ASSESSING THE IMPACT OF SOCIAL MEDIA USAGE ON STUDY HABIT AND ACADEMIC ENGAGEMENT OF SECONDARY SCHOOL STUDENTS IN ANAMBRA STATE: IMPLICATIONS FOR EDUCATIONAL DEVELOPMENT

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ABSTRACT

This study investigated the perceived impact of social media usage on study habit and academic engagement of secondary school students in Anambra State, Nigeria. The research was guided by three research questions and adopted a descriptive survey research design. The population of the study was made of 58,788 Seniour Secondary School II students in public secondary schools in Anambra State, from which a sample of 600 students selected through multi-stage random sampling technique were drawn. Questionnaire developed by the researcher was the instrument used for data collection and its reliability was determined using Chronbach Alpha. Mean was the statistical tool used for data analysis. The findings of the study showed that the use of social media platforms have negative impact on study habit and academic engagement of secondary school students in Anambra State. It is imperative that educators, parents, and policymakers take a collective responsibility to mitigate the negative effects of social media on students' academic performance and well-being. Based on the findings of the study, it is recommended among others that students must take responsibility for their social media use by setting boundaries and prioritizing academic and extracurricular activities.

KEYWORDS: social media, study habit, academic engage, usage.

INTRODUCTION

The importance of education can never be over emphasized. In any democratic society, education is a potent force that brings about change in the attitude, skills, values and interest of individuals. In a man's life, the whole of the environment is the instrument of his education but in that environment, certain factors stand out more prominently than others in influencing behaviours, values and thoughts systems (Offor and Offiah, 2021). Some of those factors are the home, the school, the church, and the mass media. Education is therefore a vital instrument for development and one of the defining features of development today is the relationship between education and technology, stimulated by the spectacular growth in internet connectivity and mobile penetration. Education is a powerful tool that empowers individuals to think critically, solve problems, and make informed decisions and one vital aspect of education which involves the process of learning about the natural world, its laws, and principles. There are three forms of education, namely, informal, non formal and formal education. Formal education is categorized into primary, secondary and tertiary levels. The importance of secondary school education can never be overemphasized because of the role it plays in nation building. Secondary school is that stage of education following primary school. Secondary school students are expected to invest in and be committed to learning and participate in the school environment and initiation of academic activities which is commonly known as academic engagement.

Students' academic engagement is generally considered to be among the best predictors of learning and personal development in the Universities. Oladipo and Akindele (2020) defined students' academic engagement as; students' psychological effort and investment toward learning, understanding, or mastering the skills, crafts, or knowledge that the schoolwork is intended to promote. There are three dimensions of students' engagement namely: behavioral, cognitive and affective engagement. Behavioral engagement conveys the presence of general "on-task behavior." This entails effort and persistence along with paying attention, asking pointed questions, seeking help that enables one to accomplish the task at hand (rather than being given the answer), and participating in class discussions. Cognitive engagement connotes investment aimed at comprehending complex concepts and issues and acquiring difficult skills. It conveys deep (rather than surface-level) processing of information whereby students gain critical or higher-order understanding of the subject matter and solving challenging problems. Affective engagement connotes emotional reactions linked to task investment. The greater the students interest level, positive effect, positive attitude, positive

value held, curiosity, and task absorption (and the less the anxiety, sadness, stress, and bored), the greater the affective engagement. However, university students' academic engagement encourages and supports active learning, applied academic skills and student led projects that are tied to the community and real-life skills. Secondary school student engagement is active learning' and the strategies include service learning, problem-based inquiry, organized debate, facilitated classroom discussion, and expository or persuasive writing (Offor et al, 2024). Students academic engagement is linked to their study habit because only those with good study habit engage in academic activities.

