

Assessing the Impact of Social Media Engagement for Academic Motivation of Secondary School Students in Katsina Local Government Area, Katsina State

By

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Abstract

This study examined academic motivation and social media engagement of secondary school students in Katsina local government. The study was guided by three objectives which includes examining the patterns of social media engagement among secondary schools Students, their level of academic motivation and the relationship between social media engagement and academic motivation of students in Katsina LGA, Katsina State. The study adopts Research Advisors Table (2006) to determine the sample size of 365 from the target population of all SS III students at 9,925. The data for the study was gathered using developed questionnaire and analyzed using SPSS statistical techniques such as standard deviation, mean (\bar{x}), and criteria (x). Overall findings from the study indicates that students demonstrated a high level of awareness of major social media platforms, especially YouTube ($\bar{x} = 2.97$), TikTok ($\bar{x} = 2.88$), Telegram ($\bar{x} = 2.72$), and Instagram ($\bar{x} = 2.67$). The overall weighted mean of 2.62 indicates that students are generally aware of most platforms, although platforms like LinkedIn and Nairaland had low awareness levels, reflecting their limited relevance to the student demographic. Furthermore, usage patterns show that WhatsApp and TikTok are the most frequently used platforms on a daily basis, while others like Facebook, Instagram, and YouTube are used moderately. Platforms such as Twitter, Telegram, Nairaland, and LinkedIn recorded low to negligible usage. Lastly, students from the findings showed a positive inclination toward academic motivation through social media. The intrinsic motivation dimension (weighted mean = 2.72) highlighted students' enjoyment of learning, curiosity, and pride in academic accomplishment. Similarly, the extrinsic motivation dimension (weighted mean = 2.62) revealed that goals like making parents proud, earning future job prospects, and gaining recognition drive academic effort. The study recommends educating stakeholders to implement digital literacy programs among others.

Keywords: Social Media, Engagement, Academic Motivation, Secondary School, Students.

Introduction

In the 21st century, the global demand for innovation, information exchange, and digital competence has significantly reshaped how knowledge is created, accessed, and consumed. The education sector, in particular, has undergone a transformative evolution driven by rapid technological advancements and digital media integration. One of the most remarkable developments in this regard is the rise of social media, which has not only revolutionized communication but has also redefined the educational experience for learners at all levels (Abanyam et al., 2025). Education remains the fulcrum of national growth and development. It is widely regarded as the bedrock for achieving sustainable political, economic, and social transformation in any society (Ikechukwu-Ilomuanya & Nwefuru, 2021). As such, understanding

how contemporary tools like social media influence educational motivation and performance is critical to national developmental efforts.

Social media refers to a collection of web-based platforms and applications that allow users to create, share, and interact with user-generated content in various forms such as texts, images, audio, and video recordings (Elegbeleye et al., 2024). These platforms include social networking sites, such as, Facebook and LinkedIn), microblogging services, such as, Twitter, Tumblr, video-sharing platforms such as, YouTube, TikTok), photo-sharing services (e.g., Instagram, Flickr), and online forums and chat rooms (Elbasir et al., 2021; Bruns & Bahnisch, 2019). These tools serve as digital meeting grounds where individuals can communicate, collaborate, and learn in real time. Social media is now deeply embedded in the fabric of daily life, influencing not only how people interact socially but also how they access and process information. Statista (2022) reported that over 4.59 billion people globally are actively engaged on social media platforms, with an average daily usage of approximately 144 minutes. This widespread usage underscores the tool's relevance, particularly among younger users, including students.

Social media in the educational sector has opened up a plethora of opportunities for enhanced learning experiences. Students now access a wide range of online resources, engage in peer-to-peer discussions, and interact with professionals across the globe. The ease with which secondary and tertiary school students adopt these platforms into their everyday lives illustrates the digital shift in education (Ansari & Khan, 2020; Lim et al., 2021). The younger generation, especially students, are at the forefront of this revolution, using these tools to foster creativity, expand knowledge, and connect socially and academically (Mansour et al., 2020). It is against this backdrop that scholars and educators alike have turned their attention to the implications of social media usage on academic behaviors, particularly in relation to student engagement and motivation.

