



Leveraging Social Media Platforms to Enhance Voter Education and Mitigate Voter Apathy Among Youths in South East Nigeria

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Abstract

This study investigated leveraging social media platforms to enhance voter education and mitigate voter apathy among youths in South East, Nigeria. Two research questions and two null hypotheses guided the study. The study adopted a quasi-experimental pretest–posttest non-equivalent groups research design. The population included all the youths eligible to vote in the South East. The sample of the study consisted of 32 young adults (aged 18-35) who were assigned to receive voter education content through either Facebook or X(Twitter) over a six-week intervention period. Two instruments were used for data collection namely: Voter Education Test (VET) and Voter Apathy Questioner (VAQ). The instruments were face validated by experts from XXX University. The internal consistency of the test items was established using Kuder-Richardson (K-R,20) while reliability of the VAQ was ascertained using Cronbach 'Alpha. The research questions were answered using Mean and Standard Deviation while the hypotheses were tested using Analysis of Covariance (ANCOVA) at 0.05 level of significance. Results revealed that participants exposed to Facebook-based voter education content demonstrated significantly higher posttest political education scores compared to those exposed to X (Twitter)-based content, after controlling for pretest differences. Similarly, the Facebook group showed significantly greater voter participation than the X (Twitter) group. The findings suggest that While both platforms have potential for voter education, Facebook unique features align better with the learning preferences, content consumption habits, and participation styles of young Nigerians. Also, the platform's ability to deliver timely electoral information including voter registration deadlines, polling locations, and candidate positions can normalize political participation as part of young users' social interactions. The study recommends prioritizing Facebook for youth-focused voter education and improved voter turnout among youths.

Keywords: Voter education, Voter Apathy, Social media Platforms, and Youth.

Introduction

Election remains meaningful when people massively participate and voter turnout indicates inclusiveness and significant participation. This can be achieved when the citizens are adequately enlightened on their political rights and the need to participate in governance through voting. Voter education involves informing the electorate about the responsibilities and roles of all parties responsible for ensuring a credible, free, and fair election process. While many voters understand that they need to participate by casting their votes on election day, few are aware of the legal provisions that support a successful election and what is required of them as voters when they arrive at the polling station (Adekoya, 2019). The importance of

voter education in any electoral process cannot be overstated. It is essential that voter education begins well in advance to facilitate a successful election. Voter education is important in any democracy because it helps people understand why voting matters and encourages them to take part. When voters are well-informed, they are more likely to participate fully in elections and make their voices heard. Part of the problem facing the electoral process in Nigeria is voter apathy which, to a large extent, is traceable to paucity or absence of voter education (Okafor, Odigbo & Okeke, 2022).

Voter apathy which is a subdivision of political apathy has therefore resurfaced as a foremost quandary in



developed and developing democracies. Voter apathy aroused the thought of numerous scholars over time due to its increasing unfavorable impact on the democracies of countries within the global village. Voter apathy is a decline in participation of citizens under the electoral system. Voter apathy is a situation when the eligible voters are unwilling and deliberately avoid participating in elections. Fagunwa, (2015) defined political apathy as deficient response, indifference and nonchalance in electioneering. This involves detachment and dispassion among the voters for reasons best known to them. According to Moliki and Dauda (2014) Political apathy is the lack of psychological involvement in public affairs, emotional detachment from political obligations, and abstention from political activity. political apathy is revealed by attitudes and an absence of expected activity. When people cease to care about political life, withdraw from obligations to civil society, and perform entirely nominal or rote acts- or none at all- in political institutions or organizations, apathy is indicated. According to Yakubu (2012), voter apathy refers to voters' lack of interest in election procedures such as casting a ballot. There is a lack of concern and interest in the voting process. Voter apathy has been a defining feature of Nigerian elections since its return to electoral democracy in 1999. Statistics from the Independent National Electoral Commission show the country the rate of turnout in elections includes 52.2% in 1999, 69.08% in 2003, 57.49% in 2007, 53.68% in 2011, 43.65% in 2015, 35% in 2019, and 25% in 2023. Several factors have been highlighted in relevant literature as the reason for voter apathy, some of which include those of psychological involvement and collective memory of historical and contemporary events and issues, patterns of trust, feelings of efficacy, political engagement and disengagement of individual, geographic regions (Margurn, 2023, Thomas, 2016), distance and convenience of voting (Dyck and Gimpel, 2015) and campaigns communications and the media (Panagopoulos 2019; Bergan, Gerber, Green and Panagopoulos 2015). Nwambuko, Njoku, and Omiunu (2024) identified factors such as continuous occurrence of violence, hooliganism, militarization, destruction, bloodshed, manslaughter, shooting, oppression, voting buying, godfatherism, bribery, corruption, ballot snatching, and unbridled rigging before, during, and after elections in the country. According to Amdi, (2014) the state's institutional architecture is a major factor contributing to poor voter turnout in Nigeria. The author further stated that the