Study habits refer to the routine and consistent practices that individuals employ to acquire, retain, and apply knowledge and skills. According to Oluwatelure and Adeyanju (2021), study habits encompass various activities, including reading, note-taking, summarizing, self-quizzing, and reviewing, that help individuals process to retain information. Similarly, Putwain and Symes (2021) describe study habits as the strategies and techniques used to manage time, resources, and effort to achieve academic goals. In essence, study habits are the intentional and deliberate actions taken to maximize learning and understanding. By cultivating good study habits, individuals can optimize their academic achievement, develop a growth mindset, and become lifelong learners. Study habits are therefore the deliberate and consistent practices that individuals adopt to optimize their learning and achieve academic success. These habits encompass a range of routines and activities that enable individuals to effectively manage their time, prioritize tasks, and maintain focus, ultimately leading to improved retention, recall, and application of knowledge.

Effective study habits involve a combination of skills, strategies, and attitudes that enable individuals to take control of their learning. Good study habits are intentional, strategic, and flexible, allowing individuals to adapt to changing circumstances and learning environments. They are the foundation upon which academic success is built, enabling individuals to develop a growth mindset, build confidence, and enhance their critical thinking and problem-solving skills. Time management is a crucial aspect of study habits, involving planning and organizing one's study schedule, setting realistic goals, and avoiding procrastination. This enables individuals to prioritize tasks, allocate sufficient time for each activity, and make the most of their study sessions. By developing effective time management skills, individuals can reduce stress, increase productivity, and achieve a better work-life balance. Note-taking is another essential study habit, involving actively engaging with course materials, recording

important information, and reviewing notes regularly. This helps individuals to retain information, identify key concepts, and develop a deeper understanding of the subject matter. Active reading habits are also vital, involving critically evaluating texts, identifying main ideas, and making connections to prior knowledge. Practice habits reinforce learning through repetition, self-testing, and applying knowledge to real-world situations. This helps individuals to solidify their understanding, identify areas for improvement, and develop problem-solving skills. Regular review habits are also essential, involving summarizing key points, reflecting on progress, and adjusting study strategies accordingly. Seeking help when needed is a vital study habit, involving recognizing when assistance is required, asking questions, and seeking support from instructors, peers, or tutors. This helps individuals to clarify concepts, address knowledge gaps, and stay on track with their studies. Organization habits, such as maintaining a clean and organized study space, using tools like calendars and to-do lists, and avoid clutter, also play a critical role in effective learning. Self-care habits are equally important, involving taking breaks, exercising regularly, eating a balanced diet, and getting enough sleep. This helps individuals to maintain their physical and mental well-being, reduce stress, and stay focused. Reflection habits, involving regularly reflecting on learning, identifying strengths and weaknesses, and adjusting study strategies accordingly, enable individuals to take ownership of their learning and make continuous improvements (Offor & Orizu, 2017) Goal-setting habits involve setting specific, achievable, and measurable goals, breaking tasks into smaller steps, and celebrating progress. This helps individuals to stay motivated, focused, and directed, ensuring they achieve their academic objectives. By cultivating these study habits, students develop a lifelong love of learning, embrace challenges, and reach their full potential and some use social media platforms to enhance their study habit.

The history of social media is a story of rapid evolution and transformation, driven by advances in technology and changing user behaviors. According to Offor and Orizu (2017), the concept of social media dates back to the 1970s, when the first social networks were developed. However, it was in 1997 that the first true social media platform was born. In the early 2000s, social media began to gain mainstream popularity with the launch of Friendster (2002), MySpace (2003), and LinkedIn (2002). However, it was the launch of Facebook in 2004 that revolutionized the social media landscape. Since then, social media has continued to evolve and expand, with the launch of new platforms such as Twitter (2006), Instagram (2010), and Snapchat (2011). Today, social media is an integral part of modern life, with

billions of users worldwide. Throughout its history, social media has been shaped by advances in technology, changing user behaviors, and the rise of new platforms and features. As social media continues to evolve, it is likely to have an increasingly significant impact on society, culture, and politics. The use of social media platforms by secondary school students in Europe is a widespread and integral part of their daily lives. 83% of 15-16 year olds use social media, with Instagram, Facebook, and Snapchat being the most popular platforms (Holmes, Burton, Heaton & Osman, 2019). Students use social media to connect with friends, share experiences, and stay informed about current events. Many also use social media to collaborate on school projects, share resources, and participate in online discussions.

