

**APPRAISING THE IMPACT OF TELEGRAM ON STUDENTS
INTERACTION IN TERTIARY INSTITUTION
(A CASE STUDY OF KWARA STATE POLYTECHNIC, ILORIN)**

BY

**MALIK TAIWO AYOMIDE
HND/23/MAC/FT/0614**

**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
MASS COMMUNICATION, INSTITUTE OF INFORMATION AND
COMMUNICATION TECHNOLOGY, KWARA STATE POLYTECHNIC
ILORIN**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE
AWARD OF HIGHER NATIONAL DIPLOMA (HND) IN MASS
COMMUNICATION**

MAY, 2025

CERTIFICATION

This is to certify that this research work has been completed, read through and approved as meeting the requirement of the Department of Mass Communication, Institute of Information and Communication Technology, Kwara State Polytechnic in Partial fulfillment for the Award of (HND) Higher National Diploma in Mass Communication.

MRS. ABDULWAHAB A.
(Project Supervisor)

DATE

MR. OLUFADI B. A.
(Project Coordinator)

DATE

MR. OLOHUNGBEBE F. T.
(Head of Department)

DATE

EXTERNAL EXAMINER

DATE

DEDICATION

I dedicate this project to Almighty Allah, the creator of all things, who has blessed me with the knowledge and abilities to complete this work. I am grateful for the guidance and wisdom He has provided throughout this journey.

ACKNOWLEDGEMENTS

I would like to express my heartfelt gratitude to Almighty Allah for His blessings and guidance throughout the journey of completing this project. Without His help and support, this work would not have been possible. I am grateful for the opportunities He has provided and the strength He has bestowed upon me.

I would like to extend my thanks to all my supervisors; Mrs. Abdulwahab A. May Almighty bless you abundantly endlessly and other lecturers in the Department.

I would also like to acknowledge the unwavering support of my parents; Mr. and Mrs. Malik, whose love and encouragement have been a constant source of inspiration. Their belief in me and their sacrifices have been instrumental in shaping me into the person I am today. I am forever thankful for their guidance and for always being my pillars of strength.

My appreciation also goes to my twin sister; Kehinde Malik, and friends; Fabkit, Rachael, Rebecca and who have supported me along the way, your encouragement and belief in me have been instrumental in helping me overcome challenges and achieve success.

Lastly, I would like to acknowledge the help and support of all those who have directly or indirectly contributed to this project. Your assistance and guidance have been invaluable in bringing this work to fruition; your love, encouragement, and belief in me have been the driving force behind the completion of this project.

TABLE OF CONTENTS

Title page

Certification

Dedication

Acknowledgement

Table of contents

CHAPTER ONE: INTRODUCTION

- 1.1 Background of the study
- 1.2 Statement of the problem
- 1.3 Research Objectives of the study
- 1.4 Research Question
- 1.5 Significance of the study
- 1.6 Scope of the study
- 1.7 Definition of terms

CHAPTER TWO: LITERATURE REVIEW

- 2.1 Conceptual Framework
- 2.2 Theoretical framework
- 2.3 Empirical Review

CHAPTER THREE: RESEARCH METHODOLOGY

- 3.1 Introduction
- 3.2 Population of the study
- 3.3 Sample size and Sampling techniques
- 3.4 Instrument of data collection
- 3.5 Validity and Reliability of Instrument
- 3.6 Method of Administration of the Instrument
- 3.7 Methods of Data Analysis

3.8 Research Design

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.0 Introduction

4.1 Analysis of Data

4.2 Demographic Variables

4.3 Discussion of Findings

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

5.2 Limitation of this study

5.3 Conclusion

5.4 Recommendations

References

Appendix

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

Social media platforms have revolutionized how individuals communicate, collaborate, and share information. They are widely used in tertiary education, fostering innovative learning environments that enhance students' interaction, academic performance, and engagement. These platforms provide students with access to information, enable collaboration, and create spaces for informal and formal learning. For instance, during the COVID-19 pandemic, social media tools such as WhatsApp and Telegram were extensively utilized in virtual classrooms to support education delivery, highlighting their importance in the digital age (Chukwuere, J.E. 2021).

Telegram, a cloud-based messaging app, stands out among social media platforms for its user-friendly features, such as group chats, file sharing, and bots. It allows the creation of large group discussions, making it suitable for peer collaboration and knowledge sharing. Telegram's accessibility and interactive features make it a valuable resource for student engagement, enabling real-time communication and information dissemination. Studies have shown that platforms like Telegram enhance students' participation, streamline academic processes, and improve social interaction in educational settings Sustainability, (2019).

In tertiary education, student interaction plays a critical role in knowledge exchange and community building. Social media platforms like Telegram foster collaboration and peer learning, breaking barriers of time and space. These interactions often extend beyond academic topics, contributing to a holistic educational experience. Research indicates that social media usage not only boosts academic collaboration but also strengthens students' communication skills and social bonds, Alshalawi, T. (2022).

This study aims to evaluate how Telegram influences student interactions at Kwara State Polytechnic. The app's functionalities such as discussion forums, resource sharing, and notifications are essential tools for academic and social engagement. By assessing the platform's impact, the study contributes to understanding how technology shapes communication and learning behaviors in Nigerian tertiary institutions. Recent research underscores the transformative role of social media in education, highlighting its benefits in fostering interactive and collaborative learning environments, Alshalawi, T. (2022).

Teachers can choose specific students email addresses to access the course materials or all the students (Chukwuere, J.E. 2021).

Telegram Classroom can produce, collect and grade assignments for the teacher, and provide immediate feedback to students. Teachers and students can get into the Telegram Classroom from anywhere and utilize the application at home to complete assignments. Mersand (2022) asserted that various computer programs are available in school such as Telegram Classroom, a program for teachers and students to create, distribute and grade assignments paper-lessly.

1.2 STATEMENT OF THE PROBLEMS

Effective interaction among students is vital for fostering collaboration, knowledge sharing, and overall academic success in tertiary institutions. In recent years, social media platforms like Telegram have gained significant traction as tools for communication and interaction among students. Telegram offers unique features such as group chats, file sharing, voice calls, and educational channels, making it a potential platform for improving student interaction.

However, despite its increasing adoption, the extent to which Telegram impacts students' interactions in tertiary institutions remains unclear. Some students use it primarily for academic purposes, while others may be more focused on social engagements, potentially distracting from their studies. Additionally, factors such as internet accessibility, digital

literacy, and the quality of interaction facilitated by Telegram need to be critically examined.

