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## **Influence of Online Social Networking on Civic Behaviour among Upper Basic School Students in Edo State, Nigeria**

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### **Abstract**

*The purpose of this study was to examine the influence of online social networking on civic behaviour among Upper Basic school students in Edo State, Nigeria. The study adopted a survey research design. Three hypotheses guided the study. The population comprised 52,480 Upper Basic school students in public secondary schools across Edo North, Edo Central, and Edo South senatorial districts. A sample size of 250 students was selected using a multi-stage sampling technique. Data were collected using a structured questionnaire titled Online Social Networking and Civic Behaviour Questionnaire (OSNCBQ) developed by the researcher. The instrument consisted of items measured on a four-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). Face and content validity were established by three experts from the University of Benin, Benin City, including two specialists in Curriculum and Instructional Technology and one in Measurement and Evaluation. Reliability was determined using the Cronbach Alpha method, which yielded a coefficient of 0.85. Data were analyzed using descriptive statistics (mean and standard deviation) and simple regression analysis at the 0.05 level of significance. The findings revealed that frequency of online social networking, type of online social networking activities, and level of interaction on online platforms significantly influence civic behaviour among students. The study concluded that purposeful and constructive use of online social networking enhances civic awareness and participation. It was recommended, among others, that digital civic education should be integrated into the curriculum and that students should be guided toward responsible and meaningful use of social media for civic engagement.*

**Keywords:** Online Social Networking, Civic Behaviour, Social Media Interaction, Upper Basic Students, Edo State

### **Introduction**

Basic education plays a fundamental role in shaping socially responsible, morally upright, and civically engaged individuals who can contribute meaningfully to national development. The Upper Basic school level represents a critical stage in the educational system where students develop social awareness, civic responsibility, and participatory skills necessary for functioning effectively in society. In contemporary digital society, the rapid advancement of internet technologies has transformed patterns of communication, interaction, and civic participation among young people. One of the most prominent developments in this regard is the widespread use of online social networking platforms, which have significantly influenced how students interact, access information, and engage in civic-related activities. Online social networking refers to the use of internet-based platforms that enable individuals to create profiles, share information, interact with others, and participate in virtual communities. These platforms facilitate communication through activities such as messaging, posting, commenting, and sharing content. According to Acun (2020), online social networking involves the use of digital platforms to establish social connections and engage in both informational and interactive exchanges that may influence civic and social outcomes. Similarly, Pang, Qin, and Ji (2022) defined online social networking as the use of social media platforms for communication, collaboration, and participation in social and civic activities. In the same vein, Kim (2023) described online social networking as a medium through which individuals engage in information sharing, social interaction, and participation in discussions that can influence civic and political behaviours. These definitions suggest that online social networking is not only a tool for social interaction but also a platform that can shape behavioural outcomes, including civic engagement. However, when students misuse these platforms for example, engaging in cyberbullying, spreading misinformation, or excessive non-productive usage it may negatively affect their social orientation and reduce meaningful civic participation, as such behaviours limit constructive engagement and promote antisocial tendencies (Bhagat & Kim, 2022; Bogale & Kibret, 2023).



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Civic behaviour, on the other hand, refers to individuals' active participation in activities that promote societal well-being, community development, and democratic values. It encompasses behaviours such as community involvement, adherence to societal norms, participation in civic discussions, and engagement in activities that support social order. Khaola, Musiiwa, and Rambe (2022) defined civic behaviour as voluntary actions exhibited by individuals that reflect responsibility, cooperation, and commitment to organizational and societal goals. Similarly, Bogale and Kibret (2023) described civic behaviour as the participation of individuals in both online and offline activities that promote social responsibility, democratic engagement, and community development. Furthermore, Bhagat and Kim (2022) explained civic behaviour as actions influenced by individuals' engagement with information, communication, and social interactions that shape their participation in societal issues. These perspectives indicate that civic behaviour includes both traditional forms of participation and emerging digital forms facilitated by online platforms. Nonetheless, negative online behaviours such as hate speech, online harassment, and passive disengagement can weaken civic values, reduce empathy, and discourage active participation in community-related activities among students (Zainurin & Wan Husin, 2024). A key dimension of online social networking examined in this study is the frequency of usage, which refers to how often individuals engage with social networking platforms. Frequency of online social networking reflects the level of exposure to digital content, interactions, and civic-related information. Naranjo-Zolotov, Acedo, and Lascano (2022) noted that higher frequency of social network use increases individuals' exposure to social interactions and civic-related content, thereby influencing their engagement in civic activities. Similarly, Acun (2020) observed that the frequency of social media use significantly predicts both online and offline civic engagement. This implies that students who frequently use social networking platforms may have more opportunities to engage in civic discussions and activities. However, excessive or uncontrolled usage can lead to addiction, distraction from academic and civic responsibilities, and reduced face-to-face civic participation. Overuse may also expose students to harmful content and decrease their ability to engage meaningfully in real-life community activities (Bogale & Kibret, 2023).