Social media platforms refer to online sites and apps that enable users to create, share, and interact with content, information, and other users in a virtual environment (Offor, Anadi & Orisa, 2017). These platforms have revolutionized the way people communicate, interact, and share information, and have become an integral part of modern life. Social media platforms are characterized by their ability to facilitate user-generated content, social interaction, and online communities. They provide a space for users to express themselves, connect with others, and share their experiences, thoughts, and ideas. Social media platforms can be categorized into several types, including social networking sites (Facebook, Twitter), video-sharing sites (YouTube, TikTok), photo-sharing sites (Instagram, Flickr), and blogging and microblogging platforms (WordPress, Tumblr). The use of social media platforms appears to have positive and negative impact on the academic engagement of secondary school students in Nigeria. By leveraging social media, students can access a vast array of educational resources, including online tutorials, educational videos, and interactive learning materials. This can supplement their classroom learning, enhance their academic performance, and provide opportunities for self-directed learning. Social media platforms also enable students to connect with peers, teachers, and mentors beyond the confines of their physical classroom, fostering a sense of community and facilitating collaboration. This can lead to increased motivation, improved communication skills, and a more supportive learning environment. Moreover, social media platforms offer a space for students to share their thoughts, ideas, and experiences with others, promoting critical thinking, creativity, and problem-solving skills. This can help students develop a deeper understanding of academic concepts, as well as build confidence and self-esteem. Social media platforms can facilitate access to information, news, and current events, helping students stay informed and engaged with the world around them. This can lead to increased awareness, critical thinking, and civic engagement. Social

media platforms can provide opportunities for students to develop essential skills, such as communication, collaboration, and digital literacy. This can prepare them for success in an increasingly digital and interconnected world.

Social media platforms have become an indispensable tool for secondary school students, offering a plethora of benefits that can enhance their academic performance, social connections, and personal growth. Social media platforms provide students with access to a vast array of educational resources, including online tutorials, educational videos, and interactive learning materials. Moreover, social media platforms enable students to connect with peers, teachers, and mentors beyond the confines of their physical classroom, fostering a sense of community and facilitating collaboration (Eisenberg, 2013). Social media platforms also offer a space for self-expression, creativity, and identity formation, allowing students to share their thoughts, ideas, and experiences with others. Social media platforms can facilitate access to information, news, and current events, helping students stay informed and engaged with the world around them. Social media platforms can provide a platform for students to develop essential skills, such as communication, critical thinking, and problem-solving. However, excessive social media use has raised concerns among educators and policymakers. Cyberbullying, online harassment, and decreased attention span are some of the negative effects associated with excessive social media use. Despite these concerns, social media also offers opportunities for students to develop digital literacy, critical thinking, and creativity skills. Many schools in Europe are now incorporating social media into their curriculum, using it as a tool to enhance learning and engagement. Hence, it appears that the way and manner in which secondary school students in Europe and Nigeria use social media platforms differ significantly, reflecting the unique cultural, economic, and educational contexts of each region. However, it is crucial for students to use social media responsibly, maintaining a balance between online engagement and offline activities, and adhering to guidelines and regulations to ensure their safety and well-being. Social media platforms serve a diverse range of purposes, from entertainment to academia. While some platforms are designed for leisure and socialization, others cater to academic pursuits, providing valuable resources and tools for learning. By understanding the unique strengths and purposes of each platform, users can harness their potential to enhance their personal and professional lives. Social media platforms have become an integral part of modern life, serving a wide range of purposes, from entertainment to education. While some platforms are geared towards leisure and socialization, others cater for academic pursuits, providing valuable resources and tools

