

**USE OF SOCIAL MEDIA FOR ACTIVISM AMONG STUDENTS OF
KWARA STATE POLYTECHNIC, ILORIN**

BY:

ADEKANYE RIDWAN ADEGBOYEGA

ND/23/MAC/PT/0777

**BEING 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 NATIONAL DIPLOMA (ND) IN MASS COMMUNICATION,
KWARA STATE POLYTECHNIC, ILORIN**

MAY, 2025

TABLE OF CONTENTS

Title Page

Certification

Dedication

Acknowledgement

Table of Contents

Abstract

CHAPTER ONE: INTRODUCTION

1.1	Background of the Study	1
1.2	Statement of the Problem	3
1.3	Objectives of the Study	4
1.4	Research Questions	4
1.5	Significance of the Study	4
1.6	Scope of the Study	5
1.7	Definition of the Term	5

CHAPTER TWO: LITERATURE REVIEW

2.0	Introduction	7
2.1	Conceptual Framework	7
2.2	Theoretical Framework	20
2.3	Empirical Review	21

CHAPTER THREE: RESEARCH METHODOLOGY

3.0	Introduction	25
3.1	Research Design	25
3.2	Population of the Study	26
3.3	Sample Size and Sampling Technique	26
3.4	Research Instrument	27

3.5	Validity and Research of the Instrument	27
3.6	Data Collection Method	27
3.7	Method of Data Analysis	28

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.0	Introduction	29
4.1	Data presentation	29
4.2	Analysis of research questions	38
4.3	Discussion of findings	40

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1	Summary	43
5.2	Conclusion	44
5.3	Recommendations	44
	Reference	46
	Questionnaire	49

CERTIFICATION

This is to certify that this research project was carried out by **ADEKANYE, Ridwan Adegboyega** with matriculation number **ND/23/MAC/PT/0777** has been read and approved as meeting the requirement for Award of National Diploma (ND) in Mass Communication, Institute of Information and Communication Technology, Kwara State Polytechnic, Ilorin.

MR. FATAI IBRAHIM

(Project Supervisor)

DATE

MRS. OPALEKE

(Head of Department)

DATE

(External Examiner)

DATE

DEDICATION

This project is dedicated to Almighty God and our parents.

ACKNOWLEDGEMENT

First and foremost, I give thanks to Almighty God, the beneficent and the merciful, the controller of heaven and earth for securing our lives during the period of my project.

I wish to express my profound gratitude to Mrs Ojewumi who had been supporting and assisting me to this stage. I pray that Almighty God continue to shower his blessing on her and let her eat the fruit of her labor and give her long life and prosperity (Amin).

Finally, I also express my sincere gratitude to our project supervisor in person of **MR. FATAI IBRAHIM** Head of department in person of MRS OPALEKE and all the lecturers in the department of Mass Communication may Almighty increase their knowledge and it useful to mankind.

ABSTRACT

Student activists play an important role because it is first ranked in the category of internet usage at the types of workers in the use of social media not only as a social tool, social media is widely used as a tool of social movements, increase income, and new forms of political participation. This qualitative research examines the utilization of social media by student activist from 4 association of civic education students in Kwara State Polytechnic. The results showed that the type of social media most often used by student activist is Instagram and Facebook. The organization of student groups in which they work using social media tends to display the activities they will and have done, as well as promotional events such as seminars and book review. Student activists use social media for the existence of identity, as entertainment, place of sale and political participation. These findings provide a way for further research to further examine the activities of student activists in social media. Social media is a new form of political participation of students activists. These findings provide a way for further research to further examine student activists activities in social media.

Keyword: Social media; Student Activist; Political Participation Highest Institution, Civic Participation

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Social media has exploded as a category of online discourse where people create content, share it, bookmark it and network at a prodigious rate. Because of its ease of use, speed and reach, social media is fast changing the public discourse in society and setting trends and agenda in topics that range from the environment and politics to technology and the entertainment industry (Asur and Huberman, 2010). In the last ten years, the online world has changed dramatically, thanks to the invention of social media, young men and women now exchange ideas, feelings, personal information, pictures and videos at a truly astonishing rate. Seventy-three percent of wired American teens now use social media websites (Oberst, 2010).

Martn, (2008) & Lusk, (2010) share the same concept of social media- To them social media is the use of Facebook, Blogs, Twitter, My Space and LinkedIn for the purpose of communication, sharing photos as well as videos. However for the purpose of this study social media is captured within the use of internet through Facebook, WhatsApp, Twitter, Skype, MySpace as well as Yahoo Messenger for communication sharing of ideas, sharing of photos and videos by users. The increased use of Social Networking Websites has become an international phenomenon in the past several years. What started out as a hobby for some computer literate people has become a social norm and way of life for people from all over the world (Boyd. 2007). teenagers and young adults have especially embraced these sites as a way to connect with their peers, share information, reinvent their personalities, and showcase their social lives (Boyd, 2007).

In the past years, social media websites have become common; giving young people a new way to interact with each other and communicate with the world. Social networking became popular between 2004 and 2006, after Facebook and MySpace were created. Facebook, for example has over 500 million members and it is still growing and approximately 85% of undergraduate students are Facebook users (Schneider, 2009). These numbers are expected to grow since

Facebook users will continue to grow. And this is not only true for Facebook, numbers for You Tube users closely follow as well (University of New Hampshire, 2009).

Social networking websites provide tools by which people can communicate, share information, and create new relationships. With the popularity of social networking websites on the rise, our social interaction is affected in multiple ways as we adapt to our increasingly technological world. The way web users interact and talk to each other has changed and continues to change. These users now socialize through the internet and it takes away from the person socialization that has been around forever. Social networking websites have affected our social interaction by changing the way we interact face-to-face, how we receive information, and the dynamics of our social groups and friendships (Asur and Huberman, 2010).

Communicating through the internet and social networking websites is quite different from communicating in- person- to- person situation. When users communicate through these websites, they use things like instant message (IM) and chatting as well as status or Twitter updates to talk to friends and express themselves (Kaitlin. 2010). Kaitlin (2010) further opines that social networking websites also affect the way we receive information and news. The sites open up different portals through which we get information and create more diverse news outlets. Most of the studies, Choney (2010), San Miguel, (2009) Enriquez (2010), Karpinski & Duberstein (2009), Khan. (2009), Kubey et al (2010), conducted on students' use of the social media sites and its impact on academic performance focused on students in the developed world. It is against this background that it has become necessary to conduct this research aimed at investigating students' use of social media sites and their impact on academic performance among Polytechnic students in Nigeria. This is largely because; no empirical study has been conducted in Nigeria to find out the impact of students' use of social media sites on academic performance of Polytechnic students in Nigeria.

Modern technology in communication has no doubt helped to serve as a means of connecting people and as a medium of interaction in the social world and educational arena. Consequently, higher education has been exploring the exciting opportunities that technologies have brought to institutions, educators and students.

As a result, there has been rapid growth in the availability and uptake of online teaching and learning by many polytechnics and universities. Technology has changed the way people interact and has brought about the emergence of an open social platform in the form of social media. This allows persons to easily connect with each other, thereby making the world a global village. The advent of social media has impacted significantly on students both in their academic and social life as a means of making connections for various purposes.

Boateng & Amankwaa (2016) asserted that social media has influenced instructors, students, and other academic stakeholders to unite with each other to promote knowledge construction in teaching and learning. For this reason, McLoughlin & Lee (2007) state that the use of social media platforms has impacted positively on individuals through creating diversification between different categories of people. The use of social media has become global. Some of the popular social media platforms are Facebook, WhatsApp, Twitter, MySpace, Instagram, LinkedIn, and Google Plus, among others. Institutions and academics are continually exploring social media technologies for collaboration and knowledge construction. Today, social media is used in higher education institutions as a platform where students connect with their instructors, fellow students and other scholars across the globe.

1.2 STATEMENT OF THE PROBLEM

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

Due to the increased popularity of it, economists and professors are questioning whether grades of students will not be affected by how much time is spent on these sites. Choney, (2010), MehMood & Taswir, (2013), Kist (2008), Jacobsen & Forste, (2011), believe that the use of technology such as internet is one of the most important factors that can influence educational performance of students positively or adversely. Many parents and guardians are worried that

students are spending too much time on Facebook and other social media sites and have not enough time to study. Though parents are worried about students' constant use of the social media sites, many students continue to utilize these sites on a daily basis. It is against this background that this research is being conducted to ascertain the impact of students' use of social media sites on their academic work.

1.3 OBJECTIVES OF THE STUDY

1. To examine the usage of social media among students of Kwarapoly.
2. To identify the benefits obtained from using the social media among students of Kwarapoly.
3. To examine why students use social media in academic activities.

1.4 RESEARCH QUESTIONS

1. What are the usage of social media among students of Kwarapoly?
2. What are the benefits obtained from using the social media among students of Kwarapoly?
3. Why students use social media in academic activities?

