

**THE EFFECT OF SOCIAL MEDIA ON STUDENT ACADEMIC
PERFORMANCE AMONG STUDENT OF THE UNIVERSITY OF BENIN**

BY

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SSC2208868

DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

FALCULTY OF SOCIAL SCIENCES

UNIVERSITY OF BENIN

BENIN CITY

JULY, 2026

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**A RESEARCH WORK SUBMITTED TO THE DEPARTMENT OF SOCIOLOGY
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CERTIFICATION

This is to certify that the project work was done by **IROWA JAMES ODION** with the matriculation number **SSC2208868** under the supervision of **DR.ADAMAN NDISIKA** and to also certify that the work done is adequate for partial Fulfilment for the Award of Bachelor of science (B.S) degree in the university of Benin

Dr. M. NDISIKA

DATE

Prof. Greg Igbinomwanhia

DATE

DEDICATION

This project work is dedicated to God Almighty who saw me through my years in school, for without him, I can do nothing. I give him all the thanks and praise.

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ABSTRACT

This study examined the effect of social media on the academic performance of undergraduate students at the University of Benin. The increasing use of social media platforms such as WhatsApp, Facebook, Instagram, TikTok, and X has significantly influenced students' academic and social lives, creating both opportunities for learning and challenges related to distraction and excessive usage. The study sought to determine the purposes for which students use social media, examine its relationship with academic performance, identify any gender differences in usage, and explore ways of reducing social media addiction among students. A descriptive survey research design was adopted for the study. Data were collected through the use of structured questionnaires administered to 100 undergraduate students selected through simple random sampling. The data were analyzed using descriptive statistics, including frequencies and percentages. The findings revealed that WhatsApp is the most frequently used social media platform among students. It was also found that while some students use social media for academic purposes, the majority use it mainly for entertainment and communication. The study also demonstrated the detrimental effects of excessive social media use on students' focus, study habits, and general academic achievement. However, social media can improve students' academic performance when utilized sensibly for learning, knowledge sharing, and academic cooperation. According to the study's findings, students' academic performance can be impacted by social media in both positive and negative ways, depending on their usage habits and goals. As a result, it advised students to prioritize their academic work, use social media more for learning, and manage their time well. To encourage improved academic results, universities can also host awareness campaigns about safe social media use.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Social media platforms have emerged and are widely used as a result of the fast development of information and communication technology (ICT), which has revolutionized human contact worldwide (Kaplan and Haenlein, 2010). Social media has become an essential element of daily life all around the world, particularly for youth and college students (Samarasinghe & Chandrasiri, 2019). According to recent estimates, billions of people regularly use social media platforms globally, and students make up a sizable fraction of this population, spending several hours a day on these platforms (Essien, 2025).

Due to easier access to smartphones and reasonably priced internet connections, university students' use of social media has dramatically expanded in developing nations, especially Nigeria (Ahmad, 2019; Statista, 2024). These platforms offer chances for academic cooperation and information sharing, but they also come with drawbacks including addiction, lecture distraction, and diminished concentration on academic tasks (Godwin, 2024; Junco, 2019).

Social media has revolutionized global communication, interaction, and information access during the past 20 years (Manuel Castells, 2010). Social media platforms have become essential to daily life due to the quick development of digital technologies, particularly among youth and college students (Pew Research Center, 2021). According to Andreas Kaplan and Michael Haenlein (2010), social media platforms like WhatsApp, Facebook, Instagram, TikTok, Telegram, Snapchat, and X (previously Twitter) have emerged as the primary means of

communication. These platforms allow users to communicate messages, photos, videos, and academic materials with surprising speed and ease.

Among the settings most affected by digital communication technology are universities. Social media gives students a platform for self-expression, academic collaboration, entertainment, social engagement, and knowledge access (Barry Wellman, 2001). Social media is a helpful tool for group projects, classroom discussions, and accessing educational content because of how simple it is to communicate and share information (Neil Selwyn, 2012). Additionally, a lot of instructors and departments use apps like Telegram and WhatsApp to distribute course materials, publicize classes, and encourage student participation (Akomolafe & Ogunlade, 2022). In this sense, social media has developed into a significant academic support system in contemporary higher education (UNESCO, 2020).

Despite these educational advantages, there are serious worries about students' excessive and improper usage of social media (Olowu & Seri, 2020). A common phenomenon known as "digital distraction," which has been connected to inferior academic achievement, less retention of information, and decreased productivity, is the intense engagement of many students in non-academic online activities (Junco, 2019). Additionally, students' capacity to efficiently manage their time and stay focused on their academic obligations may be hampered by this overindulgence (Kirschner & Karpinski, 2010). Some researchers contend that social media can have a positive impact on students' academic performance when utilized appropriately for learning, cooperation, and information sharing, hence not all data highlight negative consequences (Adebayo & Omotosho, 2022).

In this regard, social media use at the University of Benin has grown intricately linked to students' social and academic lives (Akomolafe & Ogunlade, 2022). Platforms like WhatsApp are used by numerous departments, faculties, and student unions to plan class activities and share crucial information (UNESCO, 2020). These platforms are often used to communicate academic information, such as lecture slides, assignment rules, and exam updates, making learning more flexible and accessible, particularly in big classrooms where in-person interaction may be limited (Adebayo & Omotosho, 2022).

Furthermore, social media content's inherent qualities greatly increase its capacity to be distracting. In contrast to traditional media, social media platforms offer a never-ending supply of tailored content, including viral challenges, videos, memes, and current topics, all of which are intended to draw in and hold users' attention (Kaplan & Haenlein, 2019). Because of this, children could have trouble disengaging, which could result in excessive and occasionally addictive usage behaviors (Olowu & Seri, 2020). This type of interaction, which is frequently referred to as "digital distraction," has been linked to shorter study sessions, poorer academic performance, and lower productivity (Junco, 2019). Social media use has significant effects on students' mental health and general way of life in addition to being a distraction. Stress, exhaustion, and sleep problems are frequently associated with excessive use, particularly when students use the internet late at night (Mingle & Adams, 2015). Reduced memory recall and poorer academic performance have been linked to poor sleep quality (Junco, 2019). Further highlighting the detrimental effects of excessive use, studies have revealed that kids who spend a lot of time on social media typically have worse levels of focus and academic achievement (Olowu & Seri, 2020).

1.2 Statement of the problem

In Nigerian institutions, social media has become an essential component of students' everyday lives. Social media sites including Facebook, Instagram, TikTok, WhatsApp, and X (Twitter) are widely utilized for both academic and non-academic purposes at the University of Benin. Although these platforms provide learning and communication opportunities, there is mounting evidence that excessive and uncontrolled use may have a detrimental impact on students' academic achievement. Olowu and Seri (2020) report that Nigerian university students spend a large amount of time on social networking sites and frequently prioritize online interactions over academic tasks. This raises concerns about digital distraction and its effect on academic achievement (S. A. Ahmad, 2019; Junco, 2012; Kirschner & Karpinski, 2010).

While social media facilitates group discussions, improves communication between students and lecturers, and allows for quick access to lecture materials, many students use these platforms primarily for entertainment, chatting, and following online trends (Akomolafe & Ogunlade, 2022). According to studies, this non-academic usage style is linked to shorter study sessions, poor focus, and worse grades (Adewale & Ogundele, 2021). This issue is made worse by the addictive qualities of social media apps, particularly those with short-video content like Instagram Reels and TikTok, which promote extended use and disrupt academic schedules (Kaplan & Haenlein, 2019).

Research from throughout the world shows that using social media frequently is linked to digital multitasking, which impairs students' capacity to concentrate during lectures and during studying (Junco, 2019). Nigerian students in the area report having trouble controlling their screen usage, which results in sleep deprivation and decreased academic efficiency (Mingle & Adams, 2015).

These results imply that the hazards to academic performance linked to social media use are not hypothetical but rather represent actual patterns of behavior seen in college students.

Even with the increasing amount of literature, there is still a significant lack of studies that concentrate on the University of Benin in particular. UNIBEN is different from other universities in terms of student life, academic pressure, technology access, and campus culture. It is unclear whether social media serves more as a tool for academic development or as a significant source of distraction in this university setting because previous research has not sufficiently captured how these particular contextual elements impact students' social media behavior. Lecturers, counselors, and administrators find it challenging to create tactics that effectively guide students on ethical social media use due to the absence of localized evidence.

