

Time Spent On Social Media as Correlates of Academic Performance of Childhood Education Undergraduates in Kwara State University

¹Kayode Ezecheal OBAFEMI; ²Olarewaju YAHAYA, ³Taiye Olayinka OYINLOLA, ⁴Ahmed Tijani AYINLA & ⁵Francis Yakubu MOODU

^{1,2}Department of Early Childhood and Primary Education, Kwara State University, Malete, Nigeria

^{3,4,5}Department of Adult and Primary Education, University of Ilorin, Ilorin, Nigeria

Abstract: *In this study, the correlation between time spent on social media and academic performance was investigated among undergraduate students in the Department of Early Childhood and Primary Education. A sample of 234 students participated in the study, which included the use of a Questionnaire on Time Spent on Social Media and an Academic Performance Proforma. The research question and hypotheses focused on the potential relationship between social media use and academic performance, as well as the potential influence of gender on these factors. The results showed a negative correlation between social media use and academic performance, and did not find a significant effect of gender on either of these variables. These findings suggest that excessive use of social media may negatively impact academic performance. It is recommended that future research explore the potential for using social media as a tool for educational purposes.*

Introduction

Social media platforms have significantly changed the way people access and share information, effectively turning the world into a global village. These platforms, which enable users to create and share content or engage in social networking, have become a primary source of information dissemination and instant communication, replacing traditional media such as radio, television, and newspapers

According to Carr (2019), Social media refers to websites and programs that allow users to engage in social networking and share content. Cooper (2019) stated that students in higher education often use social networking sites before even entering college, using them to research potential institutions to attend. Popular platforms for young people include Facebook, YouTube, Instagram, LinkedIn, and Pinterest.

Although social media is now recognized as a valuable educational resource, a study by Ellison, Steinfield, and Lampe (2007) revealed that students largely use social networking sites such as Facebook for entertainment and to maintain or establish friendships. However, despite the high amount of time students spend on these activities, research by Kimberly, Jeong, and Lee (2009) found that a small number of students are aware of the academic and professional networking opportunities provided by social media platforms.

According to Kim and Kim (2010), social media consists of digital communication channels that allow users to create and consume information content, functioning as both producers and consumers of information. Buettner (2016) defines social media as computer-mediated technologies that enable individuals or organizations to share and exchange information about their interests, careers, ideas, and virtual communities and networks. Amadi and Ewa (2018) conducted a study that showed Nigerian students have a high level of social media usage, with an average of six hours per day. Tayo, Adebola, and Yahya (2019) also conducted a study and found that undergraduate students at Obafemi Awolowo University spend an average of 2-3 hours per day on social media platforms.

Olubiyi (2012) noted that students are often online due to their intense engagement with social media, even during lectures. This obsession with making new online connections and chatting about unimportant matters has resulted in a loss of time that could be spent on education, academic research, and innovation, leading to a decline in academic performance due to social media distraction. Despite the numerous studies conducted on social media usage (Yeboa & Ewur, 2014; Yeboah & Ewur, 2014; Tayo, Adebola, & Yahya, 2019), there have been no studies that specifically investigate the relationship between the time spent on social media and the academic performance of undergraduate students in Childhood Education at Kwara State University in Malete, Nigeria

Statement of the Problem

The rapid growth of social media platforms, fueled by advances in information and communication technology, has played a significant role in turning the world into a global village through the facilitation of information exchange and access. While social networking sites are now recognized as important educational resources, many undergraduate students spend a significant amount of time on these platforms chatting with friends, even during lectures, which can negatively impact their academic performance. The

purpose of this study is to investigate the relationship between the time undergraduate students in Childhood Education at Kwara State University in Nigeria spend on social media and their academic performance.

Research Question

What is the relationship between time spent on social media and academic performance of childhood education undergraduates?

Hypotheses

H₀₁: There is no significant difference in the time spent on social media based on gender

H₀₂: There is no significant difference in the academic performance based on gender

Method

This research utilized a correlation design and included 234 undergraduate students in the Department of Early Childhood and Primary Education at a university in Kwara State, Nigeria. The Questionnaire on Time Spent on Social Media (QTSSM) and the Academic Performance Proforma (APP) were used to collect data. Both research instruments were validated by experts in educational technology and faculty members in the Department of Early Childhood and Primary Education. The reliability of the QTSSM was established through the use of the test-retest method, resulting in a reliability coefficient of 0.76. PPMC and t-test were utilized for data analysis.

