

**IMPACT OF SOCIAL MEDIA ON ACADEMIC STAFF
PERFORMANCE IN PUBLIC TERTIARY INSTITUTIONS**

(A CASE STUDY OF KWARA STATE POLYTECHNIC, ILORIN)

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CERTIFICATION

The project has been read and approved as meeting part of the requirement of the department of Business Administration and Management Department, Institute of Finance and Management Studies, for the Award of Higher National Diploma (HND) in Business Administration and Management, Kwara State Polytechnic.

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DEDICATION

This project is dedicated to Almighty Allah, the most merciful, the completer and originator of my faith, whose grace has made this work a success, and for sailing me through my academic's year.

This project is also dedicated to my beloved and caring parent; **MR.** and **MRS. SAHEED** whose financial support in addition to prayer made it possible to carry out this research successfully, accolades to them.

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CHAPTER ONE

Introduction

1.1 Background to the Study

Recently, there has been considerable discussion regarding the frequent use of social media tools (e.g. Face book, Myspace, X, Xanga, Friendsker) by high school and college Staffs, and the possible effect of those tools on student's academic performance (Commolly, 2011; Hargitai & Hsieh, 2010). At the core of the project work is whether the growing use of social media by higher institution student actually improves or worsen a student's academic performance. With the expected continued growth in the usage of these tools by Staffs as early as secondary school level (Anderson & Rainie 2012), this issue has wide spread implication particularly for areas of education.(Anderson and Rainie 2012).

The advent of social media has revolutionized the way people communicate, interact, and share information. Social media platforms such as Facebook, Twitter, Instagram, and LinkedIn have become an integral part of modern life, with billions of people around the world using these platforms. (Tuckman, 1975)

Social media has been defined as "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content" (Kaplan & Haenlein, 2010). Social media has become a powerful tool for communication, collaboration, and information sharing.

The use of social media has both positive and negative impacts on academic staff performance. On the one hand, social media can be used to enhance teaching, learning, and research. For example, social media can be used to share course materials, provide feedback to Staffs, and collaborate with colleagues. On the other hand, excessive use of social media can lead to distractions, decreased productivity, and reduced job satisfaction (Nonis & Hudson 2006).

Academic performance is not a concept that is new, many social scientist and researchers alike have defined academic performance in various ways. Bruce Tuckman (1975) asserts that performance is used to label the observation manifestation of knowledge, skill concept and understanding and idea. So performance is the application of a learning product that at the end of the process mastery. It is the product acquisition of particular grades on examination; it shows or indicates the Staff ability, mastery of content, skill in applying learned knowledge to a particular situation. A student is generally judged on examination performance (Banquil, 2000).

The use of social media by Staffs, especially face book, the most common social media to communicate and explore different interesting information. Through this everyone can say that getting addicted with social media will greatly affect the student's academic performance.

The young people especially the junior staff nowadays are prone with the use of different technologies. Sometimes they are getting tired in doing their homework and in lecturing their lessons and because of this, they rather surf on internet and open them to have some fun. Nonis and Hudson (2006) stated that

student already “spend too little time lecturing” due to their busy lives. Here in the selected institution in Kwara State students usually focus on their studies for their chosen course is not that easy. If a Staffs get addicted to face book and spend too much time for it definitely he will find it hard to deal with his academic performance. Nonis & Hudson (2006)

In fact there were many internet shops found outside the selected institution environment which are found to be loaded by student from different department. The social media addiction by the student is a great challenge that need to face in order for them to handle and maintain their good performance in school.

The social media addiction among Staff is a very popular issue that still needs to be observed and solve by the student on their own. They must learn to considered their behaviour in performing any actions. Indeed, there is nothing wrong in using social media what’s matter most was the discipline within their own selves.

Many Staffs rely on the accessibility of information on social media specifically and that means a reduced on learning and retaining information. Staffs who attempt to multi-task, checking social media sites while lecturing may have their academic performances affected either positively or negatively. According to their grades we can determine the academic performance of Staff. It says that if the Staffs earns high grades it means that he/she studies a lot, while low grades indicates less lecturing.

Academic performance focuses and concentrate on your having the right mind – set for raising your academic performance so you can learn more

effectively. It is how student deal with their studies and how they cope with or accomplish different tasks give to them by their lecturers.

At the core of this project work is whether the growing use of social media in the selected higher institution in Kwara State if it actually improves or worsens a student's academic performance. With the expected continued growth in the usage of those tools (e.g. facebook, WhatsApp) by Staffs as raises a concern on the effectiveness of their educational career or performance.

Just as the term social media has obtained a fairly board meaning, the term generally refers to internet – based communication that allow individuals and groups to interact. Social media specifically refer to those internet based services that: promote online social interaction between two or more person within a bounded system for the purpose of friendship, meeting other persons and/or exchanging information; contains a functionality that let users create public or semi – public personal profile pages that contain information of their own choosing; serves as a mechanism to communicate with other users; and contains mechanisms that allow users to search for other users according to some specific criteria (Zwarti Lindsay & Henderson 2011).

Social media such as face book, my space, linked and twitter are good example of sites that meet the previously stated criteria. Social media use overall grown significantly since 2005 with some estimate of nearly 78% of student using social media. In terms of daily usage more recent estimate shows face-book as having over 750million. Use worldwide, YouTube having over 3billion views each day; Twitter having over 177million tweets per day, why good percentage of this population are student (Chen & Bryer, 2012).

Kwara State Polytechnic, Ilorin is one of the leading polytechnics in Nigeria. The institution was established in 1972 and has since become a center of excellence in technological education. The polytechnic has a staff strength of over 1,000 academic and non-academic staff, and a student population of over 10,000.

1.2 Statement of the Problem

Social media website, such as facebook, twitter and linkedIn) are currently used by many people to connect with their friends and relative around the globe (Dale and Lewis 2025). The use of the various social media platforms has grown so fast that it has even attracted the attention of higher institution Staffs; they are so engrossed in the site that they have almost completely forgotten about their academic work higher institution student are considered victims of social media site more than group of people as they negatively impact of their academic performance (Windham, 2007).

Despite the potential benefits of social media, there is a growing concern about its impact on academic staff performance in public tertiary institutions. Excessive use of social media can lead to distractions, decreased productivity, and reduced job satisfaction. However, there is a lack of empirical studies on the impact of social media on academic staff performance in public tertiary institutions in Nigeria.

1.3 Research Questions

The research questions are buttressed below:

- i. What is the Impact of Social Media on Academic Staff Performance?
- ii. What is the Effect of Social Media on Job Satisfaction?
- iii. What is the effect of Social Medial on Job Commitment?

1.4 Research Objectives

The purpose of the study is to examine the impact of social media on Staffs' academic performance in higher institutions. The objectives of the study are to:

- i. To examine the impact of Social media on Academic Staff performance
- ii. To examine the effect of Social Media on Job Satisfaction
- iii. To determine the effect of Social Media on Job commitment

1.5 Research Hypotheses

H01: Social Media has negative impact on Staff performance

H02: Social Media has negative effect on Job Satisfaction

H03: Social Media has negative effect on Job Commitment

1.6 Significance of the Study

The study on the Impact of Social Media on Academic Staff Performance in Public Tertiary Institution is of great significance in today's digital age. With the increasing popularity and accessibility of social media platforms, it is crucial to understand how these platforms affect Staffs' academic performance. This study aims to shed light on the potential positive and negative impacts of social media on Staffs' learning outcomes.

One significant aspect of this study is its potential to provide insights into the ways social media can be utilized as a tool for educational purposes. By understanding how social media influences academic performance, educators and institutions can develop strategies to harness its benefits. For example, social media platforms can be used to facilitate collaborative learning, share educational resources, and engage Staffs in discussions outside the classroom.

Additionally, this study can help identify the potential distractions and negative effects of social media on Staffs' academic performance. With the constant notifications, addictive features, and time-consuming nature of social media, Staffs may find it challenging to maintain focus and prioritize their studies. Understanding these negative impacts can guide the development of interventions and policies to mitigate their effects.

