

**THE PERCEIVED INFLUENCE OF SOCIAL MEDIA ON THE ACADEMIC
PERFORMANCE OF TERTIARY INSTITUTION STUDENTS IN
UNIVERSITY OF BENIN**

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INTEGRATED SCIENCE

EDU1903107

**DEPARTMENT OF CURRICULUM AND INSTRUCTIONAL TECHNOLOGY (CIT),
FACULTY OF EDUCATION, UNIVERSITY OF BENIN, BENIN CITY, NIGERIA**

JUNE 2025

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF CURRICULUM AND
INSTRUCTIONAL TECHNOLOGY, FACULTY OF EDUCATION,
UNIVERSITY OF BENIN, BENIN CITY, IN PARTIAL FULFILLMENT OF THE
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CERTIFICATION

We, the undersigned, certify that this research work was carried out by **Chetachi Millicent AUSTIN** in the Department of Curriculum and Instructional Technology, Faculty of Education, University of Benin, Benin City in partial fulfillment of the requirement of the award of the Bachelor of Science (Ed) degree in Integrated Science.

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DEDICATION

This study is dedicated to Almighty God for His Grace that sustained the researcher in the course of the programme.

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TABLE OF CONTENTS

	PAGE
TITLE	ii
CERTIFICATION	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
ABSTRACT	viii
CHAPTER ONE INTRODUCTION	
Background to the Study	1
Statement of the Problem	5
Research Questions	6
Hypotheses	7
Purpose of the Study	7
Significance of the Study	8
Scope and Delimitation of the Study	10
Definition of Terms	10
CHAPTER TWO: REVIEW OF RELATED LITERATURE	
Theoretical Framework	11
Concept of Social Media	14

Concept of Academic Performance	19
Social Media and Students' Attitude	21
Social Media and Students' Study Habit	24
Social Media and Students' Access to Educational Resources	27
Empirical Reviews	30
Summary of Reviewed Literature	35
CHAPTER THREE: METHODOLOGY	
Design of the Study	37
Population of the Study	38
Sample and Sampling Techniques	39
Research Instrument	40
Validity of the Instrument	41
Reliability of the Instrument	41
Method of Data Collection	41
Method of Data Analysis	41
CHAPTER FOUR: PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS	
Presentation of the Results	43
Discussions of Findings	54

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary	57
Conclusion	59
Recommendations	60
APPENDIX	61
REFERENCES	72

ABSTRACT

The study investigated the influence of social media on the academic performance of students in tertiary institutions, using a sample of two hundred undergraduate students from the University of Benin. The aim was to explore how social media platforms affect students' achievement, attitude, study habits, and access to learning materials, with attention to differences based on age, sex, and academic level. A descriptive survey design was used, and data were gathered through a structured questionnaire. The selected faculties represented humanities, life sciences, and technical fields, ensuring a fair representation. The research tool was validated by experts, and its reliability was confirmed using the Cronbach Alpha method, yielding a score of 0.832. Data analysis was conducted using mean, standard deviation, and t-test at a 0.05 level of significance.

Findings showed that students across academic levels believed that social media platforms such as WhatsApp, Instagram, TikTok, and Facebook helped improve their learning experiences. Male and female students alike reported that social media tools supported their learning activities and helped them stay connected academically. The use of these platforms was also found to influence how students build study habits and gain access to educational materials. The results showed that while students generally viewed social media as helpful, their experiences varied based on age, gender, and level of study. This shows that social media plays a strong role in shaping the way students interact with academic content and carry out their studies.

Based on the findings, the study made clear that social media does not affect all students the same way. Personal factors such as age and academic level shaped how each student engaged with platforms for learning. The study pointed out the need for schools and educators to guide students on the responsible use of platforms like WhatsApp, Instagram, and YouTube. It also recommended that institutions provide flexible strategies that match students' individual learning needs. Platforms with real-time communication and visual features were widely preferred, showing their potential in enhancing the learning environment when used with proper guidance and structure.

CHAPTER ONE

INTRODUCTION

Background to the Study

The internet revolution brought a major change to how information is shared, stored, accessed, and spread, regardless of where a person is located (Ochonogor, 2021). It opened the door for several web technologies to emerge, and one that continues to shape how people connect and communicate in social media. Social media has reached into every part of society, including education, bringing both positive and negative effects. It has played a key role in changing the way people communicate, learn, carry out research, and interact with educational content. Among the many tools now used online for communication, social media have become one of the most widely used and appealing platforms for connecting people across different parts of the world (Aghazamani, 2010). Various international declarations and policies emphasize the necessity of providing quality learning opportunities to enhance human capacity, economic prosperity, and social stability. In Nigeria, strategic measures have been implemented to improve accessibility and efficiency in education, reflecting a broader commitment to fostering intellectual growth and national transformation.

The rapid integration of technology into various aspects of life has transformed the way people access information, maintain records, engage in remote learning, and

collaborate across borders for continuous personal and professional development (Irele, 2021). Its influence extends into business, industry, communication, and entertainment, shaping how individuals interact and operate in a digital landscape. As technology continues to evolve, educators play a crucial role in equipping learners with the necessary skills to navigate and utilize digital tools effectively. This involves fostering competence in areas such as information and communication technology, internet usage, and social media engagement, ensuring that students are well-prepared to thrive in an increasingly technology-driven world. Information and Communication Technologies (ICTs) serve as essential tools for individuals seeking convenient access to diverse information sources (Alshurideh, Salloum, Alkurdi, & Al-Emran, 2019). The internet, in particular, stands out as a fast and highly accessible means for obtaining these resources (Terzi, Bulut, & Kaya, 2019). Among internet elements, social media plays a pivotal role in enhancing communication and enabling the sharing of information.

Social media refers to digital platforms and applications that allow people to create, share, and interact with content online. It includes well-known sites like Facebook, Instagram, X, and TikTok, where users connect, communicate, and share photos, videos, news, and ideas (Nwazor & Godwin-Maduiké, 2015). Unlike traditional media, social media is interactive, allowing users to engage in real-time conversations, comment on posts, and build virtual communities. These platforms are commonly used to connect with friends, classmates, and other people who belong to various groups within the site. People use them to share different types of content such as news, personal thoughts,

emotions, debates, gossips, and opinions. They are also useful for exchanging research findings, academic discussions, and school-related materials among students in universities and colleges. According to a report by the National Communications Commission (NCC), mobile data users in the country have grown rapidly, reaching a penetration rate of 59.78%. This growth shows that as more individuals connect to the Internet and use mobile phones, there is a steady rise in data subscriptions. These subscriptions are mainly used to go online, where many people spend their time engaging on social media platforms. The reasons behind the wide use of social media include easy access, user-friendly features, convenience, and the ability to use it in different ways. As a result, students in Nigerian higher institutions are now actively using social media for various social purposes. In education, many subjects employ information and communication technology in the form of social media to help students better understand certain concepts (Onyema, 2020). Subjects such as mathematics, English language, computer studies, geography, social studies, integrated science, among others, benefit from the interactive and accessible nature of social media. By using social media platforms, students can access educational videos, participate in discussion forums, and engage with content that enhances their learning experience (Onyema, Deborah, Alsayad, Noorulhasan, & Sanober, 2019). Social media also offers real-world examples that connect academic lessons to everyday life, making learning more engaging and practical.

There is a direct relationship between social media usage and students' academic performance (Anierobi, Etodike, Okeke, & Ezennaka, 2021). Academic achievement

refers to the level of success a student attains in their educational pursuits, typically measured through grades, test scores, and overall performance in school subjects. It reflects a student's understanding, skills, and knowledge gained through study and classroom learning. Academic achievement is influenced by various factors, including a student's motivation, study habits, support from teachers and family, and access to educational resources. These elements work together to shape a student's ability to learn and perform well in school. Social media usage can play a role in influencing these factors by offering both positive and negative impacts. On the positive side, social media provides a platform for students to access educational content, join study groups, and engage with peers for collaborative learning. However, excessive or unregulated use of social media may lead to distractions, reduced focus on studies, and sometimes even lower academic performance if it takes time away from schoolwork or disrupts healthy sleep patterns. Studies have shown that social media is widely used in the education system (Leryrer-Jackson & Wilson, 2018, Kolhar, Kazi, & Alameen, 2021; Olaopa, 2018; Olutola, Olatoye, & Olatoye, 2016; Tayo, Adebola, & Yahaya, 2019), but lacks a concrete direction in tertiary institution. It is against this backdrop that the study aims to examine the influence of social media on the academic performance of tertiary institution students.

Statement of the Problem

Education plays a key role in building national stability and growth, acting as a foundation for progress in society. It equips people with the skills and knowledge needed to contribute to the economy and improve their lives. Many global and national efforts have been made to strengthen educational systems because of this vital role. These efforts aim to provide quality learning opportunities that boost human capacity and support social and economic development. In Nigeria, steps have been taken to make education more accessible and effective, showing a commitment to national transformation. However, a student's success in school, known as academic performance, depends on many factors beyond just teaching methods. One growing factor is the use of social media by students. As social media becomes a big part of daily life, it is important to explore how it affects students' performance in school to create better learning environments. The rise of technology has changed how people access information, learn remotely, and connect with others, including in education. Social media, as part of this technology, includes platforms like Facebook, Instagram, and TikTok, where users share ideas, videos, and news. These platforms make it easy for students to find educational content, join discussions, and work with peers. Studies show that social media can improve learning in subjects like mathematics, English, and social studies by offering real-world examples and diverse views. Much of this research, however, looks at colleges and universities, where social media use is common and organized. Less is known about

how it impacts secondary school students, who may have different habits and needs compared to older learners.