democratic process and political engagement in Nigeria are learning experiences, owing to the fragility of democratic structures and institutions, as well as citizens' low levels of democratic culture as a result of lengthy years of military dictatorship. Again, many Nigerians were deterred from participating in democratic processes by political leaders' dishonesty and broken promises. Nwambuko, Nwobi, and Omiunu, (2024) contends that throughout election campaigns, politicians make declarations after being elected to office, the majority of these promises are frequently unfulfilled, which causes many voters to lose interest in politics and turn apathy against them. Since election offers the citizens an opportunity to have a say in how they want to be governed in a state nonchalant, uninvolved, apathetic feelings, citizens in a given country express during elections illuminate the level at which representative democracy may be derailing. This is owing to the undisputable fact that without sufficient turnout, there can be no true elections, for elections depict the masses' preference. A low voter turnout reflects, not the preference of the majority of the people but that of a few individuals. This brings into question the legitimacy of the government that comes into power. But a high voter turnout will not only validate the credibility of an election but also the legitimacy of the government. It is toward the effort at reducing electoral fraud and the consequent voter apathy that e-voting is seen as an alternative (Olusola, Olusayo and Olatunde, 2012).

Scholarly evidences have shown that voter apathy poses threat and danger to the survival of any democracy globally. Moliki & Dauda (2014) believed that voter apathy is a danger ravaging many countries of the world. Several other studies have also pointed out that the issue of voter apathy appeared not to be receiving adequate attention from governments as national security, environmental degradation, economic recession, deadly pandemic and poverty, among others. Voter apathy has been with Nigeria since the introduction of electoral principles in 1922 but got worse when Nigeria returned to democratic rule in 1999, and until today, it has escalated. Unfortunately, serious attention has not been paid to it by the Nigerian government. Fagunwa (2015) noted that voter apathy is in two forms; the refusal of the voting population to register during voting registration and refusal of eligible voters to cast their votes. However, INEC reported that 2011 general election in South East showed only 21% of its 73 constituencies had voter turnout less than 70%, the least three in



percentage voter turnout being Onitsha North (49.8%), Ikwo (47.5%) and Ezza (35.2%). Also, in states of the South-South, the voter turnouts declined among the South-Eastern states in 2019 general elections. For instance, the study carried out by Okafor, Odigbo, & Okeke, (2022) show the voter turnouts in the states of the South-East Ebonyi, Enugu, Imo, Anambra, and Abia states. The turnouts for Abia state for the period were 33% in 2015, and 20.90% in 2019. For Anambra, the turnouts were 39% in 2015, and 32.59% in 2019 while the difference in voter's turnout is 6.41% from 2015. For Ebonyi, the turnouts show 40% in 2015, and 30.16% in 2019 with a difference of 9.84% voters' turnout from 2015. For Enugu, the turnouts show 45% for 2015, and 25.33% in 2019 while the difference in voters' turnout was 19.67% from the 2015. Data for Imo state shows 46% in 2015, and 34.41% in 2019 with a voter turnout difference of 11.59% from 2015. This implies that the eligible voters appear not to be interested in the processes that produce political leaders in Nigeria. Consequently, this is a clear indication of how the people have been disconnected and separated from the government.