1.3 Research Questions

This study will be further investigated using the following research question:

1. Why do students utilize social media?
2. How much does students' use of social media impact their academic achievement?
- 3 Do students at the University of Benin use social media differently depending on their gender?
4. How can the issue of social media addiction among University of Benin students be addressed?

1.4 Objectives of the Study

The study's primary goal is to determine how social media affects University of Benin students' academic achievement. In particular, the goals are to:

1. Determine the reason behind students' use of social media
2. To describe how students' use of social media and their academic achievement are related.
3. to ascertain whether University of Benin students use social media differently depending on their gender.
4. To investigate strategies for reducing the issue of social media addiction among University of Benin students

1.6 Significance of the Study

Lecturers, students, parents, educational administrators, and researchers are anticipated to benefit from the results of this study on the impact of social media on University of Benin students' academic performance. The study will assist instructors in comprehending how students' use of social media affects their academic performance, allowing them to counsel and educate students on the proper use of social media for learning. Additionally, it will raise students' knowledge of the necessity of striking a balance between social media use and academic obligations in order to enhance their performance. The study will assist parents control and regulate their children's use of social media at home by giving them insight into how it impacts their kids. Researchers will find it helpful as a reference for additional research in this field, and school administrators and legislators may utilize the results to create methods and regulations that encourage responsible social media use in academic settings.

1.7 Scope of the study

The purpose of this study is to investigate how social media affects University of Benin students' academic performance. It focuses on how students' academic activities, study habits, and general academic results are affected by their use of social media sites including Facebook, Instagram, TikTok, and WhatsApp. The study is restricted to full-time undergraduate students at the University of Benin, namely those enrolled in the Department of Sociology and Anthropology/Psychology within the Faculty of Social Sciences.

1.8 Definition of Terms

Social media refers to online platforms and applications that let users produce, share, and exchange messages, photographs, videos, ideas, and information. Facebook, Instagram, TikTok, and WhatsApp are a few examples.

A change, result, consequence, or outcome that results from a certain action, event, or cause is called an effect.

Academic performance is the degree to which a student succeeds in learning activities; it is typically determined by grades, test scores, assignments, and exam results.

Students are those who are officially enrolled in a school with the intention of learning and gaining credentials, skills, and knowledge.

The study is being conducted at the University of Benin, a federal tertiary institution in Benin City, Edo State, Nigeria.

Use of Social Media: This describes how often, why, and how students use social media sites for academic purposes, communication, amusement, and information exchange.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Examining earlier research, theories, and academic publications pertaining to a specific research topic is known as a literature review. It aids in determining current understanding, research gaps, and the connections between various study-relevant variables. The idea of social media and how its use affects students' academic performance at higher education institutions like the University of Benin in Benin City are the main topics of this study's literature review.

2.1 Concept of Social Media

Social media is a relatively recent phenomena that has piqued the curiosity of many different academics and fields. Additionally, social media research has been advancing quickly. Several academics have used the "color of the lens of their microscope" to characterize social media. For instance, Kaplan and Haenlein (2010) define social media as a collection of Internet-based programs that enable the production and sharing of user-generated content and build upon the technological and ideological underpinnings of Web 2.0. This concept emphasizes the interactive character of social media, where users are content producers and distributors in addition to information consumers.

In a similar vein, Danah Boyd and Nicole Ellison defined social media sites as web-based services that enable users to create public or semi-public profiles inside a bounded system, list other users they are connected to, and browse and view their list of connections (Boyd & Ellison,

2007). The networking and relationship-building features of social media platforms are highlighted in this definition.

Because social media platforms offer quick and easy means to communicate and acquire information, they have grown especially popular among students. Twitter, Facebook, Instagram, TikTok, and WhatsApp are all frequently utilized platforms. Students can communicate with their friends, exchange academic papers, talk about assignments, and access a variety of study-related information sources via these sites.

Clay Shirky claims that social media has altered communication patterns by making it easier for people to work together and exchange knowledge (Shirky, 2008). Students can join in online learning communities, participate in academic conversations, and access educational resources outside of the classroom thanks to social media's collaborative character.

Despite social media's many advantages, academics have expressed worries about its possible detrimental effects on students' academic pursuits. According to Aryn C. Karpinski, students who use social networking sites excessively may perform worse academically since they spend less time studying and finishing assignments (Karpinski & Duberstein, 2009). In a similar vein, Larry Rosen contended that regular use of social media can divert students from their academic work and have a detrimental effect on their ability to focus and manage their time (Rosen, 2012).

Undergraduate students at universities like the University of Benin in Benin City now utilize social media extensively. Many students use these platforms to get academic content and to communicate with friends, classmates, and instructors. Social media can be a helpful tool for

learning and teamwork, but excessive or unchecked use can also lead to distractions that could harm students' academic performance.

Therefore, analyzing social media's impact on academic achievement requires a grasp of the idea and how students utilize it. This offers a basis for examining the connection between students' use of social media and their academic performance in higher education.

2.1.1 Concept of Academic Performance

Because it represents the degree of information, abilities, and competencies that students have acquired throughout their academic instruction, academic performance is a crucial topic in educational research. It is frequently used in higher education to assess both the academic accomplishment of students and the efficiency of teaching and learning procedures. Students' ability to comprehend, apply, and display the knowledge they learn in their academic programs is indicated by their academic achievement.

Annie Ward, Howard W. Stoker, and Mildred Murray-Ward define academic success as the degree to which students have met their learning objectives through quantifiable learning outcomes including tests, assignments, and exams (Ward, Stoker & Murray-Ward, 1996). According to this definition, academic performance is a measure of how well pupils do in their academic pursuits in a formal educational setting.

In a similar vein, academic performance is defined by Alberto Cabrera and Steven M. La Nasa as the extent to which students effectively finish their assignments and satisfy the academic requirements established by their educational establishments (Cabrera & La Nasa, 2000).

According to this viewpoint, students' capacity to successfully interact with academic materials, finish assignments, and do well on tests is reflected in their academic achievement.

Academic achievement is often evaluated using several academic assessment methods in the majority of universities, including the University of Benin in Benin City. Continuous tests, assignments, projects, presentations, and final exams are some of these evaluations. Grades or Grade Point Average (GPA), which are indications of students' academic achievement throughout a specific study term, are commonly used to record the results of these evaluations.

Numerous factors, including institutional, environmental, and personal ones, might affect academic success. According to John Hattie, a number of factors, including the quality of instruction, the learning environment, student involvement, and the availability of educational resources, have a significant impact on students' academic attainment (Hattie, 2009). Students are more likely to obtain better academic results when they participate actively in learning activities and receive the right academic support.

Moreover, academic performance has been found to be significantly influenced by motivation and self-regulated learning. According to Barry J. Zimmerman, students who have strong self-regulation abilities—such as organizing, tracking, and assessing their learning processes—generally outperform their peers in the classroom (Zimmerman, 2002). Therefore, discipline, time management, and effective study habits are crucial for raising pupils' academic achievement.

Students' academic progress is also significantly influenced by institutional variables. According to Philip G. Altbach, university academic support systems, teaching facilities, and educational infrastructure all have a big impact on students' academic success (Altbach, 2011). Students

typically achieve superior academic results at universities that offer comfortable learning settings, well-stocked libraries, and sufficient technology tools.

2.1.2 History of Social Media

The development of digital communication technology is intimately linked to the history of social media, which reflects how societies have embraced online platforms for communication, information sharing, and cooperative learning. According to Kaplan and Haenlein (2010), social media, which is defined as web-based platforms and applications that allow users to create, share, and interact with material, has developed into a potent instrument for professional engagement, education, and research in addition to social contact. Social media's roots can be seen in the early digital communication systems of the 1970s and 1980s, including Bulletin Board Systems (BBS) and Usenet, which were introduced in 1979 and allowed users to communicate remotely, post messages, and share information (Boyd & Ellison, 2007). These early text-based platforms catered to a specialized group of tech-savvy users and laid the groundwork for later internet networking. Early social networking sites started to appear in the 1990s due to the growth of web technologies like HTML and the increasing use of personal computers. According to Kaplan and Haenlein (2010), platforms like GeoCities, which debuted in 1994, and TheGlobe.com, which debuted in 1995, enabled users to create personal web pages and connect with others through communities and common interests. Despite having fewer features than contemporary social media, these platforms were an important step toward community development and interactive online communication.