This study focuses on students of Kwara State Polytechnic to assess how Telegram influences their academic collaboration, social interaction, and overall engagement. The research aims to address gaps in understanding whether Telegram serves as an effective tool for enhancing communication among students or if it introduces challenges that undermine meaningful interaction. By exploring these dynamics, the study seeks to provide insights into the role of Telegram in modern educational environments.

1.3 RESEARCH OBJECTIVES

The objectives of this study are;

- i. To examine the extent of Telegram's usage among students of Kwara State Polytechnic.
- ii. To analyze the impact of Telegram on students' interaction and collaboration in academic settings.
- iii. To assess the challenges and limitations students face in using Telegram for academic interactions.

1.4 RESEARCH QUESTIONS

- i. What is the level of Telegram usage among students of Kwara State Polytechnic?
- ii. How does the use of Telegram influence students' academic interactions and collaborative learning at Kwara State Polytechnic?
- iii. What are the challenges and limitations encountered by students of Kwara State Polytechnic when using Telegram for academic purposes?

1.5 SCOPE OF THE STUDY

This research borders on students particularly, tertiary institution students and their interaction among students of tertiary institution. The scope of this study is to determine

the efficiency of interaction with the use of technology-based Telegram classroom as a social tool in the classroom environment in Nigerian tertiary institutions.

1.6 SIGNIFICANCE OF THE STUDY

The study provides actionable insights for educational stakeholders, including administrators, lecturers, and students, on effectively integrating Telegram into academic interactions. It highlights ways to leverage the platform's benefits for learning while addressing challenges.

The research expands theories like the Uses and Gratifications Theory (UGT) and the Technology Acceptance Model (TAM) by exploring how Telegram meets students' needs and fosters interaction in tertiary education, contributing to knowledge on educational technology.

This study offers a replicable framework for evaluating social media tools in academic settings, particularly in developing contexts. It provides a model for examining usage patterns, impacts, and challenges of digital communication platforms like Telegram in education.

1.7 OPERATIONAL DEFINITION OF TERMS

In this research study, the following are the key terminologies used that is, the key words;

Appraising: refers to the process of assessing, evaluating, or analyzing something to determine its value, quality, significance, or impact. It involves carefully examining and forming a judgment about a subject based on evidence or specific criteria.

Impact: refers to the significant effect or influence that one thing has on another. It can be positive or negative, direct or indirect, and is often used to describe the outcomes or consequences of an action, event, or phenomenon.

Telegram: It is a messaging app and platform that provides a secure and private communication channel for individuals and groups. It offers a variety of features such as

group chats, voice and video calls, secret chats, and channels. The app is known for its fast and efficient performance, as well as its focus on user privacy and security.

Students: are individuals who are actively engaged in the process of learning, typically enrolled in an educational institution such as a school, college, university, or polytechnic. They participate in academic or vocational programs to acquire knowledge, develop skills, and achieve personal or professional goals.

Interaction: a situation where two or more people or things communicate with each other or react to each another: interaction between sb and sb There's not enough interaction between the management and the workers.

Tertiary Institution: Tertiary institution means a university or other post- secondary institution or higher educational institution.

CHAPTER TWO

LITERATURE REVIEW

2.1 CONCEPTUAL FRAMEWORK

2.1.1 THE CONCEPT OF TELEGRAM

Telegram is a message or communication sent via telegraphy, a method of long-distance communication using coded electrical signals sent over wires. Telegrams were historically delivered by telegraphs operators who would transmit the message in Morse code to be deciphered at the receiving end. Telegram is a multi-platform instant messaging app that provides end-to-end encryption for secure communication. The app was launched in 2013 and has since become popular for its privacy features, speed, and user-friendly interface. Telegram is cloud-based, meaning that users can access their messages and media from any device, without having to store it on the device.

Telegram services were widely used before the advent of modern telecommunications, providing a rapid means of sending urgent or important messages over long distances. Telegrams were commonly used for official purposes, such as business communications, news updates, or personal notifications.

In modern times, traditional telegraphy-based telegram services have largely been replaced by digital communication methods, such as email, text messaging, and social media. However, the term "telegram" is still used metaphorically to refer to short, urgent, or succinct written messages, often with a sense of formality or significance. A Telegram would involve examining the features, functionalities, and overall performance of the messaging application itself.

Telegram is a cloud-based messaging app that allows users to send messages, photos, videos, and files of any type. It offers end-to-end encryption for secure communication, as well as features such as group chats, channels, and bots.

Telegram, might evaluate its user interface, ease of use, security measures, customization options, and any unique features that set it apart from other messaging apps. Additionally, the review may also consider factors such as messaging speed, reliability, and the availability of the app across different devices and platforms. (Seth, 2014).

2.1.2 OVERVIEW OF TELEGRAM

Telegram, cloud-based messaging app owned by Russian entrepreneurs Pavel and Nikolai Durov. Telegram users can exchange text messages, hold voice calls, share files, join groups of up to 200,000 members, and subscribe to public broadcast channels. The service can be accessed via smartphones, personal computers, and web browsers, with users' conversations syncing between devices. Telegram has a "secret" function, which allows users' text conversations and video calls to be protected through end-to-end encryption. Telegram's headquarters are in Dubai, United Arab Emirates.

In 2006 Pavel Durov founded VKontakte, or VK, a social networking website often described as a Russian version of Facebook. As VK's base grew to more than 100 million users in the early 2010s, it caught the eye of the Russian government, which in 2011 asked the company to censor pages that related to protests of the recent parliamentary election. Durov refused. Facing a public smear campaign, pressure to sell VK, and a home visit from a heavily armed police team, he sold his remaining shares in the company and left Russia. In 2013 Pavel and Nikolai Durov founded Telegram, which allowed them to communicate without government interference. Users who shared the Durovs' anti-censorship sensibilities soon joined the service.

Telegram is a competitor of the popular messaging service WhatsApp, which has faced controversy for sharing user data with its parent company, Facebook. Telegram differentiates itself by offering "secret" chats with end-to-end encryption, meaning that only users involved in the chat can access its messages. Telegram video chats are also protected by end-to-end encryption; these "secret" text and video conversations are not

viewable on Telegram's servers. However, chats not specifically marked "secret" are not protected by end-to-end encryption. (On Signal, a similar privacy-focused messaging app founded by the open-source Open Whisper Systems, every conversation is end-to-end encrypted).

