



Social media and Undergraduates' Study Time: The Counselling Implication

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Abstract

The purpose of this study was to investigate the influence of social media on undergraduates' study time. The study was guided by three research hypotheses. It involved a total sample of 229 undergraduate students from six faculties/schools in private universities who were randomly selected. Data was collected by using a questionnaire which had three scales; demographic section, undergraduates' study time scale, and utilization of social media. All the items except the demographic variable are measured on a 5-continuum scale ranging from 1 to 5 (Strongly Disagree (1) to Strong Agree (5)). Data collected were analysed using mean, standard deviation, t-test and ANOVA to answer the research questions and hypotheses. No significant gender differences were found among social media usage and undergraduates' study time. It was recommended that counselling psychologists or guidance counsellors should create an awareness on applications of social media that are academic oriented so that both the students and the teachers can utilize them whenever they are online such as Evernote, google drive, Dropbox, and eBooks among others.

Keywords: Social Media, Study Time, Undergraduate, Counselling

Introduction

Study time has been proven to be some of the top indicators toward achieving a high level of academic success and performance. Study time leads not only to a high level of academic performance but to good health and lower levels of stress. Time has been seen as a priceless source and the single resource that cannot be changed, taken back once used and used completely at the appreciation of the owner. Time management is self-management with an explicitly focus on time in deciding what to do; on how much time to allocate to the activities; on how activities can be done more efficiently and on when the time is right for particular activities (Adebayo, 2015).

Study time which is related to time management is the art of arranging, organizing, scheduling and budgeting one's time for the purpose of generating more effectiveness study and productivity. It is a priority-based structuring of time allocation and distribution among competing demands since time cannot be stored, and its availability can neither be increased beyond nor decrease from the 24 hours.

Gerald (2002) defined time management as a set of principles, practices, skills, tools and systems that work together to help you get more value out of your time with the aim of improving the quality of your life. Argarwal (2008) in his contribution asserts that time management is usually a personal problem and if one instinctively knows what the right is, then there is no need to worry. Daily life is not actually a gamble and allocating time to every activity will help. Unlike other things, time lost never comes back.

Study time is focused on solving problems. Examples of common problems are being unable to deal with distractions, deadline pressure, and procrastination, and self-discipline, ambiguity of personal goals, not being able to say "no", excessive social relations, indetermination, perfectionism and messy tasks.

From observation, poor time planners seem to be faced with low productivity, inefficiency, ineffectiveness and low morale, stress and frustration with themselves. Time is always available although it waits for no one, and is no respecter of gender as reflected in the research conducted by Omolola (2010) that both male and female undergraduates are affected by time management.

However, today's youth are confronted with a media environment that is rapidly changing. The time spent on media, whether for the purpose of school-related or non-school-related learning, has influenced youths more than before. A study among Nigerian youths showed that they spend about 14.8 hours per day on media-related activities such as watching television (TV), surfing the Internet, listening to the radio and reading magazines (Adenuga and Ayodele, 2015).

Research has equally shown that it is possible to exceed 24 hours per day of such activities because technology allows us to multitask. One can talk on the phone, watch TV, check the Facebook account and listen to music at the same time (Raj, 2012). In a study by Raj (2012), young adults spent 32.6 hours per day on social media. Out of the 32.6 hours, more than 30%, or approximately 11 hours, is spent on media-related activities such as surfing the Internet (3.3 hours), watching TV (2.5 hours) and using phones (1.3 hours).

In a nutshell, the daily activities of an average student's life are centred on school and home. Whether the activities of the student are school or non-school-related, they are very much influenced by various technological devices such as computers, TVs, hand phones and game consoles. As technology continues to advance, students continue to be bombarded by exposure to various technological media. Much research suggests that there may be significant correlations of media exposure with academic outcomes. Previous studies have explored areas such as self-esteem, violence and academic achievement when looking at adolescents and media. All of these areas continue to be revisited as technology continues to expand and change. Research has generally shown a negative relationship between activities related to media exposure and academic performance. If this is the case, in what ways are students being affected? Does it depend on the type of media or the duration of time they are being exposed? This study seeks to investigate the influence of social media on undergraduates' study time.

Statement of the Problem

Technological shift from analogue to digital has immensely changed some people's ways of life and how they manage their lives. It is something that cannot be wished away. Many teenagers have joined and many more are still joining Social Networking Sites (SNS). Sunitha and Narayan (2010) observe that social networking has become part of the daily life experience for an increasing number of people. They further raise concerns such as how do these SNS fit into the lives of these teenagers and what they are learning from their participation.

It was noted that excessive use of social media like Whatsapp and Facebook has affected the academic achievement of the students because they do not want to leave that particular aura and thus their concentration stands divided. Many students have lost their interest in their studies as they spend most of their time on these sites (Kalra & Manani, 2013).

