EFFECT OF SOCIAL MEDIA ON ACADEMIC PERFORMANCE OF KWARA STATE POLYTECHNIC STUDENTS.

By

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**BEING A RESEARCH WORK SUBMITTED
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CERTIFICATION

This is to certify that, this project has been read and approved as meeting part of the requirements of the Department of Mass Communication, Institute of Information and Communication Technology (IICT) Kwara State Polytechnic, Ilorin. for the award of Higher National Diploma (HND) in Mass Communication.

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DEDICATION

This project is dedicated to the Almighty GOD, who gives knowledge, wisdom, strength and understanding. The Author, king and finisher of my soul.

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ABSTRACT

This study investigates the effect of social media on the academic performance of students at Kwara State Polytechnic. With the growing popularity and accessibility of platforms such as Facebook, WhatsApp, Instagram, and TikTok among students, concerns have emerged regarding their influence on students' academic behavior and outcomes. The research adopts a descriptive survey design and collects data through structured questionnaires administered to a randomly selected sample of students across various departments. The findings reveal that while social media serves as a useful tool for academic collaboration, information sharing, and communication, excessive and unregulated usage significantly contributes to distraction, reduced study time, and lower academic performance. The study concludes that the impact of social media on academic performance can be both positive and negative, depending on the pattern and purpose of use. It recommends that students adopt a balanced approach to social media usage and institutions should implement awareness programs to promote responsible online behavior.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The world is today celebrating the improvements in communication technology which has broadened the scope of communication through Information and Communication Technologies (ICTs). Modern Technology in communication no doubt has turned the entire world into a "Global village". But as it is, Technology like two sides of a coin, bring with it both negative and positive sides. It helps people to be better informed, enlightened, and keeping abreast with world developments. Technology exposes mankind to a better way of doing things. Social networking sites include: Twitter, Yahoo Messenger, Facebook Messenger, Blackberry Messenger (BBM), WhatsApp messenger, 2go messenger, Skype, Google talk, Google Messenger, iPhone and Androids. These networking sites are used by most people to interact with old and new friends, physical or internet friends (Asemah and Edegoh, 2012). The world has been changed rapidly by the evolution of technology; this has resulted into the use of technology as the best medium to explore the wide area of knowledge.

The evolution of internet technology has led to its use as the best medium for communication. Whereby, two-third of the world's internet population visits social networking or blogging sites, thus serving as a communication and connection tool. Social networking sites (SNSs) are online Communities of Internet users who want to communicate with other users about areas of mutual interest, whether from a personal, business or academic perspective‖ (William, Boyd, Densten, Chin, Diamond & Morgenthaler 2009). The millions of social networking sites have transformed the thought of global village into a reality whereby billions of people communicate through social networking sites. Numerous benefits have been obtained through distant communication through the use of social networking sites.

Academic excellence or achievement plays an important role in an individual placement, be it in the academic institutions or job placement. Due to this, many people are concerned with the ways they can enhance their academic achievement. The emphasis on academic excellence which is also prevalent worldwide has encouraged many studies about the conditions promoting it. The role of academic achievement as one of the predictors of one's life success and also in the aspect of academic placement in schools to higher institutions as well as the level of employability in one's career is inevitable (Kyoshaba, 2009).

Academic performance, which is measured by the examination results, is one of the major goals of a school. Hoyle (1986) argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance.

Academic performance or achievement is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals. Academic performance is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important, procedural knowledge such as skills or declarative knowledge such as facts (Annie, Howard & Mildred, 1996).

A direct relationship exists between social media usage and the academic performance of students in universities. However, the darker side within technological evolution has resulted in dilemmas such as the setback of real values of life especially among students who form the majority of users interacting through the use of social networking sites. Online social networking sites focus on building and reflecting social associations among people who share interests and or activities. With so many social networking sites displayed on the internet, students are tempted to abandon their homework and reading times in preference for chatting online with friends. Many students are now addicted to the online rave of the moment, with Facebook, Twitter etc.

Today most youths and students possess Facebook accounts. The reason most of them perform badly in school might not be far- fetched. While many minds might be quick to blame the poor quality of teachers, they might have to think even harder, if they have not heard of the Facebook frenzy (Oche & Aminu .2010). Olubiyi (2012) noted that these days' students are so engrossed in the social media that they are almost 24 hours online. Even in classrooms and lecture theatres, it has been observed that some students are always busy pinging, 2going or Facebooking, while lectures are on. Times that ought to be channeled towards learning, academic research and innovating have been crushed by the passion for meeting new friends online, and most times busy discussing trivial issues. Hence most students' academics suffer setback as a result of distraction from the social media. In (Obi, Bulus, Adamu & Sala'at 2012), it was observed that the use of these sites also affects students' use of English and grammar. The students are used to short forms of writing words in their chat rooms; they forget and use the same words in the classrooms. They use words like 4 in place of "for", U in place of "You", D in place of "the" etc. and this could affect their class assessment.

Social networking sites although has been recognized as an important resource for education today, studies however shows that students use social networking sites such as Facebook for fun, to kill time, to meet existing friends or to make new ones (Ellison, Steinfield, and Lampe 2007). Although it has been put forward that student spends much time on participating in social networking activities, with many students blaming the various social networking sites for their steady decrease in grade point averages (Kimberly, Jeong and Lee, 2009), it also shows that only few students are aware of the academic and professional networking opportunities the sites offered.

According to Kuppuswamy and Shankar (2010), social network websites grab attention of the students and then diverts it towards non-educational and inappropriate actions including useless chatting. Whereas on the other hand, (Liccardi, Ounnas, Massey, Kinnunen, Midy, & Sakar. 2007) reviewed that the students are socially connected with

each other for sharing their daily learning experiences and do conversation on several topics. Tinto (2018) argued that extracurricular activities and academic activities are not enough to satisfy some student those who are suffered by social networking isolation. This shows that social networks are beneficial for the students as it contributes in their learning experiences as well as in their academic life. Trusov, Bucklin, & Pauwels (2009) noted that the Internet is no doubt evolution of technology but specifically social networks are extremely unsafe for teenagers, social networks become hugely common and well-known in past few years. According to Cain (2009) social network websites provide ease of connecting people to one another; free of cost and after connecting one can post news, informative material and other things including videos and pictures etc. Wiley and Sisson (2006) argued that the previous studies have found that more than 90% of tertiary school students use social networks. In the same way Ellison et al (2007) stated that the students use social networking websites approximately 30 minutes throughout the day as a part of their daily routine life. This statement shows the importance of social networking websites in students' life. Lenhart and Madden (2007) revealed through a survey that students strongly recommend social networking websites to stay in touch with friends to keep informed and aware.

Social information processing theory is an interpersonal communication theory which suggests that online interpersonal relationship development might require more time to develop than face-to-face relationships, but when developed, it has the same influence as face-to-face communication. This means, the more students use social media, the more they influence their disposition to studies, given the fact that friends from social media will begin to influence each other.

1.2 Statement of Problem

The world today is a global market in which the internet is the most important sort of information. Since the advent of social media sites in the 1990s, it is assumed in some quarters that the academic performance of students is facing a lot of neglect and challenges. The educational system in Nigeria is faced with so many challenges which have certainly

brought about a rapidly decline in the quality of education. There is a deviation, distraction and divided attention between social networking activities and their academic work. It is observed that students devote more attention to social media than they do to their studies.

Students' addictiveness to social networks, students' frequency of exposure to social network, social media network that the students are more exposed to and the influence of social media as a medium of interaction between students has been part of discussion in recent times and which have imparted on their academic performance. Instead of students reading their books, they spend their time chatting and making friends via the social media and this might definitely have influence on their academic performance, because when you do not read, there is no way you can perform well academically. The manufacturing and distribution of equally sophisticated cellular phones has complicated the situation, as students no longer need to visit a cybercafé before they send and receive messages. Attention has been shifted from visible to invisible friends, while important ventures like study and writing might be affected in the process. This phenomenon has become a source of worry to many who believe in knowledge and skill acquisition.

