

**THE INFLUENCE OF SOCIAL MEDIA ON THE ACADEMIC PERFORMANCE
OF STUDENTS IN THE FACULTY OF SOCIAL SCIENCES, UNIVERSITY OF
BENIN, BENIN CITY.**

BY

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**A PROJECT SUBMITTED TO DEPARTMENT OF SOCIOLOGY AND
ANTHROPOLOGY, FACULTY OF SOCIAL SCIENCES, UNIVERSITY OF
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CERTIFICATION

This is to certify that this project was carried out by **OKOEKO CHARLES OSELUMENSE** with the matriculation number **SSC2105961**, in the Department of Sociology and Anthropology, Faculty of Social Sciences, University of Benin, Benin city.

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Date

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Date

DEDICATION

This project is dedicated to God Almighty, whose help made all things possible, and to myself for showing up every day, even when giving up felt easier.

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I'm deeply grateful to God Almighty for his grace and strength throughout my academic journey.

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ABSTRACT

This study examines the influence of social media on the academic performance of students in the Faculty of Social Sciences, University of Benin, Benin City. It seeks to identify both the positive and negative effects of social media usage, determine the most commonly used platforms among students, and propose strategies for responsible and effective use. The research adopted a descriptive survey design, and data were collected from 100 respondents across six departments through the use of structured questionnaires. Findings revealed that social media plays a dual role in students' academic lives. On the positive side, it enhances learning through easy access to study materials, improved communication, and better collaboration among students. However, excessive use for entertainment and social interaction often leads to distraction, poor study habits, and reduced concentration. WhatsApp was identified as the most frequently used platform among the respondents. The study concludes that social media can either support or hinder students' academic performance, depending on how it is utilised. It therefore recommends effective time management, self-discipline, and a more purposeful use of social media for academic advancement.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

In recent times, the world has witnessed remarkable progress in communication, largely driven by advancements in modern technology. One of the most transformative innovations in this area is the development of Information and Communication Technologies (ICTs), which have revolutionized how people exchange information, connect, and remain informed about global events. ICTs are now widely regarded as indicators of development and success in both developed and developing nations.

However, like every invention with dual effects, technology presents both advantages and disadvantages. On the positive side, it enhances access to information, facilitates learning, and keeps individuals abreast of current affairs. Technology has reshaped human lifestyles, educational practices, and professional activities, making information retrieval and knowledge exploration easier and faster. Among these technologies, the internet has emerged as one of the most powerful tools for communication and learning, allowing instant global connectivity and interaction.

A more recent and highly influential form of communication technology is social media, also known as social networking sites. These platforms enable users to interact, maintain relationships, and build new connections virtually. According to Cheong and Cheong (2011), social media serves primarily as a means of social interaction, allowing individuals to communicate, share images, videos, and express opinions. It has become

especially popular among the youth, with a significant proportion of internet users engaging with one or more social media platforms daily.

Research indicates that nearly two-thirds of internet users actively use social media, making it one of the most dominant communication tools worldwide. These online communities bring together individuals with common interests—ranging from personal hobbies to academic and professional pursuits. Consequently, the concept of a “global village”, where people across continents interact seamlessly, has become a practical reality through platforms such as Facebook, Twitter, Instagram, WhatsApp, YouTube, WeChat, and Messenger. According to Neal (2012), social media platforms are user-friendly and accessible to everyone. With minimal technical knowledge, users can create accounts, share content, and engage with others. This accessibility has allowed social media to become an integral part of modern life.

The emergence of social media has significantly influenced the way students learn and how educators teach. In higher education institutions, social media fosters collaboration between instructors and students, facilitating knowledge exchange in both formal and informal learning contexts. These platforms enhance class participation, promote interactive discussions, and support collaborative projects. Given its widespread adoption, it is unsurprising that social media has reshaped social interaction and learning experiences.

Social media applications such as Facebook have become key educational tools that enhance communication and cooperation among students and lecturers. According to Sudha and Kavitha (2016), students, particularly in Western contexts, often utilize these

platforms to discuss academic issues and exchange ideas with their instructors. Similarly, Hasnain, Nasreen, and Ijaz (2015) observed that technological advancement and increased internet access have made social media an essential aspect of daily life. When used productively, it can contribute positively to students' academic performance by expanding their access to knowledge.

In Nigeria, the population is estimated at 229,152,217 (UN, 2024), representing approximately 2.89% of the world's population. As of January 2024, the country recorded over 103 million internet users, a figure that has grown by 17 million since 2020, with an internet penetration rate of 45.5%. This surge in internet accessibility has led to a corresponding rise in social media use among students. However, excessive or addictive use has been linked to reduced attention to personal and academic responsibilities. Many young people spend more time on social media platforms such as Facebook, YouTube, Twitter, Instagram, and WhatsApp, often to the detriment of their studies.

1.2 Statement of the Problem

The rapid advancement of technology has significantly increased the use of social media, enhancing communication and access to information. Although these innovations have contributed positively to human development, they have also introduced several challenges. Social media has revolutionized communication by making it faster, easier, and more far-reaching, appealing to people across all age groups. Nevertheless, social media use is most prevalent among students—ranging from adolescents to young adults—who utilize these platforms for entertainment, self-expression, and interaction. They enjoy the freedom to create and share content, express opinions, and build social

networks. While these activities can foster creativity and communication, they also pose academic challenges.

Social media can serve as a useful educational tool, allowing students to engage with lecturers and peers for academic support. These interactions can enhance learning flexibility and promote knowledge sharing. However, excessive use often leads to distractions, reduced study time, and lower academic achievement. Many students struggle to maintain focus, as addiction to social media interferes with concentration and time management. Academic success is fundamental to a student's personal and professional growth. Unfortunately, the pervasive use of social media has begun to undermine students' commitment to learning, negatively affecting their academic outcomes. Since the emergence of social networking sites in the 1990s, many have argued that students' academic performance has declined due to excessive online engagement.

