**THE PERCEIVED GAINS AND PAINS OF RESTRICTED**

**ACCESS TO SOCIAL MEDIA FOR**

**TERTIARY INSTITUTION STUDENTS**

**ON CAMPUS**

**BY**

**KOYENIKAN DEBORAH DAMILOLA**

**18020601039**

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# CERTIFICATION

I certify that this research work was carried out by KOYENIKAN, DEBORAH DAMILOLA at the Department of Mass Communication, Mountain Top University, Ogun State, Nigeria under my supervision.

(Signature and date)

Prof. Babatunde Oni

Supevisor

(Signature and Date)

Dr. Mbaka Chinyere

Head of Department

**DEDICATION**

This work is humbly dedicated to God Almighty for His unending love and mercies that has helped me all through this journey. In addition, I dedicate it to my loving parents for their support and commitment, and to all lecturers of the Department of Mass communication in Mountain Top University who have affected me greatly.

# 

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Koyenikan Deborah Damilola

Department of Mass Communication,

Mountain Top University.

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# ABSTRACT

*This study investigates the perceived gains and pains of restricted access to social media for*

*tertiary institution students on campus. The aim of the study was to compare both the*

*advantages and disadvantages of restricted access to social media as perceived by the students.*

*To achieve the objectives of this research, the instrument of data collection used was the structured*

*questionnaire, distributed to a sample size of 314 out of the 1,468 students of the school. The data*

*gathered was thereafter analyzed, presented and interpreted using the descriptive data analysis*

*technique; and then presented in tables. The results of the data analysis showed that the audience*

*agree that through access to social media, students are enlightened and educated about the new*

*happenings outside the premises, also agree that the restriction of social media has made students*

*more productive with their time but strongly agree it has made students concentrate strictly on*

*their academics. They gather more facts and information for assignments and projects on social*

*media but also in support of its restriction, that it has helped them gain full concentration in their*

*studies. This project therefore recommended that students should be allowed to make use of social*

*media to some extent with limited duration as it allows them interact and socialize with friends*

*and peer outside the school premises.*

***Keywords:*** *Social media, Social networking sites, Restriction, Access, Gains, Pains and Students.*

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# CHAPTER ONE

# INTRODUCTION

## **1.1 BACKGROUND OF THE STUDY**

Modern Technology without a doubt, communication technology has made the entire world a "Global village." But as things are, technology has both a positive and a bad side, just like a coin. It aids individuals in being more knowledgeable, enlightened, and up to date with global events. Technology introduces people to more efficient methods of doing things. One of such novelties is the advent of ssocial networking sites. Social networking is the practice of maintaining contact with friends, family, and/or colleagues using online social media platforms. Twitter, Yahoo Messenger, Facebook, Messenger, Blackberry Messenger (BBM), Whatsapp Messenger, 2go Messenger, Skype, Google Talk, Google Messenger, iPhones, and Androids are some examples of social networking websites. (Martin, 2008; Qingya Wang, 2016; referenced).

Although social media has become a vital part of our everyday lives, most cultures are still unaware of its educational benefits. Because so many young people are currently using social media platforms, it is necessary to investigate educational insights, use priorities, and the influence of these Social Networking Sites (SNSs) at the higher education level (cited in Wasir Ali, 2018). Most individuals utilize these networking sites to communicate with senior citizens and new acquaintances—both offline and online. Technology has altered the world quickly, and as a result, many different fields of knowledge are now best explored via technology.

Social media are websites and programs that provide users the ability to publish and distribute information or take part in social networking. It is a computer-based technology that makes it easier to share information, ideas, and thoughts by creating online communities and networks. The term "social media" can also refer to interactive technologies and digital channels that enable the creation and exchange of content through online communities and networks, including ideas, interests, and other kinds of expression. The Internet has firmly established itself in peoples' lives nowadays. Children get into various connections when looking for people to make friends with, have the opportunity to communicate with a sizable number of people and elite groups, with a variety of identities, absorb a sizable amount of tales, and participate in various activities.

Two-thirds of the world's internet users use social networking or blogging sites, making the internet the best medium for communication. As a result, it serves as a tool for connection and communication. Online communities of Internet users that seek to engage with one another about topics of interest, whether from a personal, professional, or academic standpoint, are known as social networking sites (SNSs) (William et al., 2009). The idea of a global village has been converted into reality by the millions of social networking sites, where billions of people connect. Social networking websites have enabled distant contact with a number of advantages. The use of social media and pupils' academic achievement are directly related in universities.

However, the more negative aspects of technology development have led to problems like the loss of real life values, particularly among students who make up the bulk of users communicating on social networking sites. Online social networking services put a strong emphasis on creating and reflecting social bonds between people who have similar hobbies or interests. According to Kuppuswamy et al. (2010), social networking sites draw students' attention before diverting it to unsuitable and non-educational activities, such as pointless chit-chatting. On the other side, (Liccardi et al., 2007) examined how socially linked the students are to one another in order to share their everyday learning experiences and have conversations about various subjects. Extracurricular hobbies and intellectual pursuits, according to Tinto (1997), are insufficient.

## **1.2 STATEMENT OF THE PROBLEM**

It is believed in certain circles that pupils are experiencing a lot of neglect and difficulties with the introduction of social networking sites in the 1990s. Nigeria's educational system is dealing with a number of issues that have undoubtedly caused a sharp drop in educational quality. Between social networking and academic work, there is a divergence, distraction, and split focus. Students are seen paying more attention to social media than to their coursework.

In recent years, there has been discussion on the effect of social media as a medium for student engagement, as well as the addictiveness of students to social networks, students' frequency of exposure to social networks, social media networks that the students are more exposed to, and so on. Students who waste their time on social media instead of reading their books may find that this has an impact on their academic performance because it is impossible to achieve well in school if you do not read.

Since students no longer require a cybercafé to send and receive messages, the production and distribution of similarly capable cell phones has compounded the situation. Onlookers are now focused on the unseen pals, while important ventures like study and writing might be affected in the process. This phenomenon has become a source of worry to many who believe in knowledge and skill acquisition.

On the other hand, a benefit of online communities is that young people may use them for support and aid with their academic work (Lusk, 2010). Social media can benefit young people in many ways, including by giving them a virtual space to discuss their interests or problems with others who share them, receive academic support, and develop their online communication skills and knowledge. This is possible because social media has the power to strengthen connections by making them easily accessible. Students who would be shy about speaking up in class are taking part in book discussion blogs and writing for actual audiences. The question of whether these possibilities encourage study has to be addressed. The issue this study looks at is the perceived benefits and drawbacks of limiting students at Mountain Top University's access to social media.

## **1.3 OBJECTIVES OF THE STUDY**

The overall goal of this study is to look at the benefits and drawbacks of limiting students' access to social media.

The study specifically looks for;

* To examine how the restriction of the access of social media have influenced the students using Mountain Top University as a case study.
* To examine what pains the students go through due to restricted access to social media.

- To identify the social media platform to which Students are exposed the most.

- To determine how differently students use social media networks when they are given restricted access.

* To examine/weigh both the gains and pains of social media when its use is restricted in Mountain Top University.

## **1.4 RESEARCH QUESTIONS**

The following research questions were put forth;

- To what extent does restricted access to social media affect students in Mountain Top

University

- What are the perceived gains of restricted access of social media on students of Mountain

Top University?

**-** What are the perceived pains of restricted access of social media on students of Mountain

Top University?

- In what ways are restricted access to social media on students of Mountain Top University perceived to affect their academic performances?

**1.5 SIGNIFICANCE OF THE STUDY**

This study will look at social media, offering the researchers a chance to analyze and learn new things. The results can also motivate future University students are increasingly using social networks as a new method to pass the time and as a way to get the knowledge they need for their studies. The instructors, parents, and students should all take note of this study.