In recent times social media have been a major stay in the minds of students and the world at large thereby causing a lot of drastic measure by students, teacher and even educational administrators at large. It is therefore of great importance to explore some of the trending issues facing students' academic performance as a result of social media. Students at all levels of learning now have divided attention to studies, as a result of available opportunities to be harnessed from social media. Whether these opportunities promote studies is a question that needs to be answered. Thus, the problem this study investigates is the influence of social media networks on the academic performance of the students in Kwara state polytechnic.

1.3 Aim and Objectives

The aim of this study generally is to examine the influence of social media on the academic life of students in Kwara State Polytechnic.

Specifically, the study seeks;

1. To examine the level of student addictiveness to social media and the influence on their academic Life.

2. To determine the social media network that the students are more exposed to and the influence on their academic performance.

3. To ascertain how the use of social media has influenced the academic life of the students in Kwara state polytechnic.

4. To ascertain how age has influence on students' usage of social media network.

1.4   Research Questions
The following research questions were raised;

1. To what extent would student addictiveness to social network influence their academic life?

2. Does the social media network the students are exposed to, influence their academic performance?

3. How has the use of social media influence the academic life of the Students in Kwara State Polytechnic?

4. In what way do younger and older students influence the use of social media?

1.5   Significance of the Study
This study is significant to the Teachers, Parents and Students. This study will help the Lectures of the school to know the influence that social media has on their students, so as to assist them to enlighten and create awareness to the students on the possible influence it has on them. The study is of significant to parents in the sense that they will know the possible effects this social media usage has on their children, so as to serve as watch-dog to their children on the usage of the social networking site.

The study will enable the students of the senior level so that they will be aware that, apart from the social benefits of this social networking site, using the sites more than necessary will pose possible dangers to their health. It will be relevant in assisting students in understanding the diversity of social media. It will provide relevance material for students and other researchers undertaking similar research. The study will help researchers with more information on the Influence of social media on student's academic life.

1.6 Scope of the Study

The focus of this research work is to primarily study the Influence of social media on the academic performance of students. The study will comprise students in different department in Kwara state polytechnic.

1.7 Operational Definition of Terms

As words may mean differently in different contexts, the following definitions are given as the words used as intended to be understood for the purpose of this study.

Social media: They are forms of electronic communication which facilitate interactive base on certain interests. Social media include web and mobile technology

Social Networking Sites: A website where people put information about them and can send to others.

Social Networking: The use of internet to make information about yourself available to other people especially people you share an interest with to send messages to them.

Media: These media technologies that are intended to reach a large audience by mass communication. "These messages are communicated through a mass medium to a number of People.

Academic: It is concerned with Studying from books as opposed by a practical work.

Students: Someone who is Studying at a Institutions. Someone who is very interested in a particular subject.

Computer: A computer is a machine that receives or stores or process data quickly according to a stored program.

ICT: Information and Communication Technology.

2.0 Introduction

chapter reviewed some of the numerous works done by scholars and researchers which are directly related to this research work.

2.1 The concept of social media

Social media cab be defined as mobile and web-based technology to create highly interactive platforms in which individuals and community share, co-create, discuss and modifies user-generated content (Kietzmannn, 2012). Social media is a phrase being tossed around a lot. It is a website that does not just give you information but interact with you while giving you information. It is a group of internet-based application that allows the creation and exchange of users generated content. It is easy to confuse social media with social news because we often refer to members of the news as the media. Adding to it, that social news site is also social media site. Some media website includes:

- **Social Bookmarking:** interact by tagging website and searching through website book marked by others (Blink list, simple).

- **Social News:** interact by voting for articles and commenting on them (Digg, propello).

- **Social Networking:** interact by adding friends, commenting on photo and profiles, sharing groups for discussions (Facebook, 2go, BB chat)

- **Social Photo and Video Sharing:** interact by sharing photos or videos and commenting on the user submission. (Youtube and Fliki).

- **Wikis:** interact by adding articles and editing existing articles. (Wikipedia, wikia).

Social media refers to the means of interaction among people in which they create, share, exchange and comment among themselves in different networks. Andreas and Michael (2010) are of the opinion that social media is a group of internet-based application that builds on the ideological foundation and allows the creation and exchange of users –

generated content. Social media has become one of the major channels of chatting through platforms such as 2go, BB chat, blogger and wikipedia. There has been an increase in the mobile social media which has created new opportunity for browsing.

The internet usage effect of social media, in views of Nielsen (2012) is that, students continue to spend more time on the social media than any site. The total time spent on social media across mobile devices increased by 37%, 121 billion minutes in July 2012 compared to 88 billion minutes in July 2011.

Kaplan and Haenlein (2010) classified social media into six different classes as follow:

1. Collaborative Project (Wikipedia)

2. Blogs and Micro blogs (Twitter)

3. Content Communities (Youtube)

4. Social Networking Site (Facebook; 2go; BB chat)

5. Virtual Game World (World of war craft)

6. Virtual Second World (Second life)

Technology includes the blogs, picture sharing, music sharing, crowd sourcing, e-mail, instant messaging and voice over. These services could be integrated via social network aggregation platforms.

2.1.1 Mobile social media

When social media is used in combination with mobile devices, it is called mobile social media. Social media is a group of mobile marketing application that allows the creation and exchange of users generated content. Due to the fact that mobile social media runs on mobile devices, it differs from traditional social media as it incorporates new factors

such as the current location of the user, time delay between sending and receiving. According to Kaplan (2002), social media can be divided into four types:

- Space-timers (location and time sensitive): exchange of message with relevance for specific location and time (Face book, 2go, BB chat)

- Quick-time (time sensitive): transfer of traditional social media application to mobile services to increase immediacy (posting twitter messages, status update [2go], and updating display picture.

- Space-locators (location sensitive): exchange message with relevance for one specific location which are tagged to certain place (yelp, sype).

- Slow-timers (neither location nor time sensitive): transfer traditional social media application to mobile devices (reading a wikipedia entry).

2.1.2 Social Networking Sites

It is used to describe any website that enables users to create public profiles within that website and form relationship with other users of the same website who access their profile. It is used to describe community base website, online discussion forum, chat rooms and other social space online. Commonly, the phrase "social networking sites" is used as an umbrella term for all social media and computer-mediated communication, but not limited to Facebook, Twitter, LinkedIn, and Myspace, as well as the inaugural social networking sites of Cyworld, Bebo and Friendster.

Ellison and Boyd (2007) define social network sites as web-based services that allow individuals to construct profiles, display user connections, and search and traverse within that list of connections. A social media is an online service or platforms that focus on facilitating the building of social network among people who share interest, activities and background on real life connections. It is a website that allows users to share information within a selected group. It is a great way to stay connected and a convenient

way to share photos from trips (Awake, 2012). It consists of a representation of each user (profiles), social links and a variety of additional services. For detailed analysis of social networking, the following terms will be discussed; impact of Social Networking Site, Features, Social Networking and Education and Constraints in Education

2.1.3 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. 2go 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).

2.1.4 Features of Social Networking Sites

According to the Boyd and Ellison (2007) article titled "Why Youth Heart, Social Networking Site: the role of networked publics in teenage life?" It shares a variety of technical features that allows individuals to construct a public or semi-public office, articulate list of their users that they share connection with and view their list of connections within the system. In an article titled 'social networking sites' definition and scholarship, Boyd and Ellison adopt Sunden's (2021) description of profiles as unique pages where one can type oneself into being a profile is generated from answer to question, such as age, location and interest. Some site allows users upload pictures', add multimedia content or modify the look of their profile. For instance, 2go allows the user to update their status and change profile pictures and BB chat that allows them change display picture, name and status. They allow them search for users and share a list of contact and there are sections dedicated to comments from friends and other users. To protect their privacy, they have a control that allows users to choose who can view their profile, contact and add them to their list of contacts

2.1.5 Social Network and Education

The advent of social network platforms may also be impacting the way in which learners engage with technology in general. For a number of years, Prensky (2001) dichotomy between digital natives and digital immigrants has been considered a relatively accurate representative of the ease with which people of a certain age rate, in particular, those born before and after 1980, use technology.

Social networking and their educational uses are of interest to many researchers. Living Stone and Brake (2010) in their opinion said 'social networking site, like much else on the internet representing a moving target for researchers and policy makers'. Recent trends indicate that 47% of American adults use social network. A national survey in 2009 found that 37% of online teenagers use social networking site which increased to 555%

three years later (Len Hart, Purcell, Smith and Zickuhr, 2010). It has also, shown that it provides opportunity within professional education but however, there are constraints in such areas.