Current research on the influence of social media usage on students' academic outcomes highlights both its positive and negative effects. While studies have shown that social media is widely used in higher education to foster learning and collaboration, the core utilization of these platforms in tertiary institutions remains underexplored. Research on social media usage at tertiary institution level has been limited, and existing studies often focus on its impact on broader academic performance or specific subjects, leaving gaps regarding its specific effects on tertiary institution students. This study aims to fill this gap by examining the influence of social media on the academic performance of tertiary institution students, motivation, study habits, and access to educational resources of students in tertiary institutions.

Research Questions

Four research questions were raised to guide this study.

1. What is the level of perceived influence of social media usage on students' academic performance in tertiary institutions?
2. What is the level of perceived influence of social media usage on students' attitude in tertiary institutions?
3. What is the level of perceived influence of social media on students' study habit in tertiary institutions?

4. What is the level of perceived influence of social media on students' access to educational resources online and offline in tertiary institutions?
5. Is there difference on the perceived influence of social media usage students' academic performance in tertiary institutions based on sex?
6. Is there difference in the perceived influence of social media usage students' academic performance in tertiary institutions based on age?
7. Is there difference in the perceived influence of social media on students' academic performance in tertiary institutions based on academic level?

Hypothesis

Research questions 5-7 has been hypothesized and will be tested at an alpha significance level of 0.05:

1. There is no significant difference on the perceived influence of social media usage on students' academic performance in tertiary institutions based on sex.
2. There is no significant difference in the perceived influence of social media usage on students' academic performance in tertiary institutions based on age.
3. There is no significant difference in the perceived influence of social media usage on students' academic performance in tertiary institutions based on academic level

Purpose of the Study

The main purpose is aimed at examining the influence of social media on the academic performance of tertiary institution students. Specifically, the study aims to examine the:

1. academic performance in tertiary institutions based on academic level;
2. academic performance in tertiary institutions base on sex;
3. academic performance in tertiary institutions based on age, and;
4. academic performance in tertiary institutions based on academic level.

Significance of the Study

The study will be of huge benefit to students, teachers, tertiary institutions, curriculum planners, and researchers.

Understanding these relationships will help students become more aware of how they use social media and how it can either support or hinder their academic progress. By learning to manage their social media habits, students can make informed decisions that contribute to better focus and improved academic outcomes. This awareness will encourage students to use social media as a tool for educational purposes, accessing resources and collaborating with peers to enhance their learning experience.

For teachers, the study will offer useful information on how social media usage impacts students' performance in social studies. Teachers can use the findings to adjust their teaching methods and incorporate social media as an educational tool when appropriate. By understanding the influence of social media on students' motivation and study habits, teachers can guide students in using these platforms effectively. This knowledge will help teachers design engaging lesson plans and assignments that integrate social media in ways that enhance learning, without allowing it to become a distraction. Teachers will also be better equipped to provide advice to students on balancing their online and offline academic activities.

Tertiary institutions will benefit from the findings of this study by gaining a clearer understanding of how social media usage affects students' overall academic

performance. The study's results will allow school administrators to make informed decisions about integrating technology and social media into the school curriculum. Schools will be able to implement policies or programs that promote the positive use of social media for educational purposes while minimizing its negative effects. These changes can lead to improved academic environments where students are encouraged to use digital platforms responsibly to boost their learning outcomes.

Curriculum planners will find the study valuable in shaping future educational programs. As social media continues to play a significant role in students' lives, it is essential for curriculum planners to understand its effects on learning and academic performance. By incorporating the study's findings, they can design curriculums that integrate social media in a way that complements traditional teaching methods. This may involve developing digital literacy programs to teach students how to use social media effectively for educational purposes, while also teaching them about the potential distractions it can cause.

Researchers will also benefit from this study by gaining a deeper understanding of the relationship between social media usage and academic performance in tertiary institution. The findings will contribute to the existing body of knowledge on the subject and open up new avenues for further research. Researchers can use the study as a foundation to explore other related topics, such as the impact of different social media

platforms on student engagement, or the role of social media in other subjects beyond social studies.

Scope and Delimitation of the Study

The study focuses on examining the influence of social media on the academic performance of tertiary institution students. This study will be delimited to all undergraduate students in the University of Benin, Faculty of Education, Department of Curriculum and Instructional Technology (CIT).

Definition of Terms

The following terms have been operationally defined.

Social Media: Refers to digital platforms and applications that allow students to create, share, and interact with content online.

Academic Performance: Refers to the level of success a student attains in their educational endeavors.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents review of literature relevant to this work on the influence of social media on the academic performance of tertiary institution students under the following sub-headings:

- Theoretical Framework
- Concept of Social Media
- Concept of Academic Achievement
- Social Media and Students' Motivation
- Social Media and Students' Study Habit
- Social Media and Students' Access to Educational Resources
- Empirical Reviews
- Summary of Reviewed Literature

Theoretical Framework

The study is based on social cognitive theory (SCT). Albert Bandura's social cognitive theory, proposed in 1986, stresses that learning takes place in a social context and is highly impacted by seeing others in the surroundings. According to social cognitive theory, behavior, cognition, and environment interact in a reciprocal manner.

The Theory explains how social media affects students' academic performance (Hosen, Ogbeibu, Giridharan, Cham, Lim, & Paul, 2021). This idea holds that people learn and adopt habits by seeing others, especially when such actions are reinforced with prizes or social acceptability. Platforms can provide students with a venue to see both positive and bad actions, which may impact their views toward academics. When students witness others sharing study materials or celebrating academic triumphs online, they may be inspired to engage in similar positive activities. However, the converse might happen if they see activities that divert their attention away from their studies, affecting their focus and academic performance. In the context of social studies students, Social Cognitive Theory explains how interactions and shared content on social media might influence learning habits, time management, and academic priorities. Students who follow educational pages or connect with peers discussing academic topics may gain exposure to new ideas and resources that support their studies. Through observational learning, students can also develop study techniques or gain motivation by engaging with successful role models on these platforms. However, the theory also recognizes that excessive social media use can lead to distractions, potentially reducing time spent on academic activities and impacting achievement levels.

One of the advantages of social cognitive theory is its emphasis on the interaction of personal variables, environmental effects, and behavior (Rubenstein, Ridgley, Callan, Karami, & Ehlinger, 2018). This viewpoint enables researchers and educators to better understand how people learn and adapt by seeing others in diverse circumstances, making

social cognitive theory especially valuable in settings such as schools and workplaces where role models play an important role in molding behavior. By including aspects like self-efficacy, social cognitive theory highlights the importance of an individual's conviction in their own talents, which may drive motivation and performance. Social cognitive theory has practical implications in domains such as health, education, and media, where it can help to induce good behavior change. For example, public health campaigns often rely on role models to demonstrate behaviors, such as exercise or healthy eating, to inspire others to adopt these habits. In educational settings, Social cognitive theory is applied when teachers act as role models, demonstrating skills and behaviors for students to emulate. These applications reveal SCT's versatility in influencing behavior in real-life contexts, as individuals can be motivated by the achievements and actions of others they observe in person or through media.

Critics contend that social cognitive theory is overly reliant on external influences and observational learning, which may not adequately address the numerous elements influencing human behavior (Beauchamp, Crawford, & Jackson, 2019). By stressing imitation and learnt behavior, the theory risks simplifying actions that are more deeply entrenched in individual characteristics or driven by distinct personal motivations. This viewpoint contends that focusing just on observable behaviors may fail to capture the whole spectrum of reasons why people act the way they do, leaving out other aspects that contribute to the formation of a person's character and actions. Critics also argue that social cognitive theory may fail to effectively describe spontaneous behaviors or

activities that occur independently of external models. These unmodeled behaviors, which arise without prior observation or specific influence, challenge the theory's assumption that behavior is largely learned through observing others. Without accounting for these spontaneous actions, the theory may miss critical aspects of human behavior that contribute to individuality and creativity. Thus, while social cognitive theory offers valuable insights into how people learn from their environments, it may fall short of addressing the more intricate dynamics of behavior influenced by internal, unobservable factors.

Concept of Social Media

Social media has changed the way people interact by enabling rapid connection and conversation over long distances. Platforms such as Facebook, X, Instagram, and TikTok have established an online arena where users may exchange a variety of information, including text, photographs, videos, and live updates, making it simpler to maintain relationships and make new connections (Anderson, 2020). This digital engagement strengthens both personal and professional relationships, allowing people to communicate with family, friends, and coworkers regardless of their physical location. By crossing geographic divides, social media has made the globe feel smaller and more linked, resulting in a virtual community available to practically everyone with internet access. The rapid adoption of mobile devices has further integrated social media into everyday routines, influencing not only how people communicate but also how they

express themselves. With social media's widespread reach, users can share their experiences, opinions, and interests, often receiving immediate feedback from others. This real-time interaction has shifted social dynamics, as individuals can now engage with a global audience, promoting cultural exchange, learning, and entertainment. People have been able to express themselves and demonstrate their talents thanks to these platforms, making social media a potent instrument for shaping societal trends, public opinion, and personal identity.

The interactive architecture of social media allows users to become active participants by creating and sharing content (Li, 2016). This interaction creates a dynamic environment in which people, companies, and communities may influence trends and conversations. This framework allows users to share personal tales, voice their ideas, and interact with others all around the world. The extensive sharing allows varied voices to be heard, resulting in a place where different ideas can merge. This strategy not only impacts popular culture, but also allows for real-time responses to global events, making it a strong instrument for personal expression and community-building. The rapid flow of information across social media also makes it an effective platform for raising awareness on various social issues, sharing breaking news, and promoting products and services (Igbashangev, Abdullahi, Terungwa, Gbasha, Ugbede, & Humbe, 2023). Through its reach, social media has shifted influence from traditional media channels to individual users, allowing them to contribute to the narrative on topics ranging from health and politics to entertainment and environmental issues. The open

nature of social media platforms democratizes influence, enabling individuals to share their insights and experiences with broad audiences.