for learning. On the entertainment side, platforms like Instagram, TikTok, and Snapchat reign supreme. These visually-driven platforms are designed for sharing moments, showcasing creativity, and connecting with others through humor, art, and music. Users can scroll through endless feeds of captivating content, from dance challenges to comedy skits, and engage with their favorite impactrs and celebrities. YouTube, too, is a major player in the entertainment sphere, offering an vast array of videos, from music videos and movie trailers to vlogs and live streams. Users can explore channels dedicated to their interests, whether it's gaming, beauty tutorials, or cooking shows. In contrast, social media platforms like LinkedIn, and ResearchGate serve academic purposes, providing spaces for professionals, researchers, and students to connect, share knowledge, and collaborate. These platforms facilitate networking, allowing users to establish connections with peers and industry leaders, and engage in meaningful discussions about their work. LinkedIn, in particular, is geared towards career development, enabling users to showcase their skills, experience, and achievements, and explore job opportunities. On the other hand, it focuses on research and academic collaboration, allowing users to share papers, projects, and findings, and connect with others in their field. Other platforms, like Twitter and Facebook, straddle the line between entertainment and academia (Offor et al., 2025). While they offer a space for socializing and sharing personal updates, they also host a wealth of academic content, from scholarly articles to educational resources. Twitter, with its character limit and real-time updates, is ideal for sharing bite-sized pieces of information, from news headlines to research findings. Facebook, with its groups and pages, provides a space for communities to form around shared interests, including academic pursuits. In Europe, secondary school students tend to use social media in a more nuanced and balanced way. They are more likely to use platforms like Instagram and Snapchat for socializing and self-expression, while also leveraging platforms like LinkedIn and Twitter for educational and professional purposes. European students are also more likely to engage in online discussions and debates, using social media to explore and share their opinions on current events and social issues (Hertz, 2017).

Furthermore, Offor Anadi and Oriza (2017), suggest that social media can provide students with opportunities for self-directed learning, peer-to-peer support, and feedback. The use of social media can also help students develop essential skills such as critical thinking, problem-solving, and time management. By leveraging social media, students can take ownership of their learning, set goals, and track progress, thereby developing effective study habits and improving academic performance. Again, social media can facilitate students' ability to

regulate their own learning processes and achieve academic success. Social media platforms can have a positive impact on the study habits of secondary school students by providing opportunities for collaboration, engagement, and self-directed learning. Social media platforms offer a range of tools and resources that can support students' learning, from online tutorials and educational videos to interactive quizzes and games. Thus, students with good study habit can develop a more interactive and engaging approach to learning, one that is tailored to their individual needs and interests.

Students with good study habits have learned to harness the power of social media platforms to enhance their learning experience. They recognize that social media is not just a tool for socialization, but also a valuable resource for academic growth. They utilize social media platforms to connect with educators, experts, and peers worldwide. They join online communities, forums, and groups related to their field of study, engaging in meaningful discussions, asking questions, and sharing knowledge (Dykeman, 2016). This helps them gain new insights, clarify doubts, and stay updated on the latest developments in their subject area. They leverage social media to access a vast array of educational resources. They follow reputable sources, educational institutions, and online libraries, gaining access to a wealth of information, including e-books, articles, research papers, and online courses. They also use social media to discover new learning tools, apps, and software that can aid their studies. They use social media to collaborate with peers on group projects and assignments. They create private groups or chats to discuss project ideas, share resources, and work together in real-time. This facilitates teamwork, communication, and problem-solving, essential skills for academic success. They employ social media to stay organized and manage their time effectively. They use digital calendars, reminders, and to-do lists to keep track of assignments, deadlines, and study schedules. They also set up notifications and alerts to ensure they never miss important updates or announcements. They utilize social media to take breaks and practice self-care. They follow accounts that promote mental health, wellness, and stress management, taking advantage of tips, advice, and resources to maintain a healthy work-life balance. They use social media to reflect on their learning journey. They maintain a digital journal or blog, recording their progress, thoughts, and insights. This helps them identify areas for improvement, set goals, and celebrate achievements.