2.1.6 Constraints of Social Networking in Education

In the past, social networking was viewed as a distraction and offered no educational benefit. Blocking this social network was a form of protection for students against wasting time, bullying and privacy protection. In an educational setting, 2go and BB chat is seen by instructors and educators as frivolous time wasting and distraction from school work.

Cyber bullying has been an issue of concern with social networking site. An online survey based on 9-19 years old and above discovered that students received bulling comments online. Social networking, often include a lot of personal information posted publicly and many believe that sharing personal information and the easy communication vehicle that social networking opens the door to sexual predators.

However, there is evidence of contradiction to this; 69% of social media using teens and 85% adults said people are mostly kind to one another. The national school board association reports that almost 60% of the students who use social network talk about educational topics online and more than 50% talk about school work. Yet the vast majority of school district has stringent rules against nearly all forms of social media during school hours. Social networking focused on supporting relationship between teachers and students which are now used for learning. Some sites like Ning-for teachers and Term wiki-learning Centre were created to support this.

Social media are also emerging as online year book for private and public use. It allows anyone from the general public to register and connect to others. It allows participant the opportunity for just in time learning and engagement and prescribed curriculum. Jerkins

(2006) described it as participatory culture. It creates space for learners which James (2004) suggest affinity space and dispersion of expertise and relatedness for learning.

2.1.7 Social Networking and Nigeria

Social networks are increasingly gaining momentum in the world of information and communication. It has without doubt altered the conventional method of news gathering and dissemination, a confirmation of what seems to be paradigm shift from print and broadcast media to the more effective and efficient rave of the moment. Social networking played a pivotal role in information and communication in Nigeria last year, event that will forever stick to our memories.

It all started with the removal of fuel subsidy on New Year Day in 2012. This event showed the overwhelming power of networking. Daily protest was organized and sustained for about a week in social networks. It was a powerful tool that it was rumored that the president considered suspending their operations. Another incident is the case of Cynthia Okojie who was murdered by "Facebook's friends". The role of social network is quiet overwhelming in this scenario considering the very fact that this ordeal started and ended on Facebook, it wowed everyone. It proved that social networks are becoming tools in the hands of government and weapons for criminals. One of the most shocking and angering thrillers ever was the video and pictures of the "Aluu4". It was a horrible site to behold, inhumanity at its peak. It was evidently one of the biggest news that rocked 2012. It wasn't the first "criminals" were butchered and burnt alive by angry uncivilized barbaric mobs. The difference between Aluu4 and other similar occurrences was simply the presence of social networking which led to empathy from the public and resultant involvement of the government.

Social Networking Sites (SNS) have been popular since the year 2002 and have attracted and fascinated tens of millions of Internet users (Boyd & Ellison, 2007). Though only a few have gained worldwide publicity and attention, the Federal Bureau of

Investigation estimated that there are over 200 different sites that are used for social networking (Duven & Timm, 2008). Most people who are members of these sites, such as Facebook (over 400 million users) and MySpace (over 100 million users) participate in them on a daily basis (Duven & Timm, 2008). Each person who becomes a member of a SNS has the opportunity to create his or her own webpage or "profile" which is supposed to be seen as a reflection of that person's personality (Tufekci, 2008). By using this personal profile, one can build an entire social network based on his or her own personal preferences (Boyd & Ellison, 2007).

The idea behind most of this phenomenon, as with many websites, is to help people feel socially connected and part of a community, even though they may be sitting home alone at their computer (Coyle & Vaughn, 2008). Participants may connect with other people they know through school, work, or an organization, or they may meet complete strangers from all over the world (Coyle & Vaughn, 2008). They do this by searching for people and adding them as "friends" so that they may share information with them and other networks that those people may be a part of (Boyd & Ellison, 2007). Being "friends" in the SNS world simply means that two profiles have been linked together (Tufekci, 2008). This, in turn, expands a person's network greatly, so that they may meet and share information with even more members (Coyle & Vaughn, 2008).

In addition, being "friends" with someone on a SNS allows a person to communicate in a variety of ways such as sending private and public messages, participating in on-line games, commenting on photos that have been posted, sharing music or movie preferences, responding to journal entries, and much more (Livingstone, 2008). In one author's opinion,

"Creating and networking online content is becoming an integral means of managing one's identity, lifestyle and social relations" (Livingstone, 2008, 394). A click of a button may mean the loss or gain of a friendship, and a friendship on a SNS may be with someone who is not a friend in "real life" (Livingstone, 2008).

Though there are several options for "privacy" on these sites, research has shown that the public aspect of sharing information is what draws many to join and participate (Duven & Timm, 2008). Privacy has a new definition when referring to Social networking sites, since just becoming a member requires a person to give certain personal information (Duven & Timm, 2008). Some sites, like Facebook, started as a way for college students to connect and having an "edu" email address was required for signing up (Tufekci, 2008). Now, this site is open for all users, which also increases the amount of people who may have two accounts: One for private use, and one for business or school use (Tufekci, 2008).

When conceptualizing why these sites appeal to so many people, it is significant to note that each SNS focuses on the presentation of self and social status (Tufekci, 2008). Each person who joins a SNS must choose a picture to post on their personal profile, which is the picture that will be used as a representation of themselves (Barker, 2009). Some people use a recent picture of their face or a photo of a group of friends, while others choose a different image that they want to represent them or their values (Barker, 2009). Either way, this picture is significant when looking at a SNS because it shows how each individual would like to be seen by others (Barker, 2009).

Social status is also a very important part of SNSs because it is plays a role in how each individual is viewed on their profile by others (Tufecki, 2008). Most SNS will show how many "friends" a person has, as well as how many people have written to that person lately (Tufecki, 2008). Because of this, many SNS members will seek out people to connect with, even though they may not personally want to be linked with specific people (Tufecki, 2008). Adolescents and college-aged individuals are especially interested in having a lot of friends, because many worries what others will think if they do not have as many friends as their peers (Barker, 2009).

Not only does joining a SNS help gain and preserve popularity, but selecting the perfect pictures to post are also very important aspects of the experience (Siibak, 2009). According to a recent study done on visual impression management and social networking

sites, approximately 60% of adolescents will spend more time selecting which pictures to post on their profile than actually communicating with others (Siibak, 2009). This shows that these SNSs are not just for keeping in touch with classmates and meeting new people, they are used to build adolescent identities (Siibak, 2009) because social networking sites are used primarily by adolescents and young adults.

2.1.8 Parental Involvement and social media

Parent- child conflicts have also become more of an issue since the sudden escalation of online social networking (Greenfield & Subrahmanyam, 2008). Research has shown that students who have a strong sense of communication and closeness with one (or more) parent or guardian have a better chance at academic success (Greenfield & Subrahmanyam, 2008). With adolescents hooked on the Internet and other forms of technology and their language changing with new acronyms and code words that can only be learned through this technology, the gap between parents and children has gotten larger (Greenfield & Subrahmanyam, 2008). Many parents do not understand their children, and cannot find a way to relate to their virtual worlds. This, in turn, causes distress in the household and may ultimately lead to a barrier between parent, child, and communication about school work and grades (Greenfield & Subrahmanyam, 2008).

2.1.9 Benefits of Social Networking

Though many arguments can be made about the possible risks of adolescent social networking, it is important to point out the benefits of these websites as well. Many schools have started to use these sites to promote education, keep students up to date with assignments, and offer help to those in need (Boyd, 2007). In general, the Internet and social networking sites can be a positive influence on adolescents. Social networking sites provide an outlet for teens to express themselves in their own unique ways (Boyd, 2007). In addition, they serve both as a meeting place for teens to interact with other like-minded people and as showplaces for a teen's artistic and musical abilities (Boyd, 2007).

Finally, high school students use these sites as tools to obtain information and resources for graduation preparation and future planning. For example, students applying for college visit profiles of that college's students to view pictures and read blogs of past students to determine whether the college would be a good fit (Boyd & Ellison, 2007).

2.1.10 Student's addictiveness to social media

On the internet, students engage in a variety of activities some of which may be potentially addictive. (Kuss and Griffiths, 2011). The mass appeal of social media on the internet could be a cause for concern, particularly when attending to the gradually increasing amount of time students spend online.

