

---

## INFLUENCE OF SOCIAL MEDIA ADDICTION ON SECONDARY SCHOOL STUDENTS' STUDY HABIT IN SCIENCE IN NIGERIAN

Ajayi, Lois Folasayo

[folasayo.ajayi@eksu.edu.ng](mailto:folasayo.ajayi@eksu.edu.ng)

Department of Science Education, Faculty of Education  
Ekiti State University, Ado-Ekiti

---

### Abstract

*The study investigated the influence of Social Media Addiction (SMA) on secondary school students' study habit in Science in Nigeria. The study employed a descriptive research design of survey type in carrying out the investigation. The sample for the study was 3000 Senior Secondary School students selected from 60 schools in Nigeria. 10 schools were selected for each of the six geo-political regions in Nigeria using simple random sampling technique. 50 students were selected from science classes in each of the schools. The instrument used for the study was a 20 item Questionnaire on Students' Social Media Usage and Study Habit (QSSMUSH). The instrument was subjected to face and content validity. The reliability of the instrument was carried out on 50 students outside the selected sample. Data generated from the 50 students were subjected to Pearson's Moment Product Correlation and the result obtained for the reliability coefficient was 0.87 at 0.05 level of significance. The instrument was administered on the 3000 sampled students and the data collected were analyzed using descriptive statistics for the research questions and inferential statistics for the hypothesis. The results of the analysis showed that the use of social media among secondary school students in Nigeria influences their study habit negatively. Based on the findings, it was recommended that teachers and parents should always monitor and regulate the use of social media among the students. Also, educative online assignment should be given to the students so as to minimize the time students spend socializing on social media network platforms.*

Keywords: Social Media, Addiction, Learning, Students, Study Habit.

---

### Introduction

Social media activities have become so rampant among secondary school students in Nigeria. Every student in secondary schools is busy surfing the net, chatting with friends online, watching videos and performing other social networking activities most hours of the day and night (Ngonso, 2019). Researcher's experience and investigation across some secondary schools showed that most of the students have formed the habit of not performing the take home tasks given to them by their teachers. Some do sleep off during the class teaching and some are not active members of the class. Their participations in academic

activities are being downgraded daily. The study habit of the students is being influenced by this disheartening situation (Agwi and Ogwueleka, 2018).

Some of the several social media networking platforms embarked upon by the school age bracket include: Facebook, Whatsapp, Twitter, Imo, Telegram, Instagram, Messenger (Mageto, 2017; Ngonso, 2019). The number of hours spent each day on these social media networking platforms by the students surfing the net, engaging themselves in chatting and socializing on different social network sites indicate how addicted they are to the platforms. As a

result of the addiction, little or no time is left for academic study (Mageto, 2017; Ngonso, 2019).

The study of science subjects requires perfect concentration by a serious minded student. This cannot be compromised with the use of social media. Engaging in social networking activities like texting, chatting, viewing events and communicating with friends especially during class or at the time of personal study would definitely serve as a distraction and deprive the student of the perfect assimilation expected of a science student (Lenhart, Parcell, smith and Zickuhr, 2010; Ngonso, 2019).

Students' Study habit must be characterized by concentration and assimilation. This is measured by certain parameters among which are: study rate, the depth of contents covered, the extent of the materials visited and the level interaction with other co-students. Time spent in study must reflect in the learning outcomes.

#### Statement of the problem

Social media networking and surfing the net has become an every time activity among secondary school students in Nigeria. They are so addicted to it to the point that little or no time is left for other essential and mandatory activities in the life of secondary school students. Most of the students engage themselves in surfing the net, chatting with online friends, listening to music, watching videos and playing online games all through the day and even in the night. This act might have an influence on the study habit of the students. This study is out therefore, to investigate the influence of social media addiction on students study habit in science subjects.

#### Research questions

The following questions were raised to guide the study

1. What percentage of students sampled are using of social media network platforms?

2. What is the attitude of secondary school students towards the use of social media network platforms?
3. What is the attitude of secondary school students towards their study?

