# STUDENTS' SOCIAL MEDIA TIME AND RESTRICTIONS AND ACADEMIC PERFORMANCE IN A PRIVATE UNIVERSITY:

# A STUDY OF MOUNTAIN TOP UNIVERSITY

## BY

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## A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF MASS COMMUNICATION, MOUNTAIN TOP UNIVERSITY, OGUN STATE, NIGERIA, IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF BACHELOR OF SCIENCE (B.Sc.) IN MASS COMMUNICATION

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# CERTIFICATION

I certify that this work was carried out by ORIOLA, DEBORAH OLUWAPELUMI at the Department of Mass communication, Mountain Top University, Ogun State, Nigeria, under my supervision.

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# DEDICATION

This work is dedicated to the Almighty God for his sustenance and faithfulness in my life and also to my parents, family members, friends and colleagues for their encouragement, motivation and prayers.

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# ABSTRACT

*The purpose of this study is to explore how student's social media time and academic performance are related. A survey was conducted to determine if social media platforms have any impact on students' academic performance. 310 respondents comprising only of students were selected from Mountain Top University. The study concluded that students are aware of the schools ban on social media, but still visit these platforms quite often, even as this influences their academics, and eats into their study time.*

*Findings show that most (63.8%) of the population, are on a first class and second-class upper division, with CGPA within 3.50 to 5.0). This shows that social media does not negatively affect academic performance. Rather its effects are positive. This study concludes that most students use social media platforms to a great extent.*

***Keyword:*** *students, social media time, restrictions, academic performance, Mountain Top University.*

# CHAPTER ONE

# INTRODUCTION

## 1.1    Background of the Study

Social media evolution amidst undergraduates of tertiary institutions has become extensive and multi-dimensional. Students utilize social media for a variety of reasons, including entertainment, research and business. It has aided the growth and promotion of many enterprises, as well as the discovery of new ways for people to connect and communicate with one another. People seek engagement and connection with others, and having a social media presence or platform is the most convenient means of doing so.

The term "media" translates to the use of other means to express oneself. It involves using one's own voice in the media; and social media helps to empower that idea. Social media is characterized collectively of Web put together applications that form with respect to the philosophical and mechanical establishments of Web 2.0, and that permits the creation and trade of client produced content" (Kaplan and Haenlein, 2010). At the point when we allude to social media applications, for example, Facebook, Twitter, YouTube and Instagram frequently ring a bell (Greenwood and Gopal, 2015).

As per the Merriam Webster word reference, web-based media is characterized as types of electronic correspondence, through which clients make online networks to share data, thoughts, individual messages, and other substance (like recordings). Before the arrival of electronic transmission, earlier means of communication range from cave paintings to pictograms, writing and printing which could be dated back to 550 BC.

There are numerous thoughts regarding the principal event of web-based media. "All through a lot of mankind's set of experiences, we have created advances that make it simpler for us to speak with one another" (Carton, 2009). In the twentieth century, technology began to evolve at a rapid rate. Since 1994, people have been blogging. Before Word Press, which is the most popular platform for blogging, sites like Links.net, Open Diary, Mommy Blog, Blog Ads, and Ad Sense were already operating.

YouTube, a social network that had its debut in 2005, gave individuals a whole new means of interacting over large distances. By 2006, Facebook and Twitter were accessible to people all around the world. Instagram was founded in 2010 by Stanford University alumnus Kevin Systrom as a photo sharing website, and it was purchased by Facebook in 2012, it now has over 1 billion users worldwide (Chilana, 2012).

Today, there is an enormous assortment of informal communication destinations, and a significant number of them can be connected to permit cross-posting. From the way social media has evolved, it is only certain that it will exist for a long time as long as the human community exists. Education, according to the Sage dictionary, means the activities of instructing or the gradual process of acquiring knowledge. A student is a person who is joined up with an instructive establishment.

An institution is an establishment consisting of a building, or complex of buildings, where an organization for the promotion of some cause is initiated. Students in tertiary institutions such as colleges, polytechnics, and universities complete six years of secondary school and take a test that is required for admission to a higher learning institution. In higher education, students' academic achievements are assessed using the Grade Point Average (GPA). It is the average grade each of the student receives for each course in each semester's assessment. And the Cumulative Grade

Point Average (CGPA) is the sum of GPA marks from previous semesters (and sessions) combined together to create a new average for the academic semester. On a five-point scale, a low CGPA range from 1.50 to 3.49, while a high CGPA range from 3.50 to 5.0. The CGPA is calculated over a period of 4-5 years in a higher education institution based on the students' course of study. As a student progresses, he or she is able to track his/her performance from past work and put in more effort in the new academic semester.

The evolution of various social networks, as well as the surge of social media users, has resulted in a massive improvement of the technology over time. Daily users on platforms like Facebook, Instagram, Twitter, YouTube, and others are increasing, with the bulk of them being students from various institutions all over the world. Studies have shown that the amount of time spent on social media sites has an impact on a student's academic achievement. There is an immediate connection between web-based media use and scholastic execution among students (Sharive, 2018).

Exploration has shown that understudies are weighty clients of online media. Wiley and Sisson (2006), for example, contend that past investigations have discovered that over 90% of higher education students utilize informal communities.

According to research, many private universities in Nigeria ban students' use of any social networking platforms on campus. In some others, social media is prohibited and violators are met with stringent punishment like suspension, rustication or more, depending on the exact activity carried out with it.

Mountain Top University is a foundation set up in 2015, with a command to change and restore the social-financial and political ethos of the country. The University works with the idea of fostering the absolute man and this is typified in the preparation of body, brain and soul. As a

feature of its strategies, it doesn't support the utilization of advanced mobile phones by understudies. Social media is also restricted, with only Facebook having no restrictions whatsoever. Many students still frequent multiple sites each day, however, including Twitter, Snap Chat and Instagram, among others.

With its extensive use, social media has undoubtedly become a problem that many universities have had to deal with. Students may try to access banned platforms and the school's ICT units constantly have to block such sites, websites, and will not allow students to visit them.

Sanderson (2011) likewise tracked down that private universities' social media strategies by and large spotlight on confining students' practices and ordinarily outline online media use in a negative manner. According to studies, many students are not aware of whether or not their university has a social media policy, as well as the policy's specific restraints. Existence of such policies are more likely to be known by those who had been in the university for a longer time.

**Statement of the problem**

The world is a worldwide town. As time passes, the world adopts newer communication technologies. In the context of the global village, it is seen that technology has two sides to it; which is the positive and negative.

Since the advent of social media platforms in the 1990s, some have concluded that students' academic success has been greatly challenged. There is a diversion of attention from their academic work. This study therefore aims to find out whether time spent on social media correlates with students' good or poor academic performance in a private university where restriction is placed on use of social media platforms.

**Objectives of the Study**

1. To determine the correlation between times spent on social media and academic performance of Mountain Top University students.

2. To find out if Mountain Top University (MTU) students use social media for tasks related to or beneficial to their academic work.

3. To learn about the numerous social networking sites to which students in Mountain Top University have access to, in a restricted social environment.

4. To measure how many hours per day students of Mountain Top University spend on social networking activities in a restricted social media environment.

5. To determine the level of exposure students of Mountain Top University have to social media sites.

**Research Questions**

1. What is the correlation between MTU students time spent on social media and good or poor academic performance?

2. To what extent do MTU students use social media for academic tasks?

3. Given the current restrictions, which social networking sites do MTU students have access to?

4. Given the restrictions on social media use, to what extent are students exposed to social media sites?

5. What level of social media exposure do Mountain Top University students have?

**Significance of the Study**

The findings from this study will shed light on the role social media use plays in the life of students of Mountain Top University and whether or not time spent on social media reflects on their academic performance, as measured by CGPA, negatively or positively.

This study will benefit both the general public and academics by providing additional knowledge on whether or not social media is a significant factor for students with low CGPA in the future. Regarding those who believe social media causes low GPA, the study will add to the body of knowledge in this area. The findings would also look at how social media correlates with students' academic achievement.

