

Social Media Addiction and Academic Productivity Amongst Nigerian Students: Implications

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Abstract

Aim/Purpose

This study aims to examine social media usage amongst students in Nigeria vis-à-vis academic productivity. The study evaluates the implications of social media addiction on students' academic productivity in Nigeria.

Design/Methodology: The study adopted a quantitative research methodology approach in the acquisition of the study data. Given the prevailing COVID-19 lockdown circumstance when the study was conducted, Google online survey was used to gauge the views of targeted respondents. The survey captured views of different categories of students in Nigeria on their experience on social media usage as it impacts their academic productivity.

Findings: The result of the analysis, amongst others, shows that too much indulgence in social media by Nigerian students has a negative effect on their academic productivity even though it possesses huge benefits in enhancing students' academic productivity.

Originality: The study provides an inclusive perspective survey on social media usage vis-à-vis academic productivity amongst the Nigerian students. It established the relationship between social media addiction or overuse and academic productivity of students in Nigeria.

Limitations: The study is limited by a wide sample population. Also, the online survey administration method adopted made it difficult to obtain responses from the targeted students' population.

Implications: This study has implications to the academia in general but more specifically to Nigeria because it exposes the benefits of social media usage as well as the dangers associated with its addition to the Nigeria tertiary institutions. It would help to create awareness amongst educational stakeholders in Nigeria on the effect of social media usage, impact, and addiction amongst students. It would also assist the Nigerian higher education stakeholders to mitigate the challenges associated with social media usage amongst students while encouraging stakeholders to incorporate social media leverage objectively to enhance academic engagements and productivity.

Keywords: Addiction, Academic Productivity, Implications, and Social Media Usage, Students

1.0 Introduction

1.1 *Background to the Study*

Social media, also known as social networking site is a web-based application and service that allow individuals to construct public or semi-public profiles within a bounded system, articulate a list of other users with whom they share connections, view and traverse their list of connections and those made by others within the system (Adreas, 2015). It also serves as a means of connecting with other people for business or commercial purposes, to make new friends, or to bring back old friends and long-lost relatives and also help students in their education and society at large (Amadi et al., 2018). Social media is one of the internet technology platforms usually used by students all over the world and has rapidly evolved during the last few years. The emergence of social media simplified the process of internet access because it does not require advanced internet knowledge or experience and is made up of a wide array of different formats and topics, which implies that anyone can connect through social media (Adamu, 2011).

Presently, social media has found a way to be part of most individuals' everyday lives. We use it for every part of our lives; in our relationships, for entertainment, at work, and in our studies (Baym, 2015). Based on research, youths between the ages of 17- 40 are the leaders of the growing trend to use social media in high quantity daily (Eke et al., 2014). Social media is not only being used by the working people but also there is a heavy increase in its use by the students and society at large (Eke et al., 2014). With such broad acceptance, there is no surprise that social media has affected the way people live and socialize.

The affordability of smartphones in Nigeria has resulted in a generation of youth and adults that are smartphone-addicted. Consequentially, among the contents and applications on mobile phones that glue the attention of youth to a mobile phone is social media (Daluba & Maxwell, 2013). Although social media when used objectively could enhance academic productivity. It is quite worrisome that social media has become an embodiment of distraction to Nigerian students and youths. This is exacerbated because it has become a medium through which Nigerian youths vent their angers to reflect their frustration amidst the political and economic situation, promulgate and share fake news and disinformation (Daluba, & Maxwell, 2013).

This study considers the impacts of social media overindulgence as it relates to students' academic productivity in Nigeria – being a key aspect of national productivity upon which other important national progress depends. Specifically, the study evaluates the implications of social media usage as it affects academic productivity of students in Nigeria.

1.2 *Statement of the Problem*

There is no doubt that social media has the potentials to enhancing students' academic productivity (Fatokun, 2019); there are, however, contrary views on the negative influence of the social media on the pursuit of academic excellence (Mensah et al., 2016). There is a debate among scholars in Nigeria that students who use social media heavily end up with lower grades compared to moderate users (Owusu & Larson, 2015). While some scholars claim that social media does more harm than good to Nigerian students' academic productivity; this view, however, has not been well evaluated to establish a clear relationship between the two variables, even though some studies have been conducted on the subject – see for example, Ojobor (2016), Subair, et al., (2019). These authors attempted to show that there is a high dependency on social media amongst Nigeria students; but none of the studies showed how social media usage impacts the academic productivity of the students. More so, existing research did not present views of a wider perspective of students in Nigeria in terms of geographic area, age range, academic categories, and so on (Eke et al., 2014; Subair, et

al., 2019). Previous studies also do not present a holistic representation of diverse views about the phenomenon being studied (Onuoha & Shaeed, 2011; Andreas, 2016; Ojobor, 2016; Bawa, 2017). Given the gaps, there is a need for a comprehensive study on the phenomenon of social media usage vis-à-vis students' academic productivity in Nigeria. Additionally, there is a need to establish the relationship between social media usage and academic performance in Nigeria (Subair et al., 2019). It is against this backdrop that this study intends to evaluate the impact of social media usage on the academic productivity of Nigerian students through a quantitative research methodology approach.

