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## New Media and Study Habits of Senior Secondary School Students in The South–South Geo–Political Zone

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### Abstract

The study investigated new media and study habits of senior secondary school students in the South-South geopolitical zone of Nigeria. A descriptive survey design was adopted. Two research questions and two hypotheses guided the study. 112, 878 population and a sample of 800 participants were sampled for the study using stratified Random Sampling technique. Two instruments were used for data collection, (NMQ) and (SHI). 753 copies of the instruments were retrieved out of 800. Cronbach Alpha formula was used to obtain indices of 0.82 for NMQ and 0.73 for SHI. The mean, Standard deviation and Pearson Product Moment Correlation were used to answer the research questions whereas the linear regression analysis was used to test the hypotheses at .05 level of significance. The study recommended among others that students should limit the time spent in informal communication locales for non-scholarly exercises.

**Keywords:** New Media, Study habits, Facebook cyberbullying.

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### INTRODUCTION

Instruction as a dynamic and socialization cycle will excel in an atmosphere where students or learners viably interface with and fittingly use rising strategies, and appropriate medium and other open sponsorships to quicken or stir positive study habits, methods, affinities, and routine which will help students develop their mental, cognitive, insightful, academic limits or cut off points. Thus, adequately achieving the social change destinations of 21st-century guidance underscore the coordination of an extensive advancement actuated medium or strategy like new media. Bittner (2016) sees new media as an association platform for the assortment of the different assemblage of development-induced, computer-mediated, and the web helped devices or techniques like Facebook, WhatsApp, Twitter, Instagram, Yahoo dispatch, etc wherein individuals or people (checking assistant school students) use words, pictures/chronicles, and virtual to make, offer, or exchange information, work charges, musings, and learning in a formal and easy going setting.

New media is an online help that provides and enables students to build up a public or semi-public profile inside a restricted structure, of various customers with whom they share affiliations,

viewpoints and explore their overview of interfaces and those made by others inside the system (Boyd & Ellison, 2008). According to Lenhart (2007), new media gives virtual life to those scholars who use online media destinations to make new allies. Most of these customers move into these districts since they need others to consider them. For this circumstance, students go into these areas to make new colleagues. Students' use of new media websites in talking with allies, loved ones, and families have influenced students' study habits. (Wolfradt & Doll, 2001). Some of them who are customers of these sites, (Facebook, Instagram, Twitter, etc) use it to help connect without very close cooperation. Along these lines, students develop cooperation with people they had not met beforehand. Assessment and research are beginning to review those favourable circumstances, troubles, and negative effects of these various ways people interface on daily basis.

Lenhart (2007) battled that those using new media destinations use them to engage with a new client, search out old buddies, remain in contact with active acolytes, and search for thought just to remain mindful of their companions. Wolfradt and Doll (2001), recommended that online new media may be beneficial to some people who find eye to eye connection so hard, for instance, the people who are meek or thoughtful. From 1997 to 2001 an uncommon number of new media destinations began to help diverse blends of profiles and unreservedly imparted partners. In social new media sites, customers recognize side chicks on their profiles without taking assent to partner with them. These practices have changed all through the long haul, for instance during the 90s, talk and delivery sheets were sorts of new media. During the 20s a website known as Friendster sprang up. In this medium, individuals requested for acolyte and allies similarly responded as well (Baran, 2012). Thus, the integration of new media does suffice to be a possible or conceivable medium that will support suitable learning practices of secondary level of education.

The presentation of new media in training is seen as a creative and innovative approach, rising feature and suitable activity and appropriate initiative of instructive innovation would in general quicken students or learners' access and transformation to sight and sound, adaptable and globalized learning aids or materials, frameworks, instructional procedures, and exercises (curricular and extracurricular) that can uphold and stimulate students' active participation and better execution in the learning cycle. Authenticating this view, Lightfoot, Cole, and Cole (2013) presented that the capacity to effectively coordinate and utilize an innovation induced medium (like new media) is viewed as key to the effective grasp with or acknowledgment of the expected communication, cooperation, and socialization as essential exercises that will drive the educational plan, scheme, and instructive activities in an increasing wired and globalized world. Henceforth, the worldwide instructive exercises and processes could now blossom with the utilization of innovation induced medium. Buhari, Ahmad, and Ashara (2014) accentuated that secondary school students consistency, extended periods, and excessive pattern of utilizing new media locales or platform is viewed as a way of life or routine; if not checked may almost or certainly criticize, challenge or interfere with the essential requisite structure expertise and level of concentration expected to improve their effective school support and positive scholastic accomplishment. All in all, new media is a fundamental or important catalyst towards the fulfilment of academic greatness and a practical functional educational system that addresses the issues and goals of the general public and citizens respectively.

