

EFFECT OF SOCIAL MEDIA ON STUDENTS' ACADEMIC PERFORMANCE

**(A CASE STUDY OF INSTITUTE OF FINANCE AND MANAGEMENT STUDIES,
(IFMS), KWARA STATE POLYTECHNIC)**

BY

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CERTIFICATION

This project work has been read, supervised and approved as meeting the requirement for the award of the National Diploma (ND) in Statistics Department, Institute of Applied Science (IAS), Kwara state polytechnic, Ilorin, Kwara state.

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DEDICATION

This project is dedicated to the Almighty God and to my parent (Mr. and Mrs. Abdulraheem)

ACKNOWLEDGEMENT

I give praise and Adoration to ALMIGHTY ALLAH the giver of knowledge and understanding. His blessings and grace bestow upon me.

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ABSTRACT

The growing ubiquity of social media has significantly transformed the communication landscape, especially among students in higher education institutions. This study investigates the effect of social media usage on academic performance among students of the Institute of Finance and Management Studies (IFMS), Kwara State Polytechnic, Nigeria. With an increasing reliance on digital platforms like WhatsApp and Facebook for both social and academic interactions, there is a need to understand whether this trend supports or hinders educational achievement. A structured questionnaire was administered to 100 randomly selected students, and the data were analyzed using descriptive statistics, Pearson correlation, and independent sample t-tests via SPSS. Findings revealed that WhatsApp is the most commonly used platform, with students spending an average of two hours daily on social media. The Pearson correlation analysis showed a weak and statistically insignificant relationship ($r = 0.089$, $p > 0.05$) between the time spent on social media and cumulative grade point average (CGPA), suggesting minimal direct impact on academic outcomes. However, a t-test comparison between students who believe social media supports their academics and those who do not revealed a marginal, yet statistically non-significant difference in CGPA. The study concludes that while social media is widely embraced among IFMS students, its direct influence on academic performance is limited. Instead, the role of social media may be more nuanced, potentially offering both positive educational opportunities and negative distractions depending on the context of use. The research underscores the need for structured guidance on responsible digital behavior and suggests leveraging social platforms for academic support. It recommends integrating academic-focused digital literacy programs and fostering student communities that utilize social media for collaborative learning.

Keywords: *Social Media, Academic Performance, Students, CGPA, WhatsApp, Kwara State Polytechnic, Pearson Correlation, T-Test, Higher Education, Nigeria*

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

In recent decades, technological advancements have revolutionized the way individuals communicate, interact, and access information. One of the most significant innovations in this context is the emergence and widespread use of social media. Social media refers to online platforms and technologies that facilitate the creation, sharing, and exchange of information, ideas, and multimedia content among users through virtual networks. Platforms such as Facebook, Twitter, Instagram, WhatsApp, Snapchat, and TikTok have gained immense popularity, especially among the youth, who form a substantial proportion of active users. For students, social media has become an integral part of their daily lives, offering both academic and non-academic utilities.

In Nigeria, the rapid expansion of internet access and mobile technology has significantly contributed to the proliferation of social media use among students in tertiary institutions. Students at institutions like Kwara State Polytechnic, especially within the Institute of Finance and Management Studies (IFMS), are highly active on various social media platforms. These platforms serve multiple purposes including social interaction, entertainment, information dissemination, and increasingly, academic collaboration. While the benefits of social media in enhancing communication and providing access to learning resources are well-documented, there is growing concern about its potential negative impact on students' academic performance.

Furthermore, the COVID-19 pandemic highlighted both the necessity and the challenges of integrating digital tools into education. During the lockdowns, many institutions turned to online learning platforms and social media to continue teaching. This event has led to a paradigm shift in the perception and use of social media among students and educators. Post-pandemic, social media has remained a relevant tool in education, prompting researchers to explore its long-term effects on academic achievement.

This study is particularly important because it focuses on a specific demographic—students of the Institute of Finance and Management Studies (IFMS), Kwara State Polytechnic. These students are enrolled in courses that require critical thinking, analytical skills, and a strong grasp of theoretical and practical concepts in finance and management. Understanding the extent to which social media affects their academic performance will help policymakers, educators, and students themselves to develop strategies for effective usage. It will also inform curriculum developers and academic advisors on the possible integration of social media tools into the educational process to improve learning outcomes.

