
**SOCIAL NETWORKING AND STUDY HABITS: A CORRELATIONAL STUDY
OF 200-LEVEL UNDERGRADUATE STUDENTS IN BENUE STATE UNIVERSITY,
BENUE STATE, NIGERIA**

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Abstract

This study investigated the influence on social networking and study habits among 200 level undergraduate students in the Faculty of Arts, Benue State University, Makurdi, Nigeria. Specifically, the study examined whether the frequency of social networking engagement and the time spent on social networking significantly correlate with students' study habits. The study adopted a survey research design and involved the entire population of 439 students in the Faculty of Arts through a census approach. Data were collected using a researcher-designed instrument titled Social Networking and Study Habits Questionnaire (SNASHQ). The instrument yielded a Cronbach Alpha reliability coefficient of 0.78, confirming its internal consistency. Data collected were analyzed using appropriate statistical techniques, including correlation analysis and One-Way ANOVA. The findings revealed that the frequency of social networking engagement significantly influenced students' study habits, with students who engaged in social networking several times daily demonstrating stronger study habits than those with lower levels of engagement. Furthermore, time spent on social networking was also found to significantly affect study habits. Students who spent less than one hour daily on social networking exhibited the strongest study habits, while those who spent more than four hours daily demonstrated the weakest study habits. The study concluded that while moderate engagement with social networking platforms can enhance students' study habits, excessive time spent online negatively affects academic behavior and focus. Based on these findings, it was recommended that students regulate their time on social media, universities organize awareness programs on responsible digital use, and further research explore the moderating role of specific social networking platforms on academic outcomes.

Keywords: Social networking, Study habits, Undergraduate students, Benue State University, Nigeria.

Introduction

In today's digital age, the way students approach their studies has been significantly impacted by the increasing availability and use of digital tools and resources. Lusk (2017) asserted that the traditional methods of studying, such as using textbooks and taking notes by hand or using the library are being rapidly replaced by digital platforms, online resources, and interactive content. Students now have access to a vast array of information at their fingertips, which has revolutionized the way they learn and study (Oblinger & Oblinger, 2015). The transition from traditional study habits to digital study habits has generated both opportunities and challenges for students. On one hand, digital tools offer unparalleled convenience, efficiency, and flexibility in terms of accessing information, collaborating with peers, and organizing study materials. On the other hand, the constant exposure to screens and the ease of distraction in the online world can hinder students' focus, motivation, and time management skills (Rosen, 2022).

In recent years, the proliferation of digital technology and social networking sites (SNS) has dramatically transformed the educational landscape in Nigeria and the world at large. Platforms such as Facebook, Twitter, and Instagram, alongside academic networking sites like ResearchGate and LinkedIn, have redefined the ways in which students access information, communicate, and engage with their peers and educators. Bassey (2019) defined social networking as the activities of online platforms and services that enable people to connect, communicate, and share information with others over the internet. WixEncyclopedia explained that getting started with social networking begins with creating a virtual personal or business profile (depending on your needs) on any given platform. These platforms allow users to create profiles, interact with friends, family, and acquaintances, and participate in various activities such as posting updates, sharing photos, and joining interest-based groups. Social networking, according to Bassey (2019) encompasses a wide range of platforms, each serving unique purposes in the digital landscape. From microblogging to discussion forums, these forms of social media have fundamentally altered how we connect, learn, and do business, reflecting the diverse ways in which digital technology can be harnessed to foster communication and community (Adeyinka, 2022).

Kirschner and Karpinski (2020) found that while these platforms offer unprecedented opportunities for collaboration and information sharing, they also pose significant distractions that can negatively impact on academic performance. Junco (2015) buttressed the statement by stating that the pervasive nature of social networking platforms has revolutionized communication and information sharing among students. The use of social media has become intertwined with students' academic lives, offering avenues for collaboration, knowledge exchange, and support. Studies have underscored the impact of social networking on students' study habits, with findings suggesting both positive and negative effects. While social networking can facilitate collaborative learning and provide access to educational resources, excessive use has been associated with distractions and decreased academic performance (Kirschner & Karpinski, 2020). Cox (2023) asserted that emerging technologies and social networking platforms have revolutionized the landscape of student interactions and the way they engage with educational content. Social networking platforms provide potential benefits in terms of collaboration, knowledge exchange, and learning opportunities (Junco, 2015).

Study habits are integral to students' academic success and encompass various strategies and behaviors employed in the learning process. Study habits are the techniques, behaviours and strategies individuals use to effectively learn and retain information. Research has investigated the study habits of students, focusing on aspects such as time management, information processing techniques, and self-regulation skills (Afolabi & Owolabi, 2018; Eze & Anyaegbu, 2020). Effective study habits serve as the foundation for academic achievement and success. Sundry studies suggest that various study habits, including time management, organization, and active learning strategies, significantly influence students' academic performance (Credé&Kuncel, 2016; Sebesta & Speth, 2020).

Frequency of social networking refers to how often students engage with social media platforms. High frequency can lead to increased distractions but can also enhance social and academic interactions if used appropriately. The impact on study habits depends largely on how the time spent is managed (Taneja & Kumar, 2023).Meier and Reinecke (2023) defined duration for social networking refers to the amount of time spent on social media platforms during a specific period. Extended duration, especially for non-academic purposes, can negatively affect study habits and academic outcomes due to reduced focus and time available for studying.

