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USAGE OF SOCIAL MEDIA AND STUDY HABITS AMONG STUDENT NURSES IN CROSS RIVER STATE, NIGERIA

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ABSTRACT

Purpose: This study was carried out to determine the influence of social media usage by student nurses on their study habits.

Methodology: Expost facto research design was adopted. Three research questions were answered and one hypothesis tested. All the 679 student nurses in the three state owned schools of Nursing in Cross River State in the 2020/2021 academic session were studied. Validated researchers designed structured questionnaire was used to gather data. The statistical techniques applied were mean, standard deviation and one way Analysis of Variance (ANOVA) and the hypothesis was tested at .05 level of significance.

Results: The results ranked WhatsApps as most common and twitter as least used social media, students spent average of 3hours 50 minutes a day on social media, the most likely activity student nurses engage in social media in school is for academic purpose while the least reason is to search for friends. Social media has significant influence on student nurses study habits in terms of attendance to lecture, completion of assignment, preparation for examination and resting period. The study concluded that student nurses use diverse social media applications, social media is an integral part of student nurses' academic and social life and if the social media is properly harnessed it will assist students' learning.

Recommendations: It was recommended among others that students' interest in the use of social media should be guided towards those study habits that will enhance their academic success and lecturers should leverage on students' knowledge and usage of the social media tools and adopt them for effective communication and as instructional tools.

Keywords: Application, Attendance to lecture, Completion of assignment, Preparing for examination, Resting



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PUBLIC INTEREST STATEMENT

The findings of this study will be of immense benefit to lecturers, school administrators, curriculum planners, students and researchers. It provides guides to lecturers and school administrators on social media tools they can deploy in instructional delivery that will be beneficial to students. For the curriculum planners, the study provides useful empirical evidence of likely instructional media to be recommended in school curriculum. It provides further information for other researchers as reference point while students will be guided in terms of proper study habit vis-à-vis use of social media.

INTRODUCTION

Nursing Education consist of the theoretical and practical training provided to student nurses with the purpose to prepare them for their duties as nursing care professionals. Nurses are at the frontline of service delivery in healthcare. They provide a full range of nursing services at all levels of health system. In the education of health professionals, the use of social media is receiving special attention. The nursing profession is a core component of the healthcare delivery system and Nursing Education ensures a steady supply of professionally qualified and competent manpower to the healthcare system, in terms of nurses. In order to keep nurses abreast with new trends, the Nursing and Midwifery Council of Nigeria has series of Curricula modules on the current Nursing practices updated to be completed mandatorily before a qualified Nurse can renew his/her practicing license. Some of these modules are on social media.

Social media are effective tools in conducting research and sharing personal academic interest and can be used to create groups meant for academic purposes and improve e-texting functions by linking students with collective ideas and for the purposes of working together, (Boahene, Fang & Sampong, 2019). The use of social media has become common among young people of different ages. What used to be a hobby for some people has now become a life style. Young people have embraced social media as a platform for communication and sharing information (Olaleke, Irogu & Olajjide, 2015). Social media are known to act an indispensable role in collaboration, community building and participation. This networking sites includes Facebook, WhatsApp, twitter, YouTube. Email, etc. Though structurally

different, social media platforms have become part of users' daily lives and are now used in education (Centinkaya, 2017). In this era where technology has become interwoven with teaching and learning, many digital applications or platform such as edmodo (Olofu & Olofu, 2021) have been explored for online instructional delivery, exchange of contents and assignment between teachers and students and social media has emerged as a major communication media. In online courses and face to face classroom alike, instructors are integrating mixed media tools such as course management system weblocks, audio and video materials and virtual group into teaching tools. (Hilman, 2014). Social media in Nursing Education has been seen to have great potential to enhance teaching pedagogy (Schmitt, Sim-Gidden & Booth, 2012). The attitude of student nurses towards the usage of social media has great influence on their academics.

With social media advancement, professions such as Education, Agriculture, Medicine, Nursing etc. have gone digital. However, a number of studies carried out have established a decrease in the academic performance and grades of students, because of not having enough time for studies due to their participation in social media network (Kingsley, Jiaming & Frank, 2019).