**Scope of the Study**

The focus of this research is on the relationship between students' social media usage and their academic achievement at Mountain Top University (MTU), a private university in Nigeria's southwestern region. MTU students were used, as a case study. The reason for this, being that earlier researches have been done, at institutions with no restrictions on social media use, whereas this study is unique in that the university has restrictions on the existing social media platforms.

**Definition of Terms**

Key terminologies or concepts in this study were operationally defined to generate a common understanding;

1. **Student**: someone who is enrolled in a university or school.

2. **Social media:** Social media is a type of computer-based technology that allows people to build virtual networks and communities to share ideas, thoughts, and information. It encompasses both web and mobile technologies, Facebook, Instagram, Twitter and YouTube.

3. **Academic Performance**: it refers to the evaluation of a student's achievement in a variety of academic subjects. Also referred to as academic achievement in this study.

4. **CGPA:** the most recent mean (average) of the grade points obtained by an undergraduate in a certain program. It's a measure of a student's overall academic performance.

5. **Private University:** is one that receives its funding from tuition, investments and private donations rather than from taxpayers, it is thus really self-supporting.

6. **Mountain Top University:** Mountain Top University, one of Nigeria's private universities, was founded with the goal of transforming and revitalizing the country's social, economic, and political culture.

## CHAPTER TWO

## LITERATURE REVIEW

### 2.1 Introduction

This chapter focuses on the conceptual framework where all the concepts related to the research study were defined and explained. It also discussed the theoretical framework on which formed the base as wells as backup for the study. Finally, under the empirical review, various works done by other researchers and scholars in relation to the research study were discussed as well.

### 2.1.1 Global overview of the concept of social media

Social media is that means that employs mobile and web-based technology to create highly interactive platforms in which individuals and community share, co-create discus and modifies user generated content (Kietzmann, 2012). According to Osharive (2015), social media is a website that does not just give you information but interacts with you while giving you information. It is a group of internet-based applications that allow the creation and exchange of user's generated content (Sarafadeen, 2017). It is easy to confuse social media with social news because we often refer to members of the news as the media. Social media refers to the means of interaction among people in which they create, share, exchange and comment among themselves in different networks. Social media is a phrase that we throw around these days, often to describe what we post on sites like Facebook, Twitter, Instagram, Snap Chat and others (Daniel, 2018). Andreas and Michael (2010) are of the opinion that social media is a group of Internet based applications that builds and allows the creation and exchange of user- generated content. Sarafadeen (2017) posited that social media has become one of the major channels of chatting through platforms such as 2go, BB chat, blogger, etc.

Breaking it down into basic terms is the greatest method to have a better understanding of it. Interacting with other individuals through giving and receiving information is what the "social" component alludes to. The "media part" refers to a communication tool, such as the internet (while TV, radio, and newspapers are examples of more traditional forms of media). Barbara (2012) constructs a basic explanation from these two terms:

*"Social media are web-based communication tools that enable people to interact with one another by both sharing and consuming information" (Barbara, 2012).*

The phrase "social media" is a broad one. Without focusing on a more specialized social media sub-category, this is as specific as we can get. Businesses who intended to leverage the popular new communication medium to directly reach key business stakeholders soon adopted social media, which originated as a tool for social engagement. The power of social media is the capacity to communicate and exchange information with anyone (or a big number of people) who uses it.

The origins of social media can be traced back to the 1970s (Monica, 2016). Simultaneously in the late 1970s. ARPANET established a rich cultural exchange of non-government commercial ideas and communication, as indicated by ARPANET norms and etiquettes, after it initially went online in 1969. A 1982 manual on computing at MIT's AI Lab stated, "Regarding network etiquette," which fully met the current definition of the term "social media" described in this article. Community Memory, an electronic bulletin board system (BBS) that began in 1973, before Usenet, which debuted in 1979. Multiple modems, followed by specialized Telco gear, allowing for a large number of users to be online at the same time. Three of the largest BBS firms, CompuServe, Prodigy, and AOL, were among the first to transfer to the Internet in the 1990s. Message forums (a type of social media) began with the BBS craze of the 1980s and early 1990s. Message forums

shifted online, becoming Internet forums, when the Internet came in the mid-1900s, owing to lower per-person connection costs and the capacity to handle considerably more users simultaneously than Telco modem banks.

Users frequently access social media services via web-based technologies on desktops, PCs, and laptops, or they download services that bring social media features to their mobile devices (for instance, smart phones and tablet computers). The growing number of stand-alone and built-in social networking platforms poses a definitional difficulty (Obar, Jonathan, Wildman, and Steve, 2015). The idea that social media are defined by their ability to bring people together has been criticized as being overly broad; this would imply that the telegraph and telephone were also social media — not the technology researchers are describing (Schejter and Tirosh, 2015). Some people refer to social media as social networks, while others refer to it as social media (Kaplan and Helen, 2010) Websites that allow users to share material, media, and other information are referred to as social media. Popular social networking sites such as Friendster, Facebook, Myspace, and others are prominent examples. YouTube, Photobucket, Flickr, and other photo and video sharing sites are examples of social media. The concept of social media is shared by Martin (2008) and Lusk (2010). To them, social media refers to the usage of Facebook, blogs, Twitter, Myspace, and LinkedIn for conversation and the sharing of photographs and videos. However, for the sake of this study, social media is defined as the use of the internet for communication, sharing of ideas, and sharing of photos and videos by users via Facebook, Twitter, Instagram, and YouTube. According to Nielsen (2012), the internet usage effect of social media is that students continue to spend more time on social media than any other site. Total time spent on social media on mobile devices climbed by 37% in July 2012, reaching 121 billion minutes from 88 billion minutes in July 2011.

Social media was divided into six categories by Kaplan and Haenlein (2010). The following are some of them:

- Collaborative Project (Wikipedia)

- Blogs and Micro blogs (Twitter)

- Content Communities (YouTube)

- Social Networking Site (Facebook, 2go, BB Chat)

- Virtual Game World (World of war craft)

- Virtual Second world (Second life)

Blogs, photo sharing, music sharing, crowd sourcing, e-mail, instant messaging, and voice over are examples of technology. Social media platforms could be used to connect these services.

### 2.1.2 Tablets and students

People, particularly teenagers and young adults, are affected by the use of technical tools to access social networking sites. This is because they frequently use their iPads to browse social networking sites during lecture hours. During lecture hours, the number of people who use their iPads to surf the internet has increased substantially. During class, teenagers and young adults use their tablets to send and receive text messages or play games on social networking sites.

Addiction is described as a strong and destructive want to have or do something on a regular basis (Merriam-Webster). Fear of missing or not being able to follow the messages on social networking sites is the catalyst for this addiction. After a while, the anxiety of losing control of your social networking profile(s) for two or three minutes grows into an addiction. Students' listening and note-taking skills are significantly impacted as a result of these constraints. As a result,

advancements in communication technology may endanger people's lives, and these consequences are not always irreversible.

**2.1.3 Adverse effects of social media on students' academic performance**

In order to establish a structure or a knowledge of the topic, social networking, the ways to access it, and the consequences it has on teenagers and young adults' concerns have been investigated. This section of the research will look into whether social networking has a negative impact on the academic lives of teenagers and young adults.

Mobile gadgets have numerous advantages, but they can have drawbacks. In response to a question about it, one out of every three students acknowledged to being addicted to their phones. This sense of addiction could be linked to a pattern of reliance and overuse (Katz and Sugiyama, 2005). A cell phone, according to Ling (2004), acts as a "umbilical cord" that allows for ongoing connection in times of physical separation, allowing children to remain under parental supervision and control during their emancipation process. Excessive mobile phone use has also been related to criminal behaviors including fighting, theft, and the use of alcohol and narcotics, posing significant social, health, and educational dangers.

