

Perception and the Impact of Facebook and WhatsApp Usage for Academic Information

Ochepa, Habitat

Library Unit, Baze University Abuja.
habibat.ochepa@bazeuniversity.edu.ng

Abstract

Facebook and WhatsApp are social network platforms that have enhanced communication, Information sharing, and absorption. They are tools for social change and knowledge assimilation as their importance cannot be overemphasized. This study investigates the perception of both social media platform being used for the dissemination of academic information by undergraduate students in Nigeria. The study used the purposive sampling in selection of two universities situated in Abuja Municipal, one private and one public university. The research design adopted for this study was the descriptive survey research design with total enumeration of 2,010 undergraduate students from six departments (building, architecture, information technology, foundations, mechanical engineering and electrical engineering) the study further adopts simple random sampling technique and proportionate sampling technique to select a sample of 335 undergraduate students drawn from the six departments under study statistically determined using Yamane's mathematical model. The hypothesis was tested at 0.05 level of significance. Finding shows that undergraduates use both Facebook and WhatsApp for their academic endeavors, the frequency of use is high, the platforms aid learning, and the positive impacts negate the negativity, the findings further revealed that WhatsApp is a better platform for collaboration in comparison to Facebook and despite the academic benefits, negative side effects are noted. Use and awareness of WhatsApp and Facebook for academic information correlated. The challenges pointed out by undergraduates is that, it is time-consuming and High-cost internet subscription, appropriate recommendations were made.

Keywords: Facebook, Impact, Perception, WhatsApp, Information

Introduction

Social media have brought great improvements in communication and entertainment, information, ideas, expression, and interest, where location is not a barrier because of the global connectivity of fibre optics. Its impact is beyond comprehension, because of the social benefits, especially with the fact that it strengthens ties between people and notably becomes a tool for communication among students of higher learning. The favorite in the realm of internet sites is Facebook and WhatsApp as “they are tools for social change and fast exchange of information” (Eke, Omekwu and Odoh, 2020, Para.5). Facebook and WhatsApp have become the most popular means of communication, especially amongst the younger generation and students. Donlan (2020) stated that the awareness of Facebook and WhatsApp, especially among undergraduate students, emphasizes the need for researchers to consider their use of social network sites in terms of online information access, professionalism and their future employability. “Facebook is one of the largest social media platforms with over 2.4 billion users while WhatsApp has more than one billion users, in a recent study” done by (Ortiz, 2019.p.2). “He explicitly averred that of the 7.7. billion people in the world, at least 3.5 billion are online indicating that one-in-three people in the world, and more than two-thirds of all, are internet users, therefore utilization of WhatsApp and Facebook is in vogue” but the questions remain is it utilized in the positive way i.e., for academic information? WhatsApp is a social media

application that can let you communicate and disseminate information to peers, family, colleagues, mates, etc. usage of WhatsApp and Facebook can be possible through the use of a smartphone, iPhone, laptop, etc with a network connection.

WhatsApp is a mobile application used for instant messaging purposes to replace normal phone short messages (SMS) because of its capacity to send a large volume of messages and media files, unlike SMS (Sandra & Nkeiruka, 2018). “WhatsApp came into existence in the year 2009 and has become the most popular social media application used by mostly young people for communication” (Sandra et al., 2018). “One can install WhatsApp from Google play store or an apple store into their emerging technology and get access to the application” Something interesting about the use of WhatsApp is that when you install the application, you will open it, and they will direct you to register with them (creation of an account) after that, you will be visible to your contacts in the smartphone that are using the application. As such, the users can start sending and sending information between them. Through WhatsApp, users can send written, audio, or audio-visual messages to individual or group chat using an internet connection or wireless/Wi-Fi.

Brian Jan Koum purposely created WhatsApp in 2009 to make communication and the distribution of multimedia messaging easily and faster much as the application brings us so many benefits, it has also got it flaws that are currently causing harm than good among the students, but the aim of this study is to investigate its utilization for academic information by undergraduate students, while Facebook provides a wide range of features for users such as updating status, updating wall, giving comments, reading news feed, giving likes, messaging, posting photos, forming groups, playing games, managing fan pages, creating events, taking notes and chatting in groups, Facebook has become a critical vehicle for young adults to maintain their social presence and extend social connections. However, the demands for socialization and the processing of scattered information on Facebook could have negative effects on students’ learning, Previous literature recognized and measured variables related to challenges, usability, and barriers related to infrastructure, with little or less effort on perception and impact like the study of (Alarabiat & Al-Mohammad, 2018 and Alsanie, 2019).