In the contrary, students with poor study habits often misuse social media platforms, allowing them to become a hindrance to their academic success. Instead of utilizing social media as a

tool for learning, they succumb to its distractions, letting it dominate their time and attention. They spend excessive amounts of time scrolling through feeds, getting caught up in the endless loop of updates, likes, and comments. They mindlessly browse, losing track of hours, and neglecting their studies. This leads to poor time management, missed deadlines, and a lack of focus. They use social media as a means of escapism, avoiding the challenges of academic work. They immerse themselves in entertainment, watching videos, playing games, or engaging in online chats, rather than confronting their responsibilities. This avoidance behavior reinforces procrastination, hindering their ability to develop good study habits. Such students allow social media to dictate their self-worth, measuring their value by likes, followers, and comments (Cassidy, 2019). They become obsessed with curating a perfect online image, spending more time on self-presentation than self-improvement. This fixation on social validation distracts them from their academic goals, leading to a lack of motivation and purpose. They neglect to utilize social media's educational resources, ignoring the wealth of information available at their fingertips. They fail to connect with educators, experts, and peers, missing opportunities for growth and learning. Instead, they waste time on non-academic pursuits, hindering their intellectual development. They use social media to compare themselves to others, fostering a sense of competition and inadequacy. They measure their success by someone else's standards, feeling pressure to conform to societal expectations. This leads to stress, anxiety, and a lack of confidence, further undermining their academic performance. Students with poor study habits often misuse social media platforms, letting them become a hindrance to academic success. By succumbing to distractions, escapism, and social validation, they neglect their responsibilities, waste time, and hinder their intellectual growth.

The use of social media platforms has negative impact on the good study habit of secondary school students in Nigeria. They engage in excessive social media use which can lead to addiction, distraction, and decreased productivity, negatively impacting academic performance. Students may spend more time scrolling through their feeds than studying, leading to poor grades and a lack of academic achievement (Chukwuemeka & Ogwo, 2018). Social media platforms can also perpetuate cyberbullying, online harassment, and exposure to inappropriate content, which can lead to emotional distress, anxiety, and depression. This can create a toxic online environment that can have long-lasting effects on students' mental health and academic engagement. Moreover, social media can perpetuate misinformation, propaganda, and fake news, which can be detrimental to students' critical thinking and media

literacy skills. This can lead to a lack of understanding of academic concepts, as well as a lack of ability to think critically about information. According to Anachuna (2019), excessive social media use can lead to social isolation, decreased face-to-face interaction, and decreased physical activity, negatively impacting students' mental and physical health. Students may spend more time interacting with their devices than with their peers, leading to a lack of social skills and deepened feelings of loneliness. Social media platforms can create unrealistic expectations and promote consumerism, materialism, and narcissism. Students may feel pressure to present a perfect online image, leading to feelings of inadequacy and low self-esteem, which can negatively impact their academic engagement and motivation.

Furthermore, Offor, Anadi and Orissa (2017), posited that the rate at which students devote their quality time chatting, calls for urgent attention because when they are not online, they dream of the comments and status they have received. Some secondary school students who are miscreants find social media soothing to propagate harmful acts. There are incessant incidents of killing and rape of female secondary school students by male students whom they have interacted with through social media. A female secondary school student was raped and impregnated when she visited her Facebook boyfriend in another school. Some secondary school students who usually sit at the back seats in class are always busy pinging and chatting while classes are going on. The speed at which information is published has created a lax altitude towards proper spelling and grammar. This reduces student's ability to effectively write without relying on computers spelling check features. The more time secondary school students spend on social media, the less time they spend socializing in person because of lack of body signals and other non verbal cues. Social media are not an adequate replacement for face to face communication. Secondary school students who spend a greater deal of time on social media cannot effectively communicate well in persons. According to Aina (2015), most secondary school students lost interest in reading because they are addicted to social network sites. On the contrary, some hard working students become lazy as a result of so many friends they have in social media; most secondary school students were introduced to examination malpractice at social media.

Another downside of social media is that secondary school students share too much information which may pose threats to them. Most of the information put on the social media are fake or half truth. They sometimes post misleading information. The students are getting addicted to the sites day by day and the number of users is on the increase. This proves that e-

world is taking its toil over the real world. Some secondary school students tend to have many friends but in reality they are devoid of good friends. Students are becoming individualistic; social values are vanishing in Nigeria, irrespective of age. Most students start the day by checking their Facebook accounts. Some other students cannot do without assessing their Facebook account within every hour. They like to stay updated with the current trends and events in the world of Facebook and other social media like WhatsApp, YouTube, Instagram, Twitter among others (Offor & Oriza, 2017). The time and attention given to these social media platforms seem to become increasingly alarming. Even when classes are going on, secondary school students still find time to mar with their friends online. Even at home, most of their times are spent watching or downloading online movies, responding to facebook notifications, playing online games at the detriment of their studies.

