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EDITORIAL

Journal of Science Education and Research (JSER) is a peer-reviewed published Bimonthly. It aimed at advancing knowledge and professionalism in all aspects of educational research, including but not limited to innovations in science education, educational technology, guidance and counselling psychology, childhood studies and early years, curriculum studies, evaluation, vocational training, planning, policy, pedagogy, human kinetics, health education and so on. JSER publish different types of research outputs including monographs, field articles, brief notes, comments on published articles and book reviews.

We are grateful to the contributors and hope that our readers will enjoy reading these contributions.

Prof. Patrick C. Igbojinwaekwu

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**INFLUENCE OF SOCIAL MEDIA ON ACADEMIC PERFORMANCE OF
STUDENTS IN HUMAN KINETICS AND HEALTH EDUCATION
DEPARTMENT, UNIVERSITY OF CALABAR, NIGERIA**

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Abstract

The study investigated the influence of social media on academic performance of students in Human kinetics and Health Education Department, University of Calabar, Calabar, Cross River State, Nigeria. Two hypotheses were formulated to guide the study. The descriptive survey research design was adopted for the study. The population consisted of students of Department of Human kinetics and sports Science in University of Calabar. A population of three hundred and eighty, (380) students and a sample of seventy six (76) students which is (20%) of the population was selected for the study. they were composed of students from the department of Human kinetics and Health Education, University of Calabar. A 20-item questionnaire titled “Influence of social media on academic performance of students in Human kinetics and Health Education Questionnaire (ISMAPQ). The instrument was validated by experts in Human Kinetics and Health Education Department from the university. The reliability of the instrument was determined using the Cronbach Alpha – method with coefficient ranging from 0.78 – 0.82. Pearson product moment correlation coefficient analysis was used to test the hypothesis formulated for the study at .05 level of significance. The analysis revealed that distraction and concentration significantly influence academic performance of students in Human Kinetics and Health Education Department. The study among others recommended that the parents from inception must advise their children/wards on what to use their phones for and the appropriate time to use their phones, the teachers/lecturers should also monitor and discourage students that concentrate more on their phones instead of paying more attention to their studies.

Keyword: Social media, Academic performance of students

Introduction

The most commonly used method for communication is social media networking. It is being used by individuals belonging to every walk of life. Social media was widely accepted by public. There are numerous online networking platforms that include but are not limited to Facebook, twitter, Instagram, Pinterest, YouTube, LinkedIn, Google+, Flickr, snapchat, vine, Tumblr. The capacity of Social Media networking to spread valuable data quickly has made it the quickest developing method of association. Social media has changed numerous businesses, however the most impact of it is in the classroom teaching and the overall education system. According to Eburu Ironbar, Edu, Atah, Emmanuel (2023) the authors opined that the use of digital technology in education has attracted much interest in the recent years. It is a common expectation for academic staff and administrators to investigate options to ensure the learning environment is modern, relevant and capable of producing graduates with attributes aligned with the work environment and their career expectations. Students engage with campus life carrying highly sophisticated computing devices in their hands. Frequently these students have used these devices for a variety of purposes, which are unrelated to learning, thus highlighting a crucial disconnect exists. Institutes of higher education are concerned that both their staff and students are digitally literate, in the manner of learning delivery or method of instruction. Social media networking usage refers to online space that is used by students to connect, share, communicate, establish or maintain connection with others for academic and socialization purposes (Junco, Atzal, A. & Ratiq, 2020). Choney, (2018) opined that Social media is computer-mediated tools that allow student to create, share and exchange the information, ideas, pictures, videos for virtual communities and learners. The issue of

using the social media in the classroom has been a controversial topic for several years. Many parents and educators have been fearful of the repercussions of having the social media in the classroom. Social media is growing rapidly throughout the world. More adults and teenagers are joining sites such as Facebook, MySpace, Skype, WhatsApp and Twitter to interact with friends, family, and strangers. Social networking sites also enable community involvement in locating expertise, sharing content and collaborating to build content, and allow knowledge workers to extend the range and scope of their professional relationships. Social media networking allows researchers to draw from a social network of information and people outside of their traditional circle of friends (Calvert, 2019; Anam and Ahueansebhor 2017a).

