The Impact of Social Media on Academic Performance of the Students of Tertiary Institutions in Nigeria

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ABSTRACT

The advent of information and communication technology is being celebrated today in the whole world. It has become part of everyday life. This modern technology in no doubt has turned the whole world into a Global village. The study aimed at examining the influence of social media on academic performance of students of tertiary institution in Edo State. In other to measure social media platforms a questionnaire was developed based on past literatures. A structured questionnaire was administered to a sample of 300 students assessing the impact of teachers influence, school environment and motivation on performance in Students of tertiary institution in Edo State. The data collected are presented in tables and analysed using mean and standard deviations were used to answer the research questions. The influence of social media on the student's academic achievement in students of tertiary institution in Edo State was categorized using mean ratings; 0- 1.5 = low level of influence; 1.6-2.5 = moderate level of influence; and 2.6- 4.0 = high level of influence. Findings revealed that students of tertiary institution in Edo State school employ social media platforms for various purposes, including establishing new social connections, engaging in conversations with existing friends, conducting research for academic assignments and educational resources, staying informed about contemporary trends and news, collaborating with classmates on group projects, and exploring potential academic pathways for their future endeavours. The frequency of social media usage does not exert a statistically significant impact on the academic performance of students in the field of Students of tertiary institution in Edo State. The frequency of social media usage by students does not have a substantial impact on their average academic performance in the field of Students of tertiary institution in Edo State. Hence, there is no significant variation in the average academic performance in the field of Students of tertiary institution in Edo State among students, irrespective of the frequency with which they engage in social media usage. The study recommends that the monitoring and management of students' social media usage by teachers and parents is necessary to mitigate the detrimental impact on their academic performance in the field of students of tertiary institution in Edo State, as the beneficial utilisation of social media platforms has been shown to boost teaching and learning.

Keywords: Social media, Influence, Time spent, Academic performance, Tertiary Institution.

INTRODUCTION

The advent of information and communication technology is being celebrated today in the whole world. It has become part of everyday life. This modern technology in no doubt has turned the whole world into a

Global village. It's imminent and change in communication pattern has helped in the means of communication. It helps people to be better informed, enlightened and kept abreast with the latest development in the world. Social media has emerged to be one of the most vital means in communication. Its existence is to ease communication among individuals. Buettner, (2016) saw social media as computer mediated tools that allow people or companies to create, share, exchange information, career interest, ideas, pictures/ virtual communication and network. With social media, individuals can with no much of a stretch trade profitable information which can enhance their professional interest.

Kietzmann (2012) further stated that social media depends on mobile and web-based technologies to create highly interactive platforms through which individuals and communities share, co-create, discuss, and modify user generated content. Social media exploded as a category of online discourse which include, Facebook, WhatsApp, Instagram, Twitter, Blog, Email etc. It has brought tremendous improvement in the communication system which enhances learning. It has provided different entertainment functions which serve as a tool for social changes and fast exchange of information. Jha and Bhandwaj, (2012) also pointed out that social media enable people to create contact, share them, bookmark them and network at prodigious rate. With the aid of internet, students can form their own page, access to news and lectures note via email sent to him or her by a lecturer. The rapid evolution of the Internet application has led to the development of social media. The emergence of social media has changed the way people communicate and interact both online and offline. Social media is generally used on daily basis by millions of people, particularly, for young people across the globe for different reasons. Students are a big part among the young users of social media. With social media, students have changed the way they use the web for retrieving information to creating and sharing information with their peers over the Internet (Shittu, Basha, Abdul Rahman, & Ahmad, 2011). This change also affects how technology is used in the classroom for supporting teaching and learning as well. The emerging technologies such as social media and Web 2.0 brought new improved functionalities, which are significantly useful for improving teaching and learning in higher education (Hartshorne & Ajjan, 2009).

The world today is a global market in which the internet is the most important source of information. Since the advent of social media sites in the1990s, it is assumed in some quarters that the academic performance of students is facing lot neglect and challenges. The educational system in Nigeria is faced with so many challenges which has certainly brought about a rapidly decline in the quality of education. There is deviation, distraction and divided attention between social media activities and academic works of students. It is observed that students devote more attention to social media than they do to their studies.