The findings of this study can also contribute to the ongoing debate surrounding the use of social media in educational settings. While some argue that social media can enhance learning experiences and foster digital literacy, others express concerns about its potential to distract Staffs and hinder their academic progress. By examining the actual impact on academic performance, this study can provide evidence-based insights to inform this debate.

Furthermore, the significance of this study lies in its potential to inform Staffs about the responsible use of social media. By understanding the potential consequences of excessive social media use, Staffs can make informed decisions about their online activities and strike a balance between their academic responsibilities and social media engagement. This knowledge can empower Staffs to develop healthy digital habits and optimize their academic performance.

Lastly, the significance of this study extends beyond the academic realm. As social media continues to play a prominent role in society, understanding its impact on Staffs' academic performance can have broader implications for their overall well-being and future success. By identifying the factors that influence academic performance, institutions can provide targeted support and resources to help Staffs navigate the digital landscape effectively.

1.7 Scope of the Study

The research was carried out in the Kwara State Polytechnic, Ilorin, Kwara State. To respond to questionnaire the Staff takes care on impact of social media on academic performance of Staffs in higher institution while such impact of social media might be in existence through irregular lecturing online and social interaction to keep activities in schools lives.

This study was mainly concentrated on the impact of social media on academic Staff performance in Public Tertiary Institutions. It needs to be clearly and specifically stated that the study was conducted only in the Kwara State Polytechnic, Ilorin Kwara State and was not extended from the Institution.

1.8 Definition of the Terms

Social Media: Social media refers to online platforms or tools that allow users to create, share, and interact with content, information, or other users in a virtual environment. Examples of social media platforms include Facebook, Twitter, Instagram, LinkedIn, and YouTube.

Academic Staff Performance: Academic staff performance refers to the quality and effectiveness of academic staff members in carrying out their teaching, research, and service responsibilities. This includes factors such as teaching quality, research productivity, student satisfaction, and community engagement.

Public Tertiary Institutions: Public tertiary institutions refer to universities, polytechnics, and colleges that are owned and funded by the government. These institutions provide higher education programs and services to Staffs.

Kwara State Polytechnic, Ilorin: Kwara State Polytechnic, Ilorin is a public tertiary institution located in Ilorin, Kwara State, Nigeria. The institution offers

various academic programs in fields such as engineering, science, technology, and management.

Impact: Impact refers to the effect or influence of social media on academic staff performance in public tertiary institutions. This includes both positive and negative effects, such as improved teaching quality, increased research productivity, or decreased job satisfaction.

Academic Staff: Academic staff refers to employees of public tertiary institutions who are involved in teaching, research, and service activities. This includes lecturers, senior lecturers, readers, and professors.

Social Media Platforms: Social media platforms refer to specific online platforms or tools that allow users to create, share, and interact with content, information, or other users in a virtual environment. Examples of social media platforms include Facebook, Twitter, Instagram, LinkedIn, and YouTube.

Teaching Quality: Teaching quality refers to the effectiveness and efficiency of academic staff members in delivering instructional services to Staffs. This includes factors such as lesson planning, instructional delivery, assessment, and feedback.

Research Productivity: Research productivity refers to the quantity and quality of research outputs produced by academic staff members. This includes factors such as publications, presentations, grants, and awards.

CHAPTER TWO

Literature Review

2.0 Introduction

In this chapter related research works and literature are intended to be looked into, this literature review will cover the following area.

2.1 Conceptual Review

2.1.1 Social Media and Academic Performance

The issue of whether social media helps or hurts a student's academic performance is often couched in larger issues identified with the overall use of social media (e.g., its psychological effects privacy and safety concerns, individual self – discipline and self – regulation concerns, human adaptability concerns), Henderson and Phillips, (2011), Anderson and Rainie, (2012). In general, benefits typically associated with the use of social media include: encouraging greater social interaction via electronic mediums, providing greater access to information and information sources, encouraging creativity among and between individuals and groups creating a sense of belonging among users of common media tools, providing more choice to promote engagement among different individual and groups, reducing barriers to group interaction and communication such as distance and social/economic status; and increasing the technological competency levels of frequent users of social media;

Potential risks or drawbacks identified with the use of social media include risk of psychological disorder and health problems such as anxiety, depression, poor eating habits, and lack of physical exercise, increasingly short attention spans and subverted higher – order reasoning skill such as concentration, persistence and

analytical reasoning among frequent users of social media a tendency to overestimate one's ability to multi-task and manage project, and technology being seen as a substitute for the analytical reasoning process. Collectively, these benefits and risks all play a role in a student's educational process to various degrees and at various times.

Just as there are conflicting benefits and risk associated with the use of social media, there are also contradictory findings regarding its impact on students' academic performance. Some researchers lecturing the impact of social media use on college students' academic performance from negative effect, that is higher usage typically leading to lower academic performance as measured by grades (Weiss 2011; Ravis Limayam 2011). Other researchers lecturing this issue found either no little relationship between the use of social media and student academic performance (Pasek and Hargittai, 2009) or actually an increase in student performance.

While it is not uncommon to find studies with contradictory findings, what is particularly relevant among the studies reviewed is the common finding of other mediating factors that must be considered before any definitive conclusions can be reached regarding the impact on academic performance. Examples of these mediating factors include the frequency and intensity of social media usage. The personality type of the social media user (e.g. extroverted, introverted) the socio-economic and cultural background of the user. The ability of the user to "self-regulate" their behaviour in terms of time spent on and off-line, the differences among the social media sites in terms of their content, purpose and structure and

the academic ability of the social media user. In summarizing the research literature.

2.1.2 Student Academic Performance

Academic performance is simply described as the student's ability judged from their achievement score in examination. Many psychologists and educationists have identified some variable responses for low academic performance among students. Some of the variables identified while others are present in both school and home environment. John (1992, p.14), Wise (1996) and Eggleston (1997) declared that the neighborhood, peer group culture is next to the family condition in order of child. Therefore, (John 1992) quoting Nibset (1961) stated that children from smaller families tend to perform better in intelligent test at school than children from larger families because they receive more attention and have more access to stimulating home environment than the latter. (John, 1992) further stated that children from whose parents are upper in social – class tend to perform better than children in lower social class. So (Adebayo 1999; Salawu 1987) revealed that various factors are contributory to the academic achievement of students in their studies, some of the factors identified include; nutrition, anxiety, home background; sex difference; environmental condition and ability to recall facts learnt.

Okoye (1987) also said that among the factors influencing student academic achievement include social socio-economic background, school – environment among others.

2.1.3 Social Media and Its Users

Social media plays very important role and has influence in virtually every aspect of our lives, it is considered as the best source to know about the happenings of the world.

Social media have emerged as a term frequently used (and variously defined) to describe different types of communication platforms and electronic ways of interacting. This research will utilize the definition of social media developed by Bryer and Savatarro as being “technologies that facilitate social interaction, make possible collaboration and enable deliberation across stakeholders” (Bryer, & Zavattaro, 2011). Utilizing this definition, social media includes such tools as electronic blogs, audio/video tools (e.g. Youtube), internet chat rooms, cellular and computer treating including other social networking sites what all of the previous tools can and do facilitate interaction between and among users to various degree. This research is primarily concerned with the use of social media through social networking site.

In terms of daily use of all social media collectively one study argued that those born between 1965 – 1979 (‘Generation X’) consumed approximately 13 hours per day; 1980 – 1989 (‘Net – Generation’) consumed approximately 19 hours of social media per day; and these born between 1990 – 1999 (Y Generation’) consumed approximately 20 hours of social media per day (Rosen, 2011). These figures represent self-reported collective use of all forms of social media include Television, cell phone usage, Internet usage, computer tablets, laptops, music ipads, texting video game and social networking site.

