

**Socio-Economic Status as Predictor of Social Media Usage among
Islamic Studies Students in Senior Secondary Schools in Badagry
Division of Lagos state**

Olaniyan-Shobowale, K. O. (Ph.D.):

*Department of Language, Arts and Social Science Education, Faculty of
Education, Lagos State University, Ojo, Lagos, Nigeria;*
solaniyan_2004@yahoo.com; 08037169865

Bamiro, N. B.

*Department of Language, Arts and Social Science Education, Faculty of
Education, Lagos State University, Ojo, Lagos, Nigeria;*
nurudeen.bamiro@lasu.edu.ng; 08020936989

Salau, A. A.

*Department of Language, Arts and Social Science Education, Faculty of
Education, Lagos State University, Ojo, Lagos, Nigeria;*
almurtadoh08@gmail.com; 08028355554

&

Yahya, I. O.

*Department of Language, Arts and Social Science Education, Faculty of
Education, Lagos State University, Ojo, Lagos, Nigeria;*
yahyaisiaq@gmail.com; 08062741182

Abstract

The study investigates socio-economic status as predictor of social media usage among Islamic studies students in senior secondary schools in Badagry division of Lagos state. It employed the survey research design with a total sample of one hundred and fifty secondary school students. The data obtained for the study was analyzed with descriptive statistic, Pearson Product Moment Correlation (PPMC), t-test and ANOVA. The findings revealed among others that socio-economic status predict social media usage among Islamic studies students and gender difference didn't exist with reference to usage of social media among Islamic studies students. Based on the findings, it was recommended that school authority, counsellor and teachers should reorientate secondary school students on the use of other social media platforms to ensure it does not affect their academic performance negatively, social media marketing should be introduced into trade and entrepreneurship

subject at secondary school level, and parent should avoid buying internet enable phones for their children in secondary school since it has been identified as one of the motivating factors that influence their use of social media during classroom instruction.

Keywords: Socio-Economic status, Social media usage, Digital divide

Introduction

Socio economic status is the classification of an individual or group of persons based on economic viability and social class. Socio-economic status of any person or group is based on the education, income and occupation (Elizabeth, Steven & Monique, 2014). This assertion is in consonance with that of Brese & Mirazchyski (2013) who noted that education, income and occupation are indicators of family background.

Socio-economic status (SES) is classified into three categories which is “high, middle and low” (Campbell, 2013). Structural approaches of socio-economic status class typically measure through variables such as income, occupation, and education. Gilbert (2002) classified socio-economic status into lower class, middle class, intelligentsia, and upper class. Warner's class model (1949) divides classes into upper, middle, and lower, with subdivisions in each (upper-upper class, lower upper class, upper-middle class, lower-middle class, upper-lower class, lower-lower class) Hickey (2005).

Ahn (2011) define social media as web applications that is usually relied on the contribution of users or participating group of users other than a controlled content provider. Hansen et al. (2017) defined social media as a set of online applications and tools that provide ways of social interaction and communication between digital media users by facilitating and creating knowledge sharing and ultimately transforming a monologue into a dialog, for instance, by an organization to customers

In todays' world, social media can now be accessed via multiple application (e.g Facebook and twitter) and mobile devices (e.g smartphones and laptops). Social media applications include blogs (new blog), Networks (Facebook, twitter etc), video sharing (Youtube), Audio sharing (Podcast), Mobile site (Watsapp, 2go etc), Image sharing (Flicker) etc (Abubakar 2011). Majority of these Applications have been improved to accommodate other forms of interaction style on the social media. Students socio-economic background may greatly affect the social media usage since socio-economic level determine the capacity of purchasing power of an individual. Parents' provision of funds, technological devices may greatly influence students' continuous use of social media for interaction and learning (John 2017).

Bonfadelli (2002) argued that digital gap or divide exists among the wealthy, educated ones, youth and their less-wealthy, less educated peers because the affluent and elite use the internet regularly for information and opportunities gathering while the underprivileged and less-educated either do not have access to the internet facilities or they use it for entertainment only.