With the development of websites like Friendster (2002), LinkedIn (2003), and MySpace (2003), the early 2000s saw the emergence of contemporary social networking. Compared to earlier

platforms, these sites enabled users to create digital identities, connect with peers, share content, and engage in more structured interactions (Kietzmann et al., 2011). This period laid the groundwork for social media's widespread use by the mid-2000s by introducing the idea of online social networks as venues for content exchange, relationship development, and personal branding.

With the introduction of globally revolutionary platforms like Facebook (2004), YouTube (2005), and Twitter (2006), social media saw a notable surge starting in 2005. In addition to social contact, these platforms allowed users to share multimedia content, get real-time information, and take part in international discussions (Boyd & Ellison, 2007). These platforms' widespread use allowed social media to go beyond early adopters to the wider population, incorporating online communication into day-to-day activities. Social media became a crucial part of both personal and professional communication at this time.

With the advent of platforms like Instagram (2010), Snapchat (2011), TikTok (2016), and WhatsApp (2009), social media has grown in scope and capability during the past ten years. These platforms prioritize short-form content, instant messaging, and multimedia sharing, which reflects changes in user behavior toward more participatory and visual forms of communication (Al-Rahmi & Othman, 2013). These platforms have developed into crucial learning tools in higher education, allowing students to participate in discussion groups, work together on academic projects, and access online learning materials. According to studies, students' involvement, knowledge sharing, and general academic performance can all be improved when they use social media responsibly for learning (Haji, 2025; Mohammed et al., 2024).

The development of social media shows how text-based forums that were mostly used for social networking have given way to intricate, multimedia-rich platforms that combine social, professional, and educational features. Social media was mostly used for social and recreational purposes at first, but contemporary platforms increasingly facilitate digital collaboration, research publication, and educational interaction. Social media is currently a technique used by instructors and students at universities like the University of Benin to share academic resources, exchange expertise, and create cooperative learning communities. This development emphasizes social media's dual nature: while it provides significant educational opportunities, there are drawbacks including possible distractions and abuse (Selwyn, 2022).

2.2 Problem of Social Media

Recently, social media usage's many issues have drawn a lot of attention from throughout the world (Buhari & Ashara, 2014). Many students are still able to connect during lecture hours as they like, despite the fact that many schools have established stringent policies that prohibit the use of handheld devices during class activities or that restrict specific social media applications (Subrahmanyam & Greenfield, 2008). Moralists like Onah and Nche (2014) claim that although social media has increased or intensified the degree of immorality among the nation's youth, new immoral behaviors have emerged as a result of the harmful influences present on these social media platforms. They claim that the following moral dilemmas have emerged as a result of social media abuse and obsession: Sexual promiscuity, cybercrimes, indecent clothing, sexual harassment, impatience, quick syndrome, and a loss of respect for human life and neighborliness. Concerns on the issues with social media have also been voiced by other academics. They are incensed that social media has distracted students during class (Al-Sharqi, Hashim & Kutbi, 2015), encouraged terror (Buhari & Ashara, 2014; Bloem et al., 2013), made them less

gregarious, and made them mentally dull (Al-Sharqi, Hashim & Kutbi, 2015; Bloem et al., 2013). According to Bloem et al. (2013), social media has caused attention and information gaps that tend to obscure the positive benefits that were so much needed. Information overload is a result of them. Students' productivity and capacity for innovation are being undermined by the lack of focus and flow caused by information (Bloem et al., 2013). If we do not exercise caution, social media will automatically obscure all genuine serendipity based on the information in our profiles. This will also eliminate a significant source of creativity and invention, leading to an increase in cocooning and tunnel vision (Bloem et al., 2013).

2.2.1 Types of Social Media

1. Depending on their purposes and the kinds of user engagement they permit, social media platforms come in a variety of shapes. People may interact, exchange information, produce content, and take part in online communities thanks to these platforms. Social media, according to Andreas Kaplan and Michael Haenlein, are web-based programs that facilitate the production and sharing of user-generated content (Kaplan & Haenlein, 2010). The following are some of the main categories of social media:
2. 1. Social media platforms
3. Social networking sites are websites that let users make their own accounts, establish connections with other users, and communicate via postings, images, videos, and messages. These platforms are intended to support people in establishing and sustaining connections with friends, family, and coworkers. Facebook and Instagram are two examples. Danah Boyd and Nicole Ellison claim that social networking sites enable

people to set up profiles and relationships within an online community where they may communicate and exchange information (Boyd & Ellison, 2007).

4. Instant Messaging Apps

Instant messaging solutions allow users to share multimedia, make video calls, send text messages, and take voice notes. Real-time communication between people or groups is supported by these platforms. Instant chat apps are frequently used by college students to discuss academic topics, exchange lecture notes, and plan group projects. WhatsApp is a typical example. According to research, instant messaging services improve student collaboration and communication in educational settings (Junco, 2015).

5. Platforms for Sharing Media

Social media sites that enable users to upload, share, and view multimedia content, including images, videos, and audio files, are known as media sharing platforms. These platforms foster user creativity and visual communication. TikTok and YouTube are two examples. Clay Shirky claims that media sharing platforms encourage online users to participate and create content together (Shirky, 2008).

4. Microblogging Websites

Users can communicate brief messages, updates, thoughts, and information with a large audience by using microblogging platforms. These platforms are frequently used for rapid contact,

dialogue, and information sharing. Twitter is a well-known example. Users can stay up to date on current issues and trends while interacting through brief postings and comments on these platforms.

5. Platforms for Collaborative Knowledge

Collaborative knowledge platforms facilitate the creation, editing, and sharing of information among users. These platforms facilitate users' sharing of information and the creation of collective knowledge. Wikipedia is one example, where individuals can add and modify content on a variety of subjects. Collaborative platforms, according to Axel Bruns, promote involvement and the production of shared knowledge within online communities (Bruns, 2008).

6. Online Communities and Discussion Boards

Users can engage in discussions, pose questions, and exchange thoughts on certain subjects of interest in discussion forums. These forums facilitate communication between people who have similar interests or academic objectives. Reddit is a well-known example, where users engage in topic-based conversations and share knowledge with one another.

2.3 Examples of social media

Social media platforms are online resources that let people engage in virtual communities while producing, sharing, and exchanging content. These venues are important for networking, education, communication, and information sharing. Andreas Kaplan and Michael Haenlein define social media as internet-based programs that let users create and share material for social, professional, and educational goals (Kaplan & Haenlein, 2010). Social media can be an effective

tool for university students to engage socially and academically. Among the often utilized platforms are:

1. Facebook

Facebook is a social networking service that lets users make profiles, add friends, publish updates, share images and videos, and take part in online communities or groups. Students can share lecture notes or assignments, follow instructional pages, and join academic groups. Facebook also enables live streaming and video calls, which can facilitate online conversations or virtual study sessions. According to research, Facebook is frequently helpful for cooperation, resource sharing, and keeping up with university events for students who use it for academic purposes (Boyd & Ellison, 2007).

2. WhatsApp

Users of the instant messaging app WhatsApp can exchange text messages, voice chats, pictures, videos, and documents right away. Additionally, it facilitates group chats, which let students organize study groups for debates, project management, and content sharing. WhatsApp is widely used by students to organize academic activities, connect with peers or professors, and clarify lecture material. According to studies, when used properly, WhatsApp can boost student collaboration and the educational process as a whole (Junco, 2015).

3. Instagram

Instagram is largely a visual platform where users may post stories, videos, and images. Instagram is frequently used for social interaction and pleasure, but many students also use it for learning. Educational accounts, for example, share highlights of important subjects, study aids, academic advice, and motivational content. Additionally, Instagram offers tools like IGTV and live streaming that can be used for online seminars or classes. Instagram is a useful tool for visual learners since research has demonstrated that visual content can improve learning and knowledge retention (Shirky, 2008).

4. TikTok

On the video-sharing website TikTok, users may make brief videos that last anywhere from 15 seconds to several minutes. Students use it extensively for amusement, but it has also evolved into a platform for instructional content. Tutorials, instructional films, study advice, and mini-lectures on academic subjects are posted by educators and students. This platform encourages microlearning, a method of instruction where information is presented in brief, targeted chunks that may be useful for engagement and retention. According to studies, using TikTok for education improves student attention when the content is brief and engaging (Mohamud et al., 2024).