ResearchGate is an example of social networking platform for researchers. Social networking helps teachers promote reflective analysis and the emergence of a learning community that goes beyond the institutional walls. Facebook website of a teacher disclosed large amounts of information, anticipated higher levels of motivation and affective learning, indicating positive attitudes toward the course and the teacher. Social networking also offers educators an excellent platform to forge their own professional identity by sharing with other colleagues and debating ideas, allowing them to extend their professional relationships. Social networking sites may provide helpful information to educators and help them deal with certain situations better. Students may also feel more comfortable. (Ahueansebhor, Ukpata & Eneji, 2025).

According to Junco et al, (2020), social media are a gaggle of internet websites, services, and practices that support collaboration, community building, participation, and sharing”. The growing dimension of the utilization of social media among the youth of today cannot be over emphasized. Over the years, social networking among

second cycle students has become more and more popular. It is how to form connection not only on campus, but with friends outside of faculty. Social networking may be a way that helps many of us feels as if they belong to a community. Due to the increased popularity of it, economists and professors are questioning whether grades of scholars aren't being suffering from what proportion time is spend on these sites (Choney, 2018). According to Lenhart, (2018) about 57% of social network users are 18-29 years old and have a private profile on multiple social media websites.

In a study by Pempek, Yermolayeva, and Calvert (2019) said that the quality of time spent daily on social network sites varied greatly. However, an analysis of the info indicated most participants spent approximately thirty minutes a day socializing, mostly during the evening hours between 9p.m to 12a.m students spent a mean of forty seven minutes a day on Facebook. More than 50% of school students continue a social networking sites several times each day (Sheldon, 2018). Quan-Haase and Young (2020) found that 82% of school students reported logging into Facebook several times each day. Younger students attended use Facebook more frequently than older students to stay in-tuned with friends from high school or from their hometown (Pempek *et al.*, 2019). Many researchers like Choney (2020), Miguel (2019) studies on students' use of the social media sites revealed a negative influence of the use of social media sites on students' academic performance. According to Jacobsen & Forste (2020) and Anam & Ahueansebhor, (2017), a Nielsen Media Research study stated that nearly 25% of students' time on the web is spent on social networking sites.

The American Educational Research Association conducted a search and declared at its annual conference in San Diego California (2019), that social media users study less and generate lower grade (Abaleta , 2019). Miguel (2018), focused on the connection

between time spent on Facebook and therefore the academic performance of scholars. The overall findings indicated “more time on Facebook equals slightly lower grades”. In his study, Miguel (2018) found that a typical Facebook user had a lower Grade point average as compared to a non-Facebook user. Also, the typical facebook user study for 1 – 5 hours per week, while the non -facebook user would study 11 – 15 hours per week Enriquez (2020), revealed that students who multi-task between social networking sites and residential work are likely to possess 20% lower grades than a student who doesn't have a social networking site. He believes that even running a social networking site on the background on a student's personal computer while studying or doing homework could lower a student's grade. He believes that “the problem is that the majority people have Facebook or other social networking sites, their e-mails and can be instant messaging constantly running within the background while they are completing their tasks” Choney (2020), in watching the time spend on facebook and its influence on academic performance said a user of Facebook has a mean “GPA of 3.06, while non - users have a mean GPA of 3.82”. Furthermore, a study conducted by Karpinski (2019) of Ohio Dominican university on college students who use social network have significantly lower mark averages (GPAs) than people who do not . The author also mentioned that among various unique distractions of each single generation, Facebook remains a big distraction of current generation.

According to Khan (2019), facebook users often time experience poor performance academically. Similarly, Englander, (2020), posited that social media is negatively related to academic performance of student and may be a lot more momentous than its advantages. According to Anam and Ahueansebhor,(2017), impairment of educational performance and internet dependency are correlated by utilizing synchronous

communication programme including websites and forums. Forste (2017), found a negative relationship between the utilization of varied media, including mobile phones, and self-reported GPA among first year university students within the us . In Taiwan, Yen, (2019), identified an association between mobile use and respondents and report that respondents have allowed phone use to interfere with their academic activities. Similarly, Hong, (2019), reported that daily use of mobile phones is correlated with self-reported measure of educational difficulty among a sample of Taiwanese university students. In a survey of Spanish high school students Sheldon (2018), found a correlation between “intensive” mobile use and faculty failure. However, other studies like Ahmed and Qazi (2021), Hanqittai and Hsich (2010), Pasek and Hanqittai (2019), conducted on an equivalent topic revealed no correlation between social media and students’ academic performance. A study conducted at Whittemore school of Business and Economic on one thousand, 127 students revealed that there's no correlation between what proportion time is spent on social networking sites and grades (Choney 2020; Ahueansebhor, Emeribe & Odok, 2023).

