A SURVEY ON STUDENTS' PERSPECTIVES OF SOCIAL MEDIA USAGE IN NORTHERN NIGERIAN HIGHER INSTITUTIONS

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ABSTRACT

Motivation and attention are two fundamental concepts in learning theory. A learning technology tool that motivates and attracts the attention of billions of people in the global digital population is social media. However, people's perceptions of its usage and purposes vary among individuals or groups, depending on cultural and religious beliefs. This paper examines social media usage among higher education students in Northern Nigeria. A survey research was conducted across North West, North Central, and North East using a structured questionnaire administered to 600 respondents, with 356 responses analyzed. Descriptive and inferential statistics were used to analyze the data using MS Excel. The results show extremely small p-values; 3.8558E-12 for North West, 1.87E-04 for North Central and 5.92E-09 for North East (near zero), all below the alpha level of 0.05. This indicates that social media is not being utilized for academic purposes. The findings also indicate that SMP usage mirrors everyday activities, such as posting and content sharing, excessive time spent online, frequent usage, and entertainments through popular platforms like Facebook, WhatsApp, YouTube, and LinkedIn.

Keywords: Motivation, perception, survey, Northern Nigeria, higher education, social media

1.0 INTRODUCTION

It is no longer news that education – formal or informal has continue to receive considerable attention in the Northern part of Nigeria in spite of challenges posed by population explosion. This is obvious from the recent statics data on the rate of enrollment in to primary level of education in Nigeria where the north-western states recorded the highest figure (Statista, 2024). An efforts that aligns with United Nations (UN) 4th Sustainable Development Goal (SDG-4) goal, which emphasis an equitable access to qualitative education and lifelong learning (Kusimo and Chidozie 2019; Nwoke and Oyiga 2024). Northern Nigeria, the most populous, culturally rich, and highly religious region comprises of three zones: the North West with 7 states, the North Central (NC) with 6 states and the North East with 6 states. Together, these zones account for 19 states out of Nigeria's 36 states. Nevertheless, attaining qualitative education through teaching and learning is not subject to only educational policies and implementation, but also a combination of pedagogical approaches alongside the deployment of appropriate educational technology tools (Orji et al., 2022; Al-Qaysi et al. 2023; Purnama1, 2023; Sengupta and Vaish, 2024). A number of educational technologies tools abound,

including learning management systems (LMS), collaboration and communication, virtual classrooms, online course platforms culminating in the digitalization of the education system. Thus, a transformation process driven by emerging digital technology encompasses tools, systems and platforms which relied on digital signals for processing, storing and information dissemination. The primary goal of this transformative process in education is to shift from a traditional teacher-centered teaching and learning approach to student-centered learning. This shift leverages personalized learning, enhanced accessibility, and facilitates collaborative learning engagements with both students and teachers. Hence, the learning pedagogies that underpin this philosophy include social constructivism (SC), competency-based education (CBE), self-directed learning (SDL), and personalized learning among others. Recently Social Media Platform (SMP) has emerged as a pervasive digital technology tool that effectively consolidates these approaches to learning. SMP is an online platform driven by user-generated content, facilitated through social interactions among people from all works of life (Buran and Dogan, 2019, Sengupta and Vaish, 2023).

Available literatures on SMP technology use and acceptance in education have revealed its significant impact on the education system, specifically in terms of social interactions, user-generated content, real-time feedback, personalized learning, and accessibility (Ibrahim, 2024; Dumford, 2022). These unique capabilities placed students at the center of learning, thereby addressing the goal of modern education and making this transformation competitive with developed countries. Notably, none of these literatures have explored the religious and cultural influences on the use and acceptance of social media by students of higher education in Northern Nigeria. Consequently, research studies on this technology in developing countries like Nigeria have acknowledged the usage and impact of SMP on education and all facets of life. However, factors such as culture and religious beliefs which constitute an integral part of daily life in Northern Nigeria, particularly due to strong religious inclinations, were ignored. These factors can greatly influence users' perceptions (Yewande and Olawumi, 2023). This study therefore aims to investigate SMP usage patterns and purposes among higher education students in the North, with particular focus on popular platforms such as Facebook, Whatapp, You Tube, and LinkedIn. An understanding of these factors is essential for developing effective strategies for SMP usage and guiding its direction in this region. With this in mind, the study seeks to answer the following research questions:

Q1. What purposes students use social media for?

Q2. Do religious beliefs influence how social media is used?

Answering these research questions will help provide an insight into the pattern of SMP usage and the purpose for which they are used for among students of higher education in the Northern region of Nigeria.

