Assessment of the Perceived Impact of Social Media on the Academic Performance of Student Nurses in Lagos State College of Nursing

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Abstract
This study examined the perceived impact of social media on the academic performance of student nurses at Lagos State College of Nursing. The objectives were to explore the relationship between social media use and academic performance, assess the extent of social media usage among student nurses, and identify perceived benefits and drawbacks of social media on their academic outcomes. Employing a cross-sectional descriptive research design, primary data were collected via structured questionnaires administered to 173 student nurses selected through simple random sampling. Data were compiled in Microsoft Excel and analyzed using SPSS version 27. Descriptive statistics, including frequency and percentage, summarized the data, while inferential analysis was conducted using chi-square tests at a 0.05 significance level to test the study hypothesis. Results indicated that 99.4% of respondents owned smartphones and engaged with social media daily; the most commonly used platforms were WhatsApp (83.8%), Instagram (51.5%), and Facebook (43.9%). A majority of participants (82.1%) perceived social media as positively influencing their academic performance by improving access to educational resources, fostering collaboration, and enhancing knowledge sharing. Conversely, 67.6% reported that excessive use contributed to distraction, decreased concentration, and procrastination. The study found a statistically significant association (p = 0.006) between social media usage and academic performance among student nurses. Based on these findings, nursing education programs are encouraged to incorporate social media into pedagogical strategies, emphasize responsible use through digital literacy training, and offer guidance on effective time management. In conclusion, social media exerts a significant influence on student nurses' academic performance; purposeful engagement promotes learning and collaboration, whereas excessive use undermines focus. Structured and academically-oriented use of social media can enhance academic achievement and professional growth in nursing students.

Chapter One
1.1 Background of the Study
This introduction presents an academic overview of the role of students as pivotal contributors to national development and education advancement. Student achievement and abilities fundamentally influence the attainment of ambitious educational goals. Current evidence links student academic performance with the use of prevalent social communication channels, highlighting the importance of managing time effectively to optimize educational outcomes. The internet serves as a critical resource for information retrieval and communication across social, commercial, and academic domains, with students actively utilizing various social networking platforms. Social mediausehassurgednotably among university

students, including those pursuing nursing education.

Studies, such as one conducted in Malaysia, report Facebook as the dominant platform among students, with an 84% adoption rate. Globally, over 4.2 billion individuals engage with social media, a significant proportion being young adults including student nurses (WHO, 2021). Academic success is closely linked to self-efficacy—the belief in one's capacity to succeed—with peer learning recognized as a strategy that enhances engagement and supports self-regulated learning. Platforms like Facebook enable peer interaction conducive to fostering self-efficacy. Despite widespread integration of social media into the daily lives of student nurses, limited research elucidates its effects on their personal and professional growth. Globally, approximately 90% of student nurses engage with social media, 70% of whom use it for educational purposes (Kumar et al., 2020). In Africa, usage rates range from 80% in Nigeria to 85% in South Africa, with a notable share using these platforms for learning activities (Adeoye et al., 2021; Moodley et al., 2020). Social media's impact on academic performance is complex; while it facilitates access to educational materials and promotes peer collaboration (Moodley et al., 2020; Adeoye et al., 2021), excessive use is associated with adverse outcomes including reduced academic concentration, heightened stress, and diminished attention spans (Al-Rahimi et al., 2021). Furthermore, reliance on potentially inaccurate information within social media platforms may impede academic progress. Given these contrasting effects, this study seeks to assess the perceived impact of social media on the academic performance of student nurses at Lagos State College of Nursing (LASCON).

1.2 Statement of the Problem

Excessive social media use among students poses risks to both health and academic performance. Empirical evidence indicates that social media addiction correlates with diminished academic focus due to extended screen time. Psychological consequences such as depression and emotional distress have been linkedtosocialmedia

exposure, adversely affecting academic outcomes. Although social media provides an effective channel for rapid information exchange among students, it may also divert attention from academic tasks, leading to reduced study time.

This study aims to explore the dualistic influence—both positive and negative—of social media on the academic performance of student nurses.

1.3.Objectives of the Study

1.To investigate the relationship between social media usage and academic performance of student nurses.
2.To determine the frequency and extent of social media use among student nurses.
3.To identify the perceived benefits of social media on academic performance.
4.To identify the perceived hindrances of social media on academic performance.

1.4.Research Questions and Hypotheses

1.Is there a significant relationship between social media usage and academic performance among student nurses?
2.What is the prevalence of social media usage among student nurses?
3.What are the perceived benefits of social media on academic performance among student nurses?
4.What are the perceived hindrances of social media on academic performance among student nurses?

Hypotheses:

- H0: There is no significant relationship between social media usage and academic performance of student nurses.
- H1: There is a significant relationship between social media usage and academic performance of student nurses.

1.5.Significance of the Study

This research will contribute valuable insights into how social media influences the academic performance of student nurses. The findings will inform:

- **Nursing Educators:** By elucidating the impact of social media on learning outcomes to enhance pedagogical approaches.
- **Administrators:** Enabling evidence-based policy formulation and resource allocation concerning social media integration in nursing education.
- **Policymakers:** Supporting the development of regulations surrounding social media use within academic settings.
- **Student Nurses:** Increasing awareness of social media's effects on their academic performance to promote balanced usage.

1.6.Scope of the Study
The study focuses specifically on the assessment of perceived impacts of social media use on the academic performance of student nurses attending Lagos State College of Nursing (LASCON).

1.7.Operational Definitions
- **Academic performance:** The measurable achievement of students in educational activities, commonly assessed by grades or GPA.
- **Assessment:** Systematic evaluation of student nurses' perceived impacts of social media on academic outcomes
- **Perceived impact:** Subjective interpretation of how social media affects individual academic performance.
- **Social media:** Digital platforms enabling users to create, share, and exchange information and ideas.
- **Student nurses:** Individuals enrolled in nursing education programs working toward a diploma or degree in nursing.

Chapter Two
2.0 Literature Review
This chapter provides a comprehensive review of the perceived impact of social media on the academic performance of
student nurses, encompassing a conceptual overview, theoretical framework, and empirical evidence.