This study will aid in educating students about the potential impact social media may have on them by supporting academics in understanding the impact that social media has on their students. The study is important to parents because it will provide them with information and keep an eye on their kids' use of social networking sites. Students will learn through the study that, in addition to the social advantages of this social networking site, utilizing it excessively might have risks.

The study will provide academics with further details on what are viewed as the benefits and drawbacks of social media access restrictions.and impacts of social media use on their Students so that they may better care for them.

**1.6 SCOPE OF THE STUDY**

The study was conducted at Mountain Top University, one of the universities in Nigeria (MTU). MTU is a faith-based institution that was founded in 2015 with the goal of enabling its students to succeed. The purpose of this study is to determine the benefits and drawbacks of limiting access to social media for a sample of students attending higher institutions. The goal of this research project is to examine the benefits and drawbacks of social media access restrictions for students in higher education. The Mountain Top University students are the subject of the study.

## **1.7 OPERATIONAL DEFINITON OF TERMS**

As words may mean different things in different contexts, the following definitions are given for the words used as they are intended to be understood for the purpose of this study.

**Access:** A way of being able to use or get something.

**Gains:** The increase in amount or rate of something.

**Institution:** They are systems of laws and customs that have been developed by humans to mold and control personal conduct.

**Media:** are all those media technologies meant for mass communication to a big audience.

**Pains:** great care or trouble. An unpleasant feeling or situation.

**Restriction:** Limiting who has access to something or how much there is of it.

**Social Media:** They are forms of electronic communication, which facilitate interactive base on certain interests. Social media include web and mobile technology

**Social Networking Sites:** A website where people put information about themselves and can send to others.

**Students:** Someone who is studying at a university or school. Someone who is very interested in a particular subject.

**Tertiary:** Third in order or level.

**Tertiary Institution:** a college, university, or other institution of higher learning that the employer has approved and that offers teacher preparation programs or degrees.

**CHAPTER TWO**

# LITERATURE REVIEW

## **2.1 INTRODUCTION**

In this chapter, a detailed literature review is discussed. A conceptual framework of the topic is also discussed. The theoretical framework, which gives the foundation of the study and empirical framework, is discussed as well.

## **2.2 CONCEPTUAL FRAMEWORK**

### **2.2.1 CONCEPT OF SOCIAL MEDIA**

Through postings, videos, blogs, forums, comments, and messages, users can interact with one another using social media, a type of interactive media. We produce and share material for social media. Today, social media is an essential part of everyone's life, and more than 2 billion people on a monthly basis use Facebook globally. The concept of social media has been around for a very long time—early cavemen even left writing on one other's walls.

However, the Internet has helped social media reach a totally new height. More than 2 billion people use social networks each month, and that figure is increasing every day by hundreds of users. Twitter, Facebook, YouTube, Instagram Pinterest and TikTok are the most well-liked social media platforms among users of all ages. Younger age groups are particularly fond of short films, and social networks like TikTok are used to create and distribute them. However, another app offered options for users to make amusing and interesting videos, just like Facebook, Instagram, and even YouTube.

### **2.2.2 HISTORY OF SOCIAL MEDIA**

Beginning the history of social media in the nation without first tracing global developments would be confusing. One may argue that Ray Tomlinson's 1971 achievement of effectively exchanging a message between two computers placed near to one another was the first original step into social media communication. The creation of the bulletin board system marked the beginning of virtual community communication (BBS).

Randy Suess and Ward Christensen did that in 1978. Hosts enable social media, and Geocities, the original online hosting service, launched in 1994. Users may design their own websites using this tool, which was created by John Rezner and David Bohnett. TheGlobe.com and Classmates were developed later in 1995 to fulfill the need for private buddy contact. LiveJournal and Blogger merged in 1999. Keep in mind that social media platforms like Twitter and Facebook also provide for the sharing of information and the ability to communicate with friends. This was impacted by these services.

The lack of adequate internet connectivity in the nation has stifled the development of this industry. Following the Nigerian Communications Commission's (NCC) decision to provide licenses to 38 internet services, the Internet began to spread throughout Nigeria in 1996.

### Since then, a large number of blogs and other social media platforms have been developed. Some of them, like eskimi, are still rather well-liked today. 2go, which is owned by South Africa, did produce a good social media, despite the fact that it is currently quite disliked in the nation. In addition to all of this, Nigerians favor social networking sites like Facebook, Twitter, Whatsapp, etc. Additionally, the history of various social media influences Nigeria's overall social media history. Social media are those online platforms that enable user interactions like reviews, comments, and even games.

### This contrasts with online media outlets like newspapers that solely transmit information internally. Facebook, YouTube, WhatsApp, WeChat, Instagram, QQ, QZone, Tik Tok, Sina Weibo, Twitter, Reddit, Baidu Tiba, Skype, LinkedIn, Viber, Snapchat, Line, Pinterest, Telegram, and Tinder are the leading social media sites in terms of user numbers.

### **2.2.3 SOCIAL MEDIA PLATFORMS**

Social media platforms are websites or mobile apps that let users exchange information or engage in social networking (Maheen 2022). Read on to learn more about how social media platforms are used and how these networks can be optimized for digital marketing and business success. Social media platforms are interactive digital platforms that emphasize the development and dissemination of ideas, information, and opinions through online communities. By producing material, exchanging ideas, commenting on other users' content, and reposting it, these platforms allow users to engage in social networking.

Social media content can include words, photographs, videos, GIFs, and other types of files that are shared inside online communities or networks. Along with marketing techniques, social media platforms are frequently employed in communication services. An example of a Web 2.0 application format is social media. SixDegrees.com, which Andrew Weinreich founded in 1997, is regarded as the original social networking platform. It offered users digitally interactive services and was built on the social networking "Web of Contacts" approach. Users may create profiles on this website, connect with loved ones, and SMS those people. One million people joined social networking as a result. Due to a lack of funding as well as the fact that few individuals in the late 1990s had access to the internet, SixDegrees.com did not exist very long. In 2000, YouthStream Media Networks purchased it.

**EXAMPLES OF SOCIAL MEDIA PLATFORMS**

**Facebook**

With about 2.9 billion members worldwide, Facebook, which was introduced in 2004, continues to be the most popular and significant social networking site. Users have the option to register, trade material, and interact with others. For companies to advertise their goods and services, Facebook Pages are the most often used medium. Users to establish communities and launch conversations around their business, a product, or another topic use Facebook Groups. Businesses may target particular audiences via paid advertising.

**Youtube**

Over 2.5 billion people presently use the video-sharing website YouTube, which was introduced in 2005. Users may create a channel on which they can broadcast videos about themselves, their company, and its products and processes. To reach the target audience, businesses may utilize YouTube Discovery Ads and sponsored advertising. In 2021, the site also introduced YouTube Shorts to take on TikTok.

**WhatApp**

WhatsApp was established in 2009 and has more than 2 billion active users per month, making it the most widely used messaging service. Although it was first developed for messaging, numerous companies now utilize it to advertise their goods and services. Users may create branded profiles and add a catalog, website URLs, shop locations, and promotional data using the WhatsApp Business and WhatsApp Business API applications. A chatbot may even be used by businesses to automate interactions and carry out other tasks. Users of the site may voice or video call their loved ones and other connections.

**Instagram**

Since its 2010 launch, Instagram has surpassed 1 billion users. From their profiles, users may share images, videos, reels, tales, and IGTV material. Instagram also offers alternatives for professional or corporate profiles. It also functions as a marketplace for users to sell their goods online. The insights and analytics of the account are provided by the business profile.

**TikTok**

TikTok is a short-form video-sharing network with over 1 billion active users that was founded in 2016 after developing from Musically in 2014. Users can create brief films of up to three minutes in length. Users may apply music, filters, and other effects on their videos on TikTok, which also has a sizable song collection and allows users to lip-synch. With Brand Takeover advertisements and custom hashtags, businesses may arrange TikTok videos to promote their goods.