Despite the growing body of literature on aspects of social networking and students' study habits, there is a notable gap in research specifically examining the frequency and duration of social networking on the study habits of undergraduate students in universities in Benue State, Nigeria. This study aims to fill that gap by investigating the influence of social networking on study habits of 200-level undergraduate students in the Faculty of Arts, Benue State University, Nigeria.

Purpose of the study

The purpose of this study is to investigate the influence of social networking on study habits of 200-level undergraduate students in the Faculty of Arts, Benue State University, Nigeria.

Specifically, the study sought to:

1. Find out if the frequency of social networking correlates with study habits of 200 level undergraduate students in Benue State University.
2. Ascertain how time spent on social networking correlates with study habits of 200 level undergraduate students in Benue State University.

Research questions

The following research questions were formulated to guide the study;

1. To what extent does frequency of engagement in social networking influence study habits of undergraduate students in Benue State University?
2. To what extent does time spent on social networking influence undergraduate students' study habits in Benue state University?

Statement of hypotheses

The hypotheses are stated;

1. Frequency of engagement in social networking does not significantly influence undergraduate students' study habits.
2. There is no significant influence of times spent on social networking on study habits of undergraduate students.

Literature Review

The frequency of social networking refers to how often individuals engage with social networking platforms within a given time frame. In educational research, the frequency of social networking use is an important variable because it can have both positive and negative effects on students' academic performance, study habits, and overall well-being. The frequency of use is typically measured in terms of daily, weekly, or monthly engagement, and it can vary widely depending on the individual's purpose for using social networks, their social environment, and their personal habits.

The frequency of social networking use can significantly impact students' academic lives. Moderate use of social networking sites for academic purposes, such as participating in study groups, sharing resources, and discussing coursework, can enhance learning and academic performance. However, high-frequency use, particularly for non-academic purposes, can lead to distractions, reduced study time, and lower academic achievement (Junco, 2015). Excessive social networking use is often associated with procrastination, where students might prioritize social media activities over their academic responsibilities, leading to poorer academic outcomes (Meier, Reinecke, & Meltzer, 2016).

The frequency of social networking can also influence students' social and psychological well-being. Frequent use of social networking sites can help students maintain social connections, which can provide emotional support and foster a sense of belonging. However, excessive use has been linked to negative psychological outcomes, such as increased stress, anxiety, and feelings of loneliness, especially when it leads to social comparison or cyberbullying (Twenge, Martin, & Spitzberg, 2019). The balance between the positive and negative effects of frequent social networking use often depends on the content consumed and the context in which social networking occurs.

Behavioural patterns associated with the frequency of social networking use vary among individuals. Some students might check their social media accounts multiple times throughout the day, integrating social networking into their daily routines. Others might use these platforms less frequently, perhaps only in the evenings or during specific times. These patterns can influence how students manage their time and how effectively they balance their academic, social, and personal lives (Fox & Moreland, 2015).

Research indicates that a moderate frequency of social networking use, where students engage with these platforms without letting them interfere with their academic duties, tends to be the most beneficial. Students who can manage their social networking time effectively are more likely to experience the positive aspects of social media, such as enhanced communication and collaboration, without the associated drawbacks of excessive use (Kirschner & Karpinski, 2020). Time spent on social networking has a dose-dependent effect. Excessive use correlates with procrastination and reduced academic performance, whereas controlled use aligns with enhanced communication and information-sharing among peers.

Duration of social networking refers to the total amount of time an individual spends on social networking platforms within a specific period, such as daily, weekly, or monthly. In educational research, understanding the duration of social networking is important because it provides insights into how time spent on these platforms might affect students' academic performance, social interactions, mental health, and overall lifestyle.

The duration of social networking can have significant effects on students' academic performance. Longer durations of social networking use, especially when not related to academic purposes, are often associated with reduced time available for studying, completing assignments, or engaging in other academic activities. This extended use can lead to distractions, procrastination, and ultimately, lower academic achievement (Junco, 2015). However, when the duration of social networking is limited and purposeful, such as using platforms to participate in academic discussions or to collaborate on projects, it can positively contribute to learning and academic success (Greenhow & Lewin, 2016).

The duration of time spent on social networking sites also impacts students' social and psychological well-being. Extended use of these platforms can lead to increased feelings of social connectivity, as students maintain relationships and engage with broader communities. However, prolonged duration on social networks has been linked to negative psychological outcomes, including stress, anxiety, depression, and decreased self-esteem, particularly when usage leads to excessive social comparison or exposure to negative content (Twenge, Martin, & Spitzberg, 2019).

The duration of social networking use often reflects broader behavioural patterns and lifestyle choices. Students who spend extended periods on social networking platforms may develop habits that integrate these activities into their daily routines, sometimes at the expense of physical activities, face-to-face interactions, and sleep. This can result in a more sedentary

lifestyle, disrupted sleep patterns, and reduced overall well-being (Vernon, Barber, & Modecki, 2015). Conversely, students who limit the duration of their social networking activities may maintain a more balanced lifestyle, with time allocated to physical activities, academic work, and offline social interactions.

Studies suggest that the key to maximizing the benefits of social networking while minimizing its drawbacks lies in balancing the duration of use with the purpose of use. Short, focused sessions of social networking for specific purposes, such as academic collaboration or social support, are generally more beneficial than prolonged, aimless browsing (Kirschner & Karpinski, 2020). Educators and students alike need to be mindful of the duration spent on these platforms to ensure that social networking does not interfere with academic responsibilities or personal well-being.

