organize, and coordinate interventions. The main aim of this study is to analyse the influence of social media on academic achievement of B. Agriculture students of Abdullahi Fodio University of Science and Technology Aliero.

## **Materials and Methods**

### **Study Area**

The study was carried out on B. Agriculture students of Abdullahi Fodio University of Science and Technology, Aliero (AFUSTA). It is a public university located in Aliero, Kebbi State, Nigeria. AFUSTA offers programs in agriculture and it is officially accredited and recognized by the National University Commission in Nigeria. The university offers courses and programmes leading to officially recognized higher education degrees such as bachelor's degree in various fields of study.

### **Sampling Techniques and Sample Size**

The population for this study consisted of all UG5 (500 level) B. Agriculture students in the Kebbi State University of Science and Technology, Aliero. A multistage sampling was used to select 101 respondents for the study. In the first stage, all the four departments (Agriculture economic and extension, Soil Science, Crop Science and Animal Science) were purposely selected. In the second stage, UG 5 B. Agriculture students were purposely selected and in the third stage, proportionate random sampling was employed

to select 101 respondents to serve as sample size for the study.

### **Data Collection**

The instrument used for data collection was questionnaire. Secondary data were also used for the study from relevant literatures

### **Data Analysis**

Data collected were analysed using both descriptive and inferential statistics. Descriptive statistics was used to analyse the socio-economic characteristics of the respondents while chi-square analysis was used to analyse the influence of social media on the academic achievement of B. Agriculture students.

### **Results and Discussion**

#### **Socioeconomic Characteristics of the Respondents**

The result in Table 1, shows the socio-economic characteristics of the respondents and revealed that (50.5 %) of the respondents were male and (49.5%) were females with the majority of them falling within age ranges of 26 and 30 years old. This showed that respondents were in their youthful age and they can be able to use social media devices for educational purposes.

The result also showed that (76.2 %) of the respondent are member of association while (23.8 %) were not engaged in any association also, (94.1 %) of the respondents had smartphone and (5.7 %) had not. Therefore, ownership of smartphone contribute immensely in the utilization of social media for academic achievement of the respondents Furthermore, table.1 Indicate that majority (89.1 %) of the respondents attend class early, (6.9%) of the respondents attend class late and (4.0 %) of respondents attend class occasionally. Attendance of class also

influence the use of social media for academic achievement.. (33.5%) of the respondent resides in the hostel, while (46.3 %) of respondents resides off campus. The result further indicates that (60.4 %) of respondent had laptop, while (39.6 %) of the respondents had no laptop. The result indicate that ownership of laptop play a greater role for academic achievement of 500 level students of B. Agriculture. The result from table 4.1 also showed that majority (93.1 %) of the respondents resumed to school early while few (6.9%) of the respondents resumed to school late. In addition, majority of the respondents (92.1%) submits their assignment early, while (6.9 %) of the respondent submits their assignment occasionally and only (16 %) as the respondents Submits lately.

#### **Mean score of social media by the respondents**

The result presented in Table 2, showed the mean score of a types of social media handles by the respondents. Majority of the respondents used WhatsApp (M = 4.3960), follow by Facebook (M = 3.7030), YouTube (M = 3.4158), Telegram (M=3.2475), Instagram (M = 3.0891), and Snapchat (M = 2.8515). This Indicate that most of the respondents used WhatsApp and Facebook more often because WhatsApp and Facebook, required less data than YouTube, Instagram, and snap chart. This shows that WhatsApp and Facebook are the most important social media applications used by the respondents for academic purposes.

Table 1: Socioeconomic Characteristics of the Respondents

Variables	Frequency	Percentage (%)
<b>Sex</b>		
Male	51	50.5
Female	50	49.5
<b>Age</b>		
20-25	49	48.5
26-30	52	51.5
<b>Membership of association</b>		
Yes	77	76.2
No	24	23.8
<b>Smartphone ownership</b>		
Yes	95	94.1
No	6	5.9
<b>Punctuality</b>		
Attend class early	89.9	89.1 %
Attend class late	6.7	6.9%
Attend class occasionally	4	4.0 %
<b>Place of residence</b>		
Hostel	33.9	33.5%
Off campus	46.8	46.3 %
<b>Laptop ownership</b>		
Laptop	61	60.4 %
No laptop	40	39.6 %
<b>Resumption to school</b>		
Resumption early	94	93.1 %
Resumption late	7	6.9%
<b>Submission of assignment</b>		
Early	93	92.1%
Occasionally	7	6.9 %
late	16	16 %

Source: Field Survey, 2024

Table 2: Mean score and standard deviation of frequency of social media use by the respondents.

Type of social media	Mean	Standard Deviation	Rank
WhatsApp	4.3960	0.94952	1 <sup>st</sup>
Facebook	3.7030	1.25335	2 <sup>nd</sup>
YouTube	3.4158	1.33105	3 <sup>rd</sup>
Telegram	3.3475	1.48597	4 <sup>th</sup>
Instagram	3.0891	1.42898	5 <sup>th</sup>
Snapchat	2.8515	1.38120	6 <sup>th</sup>

Source: Field Survey, 2024

### Purpose of using social media

The result presented in table 3, revealed that majority of the (82.2%) of the respondents used social media for both academic and social life, (11.9%) for social life activities and the remaining (5.9%) respondents used social

media for academic activities only. Therefore this results agrees with the findings of Bala (2014), which states that social media handles are mostly used for both academic and social networking.