1.5 SIGNIFICANCE OF THE STUDY

Social media provides an accessible platform for students to engage in activism regardless of their location or resources. With just a smartphone and an internet connection, students can participate in advocacy efforts and contribute to social movements. Social media enables students to reach a wide audience beyond their immediate community or campus. By sharing content virally, using hashtags, and leveraging networks, students can amplify their message and garner widespread visibility for their causes.

Social media activism empowers students to have a voice in shaping the issues that affect them and their future. It allows young people to express their perspectives, advocate for their rights, and challenge societal norms and injustices. The media facilitates the formation of online communities and networks of solidarity among students and other activists. It fosters collaboration, support, and collective action, enabling students to leverage their collective power for greater impact.

1.6 SCOPE OF THE STUDY

The scope of this study is find out use of social media activism among Ilorin. The study adopts survey method to students of Kwara State Polytechnic sample the opinion of the selected population Kwara State Polytechnic, Ilorin through the use questionnaire techniques to gather information on required on the research. However, the sample size of 200 will be selected through stratified and random sampling techniques.

Social media has been used by nations, organizations, institutions and people all around the world to attract the attention and increase public speaking or engagement (Erubami, 2020). The use of social media in education provides students with the ability to get more useful information, to connect with learning groups and other educational systems that make education convenient. Social network tools afford students and institutions with multiple opportunities to improve learning methods. Contrary to this, some students have diverted social media usage towards non educational. unethical and inappropriate actions and behaviours.

1.7 DEFINITION OF TERMS

Social Media: Social media refers to online platforms and technologies that enable users to create, share, and exchange content, ideas, information, and messages in virtual communities and networks. These platforms often support various forms of communication, including text, images, videos, and audio.

Students: Students typically refer to individuals who are enrolled in an educational institution, such as a school, college, or university, pursuing formal education and training.

Social Media Activism: Social media activism, often referred to "internet activism," is a form of activism that utilizes social media platforms and online communication tools to promote and advocate for social, political, environmental, or cultural causes.

Social Networking: Social networking refers to the practice of using dedicated websites or applications to build and maintain social relationships with other users.

Higher Institution: A higher institution refers to a college, university, or other post-secondary educational institution where students pursue advanced studies and degrees beyond the secondary level.

Academic Performance: refers to the level of achievement or success attained by a student in their educational pursuits, typically measured by grades, test scores, and other indicators of learning. **Academic Activities:** encompass the range of educational tasks and engagements undertaken by students, including attending classes, completing assignments, participating in discussions, and studying for exams.

Activism: the action that movements undertake in order to challenge some existing element of the social or political system and so help fulfill movement aim.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

Social media activism among students has emerged as a powerful tool for driving social and political change in today's interconnected world. This form of activism harnesses the widespread reach and accessibility of social media platforms to raise awareness, mobilize support, and advocate for various causes. From environmental conservation to human rights, students are leveraging social media channels to amplify their voices and effect meaningful change. Akpan & Moses (2013) one of the key advantages of social media activism among students is its ability to transcend geographical boundaries and reach a global audience instantaneously. With platforms like Twitter, Facebook, Instagram, and TikTok, students can quickly disseminate information, share personal stories, and organize events or protests with unprecedented speed and efficiency. This level of connectivity enables students to build diverse coalitions and solidarity networks, uniting individuals from different backgrounds who share common goals and values.

Social media provides students with a platform to challenge traditional power structures and hold institutions and authorities accountable for their actions (Alarqan 2020). By sharing viral hashtags, creating online petitions, and documenting instances of injustice through photos and videos, students can pressure policymakers and decision-makers to address pressing issues and implement meaningful reforms.

2.1 CONCEPTUAL FRAMEWORK

2.1.1 Concept of Social Media

Social media can be broadly defined as the set of interactive Internet applications that facilitate (collaborative or individual) creation, curation, and sharing of user-generated content. Examples of social media platforms are numerous and varied. They include Facebook, Friendster, Wikipedia, dating sites. Craigslist, recipe sharing sites (e.g. all recipes.com), YouTube, and Instagram.

Social media platforms all share the above mentioned characteristics, but are unique from one another in many respects. In particular, platforms often vary in their architectures, structures, norms, and user bases. In working to differentiate between different kinds of social media platforms, scholars distinguish and label several subsets of social media, with a particular emphasis on social network sites. Boyd and Ellison (2007) explicitly differentiate social network sites from social networking sites. They argue that social networking implies meeting new people and making new connections, which contrasts with actual user practices. Specifically, social network site users tend to interact with existing rather than new social contacts. Examples of social network sites include Facebook, MySpace, YouTube, and Live Journal.

A second subcategory of social media consists of micro blogging sites. These allow users to distribute short messages to a broad audience, often through links and images. Such sites have explicit limits on the number of characters or amount of content allowed per message. Twitter, the predominant micro blogging site in the United States, and Weibo, China's suite of micro blogging sites, limit each message to 140 characters. Vine, Twitter's video application, limits clips to 6 seconds. In addition to the label of social media, the contemporary Internet characterized by interactivity and user-generated content is also known as "Web 2.0." Some argue that the newest era of digital technologies, characterized by user collaboration and cooperation, can be labeled "Web 3.0." Others, however, contend that Web 1.0, 2.0, and 3.0 are better understood as variations in user practice rather than technological capability. Of particular relevance, social media users, who can engage in participatory and collaborative activities online, also utilize social media platforms to send e-mail type messages, or engage in asynchronous discussions, both of which characterize the Web 1.0 era (Barassi & Treré, 2012).

2.1.2 Uses of Social Media

Communication

The tools that are used in the communication sector are basically a very well-known form of social media platform. These tools include blogs and websites where you are provided an ability to create articles and blogs to interact, communicate, inform and empower your audiences. Other uses also include social

media sites such as Twitter, Facebook, and Instagram that further increase the chances of communication between individuals with the help of personal details, comments, image, video posts, and a lot more (Okuna, 2020). With the help of these platforms, individuals are able to build strong personal relationships with each other. Businesses can communicate with their audiences in a productive manner.

Entertainment

Social media serves as platforms to entertain people. Games like farmville and mafia wars are the primetime games that are played on the social media sites. Also, the entertainment industry is all dependent on the social media platforms as well (Small, 2012; Cabrera, Matias, Montoya, 2017). Take the example of sites that promote entertainment. There are many channels that promote live entertainment and it is all due to the use of social media. These sites not only increase the interaction between the people but they also keep the people entertained.

Media Sharing

Most popular and well-known sites that can be used for sharing media is YouTube. With over 500 million followers, this website is already on the map due to the amazing things that it offers to its users. Also, Vimeo is another site that helps in sharing media. These are also the sites that help people create the channels and have interactions with one another Saunders (2013). Also, there are some sites that can help share music as well. Sites like Spotify and others come with specific features of sharing music, which can be all well and good for the people. With the help of social media, we now have the chance to download and upload media content with ease.

Wrapping Up

Social Media certainly has many different uses when it comes to diversity. From AI to brands, every single field is dependent on social media. Whether you agree or not, social media is an integral part of our lives. It is really important that we know all about the importance of social media to take advantage in the most beneficial way. If you want to know what would be the uses of social media for

your business then feel free to share your business details with us. Our experts will guide you in the best-personalized manner possible.

Collaboration

Most of us use many different tools that have a social aspect attached to them and we use these tools on a regular basis as well. Let us give you an example. Have you ever heard of wikipedia. Well, it is a knowledge platform that provides the people with an ability to update their views. It is basically an encyclopedia that is online and can be used and updated by anyone. Also, there is another example in the form of Google Docs that enables the people to edit and share documents and that too online. You will also be able to download and upload files with the help of this collaborative tool, which is known as social media as it enables multiple users to take advantage of a singular platform. Different individuals can collaborate in the most personalized and result driven manner to get the expected outcomes in a well-synchronized fashion.

Paid Advertising

Uses of social media are also very effective running paid ads on different social media portals. Social platforms like Facebook, LinkedIn, Twitter, Snapchat, Pinterest, etc. enable you to run paid ads on them. Social Media channels already enjoy a wide audience base that you can demographically target to optimize the online presence of your brand, product, and services. You can also track the performance of your paid ad campaigns and accordingly, you can tweak your campaign to ensure better results. Social Media ads are also very affordable, and you will be getting better returns on your investments. Paid ads will be shown to your target audiences that will help in lead generation and conversions.

2.13 Types of Social Media

1. **Social Networking Sites:** These platforms facilitate connections between individuals or groups. Users typically create profiles and can connect friends, family, colleagues, and others. Examples include Facebook, LinkedIn, and MySpace.
2. **Micro blogging Platforms:** Micro blogging allows users to post short updates or messages, often limited to a certain number of characters. Twitter is the most

well-known micro blogging platform, where users share thoughts, news, and updates in real-time.

