



AJORE

Akungba Journal of Research in Education

[Menu](#)

[Home](#)

[About Us](#)

[Manuscripts](#)

[Editorial](#)

[Issues](#)

[Contact Us](#)

[Menu](#)

Issues

Latest issue

[Akungba Journal of Research In Education Volume 10 \(2\) July 2022](#)

Previous Issues

[Ajore journal – volume 10- 2022 \(1st issue\)](#)

[AJORE journal – volume 3 – 2015](#)

[AJORE-journal-volume-9-july-2021](#)

SEARCH



AJORE

Akungba Journal of Research in Education (AJORE) is a peer-reviewed Journal published by the Department of Social Science Education Adekunle Ajasin University Akungba Akoko.

The Journal publishes articles in various areas or fields. Most of these articles are research based. The contributors are seasoned and academics in various fields.

Address

Department of Social Science Education
Adekunle Ajasin University
Akungba Akoko
Nigeria
info@aauaajore.org.ng
+2348034225504

QUICK LINK

[Home](#)[About Us](#)[Manuscripts](#)[Editorial](#)[Issues](#)[Contact Us](#)

AKUNGBA JOURNAL OF RESEARCH IN EDUCATION (AJORE)

VOLUME 10, APRIL, 2022

Ajore is a Journal of the Department of Social Science Education,
Faculty of Education, Adekunle Ajasin University,
Akungba Akoko, Ondo State, Nigeria.



Volume 10, April, 2022

© Department of Social Science Education, Faculty of Education Adekunle Ajasin University, Akungba Akoko, Ondo State, Nigeria.

ISSN

COPYRIGHT

The copyright for any article which is published in this Journal (AJORE) rests with the Publisher. No part of this publication may be re-produced, stored, transmitted, or disseminated in any form, or by any means without prior written permission from the Department of Social Science Education, Faculty of Education, Adekunle Ajasin University, Akungba Akoko, Ondo State, Nigeria. Every request to re-produce copyright material should be directed to the Managing Director. Consent is hereby given for authors to copy their own articles from the Journal for personal academic purpose.

Submission of Manuscripts

All manuscripts should be addressed to:

The Managing Editor,

Akungba Journal of Research in Education, (AJORE)

Faculty of Education,

Adekunle Ajasin University, Akungba Akoko, Ondo State, Nigeria.

Printed & Bound by:

Alafas Nigeria Company,

Educational Printers and Publishers,

Ibadan, Oyo State, Nigeria.

+234 803 361 2670

Editorial Lists

Editorial Board

Prof. Adekunle Olatumile	-	Editor in Chief
Dr. I. B. Ogunfunmilakin	-	Managing Editor
Dr. S. O. Oladapo	-	Editor
Dr. O. O. Olowo	-	Editor
Dr. D. T. Aladejebi	-	Editor
Dr. K. O. Ogunyemi	-	Editor
Dr. A. Aboluwodi	-	Editor

Editorial Consultants

Prof. S. A. Amuseghan	-	Adekunle Ajasin University, Akungba Akoko
Prof. (Mrs) C. A. Akinfolarin	-	Adekunle Ajasin University, Akungba Akoko
Prof C. A. Daramola	-	Adekunle Ajasin University, Akungba Akoko
Prof. P. O. Jegede	-	Obafemi Awolowo University, Ile-Ife
Prof. S. F. Ogundare	-	Tai Solarin University, Ijebu Ode
Prof. S. O. Ajitoni	-	University of Ibadan, Ibadan
Prof. J. O. Ajiboye	-	University of Ibadan, Ibadan
Prof. S. A. Bello	-	University of Lagos, Lagos
Prof. L. O. Gbore	-	Adekunle Ajasin University, Akungba Akoko
Prof. Jude Akomolafe	-	Adekunle Ajasin University, Akungba Akoko