2.0 LITERATURE REVIEW

Existing studies on SMPs use and acceptance in education have identify a strong correlation between education and SMP as a tool capable of enhancing qualitative education and better learning outcome Deepa and Priya (2020).While some of these literature viewed the application of these online technology platform from the lens of its positive impact, others looked at it negative implication or both to student's academic performance as observed in the study of Xu

et al (2024) where both negative and positive impact of SMP application by a University students was compared. However, their study focused only on how SMP impact on student academic performance. The current trend in research studies on social media (SM) technology have not only established the consequences on student academic achievement but have also linked it to health related issues. This is obvious in Deepa and Priya (2020) who explore the effect of social media on student's mental health using a quantitative approach to examine the relationships between the mental health issues such as depression and anxiety resulting from student's use of SMP. The findings from the study confirmed the existence of strong correlation between the amount of time spent on different social media platform by students, anxiety, and depressive symptoms. Their study concludes that the proliferation of social media sites and the excessive time spent on them has significant influence on the psychological and mental health of student. A similar work was carried out by Mathewson (2020) as cited in Chen and Xiao (2022) though, participants claimed their use of social media impacted their mental health in both positive and negatively as well, having being used as an interface to keep in touch with relatives and peers while also comparing themselves to others. In a similar development, Purple et al (2022) addresses the time spent by students on social site and how it impact negatively or positively on student learning outcome. After the survey and subsequent analysis of data obtained through questionnaire, the study however, could not established any correlation between the time spent by students on social media and their academic achievement. Nevertheless, the work of (Deepa and Priya, 2020; Xiao, 2022; Purple et al., 2022) targeted the health implications resulting from students' use of SMP ignoring other external factors such as cultural and religious beliefs.

Sharma and Beh (2022) analyzed how social media sites usage affects the academic progress of extraversion and introversion personality students at undergraduate and postgraduate levels for all gender. The findings from their research after extensive data analysis, testing and validation of result, a significant difference between the two variants (extraversion and introversion students) was observed on students' academic performance. Unfortunately, this study alongside that of Purple et al (2022) were limited to SMP's psychological on students and therefore, failed to consider other influential factors such as religious beliefs that could prevent other students from engaging in SMP. Deepmala and Upadhyay (2021) conducted an online survey to measure the level of awareness and access of social media network globally to the advantage of every individual. Their study relied on questionnaire as instrument for data collection while subsequent analysis of data collected was carried out using Statistical Package for Social Science Software (SPSS). Though their findings revealed 98.5% Awareness and accessibility of social media by people, their work however only focused on general overview of social media awareness and accessibility. However, their studies did not explore the constraints that might influence students' perceptions of SMP usage, particularly social factors such as cultural and religious beliefs. Sivakumar (2020) sampled the opinion of school students on whether or not the students will use social media platforms to their academic advantage as against the negative perceptions of general public of the abuse of social media sites in this current era of information access and dissemination. The research equally applied a survey research design to collect data and analyzed the data through questionnaire and statistical data analysis tool. The result showed the willingness of students to start using social medial sites to aid their academic achievement. But no single factor was identified that suggest their inability to engage in SMP usage. Chen and Xiao (2022) on realizing the research conducted in recent years to unveil the potential effects of social media on student's effective traits such as stress,

emotion, depression and so on, decided to review the findings of exemplary research works to enlighten the users on the positive and negative potential effects on student emotional well-being. The study concludes that research studies on potential consequence of social network sites usage on learners' psychosocial well-being are either quantitative or Qualitative and suggested an integrated approach. Yet, this research did not considered cultural and religious influence on students' use of SMP. In Fernyhough, (2008) as cited in Chen and Xiao (2022) Vygotsky's mediational theory can serve as a main theoretical background for the support of social media on learners' affective states. Relying on this theory, social sites can assume the role of a mediational means between learners and its natural environment. Tafesse (2022) noted the findings from the numerous literatures regarding social media sites relationship to students' academic performance have not been consistent. The study therefore, proposed a U-shaped relationship between social media sites and students' academic performance. It was found that social media sites use really exhibits an inverted U-shaped relationship to students' academic achievement only when students spend over a minutes daily on social media, otherwise the impact is positive. Nonetheless, the study only investigated the relationship between students' academic, without examining the factors that discourage students from using social media. Robert et al (2022) investigated how social media sites affects students' academic performance. Their study observed that the time spent and uses of short forms significantly influence students' academic progress. The study did not reveal whether the social media usage was for students' academic advantage or merely for entertainment. In spite of the emphasis on social media support as collaborative and activity-based online platform capable of enhancing students' learning outcome, a significant number of students may be constrained to engage in SMP usage due to cultural and religious beliefs. Thus, leading to their negative perceptions of SMP, ultimately, depriving them from the potential learning opportunities. This study therefore, focused on investigating what SMP are used for, and whether culture and religious beliefs influence students' use of social media within the Northern higher education in Nigeria.