2.1.Conceptual Review
Online social networking platforms enable individuals to construct virtual identities, engage with social networks, and participate in digital communities. The rapid expansion of the Internet has fundamentally altered modes of student communication and collaboration, embedding social media as a crucial component of daily life with significant potential to enhance both academic and social development (Moodley, 2020). Through virtual communities, users exchange ideas, opinions, and information, transforming communication and information access. Student nurses actively utilize social media for social interaction, information exchange, and educational purposes, although concerns persist regarding its influence on academic performance. Various forms of social media exist, including weblogs, social blogs, discussion forums, Wikis, microblogging, social bookmarking, social networks, and podcasts, which serve educational functions such as facilitating knowledge sharing, organizing discussions, supporting courses, and enabling interaction (Ansari & Khan, 2022). Popular platforms like Facebook, Twitter, and Instagram foster new interpersonal relationships, often characterized by non-reciprocal interactions (Orji & Bebenimibo, 2021).

Social Media Platforms Utilized by Student Nurses
With approximately 3.2 billion global social media users (Kartal, 2020), research indicates robust social media engagement among student nurses. Platforms such as Facebook, Instagram, and Twitter are employed for both personal and educational objectives. For instance, 53% of nursing schools incorporate social media applications, with WhatsApp notably utilized for theoretical and practical education (Ansari & Khan, 2022)

theoretical and practical education (Ansari & Khan, 2022). Research at the University of Zambia demonstrated enhanced knowledge sharing via WhatsApp among nursing students, leading to improved discussion, teaching methods, and critical thinking (Kaplan & Haenlein, 2021; Al-Balushi et al.,

2022). Student engagement and resource sharing were higher in WhatsApp-mediated learning environments relative to alternatives like email (Cain & Policastri, 2021; Junco, 2021). Commonly used platforms include Facebook, YouTube, WhatsApp, and Instagram. YouTube functions as a complementary on-demand learning platform through educational videos, despite also serving entertainment purposes (Kohler & Dietrich, 2021). TikTok offers micro-video content conducive to educational explanations and peer collaboration (Junco, 2021; Ansari & Khan, 2022). Telegram provides large-group chat functionalities facilitating collaboration, resource sharing, and polls (Kaplan & Haenlein, 2021; Al-Balushi et al., 2022).

Other platforms like Facebook groups, Instagram, Twitter, blogs, Pinterest, Reddit, LinkedIn, Snapchat, Discord, and podcasts contribute unique tools for communication, professional networking, educational content delivery, reflection, and engagement in nursing education (Cain & Policastri, 2021; Grassley & Bartoletti, 2020; Boulos, 2021; Cole, 2023; Gresham, 2023;

Westrick, 2021; Chen, 2023).

Benefits of Social Media

Social media enhances collaboration and communication among student nurses, facilitating resource sharing and academic discussions (Kaplan & Haenlein, 2021; Al-Balushi et al., 2022). It broadens access to diverse educational materials—including videos, podcasts, and blogs— supporting learning and professional growth (Junco, 2021; Cain & Policastri, 2021). Professional development is bolstered by networking opportunities with nursing professionals, contributing to career advancement (Ansari &

Khan, 2022). Additionally, social media aids patient education and engagement, critical thinking, cultural competence, leadership skills, and health promotion (Gao, 2020; Kietzmann, 2022; Lovejoy, 2021; Manning et al., 2022; Chen, 2023).

Challenges Associated with Social Media Use

Despite advantages, student nurses face challenges such as maintaining professional boundaries and separating personal from professional online identities, which may risk confidentiality breaches and impact credibility (Manning et al., 2022; Gilmour, 2022; Kietzmann, 2022). The prevalence of misinformation, particularly during health crises, poses significant risks to accurate knowledge acquisition (Chen et al., 2022). Technical issues including limited internet access in remote areas and platform constraints hinder effective use (Chen, 2022; Gao, 2020). The lack of standardized social media integration in nursing education creates inconsistent learning experiences and complicates assessment of educational outcomes (Kietzmann, 2022; Gao, 2021; Chen, 2022). Furthermore, social media addiction, distraction, and exposure to online harassment negatively affect mental health and academic performance (Kuiper et al., 2022; Hertz et al., 2022).

2.2.Theoretical Framework

The Technology Acceptance Model, developed by Davis (1989), elucidates factors influencing technology adoption, emphasizing Perceived Usefulness (PU) and Perceived Ease of Use (PEU) as determinants shaping users' attitudes and intentions towards new technologies.

- **External Variables:** Contextual factors like demographic characteristics (age, gender), prior social media experience, and social influences affect perceptions and acceptance among student nurses (Kuiper et al., 2022).
- **Perceived Usefulness (PU):** The belief that social media enhances academic performance by providing educational resources and facilitating professional development motivates usage (Wang et al., 2020).
- **Perceived Ease of Use (PEU):** User-friendly interfaces and prior technological familiarity increase likelihood of adoption for educational purposes (Lee et al., 2020).

- **Attitude Toward Using:** Positive perceptions of usefulness and ease foster favorable attitudes, further influenced by social norms valuing social media use (Chen et al., 2020).
- **Behavioral Intention to Use:** Intentions to engage with social media arise from positive attitudes and perceived control over usage (Ibrahim et al., 2022).
- Actual System Use: Actual adoption occurs when intentions are supported by access to resources and institutional support (Alsobhi et al., 2022).

Application of TAM to the Study
This model informs the study by framing how social influences (external variables) shape student nurses' attitudes and intentions toward social media use for academic purposes.

Perceived usefulness and ease of use influence attitudes, which in turn affect behavioral intentions and actual social media engagement. Examining these components clarifies how social media utilization correlates with academic performance, considering frequency, duration, and types of activities related to nursing education.
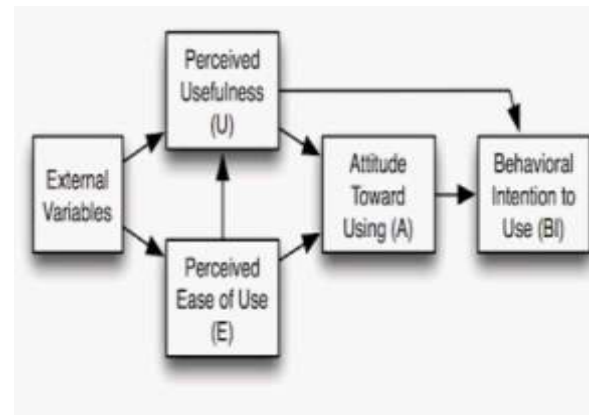
Diagram Showing Technology Acceptance Model

2.3.Empirical Review
This empirical review synthesizes research on social media platforms used by student nurses, the relationship between social media usage and academic performance, factors influencing this relationship, and the perceived benefits and challenges associated with social media use in nursing education.

