

## **Influence of Social Media on Academic Achievement in Financial Accounting among Business Education Students in Colleges of Education in Southwest, Nigeria**

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### **Abstract**

*The study focused on the influence of social media and academic achievement in financial accounting among business education students in colleges of education in Southwest, Nigeria. Two research questions and one null hypothesis guided the study. The study adopted descriptive survey research design, while the population consisted of 571 students at 200 level students in seven colleges of education across the six states of southwest, Nigeria during 2024/2025 academic session. Total enumeration census sample and sampling technique was used for the study. A structured questionnaire and Financial Accounting Achievement Test (FAAT) were used to gather data for the study. Descriptive statistics were used to answer research questions, while linear regression analysis was used. Findings revealed among others are factors that determine Business Education students academic achievement in Financial Accounting. It was equally noted that social media usage has significant influence on academic achievement in financial accounting among business education students in colleges of education in Southwest, Nigeria. Also, it was recommended among others that Financial Accounting lecturers should adopt digital technologies in teaching and learning of courses so that the Business Education students will maximize the benefits of using social media for learning.*

**Keywords: Academic Achievement, Business Education, College of Education, Financial Accounting, and Social Media.**

## **Introduction**

The world is transitioning to a digital age thanks to significant technological advancements that enable a wide variety of global communication. Although information and communications technology (ICT) includes the internet, satellite, cable, and computer-assisted tools, print and electronic media remain the most widely used platforms across all age groups.

Despite the fact that social media are essentially means of communicating a thought from one individual to a large number of individuals in any direction, their applications and effects can have either a positive or negative effect on the user. The academic achievement of Business Education students in Financial Accounting as a course in colleges of education in Southwest is affected by many elements. Some of the elements are the social media utilized by students in solving some problems in Financial Accounting. (Ore,2025)

Social media influence students in many ways, both good and bad. Higher education administrators need to be well-informed about time students invest into social media and what kinds of activities they engage in. According (Ogadimma et al 2022) social media are expected to significantly impact students' overall inclination toward academic achievement as well as their behavioral or attitude patterns. In a blended learning method, students learning experiences will be positively impacted by the combination of in-person instruction and online resources, raising expectations about how well it will supplement traditional in-person instruction in classrooms. . . . Recently, the world has become a global community as a result of advancement of the internet, people no longer have to walk miles to deliver a message. This means that social media, which can be divided into categories; enable people to connect with each other on a global scale. The categories are digital resource tagging; user-curated news; online networking platforms; online

photo-sharing platforms, and online video platforms, and wikis. This research examined the role of social media as expressed through social networking sites (SNSs). A social networking service, also regarded to as a social networking site, refers to webpages that enable users to connect with people who share similar interests, backgrounds, or real-life connections with the aim of building social networks or other forms of relationships. Social networking sites are also channels for creating and maintaining personal relationships and establishing the foundation for social interactions. Internet use plays a crucial role in shaping students' academic achievement, either positively or negatively. A student's online social media network strongly influences them. Simply put, students will benefit from using the web responsibly, which means, applying it to share information and engage in educational discussions rather than merely for entertainment (Issahaque & Ghanney, 2024). Students and lecturers will benefit from using the internet to learn. Social media and academic achievement are directly related to colleges of education in assisting and allow them to interact with other students online in solving question in Financial Accounting with will give them more understanding and leads to academic success. However, the negative aspects of technological advancement have led to challenges like the deterioration of real life significance, especially among students who constitute the largest group of users engaging through social networking sites. Several discussions regarding the influence of social media on students' academic achievement on many platforms and media have emerged.

Social media can serve a number of purposes in education in addition to enabling networks to spread ideas. They can help students form groups to work together and support the educational process. Students are encouraged to engage in communication and foster mutual

understanding through social media platforms. Social networking platforms have been extremely popular among students at higher education institutions in recent years. Numerous elements contribute to this tendency, such as the platforms' capacity to promote communication with people nearby and far away, give access to learning materials and Web-based resources, and serve as a means of entertainment. The students and general public have shown a particular interest in Facebook and WhatsApp amongst many social media platforms that are available. During the transition to online education, students attended virtual classes increasingly often using computers and cellphones. However, they also utilised these gadgets to access social media, resulting to a detrimental effect in their academic performance in financial accounting. A key component of tertiary institutions is academic achievement. Researchers have employed a variety of academic achievement markers, including study habits, life skills, cognitive abilities, emotional intelligence, academic grades, and "acquisition of knowledge and development of self-growth and skills ( Mufassirin et al,2023). Social media has become ingrained in their daily lives, especially in contemporary times. They usually devote considerable time to social media platforms.