3.0 MATERIALS AND METHODS

3.1 Study Design

To measure the trend and perspectives of SM usage in northern Nigeria higher institutions, a cross-sectional research was conducted within a sample population of 600 undergraduate, college and polytechnic students randomly selected from two higher institutions each from the North West, North Central and North Easter zones of the northern Nigeria.

3.2 Data Collection Procedure

A 25 item on a 4-points Likert scale questionnaire were constructed. The items were checked for content, face, and construct validity. To further guarantee the validity of the research questionnaire, a pilot study of 35 respondents was carried out to measure simplicity and understanding prior to its administration to a large scale-target respondents. Based on the observed responses from the pilot study, the questionnaire was refined and self-administered separately to a target population of 600 students, randomly selected across 6 tertiary institutions in the North – North West (NW), North East (NE) and North Central (NC). The selected institutions covered University (US), College of Education and Polytechnic to ensure coverage and fairness. The demographic information of the sampled population is presented in Table 1.

Table 1. Socio-Demographic Features

Category	Population (P)		Sample (S)			
	Total questionnaire Distributed (600)		Total questionnaire retrieved (S = 361)			
					NE (N=116)	
	NC (N= 125)		NW (N= 120)			
Population (state)	Kwara 3,259,613	Niger 6,220,617	Kano 14,253,549	Kaduna 8,324,5285	Bauchi 7,540,663 3,623,462	Gombe
City Zone	Ilorin North Central (NC)	Minna	Kano North West (NW)	Zaria	Bauchi North East (NE)	Gombe
Education level	Undergraduate, Diploma and NCE students		Undergraduate, Diploma and NCE students		Undergraduate, Diploma and NCE students	

3.3
Statistical Technique

A descriptive statistics was employed to summarize the collected data into percentage responses, sample mean and standard deviation. To validate the research hypothesis, the authors considered a two sample Z-test most appropriate since the sample size is > 100. The statistical significance based on the critical p value of 0.05 was calculated using MS excel. Since the study sample size is over 100, the authors consider a two sample Z- test more appropriate for validating the hypothesis for significance using MS Excel application package. The statistical significance of the sample mean was based on the standard critical P-value of 0.05 threshold.

3.4 Data Analysis

At the point of data collection and organization, the responses (data) were cleaned to remove missing values and outliers. This cleaning process also prepared the data for further transformation. A total of 358 responses out of the targeted 600 population were first cleaned for outliers and some missing values. The responses from the respondents on a 4-point Likert scale – strongly agree, agree, disagree, and strongly disagree – were coded in MS Excel. The frequencies, percentage responses for each scale items alongside their mean and standard deviations across the northern higher institutions were analyzed and presented in Table 2. The frequencies (number of respondents per test item) and the percentage responses represent the opinion of the respondents and the extent to which they agree and disagree with each of the test items. Responses were categorized as positive (strongly agree and agree) and negative (disagree and strongly disagree). The categorization is particularly useful in studies, like this one, that investigate agreement or disagreement of a statement (a research question) about the construct. The standard deviation indicates how the respondents differs in opinion about a particular test item or how far away is the data from the mean – a further confirmation of this is the outcome of the hypothesis test which revealed a high level of significance with a very small P-value ($3.8558E-12$, $1.87E-04$ and $5.92E-09$) almost closer to zero for each zone. Overall, a comparison of the calculated mean for the 4-point Likert scale for each of the test data across the selected sample size with its evaluation scale of (1.00 – 1.74) for strongly disagree, (1.75 – 2.49) for disagree, (2.50 – 3.24) for agree and (3.25 – 4.00) for strongly agree were used to interpret the outcome of the data analysis stage. Thus, the weighted mean for each

of the test data across the 3-zones of the north were computed and compared with the evaluation scale to measure the positive or negative perceptions of the respondents to a test data. It was observed that respondents had positive perceptions for a test data item 1 – 5 and 13 – 15 by strongly agreeing to the statement. For test data item 7 – 12, 20 – 25 and 12 – 17, respondents equally agrees with the statements, indicating a positive perceptions as well, except for test data item 19 where respondent's perception proved negative.