A study by Nwagwu, Akindele & Ohiro (2016) investigated the purpose of students' social networking and their study habits. The study found that students spent a significant amount of time on social media for various purposes, including academic-related activities such as seeking information and communicating with peers and teachers. However, the study also found a negative correlation between social media use and study habits, suggesting that excessive use of social media may disrupt students' academic performance.

Similarly, a study by Kirschner & Bellene (2016) found that students who engaged in high levels of social media use were more likely to experience negative academic outcomes, including lower grades and test scores. The study suggests that the negative effects of social media use on academic performance may be due to distractions and reduced time and attention devoted to studying. In contrast, a study by Wang, Chen and Liang (2017) found that social media use can have positive effects on academic performance when used in moderation and for specific purposes, such as to enhance communication and collaboration with peers and instructors. The study suggests that social media can facilitate learning and knowledge sharing in academic contexts. Overall, these studies suggest that the purpose and amount of social media use can influence study habits and academic performance among students. While social media can offer benefits for academic-related activities, excessive use and distractions may negatively impact study habits and academic outcomes. Junaidi, Chih, & Ortiz (2020) proposed an integrated research model to validate the antecedents of Facebook users' information-seeking and information-sharing behaviors. Through an online survey with 665 valid samples, the study investigated the effects of affective and cognitive-based trust on social capital, which subsequently influences information seeking and sharing based on the uses and gratifications theory. The results indicate that both cognitive and affective-based trust significantly and positively influence social capital (structural, cognitive, and relational), which in turn has a significant and positive effect on information seeking and sharing. This study contributes to the research on uses and gratifications theory by demonstrating the influence of trust on social capital and the subsequent impact on information behaviors, as well as validating the mediating roles of social capital in these relationships.

Hamid, Bukhari, Ravana, Norman & Ijab (2016) conducted a systematic literature survey to investigate information-seeking trends among international students using social media. The study included an exhaustive systematic literature review (SLR) where 71 articles were selected from various sources. The research highlighted the information-seeking behaviour of international students using social media, identified their information needs, and categorized them based on social media's role in fulfilling these needs. The study also compared existing research and pointed out the lack of studies that integrate social media and information-seeking

behaviour of international students, suggesting future research directions. The SLR emphasized the shift in information-seeking behaviour from libraries to social media in the context of the new environment for international students. Tafesse (2022) conducted a study titled "Social networking sites use and college students' academic performance," investigating the correlation between social networking sites (SNS) use and academic performance among college students. Results indicated an inverted U-shaped relationship, where spending up to 88.87 minutes daily on SNS was positively linked to academic performance. However, beyond this threshold, increased SNS use was negatively associated with academic success. The study suggests that moderate SNS use can benefit academic performance, but excessive use may impede it.

Hermosa-Yncierto and Soroño-Gagani (2018) examined the pervasive impact of social media and networking on education globally. They aimed to assess the influence of social media usage on the study habits of Grade Ten students at the University of San Carlos, Basic Education Department – South Campus in Cebu City, Philippines. A descriptive survey research method was employed, utilizing a questionnaire tested for validity and reliability. Findings revealed that students primarily engaged with social networking sites, spending a significant portion of their time on them, both on typical days and weekends. They predominantly accessed social media platforms in their bedrooms or internet cafés, using mobile phones as the primary device. Despite the heavy reliance on social media, students' study habits were rated as average, suggesting that social media usage did not adversely affect their academic routines. However, the study recommended strengthening parental involvement and teachers' strategic use of technology, pedagogy, and content to enhance educational outcomes. These factors were deemed crucial in ensuring student success in both instruction and education.

Chen (2023) conducted a study to explore the motivators, mediators, and moderators of users' sustained information seeking on academic social networking sites (ASNSs). Drawing from the expectancy–value theory and related information-seeking literature, a theoretical model was developed to explain why and how users intend to continue seeking information on ASNSs. A field survey with 385 participants was then conducted to test the model, followed by a content analysis of participants' post-survey feedback to provide more detailed findings. Results indicated that information usefulness and information adoption (IA) significantly influence users' sustained information seeking on ASNSs, with users' satisfaction playing a mediating role between information usefulness and sustained information seeking. Additionally, self-efficacy for critical thinking (SCT) was found to weaken the impact of IA on users' satisfaction. The analysis of post-survey feedback revealed that information usefulness is more critical for sustained information seeking among users with high SCT, while IA becomes more crucial for satisfaction and sustained information seeking among users with low SCT. The study contributes to the literature by addressing the gap in empirical research on users' sustained information seeking on ASNSs, and by proposing and validating relevant factors and the boundary conditions of this behaviour.

The advent of social networking sites (SNS) has significantly transformed how students interact, communicate, and manage their academic responsibilities. This literature review explores the influence of the duration of social networking on the study habits of students, highlighting both positive and negative impacts (Tafesse, 2022). The duration of social networking refers to the amount of time individuals spend using social networking sites (SNS) like Facebook, Twitter, Instagram, and others. This duration can vary widely among users and can be measured in terms of daily, weekly, or monthly usage. In the context of studying its impact on students' study habits, researchers often look at how much time students spend on these

platforms and how this affects their academic performance, time management, and overall study routines. Engaging in online studying provides the flexibility to learn at your own pace, access diverse resources, and develop digital literacy skills, all of which can enhance academic and professional opportunities.

Conversely, excessive use of SNS has been linked to detrimental effects on students' study habits and academic performance. A study by Lepp, Barkley, and Karpinski, (2014) explored the impact of social media usage on the study habits of college students, revealing a clear trade-off between time spent on social networking platforms and academic engagement. Their findings suggest that students who devote more time to social media tend to allocate less time to their studies, which correlates with reduced academic involvement and lower study effectiveness. This research emphasizes the importance of managing social media usage to maintain a balanced and productive academic life, as excessive time spent online can erode the time available for meaningful study.