Social media platforms are utilized by students for of objectives, such as entertainment, resource sharing, group debates, and information access. This led to a conversation regarding their application and the possible advantages and disadvantages, both immediate and long-term. Students' usage of social media can have both beneficial and detrimental consequences, according to numerous researches. Just 1% of students utilized social media for learning, but 57% of them were addicted to it and 97% of them used it for addictive purposes. This illustrates the enormous amount of social media use and how it affects college of education students. (Hajar

(Hajar et al, 2024). Alhuasini & Shukor,(2023) explored a wide range of factors that can influence student academic achievement in tertiary institutions, including social media, student characteristics, classroom practice etc.

This paper focused on social media and academic achievement in Financial Accounting among business education students in colleges of education in Southwest, Nigeria.

### **Statement of the Problem**

In recent times, stakeholders in the field of Business Education have been worried about the students' social media addiction. This addiction has been fingered as one of the reasons for dwindling academic achievement in Financial Accounting, it is obvious that Financial Accounting is one of the core courses in Business Education and the inability of students to acquire appropriate financial management skills might negatively affect their performance in the world of work. Researchers are therefore challenged to examine the influence of social media use on the academic achievement of Business Education students in Financial Accounting. Success in Business activity is determine by effective utilization of financial management skills, therefore any problem that impedes the acquisition of financial management skills must be empirically addressed, if this is not done, many businesses will continue to collapse, hence the need for this study.

### **Purpose of the Study**

The aim of this study was to investigate the influence of social media usage and academic achievement in financial Accounting among Business Education students in Colleges of Education in Southwest, Nigeria. The objectives were to:

1. examine the factors that determine academic achievement in Financial Accounting among Business Education students in Colleges of Education in Southwest Nigeria.
2. identify the most frequently used social media platforms on academic achievement in Financial Accounting among Business Education students in Colleges of Education in Southwest Nigeria.
3. determine the influence of Social Media on academic achievement in Financial Accounting among Business Education students in Colleges of Education in Southwest Nigeria.

### **Research Questions**

The following research questions guided the study:

1. What are the factors that determine academic achievement in Financial Accounting among Business Education students in Colleges of Education in Southwest Nigeria?
2. What are the most frequently used social media platforms on academic achievement in Financial Accounting among Business Education students in Colleges of Education in Southwest Nigeria?

### **Methodology**

This study adopted descriptive survey research design to investigate the influence of social media on academic achievement in Financial Accounting among Business Education students in colleges of education in Southwest Nigeria. The population consisted of 571, NCE II students in colleges of education across the six states of Southwest Nigeria. While total enumeration census method was adopted for sample and sampling technique. Data were collected using two instruments: a researcher-developed structured questionnaire and a standardized achievement test in Financial Accounting. The questionnaire was divided into three

sections. Section A captured demographic data (gender, age, department, and institution); Section B focused on social media. Students' academic achievement was assessed through a 50-item multiple-choice achievement test in Financial Accounting. Four likert scale was used. Strongly Agree (SA), Agree (A), Strongly Disagree(SD). Disagree (D).The test was designed in line with the curriculum and validated by experts in measurement and evaluation to ensure content and face validity. A pilot study was conducted to refine ambiguous items, Kuder Richardson yielded a reliability coefficient of 0.91, indicating high internal consistency and stability. Data were analysed using descriptive statistics to summarize respondents' characteristics and Linear Regression Analysis to determine the social media influences on academic achievement in Financial Accounting. A decision rule of 2.50 was adopted for the research questions one and two. By implication, any item with mean score equal to or greater than 2.50 in response to research questions.

## **Results**

### **Descriptive Statistics**

Descriptive statistics were used to examine the social media and students' academic achievement in Financial Accounting among Business Education students in colleges of education in southwest Nigeria.

**Research Question One:** What are the factors that determine academic achievement in Financial Accounting among Business Education students in Colleges of Education in Southwest Nigeria?

**Table 1: Factors that determine Students Academic Achievement in Financial Accounting among Business Education Students in Colleges of Education in Southwest Nigeria**

<b>Factors</b>	$\bar{x}$	<b>Std. Deviation</b>
Personal interest in the course of study(Passion)	1.4939	.69928
Study habits	1.6550	.68701
Class attendance	1.5674	.74945
Peer group influence	1.7320	.84605
Course Lecturer’s method (s)	1.6270	.74167
School Environment	1.6340	.75452
Family Support	1.6970	.84250
Previous Semester Grades	1.6480	.78388
Participation in Continuous Assessment Tasks	1.7863	.78577
Level of Intelligence Quotient	1.7338	.80300

**Decision Rule: 2.50**

Table 1 presents the descriptive analysis of the factors that determine students’ academic achievement in Financial Accounting among Business Education students in Colleges of Education across Southwest Nigeria. The responses were measured on a Likert scale, where lower mean scores indicate stronger agreement with each factor. The results offer valuable insight into the key influences shaping students’ academic outcomes in the course.

Among all the factors examined, personal interest in the course of study (passion) emerged as the most significant determinant of academic achievement, with the lowest mean score. This suggests that students who have a genuine interest and enthusiasm for Financial Accounting are more likely to perform better academically. Closely following this were class attendance and study habits, indicating that consistent presence in class and effective study practices play a crucial role in reinforcing understanding and improving performance.

