

SOCIAL MEDIA AND STUDENTS' DISRUPTIVE BEHAVIOUR IN FACULTIES OF EDUCATION IN PUBLIC UNIVERSITIES IN RIVERS STATE

Amaechi-Udogu, Vivian Chukwunonyenim & Ovenshehi, Henry Imwenoghomwen

Correspondences: vivian.amaechi-udogu@uniport.edu.ng vivian.amaechiudogu@gmail.com,
henry.ovensehi@uniport.edu.ng

Department of Educational Psychology, Guidance and Counselling, Faculty of Education, University of Port Harcourt, NIGERIA

ABSTRACT

The study investigated the relationship between social media and students' disruptive behaviour in faculties of education in the three public universities in Rivers State. Four research questions were answered while four null hypotheses were tested at 0.05 alpha level. The study adopted a correlational research design. The population of the study comprised all the 2,845 (2001 University of Port Harcourt, 523 Rivers State University and 321 Ignatius Adjuru University of Education) students in the faculties of education. The sample size for the study was 823 (400 UPH, 262 RSU and 161 IAUOE) students. The multistage sampling procedure was used to arrive at the sample. The choice of faculty of education is because they have similar characteristics and where the researchers are domiciled. Two self-designed instruments titled Social Media Scale (SMS) and Students Disruptive Behaviour Scale (SDBS) were used for data collection. Face and content validities were ensured. The internal consistency reliability coefficients of 0.81 and 0.87 were established for SMS and SDBS respectively. Pearson Product Moment Correlation Coefficient was used to answer the research questions while the hypotheses were tested by subjecting the p-value to 0.05 alpha level. It was found among others that there is a positive high relationship between the use of Instagram, Facebook and students' disruptive behaviour. Moreso, it was found that the use WhatsApp platform and e-mail have negative relationship with students' disruptive behaviour. It was recommended among others that the teachers should limit the usage of Facebook and Instagram as the reliable sources of information dissemination and sharing and extensively resort to WhatsApp and E-mail applications in order to exterminate unruly behaviours in the classroom. Moreso, access to social media platform should be restricted by the teachers to only when there is need for them.

Keywords: Social Media (WhatsApp, Facebook, Instagram and E-mail) and Disruptive Behaviour.