Social Media Platforms Used by Student Nurses
Student nurses engage with multiple social media platforms for educational purposes, influencing their academic outcomes significantly. Key platforms include Facebook, Instagram, Blogs, Vlogs, Twitter, TikTok, and LinkedIn.

- **Facebook:** Research indicates high usage among nursing students, with 95% in China using Facebook to access educational materials and collaborate (Gao et al., 2021). Similarly, U.S. studies report use for peer connection, resource sharing, and discussion participation (Kolek et al., 2021).

- **Instagram:** In South Korea, 80% of nursing students used Instagram for educational resource access and peer interaction (Lee et al., 2020). Taiwanese nursing students also use Instagram for these purposes (Chen et al., 2023).
- **Twitter:** Studies show Twitter facilitates educational resource access and peer networking among nursing students in Egypt and other countries (Junco et al., 2020; Ibrahim et al., 2022).
- **YouTube:** Widely used in Saudi Arabia by 90% of nursing students for skill acquisition and resource access (Alsobhi et al., 2022; Alharbi et al., 2023).
- **TikTok:** Popular among Chinese nursing students (85% usage), valued for sharing experiences and educational content (Wang et al., 2020; Zhang et al., 2022).
- **WhatsApp:** Frequently employed in India by 90% of nursing students for communication and educational resource exchange (Kumar et al., 2020; Rababah et al., 2024).
- **Snapchat:** Used by 80% of U.S. student nurses for peer communication and resource sharing (Lee et al., 2020; Kim et al., 2023).
- **Pinterest:** Utilized in Taiwan (85% usage) for accessing and sharing educational content (Chen et al., 2023; Wang et al., 2020).
- **LinkedIn:** An important platform in Egypt and Saudi Arabia for professional networking and identity development (Ibrahim et al., 2022; Alsobhi et al., 2022).

Relationship Between Social Media and Academic Performance
Recent studies demonstrate extensive social media use among student nurses, with Instagram, Facebook, and Twitter being predominant platforms (Manning et al., 2022). Usage is primarily educational,
 aiding access to nursing-related resources and peer/instructor interaction. YouTube use correlates with improved learning outcomes and academic performance (Chen et al., 2023). The effect of social media on academic success is multifaceted: while excessive use can impair performance, moderate and purposeful engagement often yields positive academic benefits.

Factors Influencing the Relationship Between Social Media Usage and Academic Performance
Several determinants modulate how social media affects student nurses' academic results:

- **Type of Usage:** Educational use correlates with better academic outcomes, whereas social use can negatively impact performance (Wang et al., 2020; Junco, 2020).
- **Individual Differences:** Higher self-regulation and motivation mitigate harmful effects, promoting productive social media use (Kuiper et al., 2022; Watson et al., 2021).
- **Contextual Factors:** Competitive academic environments may increase social media-related distractions (Junco, 2021).
- **Family and Social Support:** Strong support networks associate with better academic resilience despite social media use (Kuiper et al., 2022).
- **Demographics:** Age and gender influence susceptibility, with younger and female students more affected by social media on their academic performance (Wang et al., 2020; Junco, 2021).

Extent of Social Media Use by Student Nurses
Studies reveal high prevalence, with 90% of student nurses using Instagram for education (Manning et al., 2022) and 80% using YouTube for tutorials (Chen et al., 2023). Platform preferences vary by region—WeChat (China) and Facebook (U.S.) being notably popular (Gao et al., 2022; Kuiper et al., 2022). Daily social media use averages between 1.5 to2hours

among nursing students in several countries (Lee et al., 2020; Chen et al., 2022). Motivations for usage include accessing educational content, peer collaboration, and experience sharing.

Perceived Benefits of Social Media Usage by Student Nurses

Moderate social media use correlates positively with academic performance. Benefits include

- Access to diverse educational resources such as tutorials, videos, and academic articles (Chen et al., 2022; Wang et al., 2020).
- Enhanced collaboration through peer knowledge exchange and group projects (Wang et al., 2020).
- Improved communication skills encompassing reading, writing, and critical thinking (Wang et al., 2020; Lee et al., 2020).
- Increased motivation and engagement facilitated by a sense of community and timely feedback (Lee et al., 2020).
- Professional development via networking, career advancement, and identity formation (Alsobhi et al., 2022; Alharbi et al., 2023; Ibrahim et al., 2022).

This review underscores the dualistic nature of social media's impact on student nurse academic performance, highlighting the need for balanced and guided social media use in nursing education contexts.

Chapter Three
3.0 Methodology
Introduction

Research methodology encompasses the systematic approach by which a researcher designs a study to ensure the validity and reliability of findings that effectively address the research aims, objectives, and questions (Kietzmann, 2022). This chapter provides a comprehensive description of the research design, study setting, target population, sampling methods, data collection instruments, validity and reliability measures, data collection procedures, analytical techniques, and ethical considerations.

3.1 Research Design

The research design refers to the overall framework, structure, and strategic plan formulated to answer the research questions while controlling for extraneous variables (Kumar, 2020). For this study, a cross-sectional descriptive research design will be employed to evaluate the perceived impact of social media on the academic performance of student nurses within selected nursing colleges in Lagos State.

3.2.Study Setting

The study setting constitutes the physical, social, or virtual environment where the research is conducted (Lee, 2020). This investigation takes place at the Lagos State College of Nursing (LASCON).

Lagos State College of Nursing Context

Nursing education in Lagos began in 1948 at Broad Street, Lagos Island, now home to the Federal Dental Unit. The Lagos State College of Nursing, originally the Lagos State School of Nursing Complex, was founded in1965 on Awolowo Road, Ikoyi. The school was initially located at Broad Street, Lagos Island, before relocating to 68 Campbell Street and eventually to its current site on Lasu-Isheri Road, Igando, within the Alimosho Local Government Area of Lagos State. Presently, LASCON offers a range of basic and post-basic nursing programs and has graduated numerous skilled nurses who contribute extensively to healthcare locally and nationally.

3.3.Target Population

The study population comprises student nurses enrolled at the Lagos State College of Nursing (LASCON), with a total of 260 students serving as the target group for this research.