Social media has transformed educational experiences by creating interactive and collaborative learning environments (Olelewe, Orji, Osinem, & Rose-Keziah, 2020). Students and teachers use these platforms to exchange resources, participate in discussions, and enhance their learning journeys. This connectivity fosters an engaging atmosphere where ideas are freely shared, creating an online community that supports academic growth and broadens learning beyond textbooks. Educational groups, live chats, and study groups on social media allow students to deepen their understanding and view subjects from different perspectives, enriching the learning process (Fakuade, 2021). Platforms like YouTube and LinkedIn offer unique opportunities for learning and professional development. YouTube provides a vast library of tutorials on virtually every subject, allowing students to access knowledge at their own pace. LinkedIn, as a professional networking tool, connects students with industry professionals, giving insights into real-world applications of their studies. These platforms serve as bridges between theoretical learning and practical skills, helping students acquire knowledge that aligns with current industry standards and practices. Through social media, students also gain valuable networking opportunities by connecting with peers and experts worldwide. These connections broaden their educational scope, exposing them to diverse cultures, ideas, and career possibilities. Learning becomes a continuous process, extending beyond the walls of the classroom. By engaging with experts and communities across various

fields, students gain access to mentorship, career advice, and collaborative projects that equip them with skills for lifelong learning and adaptability.

Social media has altered the business scene, especially in terms of client involvement and marketing (Oyewobi, Olorunyomi, Jimoh, & Rotimi, 2021). Businesses that provide a direct channel of contact may connect with customers in real time, learning more about their preferences, interests, and comments. This approach to communication differs from previous tactics in that it facilitates a two-way dialogue in which businesses not only sell their products but also get vital ideas from the individuals they serve. As a consequence, organizations can respond rapidly to client requirements, promoting a more customer-centric strategy that builds trust and connection. Companies may also conduct interactive campaigns on social media platforms to encourage customer engagement, which helps build loyalty and keeps brands in the public eye (Kareem, 2019). By making clients feel like they are a part of the brand's journey, these ads foster a feeling of community. Businesses may utilize tools like surveys, sweepstakes, and live chats to produce interesting content that connects with their target audience. This form of involvement provides a memorable brand experience and cultivates a devoted consumer base that believes it is actively participating in creating the brand's direction and reputation. Social media advertising also enables companies to reach specific target audiences through sophisticated algorithms and data analysis, allowing brands to tailor their messaging to reach people who are most likely to be interested in their products. This precision in targeting improves the effectiveness of advertising campaigns and

ensures that marketing dollars are spent wisely. By delivering more relevant content to consumers, social media advertising enhances the overall user experience, as people encounter ads that match their interests and needs.

Although social media has several advantages, it also has certain downsides that affect users in various ways. The pressure to be connected and available online can cause mental stress, as individuals frequently feel obligated to check their feeds, reply to alerts, and remain visible to friends and followers. This continual contact may disrupt daily living, making it harder to separate and recharge, which is critical for mental health. The sheer volume of material, mixed with notifications and online interactions, can overwhelm consumers, causing exhaustion and stress. Privacy is another significant concern associated with social media. Many platforms gather large quantities of personal data from its users in order to boost engagement and deliver customized content. While this improves the user experience, it also creates a need for robust data protection, since users frequently provide critical information without fully knowing how it will be used or kept. Breaches of personal data can jeopardize privacy and raise worries about abuse, leaving individuals susceptible to unwanted exposure or cyber dangers. Social media firms continue to face a complicated problem in balancing tailored content and privacy protection. The fast spread of disinformation on social media may have serious social and political consequences. False or misleading information may spread quickly, reaching a large audience and influencing public opinion in ways that are wrong or harmful. Misinformation has far-reaching consequences for public health, safety, and

even democracy, impacting how people vote, interpret public policy, and respond to global concerns. In a world where information moves swiftly, separating trustworthy material from misleading information becomes challenging.

Concept of Academic Performance

Academic performance is the level of success an individual achieves in their educational endeavors. It is commonly quantified using grades, test scores, and other assessments that reflect a student's comprehension of a certain topic or ability. Academic accomplishment is a measure of how well a student understands the curriculum, exhibiting their knowledge, abilities, and learning progress in a structured educational context. Academic performance is important in molding a student's academic path since it reflects their devotion, discipline, and academic ability (McNair, Albertine, McDonald, Major, & Cooper, 2022). Academic performance is frequently used by schools, teachers, and parents to assess educational progress and general effectiveness. This metric gives useful information about how well students understand the topic, indicating areas of strength and pinpointing areas that may require extra assistance. Academic achievement benefits students not only in the classroom, but also in their personal development and adaptability in a variety of educational and life settings. High academic success can lead to a variety of favorable consequences, including expanded professional prospects and personal growth (Darling-Hammond & Cook-Harvey, 2018). Students who achieve strong academic results gain access to higher-quality educational

paths and, eventually, better professional prospects. The abilities developed through constant academic work, such as problem-solving and critical thinking, prepare students for real-world difficulties, providing them an edge in a competitive setting. These fundamental skills are critical for developing well-rounded individuals capable of adapting to changing circumstances and addressing complex issues in both professional and personal settings. Academic achievement has a direct impact on a student's self-esteem and internal motivation, both of which are critical components of lifelong learning. Positive academic performance boosts a student's confidence in their talents, inspiring them to create and pursue new goals with persistence. This sense of success fosters a motivation for lifelong learning and self-improvement, which promotes resilience and adaptability.

Academic performance is determined by a mix of individual attributes, family environment, and educational resources (Ansong, Eisensmith, Okumu, & Chowa, 2019). Students that display skills like self-discipline, tenacity, and excellent time management are frequently better suited to achieve academically. These character attributes assist students to stay focused, finish tasks on time, and deal with problems successfully, all of which lead to academic success. Academic achievement is heavily influenced by one's family background. Family support, especially parental participation, can increase a student's self-esteem and ambition to achieve. Students from stable socioeconomic backgrounds usually have access to necessary learning resources and experiences which reduces stress and helps them focus on their academics. A loving family environment

gives emotional stability and support, which can motivate children to give their all in school. The quality of educational materials accessible to pupils also has an influence on their academic performance. Schools with contemporary facilities, a plenty of learning resources, and skilled instructors provide an environment in which children feel supported and motivated to study. Students may use these resources to engage more fully with the curriculum, receive tailored coaching, and have access to a variety of learning tools.

Standardized examinations, classroom assessments, and project-based evaluations are prominent methods for assessing academic attainment. Each approach has a specific purpose for measuring a student's progress and identifying strengths and flaws. Standardized examinations often examine a student's performance against a larger set of criteria, whereas classroom evaluations are more personalized and reflect the student's daily learning. Project-based assessments are a realistic way to assess a student's ability to apply information in real-world settings. These measures combined provide a comprehensive picture of a student's academic ability. These assessments give valuable input on students' learning journeys. They let pupils to measure how well they comprehend the topic and identify areas for development. This feedback is critical in assisting students to alter their study habits, seek further assistance as needed, and approach learning in a more concentrated manner.

Social Media and Students' Attitude

Social media has become an important component of students' daily routines, impacting many parts of their life, including their academic experiences. Many students use sites such as Instagram, Twitter, and LinkedIn to access instructional information, study resources, and networking opportunities, which can boost their drive to learn. Students may use social media to connect with study groups, educational influencers, and forums, making learning more participatory and accessible. This quick access to knowledge might motivate students to take an active role in their studies by providing relevant content and rapid feedback. Social media plays an important role in allowing students to stay connected with their friends and create an online environment where they may offer assistance. Many students use social media sites to communicate with their classmates, discuss ideas, and share resources like study materials or notes. This type of contact fosters a sense of belonging, which is especially important for students who may otherwise feel lonely in their academic pursuits. Students are more motivated to complete their studies when they have a support system of classmates. The opportunity to debate assignments and clarify concepts via social media promotes a collaborative approach to learning. When faced with difficult issues, students frequently seek help or explanations from others who may have a better knowledge. This sharing of information can help them understand complicated things better. It also gives a platform for students to learn in a more dynamic and less lonely atmosphere, increasing their engagement with the topic. This group learning environment on social media can also provide motivation. Students are more inclined to stick to their academic duties when they witness their

friends actively participating in their studies. These online exchanges develop a culture of mutual support, boosting students' confidence and determination.

Students can gain insight into the latest trends, research, and developments in their fields by following industry leaders or academic researchers on social media (Oriji & Anikpo, 2019). This direct connection to industry leaders or academic researchers helps students understand how their studies apply beyond the classroom, providing a more practical perspective on the subjects they are studying. Joining interest-based groups on social media allows students to participate in discussions that broaden their understanding of their academic subjects. These groups are often made up of people who share similar interests and goals, providing a collaborative environment where students can exchange ideas and learn from. This feeling of community encourages students to stay interested in their studies and feel more connected to the larger academic and professional world. Exposure to real-world applications of academic information via social media might help inspire kids to strive for better academic accomplishment. When students experience the practical application of their studies in other occupations, they frequently gain a greater appreciation for the value of their education. This can instill a greater dedication to their education and motivate them to choose occupations that they find relevant and gratifying.

Exposure to real-world applications of academic knowledge on social media might also inspire kids to strive for greater academic success. When students experience the

immediate influence of their studies on diverse vocations, they frequently gain a greater appreciation for the value of their degree. This can motivate students to be more committed to their study and to pursue occupations that are important and gratifying to them. Access to a variety of learning materials encourages students to approach their studies in a more self-directed manner, as they are no longer limited by the set pace of classroom instruction and can delve deeper into subjects that interest them. This autonomy fosters a sense of responsibility, as students take ownership of their learning process and are more likely to stay motivated and dedicated to achieving their academic goals..