Though there have been many social, economic, and environmental factors that have added to the pressure of university students in the past ten years, the drop-out rate for students is still a major educational problem. Current statistics show that university students in Nigeria are under increased pressure due to higher academic standards in other countries, and it has become more important than ever for educators to encourage graduation and further education (Sharive, 2018; Suleiman, 2014). However, Bowen, (2008) further hold the view that with more and more students being preoccupied with social media networks use; it is estimated that even those students who do graduate from high school, one out of three do not possess the knowledge and skills that would lead him or her to the next level, such as college, polytechnics, universities or any other advanced training school.

It is quite clear that students' addictiveness to social media, their frequency of exposure to social network sites have exposed and influence their interaction and academic pursuit as well as impacted hard on their academic performance. It is observed that instead of students reading their books, they spend much of their time chatting and making friends on the social media and this might have definitely influenced their performance academically. This phenomenon has become a source of worry to many who believe in knowledge and skill acquisition, (Sharive, 2018). A study carried out by Maya (2018) revealed that social

media use contributed to low academic performance, low self-perceptions and less interest in the college-oriented matters. However academic performance plays a great role in an individual placement be it in the institution, at social gathering, family, at workplace or even among peers. It is against this backdrop that this study seeks to examine the impact of social media on academic performance of the students of tertiary institutions in Nigeria.

METHODOLOGY

The research design of this study was a descriptive survey. This design is ideal because the problem under investigation is descriptive in nature. The population under study consists of all the students in University of Benin, Benson Idahosa University and National Institute of Construction Technology and Management, Uromi. The choice of this population was informed by their poor exposure to the use of social media sites by their teachers teaching them in recent times. The purposive and simple random sampling techniques were employed for sample selection for the study. Faculty of Management Sciences, Applied Sciences and Faculty of Social Sciences from the three tertiary institutions were purposively selected, because, the researcher had easy access to the respondents within the time frame for the study since the study areas is within Edo State. Data were collected from 300 students across five departments using convenience techniques based on the availability and willingness to answer the questions. The research tool was questionnaire called "Social Media Platform Questionnaire for Improving Learning Skills (SMPIISQ)". SMPIISQ consists of two parts and allows you to get answers from your respondents. Section "A" asked for demographic characteristics of the respondents, while section "B" was further divided into research questions, each representing a research question. Cluster 1 has 9 elements and Cluster 2 also has 9 elements. The SMPIISQ was distributed to students in the study area by the researchers and research assistant to facilitate the distribution and collection of the questionnaire. The completed questionnaire was picked up by the researcher the next day. In analyzing the collected data, the researchers used frequency and simple percentages demographic characteristics of the respondents. A four-point rating scale was used for responses and their associated values such as Frequently Used (FU) = 4, Rarely Used (RU) = 3, Occasionally Used (OU) = 2, and Never Used (NU) = 1. Responses were analyzed using mean and standard deviation. Rejection and acceptance criteria for the analysis were set at 2.50.

To establish the instrument's reliability, the Cronbach Coefficient alpha (α) was used. The coefficient alpha is the most commonly applied estimate of a multiple-item scale's reliability with a coefficient of 0.70 and above as considered to have good reliability by Zikmund *et al.* (2010). Cronbach's alpha (α) criterion was computed using the following specification:

$$\alpha = \frac{K}{K-1}\left(1 - \frac{\sum_{i=1}^{K}\sigma_{Y_i}^2}{\sigma^2 x}\right)$$

Where: K= Items of number

$\sigma^2 x$ = Variance of observed total scores

$\sigma^2 y_i$ = Variance of item I for the current sample

Table 1.0: Reliability on Constructs

No. of Items	Constructs	Cronbach's Alpha (α)
2	Social media student patronize.	.990

2	Amount of Time spent on Social media.	.956
2	Influence on academic performance of students of tertiary institution in Edo State students.	.987

Source: Pre-field Survey, 2024

Table 2 shows Social media student patronize (α = 0.990), Amount of Time spent on Social media (α = 0.956), and Influence on academic performance of students of tertiary institution in Edo State students (α = 0.987). The constructs reflected reliability values above the accepted benchmark of 0.70, which, according to Hair, Black, Babin, & Anderson, (2010), is regarded as satisfactory.

RESULTS AND DISCUSSION OF FINDINGS

Research Questions One: What are the social media that students patronize in the course of their programme?

