



Influence of Family Structure and Religious Orientation on ... James, S. F. & Nseabasi, A. S. (2026)

Influence of Family Structure and Religious Orientation on Utilization of Internet Facilities among Tertiary Institution Students in Akwa Ibom State, Nigeria

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Abstract

The study investigated the influence of Family Structure and Religious Orientation on Utilization of Internet facilities among Tertiary Institutions Students in Akwa Ibom State, Nigeria. Two research questions and Two hypotheses were formulated to guide the study. The study adopted descriptive research design and ex-post facto. The population of study consisted of 15,458 year two students in four selected tertiary institutions in Akwa Ibom State. The sample size of 1, 545 students were selected for the study through clustering sampling techniques. Data were collected using researcher developed instrument known as □Socio-Environmental Factors and Student□ Internet Utilization Questionnaire□ (SESIUQ) containing 60 items. Cronbach Alpha method was used to ascertain the internal reliability coefficient of 0.83. Data collected were analyzed using Mean to research question while research questions 2 were answered using Simple Regression. Hypothesis 1 was tested using the analysis of variance (ANOVA) hypotheses 2 were tested using F-ratio. The two null hypotheses formulated were tested using appropriate statistical techniques at 0.05 level of significance. From the result of data analysis, eight hypotheses formulated were rejected. As a result, it was concluded that family structure, religious orientation, gender, residential environment, student-students relationship, lecturer-students relationship, student□s time management and learning environment have significant influence on students□ internet utilization in tertiary institutions in Akwa Ibom. It was therefore recommended among others that parents should not neglect what their children watch on the internet or the time spent on social media aspect as that could constitute a distraction from reading and preparing for classroom learning activities. Community leaders and well spirited bodies should always be concerned about the high rate of criminal activities, internet fraud, cyber crime and other delinquent behaviours that are prevalent in our society. These behaviours are anti-development and might undermine the progress of the society.

Keywords: Social Environment, Students□ Internet Utilization, Family Structure and Religious Orientation.

Introduction

Education is a catalyst development of technology and creation of new knowledge and ideas through internet process. It is also a vital tool that is being used in the contemporary world for success. In Nigeria, education is recounted as an instrument for individual and societal development. The role that education is expected to play in a society is multifaceted. It is expected to be the basic tool for nation building and national development. In order to achieve this, training would afford individuals willing to acquire the skills and values that may enable their development in the society. School is an institution for educating students. It is an institution where teaching-learning process is carried out by various participants who interact and relate with one another in a way to ensure the successful realization of the goals of institutions of learning. The society can only develop when students utilize the internet in a positive way so as to benefit the entire society and to improve their skills. Generally, education is solely used for the development of human beings in the cognitive, affective and psychomotor skills, which will make the learners become useful to themselves and the society at large. It also involves a desirable approach in human behaviour through the process of teaching and learning (Udo, 2021). Obasanjo (2012) perceived education as something which promotes the culture of productivity by enabling individuals to discover the creative potentials in them and apply same for the improvement of the existing skills and techniques of performing specific tasks, thereby increasing the efficiency of their personal societal efforts. Amaekae and Kingdom (2013) view education as the total development of individual□s child through acceptable methods and techniques according to their abilities and interests to meet the needs of the society and for the individual to take the rightful place and contribute immensely to the advancement of the society. Therefore, education develops in individual those morals, norms and values needed for a good citizenship, such as honesty, selflessness, tolerance, dedication, hard-work and potential integrity, all of which provide the rich ground from which good leadership potentials are groomed. With these in mind, students have to be serious in their



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academic activities to be able to achieve the desired goals of education (Udo, 2021). This means that several social activities vis-à-vis internet usability by students could make or mar their academic pursuits and equally turn them to social miscreant and hoodlums that threaten the peaceful co-existence in the society. The school is expected to transmit cultural values and norms of the society from one generation to another. It sustains the cultural practices of the community through the process of socialization. Esuabanga (2014) opined that the society has a way of life and this is built around its culture; culture therefore defines social norms and behaviour, which in-turn, determines those aspects of behaviours that are accepted by the society as normative and ethical, and those that are not. It also determines the ideals, practices and beliefs which are fundamentally valued as the social characteristics of the society. It is from the sociological standpoint that education is seen as a tool for character and moral development. Peretomode (2009) described school as a social institution which acts as an instrument of society for teaching the young ones. School therefore, is regarded as an institution made up of buildings such as classrooms, learning facilities with indoor activities and an agenda of learning activities for the promotion of knowledge and skills. Okeke (2016) refers to school environment as that which has to do with both man-made and natural conditions and provisions that are physically present as well as their consequent arrangement all of which are meant to contribute towards achieving the set school's objectives. Socio-environmental indices such as family structure play a strong role in the child's education and personality development. The family is one of the many small face-to-face groups called primary agent of socialization saddled with the responsibility of giving the offspring a qualitative and decent pattern of living. It is expected to transmit the cultural values and norms to the younger generation in order to be fully integrated into the society. Olorunfemi (2014) pointed out that parents have a greater impact over their children's behaviour. The child is more likely to follow the parents' positive or negative attitude. The child is more likely to generalize this attitude to the rest of society where school environment is the next step.

