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APPRAISAL OF SOCIAL MEDIA ADDICTION AND STUDENTS' LEARNING IN NIGERIA

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Abstract

Technology integration into education is a means of drawing attention and increasing interest of students through using various emerging tools. Social media are interactive web-based media channels that provide the audience with a variety of content and place to associate, share thoughts, experiences, contacts, knowledge, job searching, career tips and other allied matters. Social media consists of applications such as Facebook, Twitter, WhatsApp, Snapchat, LinkedIn, Instagram, Google and YouTube, among others. The utilization of Social media platforms has created many opportunities; however, social media addiction has posed serious threats to students in various fields. The purpose of this study was to ascertain how social media addiction affects students' learning in Nigeria. However, the study suggests that the majority of students are social media addicts and they use it for chatting with families and friends, some students use it for uploading pictures, sharing videos, and also for personal socialization, few use it for gaining knowledge, share information, promoting social and political awareness. The physical and emotional symptoms of social media addiction, which include psychological disease, compulsive behavior, and loss of interest in other activities, are all signs of behavioral addiction. The usage

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of social media for academic activities including discussion, assignments, research, attending conferences, online learning, and scholarships should be promoted.

Keywords: Appraisal, Social Media, Addiction, Learning

INTRODUCTION

Emerging technologies in communication has improved our societies in recent time and the whole world has turn into a 'Global village'. These technologies have widened the scope of communication and help people to become more informed and progressive about the latest trend in our environment. In the Federal Republic of Nigeria's National Policy on Education, published in 2014, Education is regarded as an 'instrument per excellence for social and economic reform of a country'. It involves standards and practices of gaining knowledge, skills, attitudes and values that can bring about the survival of growth and development of a nation. Advancement in communication technology creates new tools and possibilities for evolving teaching and learning practices, hence, it proffers solutions to human challenges technically including security challenges. This also involves hands-on arrangement that deals with knowing how to do things. Technology integration into education will help to enhance students' attention and stimulate their interest through the use of emerging tools.

One of the key developments in information and communication technology in the twenty-first century was the advent of social media, which encouraged the development of many venues for social interaction. Social media are collaborative web-based media platforms that offer individuals the chance and place to associate, share thoughts, skills, links, information, jobs, business, career tips and other allied matters. Social media are already developing formal and informal education in terms of teaching, learning and capacity building. Buetner (2017), perceived social media as computer mediated outfits that allow individuals or enterprises to create, interchange information, job interest, share thoughts, virtual communities and network. According to Ali, Iqbal and Iqbal (2016), social media includes a variety of application software that connect people as they share information through social networking, including Facebook, Google, Twitter, WhatsApp, Snapchat, LinkedIn, Instagram, Skype, and YouTube.

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According to statistics from the year 2022 on social media usage, 4.48 billion of the 7.87 billion individuals on the planet currently subscribe to one or more social media platforms, more than doubling from the 2.07 billion in 2015. The typical social media user interacts with six different social media networks. Facebook has 2.9 billion monthly active users, followed by Youtube (2.3 billion), WhatsApp (2 billion), Facebook Messenger (1.3 billion), and WeChat (1.2 billion).

One of the emerging nations where internet and social media use has increased dramatically in recent years is Nigeria. Social media platforms are commonly utilized by students and they allocate ample hours on these sites as part of their day-to-day existence. In recent studies, finding reveals that the utilization of Social media has a major influence on students' learning. Azizi et al, (2019) find out that university students are the ones that utilize social media mostly among numerous age groups of learners. These platforms create many opportunities for learners in term of enhancing teaching and learning and also serve as threats for students in term of addiction, isolation, distraction among others. Many researchers have conducted studies on social media and academic performance of students in different countries and various institutions. The Addiction toward various social media platforms and the influence on students' academic performance triggered the researcher to plan and carry out this research. Thus, the research focused on appraisal of social media addiction and student's learning in Nigeria.

PURPOSE OF THE STUDY

The primary purpose of this study was to appraise the addiction of social media and student's learning in Nigerian universities. However this study investigated;

1. The various kinds of social media platforms used by undergraduate students,
2. Types of addiction caused by social media platforms used by undergraduate students
3. The influence of social media addiction on undergraduate student's learning

LITERATURE REVIEW

Concept of Social Media

Social media, according to Boateng and Amankwaa (2016), is any application that enables user interaction. Citizens utilize this internet platform to develop or maintain connections with one another for a variety of objectives, including connecting, sharing, and communicating. Social

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media is a channel which use web based and mobile technology to form extremely high communicating platforms where by the general public can co-create, share, discuss and revises contents generated by the users (Kietzmann, 2012). Social media is a platform that gives you information and also connects you with other individuals and researchers. It comprises of internet created application that enhance the creation of content and also sharing of content generated.