Studies indicate that beyond a certain threshold, SNS use can lead to procrastination, reduced study time, and lower academic achievement. For example, Masrom et al. (2021) noted that excessive SNS use could lead to addiction, cyber victimization, and distraction from academic tasks. The influence of the duration of social networking on academic performance has been a focal point of various studies, indicating a notable negative correlation. Rosen, Carrier, and Cheever (2014) conducted a seminal study that found a significant inverse influence on the amount of time spent on social networking sites and academic performance. The study highlighted that excessive engagement in social media activities often leads to distractions, reducing the time and quality of study sessions, thereby negatively impacting students' academic outcomes. The research underscores that students who frequently use social networking platforms are more prone to lower grades due to diminished focus and engagement in academic tasks.

In a more recent study, Bujang, Abidin, & Hussin(2020) investigated the correlation between social media use and academic distractions among university students. The study found that students who spend a considerable amount of time on social networking platforms tend to exhibit lower levels of academic motivation and poorer study habits. The distractions caused by social media not only reduce the time available for academic activities but also impair students' ability to concentrate, leading to a decline in academic performance.

A significant body of research suggests that prolonged use of social networking sites can have detrimental effects on students' study habits. For instance, Junco (2015) found that students who spent more time on Facebook were likely to spend less time on academic activities, leading to poorer study habits and lower academic performance. This study, which surveyed over 1,800 college students, revealed that each additional hour spent on social networking sites was associated with a decrease in the time spent preparing for class and completing assignments.

Similarly, Meier, Reinecke, & Meltzer (2016) examined the influence of Facebook use and academic procrastination, finding that students who frequently engaged with social media tended to procrastinate more, which negatively impacted their study routines. The study highlighted that, students often used social networking as a form of procrastination, substituting productive study time with less cognitively demanding social media activities.

Kirschner & Karpinski (2020) provided robust empirical evidence on the influence of the duration of social networking on academic performance. This study specifically examined how the amount of time students spent on social media platforms affected their grade point averages (GPAs) and study habits, with a particular focus on the distinction between academic and non-

academic social media use. The study employed a comprehensive methodology, surveying 1,200 undergraduate students across multiple universities in the United States. Data were collected through a combination of self-reported questionnaires, which gathered information on students' social media usage patterns and study habits, and academic records, which provided objective measures of students' GPAs. This mixed-method approach allowed the researchers to draw correlations between social media usage and academic outcomes with a high degree of reliability. The key findings of the study revealed a significant negative correlation between the amount of time spent on social networking sites and students' academic performance. Specifically, students who spent more than three hours per day on social media reported an average GPA of 2.8, compared to an average GPA of 3.4 among those who spent less than one hour per day on these platforms. This substantial difference of 0.6 points in GPA clearly indicates that increased time on social media is associated with lower academic achievement. In addition to the impact on GPAs, the study also highlighted the detrimental effect of excessive social media use on students' study habits. Seventy percent of the students who spent more than three hours daily on social networking sites reported experiencing poor study habits, including procrastination and difficulty concentrating on academic tasks. In contrast, only thirty percent of students who spent less than one hour per day on social media reported similar challenges. These findings suggest that excessive time on social media not only reduces the time available for academic activities but also impairs students' ability to engage effectively in their studies.

However, not all research points to negative outcomes. Some studies suggest that when used in moderation, social networking can actually support academic activities and enhance study habits. Greenhow & Lewin (2016) argued that social networking sites could facilitate collaborative learning and resource sharing, particularly when students engage with these platforms for academic purposes. Their research indicated that students who used social networking to participate in study groups or share educational resources were more likely to have structured and effective study habits.

Madge, Meek, Wellens & Hooley (2019) conducted a study in South Africa to explore the influence of social networking site (SNS) use and academic performance among university students. The research aimed to understand how moderate engagement with SNS could enhance students' academic experiences. The study used a mixed-methods approach, combining quantitative surveys and qualitative interviews. The sample included 500 undergraduate students from various South African universities. Data collection involved online questionnaires and face-to-face interviews with a focus group of 50 students. The objectives were to examine the extent of SNS use for academic purposes, assess the impact of moderate SNS use on academic performance and engagement and explore students' perceptions of the benefits and challenges of using SNS for academic purposes. The study findings showed a positive impact of SNS use on students: 65% of students reported that SNS positively influenced their academic performance. They cited easier access to academic resources and enhanced peer collaboration. 58% of students moderately used SNS for one to two hours daily, balancing academic and social activities. This moderate use was linked to academic benefits without significant distractions. The study highlighted a positive correlation between moderate SNS use and academic performance. It emphasized the importance of balanced SNS use for academic enhancement while cautioning against excessive non-academic use. The study recommended that universities should promote academic SNS platforms, institutions should provide guidelines for balanced SNS use and educators should integrate SNS tools into teaching strategies to foster collaborative learning.

This is upheld by Paul, Baker & Cochran (2015) that found that university students in India who engaged in moderate social networking, particularly in academic groups, experienced improved collaboration and information sharing, which positively influenced their academic performance and understanding of course material. A study by Selwyn (2019) conducted in the UK revealed that students who spent a balanced amount of time on educational social networking sites like academic forums or study groups reported enhanced academic engagement and support, leading to better academic outcomes.