**Snapchat**

With over 538 million users, Snapchat was introduced in 2016. For a brief period of time, it allows users to temporarily exchange tales and photographs with other people. The first app to have a vanishing function was Snapchat. Other capabilities include sharing real-time locations on Snap Map, applying effects to photographs, and employing AR-based lenses.

**Twitter**

Twitter was founded in 2003, has more than 200 million users now, and was almost acquired by Elon Musk, the inventor of Tesla and a multibillionaire. Twitter users may express their ideas in a 140-character message known as a "tweet" that can contain up to 280 characters. Through threads, users may interact with one another and hold conversations. Customers routinely contact brands on Twitter to ask questions and receive answers.

**SOURCE**

Webopedia

### **2.2.4 CHARACTERISTICS OF SOCIAL MEDIA**

Social media consists of various features which makes the medium very useful and helpful. Some characteristics consist ofthe website which ought to offer customers free web space so they can post files. Users receive a special web address that serves as their online identity. All of their stuff can be shared and posted on this website.Users are prompted to submit personal information such as name, address, date of birth, school/college attended, and employment history. The website decides how to link people using their personal information. Users are encouraged to share updates about their personal and professional lives. The website then serves as a forum for friends and family to connect. Users are provided with the tools they need to publish content right away. content kinds such as text, images, music, and others. Friendster was established in 2002 as a platform for global communication. In 2002, WordPress, MySpace, and LinkedIn were launched. Facebook, which Mark Zuckerberg founded in 2004, is now the world's largest social networking platform. YouTube was created in 2005 by Chad Hurley, Steve Chen, and Jawed Karim. Twitter first appeared in 2006. Founded in 2012, Pinterest. Users are able to make and distribute photo albums.

### **2.2.5 SOCIAL MEDIA AND YOUTH**

Young people and teens nowadays are heavily reliant on social media. Additionally, it is a simple way for them to communicate with locals. The youth are affected by its limitation in both good and bad ways. Youth can be referred to as a stage of life that falls between childhood and adulthood. This group of persons includes the majority of college students or actually everyone. Overuse of social media can cause addiction and the development of negative behaviours. Cyberbullying is often cited as one of the dangers of social media. It occurs when a person uses sites like Facebook to adopt a threatening behaviour towards someone. Nowadays, youth love to post their daily lifestyles and personal information on social media such as Facebook, Twitter and Instagram. It becomes a trending style for youth to showcase people everything they have done. Therefore, youth that uses social media often have high chances of being exposed to cybercrimes and danger situations such as kidnaping, murdering and robbery.

Due to social media platforms, today's kids have developed technology addictions and are very reclusive. According to a study from Ohio State University on the subject of social media usage and grades, college students who use Facebook have lower grades and spend less time studying than those who don't use the popular social networking sites (Kalpidou, Costin, & Morris, 2011 cited in Qingya Wang et al, 2011). Additionally, college students who use the 500 million-member social network have significantly lower grade point averages (GPAs) than those who do not, according to a recent study by doctoral candidate Aryn Karpinski of Ohio State University and her co-author Adam Duberstein of Ohio Dominican University. However, a different study showed no link between extensive social media use and academic performance. Between individuals who were thought to be major users of social media and those who were thought to be light users, there was no discernible difference in grades.

### **2.2.6 IMPACT OF RESTRICTED ACCESS TO SOCIAL MEDIA ON**

### **STUDENTS**

According to the Oxford Dictionary, a restriction is a restricting condition or measure, particularly a legal one. It refers to someone or something's restriction or control. The act of denying people access to media content is known as a social media access restriction. Students at academic institutions are now greatly impacted by the restricted access to social media, both negatively and constructively.

The students' ability to communicate and share their projects using platforms they established themselves has been taken away by the restricted access to social media. They are no longer compelled to wait until the following class to complete their work. They can communicate, share their work, and stay in touch thanks to the platforms. Thanks to several social media platforms that offer thorough reporting and recording of each stage, task, and element of each team member, project management is now easier than ever. Even before you start implementing your strategy, many systems can help you organize it thoroughly.

Students have been unable to get to know one another more personally due to social media access restrictions. Every new trend and significant discovery may now be seen on televisions in every nation, city, village, street, home, and space on the world thanks to social media. Building and growing your professional network has become lot simpler thanks to social media. We encourage in-depth conversations on future career paths, business ventures, and related issues. Due to its capacity to strengthen connections by making them more available, social media can be quite advantageous for young people. These advantages include giving them access to an online community where they may discuss their interests or concerns with people who have similar ones, academic support, and bolstering online communities.

Students who are reluctant to speak up in class participate in book discussion blogs and write for real audiences, according to the report. The creation of new online learning tools is ongoing (Brydolf, 2007 cited in Qingya Wang et al, 2011). Students and teenagers in particular have recognized these social media platforms as a way to connect with their classmates, share information, reinvent their personalities, and showcase their social lives, according to Nicole, 2007 as mentioned in Ismail, (2016). However, the benefits of limiting access to social media should not be discounted.

The amount of time students spend on social media instead of working on schoolwork affects their grade point average (GPA). According to Young (2006)'s study, "The consequences of internet and social platforms on students' academic growth," the internet has spread its wings to reach teenagers' school life. Young also observed that students are increasingly reliant on the internet for information pertaining to their academic lives as well as entertainment. Additionally, Young said that internet, though take a lot of time, and have less impact on studies. according to a study by Online PhD, students spend roughly 100 minutes per day on Facebook. In 2007, the number of students who used Facebook was already enormous: 92 percent of students had an account. By 2008, 99 percent of students had an account on Facebook. That is quite a large amount considering the service was only opened in 2006 to everyone.

On one hand, the negative aspect of restricted to online communities is that Students can utilize them for academic assistance and support (Lusk, 2010, cited in Qingya Wang *et al,* 2011). Social media can benefit young people in many ways, including by giving them a virtual space to discuss their interests or problems with others who share them, providing academic support, and enhancing their online communication skills and knowledge. This is possible because social media can strengthen connections by making them more accessible. On the other hand, “Our findings indicate that electronic media use is negatively associated with grades. Additionally, we discover that around two-thirds of students admitted to using electronic devices while in class, doing assignments, or studying (Jacobsen, & Forste, 2011 cited in Qingya Wang et al, 2011). This multitasking probably causes more distraction, which has been linked to poor student performance in other studies. According to Sandra, (2016), citing Nalwa & Anand (2003), internet addicts like using the internet to put off their personal and professional duties, which has the end result of low academic performance. Sandra (2016) cites Kubey, Lavin, and Barrows (2001) who found a link between academic success and reliance on social networking sites.

**2.3 THEORETICAL FRAMEWORK**

### **2.3.1 UNIFIED THEORY OF ACCEPTANCE AND USE OF**

### **TECHNOLOGY**

In "User Acceptance of Information Technology: Toward a Unified View," Venkatesh and colleagues developed the unified theory of adoption and use of technology (UTAUT), a model for technology acceptance. The UTAUT seeks to clarify users' initial information system usage intentions and subsequent usage behavior. According to the idea, there are four essential constructs:

* effort expectancy
* performance expectancy
* social influence
* enabling conditions

The first three are direct factors that affect user behavior directly, while the fourth is a direct factor that affects user behavior. The impact of the four fundamental constructs on social media usage intention and behavior is said to be moderated by factors such as gender, age, experience, and voluntariness of use.