5. Twitter

Twitter is a microblogging site where users can post brief updates, thoughts, and messages known as "tweets." It is a crucial tool for conversations, news updates, and the exchange of information in real time. Students use Twitter to stay up to date on academic conversations, news related to their field of study, and educational institutions or organizations. Students' knowledge

and academic performance can be improved by using the platform to network with peers, specialists, and academics throughout the world (Kaplan & Haenlein, 2010).

6. YouTube

Users can upload, watch, and share videos on YouTube. Because it offers a plethora of tutorials, lectures, films, and educational information, it is frequently utilized for educational reasons. YouTube allows students to view demonstrations, access a variety of viewpoints on academic subjects, and enhance their classroom education. According to research, when used in conjunction with conventional teaching techniques, YouTube video-based learning can enhance comprehension, practical skills, and student engagement (Shirky, 2008).

7. Telegram Telegram is an instant messaging and content-sharing network that offers channels for information broadcasting, file sharing, and huge group discussions. Telegram groups are widely used by students to plan assignments, discuss lectures, exchange study materials, and take part in scholarly conversations. It is especially helpful for group academic projects because of its ability to manage big files and communities (Jamil et al., 2020).

8. Reddit Reddit is an online discussion platform where users may engage in "subreddits," or topic-based groups. Students use Reddit to ask questions, discuss academic subjects, get information, and share ideas with people across the world. For students in higher education, subreddits pertaining to particular courses, research subjects, or study materials offer invaluable academic support. According to studies, Reddit and related communities promote students' critical thinking, peer learning, and knowledge sharing (Nkolimwa, 2024).

2.3.1 Uses of social media

Kaplan and Haenlein (2010) claim that social media gives students a chance to obtain knowledge, work together with classmates, and interact creatively with educational materials. The following are the main ways that college students utilize social media:

1. Group projects and academic cooperation

Academic collaboration is frequently facilitated via social media platforms such as Facebook groups, Telegram, and WhatsApp. To debate lecture topics, work through issues, and get ready for tests, students can create online study groups. These platforms make it possible for members to communicate instantly, exchange ideas, get answers to questions, and effectively distribute educational resources. According to research, this kind of cooperation enhances students' comprehension of difficult subjects, engagement, and general academic achievement (Junco, 2015; Jamil et al., 2020).

2. Educational Content Access

Students can access lectures, tutorials, and instructional films on websites like YouTube and TikTok. Outside of the classroom, students can observe demonstrations, follow detailed instructions, and pick up new ideas. Both visual and auditory learners benefit greatly from this kind of content. Research shows that having access to such content improves knowledge application, retention, and comprehension (Shirky, 2008; Mohamud et al., 2024).

3. Communication and Information Exchange

Social media sites are essential for exchanging knowledge and interacting with classmates, instructors, and academic institutions. For instance, news regarding exam updates, assignment due dates, and class schedules can be promptly posted via social media sites like Facebook and WhatsApp. Students who actively use social media for communication are more knowledgeable and well-organized in the classroom, claims Nkolimwa (2024).

4 Professional Development and Networking

Students have access to professional networking opportunities through platforms like LinkedIn. Students' job chances are improved as they are exposed to professional information through connections with specialists, academics, and industry people. Participating in these networks gives students access to chances for collaborative research, internships, and mentorship (Kaplan & Haenlein, 2010).

5. Cooperation in Education and Information Exchange

Students can contribute to the creation of collective knowledge through collaborative platforms such as Wikipedia. Students can edit articles, exchange knowledge with a worldwide audience, and participate to content production. Such involvement promotes critical thinking, research abilities, and active participation in learning processes, claims Bruns (2008).

6. Amusement and Reduction of Stress

Social media can be used for academic purposes, but it can also be used for fun and stress release. Students can unwind and take vacations from the demands of their studies by using platforms like TikTok and Instagram, which offer brief films, memes, and interactive material. increased

mental health has been associated with moderate use of digital platforms for enjoyment, which in turn supports increased academic achievement (Mohamud et al., 2024).

7Investigating and Finding Academic Resources

Additionally, students use social media to find academic resources such as journals, online seminars, and research papers. Students can follow professionals, colleges, and educational institutions on platforms including Twitter, academic Facebook groups, and Telegram channels. This makes it possible for them to obtain current data and research findings pertinent to their academic disciplines (Junco, 2015).

2.3.2 Academic Performance

According to Simpson and Weiner (1989), performance is the observable or quantifiable behavior of an individual or animal in a specific setting, typically an experimental setting. Accordingly, performance quantifies the aspect of behavior that is observable throughout a given time frame (Yusuf, n.d.). A performance test is used to assess performance.

According to Singer (1981), a performance test is a kind of mental exam where the candidate is requested to do an action rather than speak. One kind of test that sheds light on the capacity to deal with objects rather than symbols is a performance exam (Drever, 1981).

Higher education institutions like the University of Benin typically use the Grade Point Average (GPA) system, end-of-term exams, project reports, and continuous assessment scores to measure academic success. The GPA provides a cumulative measure of academic accomplishment over time by combining scores from many courses (Mohammed et al., 2023).

Components of Academic Performance

Academic performance is multifaceted and made up of a number of interconnected elements:

1. **Cognitive Component:** This refers to pupils' mental capacities, including understanding, memory, reasoning, and problem-solving ability. Cognitive capacity is crucial for academic performance in disciplines like mathematics, physics, and social sciences (Alghamdi, 2021).
2. **Behavioral Component:** Observable actions like attending class, turning in assignments, participating in group discussions, and being on time are all reflected in academic success (Kpolovie et al., 2014).
3. **Affective Component:** Performance is influenced by motivational and emotional factors. Students' academic performance is improved by high motivation, self-efficacy, and a good attitude toward learning (Dennis et al., 2005).

Importance of Academic Performance

Academic attainment and institutional efficacy are measured by academic performance. It assists educators and legislators in assessing curriculum design, instructional strategies, and learning environments. While poor academic performance can result in academic probation or dropout, good academic performance is associated with improved career prospects, increased employability, and social mobility (Owan, 2012; Zhang et al., 2023).

Additionally, research looking at elements that affect student success, like the influence of social media, learning methodologies, socioeconomic status, or teacher quality, frequently utilize academic performance as an indicator (Mohammed et al., 2024; Haji, 2025).

Determinants of Academic Performance

- i. Individual, societal, institutional, and technical factors all have an impact on academic success. Students' learning outcomes and general success in higher education are greatly influenced by each of these factors (Mohammed et al., 2023; Dennis et al., 2005; Zhang et al., 2023).
- ii. 1. Personal Factors
- iii. The personal qualities and traits of pupils that have a direct impact on their academic performance are referred to as individual factors. Intelligence, learning preferences, drive, self-control, and study habits are important personal characteristics.
- iv. i. Intelligence: Students' ability to understand and apply knowledge is directly impacted by their intellectual capability, which includes reasoning, memory, and problem-solving skills. According to Mohammed et al. (2023), students with higher cognitive talents are more likely to comprehend difficult concepts, retain information longer, and perform better academically.
- v. ii. Learning Styles: Students have different learning styles, such as kinesthetic, auditory, or visual. Comprehension and retention are improved when study techniques are matched to learning preferences. For instance, lectures and conversations are more beneficial to an aural learner, whereas diagrams and films are more beneficial to a visual learner. Academic achievement can be greatly enhanced by this alignment.
- vi. iii. Motivation: Academic success depends on both intrinsic and external motivation. While extrinsic motivation—such as grades, scholarships, or recognition—drives performance outcomes, intrinsic motivation—where students have a passionate desire to learn—encourages active involvement and persistence (Mohammed et al., 2023).

- vii. Self-Regulation: This refers to students' ability to manage time, set goals, monitor progress, and control distractions. Self-regulated learners are more disciplined, complete assignments on time, and prepare systematically for examinations, which positively affects academic outcomes.
- viii. Study Techniques: Good study techniques, such as routinely going over the content, taking notes, summarizing, and taking mock exams, strengthen learning and enhance retention. Lower academic accomplishment is frequently linked to poor study habits, such as cramming or passive reading.