In Nigeria, the education system already faces numerous challenges that have contributed to a decline in academic standards. Osharive (2015) observed that students now devote more time to social media activities than to studying, resulting in poor examination outcomes. Similarly, Maya (2015) found that social media use can lead to lower academic performance, diminished self-esteem, and reduced interest in educational and career pursuits.

1.3 Objectives Of The Study

The main objective of the study is to investigate the influence of social media on the academic performance of students of the faculty of social sciences, university of Benin, while the specific objectives are as follows;

- i. To ascertain the positive effects of Social Media on student's academic performance and lifestyle.
- ii. To ascertain the negative effects of Social Media on student's academic performance and lifestyle.
- iii. To determine the most commonly used social media platforms by students for academic purposes
- iv. To recommend strategies for responsible and effective social media usage.

1.4 Research Questions

The following research question will be used to investigate this study further;

- i. What are the positive effects of Social Media on student's academic activities and lifestyle?
- ii. What are the negative effects of Social Media on student's academic activities and lifestyle?
- iii. How has the use of social media influence student's academic activities and lifestyle in the university of Benin?

iv. To what extent would student's addiction to Social Media influence their academic activities and lifestyle?

1.5 Significance of the Study

This research is valuable as it contributes to existing academic knowledge on the relationship between social media usage and students' academic performance. It serves as a reliable source for future researchers, lecturers, and students seeking to understand the educational and behavioral implications of social media use among undergraduates. For parents, the study provides insight into how social media influences their children's learning habits and overall lifestyle. This awareness can guide parents in monitoring and managing their children's online activities. The research also raises public consciousness about both the positive and negative effects of social media, particularly within the University of Benin community.

Furthermore, the findings are expected to encourage students to adopt social media as a constructive communication and learning tool, rather than as a source of distraction. It will also highlight the need for responsible usage and digital literacy, enabling students to enhance their academic skills and knowledge base.

1.6 Scope of the Study

This study focuses specifically on the influence of social media on the academic performance of students in the Faculty of Social Sciences, University of Benin, Benin City. The research is confined to examining how students in this faculty use social media and the extent to which such usage affects their academic achievement and learning behavior.

1.7 Definition of Key Terms

Social Media: Forms of electronic communication that enable interactive exchanges among users with shared interests, using web and mobile technologies.

Social Networking Sites: Online platforms where individuals share personal information and interact with others.

Social Networking: The process of using internet-based platforms to establish connections, share information, and communicate with people who share similar interests.

Media: Communication tools and technologies designed to reach large audiences through mass communication.

For the purpose of this study, social networking, social media, media and social networking sites will be used interchangeably.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Literature Review

In contemporary society, social media represent a transformative innovation that reshapes how people communicate, learn and maintain relationships. Kaplan & Haenlein (2010) describe social media as online platforms that allow individual and exchange content within digital communities. social media has become an integral part of students' daily routines. Digital platforms including Facebook, X (formerly twitter), Instagram, WhatsApp, TikTok, and YouTube now play a pivotal role in shaping students communication and learning patterns (Junco, 2012; Owusu-Acheaw & Larson, 2015). For university students, particularly in developing countries such as Nigeria, these platforms serve as both educational tools and sources of distraction, leading scholars to question their overall influence on academic performance (Asemah, Okpanachi & Edegoh, 2013; Mensah, Nizam & Koomson, 2021).

Several studies suggest that when strategically integrated into learning processes, social media can significantly improve learning outcomes and collaboration. According to Tess (2013), social networking sites facilitate peer-to-peer communication, foster collaborative learning, and support knowledge sharing beyond the traditional classroom setting. Similarly, Al-Rahmi and Othman (2013) found that integrating social media into educational environments increases students' engagement, motivation, and self-directed learning. In this context, social media becomes an interactive learning environment that

supports academic communication between lecturers and students, thereby reinforcing the learning process (Hamat, Embi & Hassan, 2012; Eke, Omekwu & Odoh, 2014).

However, while the positive educational potential of social media is acknowledged, scholars also emphasize its adverse effects on academic performance. Kirschner and Karpinski (2010) reported that heavy engagement with social media may diminish students focus, decreased academic productivity, distraction during study hours, and reduced concentration levels. Students who spend excessive time on entertainment-based platforms tend to report lower grade point averages (GPAs) than their peers who use social media moderately or primarily for educational purposes (Paul, Baker & Cochran, 2012; Junco, 2015). Social media addiction, characterized by compulsive checking and prolonged screen time, has been identified as a key factor contributing to procrastination, poor time management, and academic underachievement among university students (Kuss & Griffiths, 2017; Adegbola, 2020).

In Nigeria, the popularity of social media among undergraduates is driven by increased internet accessibility and smartphone penetration. Reports indicate that over 100 million Nigerians were active internet users as of 2024, with a significant portion being students and young adults (National Bureau of Statistics, 2024). Within this context, studies such as those by Asemah and Edegoh (2012) and Oluwatoyin (2011) have explored how students in Nigerian universities use social media both as learning support and leisure activity. While some students utilize platforms like WhatsApp and Telegram to share lecture notes and discuss assignments, many others are primarily motivated by social interactions, entertainment, and trend participation, often at the expense of study time (Olowu & Seri, 2012; Yusuf & Afolabi, 2020).