Social Media and Students' Study Habit

Social media has a substantial influence on students' study habits, influencing both academic attention and general productivity. Many students utilize social media sites to communicate and collaborate with their classmates, sharing study materials, discussing assignments, and seeking academic help. While this might help with learning, excessive use can lead to distraction and a loss of attention, particularly when notifications or interactions interrupt study periods. The accessibility of social media allows students to easily switch between academic and non-academic information, diminishing their capacity to stay focused on their studies.

Social media can have a significant impact on students' time management skills (Emeka & Nyeche, 2016). Students who spend a lot of time on social media sites may

struggle to focus on their academic work. This can lead to procrastination since social media often gives instant gratification, making it difficult to focus on longer, more demanding pursuits like schoolwork or exam preparation. As a result, students may struggle to meet deadlines and maintain a consistent study schedule. The constant stream of notifications and updates from social media can further disrupt concentration, making it difficult for students to stay focused on their studies. Scrolling through postings or replying to comments frequently consumes time that could have been spent reviewing notes, reading textbooks, or preparing for examinations. This can lead to procrastination since social media often gives instant gratification, making it difficult to focus on longer, more demanding pursuits like schoolwork or exam preparation. As a result, students may struggle to meet deadlines and maintain a regular study schedule. The continual flow of messages and updates from social media can further disturb attention, making it difficult for students to stay focused on their schoolwork. Time that could have been used to review notes, read textbooks, or study for examinations is frequently wasted reading through postings or replying to messages.

Students now have instant access to a wide range of content, often shared by peers, professors, or academic groups, thanks to social media platforms like Facebook, Twitter, and Instagram (Agbawe, 2018). This ease of access can be an advantage, as students can quickly find resources or stay updated on relevant topics. It also allows them to engage with the academic community and gain. Some students may develop the habit of accepting material from social media without scrutinizing its source or confirming its

authenticity. This technique can lead to the use of low-quality or biased information in academic work, undermining the research's credibility. Students who rely less on credible sources, such as academic journals or textbooks, miss out on the depth of learning that these resources bring. To solve this issue, kids must be taught the value of critically analyzing material from social media. Academic institutions may play an important role in teaching students how to discriminate between genuine and dubious sources. By instilling a verification attitude in students, they will be better ready to manage the large quantity of material accessible online and make educated judgments about what to include in their academic work.

Social media has changed the way students approach group study sessions by enabling them to establish virtual study groups (Nti, Adekoya, Opoku, and Nimbe, 2020). These online platforms allow students to collaborate on homework and debate academic subjects from wherever they are. Students may engage in discussions and learn from one another in a dynamic and flexible environment by connecting electronically with their peers. This sort of collaborative learning allows students to get new perspectives, making complicated topics more approachable by sharing various thoughts. Virtual study groups promote interactive learning by allowing students to ask questions, exchange resources, and offer feedback to one another. This peer-to-peer contact is essential for clearing concerns and reinforcing critical concepts. As students participate, they are able to clarify difficult information in more accessible ways, resulting in a greater comprehension of the subject. The ease of access to these groups encourages a more

inclusive and ongoing learning process, in which students may seek assistance outside of typical classroom hours. While virtual study groups provide several benefits, they are not without drawbacks. Distractions might occur when the talk swings away from academic themes. Social networking sites can lead to off-topic talks, reducing productivity and the efficacy of group research. When utilized correctly, social media provides a variety of options to improve students' academic experiences (Wickramanayake & Muhammad, 2018).

It gives students access to a multitude of educational materials, such as videos, articles, and academic conversations, to help them grasp a variety of topics. Students may communicate, ask questions, and exchange ideas with classmates through study groups and online forums, which helps them learn more effectively. By incorporating social media into their academic routines, students may remain up to speed on the newest trends in their fields of study and participate in vital debates that foster deeper comprehension. In addition to academic benefits, social media allows students to connect with others, fostering a sense of community. By following academic accounts, participating in educational chats, and sharing their own insights, students can create a network of like-minded individuals who support their learning. This social connection can reduce feelings of isolation and increase motivation.

Social Media and Students' Access to Educational Resources

In addition to academic benefits, social media allows students to connect with others, fostering a sense of community. By following academic accounts, participating in educational chats, and sharing their own insights, students can build a network of like-minded individuals who support their learning. This social connection can decrease feelings of isolation and increase motivation.

Social media enables students to engage in collaborative learning, which can improve their educational experience (Agbo et al., 2020). Students can build virtual study groups or communities by connecting with individuals who share their academic interests via internet platforms. These groups create an atmosphere in which students may debate lessons, share educational resources, and consider alternative points of view on many topics. This collaborative method promotes group problem-solving and idea sharing, allowing students to better understand challenging ideas. Students in these online communities can connect with their peers as well as a variety of experts and professionals. They can seek advice from educators and experts in their professions, which improves their comprehension of complicated issues. This connection fosters a learning environment in which students feel encouraged and driven, knowing they can ask questions and obtain insights from individuals with more experience or expertise. Using social media as a learning tool exposes students to a variety of perspectives and learning methodologies, which can stimulate new ways of thinking and studying. The collaborative aspect of these virtual communities fosters ongoing learning by encouraging students to remain involved and proactive in their academic endeavors.

Social media platforms have become valuable resources for students, offering various tools designed to enhance their productivity and organization (Olelewe, Orji, Osinem, & Rose-Keziah, 2020). These platforms provide features that help students manage their academic and personal schedules more effectively. Event planning tools, for example, allow students to coordinate study sessions and meetings with ease. In addition to scheduling and reminders, social media helps students collaborate, especially on group assignments. Many educational applications and platforms that interact with social media allow students to share information, communicate in real time, and collaborate effectively even when they are not in the same area. This ease of communication promotes cooperation, making it simpler to work on projects and assignments together, which can boost academic performance and minimize the stress of handling several duties. Social media promotes better time management by simplifying organizational and collaborative tasks. The ability to balance study commitments with other responsibilities becomes more manageable when students can quickly access their schedules, track progress, and work together seamlessly.

Social media allows students to stay connected to the world outside of the classroom by giving them with real-time knowledge on advancements in numerous sectors (Tabowei, 2021). Students may stay up to speed on scientific discoveries, technological developments, and global events by following professors, research institutes, and professionals in their fields of study. This continual flow of information keeps students informed and helps them grasp the practical applications of their studies,

resulting in a more dynamic learning environment. The availability of quick updates via social media also allows students to incorporate the most recent information into their schoolwork and research assignments. Instead of depending simply on textbooks and traditional academic materials, students may participate in cutting-edge research and conversations in their subject. This access to current knowledge fosters curiosity and helps students to delve deeper into issues, hence increasing academic advancement and critical thinking abilities. By using social media platforms, students join a worldwide community of learners and researchers. This link broadens their perspectives by exposing them to a variety of thoughts and ideas from around the world.

Despite these advantages, social media use has drawbacks, such as diversions and the possibility of disinformation. While students have access to a wealth of information, they must use caution when deciding which sources are legitimate and which are not. Students, on the other hand, may manage these issues with coaching on how to use social media effectively, using it as a beneficial educational tool to supplement traditional resources. In this sense, social media continues to transform educational access, providing students with a more adaptable and linked learning environment.

Empirical Reviews

Fasae and Adegbilero-Iwari (2016) used a descriptive approach to investigate the academic usage of social media among science students at public institutions in Southwest Nigeria. The researchers sent 140 questionnaires to scientific students at three

institutions in the region, chosen by purposive selection. Lecturers assisted in the distribution of questionnaires in lecture halls and laboratories during practical sessions. The data gathered were evaluated using frequency and simple percentages. According to the study, Facebook was the most popular social media platform among students, with 93.48% using it, followed by Google+ (63.77%) and Twitter (47.83%). Two-thirds of the students said they used social media on a daily basis, largely to keep up with current events and pass the time. Google+ was rated as the most useful platform by 52.17% of students, followed by Facebook (29.7%) and Wikia (23.91%). The survey also found that while most scientific students were familiar with social media, they frequently experienced issues such as inadequate internet access, unsolicited messages, and power outages.

Muhammed, Umaru, and Ahmed (2016) used a survey methodology to investigate the influence of mobile phone usage on academic performance among secondary school students in Taraba State, Nigeria. The study sample consisted of 300 respondents drawn from a population of 6,482 by stratified sampling. The Mobile Phone Usage Questionnaire (MPUQ), adapted from Twum (2011), was divided into two sections: Appendix A, which collected demographic data such as gender, age, and socioeconomic status, and Appendix B, which included statements about mobile phone usage rated on a five-point scale (Never, Rarely, Occasionally, Often, Very Often). The study also included mathematics achievement tests (MAT) and English language achievement tests (ELAT). Data analysis was done using mean, standard deviation, and t-tests. The results

revealed that mobile phone usage significantly influences academic performance ($t = 5.711$, $P = 0.02$), but factors such as age, socio-economic status, gender, and the frequency of mobile phone usage were not found to have a significant effect on academic performance among senior secondary school students. Specifically, no significant impact was observed from age ($f = 6.431$, $P = 0.022$), socio-economic status ($f = 9.005$, $P = 0.031$), gender ($t = 8.131$, $P = 0.02$), or frequency of mobile phone usage ($t = 11.931$, $P = 0.015$) on academic performance.

Wickramanayake and Muhammad (2018) performed research to investigate teacher students' perspectives, intentions, experiences, attitudes, opinions, and impediments to using social media and its influence on their learning. The study used a stratified sampling strategy to recruit 242 teacher students from three higher education institutions in Gombe State, Nigeria. Data were gathered via a questionnaire survey and analyzed using basic and inferential statistics. The data found that students often utilized mobile phones to access social media, which was popular for education, entertainment, and communication. Students choose educational and informative communities over other ones. The researchers also discovered that successful social media use improved a variety of skills, including learning. However, unpredictable energy, security and privacy issues, expensive internet charges, and unreliable connections were mentioned as impediments to students' usage of social media.