Table 2: Summery of Data Analysis

Northern Region	North West						North Central						North East					
Item	SA	A	DA	SD	$\overline{X}$	σ	SA	A	DA	SD	$\overline{X}$	σ	SA	A	DA	SD	$\overline{X}$	σ
I don't think WhatsApp can facilitate class group discussion and collaborations	51 43%	34 28%	5 4%	30 25%	2.88	1.21	68 54%	46 37%	2 2%	9 7%	3.38	0.84	41 36%	50 44%	11 10%	11 10%	3.07	0.92
I have not received and shares learning materials with friends on Facebook	43 36%	41 35%	1 0.8%	35 29%	2.77	1.22	35 28%	71 57%	4 3%	15 12%	3.01	0.89	50 44%	51 45%	0 0%	12 11%	3.23	0.91
I share lecture materials on WhatsApp group	40 34%	39 33%	2 1.7%	39 33%	2.67	1.25	49 39%	55 44%	4 3%	17 13%	3.09	0.98	47 42%	51 45%	2 2%	13 12%	3.17	0.93
Facebook cannot be used to support personalize learning	40 34%	47 40%	00 0.0%	33 28%	2.78	1.18	46 37%	61 49%	3 2%	15 12%	3.10	0.93	51 45%	46 45%	2 2%	14 12%	3.19	0.97
Access to educational information is not possible with SM	34 29%	45 39%	3 3%	38 32%	2.63	1.20	55 44%	49 39%	3 2%	18 14%	3.13	1.02	57 50%	45 40%	2 2%	9 8%	3.33	0.86
I have never used WhatsApp or Facebook to collaborate with coursemats on group assignment	32 27%	41 35%	6 5%	41 35%	2.53	1.22	26 21%	74 59%	6 4%	19 15%	2.86	0.92	43 38%	49 43%	8 7%	13 12%	3.08	0.96
The majority of posts on our WhatsApp group are unrelated to school activities	18 15%	38 32%	7 7%	57 48%	2.14	1.18	18 14%	59 47%	15 12%	33 26%	2.50	1.04	40 35%	63 56%	2 2%	8 7%	3.19	0.79
I'm not sure Facebook can be used to support learning	16 14%	47 40%	5 4%	52 44%	2.23	1.15	22 185	73 58%	8 6%	22 18%	2.76	0.95	40 35%	46 41%	9 8%	18 16%	2.96	1.04
I receive lecture materials on our class Whatsapp. group	23 19%	46 39%	7 6%	44 37%	2.40	1.17	20 16%	62 50%	3 2%	40 32%	2.50	1.10	38 34%	62 55%	3 3%	10 9%	3.13	0.84
Aside Facebook and Whatsapp Have you ever used Link line	26 22%	45 38%	6 5%	43 36%	2.45	1.19	23 18%	77 62%	3 2%	22 18%	2.81	0.94	36 32%	56 50%	5 4%	16 14%	2.99	0.97