Tindell and Bohlander (2011) enumerate some of the adverse effects of mobile phone usage amongst students (most of which is relatable to our students in Mountain Top University as mobile phones have been replaced with tablets) as follows:

a. Classroom Distraction: College students check their phones between one- and five-times during class, according to a University of New Hampshire research. Furthermore, studies suggest that using a cell phone in class has an impact on students' marks and distracts

classmates from learning. Even the most diligent student misses out when his friends are occupied with their phones.

b. Reduced Cognitive Ability: A cell phone offers a number of advantages, including instant access to calculators, dictionaries, and other useful tools. On the other side, mobile phones have a negative impact on children's cognitive abilities. Because their attention spans have dropped so severely, many college students find it difficult to read anything longer than a social media post.

c. Cheating:  Many people have made cheating machines out of their telephones. Students no longer utilize the internet to learn new things; instead, they use it to cheat and degrade themselves. Many students use their phones to grab documents from the Internet, paste them into a word processor without making any changes other than replacing their names with the original author's, and then submit them to their professors.

d. Cyber-bullying: Mobile phones, especially those with access to social networking, email, and other applications, are sometimes used to perpetrate cyberbullying. Bullies can use their phones all day to send abusive texts, hurting both their own education and that of those who receive them.

e. Health hazards: Not only that, but it can also lead to sleep issues, concentration issues, tiredness, migraines, and infertility. Regular cell phone users are at danger for Alzheimer's disease, leukemia, ear damage, and blurred vision. Excessive use of mobile phones may impair the user's health as well as his or her psychological well-being.

f. Psychological Disorder: Students who are preoccupied with mobile phones are more likely to develop psychological illnesses, according to studies from Thailand and Norway. They

are more likely to suffer from cornucopia or other psychological illnesses such as mania, paranoid, violent tendencies, and anti-social behavior. (Lenhart, 2009).

g. Poor writing skills: According to Lami, slang terminology and text-speak like IDK (I don't know), LOL (Laughing out loud), and SMH (Shaking my head) are instances of slang vocabulary and text-speak (2011). BTW (By the way) and TTYL (Talk to you later) have become commonplace on student papers, leaving educators bewildered as to how to address the growing problem. As a result of tweeting, students' writing abilities have deteriorated.

Addiction- People who spent less time on Facebook and more time with real friends were less likely to be sad, according to the study. Another study by the American Academy of Pediatrics discovered that when people, particularly teens, are bombarded with positive status updates and photographs of happy friends on Facebook, they can develop sadness.

**2.1.4 Negative effects on academic life**

Although certain social networking sites (SNS) have good effects on the academic lives of teenagers and young adults, there are a variety of negative effects on students' academic progress. The primary disadvantage of social networking is that it might lead to addiction. Students are also unable to break free from this addiction during class hours, as a result of which their focus suffers and their ability to learn new topics suffers. As previously said, students utilize their smart phones to visit social networking sites during lecture hours, making it impossible for them to pay attention in class.

*"Social networks grab the total attention and concentration of students and diverts them towards non-educational, unethical and inappropriate actions such as useless chatting, time killing by random searching and neglect their jobs" (Kuppuswamy and Shankar 2010.)*

Students' use of smart phones to access social networking sites during class, according to other studies, impairs not just their focus, but also their short-term memory and listening skills. Their academic performance will inevitably suffer as a result.) The findings of Scott Titsworth and Jeffrey Kuzkenoff's survey, The Impact of Mobile Phone Usage on Student Learning, were published in 2013. There are three student groups in their survey. The first group is the control group, which is prohibited from using their phones in class. The second group has more mobile phone freedom than the first. The third group, the high-distraction group, has no restrictions on how they use their phones in class. According to survey findings, the control group outperforms the other groups on multiple-choice exams, and their free recall and note details are considerably superior. In every way, the group with the greatest distractions is the worst. Their short-term memories have been damaged as a result of their use of mobile phones. As a result, using a cell phone in class has a significant impact on exam results and memory. As previously said, the most harmful effect of social networking on teenagers and young adults is addiction. Addiction, as well as time management for homework and studying, are at the base of this issue. They fail to complete their responsibilities because they spend so much time on social networking sites. As a result, pupils are unable to begin and complete their assignments on time. They ask people to "approach elders and seniors to assist them in duplicating their instructional resources" to fix the situation.

Another issue is that social networking sites equip students with a virtual existence. They don't find lessons interesting on these platforms, thus they do not wish to follow them. Instead of going to class, many choose to be online on social media sites.

## 2.1.5 Benefit of social media to student academics

Teenagers and young adults benefit from their use of social networking sites. These factors have a good impact on their social and mental wellbeing. Around the world, a considerable percentage of people live alone today. They are unable to find somebody with whom they can discuss their views and opinions on various matters. They can use social networking sites to connect with others and express themselves. There are a number of social networking services that allow users to post comments or start discussions. Furthermore, some of them have a variety of groups and organizations that anyone can freely join. By joining them, people can improve their social capital. They will be able to live in the real world with this high level of social skills after obtaining these talents. As can be shown, students recognize the value of social networking sites in maintaining friendships and developing social skills. Teenagers and young adults can share their views and opinions on social media, and as a result, their confidence grows. On the other hand, preliminary research into social network usage among teenagers and young adults suggests that users can increase their social capital through social networking. The students are socially connected to share their everyday learning experiences and have discussions on a variety of theme. The final advantage of social networking that this research will look into is inventiveness. The ability of youths to create new things, such as an event, meeting, party, or gathering, is aided by their self-reliance in doing so.

All of these might be thought of as benefits of using social media. These are the main reasons why proponents of social networking sites believe they are beneficial to teenagers and young adults, while detractors claim they hurt teenagers and young adults in a variety of ways.

According to Anjugu (2013), a social networking site is any website that allows users to create public profiles and connect with other users of the same website who study their profiles. Web-based services that allow users to build profiles, observe user relationships, search and move within that list are defined by Ellison and Boyd (2007) as social network sites. It includes a user profile, social links, and a number of other services.

**2.1.7 Hours the students spend on social networking activities daily**

Students use the internet for a range of activities, some of which may be addicting (Kuss and Griffiths, 2011). The extensive use of social media on the internet may be reason for concern, particularly given the growing amount of time that kids spend online. Because of the widespread use of smart phones among undergraduates, they spend more time on Facebook, Twitter, and other social networking sites (Osharive, 2015). Many students can't go more than two or three hours without checking and updating their social media accounts, even if it means abandoning academics and job search efforts. This has become particularly prevalent among Nigerian undergraduates. According to Morahan-Martin and Schumacher (2000), social media infatuation is defined as the excessive use of the internet combined with a failure to manage it, resulting in substantial harm to a person's life. Itodo (2011) writes in the Daily Trust that there appears to be an alarming rate of social networking fixation among today's students, a tendency that could significantly affect their academic, physical, and spiritual lives if not properly handled.

Many worried parents have expressed their dissatisfaction with their inability to capture their children's and wards' attention, as they appear to have been carried away by the fascinating world of social media. Some teenagers have become so engrossed in social media that they have created a world of fiction and illusion in which they may escape reality. Bello (2012) of the Sunday

Observer observes that if the harmful trend of social media network "obsession" is allowed to continue, it will have a negative impact on Nigeria's already failing education system. It's possible that the reason pupils aren't doing well in school these days isn't so far-fetched (Osharive, 2015). While poor lecturer quality can easily be blamed, it may be more difficult if the expression "Facebook, Instagram frenzy" has not been heard of. In sensitive and well-organized settings such as churches, mosques, and lecture halls, it is common to see young people chatting. Some people become so engrossed in their conversation that they continue to walk while talking.

The focus has changed from visible to unseen pals, affecting key endeavors such as study and writing in the process (Okoye, 2000). Many people who believe in the acquisition of information and skills are concerned about these phenomena (McQuail, 2008). Internet addiction is both positively and negatively related to students' academic performance and emotional qualities, according to Jeong (2005).

Students in Nigeria spend too much time on social networking sites, according to a study of 884 students from multiple Nigerian universities (Olowu and Seri, 2012). They argue that youngsters' use of social networking sites is borderline obsessive.