The constructs of eight models used in earlier research were examined and combined to create the theory. Theory of reasoned action, technology acceptance model, motivational model, theory of planned behavior, combined theory of planned behavior/technology acceptance model, model of personal computer use, diffusion of innovations theory, and social cognitive theory were used to explain information systems usage behavior. Wang, Wu, and Wang, 2009 added two constructs (perceived playfulness and self-management of learning) to the UTAUT in their study of determinants of acceptance of mobile learning in 370 individuals in Taiwan and found that they were significant determinants of behavioral intention to use mobile learning in all respondents. Hewitt et al., 2019 extended the UTAUT to study the acceptance of autonomous vehicles. Two separate surveys of 57 and 187 individuals in the USA showed that users were less accepting of high autonomy levels and displayed significantly lower intention to use highly autonomous vehicles. Wang and Wang extended the UTAUT in their study of 343 individuals in Taiwan to determine gender differences in mobile Internet acceptance. They added three constructs – perceived playfulness, perceived value, and palm-sized computer self-efficacy to UTAUT and chose behavioral intention as a dependent variable.

They omitted use behavior, facilitating conditions, and experience. In addition, since the devices were used in a voluntary context, and they found that most adopters were ages 20–35, they omitted voluntariness and age. Perceived value had a significant influence on adoption intention, and palm-sized computer self-efficacy played a critical role in predicting mobile Internet acceptance. Perceived playfulness, however, did not have a strong influence on behavioral intention, but this may have been due to service or Network Communication Quality issues during the study. Curtis et al., 2010 applied UTAUT to the adoption of social media by 409 United States nonprofit organizations. UTAUT had not been previously applied to the use of social media in public relations.

They found out that organizations with defined public relations departments are more likely to adopt social media technologies and use them to achieve their organizational goals. Women considered social media to be beneficial, and men exhibited more confidence in actively utilizing social media. UTAUT explains 40 and 70% of the users’ intention of adopting technological solutions (Pappas et al., 2019; Chopik and Francis, 2022). The model also integrates elements across eight prior models, including the TPB (Ajzen, 1991), the TAM (Davis, 1989), the theory of reasoned action (TRA; Fishbein and Ajzen, 1975), a combined version of TPB and TAM (c-TAM-TPB; Taylor and Todd, 1995), a motivational model (MM; Davis et al., 1989), a model of PC utilization. Koivumäki et al., 2007 applied UTAUT to study the perceptions of 243 individuals in northern Finland toward mobile services and technology and found that time spent using the devices did not affect consumer perceptions, but familiarity with the devices and user skills did have an impact.

Eckhardt et al., 2009 applied UTAUT to study social influence of workplace referent groups (superiors, colleagues) on intention to adopt technology in 152 German companies and found significant impact of social influence from workplace referents on information technology adoption. Chao developed and empirically tested a model to predict the factors affecting students' behavioral intentions toward using mobile learning (m-learning). The study applied the extended unified theory of acceptance and use of technology (UTAUT) model with the addition of perceived enjoyment, mobile self-efficacy, satisfaction, trust, and perceived risk moderators. The study collected data from 1562 respondents to conduct a cross-sectional study and employed a research model based on multiple technology acceptance theories.

The UTAUT model integrates performance expectancy, effort expectancy, social influence, and facilitating conditions that directly impact behavioral intention. Therefore, we utilized the UTAUT model in this research. The Theory emphasizes on the use of unified technology to affect human behavior and performances. It also facilitates the avenue for directly impacting on behavioral performances through the impact of Technology.

 **Fig. 1 Unified Theory of Acceptance and Use of Technology (UTAUT) Model**

### **2.3.2 CONSTRUCTIVISM OR CONSTRUCTIVIST THEORY**

Vygotsky formulated the theory in 1978. Lev Vygotsky’s is a Russian Psychologist, who stresses the importance of looking at each child as an individual who learns distinctively or different from another. Constructivism in education has roots in epistemology, which - in philosophy - is a theory of knowledge, which is concerned with the logical categories of knowledge and its justification basis. Epistemology also emphasizes the justification of conventional knowledge as well as the subjective knowledge of a particular knower.

As a result, constructivism acknowledges that each learner has past knowledge and experiences that are frequently shaped by their social and cultural context. Students "build" information by drawing from their experiences to learn. Teachers need to grasp what children are thinking and how to enrich it, even while the behaviorist school of learning may help them comprehend what students are doing (Seifert, 2017).

Constructivism has its roots in educational psychology, namely in the writings of Jean Piaget (1896–1980), who is well known for his theory of cognitive development.

Piaget concentrated on how people derive meaning from the interaction of their ideas and experiences. The social constructivism theory of Lev Vygotsky (1896–1934) placed a strong emphasis on the value of sociocultural learning and how children acquire mental constructs through interactions with adults, older peers, and cognitive tools while still in their zone of proximal development.

The crucial idea of instructional scaffolding, which describes how the social or informational environment provides supports (or scaffolds) for learning that are gradually withheld as they become internalized, was developed by Jerome Bruner and other educational psychologists by building on Vygotsky's theory. Vygotsky asserts that the primary goal of education is to promote development, which results through social learning, the internalization of culture, and interpersonal connections. In order to influence their surroundings and gain specific advantages, people who meditate actively engage with them.

The main defender of Vygotsky's constructivism thesis is mediation. His idea provides a perspective that complements the behaviorist point of view.

According to Vygotsky's constructivism theory, using mediators to change one's environment is a means for a person to interact with nature. The employment of activity mediators as a method of interaction with nature and other people is supported by Vygotsky's theory of constructivism.

The theory advocates for learning settings that are assessment-, learner-, knowledge-, and community-centered. According to Vygotsky's constructivism theory, using mediators to change one's environment is a means for a person to interact with nature. The employment of activity mediators as a method of interaction with nature and other people is supported by Vygotsky's theory of constructivism.

The theory advocates for learning settings that are assessment-, learner-, knowledge-, and community-centered. According to the educational theory known as constructivism, people do not acquire knowledge and understanding by passively receiving it through a direct process of knowledge transmission. Instead, they create new understandings and knowledge through experience and social interaction, fusing it with what they already know (prior knowledge). Learning is a social activity resulting from a combination of interactions, collaborative activities and communication with others (Vygotsky, 1978 cited in Hidayatullah, 2016). Which is believed to enhance critical thinking and cognitive skills. Social media provides online learning platform that involves learning community with certain learning goals and outcomes to accomplish. More focus was placed on social contributions to the development process by Vygotsky.

His attention was drawn to the relationships between individuals and the sociocultural environment in which they interact and share experiences. Humans, in Vygotsky's view, use culturally derived tools to mediate their social environments. Students initially create these gadgets purely for social purposes. In other words, knowledge is socially constructed, and it is created when a person engages with the environment in which they live. This may be done online utilizing web portals, search engines, and other tools.

**SOURCES**

Wikipedia, Research gate.

## **2.4 EMPIRICAL REVIEW**

Students and teenagers have embraced social media platforms, according to Nicole (2007), in order to interact with their classmates, share knowledge, reinvent their personalities, and promote their social life.

Furthermore, according to Karpinski (2009), the drawbacks of using social networking platforms outweigh the positive effects on students' academic achievement by a wide margin. However, highlighting how extensively university students use social media and how this use might be detrimental.

Nearly 25% of students' Internet time is now spent on social networking websites, which has both positive and bad ramifications, according to a Nielsen Media Research research conducted in June 2010. (Jacobsen, & Forste, 2011).

The findings demonstrate that limiting use of electronic media is related to better academic performance. Approximately two-thirds of the students admitted to using electronic devices while in class, studying, or completing homework, which was another finding (Jacobsen, & Forste, 2011).

Social media use among students has significantly increased, which has an effect on their study habits, their capacity to communicate with people on social media using appropriate language and spelling, and their ability to concentrate on their academics (Ndaku, 2013).

