



# **INFLUENCE OF SOCIAL MEDIA USAGE ON DAILY STUDY TIME AND PARTICIPATIONS IN OUTDOOR LEISURE ACTIVITIES AMONG FACULTY OF EDUCATION STUDENTS, UNIVERSITY OF CALABAR, CROSS RIVER STATE NIGERIA.**

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## **Abstract**

This study was on influence of social media usage on daily study time and participation in outdoor leisure activities among Faculty of Education Students, University of Calabar, Nigeria. A population of 1,950 level two students were involved. Two hundred and eighty-seven (287) students were randomly selected for the study. Expost Facto research design was adopted for the study. Two null hypotheses were formulated to guide the study. A self constructed instrument (questionnaire) titled “Social Media Usage, Daily Study Time and Participation in Outdoor Leisure Activities Questionnaire” was used to gather data from the respondents. The data collected was coded and subjected to analysis. The first hypothesis which tested social media usage and daily study time was analysed using Chi-square while the second hypothesis which tested the relationship between social media usage and participation in outdoor leisure activities was analysed using Pearson Product Moment Correlation Coefficient. The results showed that social media had significant influence on the two dependent variables. Social

media usage negatively affected study time but positively influences outdoor leisure activities. This result was discussed and the researchers recommended that:

- i. Students should endeavour to plan their time well so that their studies will not be compromised.
- ii. Lecturers should take advantage of social media to plan outdoor activities that can favour and enhance learning since students enjoy such activities.

**Keywords:** *social media, study time, participation, leisure, activities*

## 1. Introduction

Social media refers to the various platforms for sharing information across the globe. It can also be described as an aggregate of activities that has brought the globe into a small accessible unit or entity. It has given people all over the world opportunity to unite and relate with one another irrespective of distances. Social media has replaced the traditional one way channel of communication to two way channels where both parties discuss and express their views at the same time, example Phone calls, Text messages, Whatsapp chats, Facebook, Twitter and so on. It has become a global trend of activities among different age groups and social classes. Its impact can be felt in merely all human endeavours ranging from academics, business, politics, religion, administration, sports to agriculture.

The researchers are concerned that social media was intended for good but many people have currently abused its usage. Some abuse it by the numbers of hours they devote to it daily, some by the sites they go to, some by using it for crime and many other useless activities. The degree of usage of social media has raised concern in the minds of many people including the researchers. It is of greater concern knowing that many people who use the social media are in their school age, ranging from primary, secondary to tertiary institutions. Many students are losing interest in reading books and carrying books around is gradually becoming old fashion since the advent of social media. Many lecturers complain of students' laziness in carrying out assignments given to them. The decline in reading has resulted in poor academic performance of many students. Cheating in examination that is rampant in tertiary institutions today can be traced to students' unpreparedness to study their books and carry out relevant activities that lead to their success. It is also of great concern that outdoor leisure activities like excursions, clubs and intra/inter university competitions are gradually phasing out. These outdoor leisure activities help in building social competences in the students. The researchers therefore considered it necessary to

investigate the influence of social media usage on study time and participation in outdoor leisure activities by undergraduates of University of Calabar, Cross River State.

## 2. Previous research

Social media according to Araoye (2018) indicates a wide collection to communicate, participate, collaborate, interact, discuss and exchange ideas in an online global community of internet based and mobile services that connect people together. Dayo and Amos (2017) maintained that students' engagement in social media has wasted many hours that are supposed to be used in reading. Many of them prefer scrolling their smart phones to reading their books. Tobore and Olisa (2016) also concluded that social media poses a threat to reading and academic performance of students and they called on stakeholders to launch campaign on the need to go back to books and the library to read.

Araoye (2018) conducted a research using five higher institutions in Ekiti state, Nigeria. He reported that 318 out of 368 students (86%) that participated in the study admitted that they were always online and 314 of them (85%) owned smart phones. Ezeji and Ezeji (2018) conducted a research on the effect of social media on the study habit of students of Alvan Ikoku Federal College of Education, Owerri, Imo state, Nigeria with a population of 11,691 and a sample of 372 students randomly selected. They used questionnaires to gather data which they analysed using descriptive statistics and Rho statistics. The result showed that 71% of the students owned and used smart phones and about 34% of the students stayed more than 3 hours on social media daily. They noted that average social media usage of the students on daily basis was 2 hours.