A study on Facebook and Academic Performance in Nigerian Institutions was conducted on 122 university students by Ogedebe, Emmanuel, and Musa (2012). They tested six hypotheses to learn the effect of Facebook on the academic performance of students at selected institutions. The study looked into whether a child's grade point average would suffer if he or she spent more time on Facebook.

According to Olubiyi (2012), the obsessive attitude of Nigerian youths toward social media is a cause of criticism for the platform. Students waste their time, he claims, by participating in idle

conversation and other unethical activities. Students are so engrossed in social media networks that they spend nearly 24 hours a day online. As a result, valuable time that could be spent on scholarly research and other beneficial networking activities is wasted.

## 2.1.8 Students exposure to social media

According to Anjugu (2013), in recent years, it has been seen that students have unfettered access to the internet and social media. Students use computers to send and receive information from all over the world. The development and distribution of comparably sophisticated cellular phones has compounded matters, as students no longer require the use of a cybercafé to send and receive messages (Sarafadeen, 2017). Some schools are so well-equipped that internet access is offered both inside the classroom and in the library. Some schools are so well-equipped that internet connectivity is available both inside and outside the classroom. As their focus has shifted from library research to general dependence on these social media platforms, students' key resource centers are online Wikipedia and blogs.

It's not uncommon to observe a student reading at the library and then putting the books down when the phone rings. According to a joint survey by Campus2Careers and Study Breaks on student use of mobile devices, the average undergraduate spends 3-6 hours per day on their cell phones and smart phones, while spending less time on computers, televisions, portable gaming devices, and e-readers. People can use social networking websites to interact, share information, and develop new relationships. As we adjust to our increasingly computerized world, our social interactions are impacted in a variety of ways as the popularity of social networking websites grows. Larson and Archeaw (2015). The way people connect and communicate on the internet has changed and will continue to change. Users are increasingly socializing over the internet, which is

detracting from the centuries-old practice of face-to-face engagement. Social networking websites have altered our social interactions, changing why we interact face-to-face, how we receive information, and the dynamics of our social groupings and friendships (Asur and Huberman, 2010).

**2.1.9 Social Media Restriction in Mountain Top University**

Restriction means a limiting condition or measure, especially a legal one. Social media is that means which employs and adopts different websites and applications to help with information and these platforms include; Facebook, Instagram, YouTube, Twitter etc.

Social media platforms are subject to restrictions at Mountain Top University. The tablet that the school provides to the children does not support the majority of the functionality that a phone does. Before, during, and after the screening of prospective students, the Student Affairs division reminds and emphasizes that smartphones and social media should not be used. There are no limitations on Facebook because there is a platform for the school to post messages to worried pupils when appropriate. Because of the negative connotations associated with social media, the limits remain in place as the management sees fit, and the staffs, when appropriate, warn students against use, particularly if they have seen a pattern in the student. Other platforms other than Facebook are disallowed, as it has been clear since the school's beginning that social media is a distraction, and that staying in school for months without accessing social media has a beneficial impact on academics. Students who have attended university have a concept.

## 2.2 THEORETICAL FRAMEWORK

Theories are needed in research because they serve as the basis for the explanation of the phenomena being observed. Hence this study will be built on the following theories:

**Knowledge gap theory:** Philip J. T. Donohue and Clarice Olien initially proposed this theory in 1970. The media has sway over people because of a variety of variables, including how enticing the material is, how accessible and desirable information routes are, and how much social conflict and diversity there is in communication.

Simply put, as access to mass media expands, certain segments of the population will inevitably gain access to information faster, and as a result, the information gap will widen in tandem with people's lower economic status. Knowledge is viewed in this way like any other commodity that is not evenly distributed throughout society and is more easily acquired by those at the top of the social ladder.

It establishes that because social media exists to facilitate communication and information exchange, young adults at the top of the social ladder will always have first access to information. Individuals who do not have as much access can only close this gap by using social media and its services in their search for information on anything.

**Albert Bandura's Social Learning Theory:**

As social media has reached our living rooms, it has had a significant impact on social learning, particularly among children and teenagers. Adolescents' minds are the most impressionable, which explains their ability to swiftly learn, grasp, and adopt new habits.

They do not need to be taught behavior patterns; they are very receptive to learning through social networking, quote appropriately (Christopher, 2016). Social learning theories have identified the importance of media in molding adolescent and child social behavior as media and its various forms have increasingly invaded most homes. Social networking sites are virtual worlds for internet users. Virtual world time has an impact on young people's academic and learning abilities, as well as their conduct.

Many of their distinguishing qualities are acquired through regular exposure to and participation in the virtual world, as well as discussing and sharing videos. Their behavior patterns, which they developed as teenagers, are passed down to their children. These are some of the implications that adult social learning processes could have.

## 2.3 EMPIRICAL REVIEW

Different academics have done studies to determine the impact of social media on users; for example, Moon (2011) claimed that social media had a negative impact on students in a study titled "impact of Facebook on undergraduate academic performance." The data show that the more kids use Facebook, the worse their academic performance becomes. Similarly, according to Oye (2012), most younger students use social networking sites primarily for socializing rather than academic goals. According to Oye (2012), the majority of students believe that social networking sites have a favorable impact on their academic achievement. Only 26% of students (respondents) said they use social media for academic purposes, according to the findings.

According to Yoon (2000), the type of social media or network to which a teenager subscribes influences how frequently he or she visits the internet. Addiction has a strong and negative association with pupils' academic achievement as well as emotional qualities, according to Jeong

(2005). Sec (2004) supports Jeong's assertion that the internet is harmful only to individuals who use it excessively, rather than to all users. According to Rather (2013), widely used social networking sites and blogs have transformed the way people use the internet in recent years by giving online tools and utilities that allow users to communicate, collaborate, and participate online. Even though they are still in their formative years, today's kids, particularly teenagers and young adults, use technology in unique ways, earning the label "millennial." They've changed the way we think, work, and communicate. Today's kids have become technology addicts and have become somewhat reclusive as a result of these social networking platforms.

According to a new study, frequent media use among freshman college students may jeopardize academic achievement. One of the first studies to look at the mechanics of media effects on academic outcomes is this one. Investigators discovered that using media, such as texting, cell phone chatting, and publishing status updates on Facebook, may cause freshman female students to receive poorer scores (Nauert, 2007).

**CONCLUSION**

The study concludes that social media sites such as Twitter, YouTube, Facebook, and Instagram were the most that capture the attention of many students away from their study and thus affecting negatively and positively on their academic grade points aggregate.

# CHAPTER 3

# METHODOLOGY

## 3.0 Introduction

The research approach used in this study is the subject of this chapter. The data collection method is described, so is the data collection instruments used in the study. The chapter also highlights the study population chosen, as well as how the sample size is calculated and the sample selected.

## 3.1 Research design

The research design adopted for this study is the Survey. The specific design adopted for this study is the descriptive survey design. Topics that focus on public perception or on how much of an impact one thing is on another always require a survey design (Ohaja, 2003). Survey research, according to Check & Schutt (2012), is the collection of data from a group of people based on their responses to questions. This means that a sample is selected from the population of the study. For the purpose of this research study, survey was adopted because of its suitability in studies that deal with impact or public perception. It is also flexible and can provide valid results which can lead to generalizations for the study. Surveys are the most effective and trustworthy research methods to use.

## 3.2 Research study population

Population means all cases or individuals that fit a certain specification. Population is "all members of any well-defined class of people, events, or subjects, which can be living or non-living things (Kerlinger, 1981). The researcher's study population consist of Mountain Top University's

Undergraduate students from 100 to 500 level, which total 1,385 (MTU Academic Affairs Unit, 2021).

## 3.3 SAMPLING TECHNIQUE

The multi-stage sampling method is used by the researcher. This is employed since the research is split down into stages to determine the sample size. Various sampling techniques will be used at different phases.