This chapter discusses the advantages and disadvantages of limiting social media use in general as well as its influence and effects on students. Social media are a collection of Internet websites, services, and behaviors that encourage sharing, participation, community growth, and cooperation. A branch of the social software movement, they (Junco, Heibergert, & Loken, 2010).

Connect should be important for creating friends and encouraging one another, especially during the first few weeks at university, according to students' frequent comments (Oradini & Saunders, 2007).

The results show that students' academic performance suffers the more they use Facebook. Instead of using social media for academic goals, students largely utilize it for social relationships (Oye, 2012).

Furthermore, the majority of students, according to Oye (2012), think that social media sites assist them get better grades. Wang (2011) stated that the influence of social media depends on the extent to which platforms are used primarily for communication and making friends, which is in line with Shana's (2012) research.

Additionally, "the association between Facebook and well-being appears to improve over the course of a college career, maybe because upper-class students utilize Facebook to connect socially "Interacting with their classmates and participating in college life" (Kalpidou, Costin, & Morris, 2011).

Seo (2004) agrees with Jeong's claim that only those who use the internet excessively suffer negative effects.

The term "social media" refers to a collection of online platforms, offerings, and practices that encourage interaction, participation, and sharing and are a continuation of the social software movement (Junco, Heibergert, & Loken, 2010).

The primary interrelated literacies of SNSs are attention, engagement, collaboration, network awareness, and critical consumption, according to Mark Blankenship (2010).

Comprehensive E-learning and E-teaching activities in informal learning environments were discovered through the study of clinical and medical interview data. Many individuals have a negative perception of social media, but it is also viewed as a good thing. a method for people to acquire crucial knowledge and social abilities outside of the walls of their school (Wang, Chen, and Liang,.2011).

Social networking has been enthusiastically embraced by students as a means of making friends. However, a comprehensive analysis of social media applications is required for educational reasons (Evans Chris, 2014).

## **2.5 CONCLUSION**

# The findings of this chapter have examined how limiting access to social media has prevented students from chatting with friends online. Researching their coursework and other educational materials is combined with keeping up with current events, reaching out to peers for group projects, researching their future academic careers, and talking about popular topics like Big Brother Naija and the Champions League. Additionally, it has helped them use their time more wisely and focus more intently on their academics. Students use social media for two to four hours a day when access is available. They use a variety of social media, with Facebook, Whatsapp, and YouTube being the most popular.

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# CHAPTER THREE

# RESEARCH METHODOLOGY

## **3.1 INTRODUCTION**

The chosen method of data collecting for the research project is described in this chapter. It looks at the tools used in the chosen study design and the factors that went into it. It also outlines the procedures for choosing the study population and reducing the sampling size to make the research process easier.

## **3.2 RESEARCH DESIGN**

## A descriptive survey design was chosen as the method of investigation for this study. It uses the feedback received to draw a fair conclusion on the subject under investigation. The survey is a fairly economical method of learning what people feel, do, and want (Mathers et al, 2009).

## **3.3 RESEARCH INSTRUMENT**

The structured questionnaire that was given to the respondents during the research was the instrument used. Because it is appropriate for gaining access to the perceptions of the chosen audience, the questionnaire was used. The questionnaire is a tool created to collect data that will be subjected to additional analysis. Both open-ended and closed-ended questions were included in the survey. There were two sections to the questionnaire: section A contained demographic information about the respondents, and section B had three clusters: cluster A-. To what extent does restricted access to social media affect students in a tertiary Institution; cluster B-The perceived gains of restricted access to social media on students; cluster C- The perceived pains of restricted access to social media on students and cluster D- ways restricted access to social media affect students' academic performances.

## **3.4 POPULATION OF THE STUDY**

The researcher’s study population consists of Mountain Top University students

from 100 to 500 level, which is 1,468 (MTU Academic Affairs, 2022).

## **3.5 SAMPLE SIZE**

In calculating the sample size, Taro Yamane’s formula with a 95% confidence level was used.

The Taro Yamane formula is= N/(1+N(e)2

Where;

n = Sample size

N = Total Population

e = Sampling error (which is usually 0.05) Now, substituting the values into the formula:

n = 1468/1+2300(0.05)2

n =1468/1+2300(0.0025)

n= 1468/1+3.67

n= 1468/4.67 =314.3 = 314

Therefore, the sample size is 314 responses were used by the researcher for the analysis.

## **3.6 SAMPLING TECHNIQUE**

The researcher used the Convenience sampling technique because the respondents were the people who were most accessible to the researcher.

## **3.7 METHOD OF DATA COLLECTION**

The goal and reason for collecting data is to solve the problem that has been identified. However, duplicate questionnaires were used in the course of this study. The copies of the questionnaire used for this study were self-administered at Mountain Top University. Because we used a questionnaire, we primarily used quantitative data in this study. The goal of data collection was to conduct research on how restricted access to social media affects students.

## **3.8 VALIDITY AND RELIABILTY OF THE INSTRUMENT**

The instrument was validated by three experts in research measurement and evaluation. The validators reviewed the instruments' items to ensure that they were clear and in line with the study's objectives, as well as the appropriateness of the instruments' items in terms of the language used. Their insightful observations and corrections helped shape the final versions of the instruments, which were used to collect data for the study. The instruments were trial tested on Mountain Top University students.

## **3.9 SOURCES OF DATA**

Primary data is unique information gathered specifically for a project. Data was gathered through questionnaires, discussions, and interview schedules. Essentially, only primary data was used in this project.

## **3.10 DATA ANALYSIS METHOD**

Data needed to be organized after collection into usable information for decision-making and regression analysis to evaluate hypotheses. Utilizing a social sciences statistical software, the questionnaire's data were displayed. Any data derived from the sample will be considered to be typical of the entire population.

**CHAPTER FOUR**

# DATA ANALYSIS AND INTERPRETATIONS

## **4.1 INTRODUCTION**

This chapter focused on the presentation, analysis, and interpretation of data collected through the use of a questionnaire that was filled out by the student of Mountain Top University. The data analysis is needed to show the results of the research carried out and also make comments on the data collected and get to a conclusion based on the data collected. Three hundred and fourteen (314) is the estimated sample size. However, three hundred and two respondents were reached.

## 

## **4.2. SOCIO-DEMOGRAPHIC CHARACTERISTICS OF THE STUDENTS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table 4.2.1: Gender** | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Male | 179 | 59.3 | 59.3 | 59.3 |
| Female | 123 | 40.7 | 40.7 | 100.0 |
| Total | 302 | 100.0 | 100.0 |  |

Source: Field Survey 2022.

The table shows that 59.3% of the respondents are male and 40.7% are female.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table 4.2.2: Age Range** | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 14-20 | 166 | 55.0 | 55.0 | 55.0 |
| 20-25 | 106 | 35.1 | 35.1 | 90.1 |
| 25-29 | 12 | 4.0 | 4.0 | 94.0 |
| 29-35 | 3 | 1.0 | 1.0 | 95.0 |
| Above 35 | 15 | 5.0 | 5.0 | 100.0 |
| Total | 302 | 100.0 | 100.0 |  |

Source: Field Survey 2022.

The table shows that 55% of the respondents are aged between 14-20, 35.1% between 20-25, 4% between 25-29, 1% between 29-35, and 5% above 35.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table 4.2.3: Level** | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 100 Level | 137 | 45.4 | 45.4 | 45.4 |
| 200 Level | 84 | 27.8 | 27.8 | 73.2 |
| 300 Level | 42 | 13.9 | 13.9 | 87.1 |
| 400 Level | 21 | 7.0 | 7.0 | 94.0 |
| 500 Level | 18 | 6.0 | 6.0 | 100.0 |
| Total | 302 | 100.0 | 100.0 |  |

Source: Field Survey 2022.