Annan, Rahman, Qazi (2016) claimed that socioeconomic status has been found to be a great determinant of internet and social media usage. Socioeconomic variables such as income level, occupation, age, peer factor has contributed to consumption rate of social media because the higher the level of each of the socioeconomic variable, the higher the digital divide or the consumption of internet facilities. Brooks, Welser, Hogan and Titsworth (2011), revealed in their study that there is a relationship between Socio-economic status and the use of internet.

The claims of Brook et. al. (2011) serves as the justification of the study to investigate socio-economic status as predictor of social media usage among Islamic studies' students in Senior Secondary Schools in Lagos state.

Theoretical Framework

The theoretical framework adopted in this study is the usage gap hypothesis which provide explanation on the impact of socio-economic status on social media usage and digital divide.

Closely related to the usage gap hypothesis is the knowledge gap hypothesis that explained digital divide based on socio-economic status. The concept of social media in knowledge gap hypothesis perceived conventional sources of mass media such as radio, television, newspaper and telephone as social media (Annan, Atta & Laila, 2016).

The knowledge gap hypothesis cannot be applied directly to studies that seek to investigate usage of social media site/internet based on socio-demographic variables because usage of cyberspace entails specific soft skills as well as enabling technological environment as compares to merely watching television, reading newspaper or listening to radio, which is the focus of knowledge gap hypothesis (Pearce & Rice, 2013).

Internet is useful because it provides the subscribers with a chance to excel in education, career, work and societal positions rather than other activities that are majorly entertaining (Annan, Atta & Laila, 2016). The concept of socio-demographic variable such as social factors, economic factors and cultural factors has been employed to explain discrepancy in consumption rate of internet based on the usage gap hypothesis (Terlutter, Bidmon, & Röttl, 2014).

The hypothesis claimed that age is a predictor of internet and social medial usage because younger people are more active in the usage of social media site because it serves the purpose of instant communication such as chatting and entertainment such downloading music from different social media site (Annan, Atta & Laila, 2016). The older generation has been identified to have low participation in social media site because they employ it for transaction purpose, emailing and search for vital health information (Kuss, Van Rooij, Shorter, Griffiths, & van de Mheen, 2013).

Furthermore, socio-economic status has been argued by the proponent of usage gap hypothesis to be one of the major determinants of internet usage. Tran

(2013) argued that individual from high socio-economic status is incline to use internet facilities than their counterpart from low socio-economic status because people from high socio-economic status perceive social media and internet facilities as tools for enhancing their human capital, communication competency and productivity (Khan, Rahman and Qazi, 2016; Ritzhaupt, Liu, Dawson, & Barron, 2013). They explained further that education level as sub-set of socio-economic variable has direct impact on consumption of social media facilities and internet though, income level has an independent effect on social media usage.

In the same vein, (Nadkarni & Hofmann, 2012) claimed that individuals who are more exposed and experienced in internet usage are more inclined in taking advantage of internet for activities such as Job search, sourcing health care information and developing social network and relationships over the cyberspace.

Purpose of the Study

The purposes of these study are;

- i. investigate the extent of use of the social media network among students of Islamic Studies based on:
 - a. Gender
 - b. Social economic background

Research Questions

The following questions were raised;

- i. How prevalent is social media usage among students of Islamic studies in selected secondary schools?

Hypotheses

HO₁: There is no significant difference in the use of social media among Islamic Studies students in terms of Scio-economic status.

HO₂: There is no significant difference in the use of social media among Islamic Studies students in terms of gender.

Methodology

The study employed descriptive research design and the study population comprises of all public senior secondary schools in Lagos state. The simple random sampling technique was used to select 30 participant each from five public secondary in Badagry division of Lagos State. Therefore, a total of 150 students was used in the study.

The Social Media Usage Survey (SMUS) was used to collect data in the study. The SMUS was divided into two parts; bio-data section while the second part contain structured-item on social media usage in Likert-type four points scale of Strongly Agree (SA), Agree(A), Disagree (D) and Strong Disagree (SD) and patterns like Yes and No, and others.