Results

Research Question

Table 1: Time Spent on Social Media and Academic Performance

Variables	n	Mean	SD	r	df
Time Spent on Social Media	234	12.22	6.92	-.458	231
Academic performance		67.38	15.23		

Table 1 demonstrates that the r-value was -.458, indicating a negative correlation between the amount of time spent on social media and academic performance of undergraduate students in Childhood Education at Kwara State University.

Hypothesis One

Table 2: Difference in the Time Spent on Social Media based on Gender

Gender	n	X	SD	t	df	Sig.	Remark
Male	109	12.14	6.97	-.174	232	.862	Not Significant
Female	125	12.30	6.91				

Table 2 There was no significant difference in the amount of time spent on social media between males and females (t = -.174, df = 232, p > 0.05). As the p < value is greater indicates that the hypothesis is not rejected). Since p-value is greater than 0.05, the hypothesis is not rejected

Hypothesis Two

Table 3: Difference in the Academic Performance based on Gender

Gender	n	Mean	Std. Deviation	t	df	Sig	Remark
Male	109	66.61	15.50	-.722	232	.471	Not Significant
Female	125	68.06	15.01				

Table 2 indicates that there was no significant difference in academic performance based on gender ($t = -.722$, $df = 232$, $p > 0.05$). As the p-value is greater than 0.05, the hypothesis is not rejected

Discussion

The research discovered that there is a negative correlation between the time spent on social media and the academic performance of undergraduate students in Childhood Education. This result is consistent with the findings of Ameyaw, Asante, and Asante (2017), who found that the use of social networking sites negatively impacts academic performance, and Azuonwu (2020), who discovered that students who spend more time on social media tend to have lower academic performance compared to those who do not.

The study also revealed that there was no significant difference in the amount of time spent on social media between males and females, which differs from the findings of Ameyaw, Asante, and Asante (2017), who found that female students spend more time on social networking sites than male students.

The research also found that there was no significant difference in academic performance between males and females, which aligns with the findings of Obafemi, Ola-Alani, and Fajonyomi (2021) but differs from the results of George, Ajayi, Olonade, Olanipekun, and Adebayo (2021), who discovered a significant difference in academic performance based on gender.

Conclusion and Recommendations

It can be concluded that there was a negative relationship between time spent on social media and the academic performance of undergraduate students in Childhood Education. Additionally, gender did not significantly affect academic performance or time spent on social media. Therefore, it is recommended that social media should be explored as a potential tool for educational purposes.

References

- Amadi, E.C. &Ewa, C.J. (2018). Social media and the academic performance of university students in Nigeria: A study of River State University, Port Harcourt. *International Journal of Innovative Education Research*, 6 (1), 23-29.
- Ameyaw, S., Asante, A. E., & Asante, E. (2017). Gender differences in social networking sites usage among students: Evidence from Koforidua Technical University, *Ghana. Journal of Social Sciences and Humanities Research*, 2 (10), 1-20. Retrieved from <https://www.ijrdo.org/index.php/sshr/article/view/3273/2547>
- Andreas, M. & Haenlein, M. (2010). Users of the world, unite: The challenges and opportunities of social media. *Business Horizons*, 53(1), 61-73. doi:10.1016/j.bushor.2009.09.003.
- Araoye, O. I. (2018). Effect of social media on students' academic performance in higher institutions of learning in Nigeria. *International Journal of Advanced Engineering and Science*, 3 (3), 58-62.
- Asemah, E. S., & Edegoh, L. O. N. (2012). Social media and insecurity in Nigeria: a critical appraisal. Being a paper presented at the 15th National Conference of African Council for Communication Education, which took place at the conference Hall of Federal University of Technology, Minna: Nigeria.
- Azuonwu, C. O. (2020). Perceived influence of social media on academic performance of students in Rivers State: Implications for Counselling Department of Educational Foundations Rivers State University, Port Harcourt, Nigeria, *International Journal of Innovative Information Systems & Technology Research*, 8(4):1-14, Oct-Dec., 2020
- Barker, V. (2009). Older adolescents' motivations for social network site use: The influence of gender, group identity, and collective self-esteem. *Cyber Psychology and Behaviour*, 12, 209- 213.
- Bonds-Raacke, J. & Raacke, J. (2008). MySpace and facebook: Applying the uses and gratifications theory to exploring friend-networking sites. *Cyber Psychology and Behaviour*, 11, 169-174.
- Boyd, D.M. & Elision, N.B. (2007). Timeline of the launch dates of many major social networking sites.
- Boyd, D. (2007). Why youth (heart) social network sites: The role of networked publics in teenage social life. MacArthur Foundation Series on Digital Learning-Youth, Identity and Digital Media Volume. Cambridge, MA: MIT Press. 1-26.

