

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

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### 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.

### INTRODUCTION

Behaviour can be seen as a practice displayed by an individual at a given period of time. Behaviour can be classified as normal and abnormal. Behaviour is normal when the practices that follow it are in tandem with the dictates of the immediate environment. Normal behaviour is the type of behaviour that is supportive and responsive to the desired demands of academic and social activities in the school. On the other hand, abnormal behaviours are those behaviours that have detrimental and debilitating consequences. Abnormal behaviours fall short of the expectations of established standards. Contextually, abnormal behaviour is synonymous with disruptive behaviour.

Disruptive behaviours are those behaviours that are exhibited by students intentionally or unintentionally that have great potential to dissuade effective teaching and learning in the

classroom. (Ekechukwu & Amaeze, 2016). Disruptive behaviours as the name implies are parallel with effective teaching and learning. Teaching and learning cannot be effectively and efficiently achieved where the students are displaying ruthless behaviours. It has been found that disruptive behaviours is one of the major classroom problems bedeviling effective classroom control, classroom management and teaching achievement. Disruptive behaviours according Honolulu Community College in Ekechukwu and Amaeze (2016) include physical, verbal, psychological, harassment or threat to the instructor, staff member, or toward other students in any activity authorized by the college.

Students may tend to resolve in disruptive behaviours mostly when their teachers are not showing high level of mastery of the subject matter. This may be pronounced in the usage of social media in actualizing teaching and learning. Social media are associated with a lot of distractions that can hamper the achievement of the lofty goals and objectives of education if not properly harnessed. Frantic effort has been made by Ekechukwu and Amaeze (2016) in classifying disruptive behaviours as singing in the classroom, eating, sleeping, gaming, bullying, poking, verbal assault, frequent movement from one place to the other, passing notes to friends during instruction, excessive talking and writing of love letters. Disruptive behaviours results in disorganizing the students from classroom full participation. Poor lesson preparation and presentation have been associated with disruptive behaviours (Opurum, 2017).

Most recently, studies such as Oji 2007, Talatu and Murja 2018 and Asemah, Okpanachi & Edegoh 2013) have suggested that disruptive behaviours have their sources from social media. Consequently, Opurum (2017) asserted that students of nowadays quickly assume all manner of abnormal behaviours because of quick access to internet devices. It is pertinent to mention that socialization through social media has brought doom to the behaviours of the students mostly those who do not possess self-control measures. Surprisingly, every university student is connected and maybe addicted to one social network or the other. The parents, relatives and well wishers who may have provided them with money to purchase phones or laptops or better still, provided them with these facilities may have never done so without any abominable intentions. The students as a result of close association with friends may have learnt one form of unacceptable behaviour or the other through interactions. Disruptive behaviours may relegate education to the background if not properly checkmated.

Education is seen as the major keystone for every step taken in development and growth. Education is highly associated with success. The impact of education in national development cannot be easily quantified. Qualitatively, education is a propelling force for enlightenment and self-reliance. The quality and quantity of education one has acquired is expected to shape the behaviour and attitude of those committed to it. Education has been known on its ability to transmit what is worthwhile from generation to generation according to societal expectations and norms. Education dispensation in Nigeria has been formulated in line with noble goals and objectives. The lofty goals of education as enshrined in Federal Republic of Nigeria (2014: 2) are the:

- a. development of the individual into a morally sound, patriotic and effective citizen;
- b. total integration of the individual into the immediate community, the Nigerian society and the world;
- c. provision of equal access to qualitative educational opportunities for all citizens at all levels of education, within and outside the formal school system;
- d. inculcation of national consciousness, values and national unity; and

- e. development of appropriate skills, mental, physical and social abilities and competencies to empower the individual to live in and contribute positively to the society.

The goals of education will be based on paper if it is not translated into specific objectives. This was the propelling force that made the FRN (2014: 3) to put the goals of education into a specific and measurable term such as to:

- a. ensure and sustain unfettered access to and equity in education for the total development of the individual;
- b. ensure the quality of education delivery at all levels;
- c. promote functional education for skill acquisition, job creation and poverty reduction;
- d. Ensure periodic review, effectiveness and relevance of the curriculum at all levels to meet the needs of society and the world of work;
- e. Collaborate with development partners, the private sector, non-governmental organizations and local communities to support and fund education; and
- f. Promote information technology capability at all levels.