The dual impact of social media its potential to either enhance or impair learning depends largely on students' purpose of use, digital literacy, and self-discipline. Ajewole and Fasola (2012) argue that students who are digitally literate can selectively use social media for academic enrichment, while those with lower levels of media literacy are more vulnerable to distraction. Furthermore, gender and age differences have been shown to influence social media usage patterns and academic outcomes (Asemah, Okpanachi & Edegoh, 2013; Nduka & Uzoagu, 2022). Female students often report higher levels of engagement in social communication, whereas male students are more likely to use social media for entertainment and news consumption, both of which can indirectly affect academic performance (Adegbola, 2020).

Globally, scholars have continued to examine how social media shapes cognitive development and learning attitudes. Junco (2012) suggests that while moderate use of social networking sites can foster critical thinking and academic collaboration, excessive use results in cognitive overload and diminished attention span. In similar research, Ahmed and Qazi (2011) emphasize that multitasking between academic work and social media activities reduces students' retention and learning efficiency. Thus, balancing educational and recreational social media use remains essential to sustaining academic achievement.

This chapter demonstrates how social media's influences students' academic performance in multifaceted ways, shaped individual behavioral patterns, institutional support, and technological integration into learning processes. While the platforms present valuable opportunities for collaborative and interactive education, unregulated or excessive use continues to pose significant academic challenges. Consequently, as

universities like the University of Benin integrate digital technologies into learning environments, understanding students' patterns of social media use becomes essential for developing effective strategies that maximize educational benefits while minimizing negative academic outcomes.

2.1.1 Objective 1: To Ascertain the Positive Effects of Social Media on Students'

Academic Performance and Lifestyle

The positive impact of social media on students' academic performance has been widely acknowledged in contemporary scholarship. Social media platforms such as WhatsApp, Telegram, and Facebook have provided new opportunities for students to share academic information, collaborate on assignments, and access educational materials (Tess, 2013; Al-Rahmi & Othman, 2013). Studies by Junco (2012) and Hamat, Embi, and Hassan (2012) found that students who use social networking sites for academic communication display higher engagement, improved participation in online discussions, and better comprehension of course materials.

Furthermore, social media enables real-time interaction between students and lecturers, reducing communication barriers and promoting digital learning environments (Eke, Omekwu & Odoh, 2014). The integration of multimedia resources such as YouTube tutorials, LinkedIn Learning, and academic blogs — enhances visual learning and self-paced study (Asemah, Okpanachi & Edegoh, 2013). This accessibility aligns with the constructivist view of learning, which emphasizes knowledge construction through active participation and collaboration (Vygotsky, 1978).

In addition, social media contributes positively to students' lifestyles by fostering global awareness, digital literacy, and social connectedness. According to Mensah, Nizam, and Koomson (2021), exposure to global information through platforms like X (formerly Twitter) and Instagram helps students broaden their perspectives, improve communication skills, and remain informed about social issues. In Nigeria, Olowu and Seri (2012) observed that students who used social media for educational and civic engagement exhibited greater awareness of national and global issues, suggesting that social media can be a tool for intellectual and personal growth when used responsibly.

2.1.2 Objective 2: To Ascertain the Negative Effects of Social Media on Students' Academic Performance and Lifestyle

Despite its educational benefits, numerous studies have identified negative implications of social media usage among university students. Excessive engagement with entertainment-oriented platforms like TikTok, Snapchat, and Instagram often leads to academic distraction and reduced concentration (Kirschner & Karpinski, 2010; Junco, 2015). These distractions interfere with effective study habits, resulting in procrastination, poor time management, and decreased academic productivity (Paul, Baker & Cochran, 2012).

Moreover, social media addiction has become a growing concern among undergraduates. Kuss and Griffiths (2017) defined this addiction as a psychological dependence on social networking activities that disrupts academic, social, and emotional functioning. Nigerian scholars such as Adegbola (2020) and Yusuf and Afolabi (2020) have reported that excessive screen time among students correlates with declining academic outcomes and sleep deprivation, both of which negatively affect performance.

From a psychosocial perspective, the overuse of social media can distort students' self-image and social comparison tendencies. Chukwuere and Chukwuere (2017) noted that constant exposure to curated online lifestyles fosters anxiety, low self-esteem, and unrealistic expectations, which can hinder motivation toward academic goals. Similarly, the multitasking culture encouraged by digital platforms reduces deep learning and cognitive retention, as students continuously shift focus between academic and social activities (Ahmed & Qazi, 2011). Thus, while social media facilitates connection, its uncontrolled use poses serious threats to educational attainment and overall well-being.

2.1.3 Objective 3: To Determine the Most Commonly Used Social Media Platforms by Students for Academic Purposes

Empirical research identifies WhatsApp, Facebook, and YouTube as the most frequently used platforms among university students for academic activities (Owusu-Acheaw & Larson, 2015; Mensah et al., 2021). WhatsApp's group chat feature, in particular, enables real-time communication for sharing lecture notes, discussing assignments, and collaborating on projects (Eke et al., 2014). Facebook, though originally designed for social interaction, has evolved into a space for academic networking, where students join departmental groups and follow educational pages (Ajewole & Fasola, 2012).

YouTube serves as a dynamic learning platform, allowing students to access lectures, tutorials, and demonstrations on complex topics (Tess, 2013). In addition, platforms such as Telegram and LinkedIn are increasingly being adopted for professional networking and educational discussions (Asemah et al., 2013; Al-Rahmi & Othman, 2013). In the Nigerian context, the preference for certain platforms is influenced by affordability of data, ease of access, and peer influence. The National Bureau of Statistics (2024) reports

that mobile-based applications such as WhatsApp dominate student usage because of their low data consumption and functionality for both communication and learning. These findings align with the theory of media richness, which posits that individuals prefer communication channels that best fit the complexity of their tasks (Daft & Lengel, 1986). Therefore, students' choices of platforms reflect both social and academic motivations shaped by convenience and usability.