Ezenwobodo, 2024; Sengupta & Guchhait (2024) defined Academic motivation as the internal drive or desire that prompts individuals to engage with learning tasks, persist through challenges, and strive toward educational goals. It is widely accepted as a key determinant of academic success and student development. Motivation stems from both intrinsic and extrinsic sources. Intrinsic motivation is rooted in internal desires, such as curiosity or the pursuit of mastery, and often leads to deep, meaningful learning. It is biologically inherent and stems from innate tendencies to explore and understand. On the other hand, extrinsic motivation is influenced by external factors such as rewards, teacher support, learning environment, and peer influence. It includes the feedback, encouragement, and disciplinary structures provided by educators and parents to inspire learners toward academic success (Ezenwobodo, 2024).

The concept of motivation is multidimensional. Derived from the Latin word "movere," meaning "to move," it embodies the force that energizes and sustains behavior toward a particular goal (Ezenwobodo, 2024). Motivation not only determines the direction of an individual's activity (what they want to do) but also the intensity of their drive (how strongly they want to do it). In educational settings, students who are motivated exhibit enthusiasm for learning, demonstrate consistent effort in their studies, and are more resilient when faced with academic challenges. Conversely, students lacking motivation may become disengaged, perform poorly, or withdraw from school activities

entirely. A significant body of research affirms that motivation is shaped by a complex interplay of dispositional and contextual variables (Madge, Meek, Wellens, & Hooley., 2019). These include individual self-perception, school climate, teaching methodology, peer relationships, and increasing digital engagement patterns. Specifically, student motivation is strongly influenced by the environments in which they learn both physically and digitally. Schools that foster a supportive and encouraging learning atmosphere can bolster students' academic interest and commitment. Outside the classroom, the digital environment, including interactions on social media, can either reinforce or erode this motivation (Madge et al., 2019).

The growing integration of social media into students' daily routines raises important questions about its impact on their academic disposition. According to Bruns and Bahnisch (2019), social media has garnered interest as a tool to promote academic engagement and motivation, particularly at the university level. Elegbeleye et al. (2024) assert that one of the primary influences on secondary school performance is the level of academic motivation students possess. In this regard, understanding how social media use affects motivation becomes crucial.

Sengupta and Guchhait (2024) described motivation as the engine that drives students to make deliberate academic choices, emphasizing that these decisions are fueled by both internal aspirations and external stimuli. They argue that academic motivation is often a result of students' self-concepts and the quality of their interactions with teachers, peers, and the broader learning environment including digital spaces like social media. Since social media significantly contributes to shaping students' worldviews, it may play a vital role in either promoting or hindering academic aspirations, depending on how it is used. The educational landscape in Nigeria, particularly in Katsina Local Government Area, is not immune to these global digital trends. With increasing access to smartphones, internet connectivity, and social media platforms, secondary school students in the region are becoming more immersed in online spaces. However, there is a scarcity of empirical research focusing on how this digital immersion affects their academic motivation. This study therefore seeks to examine Academic Motivation and Social Media Engagement of secondary school students in Katsina Local Government Area, Katsina State.

Statement of Research Problem

The widespread integration of social media into the daily lives of young people has transformed how they interact, communicate, and access information. For secondary school students, these platforms serve not only as tools for entertainment and social networking but also as potential avenues for academic support. Social media platforms such as WhatsApp, Facebook, TikTok, YouTube, and Instagram have become common fixtures in the digital lives of students, often influencing their thoughts, behaviors, and study patterns. While these platforms can enhance academic motivation by providing access to educational content, peer collaboration, and creative engagement, they also present risks of distraction, reduced attention spans, procrastination, and even academic disengagement. Despite the global debate surrounding the benefits and drawbacks of social media usage among students, the specific impact on academic motivation at the secondary school level especially within the socio-cultural context of Katsina Local Government Area remains underexplored.

In many Nigerian secondary schools, particularly in semi-urban and rural communities like those found in Northern Nigeria such as Katsina LGA, students face various academic challenges

including poor study habits, declining interest in schoolwork, and low levels of motivation to learn. These problems have raised concerns among teachers, parents, and educational authorities who often attribute academic underperformance to factors such as ineffective teaching methods, lack of instructional materials, and inadequate parental support. However, the increasing penetration of digital devices and social media usage among adolescents calls for a re-examination of the digital dimension of students' academic lives. There is growing speculation that excessive or unsupervised engagement with social media may be diverting students' attention away from their studies, fostering addiction, and promoting unrealistic lifestyle aspirations, thereby weakening their academic drive. Conversely, some educators and researchers argue that when appropriately used, social media can actually stimulate academic curiosity, improve access to knowledge, and build peer learning communities that enhance academic motivation.