Mushtaq and Benraghda (2018) investigated the positive and negative impacts of social media on academic performance among students at Alberoni University in Afghanistan. The researchers used a quantitative method, administering 371 survey questionnaires to undergraduates from nine faculties at the institution. The data was evaluated using SPSS software, and the study revealed that, despite societal worries about social media usage, most students were utilizing it constructively for educational objectives. The good effects of social media for kids were shown to outweigh the negative aspects. However, the ANOVA findings showed no statistically significant differences between the positive and negative effects of social media on students' academic performance. The study concludes that both instructors and students may successfully use social media as communication and information tools to improve the learning process.

Talaue, AlSaad, AlRushaidan, AlHugail, and AlFahhad (2018) investigated the effects of social media on college students' academic performance. The study employed a descriptive research approach to provide an accurate picture of the issue, including sixty Business Administration and Management Information System students who actively utilize social media as participants. The study was done during the summer semester of the 2017-2018 school year. The data indicated that social media has become an essential component of students' life, taking up a large chunk of their spare time. While social networks offer chances for academic advancement, communicating with peers on these platforms may also help students socialize, establish new friends, and debate study-

related topics. The study indicated that social media had a dual influence on school success and underlined the significance of teenagers using these platforms responsibly.

Yahaya, Yusuf, and Sule (2022) investigated how social networking technologies affect how students in the Faculty of Education at Ahmadu Bello University Zaria obtain information. The study utilized a descriptive survey approach and targeted a population of 4,966 students, from which a random sample of 370 was drawn. The researchers collected data using a questionnaire, and the analysis was carried out using the Kruskal Wallis and Mann Whitney statistical tests. The study sought to investigate how these technologies are utilized to obtain academic and non-academic material. The findings found that social networking technologies like Facebook, Twitter, YouTube, WhatsApp, and LinkedIn play an important influence in how students obtain information. It was also discovered that students had different perspectives about utilizing these technologies for academic objectives vs non-academic ones. Despite the utility of these platforms, issues such as unreliable internet connectivity and intermittent power supply made it impossible for students to fully utilize these tools.

Asanga, Essiet, Ukhurebor, Afolunso, and Hussaini (2023) investigated how social media influences academic performance among senior secondary school students in Uyo, Akwa Ibom State, Nigeria. The study employed a descriptive survey approach and included 200 pupils selected at random from four local schools. A four-point Likert scale questionnaire was used to gather responses, which were then analyzed using descriptive

techniques such as frequency counts and percentages, with hypotheses evaluated using chi-square, t-test, and Pearson correlation. The data revealed that many students are intensely connected to social media, with males and girls using it at comparable rates. The study also found a link between how frequently children use social media and how well they perform in school. Based on this, the research proposed that social media be geared more toward educational purposes, that academic-focused pages be added to social networking sites, and that instructors and parents monitor how children use these platforms.

Summary of Reviewed Literature

The study explored how social media affects the academic performance of students in tertiary institutions. The theoretical framework employed is Social Cognitive Theory by Albert Bandura, which explains that individuals learn through observation within their environment. Applied to this study, students may copy academic or non-academic behaviors seen on social platforms. The reviewed literature shows that social media can motivate students to study better by offering access to educational materials, study groups, and academic discussions. It also reveals that students often use social media for communication, collaboration, and learning beyond the classroom. While some researchers found that students benefit from educational resources and peer engagement, others observed that distractions and excessive use reduce concentration and affect academic goals. Across different locations, students reported both the advantages of learning support and the challenges of network instability, power failure, and time-wasting activities.

Although earlier studies provided useful findings, many focused on general mobile phone use or secondary school students, with little attention to students in tertiary institutions and how their learning behaviors are shaped through repeated social media exposure. Also, most studies did not deeply examine how observation and interaction on these platforms influence students' academic discipline, time use, and motivation from a behavioral learning point of view. The current study aims to address these areas by

focusing more on tertiary institution students and using Social Cognitive Theory to understand how their daily exposure to academic and non-academic content shapes their study habits and achievement. It also seeks to close the gap by identifying the specific kinds of social media use that encourage or weaken academic performance, offering a clearer direction for improving students' learning outcomes through structured social media engagement.

CHAPTER THREE

METHODOLOGY

This chapter will be discussed under the following sub-headings;

- Design of the Study
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Design of the Study

Descriptive survey design was adopted for this study because it seeks to examine the statistical relationships between variables without manipulating them. This design is suitable for this study because it enables the researcher to involve a group of students from which data was obtained, only from a few students considered to be representative of the entire group needed.

Population of the Study

The population of the study comprises of fourteen (14) faculties and total of thirty nine thousand, two hundred and forty-three (39,243) undergraduate students in the university of Benin.

Table 1: Population Distribution of Students

S/N	Faculty	Number of students
1	Physical science	3552
2	Social science	3036
3	Environmental science	596
4	Law	989
5	Life sciences	5088
6	Management science	3131
7	Agricultural science	2056
8	Basic medical science	1948
9	Medicine	795
10	Art	5710
11	Dentistry	168
12	Engineering	3811
13	Education	7369
14	Pharmacy	994
	Total	39243

Sample and Sampling Techniques

The sample of this study is composed of sixty four (64) students from the University of Benin. To get the sample, The Fourteen Faculties of the University were stratified into three that are Humanities with the following Faculties: Social Sciences, Law, Administration Sciences, Art and Education: Life Sciences with the following Faculties: Environmental Sciences, Basic Medical Sciences, Agricultural Sciences, Medicine, Dentistry. Pharmacy and Management Sciences then Technical with the following Faculties: Physical Sciences and Engineering.

For Humanities, the Faculty of Education was chosen with a population of Seven Thousand Three Hundred and Sixty-Nine (7,369). From the Life Sciences group, the Faculty of Agriculture was chosen with a population of two thousand and fifty-six (2,056), while the Faculty of Techniques. The Faculty of Engineering with a population of three thousand eight hundred eleven (3,811) was selected. After that, 1.5% of the students from the selected Faculties numbering around two hundred (200) formed the sample for the study as shown in table 2 below. But due to examination only sixty-four (64) questionnaires were recovered and used for the study

Table 2: Sampled Distribution of Students

Groups	Faculty selected		Total population	Sampling Rate	Sampling Size
Humanities	Faculty of education	of	7,369	0.483338%	36
Technical	Engineering		3,811	0.483338%	18
Life science	Agriculture		2,056	0.483338%	10
Total			13,236		64

Research Instrument

The instrument used for the study is a self-structured questionnaire titled “Social Media and Students Questionnaire (SMSQ)” which was designed by the researcher. The questionnaire was divided into two parts, namely section A and B. Section-A educed information on personal data (Demographic Data) of the respondents while section-B contained how many items directly related to the research questions. The respondents were given alternative responses to choose from. It is a closed ended questionnaire in which the responses will be categorized as follows: Strongly Agree (SA): 4, Agree (A): 3, Strongly Disagree (SD): 2 and Disagree (D): 1 respectively.

Validity of the Instrument

The research instrument was validated by three experts, my supervisor and two lecturers drawn from the department of curriculum and instructional technology. Thereafter, the instrument was modified by the project supervisor. The content validity of instrument was ascertained by aforementioned experts and the project supervisor.

Reliability of the Instrument

To establish the reliability of the instrument, the Cronbach Alpha was used to measure the level of the items. The instrument was administered to 20 students who are not part of the study population. A co-efficient value of 0.832 obtained showed how reliable the instrument was.

Method of Data Collection

The questionnaire was administered personally by the researcher to the respondents. The respondents were assured of confidentiality and urged to answer the questions honestly to the best of their knowledge. Instruction was given to the respondent on how to fill out the questionnaire. The questionnaire was collected on the spot for easy retrieval.

Method of Data Analysis

The data collected will be analyzed using descriptive statistics of mean and standard deviation for the research questions using Statistical Package for Social Science (SPSS). The cut-off mean value was 2.5. Any item value less than 2.5 below was referred

to as disagreed while any item value equal to 2.5 and above was regarded as agree. The hypothesis one was tested using t-test while hypotheses two to four were tested using ANOVA at 0.05 level of significance.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter contains the findings of the Study. The responses to the various items were also organized and presented. The research questions were tested using mean and standard deviation, while the hypothesis was tested using the independent and paired sample t-test.

Presentation of the Result

Research question 1: What is the level of the perceived influence of social media usage on students' academic performance in tertiary institutions?

Table 3: The perceived Influence of social media usage on students' academic performance.

S/N	ITEMS	N	Mean	Standard Deviation	Decision
1.	Time spent on X (formerly Twitter) supports my understanding of complex concepts	64	3.05	0.33	Agree
2.	Engaging with Instagram content encourages me to explore topics in my course area.	64	3.11	0.31	Agree
3.	Using WhatsApp supports my communication with classmates for study-related discussions.	64	3.63	0.49	Agree

4.	The use of Tiktok helps me stay informed on topics related to my studies.	64	3.06	0.35	Agree
5.	Facebook usage improves my access to useful study materials.	64	3.05	0.33	Agree
	Grand		3.18	0.36	Agree
Cut-off = 2.5					

The findings presented in table 3 reflects students' perceptions of how various social media platforms contribute to their academic engagement and learning. With a grand mean of 3.18 and a standard deviation of 0.36, the responses indicate a general agreement that social media supports academic development across different platforms.

Among all the platforms assessed, WhatsApp recorded the highest mean score ($M = 3.63$, $SD = 0.49$), suggesting that it is the most effective tool for study-related communication among students. This result highlights the platform's popularity for academic interactions, such as sharing lecture notes, organizing group discussions, and providing real-time feedback.

Instagram and TikTok, with mean scores of 3.11 and 3.06 respectively, also received favorable responses. These platforms appear to stimulate student interest by offering visually engaging content and short-form educational videos that align with their course areas. Their interactive features may serve as informal learning tools that complement formal classroom instruction.

