

Influence of Social Media Platforms and Students Perspectives on Secondary School Students' Academic Performances in Foods and Nutrition in Ebonyi State, Nigeria

*Ogodo, Lazarus Ogodo¹, Chibueze Aphogu Okereke², Peter Nwede Iziogo³, Nkwuda Ernest Chukwuma⁴

¹Training Unit, Independent National Electoral Commission (INEC), Ebonyi State

²Department of Medical Laboratory Science, Ebonyi State University Abakaliki

³Department of Community Health, Ebonyi State University Abakaliki

⁴Nnamdi Azikiwe University, Awka

*Corresponding Author

DOI: <https://doi.org/10.47772/IJRISS.2026.100701142>

Received: 09 August 2026; Accepted: 14 August 2026; Published: 22 August 2026

ABSTRACT

Objective: This study examined the influence of social media platforms and students' perspectives on the academic performance of secondary school students in foods and nutrition in Ebonyi state, Nigeria.

Methodology: The study adopted a descriptive survey research design. The population comprised 1,200 SSII students from 59 secondary schools in Ebonyi North Education Zone, out of which a sample of 500 students were selected using simple random sampling techniques. A structured questionnaire containing 25 items was used for data collection.

Findings: The findings revealed that students moderately use social media for learning foods and nutrition and generally hold positive attitude towards its use. However, the study found that the frequency of social media usage does not significantly influence academic performances. Rather, the results indicated that strategic and purposeful use of social media significantly enhances students' academic performance. The study also identified both positive influence such as improved access to learning resources and collaboration, and negative influence such as distraction and time wastage associated with social media use. Based on the findings, it was concluded that social media can serve as an effective educational tool when used purposefully and under proper guidance. The study recommended that teachers should integrate social media into teaching, students should adopt structured learning strategies and policymakers should promote digital literacy to enhance students' academic performance in foods and nutrition in Ebonyi State. **Conclusion:** Teachers of Foods and Nutrition will benefit from the findings by gaining insight into how social media platforms such as Google, WhatsApp, Facebook, YouTube, and Twitter can be integrated into instructional practices.

Keywords: Social media, Students, Teaching, Academic performance, Policymaking

INTRODUCTION

Education in the 21st century has been greatly influenced by the rapid advancement of technology, particularly the widespread use of social media platforms. Globally, social media has transformed how individuals communicate, access information, and acquire knowledge. Platforms such as WhatsApp, Facebook, Instagram, and YouTube have become integral parts of students' daily lives, providing opportunities for interaction, collaboration, and learning beyond the traditional classroom environment. As a result, educators and researchers have increasingly explored the role of social media in enhancing teaching and learning processes, especially in secondary education.

Academic performance remains a key indicator of students' success in any educational system. It reflects the extent to which learning objectives are achieved and is influenced by various factors, including teaching methods, learning environments, students' attitudes, and access to educational resources. In recent times, social media has emerged as a significant factor that may influence students' academic performance either positively or negatively. On one hand, social media provides access to vast educational resources, instructional videos, and interactive learning opportunities. On the other hand, it may lead to distractions, time mismanagement, and reduced concentration if not properly utilized.

In the context of secondary school education, subjects like Foods and Nutrition require both theoretical understanding and practical application. The teaching and learning of Foods and Nutrition can benefit from visual and interactive tools provided by social media, such as cooking demonstrations, nutritional tutorials, and collaborative discussions. These platforms can enhance students' understanding of concepts, stimulate interest, and improve practical skills. However, the extent to which students effectively use social media for academic purposes depends largely on their perspectives, attitudes, and level of guidance.

In Nigeria, and particularly in Ebonyi State, the use of social media among secondary school students has increased significantly due to improved access to mobile devices and internet connectivity. Despite this growing usage, there is still uncertainty regarding how social media influences students' academic performance in specific subjects like Foods and Nutrition. While some students may use social media as a learning tool, others may engage in non-academic activities that negatively affect their studies. Additionally, students' perspectives toward social media play a crucial role in determining whether it is used productively or not.