The table shows that 45.4% of the respondents are in the 100 level, 27.8% in the 200 level, 13.9% are in the 300 level, 7% are in the 400 level and 6% are in the 500 level.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table 4.2.4: Educational Level** | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | O' Level Certificate | 134 | 44.4 | 44.4 | 44.4 |
| Diploma | 96 | 31.8 | 31.8 | 76.2 |
| Bachelors' Degree | 60 | 19.9 | 19.9 | 96.0 |
| Master's Degree | 12 | 4.0 | 4.0 | 100.0 |
| Total | 302 | 100.0 | 100.0 |  |

Source: Field Survey 2022.

The table shows that 44.4% of the respondents are obtaining O’level Certificate, 31.8% are obtaining Diploma, 19.9% are obtaining Bachelor’s Degree and 4% obtained a Master’s Degreein Mountain Top University.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table 4.2.5: How long have you been in the Institution How long have you been in the Institution** | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | A Year | 110 | 36.4 | 36.4 | 36.4 |
| 1-2 Years | 129 | 42.7 | 42.7 | 79.1 |
| 2-4 Years | 63 | 20.9 | 20.9 | 100.0 |
| Total | 302 | 100.0 | 100.0 |  |

Source: Field Survey 2022.

The table shows that 36.4% of the respondents have been in the institution for a year, 42.7% between 1-2 years, and 20.9% between 2-4 years.

## **4.3 ANALYSIS ON RESEARCH QUESTIONS**

4.3 Respondent's View on the perceived gains and pains of restricted access to social media for Tertiary Institution students on campus

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table 4.3.1: The school restricts social media in the school premises** | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 64 | 21.2 | 21.2 | 21.2 |
| Agree | 112 | 37.1 | 37.1 | 58.3 |
| Undecided | 30 | 9.9 | 9.9 | 68.2 |
| Disagree | 66 | 21.9 | 21.9 | 90.1 |
| Strongly Disagree | 30 | 9.9 | 9.9 | 100.0 |
| Total | 302 | 100.0 | 100.0 |  |

Source: Field Survey 2022.

The table shows that 21.2% of the respondents strongly agree, 37.1% agree, 9.9% are undecided, 21.9% disagree and 9.9% strongly disagree.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table 4.3.2:** **The school allows the student to make use of social media to some extent.** | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 60 | 19.9 | 19.9 | 19.9 |
| Agree | 127 | 42.1 | 42.1 | 61.9 |
| Undecided | 37 | 12.3 | 12.3 | 74.2 |
| Disagree | 33 | 10.9 | 10.9 | 85.1 |
| Strongly Disagree | 45 | 14.9 | 14.9 | 100.0 |
| Total | 302 | 100.0 | 100.0 |  |

Source: Field Survey 2022.The table shows that 19.9% of the respondents strongly agree, 42.1% agree, 12.3% are undecided, 10.9% disagree and 14.9% strongly disagree.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table 4.3.3: The duration of time allowed on social media is too limited** | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 66 | 21.9 | 21.9 | 21.9 |
| Agree | 115 | 38.1 | 38.1 | 59.9 |
| Undecided | 52 | 17.2 | 17.2 | 77.2 |
| Disagree | 33 | 10.9 | 10.9 | 88.1 |
| Strongly Disagree | 36 | 11.9 | 11.9 | 100.0 |
| Total | 302 | 100.0 | 100.0 |  |

Source: Field Survey 2022.

The table shows that 21.9% of the respondents strongly agree, 38.1% agree, 17.2% are undecided, 10.9% disagree and 11.9% strongly disagree.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table 4.3.4:** **Through access to social media students are enlightened and educated about the new happenings outside the school premises** | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 87 | 28.8 | 28.8 | 28.8 |
| Agree | 109 | 36.1 | 36.1 | 64.9 |
| Undecided | 33 | 10.9 | 10.9 | 75.8 |
| Disagree | 36 | 11.9 | 11.9 | 87.7 |
| Strongly Disagree | 37 | 12.3 | 12.3 | 100.0 |
| Total | 302 | 100.0 | 100.0 |  |

Source: Field Survey 2022.

The table shows that 28.8% of the respondents strongly agree, 36.1% agree, 10.9% are undecided, 11.9% disagree and 12.3% strongly disagree.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table 4.3.5:** **The restriction of social media has made students more productive with their time** | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 97 | 32.1 | 32.1 | 32.1 |
| Agree | 112 | 37.1 | 37.1 | 69.2 |
| Undecided | 30 | 9.9 | 9.9 | 79.1 |
| Disagree | 33 | 10.9 | 10.9 | 90.1 |
| Strongly Disagree | 30 | 9.9 | 9.9 | 100.0 |
| Total | 302 | 100.0 | 100.0 |  |

Source: Field Survey 2022.

The table shows that 32.1% of the respondents strongly agree, 37.1% agree, 9.9% are undecided, 10.9% disagree and 9.9% strongly disagree.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table 4.3.6: The restriction of social media** **has made students concentrate strictly on their academics** | | | | | |
|  | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 93 | 30.8 | 30.8 | 30.8 |
| Agree | 75 | 24.8 | 24.8 | 55.6 |
| Undecided | 39 | 12.9 | 12.9 | 68.5 |
| Disagree | 45 | 14.9 | 14.9 | 83.4 |
| Strongly Disagree | 50 | 16.6 | 16.6 | 100.0 |
| Total | 302 | 100.0 | 100.0 |  |

Source: Field Survey 2022.

The table shows that 30.8% of the respondents strongly agree, 24.8% agree, 12.9% are undecided, 14.9% disagree and 16.6% strongly disagree.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table 4.3.7****: Lack of access to social media has helped students associate with their immediate surroundings better i.e campus vicinity** | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 108 | 35.8 | 35.8 | 35.8 |
| Agree | 108 | 35.8 | 35.8 | 71.5 |
| Undecided | 21 | 7.0 | 7.0 | 78.5 |
| Disagree | 39 | 12.9 | 12.9 | 91.4 |
| Strongly Disagree | 26 | 8.6 | 8.6 | 100.0 |
| Total | 302 | 100.0 | 100.0 |  |

Source: Field Survey 2022.

The table shows that 35.8% of the respondents strongly agree, 35.8% agree, 7.0% are undecided, 12.9% disagree and 8.6% strongly disagree.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table 4.3.8:** **Social media restrictions in school have gained students high grades academically** | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 68 | 22.5 | 22.5 | 22.5 |
| Agree | 112 | 37.1 | 37.1 | 59.6 |
| Undecided | 28 | 9.3 | 9.3 | 68.9 |
| Disagree | 66 | 21.9 | 21.9 | 90.7 |
| Strongly Disagree | 28 | 9.3 | 9.3 | 100.0 |
| Total | 302 | 100.0 | 100.0 |  |

Source: Field Survey 2022.

The table shows that 22.5% of the respondents strongly agree, 37.1% agree, 9.3% are undecided, 21.9% disagree and 9.3% strongly disagree.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table 4.3.9: The restriction of social media in school has** **reduced cyberbullying in the society** | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 66 | 21.9 | 21.9 | 21.9 |
| Agree | 132 | 43.7 | 43.7 | 65.6 |
| Undecided | 32 | 10.6 | 10.6 | 76.2 |
| Disagree | 36 | 11.9 | 11.9 | 88.1 |
| Strongly Disagree | 36 | 12 | 12 | 100.0 |
| Total | 302 | 100.0 | 100.0 |  |

Source: Field Survey 2022.

The table shows that 21.9% of the respondents strongly agree, 43.7% agree, 10.6% are undecided, 11.9% disagree and 12% strongly disagree.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table 4.3.10:** **Students find it hard to gather information on an assignment or project given due to the restriction of social media** | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 78 | 25.8 | 25.8 | 25.8 |
| Agree | 118 | 39.1 | 39.1 | 64.9 |
| Undecided | 42 | 13.9 | 13.9 | 78.8 |
| Disagree | 30 | 9.9 | 9.9 | 88.7 |
| Strongly Disagree | 34 | 11.3 | 11.3 | 100.0 |
| Total | 302 | 100.0 | 100.0 |  |

Source: Field Survey 2022.