Contents

Editorial Lists.....	iii
Titles of Articles and Names of their Authors.....	
Editorial.....	
 Analysis of Risk Factors and Consequences of Sexual Dysfunctions: Implication for Counselling Practice <i>Alwajud-Adewusi, M. B, Odenike, A. A & Ariyo, N. O.....</i>	 1
 Prospective Teachers' Views on a Tabular Format Lesson Plan in Teaching Practice Exercise in Kwara State <i>Olokooba, Issa Nasiru & Uyanne, Elizabeth Obiageli.....</i>	 17
 An Investigation into the Adequacy of Resources for Teaching Practical Agricultural Science in Secondary Schools in Osun State, Nigeria <i>Bamidele, E. F., Ewuola, W.O., & Adetunji, A. A.....</i>	 31
 Joint School Section Practice of Private School under Universal Basic Education: A Threat to Academic Activities <i>Bello, Muhinat B.....</i>	 44
 Household Catastrophic Health Expenditure in Kwara State, Nigeria <i>Jimoh Odunayo B.....</i>	 521
 Inculcating the Right Values and Attitudes on Students through Effective Teaching and Learning of Social Studies in Nigerian Schools <i>Dr. A. O. Oyewale.....</i>	 66
 Agitations Against Resource Alienation and Idols of the Tribe: Niger Delta Historico-Contextual Realities <i>Adeleke, Gabriel Osuolale & Akinyoola, Olaniyi Aremu.....</i>	 72

Social Media Additions as A Predictor of Concentration During Lecture among Pre-Service Teachers in Kwara State, Nigeria <i>Bello, M.B.</i>	87
Measure Influence of Computer Literacy and Internet Usage on Students' Knowledge of Child Rights Concept in Social Studies. <i>Oluwayanlemi Aaron Babatuyi, Dr. S. O. Oladapo & Dr. T. D. Aladejebi</i>	98
Impact of Quality of Election on Corruption in Sub-Saharan Africa <i>Attahiru H., Mohammed A., Sa'adu A.A., Oluwole E. A., and Chikezie J.</i>	112
Effect of Exchange Rate Volatility on Foreign Investment in Nigeria <i>Attahiru H., Mohammed A., Oluwole, E. A., Chikezie J and Sa'adu A. A.</i>	126
University Of Ibadan Students' Coping Strategies during the Deployed Emergency Remote Teaching (UI-ERT) <i>Timilehin Olayinka Omoniyi</i>	143
Cost of University Education and Service Delivery in Nigeria <i>Anthonia Opeyemi Ayeni</i>	161
Impact of Continuing Education Programme of Adekunle Ajasin University on In-Service Teachers of Ondo State, Nigeria <i>Francis O. Olaniyi</i>	172
Effects of Dwindling Economy and National Insecurity on The Use of Field Trip in Teaching and Learning of Social Studies in Nigeria <i>Dr. Obanisola, Mathew Oyetunji</i>	187
Effects of Two Models Instructional Strategies on Students' Attitude to Climate Change Concepts in Social Studies for Sustainable Development <i>Olawale O. Oyekanmi</i> ,.....	195
Assessment of Students' Citizenship Activities Among Junior Secondary School Students in Osun State, Nigeria <i>Olusegun Tunde Egbetola, Oluwaseun, Oyewole</i>	215

SOCIAL MEDIA ADDICTIONS AS A PREDICTOR OF CONCENTRATION DURING LECTURE AMONG PRE-SERVICE TEACHERS IN KWARA STATE, NIGERIA

By

Bello, M.B.

Department of Social Sciences Education

Faculty of Education

Univeristy of Ilorin, Ilorin, Kwara State, Nigeria

bello.mb@unilorin.edu.ng

Abstract

Recently, in developing countries, sociology of education has added smartphone addiction to its nomenclature as a term, but the current issue that now requires serious attention is social media addiction, as the use of social media by most pre-service teachers is widespread enough to spill into other areas of their lives, not excluding their interest in the lecture hall. The study examined the level of social media addiction, as it predicts the level of concentration of pre-service teachers during lessons in Universities in Kwara State, Nigeria. The target population for this study contained all the pre-service teachers of the Faculty of Education, in two public Universities, with a population of 14,139 out of which 1,332 respondents were sampled. Two questionnaire forms with psychometric properties of contents validity of 0.86 and a reliability index of 0.72 were used to collect the data. The data collected were analyzed using descriptive and Regression statistics. The results indicated that pre-service teachers were highly addicted to the use of social media and reduced their level of concentration in class. The hypothesis raised was rejected, which implies that addiction to social media predicts the level of concentration of pre-service teachers during lessons. The report suggests prohibiting pre-service teachers from the overuse of social media.