Using the stratified sampling method, the population cuts across the available two colleges - College of Basic and Applied Sciences (CBAS) and College of Humanities, Management and Social Sciences (CHMS). To avoid bias in the research, the simple random sampling without replacement will be used to distribute the questionnaires to the 310 students across the two colleges, ranging from 100 to 500 level. Following the systematic method, the questionnaires will be distributed to the mails of the students and will be filled according to matriculation numbers.

**3.4** In calculating the sample size, the Taro Yamane's formula with 95% confidence level is used.

**Taro Yamane's formula :**

$$n = \frac{N}{1 + N\,(e)^2}$$

Where;

n = Sample size

N = Total Population

e = Sampling error (which is usually 0.05)

Now, substituting the values into the formula:   $n = \dfrac{1385}{1+1385\,(0.05)^2}$

$$n = \dfrac{1385}{1+1385\,(0.0025)}$$

$$n = \dfrac{1385}{4.4625}$$

$$n = 310$$

Therefore, the sample size is 310.

The sample size is 310 because the total number of MTU students is 1,385. As a result, 310 questionnaire copies will be administered to the students who have been selected as sample for the study.

**3.5 Research instrument**

In the course of this research, the instrument adopted is the structured questionnaire. A questionnaire is used because, it is suitable for accessing the perceptions of the selected audience. The questionnaire is an instrument designed to gather data that will be subjected to further analysis. They have been well validated and tested for reliability. The questionnaire will be distributed to the respondents through Google form online.

**3.6 VALIDITY AND RELIABILITY OF RESEARCH INSTRUMENT**

The instrument used for this research was verified by experienced professionals in the department, who declared it most suitable for the objectives stated.

## 3.7 METHOD OF DATA COLLECTION

The questions were structured and the questionnaires will be distributed online to the 310 students through their mails. The data gotten from the respondents will be analyzed, using the Google Form.

# CHAPTER FOUR

## DATA PRESENTATION AND DISCUSSION OF FINDINGS

### 4.0 INTRODUCTION

This chapter is centered on the presentation, analysis and discussion of findings of the data collected by the researcher in the course of the research study. The researcher made use of tables, frequency tables and simple percentage to compute and analyze the data. The data was gathered entirely from the questionnaire as the research instrument.

### 4.1 DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

### 4.1.1 A. Response Rate

The researcher sent out the questionnaires to 310 respondents and in turn received that exact number of responses from the respondents, which makes up a 100% response rate.

### 4.1.2. Analysis of Section A (Demographic Data)

The study looked into the demographic profile of the respondents by establishing their level, Colleges, and Cumulative Grade Point Average (CGPA) in school. The findings are discussed subsequently.

**Table 4.1: Demographic Distribution of Respondents**

| LEVEL | FREQUENCY | PERCENTAGE |
|-------|-----------|------------|
| 100 | 50 | 16.12% |
| 200 | 56 | 18.1% |
| 300 | 78 | 25.2% |
| 400 | 124 | 40% |

| | | |
|---|---|---|
| 500 | 2 | 0.64% |
| **TOTAL** | **310** | **100%** |

In the table above, the demographic data of the respondents was presented. The Table revealed that 50 (16.12 %) of the respondents were 100 level students, 56 (18.06%) of the respondents were 200 level, 78 (25.16%) were 300 level, 124 (40%) were 400 level while 500 level had 2 (0.64%) respondents. This shows that 400 level students have a higher percentage of participation.

**Table 4.2 College of Respondents**

| COLLEGE | FREQUENCY | PERCENTAGE |
|---|---|---|
| CBAS | 198 | 64% |
| CHMS | 112 | 36% |
| **TOTAL** | **310** | **100%** |

The demographic data in Table 4.2 summarizes the colleges where respondents belong. The result shows that the College of Basic and Applied Sciences (CBAS) has 112 respondents while the College of Humanities, Management and Social Sciences (CHMS) has 198 respondents. This means, we have 64% of respondents from the CHMS, a larger percentage of participation.

**Table 4.3 Cumulative Grade Point Average of Respondents**

| CGPA | RANGE | FREQUENCY | PERCENTAGE |
|---|---|---|---|
| First class | 4.50-5.00 | 84 | 27.1% |
| 2$^{nd}$ class upper division | 3.50-4.49 | 114 | 36.8% |

| 2nd class lower division | 2.40-3.49 | 100 | 32.2 |
|---|---|---|---|
| Third class | 1.50-2.39 | 12 | 3.9 |

**Source: Researcher's Analysis, 2021**

According to Table 4.3, out of 310 respondents, 84 (27.1%) respondents are on a first class, 114 (36.8%) respondents have a 2nd class upper division, 100 (32.2%) respondents have a 2nd class lower division and 12 (3.9%) respondents are on a third class. 2nd class upper division had the highest frequency in this table and first-class holders have the second highest frequency.

**ANALYSIS OF RESEARCH QUESTIONS**

**Table 4.4: Respondents' replies to if they are on more than one social media platform(s)?**

| RESPONSE | FREQUENCY | PERCENTAGE |
|---|---|---|
| Yes | 288 | 92.9% |
| No | 22 | 7.09% |
| **TOTAL** | **310** | **100%** |

**Source: Researcher's Analysis, 2021**

Table 4.4 shows that 288 (93.5%) respondents have accounts on more than one social media platform and 20 (6.5%) respondents don't have. This shows that a higher percentage of students have accounts, on social media platforms.

**Table 4.5 Respondents' opinions on the impact of social media on academic performance.**

| OPINION | FREQUENCY | PERCENTAGE |
|---|---|---|
| Yes | 196 | 63.2% |

| No | 114 | 36.8% |
| --- | --- | --- |
| **TOTAL** | **310** | **100%** |

In Table 4.5, it has been reasoned that 196 (63.2%) respondents agree that social media influences their academic performance, while 114 (36.8%) respondents disagree with this idea.

**4.6 Respondents' opinions regarding how social media affects academic performance.**

The following are some reasons given by the respondents on how social media influences academic performance of the respondents-

- Sharing of information, helps with assignments.

- Time consuming and energy draining.

- Exhausting, addictive and diverts attention.

- Variety of content helps with more exposure, and aids research.

- Material resourceful and adds to existing body of knowledge.

- Improves communication skills and exposes one to field of discipline.

- It affects understanding.

**4.7 The explanations given by respondents for why social media has no impact on academic performance.**

The following are reasons given by the respondents on why social media does not influence academic performance of the respondents-

- Priority and mindset of the user.

- Self-discipline.

- Knows about social media dangers.

- Experienced in time management.

**Table 4.8 Respondents give their opinions on whether or not social media time enters their study time.**

| SOCIAL MEDIA TIME ENTERS STUDY TIME | FREQUENCY | PERCENTAGE |
|---|---|---|
| Yes | 166 | 53.5% |
| No | 144 | 46.5% |
| **TOTAL** | **310** | **100%** |

Table 4.8 summarizes that 166 (53.5%) respondents agree to social media time usually entering their study time, while 144 (46.5%) respondents disagree.

**Table 4.9.a Respondents' day-to-day use of social media.**

| SOCIAL MEDIA USE DURING THE DAY | FREQUENCY | PERCENTAGE |
|---|---|---|
| 30 secs-1 hour | 24 | 7.7% |
| 1-2 hours | 136 | 44% |
| 2-4 hours | 80 | 26% |
| 4-6 hours | 44 | 14.2% |
| 6 hours or more | 26 | 8.4% |
| **TOTAL** | **310** | **100%** |

According to Table 4.9, 24 (7.7%) respondents spend 30 seconds to an hour on social media, 136 (44%) respondents use about 1-2 hours, 80 (26%) respondents use 2-4 hours, 44 (14.2%) respondents use 4-6 hours and 26 (8.4%) respondents use 6 hours or more. This explains that, 44%of the respondents spend 1-2 hours on social media.

