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**Social Media Usage as a Correlate of Study Habit amongst Public Senior Secondary School Students in Port Harcourt Metropolis**

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**ABSTRACT**

*This study examined the relationship between social media usage and study habits among senior secondary school students in Port Harcourt Metropolis, Rivers State. Three objectives, three research questions and three null hypotheses were formulated to guide the study. The research adopted a correlational research design to investigate statistical relationships among variables. The study population comprised students from all the public senior secondary schools within the metropolis totaling 35,682 students. And multi-stage sampling technique was employed to ensure proportional representation across school types and class levels (SSS2–SSS3). A sample of 790 students was determined using Taro Yamane's formula to ensure statistical reliability and manageability. Data were collected using researcher structured questionnaires. The instruments were given to three experts including two in Guidance and Counselling and one in Measurement and Evaluation, Faculty of Education, Rivers State University for validation. Cronbach's Alpha formula was adopted to establish the reliability of various clusters which yielded the indices of 0.76, 0.84 and 0.78 with overall indices of 0.78 and 0.81. The data gathered were analyzed using Pearson Product Moment Correlation to determine the strength and direction of relationships among variables. The results revealed that the relationships between social media usage and study habits were generally weak and mixed. In other words, social media usage has no significant relationship with the students study habits. Consequently, the study recommends that: students should be encouraged to follow educational handles and subject-related content on Twitter that promote academic awareness and critical thinking and students should be advised to use Instagram for educational visuals, such as science demonstrations, tutorials, and infographic-based learning not to focused on content that negatively affects concentration.*

**Keywords:** Social Media, Usage, Study Habits, Instagram, TikTok, Twitter

**INTRODUCTION**

The widespread adoption of platforms such as Instagram, TikTok, and Twitter have redefined communication, entertainment, and learning experiences. These platforms offer students a virtual space where they can interact, share ideas, and access educational content. However, the increasing engagement with social media has sparked debates on its influence on students' study habits, with concerns that excessive use might negatively affect their academic performance (Lau, 2017). Study habits, which include time management, concentration, reading patterns, and note-taking skills, are crucial determinants of academic success. Generally, it is believed that if social media interferes with students' ability to focus, allocate study time effectively, and retain information, it may pose a significant challenge to their learning outcomes.

The influence of social media on study habits is multifaceted, on one hand, social media provides students with easy access to educational resources, collaborative learning opportunities, and real-time discussions on academic topics. Students leverage these platforms to engage in peer learning, participate in online study groups, and explore subject-related content on YouTube and other educational channels.

Despite these potential benefits, social media is viewed as a double-edged sword, as its excessive or inappropriate use can be detrimental to students' academic pursuits. Many students find themselves engrossed in social media activities that are unrelated to academics, leading to distractions, procrastination, and a decline in study efficiency (Dontre, 2021). The addictive nature of these platforms, characterized by continuous notifications, scrolling, and multimedia content, makes it difficult for students to maintain sustained concentration on their studies (Dontre, 2021; Fitton, 2020). Instead of dedicating their time to reading or completing assignments, students may spend hours on social media, reducing their ability to meet academic deadlines and prepare adequately for examinations (Dontre, 2021). The constant exposure to entertainment content, such as videos, memes, and online trends, can also contribute to cognitive overload, limiting students' capacity to process and retain critical information.

In Nigeria, the rise in smartphone penetration and internet accessibility has further intensified social media use among students (Uwalaka, 2017). With affordable data plans and widespread mobile connectivity, students now have unlimited access to digital content at their fingertips. While this connectivity presents numerous educational advantages, it also raises concerns about self-discipline and responsible social media usage. Many students lack the ability to regulate their online activities, leading to time mismanagement and a growing dependence on digital interactions. The absence of parental control, combined with the increasing preference for virtual interactions over traditional studying methods, has made social media an influential factor in shaping students' academic behaviours.

Moreso, there have been expressed concerns about the declining reading culture among students, attributing it partly to the overuse of social media. The preference for brief, visual, and interactive content has reduced students' patience for long-form reading materials such as textbooks and academic journals (Herlihy, 2022; Baron, 2013). This shift in reading behavior could have long-term implications on students' comprehension abilities and critical thinking skills. Instead of engaging in deep learning through extensive reading and analytical study, students may develop a habit of skimming through information superficially, affecting their ability to engage with complex academic concepts.

