

Social Media Addiction as Predictor of Academic Procrastination among Undergraduates of University of Ilorin, Nigeria

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Abstract

The study examined the relationship between social media addiction and academic procrastination among undergraduate students of University of Ilorin, Ilorin, Nigeria based on religion and gender. The study adopted a descriptive-survey design. The population for the study consisted of all the 3,874 four hundred level students in the three selected faculties (Faculty of Education, Faculty of Communication and Information Science and Faculty of Social Sciences) one hundred and fifty (150) undergraduate students were purposively selected from three faculties as respondents for the study. Research instruments titled “Social Media Addiction Questionnaire SMAQ” and “Academic Procrastination Questionnaire (AAP)” were used for data collection. The instruments were validated by 2 experts in the field of Educational Psychology. Test re-test method was adopted to test the reliability of the instrument. Percentage and t-test statistics were used to answer the research question and test the generated hypotheses at 0.05 level of significance. The findings revealed that; there is a high level of academic procrastination among undergraduate students of University of Ilorin, Ilorin, Nigeria, there is a significant relationship between social media addiction and academic procrastination among undergraduate students of University of Ilorin, Ilorin, Nigeria. The study recommended that; parents, teachers and educational stakeholders should always call the attention of undergraduate students to the advantages and disadvantages of social media addiction which can lead to procrastination of academic activities, parents should always check on their children and wards to encourage them to spend quality time on academic task and there should be regular and adequate sensitization of undergraduate students on the proper usage social media.

Keywords: Academic Procrastination, Addiction, Behavioural Addiction, Social Media

Introduction

Social media addiction is a behavioural addiction that is defined by being overly concerned about social media, driven by an uncontrollable urge to log on to or use social media, and devoting so much time and effort to social media that it impairs other important life areas. The use of mobile phones typically android version gave birth to the proliferation of social media with all its attendant problems. Social media

addiction has been termed a global problematic issue of concern and was observed to be more prevalent among undergraduate students (Ndubuaku, Inim, Ndudi, Samuel & Prince, 2020, Yakut & Kuru, 2020). Social media in itself is not bad per se because it has its advantages. This is because social media handles provide user-friendly platforms for easy dissemination of information among the users. Okeke and Anierobi (2020) averred that social media affords students with a speedy and effective avenue of exchanging information in areas of education. This when properly utilized could have a positive impact on the education of students. For instance, a study (Sandeep, Shouvik, Suparna, & Avijit, 2019) on the impact of social media on academic procrastination among undergraduate students in Nigeria revealed that social media has a positive impact on their social well-being. Social media addiction has many indirect effects, such as; sexual harassment in campus which mostly affects the female students which is caused by online nudity and exposure in the campus which have both direct and indirect influence on student academic procrastination (Anierobi, Okeke & Etodike, 2021).

Haand and Shuwang (2020) observed that addiction to social media could lead to poor feeding habit, sleepless nights, brain drain, depression and academic failure. This could be as a resultant distraction and the gluing power over the undergraduate students who became a victim of addiction to social media. Social media addiction could expose students to sites that can be harmful to their cognitive and social development.

Social media have been a bridge for people to have interpersonal interaction. It is prevalent in our daily lives, changing how people communicate individually as well as professionally. The need to social media in the modern era has been phenomenally growing (Abbasi, 2019). Users are able to create individual public profiles, meet other people with common interests, and connect with real-life friends through the virtual communities in social media (Kuss & Griffiths, 2011).