Statement					Mean	SD					Mean	SD					Mean	SD
I spend more time watching movies on You tube for entertainment	44 37%	62 52%	4 3%	10 8%	3.17	0.84	57 46%	54 43%	2 2%	12 10%	3.25	0.89	48 43%	51 45%	4 4%	10 9%	3.21	0.88
My religion doesn't limit my social media use	24 20%	73 61%	3 3%	20 17%	2.84	0.93	59 47%	53 42%	3 2%	10 8%	3.29	0.86	49 43%	52 45%	3 3%	9 8%	3.25	0.85
Have you ever downloaded lectures tutorials from You tube	52 44%	52 44%	1 0.8%	15 13%	3.18	0.96	52 41%	66 53%	1 0.8%	6 5%	3.31	0.72	52 45%	50 44%	2 2%	9 8%	3.28	0.85
Facebook is only known for social interaction among people globally	29 24%	58 49%	2 2%	31 26%	2.71	1.10	34 27%	67 54%	2 2%	22 18%	2.90	1.00	36 32%	53 47%	4 4%	20 18%	2.93	1.03
Students' use of SM like Facebook for non-academic purpose is common	41 35%	58 49%	1 0.8%	20 17%	3.00	1.01	54 43%	61 49%	2 2%	8 6%	3.29	0.79	39 35%	59 52%	1 0.8%	14 12%	3.09	0.92
I have never participated in zoom meeting for discussions related to your course	31 26%	64 54%	14 12%	11 9%	2.96	0.86	29 23%	63 50%	6 5%	27 22%	2.75	1.04	41 36%	53 47%	6 5%	13 12%	3.08	0.94
Do you use WhatsApp to stay updated on educative news and events	30 25%	68 57%	4 3%	15% 18	2.92	0.94	31 25%	60 48%	5 45	29 23%	2.74	1.08	30 27%	60 53%	12 11%	11 10%	2.96	0.88
Neither my culture nor religion limit my use of social media	21 18%	53 45%	18 15%	28 24%	2.56	1.04	21 17%	83 66%	4 3%	17 14%	2.86	0.86	35 31%	62 55%	3 3%	13 12%	3.05	0.89
SM Platform is distraction on the part of student	17 14%	51 43%	5 4%	47 40%	2.32	1.14	27 22%	45 36%	1 0.8%	52 42%	2.38	1.23	11 10%	58 51%	4 4%	40 35%	2.35	1.07
Have you ever used Meta AI feature in WhatsApp to get academic related information	19 16%	19 50%	2 2%	40 34%	2.48	1.11	27 22%	43 34%	3 2%	52 42%	2.36	1.23	30 27%	45 40%	5 4%	33 29%	2.64	1.17
I don't belief SM as learning support tool	20 17%	59 50%	6 5%	35 29%	2.53	1.08	27 22%	68 54%	7 6%	23 18%	2.79	0.99	25 22%	60 53%	3 3%	25 22%	2.75	1.04
I'm not aware of relationship of WhatsApp and academic performance	22 19%	52 44%	0 0.0%	46 39%	2.42	1.18	25 20%	48 38%	7 6%	45 36%	2.42	1.17	27 24%	52 46%	8 7%	26 23%	2.71	1.07
I can learn and promote my culture and religion through social media	34 29%	65 55%	1 0.8%	65 17%	2.94	0.98	26 21%	79 63%	1 0.8%	19 15%	2.90	0.91	21 19%	66 58%	4 4%	22 19%	2.76	0.98
Have you ever used You Tube to ask for clarification on a difficult concept in a course	22 19%	72 61%	3 6%	23 19%	2.78	0.97	21 17%	68 54%	3 2%	33 26%	2.62	1.05	27 24%	65 58%	2 2%	19 17%	2.88	0.96
I do not think LinkedIn is an	21 18%	53 45%	9 8%	36 30%	2.49	1.10	23 18%	74 59%	5 4%	23 18	2.78	0.96	25 22%	61 58%	10 9%	17 15%	2.83	0.94

effective motivator for student engagement in the classroom															
Weighted Mean = 2.87					Weighted Mean = 2.87				Weighted Mean = 3.00						

4.0 RESULTS AND DISCUSSION

The summery of data analysis were presented in Table 2 and Table 3. Although, the basic descriptive statistics components – frequencies, mean, percentages and standard deviation formed the basis for the data presented, the essence is to provide a quick insight about the trend of responses from the respondents which represents their opinion on a particular item of the study construct. It is a common practice in a survey of this nature for authors to use the percentage responses of the respondents to draw conclusions. However, the decisions on how the survey data is analyzed and presented is a function of the research objectives. In this study, the authors in addition to descriptive analysis approach, have also considered parametric analysis of the data, as parametric analysis results are not only dependable but is more statistically reliable (Tanujaya et al., 2022). It is true that applying a parametric analysis test to a data depends on the whether or not the data are normally distributed or homogenous. Though, our primary data is a nominal data based on 4-point Likert scale, but since the study objective is to measure the perspectives of social media usage for either academic related activities or non-academic related activities, the 5 scale metrics of similar responses where collapsed into positive and negative response, "Agree" and "Disagree" – Strongly Agree and agree as "Agree", Disagree and Strongly Disagree as "Disagree" therefore assuming homogeneity of the data distribution.

Before merging the survey data under two categories, the following considerations were made; the authors were sure it was in line with the study's goal and research questions, that the merged data categories were sufficient enough to retain statistical power and avoided loss of information or nuances in respondents' opinion. The justification for this was incident on the study's intent not to measure the extent or degree of respondents' opinion, but instead to measure agreement or disagreement with the construct. The merging was done by assigning equal weights to the similar responses, summed up and average taken as shown in Table 4. In other to provide an answer to the research question and for the purpose of generalization a parametric Z-test was employed to test the hypothesis. Since the survey was spread across 3 zones in the north, the analyzed results from each zone were subjected to a statistical significance based on the confidence value of $\alpha = 0.05$ to validate the hypothesis and to guarantee confidence in the final results. Accordingly, the results of the various confidence levels (p-values) obtained at the end of the analysis are; 3.8558E-12 for NW, 1.87E-04 for NC and 5.92E-09 for NE. These implies the p-value are extremely small, in fact almost close to zero – much smaller than the critical $\alpha = 0.05$. This is an indication that the result is highly statistically significant, which is a stronger evidence against the study's null hypothesis in favor of alternative hypothesis. This overwhelming significance level recorded provides an answer to the research hypothesis. Overall, the null hypothesis is therefore rejected in favor of alternative hypothesis which states that social media platforms are not use by students to their academic advantage. This corresponds to an answer to the research question. The graphical presentation of the results are shown in Figure 1 to Figure 3.

