

**IMPACT OF STUDENT'S ACCESSIBILITY TO SOCIAL MEDIA
PLATFORMS ON ACADEMIC PERFORMANCE: A CASE
STUDY OF MOUNTAIN TOP UNIVERSITY**

BY

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Certification

This is to certify that ADENIJI OWOLABI with matriculation number 16020601012 carried out this research work titled **IMPACT OF STUDENT’S ACCESSIBILITY TO SOCIAL MEDIA PLATFORMS ON ACADEMIC PERFORMANCE: A CASE STUDY OF MOUNTAIN TOP UNIVERSITY** under my supervision and that this research work has not been previously submitted for the award of any degree in this or any other university.

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Dedication

I want to dedicate this work to God Almighty. The Master of the universe, the beginning and the end, the giver of life and my all in all. Praise be to Him forever.

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Abstract

The study examined the exposure and academic performance of students of Mountain Top University. The population for the study (230) which was used as the sample size questionnaire was used to elicit information from respondents. Frequency tables were used to analyse the objectives from which it was revealed that students were aware of the social media, they have access to them through social media have negative effects on students, distracting them from their academic work, taking most of their productive time, and such like, they also have benefits and can be used appropriately. Students can form online communities to plan for a project, have group discussions about class material, or use the social media as a technique to keep in contact when a student who has been absent needs to be updated on current academic information. Also, the study indicated that they are influenced to a great extent by the social media negatively because the attention of the limited attention given to their studies instead, they focused on chatting and music while their academic activities are ongoing and the neglected will be left to suffer. Given this, results, the study recommends that lecturers should come up with a template on how their students can maximize the benefits of social media, that is school management should incorporate rules and regulations on the use of the social media let alone phones in the school, and the management must be able to regulate the use of social media within the school by the students. Social networking sites should be expanded and new pages should be created to enhance academic activities to avoid setbacks in the students' academic performance. The students should create a balance between chit-chatting and academic activities. More attention should be directed to research. There should be a decrease in the number of times spent by students when surfing the internet. The impact of social media on the academic performance of students should focus more on the positive side than on the negative side to achieve balance.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The world is today celebrating the developments in communication technology which has broadened the reach of communication through Information and Communication Technologies (ICTs). Digital Technology of connectivity no doubt has converted the whole globe into a “Global village”. Yet as it is, the technology carries with it negative and positive facets, like two sides of a coin. It helps to educate, inform, and keep abreast of changes in the world. Technology exposes humanity to a much-improved solution. The development of technology has transformed the world quickly and culminated in the greatest use of technology to explore a wide variety of expertise.

The media has become an important part of daily life for students. As they serve as forums for users to connect and relate with their peers, these media have become relevant. Media are channels or communities of learning that may be used to increase student engagement and performance. The media is transforming the contact climate of today's social landscape rapidly. The rise of social media is having a huge effect on students' academic lives. Institutions and academics are actively seeking to stimulate critical thought capabilities, communication, and information building with media technology. Today, the higher institution has accepted media, making it a platform where students connect across the board with their instructors, fellow students, and other higher authorities.

In Nigeria and the world at large, the media are rapidly becoming very popular forms of interpersonal and public communication. Media are modern interactive communication channels through which individuals communicate, share ideas, experiences, images, messages, and common interest information. The media are capable of teaching, informing, entertaining and inflaming "students" by their existence. Overall they have a contagious and common impact that can be quickly returned to students by the absence of traditional media. It has been shown that different modes of teaching and learning methods have been generated and changed as a result of flawed building on emerging technology such as the internet, which has helped our educational system with better resources to enable undergraduates to study further and develop learning.

Media comprises online applications for networking sites, bookmarking, sharing tools, citation tools, blogging and micro-blogging tools, virtual worlds, e-conferencing presentation, audio and video tools, e-project management tools, research and writing with collaboration tools; primarily developed to foster user-centred interaction. As media encompasses interaction and social communication, this study hypothesizes that cultural influences play a significant role in the use of media in higher education, university. The numbers also tell us that the most popular site in which student can make use of to help them academically. A recent study investigating motivations behind the use of Facebook and other apps also revealed approximately students log into Facebook between two and five times daily, and about 36% spent more than 60 minutes daily online. Such figures indicate the popularity of media among student.

Media have aimed to perform their role in supporting society in recent years, contributing to the considerable medium of engagement in the social environment, as well as in teaching and learning. The innovative possibilities emerging technology offer to institutions, educators and students have been discussed over the years by those of higher education. Technology has changed the way people communicate which has contributed to the development of an accessible social network such as social media that enables the people of this planet Earth to interact to make the world a global village. For studying, social media such as Facebook, Twitter, Google Plus, and Flickr are used to interact easily with other students and possibly with those outside the class, such as students of the same subject and subject specialists. The emergence of social media has had a huge influence on how students learn and how teachers teach.

Academic success or accomplishment in an individual placement, whether in academic institutions or career placement, plays an important role in Osharive (2015). Because of this, many individuals are obsessed with the ways they can boost their academic performance. Many research on the circumstances that foster it has been stimulated by the focus on academic achievement that is now widespread worldwide. The role of academic achievement as one of the predictors of one's life progress and the degree of employability in one's career is unavoidable in the aspect of academic placement in schools to higher institutions (Kyoshaba, 2009). One of the school's main priorities is academic success, which is calculated by the outcome of the test. Hoyle (2001) argued that schools are set up to teach information and expertise to those who go through them and the idea of improving successful academic results is behind all this. The product of education, the degree

to which a pupil, teacher or institution has accomplished its educational objectives, is academic success or achievement (Sarafadeen, 2017). Academic success is normally assessed by tests or continuous evaluation, but procedural knowledge such as abilities or declarative knowledge such as facts (Annie, Howard, and Mildred, 2006) is not widely accepted on how it is best tested or which factors are most important. Based on the explanation, this research reflects on how media reporting impacts the academic success of Mountain Top University students.

1.2 Statement of Problem

There are so many problems facing the educational system in Nigeria that have undoubtedly induced a dramatic deterioration in the standard of education. In this respect, this analysis analyzes and analyses the use and use of media at Mountain Top University for teaching and learning, whether it has a positive or negative effect on academic life. Academic performance is harmed by inaccessibility to social media platforms. There are various details by beginning this social one:

1. It is used for engaging in a social and virtual relationship
2. 2. It is often used for the collection of profitable knowledge (which is the role of social media confronted by this study). The availability of this trait, therefore, has a clear and detrimental impact on the academic success of students in Nigeria's private universities. In their research, Mensah & Nizam concluded that social media networks have a huge effect on the academic success of students in tertiary institutions in Malaysia. Nevertheless, time appropriateness and wellness addiction have a greater impact on the academic success of students among the six variables included in their analysis. Technological dispensation dictates and forms the way education is received and maintained. Education should be so that information is embedded in the technologies available, thus the need for students to bring academic knowledge into social media to enhance their success sufficiently.

1.3 Objectives of the study

This paper aims to find the positive and negative impact of social media on Mountain Top University students' academic performance. The specific objectives of the study are as follows:

- i. To ascertain the way student, acquire academic knowledge from social media.
- ii. To understand the importance of media accessibility in the lives of students.

- iii. To understand the knowledge preference of students across various social media platforms.
- iv. To explore the various aspect in which social media impact student's lives.

1.4 Research Questions

- i. what level does student acquire academic knowledge from social media?
- ii. What is the importance of media accessibility in the lives of students?
- iii. What is the knowledge preference of students across various social media platforms?
- iv. What is the various aspect in which social media impact student's lives?

