Social media addiction and effect on academic performance among library and information science students in universities in Nigeria

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Abstract
The purpose of the study is to investigate the effect of social media addiction on academic performance of undergraduate students in universities in Nigeria. The study adopted a quantitative research method. Online questionnaire was developed by the researchers using Google form to collect data from 1,239 LIS students in Nigerian Universities. The study found that WhatsApp, Facebook, YouTube and Twitter are the commonly used social media tools by the students of Library and Information Science in Nigerian universities. The students mostly used the social media tools for the purpose of entertainment & fun, and social communications (e.g. birthdays). The study also revealed that the majority of the students agree and strongly agree to the statements which show their level of social media addiction. The majority of the students agree that the time they spend on social media affect their school grades. The findings of the paper will inform the management of universities, lecturers, university authorities, healthcare practitioners, library staff, library directors, researchers and parents to take rectification measures to avoid facing the perils of social media addiction. The high prevalence of social media addiction among students therefore calls for university authorities to develop a policy on the use of social media among students.

Keywords: Social media, addiction, library and information science, academic performance, universities, Nigeria.

Introduction
The use of social media has grown exponentially in the past decade. This phenomenon is facilitated by numerous active social media sites including Facebook, Instagram, Twitter, and LinkedIn, and so on. Social media creates functional building blocks for users to update their online status and enable them to share videos, photos and communicate conveniently with an acquaintance. Thus, users develop interest on using social media while working, dining with family and even walking on the road (Kwon et al., 2016).

As of January 2023, Facebook had more than 2.9 billion monthly active users, a total of 2.75 billion mobile active users, 1.59 billion daily active users (Facebook 2023); Instagram reports more than 2 billion monthly active users, 1.9 billion daily active users and more than 500 million individuals shared stories (Instagram 2023); Twitter had 390 million monthly active users, and more than 500 million tweets sent per day (Twitter 2023); and LinkedIn had more than 810 million active users, and with 310 monthly active users (LinkedIn 2023). More than 2 billion people in over 180 countries use WhatsApp to stay in touch with friends and family, anytime and anywhere (WhatsApp 2023).

Social media addiction can be viewed as one form of Internet addiction, where individuals exhibit a compulsion to use social media to excess (Starcevic, 2013). Individuals with social media addiction are often overly concerned about social media and are driven by an uncontrollable urge to log on to and use social media (Andreassen & Pallesen, 2014). Social media addiction is defined as the compulsive use of social media sites that manifests itself in
behavioral addiction symptoms. The symptoms include tolerance (increased use over time); conflict of use with physical, social, vocational, or academic obligations; withdrawal (feeling of distress when unable to use); relapse (inability to make decisions about use time or decide when you should stop using); and mood modification (euphoria or comfort with use, irritability or distress without use) (Chiu 2014). It is crucial to consider the learning environment and what habits are being developed as students adjust to studying at home. The habit psychologist, Wood (2019), argues that about 43% of our daily actions occur habitually, giving the importance of environment and context even more weight. Thus, educators need to explore the implications of distracting environments in online learning to develop supportive study habits rather than behaviors that are detrimental to learning. Therefore, the present study aims to investigate the extent of social media addiction and impact on academic performance among library and information science students in universities in Nigeria. To achieve this, the following research questions were raised to guide the study.

**Research questions**

The following questions are raised to guide the study:

1. What gadget do the students use to access social media?
2. How frequent do the students use social media tools?
3. Which social media tools do the students usually connect to?
4. What purpose do the students use the social media tools?
5. What is the level of social media addiction among the students?

**Literature review**

Mobile social media offer a large number of experiences from a psychological perspective, each with potent features that can lead to problem behavior. Mobile phone addiction is sometimes used separately from the concept of Internet addiction (Choliz, 2012). Most of the traditional studies of online addiction do not address problematic mobile phone use. Some studies suggest that smartphones may be beneficial to engagement in the classroom and do not affect academic performance (Rashid & Asghar, 2016).