Procrastination or postponing is a habit which is observed in a lot of people as far as researchers believe that it is one of the inherent tendencies of the human. Procrastination is with us in many cases and is expressed in a variety of conditions influenced by the culture (Van-Wyk, 2004). Among the types of Procrastination, academic procrastination is the most common one. This type of Procrastination has been defined as tendency to postpone the academic activities and is almost always associated with anxiety. An obvious example is to delay studying the lessons until the night of the examination and resulting in hurry which affects the undergraduate students academically. Academic procrastination is a relatively common phenomenon among adults and students in the universities (Barratt, 2010). Although Procrastination is not always a problem, but in most cases it can be associated with undesirable and irrecoverable consequences through preventing from development and not the achievement of the goals (Capan, 2010). Overall postponing the tasks and assignments has many negative consequences on both physical and mental health as

well as the ability of people to achieve goals (Rozenal & Carlbring, 2014). Psychologists' findings indicate that the academic procrastination is associated with many variables in personality and behaviour.

Psychological beliefs about academic procrastination showed that people with procrastination justify their tendency for leaving aside the tasks and their ability for working under pressure (Wohl, Pychyl & Bennett 2010). Hence, one aspect of procrastination includes psychological beliefs about ability to work under pressure and it has been defined as "sensation-seeking" in similar studies (Steel, 2010). In other words, people with academic procrastination seek for working under pressure whether actively or inactively.

To an extent, it is obvious that social media has many benefits for the students. On the other hand, the internet might have also detrimental effects on students if it is not properly used (Yang & Tung, 2007). In this sense, Davis (2001) made a distinction between the terms social media use. Healthy social media use refers to using social media for a specific purpose and a reasonable period of time. Contrary to this, unhealthy social media use refers to spending abnormal amounts of time in a pathological ways in the social media with having no specific purposes. This kind of social media use is regarded to be as a psychological issue with potential effects. For example, people who overuse the social media believe that social media is the only place where they feel themselves in a state of wellbeing.

In addition, these people are preoccupied with social media while they are offline, expect more online time and spend excessive amount of money for social media related activities (Davis, 2001). Many people find themselves on the social media while they should be working or studying on a specific task. This kind of behaviour was regarded as modern type of procrastination mediated by the social media in most of the research (Lavoie & Pychyl, 2001). However there are not many studies focusing on the social media addiction and its relation to procrastination among undergraduate students. According to Essoo and Dibb (2010), Religion is a major influence on human life. It plays a major role in the formation of behaviours and attitudes. Particularly, for conservative religious countries, religion plays a major role in shaping the people's online behaviours.

The involvement of social media in people's daily lives is now routine, sharing, posting an updating their journey of life. The activities that users participate in can lead to issues with religious guidelines and expectations on privacy and security. Religion may dictate to its followers what information is considered private and which must be safeguarded from strangers or should be accessible only to close family members. Other areas of social media activities that may potentially breach users' religious beliefs include male-female interactions on social media (Vitell, 2009).

Gender includes the social, psychological, cultural and behavioral aspects of being a man, woman, or other gender identity. According to World Health

Organisation (2023) gender refers to the characteristics of women, men, girls and boys that are socially constructed. This includes norms, behaviours and roles associated with being a woman, man, girl or boy, as well as relationships with each other. As a social construct, gender varies from society to society and can change over time.

Krasnova, Veltri, Eling and Buxmann (2017) examined gender variations in social media usage. Results showed that gender difference exists in social media usage among young students. However, men use it mostly for entertainment, while women use social media for communication and information purposes. Some assume that both male and female teenagers use social media for communication and education. Some assume that females use social media only for information aspirations. The relationship between social medial addiction and academic procrastination among undergraduate students on the basis religion and gender has not yet been documented in the previous literatures as a result, this paper seeks to understand the nature of association between religion and gender on social media addiction and academic procrastination.

Statement of the Problem

Social media is today a vast phenomenon, impacting many aspects of human life. People from all over the world use social media and develop virtual communities; with teenagers as the most enthusiastic users. Social media can help undergraduate students enhance their academic performance. Yet, many educators and parents are worried that students are spending too much time on social media networks. Some institutions and instructors ban the use of social media in classrooms believing that it negatively impacts students' attention, engagement, and accordingly their overall academic performance.

