

**ASSESSING THE EFFECTS OF SOCIAL MEDIA ON ACADEMIC
PERFORMANCE
(CASE STUDY OF KWARA STATE POLYTECHNIC, ILORIN, KWARA STATE)**

BY

**BAIYERE OYINKANSOLA JUDITH
ND/23/BAM/PT/0587**

**SUBMITTED TO THE DEPARTMENT OF BUSINESS ADMINISTRATION
INSTITUTE OF FINANCE AND MANAGEMENT STUDIES
KWARA STATE POLYTECHNIC, ILORIN**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF
NATIONAL DIPLOMA (ND) IN BUSINESS ADMINISTRATION**

JULY, 2025

CERTIFICATION

This is to Certify that this project has been read and approved as meeting the requirement for the award of National Diploma (ND) in the Department of Business Administration, Institute of Finance and Management Studies, Kwara State Polytechnic, Ilorin

MR. OLAGUNJU S. DATE
Project Supervisor

MR. KUDABO M. I. DATE
Project Coordinator

MR. ALAKOSO I. DATE
Head of Department

EXTERNAL EXAMINER.

DATE

DEDICATION

This research work is specially and firstly dedicated to Almighty God the most beneficent and most merciful. I also ascribe much gratitude to the same God who along is the source of all inspiration, wisdom, knowledge and understanding who stand upright by me from the inception till the end of my programme..

I also dedicate this work to my parent MR AND MRS TOYIN BAIYERE, and MR DARE OTITOJU for their love, prayer and Financial support throughout this programme. May the Blessing of the lord abide with you..

ACKNOWLEDGEMENT

My appreciation goes to Almighty God for his guidance and protection over my life up till moment and for the mercies he has granted me in the course and my pursuit of this National Diploma programme may his be highly glorified.

My profound appreciation goes to my honest dedicated supervisor MR. OLAGUNJU S. Who took it officially as well as issue on how to pursue through my project work and made my work very easy through his comments, contributions and corrections.

I am very grateful to the Head of the Department of Business Administration and Management MR. ALAKOSO I. For his encouragement and all lecturers in my Department for your support and Advice..

In a special way I will like to appreciate some people very dear to me, MR DARE OTITOJU, MR ALFRED IBIMODE, and ENGR MUSA ABUBAKAR, that supported me during my study.

To my sisters by heart,Damilola oladimeji,Damilola Ibukun Esan,my wonderful
Brothers,May the Almighty God in His mercy and tenderness bless all your efforts with
success..

To all my colleagues/friends in school thank for your support,see y'all at the Top
Then finally to my 'ABEO' And my Babygirl 'IDERA' Thanks for your love and support.
I love you all
GOD BLESS YOU ALL..

TABLE OF CONTENTS

| | |
|------------------------|------------|
| Title page | i |
| Certification | ii |
| Declaration | iii |
| Dedication | iv |
| Acknowledgement | v |

Table of Contentsvii

Abstractx

CHAPTER ONE: INTRODUCTION

- 1.1Background of the study1**
- 1.2Statements of the research problem3**
- 1.3Objectives of the study5**
- 1.4Research Questions5**
- 1.5Research Hypotheses 5**
- 1.6Significance of the study5**
- 1.7Scope of the study6**
- 1.8Limitations of the study6**
- 1.9Operationalizationof the Study7**
- 1.10Definition of terms8**

CHAPTER TWO: LITERATURE REVIEW

- 2.0Introduction9**
- 2.1Conceptual Review9**
 - 2.1.1Productivity 9**
 - 2.1.2Customer Service10**
 - 2.1.3Characteristics of Customer Service11**
 - 2.1.4Profitability14**
 - 2.1.5Product Logo15**
 - 2.1.6Packaging17**
 - 2.1.7Price of a Product18**
 - 2.1.8 Branding 19**
 - 2.1.9. Importance of Branding21**
- 2.2Theoretical Framework23**
 - 2.2.1Resource-Based View23**
 - 2.2.2Competence-Based Competition27**
 - 2.2.3Dynamic Capabilities View29**

| | | |
|------------|---------------------------|-----------|
| 2.3 | Empirical Review | 31 |
| 2.4 | Gaps in Literature | 34 |

CHAPTER THREE: METHODOLOGY

| | | |
|-------------|---|-----------|
| 3.1 | Introduction | 36 |
| 3.2 | Research Methods | 36 |
| 3.3 | Research Design | 36 |
| 3.4 | Population of Study | 37 |
| 3.5 | Sample Size Determination | 37 |
| 3.6 | Sampling Techniques | 37 |
| 3.7 | Source of Data Collection | 37 |
| 3.8 | Research Instruments | 38 |
| 3.9 | Validity and Reliability of the Data | 38 |
| 3.10 | Method of Data Analysis | 39 |

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

| | | |
|------------|---------------------------------------|-----------|
| 4.0 | Introduction | 40 |
| 4.1 | Data Presentation and Analysis | 48 |
| 4.2 | Test of hypotheses | 51 |
| 4.3 | Discussion of Results | 54 |

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

| | | |
|------------|----------------------------|-----------|
| 5.0 | Introduction | 55 |
| 5.1 | Summary of Findings | 55 |
| 5.2 | Conclusions | 56 |
| 5.3 | Recommendations | 56 |
| | References | 57 |
| | Appendix | 62 |
| | Questionnaire | 62 |

ABSTRACT

Impact of social media on academic performance of selected institution students in kwara state, In this propjets, the authors raise the actual impact of daily communication of youth in social media. Descriptive research design was utilized to gain accurate profile of situation. Two hundred (200) student of tertiary institution in kwara state who is actively using social media are the respondents of the study. It was conducted during the summer semester of academic year 2019- 2020. Summing-up, social networks becomes an integral part of the students' full life, took up most of their free time. Undoubtedly, in social networks, there are also things useful for the development of the students. In addition, communication with peers through social networks can help a student socialize, find new friends, discuss with them issues related to studies. Thus, it can be concluded that social media have a dual impact on student achievement, and it is necessary to approach adolescents' use of social networks with ultimate responsibility.

viii

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Social media is about sharing or communicating with other people. It has spread its wings to various other fields and education is one of the new sectors where the concept of social media is making a great role. Advances in internet technologies have spurred on compelling changes in how we interact, communicate, learn, and build knowledge. For much of the connected world, it permeates nearly every aspect of our existence from shopping and banking, to communication and education among many other pursuits. In general worldwide Internet users

have increased rapidly between 2005 and 2014. In 2015, there were 6.5 billion Internet users around the world and in 2014 they became 7.2 billion (Singh, 2017).

The Internet and in particular social media applications such as Whatsapp, Facebook, YouTube and many others, are obviously “overtaking the world” and could be regarded as “a global consumer phenomenon” (Camilia, Ibrahim, & Dalhatu, 2013). According to Grossman (2010) if Facebook were a country it would be the third largest country after China and India and twice as big as the United States of America. According to Facebook statistics more than 30 billion pieces of content (web links, news stories, blog posts, notes, and photo albums) are shared each month and People on Facebook install 20 million applications every day. On YouTube every minute, 10 hours of content are uploaded to the video sharing platform.

It is not surprising that social media usage is one of the most common activities among children, adolescents, and emerging adults nowadays. It offers today’s youth a portal for entertainment and communication and it is becoming one of the main platforms for accessing information and news. The social media usage of American adults aged 18–29 years who represent the higher percentage of university students rose from 12 percent in 2005 to 90 percent in 2015 (Perrin, 2018). Also in Africa, the rate of social media users is increasing, specifically those who are using Facebook, You Tube and Whatsapp are in hundreds of million usually people of young age.

This aggressive adoption of social media among the younger generation could be attributed to their up to date knowledge of and comfort with the latest technology and the convenient accessibility to these social networking tools. For instance, they can access social media from their cell phones any time any place. This encourages them to use social media not only for receiving and retrieving information, but also for being online and connecting with others, and from being from being consumers and participants to “prosumers” which means that they consume and produce media on the social media platform (Obar & Wildman, 2015)

The social media craze has also hit university and post-secondary institutions, which cannot remain impartial to these rapidly changing technologies. Putting into consideration how social

media became embedded within the young generation lifestyle, college student affairs professionals found a way to use social media as a method of communication between the college administration and the students. Furthermore, most of the universities nowadays have an official page or group on one of the social media networks where students, professors and staff can share resources and interact. Many universities have even established their own social media networks in order to help new students to socialize and connect with the faculty members, staff, and alumni and to establish a sense of connection with the institution. Using social media networks in such a way helps in facilitating the process of knowing more about campus facilities, activities and events especially for the freshman students, and ultimately adjusting to university life.

The impact of social media on learning and teaching is increasingly considered and debated among higher education scholars, administrators, and stakeholders. Lynn, Healy, Kilroy, Hunt, Werff, Venkatagiri and Morrison (2015) considered social media as one of the game-changers in the realm of learning and instruction. Using social media networks in the educational process could help educators to apply the inquiry-based approach and encourage the collaboration between the instructor and the students, thereby encourage engagement. Also important is the potential of these technologies for encouraging independent self-directed learning as well as encouraging students' as active producers of knowledge which once again is commonly regarded as a positive affordance for media.

Although a very large community exists online, including on social media, that focuses on education, this might not be the case for university students; even though the majority of students are active users on social media networks, yet 70 percent of them do not use social media for academic purposes (Dumpit & Fernandez, 2017). Some researchers emphasize that the affordances of technologies might have severe negative consequences on "social networks addicts." They, for example, fear that "social networks grab the total attention and concentration of the students and divert them towards non educational, unethical, and inappropriate actions such as useless chatting, time killing by random searching.

1.2 Statements of the Problem

There have been a lot of debates and a viewpoint as to the impact Social media has over society and specifically, its effect on education. The most important things in students' life are studying, learning good habits and gaining knowledge to become a person with moral character. But today, as we see in various studies, this optimal learning process is seriously hampered by students becoming entrapped by the ploys of social media. Students neglect their studies by investing too much time on social networks sites rather than studying or interacting with people in person. Actively and frequently participating in social media appear to have negatively affect their academic performance therefore hampering their journeys to their future careers. Some of the studies have found drastic drop in students' grade point averages and self-efficacy in their studies, and lack of time for studies as consequences of social media addiction.