3. **Photo-Sharing Platforms:** These platforms focus on sharing photos and images. Users can upload, edit, and share photos with their followers or the public. Instagram is a prime example, emphasizing visual content with features like filters, stories, and reels.
4. **Video-Sharing Platforms:** Video-sharing platforms allow users to upload, share, and view videos. YouTube is the most popular video-sharing platform, where users can find a vast array of content ranging from educational videos to entertainment, vlogs, tutorials, and more.
5. **Social Bookmarking Sites:** Social bookmarking sites allow users to save, organize, and share links to web pages or resources. Users can discover content based on the interests and recommendations of others. Examples include Pinterest and Reddit.
6. **Discussion Forums:** Discussion forums are online platforms where users can engage in discussions, ask questions, and share information on various topics. Reddit is a prominent example, with thousands of communities (subreddits) dedicated to diverse interests.
7. **Social Q & A Platforms:** These platforms focus on asking and answering questions within a community. Users can seek advice, share knowledge, and engage in discussions on specific topics. Quora is a popular social Q&A platform.
8. **Blogging Platforms:** While not traditionally considered social media, blogging platforms allow users to create and publish content, which can be shared and interacted with by others. WordPress and Medium are examples of popular blogging platforms.
9. **Live Streaming Platforms:** Live streaming platforms enable users to broadcast live video content to an audience in real-time. Viewers can interact with the streamer through comments and reactions. Twitch and Facebook Live are prominent live streaming platforms.
10. **Location-Based Social Networks:** These platforms allow users to connect with others based on their physical location or proximity. Users can check in at locations, discover nearby events, and connect with people in their vicinity. Examples include Foursquare and Swarm.

2.1.4 Strength of Social Media

Social media has become one of the pillars of modern society that has a significant impact on the political participation among youth in Nigeria. Nigeria has over than 6.61 million active social media users in January 2023 which forms 58.4% of the population (Nigeria News 2023), social media like Facebook, Instagram, and Twitter have developed into effective tools for political activism, mobilization, and communication (Kidd and McIntosh 2016). This study explores how social media has affected youth engagement in politics in Nigeria and its potential implications for the country's democratic development. Social media affects the extent to which youth are engaged in politics in Nigeria through its ability to amplify youth voices and provide a platform for political expression (George and Leidner 2019).

Young people may now share their thoughts, discuss politics, and rally around causes that are important to them because of social media. Also, social media has facilitated building groups of young people around similar interests and problems, which has increased the effectiveness of their activity social media (González-Bailón and Lelkes 2023). Young people in Nigeria are now more politically engaged and educated due to social media. Young people who have access to a variety of information and news sources can keep up with political events and issues. By offering an environment for political discourse and debate, social media facilitates the dissemination of political information and has prompted younger people to participate more actively in politics. (Alarqan,2020). Additionally, social media has made it possible for young people to participate in political engagement and advocacy in ways that were before impossible.

Social media have been used, for instance, to plan protests, rallies, and other political activism, social media activities. Furthermore, they have been utilized to start campaigns and appeals, which have assisted in bringing political issues to light and putting pressure on decision-makers to take action (Valenzuela 2013). Despite its benefits, social media has had a negative effect on young people's participation in politics in Nigeria since it may be used to disseminate rumors and false information that undermine political literacy and obscure political concerns (Vaccari and Chadwick 2020). A negative effect on political stability and social

cohesion can result from the use of such platforms to promote hate speech and encourage violence (Ogbuoshi et al. 2019).

Additionally, they could result in echo chambers where people are only exposed to information and viewpoints that support their preexisting convictions (Alatawi et al. 2021). As a result, there might be more political polarisation and division, which would make it harder to reach agreements and engage in productive debate. As a result, social media significantly influenced Nigeria's youth participation in politics. Social media have given youth activity to social media, mobilization, and political expression a potent instrument, but they come with risks and difficulties.

2.1.5 Advantages and Disadvantages of Social Media

1. **Connectivity and Networking:** Social media enables people to connect and communicate with friends, family, colleagues, and acquaintances regardless of geographical barriers. It facilitates networking opportunities, helping individuals to expand their social circles and professional connections.
2. **Information Sharing and Awareness:** Social media platforms serve as hubs for sharing news, information, and ideas. Users can quickly disseminate information, raising awareness about important issues, events, and causes.
3. **Global Reach and Audience Engagement:** Social media provides a global platform for individuals, businesses, and organizations to reach a vast audience. It allows for targeted advertising and audience engagement strategies, enabling brands to connect with their target demographic more effectively.
4. **Enhanced Communication:** Social media platforms offer various communication tools, including instant messaging, video calls, and voice chats, fostering real-time communication and collaboration. This facilitates efficient communication in both personal and professional contexts.
5. **Community Building:** Social media enables the formation of online communities centered around shared interests, hobbies, beliefs, or causes. These communities provide support, camaraderie, and a sense of belonging to their members.

Disadvantages

1. **Privacy Concerns:** Social media platforms often collect and store vast amounts of user data, raising concerns about privacy and data security. Users may unwittingly share sensitive information or become targets of privacy breaches, identity theft, or cyberbullying.
2. **Fake News and Misinformation:** Social media can be a breeding ground for the spread of fake news, rumors, and misinformation. False information can quickly go viral, leading to confusion, polarization, and societal harm.
3. **Cyber-bullying and Online Harassment:** Social media platforms may facilitate cyberbullying, harassment, and online abuse. Users, especially vulnerable populations such as children and adolescents, may experience cyberbullying, leading to psychological distress and social isolation.
4. **Addiction and Mental Health Issues:** Excessive use of social media has been associated with addiction, anxiety, depression, and other mental health issues. Constant exposure to curated content, comparison with others, and fear of missing out (FOMO) can negatively impact users' self-esteem and well-being.
5. **Filter Bubbles and Echo Chambers:** Social media algorithms personalize users' content feeds based on their interests and past behavior, creating filter bubbles and echo chambers. This can lead to limited exposure to diverse viewpoints, reinforcing biases, and fostering polarization.

2.1.6 Understanding the Features of Social Media Platforms

Facebook: Social Networking Site

Features: Allows users to create profiles, connect with friends, share updates, photos, videos, and links. Offers features like groups, events, and marketplace for buying and selling goods.

Twitter: Microblogging Platform

Features: Users can post short updates called "tweets" of up to 280 characters, follow other users, and engage with tweets through likes, retweets, and replies. Popular for real-time news and discussions.

Instagram: Photo-Sharing Platform

Features: Primarily focused on sharing photos and videos. Offers filters, stories, reels, and IGTV for longer videos. Users can follow others, like, comment, and share posts.

YouTube: Video-Sharing Platform

Features: Allows users to upload, share, and view videos, Offers a wide range of content including blogs, tutorials, music videos, and more. Users can subscribe to channels, like, comment, and share videos.

LinkedIn: Professional Networking Site

Features: Geared towards professionals for networking, job searching, and career development. Users can create professional profiles, connect with colleagues, join groups, and follow companies.

Snapchat: Multimedia Messaging App

Features: Allows users to send photos and short videos (snaps) to friends. Which disappear after viewing. Offers features like stories, filters, lenses, and Bitmoji integration.

TikTok: Video-Sharing Platform

Features: Users can create and share short-form videos set to music or sound clips. Offers a wide range of editing tools, effects, and filters. Popular for viral challenges and creative content.

WhatsApp: Messaging App

Features: Allows users to send text messages, voice messages, images, videos, and documents, as well as make voice and video calls. Offers end-to-end encryption for enhanced privacy.

2.1.7 New Media Activism and Students Performance

In the digital age, the emergence of new media platforms has fundamentally transformed the landscape of communication, education, and social interaction (Paul, Baker, & Cochran, 2012). From social networking sites and

online forums to digital learning resources and interactive multimedia, new media technologies have become integral components of the modern student experience. This evolution raises intriguing questions about the relationship between new media usage and student performance across various academic and socio-emotional domains.

Understanding the impact of new media on student performance requires a nuanced examination of its influence on learning outcomes, cognitive development, social behavior, and overall well-being. On one hand, new media offers unprecedented opportunities for information access, collaborative learning, and creative expression, empowering students to engage with diverse perspectives, collaborate with peers globally, and explore complex ideas in dynamic ways. (Pardo 2013) Conversely, concerns have been raised about the potential distractions, information overload, and negative effects on attention span and critical thinking skills associated with excessive screen time and digital multitasking.

Moreover, the influence of new media extends beyond academic realms, shaping students' social interactions, identity formation, and mental health. Social media platforms, in particular, have become ubiquitous spaces for socialization, self expression, and identity performance among young people. While these platforms facilitate connections, community building, and cultural exchange, they also expose students to issues such as cyber-bullying, social comparison, and digital addiction, which can impact their psychological well-being and academic engagement.

As educators, researchers, and policymakers grapple with the complex interplay between new media and student performance, it is essential to adopt a balanced approach that leverages the affordances of digital technologies while mitigating potential risks and challenges Heibergert & Loken (2010). By promoting digital literacy, media literacy, and responsible digital citizenship, educators can empower students to navigate the digital landscape critically, ethically, and effectively. Additionally, fostering a supportive learning environment that encourages active engagement, reflective practice, and meaningful connections both online and offline can enhance students' academic achievement, socio-emotional development, and overall success in the digital age.