Rambe (2012) indicated that “the essentialist view that Social Media disrupt higher education delivery ride on educators' risk averse attitudes toward full scale adoption of unproven technologies. However, this unsubstantiated logic forecloses possibilities for embracing the constructive dimensions of disruptions, and grasping the tremendous academic potential of emerging technologies. This paper however, examined the social media addition and academic procrastination among undergraduate students on the basis of religion and gender among undergraduate students of University of Ilorin, Nigeria.

Objectives of the Study

The objective of this study was to examine the;

1. level of procrastination among the undergraduate students.
2. significant difference between social media addiction and academic procrastination among undergraduate students based on religion.
3. significant difference between social media addiction and academic procrastination among undergraduate students based on gender.

Research Questions

To give direction to this study, the following research questions were posed:

1. What is the level of academic procrastination among undergraduate students of University of Ilorin, Ilorin, Nigeria?
2. What is the relationship between social media addiction and academic procrastination among undergraduate students of University of Ilorin, Ilorin, Nigeria based on religion?
3. What is the relationship between social media addiction and academic procrastination among undergraduate students of University of Ilorin, Ilorin, Nigeria based on gender?

Research Hypotheses

The following research hypotheses were tested in this study:

Ho1: There is no significant relationship between social media addiction and academic procrastination among undergraduate students of University of Ilorin, Ilorin, Nigeria based on religion.

Ho2: There is no significant relationship between social media addiction and academic procrastination among undergraduate students of University of Ilorin, Ilorin, Nigeria based on gender.

Methodology

The research design for the study was survey design type that was specifically designed to examine social media and academic procrastination among undergraduate students in University of Ilorin, Ilorin, Nigeria. The population for the study consisted of all the 3,874 four hundred level students in the three selected faculties (Faculty of Education, Faculty of Communication and Information Science and Faculty of Social Sciences) one hundred and fifty (150) undergraduate students were purposively selected from three faculties as respondents for the study.

Research instruments titled “Social Media Addiction Questionnaire (SMAQ)” and “Academic Procrastination Questionnaire (AAPQ)” were used to collect the needed data. The instruments were validated by 2 experts in the field of Educational Psychology. Test re-test method was adopted to test the reliability of the instrument. Percentage was used to answer the research question while statistics was used to test the formulated hypotheses at 0.05 level of significance.

Results

Research Question 1: What is the level of academic procrastination among undergraduate students of University of Ilorin, Ilorin, Nigeria?

Table 1: Percentage of the level of academic procrastination among undergraduate students

Level of Procrastination	Frequency	Percentage
High	51	34%
Moderate	63	42%
Low	36	24%
Total	150	100

The instrument for data collection was 4 point likert scale of 1 = Strongly Agree, 2 = Agree, 3 = Disagree, 4 = Strongly Agree. The scoring of the instruments since the instrument contains 20 items each (20 multiply by 4) = to 80. The maximum scores will be 80, the minimum scores will be 20 points for each instrument, the three levels divided by 3 (i.e 60 divided by 3) = 20 which range divide, range divide 20 + the minimum 20 = 40 midpoint. The lowest scores will be 21-40 points, the mid scores will be considered to 41-60 points, while 61-80 high scores.

Table 1 revealed that 51(34%) of the undergraduate students in University of Ilorin exhibit a high level of academic procrastination, 63 (42%) exhibit moderate level of academic procrastination while 36(24%) exhibit low academic procrastination among undergraduate students. This showed that majority of the undergraduate student exhibit moderate level of academic procrastination.

H₀₁: There is no significant difference between social media addiction and academic procrastination among undergraduate students of University of Ilorin, Ilorin, Nigeria based on religion.