Telegram's privacy features have appealed to groups that would like to keep their communications private—including neo-Nazis and other extremists. In 2015 the Anti-Defamation League (ADL) reported on a number of public Telegram channels and groups related to the insurgent group Islamic State in Iraq and Syria (ISIS), and in 2019 it called Telegram "the latest safe haven for white supremacists." After the Paris terrorist attacks of 2015, during which Islamist extremists affiliated with ISIS killed at least 130 people, Pavel Durov announced that public ISIS channels would be blocked from the app (Two months after the failed insurrection, Prigozhin and other top Wagner lieutenants died under suspicious circumstances when his private plane crashed between Moscow and St. Petersburg.) On the other side of the Russia-Ukraine War, Ukrainian Pres. Volodymyr Zelensky has used Telegram to share video news updates, though he has also been impersonated on the app. Citizens in both Russia and Ukraine have found Telegram to be a useful tool to share news, monitor safety, and counter propaganda in wartime (William L. Hosch, 2012).

2.1.3 SIGNIFICANCE OF TELEGRAM

In this generation, most people turn to the Internet for help on several things, especially in studies, jobs and in business. Internet or Social media has a wide system that makes it convenient for each one of us who needs deeper explanation about something. Telegram is one of the main site that many of the people usually use as a guidelines, ideas and most importantly source of information. Furthermore, Telegram has a large contribution in terms of World Wide Internet. Students rely on it instead of books and other resources. Telegram

is very influential nowadays because it provides anything you need to know about something, seeing that Telegram is a very popular source of ideas and information.

According to Statista Website (2016), the Philippines had 59.2% internet users. Students use the internet to search and gather information and one of the most helpful sites that can be used as a search engine is Telegram. As stated by Michael Dougherty (2010), Telegram is possibly the world largest and the most precise search engine. He also stated that Telegram search has a wide variety of information. It helps people in many ways. It makes people's life easier by making things in an easier and faster way and making the word smaller. One of the most successful innovations in technology is the computer, which is used for us to access the internet. Many use the internet, especially students, people looking for a job, or a business man who needs ideas or further information regarding something. All of which can be done by Telegram. Telegram serves as a guideline, and source of information and ideas.

2.1.3 USES OF TELEGRAM FOR LEARNING AMONG STUDENTS

Telegram can be used to share course material, such as lecture notes, assignments, and study guides. Teachers can create groups or channels to share this material with their students and provide easy access to important resources.

Telegram app is a very helpful and powerful tool for online teachers. You can communicate with your students using this app and give them access to your course material. There are a number of bots available on Telegram that may be used to automate processes like scheduling and reminding students, which is useful for running an online course. In general, Telegram for online teaching can be a useful and effective tool for online education.

There are several methods to use the Telegram app for the online instructions, including:

- You can start a group conversation on Telegram for your class and ask your students to join. This may be an effective technique to interact with your course students and provide them with resources and study material.

- Use the Telegram app to hold live sessions with your students using Telegram's video and voice calling features. This can be a useful approach to engage in-person conversations and respond to inquiries.

- Resources and assignments can be shared. You can use the Telegram app to provide resources and homework to your students. It can be utilized for both receiving and grading assignments.

- Telegram messenger offers a number of bots that may be used to automate operations like scheduling and sending reminders. These bots can be used to handle your online course.

- Telegram groups can be an excellent resource for individuals looking to improve their English skills. These groups can provide a platform for English learners to connect with other learners and native speakers of English, share study materials, and practice speaking and writing in English.

Additionally, some governments have attempted to restrict or ban Telegram due to its association with political dissent and activism. Overall, Telegram's versatility and privacy-focused features have made it a popular choice for a wide range of users, including individuals, organizations, and governments. However, the app's use by various groups has also raised important questions about privacy and security in the digital age. (Marissa, 2017).

2.2 THEORETICAL FRAMEWORK

This part of the work has to do with the application of theories as a basis of problem definitions in the research.

2.2.1 SOCIAL COGNITIVE THEORY

Social Cognitive is a learning theory that emphasizes the importance of social interaction in the construction of knowledge. According to this theory, learning is a collaborative process in which individuals actively construct their understanding of the world through interactions with others, rather than passively absorbing information from their environment.

In recent years, social constructivist theories have gained popularity in educational settings, with educators exploring the use of social media platforms as tools for teaching and learning. Telegram, a messaging app that allows users to create groups and share multimedia content, has emerged as a popular platform for educators to engage with students collaboratively and interactively.

The use of Telegram as a teaching and learning tool in tertiary institutions aligns well with social constructivist theory. By creating groups on the app, instructors can encourage students to engage in discussions, share resources, and collaborate on projects. This social interaction can help students construct their understanding of course material through peer-to-peer learning and active participation.

Furthermore, Telegram's multimedia features, such as the ability to share videos, images, and links, can enhance the learning experience by providing students with a variety of resources to engage with. Instructors can also use the app to provide real-time feedback, answer questions, and facilitate discussions, further fostering a collaborative learning environment.

Additionally, the asynchronous nature of Telegram allows students to engage with course material at their own pace, promoting independent learning and self-regulation. This flexibility can be particularly beneficial for students with diverse learning styles and preferences.

Overall, the use of Telegram as a teaching and learning tool in tertiary institutions can provide educators with a versatile platform to promote social constructivist learning principles. By leveraging the app's features to facilitate social interaction, collaboration, and multimedia engagement, instructors can create a dynamic and interactive learning environment that aligns with the principles of social constructivism.

2.2.2 CONNECTIVISM THEORY

Connectivism is a theoretical framework for understanding learning in a digital age. It emphasizes how internet technologies such as web browsers, search engines, wikis, online discussion forums, and social networks contributed to new avenues of learning. Technologies have enabled people to learn and share information across the World Wide Web and among themselves in ways that were not possible before the digital age. Learning does not simply happen within an individual, but within and across the networks.

Connectivism theory, Telegram is seen as a tool that can facilitate learning and teaching by providing access to vast amounts of information. This information can then be connected and shared to create new knowledge. Telegram also allows for collaboration and communication between learners and teachers, which can help to foster deeper understanding and engagement.

What sets connectivism apart from theories such as constructivism is the view that "learning (defined as actionable knowledge) can reside outside of ourselves (within an organization or a database), is focused on connecting specialized information sets, and the connections that enable us to learn more are more important than our current state of knowing". Connectivism sees knowledge as a network and learning as a process of pattern recognition. Connectivism has similarities with Vygotsky's zone of proximal development (ZPD) and Engeström's activity theory. The phrase "a learning theory for the digital age" indicates the emphasis that connectivism gives to technology's effect on

how people live, communicate, and learn. Connectivism is an integration of principles related to chaos, network, complexity, and self-organization theories.