1. **Digital Literacy:** The ability to effectively navigate, evaluate, and critically engage with digital media and information sources. Digital literacy skills are essential for students to discern credible sources, analyze digital content, and participate responsibly in online environments, thereby enhancing their academic performance and information literacy.
2. **Media Multitasking:** The practice of engaging with multiple media sources simultaneously, such as texting while studying or browsing social media while watching lectures. Media multitasking can impact students' attention, cognitive load, and information processing abilities, potentially influencing their academic performance and learning outcomes.
3. **Online Learning Platforms:** Digital platforms and tools designed to facilitate online learning and virtual classrooms. Online learning platforms offer students access to educational resources, interactive activities, and collaborative tools, which can enhance their learning experiences, academic performance, and engagement with course materials.
4. **Social Media Use:** The utilization of social networking sites, such as Facebook, Instagram, and Twitter, for communication, social interaction, and content sharing. Students' social media use can influence their social connections, self-esteem, and psychological wellbeing, which may in turn impact their academic performance and overall success in school.
5. **Digital Distractions:** External stimuli or interruptions from digital devices and media that divert students' attention away from academic tasks and learning objectives. Digital distractions, such as notifications, online gaming, or social media browsing, can hinder students' concentration, productivity, and academic performance if not managed effectively.
6. **Information Overload:** The overwhelming amount of information available through digital media channels, which can exceed individuals' cognitive capacities to process and retain. Information overload may impede students' ability to focus, prioritize, and synthesize information, potentially affecting their academic performance and information literacy skills.
7. **Online Collaboration and Communication:** The use of digital platforms and tools to facilitate collaborative learning, group projects, and peer-to-peer communication among students. Online collaboration enhances students' teamwork skills, critical thinking abilities, and academic performance by

providing opportunities for knowledge sharing, constructive feedback, and collective problem-solving.

2.1.8 Students Performance

According to Lenhart, Purcell, Smith & Zickuhr (2020) student performance involves examining a combination of internal and external factors. Internal factors encompass individual characteristics such as intelligence, motivation, learning style, and socio-emotional well-being. External factors include the quality of teaching, curriculum design, school environment, family support, socio-economic background, and access to resources like technology and educational materials.

1. **Academic Achievement:** Academic achievement refers to the attainment of knowledge, skills, and competencies by students in various subject areas. It is often measured through grades, standardized test scores, and other assessments.
2. **Assessment:** Assessment involves the systematic gathering of information about student learning. This can include formative assessments (ongoing checks for understanding during instruction), summative assessments (evaluations of student learning at the end of a unit or course), and standardized tests.
3. **Growth Mindset:** Growth mindset is the belief that one's abilities can be developed through dedication and hard work. Students with a growth mindset are more likely to persevere in the face of challenges and exhibit higher levels of academic performance.
4. **Differentiated Instruction:** Differentiated instruction involves tailoring teaching methods and materials to meet the individual needs and learning styles of students. By accommodating diverse learning preferences, educators can enhance student engagement and performance.
5. **Meta cognition:** Meta cognition refers to the awareness and understanding of one's own thought processes. Students who develop meta cognitive skills are better able to monitor and regulate their learning, leading to improved academic performance.

Assessing student performance serves several purposes. It helps educators gauge the effectiveness of their teaching methods and curriculum, identify areas where students may need additional support or enrichment, and track progress over

time. Additionally, student performance data can inform policymakers and stakeholders about the strengths and weaknesses of educational systems, guiding decisions on resource allocation and reform efforts.

2.1.9 Understanding New Media on Academic Activities

New media revolutionizes academic activities by expanding access to learning environments, providing interactive information, fostering collaborative learning resources, streamlining assessment and feedback processes, offering flexible learning opportunities; connecting students with global learning communities, and supporting research and innovation. Embracing new media technologies enhances students' academic performance, engagement, and success in the digital age.

1. **Access to Information:** New media provides students with unprecedented access to information resources. Through search engines, online databases, digital libraries, and educational websites, students can access a vast array of scholarly articles, textbooks, research papers, and multimedia content relevant to their academic studies. This accessibility enhances students' ability to conduct research, explore diverse perspectives, and deepen their understanding of academic subjects.
2. **Collaborative Learning:** Digital technologies facilitate collaborative learning environments where students can engage in group discussions, collaborative projects, and peer feedback exchanges. Online platforms, such as learning management systems (LMS), collaborative document editors, and virtual classrooms, enable students to collaborate in real-time, regardless of geographical distance. Collaborative learning fosters teamwork skills, critical thinking abilities, and social interaction, enhancing students' academic performance and learning outcomes.
3. **Interactive Learning Resources:** New media platforms offer interactive learning resources and multimedia content that engage students in active learning experiences. Educational videos, simulations, interactive tutorials, and virtual reality (VR) applications provide dynamic and immersive learning experiences that cater to diverse learning styles and preferences. Interactive learning resources enhance students' engagement, motivation, and retention of

course materials, contributing) to improved academic performance and knowledge acquisition.

4. **Online Assessment and Feedback:** Digital technologies streamline the assessment and feedback process in academic settings. Online assessment tools, quizzes, and grading systems enable instructors to administer assessments track student progress, and provide timely feedback efficiently. Additionally, digital feedback mechanisms, such as comments, annotations, and rubrics, facilitate constructive feedback exchanges between instructors and students, promoting continuous improvement and academic success.
5. **Flexible Learning Opportunities:** New media technologies enable flexible learning opportunities that accommodate students' diverse schedules, preferences, and learning needs. Online courses, webinars, and educational apps provide students with the flexibility to access learning materials anytime, anywhere, using their preferred devices.

2.2 THEORETICAL FRAMEWORK

2.2.1 The Social Activism Theory

The social activism theory emerged as a product of constructivism school of thought. The Social Activism Theory was defined on the belief that "learning takes place in social environments where there are collaborative activities. Through these activities, learners communicate, interact, and learn from each other, as a result, constructing their own world of knowledge" (Tan, 2006:4- 5). The scholars regarded to be the founders of the social activism theory were John Dewey, considered to be "the grandfather of Constructivism" (Roblyer and Doering, 2010: 41), Jean Piaget and Lev Vygotsky. John Dewey, also known as a radical activist, developed his studies on education. He formulated some principles of education who maintained the fact that "education must engage with and enlarge experience" (Smith, 2011). "Learning should; be experienced based", concluded Dewey (Roblyer and Doering, 2010). "Experience is a foundation for learning which would then be transformed into knowledge and skill" (Conole et al, 2004:20).

According to Jean Piaget (2020) had also a significant influence on constructivism from educational perspective. Piaget considered that "there are three mechanisms for learning: assimilation, accommodation, and equilibrium"

(Leonard, Noh, and Orey, 2007). His work was focused on cognitive development. Lev Vygotsky work was concentrated on “social interaction in the development of cognition” (Leonard, Noh, and Orey, 2007). Constructivism approach considers that “social interactions and context are necessary for learning to occur” (Matthews, 2003: 57). Social activism is concerned on the social interactions and collective behaviour.

2.2.2 Uses and Gratifications Theory

According to Katz et al (1974), "Uses and Gratifications theory asserts that people are active users of media and select how they will use it", but more specific was Lattimore et al., (2007) that people use media as entertainment; scan the environment; a diversion; a substitute for personal relationships; and a check on personal identity and values. However, Ruggiero (2000) suggests variability of involvement and ritualistic or habitual use, but Levy and Windahl (1984) espoused that "individuals are differentially selective and goal-directed at different times: before, during and after exposure to media",

On the involvement factor, Galloway and Meek (1981) submit that motivation to use any mass medium is also affected by how much an individual relies on it. Most studies on Uses and Gratifications centered on the 'active audience' claim, as Windahl (1981) suggest the audience as "super rational", whilst indeed audience activity "covers a range of possible orientations to the communications process, a range that varies across phases of the communication sequence" (Levy and Windahl, 1984). Ruggiero (2000) puts it more graphically: "Different individuals tend to display different types and amounts of activity in different communication settings and at different times in the communication process."

2.3 EMPIRICAL REVIEW

Social media (from mainstream platforms such as Facebook and Twitter to organization-specific tools) have become increasingly pervasive. This is exemplified by the diversity of uses ranging from Twitter and Facebook use during the Arab Spring (Murthy, 2013) to the use of Snapchat by highly surveilled activist groups (Valenzuela et al., 2014). Many social movements have increasingly seen

social media as a means to collaboratively crowd source with diverse stake-holders (Lovejoy & Saxton, 2012). In large organizations, social media are often supported because the technology can help foster the sense of a "digital village" (Berghel, 1995), where individuals are able to "see" the lives of others within their organization and feel closer to them (Brzozowski, Sandholm, & Hogg, 2009). Social media are, of course, used commercially as a key mode for product exposure and messaging (Kaplan & Haenlein, 2010).