The various kinds of social media site include; social bookmarking (Blink list, simple) which is a networking technique that involves identifying websites and looking through others' bookmarked websites; social news where people interact by commenting on and voting for items (Blogs, Propello); social networking sites such as Facebook, WhatsApp, Telegram, 2go, and BB Chat allow users to communicate by adding new friends, commenting on images and videos, and sharing discussion groups; social photo and video sharing allows people to interact by exchanging images or videos and leaving comments on user-submitted content. (Fliki, Instagram, Snapchat, and YouTube). Wikis facilitate interaction through the gathering and modification of entries. (Wikia, Wikipedia).

Nowadays, one aspect of Information and Communication Technology that is progressively advancing the drive of the student is social media platforms. It has offer new method of getting news update and dissemination of information and without doubt it has shift the paradigm from conventional method i.e print and broadcast method to a more effective technology enhanced method. Barnett-Ellis (2013) posited that the current largest online social media platform for academic atmosphere is Facebook while Muruli and Kumar (2013) concluded that Facebook is the most popular and successful among others because it is user-friendly and collaborative site for networking. Owusu-Acheaw and Larson (2015) opined that students mostly utilize social media platform to chat and connects with families and friends rather than for educational purpose to seek knowledge and skills. The research of Taluue, et al. (2018), who claimed that the primary reason students utilize social media platforms is to gather information for academic and recreational purposes, supported this conclusion. These results suggest that students utilize social media platforms more for entertainment than for learning. However, social media platforms assist students to create and sustain relationship with one another where problems relating to academics can be chat with the purpose of knowledge sharing.

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Features of Social Media Platforms

1. It is an open web space platform: social media platforms offer the handlers or viewers an open web space to upload their content.
2. It has an exceptional web address: the users have a sole web address which comprise of the users' unique identity, which enhance them to disseminate their message in real time.
3. It creates chances for building profiles: social media platforms assist people to gain access to likeminded individuals to communicate with each other with the likelihood of growing personal profiles.
4. It enhances online interactions with associates and families: Social media platform can be use online meetings. Families and friends who are far away from each other can get in touch with each other through online social media platforms. These platforms enable sharing of vital files, photo, video and documents with one another.
5. It allows real time information upload capacity: social media platforms offers the user opportunity to upload personal information or other documents at any time of the clock i.e 24/7 throughout 365 days in a year.
6. Instant Response/comment: the instant response or feedback of social media communication makes it resemble face to face communication, provided the individuals involved are online at the time when the dialogue is ongoing. However feedback is crucial to effective communication process.
7. Time hallmark: in social media platforms, every post has a time frame which indicates maybe the post is either new or old.

The Role of Social Media in Teaching and Learning

The utilization of social media platforms in education assist learners, teachers, parents and school administrators to access valuable information, to interact with students groups and various educational technology platforms that produce effective teaching and learning process. Social media platforms offer students and educational institutions numerous opportunities to improve instructional delivery. Through the websites, one can integrate social media platforms that will enhance information sharing and connection. Students can learn from online tutorials through the use of Youtube, online programs can be done by abroad universities via skype, zoom, google and

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a large number of materials can be shared through social media. Students can gain knowledge on data analysis and insights on current issues via social media.

Another important role of social media in education is that it offers students the chance to locate experts in the same field or subject and this expert can proffer solutions on the issues that you need help. You can establish and maintain a relationship with the experts and gain vital knowledge from them, this will encourage you to develop fantastic outcomes. Social media platforms have the capacity to expand your view and increase your interest on various issues. Social media platforms such as Facebook, WhatsApp, Google plus, Twitter, Youtube, Skype, Instagram among others enhance educational institutions to develop capacity to interact with students boundlessly. These media can be used in disseminating campus news, broadcast information and share updates. This develops interactions between the institution and students which can help solve many challenges facing them through group discussions. Educational institutions can communicate useful posts and these will get to all students that are added to this platform. Someone can start a hashtag on social media to involve the students in an online discussion that are beneficial. Some social media platforms can share educational videos that stimulate the students and assist them in their subjects. Some social media platforms such as Facebook, Youtube or Instagram can enhance sustainable live video engagement between schools and students.