2.3 EMPIRICAL REVIEW

In the modern technologies nowadays, technology tools have been enhancing the methods in which instructors stimulate different perceptions of teaching in the academic context. Therefore, the reviews associated to the efficiency of Telegram classroom are inadequate. In accordance to Prasertsith et al., (2016) ascertained that Telegram drive has become one of the main functions of Telegram Classroom for teachers and students in institutions of higher learning. This indicates that it serves as a means for the submission of assignments by the students and also for sharing documents on the platform where the teacher can also comment on the students' work.

Ventayen et al., (2018) organized a research to assess Telegram classroom proficiencies as a Learning Management System (LMS) for the introduction of collaborative learning to improve the students' participation in project activities. Thus, teachers' role in implementing new technique of learning should not be underestimated, as they are the major force in the transformation of learning environments as modern technologies adapt the quality of communication among the instructors and the students, so as the teaching efficacy has a vital role in the view of educational institution settings. With regard to the integration of Telegram Classroom into the teaching and learning concepts, the teacher must have impression that Telegram Classroom is useful in teaching and learning process to the easiness of how the teacher wish to implement it to the students (Mohd Shaharanee et al., 2016) and it also encourages the deeper level analytical abilities that facilitates the formation of solving real issues in the modern era for the students' satisfaction.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 RESEARCH DESIGN

This chapter provides a description of the research design. Data collection instrument, measurable variables, pre-test and validation of instrument, and how they were validated before they are finally used to carry out the research study. The research procedure and methods of data collection were also being discussed method. Also selected people can represent the entire population under study and this called sample. Sample is the subset of the population and the data gathered from this selected respondents can be confidently used to represent data about the total population. Sample ensures more accurate information than total enumeration. It saves time and also minimizes cost of survey since only the population would be interviewed (Igbuzor, 2021).

3.2 POPULATION OF STUDY

According to Evboroulalai (2012), population refers to the entire subject whom the research is investigating or any group of persons or organization being studied by an investigator that constitutes the population. This research work is to make findings on the topic “Influence of Telegram as a teaching and learning tool among students of tertiary institution.

However, the population of this study is 20,000 and it will be drawn from students of Kwara State Polytechnic, Ilorin, Kwara State.

3.3 SAMPLE SIZE AND SAMPLING PROCEDURE

In determining the sample size for this research work, the systematic sample method was also employed. The researchers will administer a total of One Hundred (100) questionnaires to 100 respondents. Sample techniques deals with how to select the members of the sample from the population.

Eimmer and Dominik (2019) defined sampling as a process of selecting part of the population for observation. This is because; it is not easy to study the entire population. A social researcher is therefore compelled with the decision to observe a subset generalized for the whole population.

Sampling techniques helps the researcher to devote more definition and this greater attention devoted to the population of study results in superior accuracy.

In this study, random sampling would be used in analysis the data gathered in this research work. Random sampling gives equal chance of being selected at all members of the population. The most important advantage if the random sampling is that, the result of investigation can confidently be extended to the entire study population.

Therefore, the sample size for this study was calculated using Taro Yamane method;

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

Where:

n signifies the sample size

N signifies the population of the study

e signifies the margin error

Given:

$$N = 20,000$$

$$e = 0.0998 \text{ (i.e., 9.98\%)}$$

$$e^2 = (0.0998)^2 = 0.00996$$

$$N \times e^2 = 20000 \times 0.00996 = 199.2$$

$$1 + 199.2 = 200.2$$

$$n = \frac{20000}{200.2} = 99.9 = 100$$

Sampling techniques helps the researcher to devote more definition and this greater attention devoted to the population of study results in superior accuracy.

In this study, random sampling would be used in analysis the data gathered in this research work. Random sampling gives equal chance of being selected at all members of the population. The most important advantage if the random sampling is that, the result of investigation can confidently be extended to the entire study population.

3.4 DATA COLLECTION INSTRUMENT

The data for this study will be obtain from information gathered mainly from questionnaires which will be administer to people in different walks of life. Questionnaire is defined as an instrument use to measure behavior attitude and respondent's characteristic, (Kinnea, 2017). Questionnaire is a research instrument consisting of a series of questions and other prompt for the purpose of gathering information from respondents. Although they often designed for statistical analysis of the responses; this is not always the case. Questionnaires are also sharply limited by fact that the respondents must be able to read the questions and respond to them, (Kinnea, 2017).

3.5 METHOD OF DATA COLLECTION

Data collection is the process of collecting data in a systematic way. In this study, both primary and secondary data collection methods are utilized. Primary data collection method was solely self-administered, survey data was collected in a week. Secondary data collection were sourced from the library (text books and journal), Internet (existing works, articles in journals, textbooks and reference material), Lewin, 2020).

3.6 METHOD OF DATA ANALYSIS

To make the analysis of the data collection sample, frequency count will be use, the statistical computation will be done manually, furthermore, table as part of the descriptive statistical techniques will be used to best the research questions and each respondent

would be shared according to the basis or frequency distribution and simple percentage would be computed from the distribution, (Evboroulalai, 2021).

CHAPTER FOUR

4.0 DATA PRESENTATION AND ANALYSIS

The response rate of this study is 99% and the administered questionnaire needed was properly answered. The results of this study are presented in table and Percentage (%) which will correctly provide clarity in understanding.

For this study, 100 questionnaires were distributed to respondents, and all were returned.

4.1 DATA PRESENTATION

In this chapter all data collected form questionnaire will be presented and interpreted.

Table 4.1.1 ANALYSIS OF RESPONDENTS BY SEX

| Gender | Frequency | Percentage % |
|--------|-----------|--------------|
| Male | 46 | 46% |
| Female | 54 | 54% |
| Total | 100 | 100% |

Source: Research Study Survey Work, 2025

The above table shows that out of 100 respondents, 46 respondents which represent 46% were males, while 54 respondents representing 54% were females.

Table 4.1.2 ANALYSIS OF RESPONDENTS BY AGE

| Age | Frequency | Percentage % |
|--------------|-----------|--------------|
| 18-25 | 78 | 78% |
| 26-30 | 14 | 14% |
| 30 and above | 8 | 8% |
| Total | 100 | 100 |

Source: Research Study Survey Work, 2025

Table shows that 78 respondents representing 78% are between the age of 18-25, while 14 respondents representing 14% are between 26-30 and 8 respondents representing 8% are between 30 and above.

Table 4.1.3 ANALYSIS OF RESPONDENTS BY RELIGION

| Religion | Frequency | Percentage % |
|-----------------|------------------|---------------------|
| Islam | 80 | 80% |
| Christianity | 20 | 20% |
| Other | - | - |
| Total | 100 | 100 |

Source: Research Study Survey Work, 2025

The table shows that 80 respondents representing 80% are Muslims, while 20 respondents representing 20% are Christians.