The mobile phone can be used while walking and 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. Micro time slots can lead to obsessive mobile phone usage and can interfere with face-to-face interaction and harm academic performance (Al-Menayes, 2014). While digital devices such as laptops and smartphones may be used for non-academic purposes such as entertainment and social communication, they also offer the opportunity to provide affordable learning platforms that may be tailored to individual student needs (Wood & Zivcakova, 2015). Consequently, there is no clear consensus in the literature on the benefits or impairments of academic performance regarding the use of technology. Some researchers purport the detrimental effects of off-task laptop activities (Hall, Lineweaver, Hogan, & O’Brien, 2020), while others suggest that banning laptops in classrooms is even more detrimental to student performance (Elliot-Dorans, 2018).

According to Rosen (2017), students unlock their phones around 50–60 times a day and use them for 3.5–4.5 hr each day. Interestingly, the students who unlocked their phones fewer times each day tended to spend even more total time using their
phones. This suggests that many students operate their phones for large segments of time each day, potentially during class. In a large sample ($N = 1893$) survey conducted in the United States, Junco (2012) found that the time students spent on Facebook was negatively associated with their total Grade Point Averages (GPAs). Laboratory experiments have provided further evidence for the negative relation between social media use and academic outcomes (Wood et al. 2011; Domoff et al. 2019; Alghamdi et al., 2020). For example, Wood et al. (2011) found that multi-tasking via texting, email, and Facebook had negative effects on real-time learning performance.

Social media have become increasingly popular and they attract intensive consumption by users. Although one of the main purposes of social media is to enable the exchange of information and communication among the users. Social media also provide benefits such as entertainment, education, shopping, and other services (Heijden, 2004). Lau (2017) found that whereas using social media for academic purposes did not predict academic performance indexed by the cumulative grade point average, using social media for non-academic purposes (video gaming in particular) and social media multitasking negatively predicted academic performance. While Lambi (2016) argues on the benefits of Facebook use on academic performance when used for educational purposes.

Students, in particular, are exposed to lots of external distracting stimuli which can impact their ability to develop a successful academic career. The uncontrolled use of social media and other Internet technologies has been consistently linked to deleterious outcomes in students of all ages (Troll et al., 2020). Despite the inverse relationship between increased phone use and a reduction in academic performance, many students are over-confident in their abilities to multitask (Felisoni & Godoi, 2018). The factors that influence the success of university students have received much scholarly attention. In studies on students’ use of social media and its impact on academic achievement, student performance has been measured on the basis of GPA (Cao et al., 2018; Giunchiglia et al., 2018).

Many researchers have established a strong negative association between the social media platform Facebook and academic performance (Feng et al., 2019; Kirschner & Karpinski, 2010; Rosen et al., 2013). The study by Kirschner and Karpinski, (2010) found a negative association between Facebook use and GPA, Facebook users were found to study less than non-users on average, although the amount of time spent using the Internet did not differ significantly. A similar study conducted by Feng et al. (2019) revealed that high-frequency users of Facebook for entertainment purposes are associated with higher distraction rates as well as lower GPAs. Additionally, Facebook use was found to be increasingly detrimental to academic performance as usage expands, regardless of it being specifically used for academia or entertainment. However, not all studies argue that social media is entirely disruptive. For instance, Gupta and Irwin (2016) suggest that academic distraction from Facebook is worse when students are not interested in the material being covered, implying that interest and engagement in the topic are also important variables.

Academic distraction is a primary concern for educators as the learning environment continually evolves (Lai & Bower, 2019). With the advent of personal digital devices, students have more temptations than ever before to engage in media multitasking. Multitasking may be described as the apparent ability to process and carry out multiple tasks simultaneously.
or concurrently (Kirschner & Bruyckere, 2017). The primary distractors were reportedly the social media platform Facebook as well as texting while studying. Despite the strong evidence of the deleterious effects of multitasking on student performance, there seems to be a significant sense of overconfidence in many students' ability to multitask effectively (Kirschner & Bruyckere, 2017).