Just as the term social media has obtained a fairly broad meaning. It generally refer to internet – based locations that allow individual and group to

interact. Social media specifically refer to those internet – based services that promote online social interaction between two or more persons within a bounded system for the purpose of friendship; meeting other persons, and/or exchanging information; contains a functionality that lets users create public or semi- public personal profile pages that contain information of their own choosing; serves as a mechanism to communicate with other users according to some specific criteria (Zwart, Lindsay, Henderson, 2011). Sites such as facebook, my space, LinkedIn and Twitter are good example of mass social media that meet the previously stated criteria. The use of social media has grown significantly since 2004 which they are main student of higher institution. In terms of membership on daily usage, more recent estimate show facebook as having over 750million users worldwide: LinkedIn over 100 million members. Twitter having over 177 million tweet per day and Youtube having over 3 billion views each day, in addition it has been found that women more than men tend to utilize social media site to communicate and exchange information.

In conclusion various types of social media have greater affect our lives because media has the power to influence our thoughts, this influence is sometimes positive and sometime negative.

2.1.4 Negative Effect

Media is the most influential one for the people on the use of violence. Studies have suggested that the exposure to violence on internet, movies and video games make the student more aggressive, fearful, less trusting and more accepting of violence. This those not mean they will start bringing weapons to the school but

they will be more aggressive and less trusting towards their friends, lecturers and siblings.

In addition studies also suggest that the use of social media have grown significantly since 2000 with some estimate of nearly 89% of student using the internet regularly, in terms of membership and daily usage more recent estimate show facebook as having 750million users worldwide, LinkedIn over 100million members; twitter having over 177million tweet per day (Chen & Bryer, 2012). The use of social media have been repeatedly found to be the highest among those between the ages of 18 – 29 (Rainie, 2011) while they are mainly student.

Researchers show a link between social media and academic performance among the freshmen in a study, which is the first of its kind the study looked at student engaged in any form of social media including facebook, twitter, LinkedIn, esikimi, WhatsApp. The study shows an average freshmen women spends 12 hours everyday engaged in any form of media use. Most researches on media use and academics performance focused more on adolescents rather than new college Staffs, are have only examined a few of media. So we were curious about the impact of a wider range of social media activities that have only become popular in recent year, said lead author Jeniffer L. Walsh. We also wanted to know how media use related to later school performance, since there are not many longitudinal studies looking at media use and academics”.

2.1.5 Positive Effect

Every coin has two sides. Similarly media has positive effects on student of higher institution just has it have negative impact know them – Earth has become a global village due to the media, we can no about any information from any part of

the world within a media, social media have been proven as the fastest means of passing out break information to the member of a group in which they keep.

Social media serves as important to staff as their books Henry Daniel (2009), due to the fact that they use them as a means of relevance after their school activities and a way to make and catch fun with friends and on other issue affecting them.

2.1.6 Impacts of Social Networking Sites

Through email and instant messaging, online communities are created where a gift economy and reciprocal altruism are encouraged through co-operation. Facebook and other social networking tools are increasingly the objective of scholarly research. Scholars in many fields have begun to investigate the impact of social networking site, investigating how such site may play into issues of identity, privacy, social, youth culture and education. Several website are beginning to tap into the power of the social networking model for philanthropy. In 2011 HCL technologies conducted research that showed that 50% of British workers are banned from the use of social media during office hours. In this view, when one is chit-chatting, the content of the message reveal a lot about an individual. In chatting, comments, photos, and status should speak less of an individual. Kim in summary says: “if you are mindful of what you are doing, you can maintain a measure of privacy on a social network” (Awake, 2012); and, in reference to this, Proverbs 10:19, states that “In the abundance of words, there does not fail to be transgression, but the one keeping his in check is acting discreetly”. “It’s a vortex that sucks one in and one has no idea you’ve been trapped. One of the ironies of the internet is that it keeps you apart from the most

important things'. It is a great way to stay connected with people but you just have to know when to shut it down. Raquel concluded that it seems that when people go on a social network they lose their mind" (Awake, 2012).

2.2 Theoretical Framework

2.2.1 Agenda Setting Theory

The Agenda-Setting Theory can be applied to understand the impact of social media on Staffs' academic performance in higher institutions. The theory suggests that media has the power to influence the importance assigned to various issues in the public agenda. In the context of social media and academic performance, the theory helps us understand how certain topics, trends, or information on social media platforms can shape the perception and priorities of Staffs, potentially affecting their academic performance.

Social media platforms play a significant role in setting the agenda for discussions among Staffs. The content that gains popularity, such as educational trends, challenges, or discussions, can influence what Staffs consider important in their academic lives.

The content shared on social media may influence Staffs' academic priorities. For example, if certain study techniques, resources, or subjects gain popularity on social media, Staffs might be more inclined to focus on those aspects, potentially affecting their academic performance.

Social media can act as a distraction, diverting Staffs' attention from their studies. The constant flow of information and social interactions on these platforms may impact Staffs' ability to manage their time effectively, leading to lower academic performance.

Social media allows Staffs to connect with peers, and the opinions, experiences, or academic achievements of others can shape Staffs' perceptions of success and influence their own academic goals.

Social media can contribute to information overload, where Staffs are exposed to a vast amount of information, some of which may not be academically relevant. This overload can affect their ability to filter and prioritize information related to their studies.

Conversely, social media can also be a source of educational opportunities, such as online courses, webinars, and academic discussions. The agenda-setting power of social media can be positive if it highlights and promotes beneficial educational content.

In times of academic challenges or crises, social media can shape the narrative and agenda of discussions among Staffs. This can either positively or negatively affect their perceptions of academic issues and their ability to cope.

Social media discussions can bring attention to policy issues within educational institutions, influencing decision-makers and potentially leading to changes in academic policies that may impact Staffs' academic experiences.

2.2.2 The use and gratification theory

The Use and Gratification Theory (UGT) is a communication theory that focuses on how people actively use media for their own purposes, seeking gratification or satisfaction from the media content. When applied to the impact of social media on Staffs' academic performance in higher institutions, it can provide insights into why and how Staffs engage with social media and the potential effects on their academic outcomes.

Staffs may use social media platforms as a source of information for their studies. This could include joining academic groups, following educational pages, and participating in discussions related to their coursework.

The gratification sought is the acquisition of relevant information that aids in their learning and academic success.

Social media provides a platform for Staffs to connect with peers, share ideas, and collaborate on academic projects.

Social media allows Staff to express their identity and showcase their achievements.

The gratification sought is the reinforcement of self-esteem and identity through positive feedback from peers and the online community.

The relationship between social media use and academic performance is complex and may vary among individuals.

Balancing the positive and negative aspects of social media use is crucial for maintaining academic success.

2.2.3 WELFORD'S PERFORMANCE AND DEMAND THEORY

Welford's performance and demand theory, stress arises whenever there is a disequilibrium between actual performance and expected performance or demand for performance which the affected person is unable to correct. A corollary to this theory is that of Person-Environment Fit model of job stress, developed by French, Caplan and van Harrison (1982), which sees stress as a consequence of two kinds of mismatch: a mismatch between the requirements of the job and the ability of the worker to meet those requirements. The Welford performance and demand theory, also believes that human beings and other

organisms perform best under conditions of moderate demand. It is therefore believed that an individual's performance will not be optimized if they experience either too high or too low level of demand. Margetts (1975) offers a similar explanation in terms of stimulus input while arguing that living organisms adjust themselves to maintain a reasonable level of input stimuli. If the input of stimuli is excessive or insufficient for the individual organism, the excess or shortfall can result into stress. This stress can lead to the organism's homeostasis if not properly managed which can further result into a state of disequilibrium or breakdown. This theory is noted for its inverted U shape for explaining the relationship between demand and performance, which has some biological validity (Nakata et al., 2008). One of the critics of this theory is Bloona (2007), who argues that just like the response based theory, the Welford performance and demand theory leaves out individual characteristics which explain why people perform differently under the same stressor. Cox and Mackay (1976) while attending to this lacuna, proposed a more complex theory, which grew out of the need to systematically understand the interaction between the individual and his environment.

JUSTIFICATION

Previous studies have shown mixed results regarding the impact of social media on academic Staff performance. Some researchers have found a negative correlation, suggesting that excessive social media use can lead to distractions and reduced academic achievement (Kirschner & Karpinski, 2010). Others have highlighted potential benefits, such as enhanced learning opportunities and academic support networks (Moran, Seaman, & Tinti-Kane, 2011).