1.3 Research Questions

- i. To what extent does Whatsapp affect students' academic self-efficacy in tertiary institutions in Kwara State?
- ii. How far does Whatsapp affect students' GPA in tertiary institutions in Kwara State?
- iii. To what extent does YouTube affects students' academic self-efficacy in tertiary institution in Kwara State?
- iv. How far does YouTube affect students' GPA in tertiary institutions in Kwara State?

1.4 Research Objectives

The main aim of the study is to examine the influence of social media on students' academic performance in tertiary institutions in Kwara State. Specifically, the study seeks to:

- i. Investigate the effect of Whatsapp on students' academic self-efficacy in tertiary institutions in Kwara State.
- ii. Establish the effect of Whatsapp on students' GPA in tertiary institutions in Kwara State.
- iii. Ascertain the effect of YouTube on students' academic self-efficacy in tertiary institutions in Kwara State.
- iv. Examine the effect of YouTube on students' GPA in tertiary institutions in Kwara State.

1.5 Research Hypothesis

- i. Ho1: Whatsapp has no significant relationship with students' academic self-efficacy in tertiary institutions in Kwara State.
- ii. Ho2: There is no significant relationship of Whatsapp and students' GPA in tertiary institutions in Kwara State.
- iii. Ho3: YouTube has no significant relationship with students' academic self-efficacy in tertiary institutions in Kwara State.
- iv. Ho4: There is no significant relationship of YouTube with students' GPA in tertiary institutions in Kwara State.

1.6 Significance of the Study

The outcome of this study is beneficial to the school administration, the faculty, the students, the government and the public in general.

To the education institutions officials, the results would guide them on empirical bases in the improvement of the existing educational policies, curriculum and strategies, or the formulation new ones, towards a more effective delivery of learning in this information age.

To the curriculum committee and the academic affairs office, output of this research would provide them first-hand information on how social networking media affects the academic performance of the students in the tertiary education so that they would design measures to further improve, upgrade and expand the coverage of the internet service in the school campus.

Further, for the guidance counsellors, this study also will give them clear perspective on how the specific behaviour of students is affected by social networking media.

To the students, findings of this work shall guide them on how to properly design their study habits thereby improving their scholastic achievements. This will provide them information on how to exploit the use of social media to improve their studies.

To the government, Kwara state and to a large extent the federal government may find outcomes beneficial in drafting policies that will inculcate social media use into education curriculum: after all, we are in the internet age must take advantage of opportunities accruable instead of looking at the bad side of it.

To the future researchers on social networking media, the results would serve as a baseline data for them to conduct the same study in order to validate the findings.

1.7 Scope of the Study

The scope of study was focused solely on University of Ilorin, Ilorin, Kwara State Polytechnic Ilorin and College of Education Ilorin. These tertiary institutions are located in Ilorin Kwara State - North Central, Nigeria. These institutions are situated within few kilometres from each other and thus will make the study easier for the researcher. It also involves a greater percentage of indigenous enrolment which will be able to pass the right message on how Kwara institutions and students conceive social media in relation to academic performance.

1.8 Definition of terms

1. **Social Networking Sites:** social network services that focus on building online communities of people who share interests and/or activities, or who are interested in exploring the interests and activities of others.
2. **Self-efficacy:** people's beliefs of their capabilities to arrange and perform courses of action required to attain the desired target
3. **Academic self-efficacy:** refers to beliefs one has in their ability to effectively accomplish or carry out an academic task at designated levels
4. **Performance:** person's outward proof of understanding, concepts, skills, ideas, and knowledge.
5. **Academic performance:** refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers.

6. GPA: Grade Point Average

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter contains review of many publications with some related literatures to the choosing research work in order to have the various opinions of several scholars that have justified the theories on this research work. Many studies have been carried out on the impact of social media on students' academic performance of tertiary institutions and have come to establish its usefulness amongst higher school of learning. The chapter was partitioned into four sections which are; conceptual review; theoretical framework; empirical review; and gaps in literature

2.1 Conceptual Review

The relevant concepts reviewed in this work are: the concept of social media network, types of social medial networks, and positive effects of social media on students' academic life, negative effects of social media on students' academic life, communication, and communication process.

2.1.1 Concept of Social Media

Social Media Social media is a phenomenon that has been developing in a rapid pace. Different scholars have described it in a different way and as Jacka and Scott (2011: 5) say “there is no single recognized definition of social media”. Drury (2008: 1) defines social media as “online resources that people use to share content: video, photos, images, text, ideas, insight, humor, opinion, gossip, news”. Safko and Brake (2008) further defined social media as “activities, practices, and behaviors among communities of people who gather online to share information, knowledge, and opinions using conversational media. Conventional media are Web-based applications that make possible for one to create and easily transmit content in the form of words, pictures, videos, and audios”. Different researcher explained their perspective regarding social media and we support Drury's definition as it explains the role of social media in a precise statement. Social media has certainly become a global platform where sharing data internationally has become an international trend. Since the last few decades technology has grown immensely and has brought major changes globally. Communication barriers have reduced through technological advancement and new mediums are being introduced to connect global audiences. Social networking has become an international trend and has spread its reach to almost every corner of the world. According to a survey conducted in 2014 there were 15.4 million people using Facebook which represented 8.5percent of the total population (Haque, 2014). However, with these advancements a major concern arises as in this age of huge technological development social networking sites are becoming more and more popular especially among students.

According to Jacka and Scott (2011), Social media continuously keeps changing and as such it is difficult to assign a fixed definition to it as argued that “there is no single recognized

definition for social media''. However some scholars have defined it in different perspectives over the past years.

Kaplan and Haenlein (2010), defined social media as a group of internet-based applications that build on the ideological and technological foundations of Web 2.0 and allow the creation and exchange of user-generated content. The Oxford dictionary (2011), also defined social media as "websites and applications used for social networking". Another definition of social media is that it is a 'communication channel which is very popular, extremely fast and broad, has proven to be highly effective, as well as trusted by billions of people, to share and discover content concerning individuals, brands, information, entertainment and knowhow'' (Dearborn, 2014). One theme that all these definitions underpin is that social media involves some form of communication between individuals over the internet.

According to Boy and Hillison (2007). "Social networking sites are web-based services that allow individuals to construe: a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system". These sites are used to interact with friends, peers and others that are found in groups on these sites. The sharing of information ranges from news, debates, gossips, feelings or statement of mind, opinions, research etc.

Davis (2012), referred to social media technology (SMT) as "web-based and mobile applications that allow individuals and organizations to create, engage, and share new user-generated or existing content, in digital environments through multi-way communication". Through this platform, individuals and organizations create profiles, share and exchange information on various activities and interests. An interesting aspect of social media is that, it is not limited to desktop or laptop computers but could be accessed through mobile applications and smart phones making it very accessible and easy to use. Examples of these social media platforms both on the web and mobile application include Facebook, Whatsapp, Twitter. YouTube, wechat, palm chat, Instagram, blogs etc. These systems are referred to as social, simply because they allow communication with friends and family so easily and effectively.

Social media began in the late 1990s with the first recognized social media network called “Six Degrees “ in 1997 and this technology enabled people to upload a profile and make friends. From 1997 to 2001 a number of community tools; Asian Avenue, black planet and MiGente began supporting various combination of profile and publicly articulated friend (Boyd, Danah, Ellison and Nicole, 2007). There has been tremendous improvement since this era and today there exist uncountable social networking sites either developed for local use, specific purpose or international use.

A number of social networking sites are available on the Internet. The most popular among them include Facebook, Twitter, Whatsapp and Skype. Facebook was launched in February 2004 and has since experienced tremendous growth in its user base and applications; it has been used for both business connections and leisure. It has some 1.79 billion active users on a monthly basis worldwide, 4.5 billion likes are generated on a daily basis and 1.18 billion logons are experienced daily. In addition, for every second, five new profiles are created daily and 300 million photos are uploaded on daily basis. The average time spent per Facebook visit is 20 minutes; about 510 comments are posted every minutes, and 50% of youths of ages 18-24 go on Facebook when they wake up.

According to Smith (2016), the statistics of Whatsapp gathered since its inception in 2009, are staggering. These include: 990 million users base as at January, 2016, approximately 1 million new users register daily, about 30 billion messages are sent via Whatsapp daily, 32% of millennials use Whatsapp globally and 70% of Whatsapp users use it daily. Twitters are also very popular among social network users. As at April 2016, Twitter had about 310 million users, the total number of Twitter registered users was 13 billion and daily active Twitter users has reached 100 million. There are at least 208 followers (on average) for every twitter user while 34% of active Twitter users log on more than once a day. Skype was launched in 2003 and bought by Microsoft in 2011. Some of its usage statistics include: 300 million user base, users spend a total of 3 billion minutes per day on Skype. About 2 trillion minutes have been spent on Skype video calls as at February 2016 and the number of downloads of Skype total at 750 million.

The Internet revolution changed the information world with regard to sharing, speed Storage and retrieval of information in whatever form irrespective of the person's location. Through the Internet a number of web technologies emerged and one technology that is making waves with regard to information sharing and communication are the social media networks. The social media has become one of the most important communication means in recent times. However, social networking exist so as to provide communication among people regardless' of the distance, making it open to people easily share information, files and pictures and videos, create blogs and send messages, and conduct real-time conversations.

More interestingly the evolution of social media has cut across all facets of society with its positive and negative impacts. Social media has transformed and impacted on communication, learning, research and education in general. Among the vast variety of online tools which are available for communication is the Social networking sites (SNS) that have become the most modern and attractive tools for; connecting people throughout the world (Aghazamani, 2010).

2.1.2 Types of Social Media Networks

Kaplan and Haenlein (2010), classified social media into six (6) different categories as follows;

1. Collaborative project (Wikipedia)
2. Blogs and micro blogs (Twitter)
3. Content communities (YouTube)
4. Social networking sites (FB, 2go, BB chat)
5. Virtual game World (World of war craft)
6. Virtual second world (Second life)

This classification of social media into classes has been useful to scholars and individuals for easy identification and study of a particular social media type but today a difficulty may arise due the high proliferation of social media and one may wonder which group a new developed social media type fits into. Social media is considered to be the fastest growing web application in the 21 century and this rapid development is being backed by technological advancement

(Heyam, 2014). Mankind has enormously benefited and continues to benefit from it and as such cannot underestimate its importance as far as communication is concerned.