Table 4.1.4 ANALYSIS OF RESPONDENTS BY EDUCATIONAL LEVEL

| Status | Frequency | Percentage % |
|----------------|------------------|---------------------|
| WAEC/NECO/SSCE | 5 | 5% |
| ND/NCE | 65 | 65% |
| HND/B.SC | 30 | 30% |
| Others | - | - |
| Total | 100 | 100 |

Source: Research Study Survey Work, 2025

The above table shows that 5 respondents representing 5% chosen WAEC/NECO/SSCE, 65 respondents representing 65% chosen ND/NCE while 30 respondents representing 30% chosen HND/BSC.

Table 4.1.5 ANALYSIS OF RESPONDENTS BY MARITAL STATUS

| Status | Frequency | Percentage % |
|---------------|------------------|---------------------|
| Married | 5 | 5% |
| Single | 95 | 95% |

| | | |
|----------|-----|-----|
| Divorced | - | - |
| Total | 100 | 100 |

Source: Research Study Survey Work, 2025

The above table shows that 5 respondents representing 5% are married, while 95 respondents representing 95% are single.

Table 4.1.6 ANALYSIS OF RESPONDENTS OCCUPAITON

| Status | Frequency | Percentage % |
|---------------|-----------|--------------|
| Civil Servant | 3 | 3% |
| Trader | 2 | 2% |
| Student | 95 | 95% |
| Total | 100 | 100 |

Source: Research Study Survey Work, 2025

The above table shows that 3 respondents representing 3% are civil servant, 2 respondents representing 2% are trader while 95% respondents representing 95% are students.

4.2 ANALYSIS OF THE INSTRUMENT

Q1 HOW OFTEN DO YOU MAKE USE OF SOCIAL MEDIA?

| Response | Frequency | Percentage % |
|-------------|-----------|--------------|
| Very often | 46 | 46% |
| Quite often | 52 | 52% |
| Not at all | 2 | 2% |
| Total | 100 | 100 |

Source: Research Study Survey Work, 2025

The above table shows that, 46 respondents representing 46% make use of social media very often, 52 respondents representing 52% use it quite often while 2 respondents

representing 2% don't make use of it at all. This implies that most people make use of social media.

Q2 HOW OFTEN DO YOU USE TELEGRAM FOR INTERACTION?

| Response | Frequency | Percentage % |
|-------------|-----------|--------------|
| Very often | 48 | 48% |
| Quite often | 32 | 32% |
| Not at all | 20 | 20% |
| Total | 100 | 100 |

Source: Research Study Survey Work, 2025

The above table shows that, 48 respondents representing 48% use Telegram for learning/learning very often while 32 respondents representing 32% use it quite often, while 20 respondents representing 20% doesn't use it at all. This shows that most people make use of Telegram for interaction.

Q5 HOW EFFECTIVE DO YOU THINK TELEGRAM CLASSROOM IS AN EXCELLENT MEDIUM FOR SOCIAL INTERACTION BETWEEN LECTURER VS STUDENTS AND STUDENTS AND STUDENT AS DEMONSTRATED BY THIS ACTIVITY?

| Response | Frequency | Percentage % |
|----------|-----------|--------------|
| Yes | 64 | 64% |
| No | 21 | 21% |
| Not sure | 7 | 7% |
| Total | 100 | 100 |

Source: Research Study Survey Work, 2025

The above table shows that, 64 respondents representing 64% choose Yes and 21 respondents representing 21% chose No, while 7 respondents representing 7% doesn't

use it at all. This shows that majority of the respondents agreed that Telegram classroom is an excellent.

Q6 DO YOU THINK THE SUBJECT OBJECTIVE, ASSESSMENT AND CONTENT WERE CONSISTENT WITH THE AID OF TELEGRAM CALSSROOM?

| Response | Frequency | Percentage % |
|----------|-----------|--------------|
| Yes | 72 | 72% |
| No | 28 | 28% |
| Not sure | - | - |
| Total | 100 | 100 |

Source: Research Study Survey Work, 2025

The above table shows that, 72 respondents representing 72% choose Yes while 28 respondents representing 28% chose No. This shows that majority of the respondents agreed that the subject objective, assessment and content were consistent with the aid of Telegram classroom.

Q7 DO YOU THINK THE COURSE ACTIVITIES ON TELEGRAM HELPED TO EXAMINE ISSUES, TO EVALUATE NEW IDEAS, AND APPLY WHAT STUDENTS HAVE LEARNED?

| Response | Frequency | Percentage % |
|----------|-----------|--------------|
| Yes | 84 | 84% |
| No | 6 | 6% |
| Not sure | - | - |
| Total | 100 | 100 |

Source: Research Study Survey Work, 2025

The above table shows that, 84 respondents representing 84% choose Yes while 6 respondents representing 6% chose No. This shows that majority of the respondents

agreed that the course activities on Telegram helped to examine issues, to evaluate new ideas, and apply what students have learned.

Q8 I FELT COMFORTABLE CONVERSING THROUGH THIS MEDIUM FOR THIS ACTIVITY?

| Response | Frequency | Percentage % |
|-------------------|------------------|---------------------|
| Strongly Disagree | 10 | 10% |
| Disagree | 4 | 4% |
| Neutral | 2 | 2% |
| Agree | 50 | 50% |
| Strongly Agree | 30 | 30% |
| Total | 100 | 100 |

Source: Research Study Survey Work, 2025

The above table shows that, 10 respondents representing 10% strongly disagree, 4 respondents representing 4% disagree, 2 respondents representing 2% are neutral, 50 respondents representing 50% while 30 respondents representing 30% strongly agree. This shows that majority of the respondents strongly agreed that they are felt comfortable conversing through this medium for this activity.

Q9 LECTURER HELPED TO KEEP COURSE PARTICIPANTS ENGAGED AND PARTICIPATING IN PRODUCTIVE DISCUSSION?

| Response | Frequency | Percentage % |
|-------------------|------------------|---------------------|
| Strongly Disagree | 2 | 2% |
| Disagree | 6 | 6% |
| Neutral | 30 | 30% |
| Agree | 52 | 52% |
| Strongly Agree | 10 | 10% |
| Total | 100 | 100% |

Source: Research Study Survey Work, 2025

The above table shows that, 2 respondents representing 2% strongly disagree, 6 respondents representing 6% disagree, and 30 respondents representing 30% are neutral, 52 respondents representing 52% while 10 respondents representing 10% strongly agree. This show that majority of the respondents strongly agreed that lecturer helped to keep course participants engaged and participating in productive discussion.