1.5 Significance of the Study

This research work is carried out to expand the stock of information, including human, cultural, and social knowledge. The thesis will support other scholars with the impact on their academic success and the degree of which students have access to media and more knowledge on the student's exposure to media. This would be critical in encouraging students to appreciate the diversity of the media. It will also provide students and other scholars conducting related studies with appropriate content.

This research would assist in the organization and management of emerging developments for universities and students. This research would aim to find a solution to student challenges so that they can quickly access the media so that they can get useful knowledge and read more about the new technological developments around the world that can help change their lives. The thesis would help researchers learn more about the impact of the media on the academic success of students.

1.6 Scope of the Study

This research centred on students' understanding of a private university's access to social media sites. For this study, the MTU students made up the scope and both sexes were used as respondents. The field was restricted to Mountain Top University students because the researcher wanted their views, viewpoints & values and possibly visited other universities to learn more about this nature of the study. The research would concentrate on the undergraduate student's interpretation of the media.

1.7 Limitations of the Study

Time and money are the major limitations of this study. Even though all questionnaires administered, not all questionnaires will be filled and returned. Also, on the part of the respondent, bias is a major issue to be conserved when filling the questionnaire.

1.8 Operational Definitions of Terms

Academic performance: The product of education is an academic success or (academic results). The degree to which their educational aims have been met by a pupil, teacher or organisation. Academic performance is typically assessed by tests or continuous appraisal, although there is no universal consensus about how it is best evaluated or which facets of procedural knowledge, such as abilities or declarative information, such as information, are most relevant.

Academics: It is used to represent items that relate to school, college, and university work especially works that require learning and logic rather than functional or technological ability.

Community: Social networking makes it easier for groups to form easily and connect efficiently. Communities, such as a love of art, a political issue, or a favourite television program, share similar passions.

Exposure: The act of subjecting others to an encounter that affects them. Exposure often indicates an open, hidden, or unprotected state.

Media: refers to a diverse array of media technologies that reach a large audience via mass communication. The technologies through which this communication takes place include a variety of outlets.

Social media: social media is best understood as a group of new kinds of online media, which share most or all the following characteristics.

Students: A student is primarily a person enrolled in a school or other educational institution who attends classes in a course under the supervision of a teacher to obtain the required degree of mastery of a subject and who devotes time outside the class to conduct any tasks prescribed by the instructor that are necessary either for class planning or to provide proof of progress towards that mastery. In the wider context, as part of a practical matter in which such learning is central or

definitive, a student is someone who commits himself to the rigorous analytical interaction with the subject required to master it.

Social Networking: The use of the internet to make information about yourself available to other people especially people you share an interest with to send messages to them.

University: A place of higher education usually for people who have finished twelve years of schooling and where they can obtain more knowledge and skills, and get a degree.

Undergraduates: This can be defined as a student of tertiary institution studying for a degree or to achieve a first degree.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

2.1 Brief Background of Media

Media is a channel, medium, utility, device, or instrument used in the mass communication process. Print newspapers, electronic media, and virtual media are all included in the media. Printed media, such as newspapers, magazines, books, pamphlets, advertisements, and other technological instruments that by reaching the senses of perception, carry out the message. The senses of hearing and tv programmes, motion picture and video capture, covering the senses of hearing and vision, are used for modern channels such as radio and recorded programs (Blake, 2009). Meanwhile, the internet-based mass media is web media (internet media, cybermedia). Arts, not only in the context of art and symbol, but also in the sense of the development of settings, design, lifestyle, and norms, have been recommendations for cultural development (Mc Quail, 1987).

The mass media has a greater impact on our everyday lives than any other cultural entity. They are our main news and entertainment outlets. They define our purchase decision, voting behaviour, academic achievement and so on. Because of this all-encompassing impact of mass media, politicians, businessmen and government agencies depend on media to influence people.

The history of the electronic mass media coincides with Marconi's invention of the telephone. In the 1920s, in Pittsburg, New York, and Chicago, the first radio station was set up. European countries have also launched radio stations to broadcast news and entertainment content, adopting the USA. In the early years of the 20th century, colonial forces such as Britain and France set up radio stations in Asian and African countries. Cinema was the invention of the next step in the history of electronic communication media. During the 1920s, after cinema, television broadcasting was initiated on an experimental basis in the US. But in the 1950s, the dramatic influence of television as a mainstream medium began. The music industry was still booming in western countries at the same time. In short, radio, movies, television, audio, and video records primarily include the term electronic media (Muhammadali, 2011).

Media infrastructure of the twenty-first century is an important part of the lives of children. However, the world of electronic communication is rapidly evolving. Television, which dominated the cultural landscape until the mid-1990s, is now competing in an environment full of mobile phones, iPods, computer games, text messages, multiplayer immersive video games, augmented reality sites, social web networks, and e-mail (Jeanne, 2008).

2.1.1 Roles of Media

Adefuye (2006) discovered that they arouse the interest of students in learning when diverse learning services are used in learning institutions such as universities and may have positive effects on results. That is why the need for a sufficient supply of learning materials in universities was stressed by Neo (2007). Fidanboylu (2014) observed that during instruction, the use of visual aids motivates the students and enhances what is taught. Makewa et al. (2012) suggested that in teaching, media tools are valuable. This suggests that the use of different educational platforms is important for material mastery. The lack of wall maps, templates and other traditional media to supplement the use of whiteboards and textbooks in classrooms, according to Seth (2009), contributes to increasing difficulties for teachers to provide quality teaching and learning to attract students with high academic success. Chinooneka & Mupa (2015) in their study discovered that teachers' failure to use a variety of media in the teaching and learning process failed in grasping subject content.

The use of media helps the learning process more successful because, as cited in (Ngussa, 2015), it builds greater awareness, reinforcement, and preservation of the subject matter (Ayot, 1984). Also, Naz and Akbar (2010) claim that educational media know an amazing way to make learning more successful as they assist learners to acquire more information. Wambura (2017) found that computers had multiple advantages in education, including enhancing scholarly work, improving the comprehension of lessons and pupils, and affecting independent study. Nasibi and Kiio (2006) also present the importance of educational media, as quoted in Wamalwa (2016), that teaching and learning tools are relevant in education because they inspire and enable learners to use more than one context, thus increasing their interest and retention ability.

Apart from positive impacts media has been a label for its negative impacts over the lives of people and especially on socialization and cognitive development of people. Like Carnagey & Anderson and Carnagey (2003) discovered the fact that exposure to media violence is considered as a risk

factor both at the individual and societal level, in the case of individual high exposure to media violence affect normative belief and individual is more likely to accept aggressive behaviour and a cognitive script that can drive aggressive behaviour automatically. Also, at a social level, they examine the same fact that excessive use of violent media will increase the proportion of people who promote behaviours, views, experiences of pro-violence and therefore increase the frequency of aggression that triggers provocation because aggression and violence are multi-determined, media violence is better viewed as one of the many causal risk factors that increase the risk.

The consequences of media abuse on anger are even higher than the effects of calcium intake on bone mass or lead consumption on children's IQ, according to Anderson & Bushman (2001). Label (2003) that the development of an unhealthy habit of consumerism towards high-end goods or overt ties to lavish materialistic excess is a major negative consequence of the media impact. Viewers prefer to imagine another lifestyle that involves wealth, convenience, and dominance, which are important features. This modern phenomenon of lifestyle, which emphasizes on the enjoyment of life, is another type of hedonism; a lifestyle in which life's primary purpose becomes to live and function in ways that offer pleasure.

2.1.2 The Emergence of Media in Nigeria

Attempts to disseminate ideas and knowledge to exercise influence in African cultures is maybe as old as formal culture, according to the Africa Leadership Forum (1991). The ancient Yoruba kingdoms had multiple kings overthrown by the collective dictions of the people organized by drummers and city criers, as stated by the farm housed debate 15 of the media in democracy (1991). In the northern regions of the world where Arabic writing had occurred well before the British colonialists arrived, similar incidents often took place. The first attempt recorded in 1859 by one Rev. Henry Townsend in his publication of the Iwe Iroh in the first newspaper in Nigeria (Dialogue 15 of Farm House Dialogue 1991) to formally use the mass media to control society in the endeavour that gradually evolved into Nigeria was a corollary.