The investigation aims to determine whether social media usage has a statistically significant effect on academic performance and, if so, whether this effect is positive or negative. It will also explore patterns of usage, such as time spent on social media, the specific platforms used, and the purpose for which they are used (e.g., educational vs. entertainment). By identifying these variables, the study will provide actionable insights into how students can maximize the benefits of social media while minimizing its distractions.

In conclusion, the background of this study is rooted in the growing prominence of social media in the lives of tertiary institution students and the need to understand its implications for academic performance. As social media continues to evolve and become more ingrained in everyday life, it is imperative to assess its impact on education, particularly among students in critical academic disciplines. This study aims to bridge the knowledge gap by focusing on the students of IFMS, Kwara State Polytechnic, thereby contributing to the broader discourse on social media and education in Nigeria.

1.2 Statement of the Problem

The growing dependence on social media among students has sparked numerous concerns regarding its impact on their academic achievement. Many students spend several hours daily on platforms like WhatsApp, Facebook, Instagram, and TikTok, often during times that could be devoted to academic work. Although social media platforms offer opportunities for academic

collaboration and information sharing, they also pose significant distractions that can lead to reduced concentration, procrastination, and ultimately poor academic performance.

1.3 Aim and Objectives of the Study

The main aim of this study is to examine the effect of social media on the academic performance of students at the Institute of Finance and Management Studies, Kwara State Polytechnic. The specific objectives are to:

1. Determine the frequency and duration of social media use among students.
2. Identify the most commonly used social media platforms by students.
3. Examine the relationship between time spent on social media and academic performance.
4. Assess whether students use social media for academic-related activities.
5. Evaluate the perceived impact of social media on students' study habits and academic outcomes.

1.4 Significance of the Study

This research is significant for several reasons. Firstly, it will provide empirical evidence on the effects of social media on academic performance in a tertiary institution context. The findings will assist students in understanding how their social media habits may influence their educational outcomes, encouraging them to adopt more productive behaviors.

Secondly, educators and academic advisors at Kwara State Polytechnic will benefit from this study by gaining insights into students' digital habits. This information can be used to design interventions or counseling sessions aimed at promoting healthy and academically beneficial social media use. Thirdly, policymakers and curriculum planners may find the results useful in integrating digital literacy and time-management skills into the academic curriculum.

Lastly, the study will contribute to the body of knowledge on social media and education in Nigeria, providing a basis for further research and comparative analysis in other institutions.

1.5 Scope of the Study

This study is limited in scope to students of the Institute of Finance and Management Studies (IFMS), Kwara State Polytechnic, Ilorin. It focuses on evaluating their social media usage patterns and how these patterns affect their academic performance. The study will not cover students from other faculties or institutions. Also, only a selected sample size will be used due to time and resource constraints.

1.6 Limitations of the Study

Like any research, this study is subject to certain limitations. First, the reliance on self-reported data through questionnaires may introduce biases, as students may not accurately recall or truthfully disclose their social media usage habits. Secondly, the study is limited to one department of a single institution, which may affect the generalizability of the findings to other academic settings.

Third, the study does not explore long-term academic effects or emotional and psychological dimensions associated with social media use. Lastly, time and resource constraints may limit the scope of data collection and analysis.

1.7 Definition of Terms

- **Social Media:** Internet-based platforms that allow users to create, share, and interact with content, such as Facebook, Twitter, Instagram, WhatsApp, TikTok, etc.
- **Academic Performance:** The extent to which a student has achieved their short or long-term educational goals, commonly measured through GPA, test scores, and class participation.

- **Tertiary Institution:** An educational institution offering higher education, such as a university or polytechnic.
- **Distraction:** Anything that prevents a person from giving full attention to something else—in this case, academic activities.
- **Digital Literacy:** The ability to effectively and critically navigate, evaluate, and create information using digital technologies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews existing studies on the impact of social media on students' academic performance, focusing on Kwara State Polytechnic's IFMS. It explores key themes including the definition of social media and academic performance, positive and negative effects, usage patterns, social media as a learning tool, time management challenges, and relevant theoretical frameworks. By synthesizing global and local research, the review highlights both the benefits and drawbacks of social media in education, providing a foundation for this study's investigation into how social media influences students' academic outcomes within the Nigerian context.