Methodology

The research design adopted for this study was survey design. This design was chosen because it allows for the collection of data that describe the characteristics of the population of interest without manipulation. Surveys are effective for gathering information about people's opinions, habits, or any other aspect of their lives. In this study, the survey design enabled the researcher to collect detailed information on personal characteristics, social networking, and study habits of 200 level undergraduate students in the faculty of Arts at Benue State University. The study was conducted in Benue State University located in Makurdi Education Zone, Benue State, Nigeria. Makurdi Education Zone of Benue State, Nigeria comprises of Guma, Gwer-East, Gwer-West and Makurdi Local government. Makurdi serves as both the capital of the Makurdi Local Government Area and the administrative centre of Benue State. Geographically, the city of Makurdi is positioned between longitudes 8°24'E and 8°38'E of the Greenwich Meridian and latitudes 7°38'N and 7°50'N of the equator. It lies in the Benue Valley within the Middle Belt region of Nigeria and is crossed by the country's second-largest river, the Benue River.

The population for this study comprised all 200 level undergraduate students enrolled in the Faculty of Arts at Benue State University, in the 2023/24 session. This population includes students from various departments within the faculty, namely English, History, Languages and Linguistics, Philosophy, Religious and Cultural Studies, and Theatre Arts. The total population consists of 439 students, with varying numbers of students in each department. The population for this study is small and manageable; therefore, there was no need for sampling. Thus, the census method which allows for the study of the entire population was adopted. The study sample consisted of 439 undergraduate students in Faculty of Arts, Benue State University.

To obtain data for the study, a structured questionnaire designed by the researcher with the help of the supervisor. The questionnaire was titled, "Social Networking and Study Habits Questionnaire" (SNASHQ). The questionnaire was divided into three sections. Section A elicited information respondents' age and gender. Section B consists of items that elicit information on frequency and duration of Social networking utilization while Section C was on study habits on a modified four-point Likert scale rating of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

To ensure validity, the questionnaire was developed based on a comprehensive review of the literature and consultation with the supervisor and experts in the field of Educational Psychology and Educational Foundation. These experts reviewed the items to ensure they are indicators of the variables under consideration in the study. The comments from the reviewers' (supervisor and experts) were used to refine and improve the items in the instrument to bring out the final instrument used in the field to gather data. The data obtained was subjected to Cronbach Alpha analysis to ascertain the internal consistency of the items that make up the questionnaire. The instrument yielded an overall reliability estimate of 0.78 which showed that the reliability of the research instrument was high.

Data for the study was collected directly from respondents using a questionnaire specifically developed for this purpose, after obtaining permission from the various departmental heads. The researcher, assisted by two trained research assistants, visited each of the departments in the faculty of Arts included in the study to distribute the questionnaires to students in their respective lecture rooms, after obtaining copies of lecture time tables from the general offices of all the departments involved in the study to serve as a guide.

Results

In this section, the hypotheses stated for the study were analyzed based on the data collected.

Hypothesis one

Frequency of engagement in social networking does not significantly influence undergraduate students' study habits.

Independent variable in this hypothesis is Frequency of social networking (categorized into: Several times daily, Once daily, 2–3 times weekly and once weekly or less), while the dependent variable is study habits of undergraduate students. One way analysis of variance (ANOVA) was used to analyse data and test the hypothesis at .05 alpha level, and the result is presented in Table 1.

As presented in Table 1, the calculated F-value for frequency of social networking and study habits ($F = 10.292$; $df = 424$; $p < 0.05$ is significant at 0.05 Alpha level. With this result, the null hypothesis was rejected. This implies that frequency of social networking influences undergraduate students study habits. Since there was a statistical significant influence of frequency of social networking on study habits among undergraduate students, a post hoc test was carried out using Sidek Post Hoc test method to determine which of the groupings are significantly different, and the result is presented in Table 2.

Results of Post Hoc test as presented in Table 2 revealed that study habits among undergraduate students whose frequency of social networking is once daily significantly differ from study habits of undergraduate students whose frequency of social networking is Several times daily ($MD = .12514^{***}$ $p < .05$). Similarly, study habits of undergraduate students whose frequency of social networking is once weekly or less significantly differ from study habits of undergraduate students whose frequency of social networking is 2–3 times weekly ($MD = -4.08489^{**}$; $p < .05$). However, there was no significant mean difference among other categories. The mean plot (figure 3) shows that undergraduate students whose frequency of engagement in social networking is several times daily were higher, followed by those who do so once daily, then 2-3 times daily, while those who engage in social networking once weekly or less were the least.

Table 1
Summary ANOVA results: frequency of social networking and study habits

Variable (categories)	N	Mean	Std. Deviation
Several times daily	265	24.7170	10.55537
Once daily	98	24.5918	9.73127
2–3 times weekly	41	23.5122	10.34679
Once weekly or less	22	23.1364	10.97745
Total	426	24.4906	10.34766

Sources of variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	94.181	2	31.394	10.292	.031
Within Groups	45412.282	424	107.612		
Total	45506.462	426			

Table 2
Sidak Post Hoc Test for significance of mean

(I) FSN	(J) FSN	Mean Difference (I-J)	Std. Error	Sig.
Several times daily	Once daily	.12514*	1.22644	.030
	2–3 times weekly	1.20479	1.74091	.982
	Once weekly or less	1.58062	2.30164	.983
Once daily	Several times daily	.145547	1.92059	.992
	2–3 times weekly	1.07964	1.92945	.994
	Once weekly or less	.37583*	2.44735	.032
2–3 times weekly	Several times daily	-1.20479	1.74091	.982
	Once daily	-1.07964	1.92945	.994
	Once weekly or less	.37583*	2.74156	.032
Once weekly or less	Several times daily	.12514*	1.22644	.030
	Once daily	-1.45547	2.44735	.992
	2–3 times weekly	.37583*	2.44735	.032

*. The mean difference is significant at the 0.05 level.