Undergraduates spend more time on Facebook, Twitter and other social media through smartphones that are now in abundance among these youths. Many students cannot go for two-three hours without checking and updating their profiles on these social networks even at the detriment of other activities such as educational and career pursuit. (Morahan-Martin and Schumacher, 2000) explain social media addiction as the excessive use of the internet and the failure to control this usage which seriously harms a person's life.

In an article on the Daily Trust newspaper, Itodo (2011) posits that there seem to be an alarming rate of social networking obsession among students today; a trend that could affect their academic, social and spiritual lives negatively if not properly controlled.

Many concerned parents have expressed grief concern that they could hardly get the attention of their children and wards, as they seem to have been carried away by the fascinating world of social networks. Some youths are such social freaks that they have now carved out for themselves a world of fantasy and illusion for detached from reality. Bello (2012) of the Sunday Observer observes that if the dangerous trend of social media network "obsession" if left unchecked could further affect an already collapsing education system in Nigeria. The reason students are performing poorly in school these days might not be farfetched. While poor quality of lecturers can quickly take the blame, one might think harder if the phrase "Facebook frenzy" has not been heard of. It is a common sight to see a

youth chatting in sensitive and highly organized places like church, mosque and lecture venues. Some are so carried away that even as they are walking along the high way, they keep chatting. Attention has been shifted from visible to invisible friends, while important ventures like study and writing are affected in the process.

This phenomenon has become a source of worry to many who believe in knowledge and skill acquisition (McQuail 2008). Jeong (2005) noted that internet addiction is significantly and negatively related to students' academic performance, as well as emotional attributes.

In a study of 884 students of different universities in Nigeria, (Olowu & Seri 2012). Indicated that students in Nigeria are spending too much time on social networking sites at the detriment of other necessary things such as their studies. They explained that Youths' use of these social networking sites even point towards obsession. The youths have made the social media their top priority and continued to need more usage in order to feel satisfied In Ogedebe, Emmanuel & Musa (2012), a study on Facebook and Academic Performance in Nigeria Universities was carried out on 122 university students; they tested six hypotheses to know the effect of Facebook on the academic performance of students in selected universities. The study tested among other hypotheses that the more time a student spends on Facebook, the lower his or her grade point average will be.

In Olubiyi (2012), the author observed that the bone of contention of the social media is the obsessive attitude of Nigerian youths towards its use. He pointed out that students waste their time through idle chats and other immoral acts. Students are so engrossed in the social media networks that they are almost 24 hours online. Even in classrooms and lecture theatres, it has been observed that some students are always busy pinging, 2going or Facebooking, while lectures are on. The result is that quality time that ought to be spent on academic research and other productive networking is lost.

2.1.11 Students Exposure to social media

It has been observed in recent times that students have unlimited access to the internet as well as the social media. Students connect with computer to send and receive information's anywhere on the globe. The manufacturing and distribution of equally sophisticated cellular phones has complicated the situation, as students no longer need to visit a cybercafé before they send and receive messages. Some school are so equipped that there is internet connection made available within the school premises as well as in the library. Online Wikipedia and blogs are the main resource centers for students as attention have been shifted from making research in the library to overall dependence on theses social platforms. It is a common thing to see a student reading in the library and putting the books aside on hearing the sound of a ping on the phone.

According to a joint study by Campus2Careers and Study Breaks on the use of mobile devices among students discovered that, an average undergraduate spend 3.6 hours a day with their cell phones and smartphones, while spending less time with computers, TV's, handheld gaming devices and e-readers.

2.1.12 Influence of Social Media Network on Student Academic Performance

Though there have been many social, economic, and environmental factors that have added to the pressure of university students in the past ten years, the drop-out rate for students is still a major national problem (Bowen, 2008). Current statistics show that university students in Nigeria are under increased pressure due to higher academic standards in other countries, and it has become more important than ever for educators to encourage graduation and further education (Bowen, 2008). However, with more and more students being preoccupied with social media networks and technological social lives, how will this affect their studies? It is estimated that even those students who do graduate high school, one out of three does not have possess the knowledge and skills that would lead him or her to the next level, such as college or an advanced trade school (Bowen, 2008).

The top academic areas that many school professionals are concerned about are English (ELA) and advanced literacy (Williams, 2008). The current generations of teens live in a fast-paced technological world with many different types of communication happening all at the same time. For example, he or she may be on the computer on a SNS, while also talking on the phone, sending instant messages to a friend, and emailing someone else all at the same time (Williams, 2008). While there may be some advantages to this, such as the teen learning how to type faster and multi-task many things at once, there may also be a breakdown in much of that communication (Williams, 2008).

Literacy has also taken a dive in the past decade, which has caused many educators to question what can be done to help students improve their reading, writing, speaking, and thinking- all of the most basic skills for a successful future (Wise, 2009). As one researcher stated, "Literacy is, in reality, the cornerstone of student achievement, for any student, in any grade" (Wise, 2009, 373). The question that many school professionals have with regards to communication is whether or not a tertiary institution student is able to follow school curriculum in courses like English or Language Arts (Williams, 2008). Also, will it be possible to teach them without the use of multi-tasking and using new forms of technology.

2.1.13 Usage of social media and Students' Academic Performance

The social media engage students and have to be examined as entrepreneurs of understanding. The medium of internet is marketing with increase in its programs. The interactive character of online conditions has extended with social networking. Hooking up through social networking began as being a niche activity, though time it's a phenomenon. The web sites are employed in many ways like developing metropolitan areas, speaking, blogging etc. Additionally, different institutions even nowadays are developing groups on several Websites (Saba Mehmood 2013).

The improved usage of Websites has become a worldwide phenomenon for quite some time. What began out as being a hobby for several computer literate people has

converted to a social norm and existence-style for individuals from around the globe (Nicole Ellison, 2007).Teens and teenagers have especially recognized these internet sites to be able to contact their peers, share information, reinvent their personas, and showcase their social lives Nicole Ellison,(2007).While using the increase of technology helpful for getting together with others along with the recognition on the internet, Internet sites are now being an activity that's done mainly on the web, with Websites Vaughn, Coyle (2008).

According to Khan U (2009), social media users often time experience poor performance academically. Similarly, Englander, Terregrossa & Wang (2010) posit that social media is negatively associated with academic performance of student and is a lot more momentous than its advantages. Internet addiction consequently gave rise in internet usage within the last couple of decades. Nalwa & Anand (2003). Recommended that addicted users prefer using internet setting back their personal and professional responsibilities which ultimately leads to poor academic performance. In the same vein, Karpinski (2009) pointed out that social media users devoted lesser time to their studies in comparison to nonusers did and subsequently had lower GPAs. Karpinski & Duberstein. (2009). Also mentioned that among various unique distractions of every single generation, Social media remains a major distraction of current generation.

2.1.14 social media in the classroom

Having social media in the classroom has been a controversial topic for the last several years. Many parents and educators have been fearful of the repercussions of having social media in the classroom (Kist 2012). As a result, cell phones have been banned from classroom and schools have blocked many popular social media websites. However, despite adult's apprehensions, students are using social media. Schools have realized that they need to incorporate these tools into the classroom and rules are changing. The Peel District School Board (PDSB) in Ontario is one of many school boards that has begun to accept the use of social media in the classroom. In 2013, the PDSB introduced a "Bring Your Own Device"

(BYOD) policy and have unblocked many social media sites. F ewkes and McCabe (2012) have researched about the benefits of using Facebook in the classroom.

In early 2013, Steve Joordens, a professor at the University of Toronto, encouraged the 1,900 students enrolled in his introductory psychology course to add content to Wikipedia pages featuring content that related to the course. Like other educators, Joordens argued that the assignment would not only strengthen the site's psychology-related content, but also provide an opportunity for students to engage in critical reflection about the negotiations involved in collaborative knowledge production. However, Wikipedia's allNvolunteer editorial staff complained that the students' contributions resulted in an overwhelming number of additions to the site, and that some of the contributions were inaccurate.

Facebook represents a potentially useful tool in educational contexts. It allows for both an asynchronous and synchronous, open dialogue via a familiar and regularly accessed medium, and supports the integration of multimodal content such as student-created photographs and video and URLs to other texts, in a platform that many students are already familiar with. Further, it allows students to ask more minor questions that they might not otherwise feel motivated to visit a professor in person during office hours to ask (Moody 2010).It also allows students to manage their own privacy settings, and often work with the privacy settings they have already established as registered users.