The family is indeed the foundation of socialization because it is the first contact of the child. The inculcation of basic social values, desirable character traits and norms are learnt first in the family. The author argued that whatever attitude is exhibited by a child started from the family. Invariably, such behaviour had already become part of their lives due to improper parental discipline. Interestingly, family structure is used in this study to explain the status of family, that is, whether it is intra-parents family, where two parents are together with their children or not. Whichever type of family structure practiced in a particular society influences the level of student's internet utilization variedly. According to Garfield (2009), family structure can play a significant role in child development partly by affecting family dynamics such as how family members behave and interact. The home assists in laying the foundation for personality and character development of a child. The success or failure of an individual depends on the type of social take-off acquired in the family structure. Another important socio-environmental factor that is observed to impact strongly on the behavioural pattern of students is the level of religious orientation. Religion might be described as a reflection of man's attempts to explain those aspects of environment which cannot be understood. Mapp (2009) observed that religious orientation can encourage members to uphold the beliefs and value system of the society. It can as well make members to place less value on the way society treats issues by the very teaching of the values of the society or lack of it provided to its members. Religious orientation is operationally used in this study to refer to the teaching which a religion provides for its members which at the same time can serve as a potent factor to reduce the level of internet fraud and cybercrime in the society which is wrong internet utilization by students and the younger generation. Religion is therefore a whole way of life and not just something that believers can take up or put down as the fancy takes them. People who share the same religious beliefs may also hold the same attitudes and opinions, and would likely behave in the same way. Thus, religious institutions help in the socialization process of their members. Religious leaders like Pastors or Imams are expected to demonstrate a high level of morality to serve as role models to their followers. It is also worthwhile to preach the authentic facts in their written liturgies and not manipulations to suit their personal desires. It is unfortunate that some religious leaders are observed to derail from ethical and moral practices in order to suit their selfish desire. These elders should be people of sound moral character so as to preach against dishonest acts and the tendency to involve in internet fraud and other cybercrimes perpetuated by the youths today in the society. Social environment has the potent factor that influences the students' internet utilization in institutions of higher learning. One of the indices of social environment is the lecturer-student relationship. Lecturer-student relationship is operationally used in this study to explain the lecturers' attitude to students and the effect of such attitude towards learning in the school environment. The classroom provides a strategic forum for



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determining the nature of relationship that exists between the lecturer and the students with discernable implication on students' internet utilization. The result could greatly mar or lead to the success of the student. The position of the lecturer as an authority in the temple of knowledge is not questionable. The lecturer is the model to be emulated by the students. However, in Maslow's Hierarchy of Needs, deficiency need is a priority before the development of the higher needs. When the lecturer's relationship with the students particularly in the classroom is not friendly for effective teaching-learning, the students may rather want to achieve other priority needs which surfing the internet, chatting with friends on Facebook, WhatsApp, Instagram, Twitter among others are preferred in place of their studies (Okeke, 2016). It therefore becomes the responsibility of the lecturer to provide a favourable environment that would encourage the achievement of the student's needs, spur them to remain in the class so as take their studies seriously.

Ted Gurr's Relative Deprivation Theory (1970)

Ted Gurr's Deprivation Theory was propounded by Ted R. Gurr's in the year 1970. This theory assumes that any form of deprivation breeds conflict. The basic tenet of Ted Gurr's Relative Deprivation Theory is used to refer to perceived discrepancies between value expectation and something one feels should be entitled to, and value capability and something one feels is capable of acquiring. Built around the premise of this assumption, the theory holds that the greater the scope of relative deprivation among members of a group, the greater the scope of collective violence among group members. Ted Gurr's Theory explains violence as the manifestation of conflict which may be physical, psychological or emotional hurt. This violence occurs when an individual places one in juxtaposition to others whom the person feels are of the same class with. When this happens in the opinion of the exponent of this theory, such individuals are most likely conscripts to strike actions against their frustration. Most of the behaviour patterns the students exhibit in the institutions of higher learning are either from home or the residential environment where they were exposed to. Realistically, most of their conducts especially becoming addicted to the internet in such a way that even in class they are still surfing the net emanate from their previous experiences. It is on this premise that frustration sets in as a result of inability to fulfill their expectations.

Purpose of the Study

The main purpose of this study is to determine the influence of Socio-Environmental Factors on Students' Internet Utilization in Tertiary Institutions in Akwa Ibom State, Nigeria. Specifically, the study seeks to achieve the following objectives:

1. To investigate the influence of family structure on students' internet utilization in tertiary institutions in Akwa Ibom State;
2. To ascertain the influence of religious orientation on students' internet utilization in tertiary institutions in Akwa Ibom State;

Research Questions

The following research questions were developed to guide the study:

1. What is the influence of family structure on students' internet utilization in tertiary institutions in Akwa Ibom State?
2. How does religious orientation influence students' internet utilization in tertiary institutions in Akwa Ibom State?