Social media platforms provide the user and subject observing tools that are useful for data extraction and analysis. Someone can investigate how people feel about a particular issue by conducting a survey using Google Forms or Survey monkey or creating Instagram/Facebook Polls, or find out experts' perception and guidance on specific issues by using forums like Quora. This can help students accumulate and produce beneficial information for research. The best materials and outcomes can be extracted from social media when students are working on an assignment or a project or trying to gain more insight on a subject, and the data can be presented using Slideshare.

Types of Social Media Addiction and Effects

Internet usage is now practically universal in many nations, especially among teenagers and young people (Kuss et al. 2014). People benefit from using the internet and the online

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activities available in a variety of ways, such as easier access to various types of information or connections between individuals. Recent developments in social interaction have led some researchers to assert that it is now simpler for people to engage in harmful and dysfunctional behavior, including possible social media addiction (Soh et al. 2014). These online activities may become excessive and cause negative behaviors in a small percentage of people. Currently, it is estimated that people use social media for 135 minutes every day on average.

The internet has been characterized as a behavioral addiction since, unlike other conventional kinds of addiction, it is not a chemical (Griffiths, 2005). Particularly among a minority of teenagers and young adults, its excessive consumption has the potential to have detrimental effects and develop into an addiction (World Health Organization, 2011). According to Soper and Miller (1983), such technology addictions are similar to other behavioral addictions in that they involve obsessive activity, a loss of interest in other activities, and physical and mental symptoms when trying to cease the habit.

The addiction to the internet is a distinct form of technology addiction. Ivan Goldberg introduced the concept of "Internet addiction" as a psychological disorder in 1995 (quoted in Kim, 2009). Internet abuse has been conceptualized differently. Young (1998) used the word "internet addiction"; Morahan-Martin and Schumacher (2000) used the term "pathological internet use"; and Davis, et al. (2002), used the term "problematic internet use" (quoted in Caplan, 2002). Young (1998) proposes five categories of Internet addiction and these are; cyber sexual addiction; relationship addiction to online friendships or affairs; net compulsions to online gambling, auctions, or obsessive trading; information overload to compulsive web browsing or database searches; and computer addiction to game playing or programming.

When utilized appropriately, the Internet is a significant piece of technology that equips users with 21st-century abilities including information access, problem solving, and self-directed learning. However, when Internet use is done subconsciously, it can lead to dread, insecurity, and anxiety as well as have a negative impact on one's personal growth (Colwell & Kato, 2003; Kerberg, 2005). A user's biological, physiological, psychological, and social development may also be negatively impacted by excessive Internet use (Caplan, 2002). In this situation, social media addiction has developed into a severe issue.

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The fifth edition of the Handbook of Diagnostic and Statistical Manual of Mental Disorders (American Psychiatric Association, 2013) now includes Internet addiction, with a specific mention of online gambling, as a mental illness, despite the fact that it was not included in earlier editions. There has been discussion on whether or not some severe behaviors may truly be classified as addiction in several areas of behavioral addiction. In this context, it has been discussed how social media addiction differs from other forms of Internet addiction.

Excessive Internet use may be detrimental to a user's biological, physiological, psychological, and social development (Caplan, 2002). Internet addiction has become a serious problem in this situation. Despite not being included in earlier editions, Internet addiction is now listed as a mental disease in the fifth edition of the Handbook of Diagnostic and Statistical Manual of Mental Disorders (American Psychiatric Association, 2013).

In numerous areas of behavioral addiction, there has been debate over whether or not some extreme behaviors may actually be categorized as addiction. How social media addiction differs from other types of Internet addiction has been covered in this context. For instance, even when people are not actively using social media, they are continually planning how they will use it in the future.

Mood modulation is the term used to describe the subjective feelings that people report having as a result of social networking and can be used as a coping mechanism (i.e., they feel a stimulating "buzz" or "high" or, ironically, a calming "escape" or "numbing" feeling).

Tolerance is the process by which the previous mood-altering effects of social networking activity become more difficult to produce. This basically indicates that those who use social networking more and more increase the amount of time they spend doing so each day. When people are unable to participate in social networking because they are ill, on vacation, forbidden, etc., they experience withdrawal symptoms, which include negative emotional states and/or physical repercussions (such as the shakes, moodiness, and irritability).

Interpersonal conflicts are conflict with other activities (social life, hobbies, and interests), and conflicts that originate from within the person themselves (intrapsychic conflict and/or subjective feelings of loss of control) are all examples of conflict that are related to spending too much time on social networking.