One of the key characteristics of secondary school students in Port Harcourt is their strong attachment to social media, particularly platforms like Instagram, TikTok, and Twitter. Many students use these platforms to connect with peers, share information, and participate in online communities. The educational benefits of social media are evident in cases where students engage in virtual discussions, access online tutorials, and participate in study groups. Many teachers and schools in Port Harcourt have also adopted social media as a tool for sharing academic resources, posting assignments, and facilitating discussions beyond the classroom.

However, despite these academic advantages, social media usage among secondary school students in Port Harcourt has been associated with several challenges. One of the major concerns is the issue of time mismanagement. Many students spend long hours on social media, often engaging in non-academic activities such as watching videos, chatting, and following trends. This excessive screen time reduces the number of hours students dedicate to reading, completing assignments, and revising for examinations. Instead of focusing on their studies, some students prioritize social media entertainment, leading to procrastination and a decline in academic performance. The addictive nature of social media, driven by notifications, trending topics, and interactive features, makes it difficult for students to regulate their usage effectively.

### **Concept Social Media**

Social media refers to web-based and mobile technologies that enable users to create, share, and exchange content, as well as communicate and collaborate in virtual communities. Platforms such as Instagram, YouTube, and Facebook have become integral parts of students' daily lives, providing avenues for interaction, entertainment, and learning. Social media tools support real-time communication, information sharing, and access to educational resources, which can enhance learning opportunities beyond the classroom. Social media serves as a double-edged sword: it has the potential to promote academic success if used constructively but can hinder learning outcomes when dominated by entertainment and non-academic activities.

In this study, the key variables under investigation are social media usage, academic performance, and study habits of senior secondary school students in Port Harcourt Metropolis. Social

media usage is identified as the independent variable because it represents the primary factor whose influence on academic outcomes and study behaviors is being explored. This variable encompasses several dimensions, including the duration of time students dedicate to various social media platforms such as Instagram, TikTok, and Twitter. Beyond mere usage time, it also includes the purposes behind their engagement—whether for academic pursuits like accessing educational materials and participating in study groups, or for non-academic reasons such as entertainment, social interaction, or leisure. The intensity and frequency of social media interaction are important aspects of this variable, as frequent, prolonged, or intense usage could have different impacts compared to more moderate engagement. Furthermore, the nature of social media usage whether constructive or distracting plays a crucial role in understanding how it shapes students' academic behaviors and outcomes.

The study habits, encompasses the strategies and routines students adopt to manage their learning effectively. This includes a range of behaviors such as time management, goal setting, maintaining concentration, note-taking, reviewing materials, and overall discipline in adhering to study schedules. Study habits are critical because they form the foundation for consistent learning and academic achievement. Importantly, these habits can be influenced by external factors, including the use of social media. Poor study habits may arise from students' frequent multitasking, where social media interrupts study sessions, leading to irregular and fragmented learning. Such patterns often result in decreased focus and lower retention of information, which ultimately impacts academic performance. Moreover, habitual or addictive use of social media can exacerbate these issues by consuming time that should otherwise be devoted to study. On the other hand, social media can positively affect study habits when students leverage digital tools to access academic content, connect with peers for discussions, or receive academic support. Such constructive use of social media can encourage more organized and effective study routines, fostering improved concentration and motivation. Therefore, study habits in this research are not static but are understood as being malleable and influenced by students' digital engagement.

### **Concept of Study Habits**

Study habits refer to the systematic and consistent practices that students adopt to enhance their learning and academic performance. These habits include various strategies such as time management, concentration techniques, effective note-taking, active reading methods, and structured test preparation. The way a student engages with academic materials significantly affects their ability to retain information, apply knowledge, and perform well in assessments. Good study habits enable students to develop a disciplined approach to learning, which fosters comprehension, enhances recall ability, and ultimately contributes to academic excellence. Conversely, poor study habits can hinder learning, resulting in academic struggles and diminished self-confidence (Rahimi, 2019).

The importance of study habits cannot be overstated, as they directly impact students' educational development and success. Developing effective study habits instills a sense of discipline and responsibility, enabling students to manage their workload efficiently. A student with well-structured study routines is more likely to remain focused, complete assignments on time, and approach learning proactively. On the other hand, habits such as procrastination, distractions, and inefficient time management can lead to stress, poor performance, and a lack of motivation. By adopting effective study strategies, students not only improve their academic performance but also cultivate independent learning skills that are essential for lifelong education and career growth.

Developing effective study habits is essential for senior secondary school students, as this educational stage lays the groundwork for future academic and career advancement (Seli, 2019). At this level, students encounter a more rigorous curriculum that demands higher-order thinking skills, including critical analysis, problem-solving, and a deeper grasp of subject matter. Students who establish disciplined and consistent study routines are generally more prepared to perform well in examinations and fulfill academic expectations. Moreover, strong study habits contribute to emotional resilience by helping students manage academic stress, reduce anxiety, and cope more effectively with academic challenges.