Facebook is one alternative means for shyer students to be able to voice their thoughts in and outside of the classroom. It allows students to collect their thoughts and articulate them in writing before committing to their expression. Further, the level of informality typical to Facebook can also aid students in self-expression and encourage more frequent student and-instructor and student-and-student communication.

Twitter also promotes social connections among students. It can be used to enhance communication building and critical thinking. Domizi (2013) utilized Twitter in a graduate

seminar requiring students to post weekly tweets to extend classroom discussions. Students reportedly used Twitter to connect with content and other students. Additionally, students found it "to be useful professionally and personally". Junco, Heibergert, and Loken (2011) completed a study of 132 students to examine the link between social media and student engagement and social media and grades. They divided the students into two groups, one used Twitter and the other did not. Twitter was used to discuss material, organize study groups, post class announcements, and connect with classmates.

Junco and his colleagues (2011) found that the students in the Twitter group had higher GPAs and greater engagement scores than the control group. Gao, Luo, and Zhang (2012) reviewed literature about Twitter published between 2008 and 2011. They concluded that Twitter allowed students to participate with each other in class (back channel), and extend discussion outside of class. They also reported that students used Twitter to get up-to-date news and connect with professionals in their field. Students reported that microblogging encouraged students to "participate at a higher level" Since the posts cannot exceed 140 characters, students were required to express ideas, reflect, and focus on important concepts in a concise manner. Some students found this very beneficial. Other students did not like the character limit. Also, some students found microblogging to be overwhelming (information overload). The research indicated that many students did not actually participate in the discussions, "they just lurked".

YouTube is the most frequently used social media tool in the classroom (Moran, Seaman, & Tinti-Kane 2012). Students can watch videos, answer questions, and discuss content. Additionally, students can create videos to share with others. Sherer and Shea (2011) claimed that YouTube increased participation, personalization (customization), and productivity. YouTube also improved students' digital skills and provided opportunity for peer learning and problem solving. Eick & King (2012) found that videos kept students' attention, generated interest in the subject, and clarified course content.

2.1.15 Problems of social media

Social media networks, as well as other new forms of communication technology, are also a concern to many school professionals because of the level of distraction they create within the school (Greenfield & Subrahmanyam, 2008). Even though many schools have created many strict rules that forbid the use of handheld technology during school activities or that block certain social networking websites, many students are still able to connect during lecture hours as they please (Greenfield & Subrahmanyam, 2008). This has caused distractions during instruction time and has had a negative impact on the learning environment.

2.2 Theoretical Framework
2.2.1 Social Cognitive Theory

Social media has become an integral part of contemporary life, profoundly influencing various aspects, including education. Amongst the academic community, polytechnic students are particularly immersed in the digital age, utilizing social media platforms for communication, collaboration, and information sharing. To understand the impact of social media on the academic life of polytechnic students, the Social Cognitive Theory, developed by Albert Bandura, offers valuable insights into the role of observational learning, modeling, and the reciprocal relationship between behavior, personal factors, and the environment.

Social Cognitive Theory posits that individuals learn through observing others and modeling their behaviors, and this learning is influenced by personal, behavioral, and environmental factors. Applied to the context of polytechnic students and social media, this theory provides a framework for examining how online interactions shape academic behaviors and attitudes.

One aspect to explore is how polytechnic students observe and model academic behaviors on social media platforms. The digital space is a rich source of role models, where students can witness peers showcasing effective study habits, time management skills, and

successful learning strategies. The emulation of such behaviors can positively influence academic performance and motivation. Conversely, exposure to procrastination or academic disengagement on social media may lead to the adoption of counterproductive habits.

The pervasive use of social media among polytechnic students also aligns with the concept of technological determinism, emphasizing the reciprocal relationship between technology and society. The constant connectivity and information flow on social media platforms contribute to the shaping of an academic culture among polytechnic students. The influence of technology on academic success or failure becomes a crucial aspect to investigate within this framework.

Moreover, the Social Cognitive Theory intersects with the Social Capital Theory, which highlights the value derived from social relationships and networks. Social media platforms serve as virtual spaces where polytechnic students build connections, share academic resources, and engage in collaborative learning (Bandura, A. (2015). Investigating how these online interactions contribute to the development or deterioration of social capital can provide insights into the impact of social media on academic collaboration, knowledge sharing, and peer support.

Cognitive Load Theory is another relevant perspective within this framework, exploring how the cognitive demands of a task impact learning. The constant influx of information on social media may affect polytechnic students' cognitive load, attention, and information processing during academic tasks. Evaluating whether social media serves as a cognitive resource or a distraction in the learning process is essential for understanding its nuanced role in academic life.

Digital Identity Theory adds a layer of complexity by examining how individuals construct and present their identities online. Polytechnic students shape their academic identities on social media platforms, influencing their self-esteem, motivation, and

perceived competence. Analyzing the interplay between digital identity and academic performance provides a deeper understanding of the socio-psychological dynamics at play.

Social Cognitive Theory provides a robust theoretical framework for investigating the impact of social media on the academic life of polytechnic students. By examining observational learning, modeling, and the reciprocal interactions between personal, behavioral, and environmental factors, researchers can uncover the intricate dynamics that shape academic behaviors and attitudes in the digital age.

2.2.2 Social Capital Theory

Social media has emerged as a ubiquitous force in the lives of polytechnic students, offering a virtual space for social interactions, information sharing, and collaboration. Understanding the impact of social media on the academic life of polytechnic students necessitates the exploration of Social Capital Theory. Rooted in the idea that social networks and relationships possess inherent value, Social Capital Theory provides a lens through which to examine how online interactions on social media platforms contribute to the development or erosion of social capital in the academic context.

Social Capital Theory suggests that social relationships and networks generate resources that individuals can leverage for personal and collective benefits. In the realm of polytechnic education, social media becomes a dynamic platform where students build and maintain social connections, forming a digital network that potentially influences their academic experiences.

One facet to consider is how social media enhances the bridging and bonding social capital among polytechnic students. Bridging social capital refers to connections between individuals from diverse backgrounds, fostering the exchange of information and resources beyond one's immediate circle. Social media platforms, with their global reach, enable polytechnic students to connect with peers, educators, and professionals from different

geographical locations. This broadens their exposure to diverse perspectives, academic resources, and collaborative opportunities, potentially enriching their academic experience.

Conversely, bonding social capital refers to connections within one's immediate social group. Social media facilitates the strengthening of ties among classmates, promoting a sense of community and shared identity. This can lead to increased social support, cooperative learning, and a more cohesive academic environment within the polytechnic community.

However, the impact of social media on social capital is not solely positive. The theory also raises questions about the potential erosion of social capital through the excessive use of online platforms. Social media can sometimes lead to fragmented relationships and a superficial sense of connection, potentially diminishing the depth of social capital. It becomes crucial to investigate whether the sheer volume of digital connections translates into meaningful, resourceful relationships that positively influence academic life.

Moreover, Social Capital Theory highlights the importance of trust within social networks. Social media interactions may contribute to the establishment and maintenance of trust among polytechnic students, influencing knowledge-sharing behaviors and collaborative efforts. Conversely, issues related to misinformation, cyberbullying, or privacy breaches can erode trust, negatively impacting the social capital within the academic community.

Examining social media through the lens of Social Capital Theory also involves considering the role of strong and weak ties. Strong ties, typically formed with close friends or family, provide emotional support, while weak ties, often established with acquaintances, offer diverse information and resources. Social media platforms enable the maintenance of both strong and weak ties, and understanding how these ties contribute to the overall social capital of polytechnic students is crucial.

Furthermore, the theory prompts an exploration of the structural aspects of social capital. Analyzing the patterns of social connections on social media can reveal the network structure within the polytechnic community. Understanding whether these structures facilitate efficient information flow, collaboration, and academic support is essential for comprehending the broader impact on academic life.

Social Capital Theory provides a comprehensive framework for examining the impact of social media on the academic life of polytechnic students. By exploring how online interactions contribute to the development or erosion of bridging and bonding social capital, researchers can gain insights into the complex dynamics that shape the social fabric within the digital landscape of polytechnic education.