- Boyd, D., & Ellison, N. (2007). Social network sites: Definition, history, and scholarship. *Journal of Computer-Mediated Communication*, 13(1), 1-11. Retrieved from <http://jcmc.indiana.edu/vol13/issue1/boyd.ellison.html>.
- Boateng, R. A., & Amankaa, A. (2016). The impact of social media on student academic life in higher education. *Global Journal of Human-Social Science: Linguistic and Education*, 16 (4), 1-7.
- Carr, J. (2019). Social media compliance policy. External Relations, Marketing And Communications Department. University of Liverpool. Retrieved from <https://www.liverpool.ac.uk/media/livacuk/computingservices/regulations/social-media-policy.pdf>
- George, T. O., Ajayi, M. P., Olonade, O. Y., Olanipekun, T., & Adebayo, M. E. (2021). Gender differences in academic performance and industry relevance: a study of a Nigerian private university graduates. *WSEAS Transactions on Business and Economics*, 18, 485-493. DOI: 10.37394/23207.2021.18.49
- Jenkins, H. (2006). *Convergence culture: Where old and new media collide*. New York: New York University Press.
- Junco, R., Heiberger, G. & Loken, E. (2011). The effect of Twitter on college student engagement and grades. *Journal of Computer Assisted Learning*, 27(2), 119-132.
- Kim, Y., Kim, M., & Kim, K. (2010). Factors influencing the adoption of social media. In Kist, W. (2008). "I gave up myspace for lent": New teachers and social networking sites.
- Obafemi, K. E., Ola-Alani, E. K., & Fajonyomi, A. A. (2022). Effect of think-pair-share as dynamic teaching strategy on pupils' achievement in mathematics in Ilorin, Kwara State. *Journal of Early Childhood Association of Nigeria*, 10 & 11(1), 40-52
- Olubiyi, S. (2012). Social media and Nigeria youth burden. <http://bluepringng.com/2012/12/social-media-and-nigerian-youth-burdenretrieved21/05/2013>.
- Omoyele, O. G. (2016). Nigerian students and poor reading habit. Retrieved from <http://ondotv.com.ng/2016/03/16/nigeriastudents-and-poor-habit>.
- Osharive, P. (2015). Social media and academic performance of students in university of Lagos. Retrieved from <http://www.communityresearch.org.nz/wp-content/uploads/formidable/SOCIAL-MEDIA-AND-ACADEMIC-PERFORMANCE.pdf>
- Oye, N. (2012). Students' perception of social networking sites' influence on academic performance. *International Journal of Social Networking and Virtual Communication*, 1(1), 210-222.
- Peter, J., Schouten, A., & Valkenburg, P. (2006). Friend networking sites and their relationship to adolescents' well-being and social self-esteem. *Cyber Psychology and Behaviour*, 9, 584-590.
- Tayo, S.S., Adebola, S.T., & Yahya, D.O. (2019). Social media usage and influence on undergraduate studies in Nigerian university. *International Journal of Education and Development Using Information and Communication Technology (IJEDDICT)*,
- Ufuophu, E., & Agobami, O. (2012). Usage of information and communication technologies and job motivation among newspaper workers. *Nigerian Journal of Communication and Media Research*. 4 (1).
- Yeboah, J., & Ewur, G. D. (2014). The impact of WhatsApp messenger usage on students' performance in tertiary institutions in Ghana. *Journal of Education Practice*, 5(6), 155-1