Academic achievement also influences how students view themselves. More than essential to success, high academic performance also represent survival since academic performance determines the life trajectory of university or employment prospects (Echekwu, 2014). Although, Akah, Owan, Aduma, Onyenweaku, Olofu, Alawa, Ikutal and Usoro (2022) in a study found a positive relationship between the provision of amenities and

academic staff job performance in universities, institutions in emerging countries like Nigeria have difficulty providing staff and students with amenities that might be used to support their learning. However, the students have the hardware in their hands all the time (the mobile phone) the student need only to download the software into their phones and they can connect to the internet (Gasaymeh, Al-Tawel, Al-Mograbi, & Al-Ghonmein, 2017), hence the need for self-regulation on the part of the student. Expert learners prioritize time against their activities. They manage their learning at every stage (Weimer, 2010).

Good as it sounds, social media tools have the tendency of internet addiction (IA) and time trap (Anderson cited in Chuan-chun & Ching-Kuo, 2017) hence, the need for time management and self-regulated learning on the part of the student. Whether the use of social media is of advantage or disadvantage to students is a current debate. Nowadays students have smartphones and tablet computers that could be used to support learning but face the challenge of imbalance in their lives which causes them to spend less time on things that need to be done (Echekwu, 2014). Hiclox, 2006 in Echekwu (2014) listed among other variables such as the telephone, mobile phone, and email as time traps. He asserted that insensible consumption of the internet and Social media are parts of time traps.

According to scientists, social networks are especially dangerous for teenagers as it exposes them to ideas beyond their ages (Gilbert et al, 2018) and the time spent discovering individuals for acquaintance and discovering what is happening around the globe is quality time they could put into their studies and prepare to attend lectures on time and regularly. Some researchers hold the view that the use of social media by students provides them access to usage about everything except studies and this only distracts students from the learning process and rather expose them to the world of internet connection (Gilbert, Ali, Naif, Alwaleed & Saad, 2018). Increased daily usage of social media among students is a concern in

academia when it relates to academic performance. Chukwu, Aroh, Ozor, Amanda and Ezema (2022) are of the opinion that when time is not properly managed, it leads to among other things, poor performance, missing deadlines for activities and low achievement. As it relates to use of social media Harrison (2018) considers social media to be an enormous distraction for college students and that its usage by university students is capable of affecting their grades, social-skills and time-management positively or negatively. Sometimes the difficulties students have with preparing effectively for examinations stems from the need to develop fundamental skills such as time management, reading for comprehension, note-taking and coping with anxiety.

Some students after spending much of their time on usage of social media seek effortless, short term solution to studying for examinations through the social media. The ubiquitous nature of social media renders it a potential powerful tool in higher education if managed well. Using social media as a pedagogical tool assist students to learn regardless of whether they are attending lectures regularly or not, as learning can be acquired outside the traditional classroom (Liu, 2017). Social media networking sites have revolutionized the world, bringing us closer than ever before. Students can exploit this and use it for a better life, a better tomorrow as it can harness their completion of assignment on time thereby ensuring their academic achievement and a better placement in their professional career (Rithika & Selvaraj, 2013).

Time is an asset in which everybody has an equal share of twenty-four hours in each day but managed different by everybody. The success of each day depends on how well an individual manages time. Time is considered the most valuable commodity in our lives, (Qaed & Nazem 2011). Review of statistics by Georgiev (2023) reports that average time spent on social media on global scale vary with nation, the social media channel, gender and age. However, the average time spent on social media is 2hrs 31mins while Nigerians in particular are reported to spent 4hrs 7mins daily on

social. Facebook is the most popular of the social engaged by people with average usage time of 33minutes a day by American adults. This is a decline from 39mins recorded in 2017. Common reason for visiting YouTube is for entertainment and 19 minutes on the average is spent YouTube.

Study habit is the attitude of students when preparing for test or learning an academic material. This is reflected in the schedule of time for reading, note taking and commitment to study to bring about success in academic work. The success of the student nurses may depend on their study habit. To study effectively, a student must read, draw, compare, memorize and test himself or herself over time (Gea, Aleman & Garcia, 2013). Effective study habit implies approaching study with the right attitude, choosing the right environment, minimizing distractions, goal setting among others, (Grohol, 2018). Ebele and Olofu (2017) in a study establish a significant influence of habits on academic performance of secondary school students in biology.