Research Hypotheses

The following null hypotheses were formulated to direct the study:

1. There is no significant influence of family structure on students' internet utilization in tertiary institutions in Akwa Ibom State.
2. There is no significant influence of religious orientation on students' internet utilization in tertiary institutions in Akwa Ibom State.

Research Methodology

This chapter describes the study design and procedure used for the study under the following sub-headings: Design of the Study, Area of the Study, Population of the Study, Sample and Sampling Technique, Instrumentation, Validation of the Instrument, Reliability of the Instrument, Administration of the Instrument, Method of Data Collection, Method of Data Analysis, Decision Rule and Ethical Issues. The study adopted the ex-post facto research design. The ex-post facto design is used to study events that had already occurred with the aim of identifying the possible cause and effect relationship between the variables under study. The area of the study is Akwa Ibom State. This is on the increase and it is worrisome. The population of this study consisted of all the four public tertiary institutions of learning in Akwa Ibom State. Only year



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two (2) students of the four public tertiary institutions constitute the population based on 2019/2020 academic session. The sample size of 1,545 of 10 percent of the population was selected through clustering sampling technique. In the study, each Tertiary Institution formed a cluster. The instrument for data collection was the researcher developed and validated questionnaire entitled: “Socio-Environmental Factors and Students’ Internet Utilization Questionnaire” (SEFSIUQ). The component scales of the instruments measured the level of influence of socio-environmental indices, exemplified in family structure and religious orientation. The scales were four points rating as follows: Very High (VH) - 4 points; High (H) - 3 points; Low (L)-2 points and Very Low (VL) -1 point. Face validation was carried out on the instrument. To carry out face validation, the instrument was validated by the three experts from the Department of Educational Foundations, Guidance and Counselling, University of Uyo, Nigeria, Two measurement and Evaluation specialists and one Sociologist of Education. Cronbach Alpha statistic was used to test the reliability co-efficient. The reliability co-efficient of .083 was obtained for the instrument. Data was collected from the respondents from the field. Data were collected from the field organized and coded in a coding sheet before they were analyzed using the Special Package for Scientific Statistics (SPSS). Accordingly, research questions 1 were answered using Mean while research questions 2 were answered using Simple Regression. Hypothesis 1 was tested using the analysis of variance (ANOVA), 2 were tested using F-ratio. The eight null hypotheses formulated were tested using appropriate statistical techniques at 0.05 level of significance.

Presentation of Results

Research Question 1

What is the influence of family structure on students’ internet utilization in tertiary institutions in Akwa Ibom State?

Table 1: Mean Internet Utilization of Students Based on Family Structure

Family Structure	N	Mean
Intact Family	790	61.90
Separate Family	417	66.03
Single Family	329	66.47

The result in Table 1 indicates the mean internet utilization of students in tertiary institutions in Akwa Ibom State based on family structure. As shown in the Table, the mean internet utilization of students from intact family is 61.90 that of students from separate family are 66.03, while that of students from single family is 66.47. The mean difference of internet utilization among students from intact and single families is 4.57; the difference between students from intact and separate families is 4.13, while that of separate and single families was 0.44. This is an indication that separate and single families have high influence on students’ internet utilization in tertiary institutions of learning in Akwa Ibom State.

Research Question 2

How does religious orientation influence students’ internet utilization in tertiary institutions in Akwa Ibom State?

Table 2: Simple Regression Analysis of the Influence of Religious Orientation on Students’ Internet Utilization

Variables	R	R ²	% Influence
Religious Orientation	.776	.603	60.3
Students’ Internet Utilization			

The result in Table 2 shows the value of the regression coefficient (R) and its corresponding R² of .776 and .603 respectively. The R-value of .776 shows that there is high influence of religious orientation on students’ internet utilization in tertiary institutions in Akwa Ibom State. The value of R² of .603 indicated that 60.30% of students’ internet utilization in tertiary institutions in Akwa Ibom State is influenced by their religious orientation.

Test of Hypotheses

Hypothesis 1

There is no significant influence of family structure on students’ internet utilization in tertiary institutions in Akwa Ibom State.

Table 3: Analysis of Variance of the Influence of Family Structure on Students’ Internet Utilization in Tertiary Institutions

Sources of Variance	Sum of Squares	Df	Mean Square	F	p-value
Between Groups	7201.616	2	3600.808	435.184	.000
Within Groups	12684.374	1533	8.274		



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Total 19885.990 1535

The result in Table 3 indicates that the calculated F-value of 435.184 is significant since the p-value of .000 is less than .05 levels of significance at 2 and 1533 degrees of freedom. Therefore, the null hypothesis which stated that there is no significant influence of family structure on students' internet utilization in tertiary institutions in Akwa Ibom State is rejected. Hence, there is significant influence of family structure on students' internet utilization in tertiary institutions in Akwa Ibom State. To identify the various family structures that differ significantly, Bonferroni post hoc test was conducted and the result is presented in Table 4.