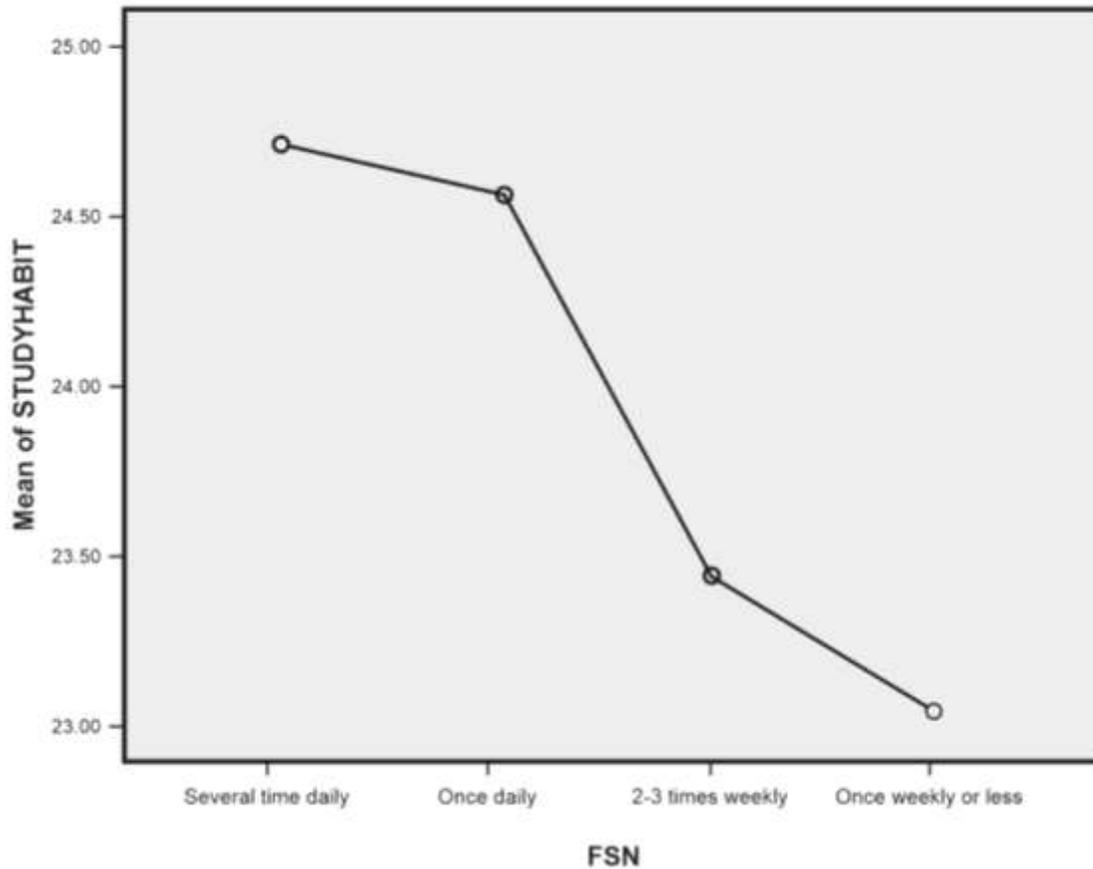


Figure 1: Mean plot of frequency of social networking and study habits

Hypothesis two

There is no significant influence of time spent on social networking on study habits of undergraduate students

Independent variable in this hypothesis is time spent on social networking (categorized into: Less than 1 hour, 1–2 hours, 3–4 hours and More than 4 hours), while the dependent variable is study habits of undergraduate students. One way analysis of variance (ANOVA) was used to analyse data and test the hypothesis at .05 alpha level, and the result is presented in Table 3. As presented in Table 3, the calculated F-value for time spent on social networking and study habits ($F = 14.267$; $df = 424$; $p < 0.05$ is significant at 0.05 Alpha level. With this result, the null hypothesis was rejected. This implies that time spend on social networking influences undergraduate students study habits. Since there was statistical significant influences of time spent on social networking on study habits among undergraduate students, a post hoc test was carried out using Sidek Post Hoc test method to determine which of the groupings are significantly different, and the result is presented in Table 4.

Results of Post Hoc test as presented in Table 4 revealed that study habits among undergraduate students who time spent more than 4 hours a day on social networking significantly differ from study habits of undergraduate students who spent 1–2 hours a day on

social networking (MD = -5.13845*** p < .05). Similarly, study habits of undergraduate students who spends more than 4 hours daily on social networking significantly differ from study habits of undergraduate students who spends 3–4 hours daily on social networking (MD = -4.49165** ; p < .05). However, there was no significant mean difference among other categories. The mean plot (figure 2) shows that undergraduate students who spend less than 1 hour daily on social networking had a higher mean value; implying that they have better study habits, followed by those who do so 1-2 hours daily, then 2-3 hours daily, while those who engage in social networking more than 4 hours daily had the least mean value