Today, social media has taken a new dimension and has encouraged more participation through the introduction of mobile phones that support social networks applications. The use of mobile phones that are powered by Android applications to social network is termed as Mobile social networking. According to Humphreys (2007), in his study titled “Mobile Social Networks and Social Practices” social network applications have now been migrated from the computer to the mobile phone, network information and communication can be integrated into the public space; and these new services that are developed for mobile phones allow users to create, develop, and strengthen their social ties.

2.1.3 Positive Effects of Social Media on Students’ Academic Life

Students’ academic life has moved to a different dimension since the introduction of these social media networks and several studies have affirmed that social media plays an important role on students in higher education including the study conducted by Wheeler, Yeomans and Wheeler,(2008); Rifkin, Longnecker, Leach and Ortia,(2009). In their study, they recognized four (4) major advantages of social media usage by students in higher education which included; enhancing relationship, improving learning motivation, offering personalized course material, and developing collaborative abilities. Indeed, social media has contributed greatly to facilitating learning in the 21st century. It is shown that a greater percentage of students including those at the PhD level commonly use social media to ameliorate their studies (Khan, 2010). The answers to the causes of flexible studies today across the globe might not be far-fetched from the great contribution that social media platforms are providing when used judiciously.

Even though, there have been other school of thought that states that social media is a nuisance to students' academic life such as Kuppaswamy and Shankar (2010), who argued in their study that social networks distracts the attention and concentration of the students toward learning and converts it towards non educational activities such as useless and unnecessary chatting, there have been several studies conducted afterwards whose findings are contrary to this claim. For instance, the study conducted by Jain, Verma, Verma and Tiwari (2012), titled "the impact of social networking in promoting education" revealed that students benefit from chatting with other students, teachers and external sources to acquire knowledge. Also, Yunus and Salehi (2012), argued in the same direction that students gained more vocabulary, improved their writing skills and reduced their spelling mistakes through social media usage.

In fact as an educational tool, social media enriches learning by giving both students and teachers the opportunity to connect in new and very exciting ways thereby encouraging flexible mode of learning. It is stated that flexible learning expands the choice on what, when and how people learn. It supports different styles of learning including E-learning which is highly patronized across the globe (Pappas, 2013). Other scholars; O'keeffe and Clake-pearson (2011), in their study also revealed that social media benefits students by connecting them to one another on assignments and class projects.

It is further buttressed in the study of Arquero and Esteban, (2013) and Selwyn, (2007) whose conclusions were that social media undoubtedly generate new opportunities to engage students in higher education as they are remarkably effective at connecting people and facilitating the exchange of information. It is clear and indisputable from these studies that social media usage in the educational sector cannot be underestimated since its introduction.

2.1.4 Negative Effects of Social Media on Students' Academic Life

Davies and Cranston (2008), enumerated some of the risks associated with social media which included criminal activities such as identity theft and fake contacts which is prevalent today, sexual abuse or harassment and unsuitable advertising. On the same subject O'keeffe and

Clakepearson (2011), also mentioned cyberbullying, online harassment, sexting, face book depression, and privacy concerns as some of the challenges associated with social networking.

Cyberbullying: cyberbullying is a category of bullying that occurs in the digital realm or medium of electronic text. “It is any behaviour performed through electronic or digital media by individuals or groups that repeatedly communicates hostile or aggressive messages intended to inflict harm or discomfort on others” (Tokunaga, 2010). Cyberbullying is one the serious threat in the social media environment and has called for a number of studies to determine its causes. The causes of cyberbullying according to Calvete, Orue, Estevez, Villardon and Padilla (2010), was significantly related with the use of proactive aggression, justification of violence, exposure to violence and less perceived social support of friends.

Privacy concerns: this is another concern that everyone involved in social networking is faced with. The rate at which people post or share fake information calls for alarm and it is difficult to ascertain that, what people say and post are truly who they are. Individuals’ private information are publicly displayed on some of these social networks and malicious people take advantage and perpetrate all kinds of harassment. It is also argued that the privacy options offered by most social networking sites (SNSs) do not provide users with the flexibility needed to handle conflicts with individuals who have different conceptions of privacy (Preibusch, Hoser, Gurses and Berendt, 2007).

Aside these effects, other studies conducted by scholars have also proved that social media can be detrimental to students’ academic life if caution is not taken in its usage. For instance the study conducted by Obi, Bulus, Adamu and Sala’at (2012), titled “The need for safety consciousness among Youths on social Networking Sites” concluded that social media affects students use of English. They use short-handwriting when chatting with friends and unconsciously get used to it thereby replicating same errors during examinations. Even though one may argue that these are minor challenges, it is important to acknowledge the increasing rate at which these errors are replicated in the education sector and if care is not taken future generation may see it as a norm. Indeed a number of studies including but not limited to the study of Kuppuswamy and Shankar (2010), Osharive (2015), Maya (2015), among others have

revealed unequivocally that social media can be problematic to students' academic life if caution is not taken in its usage.

Academic Performance

Academic Performance Academic performance is the dependent variable of our research and is defined as the performance a student has maintained in his/her academic career. Academic performance at university level is considered up to the mark if the student has persistently maintained his GPA. However, external factors may effect on student's academic performance such as social media usage. In light of this, our objective is to investigate the effect of social media on academic performance of students and to determine whether it has a negative or positive relationship.

2.1.5 Communication

Social media networks are form of electronic communication methods. According to Banihashemi (2011) communication is essential to effective team performance and communications for any organization is like blood flow in the human body. The most efficient managers are those that understand communication and the use it in their organizational environment (Banihashemi, 2011). Meaningful communication informs and educates people at all levels and motivates them to support the strategy (Barrett, 2002). Communication, as viewed by Haiemann, (2011) is the imparting of ideas and making one understood by others. It is also the process by which information is passed between individuals and/or organizations by means of previously agreed symbols.

Effective communication is a process by which sender of message, received feedback from receiver in intended (Peter, 2015). Effective communication starts from the sender to its decoding by the receiver. It is said to be ineffective communication when receiver of the message did not decode the intended of the sender. It is through feedback that information

achieves its desired results. Berrels, (2010), effective communication takes place when the person to whom it is intended, subsequently, the receiver understand the meaning intended and reacts accordingly (Haemann, 2011).

In effective communication; it is good to look at the subject matter of communication in details. Communication is viewed by (Haemann, 2011) as the imparting of ideas and making oneself understood by others. It is also the process by which information is passed between individuals and/or organizations by means of previously agreed symbols. Communication is the process by which one party (a sender) transmits information (i.e. message). It is a continuous process between the two parties involved and it occurs in many levels, such as intra-individual communication level (Keith, 2014).

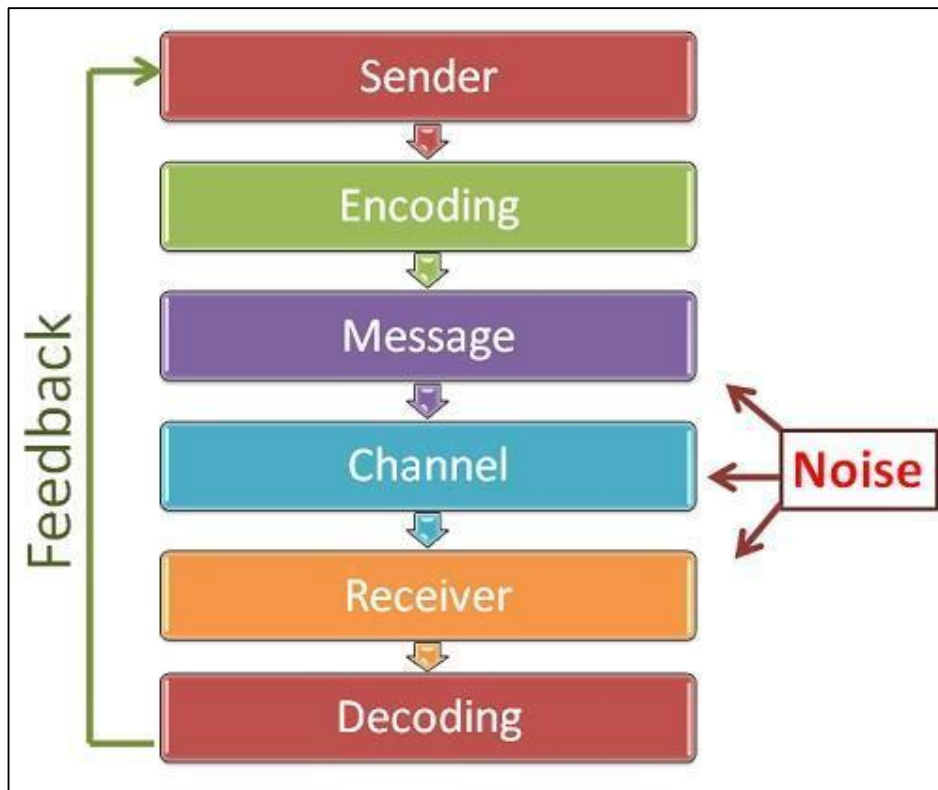
Information is transmitted in two ways: e.g. from a sensory organ to the brain and secondly, interpersonal level is a situation in which the transmission of information is just between two individuals. Communication can also occur within or between an individual and group. Effective communication is a process by which sender of message, received feedback from receiver in intended (Peter, 2015). Effective communication starts from the sender to its decoding by the receiver. It is said to be ineffective communication when receiver of the message did not decode the intention of the sender. It is through feedback that information achieves its desired results. Berrels (2010), Effective communication takes place when the person to whom it is intended, subsequently, the receiver understand the meaning intended and reacts accordingly. Effective communication is a transaction of ideas, directory command or guide into oral or written words, or actions on the path of the communicator in such a way that the receiver gets the same message and reacts in manner envisaged by the communicator (Victor 2011).