#### Research Hypothesis

The following research hypothesis was formulated and analysed.

- (B) There is no significant relationship between social media addiction and study habit of secondary school students.

#### Methodology

The study adopted a descriptive research design. The sample used for the study was 3000 Senior Secondary School three students selected from the six geo-political regions in Nigeria. Simple random sampling technique was adopted in the selection of 10 schools and 50 science students from each of the geo-political region. The instruments used for the study was a self-constructed questionnaire with 20 items titled "Questionnaire on Students' Social Media Usage and Study Habit" (QSSMUSH). The instrument was in two sections. Section A was on the attitude of students towards the use of social media platform while section B focused on the students' study habit. Each item in the questionnaire was rated 1mark giving a maximum of 20 marks per respondent. The instrument was subjected to face and content validity. The reliability of the instrument was carried out on 50 students outside the selected sample. . Data generated from the 50 students were subjected to Pearson's Moment Product Correlation and the result obtain for the reliability coefficient was 0.87 at 0.05 level of significance. The instrument was administered on the 3000 sampled students across the schools sampled by the help of research assistants. The instrument was retrieved from the respondents and the data collected were collated and analyzed with descriptive statistics for the research

questions while inferential statistics was used in analyzing the hypothesis.

Results

Descriptive analysis

Research Questions

Q1. What percentage of students sampled are using of Social Media Network platforms?

Table 1: Frequency count and percentage analysis of students using of Social Media Network platforms

Social Media Platform	N	%
Facebook	2910	97.0

WhatsApp	3000	100.0
Twitter	1960	65.3
Messenger	3000	100.0
Duo	1620	54.0
Others	1100	36.7

Table 1 showed that 97.0% of the students were using Facebook for social media activities, while 100.0% uses WhatsApp and Messenger for social media networks. 65.3% uses Twitter, while 54.0% of the students uses Duo, and 36.7% of the students uses other social media networks.

Q2. What is the attitude of students towards the use of social media network platforms?

Table 2: Percentage analysis of students' attitude towards the use of social media platforms

Items	Yes	
	N	%
I have constant access to the internet	3000	100.0
I use more than one social network platform	2560	85.3
I use social media networks everyday	3000	100.0
I use social media networks both in the day and night	2440	81.3
I love to play online games often	2300	76.7
I enjoy watching videos on my social media devices	2910	97.0
I am happy and satisfied when surfing the net	3000	100.0
I have more than 200 social media online friends	2120	70.7
I don't feel tired when am on social media	3000	100.0
My social media device is always with me anywhere I go	2960	98.7

Table 2 showed that 100.0% of the students have constant access to the net and use the social media networks everyday. 100.0 are always happy and never feel tired using social media networks. 85.3% uses more than one social media network platforms while 81.3% uses the social media networks both day and night. 76,7% loves to play games on the social media network while,

97,0% enjoys watching videos on their social media devices. 70.7% of the students have above 200 social media online friends while 98.7% always go to places with their social media devices.

Q3. What is the attitude of students towards their study?

Table 3: Percentage analysis of students' attitude towards their study

Attitude	Yes	
	N	%
I don't normally have enough time to study my books	2940	98.0
I don't have text books to study from	2660	88.7
I don't always study at home	2870	95.7
I can't study in the night	2930	97.7
The school is not conducive for personal study	1980	66.0
Our subject notes are always too voluminous to read	1820	60.7
I always study with my friends	740	24.7
I always abandon any difficult aspect of my subjects	1790	59.7
I don't like going to my teachers for further clarifications on what he/she had taught us	2280	76.0
I always have many corrections to make in any assignment I do	1990	66.3

Table 3 showed that 98.0% of the students sampled do not have enough time for study, 88.7% don't have the required textbooks for their subjects, 95.7% don't enjoy studying at home, and 97.7% don't study at night while 66.0% don't find school premises conducive for personal study. The table further showed that 60.7% of the students believed that the subject notes given to them are too voluminous while only 24.7% use to consult or study with other students and 59.7% of the students always abandon the difficult

aspects of their subjects. 76.0% of the students don't like consulting their teachers for further clarifications on difficult areas and 66.3% of them always have a lot of corrections to be made on any assignment given to them due to wrong presentations.