3.4.Sample Size Determination

Sample size denotes the number of participants included in a research study (Lam, 2020). In this study, Yamane's formula will be applied to

calculate the appropriate sample size.
Yamane's formula is:

$n =$. N
_____

$(1 + N(e^2))$
Where;

n = sample size

N = total population
(e^2) = margin of error

Total population of student nurses in Lagos state college of nursing is 260

Thus, $n = 260$
$n = $ 260
_____

1 + 260 (0.05) ^2

$n = $ 260
_____

1 + 260 (0.0025)

$n = $ 260
_____

1 + 0.65

$n = $ 260
_____

1.65

Thus, $n = 157.58$
Therefore, the sample size = 157.58

However, to compensate for non-respondent rate, 10% of the desired sample size will be added to the calculated sample size.
That is;
Attrition = 10% of 157.58
= 10/100 x 157.58
15.758

Sample size estimate = n + attrition

= 157.58 + 15.758
= 173.338
Sample size adjusted for response rate = 173

3.5.Sampling Technique

The study employed a simple random sampling technique to select nursing students from Lagos State College of Nursing as respondents. This was conducted through a balloting process, wherein papers marked with "A" and "B" was folded and placed in a basket. Participants randomly select one folded paper, and those who pick "A" was included in the study sample. A total of 173 student nurses were selected using this method. The distribution of questionnaires among the different student groups within the college was determined through proportional stratified sampling, allocating 70 questionnaires to ND1 students, 53 to ND2, and 50 to HND1 students.

3.6.Instrument for Data Collection

Data was collected using a self-developed questionnaire aligned with the research objectives. The questionnaire comprises multiple sections: Section A gathers demographic information such as age, gender, religion, state of origin, and academic level; Section B assesses the social media platforms commonly used by student nurses; Section C evaluates the perceived positive influences of social media on academic performance; and Section D examines the perceived negative impacts of social media on academic performance.

= 15.758

Sample size estimate = n + attrition

= 157.58 + 15.758

= 173.338

Sample size adjusted for response rate = 173

Participants randomly select one folded paper, and those who pick "A" was included in the study sample. A total of 173 student nurses were selected using this method. The distribution of questionnaires among the different student groups within the college was determined through proportional stratified sampling, allocating 70 questionnaires to ND1 students, 53

to ND2, and 50 toHND

3.7.Validity and Reliability of the Instrument

The questionnaire was submitted to the research expert for review. The expert evaluated the instrument and confirmed that the questions were appropriate and sufficient to achieve the stated research objectives. To ensure reliability, a pilot study was conducted among student nurses at Lagos State University Teaching Hospital. Thirty copies of the questionnaire were distributed and collected over a two-week period. The reliability coefficient, measured using Cronbach's alpha, exceeded 0.75, indicating satisfactory internal consistency.

3.8.Method of Data Collection

The adapted questionnaire was administered within the nursing department of Lagos State College of Nursing over two weeks. Clear explanations and guidance were provided to participants to facilitate questionnaire completion. Efforts were made to collect the completed questionnaires promptly, often on the same day, to ensure a high response rate. Each returned questionnaire was checked for completeness and accuracy.

3.9.Method of Data Analysis

Completed questionnaires were reviewed for completeness and suitability for analysis. Data were analyzed using descriptive statistics, specifically frequency counts and percentages, to address the research questions. The Statistical Package for Social Sciences (SPSS) software was employed for data analysis.

3.10.Ethical Considerations

from the institutional review board. Informed consent was secured from all participants prior to their involvement.

Chapter Four
Results
4.0 Introduction

This chapter presents the analysis of the data obtained for the study. A well-structured questionnaire was administered to 173 nursing students across selected Colleges of Nursing, and all completed questionnaires were retrieved and analyzed using the Statistical Package for the Social Sciences (SPSS) version 27. Descriptive statistics, including frequencies and percentages, were employed to summarize the data, while inferential statistics—specifically chi-square tests— were conducted to examine the hypotheses

Anonymity and confidentiality of the respondents were rigorously maintained throughout the study.

formulated for the study. The results are presented in the tables provided below.

4.1.Presentation, Description, and Interpretation of Tables and Charts

The data are presented using frequency tables and bar charts due to their clarity and effectiveness in illustrating key patterns within the dataset. Tabulation was utilized to highlight relationships between variables relevant to the research problem, thereby facilitating a more comprehensive understanding of the findings.

Sociodemographic Data of Respondents Table 1: DemographicDataofRespondents

Variables	Options	Frequency	Percentage
Age	Below 16 years	3	1.7%
	16-18 years	41	23.7%
	18-20 years	57	32.9%

	Above 20 years	72	41.6%
Gender	Male	38	22.0%
	Female	135	78.0%
Current year of study	ND 1	70	40.5%
	ND 2	53	30.6%
	HND 1	50	28.9%
Do you own a smartphone?	Yes	167	96.5%
	No	6	3.5%

Do you have access to a smartphone?	Yes No	172 1	99.4% 0.6%
How often do you have access to the internet?	Daily Weekly Monthly Others	164 5 3 1	94.8% 2.9% 1.7% 0.6%

Table 1 above presents the demographic characteristics of the 173 student nurses who participated in the study. The age distribution indicates that 3 respondents (1.7%) were younger than 16 years, 41 (23.7%) were between 16 and 18 years, 57 (32.9%) were between 18 and 20 years, while the largest proportion, 72 respondents (41.6%), were above 20 years of age. In terms of gender, 38 participants (22.0%) were male and 135 (78.0%)