1.3 Objectives of the Study

The broad objective of this study is to conduct an inclusive and encompassing study on social media usage and academic performance in Nigeria. Specifically, the study objectives are to:

- 1) Examine the extent and impact of social media usage as it affects academic productivity of the Nigerian students.
- 2) Determine the trend in social media usage among students in Nigeria.
- 3) Tackle the problem of social media addiction affecting academic productivity amongst Nigeria students.
- 4) Recommend strategies to mitigate social media addiction as it affects academic productivity of the Nigerian students.

1.4 Scope of the Study

This study focuses on educational institutions in Nigeria. Also, this study coverage is from 2010-2020, being the period Nigeria experienced internet and social media explosion. The major focus is Nigeria, however, international perspective is also considered since the methodological approach involves the use of the internet. The study focuses on academia, with categories ranging from senior secondary to tertiary education.

2.0 Literature Review

2.1 Academic Productivity from Student Perspective

Academic productivity is the extent to which a student or an academic has attained their long or short-term educational goals, that is, the completion of educational benchmarks or specified outcomes (Yeboah et al., 2014). From the higher education student perspective, academic performance is the measurement of student achievement across various academic subjects, which are typically measured by classroom performance, assignments, and standardized tests and assessments (Okoedion et al, 2019). In Nigeria's higher education institutions, just as it is in some parts of the world, academic productivity is measured by Grade Point Average (GPA). It is a number that indicates how well a student scored in their courses on average. It is used to determine whether a student meets the standards and expectations used to evaluate their success during the entirety of a degree program. Meritoriously attaining a high GPA in the Nigerian tertiary institutions requires meeting a high educational goal, which requires effective time management, focus, and determination from a student. Given the importance of time management in achieving a high academic goal, there is, therefore a direct relationship between the time invested in academic activities, and the academic performance and productivity of a student.

2.2 Social Media and Academics

a) Social Media and its Functions. The very first use of the term social media is believed to have occurred in 1997, as revealed by Baym (2015). However, according to Andreas (2015), the era of social media started probably in the early 1990s, when the

founders of 'Open Diary', Bruce and Susan Abelson, created an online social site that invited diary writers into one community. According to Andreas (2016), youths between the ages of 17-40 are the leaders of the growing trend to use social media in high quantity daily, like research, personal socialization; searching for a job; academic discussion, and getting study partners online; watching movies; connecting and interacting with business partners connecting with distance friends/relative, getting updates about happenings in the world, etc. Presently, social media has found a way to be part of most individuals' everyday lives (Baym, 2015). It encourages individuals and organizations to interact online and share data and thoughts for ensuring mutually productive relationships.

b) Social Media Benefits in the Academic Sphere. Instructors suggest that adopting social media technologies in the academic sphere can encourage collaboration and online discussions among students outside classes, beyond the traditional class setting (Subair et al., 2019). Also, students could provide comprehensive particulars about themselves. For instance, inside academic blog sites, when students update their user-profiles and personalize their unique pages, they provide important details such as their full title, date of birth, address, educational background, and hobbies. Academics can use the information to discover more about the students. Social media sites such as Wikipedia and to some extent blogs encourage investigative-based and collaborative activities among students in higher education. This open access for active participation and can therefore create opportunities for effective learning.

In addition to collaborative development among learners, students and teachers can share information such as course materials including course syllabus, course notes, and published information as a result of the learning activity and invite feedback from peers. Students, by publishing and presenting their work to a wide audience through blogs, wikis, or podcasts, benefit from other people's ideas and transform their understanding through reflection (Mehmood and Taswir, 2013). Students, especially at a higher level of learning can function collaboratively through exploring the opportunities provided by the online social atmosphere to resolve certain academic issues or issues with their peers (Andreas et al., 2010).

Social network tools afford students and institutions multiple opportunities to improve learning methods. For instance, through these networks, educators can incorporate social media plugins that enable sharing and interaction, which makes it possible for students to benefit from online tutorials through YouTube, online courses delivered by many universities across the world through Skype, and a wide array of resources that are shared through social networks. Social media can broaden students' perspectives on various subjects and illuminate instant new content; learners have the opportunity of engaging experts to get answers on topics that they may need help in.

c) Social Media Platforms.

- i. Social networks: These include Facebook, Twitter, LinkedIn. This form of social media channels are used to associate with individuals and brands on the web. They help in branding, social awareness, relationship building, lead generation, and conversion. Different types of social media campaigns can be channeled on such networks to help one widen their reach.
- ii. Media sharing networks: These include Instagram, Snapchat, and YouTube. This category of social media is used to share photographs, live videos, and other kinds of media on the web.
- iii. Discussion fora such as Reddit, Quora, and Digg are another category of social media channels used for discussion purposes.
- iv. Bookmarking & content curation networks: These include Pinterest, and Flipboard.