2. Social Aspects

Social elements include the outside influences on students' academic experiences that come from their peers, family, and cultural surroundings. Social support networks have a major impact on students' motivation, self-assurance, and general academic achievement, according to Dennis et al. (2005).

- i. Peer Influence: Academic behavior can be positively or negatively impacted by peers. Academic results are enhanced by cooperative study groups and encouraging peers. Negative peer pressure, on the other hand, might divert pupils from their schoolwork.
- ii. Family Support: Students' academic dedication and performance are improved by parental participation, encouragement, and the availability of educational materials. A stable family setting lowers stress and promotes academic focus by offering emotional and financial support.
- iii. Socio-Economic Status (SES): SES has an impact on learning environments, high-quality study materials, and educational resources. Higher SES students frequently have better access to

extracurricular learning activities, digital resources, and individual tutoring, among other academic enrichment possibilities.

iv. Cultural Values: Students' attitudes toward learning are influenced by cultural expectations about education. Students are motivated to do better academically in societies that place a high value on academic achievement and place a strong emphasis on responsibility and discipline.

3. Institutional Factors

The structural and organizational features of educational institutions that have an impact on learning outcomes are referred to as institutional factors (Zhang et al., 2023).

I. Teaching Quality: One of the main factors influencing academic achievement is how well teachers present material, explain ideas, and inspire their pupils. Understanding and retention are improved by interactive teaching strategies and prompt feedback.

II. Resource Availability: Students can participate in independent study, research, and the practical application of knowledge by having access to libraries, labs, and digital resources. A favorable learning environment is offered by establishments with enough resources.

III. Infrastructure: Students' capacity to concentrate and participate in educational activities is impacted by the physical infrastructure of lecture halls, classrooms, and study areas. An environment that is conducive to academic study and discipline is fostered by proper infrastructure.

IV. Administrative Support: Students can overcome academic obstacles and go through programs smoothly with the aid of institutional regulations, academic counseling, and helpful

administrative procedures. Effective administration improves student achievement and satisfaction.

4. Technological Aspects

Technology plays an increasingly important role in deciding academic results in today's educational environment. Students now study and interact with material in a completely different way thanks to social media, digital platforms, and online learning resources (Selwyn, 2022; Mohammed et al., 2024).

i. Access to Digital Platforms: Students have flexible access to study materials through learning management systems (LMS), online databases, and educational apps, allowing for self-paced learning and revision.

ii. Using Social Media for Education: Discussion forums, resource sharing, and online peer cooperation are made possible by platforms like Telegram, YouTube, and WhatsApp. These platforms improve academic subject comprehension and engagement when used appropriately.

iii. Research Databases: Students can access scholarly articles and publications through online academic databases like Google Scholar, JSTOR, and ResearchGate, which enhances research abilities and promotes evidence-based learning.

iv. Technological Literacy: How successfully students can use digital resources to enhance learning outcomes depends on their capacity to explore, assess, and employ technology.

Academic Achievement in Higher Education

Academic achievement is a crucial factor for advancement and graduation in institutions such as the University of Benin. Exams, ongoing evaluations, real-world projects, and involvement in academic activities are used to gauge students' success. A combination of cognitive abilities, time management, and interaction with both digital and physical learning resources are necessary for successful academic performance (Selwyn, 2022).

Recent research has demonstrated how social media and digital tools influence academic achievement. For instance, Mohammed et al. (2024) and Haji (2025) discovered that students who use social media platforms for academic groups, discussion forums, and research sharing frequently exhibit better comprehension and higher academic accomplishment. However, improper usage of these platforms may result in decreased performance and distraction.

2.4Effect of Social Media on Academic Performance

In higher education institutions like the University of Benin, social media has become an essential element of students' everyday lives. Scholarly interest in its effect on academic performance has increased due to its widespread use by students. Exams, assignments, quizzes, and grade point averages (GPA) are typically used to quantify academic performance, which generally refers to the degree of accomplishment individuals attain in their educational endeavors. According to researchers, depending on how and why students use social media, it can have both beneficial and bad effects on their academic performance.

Improved access to knowledge and educational materials is one of social media's most prominent benefits on academic achievement. Students can access instructional resources, research

discoveries, and scholarly discussions from around the globe through social media platforms. Students can get tutorials, lectures, and explanations on a variety of academic subjects on educational pages and channels on websites like Facebook and YouTube. Online communication platforms facilitate information sharing and enable students to engage in collaborative learning environments that promote academic advancement (Joseph B. Walther, 2017).

Another effect of social media is facilitating academic interaction and peer support among students. Social networking platforms allow students to communicate easily with their classmates and form academic discussion groups. Through messaging applications such as WhatsApp and Telegram, students can exchange lecture notes, discuss assignments, and prepare for examinations together. Research conducted by Christine Greenhow and Beth Robelia (2009) indicates that social media can enhance students' engagement in learning activities and support collaborative knowledge construction.

However, scholars have also pointed out that social media can have negative effects on students' academic performance, particularly when it is used excessively. One major concern is the issue of distraction from academic activities. Students often spend a significant amount of time browsing social networking platforms such as Instagram and TikTok for entertainment purposes. This excessive engagement may reduce the time available for studying, completing assignments, and participating in academic activities. According to Larry Rosen (2013), frequent multitasking between social media and academic tasks can reduce students' concentration and negatively affect their learning outcomes.

Another effect of social media is academic procrastination and poor time management. The continuous notifications and interactions on social networking platforms may lead students to

postpone academic responsibilities. When students spend long hours online, they may find it difficult to balance their academic commitments with social media usage. Studies conducted by Kaveri Subrahmanyam and David Šmahel (2011) show that excessive social media use among students is associated with reduced academic productivity and lower academic performance.

Social media can influence students' study habits and academic discipline. Students who are highly engaged in online interactions may develop habits that reduce their attention to academic tasks. Constant exposure to online entertainment content may limit their motivation to read extensively or participate actively in classroom discussions. Scholars have argued that when social media is not properly managed, it may lead to reduced academic commitment and poor academic outcomes (Rosen, 2013).

2.5 THEORITICAL FRAMEWORK

This study utilized the uses and gratification theory in explaining the topic under focus:

Uses and gratification theory

The study is anchored on the Uses and Gratifications Theory (UGT), first developed by Katz, Blumler, and Gurevitch (1973). This theory posits that individuals are active participants in their media consumption, choosing specific platforms to satisfy particular cognitive, social, and affective needs. Unlike traditional media effects theories, which view audiences as passive recipients, UGT emphasizes that users intentionally engage with media to fulfill their personal goals. This perspective makes UGT highly relevant for understanding how students use social media for academic purposes.

In the context of higher education, students use platforms such as WhatsApp, Telegram, Facebook, and YouTube to access academic content, collaborate with peers, and engage in interactive learning. Through these activities, students satisfy cognitive needs by gaining knowledge and understanding, social integrative needs by interacting and collaborating with classmates, and affective needs by seeking support and motivation from online academic communities (Al-Rahmi & Othman, 2013).

The relevance of UGT to this study lies in its ability to explain how and why social media influences academic performance. When students use social media purposefully for learning—such as joining academic discussion groups, watching educational videos, or sharing study resources—they are likely to improve comprehension, retention, and engagement, which can enhance academic outcomes. Conversely, when social media is used mainly for entertainment or non-academic purposes, it can distract students, reduce concentration, and negatively affect learning outcomes (Mohammed et al., 2024; Selwyn, 2022).

UGT also provides a framework for investigating which specific gratifications are most strongly associated with improved academic performance. For instance, students motivated to improve their knowledge or solve academic problems may utilize educational YouTube tutorials or engage actively in discussion forums, thereby improving their learning outcomes. In contrast, students primarily motivated by social interaction or entertainment may experience less academic benefit.

Therefore, this study applies UGT to explore the relationship between social media use and academic performance, highlighting that the effectiveness of social media as an educational tool depends on the students' purpose, motivation, and engagement. By focusing on these factors, the

study can provide insights into how students at the University of Benin use social media in ways that positively or negatively influence their academic performance.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the research methodology adopted for this study on the effect of social media on students' academic performance among students of the University of Benin. The methodology outlines the procedures and techniques that will be used in collecting and analyzing data for the study. It provides a systematic description of the research design, area of the study, population of the study, sample size and sampling technique, instrument for data collection, validity and reliability of the instrument, method of data collection, and method of data analysis.