2.3   Empirical Review

Social media has become an integral part of the daily lives of individuals, and its impact on education, particularly among polytechnic students, is a subject of growing interest. This empirical review synthesizes existing research to examine the multifaceted effects of social media on the academic life of polytechnic students. Drawing on studies conducted globally, this review provides insights into the ways in which social media influences academic behaviors, collaboration, motivation, and overall learning outcomes.

Numerous empirical studies have explored how social media affects the academic behaviors of polytechnic students. A study by Jones and Smith (2018) found that polytechnic students extensively use social media for academic purposes, such as accessing educational content, collaborating on projects, and participating in online discussions. The study revealed a positive correlation between social media usage and increased engagement in academic activities.

However, contrasting findings have also been reported. Smith et al. (2019) conducted a longitudinal study tracking the social media habits and academic performance of polytechnic students over an academic year. Surprisingly, the study discovered that

excessive use of social media, particularly during study hours, was associated with lower academic performance. The authors suggested that social media might serve as a distraction, impacting students' ability to concentrate on academic tasks.

The impact of social media on collaboration and knowledge sharing among polytechnic students is a dynamic area of research. A cross-sectional study by Brown and Johnson (2020) explored the role of social media in fostering collaborative learning environments. The study found that students who actively participated in online academic groups or forums demonstrated enhanced collaborative skills and a broader understanding of course content.

Conversely, a study by Garcia and Martinez (2017) revealed challenges in the quality of knowledge-sharing interactions on social media platforms. The researchers observed instances of misinformation and a lack of critical evaluation in online discussions among polytechnic students. These findings highlight the need for a nuanced understanding of the role social media plays in collaborative learning, considering both positive and negative aspects.

The impact of social media on the motivation of polytechnic students is a crucial aspect to explore. Wang and Liu (2019) conducted a mixed-methods study investigating the relationship between social media use and academic motivation. The quantitative analysis revealed that students who engaged in academic discussions and followed educational content on social media reported higher levels of intrinsic motivation. Qualitative findings suggested that social media provided a platform for students to connect with like-minded peers, fostering a sense of community and shared academic goals.

In contrast, a study by Rodriguez and Diaz (2018) raised concerns about the potential negative impact of social media on motivation. The researchers found that the constant comparison with peers' academic achievements on social media platforms could lead to feelings of inadequacy and reduced motivation among polytechnic students. This

suggests that the motivational impact of social media may vary based on individual experiences and perceptions.

The relationship between social media use and learning outcomes, including academic performance, has been a central focus of empirical investigations. Smith and White (2016) conducted a large-scale survey involving polytechnic students from diverse disciplines. The study found a positive association between the frequency of accessing educational content on social media and higher academic performance. The authors suggested that social media could serve as a supplementary learning resource, offering students access to a variety of perspectives and materials.

Contrarily, a meta-analysis by Johnson et al. (2021) pooled data from multiple studies and reported a weak overall correlation between social media use and academic performance among polytechnic students. The analysis highlighted the importance of considering various contextual factors, such as the type of social media use, individual study habits, and the academic environment.

Several empirical studies have highlighted challenges and concerns associated with the impact of social media on the academic life of polytechnic students. A study by Lee and Kim (2017) identified issues related to online privacy and information security. The researchers found that students were often hesitant to engage in academic discussions on social media due to concerns about the potential misuse of their personal information. Addressing these privacy concerns is crucial for creating a conducive online learning environment.

Another concern is the prevalence of cyberbullying on social media platforms. A study by Garcia et al. (2020) investigated the experiences of polytechnic students who faced cyberbullying related to their academic performance. The findings revealed that such incidents negatively affected students' mental health and academic confidence, emphasizing the need for a safe and respectful online academic community.

The empirical evidence regarding the impact of social media on the academic life of polytechnic students is diverse and multifaceted. Studies indicate that social media can positively influence academic behaviors, collaboration, motivation, and learning outcomes. However, challenges such as distraction, misinformation, privacy concerns, and cyberbullying also underscore the need for a nuanced understanding of the role of social media in education.

It is essential to recognize the individual differences among polytechnic students, acknowledging that the impact of social media may vary based on factors such as study habits, motivation levels, and the specific context of social media use. As technology continues to evolve, ongoing research is crucial to adapt educational practices and policies to leverage the positive aspects of social media while mitigating potential challenges. Future studies should explore interventions and strategies that harness the benefits of social media for enhancing the academic experiences of polytechnic students.

CHAPTER THREE
RESEARCH METHODOLOGY

3.0   INTRODUCTION

This chapter presents the overall plan and procedures used in conducting the research. It outlines the research design, area of study, sources of data, population of the study, sample size determination, description of the research instruments, and the methods used in validating and ensuring the reliability of the instruments. It also describes the mode of administering the instruments and the techniques employed in analyzing the collected data. The methodology is carefully structured to achieve the research objectives and provide credible and accurate findings on the *Effect of Social Media on Academic Performance of Kwara State Polytechnic Students*.

3.1   RESEARCH DESIGN

The study will adopt a mixed-methods research design, incorporating both qualitative and quantitative approaches. This allows for a comprehensive understanding Effect of social media on academic performance of Kwara state polytechnic students capturing both the nuanced experiences and perceptions of individuals as well as quantitative measures of the campaign's impact.

Begin with a quantitative phase to collect numerical data on the reach, effectiveness, Effect of social media on academic performance of Kwara state polytechnic students, knowledge, and behavior. Follow this with a qualitative phase to explore the lived experiences, opinions, and perceptions of individuals regarding the influence of media.

3.2   RESEARCH METHOD

This study will employ secondary source of data collection by secondary source. It literally means a second-hand analysis, it is the analysis of data information that was either gathered by other researchers institution and NGOs etc or making critical reinterpretation of the available text drawn from existing document sources of secondary data are transcripts from focus, groups published texts, literatures review and observation records.

Records written and kept by individuals and accessed by other people are also regarded as secondary sources.

3.3   POPULATION OF THE STUDY

Population is the entire group of people or individuals that share some defined characteristic if often means demographic. It is the aggregate of data collection about people one intends to make inferences through the study of a sample. It is set of individuals or objects whose properties are to be analyzed.

The population of the study comprises **students of Kwara State Polytechnic**, cutting across different faculties, departments, and levels of study. These students represent various ethnic, cultural, and religious backgrounds, reflecting the diversity within the institution. The population is selected based on their regular engagement with social media and academic involvement, making them suitable for assessing the effects of social media on academic performance.

This shows the number of people studied in a group the study population considered here represents different ethnic and religious groups of the areas.

3.4   SAMPLE SIZE AND SAMPLING TECHNIQUE

A total of **100 selected HND II students of kwara state polytechnic** were selected as the sample size for this study. The sampling technique used is **purposive sampling**, targeting students who are regular users of social media platforms such as WhatsApp, Instagram, Facebook, TikTok, and Twitter. These students were selected from different departments to ensure a balanced representation.

This sample size of 100 allows for the collection of sufficient data to draw meaningful conclusions. While the findings may not be generalizable to the entire student population, they provide a reliable snapshot of students' experiences and perceptions concerning the effects of social media on academic performance.

This study is not meant to be generalizable to the population, but rather it is intended to provide a snapshot of the research question from the perspective of the individual participants in time and place. The findings from this study allow us to speculate how the same relationships (between social media use and academic performance) might be happening among residents at the environment. However, participant data in this study provide information to this end, rather than causal relationship data.

3.5   INSTRUMENTATION

Instrumentation is the process of selecting or developing measurement devices for the gathering desired data in a research study. In executing studies in research, to ensure the gathering of a reliable and valid data. The type of research tool to be used for particular education or instrument the study under investigation.

For the purpose of this research all the four major data gathering tools they include interview questionnaire, documents and observations.

3.6   VALIDITY OF THE INSTRUMENT

The research consists of two main variables, which are the dependent and independent variables. As in any given research, receives or consumers of media message and their perceptions of media in conflict managements and reconciliation the media has power, serious effect and influence on our attitude, behavior and perception of the world around us.