**Table 4.9.b Correlation between time spent and CGPA.**

| CGPA | RANGE | FREQUENCY OF RESPONDENTS | 30 secs- 1 hr | 1- 2hrs | 2- 4hrs | 4- 6hrs | 6 hrs. or more | PERCENTAGE |
|---|---|---|---|---|---|---|---|---|
| First class | 4.50- 5.00 | 84 | 2 | 46 | 22 | 16 | 2 | 27.1% |
| 2nd class upper division | 3.50- 4.49 | 114 | 4 | 38 | 22 | 24 | 14 | 36.8% |
| 2nd class lower division | 2.40- 3.49 | 100 | 6 | 50 | 30 | 2 | 4 | 32.2 |
| Third class | 1.50- 2.39 | 12 | 12 | 2 | 6 | 2 | 6 | 3.9 |
| TOTAL | | | 24 | 136 | 80 | 44 | 26 | |

The table above establishes the relationship between the degrees of students CGPA and the time spent on social media.84 respondents are on a first class, and 2 spent 30 secs to 1 hour on social media, 46 spent about 1-2 hours, 22 respondents spent 2-4 hours, 16 respondents spent 4-6 hours, 2 respondents spent 6 hours or more. 114 respondents are on a second-class upper division, 4 respondents spent 30 secs-1 hour, 38 respondents spent 1-2 hours, 22 respondents spent 2-4 hours, 24 respondents spent, 14 respondents spent 6 hours and above on social media.

100 respondents are on a second-class lower division, 6 respondents spent 30 secs- 1 hour, 50 respondents spent 1-2 hours, 30 respondents spent 2-4 hours, 2 respondents spent 4-6 hours, 4 respondents spent 6 hours and above. 12 respondents are on a Third-class division and this is the breakdown; 12 respondents spent 30 secs-1 hour, 2 respondents spent 1-2 hours, 6 respondents spent 2-4 hours, 2 respondents spent 4-6 hours, 6 respondents spent 6 hours and above on social media.

**Table 4.10 Respondents' responses to statements on how much they utilize social media for academic tasks.**

| STATEMENTS | RESPONSES | | | | | |
|---|---|---|---|---|---|---|
| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | TOTAL |
| 10. Students often use social media for academic purposes. | 84 | 146 | 30 | 30 | 20 | 310 |

| | | | | | |
|---|---|---|---|---|---|
| 11. Academic tasks are paused until social media time has been satisfied. | 60 | 110 | 38 | 68 | 34 | 310 |
| 12. Participation in academic forum on social media reduces interest in class work. | 34 | 120 | 80 | 44 | 32 | 310 |
| 13. Social media provides more academic materials/ resources for your studies. | 54 | 102 | 38 | 60 | 56 | 310 |

Table 4.10 presents the confirmation from respondents on four statements numbered 10, 11, 12 and 13, to disclose the extent students use social media for academic tasks. For the first statement, 84 respondents strongly agree, 146 agree, 30 are undecided, 30 disagree with the statement and 20 strongly disagree. The second statement has 60 respondents strongly agreeing, 110 agree, 38 are undecided as at the time of this research study, 68 disagree and 34 strongly disagree.

For the third statement, 34 respondents strongly agree, 120 agree, 80 are undecided, 44 disagree, and 32 strongly disagree. The last statement recorded 54 respondents strongly agree with it, 102 agree, 38 are undecided, 60 disagree while 56 strongly disagree.

**Table 4.11 Academic content respondents use social media for.**

| ACADEMIC CONTENT | FREQUENCY | PERCENTAGE |
|---|---|---|

| | | |
|---|---|---|
| Nil | 158 | 51% |
| Research | 60 | 19% |
| Life and communication skills. | 46 | 15% |
| Advertising & photography | 46 | 15% |
| **TOTAL** | **310** | **100%** |

From Table 4.11, the researcher observed that 158 respondents have no reason, or nothing to use social media to search for academic content, which is 51% of the total number. 60 (19%) respondents conduct research for science journals with social media, 46 (15%) respondents use social media for life and communication skills, to improve and enhance their relationships with people and 46 (15%) respondents are into advertising and photography (as their fields apply).

**Table 4.12 Platforms for social media respondents are conscious of.**

The social media platforms the respondents are aware of are as follows;

- Facebook

- Instagram

- LinkedIn

- Pinterest

- Snapchat

- Telegram

- Tiktok

- Twitter

- WhatsApp

- YouTube

**Table 4.13 Respondents' knowledge of the school's social media restriction.**

| AWARENESS | FREQUENCY | PERCENTAGE |
|-----------|-----------|------------|
| Yes | 268 | 86.4% |
| No | 42 | 13.5% |
| TOTAL | 310 | 100% |

Table 4.13 shows that 268 (86.4%) respondents are aware of the schools ban on social media, while 42 (13.5%) respondents have no idea about the ban whatsoever. 86.4% indicates that there must have been awareness on the ban.

**Table 4.14 Respondents' knowledge of the social media networks that are permitted in the University.**

| SOCIAL MEDIA PLATFORMS ALLOWED | FREQUENCY | PERCENTAGE |
|-------------------------------|-----------|------------|
| Only Facebook | 138 | 44% |
| Telegram and Facebook | 22 | 7% |
| Facebook, Instagram and Twitter. | 78 | 25% |
| Fb, Ig, YouTube and Twitter | 50 | 16% |
| Ig, Facebook and YouTube | 22 | 8% |
| TOTAL | 310 | 100% |

The table above indicates that 138 (44%) respondents state Facebook is the only platform allowed in Mountain Top University, 22 (7%) respondents state Telegram and Facebook, 78 (25%) respondents state Facebook, Instagram and Twitter, 50 (16%) respondents state Facebook, Instagram, YouTube and Twitter are allowed and 22 (8%) respondents state that Instagram,

Facebook and YouTube are allowed. The highest frequency here is 138, which indicates that Facebook is what many students know is allowed.

**Table 4.15 The most popular social media platforms among respondents.**

| SOCIAL MEDIA PLATFORMS | FREQUENCY | PERCENTAGE |
|---|---|---|
| Instagram | 168 | 54.3% |
| Facebook | 75 | 24.3% |
| Twitter | 21 | 6.9% |
| YouTube | 45 | 14.5% |
| Others | 1 | 0.3% |
| **TOTAL** | **310** | **100%** |

From the table above, 168 (54.3%) respondents visit Instagram, 75 respondents (24.3%) visit Facebook, 21 respondents (6.9%) visit Twitter, 45 (14.5%) respondents visit YouTube and 1 respondent (0.3%) chose others. 54.3% respondents chose Instagram, thus making it the most visited social media platform.

**Table 4.16 Internet access has been available to respondents.**

| ACCESS TO INTERNET | FREQUENCY | PERCENTAGE |
|---|---|---|
| Yes | 292 | 94% |
| No | 18 | 6% |
| **TOTAL** | **310** | **100%** |

Table 4.16 above shows that 292 (94%) respondents have access to internet, while 18 (6%) respondents do not have access to internet**.**

**Table 4.17 The frequency of respondents' internet presence was measured.**

The following were the replies-

- Quite often.

- Not as often.

- Seldom

- Every day, and every time I can.

- As long as there is internet.

- To a considerable extent.

**Table 4.18 The gadget that respondents prefer to use to view social media.**

| PREFERRED DEVICE | FREQUENCY | PERCENTAGE |
|---|---|---|
| Tablet | 216 | 69.6% |
| Laptop | 86 | 27.7% |
| Desktop | 8 | 3% |
| **TOTAL** | **310** | **100%** |

Table 4.18 indicates that 216 (69.6%) respondents prefer tablet to access their accounts on social media, 86 (27.2%) respondents prefer laptops and 8 (3%) respondents prefer a desktop.

**Table 4.19 Timeline of respondents to check social media accounts.**

| TIMELINE | FREQUENCY | PERCENTAGE |
|---|---|---|
| Once a week | 22 | 7.1% |
| Twice a week | 60 | 19.3%% |
| Thrice a week | 108 | 34.8% |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Four days a week | 44 | | | | | 14.2% | | | | | |
| Every day of the week | 70 | | | | | 23% | | | | | |
| Other | 6 | | | | | 1.9% | | | | | |
| **TOTAL** | **310** | | | | | **100%** | | | | | |

The table above shows that 22 (7.1%) respondents access their social media accounts once a week, 60 (19.3%) respondents access theirs twice a week, 108 (34.8%) respondents access theirs thrice a week, 44 (14.2%) respondents access theirs four days a week, 70 (23%) access theirs every day of the week and 6 respondents gave replies like- when there is internet connection in college.