However, some observed problems in certain areas in the academic activities of students may owe their causes largely to time management. This is when the students do not manage their time properly. They may not come or may delay in coming to school. There may be delays in planning for academic activities, and postponement of time to do assignments and reading for tests and examinations. They may be facing interruptions during the lecture hours like receiving lengthy calls, pinging, social networks and mingling with friends. This has some influences on some areas of academic activities especially in the academic outcomes. Consequent upon these, the study investigates the influence of social media on undergraduates' study time.

Hypotheses

In order to achieve the objectives of this study, the following hypotheses were formulated and tested at the .05 level of significance.

1. There is no significant gender difference in undergraduates' use of social media.
2. There is no significant gender difference in undergraduates' study time

3. There is no significant influence of undergraduates' use of social media on their study time.

Methodology

Research Design: This research study adopts a survey research design to assess the influence of social media on undergraduates' study time in Ogun State, Nigeria. The survey method involves the use of a structured questionnaire, which will be designed to obtain data from respondents on undergraduates' study time and social media. The survey research design assists to assess the determined sample at a specific time without changing the behaviour or trying to make casual statements. The survey research design is necessary to verify formulated hypotheses that refer to the situation at hand. This method is also concerned with the process and nature of this study. **Population:** The study population cuts across all undergraduate students except graduate and postgraduate students at Babcock University, Ilishan, Ogun State. The characteristics of the study population will be mixed irrespective of gender (male and female), age, socio-economic background, ethnicity, and class level.

Sampling Frame: The sampling frame is the list of individuals in the population from which a sample is selected (Kotler, 2012). For the purpose of this study, the sampling frame covers the undergraduates who must have spent a minimum of twelve (12) calendar months at school. Therefore, 100-level students will be excluded in this study because are still new to higher education and a lot of factors may influence their study time apart from time spent on the social media.

Sample Size Determination: Sample Size refers to the number of elements from the universe or population that will be selected to form part of the focus of the study. According to Zikmund (2000), a sample is a subset or some part of a larger population. A sample size of 200 will be selected.

Sampling Techniques: Stratified random sampling method will be used for the selection of 200 undergraduates of Babcock University Ilishan, Ogun State in Ogun State, Nigeria. Dodge (2003) points out that stratified random

sampling is the ratio of the sample size to the size of the strata. The reason for the adoption of this technique in this study is that stratified random sampling ensures that all the elements or groups under investigation are well represented in the sample. Furthermore, the technique helps in the observation of relationships between two or more sub groups.

Sources of Data: The sources of data for this study include primary and secondary sources. The secondary source is generated from journal articles, internet publications, and textbooks. Primary source includes the structured questionnaire to elicit respondents' perceptions of the subject matter of the study.

Data Collection Procedure: The researcher will visit the universities selected for this study with a letter of introduction from a supervisor. This letter will be taken to the University Registrar to secure permission to carry out the study in their school. A period of one week would be used for the administration of the instrument and collection of data. The administration and collection would be done on the same day.

A sample of two hundred and forty undergraduates was selected for this study. A multi-stage sampling procedure was used to select the various faculties. Multi-stage sampling technique will be chosen because it is a stage-by-stage system of sampling method. The participated faculties/schools would be first selected through a simple random sampling technique, in which the six Schools out of the nine Schools in Babcock University were selected. Selection of the students was done using a simple random sampling technique in which a sample of 240 was selected in all.

Research Instruments: The instrument used for this study was a 40-item structured survey questionnaire. The research instrument is divided into three sections. Section A: This section will elicit responses on demographic variables of participants like such as gender, age, level, and, course of study. Section B: This will elicit information on participants' study time. Section C: This will elicit information on the extent of utilization of social media by the participants.

All the items except the demographic variable are measured on a 5 continuum scale ranging from 1 to 5 (Strongly Disagree (1) to Strong Agree (5)).

Pilot Study: A pilot study was carried out on 50 students of Open University Lagos Study Centre, who were not be a part of the study sample. A total of 50 questionnaires will be given out. The returned copies of the questionnaire were subjected to a reliability test using Statistical Package Social Sciences (SPSS). The yielded reliability index for the scale is 0.81.

Method of Data Analysis: Multiple Regression Analysis and Pearson Product Moment Correlation were used to test for the research hypotheses. All the research questions were tested at a 5 per cent level of significance ($\alpha = 0.05$).

Results

Preliminary Analyses

Preliminary analyses were conducted on data to determine the frequency, means and motives for accessing the websites. The study variables were analysed with the descriptive statistics as presented in Table 1.