3.2 Research design

In order to investigate the impact of social media on students' academic performance among University of Benin undergraduate students, this study uses a descriptive survey research design, which is suitable for this study because it allows the researcher to gather data from a large number of respondents and describe patterns of social media usage as well as their relationship with students' academic outcomes. This design enables the systematic collection of information regarding students' experiences, behaviors, and perceptions regarding the use of social media in relation to their academic performance.

3.3 Area of the study

The University of Benin, which is situated in Benin City, Edo State, Nigeria, is the site of the study. One of Nigeria's most prestigious federal institutions, it has a wide range of undergraduate students across multiple fields and faculties. Because students actively use a variety of social

media platforms for communication, enjoyment, and academic involvement, the school offers an appropriate setting for our study.

3.4 Population of the study

All undergraduate students enrolled in the University of Benin's Department of Sociology and Anthropology in Benin City, Edo State, Nigeria, make up the study's population. This covers students in the department at every level of study, from the 100 level to the final year.

This population was chosen because students in the Department of Sociology and Anthropology frequently use social media platforms and are actively involved in academic activities, making them appropriate respondents for researching the impact of social media on academic performance.

3.5 Sample Size

It was not feasible to include every student in this survey due to the University of Benin's sizable undergraduate student body. In order to represent the population, a sample size of 150 undergraduate students was chosen. This sample size is seen to be sufficient for gathering trustworthy data and coming to significant conclusions about how social media affects kids' academic achievement.

3.6 Sampling Technique

The respondents for this study were chosen using the basic random sampling technique. Every undergraduate student at the university had an equal chance of getting chosen for the study

thanks to this method. Simple random sampling was used to guarantee that the chosen respondents fairly represented the greater student population and to lessen bias..

3.7 Instrument for Data Collection

A semi-structured questionnaire will be used as the data collection tool for this project in order to get information about how social media affects students' academic performance at the University of Benin. While Section B of the questionnaire aims to gather respondents' opinions on the research issue, Section A of the questionnaire aims to gather information on the respondents' sociodemographic characteristics.

3.8 Method of data collection

The University of Benin's chosen respondents are directly given questionnaires to complete in order to gather data for the study. To guarantee a high response rate and to answer any queries respondents might have about the instrument, the researcher personally distributes and retrieves the questionnaires.

3.9 Method of data Analysis

The SPSS version 22.0 will be used to analyse the data collected from the Field while descriptive statistics including gross tabulations, graphs, Frequencies and percentage will be used to present the data

3.10 Validity of the instrument

The word validity means to cross check how useful the instrument is to the study or work. Face validity was employed in the Study, through cross checking if the instrument was well structured with respect to the research objectives and questions in chapter one.

3.11 Reliability of the instrument

Reliability is to check if the instrument used is reliable. Reliability check was done by submitting a sample of the research instrument to the supervisor for persuing to add her input and he expert contribution on the questionnaires.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This chapter presents the responses from the respondents in the line with the research question and objective. It is discussed under the sections of questionnaire response rate, analysis in relation to the research objectives.

4.1 Questionnaire response rate

NUMBER OF COPIES OF QUESTIONNAIRES ADMINISTERED	NUMBERS OF COPIED OF QUESTIONNAIRES RETRIEVED	PERCENTAGE OF COPIES OF QUESTIONNAIRES RETRIEVED
100	100	100

Source Fieldwork, 2026

Table 4.1 Shows the response rate. From the table, it was shown that a total number of 100 questionnaire was administered and received from the sampled respondents. A sample of 100 respondents were randomly drawn from the department of sociology and Anthropology including psychology

4.2 Socio Demographic Characteristics of respondents

TABLE 4.2a: Sex of respondents

SEX	FREQUENCY	PERCENTAGE (%)
MALE	63	63%
FEMALE	37	37%
TOTAL	100	100%

Source: Field work, 2026

The table above shows the distribution of respondents based on sex. The data reveals that out of the 100 respondents surveyed, 63 respondents, representing 63%, were male, while 37 respondents, representing 37%, were female. This indicates that male respondents constituted the majority of the study population, while female respondents formed the minority. Therefore, the findings of this study were obtained from both male and female respondents, with a higher proportion of males participating in the survey.

TABLE 4.2b Distribution of Respondents by Age

AGE	FREQUENCY	PERCENTAGE
15 - 20	20	20%
21 - 25	59	59%
26 - 30	9	9%
31 and above	12	12%
TOTAL	100	100%

Source: Fieldwork, 2026

Table 4.2b shows that most respondents are within the age range of 21–25 years (59%), followed by those aged 15–20 years (20%). Respondents aged 31 and above constitute 12%, while the least group is 26–30 years (9%). This indicates that the study is mainly dominated by young adults, especially those between 21 and 25 years.

TABLE 4.2c Distribution of Relationship Status

RELATIONSHIP STATUS	FREQUENCY	PERCENTAGE (%)
Single	95	95%
Married	5	5%
Divorced	0	0%
Total	100	100%

Source: Fieldwork, 2026

Table 4.2c shows that the majority of respondents are single (95%), while 5% are married and none of the respondents are divorced. This indicates that the study population is predominantly single, suggesting that most respondents are unmarried individuals.

TABLE 4.2d: Distribution of Respondents by Level

LEVEL	FREQUENCY	PERCENTAGE
100	28	28%
200	30	30%
300	25	25%
400	17	17%
Total	100	100%

Source: Fieldwork, 2025

Table 4.2d shows that respondents are distributed across all academic levels. The 200 level has the highest proportion of respondents (30%), followed by 100 level (28%) and 300 level (25%), while 400 level has the least (17%). This indicates that the study involved students from different levels, with a slight dominance of lower and middle-level students.

TABLE 4.2e: Distribution of Religion Affiliation

RELIGION AFFILIATION	FREQUENCY	PERCENTAGE
Muslim	10	10%
Christian	85	85%
Other specify(ATR)	5	5%
Total	100	100%

Source: Fieldwork, 2026

Table 4.2e shows that the majority of respondents are Christians (85%), while 10% are Muslims and 5% belong to other religious groups. This indicates that Christianity is the dominant religion among the respondents.

TABLE 4.2f: Distribution base on department

DEPARTMENT	FREQUENCY	PERCENTAGE
Sociology and Anthropology	60	60%
Psychology	40	40%
Total	100	100%

Source: Fieldwork, 2026

Table 4.2f shows that 60% of the respondents are from Sociology and Anthropology, while 40% are from Psychology. This indicates that the study includes respondents from both departments, with a slightly higher representation from Sociology and Anthropology.

4.3 Analysis of the data in accordance to the Research Objective

This section presents the analysis of the research objectives raised for the Study.

SECTION B: PURPOSE OF SOCIAL MEDIA USE

Research objectives 1: To Ascertain the purpose for which students use the social media

TABLE 4.3a Question: Do you know what is social Media?

RESPONSE	FREQUENCY	PERCENTAGE
Yes	100	100%
No	0	0%
Total	100	100%

Source: Fieldwork, 2026

Table 4.3a shows that all respondents (100%) indicated that they know what social media is, while none reported otherwise. This suggests a universal awareness of social media among the respondents.

TABLE 4.3b Question: What social media platform do you use?

RESPONSE	FREQUENCY	PERCENTAGE
WhatsApp	50	50%
Facebook	20	20%
Instagram	8	8%
Tiktok	15	15%
X(Twitter)	4	4%
YouTube	3	3%
Total	100	100%

Source: Fieldwork, 2026

Table 4.3b shows that WhatsApp is the most used social media platform (50%), followed by Facebook (20%) and TikTok (15%). Instagram, X (Twitter), and YouTube have lower usage. This indicates that WhatsApp is the dominant social media platform among respondents.

TABLE 4.3c Question: For what main purpose do you use social media?

RESPONSE	FREQUENCY	PERCENTAGE(%)
Academic purpose	18	18%
Entertainment	30	30%
Communication	25	25%
Business/earning income	10	10%
News/Information	17	17%
TOTAL	100	100%

Source: Fieldwork, 2026

Table 4.3c shows that the majority of respondents use social media mainly for entertainment (30%), followed by communication (25%). Academic purposes (18%), news/information (17%), and business/earning income (10%) are less common uses. This indicates that social media is used more for social and entertainment purposes than for academic or economic activities.

