

Assessment of Social Media Addiction as It Affect Concentration among Undergraduate Students in Kwara State, Nigeria

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Abstract: The use of social media is no longer a new thing but the way it is been used by undergraduates students when provided with enabling environment may be termed or leads to addiction. This study examined social media addiction as it affects concentration. Descriptive survey study was adapted cum simple random sampling technique was adopted for the study where 200 undergraduates were selected. 24 items researcher designed questionnaire divided into two segments, entitled Assessment of Social Media Addiction as it Affect Concentration in Nigeria with validity reliability of 0.71 index was used to garner the needed data while descriptive statistical tools were used. Fear of missing out, availability of phones and Hotspot/WiFi network among others were causes of social media addiction and that taking of time, chatting while in the class are how social media affect concentration and among undergraduates based on gender. It was recommended that social media should be incorporated into the teaching learning process since phones are portable to meet the current trend.

Keywords: Social Media Addiction, Concentration, Undergraduate Students

I. INTRODUCTION

Communicating or sharing of information has been made easier, cheaper, faster and even better these days with social media sites which serve as evolving platforms for everyone in the society. As a matter of fact, social media has changed the mode of communication, especially among the younger generation and it has made it easier for the younger generation who can operate it hitch-less to communicate with each other, express themselves, and share contents of all kinds at any time with a single click. It has given rise to a new cultural paradigm that drives technology and businesses, while changing the way people interact. As a tool, social media is a double-edged sword. Harini (2019) opined that, while it has many benefits, it can also influence youngsters in unhealthy ways. Using social media Web sites is among the most common activity of today's students. Any Web site that allows social interaction is considered a social media site, including social networking sites such as Facebook, Snapchat, Instagram, Badoo, Skype, WhatsApp, and Twitter; gaming sites and virtual worlds such as gambling, Second Life, and the Sims; video sites such as YouTube; and blogs (Mrunal, 2019). Such sites offer today's youth a portal for entertainment and communication and have grown exponentially in recent

years. For this reason, it is important that parents become aware of the nature of social media sites, given that not all of them are healthy environments for children and adolescents. Pediatricians are in a unique position to help families understand these sites and to encourage healthy use and urge parents to monitor for potential problems with cyberbullying, "Facebook depression," sexting, and exposure to inappropriate content (Mrunal, 2019).

Accordingly, Harini (2019) added that social media is the rage today and bully on anyone who can't deal with it. Social media changes the way we perceive the world and interact with one another. Similarly, Aun, Ajala and Adaaqu (2020) opined that technology has changed the way people do things and education is not left out and this makes learning faster and easier, especially in the present day society. But what are the negative impacts of technology driven social media on child/children and the society? From the WhatsApp, twitter, Instagram, snapchat, skype, telegram, badoo, youtube, and the likes, everything exists to bring people closer, reduce stress, cost, time and make the world more comfortable.

Today, undergraduate students use electronic devices like phones, Bluetooth, headsets, tablets and so on everywhere anytime, even while they are reading, in their lecturers' offices or lecture halls for study. Social media is not but has now become part and parcel of everyone's life and students are not an exception. However, the level of usage if not cautioned or tamed will produce negative results. Most importantly, the way some of these undergraduate students uses the social media is of grave concern.

Mrunal (2019), outlines the benefits of social media as including taking careful time to check or search for needed or related information regarding ones' field of study or interest to garner or acquire necessary skills (technical, social, psychological, economic, or otherwise) that will help them to navigate their way through or survive in future. Again, as part of or from experience, the researcher sees social media as allowing students or users alike to be competent, resourceful or useful and fitting in to the present digital age, where they can as well participate and become part of the global village or the wider and get trending or evolving skills and knowledge. Social media is being used by the youth in

positive ways that weren't thought of before. It is not just a medium for socialising, is also a media of expressing hidden discontent or feelings as most students, adults, and even kids as well as adolescents have found a new way to express themselves creatively, and interact and learn from the general, global or broader audience. Students and even pupils have used and are still using social media to form study groups where they can easily and instantaneously share ideas and learning materials amongst themselves or with their teachers.