The internet is critical in effective global communication and has created opportunities for increased and more diverse political participation. Social media, which is internet-enabled, has become ubiquitous and familiar in Africa, especially in Nigeria, with the South-East not an exception following the introduction of the mobile phone in 1999 (Morah et al., 2016). The social media boom is overwhelmingly changing Africa's economic, educational, social and political landscapes (Morah et al., 2016). However, globally, the use of the internet has increased, with two thirds of the world's 7.8 billion people already online including Facebook, YouTube, Twitter, Instagram and WhatsApp (Kemp, 2022; Pew Research Center, 2018).

As a dominantly influential mechanism, social media has unfolded to have profound impacts on numerous societal segments, including the domain of political dynamics. In South East, the digital revolution has fundamentally transformed political communication, with social media emerging as a powerful force in electoral processes. Social media has revolutionized political communication in the 21st century, creating new paradigms for citizen engagement and electoral participation. Kaplan and Haenlein (2010) defined social media as internet-based applications that build on Web 2.0 foundations, allowing the creation and exchange of user-generated content. The 2023

elections highlighted several unresolved questions about social media's political role. While candidates invested heavily in digital campaigns, it remained unclear whether these efforts actually translated into voter turnout or merely preached to converted supporters (Igbinedion & Ajisebiyawo, 2023). In a modern democracy, social media can be used by governments to involve citizens in decision making, and by civil society to engage people in specific issues. However social media can also be used to broaden political participation by helping citizens to communicate with their representatives and with each other (Davies, 2014). Platforms of social interaction significantly mold the choices of voters during elections. It has been observed that many are gravitating towards networks like Facebook, Instagram, and Twitter to gather political news and engage in discussions. The convenience of obtaining vast amounts of data instantly aids individuals in making better-informed choices. Additionally, personalized advertisements and algorithms tailored to these platforms might influence the information presented to users, possibly tipping their viewpoints or confirming pre-held notions. As reliance on such media for information heightens among voters, grasping its effect on decision processes becomes essential for dissecting modern voting tendencies. The overall passage is crafted adeptly but could benefit from incorporating direct instances or analytical studies spotlighting how individual voter behavior has been molded by social platforms for an enriched discourse analysis. It is for this reason that the study investigated the influence of social media platforms in leveraging voter education and apathy among Youths in South East Nigeria.

Studies has shown the effectiveness of social media in enhancing voter education. For instance, Sumera et al. (2020) investigated social media's role in Pakistan's democratization. The study found social building political efficacy and increasing participation, with platforms like Facebook and Twitter providing crucial information. Also, Morah and Uzochukwu (2020) found that social media particularly Facebook, WhatsApp and Twitter dramatically increase interest in, participation in, connection with and socialization among traders and artisans. Olubunmi and Folorounso's (2020) report on "Use of Social Media for Political Participation by Youths, found "Facebook was the most widely utilized social media platform among youth in the last elections." Meanwhile, Akindutire and Oluwatosin's 2023 survey study found

that 71% of Nigerian youth rely on Twitter for election updates, and 39% believe the platform effectively persuaded them to support a candidate during the election period. Additionally, 56% of respondents agreed that Twitter effectively supported and influenced their choice. Despite these findings, there is still a missing link in that the extent to which these platforms Facebook and X (Twitter) have increased political participation in South East, Nigeria.

Research Questions

The following research questions guided the study

1. What are the differences in voter education among youths exposed to Facebook and those exposed to X (Twitter)?
2. What are the differences in voter apathy among youths exposed to Facebook and those exposed to X (Twitter)?

Hypotheses

The following null hypothesis were formulated and tested at 0.05 level of significance.

1. There is no significance difference in differences in voter education among youths exposed to Facebook and those exposed to X (Twitter)?
2. There is no significance difference in voter apathy among youths exposed to Facebook and those exposed to X (Twitter)?