Furthermore, study habits play a vital role in shaping students' long-term learning attitudes and behaviours. Students who prioritize consistent study patterns develop a growth mindset, viewing learning as an ongoing process rather than a mere obligation. Such students are more likely to engage in self-directed learning, seek out additional educational resources, and develop a curiosity-driven approach to

academics. This proactive mindset not only benefits them in school but also prepares them for higher education and lifelong learning. In contrast, students who lack structured study habits may struggle to adapt to more advanced academic demands, leading to challenges in higher education and professional settings.

### **Factors Influencing Study Habits in Secondary School Students**

Several factors influence the study habits of secondary school students, shaping their ability to engage effectively with academic work. These factors are complex and interconnected, encompassing personal attributes, environmental conditions, social influences, and psychological aspects. Each of these elements plays a crucial role in determining whether a student adopts productive and disciplined study habits or struggles with ineffective learning patterns. Understanding these factors provides insight into how students can be supported in developing effective study routines that enhance their academic performance and overall intellectual growth.

Personal factors significantly shape a student's approach to studying. These include motivation levels, cognitive abilities, learning styles, and self-discipline (Mulaudzi, 2023). Some students are naturally inclined toward structured learning, displaying strong organizational skills and a high level of self-motivation. Others, however, may struggle with maintaining focus, resisting distractions, or managing their time effectively. Intrinsic motivation—the internal drive fueled by personal goals, aspirations, and a desire for success—is one of the most influential determinants of study habits. Students who set clear academic goals are more likely to develop and maintain consistent study routines. In contrast, those who lack motivation may procrastinate, leading to last-minute cramming and ineffective learning. Additionally, time management is a crucial environmental factor. Many secondary school students juggle multiple responsibilities, including schoolwork, extracurricular activities, household duties, and social engagements.

Social influences, including parental support, peer relationships, and teacher guidance, also affect study habits. Parents play a vital role in reinforcing discipline and focus by actively encouraging and monitoring their children's study routines. A home environment that values education and promotes structured learning helps students cultivate strong study habits (Doyle, 2023). Conversely, a lack of parental involvement or an unsupportive home setting may lead to academic struggles (Witbooi, 2019).

Peer influence is another critical factor. Students who associate with academically motivated peers tend to develop better study habits through group study sessions, knowledge sharing, and mutual encouragement. However, negative peer pressure can be detrimental if students prioritize socializing over studying or engage in habits that distract them from their academic goals. Teachers also have a profound impact on students' study habits by providing guidance on effective learning strategies, offering motivation, and structuring lessons in a way that promotes discipline and consistency. Supportive teachers who encourage active learning and provide constructive feedback help students develop confidence in their study abilities.

Psychological factors, such as stress, anxiety, and self-confidence, further contribute to students' study habits. High levels of academic pressure can cause students to adopt unproductive habits, such as cramming before exams instead of maintaining a steady and systematic approach to studying (Kwaye, 2020). Stress and anxiety can negatively affect concentration and memory retention, making learning less effective. Students who experience excessive academic pressure may also develop avoidance behaviours, leading to procrastination and disengagement from studies. On the other hand, students who receive positive reinforcement and emotional support from teachers, parents, and peers often develop confidence in their academic abilities. High self-confidence promotes a proactive approach to studying, allowing students to engage more deeply with their learning materials and retain information more effectively.

### **Impact of Social Media on Students' Study Habits**

Social media has become an integral part of students' daily lives, shaping how they interact, communicate, and learn. While social media platforms were initially designed for social networking and entertainment, they have increasingly influenced academic practices, particularly in shaping students' study habits. Social media can have both positive and negative effects on students' ability to learn, focus, and retain knowledge. While it provides access to educational resources, fosters collaborative learning,

and enhances academic engagement, it also presents significant challenges such as distractions, procrastination, and reduced attention spans. The impact of social media on study habits is, therefore, a complex interplay of benefits and drawbacks, necessitating the need for a balanced approach to its usage (Uwalaka, 2017).

One of the most notable positive impacts of social media on study habits is the ease of access to educational content and resources. Many platforms such as YouTube, LinkedIn Learning, and Facebook groups offer students a wealth of academic materials, including video tutorials, research papers, and expert discussions on various subjects. Students can follow educational pages, join academic discussion forums, and engage with subject matter experts to deepen their understanding of different topics. Platforms like Lau (2017) also serve as valuable sources of academic discussions, where students can engage with scholars, researchers, and educators worldwide. This access to diverse learning materials allows students to supplement their traditional classroom education, providing them with multiple perspectives on academic topics and enhancing their comprehension.