2.1.4 Objective 4: To Recommend Strategies for Responsible and Effective Social Media Usage

Given the mixed effects of social media on students' academic performance, researchers have proposed strategies for maximizing its educational value while minimizing its negative impact. One effective approach is digital literacy education, which equips students with the skills to evaluate, filter, and apply online information critically (Livingstone, 2014). Al-Rahmi et al. (2015) emphasized the need for universities to integrate social media training into their curriculum, enabling students to use these platforms constructively for research and collaboration.

Furthermore, time management and self-regulation are essential strategies for responsible social media use. Junco (2015) suggested that students should set specific time limits for non-academic online activities to maintain focus and prevent academic neglect. Similarly, institutions can implement awareness campaigns that highlight the academic benefits and risks associated with prolonged social media use (Yusuf & Afolabi, 2020).

At the policy level, universities can establish institutional social media guidelines that promote educational engagement and discourage misuse (Asemah et al., 2013). Lecturers

can also harness these platforms to create academic communities where discussions, quizzes, and mentorship occur in digital spaces. As Mensah et al. (2021) observe, when appropriately regulated and guided, social media can transform from a source of distraction into a dynamic tool for learning, innovation, and academic excellence.

2.2 Theoretical Framework

A theoretical framework provides the conceptual foundation and scholarly lens that guides a research inquiry. It identifies and explains the major variables, constructs, and relationships central to the study (Ennis, 1999). By connecting theory with research objectives, it gives structure and coherence to the analysis and interpretation of data. For this study on the influence of social media on the academic performance of students in the Faculty of Social Sciences, University of Benin, two theoretical perspectives are adopted: Albert Bandura's Social Learning Theory (SLT) and Elihu Katz's Uses and Gratification Theory (UGT). These theories complement each other by addressing both the behavioral learning outcomes and motivational aspects of students' engagement with social media.

Social Learning Theory

Albert Bandura's Social Learning Theory, developed in the 1970s, revolutionized earlier behaviorist perspectives by introducing the role of cognitive and social processes in learning (Bandura, 1977; 1986). The theory posits that individuals learn new behaviors through the observation of others in social contexts, a process referred to as observational learning. Bandura emphasized that people learn not merely through direct reinforcement

but also through vicarious reinforcement—observing the consequences of others’ actions and modeling them accordingly.

A key construct in SLT is reciprocal determinism, which denotes the dynamic and bidirectional interaction between personal factors (cognition, affect), environmental influences, and behavior (Bandura, 1986). Bandura also highlighted self-efficacy—the belief in one’s capacity to execute actions necessary to achieve specific outcomes—as central to human motivation and performance (Bandura, 1997).

Social Learning Theory is particularly relevant in explaining how students’ engagement with social media platforms shapes their academic behaviors and outcomes. Online environments such as WhatsApp groups, Facebook study forums, and YouTube learning channels serve as social contexts where individuals model and replicate behaviors observed from peers and influencers (Ainin, 2015). Through such digital interactions, students develop patterns of communication, collaboration, and study habits—either constructive or detrimental to their academic success.

According to Ainin (2015), the social and environmental components of learning interact to influence individual behavior, while DeAndrea, Ellison, LaRose, Steinfield, and Fiore (2012) further argue that peer support and understanding of environmental norms significantly affect learning outcomes. In line with Bandura’s view, this suggests that students’ exposure to educational content and role models on social media can foster improved performance, whereas engagement with purely entertainment-driven content can lead to distraction and reduced focus. Therefore, SLT helps explain both positive and negative learning outcomes stemming from social media use: students who observe and

internalize productive study behaviors online are likely to emulate them, while those who model unproductive habits may experience academic decline.

Uses and Gratification Theory

The Uses and Gratification Theory (UGT) was developed by Elihu Katz, Jay Blumler, and Michael Gurevitch in the 1970s as a response to earlier media effects theories that viewed audiences as passive recipients (Katz, Blumler, & Gurevitch, 1974). UGT instead emphasizes that media users are active agents who select media channels to satisfy specific needs and desires. The theory identifies several types of gratification: cognitive (information-seeking), affective (emotional satisfaction), personal (self-identity), social (interaction and connection), and tension release (escape and relaxation).

Unlike deterministic models, UGT asserts that individuals choose media content that best fulfills their goals, and that media outlets compete with other sources of satisfaction for users' attention (Katz, 1974). This framework underscores the autonomy and intentionality of users in shaping their media consumption habits. In academic settings, UGT explains why students turn to social media platforms for diverse gratifications. Some use them for academic collaboration—to access course materials, participate in group discussions, or stay informed about institutional events (Asemah, Okpanachi, & Edegoh, 2013). Others primarily use them for entertainment, social validation, or emotional expression, which can detract from their academic commitments (Owusu-Acheaw & Larson, 2015).

Social media thus becomes a space of competition between academic and non-academic gratifications. Katz (1974) notes that users allocate time and attention based on the

gratifications they seek; consequently, students who devote excessive time to social networking for leisure may sacrifice study time, negatively impacting their academic performance. Conversely, those who consciously use these platforms for knowledge sharing and educational interaction may experience enhanced academic engagement and learning outcomes.

The combination of Social Learning Theory and Uses and Gratification Theory provides a robust framework for understanding how and why social media influences students' academic performance. SLT explains how behaviors and learning practices are shaped through observation, imitation, and reinforcement within online environments, while UGT addresses why students engage with social media by emphasizing their individual motives and gratifications.