Methods

The study adopted a quasi-experimental pretest-posttest non-equivalent comparison groups' design involving two treatment groups. The design is suitable because intact groups were used, making randomization impossible. The study was situated in South-East Nigeria, a geo-political zone characterized by high youth involvement with digital platforms and increasing online political participation.

Study Area

The study was carried out in South-East Nigeria. South East is one of the six geopolitical zones of Nigeria. It comprises five states Abia, Anambra, Ebonyi, Enugu, and Imo. The zone is bounded by the River Niger on the west, the riverine Niger Delta on the south, the flat North Central to the north, and the Cross River on the east. The region has a population of about 46 million people, around 27% of the total population of the country based on the last population census. The South East is predominantly Igbo ethnically and

linguistically. South East are popularly known with the farming occupation and trading. The area was chosen for this study because of the low turnout of voters during election in most of these geo-political zone

Participants

The study's population includes all individuals aged 18 to 35 residing in the South East who are active users of social media platforms, specifically Facebook and X (Twitter). This age demographic is the most engaged online and plays a crucial role in current national discussions regarding youth participation in politics. A sample of 32 young undergraduate students were selected through a multistage sampling method. First, sample random sampling was used to select two states out of the five states that made up South East geo-political zone. Second, purposive sampling technique was utilized to identify youth with noticeably active social media users within tertiary institutions (undergraduates) and faith-based youth organizations. Convenience sampling was then employed to gather eligible volunteers who fit the age and social media usage criteria. Participants were subsequently grouped into existing, naturally occurring teams, designating one as the Facebook intervention group and the other as the X (Twitter) intervention group, with each group consisting of 18 and 14 participants respectively. The baseline equivalence of the groups was confirmed by analysing pre-test scores. The first treatment group was exposed to a structured political education programme delivered through Facebook, while the second treatment group receives the same programme through X (Twitter). Both groups were assessed before and after the intervention to determine the effect of the different delivery platforms on voter education and political apathy among youths in South East.

Instrument for Data Collection

Two instruments were used for data collection. They include Voter Education Test (VET) and a Voter Apathy Questionnaire (VAQ). The VET was a researcher-developed 30-item multiple-choice test with response option lettered A-D that assessed knowledge of government structure, election/electioneering, and democracy. The VAQ is a 20-item Likert-type scale rated 4-strongly agree, 3-agree, 2- disagree and 1- strongly disagree developed by the researcher to assesses voter attitudes and willingness to engage in democratic processes. Both instruments were administered as pretests and posttests.



Validity of the instruments was ascertained by experts. Three experts were drawn one from measurement and evaluation unit and two from political science education unit validated the instrument to ensure content coverage, clarity and unambiguous words in the instrument. Their inputs informed the final draft of the instruments. Reliability was established through a pilot study conducted with 20 youths in Ebonyi State. The internal consistency of the Voter Education Test was determined using the Kuder–Richardson Formula 20 (KR-20), while the reliability of the Voter Apathy Questionnaire was assessed using Cronbach’s Alpha. VET yielded a coefficient of 0.74 while VAQ yielded a coefficient of 0.79.

Experimental Procedure

The experimental procedure lasted six weeks, beginning with the administration of a pretest to both groups. The group assigned to the Facebook treatment engages in a private Facebook group created exclusively for this study. In this environment, participants receive two long political education text each week. The X (Twitter) treatment group follows a

dedicated X account established specifically for the research. Through this account, participants are provided with two brief voter Education text each week. After the conclusion of the six-week intervention, both groups took the posttest using the same tools that were utilized during the pretest.

Method of Data Analysis

The data collected was analyzed using both descriptive and inferential statistics. Mean and standard deviation was used to answer the research questions. While the null hypotheses were tested using Analysis of Covariance (ANCOVA) at 0.05 level of significance. The decision rule is to reject the null hypothesis if $p < 0.5$ and accept it if $p > 0.05$.

Ethical considerations

All participants voluntarily gave informed consent and are notified of their right to withdraw at any stage without consequence. Confidentiality and anonymity are guaranteed, and all data were used strictly for research purposes.