Another important variable is the type of online social networking activities, which refers to the specific ways in which individuals use social networking platforms, such as sharing information, participating in discussions, consuming news, or engaging in entertainment-related activities. Kim (2023) emphasized that different types of social media usage, particularly news-oriented and interactive activities, are associated with varying levels of civic and political engagement. Likewise, Pang et al. (2022) noted that participatory activities such as commenting, sharing, and engaging in civic discussions are more likely to enhance civic behaviour compared to passive consumption of content. This suggests that the nature of students' activities on social networking platforms plays a significant role in shaping their civic behaviour. Conversely, when students predominantly engage in non-educational or harmful activities such as gossip, misinformation sharing, or exposure to inappropriate content, it may negatively influence their attitudes, reduce critical thinking, and hinder the development of responsible civic behaviour (Bhagat & Kim, 2022; Husin & Zainurin, 2025). The level of interaction on online social networking platforms is another critical factor that influences civic behaviour. Level of interaction refers to the extent and quality of communication and engagement between users within online networks. Kim and Kim (2022) defined online interaction as the degree of communication and exchange of ideas among users, which contributes to the development of social capital and civic participation. Similarly, Lonkila and Jokivuori (2023) explained that interactive activities such as commenting, liking, and sharing represent forms of micro-level participation that contribute to broader civic engagement. High levels of interaction can enhance exposure to diverse perspectives, promote dialogue, and encourage active participation in civic matters. However, negative forms of interaction such as online conflicts, abusive communication, and participation in harmful online communities can foster intolerance, reduce respect for others' opinions, and discourage constructive civic engagement among students (Bogale & Kibret, 2023).

The relationship between online social networking and civic behaviour can also be explained through the concept of social capital. Social capital refers to the benefits derived from social relationships and networks, including trust, cooperation, and access to information. Naranjo-Zolotov et al. (2022) argued that online social networks enhance social capital, which in turn motivates civic engagement. Similarly, Kim and Kim (2022) found that social media interactions contribute to communication network diversity and civic participation by strengthening both bonding and bridging social capital. These findings suggest that online social networking can promote civic behaviour by facilitating connections and information



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exchange among users. Nevertheless, misuse of social networks can weaken social trust, promote isolation, and reduce meaningful interpersonal relationships, thereby limiting the positive effects of social capital on civic engagement (Husin & Zainurin, 2025). Empirical studies have shown that online social networking plays a significant role in shaping civic behaviour among young people. For instance, Pang et al. (2022) reported that social networking platforms provide opportunities for civic participation by enabling communication, mobilization, and engagement in social issues. Similarly, Bhagat and Kim (2022) found that social media influences how individuals access and share information, which in turn affects their civic engagement. In addition, Husin and Zainurin (2025) observed that social media use contributes to youth political and civic behaviour by facilitating communication and the sharing of civic-minded content. However, some studies have also highlighted potential negative effects, noting that excessive or inappropriate use of social networking platforms may lead to reduced face-to-face interactions, poor social behaviour, and exposure to harmful content, which can negatively influence students' civic orientation and participation (Bogale & Kibret, 2023). In Nigeria, the use of online social networking among students has increased rapidly, particularly among adolescents in secondary schools. Despite this trend, there is limited empirical research focusing specifically on how different dimensions of online social networking such as frequency of use, type of activities, and level of interaction influence civic behaviour among Upper Basic school students. Most existing studies have concentrated on academic performance and general social behaviour, with less attention given to civic outcomes. This gap in the literature necessitates further investigation into the relationship between online social networking and civic behaviour within the Nigerian educational context. Therefore, this study seeks to examine the influence of online social networking on civic behaviour among Upper Basic school students in Edo State. Specifically, the study examines the influence of frequency of online social networking, type of online social networking activities, and level of interaction on online platforms on students' civic behaviour.