This dual-lens approach recognizes that students' academic outcomes are influenced by both social learning processes (peer modeling, digital community influence) and motivational drives (personal needs and rewards). When students observe peers engaging in academic discussions or participating in educational communities online, they may adopt similar productive behaviors (Bandura, 1997). Conversely, when gratification motives are rooted in leisure or social validation, learning behaviors may be undermined (Katz et al., 1974).

Ultimately, integrating SLT and UGT demonstrates that the relationship between social media use and academic performance is not inherently positive or negative—it is contingent upon students' cognitive choices, peer influence, and the gratifications sought from media engagement.

This study applies SLT and UGT to explore how social media use among students in the Faculty of Social Sciences, University of Benin, impacts academic performance. SLT explains how behavioral outcomes emerge from social interaction and modeling within digital environments, while UGT highlights students' purposive selection of social media based on their personal and academic needs. Together, these frameworks provide a nuanced understanding of how peer influence and environmental factors shape students' learning behaviors online, how motivational and gratification needs determine media use, and how the balance between academic and non-academic engagement on social media affects academic performance.

By employing these two theoretical perspectives, this study situates social media use as both a learning space and a source of gratification, thereby offering a balanced and comprehensive explanation of its influence on academic outcomes.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research methods and procedures adopted for the study. It describes the systematic approach employed to collect, analyze, and interpret data in order to achieve the study's objectives. The chapter is organized under the following subheadings: research design, area of study, population of the study, sample size, sampling technique, instrument of data collection, method of data collection, and method of data analysis.

3.2 Research Design

This study adopts a descriptive survey research design. This design is suitable because it allows for the collection and systematic description of data from a sample representative of the population. The focus of this study is to examine the influence of social media on the academic performance of students in the Faculty of Social Sciences, University of Benin. The descriptive design enables the researcher to gather relevant data from respondents and analyze their responses objectively without manipulating any variables.

3.3 Area of Study

The area of this study is the Faculty of Social Sciences at the University of Benin, located on the Ugbowo Campus in Egor Local Government Area, Edo State, Nigeria. The University of Benin is one of Nigeria's leading federal universities, consisting of fifteen faculties. The Faculty of Social Sciences is among these and is made up of six

departments:

1. Sociology and Anthropology
2. Social Works
3. Political Science
4. Public Administration
5. Economics and Statistics
6. Geography and Regional Planning

This faculty was chosen because it provides a suitable context for studying how social media influences the academic engagement and performance of undergraduate students.

3.4 Population of the Study

The population of this study comprises all undergraduate students in the Faculty of Social Sciences, University of Benin, Benin City. According to records obtained from the Dean's Office, Faculty of Social Sciences (2025), the total population of students in the faculty is 3,494. This population includes students across all six departments and various levels of study within the faculty.

3.5 Sample Size

A sample of one hundred (100) undergraduate students will be selected from the Faculty of Social Sciences, University of Benin. The sample will be drawn proportionally from the six departments, namely: Sociology and Anthropology, Social Works, Political Science, Public Administration, Economics and Statistics, and Geography and Regional

Planning. This sample size is considered adequate for representing the larger population and for generating meaningful data for analysis.

3.6 Sampling Technique

The study will employ the simple random sampling technique in selecting respondents. This method is chosen because it ensures that every student in the population has an equal chance of being selected, thereby minimizing researcher bias and enhancing the representativeness of the sample. The technique also promotes objectivity and allows for the collection of diverse views from different departments within the faculty.

3.7 Instrument of Data Collection

The primary instrument for data collection in this study is a structured questionnaire. The questionnaire is divided into two sections:

- Section A: Designed to collect demographic information of respondents such as age, gender, department, and level of study.
- Section B: Focuses on gathering data relevant to the research questions, specifically information on students' social media usage and its influence on their academic performance. The structured questionnaire format allows for uniformity in responses and simplifies the process of data analysis.

3.8 Method of Data Collection

Data will be collected through personal administration of the semi-structured questionnaire. The researcher will distribute the questionnaires directly to the respondents drawn from the different departments within the faculty. A one-time survey approach will be adopted, meaning the questionnaires will be distributed and retrieved immediately

after completion. This method ensures a high response rate and minimizes the risk of missing data.

3.9 Method of Data Analysis

The data collected from the questionnaires will be analyzed using the Statistical Package for Social Sciences (SPSS) Version 22.0. Descriptive statistical tools such as frequency counts and simple percentages will be used to summarize and interpret the data. This analytical approach will help in presenting the results clearly, showing the relationship between social media usage and the academic performance of students in the Faculty of Social Sciences, University of Benin.

CHAPTER FOUR

DATA ANALYSES AND DATA PRESENTATION

4.1 Response rate

A sample of 100 respondents was conveniently drawn from the total population.

Numbers of copies of questionnaire administered	Numbers of copies of questionnaire retrieved	Percentage of copies of questionnaire retrieved
100	100	100%

Sources; Fieldwork 2025

Table 4.1 shows the questionnaire Response rate. From the table, it was shown that a Total of 100 Copies of questionnaire were administered and also retrieved from the respondents. From the analyses of the questionnaire response rate, it is evident that the response rate of the respondents was high.

4.2 Demographic Information

GENDER

Variable (Gender)	Respondents	Percentage (%)
MALE	43	43
FEMALE	57	57
TOTAL	100	100

Sources; Fieldwork 2025

Table 4.2 figure 1; Reveals the gender distributing of the respondents. Majority of the respondents in this study were female (57) and represented 57% of the total respondents, while 43 were male respondents with 43% of the total respondents.