The pervasive use of social media platforms among secondary school students in Anambra State has precipitated a crisis of academic disengagement, as the allure of social media's instant gratification and constant connectivity erodes the discipline and focus required for academic success. Despite the potential of social media to enhance learning, its excessive use has been linked to a decline in study habits, including reduced time devoted to reading, decreased attention span, and diminished critical thinking skills. Furthermore, the addictive nature of social media can lead to a culture of distraction, where students prioritize online interactions over academic responsibilities, culminating in poor academic performance and decreased motivation. This phenomenon threatens to undermine the academic potential of secondary school students in Anambra State, necessitating an urgent investigation into the impact of social media use on study habits and academic engagement, and the development of strategies to mitigate its negative effects and promote a healthy balance between social media use and academic responsibilities. The study therefore investigates the impact of social media usage on study habit and academic engagement of secondary school students in Anambra State.

Research Questions

The following research questions guided the Study

1. How does social media usage impact the study habit of secondary school students in Anambra State.

2. How does social media usage impact academic engagement of secondary school students in Anambra State.

Method

The study adopted descriptive survey research design. The population of the study was made of 58,788 Seniour Secondary School II students in public secondary schools in Anambra State (Post Primary School Services Commission, 2025). They were selected because they are not external examination class. The sample of the study was 600 students selected through multi-stage random sampling technique. First, the researcher used simple random sampling to select two public secondary schools in each senatorial zone out of the three senatorial zones, one urban school and one rural school: Anambra south, Anambra central and Anambra North; making a total of six public secondary schools. From each of the six public secondary schools, 100 SS2 students were selected, through simple random sampling giving rise to a total of 600 students that constitute the sample of the study. A structured questionnaire was the instrument used for data collection. The questionnaire was divided into two parts: A and B. Part A of the questionnaire specified information on personal characteristics of the respondents while part B contained information with regard to the research questions. The response option of the questionnaire was Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The validation of the instrument was ascertained by giving the questionnaire along side with the purpose of the study, and research questions. Two experts in Sociology of Education and one expert in Measurement and Evaluation, all from Nnamdi Azikiwe University, Awka, validated the instrument. The reliability of the instrument was done using trial testing. 50 students from two secondary schools in Delta State were used to determine the reliability of instrument. Cronbach Alpha Analysis was used to obtain reliability coefficients of 0.77 and 0.79 respectively. The instrument was deemed high enough and the instrument was taken as reliable. The researcher with the help of 20 research assistants distributed copies of the questionnaire to the students in Anambra State. In addition it took them one month to visit all the students in their various schools. All the questionnaires distributed were retrieved because of the on-the-spot method adopted for data collection. Data collected were analyzed using the statistical weighed mean. This was because of the four-point rating scale which was adopted in the study. A mean of 2.50 was used as the cutoff point for making decisions. The decision rule was that any item that scored a mean of 2.50 and above would be seen as having attracted positive responses, while items that scored less than 2.50 would be regarded as having attracted negative responses.

RESULTS

Research Question one

How does social media usage impact the study habit of secondary school students in Anambra State?

Table 1: Mean rating of respondents on impact of social media usage on study habit of secondary school students.

S/N	Items on impact of social media usage on study habit of secondary school students	$\overline{X}$	Remark
	Social media usage is a significant distraction, leading to decreased focus and attention span to studying.	2.85	Agreed
	Excessive social media use can lead to addiction, causing students to prioritize online activities over studying.	2.80	Agreed
	Social media can consume a substantial amount of time, leaving less time for studying and academic activities.	2.96	Agreed
	Exposure to screens and the constant notifications from social media can lead to sleep deprivation, affecting cognitive function and academic performance.	3.20	Agreed
	Negative experiences on social media, such as cyberbullying, can lead to emotional distress, anxiety, and decreased motivation to study.	2.59	Agreed
	Misuse of social media platforms impacts negatively academic confidence and motivation.	3.02	Agreed
	Social media leads to multitasking, which can decrease productivity and reduce the quality of study time.	3.62	Agreed
	Social media's instant gratification and constant stream of information can reduce the ability to engage in deep thinking and critical analysis.	3.44	Agreed
	Social media's fast-paced nature can lead to lack of attention to deter academic performance.	2.98	Agreed
.	Excessive social media use has been linked to increased stress, anxiety, and depression, which can negatively impact study habits	3.01	Agreed
	Total Cluster x	**29.16** **2.92**	**Agreed**