- v. Consumer review networks: the examples are: Yelp, Zomato, and TripAdvisor. This category of social media is used in acquiring consumer reviews on products and services.
- vi. Blogging & Publishing Networks: These include WordPress, Tumblr, and Medium. This type of social media networks are used for publishing, discovering, and commenting on articles, social media blogs, and other content on the web.

2.3 Impact of Social Media on Students' Academic Productivity

Social media sites such as Facebook, WhatsApp, Instagram, YouTube, and so on have become a hobby for many people, as it has become a social norm and existence-style for individuals from around the globe (Zhang et al., 2019). A study argues that Facebook users often experience poor performance academically (Fatokun, 2019). Fatokun posits that addicted users prefer being on social media for pleasure as against their personal and professional responsibilities which ultimately leads to poor academic productivity. The following factors have been attributed to social media overindulgence by students:

- a) Addiction and distraction: Social Media platforms are a major factor that leads to distractions and hindrance of mind for many students. In these days of social media explosion, many students tend to lose their focus from studying, rather spend a disproportional amount of time enjoying browsing on social media. As a result, most of the time, many students are incapable of submitting their work in the specified time frame because of social media overuse.
- b) Health issues: The use of social media with sheer negligence can have mental as well as physical effects on students' health. Some students do not take their meals on time, do not take proper rest because they are continuously on phones or laptops, which could also have adverse effects on their eyes, mind, and their overall wellbeing. Also, heavy indulgence in social media may expose students to bad posture, eye strain, as well as physical and mental stress.
- c) Lack of motivation: Constant presence on social media could make students lazy and unmotivated to study or even go out to meet people, establish or maintain quality relationships. This could be detrimental to a students' academic productivity.
- d) Affect research and learning capabilities: Heavy social media indulgence by many students makes them too dependent on such platforms to acquire knowledge and information rather than using books, and journals, for example. Due to the ease of extracting information from such channels, the reading habits of many students, as well as their learning and research capabilities might be affected.

2.4 Related work

Researchers have conducted some studies that have provoked arguments on social media usage and its impact on academic productivity. Some of the studies are presented in the following review:

In their study, Owusu-Acheaw & Larson (2015) assessed the use of social media and its effect on academic performance of students in tertiary institutions in Ghana with a focus on Koforidua Polytechnic. A quantitative research methodology approach – questionnaire – was used to collect data. The researchers wanted to know the number of students in the study that have a mobile phone. Out of the total respondents of 1,508, 93% – 1,408 respondents – have a mobile phone compared to 7% – 100 respondents – who did not; 85% of the respondents indicated that they had an

internet facility on their mobile phones. The study confirmed that most of the respondents access social media sites using their mobile phones and spend between thirty minutes to three hours per day. Also, the study revealed that there was a direct relationship between the use of social media and students' academic performance. However, the researcher centered only on Koforidua polytechnic students in Ghana, which does not capture other polytechnic students' use of social media and academic performance, hence the result cannot be generalized.

Akubugwo (2013) examined the attitude of postgraduate students to social media usage during academic lectures and library sessions. The authors randomly sampled and administered questionnaires to 120 students, in addition to interviewing six (6) students. After analyzing the data quantitatively and qualitatively, it was not only found that many students use social media especially Facebook, Myspace, and Twitter during academic classes, but also during library sessions. The study result has it that social media affects students' performance and hinders a productive library session. The study, therefore, suggests that social media policy must be made mandatory for every institution and remain implemented since their findings show that academic work is negatively affected by its usage. In the study, however, the researcher used only random sampling, which is a subset of individuals chosen from a larger set that cannot be used to determine every student's perspective of social media usage.

Onuoha & Shaeed (2011) studied undergraduates at Babcock University in Ogun State, Nigeria to investigate the perceived influence of online social networks on undergraduates' academic performance. A purposive sampling technique was performed for selecting three departments from 3 faculties. A descriptive survey of 402 respondents from the selected departments was analyzed using frequency and percentage counts. Results revealed that the majority of the respondents make use of social networks and the motivation for use is more for social interaction than academic purposes. Though a good number of the respondents indicated that the use of social networks has a somewhat positive influence on their academic performance, but another result shows that the motivation for undergraduates' use of online social networks is mostly social rather than academic. The study, however, is limited in the sense that it involved only 200- and 300-level [second and third year] students of the university. It did not include other levels [year-group] in the university, which makes the study's findings non-inclusive.

In another study by Zhang et al. (2019), they aimed to determine how social media impacts employees' productivity in China. A qualitative research methodology approach was adopted in the study in which employees of 5 organizations with over 100 staff were randomly selected and interviewed on the subject of social impacts on their job productivity. The study was conducted on a total of 80 employees. Their findings indicated that social media promotes positive commitment and engagement in an organization as it increases job satisfaction and decreases turnover intention of employees when used appropriately for work or business. The limitation of the study is a result of its limited coverage and method of sampling adopted.