Table 4: Bonferroni Post Hoc Test of the Influence of Family Structure on Students' Internet Utilization in Tertiary institutions

(I) Family Structure	(J) Family Structure	Mean Difference (I-J)	p-value
Intact Family	Separate Family	-4.12498*	.000
	Single Family	-4.57037*	.000
Separate Family	Intact Family	4.12498*	.000
	Single Family	-.44539	.108
Single Family	Intact Family	4.57037*	.000
	Separate Family	.44539	.108

The result in Table 4 indicates the Bonferroni post hoc test of the influence of family structure on students' internet utilization in tertiary institutions. From the table, it is clear that students from intact family differ significantly from students in separate and single families in their utilization of the internet. This is because the p-value of .000 for intact family and separate family, intact family and single family is less than .05 levels of significance. It was also evidenced from the result that students from single and separate family did not differ significantly in their utilization of the internet in tertiary institutions in Akwa Ibom State. This is because the p-value of .108 between separate and single family is greater than .05 level of significant.

Hypothesis 2

There is no significant influence of religious orientation on students' internet utilization in tertiary institutions in Akwa Ibom State.

Table 5: Regression Analysis of the Influence of Religious Orientation on Students' Internet Utilization

Model	Sum of Squares	Df	Mean Square	F	p-value
Regression	11986.635	1	11986.635	2327.721	.000 ^b
Residual	7899.355	1534	5.150		
Total	19885.990	1535			

a. Dependent Variable: Students' Internet Utilization

b. Predictors: (Constant), Religious Orientation

The result in Table 5 indicates that the calculated F-value of 2327.721 is significant since the p-value of .000 is less than .05 levels of significance at 1 and 1534 degrees of freedom. Therefore, the null hypothesis which stated that there is no significant influence of religious orientation on students' internet utilization in tertiary institutions in Akwa Ibom State is rejected. Hence, there is significant influence of religious orientation on students' internet utilization in tertiary institutions in Akwa Ibom State.

Summary of Findings

- Internet utilization is higher among students from separate and single families than among students from intact families.
- Religious orientation has 60.3% influences on students' internet utilization in tertiary institutions in Akwa Ibom State.

Discussion of Findings

Family Structure and Students' Internet Utilization



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The findings on the influence of family structure on students' internet utilization indicated that there is a significant influence of family structure on students' internet utilization in tertiary institutions in Akwa Ibom State. Students from separate and single families had a higher mean score on internet utilization than students from intact family. The reason for the finding could be that students from separate and single families are given little attention in their level of internet use by their parents. This could be true because availability of only one parent in the family makes it difficult for the parent to combine caring for the family physical needs with paying attention to the children's individual needs. Many parents from separate and single families try so much to provide their children with most of the things they feel would make their life better and make them not really feel the absence of the other parent, but sometimes lack the time to monitor the activities of these children. Another reason for the finding could be in line with the words of Omoruyi (2014) who stated that some parents become permissive, weak and incapable to set rules of behaviour for their children and are also unable to set standards to guard against rule breaking by living a life that is exemplary for their children to emulate.

Religious Orientation and Students' Internet Utilization

The finding on the influence of religious orientation on students' internet utilization indicated that there is a significant influence of religious orientation on internet utilization among students in tertiary institutions in Akwa Ibom State. The reason for the finding could be that individuals who are very committed to their religious beliefs and activities are likely to exercise control on internet utilization than those with little or no commitment to religious activities. Religious institutions are one of the important agents of socialization in the society saddled with the responsibility of satisfying both spiritual and social life needs of members. The values emphasized by a particular religious institution can influence the activities of members of the religion. For instance, a religious institution that encourages a permissive life style can have little or no influence on internet utilization of its members (Esuabanga, 2021). Members who are committed to the activities of such religious institution are likely not to see anything bad in various life styles, and may exercise little or no control over their utilization of the internet. They might not be selective in their use of the internet and can use it for both good and bad purposes. On the other hand, religious institutions with high values and standards on internet use can help their members to develop a balance and healthy use of the internet. This can especially be seen in the life of members who are committed to the teachings and activities of the religion (James, 2019). This is in line with the words of Peretomode (2009) who stated that religious orientation affects and influences the economic, political orientations, beliefs, values, intellectual and social growth of their members through their practices and preaching. Religious institutions can re-orientate the perception of a child towards internet fraud, cyber crime and encourage hard work, commitment and diligence. As stated by Igbo (2009), religion teaches the right and wrong, the dos and don'ts, the prescriptions and proscriptions and the fundamental values of the society. Hence, religious orientation of the individual in the area of social control and conformity is therefore a major pre-occupation of religious organizations. This must reflect on the lives of their members. Igbo further stressed that there is a strong nexus between the religious orientation of an individual student and the way of using the internet especially when they are in a learning environment. The findings of this study also support the words of Onwanhanze (2019) which stated that most of the attitude and character exhibited by the adolescent students either in school or in the larger society emanate from lack of proper religious orientation by the religious institution saddled with such responsibility. Religion fosters internalization of behavioural standards and self-monitoring and it exhorts individuals to control or alter their own behaviour.