The instrument was validated by expert and pilot study was carried out to established it validity while the coefficient of reliability of the instrument was established at 0.87 using split half method. The data was analyzed with descriptive statistic and inferential Statistics such as T-Test, Analysis of Variance (ANOVA) and Pearsons Product Moment Correlation (PPMC).

Result

Research Question 1:

How prevalent is social media usage among Islamic studies students in Senior Secondary Schools in Lagos State?

Table 1:

Items		Frequency	Percentage
Do you have a phone?	Yes	66	57.9%
	No	48	42.1%
Do you have regular access to an android phone?	Yes	84	73.7%
	No	30	26.3%
What forms of social media do you use the most?	Facebook	62	54.4%
	WhatsApp	42	36.8%
	Instagram	2	1.8%
	2go	8	7.0%
Length of time spent daily on social media sites	Less than 60 minutes	54	47.4%
	1hour - 3hours	54	47.4%
	4hours and above	6	5.3%

table 1 shows that majority of the students' have android phone, use Facebook more than other social media site, as majority (62%) of the respondents said to be using Facebook. The findings of Flad (2010)posited that Facebook is the most explored social media sites by secondary school students. Khan (2012)also reveals that majority (78%) of secondary school students prefers Facebook than any other social media site.

The study also revealed that secondary school students use these social media platforms on daily basis and spend not less than 1-3 hours any time they visit the sites. This is worrisome as they spend less time on their studies or any other activities that is beneficial. This finding agrees with that of Flad (2010) that a significant number of secondary school students visits social media sites on a daily basis. A survey conducted by Pew Research Centre, also confirms this finding as 72% of high school students were reported to spend not less an hour on social media sites.

Research question 2:

What is the extent of use of the social media network among Islamic Studies students based on gender?

Table 2: Descriptive Statistics: Social Media Usage and Gender

	Gender	N	Mean	Std. Deviation
Social media	Male	64	39.7188	5.34750
	Female	50	39.1600	7.52596

Table 2 shows that the mean difference in social media usage among Islamic studies students' is small and not significant.

Hypothesis Testing

Hypothesis One

This hypothesis states that there is no significant difference in the use of social media networks among Islamic Studies students in terms of socio-economic status in public senior secondary schools in Badagry division of Lagos State.

Table 3: ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	197.843	2	98.921	2.603	.083
Within Groups	2052.368	112	38.007		
Total	2250.211	114			

The results in Table 3 show that there is no significant difference in the use of social media networks among Islamic Studies students in terms of socio-economic background in public senior secondary schools in Badagry division of Lagos State [F (df= 114) = 2.603; p > 0.05]. Therefore, null hypothesis is accepted.

Hypothesis Two

HO₂: There is no significant difference in the use of social media among students of Islamic Studies in based on gender.

Table 4: T-Test

Social Media Usage	No. Respondent	P-Value	Df	Sig. Level	Decision	Remark
Male	64	.328	112	0.05	P > 0.05	Significant
Female	50					

The results in Table 4 show that there is no significant difference in the use of social media among students Islamic Studies based on gender in public senior secondary schools in Badagry division of Lagos State [$t_{(df=112)} = .328 ; p > 0.05$].

Discussion

The hypothesis one which states that there is a significant difference in the use of social media networks among Islamic Studies students based on socio-economic status in of Lagos State. Kalmus, Realo, and Siibak (2011) posited that individual from a highersocio-economic status is more inclined and involved in internet usage, thus spending larger share of their income on their internet consumption. Jansen (2010) and Akman and Mishra (2010) equally argued that most American from high socio-economic status tends spend more on internet consumption when compared with their counterpart from low socio-economic status. A survey by Organization for Economic Co-operation and Development (OECD) in 2008 shows that the internet usage and consumption among household with higher socio-economic status is higher compared to their counterpart in low socio-economic status.