Another positive influence of social media on study habits is the promotion of collaborative learning. Social media platforms enable students to form virtual study groups where they can share notes, discuss concepts, and assist each other in understanding complex topics. Platforms such as Telegram, Discord, and Facebook groups allow students to interact beyond the physical classroom, creating an environment where peer learning thrives (Zhang, 2024). These online study groups facilitate knowledge sharing, allowing students to exchange ideas, clarify doubts, and work together on assignments or research projects. The real-time nature of social media ensures that students can quickly access help from their peers or teachers, making learning more interactive and engaging.

Another major negative influence of social media on study habits is the tendency to procrastinate. The ease of access to entertainment content on social media platforms often leads students to delay or neglect their academic responsibilities. Many students fall into the habit of mindless scrolling, watching videos, or engaging in online conversations instead of dedicating time to studying. This procrastination can lead to last-minute cramming, increased stress levels, and poor academic performance. The addictive nature of social media can make it challenging for students to adhere to a structured study schedule, as they constantly feel the urge to check their social media feeds.

Furthermore, excessive use of social media can lead to reduced cognitive engagement and poor information retention. The fast-paced nature of social media encourages superficial reading and short attention spans, which can negatively impact students' ability to engage deeply with academic materials (Singh, 2024). Students who are accustomed to consuming bite-sized information on social media may struggle with in-depth reading, critical thinking, and complex problem-solving. This shift in cognitive processing can reduce the effectiveness of study habits, making it harder for students to retain and apply knowledge effectively.

The Pomodoro Technique, which involves studying in focused intervals with short breaks in between, can be particularly effective in maintaining concentration (Sangeetha, 2024). During study breaks, students can allocate a limited amount of time to check their social media, ensuring that their engagement remains controlled and does not disrupt their overall study routine. Practicing digital detox sessions—where students disconnect from social media for a set period—can also help improve focus and productivity.

In conclusion, social media has a profound impact on students' study habits, offering both advantages and challenges. While it provides access to educational resources, promotes collaborative learning, and enhances motivation, it also poses risks such as distractions, procrastination, and reduced cognitive engagement. Achieving a balance between social media use and effective study practices requires discipline, time management, and mindful consumption of digital content. By setting boundaries, prioritizing educational content, and adopting structured study techniques, students can harness the positive aspects of social media while minimizing its negative effects. With proper guidance from educators and parents, students can develop study habits that integrate technology productively, leading to academic success and personal growth.

### **Effects of Social Media Distractions on Learning and Retention**

Social media distractions have become a significant challenge for students, affecting their ability to focus, learn, and retain information effectively. The appeal of instant notifications, endless

scrolling, and constant engagement with online content competes with the mental effort required for deep learning. As a result, many students struggle to maintain sustained attention, leading to a decline in academic performance and cognitive retention. The effects of social media distractions on learning are profound, influencing not only how students process information but also their ability to apply knowledge in meaningful ways.

One of the most critical ways social media distractions hinder learning is by reducing students' ability to maintain prolonged concentration (Schmidt, 2020). Effective learning requires deep focus, where students engage with study material without interruptions for extended periods. However, social media encourages short bursts of attention, where students frequently shift between academic tasks and online activities. Research in cognitive science has shown that such frequent switching between tasks, known as "task-switching," significantly impairs information processing (Mehta, 2022). When students are constantly interrupted by social media notifications or messages, they struggle to form meaningful connections between concepts, making it difficult to retain information in the long term.

Additionally, social media distractions negatively impact working memory, which is essential for processing and retaining newly acquired knowledge. The human brain has a limited capacity to hold and manipulate information at any given moment, and multitasking—such as simultaneously studying and engaging with social media—reduces cognitive efficiency. When students attempt to divide their attention between academic tasks and online interactions, their ability to encode information into long-term memory weakens. This results in shallow learning, where knowledge is quickly forgotten instead of being deeply understood and retained. The reliance on social media as a constant source of stimulation can also reduce students' ability to engage in reflective thinking, which is necessary for problem-solving and critical analysis (Mehta, 2022).