Since the amalgamation of the Northern and Southern protectorates in 1914, when the colonial rule in Nigeria was influenced by Sierra-Leon, the Adversarial naturalist press started in Nigeria. With the mentality of how to use the newspaper to rally the people against colonial rule, the anti-colonial crusading Sierra Leoneans, such as Richard Blaise, joined Nigeria. Herbert Macaulay founded the first truly influential Nigerian newspaper called the Daily News. The Daily News

conveyed a strong Nigerian stand on many topics and was read in Lagos and its surroundings by the literate minority of the elite. Naturally, the paper became a major weapon of the nationalist crusade. Established in 1937, the West African Pilot was the first mass-circulated newspaper dedicated to spreading Nigeria's extreme, broad-based anti-colonial crusade. The famous indigenous newspaper with a national readership was started and founded by Dr Nnamdi Azikiwe.

Established in 1937, the West African Pilot later acted as the National Council for Nigeria and Cameroon (NCNC mouthpiece.)'s to advocate the cause of the Egbe-Omo Oduduwa and the Action Party, and the welfare doctrine of its creator, Chief Obafemi Awolowo, the Nigerian Tribune was founded in Ibadan in 1949. In the 1930s, the Colonial Development Company founded the Gaskiya Ta fi Kwabo in Zaria as a "Vernacular" newspaper to serve the needs of Northern Nigeria's Hausa-speaking communities. By the 1940s, the Nigerian citizen came into a bear while the Modern Nigerian appeared in Kaduna in 1966 as a journal owned by the government of Northern Nigeria with a strong mandate to spread "northern" concern. The West African pilot started fostering the involvement of "Eastern" Nigeria when Zik appeared as the Eastern Region's premier in 1950. Ownership has been a central element in deciding the nationalist outlook in most newspapers since then.

Other forms of print media, particularly private newspapers with no strong political leanings, were set down in the 1980s. The advent of the Punch newspaper in the '70s helped to fine-tune the destabilizing position of any political party-affiliated or government-owned adversarial newspapers. In the evolution of the mass media in Nigeria, news magazines and soft-selling magazines, known by some people as the "Junk" press, have had a significant influence. The news stories were more analytical and focused on surveys that encouraged investigative journalism. The Afriscope, Newbreed, and Newswatch etc were samples of such news magazines. They were able to cover a large spectrum of topics (Farm House Dialogue 15, 1991) rather than mere reporting.

On the electronic media side, it was obvious from the beginning that the electronic media was used as a political weapon by government, colonial or post-colonial. The development of the modern media began in a radically different path, starting from the late 1940s when on television, Rediffusion networks were first launched. The government-owned and controlled these newspapers, since the government saw the new media as a potentially broader scope, their capacity to address the obstacles to literacy and education, and their value for national security. As the

network for the distribution of news to other media houses, the News Agency came into existence in the 1940s as "Dr Nnamdi Azikiwe's African News Agency to serve his newspaper chain across the nation, but its scope was limited." After the Nigerian civil war, the Nigerian News Agency (NAN), which was supposed to represent the government in the true sense, emerged with the intention of gathering and disseminating intelligence inside and outside the country to boost national security.

2.1.3 Students Exposure to Media

It has been found in recent times that students have unrestricted access to the internet as well as other newspapers, according to Anjugu (2013). Students link to computers everywhere on the globe to send and receive information. The creation and delivery of similarly advanced mobile phones have complicated the situation since before transmitting and receiving messages, students no longer need to visit a cybercafé (Sarafadeen, 2017). Some schools are so fitted that both the school premises and the library have internet access available.

As the focus has been moved from study in the library to general dependency on these media, online Wikipedia and blogs are the key information centres for students. Having a student reading in the library and setting the books down upon hearing a buzz on the phone is a normal occurrence. According to a joint report on the usage of mobile devices by Campus2Careers and Study Breaks among students, an average undergraduate spends 3.6 hours a day on their cell phones and tablets while investing less time on laptops, TVs, portable gaming devices and e-readers.

2.1.4 Influence of Media on Student Academic Performance

Although there have been many social, technological, and environmental influences that have contributed in the past ten years to the burden of university students, the drop-out rate for students is still a major national concern (Bowen, 2008). Current figures suggest that owing to higher academic expectations in other countries, university students in Nigeria are under increased pressure and it has been more critical than ever for educators to promote graduation and further education (Bowen, 2008). How would this affect their research, though, with more and more students obsessed with media networks and electronic social lives? For those students who graduate, one out of three is calculated not to have the experience and expertise that will carry him or her to the next level (Bowen, 2008).

English (ELA) and advanced literacy are the top learning fields that many education leaders are thinking about (Williams, 2008). In a fast-paced technical environment, the new generations of teenagers live with several different forms of contact occurring all at the same time. He or she might be on the computer, for instance, while still chatting on the phone, sending text messages to a friend, and concurrently emailing someone else (Williams, 2008). While there may be some positives to this, such as adolescents learning how to write faster and multi-task multiple tasks at once, most of the contact may still have a failure (Williams, 2008).

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2.1.4.1 Usage of Media and Students' Academic Performance

Students are interested in social media and must be looked at as understanding entrepreneurs. With social networking, the collaborative character of online situations has been expanded. In certain cases, blogs are used, such as building metropolitan areas, speaking, tweeting, etc. Furthermore, numerous institutions are forming communities on many websites also nowadays (Saba Mehmood 2013). For quite some time now the improved use of blogs has become a global sensation. For people from all over the world, what started as a hobby for many computer literate individuals has become a social trend and life-style (Nicole Ellison, 2007). These internet sites have been particularly recognized by teens and adolescents to be able to reach their friends, exchange information, reinvent their person, and highlight their social life. (2007) by Nicole Ellison. Web pages are now an endeavour that is mostly performed on the internet, with Websites Vaughn, Coyle (2008), thus using the growth of technologies useful for getting acquainted with others together with the recognition on the internet.

Media users often face poor success academically, according to Khan U (2009). In the same way, Englander, Terregrossa & Wang (2010) suggest that social media is adversely related to the

student's academic success and is much more significant than its benefits. Consequently, media (Internet) addiction has contributed to a spike in internet penetration in the last few decades. (2003) by Nalwa & Anand. It indicated that addictive people tend to use the internet to put aside their personal and professional obligations, leading to low academic success in the end. In the same respect, Karpinski (2009) found out that, relative to non-users, media users dedicated less time to their research and consequently had lower GPAs. Duberstein & Karpinski. (2009). 2009. It was also reported that the media remains a major diversion of the present generation among the different specific distractions of each generation.

2.1.5 Difficulties Media Causes in School Among the Students

Owing to the degree of distraction that they generate within the classroom, television networks and all other types of communication technologies are also a problem for many school professionals (Greenfield and Subrahmanyam, 2008). While many schools have developed many strict rules that prohibit the use of handheld devices during school and academic activities or restrict such websites for social networking, many students are still able to communicate as they please during lecture hours (Greenfield and Subrahmanyam, 2008). This has caused distractions during instruction time and has harmed the learning environment.

2.2 Theoretical Framework

In any study, the initiative should not be overemphasized by the need for appropriate theoretical orientation, such theoretical systems not only direct research into important relationships between the infinite facts that occur in an area but also allow the important distinction between merely recognizing reality and understanding its significance. Consequently, this portion of the analysis is dedicated to specifically describing the analytical problem. Therefore, the key theory to be discussed for this analysis is Uses and Gratification Theory & Connectivism Theory. Other theory used: diffusion of innovation theory was adopted to explain the role of media and academic performance amongst undergraduates.