It is believe by a lot of experts that communication could consciously or unconsciously take place by writing, reading, taking, listening or moving and any part of the body. All these things mean something to some person, or group. It has to be stressed that communication in an organization can take place in any of these means. Communication is a process of effecting change to a system. As long as organization reforms and globalization is evident, new

communication techniques should be developed to stand the change. Social media is the most advanced means of communication today. It is very accessible, fast, and open to all.

2.1.6 Communication Process

The communication is a dynamic process that begins with the conceptualizing of ideas by the sender who then transmits the message through a channel to the receiver, who in turn gives the feedback in the form of some message or signal within the given time frame. Thus, there are seven major elements of communication process.



Source: <http://businessjargons.com/communication-process.html>

Sender: The sender or the communicator is the person who initiates the conversation and has conceptualized the idea that he intends to convey it to others.

Encoding: The sender begins with the encoding process wherein he uses certain words or non-verbal methods such as symbols, signs, body gestures, etc. to translate the information into a

message. The sender's knowledge, skills, perception, background, competencies, etc. has a great impact on the success of the message.

Message: Once the encoding is finished, the sender gets the message that he intends to convey. The message can be written, oral, symbolic or non-verbal such as body gestures, silence, sighs, sounds, etc. or any other signal that triggers the response of a receiver.

Communication Channel: The Sender chooses the medium through which he wants to convey his message to the recipient. It must be selected carefully in order to make the message effective and correctly interpreted by the recipient. The choice of medium depends on the interpersonal relationships between the sender and the receiver and also on the urgency of the message being sent. Oral, virtual, written, sound, gesture, etc. are some of the commonly used communication mediums.

Receiver: The receiver is the person for whom the message is intended or targeted. He tries to comprehend it in the best possible manner such that the communication objective is attained. The degree to which the receiver decodes the message depends on his knowledge of the subject matter, experience, trust and relationship with the sender.

Decoding: Here, the receiver interprets the sender's message and tries to understand it in the best possible manner. An effective communication occurs only if the receiver understands the message in exactly the same way as it was intended by the sender.

Feedback: The Feedback is the final step of the process that ensures the receiver has received the message and interpreted it correctly as it was intended by the sender. It increases the effectiveness of the communication as it permits the sender to know the efficacy of his message. The response of the receiver can be verbal or non-verbal.

The Noise shows the barriers in communications. There are chances when the message sent by the sender is not received by the recipient.

2.2 Theoretical Framework

2.2.1 The Cybernetics Theory

The Cybernetics theory propounded by W. Ross Ashby and Norbert Wiener in 1960 emphasized on mathematics theory of communication and control systems through regulatory feedback. Feedback can be positive (when the required result is achieved) or negative; instantaneous (when the response is immediate) or delayed. Feedback is used to gauge the effectiveness of a particular message put forth or situation that has taken place. Cybernetics is the study of the communication and control of regulatory feedback both in living and lifeless systems (organisms, organizations, machines), and in combinations of those. Its focus is how anything (digital, mechanical or biological) controls its behaviour, processes information, reacts to information and changes or can be changed to better accomplish those three primary tasks.

2.2.1 Uses and Gratification Theory

Uses and gratification approach identifies the needs and motives behind online media usage. According to Olise & Makka, (2013) the theory was developed by Elihu Katz in the early 1970's. Uses and gratification theory suggests that social media users have power over their media consumption and assume an active role in interpreting and integrating media into their own lives and that they are responsible for choosing media to meet their desires and needs to

achieve gratification (Olise & Makka, 2013). Uses and gratification of the social media approach focuses on why and how people use social media to satisfy their needs (Larose, Mastro, & Eastin, 2001).

2.2.2 Connectivism Learning Theory

Connectivism learning approach emphasizes the role of social media context in how learning occurs and explains how Internet technologies have created new opportunities for people to learn and share information across the World Wide Web and among themselves (Siemens, 2005). The theory was developed by Stephen Downes and George Siemens (Transue, 2013). Connectivism theory suggests that students are encouraged to seek out information on their own online and express what they find and that learning may reside in non-human appliances. Connectivism suggests that the use of technology to help individuals to be connected with knowledge and information ought to improve the learning process not vice versa (Evans, 2014). CCE

The study is however relying on connectivism learning theory as a framework for the study because the theory suggests that students are encouraged to seek out information on their own online and express what they find and that learning may reside in non-human appliances. Therefore knowledge and information ought to improve the learning process.

2.3 Empirical Review

Using social media to enhance the learning process can take a number of forms, target various skills, and utilize different tools. University educators propose that social media can have a positive influence on interaction, engagement, knowledge building, and sense of community (Rovai, 2001). However there is also research that shows that these same tools can distract learners from their studies, and encourage procrastination and superficial thinking. The following section will present some of the studies that addressed the relationship between social media and academic performance and learning. This review presents a snapshot mainly on studies dealing with the most popular social networking tools such as Facebook, rather than a comprehensive review of all forms of social media.

Michikyan, Subrahmanyam, and Dennis (2015) used a mixed-method approach to investigate the relationship between online academic disclosure (namely status updates about their academic experiences) and academic performance for 261 students with an average age of 22 years. Thematic analysis of their posts indicated that 14% of their contributions to Facebook were academic in nature.

Alwagait, Shahzad, and Alim (2015) investigated the role of social media on academic performance of 108 Saudi students. Survey data revealed that Twitter was the most popular social network followed by Facebook. The average number of hours spent by students on social media was 25.3 hours. Sixty percent of the respondents acknowledged that excessive use of social media negatively impacted their performance, and indicated that 10 hours per week of use would ensure that their academic performance is not negatively impacted.

Similarly Krischner and Karpinski (2010) noted that some students do not have control on their social media while engaged in academic activities, and that they spend more time on these networks than they do studying or sleeping. They point out that empirical research suggests the negative impact of multi-tasking, or attempting to simultaneously process different sources of information, on performance. They underscore that this leads to increased study time and an increased number of mistakes on assignments.

Junco (2013) examines the relationship between Facebook activity, time taken for class preparation and overall GPA for 1839 students. Hierarchical linear regression analyses indicated that time spent on Facebook was significantly negatively correlated with overall GPA, but only weakly related to time spent on class preparation. Moreover, using Facebook to search for information was a positive predictor of GPA while time spent on socializing was a negative predictor.

Some studies delve deeper into the phenomenon of spending too much time on social media and almost portray it as a coping mechanism. The path analysis conducted by (Michikyan, Subrahmanyam, & Dennis, 2015), mentioned earlier, for example, determined that academic performance was a predictor of Facebook use rather than the opposite. Students with low GPA

are more active on Facebook than students with high GPA; one of the reasons of this is the fact that students, who are facing academic or social problems turn to Facebook as a way of distraction from the difficulties that they are facing.

Similarly, Fogel, and Nutter-Upham (2011)'s study about the self-reported executive functioning associated with academic procrastination by distributing a thirty minutes questionnaire on 212 university students, showed that there is a relationship between social media use, procrastination and poor academic performance, between 30 to 60 percent of college students stated that they use social media to procrastinate on their academic duties and socialize or surf the internet.

Very few studies have investigated variables that might impact how, when, and to what extent students used social media. Krischner and Karpinski (2010) conducted an exploratory survey study to examine if and how 102 undergraduate and 117 graduate students in public US University used Facebook, and how this usage related to hours of studying and GPA. The survey they used also elicited information about students' own perceptions on Facebook use. Facebook users reported lower GPA and fewer hours studying. Users and nonusers did not however differ in terms of the amount of time they spent on the Internet, but their studying strategies differed. These results held regardless of student status (whether they were an undergraduate or graduate) or their major (humanities, social sciences, medical, STEM or business). The study also suggested that personality and hours spent working are related to Facebook use.

Boogart (2016) conducted a study in four universities to investigate the impact of Facebook on campus life at four higher education institutions, analyzing the responses of 3134 students. He found significant relationships between time spent on Facebook, and several demographic variables. Females spent significantly more time on Facebook. Students with a GPA of 2.99 or less reported being longer on Facebook than those with a higher GPA. Also, students who are in their first and second years of undergraduate study spend more time using Facebook than those in their third year – the majority of the third year students (almost 70%) spent less than 30 minutes on day using it.

Julia, Langa and Miquel (2015) underscored the importance of social and relational factors in for educational attainment within higher education. They examined the impact of the connectedness afforded by social media tools on the performance of students within desperate disciplines of study – creative and non-creative – at the bachelor’s level, 76 students participated from the business administration and management discipline which is considered as non-creative and 78 students participated from the industrial design engineering discipline which is considered as creative. The results of their study suggested that close social ties within the network of their discipline helped students within the non-creative discipline perform better. The same was not true for the creative discipline in which the relationship between social ties and performance was inversely proportional.

A few studies suggested a more positive potential for social media, but also the variation of how students interacted and perceived these tools. Camilia, Sajoh, and Dalhtu (2013) investigated this relationship in the Nigerian context. The responses of 536 students to a survey revealed that 97% of students used social media networks. Facebook was the most popular social network site, followed by “2go” and YouTube. The majority of students (91%) spent less than 4 hours a day on social networks. A quarter of the students reported that they believed that social media impacted their academic performance positively, 32% indicated that it impacted it negatively; the rest though it had no effect. About 75% of the students reported that they used it for academic assignments.

Wodzicki, Schawmmlein and Moskluk (2012) pointed out the potential of social media to develop students’ self-directed learning skills because they give students a platform to explore subjects and gather information through accessing existing data on the web or interacting with like-minded students to constructively exchange ideas and build knowledge through informal and formal activities. Wodzicki et al (2012) however note that little is known about how these informal learning opportunities are harnessed and about the characteristics of the students who engage in these activities. To examine these relationships, they conducted three studies to investigate academic knowledge exchange via StudiVZ, an equivalent to Facebook on 774 users of StudiVZ students. The sample consisted of 498 women and 276 men between 19 and 29 years, which is a typical age range for German students. Analysis revealed that one fifth of

students employed this social media tool to build knowledge. However, the majority, especially freshman, used it for social purposes such as networking and getting oriented to the university environment. The researchers concluded that knowledge exchange and social functions for using social networks should be regarded as intertwined rather than mutually exclusive.