Table 4: North East Survey Response Summary   **Figure 1: North East Survey Result Chart**

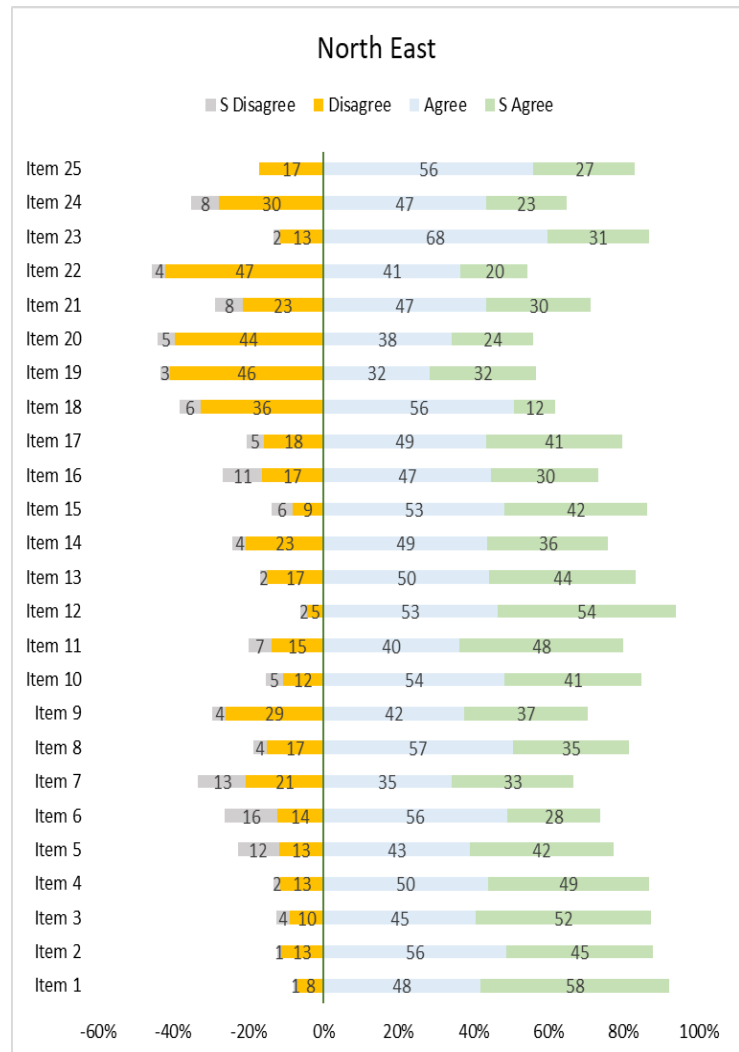|	D A	S D	S A	A
Item 1	-8	-1	58	48
Item 2	-13	-1	45	56
Item 3	-10	-4	52	45
Item 4	-13	-2	49	50
Item 5	-13	-12	42	43
Item 6	-14	-16	28	56
Item 7	-21	-13	33	35
Item 8	-17	-4	35	57
Item 9	-29	-4	37	42
Item 10	-12	-5	41	54
Item 11	-15	-7	48	40
Item 12	-5	-2	54	53
Item 13	-17	-2	44	50
Item 14	-23	-4	36	49
Item 15	-9	-6	42	53
Item 16	-17	-11	30	47
Item 17	-18	-5	41	49
Item 18	-36	-6	12	56
Item 19	-46	-3	32	32
Item 20	-44	-5	24	38
Item 21	-23	-8	30	47
Item 22	-47	-4	20	41
Item 23	-13	-2	31	68
Item 24	-30	-8	23	47
Item 25	-17	0	27	56

Figure 1 – 3 visualized the survey results in a diverging horizontal stacked bar charts. The chart presents the survey responses into positive and negative categories ascending order of degree of responses – agree to strongly agree and disagree to strongly disagree. A diverging stacked bar chart vertical axis divides the responses to the left (negative responses) and right (positive responses). The bars are stacked on either side of the vertical axis. Responses for the 4- metrics (Agree, Strongly Agree, Disagree and Strongly Disagree) are uniquely differentiated with varying colors. The choice of this chart is incident on its ease of use, meaningful interpretations and comparison between one categories of response to another, recommended for research of this type and above all, informative. By default, a diverging bar chart is use to compare two or more opposing data categories such as negative and positive values or responses to presents the proportion of positive and negative opinions of the respondents in a survey that measures the respondents attitude, or perceptions. It does this, by showing the percentage responses that are on the negative side and those in the positive side. The numeric values on each of the series depicts the level of respondents' agreement or disagreement with a statement, making it possible to communicate complex data insight and other important details that can facilitate understanding.