Despite these contrasting viewpoints, very limited empirical evidence exists within the Nigerian educational context especially in northern states like Katsina regarding how social media engagement directly or indirectly affects students' academic motivation. Existing research has largely focused on university-level students, neglecting the unique experiences and developmental stages of secondary school learners who may be more susceptible to peer pressure, digital trends, and motivational fluctuations. Moreover, the few studies that have explored these issues tend to treat social media usage as a monolithic activity, failing to distinguish between productive (academic-related) and non-productive (leisure-related) usage patterns. This gap in knowledge presents a serious limitation for school administrators, guidance counselors, and educational policymakers seeking to understand and support students' academic journeys in a rapidly digitalizing world. Hence the need for this study.

Research Objectives

The study is guided by the following research objectives below:

- i. To examine the patterns of social media engagement among secondary schools Students in Katsina LGA, Katsina State.
- ii. To assess the level of academic motivation among secondary schools Students in Katsina LGA, Katsina State.
- iii. To investigate the relationship between social media engagement and academic motivation of secondary schools Students in Katsina LGA, Katsina State.

Literature Review

Numerous empirical studies have examined the intersection between social media use and students' academic outcomes, with increasing attention given to its influence on academic motivation. The expansion of digital tools has redefined how students learn, interact, and approach academic tasks, particularly in secondary education.

A study conducted by Ansari and Khan (2020) assessed the impact of social media usage on academic performance among university students in India. They found that social media can positively contribute to academic motivation when it is used to access academic content, collaborate on schoolwork, and engage in scholarly discussions. Their findings suggest that social media can serve as a supplementary learning resource, improving students' interest and commitment to academic activities. However, the study also cautioned that excessive non-academic use, particularly for entertainment and social interactions, could negatively impact concentration and academic engagement.

Similarly, Elbasir et al. (2021) conducted a mixed-methods study exploring how social media engagement affects students' learning behaviors and academic motivations in secondary schools in Egypt. Their findings revealed that students who engaged with academic communities on platforms such as YouTube and WhatsApp showed higher levels of academic interest, goal-setting behavior, and peer collaboration. However, the study also noted that students who used social media for purely social or recreational purposes often reported procrastination and reduced classroom participation. This study supports the dual-impact theory of social media, which posits that the outcomes depend on the nature of use academic or leisure-based.

Lim et al. (2021) investigated the role of social networking platforms in shaping the learning habits of Malaysian high school students. Their quantitative survey of 500 students demonstrated that those who used social media to connect with classmates, participate in online group discussions, and share academic materials reported greater levels of motivation and self-directed learning. The researchers concluded that when integrated properly into educational routines, social media fosters autonomy and academic purpose, particularly for digital-native learners. However, they also emphasized the importance of structured guidance by teachers and parents to mitigate distractions and dependency.

On the contrary, Madge et al. (2019) presented a less optimistic view in their longitudinal study of British adolescents. Their research indicated that overuse of social media especially late-night usage contributed to poor sleep habits, reduced study time, and ultimately lower academic motivation. The researchers highlighted the psychological implications of social media, such as social comparison, cyberbullying, and screen fatigue, as key factors diminishing students' desire to engage in academic activities. The study concluded that while social media can support learning, its unregulated use tends to create barriers to academic progress and motivation.

Ezenwobodo (2024) conducted a correlational study on the relationship between motivation and academic achievement among senior secondary school students in Enugu State. The findings revealed that students who exhibited high intrinsic motivation tended to utilize social media for academic enrichment, such as joining educational forums or downloading learning materials. Conversely, students driven by extrinsic motives such as popularity or peer validation were more inclined to misuse social media, resulting in diminished academic focus and lower performance. The study emphasized the role of teachers and counselors in guiding students to channel their online engagement towards educationally productive outcomes. Elegbeleye et al. (2024) also contributed to this field through a study on digital engagement and academic motivation among secondary school students in southwestern Nigeria. Using a sample of 600 students across public and private schools, the study established that moderate use of educational content on platforms like Telegram, Edmodo, and WhatsApp positively influenced learners' motivation and time management skills. However, excessive usage, especially during school hours, had an adverse effect, leading to distraction, addiction, and poor classroom engagement. The authors recommended that schools integrate digital literacy programs into the curriculum to help students develop healthy online habits.