Table 1

Descriptive Statistics of Adolescents' Usage of Social Networking Websites

S/N	Variable	Category N=(229)	Frequency	%
1	Sex	Male	104	45.4
		Female	125	54.6
2	Age	16-20 years	143	62.4
		21 years above	86	37.6
3	Frequency of Usage	Hardly Ever	11	4.8
		Daily	187	81.7
		Two to three times/Week	25	10.9
		Two to five times/ month	6	2.6
4	Motives for Accessing the Website	Social relation	229	62.4
		Identity	58	25.3
		Lifestyle	114	49.8
		Others e.g. sexual relationship	91	39.7

The result of the analysis of the demographic variables of the study revealed that male respondents were 104 representing 45.4% while female respondents

were 125 (54.6%). Respondents in the age bracket of 16-20 years were 143 (62.4%) while those above the age of 20 years were 86 (37.6%). Statistics on the frequency of usage show that 187 (81.7%) respondents make use of social media daily; 25 (10.9%) about two to three times per week; while 6 (2.6%) respondents make use of the site two to five times per month. Also, all the respondents affirmed that they made use of the social media for social relationships; 25.3% for identity; 49.8% see it as a lifestyle while 39.7% of the respondents use it for sexual relationships in a dating site like Twoo.com.

Table 2

T-test analysis showing differences in undergraduates' study time and social media based on gender

Variable	Factors	N	\bar{X}	SD	Df	t-cal.	t-crit.	P
Study time	Male	104	76.243	15.610	227	1.414	1.96	NS
	Female	125	76.619	17.633				
Social media	Male	104	77.987	15.009	227	1.003	1.96	NS
	Female	125	79.005	14.784				

NS= Not significant

The results presented in Table 2 revealed that the obtained value of t is 1.414 for the gender which is less than the t- critical value of 1.96 at 227 degrees of freedom and 0.05 level of significance. This implies that there is no significant gender difference in undergraduates' study time. Also, no significant gender difference was found for undergraduates' use of social media ($t_{cal} = 1.003 < t_{crit.} = 1.96, df = 227, P < .05$).

Further analysis of the result based on the respondents' mean scores reveals that female undergraduates' social media usage (79.005) is slightly higher than their male counterparts with an average a mean score of 77.987; while no statistical difference was observed in study time.

Table 3

ANOVA table showing the influence of undergraduates' use of social media on study time

Source of variation	SS	df	MS	F	Sig
Regression	176.543	1	176.543		
Residual	3606.349	227	15.887	11.112	.000
Total	3782.892	228			

The result in Table 3 shows a statistically significant influence of undergraduates' use of social media on study time ($P < .05$, $F_{(1,228)} = 11.112$). Therefore, the null hypothesis of no significant influence of undergraduates' use of social media on study time was rejected. Therefore, it is deduced that the extent to which the undergraduates are utilising their time to study to a great extent is being influenced by social media usage.

Discussion of Findings

This study examined the influence of social media on undergraduates' study time. Results of the study revealed no significant gender difference in undergraduates' study time, as well as social media usage. This finding corroborates the findings of Adenuga and Ayodele's (2015)' study among Nigerian youths which showed that youths regardless of their gender and age spent about 14.8 hours per day on media-related activities such as watching television (TV), surfing the Internet, listening to the radio and reading magazines.

The results of the regression analysis revealed that shows a statistical significant influence of undergraduates' use of social media on study time. The magnitude of the influence between the independent variable in

predicting undergraduates' study time is reflected in the F-ratio value of 11.112 which is significant at 0.05 further attests to the fact that the predictive capacity of the independent variable could not be attributed to the chance factor. This finding lends credence from the findings that study young adults spent 32.6 hours per day on social media. Out of the 32.6 hours, more than 30%, or approximately 11 hours, is spent on media-related activities such as surfing the Internet (3.3 hours), watching TV (2.5 hours) and using phones (1.3 hours) (Raj, 2012), and many students have lost their interest in their studies as they spend most of their time on these sites (Kalra & Manani, 2013).

Conclusion

On the basis of the findings of this study, it could be concluded that Nigerian youth regardless of age, gender or educational background make use of social media for a lot of reasons. The findings of this study however showed the predictive effect of social media on undergraduates' study time.

Counselling Implications

The outcome of this research has some implications for counselling. The researcher recommends that:

- Counselling psychologists or Guidance Counsellors should create awareness on applications of social media that are academic oriented so that both the students and the teachers can utilize them whenever they are online such as Evernote, Google Drive, Dropbox, and eBooks among others.
- The teachers must be re-oriented and encouraged to embrace the use of technology-aided devices like tablets so that students can emulate the teachers in positively using technology for academic purposes as the main objective of the devices.
- Teachers should be encouraged to interact with the students on social media by for instance having a group on WhatsApp platform where they exchange views about a particular subject even when schools are not in

session. This will in turn encourage the use of social media to improve students' academic performance.

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