Rambe (2012) employed an ethnographic approach to examine the impact of social media on meaningful learning and pedagogical strategies. To do that they examined the Facebook postings of students and instructors enrolled in an Information Systems course within the South African context. The results of the study showed that 165 participants posted 154 wall posts, 121 discussion board posts, and 139 posts to the administrator's inbox over two semesters. Rambe concluded that Facebook constituted a collaborative "safe" "third space" that facilitated student expression, the development of learning communities, and encouraged knowledge construction. On the other hand, Rambe suggested that postings fell short of manifesting deeper levels of conceptual engagement and learning.

Junco, Heiberger, and Loken (2011) examined the impact of twitter on university students' engagement and GPA. Using an experimental design, students from a first year pre-health seminar were assigned to an experimental group (N=70) in which Twitter was used for a variety of academic activities and a control group (N=55). The analysis of engagement and GPA via an ANOVA test showed that students in the experimental group were significantly more engaged and had a higher GPA. Analysis of Twitter postings also reflected that high level of engagement on behalf of students and faculty. They concluded that social media has no negative impact on student academic performance if they learned to allocate their time effectively. Domizi (2013) a seminar is conducted in graduate students in which they were told to use Twitter and weekly post tweets in order to extend discussions of classroom. After that Students used Twitter account to connect with their content and with other students. In Addition, students having remarks about twitter is that twitter is useful personally and professionally"

Junco, Heiberger, and Loken (2011) a study conducted on 132 students in order to examine the relationship of social media and engagement of students with it and social media and grades

of students. To examine this relationship the students were divided into two groups, one group use twitter and the other group did not use twitter account. It was used to make discussions about study material, organize the study groups in a manner, also post the announcements of class, and remain in touch with class fellows. Junco and his co-workers (2011) surprised that the students of Twitter group achieve greater GPAs and higher scores than the other group

Junia (2011) examine by online mailing questionnaires to respondents that the Person having smart phones are the most frequent users of social networking sites and have easy access to these sites, more over it showed that junior and senior student are more interesting to use twitter, LinkedIn and read blogs. twitter and LinkedIn having more rating by older students to communicate and shared information and material with their friends and the younger are frequent user of Facebook for their different activities while usage of such media have no negative effect on students grades

Shambare, Rugimbana, and Sithole (2012) Conduct a study on Social networking habits among students their study indicates that such Medias most commonly used by Younger's and Facebook is most widely using by a large number of communities and have multiple effects on student's life. The high speed and quickly approach to internet and the development of smart phone technology are most important drivers behind the adoption and connectivity with social networking websites and conclude that SNS enhance their knowledge level.

Ahmad (2011) the study showed that social networking sites have number of advantages for their users, it enable the community to keep in touch with their peers and relink with old ones and help to find new friends according to your interest from all around the and a large number of persons are linking with these networks. Hence the network of social media is growing globally.

A number of the above studies suggest a negative relationship between social media use and student academic performance. However, several of the above studies imply that it is not the time you spend on social media or the Internet that could be related to a low GPA (e.g., Junco, 2011; Krischner & Karpinski, 2010), but there might be some underlying factors such as the

activities that you engage in during that time and how you manage your studying time, etc. A number of the above studies also show that the effect might differ according to the students' academic statuses and the academic discipline (e.g Boogart, 2016; Julia, Langa & Miquel, 2015).

Another study by Zheng, Yuan, Chang and Wu (2016) showed that females use to put seductive profile pictures more than males because they believe that the attractiveness of the profile picture influences the number of online followers or friends they have. This study also showed that females gave emphasis to emotional expression while using social media. On the contrary, males enjoy showing that they are having fun while using social media. A study by Chan, Cheung, Na Shi & Lee (2015) showed that the majority of females use social media for socializing and connecting with their family members, whereas males are more focused on task- oriented actions and gaming.

2.4 Gaps in Literature

The results of previous research is not conclusive, with some studies suggesting a negative impact for social media, and others suggesting promising opportunities for engagement. Over generalizations regarding the impact of social media are obviously not justified. More needs to be discovered about the variables that influence this relationship and about strategies that help students, faculty, and higher education institutions harness the full potential of these pervasive technologies. The study aims to fills yet another gap by shedding the light on the social media effects on the academic performance of tertiary institutions within Kwara state context.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This study adopts the different kinds of method structurally employed in stipulating the investigation needed to obtain information that are relevant to the research work. The chapter begins with the philosophy that guides the study and ends with the discussion on the reliability and validity of the methods chosen for the study. The chapter covers the research design, population, sample size, sample techniques, data collection and analysis.

3.1 Research Design

This study employed quantitative approach for the study and adopted survey/descriptive research design as strategies to achieve the objectives of this study. This appeared best suited because it would be a consuming task to interview or reach out the entire population. Both survey/descriptive research design were adopted because it is a technique by which information is gathered from a sample of people using a questionnaire. Hence, this research is quantitative in nature as primary is collated through the administration of questionnaires. This research design involved analysing the data collected from the field using descriptive methods, involving tables and simple percentage. This enabled the researcher to delve into the opinions of the respondents so as to have a logical yard stick to refuse or accept the research hypothesis.

3.2 Population of the Study

The target population of this study comprises 200 students, the three selected tertiary institutions in Kwara state which was purposefully selected on the basis that they made use of social media networks.

3.3 Sample Size

The sample size was consensus in nature i.e. Study all the population. This is because the population was purposefully selected to include students who are active on social media platforms.

3.4 Sampling Technique

The sampling technique is use in selecting part of the unit from a set or population, this research will be large if trying to cover the entire population which resources, (i.e funding, human capacity and timing) are very limited. For this reasons, there is need to select a sample from the population size as the estimates. The researcher adopted a random probability sampling procedure to choose the particular units of the population for constituting a sample on the basis that small units so select out of the large population is a representative of the whole.

3.5 Research Sample Frame

The sample frame to represent the number of respondents across university of Ilorin, Kwara state polytechnic Ilorin and college of education Ilorin was 200 to which copies of questionnaire will be administered is presented in Table 3.1 below.

Table 3.1. Sample frame in the institutions of study

| S/NO. | Institution | Sample size |
|-------|-----------------------------------|-------------|
| 1 | University of Ilorin | 70 |
| 2 | Kwara State polytechnic Ilorin | 70 |
| 3 | College of Education Ilorin | 60 |
| | Total | 200 |

Source: Researchers' proposal, (2020)

3.6 Source of Data

The main source of data of this intense work will be primary data which shall be acquired from the responses by the respondents, by administering the research instrument questionnaire to the target population for the purpose of analysing and processing the results and findings. A total of 200 copies of the questionnaire will be distributed to the selected sample size.

3.7 Research Instrument

The researcher adopted structured questionnaire that was moderated by supervisor and administered to respondents to gather responses from them for this study. The questionnaires have three sections (A, B, and C). Section A contains demographic information about the respondents such as gender, age, educational status. Section B was on questions relating to variables that denote social medial and Section C was structured to generate responses on questions relating to variables that connotes the students' academic performance in tertiary institutions. The questionnaires were made easy to fill, which they are to tick or mark as applicable to them, also based on a 5 point Likert attitude scale. Each level of scale was represented as 5, strongly Agree (SA), 4, Agree (A), 3, Undecided (U), 2, Disagree (D) and 1, Strongly Disagree (SD).

3.8 Validity of Research Instrument

This research work guaranteed that all are valid and accurate in order to ensure that the information gathered are good to situate policy in driving new education frontiers. This research work was tested and corrected by experts at various academic units in conjunction with the supervisor. Consequently the researcher compared the instrument with other empirical research.

3.9 Test of Reliability

The information and data collected was consistent and valid. First, questionnaire was submitted to the researcher's supervisor at the Department of Business and Entrepreneurship, Kwara State University Malete, for proposal vetting and adjustment before taking to the field. Secondly, the researcher have a personal contact with respondents when necessary before they complete the questionnaire, this helped to clarify any complexity contained in the questionnaire. The Cronbach's Alpha test was used to determine reliability. A Cronbach's Alpha (or co-efficient alpha) of 0.7 and above was considered and this is also acceptable to business or management sciences research work. Analysis and interpretation was done with the use of IBM Statistical Package for Social Sciences (SPSS) Version 24 which confirmed that the instrument was reliable.

3.11 Ethical Consideration

The responsibilities of the researcher include the need to ensure the research agrees with ethical standards such as the recognition and protection of the respondents is kept confidential. The researcher also abides by the ethical principles of free and informed consent, anonymity independence, privacy and confidentiality, Data Protection Act (1998), involving the research of this nature.

CHAPTER FOUR

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

4.1 Introduction

The purpose of this chapter is to analyse the data collected through the use of questionnaires, with the view of finding answer to the research questions raised in the research proposal. This chapter also serves as the core of this research, based on the fact that the data collected will provide answers to the stated hypotheses.

4.2 Presentation of Data

The administration of the questionnaire was a different task to undertake. There was no quick response to the questionnaire as expected. It took a long time before the questionnaire were filled and returned. According to the population size computed in the chapter three of this project, a total number of two hundred (200) copies of the questionnaire were administered to the respondents, however, only one hundred and ninety six (196) copies were properly filled and returned, while the information given by the respondents were quantified numerically and converted into percentages.

4.3 Data Analysis and Interpretation

The questionnaire was divided into two parts;

Part A: This contain respondents Demographic data

Part B: This form the focus of respondent's assessment for evaluation.

4.3.1 Analysis of Demographic Data

TABLE 4.3.1.1 Gender Distribution

| | | Frequency | Percent |
|-------|--------|-----------|---------|
| Valid | Male | 99 | 50.5 |
| | Female | 97 | 49.5 |
| | Total | 196 | 100.0 |

Source: Researcher's Field Work 2025

Table 4.3.1.1 shows that there are 161 male respondents which translated to 82.1% and 35 female respondents representing 17.9%. This indicates a balance response of male and female respondents.

TABLE 4.3.1.2 Age Distribution

| | Frequency | Percent |
|--------------|-----------|---------|
| Valid | | |
| 18-25 | 130 | 66.3 |
| 26-35 | 44 | 22.4 |
| 36-45 | 20 | 10.2 |
| 46Above | 2 | 1.1 |
| Total | 196 | 100.0 |

Source: Researcher's Field Work 2025

Table 4.3.1.2 shows that the numbers of respondents who are within the age bracket of 18-25 years constituted 66.3%, those within the age bracket of 26-35 are 22.4%, ages 36-45 amounted to 10.2%, 46 above amounted to 1.1%. From the above analysis, it shows that a clear majority of the respondents are between ages 18 - 25.