Keywords: *Social media, Pre-service Teachers, Addiction, and Lecture*

Introduction

Social media is considered worldwide as a user-friendly communication medium that is a cost-effective and fast useful tool in all spheres of human life, education inclusive. Today, social media is a global system that is increasingly used

as one of the most important devices for access to information and a lot of other activities in the world, especially young adults.

Social media are interactive computer-mediated technologies that facilitate the creation and sharing of information, ideas, career interests, and

other forms of expression via virtual communities and networks. It can also be referred to as websites and applications that are designed to allow people to share content quickly, efficiently, and in real-time. It can easily be accessed as an application on a smartphone or tablet without necessarily carrying a computer laptop around. This mobility nature of these I.C.T gadgets easy people usability for all purposes. According to Foreman (2017), there are ten different categories of Social media networking sites which are, social networks (connect with people), media sharing networks (share photos, videos, and other media), discussion forums (share news and ideas), bookmarking and content curation networks (discover, save, and share new content), consumer review networks (find and review businesses), blogging and publishing networks (publish content online), interest-based networks (share interests and hobbies), social shopping networks (shop online), sharing economy networks (trade goods and services) and anonymous social networks (communicate anonymously).

These sites are synonymous with different users. A report by Esteban Ortiz-Ospina (2019) on Our World Data, has it that Facebook, the largest social media platform in the world, has 2.4 billion users. Other social media platforms including Youtube and Whatsapp also have more than one billion users each. These numbers are

huge – there are 7.7 billion people in the world, with at least 3.5 billion online. This means social media platforms are used by a ratio of 1: 3 people in the world, and more than two-thirds of all internet users. Social media has changed the world. The rapid and vast adoption of these technologies is changing how people associate with one another especially as it regards finding partners and accessing information on any issues around the world.

Who uses social media? In response to this, it was obvious that some social media sites are much more popular than others among specific population groups. In general, young people are more likely to use social media than older people. But some platforms are much more popular among younger people. The Nigerian experience is that out of the 98.39 million Nigerian internet users, 54% (amounting to 53,130,600 million) access the internet daily while only 12% (24 million) have active social media accounts (Udodiong, 2019). The report also revealed that Nigerians spent an average time of 3 hours 17 minutes on social media daily, which is higher than the global average which is 3 hours 14 minutes. WhatsApp is the most active social media platform in the country with 85% of users. The second is Facebook at 78%, Instagram is third at 57%, followed by FB Messenger at 54%, and Youtube at 53%. It is the amount of time spent on social media that is the issue of concern for this study, which is addiction.

The concept of addiction could be referred to as an inability of a person to stop taking part in a particular activity or event such as gambling, eating, or working. When a person experiences addiction, they cannot control how they partake in an activity, and they become dependent on it to cope with daily life. The case of social media addiction is not an exception. This is because social media users constantly check and scroll through their media sites to access one information or the other, this act has become an increasingly popular activity over the last decade which was regarded as an addiction. Although many peoples' using social media is non-problematic, there are other percentages of users that have become addicted to social networking sites and engage in compulsive use. Psychologists estimate that as many as 5 to 10% of Americans meet the criteria for social media addiction today. Social media addiction is a behavioral addiction that is characterized as being overly concerned about social media, driven by an uncontrollable urge to log on to or use social media, and devoting so much time and effort to social media that it impairs other important life areas. Addictive social media use will look much like that of any other substance use disorder, including mood modification, salience, tolerance, withdrawal symptoms, conflict, and relapse. Thus, the findings of neuroscientists (2018) have compared social media interaction to a syringe of

dopamine being injected straight into the system.