2.2 Review of Related Literature

Conceptual Understanding of Social Media and Academic Performance

Social media refers to internet-based platforms that allow users to create, share, and exchange content, forming virtual communities and networks. Kaplan and Haenlein (2010) define social media as a group of web-based applications built on Web 2.0 foundations, enabling user-generated content and interaction. Popular platforms include Facebook, Twitter, WhatsApp, Instagram, LinkedIn, YouTube, and TikTok, which facilitate communication, entertainment, and information sharing globally.

Conversely, other studies highlight the negative effects of social media on academic outcomes. Heavy social media use can lead to distraction, procrastination, and reduced study time, adversely affecting students' performance (Kirschner & Karpinski, 2010). Junco (2012) found that excessive social media engagement correlates with lower GPA due to the displacement of academic activities. Additionally, psychological effects such as anxiety and sleep disturbances linked to social media use can further impair learning (Woods & Scott, 2016).

In summary, social media plays a dual role in students' academic lives—as an enabler of learning and a potential source of distraction. The effect is not uniform and depends on how students engage with these platforms. This study aims to explore this dynamic among students at Kwara State Polytechnic's Institute of Finance and Management Studies, providing insights into how social media habits relate to academic performance.

Positive Impacts of Social Media on Education

Social media has transformed the educational landscape, offering numerous benefits that can enhance students' academic performance. Its positive impacts are evident in areas such as improved communication, increased access to resources, collaborative learning, and skill development.

Social media can also motivate students by making learning more interactive and enjoyable. Gamified learning apps and educational challenges shared on social networks can increase interest and participation. Additionally, recognition through likes, comments, and shares may boost students' confidence and encourage them to contribute more actively to academic discussions.

In the Nigerian context, these benefits are especially relevant as social media bridges gaps caused by limited educational infrastructure. Platforms such as WhatsApp groups are widely used by students in institutions like Kwara State Polytechnic to share lecture notes, past questions, and announcements, facilitating continuous learning outside the classroom. Research by Adegoke and Yusuf (2019) highlights that many Nigerian students rely on social media for academic support, indicating its growing role in education.

In conclusion, social media presents multiple opportunities for enhancing academic performance through improved communication, resource accessibility, collaboration, and skill development. When used strategically, it can complement traditional educational approaches and support students in achieving better learning outcomes.

Negative Impacts of Social Media on Students' Academic Performance

Despite its many benefits, social media also poses significant challenges that can negatively affect students' academic performance. The widespread use of platforms such as Facebook, Instagram, Twitter, and TikTok has introduced distractions, time-wasting behaviors, and psychological effects that hinder students' ability to focus on their studies.

One major negative impact is distraction. Social media platforms are designed to be engaging and addictive, often encouraging users to spend excessive amounts of time scrolling through feeds, watching videos, or chatting with friends. This time spent on social media can displace study hours and reduce concentration. Kirschner and Karpinski (2010) found a strong negative correlation between heavy Facebook use and GPA among college students, attributing poor academic performance to reduced study time and multitasking.

In summary, while social media offers academic benefits, its potential for distraction, procrastination, poor time management, and psychological effects can undermine students' academic performance. Addressing these challenges requires awareness, self-regulation, and support from educators and institutions to help students use social media responsibly.

Social Media Usage Patterns Among Students

Understanding the usage patterns of social media among students is essential to assess its impact on academic performance. Students engage with social media in diverse ways, varying in frequency, purpose, and the types of platforms used. These patterns influence how social media affects their learning experiences, either positively or negatively.

Studies show that most tertiary students spend a significant portion of their daily time on social media. According to a survey by Pew Research Center (2021), approximately 95% of young adults aged 18–24 use social media platforms regularly, with many spending 2 to 3 hours per day online. Nigerian students, including those at institutions like Kwara State Polytechnic, are part of this

global trend, often accessing social media via smartphones due to widespread mobile internet availability.

Active versus passive use is another important dimension. Active users participate by posting content, commenting, and engaging in discussions, which can foster collaborative learning and community building. Passive users mostly scroll through feeds without interaction, which can lead to feelings of isolation or wasted time (Burke et al., 2010). Active engagement with academic content tends to correlate with better academic outcomes.

In conclusion, social media usage among students is multifaceted, involving a mix of academic and recreational activities with varying intensity and engagement styles. Recognizing these patterns is crucial for designing interventions that promote positive use while mitigating negative consequences, helping students balance their social media habits with academic responsibilities.