Table 3
Summary ANOVA results:time spend on social networking and study habits

Variable (categories)	N	Mean	Std. Deviation	Std. Error	
Less than 1 hour	31	29.4516	13.18039	2.36727	
1–2 hours	161	28.5901	12.12408	.95551	
3–4 hours	141	27.9433	11.69540	.98493	
More than 4 hours	93	23.4516	11.88854	1.23278	
Total	426	27.3169	12.14910	.58863	
Sources of variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1847.018	2	615.673	14.267	.006
Within Groups	60883.200	424	144.273		
Total	62730.218	426			

Table 4
Sidak Post Hoc Test for significance of mean

(I) TSSN	(J) TSSN	Mean Difference (I-J)	Std. Error	Sig.
Less than 1 hour	1–2 hours	.86155	2.35586	.999
	3–4 hours	1.50835	2.38268	.989
	More than 4 hours	6.00000	2.49104	.095
1–2 hours	Less than 1 hour	-.86155	2.35586	.999
	3–4 hours	.64680	1.38539	.998
	More than 4 hours	5.13845*	1.56443	.007
3–4 hours	Less than 1 hour	-1.50835	2.38268	.989
	1–2 hours	-.64680	1.38539	.998
	More than 4 hours	4.49165*	1.60454	.032
More than 4 hours	Less than 1 hour	-6.00000	2.49104	.095
	1–2 hours	-5.13845*	1.56443	.007
	3–4 hours	-4.49165*	1.60454	.032

*. The mean difference is significant at the 0.05 level.

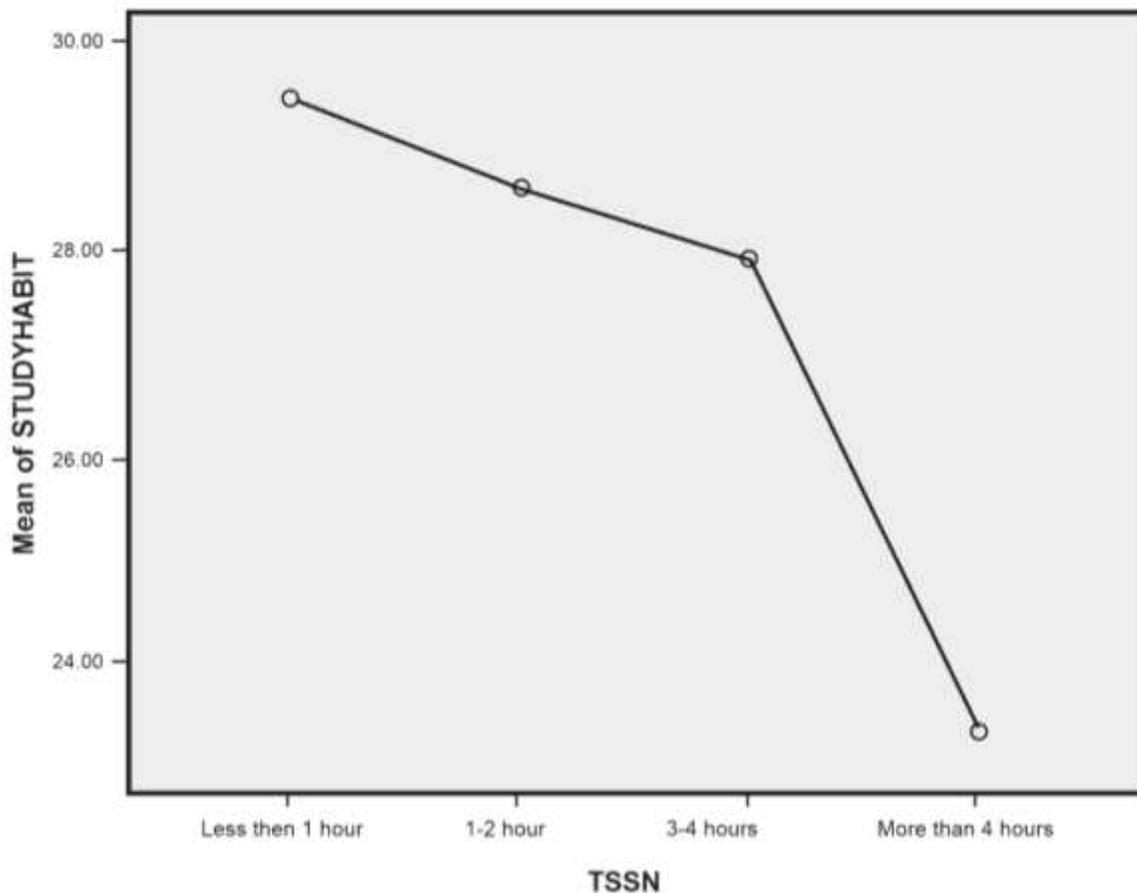


Figure 2: Mean plot of time spent on social networking and study habits

Discussion of Findings

The findings from this study reveal that the frequency of engagement in social networking has a statistically significant influence on the study habits of undergraduate students. The rejection of the null hypothesis suggests that how often students engage with social networking platforms impacts their academic behaviors and study habits. The post hoc test further identifies significant differences between specific frequency groups, providing deeper insights into the influence of social networking engagement and study habits. The results indicate a nuanced influence of social networking frequency on study habits. These findings suggest that while frequent social networking use can support study habits, excessive or minimal engagement may have detrimental effects.