Additionally, Song et al. (2019) carried a qualitative study that proves that work-related and non-work-related social media promotes team engagement and improves performance. Regardless of the advantages and commitment of social media platforms on organizations and employees as specified above in the working environment, it also presents numerous threats because of the ways individuals connect in their organizations. The researchers used questionnaire for data collection involving private and public organizations in 2 locations. The study indicated that the usage of social media platforms gradually destroys their cultural values and norms; 56.7% (143) of the respondents suggested that the use of social media exposes users to different forms of online security challenges. The shortcoming of the work, however, stems from the fact only 2 locations were considered in a region in China. More locations

could have been included to give a more reliable result. Moreover, the study only focused on social media's impact on employees and not work productivity.

In their study, Eke et al. (2014) investigated the use of social networking sites among the undergraduate students of the University of Nigeria, Nsukka (UNN). The study adopted a descriptive survey research design to derive responses from a random sample of 150 undergraduate students of the university. Data were collected from the subjects using questionnaire. The population for the study comprised all undergraduate students of the university (UNN). Five faculties were randomly selected, from which 150 students were selected using random and convenience sampling techniques. The result of the study revealed that UNN students use social networking sites for connecting, communicating, and interacting with friends; online learning, leisure, job search, academic discussion, and so on. The study, however, concentrated only on the positive side of social media and did not consider the negative side effects of social media – e.g. students' addiction to social media like applications such as WhatsApp, Facebook, and Instagram.

In another study by Hasnain et al (2015), the researchers carried out a study on the relationship between the use of social media and students' academic performance in Pakistan. The convenient sampling method was employed for this study because the population of the respondents was few, therefore, did not permit the use of the probability sampling method. One hundred and sixty-six (166) respondents were randomly selected which included students across different levels of studies and departments. Questionnaires were personally administered by the researchers to participating students in their lecture halls. The results suggest that social media, when used positively can help students or youths in gaining knowledge that can be used to enhance their academic performance and improve their social relationships with others. The study is limited because the researcher used a convenient sampling method which does not have a good representation of the population of the students in Pakistan.

Chukwuere & Chukwuere (2017) studied the impact of social media on female social lifestyle. This study deployed both primary and secondary data sources; the primary data were collected through questionnaire. The study involved a random sampling method in the North-West University, Mahikeng, South Africa. The sample size of 67 female students was used in the study through a questionnaire. A descriptive research method was used in the study. Their findings include the following: social media refines how female students think, interact, and communicate; the findings also indicate that 57 (82.6%) of the female participants stated that social media have impacted their social lifestyles. The study has shortcomings in the sense that only the female gender was examined.

2.5 Theoretical Framework

Uses and Gratifications Theory: The uses and gratifications theory was propounded by Elihu Katz, Jay Blumler and Michael Gurevitch in 1974. Eke et al., (2019) explained that the uses and gratifications theory is concerned with how people use the media to gratify their desire or satisfy their needs. Similarly, gratifications theory is used to investigate issues about mobile phone usage, internet usage, and social media usage among others. The viability of the uses and gratifications theory rests on the assumption that social media's audience is active and goal-oriented. People are active in choosing and using a particular social media to satisfy specific needs. The question here therefore is: what need does social media meet for students? Gratifications theory specifies that the use of social media only helps students to keep tabs with distant friends, families, and relatives, while also allowing them to meet new friends. This theory does not capture other aspects of life in which social media can be of importance, neither does the theory consider the negative implications of the social media; for this reason, this theory is not considered for this study.

Technological Determinism: Technological determinism theory was propounded by Marshall McLuhan in 1962 according to Hasnain et al. (2015) and Hameed et al. (2013). The theory states that technology will shape how we as individuals in a society think, feel, act and how the society operates as we move from one technological age to another. The theory seeks to show technical developments, media, or technology as a whole, as the key influencer in history and social change. It is a theory subscribed to by the “hyper globalist” who claims that as a consequence of the wide availability of technology, accelerated globalization is inevitable. Therefore, technological development and innovation become the principal motor of social, economic, or political change. However, the senses gained through social media are affecting the academic efficacy and the productivity of the youth. The persuasive nature of social media, its interactivity, instant feedback, file sharing, and the varieties of content available have caused many youths and students to always stay connected with social media and thereby affecting their academic efficacy. This theory captures all aspects of this study, not only did it talk about the importance of social media usage but also, gives it a wide view by researchers to understand both the negative and positive effects of social media on academic productivity.