Table4: North Central Response Summary

Metrics	DA	S D	S A	A
Item 1	-2	-9	68	46
Item 2	-4	-15	35	71
Item 3	-4	-17	49	55
Item 4	-3	-15	46	61
Item 5	-3	-18	55	49
Item 6	-6	-19	26	74
Item 7	-15	-33	18	59
Item 8	-8	-22	22	73
Item 9	-3	-40	20	62
Item 10	-3	-22	23	77
Item 11	-2	-12	57	54
Item 12	-3	-10	59	53
Item 13	-1	-6	52	66
Item 14	-2	-22	34	67
Item 15	-2	-8	54	61
Item 16	-6	-27	29	63
Item 17	-5	-29	31	60
Item 18	-4	-17	21	83
Item 19	-1	-52	27	45
Item 20	-3	-52	27	43
Item 21	-7	-23	27	68
Item 22	-7	-45	25	48
Item 23	-1	-19	26	79
Item 24	-3	-33	21	68
Item 25	-5	-23	23	74

Figure 2: North Central Survey Result

North Central
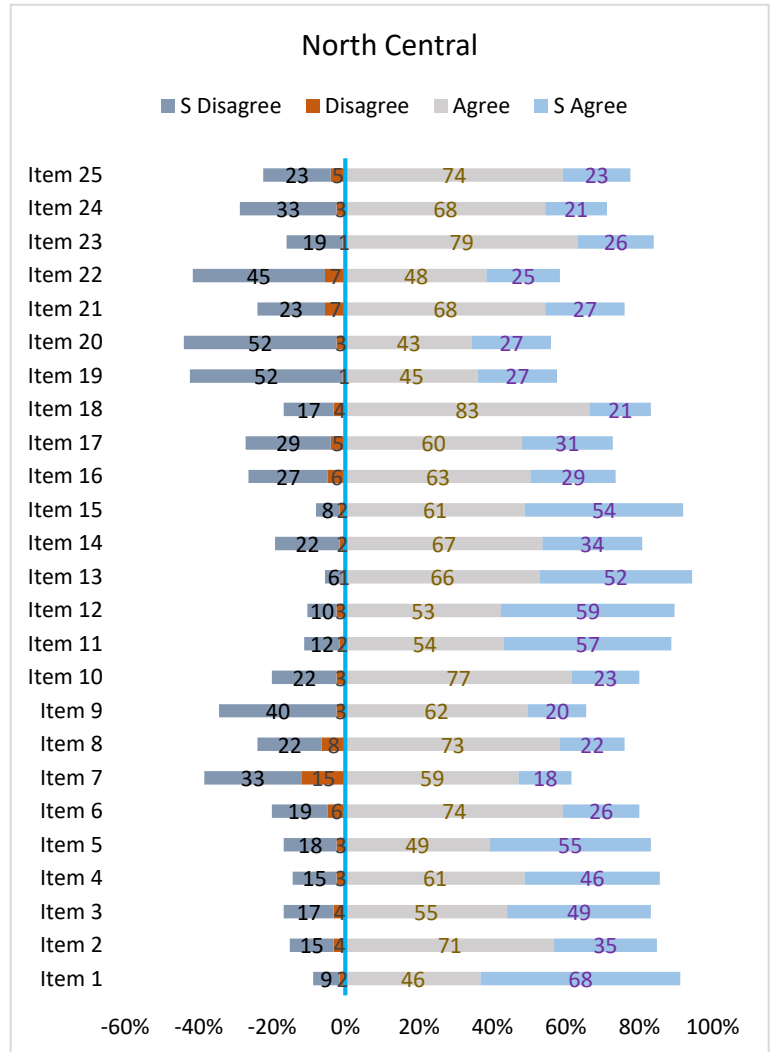
Table 5: North West Response Summary   **Figure 3: North West Survey Result**