AGE

Variable (AGE)	Respondents	Percentage (%)
Below 18	8	8
18-22	54	54
23-27	34	34
Above 27	4	4
Total	100	100

Sources; Fieldwork 2025

Table 4.2 figure 2, Reveals that majority of the respondent are within the age range of 18-22, as they constitute 54% of the total respondents, while followed by respondents within the ages of 23-27, as they Constitutes 34% of the total respondents, while respondents below the age of 18 constitutes 8% of the total respondents and lastly, respondents above the age of 27, Constitutes 4% of the total respondents. This implies that majority of the respondents were within the 18-22 years age bracket.

DEPARTMENT

Variable (Department)	Respondents	Percentage (%)
Sociology & Anthropology	19	19
Social work	19	19
Political sciences	17	17
Public Administration	17	17
Economics & Statistics	12	12
Geography & Regional planning	16	16
Total	100	100

Sources; Fieldwork 2025

Table 4.2 figure 3; Reveals that majority of the respondent in this study are from the departments of, Sociology and Anthropology (19), and Social Works (19) as they represents 19% of the Hotal respondents respectively, followed by respondents from the departments of Political Science (17), and Public administration (17), representing 17% of the total respondents respectively, while 16% of the total respondents are from the department of Geography & regional planning, and lastly, the department of Economics and Statistics represents 12% of the total respondents. This implies majority of the respondents Is are from the department of Social works and the department of Sociology & Anthropology.

LEVEL

Variable (Level)	Respondents	Percentage (%)
100	18	18
200	23	23
300	21	21
400	38	38
Total	100	100

Sources; Fieldwork 2025

Table 4-2 figure 4; Reveals that 18% of the total respondents are 100 Level Students, 23% are 200 Level Students, 21% are 300 Level Students and 38% are 400 Level Students. This implies that majority of the total respondents are 400 Level students (38) as they constitute the total respondents

4.2.1 Research of objectives and Discussion of findings

This section presents the analysis of the four research questions raised for this study.

OBJECTIVE ONE:

Table 4.3.1

Question 1: which social media plat-forms do you use most often?

RESPONSES	FREQUENCY	PERCENTAGES
Facebook	13	13
WhatsApp	43	43
Instagram	7	7
Twitter	14	14
TikTok	17	17
YouTube	6	6
Others	—	—
Total	100	100

Sources; Fieldwork 2025

The information on the table above shows that majority of the respondents uses WhatsApp the most. This is evidently shown as 43% ticked the option, 17% Uses TikTok, 14% uses twitter (x), 13% Uses Facebook, 7% uses Instagram and 6% Uses YouTube the most.

Table 4.3.2

Question 2: On average, how many hours do you spend on social media daily?

RESPONSES	FREQUENCY	PERCENTAGES
Less than 1 hour	7	7
1-3 hours	18	18
4-6 hours	35	35
More than 6 hours	40	40
Total	100	100

Sources; Fieldwork 2025

The table above Shows that the majority of the total respondents spends more than 6 hours on Social media daily. This is evidently Shown as 40% ticked the option, 35% spends 4-6 hours on social media daily, 18% spends 1-3 hours, while 7% Spends less than 1 hour on social media daily.

Table 4.3.3

Question 3: What is your main purpose for using social media?

RESPONSES	FREQUENCY	PERCENTAGES
Academic purpose (studying, research)	15	15
Social Interaction (Chatting)	27	27
Entertainment (video, memes, music)	36	36
News and information updates	22	22
Others	--	--
Total	100	100

Sources; Fieldwork 2025

From the table above, it shows that majority of the total respondents uses social media for entertainment purposes, as it Constitutes of 36% of the total respondents. 27% of the total respondents uses social media for social interaction, 22% of the respondents Uses Social media for News and information updates, while 15% of the total respondents Uses social media for Academic purpose.

OBJECTIVE TWO:

Table 4.3.4

social media help you to get educational material easily.

RESPONSES	FREQUENCY	PERCENTAGES
Strongly Agree	73	73
Agree	20	20
Disagree	5	5
Strongly Disagree	2	2
Total	100	100

Sources; Fieldwork 2025

The above table Shows that 73% of the total respondents Strongly agreed that Social media helps them get educational materials easily, 20% agreed, 5% disagreed, and 2% of the total respondent Strongly disagreed that social media helps them get educational materials easily.

Table 4.3.5

I use social media to Communicate with classmates and lecturers for academic purposes.

RESPONSES	FREQUENCY	PERCENTAGES
Strongly Agree	13	13
Agree	42	42
Disagree	30	30
Strongly Disagree	15	15
Total	100	100

Sources; Fieldwork 2025

The table about Shows that 42% of the total respondents agreed to using social media to Communicate with classmate and lecturers for academic purpose while 30% disagreed on to using social media Communicate for academic purpose.

Table 4.3.6

Social media groups improve my performance academic

RESPONSES	FREQUENCY	PERCENTAGES
Strongly Agree	40	40.4
Agree	35	35.4
Disagree	19	19.2
Strongly Disagree	5	5
Total	99	100

Sources; Fieldwork 2025

From the above table, 40.4% of the respondents strongly- agreed that social media groups improve their academic performancy, while 35.4% agreed. This means that a total of 75.8% of the respondents had positive perception of Social media's Influence. and on the other hand, 19.2% disagreed and 5% Strongly disagreed, showing that minority of the respondents held negative view. this implies that most students perceive social media as beneficial to their academic work, a small group still feels it has negative effects.

Table 4.3.7

Social media keeps me updated with academic opportunities and news.

RESPONSES	FREQUENCY	PERCENTAGES
Strongly Agree	51	51
Agree	32	32
Disagree	7	7
Strongly Disagree	10	10
Total	100	100

Sources; Fieldwork 2025

from the table above, 51% strongly agreed that social media improves academics performances, making a total of 70% with a positive view, meanwhile 10% strongly disagreed and 7% disagreed, showing that only a minority held a negative opinion.