In this study, the researchers have included among other activities, their regular attendance to lecture, completion of assignment and resting at the right time as critical aspect of study habit. Noting the important part that technology is playing on both academic and nursing care which is getting along with the digital world, the researchers decided to investigate student nurses usage of social media on the realization of their academic pursuit based on their study habit.

The attitude of students toward attendance to lecture may determine the level of importance attached to studies by such students. A student who attach high importance to his study will strife hard to attend lecture on time despite other activities. Result of a study on curriculum reform in Baccalaureate Nursing showed that 92.4% of those who used social media that assist students for academic activities attend lectures on time contrary to concerns that providing lecture materials via technology would decrease class attendance. (Forbes & Hickey, 2010). Many Universities and Schools around the world restrict the access to social network

within it buildings. They justify that it helps students concentrate on their studies and attend lectures on time, (Kolan & Dzandza, 2018).

Assignment is an important aspect of education and completion of assignment on time is a responsibility of the student to ensure compliance to educational rules and learning needs. Assignments add up to summative evaluation in most cases to determine the achievement of students in their academic. Hence a study in Zambia on the use of Social media to support nursing students learning by Wahila, Mwape, Lyambai and Kabinga Makukula (2018) reveal that Social media usage assist students on assignment and enable student read more. A good sleep is an optimum rest needed by both body and mind for a complete relaxation and refreshment of the brain. This is needed to optimize learning. This can be jeopardise by the use of social media at the wrong time. According to Sleepstation (2021) the use of social media at bedtime has negative effect on how well and how long one sleeps, makes it difficult to fall asleep, reduce the duration of sleep and leaves on unrefreshed the next day.

The study is anchored on Bucket of Rocks theory (BRT) by Marc Mancini and theory of study habit by Cardella-Elawar & Nevin. Marc Mancini's Bucket of Rocks theory (BRT) of 2003 explains the importance of time management on every activity one is faced with. In order to properly manage time, one needs to know the level of importance each activity holds. This theory which is also referred to as the pickle far theory, offers insight into the order in which a person should work on his activities. The theory proposes that one puts big rocks in a bucket (this represent the important things) and then fills it up with pebbles followed by sand and then water. The smaller substances represent increasingly less important tasks, (Forsyth, 2010). By implication of this theory, student Nurses are supposed to do the important things (big stones). Which is to study first and move on to less important things (Pebbles and sand) socials and any other.

Cardelle-Elaar and Nevin on the other hand expounded that study habit refers to conscious and purposeful use of

one's cognitive skills, feelings, and actions to maximize the learning of usage and skills for a given task and set of conditions. They consider study habit as the application of an individual's intelligence, emotions, and activities towards the acquisition of usage and skills to accomplish an assignment. Logically effective study habit is contingent on keen intellectual competence, stable emotions, and relevant activities deliberately directed to construct usage and develop skills so as to attain a goal. The implication is that study habit demands personal commitment of student nurses to their programme of study. A student nurse who wants to achieve academic and professional excellence would adopt an effective study habit by carrying out activities that would enhance academic and personal achievement

STATEMENT OF THE PROBLEM

Time management means to optimally use the time available, (Pehlivan, 2013). Recent changes in hospital care giving suggests that nurses are required to work more strictly and smartly due to long working hours in order to carry out more of their day to day tasks in a limited time. If nurses are to manage their time adequately, they need to cultivate this attitude as students while in school. There are various activities student nurses engage on while in school, such as academic, social, religious etc. Effective time management is necessary to adequately meet up these activities. This is a critical aspect of study habits.

As students the social media are supposed to serve as a means of gathering information for assignment, group discussion, watching of role play, reading study content etc. Some social media applications students nurses can access information include Facebook, Twitter, WhatsApp, YouTube, emails, etc. These Social media could be used positively to enhance learning and practice by student nurses. However, the duration of usage of these applications by them is worrisome.