A recent study by Sengupta and Guchhait (2024) examined the influence of social factors and technology use on academic motivation among secondary students in urban Indian schools. The study found that students who felt socially supported through digital academic networks demonstrated higher levels of persistence, curiosity, and confidence in learning tasks. The researchers highlighted that social media can create virtual academic communities that mimic real-

life support systems especially beneficial for students from underserved or rural backgrounds. This finding may be particularly relevant for contexts like Katsina, where formal academic support may be limited.

Methodology

The study adopts the use of survey design for this study. The population of this study consist of secondary school students in Katsina LGA, Katsina State. Available records from Katsina State Ministry of Education indicates that there are twelve (12) Government Senior Secondary Schools within Katsina metropolis. The researcher selected SS3 students from the 12 schools, which is Nine Thousand, Nine Hundred and twenty-five (9925). This is based on the fact that they represent the apex class of the secondary school session and are assumed to have completed the syllabus at secondary school level gone through the complete process of the secondary school system (See Appendix). Convenient Sampling technique is therefore adopted for this study and SS3 students were conveniently sampled for the study. The researcher adopted Convenient sampling due to the fact that the demography of the respondents has been provided and are available. In determining the sample size, at a population of 9925, the researcher adopted the use of Research Advisors Table (2006). Sample size at margin error of 5% and a 95% confidence level. Therefore (365) three hundred and sixty-five students will be sampled for this research. The method of data collection adopted for the study is questionnaires which will be distributed to the respondents. The respondents were required without bias to tick the appropriate option of his/her choice. To analyse the data, the researcher used Statistical Package for Social Science (SPSS) statistical techniques such as standard deviation, mean, and criteria.

Result

Table 1: Bio-Data

Gender	Freq	Percentage
Male	107	30.75
Female	241	69.25
Total	348	100.00
Department	Freq	Percentage
Science	99	28.45
Commerce	87	25.00
Technical	61	17.53
Arts	101	29.02
Total	348	100.00
Age (in years)	Freq	Percentages
Less than 14	0	0.00
15 – 17	209	60.06
18 -20	113	32.47
21 above	26	7.47
Total	348	100.00

Source: Field survey, 2025

The above table shows that, out of 348 respondents, **69.25%** were female (241), while **30.75%** were male (107), indicating a higher female participation in the study. Students from the **Arts** (29.02%) and **Science** (28.45%) departments made up the majority, followed by **Commerce** (25.00%) and **Technical** (17.53%). This shows a fairly even distribution across academic disciplines.

The majority of students were aged **15–17 years** (60.06%), followed by **18–20 years** (32.47%), and **21 years and above** (7.47%). No respondents were below 14 years. This reflects typical senior secondary school age demographics.

Table 2: Social Media Awareness among Secondary School Students in Katsina LGA.

SN	Social Media Platform	Highly Aware	Aware	Partially Aware	Not Aware	\bar{x}	Std	Dec.
1	WhatsApp	102	91	62	93	2.58	0.33	Agree
2	Facebook	78	113	83	74	2.56	0.26	Agree
3	Twitter (X)	59	121	89	79	2.46	0.15	Disagree
4	Instagram	131	65	58	94	2.67	0.44	Agree
5	Telegram	132	61	82	73	2.72	0.46	Agree
6	YouTube	152	94	42	60	2.97	0.67	Agree
7	TikTok	98	163	34	53	2.88	0.53	Agree
8	LinkedIn	62	76	93	117	2.24	0.01	Disagree
9	Blogs	124	72	93	59	2.75	2.46	Agree
10	Nairaland	82	71	86	109	2.36	0.13	Disagree

Weighted Mean = 2.62

Source: Field Survey, 2025

The findings from the above table reveals that secondary school students in Katsina Local Government Area have a generally positive level of awareness across various social media platforms, as indicated by the overall weighted mean score of 2.62, which falls within the “Agree” range. Among the platforms, YouTube ($\bar{x} = 2.97$) and TikTok ($\bar{x} = 2.88$) ranked highest in awareness, followed closely by Blogs ($\bar{x} = 2.75$), Telegram ($\bar{x} = 2.72$), Instagram ($\bar{x} = 2.67$), WhatsApp ($\bar{x} = 2.58$), and Facebook ($\bar{x} = 2.56$) all of which are visually engaging and communication-focused, suggesting their appeal among students. In contrast, platforms such as Twitter/X ($\bar{x} = 2.46$), Nairaland ($\bar{x} = 2.36$), and LinkedIn ($\bar{x} = 2.24$) recorded lower awareness levels, likely due to their more professional or text-based nature, which may not align with the interests of secondary school users. This is in-line with findings of Adegoke, (2024) and Chinyere (2024) with Nigerian secondary-school populations likewise find that visually rich, entertainment- and peer-interaction platforms dominate adolescents’ awareness and use profiles. Global teen evidence also shows YouTube and TikTok at the top of awareness/use, with more text-forward or professionally oriented platforms far less prominent among adolescents consistent with your lower means for Twitter/X, Nairaland, and especially LinkedIn (Pew Research Center, 2023). Overall, the pattern indicates a stronger awareness of platforms that support entertainment and peer