Metrics	DA	S D	S A	A
Item 1	-5	-20	51	22
Item 2	-1	-25	22	21
Item 3	-1	-29	20	29
Item 4	0	-22	20	27
Item 5	-2	-28	22	25
Item 6	-6	-21	21	21
Item 7	-7	-57	18	28
Item 8	-5	-51	16	27
Item 9	-7	-22	12	26
Item 10	-6	-22	16	25
Item 11	-2	-10	22	61
Item 12	-2	-10	12	72
Item 13	-1	-15	51	51
Item 14	-1	-21	19	58
Item 15	-1	-10	21	58
Item 16	-12	-11	21	62
Item 17	-2	-18	20	68
Item 18	-18	-18	11	52
Item 19	-5	-27	17	51
Item 20	-1	-20	19	59
Item 21	-6	-25	10	59
Item 22	0	-26	11	51
Item 23	-1	-10	22	65
Item 24	-2	-12	11	71
Item 25	-10	-26	11	52

Figure 3: North West Survey Result
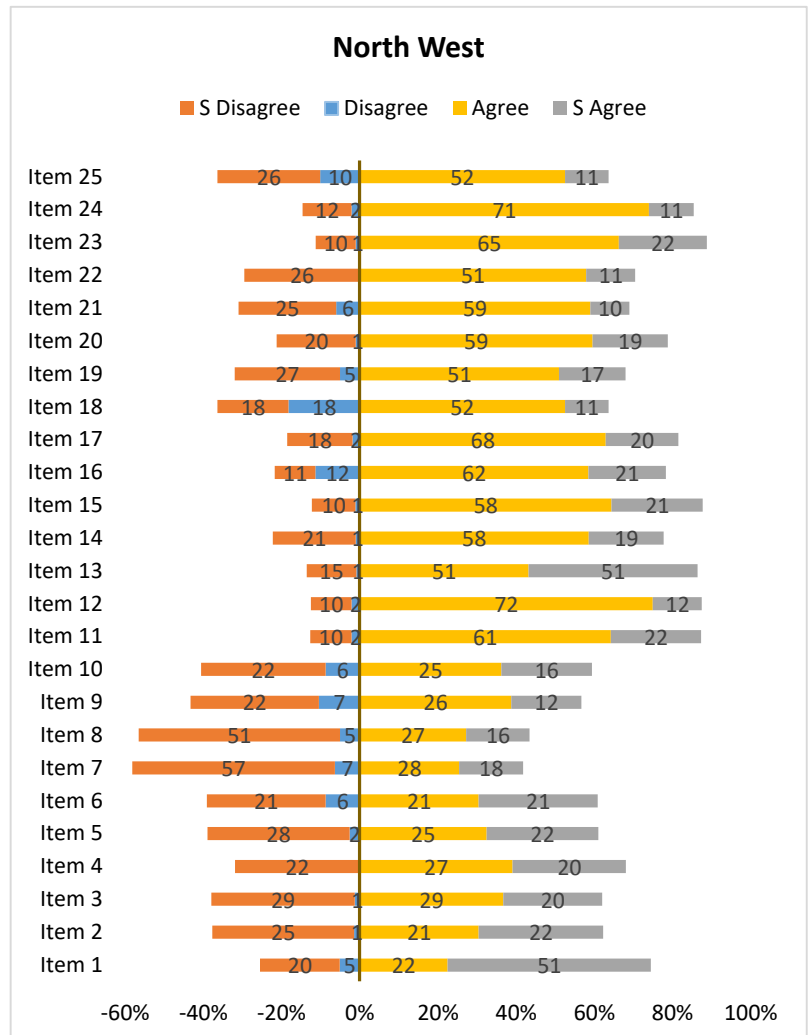
5.0 CONCLUSION

A survey examining social media platform usage purposes among students of higher education in the north was conducted. The study sought to establish whether social media platforms have been utilized for academic benefits and to explore whether students' perceptions of social media usage are influenced by their religious beliefs. Given the North's rich cultural heritage and strong religious inclination, it was expected that these factors would significantly impact social media usage. Evidence from the statistical test results for significance have indicates that social media have not been utilized by students in this region to support learning activities. Instead, they are primarily used for content sharing and entertainments via popular platforms such as Facebook, WhatsApp, You Tube, and LinkedIn. This findings confirms that students in this part of the North were also active social media participants. Furthermore, this result provides additional evidence that religious beliefs have no significant impact on student's perceptions of social media usage. Consequently, this research revealed that students in this region have limited exposure to the potential learning benefits of using social media to support learning activities. We therefore, suggest that future research efforts focus on sensitizing and

encouraging students to use SMP wisely for academic collaborations and as a learning support tool to improve learning outcome.

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