One study explored the effect of cellphone use in both traditional face-to-face (F2F) classrooms as well as online classes. The authors found that media multitasking was associated with lower self-efficacy, which in turn was associated with a lower GPA in both online and F2F classes (Alghamdi et al., 2020). This confirms the work by Felisoni and Godoi (2018) that suggest a negative association between media multitasking and academic performance. Domoff et al. (2019) also found an association between addictive phone use (APU) and poorer grades beyond the impact of social media use on academic performance during classes.

Kirschner and Karpinski, (2010) assessed the relationships between Facebook usage and academic performance in a sample of 219 university students and found that, Facebook users had lower Grade Point Averages and spent less time studying than students who did not use this Social networking sites. They added that 26% of students reporting an impact of their usage on their lives, three-quarters (74%) claimed that it had a negative impact, namely procrastination, distraction, and poor time-management. A potential explanation for this may be that students who used the Internet to study may have been distracted by simultaneous engagement in social media, implying that this form of multitasking is detrimental to academic achievement (Kirschner & Karpinski, 2010). Regarding the implications of social media, the study by Rosen et al. (2013) found a correlation between Facebook use and lower grade point average (GPA) in students.

Research on social media addiction remains far from adequate. Few studies have explored the formation mechanism of social media addiction. For example, Zheng and Lee (2016) noted that excessive use of social media could bring work, personal and family conflicts. According to Choi and Lim, (2016; p.249) “The technical system nature of the social media platform can lead to overload and ultimately cause addiction”. Social media encourages interpersonal utility, pastime, information seeking and entertainment; engenders continuous usage; and hence induces addiction (Zheng & Lee 2016).

University students are particularly susceptible to developing problematic social media use given their intense use of and limited control over the Internet, socialization pressures, flexible schedules and extensive free time (Whelan et al., 2020). Individuals, especially youth, who have not yet fully developed the skills to manage situational stressors, may both loose critical exposure to non-virtual social and academic experiences while spending extensive use time and also may have longer-term effects of over-use of the Internet due to having limited well trained alternative problem-solving responses to environmental stressors later in life (Mahamid & Berte 2019). Youth with addictive behavior patterns frequently do not develop healthy, positive, and action-based coping skills, when faced with external stressors.

Some studies showed that Internet addictions, including excessive use of the Internet and social networking sites, correlate positively with stress, and anxiety, as well as negative associations with academic performance, all of which negatively affect perceived self-efficacy and
self-esteem (Hawi & Samaha 2016; Lepp et al. 2014).

According to a survey conducted at An-Najah National University, more than 47% of students are engaging in addictive patterns of use related to the Internet, with social communications as their first priority, only a minority of students’ report to Internet use for academic tasks or business opportunities (Berte et al. 2021).

### Methods

The study adopted a survey research method. The population for the study consists of all the third and final year students in the universities offering LIS in Nigeria. A self-assessed online questionnaire was developed by the researchers using google form to collect data from 300 and 400 level students of LIS department. Sample of the questionnaire is at the end of the paper as Appendix 1.

In order to distribute the online questionnaire, contacts of the various class representatives in the various universities were collected. Presently, the various levels now have group WhatsApp, where they share information among themselves concerning the department, lectures etc. The link to the online questionnaire was forwarded to the various class representatives to forward to their group WhatsApp. Data collection started October and ended November 2022. In total, 1,372 students responded to the survey from 13 universities offering library and information science in Nigeria.

Data collected was analyzed using percentages and the results are presented in tables and charts for clarity.