interaction, underscoring their influence on students’ digital behavior and potential impact on academic motivation.

Table 3: Students Frequency of Social Media Use

SN	Social Media Platform	Daily	Weekly	Monthly	Occasionally	Never	\bar{x}	Std	Dec.
1	WhatsApp	301	22	16	9	0	4.77	0.29	Agree
2	Facebook	219	47	29	21	32	4.15	0.85	Agree
3	Twitter (X)	12	25	45	27	239	1.69	0.58	Disagree
4	Instagram	79	193	49	27	0	3.93	0.49	Agree
5	Telegram	0	29	64	73	182	1.83	0.59	Disagree
6	YouTube	55	166	41	53	33	3.45	0.15	Agree
7	TikTok	212	71	41	24	0	4.35	0.93	Agree
8	LinkedIn	0	0	0	0	348	1.00	0.00	Disagree
9	Blogs	17	32	59	111	129	2.13	0.93	Disagree
10	Nairaland	0	0	0	45	303	1.13	0.51	Disagree

Weighted Mean = 2.84

Source: Field Survey, 2025

Findings from analysis of frequency of Social Media Usage shows that Students in Katsina LGA showed high usage of platforms like WhatsApp ($\bar{x} = 4.77$) and TikTok ($\bar{x} = 4.35$), which are accessed daily by most respondents. Moderate use was observed for Facebook ($\bar{x} = 4.15$), Instagram ($\bar{x} = 3.93$), and YouTube ($\bar{x} = 3.45$). In contrast, platforms such as Twitter/X ($\bar{x} = 1.69$), Telegram ($\bar{x} = 1.83$), Blogs ($\bar{x} = 2.13$), Nairaland ($\bar{x} = 1.13$), and LinkedIn ($\bar{x} = 1.00$) recorded low or negligible use. The overall weighted mean of 2.84 suggests moderate to high engagement, mainly favoring entertainment and social interaction. Sala et al (2024) reviews on adolescent social media also note that short-form video apps (e.g., TikTok) drive intense daily engagement patterns consistent with your high means whereas text-centric forums and professional networking sites draw limited adolescent activity. Usman (2022) on frequency profile reported a very high daily use for WhatsApp and TikTok; moderate for Facebook/Instagram/YouTube; minimal for Twitter/X, Blogs, Nairaland, and LinkedIn tracks recent Nigerian evidence showing WhatsApp as the near-ubiquitous, everyday channel for adolescents’ communication and school coordination, while short-video platforms sustain heavy, habitual engagement (Usman, 2022).

Table 4: Level of Academic Motivation among Secondary School Students in Katsina LGA.

SN	Intrinsic Motivation	SA	A	D	SD	\bar{x}	Std	Dec.
1	I enjoy using social media platforms to participate in academic discussions or group chats	142	72	41	93	2.76	0.52	Agree
2	I often search for educational content (e.g., videos, notes, tutorials) on social media to support my studies	152	94	42	60	2.97	0.67	Agree

3	I study because I enjoy learning new things, not just to pass exams	89	124	67	68	2.67	0.36	Agree
4	I feel satisfied and proud when I solve a difficult academic problem on my own	94	85	79	90	2.53	0.27	Agree
5	I am curious to learn more about subjects that interest me, even outside of class	63	152	92	41	2.68	0.31	Agree

Weighted Mean = 2.72

SN	Extrinsic Motivation	SA	A	D	SD	\bar{x}	Std	Dec.
1	I use social media to share my academic achievements or exam scores with friends	105	88	63	92	2.59	0.35	Agree
2	I follow school or teacher updates on social media to stay informed about academic activities	89	124	67	68	2.67	0.36	Agree
3	I study hard to make my parents proud of my academic performance	94	85	79	90	2.53	0.27	Agree
4	I am motivated to do well in school so that I can win prizes, awards, or recognition	63	152	92	41	2.68	0.31	Agree
5	I work hard in school mainly because I want to get a good job in the future	142	72	41	93	2.76	0.52	Agree