Again, University of latest Hampshire (2020) study also revealed that students’ use of social media sites don't affect grades. A recent survey showed that approximately ninety percent of teens within the us have Internet access, and about seventy-five percent of those teens use the web quite once per day (Kist, 2018). This study also showed that approximately half all teens who have Internet access also are members of social networking sites, and use the web to form plans and socialize with friends (Kist, 2018; Ahueansebhor, Emeribe & Odok, 2023a). In September 2005, out of the entire adult internet users (18-29 years) 16% were using social networking. The social media addiction among student is a very popular issue that still needs to be observed and solve

by the student on their own. They must learn to consider their behaviour in performing any actions. Indeed, there is nothing wrong in using social media what's matter most was the discipline within their own selves (Odok, Ahueansebhor, Dan, Osaji & Odey 2023).

Many students rely on the accessibility of information on social media specifically and that means a reduced on learning and retaining information. Students who attempt to multi-task, checking social media sites while studying may have their academic performance affected either positively or negatively. According to their grades we can determine the academic performance of students. It says that if the students earn high grades it means that he/she studies a lot, while low grades indicates less studying. (Ahueansebhor, Ogabor, & Apie 2015).

Academic performance focuses and concentrate on you having the right mind – set for raising your academic performance so you can learn more influenceively. It is how students deal with their studies and how they cope with or accomplish different tasks given to them by their lecturers. Social media such as face book, my space, linked and twitter are good example of sites that meet the previously stated criteria. Social media use overall grown significantly since 2005 with some estimate of nearly 78% of student using social media. In terms of daily usage more recent estimate shows face-book as having over 750million. Use worldwide, YouTube having over 3billion views each day; Twitter having over 177million tweets per day, why good percentage of this population are student (Chen & Bryer, 2022).

As related to this research exploratory study, the previous statistics indicate that social media tend to have the highest usage rate among traditionally – aged higher institution

student (that is those under 30years). The academic performance of these students, social media and academic performance, the issue of where social media helps or hurts or a student academic performance is often couched in larger issues identified with the overall use of social media (e.g. its psychological influence, privacy & safety concerns, individual self-discipline and self-regulation concerns, human adaptability concerns. (O'Neill, Ahueansebhor & Ogabor 2015).

Social media is a network of websites and applications which enables individuals to converse with each other. It also allows users to generate, use, exchange and discuss the content available in the worldwide web. In 2018, it was reported that there are 2.31 billion social media users reported with a global diffusion of 31%. Studies have reported Facebook, Whatsapp and Twitter as the most commonly used social media among students. Usage of social media in the age group of 18–29 years jumped from 12% in 2005 to 90% in 2015. Facebook statistics reveal a login of more than half its users daily. Twitter usage started with less than 5000 tweets/day in 2007 to an average of 500 million tweets/day in 2013 over just six years. Abalata (2019) reported daily average use of 320 min of Whatsapp by a single individual. There are currently more than 500 million Whatsapp users worldwide and 700 million photos and 100 million videos shared and exchanged every day on this application. The advent of smartphones has increased the usage of social media and the internet exponentially.

According to Ahueansebhor, Ogabor and Apie, (2015), excessive usage of social media has not yet been termed a mental disorder, although the term social media addiction is in vogue. Social media on a general platform has been shown to assemble information into learning and research, use reduced time to provide clear communication and produce access to required information. It facilitates generation of ideas, resource

exchange (notes and lectures), provides a clear insight of concepts and improves student engagement in classrooms. It is useful in enhancing collaborations, professional development and academic research. On the contrary, social media can also reduce cognition and enhance academic distraction which can lead to poor performance in academic engagements. Psychological issues such as depression, anxiety, sleep disorders or exposure to health risks such as smoking and alcoholism may follow poor academic outcomes. (Apie, Ahueansebhor & Ogabor, 2013).

Statement of the Problem

Students educational performance has been a yard stick for measurements of their abilities and inabilities. Many have raised different opinions on the cause of this poor performance among students with traces to age, parental involvement and even social media usage. Student through the use of their mobile phone now completely rely on internet rather than what is primarily thought in school. Students now focus on social media verification than even their semester exams with the belief that there is more to achieve in that circle. Students now move from Facebook to TikTok, and then to any other social media related sites. These and many exposures to social media have done more harm than good. To this end the researcher decides to embark on this study to investigate the influence of social media on the academic performance of human kinetics and health education students in the University of Calabar.