In the same vein, Kuppuswanany and Narayan (2013) conducted a research to check the impact of social networking website on the education of youths. They concluded from their findings that social networking has grabbed the attention and concentration of students and diverted them to non-educational, unethical and inappropriate actions like chatting and watching irrelevant films.

However, Alwagait, Basit and Sophia (2015) conducted a research on the impact of social media usage and students academic performance in Saudi Arabia. They used questionnaires to collect data from 108 respondents, descriptive statistics and normality tests were used to examine the relationship between social media usage and weekly GPA of students. The result shows that there was no significant linear relationship between social media usage and academic performance of students. They concluded that other variables like poor time management, interest and motivation may be reasons for differences in the performance of students. Nsikan, Oluoyinka, Felix and Ibinabo (2017) in their article presented at the World Congress on Engineering and Computer which was titled

“Impact of social media on the reading culture of Nigerian youths” maintained that social media has negatively affected the reading culture of Nigerian youths. Muro and Aragon (2013) also pointed out in their work that social media has no significant influence on students’ education but it has negatively affected their grammar and spellings.

Students are expected to have a sound management of their time in terms of reading and participation in leisure activities. This present study also investigated the influence social media usage has on students participation in outdoor leisure activities. Outdoor leisure activities are activities people engage in when they are free either as individuals or groups outside their rooms.

Outdoor leisure activities are part of the curriculum of institutions of learning. Students engage in excursions, clubs and parties to keep a balance between the intellectual and social requirements of students, but with the advent of social media these activities have reduced to a good extent in some instances and increases in others. Many people can do what they wish to do using their computers in the comfort of their rooms while some find it as opportunity to connect with more friends and plan one outdoor activity or another. Charles and Jasphat (2014) conducted a research on the influence of social media on youth leisure in Rongo University, Kenya with a population of 225 and a sample of 144 youths. They carried out a qualitative research using interviews, primary and secondary data from the library and using descriptive statistics to analyse the data. The result showed that 100% of the students enjoyed social media activities and they agreed that it has significant influence on their leisure activities. Preferred leisure activities for most of the respondents are those related to social media like video games. In another report, Ayelin and Arslan (2016) in their research on the role of social media on leisure preference with 12 respondents who were extensively interviewed at various times found out that social media encouraged tourism and intercultural activities. This is because social media is used to make all the contacts and arrangements for the trip and event.

It can therefore be said that the usefulness of social media or its impact can be judged by the nature of activities involved. This is why the researchers considered it necessary to investigate the influence of social media usage on students study time and participation in outdoor leisure activities.



### 3 Research hypotheses

Two research hypotheses were formulated to guide the study.

3.1 There is no significant influence of social media usage on daily study time of undergraduates of Faculty of Education, University of Calabar, Nigeria.

3.2 There is no significant relationship between social media usage and participation in outdoor leisure activities among undergraduates of Faculty of Education University of Calabar, Nigeria.

### 4 Research method

The researchers adopted Expost Facto design for this research. Expost Facto according to Neil (2010) is a study design where investigation occurs after the facts have occurred. The researchers had no manipulative influence on the variables. This design is considered most appropriate for this study because the facts have already occurred and were not manipulated by the researchers.

Purposive sampling was used to select 200 level students from the Faculty of Education at the University of Calabar. Year two (200 level) students were selected because they have well adjusted to the university environment and were not carrying much academic load like 3<sup>rd</sup> and 4<sup>th</sup> year students who have embarked on teaching practice and project writing. The population of year two students in 2018/2019 session was 1,950. Random sampling technique was used to select 284 out of the population (1,950). This sample represented 15% of the population.

Data collection was done through the use of questionnaire titled "Social Media, Daily Study Time and Outdoor Leisure Activities Questionnaire (SMDSTOLAQ). The questionnaire was validated by two experts, one from Educational Psychology and the other from Measurement and Evaluation. The questionnaire was judged to have good face and construct validity.