Baro, Onyenania and Osaheni (2010) gave the concept of undergraduates as students in tertiary institutions pursuing their first-degree program in various disciplines. These undergraduates are mostly newbies in these tertiary institutions which have effects on the habit of wanting to constantly log in to Face book and WhatsApp sites which may affect them negatively in their academic pursuit to the extent of finding it difficult to concentrate and study effectively, from another perspective Egedegbe (2013) opines that some of this students have become smart because of the information they get from these sites, while some have become academically poor, Which is why measuring perception and impact of social media on this Undergraduate is a necessity to understand their various perspectives, in the same vein students equally use Facebook and WhatsApp to communicate with classmates, friends, lecturers, and family members on daily basis. Facebook and WhatsApp almost share the same function except that Facebook has a like button which is not applicable in WhatsApp. Therefore, this study is intended to comparatively investigate the use and impact of Facebook and WhatsApp for academic information by the undergraduate students of Baze University Abuja and University of Abuja the choice of selection of this university was because of accessibility and diversity in relation to academic pursuit.

Over the years, Facebook and WhatsApp sites have metamorphosed from few-user-based sites into phenomena that have become niches for billions of users. The use of Facebook and WhatsApp by undergraduate students have become an easy means of communication and

exchange of knowledge, in a preliminary investigation on the subject matter, undergraduate students in the above institutions under study displayed distorted and vague perceptions on the use of Facebook and WhatsApp for academic information and learning. It is against this backdrop that this study is embarked upon, to ascertain the use, impact, and perception of Facebook and WhatsApp for academic information by the undergraduate students of the selected universities.

The general objective of this study is to compare the perception of the use and impact of Facebook and WhatsApp between undergraduate students of Baze University and the University of Abuja. The specific objectives are to:

- i. Compare the frequency of use of Facebook and WhatsApp for academic information by the undergraduate students of the universities studied.
- ii. Compare challenges that confront students in their use of Facebook and WhatsApp for academic information in the universities studied.
- iii. Proffer possible solutions to the identified problems.

H₀₁: There is no significant difference in the use of Facebook and WhatsApp for academic information between the undergraduates of both institutions

Literature Review

A lot of studies have been conducted on social media adoption, usability, and importance, with little emphasis on perception and impact on students towards Academic information. The reviewed literature focuses on Perception, usage, impact and awareness WhatsApp and Facebook towards teaching and learning. According to Alsanie (2019), Facebook is an online social networking service that has its headquarters in Menlo Park, California. Its name comes from a colloquialism for the directory given to students at some American universities. Facebook was founded on February 4, 2004, by Mark Zuckerberg with his college roommates and fellow Harvard University students Eduardo Saverin, Andrew McCollum, Dustin Moskovitz and Chris Hughes. Between late 2005 and 2006, Facebook expanded first to high school networks, later to work networks and eventually, to Internet users in general (Alsanie 2019). Recently, Facebook has become a household and massively adopted to build relationships and communication, regardless of age, gender, and socioeconomic placement.

WhatsApp Messenger is a proprietary, cross-platform instant messaging subscription service for smartphones and selected feature phones. It uses the internet for communication. In addition to text messaging, users can send messages, images, video and audio media as well as their location. WhatsApp Inc. was founded in 2009 by Brian Acton and Jan Koum, both former employees at Yahoo! the company is based in Mountain View, California and employs 55 people. As of October 2014, WhatsApp is the most globally popular messaging app with more than 600 million users. The WhatsApp app has become one of the most popular in the market, as evident from its usage by over 350 million users (Tzuk, 2013). Its low cost and immediate possibility of holding a conversation have increased its popularity.

The educational benefit of the use of WhatsApp by students is evident in the student's feeling of belonging to the class; in addition, where it is a WhatsApp group, the teacher's presence in the group has a positive effect on the conversation between the group participants. Its academic benefit is evident in the teacher's availability for academic questions and sending study material by WhatsApp such that it reaches everyone immediately. WhatsApp also lets the student review the material at home and come with additional knowledge beyond the formal classes. Moreover,

teachers can correct students' mistakes immediately and add comments. Following the use of WhatsApp groups, students feel confident, and have someone to ask questions.