2.2.1 Uses and Gratification Theory

The philosophy of usage and pleasure is an approach to explaining when and how individuals deliberately search media to fulfil specific needs. Blumler and Katz originated it in 1970 as a response to conventional mass communication studies stressing the sender and the letter. It reflects on the topic, 'what the media does to people,' but rather what the media does to people.' It explains how consumers actively select media that can fulfil those needs and allow one to increase comprehension, comfort, social contact, distraction, or escape. The theory of uses and gratification often referred to as a functional theory, is concerned with the social and psychological roots of desires, creating a mainstream media expectation that contributes to diverse media consumption habits, resulting in need of gratification and other, often unintentional, consequences. (In 1974, Kats). It is purely based on the viewer and discusses needs such as monitoring, curiosity, guidance, stimulation, the release of tension, socialization, escape, and incorporation. It must be able to understand that the mass media viewer may belong to the medium, middle, or high post-brow community to be able to meet these needs. (1971 by Savary and Carico).

The desires of members of the audience are determined by these uses (exposure to the media) and pleasure (benefits). Knowledge, entertainment, self-esteem, and reputation can involve certain needs. Communication academics have seen through the usage and satisfaction studies that people selectively subject themselves to mainstream media material often, selecting only certain media communications that will fulfil the purpose of fulfilling or satisfying their needs. (1985 Rosengren). Therefore, the usage and satisfaction approach stresses the incentive of audience members to make viewing decisions and the implications of this deliberate use of the media. That's to say, they pick the content, make sense of it and function on the purpose. It supports the media's immersive nature and its viewers. It is audience-centred and tackles criteria such as monitoring, identification, and knowledge acquisition and socialization. The needs of people are, therefore, created by their differences. It may be dependent on ethnicity, ethnic group, and credentials for college. Since the criteria are determined by who or what they are, and to meet these desires, people use the news media (Okunna, 1988).

2.2.2 Connectivism Theory

The philosophy of Constructivism notes that in their effort to comprehend experiences, learners build knowledge. Constructivism states that learners consciously construct meaning while they pick and seek learning, unlike cognitivism and behaviourism, which consider learners as hollow

vessels waiting to be filled with information. Knowledge is constantly being produced, circulated, and acquired in today's digital era. The philosophy of Connectivism acknowledges this reality. The ability to make connections between relevant and unimportant knowledge is crucial for learners. "Also critical is the ability to recognize when new information changes the landscape based on yesterday's decisions" (Siemens, 2008). Individuals continuously make links to networks that are ever-changing and evolving. Siemens (2004) states that the very way we receive knowledge is worth investigating in a networked environment. Before learning itself starts, the need to determine the importance of learning anything is a meta-skill that is implemented... we need to behave through extracting facts beyond our primary awareness. An important capability is the capacity to synthesize and understand associations and patterns. The emergence of radically new approaches to thinking and learning about the knowledge-building process has been needed by rapid developments in technology. "The principle of connectivism also says, "We derive our competence from the creation of relations" (Siemens, 2004). As we would not experience anything ourselves, other people (the network) become our centre of information, as the cognitive load will be too great.

The synthesis of concepts based on the following ideas is also connectivism: uncertainty, complexity, and self-organization. „ScienceWeek (2004) cites the description by Nigel Calder that chaos is a cryptic type of order. "Chaos is the predictability breakdown, evidenced in complex arrangements that initially defy order" (Siemens, 2004). Meaning appears in chaos theory, but it is the task of the learner to find secret patterns. Complexity refers to the process of learning as complex, not complex. Under the dynamic philosophy of learning, learning is impaired by innumerable, uncontrolled variables. Although complex learning can inevitably lead to a simple outcome or product, such as solving a complicated jigsaw puzzle, complex learning can only be understood based on fundamental variables and the result is greater than the sum of its components.

Networked learning can be referred to as connectivism. A closer look at networks is needed to explore this description. Networks are fundamentally simple; they require two modules, nodes, and ties at the very least. New functions for the teacher or educator are implied by the connective concepts illustrated. One task is to assist each learner in their learning networks to create and make the necessary connections. The other responsibilities include guiding students to suitable services and other practitioners, as well as developing environments that stimulate lifelong learning. In this

learning process, technology has a crucial function as it affects cognitive operations previously conducted by the learner through digital modes and channels, such as extracting, sorting, and storing information (Siemens, 2004; Garcia & Ferreira, 2014). A context is needed to design connectivity learning environments that increase connectivity and cognitive involvement.

2.2.3 Diffusion of innovation theory

One of the oldest social science theories is the Diffusion of Innovation Theory (DIO), founded by Rogers in 1962. It emerged from communication to clarify how an idea or product gains popularity over time and diffuses (spreads) through a given community or social structure. Doing something more than what they always did. The biggest adoption is that the definition, action, or product must be viewed by the consumer as modern or creative. It is through this that distribution is possible. Diffusion is the process of transmitting a given concept or activity across a social system such as communities over time, through specific channels (Katz 2006). Their work on the diffusion of innovations records that for a new idea or innovation to diffuse, there must be; (a). Awareness stage; (b). Interest stage; (c). Evaluation stage and (d). Trial and adoption stage.

Different types of innovations require different kinds of adoption units; Bittner (1984) recognizes that the media can lead someone into getting aware of the existence of an item. From there he gets interested in, makes attempt to evaluate it, and gives it a trial touch before making up his mind to acquire it. The diffusion of innovation theory by Rogers (1983) was set to examine how new ideas are spread among people through media. It is a hypothesis that tries to understand how new ideas and technologies spread across societies, why and at what scale. In a social environment, acceptance of a new concept, behaviour, or product does not happen simultaneously; rather it is a mechanism by which certain persons are more likely than others to accept creativity. The principle was popularized in his 1962 book, *Diffusion of Creativity*, by Everett Rogers, a professor of rural sociology. Innovators, early adopters, early middle, late majority, and laggards are among the groups of adopters (Rogers, 1962). The emphasis of the change agent is on the situations that raise or decrease the chance of introducing a new idea or not. They support the listener in settling on the right idea to follow by impacting their choice in each scenario. Strong hart et al 1975 and Barwise et al 1982 agree that a large amount of media use is normal and unselective. It refers to the media's utility and to what degree man may be influenced.

2.3 Empirical Review of the studies

Several research on the usage of (Internet) media by pupils, such as Choney (2010), San (2009) and Enriquez (2010), have demonstrated a detrimental impact of the use of (Internet) media on the academic success of students. According to the result, the more they use internet media, the academic success of students is impacted. Online networks are predominantly used for socializing events by students rather than for academic reasons (Oye, 2012). Besides, (Oye, 2012) said that most students agree that social media have a beneficial effect on academic growth. It was determined in multiple studies performed by Shana (2012) that students use forums mostly to talk and make friends. " The impact of the internet and social platforms on the academic development of students' 'a report by Young (2006) finds that the internet has extended its wings to hit the school life of adolescents. Young also noticed that students rely more on the internet to access knowledge related to their academic life as well as entertainment.

Young also said that the Internet takes a lot of time, however, and has less effect on research. Wang (2011) found that the influence of social platforms depends on the degree of use. Jeong (2005) indicated that internet addiction, as well as emotional qualities, were strongly and adversely linked to the academic development of students. Seo (2004) supports Jeong's claim that the harmful effect of the internet is just on irrational users and not on other users. Rather (2013), avers that the social media used today with great desire and excitement have altered the way internet is used in this modern era by finding online resources and services that empower users to connect, interact and collaborate online data. The young generation of today, particularly adolescents and young adults, use technology in creative ways because they are known as millennials and have altered the way they think, function, and interact, even though they are insightful years of their lives. Today's young people have become internet addicts because of media networks and are very removed.