3.0 Methodology

3.1 Questionnaire Design and Distribution

Both secondary and primary data sources were employed in the study. The secondary sources include journals, books, news media, and so on. However, the major means of conducting the study relied on a primary data source. The primary source of data gathering technique adopted for this study is an online questionnaire/survey administration. Though the initial plan for data gathering was to use Abuja, Nigeria’s federal capital territory, as the case study for in-person data collection; however, the plan could not be implemented as COVID 19 pandemic led to the closure all the tertiary institutions in the country. Consequently, another means of data gathering (online survey) was employed in the study. Google form was used to accept and analyze responses. The questionnaire was designed to capture the major categories of student-users of social media in Nigeria. The category included senior secondary school students/SSCE, tertiary institution students, graduates, and postgraduates. The reason for including senior secondary school students/SSCE holders in the study was to increase the population sample and improve the responses. This decision is important given that the latter formed the bulk of age groups that spends so much of the time on social media in Nigeria.

More so, since the initially-targeted population (students in tertiary institutions) could not be easily accessed because schools were closed following COVID 19 control measures, it was very difficult to reach the targeted tertiary institution students to participate in the online survey, hence, the decision to increase the sample population was considered to facilitate more responses online. The survey also made room for capturing data from non-Nigerian students. This was considered since online surveys tend to penetrate many countries other than the originating country. The questions were carefully structured with a view of understanding the impact of social media usage on the academic performance and productivity of the respondents.

The survey was made up of a total number of 32; social media channels mainly WhatsApp and Facebook were employed in disseminating the Google survey link to the targeted audience. A total of 174 responses were received after two weeks of publishing the questionnaire online; 97.7% of the respondents were Nigerian students; 3.1% of the respondents were females; 56.9% of the respondents were males. The undergraduate students represented 30.3%, while postgraduate students represent-

ed 42.9%. A majority of 66.1% of the respondents were young people who were in the age range of 18-34 years old.

3.2 Analysis

Google analytics property on Google form gave descriptive statistics of the responses to all the questions in the survey. The descriptive statistics shows a pictorial representation of the Responses (see appendix 1: Result Descriptive).

3.3 Results

The highest age range in the survey consisted of young adults of the range of 18-25 years old, followed by older adults of 26-34 years old. The majority of the respondents were males; the highest respondents in the educational category were the postgraduate students, followed by undergraduates and graduates respectively (see the appendix, pp. 35-40). Similarly, 94.3% of the respondents were attending Nigerian-based institutions; 51.7% mostly use their smartphones to perform mostly social media-based activities, while the rest of the respondents use their smartphones both for social media, as well as browsing the internet mostly; 99.4% of the respondents use social media and 79.9% use social media daily; 43.1% use social while media in class and during lectures; 48.8% cannot go a day without visiting social media; 53.4% use social media mainly for keeping in touch with people, followed by entertainment. In the study, the most highly visited social media application is WhatsApp, followed by Facebook and Instagram; 44.6% of the respondents find it difficult to log off from social media most times they want to; 64.4% indicated that social media constitutes the highest distraction to their academic productivity, and 45.1% were not satisfied with their academic performance.

Social media had the highest negative impact on the students' academic productivity with 44.8%; 45.7% think they could be more productive academically if they reduce their social media overindulgence. Notwithstanding, 36.2% believe that social media benefit their studies somehow; 37.8% indicated that there were no measures put in place for curtailing social media usage in their institutions during school hours. While 19.3% were not taking any measures to deal with social media's negative implications on their studies; 33.3% indicated that the measures they were taking were somehow effective; and 49% revealed otherwise indicating that the measures were not very effective in dealing with social media distractions in their studies.

3.4 Discussion

The highest social media users' age range according to this study was 18-34 years with 66.1% respondents (see appendix 1: result descriptive, for the relevant result). This age range is composed mainly of very young people, which supports similar findings by Eke et al. (2014) and Daluba & Maxwell (2013). In the result, 99.4% of respondents indicated that they use social media and about 80% use social media daily, even as far as not going a few hours without being on social media. This is a clear indication that social media is the new norm that has found its way to every aspect of people's lives, according to Eke et al. (2014). 53.4% of the respondents use social media mainly for social purposes and entertainment. This finding aligns with the claim of Baym (2015) and Zhang et al. (2019) which suggest that Nigerian students use social media mainly for social purposes rather than academic (for example, 43.1% of the respondents use social media during lectures and studies). Given the huge percentage of the respondents (44.6%) who revealed they are addicted to social media to the extent that they find it very difficult to log off from social media whenever they want to no matter where they may be.

These findings have shown high social media indulgence by Nigerian students at the detriment of their studies, which is may be considered as worrisome given the importance of academic productivity. This result affirms the opinion of Fatokun (2019), who argued that addicted social media users can spend an entire day on social media regardless of the negative implication it could have on their overall life. Social media had the highest negative impact on academic productivity (64.4%); 45.1% of the respondents were not satisfied with their academic productivity, and 64.4% of the respondents attributed their low academic productivity to social media overindulgence. This result strengthens the claim made by Onwusu-Acheaw & Larser (2015), that social media overindulgence could have a direct impact on an individual's overall productivity. This view appears logical given the number of hours many of the respondents spend daily on social media at the expense of their studies.