The most common means of accessing social media available to the nursing student is the phone. It is common to see students with their phones while in the classroom, library, and laboratory,

while they walk along the road or street or even while they are supposed to be resting. This calls to question the study habit of the student nurses under normal circumstance. They are either on Facebook, twitter, YouTube, Instagram or on one social medium or the other. One cannot help but wonder what they are using these social media for. What percentage of their time do they devote to the use of social media daily? To what extent does their use of social media influence their study habits completion on assignment, attendance to lecture, preparing for examination and resting?

PURPOSE OF THE STUDY

The purpose of this research therefore, is to: identify the social media applications commonly used by student nurses, the average number of hours they spend on social media, what they use social media for and the influence of usage of social media on students study habit (completion on assignment, attendance to lecture, preparing for examination and resting).

RESEARCH QUESTIONS

1. What social media applications are commonly used by student nurses in Cross River state, Nigeria?
2. What is the average time spent by student nurses on social media per day in Cross River state, Nigeria?
3. What do student nurses use social media for in Cross River state, Nigeria?

HYPOTHESES

1. There is no significant influence of student nurses usage of Social media on their study habit (completion of assignment, attendance to lecture, preparing for examination and resting).

METHODOLOGY

Research design

The study adopted expost-facto design. This is a design that is applied when variables studied have already occurred and the researcher does not manipulated the variables. This design is considered appropriate in this study since the variables, social media usage and

study habit (completion of assignment, attendance to lecture, preparing for examination and resting) studied had already occurred and the researchers did not manipulate any of the variables.

Population and sample

The population of the study consisted of all the six hundred and ninety-seven (697) students from all the three state government owned Schools of Nursing in Cross River State, comprising 320 girls and 377 boys. Since the population of 697 is considered small there was no sampling.

Instrument for Data Collection

The instrument for this study is researchers designed questionnaire titled Social Media and Student Nurses Study Habit Questionnaire (SMSHQ). The instrument is in four sections. Section A has five items on Social media commonly used by student nurses with option pattern of ranking. Section B comprised five items on time spent on social media per day. The option patterns were 1hr, 1-2hrs, 3-4hrs, above 4hrs. Section C consisted of five items to illicit responses on what student nurses use social for and section D focused on student nurses attendance to lecture on time and regularly, Completion of assignment on time, preparation for examination and resting at the right time. The validity of the instrument was established through face validity. The instrument was validated by consulting experts in related fields to make their inputs which was used to improve the quality of the instrument and its reliability was established with reliability co-efficient of 0.81

Procedure for Data Collection

The researchers applied to the Cross River State Ministry of Health that regulates the running of the schools of

nursing in the study area for approval to use the schools. The consent of school heads and students were also sought to participate in the study. The various schools under study were visited and 697 copies of validated questionnaire were administered to them in their classes with the assistance of their lecturers. All the questionnaire distributed were collected on the spot and were found to be completely and correctly filled by the respondents.

Method for Data Analysis

After collecting the questionnaire, scores were assigned to each item. For ease of data preparation, a coding schedule was prepared by developing a key for each of the constructs of the instrument in a tabular form. The research questions were answered using mean and standard deviation. Data on the social media tools commonly used by student nurses and what they use these social media for was scored by ranking. The respondents were asked to rank the items from 1st to 5th, so the scoring was such that any item ranked as 1st was scored 5 points, anyone ranked as 2nd was scored 4 points, 3rd was scored 3 points, 4th was scored 2 points and 5th was scored 1 point. These points were used to calculate the mean and standard deviation.

To test the hypothesis, one-way analysis of variance (ANOVA) was the statistical tool. The hypothesis was tested at 0.05 alpha level. Data were analyzed using the Statistical Package for Social Sciences (SPSS).

RESULTS

Research Question 1: What social media applications are commonly used by student nurses in Cross River state, Nigeria?

Table 1: Summary of descriptive statistics for ranking of Social media tools commonly used by Student Nurses for their studies

Items	Social media Tools	N	Expected Mean (μ)	Observed Mean (X)	SD	Usage Ranking
1	Facebook	697	2.50	2.43	1.07	3 rd
2	WhatsApp	697	2.50	3.20	0.89	1 st
3	Twitter	697	2.50	1.73	0.97	5 th
4	YouTube	697	2.50	2.75	1.07	2 nd
5	E-mail	697	2,50	2.42	1.18	4 th

This research question was answered using descriptive statistics (means and standard deviations) to rank the social media tools according to their level of usage by the student nurses. The results are presented in Table 1.