Table 1: Student Usage of Social Media N = 300

S/n	Types of Social Media Application	SA	A	D	SD	X	R	Decision
1	Facebook is one of the social media that influences Students of tertiary institution students	222	56	12	10	3.37	1st	Accepted
2	WhatsApp has a positive influence in teaching and learning	22	58	120	100	2.18	5th	Rejected
3	WeChat assist students in generating information	198	43	20	39	3.09	2nd	Accepted
4	Imo is another information that influences students learning	33	90	77	100	2.24	4th	Rejected
5	Instagram helps students to generate information appropriately	65	32	106	97	2.39	3rd	Rejected

Source: Field survey, (2024)

Key: SA = Strongly Agree; A= Agree; D = Disagree; SD = Strongly Disagree, R=Rank, X=Mean

The data shown in Table 4.2 displays the average responses provided by the participants about the various social media platforms that have an impact on students' academic achievement in the field of Students of tertiary institution in Edo State education. The data indicates that of the five things assessed, the respondents expressed satisfactory agreement with two items, as shown by their criteria mean score of 2.5. These items, Facebook and WeChat, were ranked based on their respective scores of 3.37 and 3.09. In the interim, items 2, 4, 5, and 6 were deemed unsuitable and hence not accepted. Hence, it can be inferred that students did not utilise WhatsApp, Instagram, and Imo as platforms for creating study-related information. The results of this study further demonstrated that students exhibit a higher frequency of usage on two particular social media platforms, namely Facebook and WeChat. The findings indicate that students utilise these social media platforms as a means to complete their assignments, engage in peer communication, and access educational resources. The results obtained from the studies conducted by Manasi (2019) and Agwi and Ogwueleka (2018) support the conclusions of the current investigation. According to Chinthakayala et al. (2013), Facebook is a widely used social media platform that exhibits particular popularity among individuals

enrolled in higher education institutions. Eke (as cited in Manasi, 2019) identified several social media platforms commonly utilised by students. The study reported that students predominantly engage with Facebook and Whatsapp for socialising with friends, connecting with classmates for online studying, and discussing significant national matters. These platforms were also found to be frequently accessed by students in the present study.

Research Questions Two: What volume of time do student spend in accessing social media?

Table 2: Mean and standard deviation (SD) on the duration of time spent using social media by students

	DAYS OF THE WEEK	N	Mean	SD
1	I spent 2-4 hours on Monday to generate information	300	2.29	1.14
2	I spent 2-4 hours on Tuesday to generate information	300	2.21	1.1
3	I spent 2-4 hours on Wednesday to stay up to date with latest trends and news to improve my learning ability	300	2.15	1.17
4	I spent 4-6 hours on Thursday and Fridays with friends stay up todate with latest trends and news to improve my learning ability	300	2.5	1.04
5	I spent 2-4 hours on Friday to stay up to date with latest trends and news to improve my learning ability	300	2.51	1.05
6	I spent 2-4 hours daily on social media to generate idea Saturday	300	2.45	1.1
7	I spent 2-4 hours daily on social media to generate idea (Sunday)	300	2.49	1.14
8	**Cluster Mean**	**300**	**2.37**	**0.84**

Source: Field survey, (2024)

Table 3: Mean and standard deviation (SD) on the duration of time spent using social media by students

SMN use hour per day	N	Mean	SD
0-2 hours	58	74.4	16.15
2-4 hours	132	76.8	13.18
4-6 hours	70	69.5	16.63
Above 6 hours	40	70.9	20.24
Total	300	73.8	15.8

Source: Field survey, (2024)

Key: x = 0-1.49 (0-2 hours); x = 1.50-2.49 (2-4 hours); x = 2.50-3.49 (4-6 hours); x = 3.50-4.00 (Above 6 hours)

The findings shown in Table 3 indicate that the mean ratings for Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday were 2.29, 2.21, 2.15, 2.50, 2.51, 2.45, and 2.49, respectively. The aforementioned findings indicate that students allocate a duration of 2 to 4 hours each day for engaging with social media platforms on Mondays, Tuesdays, Wednesdays, Saturdays, and Sundays. Nevertheless, individuals engage with social media platforms for a duration ranging from 4 to 6 hours specifically on Thursdays and Fridays. The calculated cluster mean of 2.37 indicates that, on average, students allocate

around 2 to 4 hours each day for engaging with social media platforms. The research findings indicate that students often allocate an average of 2 to 4 hours each day engaging with social media platforms. In contrast, the students allocate a range of 0 to 2 hours for social media usage on Mondays, Tuesdays, Wednesdays, Saturdays, and Sundays, whereas they dedicate 2 to 4 hours on Thursdays and Fridays. These findings are consistent with previous study conducted by other scholars. The findings about the amount of time that students dedicate to social media align with the research conducted by Owusu-Acheaw and Larson (2015).