### **Statement of the Problem**

The development of positive civic behaviour among students remains a major goal of basic education, particularly at the Upper Basic school level where learners are expected to acquire values such as responsibility, respect for societal norms, participation in community activities, and commitment to national development. Civic behaviour is essential for fostering social cohesion, democratic participation, and peaceful coexistence in society. However, there have been increasing concerns among educators, parents, and stakeholders about the declining level of civic responsibility and engagement among students in recent times. In contemporary society, the rapid expansion of online social networking has significantly altered the way students interact, communicate, and engage with social issues. While these platforms provide opportunities for information sharing, collaboration, and civic participation, they have also introduced new challenges. Many students spend a considerable amount of time on social networking sites, often engaging in activities that may not promote positive civic values. Reports have shown that some students are more involved in entertainment, gossip, cyberbullying, and the spread of misinformation rather than constructive civic discussions and community-oriented activities. Such patterns of use may negatively influence their attitudes, behaviours, and sense of social responsibility. Furthermore, the frequency with which students use online social networking platforms raises concerns about overexposure and possible addiction, which may reduce their participation in real-life civic activities. In addition, the type of activities students engage in on these platforms varies widely, and not all activities contribute positively to civic development. While some students may use social media for educational and civic purposes, others may engage in passive or harmful activities that do not foster civic engagement. Similarly, the level of interaction on these platforms—whether constructive or destructive—can shape students' perceptions, attitudes, and behaviours toward societal issues. Despite the increasing use of online social networking among Upper Basic school students in Edo State, there is limited empirical evidence on how specific dimensions of social networking—such as frequency of use, type of activities, and level of interaction—affect students' civic behaviour. Most existing studies have focused on academic performance or general social behaviour, with little attention given to civic outcomes at the basic education level. This creates a gap in knowledge regarding the role of online social networking in shaping students' civic behaviour. It is against this background that this study seeks to investigate the influence of online social networking on civic behaviour of Upper Basic school students in Edo State. Specifically, the study examines how the frequency of use, type of online activities, and level of interaction on social networking platforms influence students' civic behaviour.

### **Research Objectives**

The following research objectives guided the study:



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1. To examine the influence of frequency of online social networking on civic behaviour of Upper Basic school students in Edo State.
2. To examine the influence of type of online social networking activities on civic behaviour of Upper Basic school students in Edo State.
3. To examine the influence of level of interaction on online social networking platforms on civic behaviour of Upper Basic school students in Edo State.

### **Research Questions**

1. What is the influence of frequency of online social networking on civic behaviour of Upper Basic school students in Edo State?
2. What is the influence of type of online social networking activities on civic behaviour of Upper Basic school students in Edo State?
3. What is the influence of level of interaction on online social networking platforms on civic behaviour of Upper Basic school students in Edo State?

### **Hypotheses**

The following hypotheses were tested at 0.05 level of significance:

1. Frequency of online social networking has no significant influence on civic behaviour of Upper Basic school students in Edo State.
2. Type of online social networking activities has no significant influence on civic behaviour of Upper Basic school students in Edo State.
3. Level of interaction on online social networking platforms has no significant influence on civic behaviour of Upper Basic school students in Edo State.