In Table 1, all the items (1, 2, 3, 4, 5, 6,7, 8, 9 and 10) including the mean of means obtained mean rating above the criterion mean of 2.50 indicating agreed to the impact of social media usage on study habit of secondary school students in Anambra State. It shows that the use of

social media platforms have negative impact on study habit of secondary school students in Anambra State.

Research Question two

How does social media usage impact academic engagement of secondary school students in Anambra State?

Table 2: Mean rating of respondents on impact of social media usage on study habit of secondary school students.

S/N	Items on impact of social media usage on study habit of secondary school students	$\overline{X}$	Remark
11.	Social media usage leads to decreased motivation and interest in academic activities.	2.96	Agreed
12.	Social media distract students from participating in class, leading to reduced engagement and lower grades.	3.48	Agreed
13	Social media reduce attention span, making it difficult for students to focus on academic tasks.	2.94	Agreed
14	Social media consume time, leading to poor time management and decreased academic productivity.	3.14	Agreed
15.	Social media increases stress and anxiety, negatively impacting academic performance and engagement.	2.52	Agreed
16	Negative social media experiences can decrease self-esteem, leading to decreased academic confidence and engagement.	3.70	Agreed
17	Social media results to comparisons with peers which decreases interest in academic activities.	3.56	Agreed
18	Social media lead to multitasking which reduces the quality of academic work.	3.86	Agreed
19.	Social media's instant gratification can reduce critical thinking skills, affecting academic engagement.	3.64	Agreed
20	Excessive social media use has been linked to increased academic stress which negatively impacts academic engagement	3.21	Agreed
	total	**33.01**	
	Cluster	**3.30**	**Agreed**

Data presented in Table 2 revealed that the respondents agreed to all the items (9, 10, 11, 12, 13, 14, 15, 16, 17 and 18) which obtained mean rating above the cutoff point of 2.50 The mean of means score is 3.30 indicating agreed which implies that the use of social media platforms have negative impact on academic engagement of secondary school students in Anambra State.

DISCUSSION

Firstly, the findings of this study reveal a disturbing trend of negative impact of social media usage on the study habits of secondary school students in Anambra State. Consistent with the views of Akpor-Robaro (2019) & Edu and Odukoya (2020), the results show that excessive social media use leads to decreased study time, reduced attention span, and diminished critical thinking skills among students. The study's findings also align with Asemah and Edegbe's (2018) assertion that social media addiction can lead to decreased academic performance and motivation. The results indicated that students who spend more time on social media tend to perform poorly in their academics, as they devote less time to studying and more time to online activities. Furthermore, the study's findings support Oladipo and Akindele's (2020) argument that social media can lead to decreased self-esteem and academic confidence among students. The results showed that students who experience cyberbullying and online harassment tend to have lower self-esteem and are less likely to engage in academic activities.

The second findings of the study showed that the social media usage has negative impact on the academic engagement of secondary school students in Anambra State. To support this result, . Offor & Oriza (2017) agreed that even when students are at home, most of their times are spent watching or downloading online movies, responding to facebook notifications, playing online games at the detriment of their academic engagement. The pervasive use of social media platforms among secondary school students in Anambra State has precipitated a crisis of academic disengagement, as the allure of social media's instant gratification and constant connectivity erodes the discipline and focus required for academic success. Consistent with the views of current authors such as Akpor-Robaro (2019) and Edu and Odukoya (2020), the results show that excessive social media use leads to decreased academic motivation, reduced class participation, and lower academic achievement among students. The study's findings also resonate with Asemah and Edegbe's (2018) assertion that social media addiction can lead to decreased academic engagement. The results indicate that

students who spend more time on social media tend to exhibit lower levels of academic engagement in class discussions. The findings support Oladipo and Akindele's (2020) argument that social media lead to decreased academic engagement among students. The results show that students who misuse social media tend to have lower levels of academic engagement.