However, the literature on social movements and social media has not fully grasped just how much social media have fundamentally changed the landscape of organizational communication, ranging from stakeholders being able to directly mobilize resources to making grassroots transnational social movements more organizationally feasible. A major gap in the literature is this lack of understanding how social media have shaped social movement organizations (SMOs) and the organization of social movements.

The purpose of this special issue is to discern and answer large meta questions that are applicable to a variety of social movements contexts. Often, the social media literature has become trapped in disciplinary or domain-based silos that have inhibited the asking and answering of important interdisciplinary questions that ultimately have real consequences to social movements. Often, social media contributions to the social movements literature have revolved around specific empirical case studies such as Occupy (Juris, 2012), the Arab Spring (Eltantawy & Wiest, 2011), Dakota Access Pipeline protests (Michelle, 2017), and Black Lives Matter (Cox, 2017). This literature has also examined how social media have facilitated the rapid development of online movements which have sometimes moved offline (Harlow, 2012).

Although these diverse empirical studies are fundamentally important to our knowledge of social media in social movements, broader organizational perspectives can help us understand how movements are increasingly interconnected online. In addition, social media have shaped and often fundamentally influenced the landscape of organizational communication within social movements. For example, Twitter has been found to be a dominant "organizing mechanism" which fundamentally shapes a social movement's organizational

structure rather than merely serving as a mode of communication (Segeberberg & Bennett, 2011).

Ultimately, social media often create rippling effects which touch many different aspects of the movements process from resource mobilization to actual interventions. They may also be making SMOs more democratic, breaking down traditional hierarchies between activists, other stakeholders, and movement leadership. The use of social media in movement contexts is not only widely diverse but also oftentimes complex or contentious. In terms of the latter, for example, microblogging may be seen to be a weak form of activism (i.e., slacktivism) with Gladwell's (2010) infamous argument that it is fairly ineffectual. However, recent social movements such as Black Lives Matter transitioned from tweet debates to action on the streets which profoundly shaped "national discourse about race" (Carney, 2016, p. 180).

Activist organizations are increasingly seeing the value of social media for recruitment, public engagement, and campaign organization. Indeed, Manuel Castells' (2013) book on social movements in the Internet age is largely focused on social media technologies. Social media can also effectively enable the sharing of data across traditional barriers such as geography. For example, Facebook helped fuel the Dakota Access Pipeline (NoDAPL) actions, with global social media users "checking in" as though they were at the physical protest to help activists on the ground avoid police surveillance based on Global Positioning System (GPS) tracking (Worland, 2016). Given work on social media has found that women are more likely to be active social media users (Correa, Hinsley, & De Zuniga, 2010), this may have major implications for movements which are organizationally gendered, ultimately enabling women to have more of a democratic involvement in some social movements.

Social movements can and do draw from accumulated knowledge gleaned from previous movements and activities. Historically, this is passed down from generation to generation and movement to movement. Social media have changed the ways in which this knowledge is being recorded and passed on. Given the success of Wikipedia, wikis not only have been seen as a successful means for "knowledge aggregation from many contributors" but also actually "results in the reconstruction of expertise" (Majchrzak, Wagner, & Yates, 2013). Social media,

including but not limited to wikis, can help make knowledge sharing much more transparent and accessible within large, distributed, global organizations.

Thirdly, social media have a role in helping develop and maintain a sense of community in large activist organizations and can be a motivator for participating in these platforms (Brzozowski et al., 2009). In studies of enterprise social media use, tweet-like microblogging was thought to lead to "more team cohesion and lead to faster problem solving" (Brzozowski et al., 2009). Twitter has been found to have linked geographically disparate groups during the Occupy movement (Croeser & Highfield, 2014). Although social media platforms can ultimately foster a powerful "sense of virtual community" (Majchrzak et al., 2013), a practical reality is that social media can be difficult to implement in terms of fostering a clear organizational structure, they are subject to governmental and other surveillance, and they often require vast amounts of resources to keep social media networks alive (e.g., tweets quickly fade into the ether unless new tweets keep hashtags and threads alive).

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 INTRODUCTION

According to (Campbell, 1999) Research methodology could be seen as a way of explaining how a researcher intends to carry out their research. It's a logical, systematic plan to resolve a research problem. A methodology details a researcher's approach to the research to ensure reliable, valid results that address their aims and objectives.

This chapter deals with the method chosen by the researcher to carry out the project. The purpose of this chapter is for the researcher to break down the techniques chosen to prove that such methods would provide the result required for the study.

3.1 RESEARCH DESIGN

According to (John, 1992) Research design can be defined as the framework of research methods and techniques chosen by a researcher to conduct a study. The design allows researchers to sharpen the research methods suitable for the subject matter and set up their studies for success. A research design can also be defined as the strategy for answering your research question using empirical data, creating a research design means making decisions about your overall research objectives and approach whether you will rely on primary research or secondary research.

It is an acceptance fact that research design is the basis plan that guide data collection and the analysis phase of any research work. The design of a research can be regarded as the frame work which specific the type of information to be gathered including the source of data and the procedure used in collecting them. Research can be define as an attempt to discover something design however, refers to the whole method or technique used in gathering data, Research design therefore entails to frame work or general arrangement that is used in collecting and analysis a set of data.

The research design selected for this project is survey research design that will infuse numbers and in-depth answers from the participants. This research design will enable the researcher to gain more insight into the usage of social media activism among the students.

3.2 POPULATION OF THE STUDY

According to (Henry, 1990; Bickman & Rog, 1998) Population of the study can be defined as subset of the target population from which the sample is actually selected. It is broader than the concept sample frame. It may be appropriate to say that sample frame is an operationalized form of study population. Population of the study could be seen as operational definition of target population. Researchers are seldom in a position to study the entire target population.

The study population chosen for this research is 13,800 students of Kwara State Polytechnic, Ilorin. It comprises of six academic institutes and four centres.

3.3 SAMPLE SIZE AND SAMPLING TECHNIQUE

According to (Ikechukwu, 2002 & Joe, 2004) the sample size is defined as the number of observations used for determining the estimations of a given population. The size of the sample has been drawn from the population. Sampling techniques is the process of selection of a subset of individuals from the population to estimate the characteristics-of the whole population.

In a situation where the population is too large then a simple of the population would be taken to determine information. Also to avoid unnecessary repetition of answer and ease computation sample of the population needs to be taken.

The sample size therefore, is 200, the sample consists of both male and female in order to get appropriate results, the respondents were selected on the basis of their status. The researcher through simple random sampling chooses representative from the department making the whole sample size.

3.4 RESEARCH INSTRUMENT

According to Okuma (2020) A Research Instrument can be defined as a tool used to collect, measure, and analyze data related to your research interests. Questionnaire refers to as a device for security answer to using a form which the respondent fills personally. The research instrument used in collecting this data is purely questionnaire and will be distributed as state above.

The research required a questionnaire to survey and allowed the researcher to stick to the objectives and not deviate from the topic.

3.5 VALIDITY AND RESEARCH OF THE INSTRUMENT

According to (Blumberg et al., 2005) Validity and research of the instrument often defined as the extent to which an instrument measures what it asserts to measure. Validity and research instrument assesses the extent to which the instrument measures what it is designed to measure (Robson. 2011). It is the degree to which the results are truthful.

The instrument used for the research was verified and considered reliable by experts and professionals in the field. The validity of the instrument will be determined by the face and content validity criteria. The face validity was obtained by giving the instrument to the project supervisor and two other scholars who examine the instrument for content coverage and suitability for the study following which the instrument was adjudged valid. Reliability is based on the subject of whether the aftereffects of a study are repeatable.

The reliability of the instrument will be determined by the test-retest method wherein the instrument was administered twice within a week interval on the set of respondents who were not part of the final population. At the end of the exercise, the responses were checked for similarity and consistency. (Bergger, 2006).

3.6 DATA COLLECTION METHOD

According to (John et al. 2002) Data collection methods can be defined as the techniques and procedures used to gather information for research purposes.

These methods can range from simple self reported surveys to more complex experiments and can involve either quantitative or qualitative approaches to data gathering.

The aim of data collection method is to assist the researcher with solutions on problems earlier identified. The specification or classification of data used for information collection for this study is primary source of data only based on research issues at hand. Primary data has been used in conducting this research. The respondents supply supplementary data, the interview granted the respondents was basically on the subject of study and direct assessment were made by the researcher to present the data in appropriate form. After the collection of data, it was analysed through table for easy accessible for the questionnaire, and transcription, for the qualitative data. While for the quantitative data, tables of cross tabulation were used to interpret the data collated, the transcribed data of the discussion was analysed by the researcher.

3.7 METHOD OF DATA ANALYSIS

According to (Okuma, 2020) Method of data analysis can be defined as the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data.

This area covers diagnostic test, conceptual model and analytical model. Tables were used to present data. The researcher used the following diagnostic test as a statistical measure to test data accuracy.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 INTRODUCTION

This focuses on data presentation and analysis observed from the questionnaire and the study to set out in the research methodology. The study findings are presented to examine “use of social media activism among students of Kwara State Polytechnic, Ilorin”. The research instrument which are questionnaire and in-depth interview guide were used to acquire data. The data collected were presented in accordance with the order established in the study questions and the samples proportions were used to elevate the respondents demographic information.