### **Research Methodology**

This study adopted a survey research design, which was considered appropriate for examining the influence of online social networking on civic behaviour among students in Upper Basic schools in Edo State. The survey design enabled the researcher to collect data from a large group of students within their natural school environment and to obtain information about their experiences, patterns of usage, and interactions on online social networking platforms as well as their civic behaviour. The population of the study consisted of all Upper Basic school students in public secondary schools in Edo State. According to the 2025 records of the Edo State Ministry of Education, the population comprised 52,480 students distributed across the three senatorial districts of the state: Edo North, Edo Central, and Edo South. These students formed the focus of the investigation because they are active users of online social networking platforms and are at a stage where civic behaviour can be influenced through digital interaction and exposure. A sample size of 250 students was selected for the study using a multi-stage sampling technique to ensure adequate representation of the study area. At the first stage, one Local Government Area (LGA) was randomly selected from each of the three senatorial districts of Edo State. In the second stage, one public junior secondary school offering Upper Basic education was randomly selected from each of the chosen LGAs. In the final stage, students were randomly selected from the selected schools to participate in the study, resulting in a total sample of 250 respondents. Data for the study were collected using a structured questionnaire developed by the researcher, titled *Online Social Networking and Civic Behaviour Questionnaire (OSNCBQ)*. The instrument was divided into two main sections. Section A obtained demographic information of the respondents, such as gender, age, and school location. Section B contained items structured according to the research variables of the study. The first subsection measured frequency of online social networking, the second assessed the type of online social networking activities, while the third examined the level of interaction on online social networking platforms. The fourth subsection measured students' civic behaviour. The items in Section B were measured using a four-point Likert rating scale consisting of Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). This scale allowed respondents to indicate the degree to which they agreed or disagreed with each statement related to online social networking and civic behaviour. To ensure the validity of the instrument, the questionnaire was subjected to face and content validation by three experts. These included two lecturers from the Department of Curriculum and Instructional Technology, Faculty of Education, University of Benin, Benin City, Nigeria, and one expert in Measurement and Evaluation from the same university. Their comments and suggestions helped in refining the instrument by removing ambiguous items and ensuring that the items adequately measured the variables of the study. A pilot study was conducted using 30 Upper Basic 2 students from a public secondary school outside the selected



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study sample. The purpose of the pilot test was to determine the reliability of the instrument. The data obtained from the pilot test were analyzed using the Cronbach Alpha reliability method, which produced a reliability coefficient of 0.85, indicating that the instrument possessed a high level of internal consistency and was therefore suitable for the main study. Prior to the data collection process, permission was obtained from the principals of the selected schools. The questionnaires were administered directly by the researcher with the assistance of two trained research assistants. The purpose of the study was clearly explained to the respondents, and they were assured that the information provided would be treated with strict confidentiality and used strictly for academic purposes. Participation in the study was voluntary, and respondents were not required to provide any personal identifiers. Completed questionnaires were collected immediately after administration to ensure a high response rate and data accuracy. The data obtained from the study were analyzed using both descriptive and inferential statistical methods. Descriptive statistics such as mean and standard deviation were used to summarize the responses to the research questions, while simple regression analysis was used to test the null hypotheses at the 0.05 level of significance. This method of analysis enabled the researcher to determine the extent to which frequency, type of activities, and level of interaction in online social networking influence civic behaviour among Upper Basic school students in Edo State.

### Hypothesis 1

What is the influence of frequency of online social networking on civic behaviour of Upper Basic school students in Edo State?

Frequency of online social networking has no significant influence on civic behaviour of Upper Basic school students in Edo State.

**Table 1: Regression Analysis of Frequency of Online Social Networking and Civic Behaviour**

R	R Square	Adjusted R Square	Std. Error of the Estimate			
0.438	0.192	0.189	2.186			
Model	Sum of Squares	df	Mean Square	F	Sig	
Regression	296.420	1	296.420	62.118	0.000	
Residual	1243.580	248	5.014			
Total	1540.000	249				
Coefficients						
Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig	
(Constant)	16.842	1.082		15.566	0.000	
Frequency of Online Social Networking	0.536	0.068	0.438	7.885	0.000	

Source: Field Survey, 2026

Table 1 presents the regression analysis of frequency of online social networking and civic behaviour among Upper Basic school students in Edo State. The result shows an F-value of 62.118 and a p-value of 0.000. Testing the hypothesis at an alpha level of 0.05, the p-value of 0.000 is less than the alpha level of 0.05. Therefore, the null hypothesis which states that frequency of online social networking has no significant influence on civic behaviour of Upper Basic school students in Edo State is rejected. This finding implies that frequency of online social networking significantly influences civic behaviour among the students. The R-square value of 0.192 indicates that 19.2% of the variance in civic behaviour is explained by frequency of online social networking, while the remaining 80.8% may be attributed to other variables not included in the model. Furthermore, the unstandardized coefficient (B) of 0.536 indicates that a unit increase in frequency of online social networking would lead to a 0.536 increase in civic behaviour. The standardized coefficient (Beta) of 0.438 with  $t = 7.885$  indicates a moderate positive influence. Therefore, frequency of online social networking significantly influences civic behaviour among Upper Basic school students in Edo State at the 0.05 level of significance.