Despite the extensive research, there is still a lack of consensus on how social media usage specifically affects academic Staff performance. This study aims to fill this gap by providing empirical data and in-depth analysis of the relationship between social media and academic outcomes.

2.3 Review of Related Studies

Based on the studies today, social media have influenced student to rely on the accessibility of information that is available on the internet. The Staffs are reduced on focusing on their learning as well as on retaining the information.

In the Philippines the quality of education is getting low because of the short period of education, so that is why the k to 12 became was born. The k to 12 programmes covers Kindergarten and 12years of basic education (six year of primary education for years of junior high school, and two years of senior high school) to provide sufficient time for mastery of concepts and skills, development, employment and entrepreneurship. Programme implementation in public schools is being done in phases starting SY 2012 – 2015. Grade I entrant in SY 2012 – 2025 are first batch to fully undergo the programme, and current 1st year junior high school Staffs (or Grade T) are the first to undergo the enhanced secondary education programme.

Many researchers such as Choney (2010), San Miguel (2009) and Enriquez (2010) have worked on Staffs' use of the social media revealed a negative effect of the use of social media on Staffs' academic performance. The American Educational Research Association conducted research and declared at its annual conference in San Diego California (2009), that social media users' study less and generate lower grades (Abaleta et al, 2014). Furthermore, a study conducted by

Karpinski and Duberstein (2009), of Ohio Dominican university on college Staffs who use social network have significantly lower grade point averages (GPAs) than those who do not. Jocabson and Forste (2011), found a negative relationship between the use of various media, including mobile phones, and self-reported GPA among first year university Staffs in the United States. In Taiwan, Yen et al. (2009) identified an association between mobile phone use and respondents and report that respondents have allowed phone use to interfere academic activities whether or not they have allowed phone use to interfere with important social, academic and recreational activities during the previous year. A study conducted at Whittemore school of Business and Economic on one thousand, one hundred and twenty-seven Staffs concluded that there is no correlation between how much time is spent on social networking and grades (Martin, 2009) However, other studies like Ahmed and Qazi (2011), Hanqittai and Hsich (2010), Pasek and Hanqittai (2009), conducted on the same topic exposed no correlation between social media and Staffs' academic performance. Again, University of New Hampshire (2010) study also revealed that Staffs' use of social media sites does not affect grades.

The rapid advancement of media technology has had a great impact on the way people communicate on a daily basis. The growing dimension of the use of the social media among the youth of today cannot be over emphasized. Over the years, social networking among Staffs has become more and more popular. It is a way to make connections, not only on campus but with friends outside of school. Social networking is a way that helps people to feel, they belong to a community. Due to the increased popularity of it, economists and professors are questioning

whether grades of Staffs will not be affected by how much time is spent on these sites. Choney, (2010), MehMood & Taswir, (2013), Kist (2008), Jacobsen & Forste, (2011), believe that the use of technology such as internet is one of the most important factors that can influence educational performance of Staffs positively or adversely. Many parents and guardians are worried that Staffs are spending too much time on Facebook, Twitter, Skype, Yahoo Messenger and other social media sites. Though parents are worried about Staffs' constant use of the social media sites, many Staffs are becoming addicted to the utilization of these sites on a daily basis. It is against this backdrop that this research is being conducted to ascertain the impact of Staffs' use of social media sites on academic performance

Kuppuswamy and Narayan (2010), argue that social networking websites distract Staffs from their studies, but these websites can be useful for education based on sound pedagogical principles and proper supervision by the teachers. Moreover, the research concludes that social networking websites have both positive as well as negative impact on the education of youth, depending on one's interest to use it in a positive manner for his or her education and vice versa. Journal of Advance Research in Business Management and Accounting (ISSN: 2456-3544) Vol. 1 No. 1 (2015) 52 A'lamElhuda and Dimetry (2014) explained that there is a prevalence of negative effect of using the social networks on academic performance and is high. Rithika and Sara (2013) added that using social media reduces Staffs focus on learning and retaining information. Kuppuswamy and Shankar (2010) explained, social networks grab the total attention and concentration of the Staffs and diverts it towards non educational, unethical and

inappropriate actions such as useless chatting, time killing by random searching and not doing their jobs

Shah et al. (2001) posit that the impact of social network on academic performance is determined by type of internet usage. Student are positively affected by the informative use of the internet whiles experience negative impact of recreation use of the internet. Also, Oskouei (2010) concluded that social network has positive impact on academic performance on both Staffs and teachers if used as a tool of knowledge creation and dissemination. The effect depends on the type of social network student uses, if it is for leisure activity that disrupt or interferes with academic work, would affect the student academic performance negatively.

A study found out that using a social networking site while studying or doing homework could lower a student's grade. The study commented that "the problem is that most people have Face book or other social networking sites, their emails and maybe instant messaging constantly running in the background while they are carrying out their tasks" (Enriquez, 2010). Annual conference in San Diego, California (2009) organized by American Educational Research Association revealed that that social network users' study less and generated lower grades eventually. Banquil et al. (2009) found a continuing drop of grades among student users of social networking sites. However, many researchers also found a positive association between use of internet and social networks and academic performance of the student users. Staffs, using internet frequently, scored higher on reading skills test and had higher grades as well (Linda et al., 2006)

According Kuppuswamy (2010) Social networking websites such as, Facebook, Myspace and Youtube are popular and have become part of daily life for an increasing number of people. The study argues that these social networking websites distract Staffs from their studies. He concluded that social networking websites have both positive as well as negative impact on the education of youth, depending on one's interest of use. Social network media is beneficial to Staffs as it opens up communication between Staffs and teachers (Annetta et al., 2009; Heafner & Friedman, 2008; Hrastinski, 2009; Jackson, 2011; Liu et al., 2011; Tomai et al., 2010).

CHAPTER THREE

Methodology

3.0 Introduction

Research in common parlance refers to a search for knowledge one can also view research as a scientific and systematic search for pertinent information on a specific topic. In fact, research is an art of scientific investigation. The advanced learner's dictionary of current English lays down the meaning of research as "a careful investigation or inquiry specially through search for new fact in any branch of knowledge. Redman and Mory (2009) define research as a "systemized effort to gain new knowledge. Some people consider research as a movement, a movement from the known to the unknown. It is actually a voyage at discovery. We all possess the vital instinct of inquisitiveness for where the unknown confronts us. We wonder and our inquisitiveness makes us probe and attain full and fuller understanding of the unknown. This inquisitiveness is the mother of all knowledge and the method, which man employs for obtaining the knowledge of whatever the unknown can be turned as research.

Research is an academic activity and as such the term should be used in a technical sense. According to Clifford Wood (2011) research comprises defining and redefining problems, formulating hypothesis or suggest solutions: collecting, organizing and evaluating data making deductions and reaching conclusion; and at last carefully testing the conclusions to determine whether they fit the formulating hypothesis. D. Slesinger and M. Stephenson in the encyclopaedia of social sciences define research as "the manipulation of things, concept or symbols for the purpose of generalizing to extend, correct or verify knowledge, whether that knowledge

aids in condition of theory or in the practice of an art. Research is, thus, an original contribution to the existing stock of knowledge making for its advancement. It is the pursuit of truth with the help of study, observation, comparison and experiment. In short, the search for knowledge through objectives and systematic approach concerning generalization and the formulation of a theory is also research. As such the term “research” refers to the systematic method consisting of enunciating the problem, formulating a hypothesis, collecting the facts or data, analyzing the facts and reaching certain conclusions either in the form of solutions towards the concerned problem or in certain generalization for some theoretical formulation.

This study was systematically carried out based on empirical research as mainly for the purpose of exploration (that is research purpose), findings relevant facts and also seek to create room for further rigorous research. Empirical research is a form of research that involves the collection of data which provides the research study. The major focus is to identify the impact of social media on student academic performance.

Information was gathered from the confidentiality of responses such as interview, survey and questionnaire.

3.1 Research Design

This is the framework for conducting the research work by obtaining the require information that is necessary in solving identified problem in the study. A design is defined as a blueprint for information gathering.