It is with the section 7 of specific objectives that the idea of technology education was conceived. Technology education has to do with the use of technology to disseminate information. Globalization has necessitated the use of technology in the teaching and learning in order to be abreast with the demands of the comity of nations. Trends on educational development have been unfolding across the globe in a swift dimension. Education has left the four walls traditional method of teaching (constructivism) to the digital method of teaching and learning (connectivism). Currently, educational activities are more of technology than the usual conventional crude method of teaching and learning. Supportively, FRN (2014: 45) outlined that the specific objectives of technology education shall be to:

- a. provide courses of instruction and training in engineering, other technologies, applied science, business and management, leading to the production of trained manpower;
- b. provide the technical knowledge and skills necessary for agricultural, industrial, commercial, and economic development of Nigeria;
- c. give training that impart the necessary skills for the production of technicians, technologist and other skilled personnel who shall be enterprising and self-reliant;
- d. train people who can apply scientific knowledge to solve environmental problems for the convenience of man; and
- e. give exposure on professional studies in the technologies.

Most recently and interestingly, institutions of higher learning have resorted in the use of social media as means of instructional delivery and information dissemination. The most commonly used social media for instructional delivery are WhatsApp platform, Instagram, Facebook, YouTube, We-chart and electronic mail (e-mail) respectively.

WhatsApp is a free messenger application that works across multiple platform and is being widely used among undergraduate students to send multimedia messages like photos, videos, audios along with simple text messages (Gon & Rawekar 2017). The usage of WhatsApp is done with the help of smartphones, laptops and other internet accessible devices. Raiman, Antbring and Mahmord (2017) who carried a study on WhatsApp messenger as a tool to supplement medical education for medical students on clinical attachment indicated that the feasibility and acceptability of WhatsApp Messenger in supplementing Problem Based Learning (PBL) teaching for medical students provide a framework for studies to investigate use amongst larger cohorts of students. Similarly, Gon and Rawekar (2017) who investigated the effectiveness of E-Learning through Whatsapp as a Teaching Learning Tool revealed that instructional advantages of teaching learning activity via WhatsApp out pass disadvantages. Moreso, Gon

and Rawekar (2017) revealed that facilitator's availability and Learning anytime anywhere were top two advantages of learning through WhatsApp. Apart from the use of WhatsApp, students also use Facebook.

Facebook is a widely used free internet connectivity that allows registered members share information through photos, messages, videos and audios with other registered family members, friends, well wishers or colleagues at workplaces. The usage of Facebook is done with the help of smart phones, laptops and other internet accessible devices. According to Uzonna (2018), Facebook frequent usage by students is posing serious academic related behaviour problems mostly when they are addicted to it. Yet another social media platform frequently used by students and lecturers is e-mail. Electronic mail (e-mail) as the name implies is used to send message electronically. One sender has the advantage of sending one message to as many receivers that are possible and that are in his/her contact. To Uzonna (2018), e-mail is very effective and efficient in the dissemination of information and as such leads to little consequences mostly when it is used in the classroom setting.

Instagram has been variously seen as a free internet photo-sharing platform as well as social network application. This platform enables photos or graphics to be shared for visibility. It poses a lot of distraction mostly when photos that are not of necessity are shared (Uzonna, 2018). The increasing trend in the use of social media both for teaching and for frivolities calls for a check. It is still uncertain on the very relationship that exists between social media usage and disruptive behaviours among students in the faculty of education in public universities in Port Harcourt, Rivers State. It is against this background that the study investigated the relationship between social media usage and disruptive behaviours among students in the faculty of education in public universities in Port Harcourt Metropolis, Rivers State.

### **Statement of the Problem**

Learning cannot be effectively and efficiently be dissociated with behaviour. Learning cannot also be achieved in the face of qualitative and quantitative human and material resources when there is emotional instability. Emotional disorganization may be linked to lack of concentration and poor academic attainment. It requires the right behaviour, attitude and readiness for learning to take place. Social media are associated with a lot of distractions that can hamper the achievement of the lofty goals and objectives of education if not properly harnessed. It is disheartening that there is no quantifiable information on the magnitude and direction of relationship that exist between social media and students' disruptive behaviours in faculty of Education in public universities in Port Harcourt. Therefore, the researchers are spurred in establishing the magnitude and direction of relationship that exist between social media and students disruptive behaviours in faculty of education in public universities in Port Harcourt Metropolis.

### **Aim and Objectives of the Study**

The study was aimed at establishing the relationship between social media and disruptive behaviours among students in the faculty of education in the three public universities in Port Harcourt, Rivers State. Specifically, the study sought to:

1. Find out the relationship between the use of WhatsApp platform and disruptive behaviours among students in public universities in Port Harcourt, Rivers State.
2. Determine the relationship between the use of Instagram and disruptive behaviours among students in public universities in Port Harcourt, Rivers State.
3. Ascertain the relationship between electronic mail usage and disruptive behaviours among students in public universities in Port Harcourt, Rivers State.