According to a new study by Harvard University, self-disclosure on social networking sites lights up the same part of the brain that also ignites when taking an addictive substance. The reward area in the brain and its chemical messenger pathways affect decisions and sensations. When someone experiences something rewarding or uses an addictive substance, neurons in the principal dopamine-producing areas in the brain are activated, causing dopamine levels to rise. Therefore, the brain receives a "reward" and associates the drug or activity with positive reinforcement. This is observable in social media usage; when an individual gets a notification, such as a like or mention, the brain receives a rush of dopamine and sends it along reward pathways, causing him or her to feel pleasure. Social media provides an endless amount of immediate rewards in the form of attention from others for relatively minimal effort. Therefore, the brain rewires itself through this positive reinforcement, making people desire likes, retweets, and emoticon reactions.

Another perpetuating factor of social media addiction is the fact that the reward centers of the brain are most active when people are talking about themselves. In real life, it's estimated that people talk about themselves around 30 to 40% of the time; however, social media is all about showing off

one's life and accomplishments, so people talk about themselves a staggering 80% of the time. When a person posts a picture and gets positive social feedback, it stimulates the brain to release dopamine, which again rewards that behavior and perpetuates the social media habit. Social media use becomes problematic addictive when users use social networking sites as an important mechanism to keep up to date, because it is interesting, also for useful connections, and lastly to be able to have a say. For these users who range between the ages of 17 to 30 years, social media use provides continuous rewards that they're not receiving in real life, and end up engaging in the activity more and more. This continuous use eventually leads to multiple interpersonal problems, such as ignoring real-life relationships, work or school responsibilities, and physical health, which may then exacerbate an individual's undesirable moods.

It is clear that social media is making a huge impact on society; it is impossible to ignore. It impacts everyone, whether they have social media or not. The impacts intercede into every aspect of life in more than one way. But the way that the attention span of society has exponentially decreased is relevant to all. As educators, it is visible that not only are students distracted by social media during class but when the distraction is removed, attention is extremely difficult to gain and retain. This is greatly diminishing

the effectiveness of valuable and retainable education. The latest findings from a recent study conducted by Microsoft revealed social media has reduced students' attention span and concentration in the class so dramatically. In 2000, the average human attention span was 12 seconds. By 2013, it was 8 seconds.

Unfortunately, this was the handwork of human being themselves and students in particular. Mobile phones and social media have altered the way students' brains work. Four top factors impact attention spans and concentration to lessons in students: media consumption, social media usage, technology adoption rate, and multi-screen behavior. However, the study found that long-term focus was higher with more screen time and social media usage. This is because human brains can produce short bursts of high attention with exposure to social media.

Purpose of the study

The study investigated social media addictions as a predictor of the low level of distraction in lessons among Pre-service teachers in Kwara State. specifically, the study examined:

- 1 the level of pre-service teachers' social media addiction
- 2 the level of pre-service teachers' level of distraction during lessons
- 3 whether pre-service teachers' social media addiction predicts their level of distraction during the lesson.

Research Questions

The following research questions guided this study:

1. what is the level of social media addiction of the pre-service teachers in Kwara State
2. what is the level of pre-service teachers' level of distraction during the lesson?
3. Do pre-service teachers' social media addiction predict their level of distraction during the lesson?

Research Hypothesis

Ho1: Social media addiction does not predict pre-service teachers' level of concentration during the lecture.