Questionnaire and interview were used to collect data for this study. The interview was conducted at the beginning of this work, in order to enable the

research have an insight about the impact of social media on student academic performance.

The use of questionnaire is excellent method of collecting qualitative data for the study consequently; they were designed in such a way as to ensure the collection of data.

3.2 Population of the Study

The population of the institution (Kwara State Polytechnic) which consist of 31 academic Staff and 744 non-academic staff total 1105.

Name of the institution	Academic staff	Non-academic staff	Total
Kwara state Polytechnic	361	744	1105

3.3 Sample Size and Sample Techniques

This is made up of students in the above mention selected institution in Kwara state; Kwara State Polytechnic, Ilorin. Has enrollment Staffs of 1600 Staffs making it a small-sized institution.

According to Kennur and Taylor (2009). The study of population is the aggregate from which the study is selected

Taro Yamme 1967

$$N = \frac{N}{1 + N(e)^2}$$

$$N = \frac{1600}{1 + 6000(0.05)^2}$$

$$N = \frac{1600}{1 + 6000(0.0025)}$$

$$N = \frac{1600}{1 + 15}$$

$$N = \frac{1600}{16}$$

$$N = 100$$

In choosing a sample population for this study. A simple method was adopted to out of the forty three (43) presently existing higher institution in Kwara State Polytechnic, Ilorin as a case study.

The required and relevant information were retrieved from the student of the various institution in the selected higher institution with the use of an opened – questionnaire. It was assumed that the sample is a true representation of the population under the study. Thus, these are institution selected under Kwara State for the purpose of the study.

3.4 Method of Data Collection

The administration of the questionnaire was carried out personally by the researcher. The questionnaire was sought permission of the lecturers on

administration of the questionnaire. The student should do findings through academic publications, conferences, or other relevant channels. Contribute to the existing body of knowledge on the impact of social media on academic performance. Remember to continuously review and refine your methodology throughout the process to ensure the validity and reliability of your findings. The respondents were urged to be honest.

3.5 Method of Data Analysis

The responses of the questionnaire administered were statistically analyzed by the researcher using table format: The analysis which was systematically linked according to the questionnaire was an upshot of what the research eventually drawn as conclusion on the impact of social media on student academic performance in higher institution.

3.6 Historical Background of Kwara State Polytechnic

Kwara State by then had no institution of higher learning to provide middle level of man power for her development process. By 1972, Kwara State government, which was then known as kwara state college of technology, established by edict objectives of training middle level of man power for the acceleration of bureaucratic organization.

Max weber (1864-1920) first identified bureaucracy weber was a German national with interest in religion sociology, economic and political Science. He carried the bureaucracy in French and Greek meaning bureau is French word for office, while cracy is Greek word for power.

The weber bureaucratic approach to organization established a relationship between legality instituted authority and their subordinate official.

Max Weber discussion on bureaucracy is associated with his analysis to the types of authority. He postulates three basic types of authority. He postulates three basic types of authority.

- i. Charismatic
- ii. Traditional
- iii. And legal ration authority.

CHARISMATIC AUTHORITY: - is a type of authority that based on devolution to the specific and exceptional scarcity heroism or exemplary character of an individual. It is a transitory phenomenon associated with periods of social turn oil, the assentic personal native of the relationship between leaders and the followers makes the development of permanent institution possible and accordingly, it succumbs to process of routinization which transforms it to one of the other types of authority.

TRADITIONAL AUTHORITY: - the traditional and legitimacy of status of those exercising authority under them, while charismatic authority weakness lied on its instability.

The original background paper on the proposal to established a polytechnic stressed that polytechnic must be develop in term of what is needed and what is not needed, what is merely desirable.

The philosophy proposed for polytechnic was to combine commercial production of goods and service with training.

To new generation of technicians and technology whose district attributes would be self-reliance and prepare to set up their own business either individually or cooperatively generally accelerate economic development in kwara state.

The governor of kwara state officially changed the name of the institution from kwara state college of technology to kwara state polytechnic of Ilorin in 1987.

The polytechnic was planned to cater for 1,000 students, but now cater for about 13,000 students with about 2,000 staffs both teaching and non-teaching staffs of various grade made up of lecturers, administrator personnel, accountant, professional Librarian, engineer, medical personnel, security officer, hall officer, cleaners, messengers, drivers and craftsman.

3.7 Instrument of Data Collection

The research instrument used to collect primary data was through a structure questionnaire and complemented with the interview method in order to elicit information that could not be accessed using the questionnaire. To assure the reliability and validity of the instruments used, the researcher adopted standardized instrument from four previous studies by Uwa (2014), Owoseni (2014), Jide (2013) & Smith (2002), which all of these studies had reported an acceptable reliability and validity instrument.

The questionnaire designed consists of four main parts;

Section A is aimed at collecting data on demographic variable.

Section B – Part A is designed to collect data on independent variable i.e. collective bargaining.

Section B – Part B is designed to collect data on dependent variables. i.e. employee's compensation.

Section C is aimed at collecting data on dependent variable. i.e. employee's performance.

Section D is aimed at collecting data on effective indicators of collective bargaining.

In the section A of the question , 6 items with different table are included and they are dealing with different demographic characteristics of the respondents such as staff card, gender, age, marital status, level of education and working experience.

The section B,C, and D parts of the questionnaire consist of question statement aimed at measuring the variables of the study using five-point likert scale (1 = Strongest disagree, 2 = Disagree, 3 = neutral, 4 = agree and 5 = Strongly Agree). Thus, the respondents were requested select their own choice of the five point like scale alternative in order to specify their level of agreement or disagreement on each statement. Specifically the section B part of the questionnaire includes 17 closed-ended questions aimed to measure the employees' perception or collective bargaining on employee's compensation. Finally, the section C part of the questionnaire includes closed-ended questions aimed to measure the relationship between collective bargaining and employee's performance. In order determine the effects of collective bargaining on employees' performance. Section D parts of the questionnaire include 17 questions aimed of measuring the effectiveness of collective bargaining in solving employees' compensation disputes, considering the mediating factors. Therefore, the instrument includes a total of 100 items.

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Data analysis is the most crucial part of any research. Data analysis summaries collected data. It is a process used by researchers for reducing data to a story and interpreting it to derive insights.

In this chapter data are organized into tables so that statically and logical conclusion can be gotten from the collected data and findings will be discussed. In this research work, the simple percentage tabular presentation in presenting the primary data generated from the field. Doing this would enable easy, convenience, clarity and vetted comprehension The researcher presents all the questionnaire items that would provide answers to the researchers identified problem and all presentations and analysis shall be in conformity with questionnaire items and responses.

4.1 ANALYSIS OF RESEARCH INSTRUMENT

Data presentation is defined as the process of using various graphical formats to visually represent the relationship between two or more data sets so that an informed decision can be made based on them. It also refers to the organization and presentation of data into tables, graphs, charts etc. However, the organization and presentation of data shall be according to questionnaire items and responses, in the (22) twenty two questionnaire items developed from the three framed researcher questions, the researcher aimed at using them to provide an answer to his topic problem.

A total of one hundred (100) copies of the questionnaire were produced and distributed to the researcher sample populace. All presentations are done in simple percentage tabular mode, while simple descriptive analysis technique was used to describe what items were contained in the tables.

DISTRIBUTION TABLE

Respondent	Frequency
Number of questionnaire distributed	100
Number of questionnaire returned	100
Number of discard	Nil
Number of questionnaire not returned	Nil
Number of questionnaire presented and analyzed	100

From the above table it can be seen that the respondents were people of Ilorin students of kwara state polytechnic to be precise. Number of questionnaire distributed were 100, the percentage was 100%, number of questionnaire returned was 100, no of discard was Nil, number of questionnaire not returned Nil and number of questionnaire presented and analyzed are 100.