CONCLUSION

In conclusion, the negative impact of social media usage on the study habits and academic engagement of secondary school students in Anambra State is a pressing concern that requires immediate attention. The findings of this study have unequivocally shown that excessive social media use leads to decreased study time, reduced attention span, and diminished critical thinking skills, ultimately resulting in poor academic performance. The devastating impact of social media on students' self-esteem, and academic confidence, leading to decreased motivation, reduced class participation, and lower academic achievement. It is imperative that educators, parents, and policymakers take a collective responsibility to mitigate the negative effects of social media on students' academic performance and well-being. This can be achieved by implementing effective social media literacy programs, promoting responsible social media use, and creating a supportive learning environment that fosters academic engagement and motivation. Hence, the future of our secondary school students depends on our ability to navigate the challenges posed by social media and ensure that they develop the skills, knowledge, and values necessary to succeed in an increasingly complex and interconnected world. The second findings of the study showed that the social media usage has negative impact on the academic engagement of secondary school students in Anambra State. Even when students are at home, most of their times are spent watching or downloading online movies, responding to facebook notifications, playing online games at the detriment of their academic engagement. By working together, the society can empower our students to harness the benefits of social media while minimizing its negative impacts, thereby unlocking their full potential and securing a brighter future for generations to come.

Implications for Educational Development

The implications of this study are equally alarming. A generation of students who are more focused on social media than academic achievement can have long-term consequences for the workforce, economy, and social fabric of the society. Decreased academic achievement can

lead to a lack of skilled workers, decreased innovation, and reduced economic growth. Again, the mental health implications of excessive social media use can lead to increased rates of depression, anxiety, and other mental health issues, placing a strain on healthcare resources and social services. Students who spend more time on social media are likely to experience decreased academic motivation, reduced attention span, and lower self-esteem. This can lead to poor academic performance, increased stress, and decreased opportunities for future success. Thus, there is need for urgent action to address the negative effects of excessive social media use on secondary school students and the broader society. Again, misuse of social media by secondary school students often lead to cyber crime. Cyber crime can leave a victim in severe fear. The fear of future attacks, uncertainty about compromised information, and financial worries can all contribute to anxiety and depression. Victims may experience difficulty sleeping, constant worry, and a loss of enjoyment in daily activities. They may feel helpless and question their ability to protect themselves online. Victims often experience anger and frustration after a cyber attack. The feeling of being violated and the hassle of dealing with the aftermath can be incredibly stressful. They may be angry at the perpetrators for disrupting their lives and frustrated by the difficulty of holding them accountable. Or even self anger where they are angry for falling for such scams and then frustrated enough to even enter depression and take their life. Parents, educators, policymakers, and social media companies must work together to create a healthier and more balanced digital environment that promotes academic achievement, mental health, and social well-being.

RECOMMENDATIONS

Based on the findings of the Study, the following recommendations were made:

1. Students must take responsibility for their social media use by setting boundaries and prioritizing academic and extracurricular activities. They should also seek help when needed and engage in open conversations with parents and educators about their online experiences.

2. Parents and guardians play a vital role in monitoring and guiding their children's social media use. They should establish clear rules and guidelines, encourage physical activity and hobbies, and imbibe healthy social media behavior.

3. Educators can promote responsible social media use by integrating digital literacy into the curriculum, providing resources and support for students struggling with social media use, and fostering a positive school culture.

4. Policymakers must develop and implement policies regulating social media use in schools, provide funding for social media literacy programs, and encourage social media companies to promote responsible use and digital well-being.

5. Social media companies must take responsibility for promoting healthy social media use by implementing features that encourage responsible behavior, providing tools and resources for users to track and control usage, and addressing cyber-bullying and online harassment.

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