In their study, the authors observed that students typically allocate between 2 to 3 hours per day engaging with social media platforms. The research by Chaffey in (2016) aligns with the findings of the present study, as it similarly indicates that students allocate an average of two hours per day to engage with social media platforms. Nevertheless, the aforementioned findings presented a contrasting perspective to the research conducted by Chaiwat, Nithiwadee, and Aungkana (2013) about the duration of time that students allocate to engaging with social media platforms. In their study, Chaiwat et al. (2013) observed that students dedicate a substantial amount of time, ranging from 6 to 8 hours per day, to their social media activities. These findings presented a contrasting perspective to the research conducted by Lenhart and Madden (2012), which indicated that students dedicate around 6 to 7 hours each day to engaging with social media platforms.

Furthermore, Table 3, demonstrates that the majority of the students (132) spend between 2 and 4 hours every day on social media. Next comes the group that uses SMN between 4 and 6 hours per day (70 people), next those who use it between 0 and 2 hours per day (58 people), and finally the group that uses SMN for more than 6 hours per day (40 people). Students who used SMN for 4 or more hours per week had the highest mean Students of tertiary institution in Edo State grade (76.82), followed by those who used SMN for 0 or more hours per week (74.36). Those who used SMN for 4–6 hours per week had a mean GPA of 69.50, while those who used it for more than 6 hours per week had a GPA of 70.85. Table 4.4 displays the findings, which reveal that students' average Students of tertiary institution in Edo State grades are not affected by their frequency of using social media. These results are consistent with those of Ezeji & Ezeji. (2018), who found that excessive use of social media negatively affected pupils at a significant rate. Since students may easily Google or search for material on social media platforms like Facebook or Wechat, the results demonstrate that social media usage has some impact on students' accomplishment in Students of tertiary institution in Edo State with regards to accurate spelling, sentences, pronunciation, and essay writing.

Research Question Three: What is the influence of social media on the academic performance of students?

Table 4: Influence of Social media usage and academic performance in Students of tertiary institution in Edo State N = 300

Item	SCALE					MEAN	SD
	1	2	3	4	5		
Social media help me reach out to my classmates for group assignments easily	18 (6.2)	50(16.7)	38(12.5)	169(56.3)	25(8.3)	3.44	1.07
Social media influence academic performance as students gather information from different means	13(4.2)	100(31.3)	62(20.8)	113(37.5)	19(6.3)	310	1.06
I research on my assignments and read educational articles using social media	106(35.4)	93(31.3)	56(18.8)	31(10.4)	13(4.2)	2.17	1.16

Social media relate new ideas that can be embedded in teaching and learning	44(14.6)	75(25)	88(29.2)	69(22.9)	25(8.3)	2.85	1.19
Most recent researches are conducted through social media as it influences standard of learning	6(2.1)	44(14.6)	44(14.6)	132(43.8)	75(25)	3.75	1.06
Social media distracts and discourages me from studying my books	13(4.2)	80(26.3)	76(25.8)	114(38.5)	17(5.3)	311	1.1

Source: Field survey, (2024)

Findings from the table show that Students like using social media because they may master difficult ideas through them and also develop their language and comprehension skills. While students may focus more on their learning abilities, teachers don't have to spend as much time explaining challenging topics and ideas to them. Social media is is a useful learning platform for lone learners to participate in the on learning in school, work, or everyday life with minimal cost and great flexibility in time and place due to the abundance of educational information (Zhou et al., 2020). Applications like Facebook, Wechat, WhatsApp can be helpful for student learning and can increase student participation in learning through talks in these applications. Facebook, Wechat, WhatsApp are appropriate platforms to address students' poor connectivity issue because they consume less bandwidth. To engage students in the teaching and learning process at a school or institution, using social media applications can be a valuable teaching tool (Yaakob, & Abd Rahman, 2016).