Social networking has also changed the way kids learn. It has introduced a more peer-based learning method, where students are motivated to learn from their peers. They are always interacting and giving feedback to one another, which refines their learning process. They are also more enthusiastic to learn from each other, than from adults. Learning can now come from newer sources and not just their parents or teachers.

Not only is social media a tool to communicate, but it is also an important part of the lives of everyone that is presently living on this planet earth. Social media gives undergraduates the avenue to stay connected with their mates in sports teams, activity clubs, and classes and also allows them to interact and connect with others who have same or similar interests.

Consequently, social media as a socializing agent is one of the ways all the aforementioned importance or benefits of socialization can be learnt and due to its importance, parents as well as individuals alike have in recent times encouraged its usage and some even go to the extent of subscribing and providing all the needed funds to these students just to ensure they are online so as not to miss out on any information. However, all these have not all augured well and this calls for concern and hence the need for assessment of Social Media as it affects Concentration among Undergraduate Students in Kwara State, Nigeria

Problem Statement

Social media has numerous benefits to undergraduate students which include connecting with friends and families, getting information, reading news, amongst others. However, there have also been reports of the negative effects of this social media as some students abuse its usage. These effects amongst others include cyberbullying and online harassment (Harini, 2019) (deliberate act of using social media sites to share untrue/false, derogatory, embarrassing, or hostile information about another person-It is the most common online risk for all teens and is a peer-to-peer risk)sexting (sending, receiving, or forwarding sexually explicit messages, photographs, or images via phone, computer, or other digital devices), waste of time, Facebook depression (depression that develops when preteens and teens spend a great deal of time on social media sites, such as Facebook, and then begin to exhibit classic symptoms of depression), and addiction, to mention but a few. Social media is believed to have offered and is still offering a great and large number of experiences to all its users be it students or not. For instance, people who find

it difficult to express themselves physically tend to do so with the use of social media sites like facebook, Twitter, Instagram, Badoo, Skype, YouTube, SnapChat, WhatsApp, Instagram, name it by compulsively checking their profiles to see the number of 'likes and comments' their posts have received or attracted. That is why many believed that the fear of missing out (FOMO) can be the main reason for frequent social media use regardless of time of day at the expense of other activities (Przybylski et al., 2013).

Eight out of 10 undergraduate students these days have phones and or uses social media. Even those without android phones uses the social media to get informed, get connected or say hello to one or two friends on one social media platform or the other. The social media has taken part of their lives that some hardly an hour without checking their Whatsapp, Facebook, Twitter, YouTube, Skype, Badoo, or what have you.

Consequently, this has deprived and is still depriving some students the concentration or the attention they would have given to their class while in lectures to the extent that some students claim to be seated in the class but they are virtually absent as they are either busy chatting or listening to one thing or the other as they have become addicted to the social media. Some undergraduate students become addicted to social media that they can go to any length or do all sort of things to ensure they get data and are connected (using their feeding money, staying in places where there is free Hotspot/WiFi network, borrowing money from friends, using part or the whole of their school fees, deceiving their parents, engaging in yahoo/gambling and even stealing) and all these partially or completely take away their attention in the classroom.

Accordingly, research in different countries has produced varying results of the prevalence of social media addiction. A study in the UK for example, found social media addiction to be prevalent among 18% of young people (Neimz, Griffith & Banyard, 2006). A study in Italy found that rate to be only 0.8% (Poli & Agrimi, 2012), also, a large sample survey in China puts the rate at 12% among male and 5% among female students (Lau, 2011). Social media addiction is not just restricted to college campuses; it also extends to high school students. A longitudinal survey conducted in Hong Kong reported prevalence rate of social media addiction as high as 26.7% among high school students (Yu & Shek, 2013). When it comes to the amount of time spent on social media, studies show that individuals, who regard themselves as social media addicts, indicated that it varies greatly from 8.5 hours per week to 21.2 hours per week (Yang and Tung, 2007). It is even believed that some students even uses the social media for about 5-8 hours a day or longer than that. Other studies found that the higher the amount of time spent online, the greater the extent of the symptoms of social media addiction (Bian & Leung, 2014). In relation to users' psychological profile, studies have revealed a correlation between depression, locus of control, loneliness, social anxiety, self-esteem and social media addiction

(Selfhout et al., 2009). It I observed that internet or social media addicts have a higher degree of loneliness and depression compared to non-addicts and may develop faulty interpersonal relationships. Other findings revealed that computer self-efficacy was a significant correlate of problematic social media use. Generally, it is believed that social media addiction is also associated with poor mental health and low self-esteem in as most persons who confined themselves to social media find it difficult to express themselves physically.