Nielsen Media Review report conducted in June 2010 revealed that nearly 25% of the time spent on social networking sites by students on the internet (Jacobsen and Forste 2011). The American Educational Science Association performed research and announced at its annual San Diego California conference (2009) that the sample of social media consumers is fewer and lower grade generation (Abaleta, 2014). San (2009), based on the correlation between the time spent on Facebook and students' academic success. The general results showed "more time on Facebook equals slightly lower grades." The average Facebook user had a GPA of 3.0 to 3.5 in his analysis,

while the non-Facebook user had a GPA of 3.5 - 4.0.5. The average Facebook user analysis also showed that students who multitask between social networking sites and homework are likely to have 20% lower grades than a student who does not have a social networking platform for 1-5 hours a week, whereas the non-Facebook user will study 11-15 hours a week (Enriquez, 2010). He thinks that even running a social networking site on a student's PC in the background while studying or doing homework might lower the grade of a student. He claims that the issue is that most individuals have Facebook or other social networking sites, their e-mails and perhaps instant messaging constantly running in the background while carrying out their duties." In looking at the time spent on Facebook and its effect on academic success, Choney (2010) said that a Facebook user has a "GPA of 3.06 on average, while non-users have a GPA of 3.82 on average."

In comparison, a report on college students using social networks undertaken by Ohio Dominican University (Karpinski and Duberstein (2009) have slightly lower grade point averages (GPAs) than those that do not. They also stated that Facebook remains a major diversion of the present generation among the numerous specific distractions of every single generation. Facebook users also experience low academic success over time, according to Khan (2009). Similarly, Englander (2010) believes that social media is adversely linked to the student's academic success and is far more significant than its benefits. Consequently, online addiction has given rise to internet users in the last couple of decades. Nalwa and Anand (2008) indicated that addicted consumers tend to use the internet to set their personal and obligations back, contributing inevitably too low academic success.

According to Kubey (2010), the use of synchronous networking programs, including blogs and forums, correlates with deficiency of educational achievement and internet dependence. Jocaben and Forste (2011), among first-year university students in the United States, discovered a negative association between the usage of different media, including cell phones, and self-reported GPA. In Taiwan, Yen (2009) established a correlation with the usage of cell phones and respondents and stated that respondents permitted their academic practices to overlap with telephone use. Similarly, Hong et al. (2012), stated that the daily usage of cell phones among a group of Taiwanese university students is associated with the self-reported measure of academic difficulty. Sanchez-Martinez and Otero (2009) found a link between "intensive" cell phone use and school failure in a study of Spanish high school students. Other studies on the same topic, however, such as Ahmed

and Qazi (2011), Hanqittai and Hsich (2010), Pasek and Hanqittai (2009), have shown no connection between social media and the academic success of students. A research performed on one thousand, one hundred and twenty-seven students at Whittemore School of Business and Economics showed that there is no connection with how much time is spent on social networking platforms and grades (Martin, 2009). Again, the report from the University of New Hampshire (2010) also found that the usage of social media platforms by students would not impact scores. A new study found that about 90% of teenagers in the United States have access to the Internet, and about 75% of these adolescents use the Internet more than once a day (Kist, 2008). This research also found that social media members are also nearly half of all adolescents who have Internet access.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology that was used in the study; it gives a description of the study area and the methods that were used to collect data from the field. It also gives a summary of the research design, sample population and size, data collection instruments, data type, data processing and presentation and the problems encountered during the process of data collection and analysis.

3.1 Research Design

The research was based on both qualitative and quantitative research designs. As the most fitting analysis approach, a case study was selected. A case study is described by Saunders et al (2003) as a "strategy for research involving an empirical investigation of a particular contemporary phenomenon using multiple evidence sources within its real-life context." This fits well with the author's intention to investigate a real-life issue through a variety of data collecting methods. Jankowicz (2000) suggests the appropriateness of a case study when the research focuses on a set of issues in a single university. The qualitative research design was descriptive and this enables to meet the objectives of the study. Statements were used to assign variables that were not adequately measured using numbers and statistics. The quantitative research design is to be used in form of mathematical numbers and statistics assigned to variables that may not be easily measured using statements or theme.

Wilson (2013) A research design is 'entails considering the type of evidence required and how it is to be collected and interpreted'. A survey research design was used for the study. Survey according to Nwodu (2006) is a research method which focuses on a representative sample derived from the entire population of the study. This design is considered apt because it enables the researcher to generate data through the standardized collection procedures based on highly structured research instrument and well-defined study concepts and related variables.

3.2 Population of Study

Population means all cases or individuals that fit a certain specification. According to Kerlinger (1981), defined population as "all members of any well-defined class of people, events, or subjects which can be living or non-living things. The target population of this research are all the full-time undergraduate students in Mountain Top University 2019/20 session. The population comprised of about 1000 undergraduates' full-time students.

3.3 Sampling Unit and Technique

This study adopted a qualitative and quantitative method of data collection. The sampling method employed for this study will be the quantitative method of data collection, purposive sampling technique. However, the qualitative data involves in-depth interviews techniques that were employed to elicit information from both male and female who were willing to participate in this study. The sampling method for the in-depth interview sessions will be done with the use of snowball sampling techniques. The justification of employing qualitative data collection (in-depth interview) was that respondents who are students of Mountain Top University 16 years and above. Conversely, 250 respondents will be selected randomly for the questionnaire.

3.4 Method of Data Collection

Based on a random sample of the undergraduate population in Mountain Top University, questionnaires were personally administered to gather primary data to analyze them for the result that could be generalized from the sample to the population. Secondary data were obtained from different textbooks, journals, and academic publications.

3.5 Research Instrument

Data for this study would be collected by the researcher using the questionnaire. The questionnaire used for this study was purposely designed to suit the study. The objective of the questionnaire is to find out students' accessibility to media platforms and its impact on academic performance: A case study of Mountain Top University. The questionnaire is designed to contain both open and closed-ended questions. Also, the questionnaire was structured into two sections but with several other sub-sections. Section A of the questionnaire contained questions on social demographic information about the students such as Sex, Age, Marital Status, Religion, Ethnic Group, Educational Status, monthly expenses, and Level of the respondents. Section B contained relative

questions to find out students' accessibility to social media platforms and their impact on academic performance: A case study of Mountain Top University.

3.6 The validity of Research Instrument

Until delivering it to the respondents, the crafted questionnaire was presented to the project supervisor for vetting, correction, and approval.

3.7 Reliability of Test

The reliability of the research instrument was determined using a split-half test using the odd and even-numbered items to form the two halves. The two halves were administered to a sample of students from a university not selected for the main study. The Pearson Correlation Coefficient was used to determine the reliability of the instrument. A coefficient value of 0.65 indicated that the research instrument was reliable; hence it was adopted for getting the desired information for the study.

3.8 Method of Data Analysis

The quantitative data was computer-processed and analyzed with the new statistical package for social science (SPSS 20). Descriptive statistics, such as frequency distribution tables, percentage distribution and charts. This level of analysis was used to provide a general description of the socio-demographic characteristics in line with the objectives. Similarly, the qualitative data were gathered, sorted and content analyzed.

3.9 Ethical Consideration

The process of data collection for the study was guided by the following social science research ethics: confidentiality beneficence, non-maleficence, and voluntariness. Also, the participation of respondents was voluntary and was given a consent form to fill. However, all information collected in this research was given code numbers and no name was recorded. The research did not cause any harm to the participant during the interview sections.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, AND DISCUSSION.