Table 4.3.8

Social media distract me from reading and doing assignments.

RESPONSES	FREQUENCY	PERCENTAGES
Strongly Agree	14	14
Agree	45	45
Disagree	23	23
Strongly Disagree	18	18
Total	100	100

Sources; Fieldwork 2025

From the table, 45% agreed and 14% strongly agreed that social media distracts them from and doing assignments, making a total of 59% with a positive view, meanwhile, 23% disagreed and 18% strongly disagreed, showing that only a minority held a negative view.

Table 4.3.9

I sometime spend more time on social media than studying.

RESPONSES	FREQUENCY	PERCENTAGES
Strongly Agree	12	12
Agree	51	51
Disagree	19	19
Strongly Disagree	18	18
Total	100	100

Sources; Fieldwork 2025

From the table, 51% of the total respondents agreed and 12% Strongly agreed that they spend more time on social media than studying, while 19% disagreed and 18% Strongly disagreed. This shows that a total of 63% had a positive opinion while minority of the Respondents (37%) had a negative opinion.

Table 4.3.10

Social media has reduced my attention span in class.

RESPONSES	FREQUENCY	PERCENTAGES
Strongly Agree	15	15
Agree	9	9
Disagree	46	46
Strongly Disagree	30	30
Total	100	100

Sources; Fieldwork 2025

from the above table, 46% of the total respondents disagreed and 30% Strongly disagreed that social media reduces their attention in class. while 15% Strongly agreed and 9% Strongly agreed. This shows that 76% of the respondents had negative opinions while minority 24% had a positive opinion.

Table 4.3.11

Social media usage affects my sleep and concentration

RESPONSES	FREQUENCY	PERCENTAGES
Strongly Agree	21	21
Agree	60	60
Disagree	10	10
Strongly Disagree	9	9
Total	100	100

Sources; Fieldwork 2025

From the table, 60% and 21% of the respondents agreed and strongly agreed that social media usage affects their sleep and concentration making it 81% with a positive opinion, while 10% disagreed and 9% strongly disagreed, showing that only minority 19% had a negative opinion.

OBJECTIVE FOUR

Table 4.3.12

I find it hard to stay away from social media for a whole day

RESPONSES	FREQUENCY	PERCENTAGES
Strongly Agree	21	21
Agree	39	39
Disagree	35	35
Strongly Disagree	15	15
Total	100	100

Sources; Fieldwork 2025

From the table, the distribution of balanced Outcome: half 50% of the respondents expressed positive views, while the other half 50% expressed negative views. This suggests that there is no clear consensus among students regarding the issues.

Table 4.3.13

I sometimes open social media apps unconsciously

RESPONSES	FREQUENCY	PERCENTAGES
Strongly Agree	20	20
Agree	22	22
Disagree	40	40
Strongly Disagree	18	18
Total	100	100

Sources; Fieldwork 2025

The table above shows that majority of the respondents (40% disagreed and 18% Strongly disagreed) had a negative view. Meanwhile, 22% agreed and 20% Strongly agreed that they open social media apps unconsciously, showing minority (42%) had a positive opinion.

Table 4.3.14

I believe can balance social media usage with my studies.

RESPONSES	FREQUENCY	PERCENTAGES
Strongly Agree	12	12
Agree	71	71
Disagree	14	14
Strongly Disagree	3	3
Total	100	100

Sources; Fieldwork 2025

The above table Shows 71% agreed and 12% Strongly agreed that they can balance Social media usage with Studies. Meanwhile, 14% disagreed and 3% Strongly disagree at Showing 83% of the respondents had a positive view while minority (17%) of the respondents had a negative view positive.

Table 4.3.15

I would like to receive training or guidance on responsible social media uses.

RESPONSES	FREQUENCY	PERCENTAGES
Strongly Agree	6	6
Agree	44	44
Disagree	18	18
Strongly Disagree	32	32
Total	100	100

Sources; Fieldwork 2025

The table above shows a balanced outcome, half (50%) of the total respondents expressed positive view, while the other half (50%) expressed negative views • This suggests that there is no clear the respondents regarding the issue.

Table 4.3.16

What strategies do you think can help students use social media more responsibly for academic purposes?

RESPONSES	FREQUENCY	PERCENTAGES
Set boundaries and time managing	42	42
Follow educational pages & groups	30	30
Use social media for collaboration	28	28
Total	100	100

Sources; Fieldwork 2025

Finally, respondents were asked Strategies can help students use social media more responsibly for academic’s purposes. 42% said students should set boundaries and manage time, 30% said students should follow educational pages and groups, while 28% said students should use social media for collaboration.

4.3 Discussion of findings

This study investigated the influence of social media on the academic performance of students in the Faculty of Social Sciences, University of Benin. The identification of WhatsApp as the dominating social media app amongst students agrees with Ajayi(2020),

who found that WhatsApp groups are mostly used by undergraduates for both social and academic reasons. The study's finding that the majority of the respondents spend over three to four hours daily on social media shows over use. This leads to reduced study time (Olowu & Seri,2012). The study's finding that the majority of students use social media for entertainment and social interaction. This finding is consistent with previous research, which has shown that Nigerian students majorly use social media for leisure over academic activities (Eke, Omekwu, & Odoh, 2014).