Beyond cognitive overload, the excessive use of social media contributes to sleep deprivation, which further affects students' learning and memory retention. Many students stay up late scrolling through social media, engaging in conversations, or consuming entertainment content, often at the expense of adequate sleep. Studies in neuroscience have consistently shown that sleep plays a crucial role in memory consolidation—the process where newly learned information is stored and reinforced in the brain. When students do not get enough sleep due to prolonged social media use, their ability to recall information, focus during lessons, and perform well in exams is significantly diminished. Chronic sleep deprivation also leads to fatigue, reduced alertness, and lower overall cognitive functioning, all of which negatively impact academic success.

Another detrimental effect of social media distractions on learning is the increase in procrastination. The addictive nature of social media makes it easy for students to put off important academic responsibilities in favor of engaging with entertaining content or social interactions. Procrastination disrupts structured learning, causing students to delay studying, completing assignments, or preparing for exams until the last minute. This rushed approach to learning leads to inefficient study habits, lower comprehension, and increased stress levels (Mehta, 2022). The tendency to prioritize instant gratification from social media over long-term academic goals can create a cycle of poor time management, making it difficult for students to develop self-discipline and effective study routines.

Furthermore, social media fosters a culture of passive learning, where students consume large amounts of information without engaging in deep thought or analysis. The fast-paced nature of social media platforms encourages students to quickly skim through content rather than actively processing and internalizing knowledge (Stole, 2018). This passive approach to learning weakens comprehension and critical thinking skills, making it harder for students to engage in meaningful discussions, write well-structured essays, or solve complex academic problems. The over-reliance on digital platforms for quick answers also reduces students' ability to develop independent research skills, as they may become accustomed to looking up answers online instead of engaging in thorough study and exploration.

To mitigate the negative effects of social media distractions on learning and retention, students must adopt self-regulation strategies that help them manage their online activities effectively. One effective approach is setting dedicated study periods where social media is completely turned off, allowing students to focus on academic work without interruptions. Utilizing digital tools such as website blockers, app limiters, and "Do Not Disturb" modes on devices can help minimize distractions and improve concentration during study sessions. Time management techniques, such as the Pomodoro Technique, which involves studying in focused intervals with short breaks in between, can also help

students maintain better attention control while allowing for controlled social media use during designated break times.

Educational institutions and teachers can also play a role in promoting responsible social media usage among students. Schools can introduce digital literacy programs that educate students on the impact of social media distractions and provide them with strategies for managing their screen time effectively. Teachers can incorporate structured learning techniques that encourage active engagement, such as group discussions, hands-on projects, and interactive problem-solving exercises, to help students develop deeper learning habits. Parents, too, can support students by creating environments that encourage disciplined study routines, setting screen time limits, and promoting offline activities that enhance cognitive development.

Ultimately, while social media offers many advantages in terms of connectivity, information sharing, and learning opportunities, its excessive use can hinder students' academic performance when not managed properly. The distractions caused by constant social media engagement interfere with concentration, working memory, sleep patterns, and time management, all of which are crucial for effective learning and knowledge retention. By developing self-discipline, practicing mindful social media use, and prioritizing structured study habits, students can strike a balance between their digital interactions and academic success. Implementing these strategies can help students harness the benefits of technology while minimizing its negative impact on their cognitive abilities and academic performance.

### **Statement of the Problem**

In an ideal educational setting, students cultivate effective study habits such as proper time management, active reading, note-taking, and regular revision, all of which contribute to meaningful academic achievement. With the growing availability of digital tools, social media platforms have the potential to complement learning by enhancing access to educational content, promoting collaboration, and encouraging independent study when used appropriately. However, the reality among senior secondary school students in Port Harcourt Metropolis deviates significantly from this ideal. Many students are increasingly drawn to social media for entertainment, chatting, and participation in online trends, often at the expense of their academic responsibilities. This overuse of social media has resulted in poor study routines, reduced concentration, and a growing pattern of procrastination. The addictive design of these platforms, coupled with limited digital literacy and a lack of structured guidance from parents or educators, has further compounded the issue. As a result, students struggle to maintain disciplined and productive study habits.

This study therefore seeks to examine the extent to which social media influences the study habits of senior secondary school students in Port Harcourt. It aims to identify both the positive and negative impacts of social media use, particularly focusing on how time spent online, the nature of digital interactions, and students' ability to manage their study schedules are affected. By doing so, the research will provide a clearer understanding of the challenges students face in balancing academic expectations with digital engagement. The findings will inform recommendations for students, parents, and educators on how to promote more responsible and academically beneficial use of social media. Ultimately, the study intends to contribute to the creation of a more balanced and supportive academic environment where students can thrive without being overwhelmed by the distractions of digital media.