4. Investigate the relationship between the usage of facebook and disruptive behaviours among students in public universities in Port Harcourt, Rivers State.

### Research Questions

The following research questions were answered in the study.

1. What is the relationship between the use of WhatsApp platform and disruptive behaviour among students in public universities in Port Harcourt, Rivers State?
2. What is the relationship between the use of Instagram relate to disruptive behaviours among students in public universities in Port Harcourt, Rivers State?
3. What is the relationship between electronic mail usage and disruptive behaviours among students in public universities in Port Harcourt, Rivers State?
4. What is the relationship between the use of facebook and disruptive behaviours among students in public universities in Port Harcourt, Rivers State?

### Hypotheses

The following null hypotheses were tested at 0.05 alpha level.

1. WhatsApp platform does not significantly relate to disruptive behaviours among students in public universities in Port Harcourt, Rivers State.
2. Instagram does not significantly relate to disruptive behaviours among students in public universities in Port Harcourt, Rivers State.
3. Electronic mail usage does not significantly relate to disruptive behaviours among students in public universities in Port Harcourt, Rivers State.
4. Facebook usage does not significantly relate to disruptive behaviours among students in public universities in Port Harcourt, Rivers State.

### Methodology

The study adopted a correlational research design. The population of the study comprised all the 2,845 (2001 University of Port Harcourt (UPH), 523 Rivers State University (RSU) and 321 Ignatius Adjuru University of Education (IAUOE)) students in the faculty of Education. The choice of faculty of Education is because they have similar characteristics. 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. Firstly, the students in the faculty of education were clustered into their various schools. Secondly, disproportionate stratified random sampling technique was used to draw the students from their various universities. The 20% of the students in UPH gave 400 students while the 50% of the students in RSU and IAUOE gave 262 and 161 students respectively. Two self designed instruments titled Social Media Scale (SMS) and Students Disruptive Behaviours Scale (SDBS) were developed. The instruments were structured in line with Likert four point response options of strongly agree, agree, disagree and strongly disagree respectively. The Social Media Scale has subsections of Facebook, WhatsApp, E-mail and Instagram with 10 items each. Students Disruptive Behaviours Scale has 15 items. Face and content validities were ensured for the two instruments by three experts in the relevant areas. 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 probability value to 0.05 alpha level.

### RESULTS

**Research question 1:** What is the relationship between the use of WhatsApp platform and disruptive behaviours among students in public universities in Port Harcourt, Rivers State?

**Hypothesis 1:** WhatsApp application platform does not significantly relate to disruptive behaviours among students in public universities in Port Harcourt, Rivers State.

**Table 1: Pearson Product Moment Correlation Coefficient on the relationship between WhatsApp platform and disruptive behaviours**

Categories	N	Df	R	p-value	Alpha level	Decision
WhatsApp usage	823	821	-0.77	0.00	0.05	Negative significant relationship
Disruptive behaviours						

Table 1 revealed that the Pearson Moment Correlation Coefficient was -0.77. This showed that an increase in WhatsApp usage is accompanied with decreased disruptive behaviour. Moreso, the probability value of 0.00 is less than alpha level of 0.05 and therefore, the hypothesis was rejected. By Implication, WhatsApp application platform significantly negatively relates to disruptive behaviours among students in public universities in Port Harcourt, Rivers State.

**Research question 2:** What is the relationship between the use of Instagram and disruptive behaviours among students in public universities in Port Harcourt, Rivers State?

**Hypothesis 2:** Instagram application does not significantly relate to disruptive behaviours among students in public universities in Port Harcourt, Rivers State.

**Table 2: Pearson Product Moment Correlation Coefficient on the relationship between Instagram application and disruptive behaviours**

Categories	N	Df	R	p-value	Alpha level	Decision
Instagram application	823	821	0.81	0.00	0.05	Positive significant relationship
Disruptive behaviours						

Table 2 revealed that the Pearson Moment Correlation Coefficient was 0.81. This showed that an increase in Instagram application is accompanied with increased disruptive behaviour. Moreso, the probability value of 0.00 is less than alpha level of 0.05 and therefore, the hypothesis was rejected. By Implication, Instagram application platform significantly positively relates to disruptive behaviours among students in public universities in Port Harcourt, Rivers State.