Similarly, about half of the participants (45.7%) stated that they would be more productive academically if they could reduce their social media usage. Unfortunately, as many as a fifth of the respondents (19.3%) are not taking any measure to curtail their social media overindulgence as it affects their academic productiveness. More so, almost half (49%) of the respondents were of the view that the measures they are taking to overcome the challenge are not very effective in dealing with the problem. It is, however, important to note that a lasting solution is only possible if there were appropriate measures taken by the students, education authorities and the government to deal with the problem.

The results of this study indicate that effective measures need to be put in place mainly by educational stakeholders to curb the challenge of social media distractions to academic excellence in Nigeria. Notwithstanding the negative implications of social media on academic productivity, 36.2% of the respondents believe that social media benefits them academically, which support findings by Fatokun (2019); Subair et al. (2019) & Mehmood, and Taswir (2013). The specific answers received from the respondents when asked how social media benefits them mainly centers around academic collaborations with colleagues and information sharing, which indicates that when used purposefully social media can enhance student's academic productivity (see Hasnain et al., 2015).

3.5 Conclusion

This study has shown that social media overindulgence hampers students' academic productivity. The study also showed that the use of social media offers many benefits in enhancing students' academic productivity. This is, however, only possible if it is used appropriately with good intention. Since about half of the study respondents felt guilty and helpless about their overindulgence on social media especially for social and entertainment purposes, at the detriment of their studies, it is therefore important for school authorities to enforce measures that will curtail or prohibit social media usage in schools especially during classes. This should help students to overcome some avoidable distractions from social media, thereby enhancing their academic productivity.

3.6 Limitations

Although the study covers the widest area so far in terms of its spread across Nigeria and internationally, the limitation, however, stems from not having a direct link to students' groups, which could have resulted in larger responses in a short period. Another limitation is that many people felt reluctant to participate in the survey because it requires internet data to take part in it. It is planned to meet and plead with school authorities, academics, teachers, lecturers and so to assist in disseminating the survey

directly to their students' groups. This way, more responses could be received faster. In the future, incentives could be given to motivate people to participate in the survey.

3.7 Implications of the study

The findings from this study will contribute to the body of knowledge in the area of social media and its impact on the academic productivity of students Nigeria's higher institutions. Given that there are insufficient studies conducted in the area, the findings from this research will provide evidence-based knowledge that may pave the way for educational stakeholders in Nigeria – lecturers, government, etc. – to understand the impact of social media overindulgence on academic productivity and ways in the challenge might be mitigated. It will also raise awareness among stakeholders about the issue and also encourage students to use social media appropriately as effective communication and educational tool to improve knowledge, academic performance, and skills set.

3.8 Recommendations

- a) The Nigerian federal education authorities, as well as the state government, should implement strict social media laws in the educational institutions, especially during school hours. This could be done through the installation of computer software programs in the network servers of academic institutions to prohibit students' access to 'distractive' social media sites, such as Facebook, Instagram, and Twitter.
- b) Educational institutions in Nigeria should introduce and increase online academic activities to make no room for distractive online engagements by students during lessons. This would help to streamline academic activities into social media.
- c) Nigerian education authorities need to put in measures to limit the usage of social media by students, especially during lectures. For example, boxes can be created for students to drop off their phones before entering the lecture rooms/study arenas. Also, school authorities should implement rules that define when and where phones are used in school environment/premises.
- d) Nigerian students should give priority to academic activities. Students need to have the self-control to focus on their studies first rather than spending quality time unnecessarily on social media. Students should be encouraged to make study timetables, as well as observe discipline to follow the timetables.
- e) The Nigerian academia should be enlightened on how to leverage social media to enhance teaching and learning, as well as to promote positive collaborations amongst students.
- f) Authorities in tertiary institutions should introduce awareness creation programs focusing on educating students about the negative implications of social media addiction.

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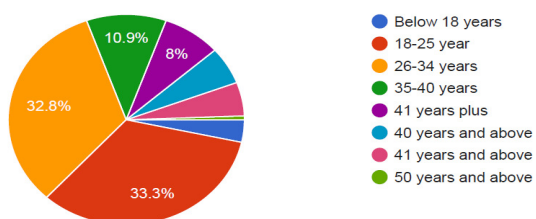
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Appendix

Appendix 1: Result Descriptive

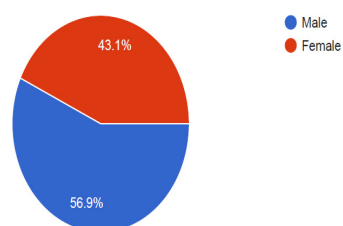
3. Age

174 responses



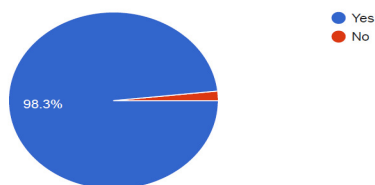
1. Sex

174 responses



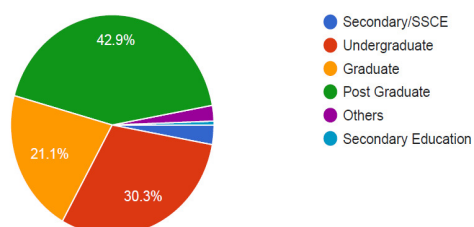
7. Do you know how to use a smart phone?