The table shows that 25.8% of the respondents strongly agree, 39.1% agree, 13.9% are undecided, 9.9% disagree and 11.3% strongly disagree.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table 4.3.11: The** **restriction of social media has restricted students from putting their potential out there** | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 94 | 31.1 | 31.1 | 31.1 |
| Agree | 100 | 33.1 | 33.1 | 64.2 |
| Undecided | 30 | 9.9 | 9.9 | 74.2 |
| Disagree | 40 | 13.2 | 13.2 | 87.4 |
| Strongly Disagree | 38 | 12.6 | 12.6 | 100.0 |
| Total | 302 | 100.0 | 100.0 |  |

Source: Field Survey 2022.

The table shows that 31.1% of the respondents strongly agree, 33.1% agree, 9.9% are undecided, 13.2% disagree and 12.6% strongly disagree.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table 4.3.12****: During leisure time, students interact and socialize with friends and peer outside the school premises.** | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 92 | 30.5 | 30.5 | 30.5 |
| Agree | 100 | 33.1 | 33.1 | 63.6 |
| Undecided | 34 | 11.3 | 11.3 | 74.8 |
| Disagree | 40 | 13.2 | 13.2 | 88.1 |
| Strongly Disagree | 36 | 11.9 | 11.9 | 100.0 |
| Total | 302 | 100.0 | 100.0 |  |

Source: Field Survey 2022.

The table shows that 30.5% of the respondents strongly agree, 33.1% agree, 11.3% are undecided, 13.2% disagree and 11.9% strongly disagree.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table 4.3.13:** **During a class, students interact and socialize with friends and peer outside the school premises.** | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 72 | 23.8 | 23.8 | 23.8 |
| Agree | 72 | 23.8 | 23.8 | 47.7 |
| Undecided | 48 | 15.9 | 15.9 | 63.6 |
| Disagree | 60 | 19.9 | 19.9 | 83.4 |
| Strongly Disagree | 50 | 16.6 | 16.6 | 100.0 |
| Total | 302 | 100.0 | 100.0 |  |

Source: Field Survey 2022.

The table shows that 23.8% of the respondents strongly agree, 23.8% agree, 15.9% are undecided, 19.9% disagree and 16.6% strongly disagree.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table 4.3.14:** **Students gather more facts and information for assignments and projects on social media** | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 122 | 40.4 | 40.4 | 40.4 |
| Agree | 108 | 35.8 | 35.8 | 76.2 |
| Undecided | 20 | 6.6 | 6.6 | 82.8 |
| Disagree | 30 | 9.9 | 9.9 | 92.7 |
| Strongly Disagree | 22 | 7.3 | 7.3 | 100.0 |
| Total | 302 | 100.0 | 100.0 |  |

Source: Field Survey 2022.

The table shows that 40.4% of the respondents strongly agree, 35.8% agree, 6.6% are undecided, 9.9% disagree and 7.3% strongly disagree.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table 4.3.15: The** **restriction of social media in school has helped students gain full concentration in their studies.** | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 61 | 20.2 | 20.2 | 20.2 |
| Agree | 203 | 67.2 | 67.2 | 87.4 |
| Undecided | 30 | 9.9 | 9.9 | 97.4 |
| Disagree | 7 | 2.3 | 2.3 | 99.7 |
| Strongly Disagree | 1 | .3 | .3 | 100.0 |
| Total | 302 | 100.0 | 100.0 |  |

Source: Field Survey 2022.

The table shows that 20.2% of the respondents strongly agree, 67.2% agree, 9.9% are undecided, 2.3% disagree and .3% strongly disagree.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table 4.3.16: When given access to social media, students post and respond to chats while completing assignments.** | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 58 | 19.5 | 19.5 | 19.5 |
| Agree | 205 | 67.9 | 67.9 | 87.4 |
| Undecided | 37 | 12.3 | 12.3 | 99.7 |
| Disagree | 1 | .3 | .3 | 100.0 |
| Total | 302 | 100.0 | 100.0 |  |

Source: Field Survey 2022.

The table shows that 19.5% of the respondents strongly agree, 67.9% agree, 12.3% are undecided and .3% disagree.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table 4.3.17: Students’ social intuition has become detrimental to their studies because of the restriction of social media on them** | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 72 | 23.8 | 23.8 | 23.8 |
| Agree | 160 | 53.0 | 53.0 | 76.8 |
| Undecided | 55 | 18.2 | 18.2 | 95.0 |
| Disagree | 13 | 4.3 | 4.3 | 99.3 |
| Strongly Disagree | 2 | .7 | .7 | 100.0 |
| Total | 302 | 100.0 | 100.0 |  |

Source: Field Survey 2022.

The table shows that 23.8% of the respondents strongly agree, 53.0% agree, 18.2% are undecided, 4.3% disagree and .7% strongly disagree.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table 4.3.18: Students feel connected under the access of social media from a distance and faraway place** | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 101 | 33.4 | 33.4 | 33.4 |
| Agree | 162 | 53.6 | 53.6 | 87.1 |
| Undecided | 24 | 7.9 | 7.9 | 95.0 |
| Disagree | 13 | 4.3 | 4.3 | 99.3 |
| Strongly Disagree | 2 | .7 | .7 | 100.0 |
| Total | 302 | 100.0 | 100.0 |  |

Source: Field Survey 2022.

The table shows that 33.4% of the respondents strongly agree, 53.6% agree, 7.9% are undecided, 4.3% disagree and .7% strongly disagree.

**4.4 DISCUSSION OF THE FINDINGS**

The findings of the study revealed that the majority of the respondents are male, aged between 14-20 years, and are majorly 100-level students. They are O’level certificate holders who have been in the institution for 1-2 years.

The findings equally revealed that most of the students agree that the school restricts social media on the school premises and that the school allows the student to make use of social media to some extent with limited duration.

More so, most of them agree that through access to social media, students are enlightened and educated about the new happenings outside the school premises, also agree that the restriction of social media has made students more productive with their time but strongly agree it has made students concentrate strictly on their academics.

Meanwhile, from the study, the majority of the student agree that lack of access to social media has helped them associate with their immediate surrounding better i.e campus vicinity and its restriction have gained them high grades academically and reduced cyberbullying in society.

The findings of the study also revealed that students find it hard to gather information on an assignment or project given due to the restriction of social media, which has also restricted the majority of the students from putting their potential out there. while the majority of the students, during leisure time, interact and socialize with friends and peer outside the school premises.

The majority of the students are in support that during class, students interact and socialize with friends and peer outside the school premises, also they gather more facts and information for assignments and projects on social media but also in support of its restriction, that it has helped majority gain full concentration in their studies.

# RELATED TO LITERATURE

# The result of the research can be related to a study put forth by Hidayatullah (2016) on “*Does Social Media Impacts Learning? An Empirical Study*”. He arrived at the hypothesis that Facebook and other social media platforms are E-learning environments, which enhance and strengthen formal or informal learning. The interactivity and collaborative communication enhance cognitive and critical thinking skills. Specifically, attention, participation, collaboration, network awareness and critical consumption are the most important literacies of social media platforms. . It is therefore noteworthy that the appeal concerning this research paper is the pains of restricted access. In the result from Hidayatullah’s study, the hypothesis was maintained.

**RELATED TO CONSTRUCTIVISM THEORY**

The result of the research can be related to the Constructivism theory, which states that knowledge is socially constructed and when one interacts with the environment in which he or she lives in, knowledge is produced, which is where social media sets in. One of the major role of social media is aiding interaction with the help of the Internet, using web portals, search engines, and more as the global village is now digital.