The upgraded open communication, intuitive, engaging, and instructive potentials of new media help to rearrange or facilitate the realization of the primary objective (for example socialization and improvement) of instruction in any nation like Nigeria. This foundation is extremely important because no general public or framework can survive without correspondence and data/information procurement. Henceforth, new media adequately and properly encourage the degree of communication and information (through aptitudes, preparing, and skill) required or important to keep the wheel of any society and instructive framework moving (Kalejaiye et al., 2018). This possibility has enormously emphasized the contemporary or present-day enhancements

and development in the extent of Information and Communication Technologies (ICTs) through broadening or enlarging its reach, platforms, methods, and programming wherein the fundamental feature (for example talking, discussion, or trade) of the favoured medium or destinations (like Facebook, Whatsapp, Instagram, and so forth) in the new media (in any case new media) are adequately used to encourage correspondence, data, cooperation and information that will propel, uphold and stimulate instructive turn of events, with this points, the presence of the new media can change the methods of instructing, learning, and doing different things that impact the ideal changes in the instructive area.

Educationally, the utilization and incorporation of any of the particular or different new media destinations as help in the secondary school instruction area come from its capacity to teach, advise, engage, aggravate, and instill the imperative aptitudes and information that will encourage or improve students advancement of basic study techniques, propensities, and results (Udoudo & Ojo, 2016). Given this, Agba (2013) repeated that the usage of these new media destinations as an instructive guide and instructional asset medium supplements students' advancement of the aptitude, mastery, and information that when suitably investigated gives the essential bit of leeway, influence, and stimulus towards students expanded instructive execution, yield, and efficiency. In this way, the method, habits, and methodology a secondary school student (male or female) places in their studies, incredibly or fundamentally decide his/her degree of earnestness, learning, scholastic accomplishments, and efficiency, or otherwise. The study skills entail the specific techniques and steps or procedures that make up the study plan and habit (such as underlining, outlining, note-taking, evaluating, etc.) which can be acquired through expressions and guidance from teachers and/or students self-driven learning. Hence, for learners to convey their training viably and effectively, it is vital that learning happens in a favourable climate where technological aids facilitate positive study routine, learning, and instructional delivery (Greenfield & Subrahmanyam, 2013). From the foregoing, it could be deduced that the sensible or level headed use of new media is hinged on students' development of good study habits which can stimulate or inspire their versatility, audacity, curiosity, and productivity in secondary schools. This is the core matter that is pertinent and critical to this study.

## **STATEMENT OF THE PROBLEM**

The adaptability, integrative and convenient methodology or characteristic of the new media suitably makes it capable, successful and basic in exposing students to more extensive perspectives, learning, and chances of changing or traveling from the unbendable and wide view media structures with a limited or narrow investigation, information, and ability acquisition base that have heretofore thrive and shrink students' exhibition, greatness, and flexibility in secondary schools. Nonetheless, the unguarded and speed of utilization of these new media destinations (like Facebook, Whatsapp, Instagram, YouTube, Yahoo courier, and so forth) without a plan of action to appropriate time and spot (home, church, and study halls) is a serious worry that has raised eye foreheads among educators considering its negative effects on student study habits, interruption to learning or instructional delivery measure, and possible performance in practically all the levels or classes in secondary schools.

Students' reluctance to concentrate broadly these days is a troubling situation, and students' investigation culture these days is diverted with the tireless utilization of new media activities. In this manner, they (students) presently become detached per users who like to sit back, just to be engaged, and not to invest energy in their investigation. They like to go through the entire day talking with companions as opposed to perusing or learning. A few students in any event, when they utilize the new media for a scholastic reason, they do so because they depend on its data available to give direct lifting of answers to their task. This examination explores how this conduct diminishes their emphasis on learning and study habits.

Students' exorbitant and uncontrolled use of these new media locales particularly during the time of e-inclining project of Corona Virus Pandemic through talking, discussion, correspondence, learning, data, cooperation, and information procurement could be contradictory to improving the study habits that could propel, uphold and animate instructive advancement in secondary schools and the unbalance new media habits could trigger medical issues (like addictions, uneasiness, and so forth) and mental conditions (for example Mind Fag Syndrome) which disorients, destabilizes and debilitates students' possession of the privilege grammatical expression, note-taking aptitude, and cognizance capacity. Unfortunately, the relativity and discretionary in instructors or guardians deciding the purpose of student excessive utilization of new media as instructional guides, makes it worrisome. It depends on this situation that this research work explores new media and study habits of secondary school students' in the South-South geopolitical zone of Nigeria.