Methodology

The study adopted a descriptive type of correlation design, the choice of the descriptive type of correlations was in line with Sambo (2008), who maintained that it is concerned with the gathering of information on peoples' opinion. Meaning that the choice of this design was considered most appropriate because the study sampled pre-service teachers undergraduate' test on the level of social addiction and level of distraction. The target population for this study contained all the pre-service teacher educators of the Faculty of Education, in two public Universities. These are the University of

Ilorin and Kwara State University. The two universities have a faculty population of 14,139 Pre-service teachers which cut across all the levels (10,327 and 3,812 respectively), out of which 1,332 respondents were sampled using simple random sampling techniques in line with Research Advisors' (2006) table for selecting the sample size who maintained that the best sample size for a population of 10000 to 25000 at the margin of error 2.5% is 1,332 respondents. The respondents consisted of both male and female pre-service teachers across all levels in the 9 Departments in the Faculty of Education, University of Ilorin and Kwara State University.

Two questionnaire forms were adopted in the collection of the needed data for the study, the first was a -12 item two-point scale researchers' designed questionnaire entitled Questionnaire on "social media addiction on the Level of Concentration of Pre-service Teachers during lecturers in Universities, Kwara State." The validity of the questionnaire items was carried out by the experts in the Educational Research and Measurement unit of the Department of Social Sciences Education, the University of Ilorin to ensure its content validity of 0.86. In line with Sambo (2008) who upheld that the best procedure for validating a research instrument is to give it to a board of experts. A test-retest reliability method was carried out with a sample of 15 pre-service

teachers' in a private University, Al-hikmah University. A three-week interval period was assumed; the scores of the first were correlated with the scores of the subsequent using Pearson's Product-Moment Correlation Coefficient, and a reliability index of 0.72 was obtained.

While the second was an adapted questionnaire entitled: " Level of Concentration of pre-service teachers during lecturers in Universities in Kwara State." it was adapted from the work of Krawietz, (2014) The 10 items 5 points Likert scale 5 = very often true of me, 4 = often true of me, 3 = occasionally true of me, 2 = rarely true of me, 1 = never true of me, was prepared. Levels of attention were defined in terms of low, moderate,, and

high based on the scores of each respondent on a Likert scale. the maximum score is 90. In this study, the average response time to the questionnaire was about 20 min. The questionnaires were distributed in departments at the end of a general faculty of education classes. The data collected were analyzed using mean percentage, standard deviation, and linear regression.

Results

Research questions raised in this study were answered with both descriptive and inferential statistical tools.

Research Question One: What is the level of social media addiction of the pre-service teachers in Kwara State

Table 1: Percentage of the level of addiction to social media

Addiction level	Frequency	Percentage
Normal Use	121	9.09
Mild addition	197	14.79
Moderate	63	4.72
High addiction	951	71.40
Total	1332	100

The data gathered from the respondents were categorized into four as showed in table 1 based on the score obtained from the field, Normal use of social networks 0–19, mild social networking addiction (20–39), moderate social networking addiction (40–69)

and high social networking addiction (70–90). From the table, it was revealed that pre-service teachers in the sampled universities were highly addicted to social media usage while lectures are going on in their classrooms. See a better picture from the figure below:

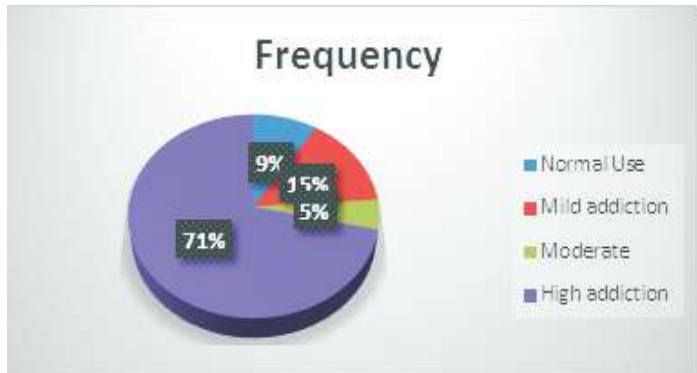


Fig.1

Research Question 2: What is the level of pre-service teachers' level of distraction during the lesson.