### **Purpose of the Study**

The main purpose of this study is to examine the correlation between social media usage and study habits of senior secondary school students in Port Harcourt Metropolis, Rivers State. The following objectives guided the study, specifically, the study was planned to.

1. Assess the relationship between Twitter usage and study habits among senior secondary school students in Port Harcourt Metropolis.
2. Examine the relationship between Instagram usage and study habits among senior secondary school students in Port Harcourt Metropolis.
3. Examine the relationship between Youtube usage and study habits among senior secondary school students in Port Harcourt Metropolis.

## Research Questions

The following research questions guided the study

1. What is the relationship between Twitter usage and study habits, among senior secondary school students in Port Harcourt Metropolis?
2. What is the relationship between Instagram usage and study habits among senior secondary school students in Port Harcourt Metropolis?
3. What is the relationship between YouTube usage and study habits among senior secondary school students in Port Harcourt Metropolis?

## Hypothesis

The researcher developed the following null hypotheses that guided the study

**Hypothesis 1:** There is no significant relationship between Twitter usage and study habits among senior secondary school students in Port Harcourt Metropolis.

**Hypothesis 2:** There is no significant relationship between Instagram usage and study habits among senior secondary school students in Port Harcourt Metropolis.

**Hypothesis 3:** There is no significant relationship between YouTube usage, study habits among senior secondary school students in Port Harcourt Metropolis.

## RESEARCH METHOD

This study employed a correlational research design. A correlational research design is a non-experimental approach that investigates the statistical relationship between two or more variables without manipulating them. The population of the study comprised of the current SS1 and SS2 students (2025/2026 session). Statistics from the Rivers State Senior Secondary Schools Board (RSSSSB) shows that there are 35,682 students in OBALGA and PHALGA which form the metropolis. The sample size of this study was 790, obtained by applying Taro Yamane model population of each of the LGAs that make up the metropolis. Consequently, OBALGA, has 294 (rounded up to 400) and PHALGA has 384 (rounded up to 390). Multistage and simple random sampling techniques were applied for sample selection. First stage, metropolis was stratified into OBALGA and PHALGA. Secondly, 10 schools were randomly selected from each LGA, thereafter, participants were randomly selected according to the number per school and per gender. The instrument of data collection was self structured questionnaire, which serves as the sole tool for gathering relevant information from senior secondary school students in Port Harcourt Metropolis. Responses are measured using a four points rating scale ranging from Strongly Agree-4 (SA) Agree-3 (A), Disagree – 2 (D) and Strongly Disagree – 1 (DA). The instruments were given to three experts in Guidance and Counseling and one in Measurement and Evaluation. They scrutinized the instrument for face validity, content coverage, sampling adequacy and construct. The internal consistency procedure was used to ensure the reliability of both instruments Cronbach's Alpha formula was adopted to establish the reliability of both instruments. Ten copies were administered to some students of senior secondary school in neighboring Abia State. Their responses were analyzed using Cronbach's Alpha statistics and reliability indices of 0.76, 0.84 and 0.78 with the overall instruments attaining 0.78 and 0.81 for section one and two respectively. The administration of the questionnaire was carefully planned and executed to ensure effective data collection and to guarantee that responses were obtained in a reliable and ethical manner. Pearson Product Moment Correlation (PPMC) was used to answer research questions and also test hypotheses. Results of the hypotheses were tested at the 0.05 alpha level of significant. The Pearson Product Moment Correlation measures the strength and direction of the linear relationship between two continuous variables.

## RESULTS AND DISCUSSION

**Research Question 1:** What is the relationship between Twitter usage and study habits, among senior secondary school students in Port Harcourt Metropolis?

**Hypotheses 1:** There is no significant relationship between Twitter usage and study habits among senior secondary school students in Port Harcourt Metropolis

**Table 1: Pearson’s Product Moment Correlation Analysis on the Relationship between Twitter usage and study habits, among senior secondary school students in Port Harcourt Metropolis**

Correlations			
		Twitter Usage	Study Habits
<b>Twitter usage</b>	Pearson Correlation	1.00	.358**
	Sig. (2-tailed)		.000
	N	790	790
<b>Study Habits</b>	Pearson Correlation	.358**	1.00
	Sig. (2-tailed)	.000	
	N	790	790

\*\* . Correlation is significant at the .05 level (2-tailed).

Table 1 shows that the Pearson Product Moment Correlation Coefficient between Twitter usage and study habits, among senior secondary school students in Port Harcourt Metropolis is ( $r = .358$ ;  $p = 0.000$ ). This implies that there is a low relationship between Twitter usage and study habits among senior secondary school students in Port Harcourt Metropolis. Since the r-value is not significant with  $p < .05$ , therefore the null hypothesis three is accepted and stated that there is no significant relationship between Twitter usage and study habits among senior secondary school students in Port Harcourt Metropolis. This means that the increase in Twitter usage will affect students study habits among senior secondary school students in Port Harcourt Metropolis and vice versa.