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Relapse is the propensity or desire to repeatedly revert to past habits of excessive social networking and to rapidly resume even the most extreme of those patterns following times of self-control.

Social Media Addiction's Effects on Students' Learning

The prevalence of social media addiction is not low, according to empirical studies conducted globally. For instance, various studies on student addiction to social media have been undertaken on the basis of systematic reviews. By supporting peer-to-peer learning of knowledge and skills cooperation and other cultural manifestations, social media platforms can help learning and skill enhancement outside of official learning situations. There are hundreds of millions of daily active users on social media sites like Facebook, Whatsapp, Google+, LinkedIn, Instagram, and Twitter (Fire et al., 2014).

Identification of social media addicts can be done by pointing out those students that spent extra time on their phone surfing the internet or interacting on social media. The repercussion according to Apuke (2016) is that these students' availability for chatting on social media platforms turn out to become habitual and addictive. These particular set of students abandon other important academic responsibilities and are committed to Facebook, Instagram, Whatsapp, Snapchat, and tiktok. According to Kist (2012), the social media addicts usually spend time thinking about or planning how to use one social media or the other, they feel urge to use the platforms they are addicted to more and more. However, it was also perceived that some students use social media platforms so that they can forget about their personal issues, so they become agitated and disturbed whenever they are banned from using the platform. They use social media platforms to the extent that the addiction has a negative impact on their relationships. This opinion has become a threat to students' academic performance and therefore call for investigation.

Facebook, Instagram, Whatsapp, Twitter, and YouTube are among the social media platforms used by students, according to Hashem & El-Badawy (2015). Another finding from the

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study reveals that students spend, on average, 2 to 3 hours per day on social media sites. This can shed light on the scope of undergraduate Internet addiction. The research of Talaue et al. (2018), which found that students spend an average of 1 to 3 hours per day on social media platforms, supports this finding. Similarly, Hashem and El-Badawy (2015) asserted that 33% of undergraduates spent the same amount of time on social media each day as 33% of undergraduates spent less than 1 to 3 hours per day for studying.

According to Owusu-Acheaw and Larson (2015), rather than using social media for educational objectives, students typically use these platforms to connect with friends and family. Instead of engaging in discussion to find out educational knowledge, students prefer to speak with friends. According to Andreassen (2015), the prevalence rates of social media addiction ranged from 1.6% (in a Nigerian sample) to 34% (in a sample of Chinese students). New evidence suggests that social media addiction is connected to a number of negative outcomes, including sleep deprivation (Xanidis & Brignell, 2016), decreased work and academic performance (Leung, 2015), decreased self-confidence and life contentment (Hawi & Samaha, 2016), and mental health issues (Cerniglia et al, 2019). Researchers have also discovered changes in brain anatomy linked to social media addiction, such as diminished gray matter volumes in the bilateral amygdala (He et al., 2017), that are comparable to those linked to other behavioral addictions (such as gambling).

There is now a ton of published evidence demonstrating how frequently college students use social media. For instance, Tang and Koh (2017) polled 1,100 college students in Singapore using the 6-item Bergen Facebook Addiction Scale (BFAS), and they discovered that 29.5% of the respondents fit the definition of social media addiction. Using Young's criteria for Internet addiction, another study in China found that 34% of Chinese college students suffer from social media addiction. Furthermore, a recent research found that college students' increased use of alcohol and other addictive behaviors was related to their exposure to more online social networks (Rinker et al., 2016). This shows that social media addiction among college students has become a significant societal issue that requires greater study and attention from both the general public and researchers.

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Empirical Studies on Social Media Use and Student's Learning in Nigeria

Student's Academic performance is the evaluation of students' learning progress during the course of studying and the period of commitment. In Nigerian universities, student's academic performance is measure with the cumulative grade point average (CGPA) index. The highest CGPA is 4.00 or 5.00 while the lowest is 0.00. Students are tempted to forfeit their assignments and reading time and prefer to chat with friends' online maybe due to attractive advert on the social media. While Kaya and Bicen (2016) revealed that Facebook and WhatsApp were primarily used by students, Adaja and Ayodele (2013) and Onasanya (2014) note that social media's capabilities in terms of interactions, interrelationships, and information sharing and exchange are endless and constant.

Ifeanyi-obi et al. (2014) looked into how Facebook was believed to affect agricultural students' academic pursuits at the University of Port Harcourt in Nigeria. A systematic questionnaire was utilized to gather data from samples of 80 agriculture students, which was then analyzed using descriptive statistics methods like frequencies, percentages, and mean. According to the research, Facebook and WhatsApp are the social media platforms that students use the most. The majority of students spend more than an hour every day on Facebook, and the majority of them use it to interact with friends and family. The study's findings on Facebook's overall impact on students' academic performance show that it makes it easier to network and associate with other students and share information.