The questionnaire had 4 sections. Section A elicited responses on demographic variables like age and sex. Section B elicited responses on social media usage, section C was on daily study time while section D was for outdoor leisure activities. The data collected was analysed using statistical tools such as mean, standard deviation, chi-square and Pearson Product Moment Correlation Coefficient. Hypothesis one which sought information on association between social media and daily study time was analysed using Chi-square. Hypothesis 2 which was on social media usage and participation in outdoor leisure activities was analysed using Person Product Moment Correlation Coefficient.

#### 4.1.1 Testing association between social media usage and study time of students.

The researchers used chi-square to test the association between social media usage and student study time. The finding showed that many students (99) out of 287 spend 3-4 hours daily on social media while only 36 of them spend such time on their studies per day. Majority of the students (118) spend only 30 minutes to one hour on their studies per day. This result is in line with the opinion of Okechukwu and Olasunkanmi (2018) who stated that Social media has resulted to a lot of distractions on students who suppose to acquire knowledge for future responsibilities. This result may explain the reason why many students are performing very poorly in different school today and many of them resort to different degrees of malpractices in examination to make sure they pass at all costs. If a student can spend three to four hours pressing his or her smart phone on daily basis, one can imagine how many hours he or she will use in reading the lecture notes and attending to assignments. In the same vein Manasi (2019) reported that one of the dark sides of social media usage is that it makes students to star loosing concentration in studies due to their addiction to it and this result in a fall in their overall academic performance.

Araoye (2018) also lamented that majority of the students in higher institution used for his study admitted that they were always online and used their smart phones. This can be a huge distraction from the academic pursuit which is the primary purpose why the students are in school. Ezeji and Ezeji (2018) also reported that about 71% of the students in their study owned smart phones and stayed at least 2 hours on social media every day.

However, Alwagait, Basit and Sophia (2014) from their research concluded that social media has no negative influence on performance of the students since other variables like interest and motivation may play more significant role in the performance of students.

#### 4.1.2 Testing relationship of social media usage and participation in outdoor activities

Person Product Moment Correlation Coefficient was used to test the relationship between social media usage and students' participation in outdoor leisure activities. This research also found a positive relationship between social media usage and participation in outdoor leisure activities. This indicated that students use their social media platform to make their connections and plan whatever activities to carry out. It is also common observation that while on excursions, parties or games students make use of their smart phones to post events, advertise their programmes and seek commendations. This result is also in line with the report of Ayidin and Arslan (2016) who reported that social media usage improved travels, tourism and creates inter cultural interactions.

On the other hand Charles and Josphat (2014) lamented that social media has dominated the time the youths use for both passive and active leisure. They carried out this research in Rongo University College Kenya. Though social media has some positive uses to students and youths, it is good to regulate and balance its usage so that it will dominate the entire life of the students. There should be a balance on time to read, participate in outdoor leisure for fitness sake and engagement in social media activities.

## **4.2 Scope of the research**

This study was on the influence social media social media on students daily study time and participation in outdoor leisure activities. In other worlds it investigated how much time in hours students were allocating to the use of social media, studies and outdoor leisure activities. The researchers covered 200 level Faculty of Education students at the University of Calabar, Nigeria. A population of 1,950 in 2017/2018 academic session.

## **4.3 Sample**

Two hundred and eighty-seven (287) students were randomly selected to form the sample of the study.

## **4.4 Source of data**

The researchers constructed questionnaire titled “Social Media Usage, Daily Study Time, and Outdoor Leisure Activities Questionnaires which were randomly distributed to the students while they were waiting for their lectures. The questionnaire was validated by two experts, one in Educational Psychology and another in Measurement and Evaluation. The questionnaire was judged to have good face and construct validity. The questionnaire has for sections. Section A elicited information for demographic data (gender and age) Section B was for information on social media usage, section C was for daily study time and section D elicited information on participation in outdoor leisure activities. The variables (social media usage and daily study time) were measured in hours while participation in outdoor leisure were measured using 4 Likert scale of Always, Often, Rarely and Not-at-all

## **5 Results of hypotheses testing**

### **5.1 Hypothesis one**

There is no significant influence between time spent on social media and daily study time among the students. The independent variable in this hypothesis is time spent on social media while the dependent variable is daily study time. The contingency Chi-square analysis was used to test the hypothesis at .05 level of significance. The result of data analysis is presented in Table 1.