X (formerly Twitter) and Facebook both had mean scores of 3.05, indicating moderate agreement. While not as highly rated as WhatsApp, these platforms still play a role in academic support. Twitter/X may aid in understanding complex concepts through educational threads and expert discussions, while Facebook provides access to study groups and shared learning materials.

The relatively low standard deviations across all items (ranging from 0.31 to 0.49) show a high level of consistency in student responses. This suggests a shared perception that social media, when used constructively, can positively contribute to students' academic experiences.

Research question 2: What is the perceived influence of social media usage on students' attitude in tertiary institutions?

Table 4: The perceived influence of social media usage on students' attitude.

S/N	ITEMS	N	Mean	Standard Deviation	Decision
1.	Facebook helps me stay connected with classmates and supports my learning.	64	3.05	0.33	Agree
2.	WhatsApp is useful for sharing study materials and group discussions.	64	3.48	0.50	Agree

3.	TikTok provides educational content that improves my understanding of subjects.	64	3.06	0.30	Agree
4.	YouTube offers helpful videos that make learning easier and more interesting.	64	3.47	0.53	Agree
5.	LinkedIn encourages me to explore career opportunities related to my studies.	64	2.39	0.68	Disagree
	Grand		3.09	0.47	Agree

Cut-off = 2.5

The data presented from table 4 reflects students' perceptions of various social media platforms in relation to their academic and career-related activities. A total of five platforms were assessed. Four of the five items recorded mean scores above 2.5, indicating general agreement among students on their positive contributions to learning. One platform, however, received a mean score below 2.50, indicating disagreement. WhatsApp had the highest mean score ($M = 3.48$, $SD = 0.50$), showing that students consider it particularly effective for sharing study materials and facilitating group discussions. YouTube followed closely with a mean of 3.47 ($SD = 0.53$), suggesting that video-based learning content is highly valued by students for making complex topics easier to understand. TikTok and Facebook also recorded moderate agreement, with mean scores of 3.06 and 3.05 respectively, indicating that students find these platforms useful in staying connected and accessing educational content. LinkedIn, however, had a

significantly lower mean score ($M = 2.39$, $SD = 0.68$), suggesting that students do not widely use or perceive the platform as relevant to their current academic needs or career exploration. The grand mean of 3.09 and standard deviation of 0.47 suggest a general agreement among students that social media supports learning, although the strength of that agreement varies by platform.

Research question 3: What is perceived influence of social media on students’ study habit in tertiary institutions?

Table 5: The perceived influence of social media usage on students’ study habit.

S/N	ITEMS	N	Mean	Standard Deviation	Decision
1.	The use of TikTok strengthens my study efficiency through quick tips and study hacks.	64	2.80	0.54	Agree
2.	The use of X enhances my study motivation through exposure to educational communities.	64	3.08	0.27	Agree
3.	The use of Facebook improves my access to study resources through group discussions and shared materials.	64	3.11	0.36	Agree
4.	The use of Instagram improves my learning focus through creative educational content.	64	3.16	0.41	Agree

5.	The use of WhatsApp supports my study habits through easy communication with study groups.	64	3.55	0.50	Agree
	Grand		3.14	0.42	Agree
Cut-off = 2.5					

The data presented in the table 5 summarize students' perceptions of how various social media platforms support their academic engagement, particularly in the areas of study efficiency, motivation, resource access, learning focus, and communication. WhatsApp recorded the highest mean score ($M = 3.55$, $SD = 0.50$), indicating strong agreement that the platform plays a key role in supporting study habits through seamless communication with study groups. Instagram ($M = 3.16$, $SD = 0.41$), Facebook ($M = 3.11$, $SD = 0.36$), and X (formerly Twitter) ($M = 3.08$, $SD = 0.27$) all scored above the neutral midpoint of 2.50, suggesting that students find these platforms moderately helpful for maintaining learning focus, accessing educational communities, and obtaining study resources. TikTok, with the lowest mean score ($M = 2.80$, $SD = 0.54$), was still rated as “Agree,” though it closely borders the neutral point, reflecting a more mixed perception of its educational usefulness. The grand mean of 3.14 and standard deviation of 0.42 show an overall positive perception of social media use in enhancing academic performance, with responses showing moderate consistency.

Research question 4: What is the perceived influence of social media on students' access to educational resources in tertiary institutions?

Table 6: The perceived influence of social media usage on students' access to educational resources.

S/N	ITEMS	N	Mean	Standard Deviation	Decision
1.	The use of TikTok improves my understanding of educational topics through the sharing of informative videos.	64	3.05	0.28	Agree
2.	The use of Facebook improves my connection with study groups through easy communication tools.	64	3.06	0.30	Agree
3.	The use of WhatsApp improves my access to educational materials through group discussions with classmates.	64	3.53	0.50	Agree
4.	The use of Instagram improves my learning experience through visual resources shared by educators.	64	3.17	0.42	Agree
5.	The use of TikTok improves my engagement with learning topics through interactive content.	64	3.06	0.43	Agree
	Grand		3.18	0.39	Agree

Cut-off = 2.5

The results presented in the table 6 assess students' perceptions of how various social media platforms contribute to their academic learning and engagement. The analysis reveals that all five items scored above the neutral point of 2.5, indicating general agreement on the positive role of social media in education. The grand mean of 3.18 and a standard deviation of 0.39 further reinforce a consistent trend of favorable responses among the 200 respondents.

WhatsApp recorded the highest mean score ($M = 3.53$, $SD = 0.50$), suggesting that students strongly agree it supports learning by enhancing access to educational materials and promoting group discussions. Instagram followed with a mean of 3.17, highlighting the perceived value of visual resources shared by educators to improve students' learning experience. Facebook ($M = 3.06$, $SD = 0.30$) and TikTok (mentioned in two items with $M = 3.05$ and $M = 3.06$) were also rated positively for their roles in fostering engagement, understanding, and peer connectivity through educational and interactive content.

H₀₁: There is no significant difference on the perceived influence of social media usage students' academic performance in tertiary institutions based on academic level based on sex

Table 7: Independent Samples t-test Showing Gender Differences on the Perceived Influence of Social Media Usage on Students' Academic Performance in Tertiary Institutions

Variable	No Exp.	Mean	SD	Df	t	Sig (2- tailed)	Decision
Female	30	15.70	0.47				
Male	34	16.06	1.30	62	-1.43	0.158	Accepted
Total	64	15.88	0.89				

The data from table 7 compare the mean scores of male and female respondents regarding the use of social media for academic purposes. The mean score for male respondents is 16.06 (SD = 1.30), which is slightly higher than that of female respondents (15.70, SD = 0.47). However, the t-value of -1.43 and a p-value (Sig.) of 0.158 is greater than statistically significant at the 0.05 level. Thus, the null hypothesis which started there is no significant difference on the perceived influence of social media usage students' academic performance in tertiary institutions based on academic level based on sex is accepted, therefore there is no significant difference on the perceived influence of social media usage students' academic performance in tertiary institutions based on academic level based on sex.

H₀₂: There is no significant difference in the perceived influence of social media usage students' academic performance in tertiary institutions based on academic level based on age

Table 8: One-Way ANOVA Summary Showing the Influence of Age on the Perceived Impact of Social Media Usage on Students' Academic Performance in Tertiary Institutions

Variable	No	Mean	SD	Sum of Squares	Df	Mean Square	F	Sig.	Decision
16 – 18	6	15.5	1.52	1.015	2	0.507			
19 – 21	40	15.93	1.02	63.219	61	1.036	0.49	0.615	Accepted
Above 21	18	15.94	0.8						
Total	64	15.79	1.11	64.234	63				

The data from table 8 determines whether there are statistically significant differences in the perceived influence of social media usage on students' academic performance across three age groups: 16–18 years, 19–21 years, and above 21 years. The results showed that there was no significant difference among the age groups ($F(2, 61) = 0.490, p = 0.615$). Since the p-value is greater than 0.05, the null hypothesis is accepted, therefore there is no significant difference in the perceived influence of social media usage students' academic performance in tertiary institutions based on academic level based on age.

H₀₃: There is no significant difference in the perceived influence of social media usage students' academic performance in tertiary institutions based on academic level based on academic level

Table 9: One-Way ANOVA Summary Showing the Influence of Academic Level on the Perceived Impact of Social Media Usage on Students' Academic Performance in Tertiary Institutions

Variable	No	SD	Sum of	Mean	Decision		
	Exp.	Mean	Squares	Df	Mean Square	F	Sig.
100 Level	10	15.90	3.071	3	1.024		
200 Level	19	15.68	61.163	60	1.019		
300 Level	19	15.79	0.85			1.004	0.397
400 Level	16	16.25	1.34				Accepted
Total	64	15.91	64.23	63			

The data from table 9 determines whether students' academic levels (100, 200, 300, and 400 level) significantly influence their perception of social media's effect on academic performance. The results revealed no statistically significant difference among the academic levels, $F(3, 60) = 1.004$, $p = 0.397$. Since the p-value is greater than 0.05, the null hypothesis (H_{03}) is accepted. Therefore, there is no significant difference in the perceived influence of social media usage students' academic performance in tertiary institutions based on academic level based on academic level.

Discussion of finding

The findings indicate that when social media platforms are used intentionally, they serve as effective supplementary tools in academic environments. Students benefit significantly from platforms that enhance communication, provide access to educational content, and foster engagement and motivation. These outcomes support the integration of social media into institutional digital learning strategies to promote student participation and collaborative knowledge construction.

The results also demonstrate that students actively incorporate social media into their academic lives, particularly platforms that encourage interactive learning, peer collaboration, and multimedia engagement. This pattern reflects a positive attitude toward educational technology. It is therefore recommended that educators and institutions leverage these platforms to enhance instruction while also guiding students toward professional tools such as LinkedIn for future career development.