### Results

The details of the universities in which copies of questionnaire were administered are presented in Table 1. Out of the 27 universities offering LIS in Nigeria, respondents from 13 universities responded to the study with response rate of 48.1 per cent. Out of the number, six are federal universities, five are state universities, whereas only two are private universities. The universities covered the four geographical areas of Nigeria: North, West, East and South. Responses according to universities revealed that, Ahmadu Bello University, Zaria, recorded the highest number (147: 11.9%) of respondents, followed by respondents from Ignatius Ajuru University of Education, Port-Harcourt with 139 (11.2%) respondents, and Covenant University, Ota with 122 (9.9%) respondents. (See details in Table 1).

Out of the 1,239 respondents that responded to the study, the majority (723: 58.4%) indicated as female respondents, while, 516 (41.6%) indicated as male respondents (Table 2).

Results in Figure 1 shows that the majority (954: 77.0%) of the respondents indicated using mobile phone to access social media. Followed by 154 (12.4%) respondents who indicated that they use Tablets to access social media, and 105 (8.5%) indicated that they use Laptop to access social. Only 26 (2.1%) respondents indicated that they use Desktop to access social media.
Table 1: Universities questionnaire was administered

<table>
<thead>
<tr>
<th>Num.</th>
<th>Universities</th>
<th>No of respondents.</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>300 L</td>
<td>400 L</td>
</tr>
<tr>
<td>1</td>
<td>Imo State University, Owerri</td>
<td>30</td>
<td>37</td>
</tr>
<tr>
<td>2</td>
<td>Delta State University</td>
<td>46</td>
<td>61</td>
</tr>
<tr>
<td>3</td>
<td>Ignatius Ajuru University of Education, Port-Harcourt.</td>
<td>71</td>
<td>68</td>
</tr>
<tr>
<td>4</td>
<td>Nnamdi Azikiwe University, Awka</td>
<td>49</td>
<td>50</td>
</tr>
<tr>
<td>5</td>
<td>University of Nigeria, Nsukka</td>
<td>52</td>
<td>35</td>
</tr>
<tr>
<td>6</td>
<td>Abia State University, Uturu</td>
<td>28</td>
<td>45</td>
</tr>
<tr>
<td>7</td>
<td>Covenant University, Ota</td>
<td>41</td>
<td>81</td>
</tr>
<tr>
<td>8</td>
<td>Ahmadu Bello University, Zaria</td>
<td>90</td>
<td>57</td>
</tr>
<tr>
<td>9</td>
<td>Bayero University, Kano</td>
<td>26</td>
<td>44</td>
</tr>
<tr>
<td>10</td>
<td>Ambrose All University, Ekpoma.</td>
<td>39</td>
<td>53</td>
</tr>
<tr>
<td>11</td>
<td>University of Ilorin, Ilorin.</td>
<td>32</td>
<td>28</td>
</tr>
<tr>
<td>12</td>
<td>Madonna University, Okija</td>
<td>46</td>
<td>39</td>
</tr>
<tr>
<td>13</td>
<td>Federal University of Technology, Minna</td>
<td>25</td>
<td>66</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>575</strong></td>
<td><strong>664</strong></td>
</tr>
</tbody>
</table>

Table 2: Gender distribution of respondents

<table>
<thead>
<tr>
<th>Gender</th>
<th>No of respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>516</td>
<td>41.6%</td>
</tr>
<tr>
<td>Female</td>
<td>723</td>
<td>58.4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,239</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Concerning time spent online on social media in a day, the majority (587: 47.4%) of the respondents indicated that they stay online using social media for between 30 minutes - 1 hour. Followed by 393 (31.7%) respondents who indicated that they stay online for more than 1 hour, while, 195 (15.7%) respondents indicated staying online for 15-30 minutes. Only, 64 (5.2%) respondents indicated staying online for between 10-15 minutes.
Respondents were asked to tick the social media tool they usually connect to. They were asked to tick as many that apply. Almost all (1229; 99.2%) the respondents indicated connecting to use WhatsApp, followed by 1004 (81.0%) who indicated connecting to use Facebook, 912 (73.6%) respondents indicated connecting to YouTube, and more than half (673; 54.3%) indicated connecting to use Twitter. Other less used social tools are Snapchat (401; 32.4%), and Instagram with 293 (23.6%) respondents.