Purpose of the Study

The purpose of this study was to establish the influence of social media on the academic performance of human kinetics and health education students in the University of Calabar, Cross River State.

Specifically, this study aims to investigate the extent to:

1. distraction could influence the academic performance of human kinetics and health education students in the University of Calabar.
2. concentration could influence the academic performance of human kinetics and health education students in the University of Calabar.

Research Questions

The following research questions guided the study;

1. To what extent could distraction influence on the academic performance of students in Human Kinetics and Health Education Department in University Calabar?
2. To what extent could the level of concentration influence academic performances of students in Human Kinetics and Health Education Department, University of Calabar?

Hypotheses

The following research hypotheses were tested at 0.05 level of significance.

1. There is no significant relationship between the extent of distraction and the academic performance of students in the Department of Human kinetics and Health Education in University of Calabar.
2. There is no significant relationship between the level of concentration and the academic performance of students in the Department of Human Kinetics and Health Education, University of Calabar.

Method

This study adopted descriptive survey design. This study investigated the variables of social media on the academic performance of students of University of Calabar, Calabar, Cross River State, Nigeria. Two hypotheses and two research questions were formulated to guide the study. Population consisted of all students in Human Kinetics and Health Education Department of University of Calabar, Cross River State. This numbering three hundred and eighty (380) students. Student with varying level of study (Year I, Year II, Year III, Year IV e.t.c) were selected for this study. In a bid to arrive at the sample stratified sampling and purposive sampling techniques were used. Both inclusion and exclusion criteria were duly considered in selecting the sample for the study. Therefore, a sample of 76 students (20%) of the population was drawn from sample. A 20-item questionnaire was used for data collection and titled “Influence Social Media on Academic Performance Questionnaire” (ISMAPQ). The instrument was divided into 3 sections A, B, and C. Sections A consisted of the socio-demographic data of the respondents, section B, contained 10 items measuring the independent variables which were distraction and concentration while section C, containing 10 items measured the academic performance of students. The instrument was a modified four-point Likert scale with 20 items. Respondents rated their level of agreement with each statement using the following options, Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The face validation of the instrument was carried out by subjecting it to thorough scrutiny and vetting by experts in Human Kinetics and Health Education Department of University of Calabar. To determine the reliability of the instrument, a trial testing was carried out with lecturers outside the sample used. Cronbach Alpha reliability method was used to get the estimate of internal consistency

of the instrument and the instrument was administered once for its computation. The reliability coefficient obtained for the 3 – subsections were 0.78, 0.80, 0.82.

Results

The results were presented according to the research questions and hypotheses

Research Question 1: To what extent could distraction influence on the academic performance of students in Human Kinetics and Health Education Department in University Calabar?

Table 1: Distraction and Academic Performance

Variable	N	Mean	Standard Deviation (SD)	Minimum	Maximum
Distraction Score	76	35.1	6.3	22	48
Academic Performance Score	76	32.7	5.8	20	45

The mean distraction score of 35.1 (SD = 6.3) in table 1 suggests a moderately high level of distraction among students. The corresponding academic performance mean of 32.7 (SD = 5.8) shows a moderate performance, possibly impacted by distraction. The Pearson correlation result ($r = 5.85$, $p = .000$) confirms a statistically significant relationship.

Research Question 2: To what extent could the level of concentration influence academic performances of students in Human Kinetics and Health Education Department, University of Calabar?

Table 2: Concentration and Academic Performance

Variable	N	Mean	Standard (SD)	Deviation	Minimum	Maximum
Poor Concentration Score	76	37.6	5.5		25	49
Academic Performance Score	76	32.7	5.8		20	45

The mean poor concentration score of 37.6 (SD = 5.5) in table 2 indicates that students reported fairly high levels of poor concentration. The academic performance mean remains 32.7. The strong positive correlation ($r = 4.20$, $p = .000$) suggests that as poor concentration increases, academic performance is significantly negatively impacted.

H0₁: There is no significant relationship between the extent of distraction and the academic performance of students in the Department of Human kinetics and Health Education in University of Calabar. To test this hypothesis, Pearson product correlation coefficient analysis was applied to the data. The result is presented on Table 3.