Empirical Review

Kutu and Olajide (2022) conducted a study on “Awareness, accessibility and challenges of social media as experienced by postgraduate information studies students, University of KwaZulu-Natal during the COVID-19” and found out that the adoption of social media by postgraduate information studies for academic pursuit is low because of inaccessibility to smartphones.

Yeboah and Ewu (2022) empirically measured the impact of “WhatsApp on the academic performance of students in tertiary institutions in Ghana and deduced that WhatsApp instead of making communication easier and faster thereby enhancing the effective flow of information and idea sharing among students, rather has impacted negatively on the performance of tertiary students in Ghana. The study among other things unveiled the following: WhatsApp takes much of students to study time, results in procrastination-related problems, destroys students’ spellings and grammatical construction of sentences, leads to lack of concentration during lectures, results in difficulty in balancing online activities (WhatsApp) and academic preparation and distracts students from completing their assignments and adhering to their private studies timetable”

Obi, Anikwenze and Isiani (2020) assessed the perceived effects of Facebook on the academic activities of Agricultural students in the University of Port Harcourt, Nigeria. Data were collected with the use of a structured questionnaire from randomly selected 80 agriculture students and analysed using descriptive statistical tools namely frequency, mean and percentages, finding show that Facebook was the most used social media and mostly adopted for chatting they concluded by asserting that Facebook has a positive effect on academic activities agricultural student of university of Port Harcourt. Blanche, Beard and Britt (2019), conducted a study on “Using a Facebook Group as an Educational Tool: Effects on Student Achievement.” The study examined the effectiveness of using a Facebook group to increase pre-service teachers' knowledge of core technology topics. Further, it examined their use of Facebook, their use of a course-related Facebook group, their participation habits in the group, and their perceptions of using Facebook for educational purposes. Results revealed a significant gain in achievement as measured by scores on pre and post-tests.

Haneefa and Sumitha (2015) cited by Alarabiat and Al-Mohammed (2018) reinforced previous findings, revealing that only 10.4% of 150 sampled Indian university students have considered Facebook and WhatsApp sites as useful methods for academic communication. Having applied a quantitative descriptive approach to their study, a major limitation to the generalizability of Haneefa and Sumitha’s (2015) findings was the fact that their study was conducted in one Indian university only. Gafni and Deri (2018) found that only 25% of 103 sampled engineering students believed that Facebook helped them significantly in their studies and that perception towards Facebook academic benefits differed according to academic years, they went further to review seven Facebook pages that belonged to different engineering institutions to check for the significance of traffic and use of those pages. They suggested that formal Facebook pages developed by those institutions were not properly designed to enhance students’ learning experience.

Interestingly, after interviewing a sample of 20 Swedish university students, Hrastinski and Aghaee (2017) sampled 20 Swedish university students using the interview as a means data

collection and found that 25% of students referred to Facebook as a useful way for initiating communication to find classmates and group work members. However, few of them mentioned Facebook when discussing social media use for educational purposes. Nitza and Roman (2016) revealed that, WhatsApp instead of making communication easier and faster, thereby enhancing effective flow of information and idea sharing among undergraduate students, it rather has impacted negatively on the performance of university students. They further noted that WhatsApp takes much of students' study time; resulting in procrastination-related problems, destroys students' spelling and grammatical construction of sentences, leads to lack of concentration during lectures, resulting in difficulty in balancing online activities (WhatsApp) and academic preparation and distracts students from completing their assignments this finding is similar to that of Yeboah and Ewu (2022),

Karl and Peluchette (2015) found that 53% of 208 surveyed American undergraduates were positive about the use of Facebook for teaching and learning as long as the focus was on administrative matters such as queries and lecture notes. In addition, Hussain et al. (2014) found that 76% of the 600 students sampled in one Pakistani university used social media, including Facebook, for sharing their learning experiences and research findings, 59% shared academic events over the media, and 92% used it for getting latest information related with their studies. Hussain et al. suggested that proper training might be required for students' proper use of social media.