TABLE 4.3.1.3 Marital Status

| | Frequency | Percent |
|--------------|-----------|---------|
| Valid | | |
| Single | 180 | 91.8 |
| Married | 15 | 7.7 |
| Widow | 1 | 0.5 |
| Total | 196 | 100.0 |

Source: Researcher's Field Work 2025

Table 4.3.1.3 shows that 91.8% of the sample respondents are single, 7.7% are married, and 0.5% is a widow. Among students, it is expected to have low level of married people except those in the postgraduate studies.

TABLE 4.3.1.4 Academic pursuit

| | Frequency | Percent |
|----------------------------|-----------|---------|
| N C E | 58 | 29.6 |
| Valid Undergraduate | 129 | 65.8 |
| Postgraduate | 9 | 4.6 |
| Total | 196 | 100.0 |

Source: Researcher's Field Work 2025

Table 4.3.1.4 shows that 29.6% of the sample respondents are pursuing their N C E Programme, 65.8% are undergraduates pursuing degree programmes, while the remaining 4.6% are postgraduate students.

4.3.2 Test of Questionnaire

4.3.2.1 Academic Self-efficacy

TABLE 4.3.2.1.1 Social media platforms presents greater opportunity for students to enhance learning

| | Frequency | Percent |
|--------------------------|-----------|---------|
| Strongly Agree | 20 | 10.2 |
| Agree | 50 | 25.5 |
| Undecided | 30 | 15.3 |
| Disagree | 64 | 32.7 |
| Strongly Disagree | 32 | 16.3 |
| Total | 196 | 100.0 |

Source: Researcher's Field Work 2025

Table 4.3.2.1.1 shows that 10.2% strongly agreed and 25.5% agreed that social media platforms present greater opportunity for students to enhance learning. 15.3% were unable to decide while 32.7% disagree and 16.3% strongly disagree social media platforms present greater opportunity for students to enhance learning

TABLE 4.3.2.1.2 You make use of Whatsapp for academic purposes

| | Frequency | Percent |
|--------------------------|-----------|---------|
| Strongly Agree | 45 | 23.0 |
| Agree | 96 | 49.0 |
| Undecided | 20 | 10.2 |
| Disagree | 22 | 11.2 |
| Strongly Disagree | 13 | 6.6 |
| Total | 196 | 100.0 |

Source: Researcher's Field Work 2025

Table 4.3.2.1.2 shows that 23% strongly agreed and 49% agreed that they make use of Whatsapp for academic purposes. 10.2% were unable to decide while 11.2% disagree and

6.6% strongly disagree. It implies that most respondents have made use of Whatsapp for academic reasons.

TABLE 4.3.2.1.3 Overindulgence in Whatsapp may be harmful to your studies

| | Frequency | Percent |
|--------------------------|-----------|---------|
| Strongly Agree | 62 | 31.6 |
| Agree | 105 | 53.6 |
| Undecided | 15 | 7.7 |
| Disagree | 8 | 4.1 |
| Strongly Disagree | 6 | 3.1 |
| Total | 196 | 100.0 |

Source: Researcher's Field Work 2025

Table 4.3.2.1.3 shows that 31.6% strongly agreed and 53.6% agreed that overindulgence in Whatsapp may be harmful to their studies. 7.7% were unable to decide while 4.1% disagree and 3.1% strongly disagree to the statement. It implies that staying too long on social media could affect study time.

TABLE 4.3.2.1.4 Whatsapp has been helpful to your academic works

| | Frequency | Percent |
|--------------------------|-----------|---------|
| Strongly Agree | 65 | 33.2 |
| Agree | 115 | 58.7 |
| Undecided | 6 | 3.1 |
| Disagree | 6 | 3.1 |
| Strongly Disagree | 4 | 2.0 |
| Total | 196 | 100.0 |

Source: Researcher's Field Work 2025

Table 4.3.2.1.4 shows that 33.2% strongly agreed and 58.7% agreed that Whatsapp has been helpful to their academic works. 3.1% were unable to decide while 3.1% disagree and 2.0% strongly disagree that Whatsapp has been helpful to academic works. It implies that Whatsapp aid learning.

4.3.2.2 You Tube

TABLE 4.3.2.2.1 Use You Tube to solve some academic assignments

| | Frequency | Percent |
|--------------------------|-----------|---------|
| Strongly Agree | 57 | 29.1 |
| Agree | 108 | 55.1 |
| Undecided | 19 | 9.7 |
| Disagree | 8 | 4.1 |
| Strongly Disagree | 4 | 2.0 |
| Total | 196 | 100.0 |

Source: Researcher's Field Work 2025

Table 4.3.2.2.1 shows that 29.1% strongly agreed and 55.1% agreed that they use You Tube to solve some academic assignments. 9.7% were unable to decide while 4.1% disagree and 2.0% strongly disagree to the statement. It means You Tube can be used to solve some academic problems.

TABLE 4.3.2.2.2 Purpose of using You Tube not purely for academic reasons

| | Frequency | Percent |
|--------------------------|-----------|---------|
| Strongly Agree | 80 | 40.8 |
| Agree | 99 | 50.5 |
| Undecided | 8 | 4.1 |
| Disagree | 5 | 2.6 |
| Strongly Disagree | 4 | 2.0 |
| Total | 196 | 100.0 |

Source: Researcher's Field Work 2025

Table 4.3.2.2.2 shows that 40.8% strongly agreed and 50.5% agreed that the purpose of using You Tube not purely for academic reasons. 4.1% were unable to decide while 2.6% disagree and 2.0% strongly disagree to the statement. It implies that just 4.6% of respondents use You Tube purely for academic purposes.

TABLE 4.3.2.2.3 You watch online videos on You Tube that are related to your academic work

| | Frequency | Percent |
|--------------------------|-----------|---------|
| Strongly Agree | 72 | 36.7 |
| Agree | 117 | 59.7 |
| Undecided | 5 | 2.6 |
| Disagree | 1 | .5 |
| Strongly Disagree | 1 | .5 |
| Total | 196 | 100.0 |

Source: Researcher's Field Work 2025

Table 4.3.2.2.3 shows that 36.7% strongly agreed and 59.7% agreed that they watch online videos on You Tube that are related to their academic work. 2.6% were unable to decide

while 0.5% disagrees and 0.5% strongly disagrees to the statement. It means most of the students use You Tube videos to aid learning.

TABLE 4.3.2.2.4 You subscribed to academic platforms on You Tube

| | Frequency | Percent |
|-----------------------------|-----------|---------|
| Valid Strongly Agree | 15 | 7.7 |
| Agree | 32 | 16.3 |
| Undecided | 23 | 11.7 |
| Disagree | 96 | 49.0 |
| Strongly Disagree | 30 | 15.3 |
| Total | 196 | 100.0 |

Source: Researcher's Field Work 2025

Table 4.3.2.2.4 shows that 7.7% strongly agreed and 16.3% agreed that they subscribed to academic platforms on You Tube. 11.7% were unable to decide while 4.9% disagree and 15.3% strongly disagree to the statement. Most respondents are not subscribed to any app on You Tube platform.

4.3.2.3 Academic Self-efficacy

TABLE 4.3.2.3.1. You study on your own efficiently with varieties of academic materials from social media

| | Frequency | Percent |
|--------------------------|-----------|---------|
| Strongly Agree | 20 | 10.2 |
| Agree | 50 | 25.5 |
| Undecided | 30 | 15.3 |
| Disagree | 64 | 32.7 |
| Strongly Disagree | 32 | 16.3 |
| Total | 196 | 100.0 |

Source: Researcher's Field Work 2025

Table 4.3.2.3.1 shows that 10.2% strongly agreed and 25.5% agreed that they study on their own efficiently with varieties of academic materials on social media. 15.3% were unable to decide while 32.7% disagree and 16.3% strongly disagree that they study on their own efficiently with varieties of academic materials on social media.

TABLE 4.3.2.3.2 You receive academic materials from your mates through social media platform

| | Frequency | Percent |
|--------------------------|-----------|---------|
| Strongly Agree | 45 | 23.0 |
| Agree | 96 | 49.0 |
| Undecided | 20 | 10.2 |
| Disagree | 22 | 11.2 |
| Strongly Disagree | 13 | 6.6 |
| Total | 196 | 100.0 |

Source: Researcher's Field Work 2025

Table 4.3.2.3.2 shows that 23% strongly agreed and 49% agreed that they receive academic materials from their mates on through social media platform. 10.2% were unable to decide

while 11.2% disagree and 6.6% strongly disagree. Majority of respondents have been using social media platforms to exchange study materials.

TABLE 4.3.2.3.3 Whatsapp has relationship with level of your academic self-efficacy

| | Frequency | Percent |
|--------------------------|-----------|---------|
| Strongly Agree | 62 | 31.6 |
| Agree | 105 | 53.6 |
| Undecided | 15 | 7.7 |
| Disagree | 8 | 4.1 |
| Strongly Disagree | 6 | 3.1 |
| Total | 196 | 100.0 |

Source: Researcher's Field Work 2025

Table 4.3.2.3.3 shows that 31.6% strongly agreed and 53.6% agreed that Whatsapp has relationship with level of their academic self-efficacy. 7.7% were unable to decide while 4.1% disagree and 3.1% strongly disagree that Whatsapp has relationship with level of their academic self-efficacy.

TABLE 4.3.2.3.4 You Tube has relationship with level of your academic self-efficacy

| | Frequency | Percent |
|--------------------------|-----------|---------|
| Strongly Agree | 65 | 33.2 |
| Agree | 115 | 58.7 |
| Undecided | 6 | 3.1 |
| Disagree | 6 | 3.1 |
| Strongly Disagree | 4 | 2.0 |
| Total | 196 | 100.0 |

Source: Researcher's Field Work 2025

Table 4.3.2.3.4 shows that 33.2% strongly agreed and 58.7% agreed that You Tube has relationship with level of their academic self-efficacy. 3.1% were unable to decide while 3.1% disagree and 2.0% strongly disagree that You Tube has relationship with level of their academic self-efficacy.