With regard to purpose of using the social media tools, respondents were asked to indicate the purpose for which they use the social media in the school environment. Respondents were asked to tick as many that apply. The majority (1190; 96.0%) of the respondents indicated entertainment & fun, followed by 927 (74.8%) respondents who indicated social communications (e.g. birthdays), and 605 (48.8%) respondents indicated online business/shopping. Academic purpose (87; 7.0%) and political information (55; 4.4%) were the least identified reasons for using the social media tools (Figure 4).
Results in Table 3 shows that out of the 1,239 respondents, the majority (807: 65.1%) of the respondents agree and strongly agree that they find that they stay online longer than they intend. The majority (766: 61.9%) of the respondents agree and strongly agree that they neglect academic work to spend more time on social media. More than half (671: 54.2%) of the respondents agree and strongly agree that they prefer to form new friendship with fellow social media users than classmates.

The majority (788: 63.6%) of the respondents agree and strongly agree that they prefer the excitement of the internet to doing academic activities with classmates.

Table 3: Level of social media addiction among the students.

<table>
<thead>
<tr>
<th>Num.</th>
<th>Items</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I find that I stay online longer than I intend.</td>
<td>72</td>
<td>168</td>
<td>192</td>
<td>408</td>
<td>399</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(5.8%)</td>
<td>(13.6%)</td>
<td>(15.5%)</td>
<td>(32.9%)</td>
<td>(32.2%)</td>
</tr>
<tr>
<td>2</td>
<td>I neglect academic work to spend more time on social media.</td>
<td>107</td>
<td>142</td>
<td>224</td>
<td>531</td>
<td>235</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(8.6%)</td>
<td>(11.5%)</td>
<td>(18.1%)</td>
<td>(42.9%)</td>
<td>(19.0%)</td>
</tr>
<tr>
<td>3</td>
<td>I prefer the excitement of the internet to doing academic activities with classmates</td>
<td>101</td>
<td>112</td>
<td>238</td>
<td>601</td>
<td>187</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(8.2%)</td>
<td>(9.0%)</td>
<td>(19.2%)</td>
<td>(48.5%)</td>
<td>(15.1%)</td>
</tr>
<tr>
<td>4</td>
<td>I prefer to form new friendship with fellow social media users than classmates.</td>
<td>98</td>
<td>108</td>
<td>362</td>
<td>442</td>
<td>229</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(7.9%)</td>
<td>(8.7%)</td>
<td>(29.2%)</td>
<td>(35.7%)</td>
<td>(18.5%)</td>
</tr>
<tr>
<td>5</td>
<td>Other classmates complain to me about the amount of time I spend on social media.</td>
<td>106</td>
<td>301</td>
<td>225</td>
<td>295</td>
<td>312</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(8.6%)</td>
<td>(24.2%)</td>
<td>(18.2%)</td>
<td>(23.8%)</td>
<td>(25.2%)</td>
</tr>
</tbody>
</table>
Almost half (607: 49%) of the respondents agree and strongly agree that other classmates complain to them about the amount of time they spend on social media. More than half (712: 57.7%) of the respondents agree and strongly agree that their grades or schoolwork suffer because of the amount of time they spend online using social media. More than half (712: 57.5%) of the respondents agree and strongly that they check their emails during lecture period.

The majority (758: 61.1%) of the respondents agree and strongly agree that their academic activities suffer because of using the social media apps. Almost half (613: 49.5%) of the respondents agree and strongly agree that they often become defensive or secretive when any classmate asks them what they do on social media. More than half (707: 55.6%) of the respondents agree and strongly agree that they block out disturbing thoughts about their life with soothing thoughts of social media. More than half (695: 54.6%) of the respondents notice that they find themselves anticipating when they will go online again.