Therefore, there is a need to examine the influence of social media platforms and students' perspectives on academic performance, particularly among SSII students in Ebonyi State. Understanding how social media is used, the attitudes students hold toward it, and its actual impact on learning outcomes in Foods and Nutrition will provide valuable insights for teachers, parents, and policymakers. This study is thus designed to bridge this gap by investigating whether social media serves as a beneficial educational tool or a source of distraction, and how its use can be optimized to improve students' academic performance. Therefore, the problem of this study is to determine the extent to which social media platforms and students' perspectives influence the academic performance of SSII students in Foods and Nutrition in Ebonyi State, Nigeria, and to identify whether effective and strategic use of these platforms can enhance learning outcomes.

Aim and Objectives of the Study

The main purpose of this study is to examine the influence of social media platforms and students' perspectives on the academic performance of secondary school students in Foods and Nutrition in the Ebonyi North Education Zone, Ebonyi State.

Objectively, the study seeks to:

1. To determine how secondary school students use social media platforms in learning Foods and Nutrition.
2. To examine the influence of social media on students' academic performance in Foods and Nutrition.
3. To assess students' perspectives toward the use of social media for learning.
4. To identify the positive and negative influence of social media on students' learning outcomes.
5. To suggest ways of improving the effective use of social media to enhance academic performance in Foods and Nutrition.

Research Questions

The following research questions were formulated to guide the study:

1. How do secondary school students use social media platforms in learning Foods and Nutrition?
2. What is the influence of social media on students' academic performance in Foods and Nutrition?
3. What are students' perspectives toward the use of social media for learning Foods and Nutrition?
4. What are the positive influence of social media on students' learning outcomes in Foods and Nutrition?
5. What strategies can improve the effective use of social media to enhance students' academic performance in Foods and Nutrition?

METHODOLOGY

The methodologies and processes used in conducting this study were presented in this chapter. The following sub-headings were used to group these methods and procedures: Research Design, Area of the Study, Population of the study, Sample and Sampling Techniques, Instrument for data collection, Validity of the Instruments, Reliability of the Instrument, Method of data collection, and Method of data Analysis.

Research Design

Descriptive Survey Research Design was used in this study. According to Sekran (2007), the goal of descriptive survey research is to generate statistical data about areas of education that are relevant to educators and policymakers. It is a technique for gathering data that involves giving a questionnaire to a sample of people. Additionally, the purpose of the descriptive survey design is to examine the characteristics, attitude etc. of certain phenomena.

Area of the Study

Ebonyi North Education Zone of Ebonyi State's public secondary schools are all included in this study. Ebonyi State is located in the derived savanna zone of the southeast geopolitical zone of Nigeria, roughly between longitude 8.650E and latitude 6.40N. The previous states of Abia and Enugu were combined to establish it on October 1, 1996, with Abakaliki serving as its capital. It may be found in the southeast of Nigeria. Benue State forms its northern boundary, Enugu State forms its western boundary, Cross River State forms its eastern boundary, and Abia State forms its southern boundary. The state has thirteen Local Government Areas (LGAs), one of which being Abakaliki. LGAs: Afikpo, Edda, Ebonyi, Ezza North, Ezza South, Ishielulvo, Lzzi, Ohaozara, Ohaukwu, and Onicha. The study was conducted at public secondary schools located in Ebonyi State's Ebonyi North Education Zone. The four Local Government Areas that comprise the Ebonyi North Education Zone are Abakaliki, Ebonyi, Izzi, and Ohaukwu. There are a total of fifty-nine (59) public secondary schools with 500 pupils that are studying foods and nutrition in the four Local Government Areas.