DISCUSSION OF FINDINGS

The students allocate a daily time frame of two to four hours for engaging with social media platforms, with Facebook and WeChat being the most commonly utilised ones. The frequency of social media usage does not exert a statistically significant impact on the academic performance of students in the field of Students of tertiary institution in Edo State. The frequency of social media usage by students does not have a substantial impact on their average academic performance in the field of Students of tertiary institution in Edo State. Hence, there is no significant variation in the average academic performance in the field of Students of tertiary institution in Edo State among students, irrespective of the frequency with which they engage in social media usage. It is imperative that adolescents refrain from misusing the beneficial aspects of social media, while simultaneously receiving encouragement from parents and instructors to engage in proper online content consumption. Educators have the option to digitally disseminate instructional materials through mediums such as blogs and articles, allowing students to access and engage with these resources at their convenience via online platforms. Furthermore, the study found that the social media platforms used to improve learning skills among students of the selected institutions are Facebook, YouTube, Instagram, blogs, WhatsApp, MySpace, and Google Plus. This is consistent with Baran (2017) findings that social media platforms such as YouTube, Facebook, Instagram, WhatsApp, MySpace, Google Plus, and blogs are prevalent and often used to improve learning skills among students. This result is similar to Whiting and Williams (2013), who cited Facebook as the most popular social media platform for improving learning skills. Whiting and Williams (2013) reported that learning seekers around the world read her Facebook messages and posts about events and current affairs in their field. Junco, Heiberger, and Loken (2016) found Facebook and other media as a way to engage students in learning. It was corroborated by Rouse (2019) that Facebook is a popular and free social networking website that allows registered users to create profiles, upload photos and videos, send messages, and keep in touch with friends,

family, and colleagues. The author added that through their Facebook page/account, librarians can draw users` attention to useful hidden treasures and further stated that among the social networking site, Facebook appears to clearly emerge as a winner predominantly because of its large number of members. Gunelius (2014) found out that Blogs in universities is used to communicate, as instructional resources, as collaborative tools, and as showcases for student projects and adds that Blog provides a fast, efficient means of communication, post class announcements for parents or providing schedule reminders for students and enhanced instructional resources, in which teachers can post tips, explanations, or samples to help students learn.

Research finding also shows how much tertiary institution students use social media to improve their learning skills to a greater extent. Elements such as Facebook, YouTube, Instagram, blogs, WhatsApp, MySpace, and Google Plus are widely used. This finding is consistent with those of Hay (2017), who conducted a similar study to determine the extent to which students use social media to improve learning skills. He found himself using Instagram, Facebook, blogs, WhatsApp, MySpace, and YouTube extensively. This finding is consistent with Krasnova, Veltri, Eling & Buxmann (2017), who argued that the advent of social media has brought about significant changes in lifestyle and communication practices in society. The researchers further said that it is clear that not only Twitter but also social media platforms such as Facebook, Instagram, and WhatsApp are gaining popularity and permeating the lives of people around the world. In particular, social networks (SNSs) have become a popular platform for user interaction (Garca-Domingo, Aranda & Fuentes 2017). Hashim, Al-Sharqi, and Kutbi (2016) suggested that the presence of social media among her more than 1.5 billion social media users worldwide motivates researchers to investigate why students use this kind of technology in their daily lives. This is because addiction continues to rise worldwide, while young people in particular are the largest consumers of social media. Based on the findings of this study, it can be inferred that the appropriate utilisation of social media in educational contexts is imperative and indispensable, as it contributes to the enhancement of academic achievement. Hence, it is important to provide consistent orientation to all students, regardless of gender, about the appropriate use of social media platforms, in order to optimise their academic achievements in tertiary institutions.