Results in Table 1 showed that observed means of 3.02 and 2.75 were for usage of WhatsApp and YouTube respectively, while observed means of 2.43, 2.42, and 1.73 were for usage of Facebook, E-mail, and Twitter respectively,.

This means that the most used social media tool was WhatsApp ranked 1st followed by YouTube ranked 2nd, then followed by Facebook ranked 3rd, then E-mail ranked 4th, and lastly by Twitter ranked 5th.

Research Question 2: What is the average time spent by student nurses on social media per day in Cross River state, Nigeria?

Table 2: Summary of descriptive statistics showing hours spent by Student Nurses on different Social

Item s	Social Tools	media N	Media tools at school per day			
			Total number of hours spent	Expecte d Mean (μ)	Observe Mean hours per student)	SD
1	Facebook	697	2404	2.50	3.45	0.80
2	WhatsApp	697	2629	2.50	3.77	0.55
3	Twitter	697	2159	2.50	3.10	0.99
4	YouTube	697	2607	2.50	3.74	0.57
5	E-mail	697	2386	2.50	3.42	0.87
	Average time per student per day				3.50	

Finding in respect of research question two on amount of time spent by student nurses on social media revealed that student nurses spent 2629 hours on WhatsApp, 2607 hours on YouTube, 2404 hours on Facebook, 2386 hours on email and 2159 hours on twitter while at school. This finding revealed that each student nurse spent on the average 3 hours

50minutes on social media per day. Summary of finding is in Table 2

Research Question 3: What do student nurses use social media for in Cross River state, Nigeria?

Table 3: Summary of descriptive statistics showing the things Student Nurses use Social media tools for while at school

Items	Description of Items	N	Expected Mean (μ)	Observed Mean (X)	SD	Rank
1	For academic work	697	2.50	4.24	1.00	1 st
2	For chatting and posting pictures/videos	697	2.50	3.16	1.03	3 rd
3	For listening to music and watching videos	697	2.50	2.96	0.86	4 th
4	For sending SMS	697	2.50	3.56	1.21	2 nd
5	For finding friends	697	2.50	2.61	0.94	5 th

Finding on research question three revealed that, student nurses use social media tools for the following purpose in the order of their ranking from 1st to 5th at school namely for academic work followed by sending SMS, chatting and posting pictures and video, listening to music and finding friends.

Hypothesis 1. There is no significant influence of student nurses usage of Social media on their study habit (completion of assignment, attendance to lecture, preparing for examination and resting).

Table 4: Summary of One-Way ANOV A for the influence of time spent on Social media tools by nurses on their study habits

S/N	Variable	Source of Variation	Sum of Squares	of Df	Mean Square	F
1	Attendance to lecture	Between	216.977	2	109.488	95.218*
		Within	798.010	694	1.150	
		Total	1016.987	696		
2	Completion of assignment	Between	261.098	2	130.549	110.054*
		Within	823.244	694	1.186	
		Total	1084.341	696		
3	Preparation for examination	Between	204.086	2	102.043	54.775*
		Within	1292.878	694	1.863	
		Total	1496.964	696		
4	Resting period	Between	207.819	2	103.909	76.404*
		Within	943.842	694	1.360	
		Total	1151.661	696		
5	Overall study habits	Between	3474.452	2	1737.226	110.216*
		Within	10938.813	694	15.762	
		Total	14413.265	696		

*p<.05; Critical F-ratio = 3.00

Results of analysis in Table 16 show that the calculated F-ratios for attendance to lecture (95.218), completion of assignment (110.054), preparation for examination (54.775), resting period (76.404), and for overall study habits (110.216) are each greater than the critical F-ratio of 3.00 at .05 level of significance with 2 & 694 degrees of freedom. This means that there is a significant influence of time spent on Social media tools by Nurses on their study habits. Based on these results the null hypothesis was rejected.