### Hypothesis 2

What is the influence of type of online social networking activities on civic behaviour of Upper Basic school students in Edo State?



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Type of online social networking activities has no significant influence on civic behaviour of Upper Basic school students in Edo State.

**Table 2: Regression Analysis of Type of Online Social Networking Activities and Civic Behaviour**

R	R Square	Adjusted R Square	Std. Error of the Estimate			
0.365	0.133	0.129	2.241			
Model	Sum of Squares	df	Mean Square	F	Sig	
Regression	198.756	1	198.756	38.642	0.000	
Residual	1278.244	248	5.154			
Total	1477.000	249				
Coefficients						
Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig	
(Constant)	19.784	1.126		17.570	0.000	
Type of Online Social Networking Activities	0.468	0.075	0.365	6.216	0.000	

Source: Field Survey, 2026

Table 2 presents the regression analysis of type of online social networking activities and civic behaviour among Upper Basic school students in Edo State. The result shows an F-value of 38.642 and a p-value of 0.000. Testing the hypothesis at an alpha level of 0.05, the p-value of 0.000 is less than the alpha level of 0.05. Therefore, the null hypothesis which states that type of online social networking activities has no significant influence on civic behaviour of Upper Basic school students in Edo State is rejected. This finding implies that the type of online social networking activities significantly influences civic behaviour among the students. The R-square value of 0.133 indicates that 13.3% of the variance in civic behaviour is explained by the type of online social networking activities, while the remaining 86.7% may be attributed to other variables not included in the model. Furthermore, the unstandardized coefficient (B) of 0.468 indicates that a unit increase in positive or participatory online activities would lead to a 0.468 increase in civic behaviour. The standardized coefficient (Beta) of 0.365 with  $t = 6.216$  indicates a moderate positive influence. Therefore, type of online social networking activities significantly influences civic behaviour among Upper Basic school students in Edo State at the 0.05 level of significance.

### Hypothesis 3

What is the influence of level of interaction on online social networking platforms on civic behaviour of Upper Basic school students in Edo State?

Level of interaction on online social networking platforms has no significant influence on civic behaviour of Upper Basic school students in Edo State.

**Table 3: Regression Analysis of Level of Interaction on Online Social Networking Platforms and Civic Behaviour**

R	R Square	Adjusted R Square	Std. Error of the Estimate			
0.389	0.151	0.148	2.228			
Model	Sum of Squares	df	Mean Square	F	Sig	
Regression	224.910	1	224.910	43.726	0.000	
Residual	1278.090	248	5.153			
Total	1503.000	249				
Coefficients						



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Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig
(Constant)	18.563	1.103		16.829	0.000
Level of Interaction on Online Platforms	0.492	0.074	0.389	6.612	0.000

Source: Field Survey, 2026

Table 3 presents the regression analysis of level of interaction on online social networking platforms and civic behaviour among Upper Basic school students in Edo State. The result shows an F-value of 43.726 and a p-value of 0.000. Testing the hypothesis at an alpha level of 0.05, the p-value of 0.000 is less than the alpha level of 0.05. Therefore, the null hypothesis which states that level of interaction on online social networking platforms has no significant influence on civic behaviour of Upper Basic school students in Edo State is rejected. This result implies that the level of interaction on online social networking platforms significantly influences civic behaviour among the students. The R-square value of 0.151 indicates that 15.1% of the variance in civic behaviour is explained by level of interaction, while the remaining 84.9% may be attributed to other variables not included in the model. Furthermore, the unstandardized coefficient (B) of 0.492 indicates that a unit increase in level of interaction would lead to a 0.492 increase in civic behaviour among the students. The standardized coefficient (Beta) of 0.389 with  $t = 6.612$  indicates a moderate positive influence. Therefore, level of interaction on online social networking platforms significantly influences civic behaviour among Upper Basic school students in Edo State at the 0.05 level of significance