CONCLUSION

A comprehensive examination has been conducted to assess the correlation between various factors influencing academic achievement and the most effective instructional and learning resources. Google Classroom is utilised by students across different educational levels as a means to expedite academic tasks, facilitate collaborative efforts, and promote effective communication. The use of social media platforms like as Facebook, WhatsApp, and Telegram has the potential to enhance students' academic achievements by fostering more engagement in classroom discussions. One significant advantage of employing social media platforms is the access to a wide range of educational content. Students of tertiary institution in Edo State students are afforded the chance to engage in online communities, which enable them to actively engage in discussions with their peers and experts, while also accessing instructional resources to augment their educational journey. Online platforms like as Facebook and WeChat, as well as other educational forums, offer students the opportunity to access tutorials, lectures, and study tools, therefore enhancing their understanding of complex subjects. Social media platforms are valuable instruments for facilitating cooperation among students, since they provide opportunities for the establishment of study groups, the sharing of notes, and the engagement in conversations related to intricate themes. Online communities possess the capacity to foster a robust sense of camaraderie among individuals and provide a vital support system that augments academic achievement. Students of tertiary institution in Edo State students may leverage social media platforms to develop relationships with prominent professors, successful researchers, and seasoned professionals in their field. Networking may play a crucial role in enriching the academic experience by providing chances for mentoring, internships, and research partnerships. Social media has

both advantageous and harmful characteristics. While it offers educational content, it also presents several forms of distraction. The constant stream of notifications, uninterrupted browsing, and the appeal of engaging with social media platforms might lead to a propensity for procrastination, hence causing students to neglect their academic endeavours. The excessive use of social media platforms, particularly during late hours, possesses the capacity to disrupt the sleep patterns of pupils. Inadequate sleep has a direct impact on cognitive functions, such as memory and attention, which are crucial for attaining academic competence. The discipline of students of tertiary institution in Edo State requires diligent scholarly endeavour and the use of analytical abilities to address problems. The excessive dedication of time to social media platforms has the potential to reduce the amount of time students spend to their academic endeavours, leading to a reduction in their overall academic performance. The pressure to maintain a curated online identity and the fear of social exclusion may contribute to increased levels of stress and anxiety among students. The potential existence of specific mental health disorders may adversely affect people' ability to concentrate on their academic endeavours and attain adequate academic outcomes.

EDUCATIONAL IMPLICATIONS OF THE STUDY

It is a fact that that social media platform has a significant impact on students' academic performance in Anyigba secondary schools. Nevertheless, time appropriateness has a stronger significant influence on students' academic performance. This is because time management plays an essential role in determining the success or failure of an individual. Thus, students who lack time management can easily fall prey to the negative impact which social media platforms present to its uses. Also, the nature of usage and friend-people connection has an impact also on the performance of students but not as impactful as the aforementioned variable. Finally, time duration and security/privacy problems have minimal or no significant influence on students' academic performance. Despite the larger percent of the respondents agreeing that they patronise the social media, there are still few respondents who do not and this call for a better service and improvement of the networks. For majority of the students responding to the research question two (2) that it they spent 2-4 hours on social media every day to text a message call for the need for speed/accuracy their typing skills. Out of a population of 300 respondents 90% agreeing with the convenience and accessibility of learning materials as a benefit of social media call for possible provision and flexibility and integration of learning materials from the appropriate authority. For the quick spread of false and unreliable information as a negative influence of social media on students call for a comprehensive source of information. Miscommunication among students as one of the problems encountered in accessing social networks call for the attention of the programmers or experts of software, web designers etc, to monitor and place a penalty of bound, block or removal of any user found of vulgar comments. Furthermore, research data regarding the role of social media in learning, it can be concluded that based on the results of a preliminary study, the role of social media is very active, 90% of students stated that they use social media for learning discussions.

RECOMMENDATIONS

1. The monitoring and management of students' social media usage by teachers and parents is necessary to mitigate the detrimental impact on their academic performance in the field of students of tertiary institution in Edo State, as the beneficial utilisation of social media platforms has been shown to boost teaching and learning.

2. Government entities, school administrations, educators, as well as parents and guardians, should allocate increased focus towards students and provide them with appropriate guidance regarding the utilisation of social networking platforms. It is imperative to educate students on the optimal utilisation of select social networking sites through the facilitation of interactive discussion forums, encouraging active participation. Furthermore, it is crucial to emphasise the necessity for students to

prioritise and explore the inherent advantages offered by these platforms.

3. The integration of Information Communication Technology (ICT) into instructional practises in schools is recommended as a means to exemplify the constructive utilisation of social media for pupils.

4. The incorporation of purposive integrated learning activities, led by experienced educators with expertise in pedagogical technical abilities, is recommended for the use of social networks in educational settings, particularly in the field of Students of tertiary institution in Edo State. This approach emphasises the need of professional guidance and instruction, as opposed to allowing students unrestricted access to these emerging technologies.

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