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Influence of Social Media applications on Academic Behaviour among Secondary School Students in Akwa Ibom State North-East Senatorial District of Akwa Ibom State, Nigeria

JAMES, Samuel Francis¹

Email: jf. splendor@gmail.com

Tel: +2348066889717

NSEABASI, Asukwo Sunday¹

Email: nseabasi2k15@gmail.com

Tel: +2348064012436

Department of Educational Foundations, Akwa Ibom State University of Education, Afaha Nsit, Nigeria

Abstract

The study was conducted on Social Media Utilization and Academic Behaviour Secondary School students 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.

Introduction

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 Joint 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 (Muisse, Christofides and Desmarais, 2009). Using facebook



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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 component that has influence the students both negative and positively. Google is one of the Internet-based 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 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.



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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 school students □ academic behaviour.
2. Ascertain the influence of Google utilization on secondary school students □ academic behaviour.

Research Questions

The following research questions were formulated to guide the study:

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

Presentation of 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 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



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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 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.

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 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 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



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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 3: 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 3 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

To test the hypothesis, the dependent t-test was used as presented in Table 4

Table 4 Summary of z-test Analysis of the influence of Google on Academic Behaviour among Secondary School Students

(n=729)				
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 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' Academic behaviour

The findings on research question one revealed that Facebook usage have strong influence on students' 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.



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2 Google Usage and Students' Academic Behaviour

The finding on research question two revealed that Google Usage has strong influence on students' 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' 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' 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 states is for libraries to offer one-off workshops in computer literacy related subjects 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' 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' academic behaviour. Similarly, Youtube usage 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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