The result of the second hypothesis shows that there is no significant difference in the use of social media networks among Islamic Studies students based on gender in public senior secondary schools in Lagos State. Also, the mean difference between each gender is not significant. The result of this study negates the finding of previous studies such as (Udris, 2014;Thelwal, 2008) that claimed that there is significant difference in the usage of social media site between female and male student. The findings of this study may be influence by students' level of religiosity because we are investigating difference in media usage among Islamic studies student. Also, parental technophobia and perception of social media site as an instrument of moral decadents and corrupter of the level of religiosity could influence the gender usage of social media site among Islamic studies students. This agrees with the findings of Miche, Huxhold & Stevens (2013)which stated that students' behaviour is influenced negatively by social media sites due distasteful and unhealthy comment among peers on the social media site. Also, Aljabry, Jaafari & Salawi, (2017) argued that female students that are exposed to social media site stated that the use of social media impact negatively on their cognitive attainment.

Conclusion

The use of social media has become one of the tools of globalization due to it connecting potentials, creation of social capital and networking opportunity to meet the need of millions of people from all around the world. It helps people to be better well-versed, enlightened, and keeping up-to-date with global developments. The findings from the study reveals that socio-economic status predicts student usage of social media. Also, gender difference didn't exist based on usage of social media site among Islamic studies students.

Recommendations

1. School authority, counsellor and teachers should reorientate secondary school students on the use of other social media platforms that is more educative in order to improve their academic performance.
2. Parent should avoid buying internet enable phones for their children in secondary school since it has been identified as one of the motivating factors that influence their use of social media during classroom instruction.
3. Also, social media marketing should be introduced into trade and entrepreneurship subject at secondary school level, since the younger generations are prone to high usage of social media.
4. The Muslim Students' Society should enlighten members on the spiritual implication of visiting social media site that promote social vices.

References

- Abubakar, A. A. 2011. *Political participation in social media during the 2011 presidential electioneering* in Oladokun Omojola et al (eds.) *Media, Terrorism and Political and Soc.*, 14.4: 529–549
- Ahn, J. (2011). The Effect of Social Network Sites on Adolescents Social and Academic Development: Current Theories and Controversies. *Journal of the American Society for Information Science and Technology*, 62(8), 1435-1445
- Akman, I., & Mishra, A. (2010). Gender, age and income differences in internet usage among employees in organizations. *Computers in Human Behavior*, 26(3), 482-490.
- Aljabry A, Jaafari A, & Salawi M. (2017). Effect of social media network on social relations and academic achievement among medical students. *Egyptian Journal of Hospitality*. 69 (7): 2910-2917.
- Annan, S. K., Atta, R., and Laila T. Q. (2016). The relationship between internet usage, socioeconomic status, subjective health and social status. *Business &*

- Economic Review*, (8), 67-82, DOI: [dx.doi.org/10.22547/BER/8.SE.5](https://doi.org/10.22547/BER/8.SE.5)
American Psychological Association (2009). *Socio economic status. Bulletin*. Retrieved from www.apa.org.
- American Psychological Association (2018), *Socioeconomic status*. Retrieved from <http://www.apa.org/topics/socioeconomic-status/>
- Bonfadelli, H. (2002). "The Internet and Knowledge Gaps: A theoretical and Empirical investigation." *European Journal of communication*, 17, 65 – 85.
- Brese, F., & Mirazchiyski, P. (2013). Measuring students' family background in large-scale international education studies. Issues and methodologies in large-scale assessments. Special issue 2. *IERI Monograph series. Hamburg: IERI*. Retrieved from <http://www.ierinstitute.org/fileadmin/Documents/>
- Brooks, B., Welser, H.T., Hogan, B., Titsworth, S., (2011). *Socio-economic status updates: family SES and emergent social capital in college student Facebook networks*. Retrieved from <http://www.arstechnia.com>
- Burns, K.S., (2008), The misuse of social media: Reactions to and important lessons from a blog Asco, *Journal of new communications research, vol. Iii, issue 1, October, 41-54*.
- Cheng, J. (2010). Grades Don't Drop for College Facebook Friends Available at: *Communication in a Multi-Cultural Environment: ACCE Conference Proceedings. Ota (Nigeria): ACCE Loc. 445-453*.
- Campell, A.D. (2014). *Socioeconomic Status, Social Relationships, and Higher Weight Status* [Unpublished Master Dissertation. University of Alabama at Birmingham
- Elizabeth, K.D., Steven, A.C. and Monique, J.B.(2014). Socioeconomic and demographic factors modify the association between informal caregiving and health in the Sandwich Generation. *BMC Public Health*, 14(362).
- Flad, K. (2010), *The Influence of Social Networking Participation on Student Academic Performance Across Gender Lines*, Counselor Education Master's Theses, The College at Brockport, State University of New York.
- Gilbert, D. (2002). *The American class structure: In an age of growing inequality*. Belmont, CA: Wadsworth.