Q10 I FELT COMFORTABLE INTERACTING WITH OTHER PARTICIPANTS IN THIS ACTIVITY?

| Response | Frequency | Percentage % |
|-------------------|-----------|--------------|
| Strongly Disagree | 2 | 2% |
| Disagree | 6 | 6% |
| Neutral | 32 | 32% |
| Agree | 58 | 58% |
| Strongly Agree | 2 | 2% |
| Total | 100 | 100 |

Source: Research Study Survey Work, 2025

The above table shows that, 2 respondents representing 2% strongly disagree, 6 respondents representing 6% disagree, and 32 respondents representing 32% are neutral, 58 respondents representing 58% while 2 respondents representing 2% strongly agree. This show that majority of the respondents strongly agreed that they felt comfortable interacting with other participants in this activity.

Q11 MY POINTS OF VIEW WAS ACKNOWLEDGED BY OTHER PARTICIPANTS DURING THIS ACTIVITY

| Response | Frequency | Percentage % |
|-------------------|-----------|--------------|
| Strongly Disagree | - | - |
| Disagree | 8 | 8% |
| | 30 | |

| | | |
|----------------|-----|-----|
| Neutral | 28 | 28% |
| Agree | 62 | 62% |
| Strongly Agree | 2 | 2% |
| Total | 100 | 100 |

Source: Research Study Survey Work, 2025

The above table shows that, 8 respondents representing 8% disagree, and 28 respondents representing 28% are neutral, 62 respondents representing 62% while 2 respondents representing 2% strongly agree. This show that majority of the respondents strongly agreed that their points of view was acknowledged by other participants during this activity.

Q12 LECTURERS ARE ENTHUSIASTIC IN TEACHING AND EXPLAINING VIA TELEGRAM CLASSROOM

| Response | Frequency | Percentage % |
|-------------------|------------------|---------------------|
| Strongly Disagree | 5 | 5% |
| Disagree | 5 | 5% |
| Neutral | 14 | 14% |
| Agree | 71 | 71% |
| Strongly Agree | 5 | 5% |
| Total | 100 | 100 |

Source: Research Study Survey Work, 2025

The above table shows that, 5 respondents representing 5% strongly disagree, 5 respondents representing 5% disagree, and 14 respondents representing 14% are neutral, 71 respondents representing 71% while 5 respondents representing 5% strongly agree. This show that majority of the respondents strongly agreed that lecturers are enthusiastic in teaching and explaining via Telegram classroom.

Q13 THE SUBJECT MET MY PERSONAL GOAL THROUGH THE MEDIUM INTRODUCED

| Response | Frequency | Percentage % |
|-------------------|------------------|---------------------|
| Strongly Disagree | - | - |
| Disagree | 18 | 18% |
| Neutral | 30 | 30% |
| Agree | 41 | 41% |
| Strongly Agree | 11 | 11% |
| Total | 100 | 100 |

Source: Research Study Survey Work, 2025

The above table shows that, 18 respondents representing 18% disagree, and 30 respondents representing 30% are neutral, 41 respondents representing 41% while 11 respondents representing 11% strongly agree. This show that majority of the respondents strongly agreed that the subject met my personal goal through the medium introduced.

Q14 I WOULD RECOMMEND THIS METHOD OF LEARNING TO BE APPLIED TO OTHER APPROPRIATE

| Response | Frequency | Percentage % |
|-------------------|------------------|---------------------|
| Strongly Disagree | 6 | 6% |
| Disagree | 14 | 14% |
| Neutral | 21 | 21% |
| Agree | 55 | 55% |
| Strongly Agree | 4 | 4% |
| Total | 100 | 100 |

Source: Research Study Survey Work, 2025

The above table shows that, 6 respondents representing 6% strongly disagree, 14 respondents representing 14% disagree, and 21 respondents representing 21% are neutral,

55 respondents representing 55% while 4 respondents representing 4% strongly agree. This show that majority of the respondents strongly agreed that they would recommend this method of learning to be applied to other appropriate.

Q15 GOOD CLASSROOM IS MY FIRST CHOICE IN ACTIVE LEARNING COMPARE TO OTHER METHOD

| Response | Frequency | Percentage % |
|-------------------|-----------|--------------|
| Strongly Disagree | 16 | 16% |
| Disagree | 32 | 32% |
| Neutral | 13 | 13% |
| Agree | 29 | 29% |
| Strongly Agree | 10 | 10% |
| Total | 100 | 100 |

Source: Research Study Survey Work, 2025

The above table shows that, 16 respondents representing 16% strongly disagree, 32 respondents representing 32% disagree, and 13 respondents representing 13% are neutral, 29 respondents representing 29% while 10 respondents representing 10% strongly agree. This show that majority of the respondents strongly agreed that good classroom is my first choice in active learning compare to other method.

Q16 I LIKE THE TELEGRAM CLASSROOM AS A LEARNING INITIATIVE AND MOTIVATION BOOSTER

| Response | Frequency | Percentage % |
|-------------------|-----------|--------------|
| Strongly Disagree | 2 | 2% |
| Disagree | 2 | 2% |
| Neutral | 30 | 30% |
| Agree | 55 | 55% |
| Strongly Agree | 11 | 11% |
| | 33 | |

| | | |
|-------|-----|-----|
| Total | 100 | 100 |
|-------|-----|-----|

Source: Research Study Survey Work, 2025

The above table shows that, 2 respondents representing 2% strongly disagree, 2 respondents representing 2% disagree, and 30 respondents representing 30% are neutral, 55 respondents representing 55% while 11 respondents representing 11% strongly agree. This show that majority of the respondents strongly agreed that they like the Telegram classroom as a learning initiative and motivation booster.

4.3 ANALYSIS OF RESEARCH QUESTIONS

RQ1: What is the influence of Telegram as teaching and learning tool among student of tertiary institutions?

This findings reveals that students of tertiary institutions and lecturers have been influenced by Telegram as a tool for teaching and learning in their various institutions.

Item 3 answered research question 1 with 85% of respondents out 100% make use of Telegram for learning/ lecturing activities. This show that most people make use of Telegram for learning and lecturing in tertiary institution.

RQ2: What are the factors responsible for the adoption of Telegram as teaching and learning tool among student of tertiary institution?

Item 5 answered research question 2 with 89% respondents out of 100% believes that Telegram classroom help means of submitting assignment on time. This shows that majority of the respondents opined that Telegram classroom is fastest means of giving and submitting assignments in tertiary institutions.