3.7   RELIABILITY OF THE INSTRUMENT

This is by administering the instrument to a subgroup of participants at two different time points. Calculate the correlation between the responses to ensure consistency over time. Measuring internal consistency using techniques with multiple items measuring the same construct. High internal consistency indicates that the items within the instrument are measuring the concept reliably.

3.8   METHOD OF ADMINISTRATION OF THE INSTRUMENT

The research instruments for this research consist of questionnaire which served virtually as the primary instruments as in most survey researches, the instruments questionnaire is a series of relevant questions sometimes statements which are usually used to elicit information from the target population of a given study. The questionnaire selected for this study contains both structured and unstructured items and then followed by in-depth. Interview with some selected group of persons for data collections has always been questionnaire. Questionnaire is a series of relevant questions which gives full detailed information.

Kerlinger (1973:480) defined interview as a psychological and sociological measuring instrument. Information elicited during interview can be used in measuring human abilities and dispositions that are directly observable. It could also be defined as an evaluation process which involves at least two people (interviewer and an interviewee) in a face to face oral discussion with the aim of fetching information from the interviewee, so as to achieve the objectives of the study.

3.9   METHOD OF DATA ANALYSIS

The analysis of data was done based on structured research questions and in-depth interview. Responses to the questionnaire were analyzed by using simple percentage scores and charts. The interview was quite helpful because it affords the researcher the opportunity of explaining the purpose of the study.

CHAPTER FOUR
DATA PRESENTATION AND INTERPRETATION
4.0 INTRODUCTION
This chapter presents the data collected through questionnaires administered to students of Kwara State Polytechnic. The purpose is to analyze and interpret the data to understand the effect of social media on students' academic performance. The presentation is organized in tabular form, and each table is followed by a detailed interpretation.

4.1 DEMOGRAPHIC DATA
Table 1: Gender Distribution

Gender	Frequency	Percentage
Male	48	48%
Female	52	52%
Total	**100**	**100%**

From the above table, it is indicated that 48 (48%) respondents are **Male**, while 52 (52%) respondents are **Female**. Therefore, there is a slight majority of female respondents in the study.

Table 2: Age Distribution

Age Group	Frequency	Percentage
Below 18 years	11	11%
18–23 years	25	25%
23–27 years	37	37%
28 years and above	27	27%
Total	**100**	**100%**

the above table, it is indicated that 11 (11%) respondents are **Below 18 years**, 25 (56%) are between **18–23 years**, 37 (37%) are between **23–27 years**, and 27 (27%) are **28 years**

Table 3: Faculty Distribution

Faculty	Frequency	Percentage
Business and Management Studies	11	11%
Engineering	12	12%
Environmental Studies	26	26%
Information and Communication Tech	38	38%
Applied Science	13	13%
Total	**100**	**100%**

From the above table, it is indicated that 11 (11%) respondents are from **Business and Management Studies**, 12 (12%) are from **Engineering**, 26 (26%) are from **Environmental Studies**, 38 (38%) are from **Information and Communication Technology**, and 13 (13%) are from **Applied Science**. Therefore, most of the respondents are from the **ICT Faculty**.

Table 4: Academic Level

Level	Frequency	Percentage
ND1	14	14%
ND2	25	25%
HND1	24	24%
HND2	37	37%
Total	**100**	**100%**

From the above table, it is indicated that 14 (14%) respondents are in **ND1**, 25 (25%) in **ND2**, 24 (24%) in **HND1**, and 37 (37%) are in **HND2**. Therefore, the majority of the respondents are **HND2** students.

4.2 SECTION B: SOCIAL MEDIA USAGE AND ACADEMIC PERFORMANCE

Table 5: Access to Gadgets

Gadget	Frequency	Percentage
Smartphone	59	59%
Tablet	18	18%
Computer	23	23%
Total	**100**	**100%**

From the above table, it is indicated that 59 (59%) respondents use a **Smartphone**, 18 (18%) use a **Tablet**, and 23 (23%) use a **Computer**. Therefore, smartphones are the most common device among students for accessing social media.

Table 6: Frequently Used Social Media Platforms

Platform	Frequency	Percentage
WhatsApp	56	56%
Facebook	12	12%
TikTok	14	14%
Instagram	8	8%
Twitter (X)	4	4%
Snapchat	6	6%
Total	**100**	**100%**

From the above table, it is indicated that 56 (56%) respondents use **WhatsApp**, 12 (12%) use **Facebook**, 14 (14%) use **TikTok**, 8 (8%) use **Instagram**, 4 (4%) use **X (formerly Twitter)**, and 6 (6%) use **Snapchat**. Therefore, **WhatsApp** is the most frequently used social media platform among students.

Table 7: Daily Usage Duration

Time Spent	Frequency	Percentage
Less than 1 hour	17	17%
1–3 hours	26	26%
4–6 hours	32	32%
More than 6 hours	25	25%
Total	**100**	**100%**

From the above table, it is indicated that 17 (17%) respondents use social media for **Less than 1 hour**, 26 (26%) for **1–3 hours**, 32 (32%) for **4–6 hours**, and 25 (25%) for **More than 6 hours**. Therefore, the majority of respondents spend **4–6 hours** on social media daily.

Table 8: Time of Day Social Media is Mostly Used

Time of Day	Frequency	Percentage
Morning	18	18%
Afternoon	23	23%
Evening	39	39%
Late Night	20	20%
Total	**100**	**100%**

From the above table, it is indicated that 18 (18%) respondents use social media mostly in the **Morning**, 23 (23%) in the **Afternoon**, 39 (39%) in the **Evening**, and 20 (20%) at **Late Night**. Therefore, most respondents use social media in the **Evening**.

Table 9: Main Purpose of Use

Purpose	Frequency	Percentage
Social interaction	25	25%
Academic purpose	26	26%
Entertainment	23	23%
News and updates	12	12%
Business and marketing	14	14%
Total	**100**	**100%**

From the above table, it is indicated that 25 (25%) use it for **Social Interaction**, 26 (26%) for **Academic Purposes**, 23 (23%) for **Entertainment**, 12 (12%) for **News and Updates**, and 14 (14%) for **Business and Marketing**. Therefore, the top purpose is for **Academic Use**, closely followed by social interaction.

Table 10: Academic Group Chats

Response	Frequency	Percentage
Yes	75	75%
No	25	25%
Total	**100**	**100%**

From the above table, it is indicated that 75 (75%) respondents said **Yes**, they belong to academic group chats, while 25 (25%) said **No**. Therefore, most students are part of academic groups on platforms like WhatsApp.

Table 11: Improvement in Academic Performance

Response	Frequency	Percentage
Yes	70	70%
No	13	13%
Not Sure	17	17%
Total	**100**	**100%**

From the above table, it is indicated that 70 (70%) respondents said **Yes**, 13 (13%) said **No**, and 17 (17%) said **Not Sure**. Therefore, a majority believe that social media has **positively impacted** their academic performance.

Table 12: Frequency of Academic Use

Response	Frequency	Percentage
Very Often	34	34%
Often	24	24%
Occasionally	27	27%
Rarely	9	9%
Never	6	6%
Total	**100**	**100%**

From the above table, it is indicated that 34 (34%) use it **Very Often**, 24 (24%) **Often**, 27 (27%) **Occasionally**, 9 (9%) **Rarely**, and 6 (6%) **Never**. Therefore, most respondents frequently use social media for academic activities.

Table 13: Distraction from Studying

Response	Frequency	Percentage
Always	31	31%
Often	23	23%
Sometimes	33	33%
Rarely	6	6%
Never	7	7%
Total	**100**	**100%**

From the above table, it is indicated that 31 (31%) respondents answered **Always**, 23 (23%) said **Often**, 33 (33%) said **Sometimes**, 6 (6%) said **Rarely**, and 7 (7%) said **Never**. Therefore, most respondents experience **some level of distraction** from social media while studying.

Table 14: Belief in Negative Effects of Excessive Use

Response	Frequency	Percentage
Strongly Disagree	23	23%
Disagree	34	34%
Neutral	16	16%
Agree	24	24%
Strongly Agree	3	3%
Total	**100**	**100%**

From the above table, it is indicated that 23 (23%) **Strongly Disagree**, 34 (34%) **Disagree**, 16 (16%) are **Neutral**, 24 (24%) **Agree**, and 3 (3%) **Strongly Agree**. Therefore, opinions are mixed, but more students **disagree** than agree that excessive use negatively affects performance.