The result of the analysis in table 1 revealed that 99 students spend between 3-4 daily on social media, 81 spend 4 hours and above, 54 spend 2-3 hours, 25 spend 1-2 hours, 21 spend 30 minutes -1 hour and 7 spend 0-30 minutes. On the other hand, it was observed that 118 spend between 30 minutes – 1 hour studying, 109 spend between 1-2 hours, 36 spend 3-4 hours, 23 spend 0-30 minutes and only one person spend 4 hours and above reading.

A further examination of the contingency chi-square analysis presented in table 1 revealed that the calculated  $X^2$ -value of 18.169 is less than the critical  $X^2$ -value of 31.41, at .05 level of significance with 20 degrees of freedom. The obtained p-value of .576 is also greater than the .05 level of significance set for educational research. This implies that, time spent on social media does not significantly associate with daily study time among the students. Time spent on social media was higher than time spent on studies. Based on this result, the null hypothesis which states that, there is no significant influence between time spent on social media and daily study time among the students was rejected because increase in time on social media reduced the time of studies.

**Table 1: Summary of result of hypothesis one.**

Time spent on social media	Daily study time					Total	$X^2$	p-level
	0-30 mins	30 mins - 1 hr	1-2 hrs	3-4 hrs	4 hrs and above			
0-30 mins	2	7	6	6	0	21		
30 mins – 1 hr	1	2	2	2	0	7		
1-2 hrs	2	8	12	3	0	25		
2-3 hrs	4	26	18	6	0	54	18.169	.576
3-4 hrs	4	41	44	10	0	99		
4 hrs and above	10	34	27	9	1	81		
Total	23	118	109	36	1	287		

Not significant at .05 level, critical  $X^2=31.41$ ;df=4



## 5.2 Hypothesis two

There is no significant relationship between usage of social media and involvement on outdoor leisure activities among the students. This hypothesis was tested using the Pearson Product Moment Correlation Coefficient. Precisely, usage of social media was correlated with the involvement in outdoor leisure activities among the students and the result is presented in table 2.

The result in table 2 showed that the mean score obtained by the subjects as regards usage of social media was 17.54 with standard deviation of 3.68 while the means score obtained by the subjects as regards involvement in outdoor leisure activities was 16.28 with a standard deviation of 3.15. The result also indicated that there is a significant positive relationship between usage of social media and involvement in outdoor leisure activities among the students ( $r=.516$ ;  $p=.000$ ). Hence, the null hypothesis which stated that there is no significant relationship between usage of social media and outdoor leisure activities among the students was rejected at the .05 level of significance. This then implied that they make all the needed contacts about the outdoor leisure activities while using social media.

**Table 2: Summary of result of hypothesis two**

Variables	Mean	SD	r-ratio	Sig. of r
Usage of social media (X)	17.54	3.68		
Involvement on outdoor leisure (Y)	3.68	3.15	.516*	.000

\*Significant at .05 level of significance;  $p<.05$ .

## 6 Summary and concluding remarks

Social media, no doubt has brought the globe into a small unit where information can be shared by all but the way social media is dominating every sphere of life is worrisome. Social media has overtaken study time of students who are primarily in school to acquire knowledge in their respective fields of study. The time students allocate to social media activities is now greater than time allocated to studies. However, this study has revealed that social media usage positively correlates with participation on outdoor leisure activities by the students. There is need for students to balance the use of social media and other important activities in the school. To achieve this, the researchers recommended that:

- i. Students should endeavour to plan their time well so that studies will not be interfered with or compromised.
- ii. Lecturers should take advantage of social media to plan outdoor activities that can favour and enhance learning since students enjoy such activities.

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