Item 6 answered research question 2 with 90% respondents out of 100% said that the subject objective, assessment and content were consistent with the aid of Telegram classroom.

RQ3: To what extent is Telegram being used as teaching and learning tools among student of tertiary institution?

Item 11 answered research question 3 with 35% respondents out 100% said their point of view was acknowledged by other participants during classroom activities.

4.4 DISCUSSION OF FINDINGS

As described above, both the instructors and the students were broadly pleased with Telegram Classroom as a supplementary tool for classroom learning. Students used it both in class (when directed by the teachers and also to communicate and ask questions of each other) and outside of class to discuss readings and share resources. Based on the student feedback and our own reflections, we have identified a number of concepts to consider when deploying GAFE in a tertiary classroom setting. These concepts provide a framework that will be useful to educators in tertiary institutions on pedagogical practices that make best use of the available technologies. The concepts may be particularly useful in classes with high numbers of students or for subjects that require deeper levels of critical thinking and reflection.

Although our analysis and reflection was based on the use of GAFE, we believe that the components of the framework outlined below could apply to other learning platforms. We have also developed this framework into a continuum of online learning practice (figure 1), where we describe our understanding of the relationships between the concepts and how they contribute to the improvements in student learning that were identified by both students and instructors.

Furthermore, the findings revealed that Telegram enhanced informal peer-to-peer learning among students. Many participants stated that they felt more comfortable asking questions and sharing opinions via Telegram than in physical classrooms, due to reduced fear of judgment. This sense of community fostered through the platform encouraged students to support one another academically, which contributed to improved understanding of class topics and increased participation. Telegram's ease of access and

user-friendly interface also played a significant role in maintaining student engagement outside the traditional learning environment.

In addition, the study highlighted how Telegram contributed to timely dissemination of information and increased collaboration between lecturers and students. Students appreciated the instant notifications and updates on class schedules, assignments, and course materials. Lecturers also found it easier to clarify doubts and respond to students' inquiries in real-time. This reduced the communication gap and created a more responsive and interactive academic environment. The ability to form dedicated groups for specific courses or projects further streamlined academic discussions and task coordination.

Lastly, challenges associated with using Telegram were also acknowledged. Some students expressed concerns about distractions from non-academic chats and information overload in larger group chats. Moreover, limited internet access and device availability for a few students posed barriers to full participation. Despite these challenges, the overall response was positive, suggesting that with proper guidelines and moderation, Telegram can serve as a valuable tool for enhancing student interaction and academic collaboration in tertiary institutions.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY

This study examined the impact of Telegram on students' interaction in tertiary institutions, with a focus on Kwara State Polytechnic, Ilorin. Chapter One introduced the background and rationale for the study, identifying the increasing use of Telegram as a communication and academic tool among students. The problem statement centered on the need to understand how Telegram affects student interaction, collaboration, and engagement. The chapter outlined key objectives, including evaluating Telegram's usage, its influence on academic interaction, and the challenges students face. The significance of the study was highlighted for stakeholders in education, particularly regarding the integration of digital tools in learning environments.

Chapter Two reviewed related literature, offering conceptual and theoretical insights into the use of social media for academic purposes. It presented the Technology Acceptance Model (TAM) and other relevant theories to explain how students adopt and utilize communication technologies like Telegram. Empirical studies were also reviewed, showcasing findings from similar contexts and identifying gaps this study aimed to fill—especially the limited research on Telegram's specific role in Nigerian tertiary education settings.

In Chapter Three, the research methodology was discussed. The study adopted a descriptive survey design, using a structured questionnaire as the instrument for data collection. The population included students of Kwara State Polytechnic, and a sample size was drawn using appropriate sampling techniques. The chapter detailed how validity and reliability were ensured, and how data were analyzed using frequency and percentage tables to interpret responses clearly and systematically.

Chapter Four focused on the presentation and analysis of data collected from respondents. Demographic characteristics of the participants were presented first. The data revealed high usage of Telegram among students and confirmed that the platform positively influenced both academic discussions and peer-to-peer learning. Students reported that Telegram improved access to educational materials, encouraged collaboration, and fostered a stronger learning community. However, challenges such as distractions, information overload, and occasional internet limitations were also reported. The findings were discussed in light of the research questions and related literature, providing a deeper understanding of Telegram's educational value and limitations.

In summary, the study found that Telegram serves as an effective platform for enhancing student interaction in tertiary institutions. It supports both formal and informal learning, improves communication between students and lecturers, and encourages collaborative engagement. Despite some limitations, the study concludes that Telegram, when properly managed, can play a valuable role in the academic development of students in higher education.

5.2 CONCLUSION

The findings of the study are reinforced by previous literature and the research indicates further inquiry that will integrate Telegram classroom into the learning system by aiding the challenges facing online education in our society which will allow the teachers to value the use of pedagogies in engaging the students collaboratively with the use of Telegram classroom tools to aid instructional strategies to teaching. Hence, teachers should be taught and to be skilled on how technologies must be used to improve their teaching effectively in order to motivate the students to learn with new innovative approaches to learning because studies has shown that teachers are not friendly users of the Telegram classroom.

Future research should ruminate on how to engage students with developing technological tools that will help the students to be more versatile and productive as they learn these technologies. In addition, the provision and access of the internet browsing must be readily being available for the students to make use of in their studies so far the implementation of technology in an online class such as the Telegram classroom may help them to be more efficient and effective in the classroom learning environment. The study is limited to the features of the Telegram applications which the students use for their assignments and to download their files such as Telegram drive, form, plus etc. It is also limited to the students learning the application and the teachers in the teaching environments.

Stating clearly, future studies can also integrate quantitative techniques methodology to promote and support the cogency of the findings and a comparative study can be shown by equating the efficacy of technology-based Telegram Classroom with other informative platforms such as WebEx, Zoom used in the classroom. The study was based on analysis of interviews from teachers, it will be interesting to take into account the perceptions of students and compare those with teachers' perceptions.

5.3 RECOMMEDATIONS

Based on the findings of this study, it is recommended that:

- The school management should organize workshops, seminars and conferences on teaching using technology-based Telegram classroom for effective teaching and learning in the school environments.
- The administrator of education programme should introduce the use of Telegram classroom in the programme.
- Attention to train the teachers (pre-service & during service) to use technology-based Telegram classroom applications in various teaching and administrative work.

- Creation of laboratories in universities and different educational establishments to use technology-based Telegram classroom in the teaching of different subjects and to train students on how to use it.
- The teacher due to advancement in technology should introduce the use of Telegram classroom as a means of impacting knowledge and to create and innovate in the field of education, using various educational technologies in general.