- Hickey, J. (2005). *Society in focus*. Boston, MA: Pearson, Allyn & Bacon
- Jansen, B. J. (2010). *Use of the internet in higher-income households*. Washington, DC: Pew Research Center.
- John M. (2017), “Adidas Chief Casts Doubt on TV Ads: 'Digital Engagement Is Key for Us,’” *The Drum*, retrieved from <http://www.thedrum.com/news>
- John N.F (2015), *the use of social media and its impacts on Consumer behavior*. Retrieved from <https://eprints.bournemouth.ac.uk>
- Kalmus, V., Realo, A., & Siibak, A. (2011). Motives for internet use and their relationships with personality traits and socio-demographic factors. *Trames*, 15(65/60), 385-403.
- Khan, S. (2012), 'Impact of Social Networking Websites on Students' Abasyn Journal of Social Sciences, Vol. 5(2), pp. 56-77.
- Kuss, D. J., Van Rooij, A. J., Shorter, G. W., Griffiths, M. D., & van de Mheen, D. (2013). Internet addiction in adolescents: Prevalence and risk factors. *Computers in Human Behavior*, 29(5), 1987-1996.
- Lee, G. L. (2011). Use of social-networking sites and subjective well-being: A study in South Korea. *Cyberpsychology, Behavior and Social Networking*, 14, 151-155.
- Misra, N., Dangi, S., and Patel, S. (2015). Gender differences in usage of social networking sites and perceived online social support on psychological well-being of youth. *The International Journal of Indian Psychology* (3)1 pp 63-74.
- Miche, M., O. Huxhold, and N. L. Stevens. 2013. “A Latent Class Analysis of Friendship Network Types and Their Predictors in the Second Half of Life.” *The Journals of Gerontology, Series B: Psychological Sciences and Social Sciences* 68 (4): 644–652.
- Nadkarni, A., & Hofmann, S. G. (2012). Why do people use Facebook? *Personality and individual differences*, 52(3), 243-249.
- Northwestern University (2014), *parenting in the age of digital technology (A national survey)*. Retrieved from <https://cmhd.northwestern.edu>

- Pearce, K. E., & Rice, R. E. (2013). Digital divides from access to activities: Comparing mobile and personal computer internet users. *Journal of Communication, 63*(4), 721-744.
- Ritzhaupt, A. D., Liu, F., Dawson, K., & Barron, A. E. (2013). Differences in student information and communication technology literacy based on socio-economic status, ethnicity, and gender: Evidence of a digital divide in Florida schools. *Journal of Research on Technology in Education, 45*(4), 291-307.
- Teresa S, Collins P, Jane M (2015), *social Media and the wellbeing of children and young people*. Retrieved from <https://uws.edu.au>
- Terlutter, R., Bidmon, S., & Röttl, J. (2014). Who uses physician-rating websites? Differences in sociodemographic variables, psychographic variables, and health status of users and nonusers of physician-rating websites. *Journal of medical Internet research, 16*(3), e97.
- Tran, H. (2013). Does exposure to online media matter? The knowledge gap and the mediating role of news use. *International Journal of Communication, 7*, 831-852.
- Thelwall M. (2008). Social networks, gender, and friending: an analysis of MySpace member profiles. *Journal American Sociological and Information Science Technology. 59*(8): 1321-1330.
- Udris, R. (2014). Cyberbullying Among High School Students in Japan: Development and Validation of the Online Disinhibition Scale. *Computers in Human Behavior, 41*, 253-261.
[ht_GoBack_GoBackhttps://doi.org/10.1016/j.chb.2014.09.036](https://doi.org/10.1016/j.chb.2014.09.036)