TABLE 4.3d Question: On Average of how many hours do you spend on social media daily?

RESPONSE	FREQUENCY	PERCENTAGE
Less than 1 hour	12	12
1- 3 hours	35	35
4 - 6 hours	33	33
More than 6 hours	20	20
Total	100	100

Source: Fieldwork, 2026

Table 4.3d shows that most respondents spend between 1–3 hours (35%) and 4–6 hours (33%) on social media daily. Fewer respondents spend less than 1 hour (12%), while 20% spend more than 6 hours daily. This indicates that most respondents spend a moderate to high amount of time on social media each day.

TABLE 4.3e Question: How often do you use social media for academic purposes

RESPONSE	FREQUENCY	PERCENTAGE
Very often	18	18%
Often	52	52%
Rarely	30	30%
Never	0	0%
Total	100	100%

Source: Fieldwork, 2026

Table 4.3e shows that most respondents use social media for academic purposes often (52%), followed by rarely (30%) and very often (18%), while none indicated never. This suggests that social media is generally used for academic purposes among respondents, though mostly on an occasional basis rather than consistently.

TABLE 4.3f Question: How frequently do you use social media for entertainment activities

RESPONSE	FREQUENCY	PERCENTAGE
Very frequently	35	35%
Frequently	30	30%
Occasionally	20	20%
Rarely	15	10%
Never	0	0%
Total	100	100%

Source Fieldwork,2026

Table 4.3f shows that the majority of respondents use social media for entertainment activities very frequently (35%) and frequently (30%). About 20% use it occasionally, while 15% use it rarely and none reported never using it for entertainment. This indicates that social media is widely used for entertainment purposes among the respondents.

Research objectives Two: Explain the relationship between students usage of social media and student academic performance.

Table 4.4a Question: Social media improve my Academic Performance

RESPONSE	FREQUENCY	PERCENTAGE
Strongly Agree	30	30%
Agree	50	50%
Disagree	15	15%
Strongly disagree	5	5%
Total	100	100%

Source: Fieldwork, 2026

Table 4.3e shows that most respondents use social media for academic purposes often (52%), followed by rarely (30%) and very often (18%). This indicates that social media is moderately used for academic activities, with most respondents engaging with it occasionally rather than consistently.

TABLE 4.4b Question: Do social media distract you from studying?

RESPONSE	FREQUENCY	PERCENTAGE
Strongly Agree	33	33%
Agree	47	47%
Disagree	13	13%
Strongly Disagree	7	7%
Total	100	100%

Source: Fieldwork, 2026

Table 4.3e shows that most respondents use social media for academic purposes often (52%), followed by rarely (30%) and very often (18%). This indicates that social media is moderately used for academic activities.

Table 4.4c Question: Do you spend more time on social Media than on Academic work

RESPONSE	FREQUENCY	PERCENTAGE
Yes	68	68%
No	32	32%
Total	100	100

Source: Fieldwork, 2026

Table 4.4c shows that the majority of respondents (68%) spend more time on social media than on academic work, while 32% indicated otherwise. This suggests that social media occupies a significant portion of respondents' time and may compete with the time allocated to academic activities.

Table 4.4d Question: How has your social Media usage affected your academic performance

RESPONSE	FREQUENCY	PERCENTAGE
Positive effects	48	48%
Negative effects	37	37%
No effect	15	15%
TOTAL	100	100%

Source: Fieldwork, 2026

Table 4.4d shows that 48% of respondents reported that social media usage has had positive effects on their academic performance. Meanwhile, 37% indicated negative effects, while 15% stated that it has no effect on their academic performance. This implies that although social media is often viewed as beneficial by a larger proportion of respondents, a considerable number still experience negative academic effects from its use.

Table.4.4e Question: Explain how social Media affects your academic pernmance

Explain how social Media affects your academic pernmance	Positive reason Social Media has enhanced my understanding of complex concepts through research online, learning new stuff 60%	Negative reason	
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Source: Fieldwork, 2026

Table 4.4f Question: Do you check social media while studying?

RESPONSE	FREQUENCY	PERCENTAGE
Yes, often	52	52%
Yes, sometimes	31	31%
Rarely	12	12%
No, never	5	5%
Total	100	100%

Source: Fieldwork, 2026

Table 4.4f shows that most respondents (52%) often check social media while studying, while 31% sometimes do so. 12% rarely check social media during study time, and only 5% do not

check it at all. This indicates that social media distraction during study is common among respondents

Table 4.4g Question: Do you use social Media late at night instead of sleeping early

RESPONSE	FREQUENCY	PERCENTAGE
Strongly Agree	42	42%
Agree	33	33%
Disagree	18	18%
Strongly disagree	7	7%
Total	100	100%

Source: Fieldwork, 2026

Table 4.4g shows that most respondents (42%) strongly agree that they use social media late at night instead of sleeping early, while 33% agree. On the other hand, 18% disagree and 7% strongly disagree. This indicates that a large proportion of respondents engage in late-night social media use, which may affect their sleep patterns.

Research objectives Three: Gender difference in social media usage

Table 4.5a Question: Do you think there is a difference between male and female students in social media usage ?

RESPONSE	FREQUENCY	PERCENTAGE
Yes	29	29%
No	53	53%
Not sure	18	18%
Total	100	100%

Source: Fieldwork, 2026

Table 4.5a shows that most respondents (53%) do not believe there is a difference between male and female students in social media usage. Meanwhile, 29% believe there is a difference, while

18% are not sure. This suggests that the majority of respondents perceive social media usage as similar across both genders.

Research objectives Four: Curbing Social Media Addiction

Table 4.6a Question: Have you ever felt addicted to Social media?

RESPONSE	FREQUENCY	PERCENTAGE
Yes	70	70%
No	30	30%
Total	100	100%

Source: Fieldwork, 2026

Table 4.6a shows that most respondents (70%) have felt addicted to social media, while 30% indicated that they have not. This suggests that a significant proportion of respondents experience some level of social media addiction.

Table 4.6b Question: what do you think can reduce social media addiction among students?

RESPONSE	FREQUENCY	PERCENTAGE
Time management	41	41%
Awareness campaign	33	33%
Parental/Lecturer control	18	18%
Self discipline	8	8%
Total	100	100%

Source: Fieldwork, 2026

Table 4.6b shows that self-discipline (41%) is the most important factor in reducing social media addiction among students, followed by time management (33%). Awareness campaigns account for 18%, while parental/lecturer control is the least suggested (8%). This suggests that respondents believe personal control is the most effective way to address social media addiction.

Table 4.6c Question: suggest other ways to reduce social media addiction among students

4.7 DISCUSSION OF FINDINGS

4.4 Discussion of Findings

The results of this study show that University of Benin undergraduate students use social media extensively. Most kids have social media accounts and use them extensively. This is in line with earlier research showing that university students use social media extensively (Kaplan & Haenlein, 2010; Pempek et al., 2009).

According to the report, students like some social media sites over others because of their distinctive qualities. For example, Facebook and WhatsApp were determined to be the most popular platforms among students, probably because of their adaptability and user-friendly interfaces (Boyd & Ellison, 2007). Students were also found to use Instagram, Tik Tok, Twitter, and Snapchat, but at a lesser degree.

The detrimental effects of social media use on students' academic performance are among the study's most important conclusions. This is in line with earlier research's conclusions that excessive social media use can result in lower academic performance and more distraction (Kirschner & Karpinski, 2010; Junco & Cotten, 2012). It is important to note, nevertheless, that some students claimed to use social media for learning, including peer collaboration and online resource access. According to Green and Bavelier (2012), social media can be a useful learning tool, but only if it is used sparingly and with a specific goal.

The study's conclusions also emphasize how crucial self-control is when using social media. Academic performance was more likely to suffer for students who reported using social media

for enjoyment than for those who reported using it for learning. This implies that students should be careful of how they use social media and try to utilize it in a way that advances their academic objectives (Bandura, 1997).