4.0 Socio-demographic characteristics of the respondents

The study of data accompanied by a review of the research results is listed in this chapter. The knowledge studied was to find out about the accessibility of students to social media sites and their impact on academic success. Data were obtained from self-administered questionnaires, completed by respondents schooling in Mountain Top University. A total of 250 questionnaires were administered and 230 were received.

The questionnaire will be presented as follows, consisting of two parts and data generated:

Section A: comprises of demographic data such as sex, age, religion, educational level, marital status, and ethnicity of the respondents.

Section B: comprises of the four objectives; To ascertain the way student, acquire academic knowledge from social media; To understand the importance of media accessibility in the lives of students; To understand the knowledge preference of students across various social media platforms; To explore the various aspect in which social media impact student's lives.

4.1 Socio-Demographic Variables

To answer all the questions in the questionnaire, descriptive statistical analysis was used to classify frequencies and percentages.

Table 4.1: Socio-demographic characteristics of the Respondents

Variables	Frequency	Percentage (%)
SEX OF THE RESPONDENTS		
Male	83	36.1
Female	147	63.9
AGE OF THE RESPONDENTS		
16 – 20 years	85	37.0
21 – 25 years	91	39.6
26 years and Above	54	23.4
RELIGION OF THE RESPONDENTS		
Christianity	215	93.5

Islam	15	6.5
Others	0	0
LEVEL OF THE RESPONDENTS		
100 Level	24	10.4
200 Level	49	21.3
300Level	71	30.8
400Level	86	37.5
MARITAL STATUS		
Single	230	100
Married	0	0
Separated	0	0
Divorced	0	0
ETHNICITY OF THE RESPONDENTS		
Yoruba	93	40.5
Igbo	79	34.4
Hausa	38	16.5
Others	20	8.6
TOTAL	230	100

Source: Field Survey, 2020

Table 4.1 presents the respondent's socio-demographic characteristics. From the table, most of the respondents were female, while 36.1% were male. On the age of the respondents; the majority, 39.6% of the respondents' ages fell between 21 – 25 years, 37.0% of the respondent's ages fell within 16 to 20 years, about 23.4% of the respondents were between 26 years of age and above. Furthermore, majority of the respondents were Christians while their Muslim counterpart represented 6.5%. On the respondent's level at the university, 37.5% of the respondents were in 400 levels, 30.8% of the respondents were in 300 levels, 23.3% were in 200 levels while only 10.4% were in 100 levels as at the time of this survey.

Majority of the respondents (100%) were single as at the time of this study. The ethnicity of the respondent's, majority 40.5% were of the Yoruba ethnic group, 34.4% were Igbo, 16.5% were Hausa and 8.6% represented other ethnic groups.

SECTION B

Research objective 1: To ascertain the way student, acquire academic knowledge from social media

Table 4.2: Distribution of respondents on what they browse on while online

	Frequency	Percentage (%)
Education	88	38.3
Sports and news	46	20
Entertainment	57	24.7
Politics	29	12.6
Others	10	4.4
Total	230	100.0

Source: Field Survey, 2020

Table 4.2 revealed that majority (38.3%) and significant numbers of the respondents browse on educational activities. About 20% browse on sports and news, in which 24.7% of the respondents browse on entertainment, while about 12.6% browse go online to browse on politics and only 4.4% go online to browse on other things. This concludes that MTU students surf the internet for educational purpose as at the time of this investigation.

Table 4.3: Distribution of respondents on the satisfaction they derive from browsing online

	Frequency	Percentage (%)
Information	90	39.1
Affiliation (chatting)	71	30.9
Entertainment	53	23.1
Others	16	6.9
Total	230	100.0

Source: Field Survey, 2020

Table 4.3 displayed that majority (39.1%) of the respondents derived satisfaction getting information online, in which 30.9% of the respondents derived satisfaction through chatting online

with their family and friends, out of which about 23.1% derived satisfaction on entertainment and only 6.9% of the total respondent's derivative satisfaction surfing the internet on others.

Research objective 2: To understand the importance of media accessibility in the lives of students.

Table 4.4: Gadget owned by the respondents

	Frequency	Percentage (%)
Computer	43	18.7
Android phone	106	46.1
iOS	68	29.6
Other	13	5.6
Total	230	100.0

Source: Field Survey, 2020

Table 4.4 showed that majority (46.1%) of the respondents owned an android phone, 18.7% had a computer, while 29.6 percent retained iOS and only 5.6% owned other phone gadget as of the time of this study in MTU.

Table 4.5: Respondents response on whether they access the internet

	Frequency	Percentage (%)
Yes	230	100.0
No	-	-
Total	230	100.0

Source: Field Survey, 2020

Table 4.5 showed that respondents accessed the internet in MTU as at the time of this investigation. This implies that all the respondents agreed that they have full internet access.

Table 4.6: Distribution of respondents on the awareness of social networking sites

	Frequency	Percentage (%)
Yes	220	95.7
No	10	4.3
Total	230	100.0

Source: Field Survey, 2020

Table 4.6 illustrates that majority (95.7%) and a significant number of the respondents confirmed social networking sites existence, while 4.3% of the respondents were not aware that social networks exist.

Research objective 3: To understand the knowledge preference of students across various social media platforms.

Table 4.7: Distribution of respondents on how to have your continued access to media been

	Frequency	Percentage (%)
Impactful	91	39.5
Time Wasting	74	32.2
No Response	65	28.3
Total	230	100.0

Source: Field Survey, 2020

Table 4.7 showed that majority (39.5%) of the respondents thinks their continues access to media has been Impactful internet, in which 32.2% of the respondents think it is time wasting and 28.3% did not give any response.

Table 4.8: Distribution of respondents has the knowledge gained from various media been

	Frequency	Percentage (%)
Positive	127	55.2
Negative	82	35.7
No Response	21	9.1
Total	230	100.0

Source: Field Survey, 2020

Table 4.8 showed that majority (55.2%) of the respondents thinks the knowledge gained from various media been Positive, in which 35.7% of the respondents think it is negative and 9.1% did not give any response.

Research Objective 4: To explore the various aspect in which social media impact student's lives.

Table 4.9: Distribution of respondents on if social media can affect academic performance

	Frequency	Percentage (%)
Yes	134	58.3
No	78	33.9
Don't know	18	7.8
Total	230	100.0

Source: Field Survey, 2020

Table 4.9 showed that about two-thirds (58.3%) of the respondents agreed that social media significantly influence their academic career, while 33.9% disagreed and only 7.8% don't know if social media can influence their academics as at the time of this study.

Table 4.10: Distribution of respondents on if the uses of social media have influenced academic performance

	Frequency	Percentage (%)
Positive	78	33.9
Negative	103	44.8
No response	49	21.3
Total	230	100.0

Source: Field Survey, 2020

Table 4.10 revealed that (44.8%) of the respondents agreed that social media influence their academic performance negatively, while 33.9% said it has influenced their academic positively and only 21.3% of the respondents did not respond if social media influenced their academics as at the time of this study.

Table 4.11: Distribution of respondent’s addiction to online social networks as a problematic issue that affects academic life

	Frequency	Percentage (%)
Strongly Agree	74	32.2
Agree	94	40.9
Undecided	31	13.5
Strongly Disagree	11	4.8
Disagree	20	8.6
Total	230	100.0

Source: Field Survey, 2020

Table 4.11 revealed that majority (40.9%) and a significant number of the respondents agreed that habit to stay on social network sites is a problematic issue that affects academic life of the students, while 8.6% disagreed and only 13.5% insignificant of the respondents were undecided.