4.3.2.4 Grade point average

Table 4.3.2.4.1 You will be able to improve your GPA through varieties of resources on social media

| | Frequency | Percent |
|-----------------------------|-----------|---------|
| Valid Strongly Agree | 65 | 33.2 |
| Agree | 123 | 62.8 |
| Undecided | 3 | 1.4 |
| Disagree | 2 | 1.1 |
| Strongly Disagree | 3 | 1.5 |
| Total | 196 | 100.0 |

Source: Researcher's Field Work 2025

Table 4.3.2.4.1 shows that 33.2% strongly agreed and 62.8% agreed that they will be able to improve their grade point through varieties of resources on social media. 1.4% were unable to decide while 1.1% disagree and 1.5% strongly disagree to the statement.

Table 4.3.2.4.2 Using social media for academic purpose can boost students' GPA

| | Frequency | Percent |
|-----------------------------|-----------|---------|
| Valid Strongly Agree | 86 | 43.9 |
| Agree | 100 | 51.0 |
| Undecided | 4 | 2.0 |
| Disagree | 4 | 2.0 |
| Strongly Disagree | 2 | 1.1 |
| Total | 196 | 100.0 |

Source: Researcher's Field Work 2025

Table 4.3.2.4.2 shows that 43.9% strongly agreed and 51.0% agreed that using social media for academic purpose can boost GPA. 2.0% were unable to decide while 2.0% disagree and 1.1% strongly disagree to the statement.

Table 4.3.2.4.3 Whatsapp have effect on your GPA

| | Frequency | Percent |
|-----------------------------|-----------|---------|
| Valid Strongly Agree | 74 | 37.8 |
| Agree | 105 | 53.6 |
| Undecided | 5 | 2.6 |
| Disagree | 6 | 3.1 |
| Strongly Disagree | 6 | 3.1 |
| Total | 196 | 100.0 |

Source: Researcher's Field Work 2025

Table 4.3.2.4.3 shows that 37.8% strongly agreed and 53.6% agreed that Whatsapp can effect on academic GPA. 2.6% were unable to decide while 3.1% disagree and 3.1% strongly disagree to the statement.

Table 4.3.2.4.4 You Tube have effect on students' GPA

| | | Frequency | Percent |
|--------------|--------------------------|-----------|---------|
| Valid | Strongly Agree | 50 | 25.5 |
| | Agree | 90 | 45.9 |
| | Undecided | 20 | 10.2 |
| | Disagree | 22 | 11.2 |
| | Strongly Disagree | 14 | 7.1 |
| | Total | 196 | 100.0 |

Source: Researcher's Field Work 2025

Table 4.3.2.4.4 shows that 25.5% strongly agreed and 45.9% agreed that You Tube has effect on grade point average. 10.2% were unable to decide while 11.2% disagree and 7.1% strongly disagree to the statement.

4.4 Test of Hypotheses

4.4.1 Hypothesis 1

Whatsapp has no significant relationship with students' academic self-efficacy in tertiary institutions in Kwara State

Correlations

| | | Whatsapp | Academic self-efficacy |
|-------------------------------|----------------------------|----------|------------------------|
| Whatsapp | Pearson Correlation | 1 | .976** |
| | Sig. (2-tailed) | | .000 |
| | N | 196 | 196 |
| Academic self-efficacy | Pearson Correlation | .976** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 196 | 196 |

** . Correlation is significant at the 0.01 level (2-tailed).

The table shows the Pearson correlation for Whatsapp and students' academic self-efficacy to be 0.976 (97.6%) This implies that there is a weak relationship between Whatsapp and students' academic self-efficacy. The above correlation table shows that at a 0.01 level of significance, $r = 0.0001$ (2-tailed test). 0.0001 is less than 0.01 which is the set level of significance. This implies that there is significant relationship between Whatsapp and students' academic self-efficacy. Therefore we reject the null hypotheses and embrace the alternate.

4.4.2 Hypothesis 2

There is no significant relationship of Whatsapp with students' GPA in tertiary institutions in Kwara State.

Correlations

| | | Whatsapp | Students' GPA |
|----------------------|----------------------------|----------|---------------|
| Whatsapp | Pearson Correlation | 1 | .959** |
| | Sig. (2-tailed) | | .000 |
| | N | 196 | 196 |
| Students' GPA | Pearson Correlation | .959** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 196 | 196 |

** . Correlation is significant at the 0.01 level (2-tailed).

The table shows the Pearson correlation for Whatsapp and students' grade point average to be 0.959 (95.9%) This implies that there is a weak relationship between Whatsapp and students' GPA. The above correlation table shows that at a 0.01 level of significance, $r = 0.0001$ (2-tailed test). 0.0001 is less than 0.01 which is the set level of significance. This implies that there is a significant relationship between Whatsapp and students' students' GPA. Therefore the null hypotheses is rejected and the alternate one is accepted.

4.4.3 Hypothesis 3

YouTube has no significant relationship with students' academic self-efficacy in tertiary institutions in Kwara State.

Correlations

| | | YouTube | Students' academic self-efficacy |
|----------------------------------|---------------------|---------|----------------------------------|
| YouTube | Pearson Correlation | 1 | .957** |
| | Sig. (2-tailed) | | .000 |
| | N | 196 | 196 |
| Students' academic self-efficacy | Pearson Correlation | .957** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 196 | 196 |

** . Correlation is significant at the 0.01 level (2-tailed).

The table shows the Pearson correlation for YouTube and students' academic self-efficacy to be 0.957 (95.7%) This implies that there is a weak relationship between YouTube and students' academic self-efficacy. The above correlation table shows that at a 0.01 level of significance, $r = 0.0001$ (2-tailed test). 0.0001 is less than 0.01 which is the set level of significance. This implies that there is significant relationship between YouTube and students' academic self-efficacy. Therefore we reject the null hypotheses and embrace the alternate.

4.4.4 Hypothesis 4

There is no significant relationship of YouTube with students' GPA in tertiary institutions in Kwara State.

Correlations

| | | YouTube | Students' GPA |
|---------------|---------------------|---------|---------------|
| YouTube | Pearson Correlation | 1 | .938** |
| | Sig. (2-tailed) | | .000 |
| | N | 196 | 196 |
| Students' GPA | Pearson Correlation | .938** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 196 | 196 |

** . Correlation is significant at the 0.01 level (2-tailed).

The table shows the Pearson correlation for You Tube and Students' GPA to be 0.938 (93.8%) This implies that there is a weak relationship between YouTube and Students' grade point average. The above correlation table shows that at a 0.01 level of significance, $r = 0.0001$ (2-tailed test). 0.0001 is less than 0.01 which is the set level of significance. This implies that there is significant relationship between YouTube and students' GPA. Therefore we reject the null hypotheses and embrace the alternate.

4.5 Discussion of Results

This study examines the influence of social media on academic performance of students in tertiary institution n Kwara state. The variables used for the independent construct are YouTube and Whatsapp while for the dependent constructs, grade point average and academic self-efficacy was used. Four hypotheses were postulated and the results derived shows that social media influence academic performance of students in tertiary institution. This position is supported by empirical results early conducted. Shambare, Rugimbana, and Sithole (2012) indicated that, social media have multiple effects on student's life. The high speed and quick approach to internet and the development of smart phone technology are most important drivers behind the adoption and connectivity with social networking websites and conclude that it enhance their knowledge level. Also, Junco, Heibergert, and Loken (2011) a study that divided

students into two groups, one group use twitter and the other group did not use twitter account. It was used to make discussions about study material, organize the study groups in a manner, also post the announcements of class, and remain in touch with class fellows. Junco and his co-workers (2011) surprised that the students of Twitter group achieve greater GPAs and higher scores than the other group who do not make use of social media to learn.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter is the final chapter of this study and it includes summary of findings, conclusions, recommendations, and suggestions for further studies. It is very important to note here that the summary presented here is the review of the findings of the research, while the conclusions represent the inferences made from the summary of the findings, also the recommendations are suggestions emanating from the conclusion of the study.

5.2 Summary of Findings

The major findings of the study includes

- i. Whatsapp has a significant relationship with students' academic self-efficacy in tertiary institutions in Kwara State.

- ii. There is a significant relationship of Whatsapp with students' GPA in tertiary institutions in Kwara State.
- iii. YouTube has a significant relationship with students' academic self-efficacy in tertiary institutions in Kwara State.
- iv. There is a significant relationship of YouTube with students' GPA in tertiary institutions in Kwara State.

5.3 Conclusion

This study has investigated the effect of social media on academic performance of students in the tertiary institution in Kwara State. The results of this study revealed that there is strong relationship between social media and academic performance of students. Social media and academic performance of students, in which students makes use of social media to enhance the quality of their studies, view and download academic video contents, and receive soft copy of academic materials and also share those materials with other students can be at best concluded to be beneficial. It is therefore concluded that social media, when used for academic purposes has a positive effect on performance of students.

5.4 Contribution to knowledge

The present study adds to research in numerous ways. To start with, many empirical studies on Social media and academic performance of students have been mostly concentrated in developed countries. Few studies have been done in developing countries especially Sub-Saharan Africa to examine the effect of social media usage on students' academic performance. This empirical study in Kwara State Nigeria is therefore unique and will open the chance for researchers most especially of sub-Saharan African countries to tap information for more future research. This study will also help to bridge the gap between social media usage and academic performance in developed and developing countries. Due to inadequate research of the study in developing countries, the data obtained from the study will provide empirical evidence and will add more to the limited data on the use of social media and academic performance in

Nigeria. The practical relevance of the study is to help governments, politicians, policy makers, students, educational institutions, and other stakeholders to carve specific policies, guidelines, and initiatives in support of social media usage for educational purposes in tertiary institution/education for sustainable academic performance.

5.5 Limitations

A number of limitations exist in the current study that is noteworthy. First of all, the Nigerian context of the research puts restrictions on the results applicability to different nations. The overall relevance of the results for worldwide application is limited due to the fact that its applicability and patterns are influenced by indigenous ways of life and status. Future studies should deal with cultural dissimilarities by additionally examining the multicultural issues. Secondly, the research used only public tertiary institutions. Thus, limiting the results applicability to private universities. Future study should consider the private universities as well for generalizability. Thirdly, collected data was from only one State out of 36 States in Nigeria. Future research should consider the other States for improved conclusions and recommendations. Furthermore, the study could be extended to other countries on the African continent.