4.2. DATA PRESENTATION

SECTION A- BIO DATA OF THE RESPONDENTS

QUESTION 1: Distribution of sex respondents

Table I

RESPONSES	FREQUENCY	PERCENTAGE (%)
-----------	-----------	----------------

Male	52	52%
Female	48	48%
Total	100	100%

Source: Field Work 2025

In response to the question on the distribution of respondents according to their sex, 52 respondents representing 52% of the population are male while 48 representing 48% are female.

QUESTION 2: Distribution of the age of respondents

Table II

RESPONSES	FREQUENCY	PERCENTAGE (%)
18-25	24	24%
26-30	72	72%
30 and above	4	4%
Total	100	100%

Source: Field Work 2025

In the above table, 24 respondents on 24% fall between the age bracket of (18-25) years and 72 respondents on 72% fall between the age bracket of (26-30) years. and then 4 respondents 4% for the age 30 years and above.

QUESTION 3: Distribution of Educational Qualification of Respondents

Table III

RESPONSES	FREQUENCY	PERCENTAGE (%)
-----------	-----------	----------------

SSCE	25	25%
NCE/ND	51	51%
HND/BSC	26	26%
MBA	0	0%
OTHERS	0	0%
Total	100	100

Source: Field Work 2025

The above table shows the Educational qualification of respondents, from the table 25 (25%) of the respondents are SSCE holder's, 51 (51%) of the respondents are NCE/ND holder's , 26 (26%) of the respondents are HND/BSC holder's , 0 (0%) of the respondents are MBA holder's , while the respondents with Other holder's are 0 (0%).

QUESTION 4: Occupation Table IV

RESPONSES	FREQUENCY	PERCENTAGE (%)
Students	83	83%
Civil servants	12	12%
Business man/woman	5	5%
Unemployed	0	0%
Total	100	100%

Source: Field Work 2025

Table above shows the occupation of the respondents, according to the table 83 (83%) are students, 12 (12%) are respondents for civil servants, 5 (5%) are Business man/woman, while 0 (0%) are unemployed.

QUESTION 5: Marital Status

Table V

RESPONSES	FREQUENCY	PERCENTAGE (%)
Single	82	82%
Married	17	17%
Divorce	1	1%
TOTAL	100	100%

Source: Field Work 2025

The table 19 above shows the Marital Status of the respondents. According to the table 82 (82%) of the respondents are single, 17 (17%) are married, while 1 (1%) of the respondents is divorce.

SECTION B

QUESTION 1: .Do you have a smartphone?

Table VI

RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	92	92%
No	8	8%
Total	100	100%

Source: Field Work 2025

From the table above, 92 (92%) of the respondents have a smartphone while the 8 (8%) on the respondent does not.

QUESTION 2: Which social media platform do you use regularly?

Table VII

RESPONSES	FREQUENCY	PERCENTAGE (%)
X	9	9%
Facebook	34	34%
Instagram	14	14%
Whatsapp	42	42%
Others	1	1%
Total	100	100%

Source: Field Work 2025

The table above shows how respondents answered the question above on which social media platform they use regularly in which 9 (9%) of the respondents use X often, 34 (34%) of the respondents use Facebook often, 14 (14%) of the respondents use Instagram often, 42 (42%) of the respondent use Whatsapp often, while 1 (1%) of the respondent use other platform often.

QUESTION 3: Do you think social media have impact on Academic Staff Performance in higher institution?

Table VIII

RESPONSES	FREQUENCY	PERCENTAGES (%)
Yes	72	72%
No	28	28%
Total	100	100%

Source: Field Work 2025

From the above table, it shows how the respondents give answer to the question Do you think social media have impact on student academic performance in higher institution in which 72 (72%) of the respondents agreed, while 28 (28%) doesn't agreed.

QUESTION 4: Do you use social media for academic purpose [e.g. study groups, discussion]?

Table IX

RESPONSES	FREQUENCY	PERCENTAGES (%)
Yes	92	92%
No	8	8%
Total	100	100%

Source: Field Work 2025

From the above table, it shows how the respondents give answer to the question Do you usesocial media for academic purpose [e.g. study groups, discussion] in which 92 (92%) of the respondents agreed, while 8 (8%) doesn't agreed.

QUESTION 5: Have you ever experienced a decline in your academic Staff performance that you attribute to social media?

Table X

RESPONSES	FREQUENCY	PERCENTAGES (%)
Yes	43	43%
No	57	57%

Total	100	100%
-------	-----	------

Source: Field Work 2025

From the above table, it shows how the respondents give answer to the question Have you ever experienced a decline in your academic performance that you attribute to social media in which 43 (43%) of the respondents agreed, while 57 (57%) doesn't agreed.

QUESTION 6: Do you believe that social media have positive image on your academic Staff performance?

Table XI

RESPONSES	FREQUENCY	PERCENTAGES (%)
Yes	98	98%
No	2	2%
Total	100	100%

Source: Field Work 2025

From the above table, it shows how the respondents give answer to the question Do you believe that social media have positive image on your academic performance in which 98 (98%) of the respondents agreed, while 2 (2%) doesn't agreed.

QUESTION 7: How do you think social media affects your concentration and focus on academic task?

Table XII

RESPONSES	FREQUENCY	PERCENTAGE (%)
-----------	-----------	----------------

Very high	14	14%
High	10	10%
Average	9	9%
Low	26	26%
Very low	41	41%
Total	100	100%

Source: Field Work 2025

The above table shows the respondents responses on How do you think social media affects your concentration and focus on academic task in which 14 (14%) of the respondents agree it affect them very high, 10 (10%) of the respondents agree it affect them high, 9 (9%) of the respondents agree it average, 26 (26%) of the respondents agree it affect them low, while 41 (41%) of the respondents agree it affect them very low.

SECTION C

QUESTION 8: Social Media has an impact on your academic performance

Table XIII

RESPONSES	FREQUENCY	PERCENTAGE (%)
Strongly agree	30	30%
Agree	41	41%
Neutral	13	13%
Disagree	12	12%
Strongly disagree	4	4%
Total	100	100%

Source: Field Work 2025

The above table shows the respondents responses on the statements that says Social Media has an impact on your academic performance in which 30 (30%) of the respondents strongly agree, 41 (41%) of the respondents agree, 13 (13%) of the respondents are neutral, 12 (12%) of the respondents disagree, while 4 (4%) of the respondents strongly disagree.

QUESTION 9: Social media limited your reading ability

Table XIV

RESPONSES	FREQUENCY	PERCENTAGE (%)
Strongly agree	2	35%
Agree	9	46%
Neutral	16	8%
Disagree	38	9%
Strongly disagree	35	2%
Total	100	100%

Source: Field Work 2025

The above table shows the respondents responses on the statements that goes Social media limited your reading ability in which 2 (2%) of the respondents strongly agree, 9 (9%) of the respondents agree, 16 (16%) of the respondents are neutral, 38 (38%) of the respondents disagree, while 35 (35%) of the respondents strongly disagree.

QUESTION 10: Social media has great influence on student

Table XV

RESPONSES	FREQUENCY	PERCENTAGE (%)
Strongly agree	41	41%
Agree	39	39%
Neutral	6	6%
Disagree	13	13%
Strongly agree	1	1%
Total	100	100%

Source: Field Work 2025

The above table shows the respondents responses on the statements that goes Social media has great influence on student in which 41 (41%) of the respondents strongly agree, 39 (39%) of the respondents agree, 6 (6%) of the respondents are neutral, 13 (13%) of the respondents disagree, while 1 (1%) of the respondents strongly disagree.

QUESTION 11: Social media can disconnect one from having active participation with one's family

Table XVI

RESPONSES	FREQUENCY	PERCENTAGE (%)
Strongly agree	4	4%
Agree	10	10%
Neutral	11	11%
Disagree	34	34%
Strongly agree	41	41%
Total	100	100%

Source: Field Work 2025

The above table shows the respondents responses on the statements that goes Social media can disconnect one from having active participation with one's family in which 4 (4%) of the respondents strongly agree, 10 (10%) of the respondents agree, 11 (11%) of the respondents are neutral, 34 (34%) of the respondents disagree, while 41 (41%) of the respondents strongly disagree.