4.1 DATA PRESENTATION

According to Okoro Nwafor (2013) data presentation is the process of organizing summarizing and usually representing data in a way that is easily understandable and meaningful to the audience. It also refers to the organization and presentation of data into table, graph, chart, e.t.c. In this research project, the instrument for the study was administered to random selected respondents in Kwara state and it was distributed to 100 numbers of people. The questionnaire consists of two sections (A and B) of 20 questions which are relevant to this study.

Table 1: Sex Distribution of Respondents

Gender	Number of Respondent	Percentage
Male	44	44%
Female	56	56%
Total	100	100%

Source: Research Survey, 2025

Table 1 shows that 56 respondents representing 56% are female while 44 respondents representing 40% are male, this table show that the majority of the respondents are female

Table 2: Age Distribution of Respondents

Age	Number of Respondents	Percentage
18 – 25 years	54	54%

26 – 35 years	42	42%
36 – 45 years	4	4%
Total	100	100%

Source: Research Survey, 2025

Table 2 shows that 54 respondents representing 54% fall within 18 – 25 years, 42 respondents representing 42% within 26 – 35 years, while 4 respondents representing 4% within 36 – 45 years. This table shows that majority of the respondents are within 18 – 25 years.

Table 3: Occupation of the respondents

Occupation	Number of Respondents	Percentage
Students	20	20%
Civil Servants	58	58%
Self employed	22	22%
Total	100	100%

Source: Research Survey, 2025

Table 3 shows that 20 respondents representing 20% are students, 58 respondents representing 58% are civil servants, while 22 respondents representing 22% were self – employed. This table shows that majority of the respondents are civil servants.

Table 4: Marital Status of the Respondents

Marital Status	Number of Respondents	Percentage
Single	34	34%
Married	66	66%
Divorced	0	0%
Total	100	100%

Source: Research Survey, 2025

Table 4 shows that 34 respondents representing 34% are single and 66 respondents representing 66% are married. This table shows that majority of the respondents were married.

Table 5: Religion of the Respondents

Religion	Number of Respondents	Percentage
-----------------	------------------------------	-------------------

Islam	53	53%
Christian	47	47%
Other	0	0%
Total	100	100%

Source: Research Survey, 2025

Table 5 shows that 53 respondents representing 53% are Muslims while 47 respondents representing 47% are Christians. This table shows that majority of the respondents are Muslims.

Table 6: Educational Qualification of the Respondents

Education Qualifications	Number of Respondents	Percentage
SSCE/WAEC	42	42%
NCE/OND	36	36%
B.SC/HND	22	22%
Total	100	100%

Source: Research Survey, 2025

Table 6 shows that 42 respondents representing 42% are SSCE/WAEC, 36 respondents representing 36% are NCE/OND, while 22 respondents representing 22% are B.SC/HND. This table shows that majority of the respondents are SSCE/WAEC.

SECTION B: RESEARCH QUESTIONS

Table 7: How frequently do you use social media?

Responses	Frequency	Percentage
Multiple times a day	34	34%
Once a day	29	29%
A few times a week	11	11%
Rarely	19	19%
Never	7	7%
Total	100	100%

Source: Research Survey, 2025

Table 7 shows that 34 respondents representing 34% choose multiple times a day, 29 respondents representing 29% choose once a day, 11 respondents

representing 11% choose a few times a week, 19 respondents representing 19% choose rarely, while 7 respondents representing 7% choose never. This table shows that majority of the respondents uses social media multiple times a day.

Table 8: How much time do you spend on social media per day on average?

Responses	Frequency	Percentage
More than 30 minutes	2	2%
30 minutes to 1 hour	30	30%
1 to 2 hours	29	29%
Less than 30 minutes	39	39%
Total	100	100%

Source: Research Survey, 2025

Table 8 shows that 2 respondents representing 2% choose more than 30 minutes, 30 respondents representing 30% choose 30 minutes to 1 hour, 29 respondents representing 29% choose 1 to 2 hours while 39 respondents representing 39% choose less than 30 minutes. This table shows that majority of the respondents uses social media for less than 30 minutes.

Table 9: Which social media platforms do you actually use?

Responses	Frequency	Percentage
Instagram	8	8%
Twitter	19	19%
Facebook	22	22%
Tiktok	21	21%
Snapchat	30	30%
Total	100	100%

Source: Research Survey, 2025

Table 9 shows that 8 respondents representing 8% use Instagram, 19 respondents representing 19% use Twitter, 22 respondents representing 22% use Facebook, 21 respondents representing 22% use Tiktok, while 30 respondents representing 30% use Snapchat. This table shows that majority of the respondents use Snapchat.

Table 10: What motivates you to participate in social media activism?

Responses	Frequency	Percentage
Raising awareness about important issues	5	5%
Advocating for social political change	48	48%
Supporting a cause or movement	13	13%
Connecting with likeminded individuals	19	19%
Expressing personal opinions and beliefs	15	15%
Total	100	100%

Source: Research Survey, 2025

Table 10 shows that 5 respondents representing 5% choose raising awareness about important issues, 48 respondents representing 48% choose advocating for social political change, 13 respondents representing 13% choose supporting a cause or movement, 19 respondents representing 19% choose connecting with likeminded individuals while 15 respondents representing 15% choose expressing personal opinions and beliefs. This table shows that majority of the respondents choose advocating for social political change as a motivation to participate in social media activism.

Table 11: How effective do you think social media activism is in bringing about real world change?

Responses	Frequency	Percentage
Very effective	92	92%
Somewhat effective	7	7%
Neutral/undecided	0	0%
Not very effective	1	1%
Not effective at all	0	0%
Total	100	100%

Source: Research Survey, 2025

Table 11 shows that 92 respondents representing 92% choose very effective, 7 respondents representing 7% choose somewhat effective, while 1 respondent representing 1% choose not very effective. This table shows that majority of the respondents believes that social media activism is very effective in bringing about real world change.

Table 12: Students use social media to educate themselves and others about various issues such as social justice, climate change, human rights and more.

Responses	Frequency	Percentage
Strongly Agreed	70	70%
Agreed	24	24%
Neutral	2	2%
Disagreed	0	0%
Strongly Disagreed	4	4%
Total	100	100%

Source: Research Survey, 2025

Table 12 shows that 70 respondents representing 70% strongly agree, 24 respondents representing 24% agree, 2 respondents representing 2% stayed neutral and 4 respondents representing 4% strongly disagree. This table shows that majority of the respondents strongly agree that students use social media to educate themselves and others about various issues such as social justice, climate change, human rights and more.

Table 13: Social media platforms allow students to quickly and effectively mobilize support for cause they cared about.

Responses	Frequency	Percentage
Strongly Agreed	26	26%
Agreed	62	62%
Neutral	3	3%
Disagreed	9	9%
Strongly Disagreed	0	0%
Total	100	100%

Source: Research Survey, 2025

Table 13 shows that 26 respondents representing 26% strongly agree, 62 respondents representing 62% agree, 3 respondents representing 3% stayed neutral

and 9 respondents representing 9% disagreed. This table shows that majority of the respondents agree that social media platforms allow students to quickly and effectively mobilize support for cause they cared about.

Table 14: Social media gives students a platform to amplify the voices of marginalized communities and underrepresented groups.

Responses	Frequency	Percentage
Strongly Agreed	51	51%
Agreed	39	39%
Neutral	3	3%
Disagreed	7	7%
Strongly Disagreed	0	0%
Total	100	100%

Source: Research Survey, 2025

Table 14 shows that 51 respondents representing 51% strongly agree, 39 respondents representing 39% agree, 3 respondents representing 3% stayed neutral and 7 respondents representing 7% disagree. This table shows that majority of the respondents strongly agree that social media gives students a platform to amplify the voices of marginalized communities and underrepresented groups.

Table 15: Students leverage social media to raise funds for charitable organization or causes.

Responses	Frequency	Percentage
Strongly Agreed	46	46%
Agreed	28	28%
Neutral	11	11%
Disagreed	11	11%
Strongly Disagreed	4	4%
Total	100	100%

Source: Research Survey, 2025

Table 15 shows that 46 respondents representing 46% strongly agree, 28 respondents representing 28% agree, 11 respondents representing 11% stayed neutral, 11 respondents representing 11% disagreed and 4 respondents representing 4% strongly disagreed. This table shows that majority of the respondents strongly

agree that students leverage social media to raise funds for charitable organization or causes.

Table 16: Social media serves as a powerful tool for student activist to launch online petitions, which can generate widespread support and put pressure on institutions, organizations, or government to address specific issues or implement changes.