5.6 Recommendations

First, the institutions should implement policies and projects designed for more easy access of the students to the internet. However, part of the said project must incorporate policies that must regulate the proper time usage by the students in order not to intervene with their classroom activities. Moreover, making the in-campus internet access available for every student will make them safer in accessing as compared to availing the same service outside the campus during evening time.

Second, the institutions must modify its academic curricula to incorporate more subjects on information technology in all baccalaureate degrees to make their graduates more competitive in the world market. Further, this educational policy may also help the students to gain

appropriate knowledge from their professors on how to use wisely their time in the social networking so as not to affect their academic activities.

Third, there must be the proper and regular monitoring of parents in the use of the social network media by their children to protect them from obscenity, pornography, internet bullying and addiction which tendencies may seriously affect their studies.

Fourth, the students especially those who are slow learners, must exert more efforts on how to use and exploit all the available avenues of social networking media in order to compete with their fast-learner classmates.

Finally, it is further recommended that similar but more intensive study on the relationship of the social networking media and academic performance of students be conducted.

5.7 Suggestions for Further Studies

This research work focused on effect of communication on performance of small scale laundry enterprises. The study examined the effect of social media variables (Whatsapp and You Tube) on academic performance of students. I hereby suggest that further studies in the research topic be carried out using social media variables and in other higher school of learning across the federation.

REFERENCES

- Alwagait, E., Shahzad, B., & Alim, S. (2015). Impact of social media usage on students' academic performance in Saudi Arabia. *Computers in Human Behaviour*, 51, 1092-1097.
- Arquero, J. L., & Esteban, R., (2013). Using social network sites in higher education: An experience in business studies. *Journal of Innovations in Education and Teaching International*, 5, 233-241
- Banihashemi, S.A. (2011). The role of communication to improve organizational process. *European Journal of Humanities and Social Sciences*, 1(1), 13-24.
- Camilia, O., Sajoh, I., & Dalhatu, B. (2013). The effect of social networking sites usage on the studies of Nigerian students. *The International Journal of Engineering and Science (IJES)*, 2(7), 2319-1805.
- DeAndrea, D., Ellison, N., LaRose, R., Steinfield, C., & Fiore, A. (2012). Serious social media: On the use of social media for improving students' adjustment to college. *The Internet and Higher Education*, 15(1), 15-23.
- Dearborn, E., (2014). My official definition of social media. Retrieved from <https://www.linkedin.com/pulse/20140929215745-47165795>.

- Dumpit, D., & Fernandez, C. (2017). Analysis of the use of social media in higher education institutions (HEIs) using the technology acceptance model. *International Journal of Educational Technology in Higher Education*, 14(1)10-16.
- Fogel, J., & Nutter-Upham, K. (2011). Academic procrastination in college students: The role of self-reported executive functioning. *Journal of Clinical and Experimental Neuropsychology*, 33(3), 344-357.
- Heyam, A. A., (2014). The influence of social networks on students' academic performance. *Journal of Emerging Trends in Computing and information Sciences*, 5(4), 555-562
- Jacka, M., & Scott, P.R., (2011). Auditing social media: A governance and risk guide. ISSN: 978-1-118-06175-6. Retrieved from eu.wiley.com/WileyCDA/wileyTitle/productCd-118061756.html.
- Jain, N., Verma, A., Verma, R., & Tiwari, P. (2012). Going social: The Impact of social networking in promoting education. *International Journal of Computer Science (IJCSI)*, 9(1), 483-485.
- Junco, Heibergert, & Loken (2011). The impact of social media and social networks on education and students of Pakistan. *IJCSI International Journal of Computer Science Issues*, 9, 407-410.
- Junco, R. (2012). Too much face and not enough books: The relationship between multiple indices of Facebook use and academic performance. *Computers in human behavior*, 28(1), 187-198.
- Junco, R. (2012). The relationship between frequency of Facebook use, participation in Facebook activities, and student engagement. *Computers & Education*, 58(1), 162-171.
- Julia, D., Langa, M., & Miquel, J. (2016). The influence of relationship networks on academic performance in higher education: A comparative study between students of a creative and a non-creative discipline. *Higher Education*, 71(3), 307-322.
- Junco, R., Elavsky, C. M., & Heiberger, G. (2013). Putting twitter to the test: Assessing outcomes for student collaboration, engagement and success. *British Journal of Educational Technology*, 44(2), 273-287.
- Maya, k. G., (2015). Achievement scripts, media influences on Blacks students' academic performance, self-perceptions and carrier interests. *Journal of Black Psychology*, 42(3) 195-220.
- Michikyan, M., Subrahmanyam, K., & Dennis, J. (2015). Facebook use and academic performance among college students: A mixed-methods study with a multi-ethnic sample. *Computers in Human Behavior*, 45, 265-272.

- Nebo, C. S., Nwankwo, P. N., & Okonkwo, R. I. (2015). The role of effective communication on organizational performance. *Review of Public Administration and Management*, 4(8), 131-148.
- Obar, J., & Wildman, S. (October, 2015). Telecommunications policy. *Elsevier*, 39(9), 745-750.
- Obi, N.C., Bulus, L.D., Adamu, G.M., & Sala'at, A.B. (2012). The need for safety consciousness among Youths on social Networking Sites. *Journal of Applied Science and management (JASM)*, 14(1), 258-268.
- Osharie, P. (2015). Social media and academic performance of students, conference paper of January 2015. Retrieved August, 2020 from <https://www.researchgate.net/publication/273765340>.
- The Oxford dictionary, (2011). Definition of social media. Retrieved from <http://en.oxforddictionaries.com/definition/social-media>.
- Pappas, C., (2013). The role of social media in E-learning. Retrieved from <http://elearningindustry.com/role-of-social-media-in-elearning>.
- Perrin, A. (2018). Social media usage: 2005-2015. *Pew Research Center: Internet, Science & Tech*. Retrieved 14 August 2020, from <http://www.pewinternet.org/2015/10/08/social-networking-usage-2005-2015/>
- Peter, L. (2015). Effective business communication. McGraw hill, New York publishing.
- Rambe, P. (2012). Constructive disruptions for effective collaborative learning: Navigating the affordances of social media for meaningful engagement. *Electronic Journal of E-Learning* 10(1), 132-146.
- Saied, S., ElSabagh, H., & El-Afandy, A. (2016). Internet and Facebook addiction among Egyptian and Malaysian medical students: A comparative study, Tanta University, Egypt. *International Journal of Community Medicine and Public Health*, 3(5), 233-242.
- Selwyn, N. (2012). Social media in higher education. *The Europa world of learning*, 1-10.
- Shambare, R., Rugimbana, R., & Sithole, N. (2012). Social networking habits among students. *African Journal of Business Management*, 6(2), 578-786.
- Singh, S. (2017). Importance and challenges of social media text. *International Journal of Advanced Research in Computer Science*, 8(3), 831-834.
- Vorderer, P. (2016). Permanently online - permanently connected: Explorations into university students' use of social media and mobile smart devices. *Computers in Human Behavior*, 63, 694-703.

Wodzicki, K., Schawmmlein, E., & Moskuik, J. (2012). “Actually, I wanted to learn”: Study-related knowledge exchange on social networking sites. *The Internet and Higher Education*, 15(1), 9-14. 85

Yunus, M., & Salehi, H., (2012). The effectiveness of Facebook groups on teaching and improving writing: students’ perceptions. *International Journal of Education and Information Technologies*, 6, 768-778.

Zheng, W., Yuan, C., Chang, W., & Wu, Y. (2016). Profile pictures on social media: Gender and regional differences. *Computers in Human Behavior*, 63, 891-898

APPENDIX II: QUESTIONNAIRE

INSTRUCTION: Please read carefully and tick ☐ as appropriate

SECTION A: BIO-DATA

| | | | | | |
|---|------------------|----------|---------------|---------------|-------------|
| 1 | Sex | Male | | Female | |
| 2 | Age | 15-20yrs | 21-25yrs | 26-30yrs | Above 30yrs |
| 3 | Marital status | Single | Married | Widowed | |
| 4 | Academic pursuit | NCE | Undergraduate | Post graduate | |

SECTION B: SOCIAL MEDIA

KEY: SA (Strongly Agree) A (Agree) I (Indifferent) SD (Strongly Disagree) D (Disagree)

| S/N | Statement of Evaluation | SA | A | I | SD | D |
|-----------------|--|----|---|---|----|---|
| Whatsapp | | | | | | |
| 1 | Social media platforms presents greater opportunity for students to enhance learning | | | | | |
| 2 | You make use of Whatsapp for academic purposes. | | | | | |

| | | | | | | |
|-----------------|---|--|--|--|--|--|
| 3 | Overindulgence in Whatsapp may be harmful to your studies. | | | | | |
| 4 | Whatsapp has been helpful to your academic works | | | | | |
| You Tube | | | | | | |
| 1 | Use You Tube to solve some academic assignments | | | | | |
| 2 | Purpose of using You Tube not purely for academic reasons | | | | | |
| 3 | You watch online videos on You Tube that are related to your academic work. | | | | | |
| 4 | You subscribed to academic platforms on You Tube | | | | | |

SECTION C: STUDENTS ACADEMIC PERFORMANCE

| S/N | Statement of Evaluation | SA | A | I | SD | D |
|-------------------------------|--|----|---|---|----|---|
| Academic Self-Efficacy | | | | | | |
| 1 | You study on your own efficiently with varieties of academic materials on social media | | | | | |
| 2 | You receive academic materials from your mates through social media platform | | | | | |
| 3 | Whatsapp has relationship with level of your academic self-efficacy | | | | | |
| 4 | You Tube has relationship with level of your academic self-efficacy | | | | | |
| Grade point average | | | | | | |
| 1 | Able to improve your grade point through varieties of resources on social media | | | | | |
| 2 | Using social media for academic purpose can boost grade point average | | | | | |
| 3 | Whatsapp has relationship with your academic grade point average | | | | | |
| 4 | You Tube has relationship with your grade point average | | | | | |