The study's findings indicate that social media negatively affects concentration and sleep, which suggests overuse. This supports Junco (2012), who found that excessive usage of social media by students greatly affects academic performance and concentration. The majority of the respondents disagreed that it reduces their attention in class. This suggests that distraction occurs mostly outside lectures. The finding that most students can balance social media usage and studies is also supported by existing literature. This shows self-awareness for digital discipline even though addiction risks remain (Tayo, Adebola & Yahya, 2019). The study's recommendation for responsible time management is consistent with existing literature. Research has shown that students are willing to positively use social media if guided properly (Adeboye,2021).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study investigated the influence of social media on the academic performance of students in the Faculty of Social Sciences, University of Benin. The first chapter provided an overview of the study, which included the background of the research, research questions, objectives, scope, and significance. The study primarily focused on identifying both the positive and negative impacts of social media usage on students' academic outcomes, as well as proposing strategies for its responsible utilization. Chapter Two presented a review of relevant literature and theoretical frameworks that offered a deeper understanding of social media's role in academic performance. Chapter Three discussed the methodology adopted for the study, including the research design, population, sample size, sampling technique, and methods of data collection and analysis, which provided a clear guide for the research process. Chapter Four presented and analyzed the collected data using the Statistical Package for the Social Sciences (SPSS), where results were displayed in tables, frequencies, and percentages.

The study drew a sample of 100 respondents from a total population of 4,500 undergraduate students in the Faculty of Social Sciences. It examined how social media usage influences students' learning habits, the platforms most frequently used, the time spent on social media, and its potential benefits and drawbacks. The findings revealed that while students acknowledged the benefits of social media in facilitating academic information, collaboration, and access to materials, they also recognized its adverse

effects such as distraction, stress, poor concentration, sleep deprivation, and negative study habits. Overall, the findings indicate that social media has a dual influence on students' academic performance — serving as both a valuable educational tool and a potential source of distraction, depending on how it is utilized.

5.2 Conclusion

The study concluded that social media exerts both positive and negative effects on the academic performance of students in the Faculty of Social Sciences, University of Benin. The majority of respondents agreed that social media enhances their access to academic resources, facilitates communication with peers and lecturers, and keeps them informed about academic-related updates. These factors collectively contribute to improved learning outcomes. However, the study also revealed that excessive or unregulated use of social media can lead to negative consequences such as reduced concentration, procrastination, fatigue, poor study habits, and a general decline in academic performance. Consequently, while social media serves as a useful educational platform, its misuse can impede academic success. Therefore, effective time management and responsible usage are essential for maximizing its benefits and minimizing its drawbacks.

5.3 Recommendations

Based on the findings of this study, the following recommendations are proposed to promote the responsible use of social media among students:

Time Management: Students should develop strong time management skills to balance academic activities and social media engagement. Limiting time spent online will enhance productivity and focus on studies.

Follow Educational Content: Students should cultivate the habit of following educational pages and platforms that provide academic resources, research materials, and intellectual discussions to enhance learning outcomes.

1.Digital Literacy Training: The university and government should organize workshops and seminars on responsible social media use. Training students on how to leverage social media for academic and professional growth can help reduce misuse.

2.Self-Discipline: Students should practice self-control and avoid unnecessary online distractions during study hours. Prioritizing academic goals over social interactions is crucial for sustained success.

3.Parental and Institutional Support: Parents, lecturers, and university authorities should continually educate students on the negative effects of excessive social media use. Creating recreational and academic engagement programs can help redirect attention toward productive activities.

4.Academic Social Groups: Students should utilize social media platforms to form academic discussion groups, share learning materials, and collaborate on assignments. Such educational use can transform social media from a source of distraction into a valuable academic resource.

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QUESTIONNAIRE
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY
FACULTY OF SOCIAL SCIENCES
UNIVERSITY OF BENIN.

Dear respondents,

I'm Charles Oselumense Okoeko, an undergraduate of the department of sociology and anthropology, faculty of social sciences, university of Benin. I'm currently conducting a research on The influence of social media on the academic performance of students in the faculty of social sciences, university of Benin..This questionnaire is for academic purposes only. Your responses will be kept strictly confidential. Please answer honestly by ticking (✓) the option that applies to you.

Section A: Demographic Information

1. Gender: Male () Female()
2. Age : Below 18 () 18–22 () 23–27 () Above 27 ()
3. Department: Sociology and Anthropology() Social Work() Political Science()
Public Administration() Economics and Statistics() Geography and Regional Planning()
4. Level:100() 200() 300() 400 ()

SECTION B

Objective 1:Social Media Usage

5. Which social media platforms do you use most often?Facebook() WhatsApp()
Instagram() Twitter() TikTok() YouTube()Others: _____
6. On average, how many hours do you spend on social media daily? [] Less than 1 hour
[] 1–3 hours [] 4–6 hours [] More than 6 hours

7. What is your main purpose for using social media? Academic purposes (studying, research, group discussions) Social interaction (chatting, connecting with friends) Entertainment (videos, memes, music) News and information updates Others:

Objective 2: Positive Effects of Social Media on Academic Performance

Please indicate your level of agreement with the following statements:

(SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree)

8. Social media helps you to get educational materials easily. SA A D SD

9. I use social media to communicate with classmates and lecturers for academic purposes. SA A D SD

10. Social media study groups improve my academic performance. SA A D SD

11. Social media keeps me updated with academic opportunities and news. SA A D SD

Objective 3: Negative Effects of Social Media on Academic Performance

12. Social media distracts me from reading and doing assignments. SA A D SD

13. I sometimes spend more time on social media than studying. SA A D SD

14. Social media has reduced my attention span in class. SA A D SD

15. Social media usage affects my sleep and concentration. SA A D SD

Objective 4: Addiction and Responsible Use

16. I find it hard to stay away from social media for a whole day. SA A D SD

17. I sometimes open social media apps unconsciously. SA A D SD

18. I believe I can balance social media usage with my studies. SA A D SD

19. I would like to receive training or guidance on responsible social media use. SA A D SD

Objective 5: Suggestions

20. What strategies do you think can help students use social media more responsibly for academic purposes?