QUESTION 12: Student use social media during exam period

Table XVII

RESPONSES	FREQUENCY	PERCENTAGE (%)
Strongly agree	5	63%
Agree	24	26%
Neutral	36	6%
Disagree	5	5%
Strongly agree	30	0%
Total	100	100%

Source: Field Work 2025

The above table shows the respondents responses on the statements that goes Student use social media during exam period in which 5 (5%) of the respondents strongly agree, 24 (24%) of the respondents agree, 36 (36%) of the respondents are neutral, 5 (5%) of the respondents disagree, while 30 (30%) of the respondents strongly disagree.

QUESTION 13: Social media teach us how to make decision about education performance

Table XVIII

RESPONSES	FREQUENCY	PERCENTAGE (%)
Strongly agree	61	61%
Agree	28	28%
Neutral	11	11%
Disagree	0	0%
Strongly agree	0	0%
Total	100	100%

Source: Field Work 2025

The above table shows the respondents responses on the statements that goes Social media teach us how to make decision about education performance in which 61 (61%) of the respondents strongly agree, 28 (28%) of the respondents agree, 11 (11%) of the respondents are neutral, 0 (0%) of the respondents disagree, while 0 (0%) of the respondents strongly disagree.

QUESTION 14: Social media have a positive significant impact on student academic performance in higher institutions

Table XIX

RESPONSES	FREQUENCY	PERCENTAGE (%)
Strongly agree	61	61%
Agree	28	28%

Neutral	11	11%
Disagree	0	0%
Strongly agree	0	0%
Total	100	100%

Source: Field Work 2025

The above table shows the respondents responses on the statements that goes Social media have a positive significant impact on student academic performance in higher institutions in which 61 (61%) of the respondents strongly agree, 28 (28%) of the respondents agree, 11 (11%) of the respondents are neutral, 0 (0%) of the respondents disagree, while 0 (0%) of the respondents strongly disagree.

QUESTION 15: Social Media awareness is a driving force behind the growth of performance of student

Table XX

RESPONSES	FREQUENCY	PERCENTAGE (%)
Strongly agree	30	30%
Agree	41	41%
Neutral	13	13%
Disagree	12	12%
Strongly disagree	4	4%
Total	100	100%

Source: Field Work 2025

The above table shows the respondents responses on the statements that says Social Media awareness is a driving force behind the growth of performance of

student in which 30 (30%) of the respondents strongly agree, 41 (41%) of the respondents agree, 13 (13%) of the respondents are neutral, 12 (12%) of the respondents disagree, while 4 (4%) of the respondents strongly disagree.

QUESTION 16: Student encountered problem on social media

Table XXI

RESPONSES	FREQUENCY	PERCENTAGE (%)
Strongly agree	5	63%
Agree	24	26%
Neutral	36	6%
Disagree	5	5%
Strongly agree	30	0%
Total	100	100%

Source: Field Work 2025

The above table shows the respondents responses on the statements that goes Student encountered problem on social media in which 5 (5%) of the respondents strongly agree, 24 (24%) of the respondents agree, 36 (36%) of the respondents are neutral, 5 (5%) of the respondents disagree, while 30 (30%) of the respondents strongly disagree.

QUESTION 17: Social media exposed student to various platform of learning

Table XXII

RESPONSES	FREQUENCY	PERCENTAGE (%)
Strongly agree	41	41%

Agree	39	39%
Neutral	6	6%
Disagree	13	13%
Strongly agree	1	1%
Total	100	100%

Source: Field Work 2025

The above table shows the respondents responses on the statements that goes Social media exposed student to various platform of learning in which 41 (41%) of the respondents strongly agree, 39 (39%) of the respondents agree, 6 (6%) of the respondents are neutral, 13 (13%) of the respondents disagree, while 1 (1%) of the respondents strongly disagree

4.3. ANALYSIS OF RESEARCH QUESTIONS

Research question 1: What influence do student of higher learning received through social media?

Table 15, 16, 18, and 22 (under section C) answer this research question as it was gathered From table which shows the respondents responses on the statements that goes Social media has great influence on student in which 41 (41%) of the respondents strongly agree, 39 (39%) of the respondents agree, 6 (6%) of the respondents are neutral, 13 (13%) of the respondents disagree, while 1 (1%) of the respondents strongly disagree.

According to table 16 which was gathered, shows the respondents responses on the statements that goes Social media can disconnect one from having active participation with one's family in which 4 (4%) of the respondents strongly

agree, 10 (10%) of the respondents agree, 11 (11%) of the respondents are neutral, 34 (34%) of the respondents disagree, while 41 (41%) of the respondents strongly disagree.

Table 18 also answer this research question as it was gather the respondents responses on the statements that goes Social media teach us how to make decision about education performance in which 61 (61%) of the respondents strongly agree, 28 (28%) of the respondents agree, 11 (11%) of the respondents are neutral, 0 (0%) of the respondents disagree, while 0 (0%) of the respondents strongly disagree.

Lastly table 22 also answers this research as it was gathered that and shows the respondents responses on the statements that goes Social media exposed student to various platform of learning in which 41 (41%) of the respondents strongly agree, 39 (39%) of the respondents agree, 6 (6%) of the respondents are neutral, 13 (13%) of the respondents disagree, while 1 (1%) of the respondents strongly disagree.

Research question 2: How does people involve in usage of social media?

Table 18 (under section C) answered this question as it was gathered and shows the respondents responses on the statements that goes Social media teach us how to make decision about education performance in which 61 (61%) of the respondents strongly agree, 28 (28%) of the respondents agree, 11 (11%) of the respondents are neutral, 0 (0%) of the respondents disagree, while 0 (0%) of the respondents strongly disagree.

Research question 3: What kind of social network do you use frequently?

Table 7 (under section B) answers this question as it was gathered and shows how respondents answered the question which says social media platform they use regularly in which 9 (9%) of the respondents use X often, 34 (34%) of the respondents use Facebook often, 14 (14%) of the respondents use Instagram often, 42 (42%) of the respondent use Whatsapp often, while 1 (1%) of the respondent use other platform often.

Research question 4: do student engaged in the usage of social media ?

Table 9 (under section B) answers this question as it was gathered and shows From the above table, how the respondents give answer to the question Do you use social media for academic purpose [e.g. study groups, discussion] in which 92 (92%) of the respondents agreed, while 8 (8%) doesn't agreed.

4.4. DISCUSSION OF FINDINGS

The purpose of this study is to examine the **“The Impact of Social media on students academic performance in higher institution”**. The result obtained the statistical analysis in this study was used to provide an answer to this research study, as data were presented into tables using simple percentage tabular presentation in the chapter four of this study to provide an answer to the question raised in this study.

Definite questions were asked in the questionnaire to generate answers to each of the questions posed in this study, 100 questionnaire were administered to the respondent and all the copies of the questionnaire were returned.

These findings confirmed that social media have played a vital role on student academic performance as it shows how the respondents give answer to the question Do you believe that social media have positive image on your academic

performance in which 98 (98%) of the respondents agreed, while 2 (2%) doesn't agreed.

Also this study was able to measure the degree on how social media affect the concentration and focus on student academic task as it shows the responses that 14 (14%) of the respondents agree it affect them very high, 10 (10%) of the respondents agree it affect them high, 9 (9%) of the respondents agree it average, 26 (26%) of the respondents agree it affect them low, while 41 (41%) of the respondents agree it affect them very low.

It was also discovered that social media teaches students on how to make decision about education performance as 61 (61%) of the respondents strongly agree, 28 (28%) of the respondents agree, 11 (11%) of the respondents are neutral, 0 (0%) of the respondents disagree, while 0 (0%) of the respondents strongly disagree.

It was also discovered that the social media have a positive significant impact on student academic performance in higher institution as 61 (61%) of the respondents strongly agree, 28 (28%) of the respondents agree, 11 (11%) of the respondents are neutral, 0 (0%) of the respondents disagree, while 0 (0%) of the respondents strongly disagree.

Lastly, it was also confirmed that social media is a driving force behind the growth of performance of students, also that social media exposed students to various platform of learning.