More than half (73.1: 58.9%) of the respondents agree and strongly agree that they fear that life without the social media would be boring, empty or joyless. More than half (677: 54.6%) of the respondents agree and strongly agree that they block out disturbing thoughts about their life with soothing thoughts of social media.

Respondents agree and strongly agree that they often become defensive or secretive when any classmate asks them what they do on social media. Almost half (607: 49%) of the respondents agree and strongly agree that they often become defensive or secretive when any classmate asks them what they do on social media. More than half (712: 57.5%) of the respondents agree and strongly agree that they check their emails during lecture period.

Almost half (607: 49%) of the respondents agree and strongly agree that other classmates complain to them about the amount of time they spend on social media. More than half (712: 57.7%) of the respondents agree and strongly agree that their grades or schoolwork suffer because of the amount of time they spend online using social media. More than half (712: 57.5%) of the respondents agree and strongly that they check their emails during lecture period.
respondents agree and strongly agree that they lose sleep due to late night log-ins. Almost half (547: 44.1%) of the respondents agree and strongly agree that they feel preoccupied with the Internet when offline, and fantasize about being online. More than half (727: 58.7%) of the respondents agree and strongly agree that they find themselves saying “just a few more minutes” when online. Almost half (589: 47.5%) of the respondents disagree and strongly disagree that they try to hide how long they have been online using social media. More than half (686: 55.3%) of the respondents agree and strongly agree that they choose to spend more time online over going out with classmates. The majority (912: 73.6%) of the respondents agree and strongly agree that they feel depressed, moody or nervous when they are offline, which goes away when they are back online using social media.

Respondents were asked how the time they spend on social media affect their school grades. Out of the 1,239 respondents, the majority (815: 65.8%) of the respondents indicated that the time they spent on social media affect their school grades (Figure 5). Further correlation of the gender with social media effect on school grades revealed that more females (532: 65.3%) than males (283: 34.7%) indicated yes that the time spend on social media affect their school grades (Table 4).

Table 4: Correlation of gender with overall social media effect on school grades result

<table>
<thead>
<tr>
<th>Gender</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>283</td>
<td>34.7%</td>
<td>233</td>
<td>55.0%</td>
<td>516</td>
</tr>
<tr>
<td>Female</td>
<td>532</td>
<td>65.3%</td>
<td>191</td>
<td>45.0%</td>
<td>723</td>
</tr>
<tr>
<td>Total</td>
<td>815</td>
<td></td>
<td>424</td>
<td></td>
<td>1,239</td>
</tr>
</tbody>
</table>
Discussion
Results on type of gadget students use to access social media tools revealed that the students mostly use mobile phone to access social media, followed by Tablets. The finding might be as a result of the reason that mobile phones have the added dimension of being always available with lots of applications, unlike a desktop or even a laptop. Furthermore, mobile phones today offer access to almost all Internet applications along with voice and video calls, text messaging, and video recording. Also, there is a myriad of engaging apps designed especially for small screens, but their results can also be shown on any screen.

Finding regarding time spent on social media tools in a day revealed that the majority of the respondents indicated that they stay online using social media for between 30 minutes - 1 hour, followed by those who indicated that they spend more than 1 hour in a day online. This finding is consistent with Dhiri et al., (2018) report that social media users spend many hours communicating with an acquaintance and reading new posts while ignoring the negative consequences of problematic usage. Similarly, The Nielsen Company (2009) reported that of all Internet users, approximately one-third participate in Social Networking Sites (SNSs) and ten percent of the total time spent online is spent on SNSs. The mass appeal of social networks on the Internet could potentially be a cause for concern, particularly when attending to the gradually increasing amounts of time students spend online using social media. According to Felisoni and Godoi (2018), the amount of time spent using a cellphone is negatively associated with academic performance. In fact, every 10 additional minutes of cellphone use is associated with a steady reduction in academic performance described by a grading proxy. Students who used their phones during class showed an even stronger negative association between use and academic performance (Felisoni & Godoi, 2018).