### **AIM AND OBJECTIVES OF THE STUDY**

The fundamental reason for this study is to research is to:

1. Determine the relationship between Facebook usage and study habits of senior secondary school students' in the South-South Geo-Political Zone of Nigeria.
2. Investigate the relationship between Cyber-bullying and study habits of senior secondary school students' in the South-South Geo-Political Zone of Nigeria.

### **Research Questions**

The accompanying research questions will direct this investigation:

1. What is the relationship between Facebook usage and the study habits of senior secondary school students in the South-South Geo-Political Zone of Nigeria?
2. What is the relationship between cyberbullying and the study habits of senior secondary school students in the South-South Geo-Political Zone of Nigeria?

### **Hypotheses**

The accompanying speculations were tried at 0.05 level of significance

**H<sub>01</sub>:** There is no significant relationship between Facebook use and the study habits of senior secondary school students in the South-South Geo-Political Zone of Nigeria.

**H<sub>02</sub>:** There is no noteworthy relationship between Cyberbullying and study habits of senior secondary school in the South-South Geo-Political Zone of Nigeria.

### **METHODOLOGY**

The study employed the correlation research design. Two research questions and two hypotheses guided the study. The population of the study is all the 112, 878 senior secondary students in the South-South Geo-political zone of Nigeria. A sample size of 800 senior secondary students in South-South Geo-political zone of Nigeria participated in the study using the Yamene and Nwankwo's table for determining sampling size for academic research exercise, with the aid of multistage proportionate stratified random sampling techniques. Two instruments were used for data collection. The New Media Questionnaire (NMQ) and Study Habit Inventory (SHI) were used to measure the student participation in utilisation of new media and students' study habit respectively. The NMQ had 35 items, whereas SHI had 15 items respectively. 800 instruments were validated by the researcher's supervisor and two other lecturers in the faculty of education. A letter of recognition was released by the researcher's head of department which aided the researcher to administer the instrument to 800 respondent and 753 copies of the instruments were retrieved. The reliability of the instruments was established using the Cronbach Alpha formula to obtain indices of 0.82 for NMQ

and 0.73 for SHI respectively. The mean, Standard deviation and Pearson Product Moment Correlation were used to answer the research questions whereas the linear regression analysis was used to test the hypotheses at .05 level of significance.

## RESULTS AND DISCUSSION

**Table 1: Demographic Distribution of the Respondents**

Gender	Frequency	Percent
Male	465	61.80
Female	288	38.20
Total	753	100.0

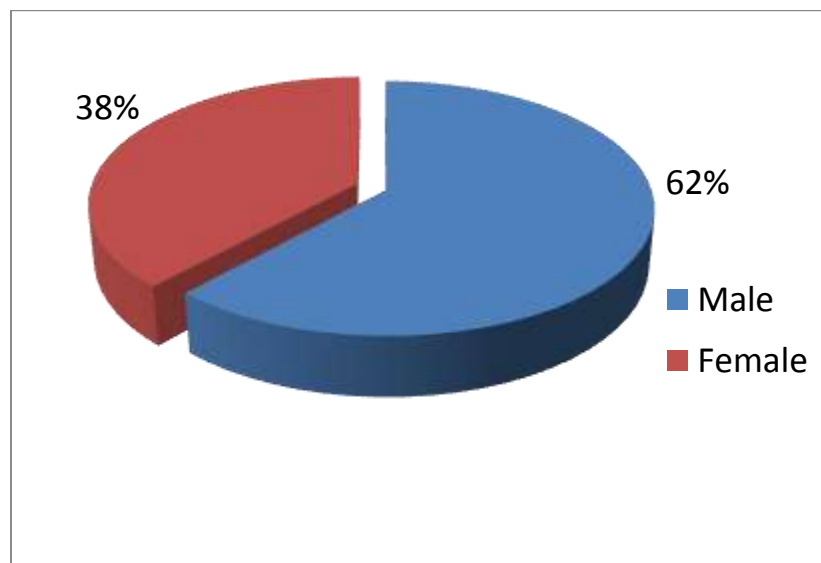


Table 1 shows the demographic distribution of the respondents. It shows that 61.80% of the respondents were male whereas 38.20% were female.