Table 3: Purpose using of social media

Variable	Frequency	Percentage
Academic	6	5.9
Social life	12	11.9
Both	83	82.2

Source: Field Survey 2024

### Effect of social media

The result in table 4, showed that (81.2%) of the respondents said social media doesn't affected their studies, while (18.8%) of the

respondents said it does. The findings indicate that social media slightly affect the academic performance of the respondents

Table 4, Effect of social media

Variable	Frequency	Percentage
Yes	19	18.8
No	82	81.2

Source: Field Survey, 2024

### Respondent's academic achievement

The result presented in figure 1, showed that (40.6%) of the respondents are in between (3.1-3.50) of CGPA, (23.8%) of the respondents are in between (2.6-3.0) of CGPA, while (21.8%) of the respondents (3.6-4.0) of CGPA and (10.9%) of the respondents and only a few one between (4.1) and above of CGPA. This agrees with Kouser (2020), the use of social media play a greater role in enhancing academic achievement of students in tertiary institutions.

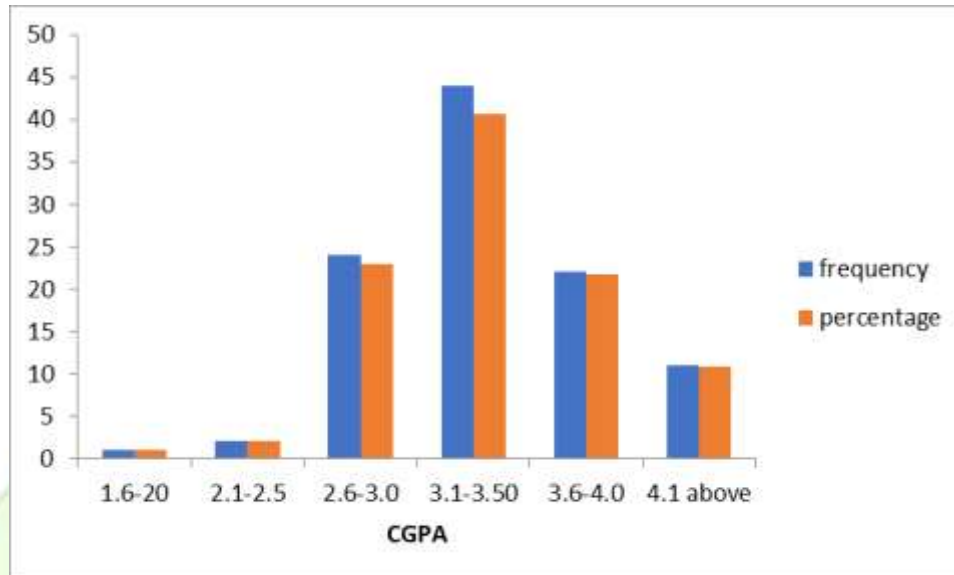


Figure 1: Showing the respondents academic achievement

Table 4.6 Chi-square analysis showing the association between academic achievements and some selected socioeconomic characteristics of the respondents.

Variable	X <sup>2</sup>	Df	Cc	p-value
Sex	8.404	5	0.135	0.135
Occupation	13.079	15	0.596	0.596
Educational level	3.537	5	0.618	0.618
Membership of association	1.505	5	0.912	0.912
Smart phone owners	1.549	5	0.907	0.907
Punctuality	42.214	10	0.000	0.000
Place of residence	4.881	5	0.437	0.437
Laptop ownership	10.532	5	0.061	0.061
Other source of income	1.425	5	0.922	0.922
Purpose of social media	4.698	10	0.910	0.910
Effect of social media	1.362	5	0.928	0.928
Resumption	27.7157	5	0.000	0.000
Submission of assignment	6.471	10	0.774	0.774
Types social media used	81.372	20	0.563	0.563

Source: Field Survey, 2024

\*\*significance at p<0.01 level of significant

\* significance at p<0.05 level of significant

The result of chi-square showed that at P≤0.01 there was a significant association between respondents' achievement and punctuality in school (x<sup>2</sup>=42.214; p≤0.000) and contingency coefficient of (cc=0.000) which show a

positive and strong association. School resumption also had a significant and strong association between students' academic achievements which showed that these variables are important in influencing student

academic achievement, while other independent variables negatively related to student's outcome in the performance.

### Conclusion and Recommendations

The result from this study showed both positive and negative influence of social media usage on students' academic performance. Positive benefits include online communication in order to plan for a project, have group discussion about what been taught in class and social media for both academic and social life. Negative influence includes lack of privacy, distracting students from their academic work, taking most of their precious time. The finding of this study and earlier ones showed some noteworthy results. The independent variable punctuality had influenced the academic performance of students, resumption also had a significant and strong association with student's outcome in academic, while the other independent variables negatively related to student's outcome in the performance. The study recommends that students should be educated and monitored on the influence of social media on their academic achievement. Social networking sites should be expanded and new page should be created to enhance academic activities and avoid setback in the student academic achievement. Teachers should ensure they use the social media as a tool to improve the academic achievement of students in school. Students should manage their study time and prevent distractions that can be provided by the social media.

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