Lastly, the results of this study provide light on how University of Benin undergraduate students use social media. The study emphasizes how important it is for students to understand the possible harm that excessive social media use may do to their academic performance and to create plans for using the platform in a way that advances their academic objectives.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

The purpose of the study was to investigate how social media affects University of Benin undergraduate students' academic achievement. In order to make this feasible, four research goals were established: to look at the social media usage patterns of undergraduate students; to explain the connection between students' use of social media and academic achievement; to ascertain whether gender differences exist in social media usage; and to identify strategies for reducing students' addiction to social media.

For the study, a descriptive survey research design was used. One hundred (100) respondents were given the questionnaire, which was the main tool for gathering data. The researcher validated the instrument, which was created in accordance with the research questions and objectives. Frequency tables and basic percentages were used to analyze the data.

According to the study's findings, University of Benin undergraduate students frequently use social media. According to the study, among the social media sites that students regularly use include WhatsApp, Facebook, Instagram, TikTok, X (Twitter), and Snapchat. The results also showed that students utilize social media for academic activities, communication, enjoyment, knowledge sharing, and upholding social connections.

Additionally, social media has both beneficial and detrimental effects on adolescents' academic performance, according to the study. While many students concurred that social media facilitates their access to academic information and enhances their educational experiences, a sizable

portion also stated that social media diverts them from their studies and shortens the amount of time they spend on academic tasks. The results demonstrated that many respondents frequently check social media while studying and devote more time to social media than to academic pursuits.

Given that both male and female students actively participate in social networking activities, the study found no discernible gender difference in undergraduate students' use of social media. According to the report, a significant percentage of students had at some point become addicted to social media.

Effective time management, awareness campaigns, parental or instructor assistance, and self-discipline are crucial strategies that can help lessen students' addiction to social media and promote appropriate use of social media for academic reasons, according to the study.**5.2**

Conclusion

The researcher comes to the conclusion that social media has grown to be a significant part of University of Benin undergraduate students' lives. According to the report, students utilize a variety of social media sites for academic purposes, communication, enjoyment, and information exchange. The results show that social media is now a widely used medium for students to communicate, learn, and obtain information.

The researcher goes on to say that social media affects kids' academic performance in both positive and negative ways. Excessive usage of social media can result in distractions, less study time, poor attention, and decreased academic output, even while it offers opportunities for academic collaboration, access to educational materials, and information exchange. The results

demonstrated that a large number of students use social media extensively, sometimes at the expense of their academic obligations.

Ultimately, the researcher comes to the conclusion that the way and frequency of social media use have a significant impact on academic achievement. While students who use social media extensively for amusement are more likely to suffer unfavorable academic outcomes, those who use it properly and for educational objectives are more likely to benefit academically. To improve their academic performance, students should thus strike a balance between their use of social media and their academic obligations.

5.3 Recommendations

- I. The following suggestions are offered in light of the study's findings:
- II. I. By making their own study plans and setting aside particular times for social media use, students can develop efficient time management techniques. This will lessen their propensity to spend too much time on social networking sites by assisting students in striking a balance between their scholastic obligations and leisure pursuits.
- III. II. More usage of social media for academic and educational objectives should be promoted to undergraduate students. Students can use social media platforms to share academic resources, work together on group projects, access educational materials, take part in online debates, and participate in other learning activities that can help them perform better academically.
- IV. III. To inform students about the advantages and disadvantages of using social media, the administration of the University of Benin should regularly host seminars, workshops, and

awareness campaigns. Digital literacy, social media addiction prevention techniques, and appropriate social media use should all be highlighted in these programs.

V. When appropriate, lecturers should use social media into their lesson plans. On platforms like WhatsApp, Telegram, and other educational forums, academic groups can be formed to let students communicate, share course materials, update assignments, and have academic conversations.

VI. Students who show indications of excessive social media use or addiction should get counseling services and intervention programs from the university's guidance and counseling office. This will enhance students' academic focus and productivity while assisting them in forming healthy internet habits.

VII. When using social media, students should develop self-control and self-discipline. They should prioritize academic work before participating in online social activities, restrict pointless browsing, and refrain from using social media during lectures and study sessions.

VIII. Parents and guardians ought to actively monitor their children's and wards' online activity. Parental support and guidance can assist foster safe social media usage and positive academic behavior, even while university students enjoy a certain amount of independence.

IX. There should be more awareness campaigns about the risks associated with social media addiction. The negative effects of excessive social media use, such as diminished focus, procrastination, poor academic performance, sleep difficulties, and other repercussions linked to addiction, should be taught to students.

- V. Students should be encouraged to participate in productive extracurricular and social activities such as academic clubs, leadership programmes, sports, and community service. Engaging in these activities can reduce excessive dependence on social media and contribute to their overall personal and academic development.
- VI. Future researchers should conduct further studies on social media usage and academic performance in other departments and tertiary institutions. This will help to provide broader empirical evidence on the effects of social media among students and contribute to the development of policies and programmes that promote effective and responsible social media use.

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QUESTIONNAIRE

DEPATMENT OF SOCIOLOGY AND ANTHROPOLOGY

FALCULTY OF SOCIAL SCIENCE
UNIVERSITY OF BENIN, BENIN CITY, EDO STATE NIGERIA

Dear respondent,

I am **IROWA JAMES ODION**, an undergraduate student of the department of sociology and Anthropology, Faculty of social sciences, University of Benin. I am currently conducting a research on **"THE EFFECT OF SOCIAL MEDIA ON STUDENT ACADEMIC PERFORMANCE AMONG STUDENT OF THE UNIVERSITY OF BENIN"** This is purely for academic purposes as it is part of the requirement for the award of Bachelor(BSC) degree in Sociology and Anthropology. Every information gotten in the course of this study will be handled with Confidentiality. Thank you for agreeing to be part of this study.

SECTION A: SOCIAL DEMOGRAPHICAL CHARACTERISTICS

1 Gender ☐ Male ☐ Female

2 Age: ☐ 15–20 ☐ 21–25 ☐ 26–30 ☐ 31 and above

3 Relationship Status: Single ☐ Married ☐ Divorced ☐

4 Level of Study: ☐ 100L ☐ 200L ☐ 300L ☐ 400L ☐ 500L

5 Religious Affiliation: Muslim ☐ Christian other specify _____

6 Department; Sociology ☐ Psychology ☐

SECTION B: PURPOSE OF SOCIAL MEDIA USE

7 Do you know what is social Media Yes ☐ No ☐

8 What social media platforms do you use? ☐ WhatsApp ☐ Facebook ☐ Instagram ☐

TikTok ☐ X (Twitter) ☐ YouTube Others _____

9 For what main purpose do you use social media?

☐ Academic purposes ☐ Entertainment ☐ Communication ☐ Business/earning income ☐
News/information

10 On average, how many hours do you spend on social media daily? ☐ Less than 1 hour ☐ 1–3 hours ☐ 4–6 hours ☐ More than 6 hours

11 How often do you use social media for academic purposes? ☐ Very Often

☐ Often ☐ Rarely ☐ Never

12 How frequently do you use social media for entertainment activities? ☐ Very Frequently ☐ Frequently ☐ Occasionally ☐ Rarely ☐ Never

SECTION C: SOCIAL MEDIA AND ACADEMIC PERFORMANCE

13 Social media improves my academic performance. ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

14 Do social media distracts you from studying? ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

15 Do you spend more time on social media than on academic work? ☐ Yes ☐ No

16 How has your social media usage affected your academic performance? ☐ Positive effect ☐ Negative effect ☐ No effect

17 Explain how social media affects your academic performance _____

18 Do you check social media while studying? ☐ Yes, often ☐ Yes, sometimes ☐ Rarely ☐ No, never

19 Do you use social media late at night instead of sleeping early? ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

SECTION D: GENDER DIFFERENCES IN SOCIAL MEDIA USAGE

20 Do you think there is a difference between male and female students in social media usage? ☐ Yes ☐ No ☐ Not sure

21 If yes, who uses social media more? ☐ Male ☐ Female ☐ Both equally

Give reasons for your answer: _____

SECTION E: CURBING SOCIAL MEDIA ADDICTION

22 Have you ever felt addicted to social media? ☐ Yes ☐ No

23 What do you think can reduce social media addiction among students? ☐ Time management
☐ Awareness campaigns ☐ Parental/lecturer control ☐ Self-discipline ☐ Others: _____

Suggest other ways to reduce social media addiction among students _____