were female, reflecting the predominance of females in nursing education.
accessed it at other intervals. With respect to the current level of study, 53 students (30.6%) were enrolled in ND1, 51 (29.5%) in ND2, 59 (34.1%) in HND1, and 10 (5.8%) in HND2. Almost all respondents reported owning a smartphone (167; 96.5%), and access to a smartphone was nearly universal (172; 99.4%). Regarding
internet usage, 164 students (94.8%) accessed the internet daily, 5 (2.9%) did so weekly, 3 (1.7%) monthly, and 1 respondent (0.6%) accessed it at other inte
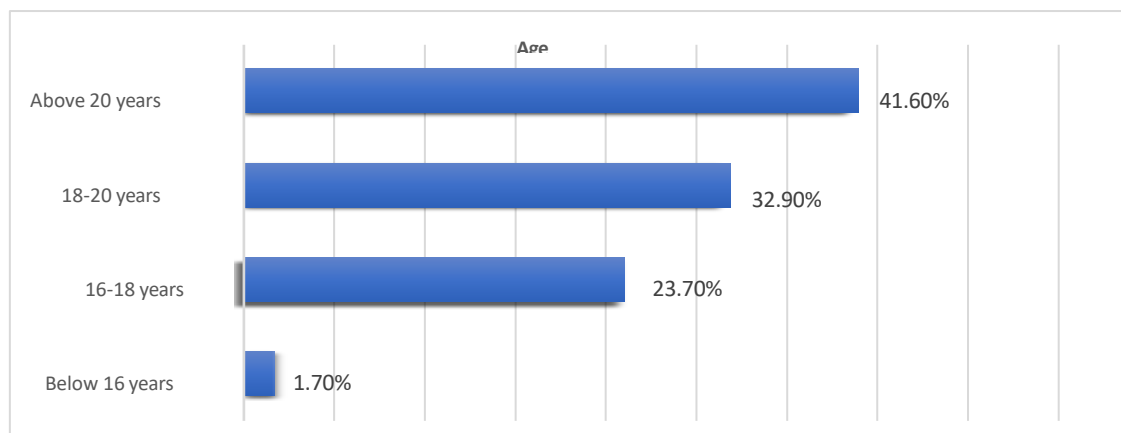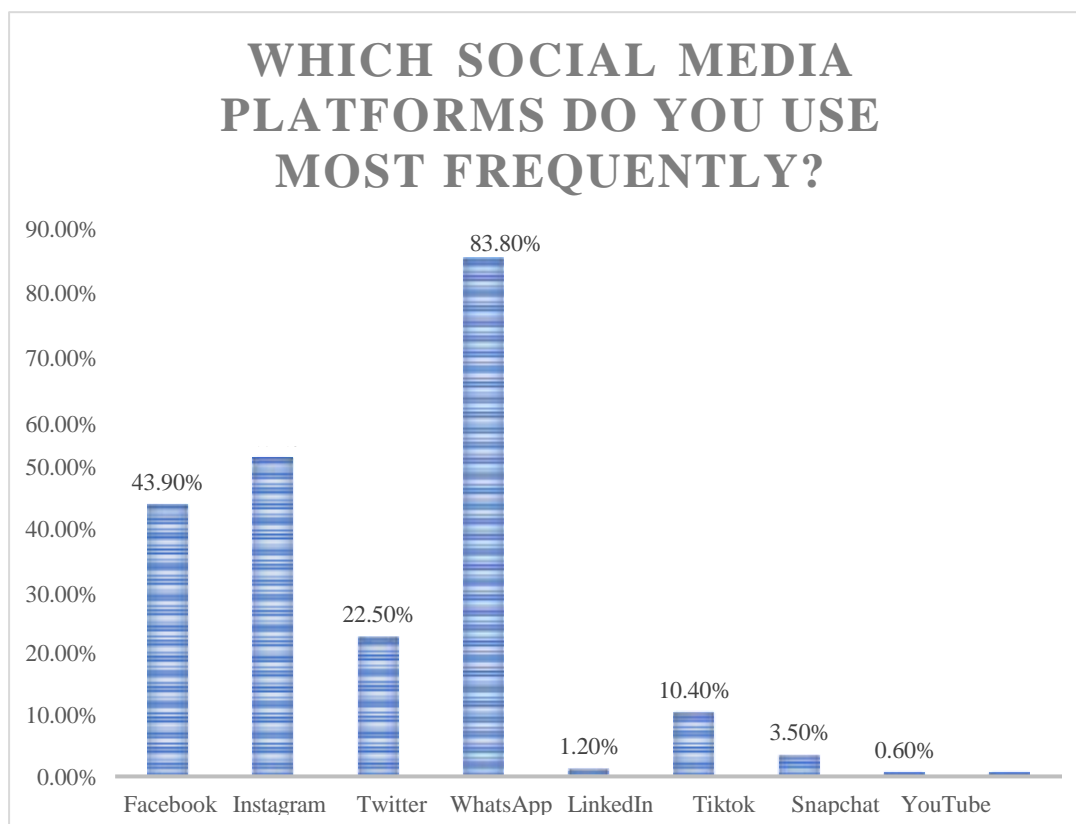

Fig. 1: Age Distribution of Respondents

Research Question 1: Does a significant relationship exist between the use of social media and the academic performance of student nurses?
Table 2: Social Media Platforms Used by Student Nurses

Variables	Options	Frequency	Percentages
How many hours do you spend on social media per day?	Less than 2 hours 2-4 hours	5	2.9%
	4-6 hours	47	27.2%
	More than 6 hours	71	41.0%
		50	28.9%
Which social media platforms do you use most frequently?	Facebook	76	43.9%
	Instagram	89	51.5%
	Twitter	39	22.5%
	WhatsApp	145	83.8%
	LinkedIn	2	1.2%
	Tiktok	18	10.4%
	Snapchat	6	3.5%
	YouTube	1	0.6%
	Telegram	1	0.6%
What is your current Cumulative Grade Point Average (CGPA)?	below 2.0	5	2.9%
	2.1 - 2.4	45	26%
	2.5 - 2.9	36	20.8%
	3.0 - 3.4	44	25.4%
	3.5 above	43	24.9%
How do you rate your academic performance?	Excellent Good	29	16.8%
	Fair	94	54.3%
	Poor	50	28.9%
		0	0
Do you use more than one social media platform?	Yes	171	98.8%
	No	2	1.2%

How did you come about using more than one social media platform?	Peer influence Search purposes Family influence Entertainment	49 100 13 11	28.3% 57.8% 7.5% 6.4%
What time of day do you usually use social media?	Morning Afternoon Night Midnight Anytime	81 109 110 71 8	46.8% 63.0% 63.6% 41.0% 2.9%
How do you typically access social media?	Mobile phone Computer Tablet Others	155 6 12 0	89.6% 3.5% 6.9% 0%

WHICH SOCIAL MEDIA PLATFORMS DO YOU USE MOST FREQUENTLY?