173 responses



4. Category of education

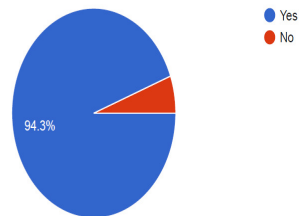
174 responses



BRIDGET CHINALU UJAH-OGBUAGU

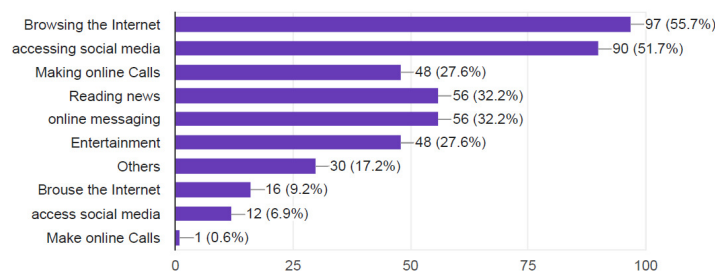
5. Is your institution located in Nigeria?

174 responses



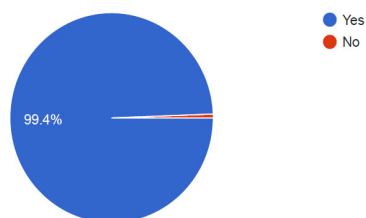
8. What online operation(s) do you perform most with your smart phone?

174 responses



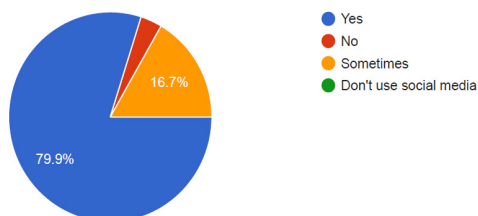
9. Do use social media?

174 responses



10. Do you use social media on daily basis?

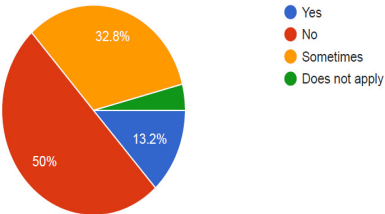
174 responses



AN EVALUATION OF IMPLICATIONS OF SOCIAL MEDIA ADDICTION

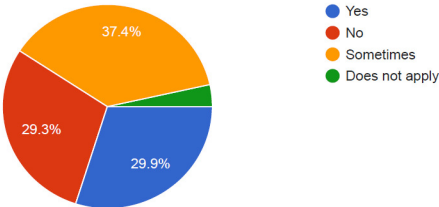
11. Do you use social media during lecture or classes?

174 responses



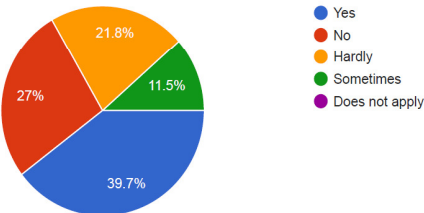
12. Do you use social media during your study time?

174 responses



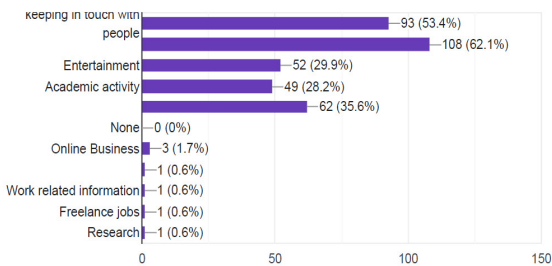
14. Can you go a day or more without accessing social media even if you have internet access?

174 responses



15. What do you do most on social media?

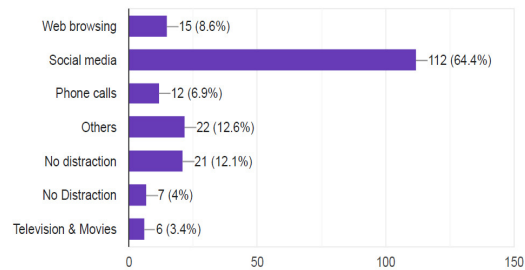
174 responses



BRIDGET CHINALU UJAH-UGBUAGU

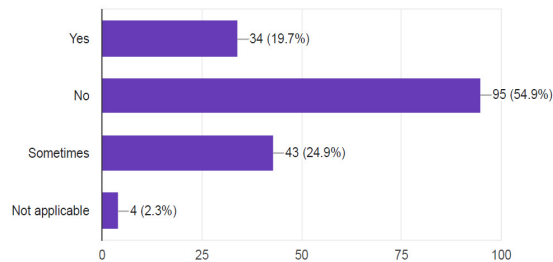
16. Which of these is the highest distraction to your academic performance?