Strategies to Maximize Positive Social Media Use in Academics

As social media becomes increasingly integrated into students' daily lives, it is essential to develop strategies that enhance its positive impact on academic performance while minimizing potential drawbacks. Educational institutions, students, and policymakers all have roles in fostering responsible and productive social media use within the academic environment.

Developing clear policies and guidelines on social media use in educational settings is also crucial. Institutions can set boundaries on acceptable use during lectures and study hours, reducing distractions. For example, some schools encourage 'phone-free zones' or designated social media breaks, helping students focus better during class. These policies must be communicated clearly and supported by both faculty and students for effective implementation.

In summary, maximizing the positive effects of social media on academic performance requires a multi-faceted approach involving education on digital literacy, integration of social media into learning, clear usage policies, positive peer influence, and self-regulation strategies.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methodology employed in investigating the effect of social media on students' academic performance at Kwara State Polytechnic, Institute of Finance and Management Studies (IFMS). It describes the research design, population, sampling methods, data collection techniques, and the statistical tools used for data analysis. The chapter also explains the rationale behind the choice of descriptive and correlation statistical techniques that help summarize the data and examine the relationships between social media usage and academic outcomes. These methods ensure a systematic and objective approach to addressing the research objectives.

3.2 Statistical Techniques

To effectively analyze the data collected in this study, several statistical techniques will be utilized, including **descriptive statistics**, **correlation analysis**, and **hypothesis testing**. These techniques allow for a thorough examination of the data, providing insights into the nature of social media use and its relationship with students' academic performance.

i. Descriptive Statistics

Descriptive statistics are used to summarize and describe the main features of the dataset collected from the respondents. This includes measures such as:

- **Frequencies and percentages:** To show the distribution of demographic variables like age, gender, department, and year of study.
- **Measures of central tendency:** Mean, median, and mode are used to represent average social media usage hours and average academic performance scores.
- **Measures of dispersion:** Standard deviation and range provide insights into the variability of students' social media engagement and academic results.

These descriptive tools provide a clear, concise summary of students' social media habits and academic outcomes. They help to highlight general trends and patterns in the data before moving to inferential analysis.

ii. Pearson Correlation Coefficient

The Pearson correlation coefficient (denoted as r) is employed to examine the strength and direction of the linear relationship between two continuous variables in this study:

- **Social media usage (independent variable)**
- **Academic performance (dependent variable)**

Pearson's r value ranges from -1 to +1:

- A value close to +1 indicates a strong positive correlation (as social media usage increases, academic performance also increases).
- A value close to -1 indicates a strong negative correlation (as social media usage increases, academic performance decreases).
- A value near 0 suggests no linear relationship.

This statistic is appropriate as the study aims to understand how the time spent and engagement on social media relate to students' academic results.

Interpretation:

- If the correlation between social media use and academic performance is positive and statistically significant, it supports the hypothesis that increased social media use is associated with improved academic outcomes.
- If the correlation is weak or negative, it implies other factors might influence academic performance more than social media use.

The strength of correlation is categorized as follows:

Correlation Coefficient (r)	Strength of Relationship
0.00 – ±0.19	Very weak
±0.20 – ±0.39	Weak
±0.40 – ±0.59	Moderate
±0.60 – ±0.79	Strong
±0.80 – ±1.00	Very strong

Correlation analysis examines the relationship between two continuous variables: social media usage and academic performance. The **Pearson correlation coefficient (r)** is used to quantify the strength and direction of this linear relationship. The formula for Pearson's r is:

$$r = \frac{\sum (X_i - \bar{X})(Y_i - \bar{Y})}{\sqrt{\sum (X_i - \bar{X})^2 \sum (Y_i - \bar{Y})^2}}$$

Where:

- X_i and Y_i are individual sample points for social media usage and academic performance respectively,
- \bar{X} and \bar{Y} are the means of X and Y.

Interpretation of r:

- $r = +1$ indicates a perfect positive linear relationship,
- $r = -1$ indicates a perfect negative linear relationship,
- $r = 0$ indicates no linear relationship.

This analysis helps determine if social media usage is significantly associated with academic outcomes, and whether the association is positive or negative.

iii. Hypothesis Testing

Hypothesis testing is applied to determine whether the observed relationships in the sample data reflect actual relationships in the broader population of students.