Methodology

The research design adopted for this study was the descriptive survey research design. The population of the study was 2,010, which consists of undergraduate students selected from six departments of Baze University and the University of Abuja (Building, Architecture, Information Technology, Foundation and Interdisciplinary studies, Mechanical Engineering, and Electrical Engineering) The researcher adopts purposive sampling to select Baze University and University of Abuja, the selection was because of proximity and accessibility, the study used two types of sampling techniques, which are simple random sampling technique and proportionate sampling technique. The study adopted a simple random sampling technique for selecting 2 departments from the faculties in existence while a proportionate sampling technique was used to get the sample size of each department selected. The sample size for the study consists of three hundred and thirty-five (335) undergraduate students drawn from the six departments under study who were statistically determined using a mathematical model developed by Yamane (1961).

The reliability coefficient of the instrument was determined using Pearson Product Moment Correlation Formula (PPMC). The result of the reliability test shows reliability co-efficient (r) of 0.73, which is high enough to justify the use of the instrument. The data analysis method used was descriptive statistical analysis such as percentages and frequency distribution tables.

A total of 335 copies of the questionnaire were administered to the respondents across the faculties and departments of both institutions studied. However, 302 were returned well filled, as such good to use for the study, thus amounting to 90.1% response rate. The sample size for this research was sufficient and very representative.

Table 1: Respondents Percentage Distribution Based on Institution

Institution	Frequency	Percentage	Cumulative Percent
Baze University, Abuja	166	55.0	55.0
University of Abuja	136	45.0	100.0
Total	302	100.0	

Source: Field Survey, (2022)

Table 1 revealed the research respondents' data based on institution. It revealed that Baze University Abuja had the highest number of respondents with 166, and a percentage of 55.0, while University of Abuja were 136 amounting to 45.5%.

Table 2: Respondents Percentage Distribution Based on Department

Department	Frequency	Percentage	Cumulative Percent
Building	68	22.5	22.5
Architecture	59	19.5	42.0
Information Technology	52	17.2	59.2
Foundation and inter disciplinary studies	34	11.2	70.4
Mechanical Engineering	47	15.6	86.0
Electrical Engineering	42	14.0	100.0
Total	302	100.0	

Source: Field Survey, (2022)

Table 2 revealed the respondents' distribution based on departments, according to the data obtained and analyzed, the respondents from building department were 68, amounting to 22.5%, while department of architecture were 59 respondents that amounted to 19.5%. Department of information technology were 52, that is 17.2%, while foundation and inter disciplinary department were 34 (11.2%). Mechanical engineering department had 47 (15.6%) while electrical engineering was 42, and that amounted to 14.0%. From the data, it can be revealed that building department had the highest number of respondents.

Table 3: Perception on the Use of Facebook and WhatsApp

S/N	Perception Variable	Facebook		WhatsApp	
		N	Mean(\bar{x})	N	Mean(\bar{x})
1.	It would be convenient, suitable, comfortable, and beneficial idea to use any of the platforms for academic purposes.	302	2.62	302	3.28
2.	The platforms can be used by lecturers disseminate information to the students and teach as well if used suitably.	302	3.04	302	2.61
3.	I don't want to use the platforms for anything related to my study because my personal life would be invaded	302	2.01	302	2.23
4.	The platforms are absolutely for personal and social activities and not for academic or education issues o avoid distractions.	302	1.90	302	2.13
	Benchmark—2.50	G.M	2.39		2.56

Source: Researcher's Computation, (2022)

Table 3 revealed the respondents' perception on the use of Facebook and WhatsApp in the universities studied. Item 1 revealed with a mean score of 2.62 that students are of the opinion that the use of Facebook is convenient for academic purposes and with a mean score of 3.28 that students will find the use of WhatsApp convenient for academic purposes. Item 2 revealed with a mean score of 3.04 that students suggests that Facebook can be used by lecturers to teach and disseminate information to students if used suitably, and with a mean score of 2.61 that WhatsApp can be used for academics by lecturers if used suitably.

With a mean score of 2.01, item 3 revealed that respondents will like to use Facebook for academic purposes and that their personal lives will not necessarily be invaded and with a mean score of 2.23, item 3 revealed that respondents will like to use WhatsApp for academic purposes and that their personal lives will not necessarily be invaded. Item 4 with a mean score of 1.90 revealed that respondents disagree that Facebook cannot be used for academic purposes while with a mean score of 2.13 revealed that respondents disagree that WhatsApp cannot be used for academic purposes. Considering the grand mean score 2.39 and the negative items, we may conclude that respondents see Facebook as an educational tool. Considering the grand mean score 2.56, we may conclude that respondents see WhatsApp as a possible effective tool for academic activities.