Responses	Frequency	Percentage
Strongly Agreed	44	44%
Agreed	37	37%
Neutral	8	8%
Disagreed	9	9%
Strongly Disagreed	2	2%
Total	100	100%

Source: Research Survey, 2025

Table 16 shows that 44 respondents representing 44% strongly agree, 37 respondents representing 37% agree, 8 respondents representing 8% stayed neutral, 9 respondents representing 9% disagreed and 2 respondents representing 2% strongly disagree. This table shows that majority of the respondents strongly agree that social media serves as a powerful tool for student activist to launch online petitions, which can generate widespread support and put pressure on institutions, organizations, or government to address specific issues or implement changes.

Table 17: Students engage in social media activism to influence policy decisions and advocate for legislature changes.

Responses	Frequency	Percentage
Strongly Agreed	49	49%
Agreed	42	42%
Neutral	7	7%
Disagreed	2	2%
Strongly Disagreed	0	0%
Total	100	100%

Source: Research Survey, 2025

Table 17 shows that 49 respondents representing 49% strongly agree, 42 respondents representing 42% agree, 7 respondents representing 7% stayed neutral and 2 respondents representing 2% disagree. This table shows that majority of the respondents strongly agree that students engage in social media activism to influence policy decisions and advocate for legislature changes.

Table 18: Social media allows students to form online communities, providing a space for support, encouragement and shared experience.

Responses	Frequency	Percentage
Strongly Agreed	49	49%
Agreed	42	42%
Neutral	5	5%
Disagreed	4	4%
Strongly Disagreed	0	0%
Total	100	100%

Source: Research Survey, 2025

Table 18 shows that 49 respondents representing 49% strongly agree, 42 respondents representing 42% agree, 5 respondents representing 5% stayed neutral and 4 respondents representing 4% disagree. This table shows that majority of the respondents strongly agree that social media allows students to form online communities, providing a space for support, encouragement and shared experience.

Table 19: Social media helps to foster a sense of solidarity among students engaged in activism offering emotional support and motivation to continue their efforts.

Responses	Frequency	Percentage
Strongly Agreed	57	57%
Agreed	28	28%
Neutral	11	11%
Disagreed	11	11%
Strongly Disagreed	4	4%
Total	100	100%

Source: Research Survey, 2025

Table 19 shows that 57 respondents representing 57% strongly agree, 28 respondents representing 28% agree, 11 respondents representing 11% stayed neutral, 11 respondents representing 11% disagreed and 4 respondents representing 4% strongly disagree. This table shows that majority of the respondents strongly agree that social media helps to foster a sense of solidarity among students engaged in activism offering emotional support and motivation to continue their efforts.

Table 20: Social media utilize online platforms to contact and communicate with policy makers, share research and data, and mobilize public opinion to shape the political agenda.

Responses	Frequency	Percentage
Strongly Agreed	40	40%
Agreed	48	48%
Neutral	5	5%
Disagreed	6	6%
Strongly Disagreed	1	1%
Total	100	100%

Source: Research Survey, 2025

Table 20 shows that 40 respondents representing 40% strongly agree, 48 respondents representing 48% agree, 5 respondents representing 5% stayed neutral, 6 respondents representing 6% disagreed and 1 respondent representing 1% strongly disagree. This table shows that majority of the respondents agree that social media utilize online platforms to contact and communicate with policy makers, share research and data, and mobilize public opinion to shape the political agenda.

4.2 ANALYSIS OF RESEARCH QUESTIONS

These are the analysis of research questions used in the research work that produce the expected outcome of the work done.

Research Question One: What are the usage of social media among students of Kwarapoly?

In relation to this, Table 12 shows that 70 respondents representing 70% strongly agree, 24 respondents representing 24% agree, 2 respondents representing 2% stayed neutral and 4 respondents representing 4% strongly disagree. This means

that majority of the respondents strongly agree that students use social media to educate themselves and others about various issues such as social justice, climate change, human rights and more.

Research Question Two: What are the benefits obtained from using the social media among students of Kwarapoly?

In relation to this, Table 16 shows that 44 respondents representing 44% strongly agree, 37 respondents representing 37% agree, 8 respondents representing 8% stayed neutral, 9 respondents representing 9% disagreed and 2 respondents representing 2% strongly disagree. This means majority of the respondents strongly agree that social media serves as a powerful tool for student activist to launch online petitions, which can generate widespread support and put pressure on institutions, organizations, or government to address specific issues or implement changes.

Research Questions Three: Why do students use social media in academic activities?

In relation to this, Table 20 shows that 40 respondents representing 40% strongly agree, 48 respondents representing 48% agree, 5 respondents representing 5% stayed neutral, 6 respondents representing 6% disagreed and 1 respondent representing 1% strongly disagree. It means majority of the respondents agree that social media utilize online platforms to contact and communicate with policy makers, share research and data, and mobilize public opinion to shape the political agenda.

Research Question Four: How effective do you think social media activism is in bringing about real world change?

From Table 19, it is clarified that majority of the respondents strongly agree that social media helps to foster a sense of solidarity among students engaged in activism offering emotional support and motivation to continue their efforts as the data shows that 57 respondents representing 57% strongly agree, 28 respondents representing 28% agree, 11 respondents representing 11% stayed neutral, 11 respondents representing 11% disagreed and 4 respondents representing 4% strongly disagree.

4.3 DISCUSSIONS OF FINDINGS

The purpose of this study is to examine the use of social media activism among students of Kwara State Polytechnic, Ilorin. The result obtained in the statistical analysis was used to provide an answer to this research study to provide an answer to this study. Definite questions were asked in the questionnaire to generate answer to each of the questions passed in this study. Hundred (100) questionnaires were administered to the respondents and all the copies of the questionnaires were returned.

The first research question showed in table 12: What are the usage of social media amongs students of Kwarapoly? In relation to this, Table 12 shows that 70 respondents representing 70% strongly agree, 24 respondents representing 24% agree, 2 respondents representing 2% stayed neutral and 4 respondents representing 4% strongly disagree. This means that majority of the respondents strongly agree that students use social media to educate themselves and others about various issues such as social justice, climate change, human rights and more.

The second research question showed in table 16: What are the benefits obtained from using the social media among students of Kwarapoly? In relation to this, Table 16 shows that 44 respondents representing 44% strongly agree, 37 respondents representing 37% agree, 8 respondents representing 8% stayed neutral, 9 respondents representing 9% disagreed and 2 respondents representing 2% strongly disagree. Majority of the respondents strongly agree that social media serves as a powerful tool for student activist to launch online petitions, which can generate widespread support and put pressure on institutions, organizations, or government to address specific issues or implement changes.

The third research question: Why do students use social media in academic activities? In relation to this, Table 20 shows that 40 respondents representing 40% strongly agree, 48 respondents representing 48% agree, 5 respondents representing 5% stayed neutral, 6 respondents representing 6% disagreed and 1 respondent representing 1% strongly disagree. The majority of the respondents agree that social media utilize online platforms to contact and communicate with policy makers, share research and data, and mobilize public opinion to shape the political agenda.

The fourth research question: How effective do you think social media activism is in bringing about real world change? From Table 19, it is clarified that majority of the respondents strongly agree that social media helps to foster a sense of solidarity among students engaged in activism offering emotional support and motivation to continue their efforts as the data shows that 57 respondents representing 57% strongly agree, 28 respondents representing 28% agree, 11 respondents representing 11% stayed neutral, 11 respondents representing 11% disagreed and 4 respondents representing 4% strongly disagree.

The findings often confirmed that students are often motivated to use social media for activism due to a desire to have their voices heard on pressing social and political issues. Platforms provide a way for them to bypass traditional media gatekeepers. Social activism can be effective in raising awareness, sparking discussions and putting pressure on decision makers. High profile campaigns have led to policy changes, corporate actions and shifts in public discourse. However, the rapid spread of information online also makes it easier for misinformation and “slacktivism” (low effort online activism) to take hold. This can sometimes undermine the impact of genuine student – led movements.

The consequences of these findings are that the social media has changed the landscape of citizenship and leadership, mass mobilization governance and politics, and the way people can hold their leaders accountable. This confirms to Olley and Ekharrafo’s (2013, P.46) assertion that “Nigerian government and political office holders must be conscious of the capacity of the people to galvanise themselves into action using social media, have moved from the level of just entertainment and interaction with family and friends to that of involving activity in issues relation to politics governance, leadership, corruption and security.

The social media’s inherent potentials provide for great freedom of expression, submission of ideas, surveillance of the political/governance sphere to identify those who are being involved in negative acts and through public outcry expose them. Many times, outcry against public office holders has led to such cases being investigated and offenders sactioned in different ways. Another important finding from this research is the fact that thought many people can get

involved online in socio – political issues. It is only a fraction that can only go on to get involved in live demonstrations or activities. However, that does not change the fact that the internet remains a powerful tool for political participation.