**Research question 3:** What is the relationship between electronic mail usage and disruptive behaviours among students in public universities in Port Harcourt, Rivers State?

**Hypothesis 3:** Electronic mail usage does not significantly relate to disruptive behaviours among students in public universities in Port Harcourt, Rivers State.

**Table 3: Pearson Product Moment Correlation Coefficient on the relationship between E-mail application and disruptive behaviours**

Categories	N	Df	r	p-value	Alpha level	Decision
E-mail application	823	821	-0.87	0.00	0.05	Negative significant relationship
Disruptive behaviours						

Table 3 revealed that the Pearson Moment Correlation Coefficient was -0.87. This showed that an increase in e-mail application is accompanied with decreased disruptive behaviour. Moreso, the probability value of 0.00 is less than alpha level of 0.05 and therefore, the hypothesis was rejected. By Implication, e-mail application platform significantly negatively relates to disruptive behaviours among students in public universities in Port Harcourt, Rivers State.

**Research question 4:** What is the relationship between the use of facebook and disruptive behaviours among students in public universities in Port Harcourt, Rivers State?

**Hypothesis 4:** Facebook usage does not significantly relate to disruptive behaviours among students in public universities in Port Harcourt, Rivers State.

**Table 4: Pearson Product Moment Correlation Coefficient on the relationship between Facebook application and disruptive behaviours**

Categories	N	Df	R	p-value	Alpha level	Decision
Facebook application	823	821	0.70	0.00	0.05	Negative significant relationship
Disruptive behaviours						

Table 4 revealed that the Pearson Moment Correlation Coefficient was 0.70. This showed that an increase in Facebook application is accompanied with increased disruptive behaviours. Moreso, the probability value of 0.00 is less than alpha level of 0.05 and therefore, the hypothesis was rejected. By Implication, Facebook application platform significantly positively relates to disruptive behaviours among students in public universities in Port Harcourt, Rivers State.

## DISCUSSION OF FINDINGS

It was found among others that there is a positive significant high relationship between the use of Instagram, Facebook and students' disruptive behaviours. There is wide implication from the findings on the use of Instagram and Facebook. The study has revealed that the increase in the use of Instagram and Facebook will amount to an increase in disruptive classroom behaviours. This may be as a result of the access on the type of posts that are made available by the users of these platforms. Facebook is a widely used free internet connectivity that allows registered members share information through photos, messages, videos and audios with other registered family members, friends, well wishers or colleagues at workplaces. This finding is supported by Uzonna (2018) who reported that frequent usage of Facebook by students is posing serious academic related behaviour problems mostly when they are addicted to it. Similarly, it was found that Instagram poses a lot of distraction mostly when photos that are

not of necessity are shared (Uzonna , 2018). Information on these platforms is most of the times open for social consumption.

It was found that the use WhatsApp and e-mail have a high negative relationship with students' disruptive behaviours. The finding is interesting because information shared in these social media platforms are to a reasonable extent secured. This is corroborated by Raiman, Antbring and Mahmord (2017) who carried a study on WhatsApp messenger as a tool to supplement medical education for medical students on clinical attachment which indicated that the feasibility and acceptability of WhatsApp Messenger in supplementing Problem Based Learning (PBL) teaching for medical students provides a framework for studies to investigate use amongst larger cohorts of students. Similarly, Gon and Rawekar(2017) who investigated the effectiveness of E-Learning through Whatsapp as a Teaching Learning Tool revealed that instructional advantages of teaching learning activity via WhatsApp out pars disadvantages. Moreso, Gon and Rawekar (2017) revealed that facilitator's availability and Learning anytime anywhere were top two advantages of learning through WhatsApp. Most interestingly, was Uzonna (2018) who empirically revealed that e-mail is very effective and efficient in the dissemination of information and as such leads to little consequences mostly when it is used in the classroom setting.

## CONCLUSION

Based on the findings of this study, the researcher concluded that the use of social media application software in the classroom requires a lot of proper management and control in order to yield the desired result other than interruption of classroom activities. Moreso, WhatsApp application and e-mail do not bring about disruptive behaviours among students but Facebook and Instagram related positively with disruptive behaviours among students.

## RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made.

1. Social media device such as WhatsApp should be used extensively in the school for the sole purpose of teaching and learning and information dissemination than for frivolities.
2. The teachers should limit the usage of Facebook and Instagram as the reliable sources of information dissemination and sharing and resort to WhatsApp and E-mail applications in order to exterminate unruly behaviours in the classroom.
3. Access to social media platform should be restricted by the teachers only when there is need for them.

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