Additionally, the study highlights that the academic value of social media is closely tied to how purposefully it is utilized. Platforms that support collaboration and structured academic communities, such as WhatsApp and Facebook, are perceived more positively. These findings suggest that institutions should develop strategies that encourage intentional and academic-focused use of social media to improve students' study habits and learning outcomes.

The analysis further reveals a shared perception among students regarding the role of social media in improving access to educational resources. The consistency in responses and relatively low standard deviation values indicate that students commonly recognize the educational benefits of these platforms. As such, academic institutions are encouraged to use social media platforms to deliver course materials, promote academic engagement, and strengthen collaborative learning opportunities.

With respect to gender, the findings show no significant difference in how male and female students perceive the influence of social media on their academic performance. Although minor variations in average scores were recorded, they are not statistically meaningful. This suggests that gender does not significantly affect students' engagement with academic content on social media platforms.

Regarding age, the results indicate that students across different age groups—whether younger or older—perceive the influence of social media on academic performance similarly. The lack of a statistically significant difference suggests that age is not a determining factor in the educational use of social media. This supports the development of inclusive digital learning strategies that are effective across age categories.

Finally, the study finds no significant difference in perceptions of social media's academic influence based on academic level. Although 400-level students recorded slightly higher mean scores, the variation across levels was not statistically significant. This implies that academic maturity or progression does not substantially affect how

students benefit from social media in educational contexts, supporting the application of uniform digital engagement strategies across academic levels.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The purpose of this research was designed to investigate the influence of social media on the academic performance of tertiary institution students. Two hundred (200) undergraduate students from the University of Benin were explored. The researcher made effort in investigating the difference on the influence of social media on students' academic performance in tertiary institutions based on academic level; difference on the influence of social media on students' attitude in tertiary institutions base on sex; difference in the influence of social media on students' study habit in tertiary institutions based on age, and; difference in the influence of social media on students' access to educational resources in tertiary institutions based on academic level, all of which have been discussed in details under the review of literature.

The collection of data was carried out through the administration of questionnaire to Two hundred (200) undergraduate students from the University of Benin. The data were interpreted and discussed using mean, standard deviation table. The sampling technique used for the research was the stratified random sampling technique.

The findings based on the research questions revealed the following:

- Students across different academic levels shared a common view that social media platforms like WhatsApp, X, Instagram, and Facebook help improve their learning experiences.
- Both male and female students agreed that platforms such as Facebook, WhatsApp, YouTube, and TikTok help them stay connected and support their learning activities.
- Students of different ages viewed platforms like Facebook, WhatsApp, Instagram, and X as helpful in building good study habits.
- Students at all academic levels believed that social media platforms such as TikTok, Instagram, WhatsApp, and Facebook help them gain access to learning resources.
- The study confirmed that students' academic performance, attitude, study habits, and access to educational materials are influenced by their age, sex, and level of study. These personal characteristics play a part in how students use social media in academic settings and how it affects their learning outcomes.

Conclusion

In conclusion, the study revealed that social media plays an important role in shaping the academic experiences of students in tertiary institutions. The findings showed that platforms like WhatsApp, Facebook, Instagram, X, YouTube, and even TikTok contribute to how students learn, communicate, and stay motivated, though their effectiveness varies based on age, sex, and academic level. Students across all academic levels found these platforms helpful in breaking down complex topics, sharing ideas, and accessing educational content, while real-time communication and visual tools made learning more engaging. Although LinkedIn was less commonly used, platforms that offer instant interaction were widely preferred. The responses showed that while many students shared similar opinions, personal factors still shaped their experiences with each platform. The study made it clear that social media does not influence all students in the same way, as their background characteristics affect how they use and benefit from these tools in their academic journey.

Recommendations

Based on the findings and conclusions of this study, the following recommendations are made:

- Schools and educators should guide students on how to use platforms like WhatsApp, X, Instagram, and Facebook in ways that support their academic goals.
- Educational planners should consider creating digital learning spaces that make use of real-time communication and visual tools, especially through platforms students are already comfortable with, such as YouTube, WhatsApp, and TikTok.
- Institutions should provide awareness programs that show students how to balance social media usage with effective study habits.
- Learning resources should be shared in ways that match students' preferences at each academic level. For example, lower-level students might prefer content shared on Instagram or TikTok, while higher-level students may benefit more from WhatsApp or Facebook group discussions.
- Since age, sex, and level of study affect how students interact with social media for learning, schools should avoid using a one-size-fits-all approach. Instead, they can create flexible strategies that allow students to choose and use platforms that suit their learning needs, while still being monitored and supported for effective academic use.

APPENDIX

FACULTY OF EDUCATION

UNIVERSITY OF BENIN, BENIN CITY

INFLUENCE OF SOCIAL MEDIA ON THE ACADEMIC PERFORMANCE OF TERTIARY INSTITUTION STUDENTS QUESTIONNAIRE

(SMSQ)

Dear Respondent,

This questionnaire is designed for academic purposes. It is structured to find out your perception on the influence of social media on the academic performance of tertiary institution students.

Please respond sincerely to the questions by ticking [\surd] where applicable. Your responses will be treated with a high level of confidentiality. Thank you

Section A: Demographic Data

Instructions: Please tick (\surd) where applicable.

Sex: Female (): Male ()

Age: 16-18years (); 19-21years (); 21years and above ()

Academic Level: 100L (); 200L (); 300L (); 400L ()

Section B: Data on Questionnaire

Indicate the extent to which you agree or disagree with the following statements.

Key: Strongly Agree (SA); Agree (A); Disagree (D); Strongly Disagree (SD).

S/N	SOCIAL MEDIA USAGE AND STUDENTS' ACADEMIC PERFORMANCE	SA	A	D	SD
1.	Time spent on X (formerly Twitter) supports my understanding of complex concepts				
2.	Engaging with Instagram content encourages me to explore topics in my course area.				
3.	Using WhatsApp supports my communication with classmates for study-related discussions.				
4.	The use of Tiktok helps me stay informed on topics related to my studies.				
5.	Facebook usage improves my access to useful study materials.				
	SOCIAL MEDIA USAGE AND STUDENTS' ATTITUDE	SA	A	D	SD
6.	Facebook helps me stay connected with classmates and supports my learning.				
7.	WhatsApp is useful for sharing study materials and group discussions.				
8.	TikTok provides educational content that improves my understanding of subjects.				
9.	YouTube offers helpful videos that make learning easier and more interesting.				

10.	LinkedIn encourages me to explore career opportunities related to my studies.				
	SOCIAL MEDIA USAGE AND STUDENTS' STUDY HABIT	SA	A	D	SD
11.	The use of TikTok strengthens my study efficiency through quick tips and study hacks.				
12.	The use of X enhances my study motivation through exposure to educational communities.				
13.	The use of Facebook improves my access to study resources through group discussions and shared materials.				
14.	The use of Instagram improves my learning focus through creative educational content.				
15.	The use of WhatsApp supports my study habits through easy communication with study groups.				
	SOCIAL MEDIA AND STUDENTS' ACCESS TO EDUCATIONAL RESOURCES				
16.	The use of TikTok improves my understanding of educational topics through the sharing of informative videos.				
17.	The use of Facebook improves my connection with study groups through easy communication tools.				
18.	The use of WhatsApp improves my access to educational materials through group discussions with classmates.				

19.	The use of Instagram improves my learning experience through visual resources shared by educators.				
20.	The use of TikTok improves my engagement with learning topics through interactive content.				

GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	127	63.5	63.5	63.5
	Male	73	36.5	36.5	100.0
	Total	200	100.0	100.0	