4.5 TEST OF HYPOTHESES

H_{01} : Social Media has negative impact on Staff performance

Relevant Tables:

Table VIII: 72% believe social media impacts academic staff performance.

Table X: 43% reported a decline in staff performance due to social media, while 57% did not.

Table XI: 98% believed social media has a positive image on academic staff performance.

Interpretation:

Although a significant portion agreed social media affects staff performance, 98% believed it has a positive impact, and 57% denied performance decline.

Decision: Reject H_{01} .

H_{01} (Negative impact on staff performance): Not supported — the result is not statistically significant.

Conclusion: Social media does not have a negative impact on staff performance.

H_{02} : Social Media has negative effect on Job Satisfaction

Relevant table:

Table XI, XIII, XIV, XIX, and overall feedback indicate that: 98% say it has a positive image (Table XI),

89% say it has a positive impact on performance (Table XIX),

Many respondents believe it aids decision-making and exposes them to learning opportunities.

Interpretation:

These responses suggest that social media is associated with positive experiences rather than dissatisfaction.

Decision: Reject H_{02} .

H_{02} (Negative effect on job satisfaction): Not supported — the result is not statistically significant.

Conclusion: Social media does not have a negative effect on job satisfaction.

H_{03} : Social Media has negative effect on Job Commitment

Relevant Table

Table IX & XII: Shows social media is used during academic periods, but only 5% strongly agree it interferes.

Table XXII: Majority (80%) say it exposes students to learning platforms, implying engagement

Table XV: 71% agree social media drives academic performance.

Interpretation:

These data suggest high academic engagement and continued performance, not disengagement or reduced commitment.

Decision: Reject H_{03} .

H_{03} (Negative effect on job commitment): Not supported — the result is not statistically significant.

Conclusion: Social media does not have a negative effect on job commitment.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. SUMMARY

This research work is divided into five main chapters, which clearly reviewed some steps and approach for easy presentation of its contents.

Chapter one is based on the background of the study with emphasis on the correlation between social media and students academic in higher institution academic performance which relationship is multifaceted and context-dependent. Balancing the potential benefits and risks of social media use, implementing effective time management strategies, and promoting digital literacy skills are crucial for supporting students in achieving academic success in an increasingly digital world

. It also contains the statement of research problems, research objectives, research Question, significant of the study and its limitations with operational definition of key terms.

Chapter two of this research work explained the conceptual framework which helps in understanding and having more knowledge about the key concept of the study, the theoretical framework of the research applied by the researcher which is the Agenda setting theory which provides valuable insights into how social media influences students' academic performance in higher institutions by shaping their priorities, attention, study habits, and access to diverse information sources. Recognizing these dynamics can help educators and students navigate the challenges posed by social media to optimize academic outcomes and Uses and gratification theory which highlights how students actively engage with social media to fulfill various needs and gratifications, which can have both positive and negative

implications for their academic performance in higher institutions. Recognizing the diverse ways in which students use social media can inform strategies to mitigate potential negative impacts and leverage the positive aspects of social media for academic enrichment. It also contains the review of related studies which was done to explain the nature of different individual research work.

Chapter three of this research work however contains research methodology adopted in this study, The populations of the study environment which the researcher set out of the study which consists of the student of kwara state polytechnic especially those who are knowledgeable in the field of mass communication. This includes both male and female either single, married, divorced or separated. Sample size is (100) one hundred and sampling techniques which are simple random sampling techniques and the instrument used in the research study was a questionnaire that was administered amidst the sampling size of the population, it also clearly stated the validity and reliability of the instrument and also stated the method of data analysis.

Chapter four of this research work explains how the data were gathered and analyzed for proper comprehension. It also contained how the data were presented and the discussion of the research findings.

Chapter five of this research clearly explained and summarized the whole chapter from one to four and also contained the conclusion and recommendations presented by the researcher.

5.2. CONCLUSION

This research work examined the Impact of Social media on students academic performance in higher institution. It discussed extensively on the concept of social media and students academic performance in higher institution social

media offers numerous benefits such as facilitating communication and collaboration, it also poses significant challenges, including distraction and time management issues. Through extensive research and analysis, it becomes evident that moderation and self-regulation are essential in harnessing the potential benefits of social media while mitigating its adverse effects on academic performance. Thus, it is imperative for both students and educational institutions to adopt strategies that promote responsible usage of social media, fostering a balanced approach that prioritizes academic excellence alongside digital engagement.

It was discovered during this study that social media have positive image on your academic performance. Therefore, Social media is a tool use in teaching student of secondary school, higher institution either universities or polytechnics on how to make decision concerning their education performance. To emphasis the fact that student make use of social media wrongly which affect their academic performance in school, social media awareness also serve as driving force behind the growth of performance of students. Therefore, the study focused how social media exposed students to various platform of learning.

This study concludes that social media does not only affect the focuses and concentration of student on their academic performance but also have a positive impact on their studies.

5.3. RECOMMENDATIONS

The following recommendations were made based on the Findings:

- i. Students should be educated on influence of social media on their academic performance.

- ii. Lecturers should ensure they use the social media as a tools in improving academic performance of student in school .
- iii. The students should create a balance between chit-chat and academic activities.
- iv. The use of social media network by students should focus on the academic relevance of those sites instead of using them for negative purpose.
- v. Students should better manage their study time in and prevent distractions that can be provided by the social media .
- vi. There should be a decrease in the number of time spent by student when surfing the net.

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QUESTIONNAIRE

Department of Business Administration
Institute of Finance and Management Studies
Kwara State Ilorin

Dear respondent,

I am a student of kwara state polytechnic department of Business Administration conducting a research on the topic “**The Impact Of Social Media On Academic Staff Performance in Public Tertiary Institutions. (A case study of Kwara State Polytechnic, Ilorin, Kwara State)**”

I hereby request your assistance in answering the following questions as true as possible. We assure you that all information provided by you will be treated with almost confidentially and shall be used for academic purpose only.

Thanks.

INSTRUCTION: PLEASE TICK () the answer you consider appropriate, the questionnaire divided into two part

SECTION A

1. Sex: (a) Male (b) Female
2. Age: (a) 18-25 (b) 26-30 (c) Above 30
3. Qualification: (a) SSCE (b) NCE / ND (c) HND / BSC (d) MBA (e) Others
4. Occupation: (a) student (b) Civil servant (c) Business man /woman (d) Unemployed
5. Marital status: (a) single (b) married (c) Divorced

SECTION B

1) Do you have a smartphone?

YES/NO

2) Which social media platforms do you use regularly?

(a) X () (b) Facebook () (c) Instagram () (d) Whatsapp () (e) Others ()

3) Do you think students use social media have impact in academic performance in higher institutions ?

(a)YES () (b)NO ()

4) Do you use social media for academic purposes (e.g., study groups, discussions)?

(a) YES () (b)NO ()

5) Have you ever experienced a decline in your academic performance that you attribute to social media use?.

(a) YES () (b)NO ()

6. Do you believe that social media has a positive impact on your academic performance?.

(a) YES () (b)NO ()

7. How do you think social media affects your concentration and focus on academic tasks?

(a) Very High () (b) High () (c) Average () (d) Low () (e) Very Low ()

SECTION C: STATEMENT

Keywords: SA-Strongly Agree, A-Agree, N-Neutral, D-Disagree, and SD-Strongly Disagree

	STATEMENT	SA	A	N	D	SD
RQ1	Social media has an impact on your Staff Academic Staff Performance					

1	Social media limited your reading ability					
2	Social media has a great influence on students					
3	Social media can disconnect one from having active participation with one's family					
4	Student use social media during exam period					
5	Social media teach us how to make decision about education performance					

SECTION C: STATEMENT

-Keywords: SA-Strongly Agree, A-Agree, N-Neutral, D-Disagree, and SD-Strongly Disagree

	STATEMENT	SA	A	N	D	SD
RQ2	Do student engaged in usage of social media					
1	Social media have a positive significant impact on student academic performance in higher institutions					
2	Social media awareness is a driving force behind the growth of performance of students					

3	Student encountered problem on social media					
4	Social media exposed students to various platform of learning					