**Table 4. 20 On a scale of 1 to 10, respondents rank social media platforms.**

| SOCIAL MEDIA PLATFORMS | RATE THESE ON A SCALE OF 1- 10 | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Instagram | 12 | 6 | 6 | 34 | 42 | 46 | 30 | 46 | 46 | 42 | 22 |
| Facebook | 36 | 32 | 36 | 38 | 32 | 50 | 32 | 24 | 16 | 8 | 6 |
| Twitter | 40 | 20 | 30 | 42 | 40 | 36 | 30 | 18 | 24 | 8 | 22 |
| YouTube | 5 | 3 | 12 | 10 | 42 | 52 | 18 | 44 | 50 | 26 | 48 |

The table above goes to show that 46 respondents each rated Instagram as a 7 and 8 while 12 respondents gave it a zero. Facebook's highest respondents (50) rated it a 5 and the lowest is 9 by 8 respondents. Most of the respondents (42) gave Twitter a 3, and the lowest number of respondents (8) rated it as 9. YouTube had most of its respondents (48) pick 10 and the lowest number of respondents (3) gave it 1.

**Table 4.21 Devices owned by respondents.**

| WHAT DEVICE DO YOU OWN? | FREQUENCY | PERCENTAGE |
|---|---|---|
| Laptop | 36 | 12% |
| Tablet | 66 | 21% |
| Both | 208 | 67% |
| **TOTAL** | **310** | **100%** |

Table 4.21 summarizes that 36 (12%) respondents own just laptops, 66 (21%) respondents own

just tablets and 208 (67%) respondents

**Table 4.22 Based on their prior experience, respondents chose the best social media platform**

**for communication sharing.**

| MOST EFFECTIVE FOR COMMUNICATION SHARING | FREQUENCY | PERCENTAGE |
|---|---|---|
| Instagram | 98 | 32% |
| Facebook | 106 | 34% |
| Twitter | 40 | 13% |
| YouTube | 54 | 17% |
| Other - | 12 | 4% |
| **TOTAL** | **310** | **100%** |

The table above indicates that 98 (32%) respondents prefer Instagram, 106 (34%) respondents prefer Facebook as it is more effective for them, 40 (13%) respondents prefer Twitter, and 54 (17%) respondents prefer YouTube and 12 respondents chose WhatsApp and telegram.

**Table 4.23 Respondents' social media experiences and recommendations.**

| SCALE OF 1-10 | FREQUENCY | PERCENTAGE |
|---|---|---|
| 0 | 2 | 0.6% |
| 1 | 2 | 0.6% |
| 2 | 2 | 0.6% |
| 3 | 8 | 2.58% |
| 4 | 6 | 1.93% |
| 5 | 50 | 16.12% |
| 6 | 64 | 20.64% |
| 7 | 40 | 12.90% |
| 8 | 62 | 13.87% |
| 9 | 18 | 5.80% |
| 10 | 56 | 18.06% |
| TOTAL | 310 | 100 |

Table 4.23 summarizes how the respondents will recommend each social media platform, 64 respondents state they are likely to recommend it as a 6 to family and friends,62 respondents put 8, 56 respondents input 10, 50 respondents put 5 and 40 respondents chose 7.

**DISCUSSION OF FINDINGS**

From the data gathered, presented and analyzed, the following findings emerged in answering the research questions.

**RQ 1 - What correlation exists between time spent on social media and good or poor academic performance?**

The question was to identify if there any correlation exists between the time students spend on social media and good or poor academic performance in the selected private university.

The data on tables 4.3, 4.4, 4.5, 4.6, 4.7, 4.8 and 4.9 were used to answer the research question. Table 4.3 shows the respondents Cumulative Grade Point Average (CGPA), with 114 respondents on a 2$^{nd}$ class upper division and 84 respondents are on a first class. Table 4.4 showed that 288 respondents have accounts on more than one social media platform. Table 4.5 showed that most of the respondents (196) perception about social media, is that it does influence. Table 4.6 summarizes the reasons as to how social media can influence respondent's academic performance. Table 4.7 recaps why respondents chose no to social media having any influence on their academic performance. Table 4.8 focused on if social media time enters study time and most of the respondents (166) indicated that it does enter. Table 4.9 summarized respondents use of social media during the day, most of the (136) respondents use about 1-2 hours.

Table 4.9b shows that there is a link between how much time students spend on social media and their academic performance. The majority of respondents (46) spent 1-2 hours on social media, and two respondents spent up to 6 hours or more on social media. 114 respondents are on the second-class upper division; 38 people spent 1-2 hours, 22 people spent 2-4 hours, 24 people spent 4-6 hours, and four people spent less than an hour.

This shows that the majority of respondents in this Cumulative Grade Point Average (CGPA) class spent no more than 4-6 hours on the survey. With 100 respondents on a second-class lower division, 50 spent 1-2 hours, 30 spent 2-4 hours, and 2 spent 4-6 hours on social media, suggesting that the majority of respondents did not spend more than 4 hours on social media for this class of CGPA. 12 respondents are in the Third-class division, and the following is the breakdown: 12 respondents spent 30 seconds to one hour on social media, 2 respondents spent 1-2 hours on social media, 6 respondents spent 2-4 hours on social media, 2 respondents spent 4-6 hours on social media, and 6 respondents spent 6 hours and above on social media. Each respondent in this CGPA class is assigned to one of the timelines.

As a result, the conclusion is that there is a correlation between time spent on social media and academic success, as evidenced by the majority of respondents' responses.

**RQ2- To what extent do students use social media for academic tasks?**

The aim of this research question was to find out the extent to which students use social media for academic tasks, if at all in Mountain Top University.

Table 4.10 houses statement numbers 10, 11, 12 and 13, and Table 4.11 answers the research question. Number 10 is that students often use social media for academic tasks, and most of the respondents - 146 agree, and 84 more respondents strongly agree. Number 11 states that academic tasks are paused until social media time has been satisfied, most of the respondents - 110. Number 12 states that the participation in academic forum on social media reduces interest in class work, and 120 respondents agree and a total of 76 respondents disagree. Number 13 states that social media provides more academic materials/ resources for your studies, 102 respondents out of 310 agree with this.

Table 4.11 shows the examples of Academic content respondents use social media for. 158 respondents stated they don't use social media for any type of academic content. 60 respondents stated they use social media for research, 46 respondents stated for life and communication skills and 46 respondents use social media for advertising and photography.

**RQ3- Given the current restrictions, which social networking sites do Mountain Top University students have access to?**

Here the researcher had this in mind- To learn about the numerous social networking sites to which students have access to in a social media restricted environment.

The data presented in table 4.13, 4.14, 4.15, 4.16 and 4.18. Table 4.13 was to find out if respondents are aware of social media ban in school, and most of the respondents (268) are aware. Table 4.14 is to ascertain what social media platforms respondents are allowed to visit in MTU. Facebook has the highest respondent's rate with a number of 138, as the site with no hindrance. Table 4.15 shows most visited social platforms amongst respondents, and most of the respondents (168) chose Instagram. Table 4.16 shows the respondents access to internet and 292 respondents answered in the affirmative. Table 4.18 established the preferred device amongst respondents, and 216 respondents chose tablet.

The findings revealed that students have access to the internet, Facebook is the accepted social media platform without any restriction, while Instagram is the most visited, as most students still visit others like Twitter, YouTube and tablets are the go –to device to check social media in the selected university.

**RQ4- Given the restrictions on social media use, to what extent are students exposed to social media sites?**

To measure how many hours per day students spend on social networking activities in a restricted social media environment.