Conclusions

Based on the findings of the study, conclusions were drawn that variables of family structure and religious orientation have remarkable influence on students' internet utilization in institutions of higher learning positively or negatively. Family structure was equally seen as a foundation for the child's moral and mental development. The child is a product of the family, therefore, if the child does not receive proper discipline from home such a child may tend to exhibit the tendency of spending enormous time on online gambling, internet betting and consistently surfing the net for irrelevant things and frequently chatting on the social media aspect of the internet.

Recommendations

Based on the findings of the study the following recommendations were made:

1. Since behaviour could be learned, a good family structure is a prerequisite institution to curtail the excessive use of the internet by children.



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2. Parents are encouraged to deliberately inculcate the acceptable societal values that can help to enhance their children's successful life attainment devoid of internet addiction and possibly dangers associated with wrong internet utilization.
3. Morality should be intensified through religious institutions towards helping the youths get acquainted with the dangers emanating from wrong internet utilization.
4. Religious institutions should be seen as an avenue to assist the individual to maintain a high moral standard, self control and discipline in the society.
5. It is therefore recommended that religious leaders should use their liturgies to preach against dishonest acts such as unexplained wealth, getting rich through internet fraud, criminal activities among the youths in our society because children remain vulnerable to the negative implications of internet utilization.

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**SOCIAL MEDIA UTILIZATION AND ACADEMIC BEHAVIOURS AMONG Z-GENERATION
(ADOLESCENC) IN SECONDARY SCHOOLS IN AKWA IBOM STATE, NIGERIA**

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ABSTRACT

The study was conducted on Social Media Utilization and Academic Behaviour among Z-Generation in Secondary Schools in Akwa Ibom North-East Senatorial District, Nigeria. Two research questions and corresponding two hypotheses were formulated to guide the study. The researcher adopted a survey design to gather data based on level of influence of social media on z-generation. The population of this study consisted of all 2603 Senior Secondary School Two (SS11) students who used phones during 2024/2025 academic session in the (86) public secondary students in the study area. The sample size for this study comprised 729 Senior Secondary Two (SS11). The researcher developed instrument titled □Social Media Utilization and Z-Generation Academic Behaviour Questionnaire□ (SMUZABQ) to obtain data. The instrument was validated by experts in measurement and evaluation and sociology of education. Cronbach was used to ascertain the reliability which produced a reliability coefficient of 0.7. Mean was used in answering the research questions, while z-test statistics was used in testing the hypotheses raised for the study .05 significance level. All the null hypotheses were rejected showing that Facebook and Google significantly influenced academic culture of secondary schools students. Based on the findings, the recommendations were made that students should use used Facebook and Google for academic purposes. Parents should monitor their children □s phone, especially the things they browse and receive from google. Seminar and workshops should be organized to sensitize secondary schools students how to use social media for academic purposes.

Keywords: Social Media, Facebook, Google and Academic Behaviour.



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Introduction/literature Review and Theoretical Perspective

The wave of social media usage in this contemporary era among youths is unprecedented and overwhelming. Younger generations are basically influence by the activities of social media to the extent of undermining the very essence of education. This has contributed immensely to the behavioural adjustment either in a positive or negative dimension. Students in secondary schools tend to exhibit some traits due to the over indulgence in social media and it has some negative effects on their behaviours and as well as moral development (James, Nseabasi and Idiong, 2024). Addiction to the use of social media has increased in recent times particularly among adolescents in schools which has negative impact on academic behaviours. It is observed that most students spend excessive time on social media to the detriment of their academic activities. Students now become dependent on social media and it is believed that academic behaviour tends to diminish proportionately.

Undoubtedly, activities of social media among students has contributed to the poor grade in public examinations such as West African Senior School Certificate Examination (WASSCE) and Join Admission Matriculation Board (JAMB) in recent times compared to previous years where social media was not as influential as it is today (James, 2023). Social media have exploded as a category of online chatting with friends and as well as where people create content, share, bookmark and network at a prodigious rate. Young men and women now exchange ideas, feelings, personal information, pictures and videos at a truly and astonishing rate. Lusk (2010) share the concept of social media as the use of Google, Facebook, X-handle (formally Twiter), Myspace Whatsapp among others for the purpose of communication, sharing photos, videos and exchange of information among friends and associates.

Fundamentally, indices of social media include but not limited to; facebook and google. Facebook is a social networking site that started in 2004 by a Harvard College Students, Mark Zuckerberg. It was originally a network that was only available to students. Then in 2006, Facebook became open to the public in general of age thirteen or above, but still maintained an emphasis on high school and college students (Johnson, 2008). Facebook provides individuals with easy access to view personal information about their friends, co-workers and even complete strangers (Muise, Christofides and Desmarais, 2009). Using facebook among students is unprecedented although there is nothing wrong with it if it is only being used for the purpose of exchange of ideas and information. It allows students to collect their thoughts and articulate them in writing before communicating to their expression. Further, the level of informality typical to Facebook can also aid students-and-students in self-expression and encourage more frequent student-and-instructor and student-and-students communication. At the same time, Towner and Munoz (2012) noted that this informality may actually drive many educators and students away from using Facebook for educational purposes (Meyer and Rose, 2010).