#### Hypothesis testing

Ho1: There is no significant relationship between social media addiction and study habit of secondary school students.

Table 4: Analysis of the relationship between social media addiction and study habit of secondary school students.

Variable		Social Media Addiction	Study Habit
Social Media Addiction	Pearson Correlation	1	0.229
	Sig (2 tailed)		0.000*
	N	3000	3000
Study Habit	Pearson Correlation	0.229	1
	Sig (2 tailed)	0.000*	
	N	3000	3000

\* P > 0.05

Table 4 revealed that p-value (0.000) is less than the  $\alpha$  value (0.05). Therefore, the hypothesis was rejected. There was a significant relationship between the social media addiction among students and their study habits. Use of social media by secondary

school students affects their study habits negatively.

#### Discussion

The findings of the study revealed that secondary school students use different types of social media Facebook, WhatsApp,

Messenger, Twiter, Duo and other social media network platforms for chatting and socialization. The finding was in agreement with Kamau (2017) and Ngonso (2019) who both discovered that students use several social media networks to surf the net and chat with friends.

The findings further showed that students have constant access to the net and use the social media networks every day. They always spend most of their day and night time on social media network activities like playing games, watching videos and chatting with friends. This was in agreement with Babu, (2015) and Mageto (2017) who both agreed that students use social media everywhere and every time.

The findings of the study also revealed that students sampled don't have enough time for study either at school or at home, they can't study either in the day time or in the night. This might be due to their addiction on the use of social media platforms. Social activities had taken all their time both day and night, therefore, there is no time left for personal academic study. This finding corresponds with the findings of Raymond & Afua, (2016) as well as Agwi & Ogwueleka (2018) who observed that time spent on social media can negatively affect students' academic activities.

The findings of the study further revealed that there was a significant relationship between the social media addiction and study habits of secondary school students. The use of social media platforms by secondary school students affects their study habits negatively. They were so addicted to social media at the expense of their academic study. This study was in agreement with the study of Raymond & Afua, (2016) as well as Mageto (2017) who both asserted that students' access to social

media platforms have become a great distraction and negatively affects their study habit.

#### Conclusion and Recommendations

It was concluded from the study that secondary school students use social media platforms most often and it turned to addiction on their part. The social media addiction among the students influences their study habit negatively.

Based on the findings, it was recommended that teachers and parents should always monitor and regulate the use of social media among the students. Also, educative online assignment should be given to the students so as to minimize the time students spend socializing on social media network platforms.

#### References

- Agwi, U. C. and Ogwueleka, F. N. (2018). Impact of Social media on students' academic performance. *International Journal of Scientific and Engineering Research*. 9 (3) 1454-1462
- Babu, K. J. (2015). Use of social media among media students. A study in Kashmir. *International Journal of Communication and Social Research*. 3 (2) 44-60
- Kamau, V. (2017). Social media is the primary source for African youth. [https://techmoran.com/ \(06.04.2020\)](https://techmoran.com/ (06.04.2020))
- Lenhart, A., Purcell, K., Smith, A. and Zickuhr, K. (2010). Social Media and Mobile Internet Use Among Teens and Young Adults. Few Internet & American Life Project.

Mageto, J. (2017). Impact of Social Media on the Youth. [https://migrin.com/document\(06.04.2020\)](https://migrin.com/document(06.04.2020))

Ngonso, B. F. (2019). Effect of Social Media on Teenagers and youths; A study of Rural Nigerian Teenagers and Youths in Secondary Schools. *Global Media Journal*. Globalmediajournal.com/open-access 2020

Raymond, O. B. and Afua, A. (2016). The Impact of Social Media on Students' Academic Life In Higher Education; *Global Journal of Human Social Science*; (16)4 1-7