Consequently, the research is carried out to assess how social media affects concentration in Nigeria.

Study Objectives

The general purpose of this study is Assessment of Social Media Addiction as it affects Concentration among Undergraduate Students in Kwara State, Nigeria. Specifically, the study;

- i. Investigated causes of social media addiction in Nigeria; and
- ii. Examined how social media affects undergraduates in Nigeria

Study Questions

The following research questions will be raised and answered in the course of this study.

- i. Causes of social media addiction in Nigeria?
- ii. How does social media effect in Nigeria?

II. LITERATURE

Social Media

Social Media before now used to be televisions, computers and radios as well as few others. However, in recent times, social media has turned to a very comprehensive new concept. Bruns and Bahnisch defines social media as web sites that are based on web 2.0 technologies, and enable deeper social interaction, community formation, and preparation of and success in cooperation projects (Kirik, 2015). Through these web-based sites, worldwide computer networks and corporate computer systems are interconnected, as a result an electronic communications network is installed, which enable individuals come together in a virtual environment. Nowadays, Internet users, reaching millions in number, use these websites in order to find old friends, to make new friends, to be able to share photos, videos and content (Kirik, 2015). The originality of social media separating it from traditional media is that anyone can create content in social media, can make comments, and can contribute to social media through text, audio, video and pictures and so on provided they are access to phones, computers or any related device. Social media exist in various categories and all are used by humans these days which the undergraduate students of Kwara state are not exonerated. The categories include online diaries known as blogs, wikis,

podcasts, forums, content communities, social networking sites (where users create their contents) and microblogs (Yağmurlu, 2011). The most used one among the undergraduates here are the social networking sites where they create their contents using Facebook, WhatsApp, Twitter, Instagram, Snapchat, among others to upload pictures, videos etc.

Social media addiction is a term used to describe a situation where a user spends too much time on social media (e.g. Facebook, Twitter, Instagram, YouTube,) such that it negatively affects other aspects of his or her daily life like school, work or relationship with others (Akua, 2015). Addiction as described by the American Psychological Association refers to a compulsive behaviour that leads to negative effects. In other forms of addictions such as drugs, gambling, video gaming, overeating etc., people feel bound to particular activities such that they become harmful habits, which then obstructs other important activities in their lives and this can be said of undergraduate students who use social media excessively.

Akua (2015), added that a social media addict can be considered as one with an urge to use social media excessively. For instance, engaging in activities like “frequently checking status updates and posts or “stalking” the profiles of other users for many hours” and this behaviour or habit conflicts with his/her everyday responsibilities, such as family, school, work or other social obligations.

Accordingly, the availability of Wi-Fi networks, coupled with the provision of fund by some parents, some undergraduate students have become addicted to the social media that they hardly go an hour without replying a message from a friend even in a class or some hardly pass a beautiful place without having a selfie or making a video on Instagram, YouTube, etc. Those aside, some even watch porn and do all sorts of things which take away their precious time and concentration from what brought them to school. Some students even go to the extent of blocking walkways and other related routes or losing focus while moving on the road (Interview and Focused Group Discussion, 2020). This addiction however, if not contained may go a long way to affecting their concentration as some do even go to classes with their phones, thus losing focus and concentration.

Causes of Social Media Addiction

Numerous factors like availability of WiFi everywhere, availability of phones, tablets and money by the undergraduate students, especially when University of Ilorin made it compulsory for all the new undergraduate students to purchase tablets with them between 2014-2018, to mention but a few. The fear of missing out (FOMO) can be the main reason for frequent social media use regardless of time of day at the expense of other activities (Przybylski et al., 2013). Other studies found that the higher the amount of time spent online, the greater the extent of the symptoms of social media addiction (Leung, 2004). In relation to users' psychological

profile, studies have revealed a correlation between depression, locus of control, loneliness, social anxiety, self-esteem and social media addiction (Selfhout et al., 2009). Internet or social media addicts have a higher degree of loneliness and depression compared to non-addicts. Other findings revealed that computer self-efficacy was a significant correlate of problematic social media use.