To answer this question a questionnaire measuring the level of concentration was adopted and the table revealed thus,

Table 2: pre-service teachers level of concentration to lectures

Concentration Level	Frequency	Percentage
Low	1020	76.58
Moderate	174	13.06
High	138	10.36
Total	1332	100

Table 2 revealed that the concentration level of pre-service teachers was determined by using the following criteria: 66%-100 concentration score was considered a higher level, 34% - 65.9% concentration score was considered moderate level while 0-33%

concentration score was considered lower level. It is clear from the result that pre-service teachers' level of concentration to lecture with social media is low with 79.58% which falls within the range of 66%-100. Thus, this is summarized in figure 2:

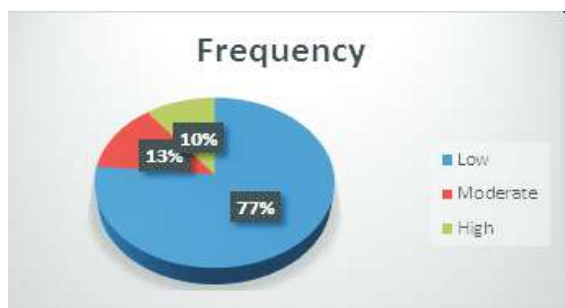


Fig.2

Ho₁: Social media addiction does not predict pre-service teachers' level of concentration during lectures.

Table 3: Social media addiction does not predict pre-service teachers' level of concentration during the lecture.

Analysis of Pearson correlation

Model	R	R Square	Adjusted R Square	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
				B	Std. Error	Beta		
Constant level of Concentration	.057	.003	.002	26.364	.684	-.057	38.563	.000
				-.056	.027		-2.080	.038

Table 3 revealed a value of $0.038 > 0.05$ since the probability value is less than the alpha value, therefore the null hypothesis was rejected. This implies that social media addiction among pre-service teachers in Universities in Kwara State predicted the concentration level of the respondents.

In summary:

1. the level of Social media addiction among pre-service teachers was high
2. the level of concentration in class is at a lower rate
3. social media addiction predicts pre-service teachers' concentration levels during lessons.

Discussion

As revealed from the findings, that pre-service teachers were highly addicted to the use of social media while lectures are going on in their classes. while the second finding also revealed that pre-service teachers level of concentration in the class is low with constant interaction with social media. Accordingly, the result of a study showed that the overuse of social networks affects the individual student. Hawi and Samaha (2016) argued that, the higher the social networking addiction of students, the lower their self-esteem is and attention. The use of social networks has become an integral part of the lives of many students, because they introduce them to a world

of different possibilities, especially in their field of study. However, these networks are like double-edged knives. If students do not manage the use of these networks, they will be addicted to them, and will have to face different consequences, especially in relation to their education.

Based on the findings, the hypothesis of the research it was confirmed social media addiction significant predicts pre-service teachers level of concentration in class. This finding means that, an increase in the excessive use of social media through the smartphones or other mobile devices decreases the level of concentration pre-service teachers give lessons in class. Based on the theory of behavioral explanation, a person enters social networks for rewards such as escaping reality and entertainment (Sadock, & Sadock, 2011). The present finding is consistent with the findings of Ahmadi and Zeinali (2018), Kumar et al. (2018), and Kim et al. (2018) studies. In this regard, Ahmadi and Zeinali (2018) in a study showed that social networking addiction has a negative impact on academic achievement by creating academic procrastination,

reducing sleep quality and increasing academic stress. However, Junco et al. (2011) believed that some social networks such as Twitter can be used as a learning tool by students and professors. Also, these networks can increase academic engagement in students and professors. But the point about the use of social networks as an educational tool is that, overuse of social networks reduces the level of academic engagement and students' grades. Therefore, when using social networks, special attention should be paid to the time management.

Conclusion and Recommendation

Conclusively, social media is not self-destructive and harmful on its own, rather it is the way of using it that leads to positive and negative consequences. The proper use of social media among pre-service teachers requires a culture and awareness of how they should be used correctly, especially because they are in the training of becoming a teacher in society. Thus, the study recommends that: pre-service teachers should be discouraged in the overuse of social media to help achieve better in their professional training.