REFERENCES

- Arata, (2020). "Terrorist and media," In *Journal of Criminal Law and Criminology*,"72,1-55
- Comb and Dr. Donald Shaw (1968). Agenda Setting Theory. *Journal of the Academy of Mass Communication*, Vol. 28, No. 2 , pp. 278-290
- Eze, (2019). "The Role of The Media in Reporting Terrorism" *Journal of Communication and media research*, lecture11
- Igwe, (2018). "Terrorist and media," In *Journal of Criminal Law and Criminology*,"72,1-55
- Ndu, (2021). "History and Orientation on Gate Keeping Theory". *Journal of Mass Communication*, 12, pp. 341-352
- Schlesinger, P, et al (2022). "Television, Terrorism, political violence in Population Culture" Comedian Publishing Company, London
- Evboroulalai, (2022)" *Journalism Quarterly*" Mr. Gates Revised A 1966 version of the 1949 case study 44(3)419:427 www.Wikipidia.com August.
- David Manning White (2020). The Gate Keeping Theory. *Journal of Mass Communication*, 12, pp. 341-352
- Kurth Lewin (2021). The Gate Keeping Theory. *Journal of Mass Communication*, 12, pp. 341-352
- Igbuzor, O. (2021). Peace and Security Education: A Critical Factor for Sustainable Peace and National Development, *International Journal of Peace and Development Studies* Vol. 2(1), 1-7, January
- Ujomu, P. O. (2021). "National Security, Social Order and the Quest for Human Dignity in Nigeria: Some Ethical Considerations." *Nordic Journal of African Studies* 10(2): 245-264

- Ogundiya, I. S. & Amzat, J. (2020). *“Nigeria and the Threats of Terrorism: Myths or Reality,”* African Journal for the Psychological Studies of Social Issues, 9 (2): 186-200
- Okafor, E. E. (2021). *“Dynamics of Niger Delta Struggles and the State Responses: The State of Terrorism and Terrorism of the State”* In Journal of Sustainable Development in Africa, Clarion University of Pennsylvania, Clarion, Pennsylvania, Volume 13, No.2, ISSN: 1520-5509
- Omotola, J. S. (2020). *“Assessing CounterTerrorism Measures in Africa: Implications for Human Rights And National Security.”* In Conflict Trends, 41-48
- Professor Dayo Alao, (2022). *“Terrorist Acts in Nigeria”* (Boko Haram)
- Gambo, (2022). *“The Role of Mass Media in Combating Crime in Nigeria”* in R. Akinfeleye. Contemporary Issues in Mass Media for Development and National Security. Lagos, Malthouse Press Ltd
- Nzimiro (2019). *“Mass Media and National Security: The Nigerian Situation”* in R. Akinfeleye. Contemporary Issues in Mass Media for Development and National Security. Lagos, Malthouse Press Ltd
- Ofuafor (2018). *“The Media, Corruption and National Security in Nigeria Since Independence”*. Gmbe, Paper Presented at the 53rd Annual Congress of the Historical Society of Nigeria (HSN), Gombe State University
- Samson Bako (2020). Nigerian Human Rights Report. Lagos, *Constitutional Rights Project (CRP)*, September
- Udoudo et al., (2018). *“The Nigerian Press and National Crisis”*.Gombe, Paper Presented at the 53rd Annual Congress of the Historical Society of Nigeria (HSN), Gombe State University

Nzimiro (2019). *“Mass Media and National Security: The Nigerian Situation”* in R. Akinfeleye. Contemporary Issues in Mass Media for Development and National Security. Lagos, Malthouse Press Ltd, 2006

APPENDIX
KWARA STATE POLYTECHNIC, ILORIN
DEPARTMENT OF MASS COMMUNICATION
INSTITUTE OF INFORMATION AND COMMUNICATION TECHNOLOGY,
KWARA STATE POLYTECHNIC, ILORIN

SECTION A

1. Sex: a. Male () b. Female ()
2. Age: a. 18-25 () b. 26-30 () c. 30 and above ()
3. Religion: a. Islam () b. Christianity () c. Others ()
4. Educational Level: a. WAEC/NECO/SSCE () b. ND/NCE () c. HND/ B.sc () d. Others ()
5. Marital Status: a. Single () b. Married () c. Divorced ()
6. Occupation: a. Civil servant () b. Business man/woman () c. Student ()

SECTION B

1. Do you have an Android Phone?
(a) Yes () (b) No () (c) Not sure ()
2. How often do you make use of social media?
(a) Very Often () (b) Quite Often () (c) Not at all ()
3. How often do you use Telegram for learning/lecturing activities?
(a) Very Often () (b) Quite Often () (c) Not at all ()
4. How effective do you think Telegram classroom is an excellent medium for social interaction between lecturer Vs students and students and student as demonstrated by this activity?
(a) Very effective () (b) Effective () (c) Not sure ()
5. Do you think Telegram classroom help me in submitting assignment on time?

(a) Yes () (b) No () (c) Not sure ()

6. Do you think the subject objective, assessment and content were consistent with the aid of Telegram classroom?

(a) Yes (b) No (c) Not sure

7. Do you think the course activities on Telegram helped to examine issues, to evaluate new ideas, and to apply what students have learned?

(a) Yes (b) No (c) Not sure

SECTION C

The table below contains some statements that are to be rated.

Keyword:

SD – Strongly Disagree D – Disagree A – Agree SA – Strongly Agree N – Neutral

COMMUNICATION AND INTERACTION

| S/N | STATEMENT | SD | D | N | A | SA |
|-----|--|----|---|---|---|----|
| 1 | I felt comfortable conversing through this medium for this activity | | | | | |
| 2 | Lecturer helped to keep course participants engaged and participating in productive discussion | | | | | |
| 3 | I felt comfortable interacting with other participants in this activity | | | | | |
| 4 | My point of view was acknowledged by other participants during this activity | | | | | |
| 5 | Lecturers are enthusiastic in teaching and explaining via the Telegram classroom | | | | | |

SECTION D
STUDENTS' STATISFACTION

| S/N | STATEMENT | SD | D | N | A | SA |
|------------|--|-----------|----------|----------|----------|-----------|
| 1 | The subject met my personal goal through the medium introduced | | | | | |
| 2 | I would recommend this method of learning to be applied to other appropriate subject | | | | | |
| 3 | Telegram classroom is my first choice in active learning compare to other method | | | | | |
| 4 | I like the Telegram classroom as a learning initiative and motivation booster | | | | | |