DISCUSSIONS

Research question one sought to find out what social media tools are commonly used by students nurses. The study revealed that all the five applications selected were used by the students and in the following ranking WhatsApp ranked 1st followed by YouTube ranked 2nd, then followed by Facebook ranked 3rd, then E-mail ranked 4th, and lastly by Twitter ranked 5th. The study finding share the same position with Georgiev (2023) who opined that diverse social media has become inseparable with our lives. However, in terms of ranking, the finding which ranked whatsapp first is contrary to the view of Lau (2023) who revealed that Facebook is the most commonly used social media. The reason that this study was restricted to students in school while the other involved study focused on use of social media for general purpose may likely account for variations in findings

In respect to research question two, the finding showed that each student nurse spent on the average 3hours 50 minutes on social media per day. Since this time include the period spent on social media for academic purpose which may cover time spent to communicate with teachers and fellow students, carrying assignment , searching for knowledge, the time may not need to be considered as excessive. A review of statistics by Georgiev (2023) showed that average time spent on social media on global scale vary with nation, the social media channel, gender, age etc. However, the average time spent on social media in recent time is 2hours 31minutes globally while Nigerians in particular are found to spend average of 4 hours

7minutes daily on social media. Dixon (2023) also revealed that the average time spent on social media worldwide is 151 minutes per day in 2023 while Japan spend less than 50 minutes per day, Brazil spent 3hours 49 minutes. Howart (2023) on the other hand reported that the average time spent on social media worldwide is 2hours 27 minutes.

The answers to research question three which sought to find out what student nurses used social media tools for at school revealed the following purpose in the order of their ranking from 1st to 5th namely for academic work followed by sending SMS, chatting and posting pictures and video, listening to music and finding friends. This finding contradicts Georgiev (2023) report that the major reason users' visit YouTube in particular is for entertainment. This finding that placed academic purpose as a priority is not surprising as this study is conducted among students.

The result of the hypothesis tested also revealed that the time students spent on social media significantly influence their study habit particularly in the areas of attendance to lecture, completion of assignment, preparation for examination and resting period. Contrary to speculations and some earlier findings, the study further showed that student nurses who spent high time on social media are more likely to attendance lecture on time and regularly, completion assignment, preparation for examination and have resting period than their counterparts who spent moderate and low time in their social media tools. The nature of the finding could be attributed to the students' maturity and sense of responsibility to manage their time effectively. Earlier finding by Davie (2015) in a study in Canada revealed that youngsters who spent hours scrolling social media were more likely to wake up in the middle of the night and struggle to get back to sleep thus affecting every other daily activity. Ebele and Olofu (2017) in a study establish a significant influence of habits on academic performance of secondary school students in biology. Equally, a study in Zambia on the use of Social media to support nursing students learning by Wahila, Mwape, Lyambai and Kabinga-

Makukula (2018) revealed that Social media usage assist students on assignment and enable student read more

CONCLUSION

The use of social media globally and in Nigeria is on the increase. Social media has become an integral part of academic and social life of users. Its impact on social life and academic exercise cannot be ignored as a result of its both negative and positive effects. The purpose of its usage and time management are crucial in this regards. Based on the findings of this study, student nurses use diverse social media for various purposes especially for academic activities. If the social media is properly harnessed it will assist students learning. The findings also is an indication that the debate on whether social media usage by students is of advantage or disadvantage is yet to be concluded.

RECOMMENDATIONS

1. Lecturers teaching student nurses should explore the social media tools used by their students to enhance communication and effective teaching and learning.
2. Students used of social media should not be restrained but moderated towards beneficial exercises. Students counselling and orientations will help to address the challenges of time management for those who fall prey to social media addiction to the detriment of their studies.
3. Institutions should enhance internet access to students to enable them utilise these social media tools that are useful to their academics.

Conflict of Interest: The authors declare that there is no conflict of interest in this study.

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Disclaimer

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Authors Notes

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Authorship and level of contributions

The research was carried out by Ekpong Monica as a requirement for the award of master's degree and was supervised by Martin Olofu who also as part of mentoring facilitated the extraction of this work for publication. Both are responsible for financing this publication.

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