Facebook 43.90%, Instagram (~52%), Twitter 22.50%, WhatsApp 83.80%, LinkedIn 1.20%, Tiktok 10.40%, Snapchat 3.50%, YouTube 0.60%

Fig. 2: Reports On Mostly Used Social Media Platforms

Table 2 above summarizes the respondents' patterns of social media use. Among the 173 students surveyed, 5 (2.9%) reported using social media for less than 2 hours daily, 47 (27.2%) for 2–4

hours, 71 (41.0%) for 4–6 hours, and 50 (28.9%) for more than 6 hours per day. The most

frequently used platforms were WhatsApp (145; 83.8%), Instagram (89; 51.5%), and Facebook (76; 43.9%). In contrast, LinkedIn was used by only 2 respondents (1.2%), while YouTube and Telegram were each used by 1 respondent (0.6%). Regarding academic performance indicators, 5 students (2.9%) had a CGPA below 2.0, 45 (26.0%) had between 2.1 and 2.4, 36 (20.8%) between

2.5 and 2.9, 44 (25.4%) between 3.0 and 3.4, and 43 (24.9%) had a CGPA of 3.5 or higher.

When asked to self-rate their academic performance, 29 respondents (16.8%) described it as excellent, 94 (54.3%) as good, and 50 (28.9%) as fair. Nearly all respondents (171; 98.8%) used more than one social media platform, predominantly for searching information (100; 57.8%) and due to peer influence (49; 28.3%). Social media use was most prevalent during the night (110; 63.6%) and afternoon (109; 63.0%). The majority accessed social media through mobile phones (155; 89.6%), with fewer using computers (6; 3.5%) or tablets (12; 6.9%). The chi-square analysis revealed a statistically significant relationship between social media use and academic performance ($\chi^2 = 27.521$, df = 12, p = 0.006), indicating that social media engagement influences students' academic outcomes. Students with moderate daily use (2–6 hours) generally demonstrated better academic performance compared to those with either excessive use or very limited engagement.

Research Question 2: To what extent is social media usage prevalent among student nurses?

Variables	Options	Frequency	Percentages
How often do you post updates on each platform?	Hourly	0	0%
		70	40.5%
		43	24.9%
	Daily	25	14.5%
		35	20.2%
	Weekly		
	Monthly		
	Rarely		
What type of content do you usually post on each platform?	Personal	124	71.7%
	Professional	75	43.4%
	Entertainment	95	54.9%

	Religious	3	1.7%
	None	5	2.9%
What activities do you typically engage in on social media?	Browsing	151	87.3%
	Liking posts	105	60.7%
	Commenting	69	39.9%
	Sharing	88	50.9%
	Others	5	2.9%
Do you follow any brands organizations social media?	Yes	138	79.8%
	No	35	20.2%
Have you ever used social media to; A). Connect with friends or family B). Stay up-to-date with news or current events C). Seek information or advice D).Share opinions	Yes	170	98.3
	No	3	1.7

Table 3: Social media platforms usage among student nurses

With respect to posting frequency, none of the respondents reported posting on social media on an hourly basis. As shown in the table 3 above, 70 students (40.5%) posted daily, 43 (24.9%) posted weekly, 25 (14.5%) posted monthly, while 35 (20.2%) rarely posted. The types of content shared were predominantly personal (124; 71.7%), entertainment-related (95; 54.9%), and professional or academic content (75; 43.4%). The most common activities on social media included browsing (151; 87.3%), liking posts (105; 60.7%), sharing content (88; 50.9%), and commenting (69; 39.9%). A substantial proportion of respondents (138; 79.8%) reported following brands or organizations. Nearly all students (170; 98.3%) used social media to maintain contact with family and friends, stay informed, and seek advice. In relation to Research Question 2, findings indicate a very high prevalence of social media use among student nurses. Almost all respondents (171; 98.8%) used more than one social media platform, and 172 (99.4%) had access to a smartphone, which enabled online connectivity. Daily internet access was reported by 164 students (94.8%), with 71 (41.0%) spending 4–6 hours and 50 (28.9%) spending more than 6 hours on social media each day. WhatsApp (83.8%), Instagram (51.5%), and Facebook (43.9%) were the most frequently used platforms, highlighting the near-universal engagement with social media among the study population.

Research Question 3: What are the perceived benefits of social media on the academic performance of student nurses?

Table 4: Perceived Positive Impact of Social Media on The Academic Performance of Student Nurses

Variables	Options	Frequency	Percentage
Do you think social media has a positive impact on your academic performance as a student nurse?	Strongly agree Agree Neutral Disagree Strongly disagree	55 87 20 8 3	31.8% 50.3% 11.6% 4.6% 1.7%
How does social media help you in your academic studies as a student nurse?	Access to educational resources Connection and communication with peers and instructors Sharing of knowledge and experiences	156 111 127	90.2% 64.2% 73.4%

Which social media platforms do you find most helpful for your academic studies as a student nurse?	Facebook Instagram Twitter YouTube LinkedIn ChatGPT Tiktok Google	137 61 36 134 58 5 7 1	79.2% 35.3% 20.8% 77.5% 33.5% 2.9% 4.1% 0.6%
Do you think social media enhances your learning	Strongly agree Agree Neutral	56 99 15	32.4% 57.2% 8.7%
experience as a student nurse?	Disagree Strongly disagree	3 0	1.7% 0%
Have you ever used social media to access educational resources or tutorials that helped you in your academic studies as a student nurse?	Yes No	172 1	99.4% 0.6%
Do you think social media provides opportunities for professional development and networking as a student nurse?	Strongly agree Agree Neutral Disagree Strongly disagree	78 87 7 1 0	45.1% 50.3% 4.0% 0.6% 0%
Would you recommend using social media to fellow student nurses to enhance their academic performance?	Yes No	163 10	94.2% 5.8%

Table 4 above indicates that among the 173 respondents, 55 (31.8%) strongly agreed and 87 (50.3%) agreed that social media has a positive influence on academic performance. Meanwhile, 20 students (11.6%) were neutral, 8 (4.6%) disagreed, and 3 (1.7%) strongly disagreed.

A substantial proportion acknowledged that social media facilitated access to educational resources (156; 90.2%), enhanced peer interaction (111; 64.2%), and supported knowledge sharing (127; 73.4%). The platforms considered most beneficial for academic purposes were Facebook (137; 79.2%), YouTube (134; 77.5%), and Instagram (61; 35.3%). Moreover, 155 respondents (89.6%) reported using social media to access learning materials, and 163 (94.2%) indicated they would recommend its use to peers. Additionally, 99 students (57.2%) agreed that social media improved their learning processes, while 165 (95.4%) believed it offered opportunities for professional networking. In addressing Research Question 3, findings reveal that student nurses perceived multiple academic benefits associated with social media use. A majority (142; 82.1%) agreed that social media positively influenced their academic performance, and 156 (90.2%) noted its role in providing greater access to educational resources. Other perceived advantages included enhanced peer communication and collaboration (64.2%), increased knowledge sharing (73.4%), and enriched learning experiences (89.6%). Platforms such as YouTube (77.5%), Facebook (79.2%), and Instagram (35.3%) were frequently cited as valuable learning tools. Furthermore, 165 students (95.4%) recognized social media as a medium for professional development and networking, and 163 (94.2%) expressedwillingness to recommend its use to

fellow students to support academic improvement.