Results

Table 1: Mean and standard deviation analysis of differences in voter education among youths exposed to Facebook and those exposed to X (Twitter)

Groups	N	Pre-test		Post-test		Mean Gain	Mean Gain Difference
		Mean	SD	Mean	SD		
<i>Facebook</i>	18	17.77	3.00	26.94	1.43	9.17	2.60
<i>X(Twitter)</i>	14	15.35	3.73	21.92	2.09	6.57	

Table 1 presents the mean and standard deviation analysis of the differences in voter education among youths exposed to Facebook and those exposed to X (Twitter) in South East. Youths exposed to voter education through Facebook had a pre-test mean voter education score of 17.77 with a standard deviation of 3.00, and a post-test mean score of 26.94 with a standard deviation of 1.43 This resulted in a mean gain of 9.17. Conversely, youths who received voter education exposure through X recorded (Twitter) a

pre-test mean score of 15.35 with a standard deviation of 3.73, and a post-test mean score of 21.92 with a standard deviation of 2.09. Their mean gain was 6.57. A mean gain difference of 2.60 was recorded in favour of youths exposed to voter education via Facebook. This suggests that Facebook based voter education produced a greater improvement in political education among youths compared to X(Twitter)-based political education contents.

Hypothesis One: There is no significant difference in voter education among youths exposed to Facebook and those exposed to X (Twitter).

Table 2: Summary of the One-Way Analysis of Covariance (ANCOVA) on the differences in voter education among youths exposed to Facebook and those exposed to X (Twitter)

Source	Type III Squares	Sum of Df	Mean Square	F	Sig.
Corrected Model	216.388 ^a	2	108.194	42.624	.000
Intercept	495.928	1	495.928	195.374	.000
Pretest	18.261	1	18.261	7.194	.012
Strategy	137.041	1	137.041	53.988	.000
Error	73.041	29	2.538		
Total	19892.000	32			
Corrected Total	290.000	31			

Table 2 presents the One-Way Analysis of Covariance (ANCOVA) results on the differences in voter education of youths exposed to voter education contents using Facebook and those exposed using X(Twitter) in South East, while controlling for the influence of pre-test scores. After adjusting for the pre-test effect, the platform (Facebook vs X (Twitter)) exerted a statistically significant influence on political literacy ($F = 53.988, p < .05$). This means that the platform through which political education contents

was delivered significantly affected the voter education outcomes of the youths. The ANCOVA result suggests that youths exposed to political education contents via Facebook demonstrated significantly higher voter education than those exposed via X(Twitter), even after controlling for initial differences. Given that the p-value was less than 0.05 level of significance, the null hypothesis was rejected, indicating a statistically significant effect.

Table 3: Mean and standard deviation analysis of differences in voter apathy among youths exposed to Facebook and those exposed to X (Twitter)

Groups	N	Pre-test		Post-test		Mean Reduction Scores	Mean Difference
		Mean	SD	Mean	SD		
<i>Facebook</i>	18	42.64	5.07	31.07	9.53	11.57	2.92
X(Twitter)	14	49.88	4.37	41.23	8.18	8.65	

Table 3 presents the mean and standard deviation analysis of the differences in voter apathy of youths exposed to political contents using Facebook and those exposed using X(Twitter) in South East. Youths exposed to voter apathy contents through Facebook recorded a pre-test mean score of 42.64 with a standard deviation of 5.07, and a post-test mean score of 31.07 with a standard deviation of 9.53. This yielded a mean gain score of 11.57. In contrast, youths exposed to political contents using X(Twitter) obtained a pre-test

mean score of 49.88 with a standard deviation of 4.37, and a post-test mean score of 41.23 with a standard deviation of 8.18. Their mean gain score was 8.65. A mean gain difference of 2.92, in favour of the Facebook group, was recorded. This indicates that youths who received political education contents through Facebook experienced greater improvement in Voter apathy than those who received similar content through X(Twitter).