Considering the very close grand means 2.39 and 2.56 of both platforms being compared, we would arrive at the conclusion that students perceive that Facebook and WhatsApp are effective academic tools for teaching and information dissemination.

Analysis in Table 4 reveals that, item 1 with a mean score of 1.97 revealed that undergraduates disagreed to thinking a lot about Facebook than their academic activities and undergraduates think too often about WhatsApp, revealing a mean score of 2.90. Item 2 with a mean score of 1.76 also revealed a disagreement within the respondents on spending more time on Facebook than their academics and with a mean score of 2.51 revealed that undergraduates attested to spending more time on WhatsApp than they do studying. With a mean score of 2.54, 2.16 and 1.58 respectively, item 3, 4 and 5 revealed that undergraduates have given less priority to hobbies because of Facebook, respondents disagreed to using Facebook in order to forget personal problems and also ignoring their parents, while Items 3, 4, and 5 revealed mean scores of 2.64, 2.14 and 1.99, as such revealing that undergraduates have given less priority to hobbies due to the presence of WhatsApp, personal problems are not forgotten because of the use of WhatsApp and respondents disagreed to ignoring their parents because of the use of WhatsApp.

Items 6, 7 and 8 with a mean score of 2.77, 2.48 and 2.12 revealed that undergraduates put more time on Facebook for academic purposes, respondents are not finding it hard reducing time spent on Facebook and as such are not addicted to it and use of Facebook does not make respondents ignore their academic activities, while Items 6, 7 and 8 revealed mean scores of 2.59, 2.79 and 2.62 that undergraduate agreed to using WhatsApp more than their academic activities, have tried to shorten the time wasted on WhatsApp, and undergraduates have the urge to use WhatsApp even when they have academic activities to handle. Items 9, and 10 with mean scores of, 2.08 and 1.84 revealed that the, they do not feel restless not using Facebook, and the use of Facebook have not had a negative impact on the respondents, while Items 9 and 10 revealed mean scores of 2.30 and 2.13 revealed that undergraduates disagreed to being restless and troubled when restricted from using WhatsApp, they also disagreed that WhatsApp is having a negative impact on them,

Table 4: Impact of the Use of Facebook and WhatsApp on the Undergraduate students

S/N	The impact of use of Facebook and WhatsApp	Facebook		WhatsApp	
		N	Mean(\bar{x})	N	Mean(\bar{x})
1	I think a lot about what has happened on Facebook and WhatsApp recently than my academic activities	302	1.97	302	2.90
2.	I am spending more time on Facebook and WhatsApp than in my studies	302	1.76	302	2.51
3.	I have given less priority to hobbies, leisure activities, and exercise because of Facebook and WhatsApp.	302	2.54	302	2.64
4.	I use Facebook and WhatsApp in order to forget about personal problems.	302	2.16	302	2.14
5.	I use to ignore my parents, family members, or friends' advice to read and study on Facebook and WhatsApp.	302	1.58	302	1.99
6.	I put more of my time on Facebook and WhatsApp for academic purposes than leisure	302	2.77	302	2.59
7.	I have tried to shorten the time I spend on Facebook and WhatsApp for leisure but to no avail because I am addicted to it	302	2.48	302	2.79
8.	I use to feel an urge to use Facebook and WhatsApp more and more on leisure even when I have my academic works to do	302	2.12	302	2.62
9.	I am always restless or troubled if prohibited from using Facebook and WhatsApp.	302	2.08	302	2.30
10.	I use Facebook and WhatsApp so much that it has had a negative impact on my studies.	302	1.84	302	2.13
11.	People around me are complaining about my occupancy of using Facebook and WhatsApp	302	2.05	302	1.99
12.	I use Facebook and WhatsApp so much that it has had a positive impact on my studies	302	2.56	302	2.17
13.	While interacting with people on Facebook and WhatsApp I get relevant information.	302	2.55	302	2.15
	Benchmark—2.50	G.M	2.19		2.38

Items 11, 12 and 13 with mean scores of 2.05, 2.56 and 2.55 revealed that respondents are moderately using Facebook without any observed addiction, Facebook has had a positive impact on the respondents' studies and respondents are aware that they are getting information from people when they interact on Facebook. While Items 11, 12 and 13 revealed mean scores of 1.99, 2.17 and 2.15. The mean score revealed that respondents are also in disagreement that people around are complaining about their rate of WhatsApp usage, however, respondents did not see a positive impact on studies due to their use of WhatsApp and respondents did not feel that they get information when they chat with people on WhatsApp.