Weighted Mean = 2.62

Source: Field Survey, 2025

Findings on the Academic Motivation of shows students exhibited strong academic motivation, both intrinsically and extrinsically. For intrinsic motivation, top responses included searching for educational content ($\bar{x} = 2.97$) and learning out of curiosity ($\bar{x} = 2.68$), with a weighted mean of 2.72. Extrinsically, students were driven by goals like career success ($\bar{x} = 2.76$) and academic recognition ($\bar{x} = 2.67$), resulting in a weighted mean of 2.62. These findings show that social media supports both internal interest and external rewards in students' learning. Recent syntheses further emphasize that motivation is context-sensitive and fluctuates with learning environments a useful lens for understanding why social platforms that supply autonomy, competence cues (quick feedback/tutorial mastery), and relatedness (peer groups) can bolster both intrinsic interest and valued extrinsic goals (Törmänen et al., 2025). Recent works by Asanre & Akinremi (2024) Usman, (2022) and Ajiboye & Ajiboye (2025) on Nigerian's secondary and tertiary learners shows that leveraging YouTube for subject tutorials and WhatsApp for class coordination can enhance achievement and perceived engagement mechanisms that dovetail with your higher intrinsic items on searching for content and academic group interactions.

Major Findings

Overall findings from the study indicates that students demonstrated a high level of awareness of major social media platforms, especially YouTube ($\bar{x} = 2.97$), TikTok ($\bar{x} = 2.88$), Telegram ($\bar{x} = 2.72$), and Instagram ($\bar{x} = 2.67$). The overall weighted mean of 2.62 indicates that students are generally aware of most platforms, although platforms like LinkedIn and Nairaland had low awareness levels, reflecting their limited relevance to the student demographic. Furthermore, usage patterns show that WhatsApp and TikTok are the most frequently used platforms on a daily basis,

while others like Facebook, Instagram, and YouTube are used moderately. Platforms such as Twitter, Telegram, Nairaland, and LinkedIn recorded low to negligible usage. The overall weighted mean of 2.84 suggests moderate to high engagement across platforms, with clear preferences for entertainment and communication-based applications. Lastly, students from the findings showed a positive inclination toward academic motivation through social media. The intrinsic motivation dimension (weighted mean = 2.72) highlighted students' enjoyment of learning, curiosity, and pride in academic accomplishment. Similarly, the extrinsic motivation dimension (weighted mean = 2.62) revealed that goals like making parents proud, earning future job prospects, and gaining recognition drive academic effort. Both dimensions suggest that social media plays a supportive role in motivating students academically.

Conclusion

The study concludes that secondary school students in Katsina Local Government Area have high awareness and frequent engagement with social media platforms, especially WhatsApp, TikTok, YouTube, and Instagram. These platforms are an integral part of students' daily routines, primarily used for communication, entertainment, and increasingly, academic-related activities. Findings also show that students are both intrinsically and extrinsically motivated, using social media to access educational content, follow academic updates, and seek recognition or future career success. Social media, therefore, serves as both a social and academic tool, with great potential to support learning if properly integrated into the educational process.

Recommendations

1. Katsina State Government should make provisions to ensure schools and educators leverage students' high engagement with platforms like WhatsApp, TikTok, and YouTube by integrating curriculum-based educational content into these media in engaging formats (e.g., short videos, infographics, group discussions).
2. Katsina State Ministry of Basic and Secondary Education should promote awareness programs to educate students on responsible and productive social media usage, helping them avoid distractions and misuse while maximizing academic benefits.
3. Teachers and school administrators in Katsina State should create academic groups or forums on platforms where students are most active, to facilitate academic discussions, assignments, and sharing of learning resources.
4. Educators within Katsina State education sector should encourage students to use social media as a tool for self-directed learning by promoting curiosity-driven educational pages, tutorial channels, and interactive learning tools available online.
5. Secondary schools in Katsina State should maintain official social media channels to provide timely academic information, reminders, and motivational content to enhance students' extrinsic motivation and school engagement.
6. Katsina State Ministry of Basic and Secondary Education should conduct regular training for both students and teachers on effective digital and social media skills, to improve content creation, critical thinking, and academic collaboration through digital platforms.

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