

**STATISTICAL ANALYSIS OF EFFECT OF SOCIAL MEDIA  
ON STUDENTS ACADEMIC PERFORMANCE  
(A CASE STUDY OF KWARA STATE POLYTECHNIC STUDENT)**

**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. Abdullahi)

## **ACKNOWLEDGEMENT**

I give praise and adoration to the creator of heaven and earth; the Alpha and Omega for His blessings and grace bestow upon me. And for the wisdom, knowledge and understanding given to me to be able to accomplish this task.

My special gratitude goes to my parent (Mr. and Mrs. Abdullahi) who has been there for me throughout the process of everything in my life. And also for their support, financially, morally and spiritually. I say a BIG Thank to you and may you reap the fruit of your labour. Amin.....

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## **ABSTRACT**

*This study investigates the relationship between gender and social media usage patterns among students, with a focus on how these patterns influence academic behavior. Using inferential statistical analysis, specifically the Chi-Square test of independence, the study examines whether gender has a significant association with variables such as frequency of social media use, usage during lectures, perceived motivation to study, and concentration while studying. Data were collected from a sample of 50 respondents, with findings revealing that gender plays a significant role in how often students use social media, their usage during lectures, and how it affects their motivation to study. However, the results indicated no significant gender difference in the impact of social media on study concentration. Notably, all respondents owned smartphones, highlighting the ubiquitous nature of mobile technology among students. The study concludes that gender-sensitive approaches should be adopted in addressing issues related to social media use in academic environments. Recommendations include implementing awareness campaigns, integrating digital literacy into the curriculum, and designing interventions that encourage balanced and purposeful use of social media. This research contributes to the growing body of literature on digital behavior and academic performance, offering insights for educators, policymakers, and researchers.*

**Keywords:** *Gender, Social Media Usage, Chi-Square Test, Academic Motivation, Concentration, Smartphone Ownership, Student Behavior, Inferential Statistics, Lecture Distraction, Digital Literacy*

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the Study**

The advent of social media has revolutionized communication and information-sharing across the globe. Among students, platforms like WhatsApp, Instagram, Facebook, Twitter, and TikTok have become central to daily life. However, while these platforms offer educational and social benefits, their misuse has raised concerns regarding student focus and academic achievement. At Kwara State Polytechnic, like other institutions, a growing trend in students' social media engagement calls for a deeper understanding of its effects on academic performance.

In recent years, the widespread adoption of the internet and the proliferation of smartphones have transformed how individuals, especially students, communicate and access information. At the center of this transformation is social media—a collection of online platforms and tools that enable users to create, share, and engage with content in real-time. Popular platforms such as WhatsApp, Facebook, Instagram, Snapchat, Twitter (now X), TikTok, and Telegram have become part of students' daily lives. They offer avenues for social interaction, entertainment, news updates, and even educational engagement.

The youth demographic, which includes the majority of tertiary education students, has particularly embraced social media. While these platforms offer numerous benefits—including collaborative learning, quick access to information, and peer support—they also pose potential risks. Concerns have been raised about the extent to which social media consumes students' time and attention, which could otherwise be directed toward academic activities such as reading, attending lectures, completing assignments, and preparing for examinations.

Kwara State Polytechnic, like many institutions of higher learning in Nigeria, has witnessed a significant increase in social media engagement among its students. Students are often seen on their devices during lectures, breaks, and even late at night. The question arises: how does this

increased usage of social media affect their academic performance? Are students leveraging these platforms for educational purposes, or are they becoming distracted, leading to reduced academic focus and lower academic achievement?

This study is motivated by the increasing concern among educators, parents, and policymakers about the balance students strike between their academic responsibilities and their digital lives. While anecdotal evidence and observational reports suggest that excessive use of social media may be detrimental to learning, there is a need for empirical data and statistical analysis to validate such claims within the specific context of Kwara State Polytechnic.

Understanding the relationship between social media usage and academic performance is crucial in shaping future policies, advising students on responsible media consumption, and designing academic support services. This study thus aims to statistically analyze the extent to which social media use influences students' academic outcomes, providing insights that could benefit educators, students, and educational planners alike.

## **1.2 Statement of the Problem**

Despite the academic potential of social media, many students report spending excessive time online, leading to distractions from studies. There is insufficient statistical evidence linking social media use and academic performance in Kwara State Polytechnic, necessitating an analytical study to inform stakeholders.