Eke et al. (2014), examined how students at the University of Nigeria, Nsukka (UNN) used social media platforms. The study's objectives were to identify the various social media platforms used by UNN undergraduates, to survey the extent to which these platforms are used by UNN undergraduates, to ascertain their motivations for using these platforms, to ascertain the significance of using these platforms, to pinpoint the risks associated with using social media, and to suggest solutions to address these risks. The study used a descriptive survey research approach to gather data from 150 undergraduate students at the University of Nigeria, Nsukka, who were chosen at random for the sample size. A questionnaire was used to gather information for the study. The findings show that the majority of students were utilizing social media platforms to

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interact with friends, connect with classmates for online learning, and discuss important national issues while enjoying movies and other media. Using social networking sites has admirable advantages as well as risks, yet these risks can be lessened with the use of the techniques presented in the work.

Osharive (2015) looked at the relationship between students' academic performance at the University of Lagos and their use of social media. The study was directed by five research questions and five research hypotheses. The descriptive survey study design was chosen to accomplish this. Data from the participants were gathered using the Social Media and Academic Performance of Students Questionnaire (SMAAPOS), a four-point Likert-type rating scale. According to research, a significant portion of University of Lagos students are dependent on social media. In order to do this, the researcher suggested that social media be used for educational reasons as well; that social networking sites be expanded; that new pages be made; and that other measures be taken to improve academic activities and prevent declines in students' academic performance. Teachers and parents should keep an eye on their students' use of these websites.

Students at higher institutions were evaluated by Bolaji and Wonuola (2019) about their perceptions of the instructional value of and attitudes toward the Whatsapp social media application for mobile learning. In order to gather information on the effectiveness of instruction and responses to WhatsApp social media applications, this study used a descriptive approach of survey method. The questionnaire was administered using a simple random sampling technique. The findings imply that gender has no bearing on how postsecondary institution students respond to the social media app WhatsApp in terms of how useful it is for learning.

In the wake of the Covid-19 outbreak in Nigeria, Makinde (2020) looked at students' knowledge of the use of social networking sites (SNSs) for learning at Al-Hikmah University. A questionnaire and a self-made inventory measuring knowledge of social networking sites (SNSs) for learning, their use patterns, and their negative impacts. Out of 536 students, 400 responded remotely to the survey and the self-made inventory/checklist. The majority of pupils were found to be unaware of SNSs for learning, according to the study. Out of the 18 SNSs chosen, only 2

Luwoye, A., Ahmed, A. T., Oyeyemi, T. W. & Abimbola, A. F. (2023). Appraisal of Social Media Addiction and Students' Learning in Nigeria. *Journal of Library, Science Education and Learning Technology (JOLSELT)*, (4)2, 33-48.

(WhatsApp and Zoom) are regularly used for learning. Additionally, students rank identity theft (86.0%) and exposure to online crime (27.0%) as the most and least problematic aspects of using social networking sites, respectively.

Conclusion

This study concludes that majority of the students use diverse social media platforms including; Facebook, Whatsapp, Twitter, LinkedIn, Instagram, Google, Youtube, Snapchat, Tiktok among others. Nowadays, it is obvious that social media is already a huge portion of our daily life; therefore we need to embed it into teaching and learning process. Most students' use social media for chatting with families and friends, some students use it for uploading pictures, sharing videos, and also for personal socialization, few use it for gaining knowledge, share information, promoting social and political awareness. Students use social media for one to three hours a day on average, which can lead to addiction. Social media addiction is a behavioral addiction that manifests as compulsive behavior, a lack of interest in other activities, and physical and psychological symptoms, including mental illness. Social media addiction will make the student spend more time on the platform for education purpose or for fun and entertainment. Student academic performance is significantly impacted by social media addiction.

Recommendations

1. Nigerian universities administrators should organize conference, seminar and workshop to educate the students on the side effects or the not too-good aspect of social media addiction on their learning
2. Lecturers must totally discourage the use of social media platforms during physical lectures unless otherwise stated.
3. Students should also be motivated to harness their capacities of using social media platforms for assignment, research, attend conferences, online learning, scholarship, security awareness and other related academic work.
4. National assembly and state house of assembly should endeavor to establish laws that regulate usage of the social media platforms by students and what they broadcast or access through the social media.

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