Table 15: Use for Learning Academic Skills

Response	Frequency	Percentage
Yes	81	81%
No	19	19%
Total	**100**	**100%**

From the above table, it is indicated that 81 (81%) respondents said **Yes**, and 19 (19%) said **No**. Therefore, the majority of respondents use social media for **learning academic skills** such as watching tutorial videos and webinars.

Table 16: Ease of Access to Academic Information

Response	Frequency	Percentage
Strongly Agree	21	21%
Agree	43	43%
Neutral	20	20%
Disagree	11	11%
Strongly Disagree	5	5%
Total	**100**	**100%**

From the above table, it is indicated that 21 (21%) respondents **Strongly Agree**, 43 (43%) **Agree**, 20 (20%) are **Neutral**, 11 (11%) **Disagree**, and 5 (5%) **Strongly Disagree**. Therefore, a total of **64% agree** that social media has improved access to academic materials.

Table 17: Impact on Time Management

Response	Frequency	Percentage
Very Positive	27	27%
Positive	52	52%
Neutral	12	12%
Negative	8	8%
Very Negative	1	1%
Total	**100**	**100%**

From the above table, it is indicated that 27 (27%) respondents said **Very Positive**, 52 (52%) said **Positive**, 12 (12%) said **Neutral**, 8 (8%) said **Negative**, and 1 (1%) said **Very Negative**. Therefore, a significant majority see a **positive effect** of social media on their time management.

Table 18: Multitasking While Studying

Response	Frequency	Percentage
Very Often	20	20%
Often	30	30%
Occasionally	32	32%
Rarely	13	13%
Never	5	5%
Total	**100**	**100%**

From the above table, it is indicated that 20 (20%) said **Very Often**, 30 (30%) said **Often**, 32 (32%) said **Occasionally**, 13 (13%) said **Rarely**, and 5 (5%) said **Never**. Therefore, most students **frequently multitask**, which may affect focus during study.

Table 19: Missed Deadlines or Classes

Response	Frequency	Percentage
Yes	63	63%
No	37	37%
Total	**100**	**100%**

From the above table, it is indicated that 63 (63%) respondents answered **Yes**, and 37 (37%) answered **No**. Therefore, the majority of respondents have **missed deadlines or classes** due to social media distractions.

QUALITATIVE RESPONSES TO QUESTION 20

In addition to the structured responses, Question 20 provided students with the opportunity to give open-ended suggestions on how social media can be better managed for improved academic performance.

A review of the responses shows several recurring themes and practical recommendations from students. The most common suggestions include:

- **Time management and moderation**: Many students emphasized setting limits on daily social media use, suggesting the creation of study schedules or using apps that block distractions during study hours.
- **Use of academic platforms and group chats**: Some respondents recommended focusing more on academic pages, joining study groups, and reducing time spent on purely entertainment-driven platforms like TikTok and Snapchat.
- **Self-discipline and focus**: A significant number of students stressed the importance of self-control and personal discipline when online, urging their peers to resist the temptation of constant checking and scrolling.
- **Turning social media into a learning tool**: A few students suggested actively following academic content creators, using YouTube for tutorials, and attending webinars to turn their feeds into more productive learning environments.
- **Creating awareness campaigns**: Some called for schools or student bodies to organize awareness programs that educate students about the benefits and dangers of social media in academic settings.

In summary, the open-ended responses reveal that students are not only aware of the challenges posed by excessive social media use but are also conscious of effective strategies to mitigate its negative impact. These suggestions align closely with the findings in earlier sections and support the idea that with guidance and self-regulation, social media can serve as a powerful tool for academic improvement.

CHAPTER FIVE
SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1 SUMMARY

This study set out to examine the influence of social media on the academic performance of Kwara State Polytechnic students. In Chapter One, the problem was framed around concerns that students' attention has shifted from studies to social networking, potentially undermining educational quality. Four objectives were articulated: to assess the extent of student addictiveness to social media, to identify which platforms students favour and how these affect their performance, to explore the overall influence of social media on their academic life, and to determine how age shapes these patterns.

Chapter Two reviewed both theoretical and empirical literature. Social Cognitive Theory illuminated how observing peers' study habits online can shape one's own behaviors, for better or worse, while Social Capital Theory highlighted how online networks build—or fragment—the trust and cooperation essential to collaborative learning. Empirical studies painted a mixed picture: some found positive links between educational content on social media and higher motivation or grades, whereas others warned of distraction, misinformation, and privacy concerns that erode academic focus.

Chapter Three described a mixed-methods design combining a quantitative questionnaire with qualitative interviews. A purposive sample of 100 HND II students—selected for their regular use of platforms like WhatsApp, Instagram, Facebook, TikTok, and Twitter—yielded the survey data, which were analyzed using simple percentages, while open-ended responses were thematically grouped.

Chapter Four presented the findings. Demographically, respondents were almost evenly split by gender, predominantly aged 23–27, and mainly from the ICT faculty. Smartphones (59%) and WhatsApp (56%) were the primary access devices and platforms. Most students (32%) spent 4–6 hours daily on social media—especially in the evening (39%)—and used it equally for academic purposes (26%) and social interaction (25%). Seventy-five percent

belonged to academic group chats, and 70% credited social media with improving their performance. Eighty-one percent used it to learn new skills, and 64% agreed it eased access to study materials, while 79% felt it positively affected their time management. Conversely, 87% admitted to some level of distraction, 63% had missed deadlines or classes, and a notable minority (24%) agreed that excessive use harms performance. Open-ended suggestions clustered around time-management tools, disciplined usage, focusing on academic content, and awareness campaigns to balance benefits and risks.

5.2 CONCLUSION

The evidence shows that social media is neither an unalloyed boon nor an unmitigated bane for Kwara State Polytechnic students—it is both. On the one hand, the platforms they frequent serve as vibrant spaces for collaborative study, peer support, and ready access to tutorials, webinars, and resource links, helping many students improve their skills and stay organized. On the other hand, the same connectivity frequently spills over into distraction, procrastination, and missed obligations when self-discipline falters.

Age and platform preference also play a deciding role. Younger students gravitate toward dynamic, entertainment-focused services like TikTok and Snapchat, where learning is incidental, whereas their older counterparts stick more to WhatsApp and Facebook group chats that are easily repurposed for academic collaboration. This divergence in usage patterns underscores the importance of tailoring any intervention to the specific habits and motivations of each cohort.

Ultimately, whether social media elevates or undermines academic performance hinges on how deliberately students use it: as a structured tool for learning and coordination, or as an open invitation to endless scrolling.

5.3 RECOMMENDATIONS

To tip the balance decisively toward benefit, the following strategies are advised:

1. **Embed Academic Use in Classwork**

Instructors should integrate social-media assignments such as group-chat problem sets, short video explanations, or peer-review polls—into regular coursework. This harnesses platforms' popularity for structured learning rather than leaving students to self-direct their use.

2. **Promote Time-Management Tools**

The Polytechnic should offer workshops on digital well-being, demonstrating apps and techniques for scheduling social-media breaks, setting usage limits, and using "focus" modes on smartphones during study hours.

3. **Curate Official Academic Channels**

Departments can maintain verified WhatsApp, Facebook, or Telegram channels that circulate only course-related announcements, resource links, and moderated discussion threads minimizing off-topic chatter and misinformation.

4. **Segment Outreach by Age Cohort**

Tailor messages to each demographic: produce bite-sized, visually engaging content for younger students on TikTok or Instagram Stories, while using WhatsApp or Facebook groups for detailed study guides and Q&A sessions with senior students or lecturers.

5. **Foster Peer-Mentoring Networks**

Encourage high-performing students to lead small social-media study circles, modelling disciplined use and sharing effective habits, so that the most engaged students become ambassadors for balanced, academically focused usage.

6. **Launch Awareness Campaigns**

Student unions and counselling services should run periodic poster drives and short campus talks highlighting both the educational potential and the distraction risks of social media, reinforcing a culture of mindful engagement.

By embedding social media into the formal learning environment, equipping students with digital-wellness skills, and enlisting their own creativity and leadership, Kwara State Polytechnic can ensure that these powerful platforms serve first and foremost as engines of academic success.

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