Table 3: Summary of Pearson product correlation coefficient analysis of high distraction on academic performance (N = 76)

Variables	£x	£x ²	£y	£y ²	£xy	r-value	P-value
High distraction	2667	9341					
					71640	5.85	.000
Students' academic performance	2482	6295					

*P < = .05

The result in Table 3 above revealed that there is a significant positive influence of distractions on the academic performance ($r = 5.85$; $P = .000$) with 74 degrees of freedom at .05 level of significance. Hence, the null hypothesis that states that there is no significant influence of distractions on academic performance is rejected and the alternative hypothesis accepted. This therefore implied that there is a significant influence of high distraction on academic performance of students in human kinetics and health education department of University of Calabar, Cross River State.

H0₂: There is no significant relationship between the level of concentration and the academic performance of students in the Department of Human Kinetics and Health Education, University of Calabar. To test this hypothesis Pearson Product Moment correlation coefficient analysis was applied to the data. The result is presented in Table 4.

Table 4: Summary of Pearson Product Moment correlation coefficient analysis of poor concentration on academic performance (N = 76)

Variables	£x	£x ²	£y	£y ²	£xy	r-value	P-value
Poor concentration	3844	7361					
					73994		
						4.20	.000
Academic performance	2482	6295					

*P < = .05

The result in Table 4 above revealed that there is a significant influence of poor concentration on academic performance ($r = 4.20$; $P = .000$) with 74 degrees of freedom at .05 level of significance. Hence, the null hypothesis which states that there is no significant influence of poor concentration on academic performance was rejected and the alternative hypothesis upheld. This implied that there is a significant influence of poor concentration on academic performance of students in human kinetics and health education department in University of Calabar, Cross River State.

Discussions

Hypothesis one states in a null form that there is no significant relationship between the extent of distraction and the academic performance of students in the Department of Human kinetics and Health Education in University of Calabar. In conformity with the above statement, Distraction significantly impacts student academic performance by disrupting focus and concentration, leading to reduced information encoding, processing, and retention. This ultimately results in lower grades, poorer

comprehension, and difficulty transferring knowledge to new contexts. Social media platforms, instant messaging applications, and online entertainment serve as frequent sources of cognitive interruptions, diverting attention from important academic tasks. Studies have indicated that students who engage in multitasking—such as texting during lectures—experience diminished comprehension and memory retention, ultimately affecting their performance on assessments.

One of the biggest issues with social media is its addictive nature. These platforms are designed to keep users engaged, often for hours at a time. For students, this constant engagement can lead to a lack of focus on their studies. Instead of spending time on homework or revising for exams, many kids find themselves scrolling through endless feeds, watching videos, or chatting with friends. The result is a significant reduction in time spent on educational activities, which can have long-term influences on their academic performance.

Hypothesis two states that, there is no significant relationship between the level of concentration and the academic performance of students in the Department of Human Kinetics and Health Education, University of Calabar. The result of the analysis reveals that the null hypothesis was rejected and alternate form accepted. This implies that there is a positive significant influence of poor concentration on academic performance of students in Human Kinetics and Health Education Department. This finding is in agreement with the finding of (Forste, 2017) social media can negatively impact students' concentration and academic performance by causing distractions, reducing attention span, and potentially affecting sleep quality. The constant stream of notifications, updates, and addictive content can make it difficult for students to focus on their studies. Additionally, overusing social media may contribute to sleep

disturbances, leading to fatigue and impaired cognitive function. Also, thinking of and desire for the Internet, virtual environments, and social media platforms throughout the day, unable to be free of them, and the feeling of loneliness and restlessness evoked by lack of social media are among other symptoms. Some indicators of addiction in young people include considering social media as a way of escape from personal problems, being unable to adapt to social life and withdrawal into themselves when away from social media, insomnia, weight gain due to decreased activity level, disorders like irregular eating habits, and being unable to prevent themselves from entering social media sites although they know all these undesirable influences (Kirik, 2019). Social media addiction was also associated with poor mental health and low self-esteem in adolescents (Yen, 2019).

Conclusion

The issue of social media and its influence on students' academic performance is a significant issue that has not been adequately addressed. The concentration is a crucial aspect that has been influenced the general academic performance of students. There is a growing concern that students' concentrations have been greatly increased thereby affecting students' academic performance in human kinetics and health education.

Recommendations

Based on the findings of the Study, the following recommendations were made;

1. Students should be taught how to efficiently use social media to the academic benefit, thereby creating educative groups and channels.
2. Parents should regulate watch time for their children, preventing them from spending excessive time on the internet.

3. Students should be taught on the important of education and the role it plays in building their future.
4. The teachers/ lecturers should also discourage students from using their phones during classes for irrelevant things instead of paying more attention to their studies.

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