Research Question 4: What are the perceived hindrances of social media on the academic performance of student nurses?

Table 5: Perceived Negative Impact of

Variables	Options	Frequency	Percentage
Do you think social media has a negative impact on your academic performance as a student nurse?	Strongly agree Agree Neutral Disagree Strongly disagree	31 86 43 13 0	17.9% 49.7% 24.9% 7.5% 0%
How does social media negatively affect your academic studies as a student nurse?	Distraction from studies Decreased Reduced time for studying and assignments Increased stress and anxiety	86 124 120 51	49.7% 71.7% 69.4% 28.5%
Do you think social media is a source of procrastination for you as a student nurse?	Strongly agree Agree Neutral Disagree Strongly disagree	55 100 17 0 1	31.8% 57.8% 9.8% 0% 0.6%
Have you ever experienced any of the following negative effects of social media on your academic performance as a student nurse?	Poor grades Missed deadlines Decreased motivation Increased stress and burnout Overdependence Procrastination None	49 70 101 72 1 1 6	28.3% 40.5% 57.8% 41.6% 0.6% 0.6% 9.8%

Social Media on The Academic Performance of Student Nurses

Do you think social media can be a source of cyberbullying or online harassment that affects your academic performance as a student nurse?	Strongly agree Agree Neutral Disagree Strongly disagree	27 101 33 9 3	15.6% 58.4% 19.1% 5.2% 1.7%
Have you ever felt pressure to present a perfect online image on social media, which affects your academic performance as a student nurse?	Yes No	96 77	55.5% 44.5%
Do you think social media can be a distraction during lectures or study sessions, negatively impacting your academic performance as a student nurse?	Strongly agree Agree Neutral Disagree Strongly disagree	32 78 28 26 9	18.5% 45.1% 16.2% 15.0% 5.2%
Would you consider limiting your social media use to improve your academic performance as a student nurse?	Yes No	144 29	83.2% 16.8%

Table 5 above illustrates respondents' perceptions of the negative effects of social media on academic performance. Of the 173 participants, 31 (17.9%) strongly agreed and 86 (49.7%) agreed that social media adversely affects academic performance, while 43 (24.9%) remained neutral and 13 (7.5%) disagreed; no respondent strongly disagreed. The most commonly reported negative effects included decreased focus (124; 71.7%), reduced study time (120; 69.4%), distraction from academic tasks (86; 49.7%), and heightened stress levels (51; 28.5%). A significant proportion (155; 89.6%) identified social media as a major source of procrastination. Associated consequences included diminished motivation (101; 57.8%) and missed deadlines (70; 40.5%). Additionally, 128 respondents (74.0%) reported experiences related to cyberbullying or online pressure, including the need to maintain a particular online image (96; 55.5%). Furthermore, 110 students (63.6%) acknowledged being distracted by social media during lectures. In response to these hindrances, a majority (144; 83.2%) expressed willingness to restrict their social media use to enhance academic performance. Overall, despite recognizing its benefits, respondents identified several barriers associated with social media use. A large proportion (117; 67.6%) agreed that social media negatively impacts academic outcomes. The primary hindrances included diminished concentration (124; 71.7%), reduced study time (120; 69.4%), and academic distraction (86; 49.7%). Social media was widely perceived as a trigger for procrastination (155; 89.6%), which further resulted in missed deadlines (70; 40.5%), lowered motivation (101; 57.8%), and increased stress (72; 41.6%). Cyberbullying and online social pressures affected 128 respondents (74.0%), while 110 (63.6%) reported experiencing distractions during lectures or study periods. Consequently, 144 students

(83.2%) indicated readiness to limit social media usage as a strategy to improve academic performance.

4.1.Testing of Hypothesis
Null Hypothesis (H$_0$): There is no significant relationship between social media usage and the academicperformance
The level of significance was set at p ≤ 0.05. In accordance with standard statistical interpretation, the null hypothesis is accepted when the p-value exceeds 0.05, whereas the alternate hypothesis is accepted when the p-value is less than or equal to 0.05.

Table 6: Chi-Square Analysis to Determine Significant Relationship Between Social Media Usage and Academic Performance of Student Nurses.

Academic Performance	Social Media Usage (Hours spent on social media platforms)					Chi-Square (X^2) value	df	p-value
	<2 hours	2-4 hours	4-6 hours	Above 6 hours	Total			
Below 2.0	0 (0%)	3 (1.7%)	1(0.6%)	1 (0.6%)	5 (2.9%)	27.521	12	0.006
2.1-2.4	1 (0.6%)	7 (4%)	30 (17.3%)	7 (4%)	45 (26%)			
2.5-2.9	3 (1.7%)	11 (6.4%)	12 (6.9%)	10 (5.8%)	36 (20.8%)			
3.0-3.4	1 (0.6%)	16 (9.2%)	14 (8.1%)	13 (7.5%)	44 (25.4%)			
3.5 above	0(0%)	10 (5.8%)	14 (8.1%)	19 (11%)	43 (24.9%)			
Total	5 (2.9%)	47 (27.2%)	71 (41%)	50 (28.9%)	173 (100%)			

Table 6 above presents the chi-square analysis, which indicates a statistically significant association between social media use and the academic performance of student nurses (χ^2 = 27.521, df = 12, p = 0.006). Since the *p*-value is less than the 0.05 level of significance, the null hypothesis is rejected and the alternate hypothesis accepted. This confirms that social media usage exerts a measurable influence on students' academic outcomes.