Furthermore, undergraduate students who engage in social networking several times daily exhibited the best study habits. This finding may reflect the productive use of social networking for academic purposes, such as participating in group discussions, accessing online learning materials, or communicating with peers about coursework. Several studies support the idea that frequent but purposeful social networking use can enhance students' engagement with academic tasks (Junco, 2012; Chen & Bryer, 2012). Regular interaction with academic resources on social networks may help these students stay updated, share knowledge, and build collaborative relationships that positively influence their study habits. Students who engage in social

networking once daily exhibited slightly lower study habit scores than those who engage several times daily. This level of engagement may represent a balance between productive academic use and minimal distractions. However, it is possible that these students miss opportunities for collaborative learning or accessing academic resources by not engaging as frequently.

The findings align with existing literature on the influence of social networking use on academic behaviours. The frequency of social networking engagement plays a critical role in determining whether its influence on study habits is positive or negative: Junco (2012) found that students who use social networking sites frequently for academic purposes exhibit higher levels of engagement and better academic performance. Purposeful and frequent use of social networks can help students stay organized, maintain academic relationships, and access timely information. Similarly, Chen & Bryer (2012) highlight that social networking platforms provide opportunities for collaboration, peer-to-peer learning, and resource sharing, which can significantly enhance study habits. While frequent use can be beneficial, excessive use for non-academic purposes (e.g., entertainment or chatting) can lead to procrastination and reduced time for studying (Kirschner & Karpinski, 2010). On the other hand, infrequent use of social networking may result in a lack of academic engagement and disconnectedness from peer learning opportunities (Lau, 2017).

Vygotsky's (1978) theory of social constructivism emphasizes the role of social interaction in learning, suggesting that students who do not actively engage in academic communities (either online or offline) may struggle to develop effective study habits. The findings suggest that there is an optimal level of engagement in social networking that balances frequent use with purposeful activities. Excessive use for non-academic purposes or minimal engagement may lead to poor academic habits, while regular but purposeful use can enhance students' academic focus and study practices (Ellison et al., 2017).

The findings of this study also indicate a statistically significant influence of the time spent on social networking on the study habits of undergraduate students. The rejection of the null hypothesis confirms that the duration of social networking engagement impacts study habits. The results of the post hoc test provide further clarity by highlighting significant differences between specific time categories. The data reveal that students who spend less than 1 hour daily on social networking exhibit the best study habits, while those who spend more than 4 hours daily show the weakest study habits. These findings emphasize the critical role of time management and self-regulation in the use of social networking to avoid negative academic outcomes. The mean plot shows that students who spend less than 1 hour daily on social networking demonstrate the best study habits. Limited time on social networking platforms allows these students to focus on academic activities and avoid distractions that could undermine their academic performance. This finding is consistent with previous research indicating that moderate use of social networking allows students to benefit from its advantages, such as accessing academic resources and engaging in academic collaboration, without succumbing to the risks of overuse (Junco, 2012; Kirschner & Karpinski, 2010).

This finding aligns with the broader literature showing that excessive use of social media is strongly correlated with poor academic performance, as it leads to cognitive overload and disrupts concentration (Kirschner & Karpinski, 2010; Lau, 2017). The overall trend in the mean plot indicates a negative relationship between the time spent on social networking and study habits. As time spent on social networking increases, study habits decline. This reinforces the notion that time management and self-regulation are crucial for students to maintain effective academic behaviours.

The findings of this study are consistent with existing research on the impact of time spent on social networking on academic performance and study habits: Kirschner and Karpinski (2010) found that students who spend excessive time on social media platforms, such as Facebook, tend to have lower GPAs and poorer study habits. This is because prolonged use of social networking often leads to distractions, procrastination, and reduced engagement with academic tasks. Excessive social media use can result in cognitive overload, where the brain is bombarded with information, reducing its capacity to process academic tasks effectively.

Andreassen et al. (2022) observed that students who spend long hours on social networking are more likely to experience symptoms of social media addiction, which negatively impacts their ability to focus on studies. On the other hand, Junco (2012) found that moderate use of social networking platforms for academic purposes can enhance engagement and study habits. For instance, spending limited time on social networks to collaborate with peers, access academic resources, or seek assistance from instructors can have positive effects. Zimmerman (2022) emphasized the role of self-regulation in maintaining effective study habits. Students who are able to control their time spent on social networking are more likely to balance their academic responsibilities effectively, as opposed to those who allow excessive use to interfere with their studies.

Conclusion

Findings revealed that the frequency of social networking engagement significantly influenced students' study habits, as those who engaged several times daily demonstrated better study habits compared to their counterparts with less frequent engagement. This suggests that regular, but possibly purposeful, interaction with social networking platforms may enhance academic routines, access to educational resources, and collaborative learning opportunities.

Furthermore, the study established that the duration of time spent on social networking also significantly affected students' study habits. Students who spent less than one hour daily on social networking displayed the best study habits, while those who devoted more than four hours daily to social networking exhibited the weakest study habits. This finding underscores the fact that excessive social networking use may displace time that should otherwise be invested in productive study, leading to poor academic routines. In conclusion, while moderate and frequent social networking engagement can complement learning and foster effective study habits, excessive time commitment to these platforms exerts a detrimental effect on students' study behaviors. Thus, students are encouraged to strike a balance between academic responsibilities and social networking activities to achieve academic success.

Recommendations

Based on the finding of the study, the study recommended that;

1. Students should regulate the time they spend on social networking platforms to avoid excessive use that disrupts their study schedules.
2. They should maximize the educational potential of social networking by joining academic discussion groups, sharing study materials, and engaging in collaborative learning activities.
3. A personal study timetable should be developed to balance social networking with academic responsibilities.

4. Lecturers should integrate social networking tools into teaching and learning (e.g., WhatsApp groups, Telegram channels, and academic forums) to harness students' interest in these platforms for academic gains.

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