Other influential factors include course lecturer’s teaching methods ( $\bar{x} = 1.63$ ,  $SD = 0.74$ ), school environment ( $\bar{x} = 1.63$ ,  $SD = 0.75$ ), and previous semester grades ( $\bar{x} = 1.65$ ,  $SD =$

0.78). These findings highlight that a supportive academic setting, combined with effective instructional approaches and a strong academic foundation, contributes significantly to students' success in Financial Accounting. Meanwhile, peer group influence ( $\bar{x} = 1.73$ ,  $SD = 0.85$ ), family support ( $\bar{x} = 1.70$ ,  $SD = 0.84$ ), and intelligence quotient (IQ) ( $\bar{x} = 1.73$ ,  $SD = 0.80$ ) were also identified as important, though slightly less level. Participation in continuous assessment tasks ( $\bar{x} = 1.79$ ,  $SD = 0.79$ ) had the highest mean score among the factors, indicating relatively lower emphasis compared to personal and instructional factors.

Overall, the findings show that personal motivation and active academic engagement remain the strongest predictors of achievement in Financial Accounting. While external factors such as peer influence, family support, and environmental conditions play a role, internal factors particularly passion for the course and good study habits carry more weight in determining academic success.

**Research Question Two:** What are the most frequently used social media platforms by Business Education students in Colleges of Education in Southwest, Nigeria?

**Table 2: Frequency Distribution of Social Media Usage among Respondents**

Social Media Channels	Most Frequently Used	Frequently Used	Rarely Used	Not Used	Mean
WhatsApp	140	220	140	71	2.75
Facebook	130	210	150	81	2.68
TikTok	90	170	180	131	2.38
Instagram	80	150	190	151	2.27
Telegram	70	140	200	161	2.20
Pinterest	60	120	210	181	2.10
YouTube	55	115	215	186	2.01
Snapchat	50	100	220	201	1.99
X (formerly Twitter)	40	90	220	221	1.91
LinkedIn	35	80	215	241	1.8

**Source: Field Work, 2025**

Table 2 presents the frequency distribution and ranking of respondents' use of various social media platforms. The results indicate that WhatsApp recorded the highest level of usage, with 140 respondents indicating most frequent use and 220 indicating frequent use, thereby ranking 1st and classified as frequently used. This was followed by Facebook, where 130 respondents indicated most frequent use and 210 indicated frequent use, ranking 2nd and also classified as frequently used.

Other platforms such as TikTok, Instagram, Telegram, Pinterest, YouTube, Snapchat, and X (formerly Twitter) were generally rarely used, as the majority of respondents indicated either rare usage or non-usage of these platforms. For instance, TikTok with 180 respondents indicating rare use, while Instagram ranked 4th with 190 respondents indicating rare use. Similarly,

Telegram, Pinterest, YouTube, and Snapchat ranked respectively, with most respondents indicating rare usage. Furthermore, X (formerly Twitter) ranked 9th, with 221 respondents indicating that they do not use the platform. LinkedIn ranked 10th and was classified as not used, as the highest proportion of respondents, 241, indicated that they do not use the platform.

### **Discussion of the Findings**

The discussion of findings of this study is based on the research questions raised.

Research question one and Table 1 revealed that, active participation in continuous assessment task, level of intelligent quotient, and peer group influence are some of the factors that determine academic achievement in Financial Accounting among Business Education students in colleges of education in Southwest, Nigeria. This finding supports the opinion of Alhusaini and Shukor (2023) that intelligent quotient (IQ), active class participation, and study habits are some of the factors affecting students academic performance.

Research question Two and Table 2 showed that the most frequently used social media platforms by Business Education students in colleges of education in Southwest, Nigeria are Whatsapp; Facebook. This findings buttresses the observation of Mufarsirin et al (2023) that Facebook and WhatsApp are the frequently used social media platforms among youths in Indonesia.

### **Conclusion**

This study examined the influence of social media and academic achievement in financial accounting among Business Education students in Colleges of Education in Southwest Nigeria. Findings revealed that social media is a significant predictor of academic achievement. Specifically, students that use social media for academic research demonstrated higher academic achievement, while those that uses it as a source of distraction from their studies recorded lower

achievement levels. This highlights the role of technology on students learning outcomes, which brings about academic success. The implication of this study is that Business Education students' usage of social media can have both beneficial and detrimental consequences. **Recommendations**

Based on the findings, it is recommended that:

1. Business Educators should encourage Business Education students not to allow any social media platforms to distract them.
2. Educational managers should encourage students to manage the use of social media to reach higher level of academic achievement in Financial Accounting.
3. Financial Accounting lecturers should adopt digital technologies in the teaching and learning of their courses so that the Business Education students will maximize the benefits of using social media for learning.

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