- **Null Hypothesis (H_0):** There is no significant relationship between social media usage and students' academic performance.

- **Alternative Hypothesis (H_1):** There is a significant relationship between social media usage and students' academic performance.

Using a chosen significance level (commonly $\alpha=0.05$), inferential statistics will be applied to test these hypotheses. If the p-value obtained is less than 0.05, the null hypothesis will be rejected, indicating a statistically significant relationship.

iv. T-test

A t-test is a statistical test used to compare means to determine whether they are significantly different. It is commonly used in hypothesis testing when the sample size is small and the population standard deviation is unknown.

Types of t-tests:

1. **Independent (Unpaired) t-test** – Compares the means of two independent groups.
 - Example: Comparing average academic scores of students with high social media use versus low social media use.
 - Assumption: The two groups are independent and normally distributed.
2. **Paired t-test** – Compares the means of paired samples, such as before-and-after measurements.
 - Example: Comparing students' academic performance before and after a social media usage intervention.
 - Assumption: The differences between paired observations are normally distributed.
3. **One-sample t-test** – Compares the mean of a single sample to a known population mean.
 - Example: Checking if the average academic score of IFMS students differs from the national average.

Steps to Conduct a t-test:

1. Formulate Hypotheses:

- Null Hypothesis (H_0): No significant difference between means.
- Alternative Hypothesis (H_1): There is a significant difference.
-

2. Check Assumptions:

- Normality of data (for small samples, use Shapiro-Wilk test).
- Equal variance (for independent t-test, use Levene's test).
- Independence (if applicable).

3. Compute the t-statistic:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Where:

- \bar{X}_1, \bar{X}_2 = sample means of groups 1 and 2
- s_1^2, s_2^2 = sample variances
- n_1, n_2 = sample sizes

A significance level (α) of 0.05 will be used to determine statistical significance.

3.3 SOURCE OF DATA

The data use in this research work is a primary data (Questionnaire), in which 100 questionnaire was administered within Kwara State Polytechnic Ilorin.

3.4 DATA PRESENTATION

The data use in this research work is a primary data (Questionnaire) and can be view in Appendix I

CHAPTER FOUR

DATA ANALYSIS AND RESULT

4.0 Introduction

This chapter presents the analysis of data collected through questionnaires administered to students of the Institute of Finance and Management Studies, Kwara State Polytechnic. The data analysis is structured to address the research objectives and test the formulated hypotheses. Descriptive statistics, Pearson correlation, and t-test analyses were employed to examine the frequency of social media use, preferred platforms, academic usage, and perceived effects on academic performance. The findings are organized in tables and interpreted accordingly. This chapter aims to provide clear insights into the influence of social media usage patterns on students' academic outcomes.

4.2 Data Analysis

Descriptive

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
How many hours do you spend daily on social media?	100	1	4	1.99	.882
CGPA	100	1	4	2.17	.667
Valid N (listwise)	100				

Interpretation:

Descriptive analysis was used to explore the general patterns of social media usage and students' academic performance. From the data collected, 100 students participated in the study. The analysis showed that:

- The number of hours spent daily on social media ranged from **1 to 4 hours**, with a **mean of 1.99** hours and a **standard deviation of 0.882**.

- Students' **Cumulative Grade Point Average (CGPA)** ranged from **1 to 4**, with a **mean of 2.17** and a **standard deviation of 0.667**.

This suggests that on average, students at the Institute of Finance and Management Studies spend approximately **2 hours daily** on social media and maintain a CGPA slightly above 2.0.

Which social media platform do you use most?

	Frequency	Percent	Valid Percent	Cumulative Percent
Facebook	12	12.0	12.0	12.0
Valid WhatsApp	88	88.0	88.0	100.0
Total	100	100.0	100.0	

Interpretation:

This indicates that WhatsApp is the most commonly used social media platform among the respondents, which could be attributed to its ease of use, real-time communication features, and integration with academic discussion groups.