**CHAPTER FIVE**

# SUMMARY, CONCLUSION AND RECOMMENDATION

## **5.1 INTRODUCTION**

This chapter gives a detailed description of the findings under the following headings: summary of the study and findings, conclusion, recommendations, and limitations of the study.

## **5.2 SUMMARY**

The study on The Perceived Gains and Pains of restricted access to social media for Tertiary Institutions students on campus, aimed to generally examine the Gains and pains of restricted access to social media on students. It has been observed that social media’s usage has both its advantages and its disadvantages on Tertiary Institution students as well as its restriction. The audience (the students) was thereby questioned about what they felt about the restriction of access to social media at the Institution.

To achieve the research objectives, the researcher employed the quantitative research method by conducting a survey, thereby adopting the use of a questionnaire to access the opinions of the selected audience concerning the subject. The audience selected was Mountain Top University students; 314 responses were taken via distributed questionnaires.

Chapter One gives us an introduction to social media and its various platforms. It introduced the various importance of social media and reasons for its creation. The researcher also explored the general knowledge of the pain and gain of social media’s restriction on students which is the main focus of the study. The chapter thereafter established the objectives of the research study; understanding was also made possible by the operational definition of terms.

In Chapter Two, the researcher simplified the subject by breaking down the concepts that are associated with the study. Subsequently, the chapter reviewed past literature, which is essential to the study and connected to it. Furthermore, related theories were defined and their relativity to the research was pointed out. The researcher made use of two theories, which are Unified theory of acceptance and use of technology (UTAUT) and Constructivism theory. While the former emphasizes on the use of unified technology to affect human behavior and performances, the latter explained how knowledge is socially constructed and when one interacts with the environment in which he or she lives in, knowledge is produced. This could be through the Internet, using web portals, search engines, and more as the global village is now digital.

Chapter three tells us about the research methodology employed in the process of the research. As stated earlier, the quantitative research method was employed and questionnaires were distributed and self-administered. The target population and sample size were also explained in the chapter.

The fourth chapter was based on the analysis of the data that was gathered from the respondents. The researcher was able to access the opinions of the audience with the questionnaire. Afterwards, all their responses were collected and presented in tables. This chapter analyzed, interpreted, and discussed the findings of the research.

Chapter five discussed the summary of the whole project; the conclusion and the researcher’s recommendation concerning the impact of restricted access to social media on students.

**Summary of result**

The result of the research showed that the audience agree that the school restricts social media on the school premises and that the school allows the student to make use of social media to some extent with limited duration. They also agree that through access to social media, students are enlightened and educated about the new happenings outside the school premises, also agree that the restriction of social media has made students more productive with their time but strongly agree it has made students concentrate strictly on their academics. The audience are in support that during class, students interact and socialize with friends and peer outside the school premises, also they gather more facts and information for assignments and projects on social media but also in support of its restriction, that it has helped them gain full concentration in their studies.

## **5.3 CONCLUSION**

The study has proven that the restricted access to social media for Tertiary Institution

students on campus has a higher level of gains than its pains. lack of access to social media

has helped them associate with their immediate surrounding better (campus vicinity). Its

restriction have gained them high grades academically and reduced cyberbullying in society.

Through access to social media, students are enlightened and educated about the new

happenings outside the school premises but the restriction of social media has made students

more productive with their time.

**5.4 RECOMMENDATIONS**

The researcher believes that audience response to Social media’s access is a thing of choice.

Audience actions should not be influenced by the imposition of a threat, except in cases of

Susceptibility. Institutions should allow the student to make use of social media to some extent

with limited duration as it allows them interact and socialize with friends and peer outside the

school premises. They should also be aware of the fact that individuals have various

choices and perceptions which should not be influenced by any manner of threat. Institutions

should also encourage restriction of social media access in the school environment because it

makes students concentrate strictly on their academics and be more productive with their time.

# 

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**APPENDIX**

**QUESTIONNAIRE**

**The perceived Gains and Pains of restricted access to social media for**

**Tertiary Institution students on campus**

**(A perceived study of mountain top university)**

**Dear Respondent,**

I am Koyenikan Deborah Damilola, a 400-level student of Mountain Top University. I am writing a project on the above-named topic in partial fulfilment of the requirements for the award of Bachelor of Science Degree in Mass Communication. I will appreciate it if the questionnaire is completed to the best of your knowledge with utmost sincerity so as to achieve credible results. The information provided will only be used for academic purpose and will be treated with outmost confidentiality.

Please answer the questions by ticking the one you consider most appropriate among the alternatives.

Thanks, in anticipation of your co-operation.

Kindly answer the following questions by ticking on on top that best describes your agreement or filling the spaces provided.

SECTION A: DEMOGRAPHIC DATA

1. Gender: A Male B. Female

1. Age Range: A. 14-20 B. 20-25 C.25-29

D. Above 29

4. Educational Level: A. Certificate B. Diploma

C. Bachelors’ degree D. Master’s degree

5. How long have you been in the Institution? A. a year B. 1-2 years

C. 2-4 Years D. 4 years and above

**SECTION B**

Using the scale below, please answer the statement below by ticking the option that best satisfies your response to the following statement.

**Strongly Agree {SA}= 5; Agree {A}= 4 Undecided (UN) = 3; Disagree{D}= 2; Strongly Disagree {SD}= 1**

**RQ1: What is the extent of the restriction placed on social media use in the institution?**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| S/N | ITEMS | SA | A | UN | D | SD |
| 6 | The school totally restricts social media in the school premises. |  |  |  |  |  |
| 7 | The school allows student to make use of social media to some extent. |  |  |  |  |  |
| 8 | The duration of time allowed on social media is too limited. |  |  |  |  |  |

**RQ2: What are the perceived gains of restricted access to social media on students of Mountain Top University?**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| S/N | ITEMS | SA | A | UN | D | SD |
| 9 | Through the access of social media students are enlightened and educated about the new happenings outside the school premises. |  |  |  |  |  |
| 10 | The restriction of social media has made student more productive with their time. |  |  |  |  |  |
| 11 | The restriction of social media has made students concentrate strictly on their academics. |  |  |  |  |  |
| 12 | Lack of access to social media has helped students associate with their immediate surrounding better i.e campus vicinity. |  |  |  |  |  |
| 13 | Social media restrictions in school have gained students high grades academically. |  |  |  |  |  |

**RQ3: What are the perceived pains of restricted access to social media on students.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| S/N | ITEMS | SA | A | UN | D | SD |
| 14 | The restriction of social media in the school has reduced cyberbullying in the society. |  |  |  |  |  |
| 15 | Students find it hard to gather information on an assignment or project given due to restriction of social media. |  |  |  |  |  |
| 16 | The restriction of social media has restricted students from putting their potentials out there. |  |  |  |  |  |
| 17 | During leisure time, students interact and socialize with friends and peer outside the school premises. |  |  |  |  |  |
| 18 | During a class, students interact and socialize with friends and peer outside the school premises. |  |  |  |  |  |

**RQ4: What are the perceived ways restricted access to social media affect students' academic performances**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| S/N | ITEMS | SA | A | UN | D | SD |
| 19 | Students gather more facts and information for assignments and projects on social media |  |  |  |  |  |
| 20 | The restriction of social media in school has helped students gain full concentration in their stSudies. |  |  |  |  |  |
| 21 | When given access to social media, students post and respond to chats while completing assignments. |  |  |  |  |  |
| 22 | Students’ social intuition has become detrimental towards their studies because of the restriction of social media on them |  |  |  |  |  |
| 23 | Students feel connected with each other by virtue of the access of social media from a distance and faraway place. |  |  |  |  |  |