Google is another social media components that has influence the students both negative and positively. Google is one of the Internet-base browsers, which can help students harness information from network. Google is a very versatile browser, encompasses many browsers. It has well provided students with useful information that can aid learning and make learning essier and accessible. Sampath, Kumar and Manjunath (2013) stated that Google usage has an impact on academic behaviour of students. The Google growth has created a new scientific communication system with new facilities that are competing with the traditional sources of information. Besides text-based writing, technology encourages students to integrate visual and aural multimedia in their school projects and other reading materials. The use of Google search engines may promote students research and discover new knowledge for developing skills. The big question to ponder about is what does students search for or Google Online? Online information can expose varieties of topics and other materials that can assist them in learning and as well improving their academic behaviours. It is on this premise that sociology of education attempts to explain the negative implications of students addicted to social media utilization to the detriment of their studies.

Social media platforms allow information to be frame in mainstream platforms which limits communication. Social media has become easily accessible allowing news stories to fly around making it possible for around the globe to read. People around the world can communicate with each other by simply accessing a computer interface (Safdar, Mahmood and Qutab, 2010). Utilizing social media in a positive dimension can go a long way to improve their academic behaviour. Academic behaviour refers to the attitude a student exhibits with regard to his academic activities. A student may have negative or disruptive behaviour that interrupts with normal classroom procedure. According to Umofia (2013) academic behaviour signifies any approach a learner takes towards his/her academic pursuits that may positively or negatively influence his/her overall academic outcome in the future. Students to some extent maybe absent minded while classes are going on as the



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result of addiction to social media. Hulya (2013) opined that a greater number of students in secondary schools form a habit of exploring social media while in class; this has hampered their seriousness in academic activities. It is disheartening that students misuse and abuse the social media which has affected academic behaviour and as well as reading culture.

Technological Determinism Theory (McLuhan, 1962)

Technological Determinism Theory was developed by McLuhan in 1962. The theory states that the media technology shapes how individuals in a society think, feel, act, and how the society operates as it moves from one technological age to another. It explains that individuals learn, feel and think the way do their things because of the messages they receive through the current technology that is available in the public domain. For instance, the radio requires people to only listen and develop a sense of hearing. On the other hand, television engages both hearing and visual senses. People then transfer those developed senses into their everyday lives and would want to use them again. The medium is then the message. Social media brought about emerging technology and required people to listen and engage often. People then interpret the messages sent to them from social media in their everyday lives.

The author believes that humans do not have much free will at all. Whatever society as a whole is using to communicate, members too will use. Therefore, they would adapt to the medium for sending and receiving messages like everyone else. McLuhan considered that there is one truth and this is by observing what has happened over time. As the medium changes, so does society's way of communication changes by bringing the new method of communication – social media. The theory explains that when new systems of technology are developed, the culture or society is immediately changed to reflect the senses needed to use the new technology. The theory predicts that with every new system of media technology, society will change and adapt to that technology (social media). This theory is related to this study in the sense that academic behaviour of students can be influence by social media in a negative or positive dimension. The theory extrapolated that students behave in a manner based on the activities of social media influences. It also proved that students spend enormous time on social media than their studies. The implication of over indulgent or addicted to social media is that students' academic behaviour would suffer a set back by affecting their academic outcome.

Purpose of the Study

The main purpose of this study was to determine the influence of social media utilization and academic behaviour among z-generation in secondary schools in Akwa Ibom North East Senatorial District, Nigeria, the study sought to:

1. Determine the influence of Facebook utilization on secondary schools students' academic behaviour.
2. Ascertain the influence of Google utilization on secondary schools students' academic behaviour.

Research Questions

The following research questions were formulated to guide the study:

- 1) How does Facebook utilization influence secondary schools students' academic behaviour?
- 2) How does Google utilization influence secondary schools students' academic behaviour?

Research Hypotheses

The following null hypotheses were formulated to guide this study:

1. There is no significant influence on Facebook utilization on secondary schools' students' academic behaviour in secondary schools in Akwa Ibom North East Senatorial District.
2. There is no significant influence on Google utilization on secondary schools' students' academic behaviour in secondary schools in Akwa Ibom North East Senatorial District.

Methodology

The study adopted survey design to gather the data on social media utilization. Survey design was appropriate because it seek to uncover how social media utilization influences academic behaviour of students. The study was conducted in Akwa Ibom State North East Senatorial District. The population of this study consisted of all the 2603 Senior Secondary School Two (SS11) students who used phones during 2024/2025 academic session in the eighty-six (86) public secondary schools in Akwa Ibom North East Senatorial District (Field Survey, 2025). The students with mobile phones were identified through a pre-survey of students' demographic data conducted by the researcher. The sample size for this study comprised 952 Senior Secondary Schools Two (SS11) selected from 9 public secondary schools in the area of the study. The researcher developed instrument titled 'Social Media Utilization and Z-Generation Academic Behaviours' (SMUZAB) with 61 items was used to collect data. The responses to the items in the questionnaire were on four-option scale rated as follows: Very Strong Influence – VS – 4; Strong Influence – S – 3; Little Influence – L – 2; Very Little Influence – VL – 1.