References

- Ahmadi, J. & Zeinali, A. (2018). The impact of social network addiction on academic achievement of Students: the mediating role of sleep quality, academic procrastination and academic stress. *Research in School and Virtual Learning*, 6, 21-32.
- Al-Yafi K, El-Masri M, Tsai R.(2018). The effects of using social network sites on academic performance: the case of Qatar. *Journal of Entrepreneurial Inf Manag*, 31, 3, 446-62.
- Foreman, C. (2017). 10 Types of Social Media and How Each Can Benefit Yours. retrieved from: [blog.hootsuite.com > types-of-social-media](http://blog.hootsuite.com/types-of-social-media).
- Griffiths, M.D. (2013). Social networking addiction: Emerging themes and issues. *Journal of Addiction Research & Therapy*, 4, 5, 21-27
- Hawi, N.S., & Samaha, M. (2016). The relations among social media addiction, self-esteem, and life satisfaction in university students. *Soc Sci Comput Rev*, 35, 5, 576-86.
- Heffner, T. (2016). The effects of social media use in undergraduate students" (2016). Theses and Dissertations 1440. Retrieved from: <https://rdw.rowan.edu/etd/1440>
- Idubor, I. (2015). Investigating social media usage and addiction levels among undergraduates in University of Ibadan, Nigeria. *British Journal of Education, Society & Behavioural Science*, 7, 4, 291-301.
- Junco, R., Heiberger, G., & Loken, E. (2017). The effect of twitter on college student engagement and grades. *J Comput Assist Learn*, 27, 2, 119-32.
- Kim, S.Y., Kim, M.S., Park, B., Kim, J-H., Choi, H.G. (2018). The associations between internet use time and school performance among Korean adolescents differ according to the purpose of internet use. *PLoS One*, 12, 4, e0174878.
- Kumar, S., Kumar, A., Badiyani, B., Singh, S.K., Gupta, A., Ismail, M. B. (2018). Relationship of internet addiction with depression and academic

- performance in Indian dental students. *Clujul Medical*. 91, 3, 300.
- Krawietz, S. A. (2014). Concentration: Construct refinement and scale development. A thesis submitted to the Department of Psychology College of Arts and Sciences The University of West Florida in partial fulfillment of the requirements for the degree of Masters of Arts
- Lenhart, A., Purcell, K., Smith, A., & Zickuhr, K. (2010). Social media and young adults, Washington, DC: Pew Internet and American Life Project.
- Ortiz-Ospina, E. (2019). The rise of social media. Retrieved from: [ourworldindata.org › rise-of-social-media](http://ourworldindata.org/rise-of-social-media)
- Owusu-Acheaw M, Larson AG. (2015). Use of social media and its impact on academic performance of tertiary institution students: a study of students of Koforidua polytechnic. *Ghana Journal of Education and Practice*. 6,6,94–101.
- Sadock, B.J., & Sadock, V. A., (2011). Kaplan and Sadock's synopsis of psychiatry: behavioral sciences/ clinical psychiatry: Lippincott Williams & Wilkins.
- Sambo, A. A. (2008). Research methods in education. Edo: Stirling-Horden Publishers.
- Sussman, S., Liha, N., & Griffiths, M. (2011). Prevalence of the addictions: A problem of the majority or the minority? *Evaluation and the Health Professions*, 34, 1, 3-56.
- The Research Advisors (2006). Sample size table. Retrieved from: <http://researchadvisors.com>.
- Udodiong, I. (2019). Here is how Nigerians are using the internet in 2019. Retrieved from: [www.pulse.ng › tech › how-nigerians-are-using-the-internet-in-2019](http://www.pulse.ng/tech/how-nigerians-are-using-the-internet-in-2019)
- Upadhayay, N. & Guragain S. (2017). Internet use and its addiction level in medical students. *Advances in medical education and practice*. 8, 641
- Zhang, M.W., Lim, R.B., Lee C., & Ho, R.C. (2018). Prevalence of internet addiction in medical students: a meta-analysis. *Acad Psychiatry*. 42,1, 88–93.