**Table 2: Summary of Descriptive Statistic on the Mean Rating of the Respondents over Facebook Utilization**

N=753								
SN	Facebook utilization	SA	A	D	SD	Mean	SD	Remark
1	I have Facebook account	472	126	75	80	<b>3.31</b>	<b>1.03</b>	<b>Agree</b>
2	I have many Facebook friends	361	200	88	104	<b>3.09</b>	<b>1.07</b>	<b>Agree</b>
3	I spend quality time with my Facebook friends	180	263	163	147	<b>2.63</b>	<b>1.05</b>	<b>Agree</b>
4	Facebook utilization has affected my study habits positively	148	150	211	244	2.27	1.11	<b>Disagree</b>
5	Facebook utilization has affected my study habits negatively	90	100	255	308	1.96	1.01	<b>Disagree</b>
<b>Grand mean</b>						<b>2.65</b>	<b>0.76</b>	<b>Agree</b>

The result from Table 2 shows the summary of descriptive statistics on the mean rating of the respondents over Facebook utilization. It shows that the grand mean rating of the respondents over Facebook utilization was 2.65, SD=0.76. The result also shows that the respondents strongly indicated that they have Facebook account (M=3.31, SD=1.03). This was followed by the fact that they have many Facebook friends (M=3.09, SD=1.07). The least as score above the criterion mean rating of 2.50 was that they spend quality time with their Facebook friends (M=2.63, SD=1.05).

**Table 3: Summary of Descriptive Statistic on the Mean Rating of the Respondents over new Media Bullying**

N=753								
SN	New Media Bullying	SA	A	D	SD	Mean	SD	Remark
6	I am aware of online bullying	304	192	122	135	<b>2.88</b>	<b>1.13</b>	<b>Agree</b>
7	I have heard of someone that was bullied before online	207	184	208	154	<b>2.59</b>	<b>1.10</b>	<b>Agree</b>
8	I have experience bullying before online	48	82	244	379	1.73	0.89	<b>Disagree</b>
9	Online bullying has affected my study habits positively	73	59	204	417	1.72	0.97	<b>Disagree</b>
10	Online bullying has affected my study habits negatively	60	60	220	413	1.69	0.92	<b>Disagree</b>
<b>Grand mean</b>						<b>2.12</b>	<b>0.66</b>	<b>Agree</b>

The result from Table 3 shows the summary of descriptive statistic on the mean rating of the respondents over new Media Bullying. It shows that the grand mean rating of the respondents over new media bullying was 2.12, SD=0.66. The result showed that the respondents strongly indicated that they are aware of online bullying (M=2.88, SD=1.13). This was followed by the fact that they have heard of someone that was bullied before online (M=2.59, SD=1.10). The result established that the rating of new media bullying is below average based on the criterion mean rating of 2.50.

**Table 4: Summary of Pearson Product Moment Correlation of the Respondents on Relationship between Facebook Utilisation and Study Habit of Secondary School Students in South-South Geo-Political Zone of Nigeria**

		Facebook utilization	Study Habit	Decision
Facebook utilization	Pearson Correlation	1	.522**	
	Sig. (2-tailed)			
	N	753	753	
Sturdy Habit	Pearson Correlation	.159**	1	HO <sub>1</sub>
	Sig. (2-tailed)	.000	.000	Rejected
	N	753	753	

The result from Table 5. shows the summary of Pearson Product Moment correlation of the respondents on relationship between Facebook utilisation and study habit of senior secondary school

students in South-South Geo-Political zone of Nigeria. It shows that Facebook utilization had a strong positive relationship with overall study habit ( $r=.159$ ,  $p=.000$ ) respectively then null hypothesis one was rejected at 0.05 significance level. The study concludes therefore that there is a significant relationship between Facebook utilisation and study habit of senior secondary school students in South-South Geo-Political zone of Nigeria.

**Table 5: Summary of Pearson Product Moment Correlation of the Respondents on Relationship between Cyber-bullying and Study Habit of Secondary School Students in South-South Geo-Political Zone of Nigeria**

		New Media Bullying	Study Habit	Decision
New Media Bullying	Pearson Correlation	1	.522**	
	Sig. (2-tailed)			
	N	753	753	HO <sub>2</sub> Rejected
Sturdy Habit	Pearson Correlation	.148**	1	
	Sig. (2-tailed)	.000	.000	
	N	753	753	

The result from Table 6. shows the summary of Pearson Product Moment correlation of the respondents on the relationship between cyber-bullying and study habit of secondary school students in South-South Geo-Political zone of Nigeria. It shows that cyber-bullying had a strong positive relationship with overall study habit ( $r=.148$ ,  $p=.000$ ) respectively. Then null hypothesis two was rejected at 0.05 significance level. We therefore conclude that there is a significant relationship between cyber-bullying and study habit of secondary school students in South-South Geo-Political zone of Nigeria.