Students navigation social media activism must be cognizant of issues like online harassment, data privacy and the potential for platforms to be used for manipulation or surveillance. There are debates around when and how students should balance their activist effort with their academic and personal responsibilities. Educators and administrators play an important role in helping student develop their critical thinking and digital literacy skills needed to engage in ethical and effective online activism.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY

Studies show a marked uptick in the volume and visibility of student activism on social media over the past decade, with students using these platforms to bypass traditional media channels. Students are often motivated by a desire to have their voices heard on pressing issues. Many believe social media can be an effective tool for raising awareness and sparking tangible change, though long-term systemic impacts are harder to measure. student social media activism is a complex, evolving phenomenon that will likely continue to shape social and political discourse in the years ahead.

There has been a significant rise in student-led social and political activism taking place on social media platforms. Students are leveraging the reach and shareability of platforms like Twitter, Instagram, TikTok, and Facebook to organize protests, raise awareness about important issues, and mobilize support for various causes. This trend has been amplified by major events and movements, as well as the shift towards more online organizing during the COVID-19 pandemic. Social media platforms like Twitter, Instagram, TikTok, and Facebook have become key battlegrounds for student activists. These digital spaces allow students to bypass traditional media gatekeepers, reach large audiences, and coordinate collective action in new ways. Many students believe that strategic use of these platforms can be an effective means of raising awareness, sparking discussions and even driving tangible policy changes or corporate actions.

However, the rapid spread of information online also enables the proliferation of misinformation, harassment and "slacktivism" - low-effort forms of online activism that may have limited real-world impact. There are also ongoing debates around the appropriate balance between student activism and their academic and personal responsibilities. Ultimately, the rise of student social media activism represents a complex and evolving phenomenon that will likely continue to shape social and political discourse in the years ahead. Carefully examining both

the opportunities and risks associated with this trend will be crucial as educators, policymakers, and platform providers grapple with its implications.

5.2 CONCLUSION

As the use of social media platforms for student-led activism continues to grow, it is clear that this is a complex and multi-faceted phenomenon with significant implications. On one hand, these digital tools have empowered students to bypass traditional gatekeepers, raise awareness about important issues, and mobilize support for a wide range of social and political causes. High-profile online campaigns have demonstrated the potential for social media activism to drive tangible impacts, whether through changes in policy, corporate actions, or shifts in public discourse.

At the same time, the rapid spread of information online also carries risks, from the proliferation of misinformation to the challenges of online harassment and the potential for "slacktivism." There are valid concerns about how student activists can balance their civic responsibilities with their academic and personal commitments. The role of educators in cultivating critical digital literacy skills will be crucial in navigating these challenges.

Ultimately, student social media activism is a dynamic and evolving landscape that is likely to continue shaping social and political dynamics in the years ahead. As this trend unfolds, it will be important for researchers, policymakers, platform providers, and the broader public to carefully examine both the opportunities and the risks. Only then can we work towards fostering ethical, impactful, and sustainable forms of student activism in the digital age.

5.3 RECOMMENDATIONS

Based on the findings, the researcher recommends the following:

- Educators should prioritize equipping students with the digital literacy and critical thinking skills needed to engage in ethical and effective online activism.
- Institution should offer students guidance, resources, and support structures to help them navigate the challenges of social media activism.

- Policymakers and civil society should push social media platforms to improve content moderation, enhance data privacy protections, and be more transparent about how their algorithms and policies impact student activism.
- Government should encourage students, educators, policymakers, and other stakeholders to engage in nuanced, constructive dialogue about the role of social media in student activism.
- Schools, universities, and youth organizations should partner closely with student-led activist groups to provide resources, mentorship and institutional support.

REFERENCE

- Alatawi et al. (2021) A Study on the rationale of social media use by the students of King Khalid University. *English Language Teaching*, 10 (8), 43-50.
- Asur and Huberman, (2010). From Subalterns to Independent Actors? Youth, Social Media and the Fuel Subsidy Protests of January 2012 in Nigeria. Paper presented at the Council for the Development of Social Science research in Africa (CODESRIA) Youth, Social Movement and Social Networks in Africa, Nigeria.
- Asur and Huberman, (2010). Media literacy as a core competency for engaged citizenship in participatory democracy. *American Behavioral Scientist*, 57, 1611 - 1622
- Akpan & Moses (2013). Information encountering on social media and tacit knowledge sharing. *Journal of Information Science*, 42 (4), 539-550.
- Alarqan (2020). Using ICTs to create a culture of transparency: E-government and social media as openness and anti-corruption tools for societies. *Government Information Quarterly*, 27 (3), 264-271.
- Boateng & Amankwaa (2016), Student and environmental protests in Chile: the role of social media. *Politics*, 35 (2), 151-171.
- Boyd and Ellison (2007). Social media for openness and accountability in the public sector: cases in the greek context, *Government Information Quarterly*, 32 12-29.
- Barassi & Treré, (2012). Peran media massa dalam meningkatkan partisipasi politik para aktivis HMP PKn di Yogyakarta. *SOSIA*, 13 (2), 13-29.
- Choney (2010). Social Pressure on Social Media: Using Faeebook Status Updates to Increase Voter Turnout. *Journal of Communication*, 66, 542—563.

- Choney, (2010),. Facebook use and political participation. *Social Science Computer Review*, 31 (6), 763073.
- Enriquez (2010), The Social Media Basis of Youth Protest Behavior: The Case of Chile. *Journal of Communication*, 62, 299-314.
- Jacobsen & Forste, (2011). Personality Styles of Student Activists. *The Journal Psychology*, 79 (2), 221-231.
- Karpinski & Duberstein (2009). Social Media and the Arab Spring. *The International Journal of Press/Politics*, 18 (2), 115- 137
- Khan, (2009). Social media adoption: The role of media needs and innovation characteristics. *Computers in Human Behavior*, 43, 189-209.
- Kubey et al (2010), The role of social media for collaborative learning to improve academic performance of students and researchers in Malaysian higher education. *International Review of Research in Open and Distributed Learning*, 16 (4), 177-204.
- Kist (2008). Pendidikan kewarganegaraan dalam perspektif pendidikan untuk mencerdaskan kehidupan bangsa. Bandung: Widya aksara press,-
- Lusk, (2010). The Impact of Social Media on Polytechnic Students. *Journal of Polytechnic and Character*, 14 (1), 21-30.
- MehMood & Taswir, (2013),. Political news in the news feed: learning politics from social media. *Mass Communication and Society*, 19 (I), 24-48.
- Oberst M. (2010) The logic of connective action: Digital media and the personalization of contentious politics. *Information, Communication & Society*, 15(5), 739-768.
- Okuna, (2020). Social media and the# Occupy Nigeria Protests: Igniting or damping a Harmattan storm? *Journal Of African Media Studies*, 7(2), 141' 164.

Schneider, (2009). Campaign-related social networking and the political participation of college students. *Social Science Computer Review*, 31 (3), 257-279.

San Miguel, (2009). *Digital citizenship: the internet, •society, and participation* London: The MIT Press.

Small, (2012) Organization in the crowd: peer production in large-scale networked protests. *Information, Communication & Society*, 17(2), 232-260.

QUESTIONNAIRE

SECTION A

1. Age of respondents
1 – 22 years (), 23 – 27 years (), 28 – 31 years (), 31 years above ()
2. Sex of respondents
Male (), Female ()
3. Marital status of respondents
Single (), Married (), Divorced (), Widow (), Separate ()
4. Religion of respondents
Christianity (), Islam ()
5. Occupation of the respondents
Student (), Lecturer (), Other ()
6. Academic qualification
SSCE (), ND/NCE (), HND/BSC (), MSC/PGD (), PHD (), Other ()
7. How frequently do you use WhatsApp forums for communication within the academic community?
Daily (), Weekly (), Occasionally (), Rarely (), Never ()
8. What types of information do you typically share or receive on WhatsApp forums?
Announcements (), Academic updates (), Discussion topics (), Event notifications (), Administrative notices (), Other ()
9. On a scale of 1 to 5, rate the effectiveness of WhatsApp forums in facilitating communication among lecturers
Very Ineffective (), Ineffective (), Neutral (), Effective (), Very Effective ()
10. What features of WhatsApp forums do you find most useful for communication within the academic community?
Chatting (), Voice call (), Video calls ()
11. Have you encountered any challenges in using WhatsApp forums for communication?
Yes (), No ()
12. How has the use of WhatsApp forums influenced your ability to process information related to academic duties?

Improved efficiency (), Enhanced collaboration (), Quicker decision – making (), No significant impact (), Other ()

13.To what extent do you believe WhatsApp forums have contributed to better communication with colleagues and students?

Significantly (), Moderately (), Slightly (), Not at all ()

14.Have you noticed any changes in your workload or productivity since using WhatsApp forums for communications?

Yes (), No ()

15.Do you think WhatsApp forums have helped in fostering a sense of community among lecturers? Why or why not?

Yes (), No ()

16.What are the main challenges you encounter using WhatsApp forums for information dissemination?

Information overload (), Privacy concerns (), Technical Issues (), Distractions from non – academic discussions ()

17.Have you ever experienced any conflicts or misunderstandings arising from communication on WhatsApp forums? If yes, please describe

Yes (), No ()

18.Do you believe there are any security risks associated with using WhatsApp forums for academic communications?

Yes (), No ()