Other causes of social media addiction include availability or introduction anytime anywhere WiFi network where hotspots are made available by some students to their colleagues who are out of data. The prevalence of android phones, thanks to China products has also made it easy couple with some schools providing tablets for students. Desire to communicate with old friends and make new friends as well as follow trending news/events online cum creating new events by the students themselves has made it possible for social media addiction to take place(Al-Menayes,2015). Desire to bet or play online games has also been seen by many as a cause of social media addiction as some of the students who are into betting are always checking the needed site for such purposes. It will also interest you to know that some undergraduate students become addicted to their phone or social media because it is easy to carry (portable) and can accommodate a lot of notes if snapped, downloaded and or recorded. The mobile phone can be used while walking, riding on public transportation and even while driving. These 'micro time slots' in which people can engage in a multitude of online activities were not previously available. This can lead to obsessive mobile phone usage and can interfere with face-to-face interaction and harm academic performance (Almenayes, 2014; 2015).

How Social Media may affect Concentration

When we examining how social media affects concentration among undergraduates, degradation of functionality becomes to be the most defining characteristics exhibited. Some of these include; spending too much time on social media, decrease in academic success, reduced work performance, inability to fulfill responsibilities towards family, and disruption in other activities, laughing aloud all alone, forgetting oneself, diverted attention among others are the most important symptoms of addiction (Al-Menayes, 2015). Also, thinking of and desire for the Internet, virtual environments, and social media platforms throughout the day, unable to be free of them, and the feeling of loneliness and restlessness evoked by lack of social media are among other symptoms. Some indicators of addiction in young people include considering social media as a way of escape from personal problems, being unable to adapt to social life and withdrawal into themselves when away from social media, insomnia, weight gain due to decreased activity level, disorders like irregular eating habits, and being unable to prevent themselves from entering social media sites although they know all these undesirable effects (Kirik, 2015). Social media addiction was also associated with poor mental health and low self-esteem in adolescents (Yen et al., 2009).

III. METHODOLOGY

This study adopts a descriptive survey design. The population of the study comprised of all undergraduate students in Kwara state, Nigeria while the target population was only undergraduate students of university of Ilorin in Kwara State. 200 undergraduate students were randomly selected across all the faculties and levels of the school. A researcher designed questionnaire entitled “Assessment of Social Media as it affect Concentration among Undergraduate students in Kwara State, Nigeria” was used to garner the needed information from respondents. Also, some data were gotten via discussion, interview and observation from the researcher. The research questionnaires were taken to experts for validity and a reliability index of 0.71 was used too elicit the needed data from the respondents. Mean rating, t-test were the statistical tools used to answer the research questions and test the hypothesis respectively.

IV. RESULTS

Table 1:The above table shows the responses of undergraduate students about causes of social media addiction and as shown in the results, their responses showed that the above factors causes social media addiction with 58% YES and just 42% NO.

Items	YES	(%)	NO	(%)	Remarks
I am always on social media so as not to miss out	136	68	64	32	1st
I like to show my friends from afar how I look	114	57	86	43	10th
I find it easy chatting my friends than calling them	122	61	88	44	8th
Chatting is cheaper than calling and reduces stress	126	63	74	37	7th
I like to chat when there is free Hotspot/WiFi/network	132	66	68	34	4th
I search for my friends using social networking sites	136	68	64	32	1st
I like to view and like/share some post on social media	110	55	90	45	12th
I like to connect with friends through social media.	112	56	88	44	11th
I feel disconnected to the world when I am out of data	136	68	64	32	1st
I follow latest news and events on social media to the end	120	60	80	40	9th
I enjoy spending time in social networking sites.	128	64	72	36	6th
I agree that social media has a connective power.	130	65	70	35	5th

Not a cause of social media addiction =42% Cause of social media addiction =58%

Affects concentration =61% Does not affect concentration =39%

Table 2: The table above contains responses of undergraduate students on whether social media addiction affects concentration or not and going by the results, it is clear that social media affects concentration as their responses showed 61% YES and 39% NO respectively.