Chapter Five
5.0 Discussion, Conclusion and Recommendation
5.1.Discussion of Findings
This study examined the influence of social media usage on the academic performance of student nurses. A total of 173 students participated, the majority of whom were female (78.0%) and above 20 years of age (41.6%). Nearly all respondents (99.4%) owned smartphones and accessed the internet daily (94.8%), highlighting a high level of digital engagement among nursing students. The findings revealed widespread and habitual use of social media, with almost all participants (98.8%) using more than one platform. WhatsApp (83.8%), Instagram (51.5%), and Facebook (43.9%) were the most commonly used. A substantial proportion of students spent 4–6 hours per day (41.0%) or more than 6 hours (28.9%) on social media, primarily using mobile phones (89.6%). Common online activities included browsing (87.3%), interacting with peers, and engaging with shared content. In relation to academic performance, over half of the respondents (54.3%) rated their performance as good, and nearly one-quarter (24.9%) recorded a CGPA of 3.5 and above. A significant majority (82.1%) believed that social media positively contributed to their academic work. Reported benefits included improved access to educational materials (90.2%), enhanced communication with peers and instructors (64.2%), and knowledge sharing (73.4%).

YouTube (77.5%) and Facebook (79.2%) were identified as especially valuable for academic learning. Furthermore, 95.4% of the students believed that social media promotes professional development and networking, and 94.2% were willing to recommend its academic use to others. Despite these advantages, respondents also acknowledged negative effects. A considerable proportion (67.6%) agreed that excessive use could impair academic performance.

Reported drawbacks included distraction (49.7%), reduced concentration (71.7%), diminished study time (69.4%), and increased stress (28.5%). Many students (89.6%) identified social media as a major source of procrastination, often resulting in missed deadlines (40.5%), reduced motivation (57.8%), and burnout (41.6%). The demographic trends observed correspond with earlier studies by Lee et al. (2020) and Manning et al. (2022), which similarly found high female representation and strong digital connectivity among nursing students. The high prevalence of smartphone ownership and daily internet use aligns with findings by Gao et al. (2021) and Kumar et al. (2020), confirming that digital technology is now embedded in nursing education. The dominance of WhatsApp, Instagram, and Facebook reported in this study parallels the findings of Kumar et al. (2020) and Singh et al. (2020), who identified these platforms as essential communication tools among nursing students. However, the minimal use of professional platforms such as LinkedIn contrasts with the work of Alsobhi et al. (2022) and Alharbi et al. (2023), suggesting underutilization of career-oriented platforms among Nigerian nursing students. The study further showed that students primarily used social media for personal and entertainment-related activities, reinforcing the observations of Kuiper et al. (2022). Nonetheless, the frequent use of browsing features and engagement with organizational pages aligns with studies by Chen et al. (2023) and Wang et al. (2020), indicating

overlap between social and academic engagement online. The high perceived academic benefits of social media align with findings by Chen et al. (2023), Wang et al. (2020), and Ibrahim et al. (2022), who emphasized its role in enhancing collaboration, motivation, and academic engagement. Similar to Alsobhi et al. (2022) and Alharbi et al. (2023), this study highlights the value of Facebook and YouTube for educational content and professional networking.

Conversely, the identified negative effects—such as distraction, procrastination, and stress—support the findings of Kolek et al. (2021), Kuiper et al. (2022), and Lee et al. (2020), who reported that excessive social media use can reduce productivity and impair academic focus. The statistically significant relationship found between social media usage and academic performance ($p = 0.006$) aligns with Manning et al. (2022) and Wang et al. (2020), who noted that both the frequency and purpose of use affect academic outcomes. While some studies, such as Junco (2022), have found inconsistent effects, the present study indicates that moderate use is associated with better performance, whereas excessive use leads to negative outcomes. Overall, the chi-square findings suggest that the duration and pattern of social media use influence academic achievement, with moderate users performing better than heavy users.

5.2.Implications of the Study
The findings carry meaningful implications for nursing education, practice, and research. Given the high prevalence of social media usage among student nurses, educators and institutions can leverage these platforms as complementary learning tools. This aligns with global trends toward

technology-enhanced learning and supports the creation of interactive digital environments. The positive academic influence of social media, particularly in improving communication, peer collaboration, and access to learning resources, suggests that structured incorporation of social media into nursing curricula may enhance

students' learning experiences and professional development. However, the negative effects—such as distraction, procrastination, and reduced concentration—underscore the need for interventions promoting responsible use. Institutions should incorporate guidelines, digital literacy workshops, and mechanisms to support digital well- being.

The statistically significant association between social media use and academic performance reinforces the need for a balanced institutional approach that encourages academic use while discouraging excessive recreational use.

5.3.Limitations of the Study
- **Limited generalizability:** The study was conducted in only one College of Nursing, limiting the ability to generalize findings across Nigeria.
- **Self-report bias:** Data were collected through self-administered questionnaires, which may be influenced by social desirability or recall bias.
- **Restricted perspectives:** The study focused solely on student nurses, excluding instructors whose perspectives might provide additional insights.
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5.4.Contributions to Knowledge
The study contributes to existing knowledge by demonstrating that social media is now integral to nursing education, promoting resource access, interactive learning, and professional networking. It highlights the need to incorporate digital professionalism and responsible online behavior into nursing training programs. The findings emphasize the importance of social media in continuing education and knowledge dissemination while underscoring the necessity for ethical guidelines to maintain professional integrity withinthedigitalspace

5.5.Summary of the Study

This study explored the perceived impact of social media on academic performance among student nurses. With 173 participants—predominantly female and above 20 years—findings showed high levels of social media engagement, with WhatsApp, Instagram, and Facebook being the most frequently used platforms. Both positive and negative academic influences were identified. Social media enhanced access to educational resources, communication, and knowledge sharing, but it also contributed to distraction, reduced study time, procrastination, and stress. A significant relationship was found between social media usage and academic performance ($\chi^2 = 27.521$, df = 12, p = 0.006), indicating that moderate and purposeful use is beneficial, while excessive use is detrimental.

5.6.Conclusion

The study concludes that social media serves a dual function in the academic lives of student nurses: it offers valuable educational support yet poses challenges when used excessively. Appropriate use enhances learning, collaboration, and professional development, whereas uncontrolled use reduces academic focus and performance. A balanced,

purposeful approach to social media engagement is essential for optimal academic outcomes.

5.7.Recommendations

- Integrate social media-based learning components into the nursing curriculum.
- Provide training on responsible, ethical, and academic-oriented social media use.
- Offer digital literacy workshops to guide students toward productive online engagement.
- Implement counseling and awareness programs on managing screen time and avoiding procrastination.
- Encourage instructors to use platforms such as WhatsApp and YouTube for instructional delivery and peer learning.

5.8.Suggestions for Further Studies

Future research should involve a larger and more diverse sample across multiple nursing institutions to improve generalizability. Including the perspectives of educators and clinical instructors is also recommended to provide a more comprehensive understanding of social media's impact on academic performance.

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