Table 5: Frequency of Use of Facebook and WhatsApp

S/N	Frequency of Facebook and WhatsApp Usage	Facebook		WhatsApp	
		N	Mean(\bar{x})	N	Mean(\bar{x})
1.	Several times in a day	302	2.89	302	3.32
2.	Twice in a day	302	2.10	302	2.10
3.	Once in a day	302	1.75	302	1.75
4.	Once in two days	302	2.08	302	1.54
5.	Once in a week	302	1.94	302	1.94
6.	Occasionally	302	1.52	302	1.31
7.	Don't use it at all	302	1.51	302	1.51
		G.M	1.97		1.92

Item 1 revealed with a mean score of 2.89 that undergraduates use Facebook several times in a day, while they disagreed to use it twice a day, once a day, once in two days, once in a week, occasionally, and don't use at all, with mean scores of 2.10, 1.75, 2.08, 1.94, 1.52, and 1.51 respectively. This analysis, therefore implies that majority of the respondents were frequently using Facebook several times in day.

Item 1 revealed with a mean score of 3.32 that undergraduates use WhatsApp several times in a day, while they disagreed to the use twice a day, once a day, once in two days, once in a week, occasionally, and don't use at all, with mean scores of 2.10, 1.75, 1.54, 1.94, 1.31, and 1.51 respectively. This analysis, therefore implies that majority of the respondents were frequently using WhatsApp several times in day. With grand mean scores close enough, this research states that respondents were using Facebook and WhatsApp frequently

Table 6: Challenges faced by Undergraduates in using Facebook and WhatsApp

S/N	Challenges	N	Mean(\bar{x})
1.	It is time consuming	302	3.53
2.	Lack of money to buy Internet data bundles	302	2.96
3.	Failure in accessing university Internet for free	302	2.92
4.	Poor network connection	302	3.22
	Benchmark-2.5	G.M	3.1

Considering the benchmark of 2.5 and the grand mean score of 3.1, it is seen that undergraduates strongly agreed to all the challenges mentioned. Item 1 with a mean score of 3.53 revealed that these platforms are time-consuming, item 2 revealed lack of money for internet bundles with a mean score of 2.96, while item 3 with a mean score of 2.92 points to a failure in accessing university internet access as a challenge and poor network connection returned a mean score of 3.22.

To determine the possible solutions, respondents' qualitative responses were analysed and the highest responses reported. The majority of respondents opined that cheap, affordable and efficient data should be made available by the network provide to enable fast connection of internet services. Some of the respondents also stated that electricity should be developed in such a way that there would be constant light to aid the use of the social media under study.

Test of Hypotheses

One hypothesis was tested in this study. The results related to the hypothesis formulated for the study was shown in subsequent table. The hypothesis was tested at 0.05 level of significance.

There is no significant difference in undergraduates' perception of the use and impact of Facebook and WhatsApp based on their institutions. To examine if there was a significant difference on the undergraduates' use of Facebook and WhatsApp for Academic purposes based on institution, the null hypothesis was tested using t-test.

Table 7: t-test on the use of Facebook and WhatsApp by Undergraduates

Gender	N	X	SD	df	t	Sig. (2-tailed)	Remarks
Male	156	1.75	.15				
Female	146	1.76	.16	300	.50	.96	Accepted
Total	302						

Table 8 indicated that $t(302) = .50, p = .96 > 0.05$. That is, the result of t-value of .50 resulting in .96 significance value was greater than 0.05 alpha value. This therefore, implies that the stated null hypothesis was accepted. The implication of the above result is that the stated null hypothesis was established thus: there was no significant difference between Baze University and University of Abuja undergraduate students in the awareness and use of Facebook and WhatsApp. This result implies that students from both universities were aware and use Facebook and WhatsApp.