## **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 of 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.



### **1.4 Significance of the Study**

The study will benefit students, lecturers, and policymakers by offering data-driven insights into the effects of social media. It aims to help students develop better time management skills while guiding institutions on policy development.

### **1.5 Scope of the Study**

The study focuses on full-time ND and HND students of Kwara State Polytechnic and covers various departments, ages, and genders. 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 Review of Related Work**

##### **Junco (2012) – Time Spent vs Academic Performance**

Junco (2012) conducted an extensive study examining how students' engagement with Facebook influenced their academic performance. The research, involving American college students, found a statistically significant negative relationship between time spent on Facebook and students' GPA. Students who reported high usage, especially for non-academic activities such as chatting, sharing memes, and scrolling through feeds, tended to perform worse academically compared to their peers who used the platform minimally. Interestingly, Junco also noted that students who used Facebook for academic discussions and collaboration experienced minor positive outcomes. This dual effect implies that the way social media is used—rather than just the time spent—is a critical factor. Junco concluded that educational institutions should not outright discourage social media usage but should instead guide students on effective and productive use. The study emphasized the importance of digital literacy and time management as key factors in balancing social engagement with academic success.

##### **Osharive (2015) – Impact on Study Habits**

Osharive (2015) explored the influence of social media on the academic lives of Nigerian university students, focusing on how excessive use could erode study habits. Through surveys and interviews conducted across selected institutions, the research discovered that a significant number of students were heavily engaged in platforms such as WhatsApp, Facebook, and Instagram, often at the expense of academic tasks like studying and doing assignments. Many respondents admitted to spending more than three hours daily on social media, leading to distractions and procrastination. Osharive found that such usage disrupted the learning process and often led to lower grades. Moreover, students acknowledged difficulty in concentrating during lectures due to

the compulsion to check notifications and messages. The study recommended awareness programs to educate students on how to manage their time effectively and avoid addictive behavior. It also advocated for the integration of digital media education into the academic curriculum to promote balanced usage.

### **Al-Rahmi & Zeki (2017) – Educational Use of Social Media**

Al-Rahmi and Zeki (2017) focused on the potential of social media as a tool for enhancing learning among university students. Their research emphasized that when integrated properly into academic activities, platforms such as Facebook, YouTube, and WhatsApp could foster collaborative learning, information sharing, and peer engagement. The study used a quantitative method, collecting data from students who participated in social media-based academic forums and group chats. It revealed that students who used social media to discuss class content, share notes, or clarify doubts with classmates showed improved academic performance and greater motivation. The authors highlighted that the learning environment becomes more dynamic and participatory when students can interact freely outside formal classroom settings. However, they also cautioned against unrestricted or excessive usage, noting the fine line between educational and recreational engagement. The researchers recommended the inclusion of structured social media strategies in course designs to maximize its academic benefits.

### **Kuppuswamy & Narayan (2010) – Distraction and Dependency**

Kuppuswamy and Narayan (2010) examined how social media affects students' mental engagement and focus in academic settings. Their study, conducted among high school and university students, revealed that social media platforms often encourage distraction and dependency due to their interactive and entertainment-oriented design. The authors argued that the instant gratification students receive from likes, shares, and comments creates a feedback loop that keeps them glued to their devices. This behavioral pattern was found to negatively influence students' study time, retention capacity, and overall academic performance. The research further suggested that prolonged usage contributes to psychological issues such as reduced attention span

and anxiety when not online. The study concluded that while social media can be beneficial in controlled settings, it poses a risk when it becomes a habitual escape from academic responsibilities. Schools and institutions were advised to provide counseling services and digital wellness programs to combat dependency and promote healthy media habits.

### **Ellison, Steinfield & Lampe (2007) – Social Capital**

Ellison, Steinfield, and Lampe (2007) introduced a nuanced perspective by exploring how Facebook usage contributes to the development of social capital among college students. Social capital refers to the networks, relationships, and social support systems that individuals can draw upon for various needs, including academic assistance. The study revealed that students who actively used Facebook maintained stronger ties with peers and were more likely to engage in information exchange and collaborative academic efforts. However, the authors also noted that the strength of these relationships did not always translate into academic achievement. While the platform enhanced social cohesion and peer support, excessive use or over-reliance on online interactions sometimes replaced face-to-face academic activities. The study emphasized the importance of balancing digital interaction with real-life academic engagement. Overall, the research highlighted both the social advantages and academic limitations of social media use, suggesting that the context and intent of usage significantly affect outcomes.