Table 4.19 shows how often respondents check into their accounts on social media, and most of the respondents (108) chose thrice a week. Table 4.20 showed how the respondents rated each of the social media platforms, on a scale of 1 – 10. Table 4.21 shows that 208 respondents own both laptop and tablet.

The findings reveal that despite the restrictions, students still check in to the different social media platforms, and the ratings for each social media platform and what devices the students own too.

**RQ5- What level of social media exposure do Mountain Top University students have?**

The main aim of this question is to determine the level of exposure students of Mountain Top University have to social media sites.

Tables 4.22, 4.23 presents data that will be used in answering the research question. Table 4.22 shows what social media platform is best for communication sharing, according to respondents, based on experience. Table 4.23 shows respondents experience and their recommendations and most of the respondents (64) will rate social media as a 6.

The result of this research can be related to a study by Oye (2012) who further observed that most of the students do feel that social networking sites have more positive impact on their academic performance. Also, Yoon (2000) observed that the type of social media or network subscribed to by a teenager exerts influence on him or her to visit the internet. Sec (2004) corroborates Jeong's assertion when he opined that the negative influence of internet is only on excessive users and not on all users. It is therefore noteworthy that the result gotten from this,

corresponds with the various studies listed above as it therefore means to show that student's social media time influences positively, rather than affect negatively.

The result of this research is related to Albert Bandura's Social Learning Theory, which states that as social media evolved, it influenced our social learning, and molds adolescent social behavior also. It supports that social media platforms, also referred to as social networking sites are virtual worlds and in turn these virtual worlds can influence everything in their users, from their lifestyles, to relationship, to friendship and the likes.

# CHAPTER FIVE

## SUMMARY, CONCLUSION AND RECOMMENDATION

**Introduction**

Based on the data collected, presented and analyzed in the previous chapter, this chapter focused on the summary, conclusion as well as recommendations for the research study.

**5.1 SUMMARY**

The aim of this study was to ascertain the influence of social media time on students' academic performance in Mountain Top University. Knowledge gap theory and Albert Bandura's social learning theory were reviewed for this study.

In order to achieve the objective and answer all research questions, the primary method of data collection was adopted and the research instrument used was questionnaire. This study made use of SPSS to analyze the data.

The following are the findings that originated from this study;

1. Most of the population are on a first class and second class upper division, with CGPA within 3.50- 5.0.
2. Students in Mountain Top University have access to internet and are aware of the schools ban on social media.
3. Students are exposed to social media and most of them confirm that it does influence their academics.
4. Facebook is evidently the social media platform that has no restrictions on it whatsoever.

## 5.2 CONCLUSION

Based on the findings, social media plays a role, to an extent in influencing students' academic performance. This justifies that asides other factors, students use of social media and the time spent on it is in no way a determinant for poor academic performance. Despite the restrictions in Mountain Top University, students still explore the various social media platforms and improve all round.

## 5.3 RECOMMENDATIONS

Having analyzed the extent to which student's social media time influences academic performance, the researcher hereby makes the following recommendations:

- Institutions should focus more on generating more academic forums, and attaching cash prizes so students that engage in academic tasks via social media can be rewarded, and this will influence other students.

- Content from the social media should be subjected to strict gate keeping rules to ensure quality and newsworthiness of the content in the institutions, especially websites that should not be checked and be absolutely banned.

- Professors, Academicians, lecturers need to discard the idea of social media being a huge determinant to mass failure, but instead explore the variety of content with their students, engage them in opportunities that are academically inclined, extra-curricular and the likes.

- Researchers can carry out this study in other universities, private universities without restrictions on social media, and also in federal universities to avoid generalization, as the research being carried out will justify if the result drawn from this is the same with the other universities.

## 5.4 LIMITATION OF THE STUDY

The limitations faced by the researcher during the course of the study are;

- The respondents were a bit hesitant in filling out the questionnaire, because they had to state their result.

- Another limitation is that the research study conducted, centered on a private university that has restrictions on social media, whereas it can be carried out in other universities without restriction.

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**APPENDIX**

Dear Respondents,

My Name is Oriola Deborah and I am a final year student of Mountain Top University, currently working on a research project titled students social media time and academic performance in a private university**.** This research is a scholarly study with the objective to examine the impact of social media on students' academic performance. Therefore, this questionnaire is meant to collect data for the research. The information provided would be treated with utmost confidentiality and solely for academic research purposes. Thank you for your co-operation.

Email- Your email  _____

**SECTION A**

Please answer all questions accordingly; select where necessary and fill in where necessary

**1.** What level are you in?

- o  100 level
- o  200 level
- o  300 level
- o  400 level
- o  500 level

**2.** College (Programme) e.g. CHMS (Mass Communication)

_____

**3.** What is your CGPA?

**SECTION B**

**RQ1- What is the correlation between time spent on social media and good or poor academic performance?**

**4.** Are you on more than one social media platform?

    o  Yes

    o  No

**5.** Do you think social media can influence your academic performance?

    o  Yes

    o  No

**6.** If yes, how? _____

**7.** If no, why? _____

**8.** Does social media time/use usually enter your study time?

    o  Yes

    o  No

**9.** How often do you use social media during the day?

    o  0 - 1 hour

    o  1-2 hours

    o  2 - 4 hours

    o  4 - 6 hours

o 6 hours or more

**RQ 2 To what extent do students use social media for academic tasks?**

**Please respond to the statements below by ticking the box that most suits your view for 10 -**

**13 SA= Strongly Agree, A= Agree, UND= Undecided, D= Disagree, SD= Strongly Disagree.**

| STATEMENTS | RESPONSES | | | | |
|---|---|---|---|---|---|
| | SA | A | UND | D | SD |
| 10. Students often use social media for academic purposes. | | | | | |
| 11. Academic tasks are paused until social media time has been satisfied. | | | | | |
| 12. Participation in academic forum on social media reduces interest in class work. | | | | | |
| 13. Social media provides more academic materials/ | | | | | |

| resources for your studies. | | | | | |
|---|---|---|---|---|---|
| | | | | | |

**14.** What level/ kind of academic content do you use social media for?

_____

**RQ3. Given the current restrictions, which social networking sites do Mountain Top students have access to?**

**15.** What are the social media platforms you know? (Maximum:5, Minimum; 3)?

_____

**16.** Are you aware that the school has a ban on social media?

o Yes

o No

**17.** Which Social Media Platform(s) are allowed in Mountain Top University?

o Instagram

o Facebook

o Twitter

o YouTube

o Other- _____

**18.** Which Social Media Platform(s) do you visit frequently?

o Instagram

- o Facebook

- o Twitter

- o YouTube

- o Other- _____

**19.** Do you have access to the internet?

- o Yes

- o No

**20.** How often do you go online?

_____

**21.** What is your go-to device to access your social media feed?

- o Tablet

- o Laptop

- o Desktop

**RQ4. Given the restrictions on social media use, to what extent are students exposed to social media sites?**

**22.** How often do you check-in to your social media accounts in any given week?

- o Once a week

- o Twice a week

- o Thrice a week

- o Four times a week

- o Every day of the week

o   Other- _____

**23.** Please rate the following social media platforms on a scale of 0-10

| SOCIAL MEDIA PLATFORMS | RATE THESE ON A SCALE OF 1- 10 | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Instagram | | | | | | | | | | |
| Facebook | | | | | | | | | | |
| Twitter | | | | | | | | | | |
| YouTube | | | | | | | | | | |
| Every day of the week | | | | | | | | | | |
| Other | | | | | | | | | | |

**24.** Which of the following do you own?

o   Laptop

o   Tablet

o   Both

**RQ5 What level of social media exposure do Mountain Top University students have?**

**25.** Which social media platform is the most effective for communication sharing, based on your experience?

o   Instagram

o   Facebook

o   Twitter

o   YouTube

o   Other:

**26.** Considering your complete experience with social media websites (Facebook, Twitter, Instagram etc.), how likely are you to recommend it to your family and friends?

0 1 2 3 4 5 6 7 8 9 10

**0**                                                      **10**

Thank you for your response.