Correlation

Correlations

		CGPA	How many hours do you spend daily on social media?
CGPA	Pearson Correlation	1	.089
	Sig. (2-tailed)		.380
	N	100	100
How many hours do you spend daily on social media?	Pearson Correlation	.089	1
	Sig. (2-tailed)	.380	
	N	100	100

Interpretation:

The correlation coefficient ($r = 0.089$) indicates a **very weak positive relationship** between time spent on social media and academic performance (CGPA). However, the **p-value (0.380)** is greater than 0.05, suggesting that this relationship is **not statistically significant**.

This result implies that increased time on social media does not have a significant effect—positive or negative—on students’ academic performance within the sample population.

T-Test

Group Statistics

	Has social media helped improve your academic performance?	N	Mean	Std. Deviation	Std. Error Mean
CGPA	Yes	87	2.22	.637	.068
	No	13	1.85	.801	.222

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
CGPA Equal variances assumed	1.711	.194	1.900	98	.060	.372	.196	-.017	.761
CGPA Equal variances not assumed			1.602	14.356	.131	.372	.232	-.125	.869

Interpretation

Students who believed that social media improved their academic performance had a **higher mean CGPA (2.22)** than those who did not (1.85).

Independent Samples Test Summary

- **t = 1.900**
- **Degrees of Freedom (df) = 98**
- **Sig-value = 0.060**

Although the mean CGPA difference of **0.372** is noticeable, the **Sig-value (0.060)** is **slightly above p-value (0.05)**, indicating that the result is **not statistically significant at the 5% level**. Therefore, we **fail to reject the null hypothesis**, meaning we **cannot conclude with certainty** that using social media for academic purposes significantly improves academic performance.

CHAPTER FIVE

SUMMARY OF FINDING, CONCLUSION, AND RECOMMENDATION

5.1 Summary of Findings

This study examined the effect of social media usage on the academic performance of students in the Institute of Finance and Management Studies (IFMS), Kwara State Polytechnic. The research was guided by specific objectives which included identifying the frequency and duration of social media usage, the most commonly used platforms, academic purposes for social media, and how these relate to students' academic performance.

From the data analysis, the following findings were established:

1. **Duration of Social Media Usage:** The majority of students spend an average of two hours daily on social media. This indicates moderate usage and suggests that social media is a routine part of students' daily lives.
2. **Preferred Social Media Platform:** WhatsApp emerged as the most used social media platform among respondents (88%), followed by Facebook (12%). This preference points to a trend where students favor instant messaging apps for communication and possibly academic-related group chats.
3. **Academic Performance (CGPA):** The average CGPA of the respondents was approximately 2.17. While not extremely high, this performance level aligns with average academic output.
4. **Relationship Between Social Media Use and Academic Performance:** The Pearson correlation coefficient showed a very weak and statistically insignificant relationship ($r = 0.089$, $p = 0.380$) between hours spent on social media and CGPA. This implies that social media usage does not significantly influence academic performance in either a positive or negative direction.

5. **T-Test Result:** Students who reported that social media helps their academics had slightly higher CGPAs than those who did not. However, the difference was not statistically significant ($p = 0.060$), indicating no conclusive evidence that using social media academically enhances performance.

5.2 Conclusion

The findings of this research suggest that although social media is widely used among students at Kwara State Polytechnic, its impact on academic performance is not statistically significant. While some students believe social media aids their academic work, the data does not show a strong correlation or causal relationship between usage and academic outcomes. This suggests that other factors such as study habits, time management, and academic motivation may have more substantial effects on academic performance than social media use alone.

Social media remains a vital communication tool, and its use is nearly universal among the student population. However, it must be approached with discipline and purpose, especially where academic performance is concerned.

5.3 Recommendations

Based on the research findings, the following recommendations are proposed:

1. **Encourage Academic Use of Social Media:** Institutions and lecturers should promote the use of social media platforms like WhatsApp and Telegram for academic discussions, class updates, and peer learning groups.
2. **Sensitize Students on Time Management:** Students should be guided on how to manage their time effectively so that social media does not interfere with their studies.

3. **Create Educational Content on Popular Platforms:** Schools should invest in creating engaging educational content and disseminate it through the platforms students frequently use.
4. **Regular Monitoring and Guidance:** Academic advisers should work closely with students to understand how social media is influencing their academic behaviors and help them strike a balance.
5. **Further Research:** Future studies should consider larger and more diverse student populations and investigate additional factors such as internet addiction, multitasking, and content type (educational vs. entertainment) to better understand the complex relationship between social media and academic performance.

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