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The instrument was validated by two experts in measurement and Evaluation and sociology of education all in the Department of Educational Foundations, Akwa Ibom State College of Education, Afaha, Nsit, Nigeria. The reliability of the instrument was a researcher employed Cronbach's Alpha Reliability Method to analyze the data generated from the piloted group and to determine the reliability of the instrument. The questionnaire was administered to the respondents, out of a total of 952 copies of questionnaire, 729 copies were correctly completed and returned to the researcher, which was used for the analysis. The data were analyzed using descriptive statistics mean was used for answering the research questions and z-test was used for testing the null hypotheses. All null hypotheses were tested at .05 level of significance.

Results

The research questions were answered using the mean

Answering of Research Questions

Research Question One: How does Facebook usage influence secondary school students' academic behaviour in Akwa Ibom North-Easter Senatorial District?

This question was answered using the mean scores recorded by respondents and the analysis is presented in Table 4.1

Table 4.1: Mean Scores on the Influences of Facebook Usage on Secondary School Students' Academic Behaviour
 N=729

S/N	Items	VS	S	L	VL	\bar{X}	Decision
1.	Staying on Facebook for a long time influences my studies negatively	123	375	121	110	2.70	Strong Influence
2.	Watching Facebook picture while in the class does not allow me to focus	151	412	102	64	2.89	Strong Influence
3.	Chatting with my friends on Facebook does not allow me to listen to my teachers	139	393	100	98	2.78	Strong Influence
4.	I most times attend classes late as a result of watching Facebook hence my poor academic performance	82	102	344	201	2.09	Strong Influence
5.	Posting pictures to my friends while the teacher is teaching hinders my copying of notes in the class	121	216	237	155	2.42	Little Influence
6.	I most often leave the class to go and chat with my Facebook friends	146	261	217	105	2.61	Strong Influence
7.	I use Facebook account to keep in touch with friends of opposite sex hence this affected my attention to the teacher	98	345	159	127	2.59	Strong Influence
8.	I can sneak out of school compound during school hours to chat with my Facebook friends not minding my studies.	110	316	158	145	2.54	Strong Influence
	Aggregate Mean					2.58	Strong Influence

Data in Table 4.1 shows the mean response on students' Facebook usage and academic behaviour. Items 1 show mean score of 2.70 which indicates that the respondents agreed that staying on Facebook for a long time influences my studies negatively teachers always assess students' performance and record it every week. The mean score for item 2, which is 2.89 shows that the respondents accepted the fact that watching Facebook picture while in the class does not allow me to focus. Apart from item 5, all the other seven (7) items indicate strong influence of Facebook on students' academic behaviour. However, the aggregate mean score of 2.58 is greater than the criterion mean of 2.5. Hence, this indicates that Facebook usage has negative influence on students' academic behaviour. This result implies that students have been using Facebook always and this has strongly influenced their academic behaviour negatively.



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Research Question Two: How does Google usage influence secondary school students' academic behaviour in Akwa Ibom North-East Senatorial District?

To answer the research question two, mean was used and presented in Table 4.2

Table 4.2 Mean Scores on the Influence of Google Usage and Academic Behaviour among Secondary School Students.

S/N	Items	VS	S	L	VL	\bar{X}	Decision
1.	I check the teacher's lessons using Google hence my attention to the teacher is disrupted	119	286	163	161	2.50	Strong Influence
2.	I hardly copy notes in the class because of browsing with my phone	139	285	172	133	2.59	Strong Influence
3.	I check all my lessons through Google hence I rarely listen to my teachers	192	311	194	32	2.91	Strong Influence
4.	I talk with my friends using internet while in the class not minding what the teacher teachers	149	308	190	82	2.72	Strong Influence
5.	I open website for my friends while the class is going on	120	329	183	97	2.65	Strong Influence
6.	I share data with my classmates while the teacher is teaching	115	292	211	111	2.56	Strong Influence
7.	I use Google to post document to my classmates while the teacher is teaching	135	283	192	119	2.60	Strong Influence
Aggregate Mean						2.65	Strong Influence

Data entries in Table 4.2 show the mean response on Google usage and students' academic behaviour. Item 1 shows 2.50 mean score, which indicates that the respondents agreed that they check the teacher's lessons using Google hence their attention to the teacher is disrupted. Item 2 shows mean score of 2.90 which indicates that the respondents agreed that they hardly copy notes in the class because of browsing with my phone. From the result, it was found that the seven items record strong influence of Google on students' academic behaviour. Considering the grand mean score of 2.65, which is greater than the criterion mean of 2.5, the result indicates that the respondents agreed that Google has strong influence on their academic behaviour. The result implies that many students have been using Google negatively for pleasure instead of using for academic purposes.

Testing of Hypotheses

Research Hypothesis One; There is no significant influence of Facebook usage influence on secondary school students' academic behaviour.