The results on the social media tools students mostly use revealed that WhatsApp Facebook, YouTube and Twitter were the social media tools students mostly connect to. This finding is in agreement with previous studies of Anyanwu, Ossai-Onah and Iroeze (2013), Nagel, et al (2018). For example, Anyanwu, Ossai-Onah and Iroeze (2013) evaluated the use of social media tools among undergraduates in two tertiary educational institutions in Imo State, Nigeria and found that Facebook, and Twitter were the mostly utilized social media tools among the undergraduates in the institutions studied. Similarly, Nagel, et al (2018) studied students use of social media at the collegiate, undergraduate, and graduate levels in Southern Alberta Institute of Technology (SAIT) in Calgary, Canada, and at Royal Roads University (RRU) in Victoria, Canada found that Facebook, YouTube and Instagram were the most used social media tools by the students in the institutions studied. Social media tools are heavily used by university students for personal and academic purposes. For that reason, respondents were asked the reason they used the social media tools. The results revealed that the majority of the students use the social media for the purpose of entertainment & fun, and social communications (e.g birthdays). Only few (87: 7.0%) students indicated using the social media tools for academic purpose. This finding shows that the students mainly use the social media tools for social activities in the school environment. This might adversely affect their academic activities, such as seeking for information to
write their assignment, reading, and so on. This may be why Lau (2017) argued that using social media for non-academic purposes (video gaming in particular) and social media multitasking negatively predicted academic performance. The study by Anyanwu, Ossai-Onah and Iroeze (2013) found that the students are using the tools majorly for communication with friends and information sharing among fellow students. Anyanwu, Ossai-Onah and Iroeze (2013) concluded that though undergraduates make use of the social media, they are not directing it towards their academic pursuits.

Results on the level of social media addiction among the students show that the majority of the students agree and strongly agree to the statements which show their level of social media addiction. The results show that the students are addicted to social media use. No doubt, this will have negative implications on their academic performance. In the academic environment, social media addiction may mean more time spent online and less time spent on study. Excessive social media use interrupts students’ time management, which further affects academic performance (Macan, Shahani, Dipboye, & Phillips, 1990). Second, social media addiction may interfere with students’ work by distracting them and making them unable to stay focused. Research has shown that multitasking has negative effects on the performance of specific tasks (Ophir, Nass, & Wagner, 2009). Similarly, the study by Hou, et al (2019) showed that the addictive use of social media was common among college students and that it was negatively associated with mental health and academic performance.

Regarding time spend on social media and effect on school grades revealed that, the majority of the students agree that the time they spend on social media affect their school grades. Further correlation of the gender with time spend on social media and effect on school grades show that more females than males agree that the time they spend on social media affect their school grades. This may be why Revoir, (2008) reported that women are at greater risk than men for developing addictions to social networking sites. The study Hong, Chiu and Huang, (2012) also revealed that women spending far more time using their cell phones show more signs of addiction than men.

**Conclusion**

The present study found that mobile phone is the most commonly used gadget to access social media by the library and information science (LIS) students in the universities in Nigeria. The study found that WhatsApp, Facebook, YouTube and Twitter are the commonly used social media tools by the students, they are mostly used for entertainment & fun, and social communications (e.g birthdays). Instead of students mainly using the social media tools for only social activities, some of the social-media platforms like Facebook, WhatsApp can be integrated into the classroom, particularly for the purpose of student engagement and collaboration.

The study revealed that majority of the students agree and strongly agree to the statements which show their level of social media addiction. The results show that the students are addicted to social media use. If this is not controlled will adversely affect their academic performance in school.