Table 2: T-test analysis on social media addiction and academic procrastination among academic undergraduate students based on religion

Variables	N	X	Sd	Df	Cal. t-value	Crit. t value
Christianity	49	69.53	8.79	148	0.84	1.96
Islam	101	68.31	8.14			

Table 2, present data on the social media addiction and academic procrastination among undergraduate students on the basis of religion, calculated t-value (0.84) and critical t-value (1.96). The calculated t-value is higher that the critical t-value of 0.05 level of significance, the null hypothesis two which stated that there is no significant difference social media addiction and academic procrastination among academic undergraduate students based on religion is accepted. This implies that there is no significant difference between social media addiction and academic procrastination among undergraduate students based on religion.

The finding is in agreement with Durkheim (2005) who asserted that religion can be a very dominant power guiding moral conduct and discouraging religious people from participating in many socially objectionable behaviors and encourage

them to take their academic work more seriously.

Ho2: There is no significant difference between social media addiction and academic procrastination among undergraduate students of University of Ilorin, Ilorin, Nigeria based on gender.

Table 3: T-test analysis on social media addiction and academic procrastination among academic undergraduate students based on gender.

Variables	N	X	Sd	Df	Cal. t-value	Crit. t value	Decision
Male	74	69.86	7.89	148	0.88	1.96	Accepted
Female	41	68.44	9.09				

Table 3, present data on the social media addition and academic procrastination as perceived by male and female undergraduate students in University of Ilorin, Ilorin, Nigeria. The calculated t-value of 0.88, which is less than the critical t-value of 1.96. Thus, 0.08 represent null hypotheses of one which says “there is no significant difference in the social media addiction and academic procrastination among academic undergraduate students based on gender as perceived by male and female undergraduate students in University of Ilorin, Ilorin, Nigeria was accepted.

Discussions

The finding of this study revealed that 51(34%) of the undergraduate students in University of Ilorin exhibit a high level of academic procrastination, 63 (42%) exhibit moderate level of academic procrastination while 36(24%) exhibit low academic procrastination among undergraduate students. This could be because a majority of the students have android phones and they usually source information online and chats with their friends and colleagues.

The finding of the study also revealed that there is no significant difference between social media addiction and academic procrastination among undergraduate students of University of Ilorin, Ilorin, Nigeria based on religion. The finding from the hypothesis 1 was found to be statistically significant ($1.96 > 0.84$). This implies that there is no significant difference between social media addiction and academic procrastination among academic undergraduate students based on religion. The finding is in agreement with Durkheim (2005) who asserted that religion can be a very dominant power guiding moral conduct and discouraging religious people from participating in many socially objectionable behaviors and encourage them to take their academic work more seriously. The finding also corroborated with (Essoo, *et al*, 2010) who concluded that religion is a major influence on human life. It plays a significant role in the formation of behaviours and attitudes.

Finding from the hypothesis 2 which stated that, there is no significant difference between social media addiction and academic procrastination among

undergraduate students of University of Ilorin, Ilorin, Nigeria based on gender, found to be statistically significant ($0.88 < 1.96$). The finding is in contrary with the study of Anierobi, *et al*, (2021) who concluded that, social media addiction has many indirect effects such as; sexual harassment in campus which mostly affects the female students which is caused by online nudity and exposure in the campus have both direct and indirect influence on female students' academic procrastination.

Conclusion

The findings from the study showed that there is no significant difference between social media addiction and academic procrastination among undergraduate students based on religion and gender. Thus, it can be concluded that; social media addiction has no significant impact on academic procrastination among undergraduate students in Nigeria irrespective of age and gender.

There is no significant difference in the social media addiction and academic procrastination among academic undergraduate students based on gender as perceived by male and female undergraduate students in University of Ilorin, Ilorin, Nigeria was accepted.

Recommendations

Based on the findings of this study, the researchers made the following recommendation:

1. Parents, teachers and educational stakeholders should always call the attention of undergraduate students to the disadvantages of social media addiction which can lead to high level of academic procrastination.
3. School management should play a vital role in sensitizing and re-orientate the undergraduate students that when their time is properly manage on social medial it has no effect on their academic activities irrespective of gender.

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