Table 4: Summary of the One-Way Analysis of Covariance (ANCOVA) on the differences in voter apathy among youths exposed to Facebook and those exposed to X (Twitter) in South East

Source	Type III Squares	Sum of df	Mean Square	F	Sig.
Corrected Model	505.185 ^a	2	252.593	12.089	.000
Intercept	2512.593	1	2512.593	127.995	.000
Pretest	91.709	1	91.709	4.672	.039
Strategy	146.271	1	146.271	7.451	.011
Error	569.283	29	19.630		
Total	70919.000	32			
Corrected Total	1074.469	31			

Table 4 presents the One-Way Analysis of Covariance (ANCOVA) results examining the differences in voter apathy among youths exposed to Facebook and those exposed to X (Twitter) in South East, while controlling for pre-test voter apathy scores. After adjusting for pre-existing differences, the main factor (Facebook vs X(Twitter)) produced a statistically significant effect on voter apathy ($F = 7.451, p < .05$). This means that the platform through which voter apathy contents was delivered significantly affected youths' political education levels. Given that the p-value was less than 0.05 level of significance, the null hypothesis was rejected, indicating a statistically significant effect.

Discussion

The study found that Facebook based political education contents produced a greater improvement in voter education among youths compared to X-based political content. The social media platform (Facebook vs X(Twitter)) exerted a statistically significant influence on Voter education. This means that the platform through which political contents was delivered significantly affected the voter education outcomes of the youths. The finding that Facebook-based political content led to greater improvement in voter education compared to X(Twitter) -based content can be explained by several unique features of the Facebook platform. First, Facebook supports long posts, images, videos, live streams and links in one place. This makes it better for detailed discussions and explanations about voter education. When political concepts are broken down into 20 to 40 second videos with visual aids, music, and creative storytelling, young people can grasp difficult ideas more quickly than when reading it on X(Twitter). Also, Facebook Groups for event organization and mobilization to be easy to organize political education programs and reminders unlike X(Twitter) which lacks a structured event system.

With the platforms 3 billion monthly active users, Facebook reaches virtually every age group across regions especially electorates this implies that youths are exposed to a wider variety of political perspectives and information sources. This broader exposure helps build more complete political knowledge. Facebook outperforms X in educating young voters because it fosters a nurturing space for ongoing learning, interaction, and community involvement regarding political matters. The platform enables youth-focused voter education materials to be delivered in various appealing formats, such as videos, live broadcasts, infographics, polls, and discussion posts, which resonate with young people's preferred styles of learning. Facebook groups and pages offer environments where young individuals can pose questions, express their thoughts, and learn together, transforming the process of voter education from a passive intake of information to an engaging, interactive experience. Furthermore, Facebook's algorithms encourage content to be shared within peers' networks, increasing the likelihood that political messages will reach young people through friends and trustworthy community pages, thus boosting credibility and interest. In contrast, X's focus on brief and rapid-fire messages frequently constrains the in-depth explanations and reflective conversations necessary for effective voter education. As a result, Facebook more effectively fosters a thorough understanding, ongoing engagement, and peer-to-peer learning among youth, making it a more appropriate platform for encouraging informed voting participation.

In alignment with this finding, Morah, Udeze and Ekwonchi (2019) found that Facebook were popularly used for political news and information as such, the high mobile Facebook usage for political information allow users to present themselves, articulate their networks and establish connections



with others. Also, this agrees with the findings of Sumera et al. (2020) who found that social media such as Facebook creates awareness, builds political efficacy and increases youth participation. Also, Folorunso (2020) reported that Facebook was the most widely utilized social media platform among youth in the last elections. Additionally, Bode (2016) found that Facebook use for news and information seeking was positively linked with political knowledge, suggesting that Facebook also has significant potential for political education. Valenzuela et al. (2012) reported that Facebook use specifically for news consumption increased political knowledge among college students even after accounting for traditional news sources, indicating that Facebook-based content effectively improve political education. In contrast, Akindutire and Oluwatosin (2023) found that 71% of Nigerian youth rely on Twitter for election updates, and 39% believe the platform effectively persuaded them to support a candidate during the election period. Additionally, 56% of respondents agreed that Twitter effectively supported and influenced their choice. The findings and the present study indicate that, although both platforms can facilitate political learning, the unique features of Facebook may be especially well suited to the learning preferences and media consumption habits of contemporary Nigerian youths.