Items	YES	(%)	NO	(%)	Remarks
I hate been distracted when using social media	102	51	98	49	11th
I can't stay for two hours without battery on my phone	128	64	72	36	2nd
I prefer not to have foodstuffs than to be out of data	124	62	76	38	6th
I sometimes read and reply chat from friends in class	112	56	88	44	10th
I spend 8-12 hours a day social media apps/sites	128	64	72	36	2nd
I don't care about the time I spend online/social media.	102	51	98	49	11th
I sometimes lost focus in the class due to chatting	114	57	86	43	8th
I sometimes borrow money to buy data or subscribe	128	64	72	36	2nd
I can't stay more in the class without touching my phone	128	64	72	36	2nd
I find myself using social media longer than intended	132	66	68	34	1st
I sometimes forget my schoolwork because of social media	114	57	86	43	8th
I sometimes come to school late because of social media	120	60	80	40	7th

Hypothesis: There is no significant difference in the addiction of social media among undergraduates based on gender.

In order to test hypothesis, students' perception on social media addiction based on gender were coded and analysed using independent t-test statistical analysis. The result of the t-test is reported in Table 3.

Table 3: Independent t-Test on difference in the addiction of social media among undergraduates based on gender

Gender	No	Mean	Std.	t-value	Df	P-value	Remark
Male	108	15.71	2.28				
				0.29	198	0.78	N S
Female	90	18.81	2.56				

Results in Table 3 shows a t-value of 0.29 and p-value of 0.78 which is greater than 0.05 ($0.78 > 0.05$). Since 0.78 is greater than 0.05 alpha level of significance, the null hypothesis is not rejected. This implies that there is no significant difference in teachers' perception towards the addiction of social media among undergraduates based on gender.

V. DISCUSSION

The result of this study showed that availability of money to the students, phones, WiFi networks, fear of missing out, and believe in the connectivity power of social media and host of other factors as agreed by the undergraduate students with greater percentage of them responding positively to have been prompted to use social media by those factors. This findings commemorates the work of Selfhout et al., (2009) who sees social anxiety as a cause of social media addiction. It is also in line with the study of Al-Menayes, (2015) who sees portable nature of phones and desire to interact with old friends among other reasons as causes of social media addiction.

The result of this study also shows that most undergraduates are addicted to social media with majority of them agreeing to have been using social media longer than they intended to, borrowing money to subscribe or buy data, not been able to stay for hours without phone, replying chats while in class, checking social media apps every early hours of the day, cannot stay for hours without battery on their phones amongst others. This is in consonance with the study carried out by Przybylski et al (2013) which stated that social media addiction is same as phone addiction. It also agrees with the views of Akua (2015) who stated that a social media addict can be considered as one with an urge to use social media excessively. The study carried out by Al-Menayes (2015) also approves this as it sees spending too much time on social media, decrease in academic success, reduced work performance, inability to fulfill responsibilities towards family, and disruption in other activities, laughing aloud all alone, forgetting oneself, diverted attention as effects of social media addiction.

Finally, the findings of this study revealed that there is no significant difference in the use of social media based on gender, meaning both male and female undergraduate students use social media in Kwara state. This is however not in tandem with the study of by Lau (2011) where a large sample survey in China puts the rate at 12% among male and 5% among female students.

VI. CONCLUSION

Social media is a tool for socialization and has several positives in life but if not used appropriately, it will affect the way the children, adults or students alike do things as can be seen in the result. Accordingly, it can be inferred from the findings of the study that availability of WiFi networks, provision of tablets by the university, fear of missing out, power of connectivity, desire to connect with friends and meet new friends among other factors are causes of social media addiction while staying on social media longer than intended, missing of classes, replying chats while in classes, coming late to classes, losing focus while in class, desire to borrow money to subscribe or sell foodstuffs to subscribe, etcetera are ways social media addiction affects concentration.

VII. RECOMMENDATIONS

Based on the findings of the study it is recommended that social media should be used to teach in universities as it attract students attention, makes it easily accessible, portable and will make them have time to read their notes easily. Universities and lecturers can do this by taking the entire or greater part of the teaching/learning process digital to move with the global standards.

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