174 responses



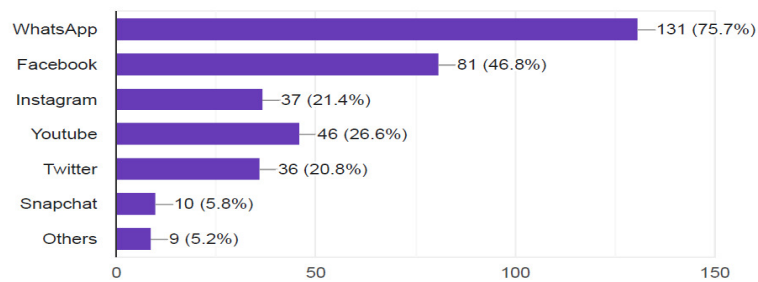
17. When you're on social media, do you find it difficult to log off when ever you want to log off?

173 responses



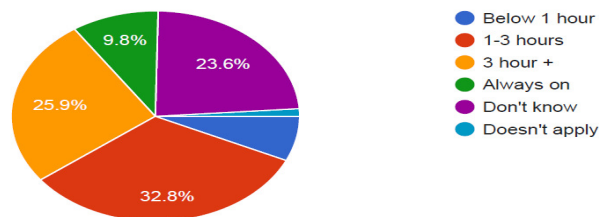
18. Select the social media channel(s) that you visit the most

173 responses



19. On the average how many hours do you spend on social media in a day?

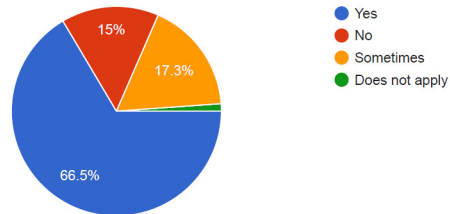
173 responses



AN EVALUATION OF IMPLICATIONS OF SOCIAL MEDIA ADDICTION

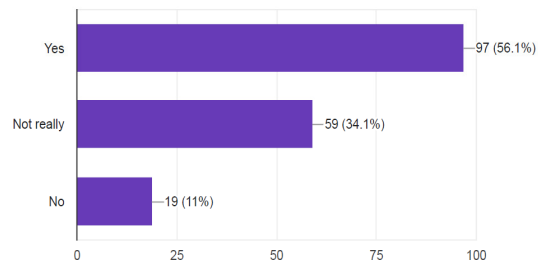
21. Do you visit social media every day?

173 responses



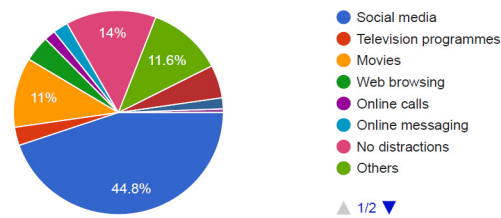
22. Are you satisfied with your academic performance?

173 responses



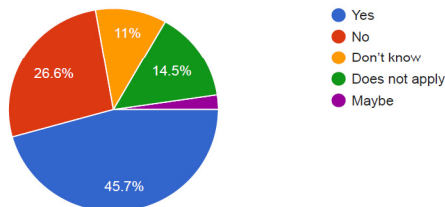
23. Which of these do you think has the highest negative impact on your academic performance?

172 responses



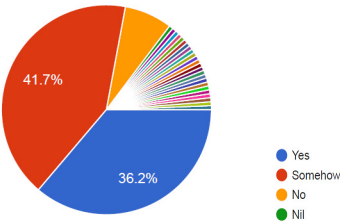
24. Do you feel you could have better grades or better academic performance if you limit your social media usage?

172 responses



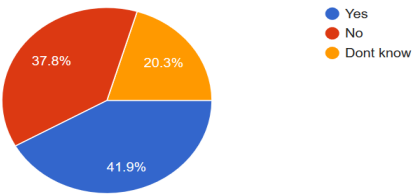
25. Does social media benefit your studies

163 responses



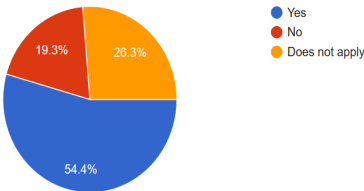
26. Are there measures put in place by your institution to curb smart phone usage by students during classes or school hours?

172 responses



29. Are you taking any measure(s) to deal with social media distractions on your studies?

171 responses



30. If there are measures in place to mitigate social media usage negative impacts on your academic performance, please rate the effectiveness of the measure(s)

147 responses