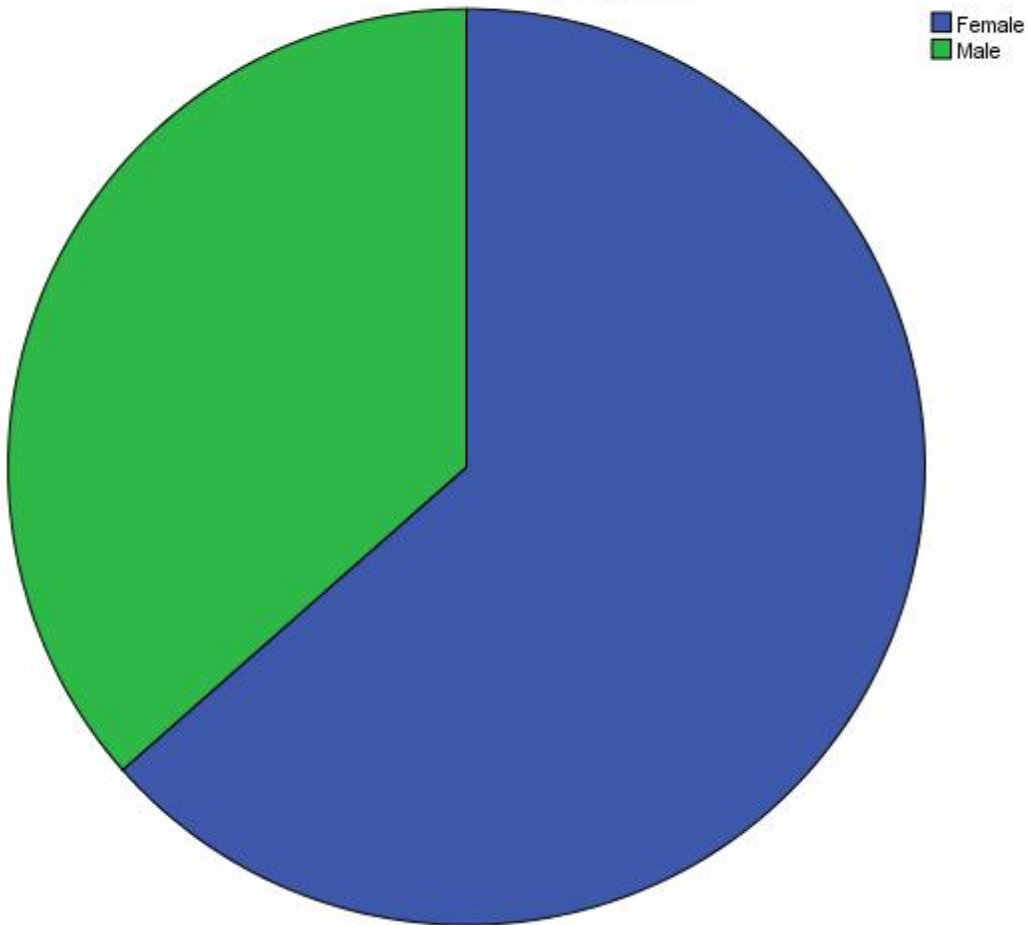
AGE

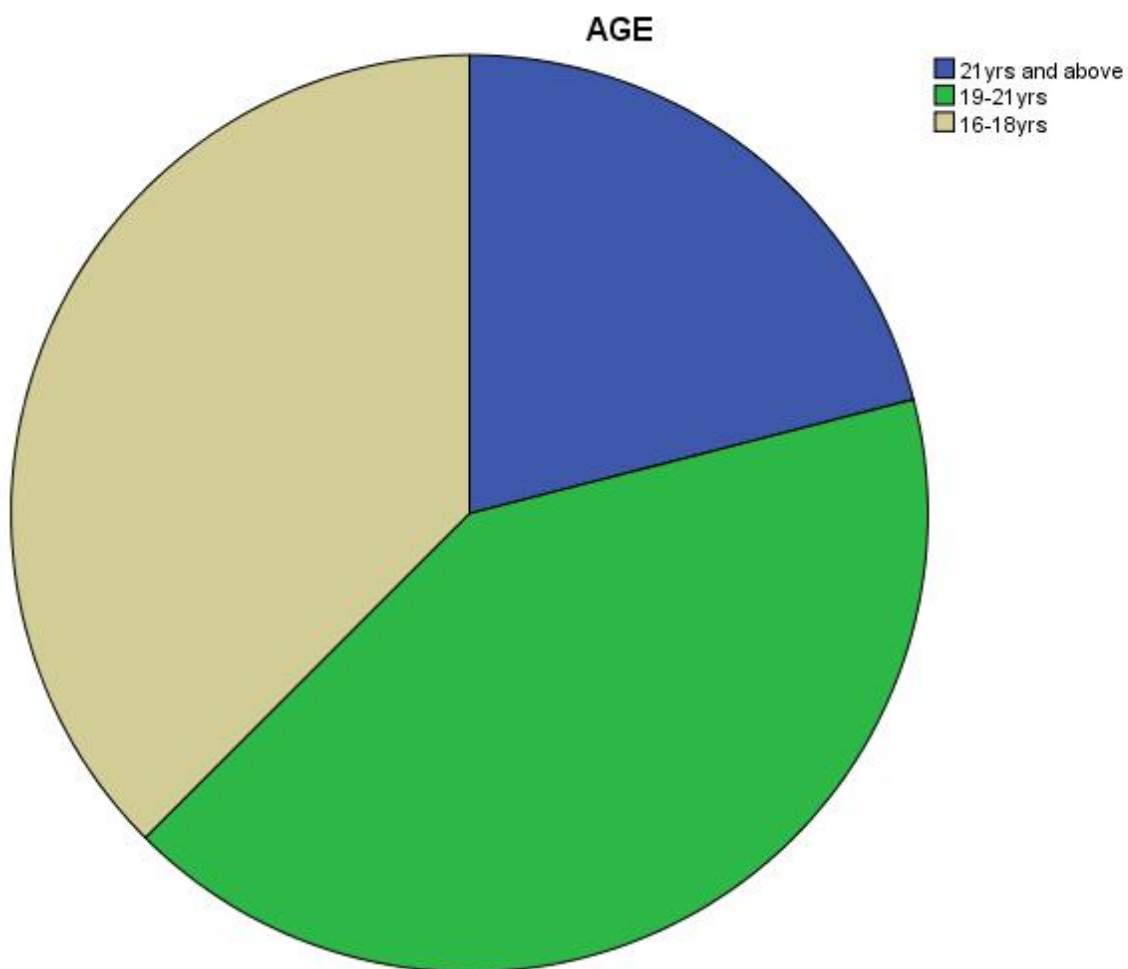
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21yrs and above	42	21.0	21.0	21.0
	19-21yrs	83	41.5	41.5	62.5
	16-18yrs	75	37.5	37.5	100.0
	Total	200	100.0	100.0	

ACADEMIC_LEVEL

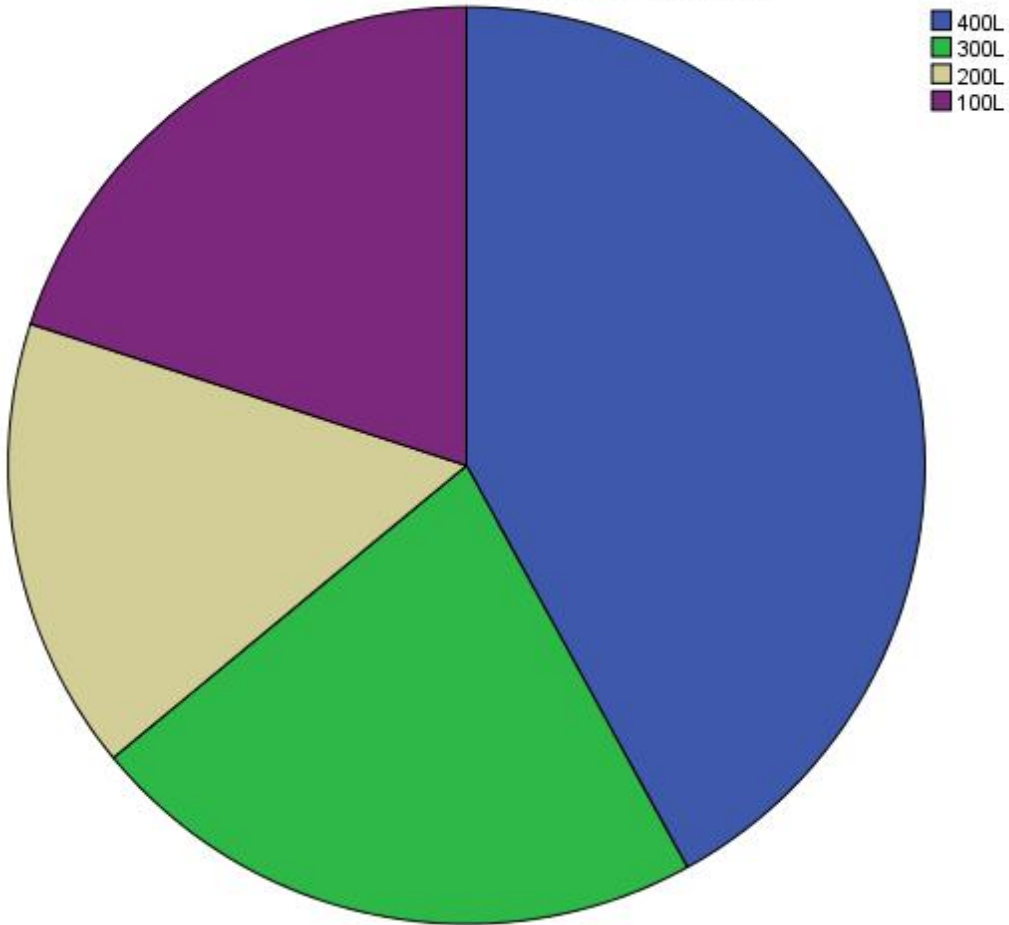
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 400L	84	42.0	42.0	42.0
300L	44	22.0	22.0	64.0
200L	32	16.0	16.0	80.0
100L	40	20.0	20.0	100.0
Total	200	100.0	100.0	

GENDER





ACADEMIC_LEVEL



Descriptive Statistics

	N	Mean	Std. Deviation
Time spent on X (formerly Twitter) supports my understanding of complex concepts	200	3.00	.602
Engaging with Instagram content encourages me to explore topics in my course area.	200	3.44	.498
Using WhatsApp supports my communication with classmates for study- related discussions.	200	3.53	.501
The use of Tiktok helps me stay informed on topics related to my studies.	200	2.86	.653
Facebook usage improves my access to useful study materials.	200	3.06	.674
Facebook helps me stay connected with classmates and supports my learning.	200	2.96	.739
WhatsApp is useful for sharing study materials and group discussions.	200	3.43	.496
TikTok provides educational content that improves my	200	2.96	.667

understanding of subjects.			
YouTube offers helpful videos that make learning easier and more interesting.	200	2.63	.779
LinkedIn encourages me to explore career opportunities related to my studies.	200	2.48	.679
The use of TikTok strengthens my study efficiency through quick tips and study hacks.	200	2.49	.687
The use of X enhances my study motivation through exposure to educational communities.	200	3.11	.525
The use of Facebook improves my access to study resources through group discussions and shared materials.	200	2.95	.611
The use of Instagram improves my learning focus through creative educational content.	200	3.04	.726
The use of WhatsApp supports my study habits through easy communication with study groups.	200	3.07	.622
The use of TikTok	200	3.05	.667

improves my understanding of educational topics through the sharing of informative videos.			
The use of Facebook improves my connection with study groups through easy communication tools.	200	2.80	.687
The use of WhatsApp improves my access to educational materials through group discussions with classmates.	200	2.94	.723
The use of Instagram improves my learning experience through visual resources shared by educators.	200	3.00	.705
The use of TikTok improves my engagement with learning topics through interactive content.	200	3.40	.548
Valid N (listwise)	200		

RELIABILITY

[DataSet2]

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.832	20

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
60.35	32.134	5.669	20

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