In testing the hypothesis, the z-test was used as presented in Table 4.6

Table 4.6: Summary of z-test Analysis of the influence of Facebook Usage on Academic Behaviour among Secondary School Students

(n=729)				
Variables	N	X	SD	z-value
Facebook usage	729	2.58	0.24	-3.52*
Academic behaviour	729	2.81	0.78	

*significant at $p < .05$, $df=727$, z-critical value = 1.96.

Table 4.6 shows that the z-calculated value is -3.52 and the z-crit value is 1.96 at 0.05 level of significance and at 727 degree of freedom. Since the z-cal is less than the z-crit value, we accept the null hypothesis. This implies that there is no significant influence of Facebook on students' academic behaviour.

Research Hypothesis Two: There is no significant influence of Google on secondary school students' academic behaviour



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To test the hypothesis, the dependent χ^2 test was used as presented in Table 4.7

Table 4.7 Summary of z-test Analysis of the influence of Google on Academic Behaviour among Secondary School Students

Variables	N	X	SD	z-value
Google usage	729	2.65	0.24	1.88*
Academic behaviour	729	2.81	0.78	

*significant at $p < .05$, $df=727$, z-critical value = 1.96.

The analysis in Table 4.7 produced a calculated z-value of 1.88 when compared to the critical z-value of 1.96 at .05 confidence level with 727 degrees of freedom, it was found to be less than the critical value. Based on this finding, the null hypothesis was retained. This means that there was no significant influence of Google usage and academic behaviour among secondary school students.

Discussion of Findings

The findings of this study are discussed based on the research questions and the corresponding hypotheses tested.

1. Facebook usage and Students χ^2 Academic behaviour

The findings on research question one revealed that Facebook usage have strong influence on students χ^2 academic behaviour. The findings as revealed in hypothesis one showed a significant influence of Facebook usage on Academic behaviour among secondary school students. The findings indicate that wrong or negative Facebook usage can result in poor academic behaviour. The findings further indicated that students who perceive Facebook usage as boring, suffering, difficult and waste of time are more likely to show good academic behaviour than those students who view Facebook usage as achievement, road to success and rewarding. Serious students are less likely to drop out of school than the unserious ones, other things being equal. Negative use of social media automatically hampered academic growth of students in the school environment.

The findings of this study agrees with the opinion of Abrutyn and Mueller (2014) who maintained that many parents and educators have been fearful of the repercussions of having social media in the classroom. As stated by Abrutyn and Mueller (2014), there are concerns that social media tools can be misused for cyber bullying or sharing inappropriate content. As result, cell phones have been banned from some classrooms, and some schools have blocked many popular social media websites among others. These activities are needed to learn, succeed and obtain certificates.

2 Google Usage and Students χ^2 Academic behaviour

The finding on research question two revealed that Google Usage has strong influence on students χ^2 academic behaviour. The findings suggested that students who see Google Usage as painful, punishment or unbearable are more inclined to reduce its usage than those students who are Google Usage as a normal thing. In other words, students χ^2 academic behaviour of school depends greatly on how the students view Google Usage. Finding on hypothesis two revealed a significant influence of Google Usage on students χ^2 academic behaviour.

The finding is in line with the findings of Rosenberg (2006) concedes that end-user training for postgraduates and academic staff is more of a challenge. The norm the author stats χ^2 is for libraries to offer one-off workshops in computer literacy related subjects χ^2 and the author noted that attendance is always poor; therefore, low level of computer literacy. Google knowledge and use remains a problem in university for postgraduates. According to the authors, students may perceive Google Usage as restricting them from involving in examination malpractice, smoking, using foul languages, forming confraternities, bullying, disrespecting school authorities or getting involved in delinquent behaviours. Dellar (2008) also recognized that Google Usage affect behaviours of students. This further suggests that Google Usage have profound influence on students χ^2 general behaviour, especially mentally, psychologically and otherwise.

Conclusion

On the basis of the findings of this study, it is concluded that Facebook usage by students influence the academic behaviour of students. It is however concluded that Whatsapp usage by students do not significantly influences their academic behaviour. Equally, that Google Usage helps to decrease students χ^2 academic behaviour. Similarly, Youtube usage



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influences students' academic behaviour of students. In the same vein, Twitter Usage strongly influences the academic behaviour of student.

Recommendations

Based on the findings, the following recommendations are made:

1. Students should use Facebook in positive ways to enhance their academic behaviour. There is need for parents and teachers to be friendly to their children and students respectively. This may ensure that the students do not share immoral and non-academic information.
2. Seminars and workshops should be organized from time-to-time to sensitize secondary school students on the negative effects of Facebook usage on their academic behaviour.
3. Parents should monitor their children's phone, especially the type of information and things they browse using Google. This would enhance the proper use of Google, especially for homework.
4. Facebook usage by students should be geared toward positive academic behaviour.
5. Facebook videos should portray academic pictures to enhance positive academic behaviour. There is need for teachers and parents to follow the students on Facebook. This would encourage the students to visit sites for academic purposes only.

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