**Table 7: Summary of Linear Regression on the Relationship between Facebook Utilisation and Study Habit of Secondary School Students in South-South Geo-Political Zone of Nigeria**

		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	2.696	.054		49.484	.000
	Facebook utilisation	.087	.020	.159	4.418	.000

a. Dependent Variable: Sturdy Habit,  $y=2.696+.087x$

The result from Table 7. shows the summary of linear regression on the relationship between Facebook utilisation and study habit of secondary school students in South-South Geo-Political zone of Nigeria. It shows that the regression of Facebook utilisation on study habit of secondary school students in South-South Geo-Political zone of Nigeria yielded a Beta=.159 and r-squared value of .025. The  $t=4.418$  and  $p=.000$ . The result further shows that there is significant relationship between Facebook utilisation and study habit of secondary school students in South-South Geo-Political zone of Nigeria ( $F=19.522$ ,  $p<.05$ ). The null hypothesis one was rejected at 05 alpha level.

**Table 8: Summary of linear regression on the relationship between Cyber-bullying and study habit of secondary school students in South-South Geo-Political zone of Nigeria**

		Unstandardized		Standardized		
		Coefficients		Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	2.728	.051		53.604	.000
	New Media Bullying	.094	.023	.148	4.090	.000

a. Dependent Variable: Sturdy Habit,  $y=2.728 + .094x$

Durbin-Watson=1.278

The result from Table 8. shows the summary of linear regression on the relationship between cyber-bullying and study habit of secondary school students in South-South Geo-Political zone of Nigeria. It shows that the regression of cyber-bullying on study habit of secondary school students in South-South Geo-Political zone of Nigeria yielded a Beta=.148 and r-squared value of .022. The t=4.090 and p=.000. The Durbin Watson=1.28. The result further shows that there is significant relationship between cyber-bullying and study habit of secondary school students in South-South Geo-Political zone of Nigeria (F=16.729, p<.05). The null hypothesis two was rejected at 05 alpha level.

### SUMMARY OF FINDINGS

1. There is a positive and significant relationship between Facebook utilisation and study habit of senior secondary school students in the South-South Geo-Political zone of Nigeria.
2. There is a positive and significant relationship between cyber-bullying and study habit of secondary school students in South-South Geo-Political zone of Nigeria.

### DISCUSSION OF FINDINGS

#### The relationship between Facebook utilisation and study habits of secondary school students

The result from Table 5. shows that the regression of Facebook utilisation on study habit of secondary school students in South-South Geo-Political zone of Nigeria yielded a Beta=.159 and r-squared value of .025. The t=4.418 and p=.000. The result further shows that there is significant relationship between facebook utilisation and study habit of secondary school students in South-South Geo-Political zone of Nigeria (F=19.522, p<.05). The null hypothesis one was rejected at 05 alpha level. This is in line with Greenfield and Suhramanyam (2013) who underscored that Facebook is utilized to set up contact with companions, keep up connections by joining scholarly gatherings (class, school, office, and staff) which improves students' timely access to data, learning, information, applied turns of events, imperative aptitudes, and training that will invigorate higher scholastic performance. Facebook allows an opportunity to customers, to make tweaked profiles that consolidate general information like guidance establishment, work establishment, and most cherished interests and to incorporate associations and song catches of their main gatherings, post messages on mates' pages, and post name pictures and chronicles, notwithstanding different things. Facebook is fantastically used by adolescents and energetic adults as an expansion of their character to show their buddies and the world what their personality is, what they care about, and with whom they are similar.

#### The Relationship between Cyber-bullying and Study Habit of Secondary School Students

The result from Table 6. shows that the regression of cyber-bullying on study habit of secondary school students in South-South Geo-Political zone of Nigeria yielded a Beta=.148 and r-squared value of .022. The t=4.090 and p=.000. The Durbin Watson=1.28. The result further shows that there is a weak relationship between cyber-bullying and study habit of secondary school students in South-South Geo-Political zone of Nigeria (F=16.729, p<.05). The null hypothesis two was rejected at 05 alpha level. b

## SUMMARY

The study investigated new media and study habits of senior secondary school students. Regarding geographic extension, the investigation was done in the South-South Geo-Political Zone of Nigeria. Moreover, the free factor, that is independent variable is new media (dimensioned through Facebook, cyberbullying, while the directing variable is area and sex.

## CONCLUSION

Based on the findings of the present study, the work concludes that facebook utilization, and cyberbullying utilization has significant relationship between study habit of senior secondary school students in the South-South Geo-Political zone of Nigeria.

## RECOMMENDATIONS

- a) Students ought to limit the quality of time spent in communication locales for non-scholarly exercises.
- b) Students ought to dedicate quality time in perusing scholastic work and divert their attention from investigating new media locales, as most freak practices among students are gained from online media.

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