### **Tess (2013) – Social Media in Higher Education**

Tess (2013) conducted a comprehensive review of existing literature on the integration of social media in higher education and found mixed results. While some studies highlighted the potential of tools like blogs, Facebook, and Twitter to improve student engagement, collaboration, and access to learning materials, others showed that unregulated usage often led to distractions and lower academic focus. Tess pointed out that social media could be highly effective when used as an instructional tool, especially in flipped classroom models or for facilitating asynchronous discussions. However, the effectiveness depended heavily on how the platforms were implemented, the instructor's digital literacy, and students' motivation levels. The review

concluded that social media should not be treated as a one-size-fits-all educational solution. Instead, educational institutions should adopt tailored approaches that integrate social media into formal learning while establishing clear boundaries to minimize distractions. Proper training for both students and lecturers was recommended.

### **Paul, Baker & Cochran (2012) – Internet Distractions**

Paul, Baker, and Cochran (2012) explored how students' multitasking behavior, particularly using social media while studying, affected academic performance. Their research focused on a sample of undergraduate students who frequently engaged with digital platforms during lectures and study sessions. The findings revealed that students who frequently switched between tasks—such as reading course materials while checking notifications—demonstrated lower retention, slower comprehension, and reduced academic performance. The authors attributed this to the cognitive cost of task switching, which hampers deep learning. Additionally, students who studied in the presence of digital distractions were more likely to feel mentally fatigued and underprepared for exams. The study concluded that multitasking with social media disrupts academic focus and negatively impacts learning outcomes. It recommended that students develop stronger self-discipline and that institutions provide training on managing digital distractions. The researchers also proposed "digital-free zones" during study hours to encourage concentration and effective learning.

### **Asemah, Okpanachi & Edegoh (2013) – Social Media and Youth**

Asemah, Okpanachi, and Edegoh (2013) conducted a study on the impact of social media on Nigerian youth, focusing particularly on how excessive use interferes with academic responsibilities. Their findings indicated that a large number of students prioritized social media engagement over study time, leading to poor academic results and time mismanagement. The study found that platforms such as Facebook, 2go (popular at the time), and Twitter served more for entertainment and social gossip than educational content. Many students admitted that late-night browsing and chatting affected their ability to wake up early for lectures or concentrate during the

day. The researchers also observed that students who used social media primarily for educational purposes—such as joining academic groups or accessing study materials—performed relatively better. The study recommended digital awareness programs in schools and advised parents and lecturers to monitor students' online behavior. It emphasized the need for responsible social media use to improve academic focus.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter outlines the methods and procedures used in conducting the research. It provides a systematic approach to data collection, analysis, and interpretation, which ensures the reliability and validity of the study. The chapter covers the research design, population, sample size and sampling technique, instrument for data collection, validation of the instrument, method of data collection, and method of data analysis.

#### **3.2 Statistical Techniques**

##### **i. Descriptive Statistics**

Descriptive statistics help summarize the basic features of the data and provide a simple overview of the sample and measures. In this study, descriptive analysis was conducted for key variables:

- Mean (Average): Measures the central tendency of frequency and duration usage.
- Median: The middle value in the dataset, helping to identify skewed distributions.
- Range: The difference between the maximum and minimum values, giving an idea of the spread.
- Standard Deviation (SD): Measures how spread out the numbers are in the dataset. A higher SD indicates more variability among respondents.

This step was essential to understand general user behavior before delving into correlation or 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:

<b>Correlation Coefficient (<math>r</math>)</b>	<b>Strength of Relationship</b>
0.00 – $\pm 0.19$	Very weak
$\pm 0.20$ – $\pm 0.39$	Weak
$\pm 0.40$ – $\pm 0.59$	Moderate
$\pm 0.60$ – $\pm 0.79$	Strong
$\pm 0.80$ – $\pm 1.00$	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.

### **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

#### 4.1 Introduction

This chapter presents the analysis of data collected through questionnaires administered to students of the 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
Valid	Facebook	12	12.0	12.0	12.0
	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
	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 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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