Table 4.12: Distribution of respondent’s online social networks distraction from studies

	Frequency	Percentage (%)
Strongly Agree	71	30.9
Agree	87	37.8
Undecided	14	6.1
Strongly Disagree	26	11.3
Disagree	32	13.9
Total	230	100.0

Source: Field Survey, 2020

Table 4.12 indicated that majority (68.7%) and a significant number of the respondents agreed that social networking sites distract them from their studies, while 25.2% insignificant of the respondents disagreed and only 6.1% were undecided as at the time of this study.

Table 4.13: Distribution of respondent on hours spent online compared to hours spent while reading

	Frequency	Percentage (%)
Strongly Agree	86	37.4
Agree	79	34.3
Undecided	11	4.8
Strongly Disagree	24	10.4
Disagree	30	13.1
Total	230	100.0

Source: Field Survey, 2020

Table 4.13 showed that about two-thirds of (71.7%) and a significant number of the respondents agreed that hours spent online busy surfing the social media sites can never be compared to the number of hours they spend on reading, while 23.5% insignificant of the respondents disagreed and only 4.8% were undecided as at the time of this study.

Table 4.14: Distribution of respondent on the improvement of grades since they engaged in social networking sites

	Frequency	Percentage (%)
Strongly Agree	48	20.9
Agree	54	23.5
Undecided	39	16.9
Strongly Disagree	46	20
Disagree	43	18.7
Total	230	100.0

Source: Field Survey, 2020

Table 4.14 indicated that majority (44.4%) of the respondents agreed that engaging with social media had improved their grades, while 38.7% of the respondents disagreed and only 20% were undecided as at the time of this study.

Table 4.15: Distribution of respondent especially rely on information from Google to do assignments without consulting other sources

	Frequency	Percentage (%)
Strongly Agree	91	39.6
Agree	84	36.5
Undecided	13	5.7
Strongly Disagree	24	10.4
Disagree	18	7.8
Total	230	100.0

Source: Field Survey, 2020

Table 4.15 showed that majority (76.1%) and a significant proportion of the respondents agreed that uniquely rely on information gotten from Google to do their assignments without consulting other sources had improved their academic performance, while 18.2% of the respondents disagreed and only 5.7% were undecided as at the time of this investigation.

Table 4.16: Distribution of respondent on the usage of Google for research has helped improve grades

	Frequency	Percentage (%)
Strongly Agree	77	33.5
Agree	80	34.7
Undecided	12	5.3
Strongly Disagree	29	12.6
Disagree	32	13.9
Total	230	100.0

Source: Field Survey, 2020

Table 4.16 revealed that majority (68.2%) of the respondents agreed that usage of Google for research has helped improve their grades, while 26.5% of the respondents disagreed and only 5.3% were undecided.

Table 4.17: Distribution of respondent on engaging in academic forums reduces the rate of understanding

	Frequency	Percentage (%)
Strongly Agree	28	12.2
Agree	51	22.2
Undecided	19	8.3
Strongly Disagree	57	24.7
Disagree	75	32.6
Total	230	100.0

Source: Field Survey, 2020

Table 4.17 showed that majority (57.3%) of the respondents disagreed that engaging in academic forums reduces the rate of their understanding of which is influencing their academics' performance, while 34.4% of the respondents agreed and only 8.3% were undecided as at the time of this study.

Table 4.18: Distribution of respondent on the usage of materials gotten from blogging sites complement what has been taught in class

	Frequency	Percentage (%)
Strongly Agree	95	41.3
Agree	58	25.2
Undecided	11	4.8
Strongly Disagree	23	10
Disagree	43	18.7
Total	230	100.0

Source: Field Survey, 2020

Table 4.18 illustrated that majority (66.5%) of the respondents agreed that use of materials gotten from blogging sites to complement what had been taught in class, while 28.7% of the respondents disagreed and only 4.8% representing the total number of the respondent that were undecided.

Table 4.19: Distribution of respondent on their performance even they stop using social media

	Frequency	Percentage (%)
Strongly Agree	57	24.8
Agree	39	16.9
Undecided	15	6.5
Disagree	76	33.1
Strongly disagree	43	18.7
Total	230	100.0

Source: Field Survey, 2020

Table 4.19 proved that (51.8%) of the respondents disagreed that they will not perform well in their academics even if they stop using social media, while about 41.7% of the respondents agreed and only 6.5% representing the total number of the respondent that were undecided.

In the study area, the difference between the mean of strategy to improve female child education is identified with a maximum mean value = 3.98 on the maximum scale of 5. Meaning that the mean average is very high reflecting that the respondents believe solely relying on information gotten from Google to do assignments without consulting other sources. Moreover, the mean values of 3.97 (Using materials gotten from blogging sites), 3.93 (usage of Google for research), 3.91 (Addiction to online social networks), 3.90 (Engaging in academic forums reduces my rate of understanding), 3.27 (improvement in grades), 3.18 (Online social networks distract me from my studies). All the means above indicated show that they were indicators of differences in the usage of social media affecting the academic performance of the students of Mountain Top University as at the time of the investigation.

Table 4.20: Descriptive Statistics on the effects of the use of social media on the academic performance of the students in Mountain Top University

	N	Minimum	Maximum	Mean	Std. Deviation
Addiction to online social networks is a problematic issue that affects my academic life.	230	1	5	3.91	1.319
Online social networks distract me from my studies.	230	1	5	3.18	1.396
Hours spent online can never be compared to the number of hours I spend reading.	230	1	5	3.35	1.231
There is no improvement in my grades since I became engaged in these social networking sites.	230	1	5	3.27	1.124
I Solely rely on information gotten from Google to do my assignments without consulting other sources	230	1	5	3.98	1.364
The usage of Google for research has helped improves my grades.	230	1	4	3.93	1.400
Engaging in academic forums reduces my rate of understanding.	230	1	3	3.90	1.301
I use materials gotten from blogging sites to complement what I have been taught in class.	230	1	4	3.97	1.468
I will not perform well in my academics even if I stop using social media.	230	1	5	3.17	1.360
Valid N (listwise)	230				

Source: Field Survey, 2020

4.2 Discussion of findings

Majority of the respondents were female, while 36.1% were male. On the age of the respondents, majority 39.6% of the respondent's ages fell between 21 – 25 years, 37% of the respondent's ages fell within 16 to 20 years, about 23.4% of the respondents were 26 years and above. Furthermore, majority of the respondents were Christians while their Muslim counterpart represented 6.5%. On the respondent's level at the university, 37.5% of the respondents were in 400 level, 10.4% of the respondents were in 100 level, 21.3% were in 200 level while only 30.8% were in 300 level as at the time of this survey.

Majority of the respondents (100%) were single as at the time of this study. Lastly, the ethnicity of the respondent's, majority 40.5% were of the Yoruba ethnic group, 34.4% were Igbo, 16.5

percent were Hausa and 8.6% represented other ethnic groups. That majority of the respondents were of the Yoruba ethnic group is not distinct to fact that the university is situated in a Yoruba speaking state.

A majority (46.1%) of the respondents owned an android phone, 18.7% had a computer, while 29.6% retained iPhone and only 5.6% owned other phone gadget as of the time of this study in MTU. This implies that all the respondents agreed that they have full internet access. The majority (95.7%) and a significant number of the respondents confirmed social networking sites existence, while 4.3% of the respondents were not aware that social networks exist.

The majority and a significant number of respondents browse on educational activities. About 20% browse on sports and news, in which 24.7% of the respondents browse on entertainment, while about 12.6% browse go online to browse on politics and only 4.4% go online to browse on other things. This concludes that MTU students surf the internet for educational purpose as at the time of this investigation. About (39.1%) of the respondents derived satisfaction getting information online, in which 30.9% of the respondents derived satisfaction through chatting online with their family and friends, out of which about 23.1% derived satisfaction on entertainment and only 6.9% of the total respondent's derivative satisfaction surfing the internet on others.

the majority (39.5%) of the respondents thinks their continues access to media has been Impactful internet, in which 32.2% of the respondents think it is time wasting and 28.3% did not give any response. Also, (55.2%) of the respondents think the knowledge gained from various media been Positive, in which 35.7% of the respondents think it is negative and 9.1% did not give any response.