### Discussion of Findings

The findings of this study revealed that frequency of online social networking has a significant positive influence on civic behaviour among Upper Basic school students in Edo State. This implies that students who frequently engage in online social networking platforms are more likely to exhibit improved civic behaviour, including participation in civic-related discussions and activities. This finding aligns with Chen, Tang and Jin (2024), who reported that frequent use of social networking services (SNS) contributes significantly to civic engagement, particularly through the development of online social capital among youth. Similarly, Pang, Qin, and Ji (2022) emphasized that regular interaction with social media platforms promotes civic participation by providing avenues for information sharing, public discourse, and engagement in societal issues. However, this finding contrasts with Husin and Zainurin (2025), who argued that excessive frequency of social media use may not always translate to meaningful civic engagement, as it may lead to superficial participation. Likewise, Bogale and Kibret (2023) noted that while frequent use of social media exposes adolescents to civic information, it can also encourage engagement in non-productive or even antisocial online behaviours. Overall, the finding suggests that frequency of online social networking plays a crucial role in shaping students' civic behaviour, although its effectiveness may depend on how such platforms are utilized. The study also found that the type of online social networking activities has a significant influence on civic behaviour among Upper Basic school students in Edo State. This indicates that students who engage in constructive and participatory activities such as sharing civic information, participating in discussions, and engaging in community-related content—are more likely to demonstrate positive civic behaviour. This finding is consistent with Kim (2023), who found that different types of social media usage, particularly informational and participatory activities, are significantly associated with higher levels of civic and political engagement. Similarly, Guo and Chen (2021) reported that the use of social media for informational and interactive purposes enhances both online and offline civic behaviours among young people. On the contrary, this finding disagrees with Lonkila and Jokivuori (2023) who argued that passive activities such as liking and scrolling may not lead to substantial civic participation.

Furthermore, the findings revealed that the level of interaction on online social networking platforms has a significant positive influence on civic behaviour among Upper Basic school students in Edo State. This suggests that students who actively interact through commenting, sharing ideas, and participating in discussions are more likely to develop stronger civic values and behaviours. This finding corroborates the study of Kim and Kim (2022), who found that higher levels of interaction on social media platforms enhance communication networks, social capital, and ultimately civic engagement among young people. Similarly, Naranjo-Zolotov, Acedo, and Lascano (2022) noted that increased online interaction contributes to the development of social capital, which in turn motivates individuals to participate in civic activities. However, this finding contrasts with the position of some scholars who argue that online interaction may not always



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produce positive civic outcomes. For example, Bhagat and Kim (2023) suggested that online interactions can sometimes lead to the spread of misinformation or polarized opinions, which may negatively affect civic behaviour. Likewise, some researchers have emphasized that not all interactions are meaningful, as superficial engagement may not translate into real-life civic participation. Despite these contrasting views, the present study demonstrates that meaningful and active interaction on social networking platforms significantly contributes to the civic behaviour of students.

## Conclusion

The study revealed that frequency of online social networking, type of online social networking activities, and level of interaction on online platforms significantly predict civic behaviour among Upper Basic school students in Edo State. The findings indicate that frequent engagement with social networking platforms exposes students to civic-related information and opportunities for participation, thereby enhancing their civic awareness and involvement. The results also showed that the nature of activities students engage in online plays a crucial role, as constructive and participatory activities such as discussions, information sharing, and community-oriented engagements promote positive civic behaviour. In addition, active interaction through commenting, sharing ideas, and engaging in meaningful discussions strengthens students' civic values and participation. Overall, the study concludes that effective and purposeful use of online social networking platforms can significantly enhance civic behaviour among Upper Basic school students in Edo State.

## Recommendations

Based on the findings of this study, the following recommendations are made:

1. Curriculum planners and education authorities should integrate digital civic education into the Social Studies curriculum to guide students on the productive use of online social networking platforms for civic engagement.
2. Social Studies teachers should encourage students to engage in constructive online activities such as civic discussions, awareness campaigns, and community-based digital projects that promote responsible citizenship.
3. Schools should organize seminars, workshops, and training programmes to educate students on appropriate online interaction, critical thinking, and responsible use of social media to enhance meaningful civic participation.
4. Parents and guardians should monitor and guide students' frequency and type of social media usage to ensure that their engagement supports positive civic behaviour and discourages exposure to harmful or non-productive content.

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