This study also found that youths who received political education contents through Facebook experienced greater improvement in voter apathy than those who received similar content through X(Twitter). The social media platform (Facebook vs X(Twitter)) exerted a statistically significant influence on political education. This means that the platform through which political content was delivered significantly affected the voter participation of the youths. The finding that Facebook-based content led to greater improvement in political participation compared to X(Twitter)-based content can be understood through the platform's unique ability to lower barriers to participation and create viral movements because of its sheer reach and interactivity, especially among young people. Youths today consume much of their information online, and Facebook features prominently in their daily media diets, often surpassing traditional news sources in frequency and accessibility. The platform's ability to deliver timely electoral information including voter registration deadlines, polling locations, and candidate positions can normalize political participation as part

of young users' social interactions. Facebook makes political participation feel easy and achievable because users can contribute to political conversations simply by creating a short video response Unlike X(Twitter), where political participation often requires writing detailed posts or organizing formal events. Additionally, the interactive feature of Facebook helps turn passive information consumption into active engagement. Unlike one-way communication channels, Facebook allows youths to like, comment, share, and discuss political content within their networks, fostering peer-to-peer discourse that can reinforce political interest. Facebook usage and political participation among young users, suggest that the platform facilitates political discussion and awareness that can translate into greater willingness to learn about political issues. By enabling reflections, questions, and debates, Facebook helps demystify electoral processes, making political participation feel more approachable and personally relevant.

In line with the findings, Boulianne, (2015) found that Facebook showed expand in the audience for election information beyond conventional outreach methods, making basic political knowledge more accessible to first-time voters who might otherwise remain disengaged. Also, the findings are in consonance with Godswill and Ibe (2020) who found that Platforms of social interaction like Facebook, Instagram, and Twitter significantly mold the choices of voters during elections. They also observed that many are gravitating towards networks to gather political news and engage in discussions.

Conclusion

Based on the findings, the study concluded that Facebook is a more effective platform than X(Twitter) for improving both political education and voter participating among Nigerian youths. The study established that the choice of social media platform matters significantly when designing political education interventions for young people. Facebook supports long posts, images, videos, live streams and links and youth-centric culture which make it particularly well suited for delivering political education and stimulating voter participation among contemporary Nigerian youths. While both platforms have potential for voter education, Facebook unique features align better with the learning preferences, content consumption habits, and participation styles of young Nigerians. The platform's ability to deliver timely electoral information including voter



registration deadlines, polling locations, and candidate positions can normalize political participation as part of young users' social interactions.

Recommendations

Based on the findings of this study, the researcher recommended that:

1. The Independent National Electoral Commission (INEC) among other bodies in Nigeria should institutionalize the use of social media particularly Facebook as a core channel for continuous voter education. Given Facebook interactive features, longer content formats and widespread youth usage, INEC should develop a structured, youth-friendly voter education programs that go beyond election periods. These programs should include explainer videos, live interactive sessions, infographics on voting procedures and myth-busting content to counter misinformation and destruct that fuel voter apathy.
2. Political parties and candidates should be encouraged to shift from predominantly campaign-oriented social media usage to issue-based and educational political communication. When youths are exposed to meaningful political contents that explains party ideologies, governance plans and democratic responsibilities, they are more likely to develop political efficacy and reduce feelings of alienation that contribute to voter apathy.
3. Future researchers are encouraged to expand this study by incorporating larger samples, additional social media platforms such as Whatsapp, Instagram and TikTOK, and mixed-methods approaches. Longitudinal studies could also be conducted to examine whether sustained exposure to social media-based voter education leads to long-term reductions in voter apathy and increased electoral participation across multiple election cycles in Nigeria.

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