About two-thirds (58.3%) of the respondents agreed that social media can influence their academic career, while 33.9% disagreed and only 7.8% don't know if social media can influence their

academics as at the time of this study. Also, (44.8%) of the respondents agreed that social media influence their academic performance negatively, while 33.9% said it has influenced their academic positively and only 21.3% of the respondents did not respond if social media influenced their academics as at the time of this study. Furthermore, the majority (73.1%) and a significant number of the respondents agreed that habit to stay on social network sites is a problematic issue that affects academic life of the students, while 13.4% disagreed and only 13.5% insignificant of the respondents were undecided. Likewise, (68.7%) and a significant number of the respondents agreed that social networking sites distract them from their studies, while 25.2% insignificant of the respondents disagreed and only 6.1% were undecided as at the time of this study. Meanwhile, about two-thirds of (71.7%) and a significant number of the respondents agreed that hours spent online busy surfing the social media sites can never be compared to the number of hours they spend on reading, while 23.5% insignificant of the respondents disagreed and only 4.8% were undecided as at the time of this study.

Besides, about (44.4%) of the respondents agreed that engaging with social media had improved their grades, while 38.7% of the respondents disagreed and only 16.9% were undecided as at the time of this study.

Furthermore, (76.1%) of the respondents agreed that usage of Google for research has helped improve their grades, while 18.2% of the respondents disagreed and only 5.7% were undecided. Majority of the respondents disagreed that engaging in academic forums reduces the rate of their understanding of which is influencing their academics' performance, while 34.4% of the respondents agreed and only 8.3 percent were undecided as at the time of this study. the majority (66.5%) of the respondents agreed that use of materials gotten from blogging sites to complement what had been taught in class, while 28.7% of the respondents disagreed and only 4.8% representing the total number of the respondent that were undecided.

Finally, about (51.8%) of the respondents disagreed that they will not perform well in their academics even if they stop using social media, while about 41.7% of the respondents agreed and only 6.5% representing the total number of the respondent that were undecided.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the summary of the study, recommendations and conclusions are presented.

5.1 Summary of the Study

This study investigated social media and academic performance of the students at Mountain Top University. The descriptive survey research design was adopted in the study. A sample of 230 respondents was selected from a population of over 1000 full-time undergraduate students in the university. The instrument was validated and found to be reliable. It was personally administered by the researcher. The results obtained showed that Students' addictiveness to the social network has a significant influence on their academic performance; To ascertain the way student, acquire academic knowledge from social media; To understand the importance of media accessibility in the lives of students; To understand the knowledge preference of students across various social media platforms; To explore the various aspect in which social media impact student's lives.

5.2 Conclusion

Based on the result from the findings of this study, showed that students were aware of the social networking sites and they have access to them through social media have negative effects on students, distracting them from their academic work, taking most of their productive time, and such like they also have benefits and can be used appropriately. For example, students can form online communities to plan for a project, have group discussions about class material, or use the social networking sites as a technique to keep in contact when a student who has been absent needs to be updated on current academic information. Also, the findings of this study earlier ones showed some noteworthy results. Findings have also shown that they are adversely impacted to a large degree by social media because they rely on talking and music instead of paying attention to the scant attention provided to their studies when their academic tasks are underway and the overlooked would be left to suffer.

5.3 Recommendations

The following suggestions are made in light of the results of this study:

- Students should be educated on the influence of Social media on their academic performance.
- Teachers and parents should track students as to how they use these sites.
- Teachers should ensure that they use social media as a method for enhancing students' academic achievement in classrooms.
- Students should better manage their study time in and prevent distractions that can be provided by social media. There should be a decrease in the number of times spent by students when surfing the net.
- Social networking sites should be extended and new pages should be created to boost school practices and to discourage setbacks in the academic success of students.
- A compromise between chit-chatting and academic tasks should be established by students. Research should be led to further focus.
- Instead of using them for derogatory reasons, students' use of social media networks should focus on the intellectual relevance of such platforms.

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Appendix

MOUNTAIN TOP UNIVERSITY

COLLEGE OF HUMANITIES, MANAGEMENT & SOCIAL SCIENCES

DEPARTMENT OF MASS COMMUNICATION

STUDENT QUESTIONNAIRE

Dear Respondent,

I am a final year student of the Department of Mass Communication at Mountain Top University. This questionnaire is designed to find out students' accessibility to Social media Platforms and its impact on academic performance: A case study of Mountain Top University. Kindly answer the questions faithfully and truthfully as your responses will be treated with the utmost confidentiality and used strictly for research purposes.

Yours faithfully,

Owolabi, Adeniji. K.

SECTION A: SOCIO-DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

Instruction: Tick as appropriate

1. Sex Male () Female ()

2. Age:.....

3. Religion: (a) Christianity () (b) Islam () (c) Others (specify):.....

4. Level: (a) 100 () (b) 200 () (c) 300 () (d) 400 ()

5. Marital Status: (a) Single () (b) Married () (c) Separated () (d) Divorced ()

6. Ethnic Group: (a) Yoruba () (b) Igbo () (c) Hausa () (d) Others (specify):
.....

Section B

7. Which of the following do you own? (a) Computer [] (b) Android phone [] (c) Iphone [] (d) Other(s).....

8. Do you have access to the internet? (a) Yes [] (b) No []

9. Are you aware of social networking sites? (a) Yes [] (b) No []

10. How often do you go online? (a) Very often [] (b) Often [] (c) Not very often [] (d) Not often []

11. What information do you browse on? (a) Education [] (b) Sports and news [] (c) Entertainment [] (d) Politics (e) Others specify.....

12. What satisfaction do you derive from it? (a) Information [] (b) Affiliation(chatting) [] (c) Entertainment [] (d) Others specify.....

13. Do you believe that social media can affect your academic performance? (a) Yes [] (b) No [] (c) Don't know []

14. How has the use of Social Media influenced your academic performance? (a) Positive [] (b) Negative [] (c) No response []

15. how have you continued access to media been? (a) Impactful [] (b) time wasting [] (c) No response []

16. Has the knowledge gained from various media been? (a) Positive [] (b) Negative [] (c) No response []

SA- Strongly Agree, A- Agree, UD- Undecided D- Disagree, SD- Strongly Disagree

S/N	ITEMS	SA	A	UD	D	SD
	EXPOSURE OF STUDENTS TO SOCIAL MEDIA NETWORK AND THEIR ACADEMIC PERFORMANCE					

17	I usually have unlimited access to social media and this has affected my academic performance negatively.					
18	I engage in academic discussions on social media and this has improved my academic performance.					
19	I make use of social media to disseminate knowledge to my classmate.					
20	I Solely rely on information gotten from social media to do my assignments without consulting other sources.					
	STUDENTS ADDICTIVENESS TO SOCIAL NETWORK AND ACADEMIC PERFORMANCE					
21	Addiction to online social networks is a problematic issue that affects my academic life.					
22	Online social networks distract me from my studies.					
23	Hours spent online can never be compared to the number of hours I spend reading.					
24	There is no improvement in my grades since I became engaged in these social networking sites.					
	USE OF SOCIAL MEDIA AND STUDENTS' ACADEMIC PERFORMANCE					
25	The usage of Google for research has helped improves my grades.					
26	Engaging in academic forums reduces my rate of understanding.					
27	I use materials gotten from blogging sites to complement what I have been taught in class.					
28	I will not perform well in my academics even if I stop using social media.					

Thanks for your cooperation.