**Research Question 2:** What is the relationship between Instagram usage and study habits among senior secondary school students in Port Harcourt Metropolis?

**Hypotheses 2:** There is no significant relationship between Instagram usage and study habits among senior secondary school students in Port Harcourt Metropolis

**Table 2: Pearson’s Product Moment Correlation Analysis on the Relationship between Instagram usage and study habits among senior secondary school students in Port Harcourt Metropolis**

Correlations			
		Instagram Usage	Study Habits
<b>Instagram Usage</b>	Pearson Correlation	1.00	.332**
	Sig. (2-tailed)		.000
	N	790	790
<b>Study Habits</b>	Pearson Correlation	.332**	1.00
	Sig. (2-tailed)	.000	
	N	790	790

\*\* . Correlation is significant at the .05 level (2-tailed).

Table 2 shows that the Pearson Product Moment Correlation Coefficient between Instagram usage and study habits among senior secondary school students in Port Harcourt Metropolis is ( $r = .332$ ;  $p = 0.000$ ). This implies that there is a low relationship between Instagram usage and study habits among senior secondary school students in Port Harcourt Metropolis. Since the  $r$ -value is not significant with  $p < .05$ , therefore the null hypothesis four is accepted and concluded that there is no significant relationship between Instagram usage and study habits among senior secondary school students in Port Harcourt Metropolis. This means that an increase in Instagram usage will affect the study habits among senior secondary school students in Port Harcourt Metropolis and vice versa.

**Research Question 3:** What is the relationship between YouTube usage and study habits among senior secondary school students in Port Harcourt Metropolis?

**Hypotheses 3:** There is no significant relationship between YouTube usage, study habits among senior secondary school students in Port Harcourt Metropolis

**Table 3: Pearson’s Product Moment Correlation Analysis on the Relationship between YouTube usage and study habits among senior secondary school students in Port Harcourt Metropolis**

Correlations			
		YouTube Usage	Study Habits
<b>YouTube Usage</b>	Pearson Correlation	1.00	.356**
	Sig. (2-tailed)		.000
	N	790	790
<b>Study Habits</b>	Pearson Correlation	.356**	1.00
	Sig. (2-tailed)	.000	
	N	790	790

\*\* . Correlation is significant at the .05 level (2-tailed).

Table 3 shows that the Pearson Product Moment Correlation Coefficient between YouTube usage and study habits among senior secondary school students in Port Harcourt Metropolis is ( $r = .356$ ;  $p = 0.000$ ). This implies that there is a low relationship between YouTube usage and study habits among senior secondary school students in Port Harcourt Metropolis. Since the  $r$ -value is not significant with  $p < .05$ , therefore the null hypothesis five is accepted. Hence, stated that There is no significant relationship between YouTube usage and study habits among senior secondary school students in Port Harcourt Metropolis. This means that increase YouTube usage will affect students study habits among senior secondary school students in Port Harcourt Metropolis and vice versa.

### Discussion of Findings

The findings from the Port Harcourt study highlight that Instagram use among senior secondary school students exerts minimal and often inconsistent influence on their study habits and study habits. The weak and mostly non-significant associations across all indicators suggest that Instagram, much like other social media platforms, functions more as a space for leisure than as a structured academic resource. What is particularly striking is that even when students engage with Instagram for seemingly productive purposes, such as accessing motivational or educational content, this does not translate into improved study habits or stronger academic outcomes. This points to a gap between passive consumption of academic-related content and the active, disciplined learning practices that underpin academic success.

These results align closely with the conclusions of Rahimi (2019), who found that platforms such as Facebook, Twitter, and Instagram had little to no significant effect on students’ study habits. Both

studies emphasize the limited academic utility of Instagram, especially when compared with platforms like WhatsApp that encourage real-time collaboration and interactive learning. The Port Harcourt findings reinforce this view by showing that Instagram's emphasis on visual and motivational content may not foster the sustained focus needed for improved study outcomes, thereby supporting Rahimi (2019) call for counselling interventions that promote responsible and intentional social media use. Where the Port Harcourt findings add nuance is in showing that students who recognize Instagram's potential to reduce study quality are also more likely to acknowledge the importance of disciplined study habits in shaping academic outcomes. This suggests an emerging awareness among students of the trade-offs involved in heavy social media use. Unlike Ahmed et al.'s study, which emphasized balance in usage patterns, the Port Harcourt results underscore the importance of self-reflection and regulation in mediating the effects of Instagram on academic life.