Discussions and Summary of Findings

The findings of this research revealed that undergraduates use both Facebook and WhatsApp in the universities studied. it was found that a great number of undergraduates agreed that Facebook and WhatsApp could aid academic purposes. This finding is an indication that the undergraduates should be encouraged in their use of both platforms for academic purposes being that this is an era where distance learning is on the increase. It would be very useful for this current generation of learners who are always interacting with their gadgets. This finding is in consonance with the observation of Obi et al (2020)

Findings on impact of Facebook and WhatsApp in the universities studied revealed that there are more positive impacts to their studies than negative impacts The findings of this study, therefore, concurs with the assertion of Petrović et al. (2012) Finding on the undergraduates' purpose of using Facebook and WhatsApp revealed that while Facebook is seen more or less as a social platform by majority of the respondents, WhatsApp is mostly accepted as a better platform for academic collaboration platform. This is in consideration of the returned grand mean and the separate means realized from the questionnaire items. This study has been able to find out that undergraduates might be ready as these platforms could be a distracting factor. Academic success is now paramount issues to any student, with the pressure to belong to social networks. The question now is, are undergraduate students really meeting up with the pressure to succeed academically owing their awareness and use of Facebook and WhatsApp? (Ogedebe et al., 2012). These platforms are supposed to make a good platform for students to meet for academic activities probably after school activities, they could also be adopted in the school for collaboration purposes, but aside academic purposes, then, it will be harmful.

Findings on the undergraduates' frequency of use of Facebook and WhatsApp revealed that undergraduates were always using these platforms on a daily basis as seen in the data collected

and analysed. Based on the grand mean value, it was revealed that a large number of the respondents used the two platforms several times a day. This finding is an indication that proper use of these platforms will definitely be beneficial to the students in their academic pursuits. This study supports the sentiment of academic improvement as researched by Blanche, Beard and Britt (2019). The study on Using a Facebook Group as an Educational Tool: Effects on Student Achievement. The study examined the effectiveness of using a Facebook group to increase pre-service teachers' knowledge of core technology topics. Further, it examined their use of Facebook, their use of a course-related Facebook group, their participation habits in the group, and their perceptions of using Facebook for educational purposes. Results revealed a significant gain in achievement as measured by scores on pre and post-tests.

Findings on the challenges in the use of Facebook and WhatsApp revealed that respondents feel it could be time-consuming, as many of the respondents strongly agreed to it being time-consuming amongst other challenges. The findings were in line with the studies carried out by Pempek et al (2019) and Lenhart and Madden (2017).

Findings on the possible solutions to the challenges identified in the research revealed that most of the respondents stated that efficient data services should be made to ease the slow nature of internet connection in most cases.

Conclusions and Recommendations

This study is a Comparative Study on the Use of Facebook and WhatsApp for academic learning by Undergraduate Students of Baze University, and University of Abuja. The results obtained from the data collected and analyzed in this study indicated that undergraduate students were of the opinion that the use of these platforms could derail academic activities. Thus, they are aware of the impacts of the use of these platforms. The research also revealed that undergraduates mostly use Facebook and WhatsApp for social activities, they also incorporate academic activities to their use, and were using these platforms several times on a daily basis.

The challenges mostly pointed out by undergraduates is that, it is time-consuming and of course, the high cost of data is also a notable challenge, while most of the respondents asked that affordable and effective internet data should be made available for the undergraduate students in universities in Nigeria to aid their academic pursuit. This research also found that there was no significant difference between Baze University and University Abuja students in the use of Facebook and WhatsApp for academic activities.

Based on the findings and conclusions of this study, the following recommendations were made;

1. University management should create workshop platforms to educate the undergraduate student on the existing social media platforms that could aid academic activities.
2. Undergraduate students should be tutored and trained on how to comport themselves to ensure that these platforms do not become a disadvantage as regards to academic activities.
3. Undergraduates in the studied universities should be encouraged to employ the two platforms more for academic activities as such reduce the disadvantages of its use.
4. As the undergraduates are using these platforms daily, it will be beneficial, to continue using it daily but for academic purposes.
5. Affordable and efficient internet data connection should be made available for the undergraduates to reduce the time spent waiting for a full connection.

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