Based on the findings, the study recommends that:

1. The management of universities and lecturers have to play a significant role in re-directing the mind-set of the students to the fact that the various social media tools can be optimally utilized to actualize the academic goals.
2. As social media addiction has
become chronic in the present-day digital world, therefore, it is necessary that university management, healthcare practitioners, library management, parents take rectification measures to avoid facing the perils of social media addiction.

3. University management, health professionals, counselors can collaborate to deliver a focused intervention geared towards addressing the associated factors. They can organize programmes aimed at educating students regarding the safe and productive use of social media platforms.

4. It is more likely that the younger generation may misuse the available technology and get addicted to social media. To avoid this, the parents must educate their children about the dangers of social media addiction and communicate to them to use the social media tools for productive and academic purposes.

References


missing out, fatigue, anxiety and depression. *International Journal of Information Management, 40*, (2),141-152.


Victor Idiedo and Omamomo O. Eyaufe: Social media addiction and effect on academic performance among library and information science students in universities in Nigeria

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Appendix I: Questionnaire

Social Media Addiction and Impact on Academic Performance among Library and Information Science Students

Part 1: Biographical data
1. Name of university -----------------------------------------------
2. Class level----------------------------------------------------------
3. Gender --------------------------------------------------------------

4. What gadget do you use to access social media?
   a). Mobile phone ..........[ ]
   b). Laptop .................[ ]
   c). Desktop.................[ ]
   d) Tablets ..................[ ]

5. How many minutes do you spend online in a day?
   10-15 minutes --------------- [ ]
   15-30 minutes--------------- [ ]
   30 minutes - 1hour ----------[ ]
   More than 1 hour-------------[ ]

6. Which of the following social media tools do you usually connect to? (Tick as many that apply).

   Facebook ------------------------ [ ]
   WhatsApp------------------------ [ ]
   Twitter ------------------------ [ ]
7. For what purpose do you use the social media tools? (Tick as many that apply).

- Entertainment & Fun
- Academic purpose
- Searching for information
- Online business
- Political information
- Social communications (e.g. birthdays)
- Others please mention

Part 2: Questions on social media addiction among students.

8. To what extent do you agree or disagree with the following statements on Social media addiction as a student?

<table>
<thead>
<tr>
<th>s/n</th>
<th>Items</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>I find that I stay online longer than I intend.</td>
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<td>2</td>
<td>I neglect academic work to spend more time social media.</td>
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<tr>
<td>3</td>
<td>I prefer the excitement of the internet to doing academic activities with classmates.</td>
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<td>4</td>
<td>I prefer to form new friendship with fellow social media users than classmates.</td>
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<td>5</td>
<td>Other classmates complain to me about the amount of time I spend on social media.</td>
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<td>6</td>
<td>My grades or schoolwork suffer because of the amount of time I spend online using social media.</td>
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<td>7</td>
<td>I check my emails during lecture period</td>
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<td>8</td>
<td>My academic activities suffer because of using the social media apps.</td>
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<td>9</td>
<td>I often become defensive or secretive when any classmate asks me what I do on social media.</td>
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<td>10</td>
<td>I block out disturbing thoughts about my life with soothing thoughts of social media.</td>
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<td>11</td>
<td>I find that I find myself anticipating when I will go online again.</td>
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<td>12</td>
<td>I fear that life without the social media would be boring, empty or joyless.</td>
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<td>13</td>
<td>I snap, yell or act annoyed if classmate bother me while I am online on social media.</td>
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<td>14</td>
<td>I lose sleep due to late night log – ins.</td>
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<tr>
<td>15</td>
<td>I feel preoccupied with the internet when offline, and</td>
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</table>
fantasize about being online.
16. I find myself saying “just a few more minutes” when online.
17. I try to cut down the amount of time I spend on social media.
18. I try to hide how long I have been online using social media.
19. I choose to spend more time online over going out with classmates.
20. I feel depressed, moody or nervous when I am offline, which goes away when I am back online using social media.

Overall, does the time you spend on social media affect your school grades?

Yes ------[   ]
No ------[   ]