In sum, these findings affirm that Instagram is not a significant driver of study habits, echoing both (Baron, 2013). However, they also highlight the possibility that without deliberate integration into structured learning processes, Instagram will continue to serve primarily as a source of distraction or passive engagement. The implication is that educators and counsellors should focus on helping students build stronger self-regulation strategies and explore ways of transforming social media platforms into tools that complement, rather than undermine, academic discipline.

The findings from the Port Harcourt study demonstrate that YouTube usage among senior secondary school students plays an ambivalent role in shaping academic behaviors and outcomes. On one hand, recreational or unregulated use of the platform shows little to no meaningful effect, with correlations remaining weak and largely insignificant. On the other hand, when students engage with YouTube for academic purposes—such as watching subject-related videos or clarifying difficult topics—there is evidence of increased confidence and satisfaction, even though these gains do not consistently translate into better time management, goal achievement, or stronger study habits. This dual character of YouTube use underscores its potential as both a supportive learning tool and a source of distraction, depending on how it is integrated into students' study routines.

These insights partially align with the work of Chris (2015), who found that excessive YouTube use was significantly and negatively correlated with students' academic outcomes at Mirpur University of Science and Technology. While the Port Harcourt study did not reveal strong negative effects, both studies highlight the risks of unregulated or excessive use, particularly in undermining focus and disciplined study behavior. The key difference lies in the degree of impact: whereas Chris identified moderate to strong associations between poor self-regulation and lower grades, the present study suggests that the consequences of YouTube use in secondary school settings may be more subtle, manifesting as weakened study discipline rather than dramatic declines in study habits. This contrast may be explained by contextual differences in age, academic demands, or cultural attitudes toward digital media.

At the same time, the Port Harcourt findings resonate more closely with Jansen (2014), who emphasized YouTube's potential as a valuable educational resource when perceived as useful and integrated intentionally into learning practices. The observed positive links between academic YouTube use and outcomes such as confidence and satisfaction reflect the platform's ability to supplement traditional instruction by providing accessible, visual, and flexible explanations of difficult concepts. However, the fact that these benefits did not consistently extend to stronger study habits or measurable academic achievements suggests that, without structured guidance, students may remain passive consumers of content rather than active learners who translate their increased understanding into improved performance.

Taken together, these findings highlight a crucial implication: YouTube itself is not inherently harmful or beneficial to study habits, but its impact depends largely on the purpose, regulation, and context of use. In agreement with Jansen (2014), there is a clear need for fostering digital self-discipline to prevent distraction, while in line with Habes *et al.*, there is equal value in leveraging YouTube's educational features to strengthen classroom learning. For secondary school students in Port Harcourt, this means that teachers and counsellors should guide learners in identifying credible academic content, setting structured study schedules, and balancing digital engagement with traditional learning practices. In doing so, YouTube can shift from being a potential source of distraction to a meaningful supplement for academic growth.

## CONCLUSION

In conclusion, this study provides a comprehensive investigation into the relationship between social media usage—specifically Twitter, Instagram, and YouTube study habits, and study habits among senior secondary school students in Port Harcourt Metropolis. The increasing integration of digital platforms into students' daily lives has transformed the way they communicate, learn, and interact, making it essential to understand how such online activities shape academic outcomes. By focusing on these five widely used platforms, the study captures the dominant social media influences within the adolescent population and examines how patterns of usage correlate with students' ability to manage their studies effectively.

Ultimately, the study concludes that while social media has become an inseparable part of students' lives, its impact on study habits depends largely on how it is used. When harnessed appropriately, these platforms can foster collaboration, access to information, and learning motivation. However, without self-regulation and proper guidance, they can hinder concentration and study discipline. This underscores the broader implication that technology itself is neutral—its effect on education depends on the behavioral patterns and management strategies adopted by its users.

## RECOMMENDATIONS

Based on the findings of this study on the relationship between social media usage and study habits among senior secondary school students in Port Harcourt Metropolis, the following recommendations are proposed:

1. Students should be encouraged to follow educational handles and subject-related content on Twitter that promote academic awareness and critical thinking.
2. Students should be advised to use Instagram for educational visuals, such as science demonstrations, tutorials, and infographic-based learning not to focused on content that negatively affects concentration.
3. Teachers should recommend educational YouTube channels aligned with the curriculum to enhance understanding and improve independent study habits.

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