Population of the Study

Five hundred (500) out of one thousand two hundred (1,200) students who are studying foods and nutrition in public secondary schools in Ebonyi North Education Zone make up the study's sample size and population respectively. The Ebonyi North Education Zone contains fifty-nine (59) secondary schools. In distribution Abakaliki Local Government Area has eight (8) public secondary schools and three hundred and eighteen (318) students studying Foods and Nutrition, Ebonyi Local Government Area has eleven (11) public secondary schools, one hundred and ninety seven (197) students studying Foods and Nutrition, Izzi Local Government Area has sixteen (16) public secondary schools and four hundred and sixty three (463) students studying Foods and Nutrition and Ohaukwu Local Government Area has twenty four (24) public secondary schools and two hundred and twenty two (222) students studying Foods and Nutrition (source: Planning, Research and Statistics (PRS) Unit of Secondary Education Board (SEB), Abakaliki, October, 2025).

Sampling and Sampling Techniques

The study employed simple random sampling to select participants, which is a probability sampling method that ensures every member of the population has an equal chance of being selected. This technique minimizes

bias and increases the representativeness of the sample. The population for the study consisted of 1,200 SSII students drawn from 59 secondary schools in the Ebonyi North Education Zone. To select the sample, the following steps were followed:

List of Population:

A complete list of all SSII students in the 59 secondary schools was obtained from the schools' records. Each student was assigned a unique number from 1 to 1,200.

Determination of Sample Size:

Using statistical considerations and the objectives of the study, a sample size of 500 students was deemed adequate to represent the population while maintaining manageable data collection.

Random Selection Process:

The lottery method was employed to randomly select students. Each student's number was placed in a container, and numbers were drawn until 500 students were selected.

Ensuring Representation Across Schools:

To ensure fair representation from all 59 schools, the selected numbers were proportionally distributed based on the number of SSII students in each school. Schools with more students contributed more participants to the sample, maintaining proportionality.

Instruments for Data Collection

The researcher created a questionnaire to gather data on the influence of a few chosen social media platforms (Facebook, Google, YouTube, Twitter, and WhatsApp) on students' academic achievement in Foods and Nutrition. Sections A and B make up the questionnaire. In addition to housing the five general social media platforms that would provide the data required to ascertain the students' academic achievement, Section A requested information on the students' personal information. In order to better understand the influence of certain social media on the respondents' academic performance in Foods and Nutrition, Section B included a few carefully chosen social media questions that were produced through extensive reading based on the study questions. Using the four-point rating scale of Strongly Agree, Agree, Disagree, and Strongly Disagree, the respondents were asked to mark (✓) on the viewpoints they have selected.

Validity of the Instruments

For face and content validity, the instrument's draft copies were sent to an expert in the department of measurement and evaluation as well as foods and nutrition at Ebonyi State University. The final copies for distribution and administration were created once their changes were made.

Reliability of the Instruments

Thirty respondents who were not included in the sample research were given copies of the instruments. The test-retest approach was used to conduct the pilot test. The first and second administrations of the instruments were separated by two days. The dependability coefficient was calculated by correlating the replies using Cronbach's Alpha Statistic. Scale 1 is therefore 0.63, scale 2 is 0.72, scale 3 is 0.81, scale 4 is 0.78, and scale 5 is 0.66.

Procedure of Data Collection

With the assistance of two research assistants, 500 copies of the questionnaire were delivered and retrieved directly from the respondents. In order to facilitate the distribution and retrieval of the questionnaire copies, research assistants were employed. The distribution and collection of the questionnaire copies from the

respondents was explained to the research assistants. In order to guarantee a good return, they were also told to administer the instruments exactly. After being collected, the 500 questionnaire copies were examined.

Statistical Analysis

To address the research issues, the mean and standard deviation of the data acquired for this study were examined. The t-test statistic was used to evaluate the hypotheses at the significance level of 0.05. While the standard deviation analysis allowed the researcher to discover the diversity or dispersion of the students' responses to the items, the mean analysis was used to identify the major tendency of the items. The benchmark for admission was a criteria mean score of 2.50. Accordingly, any item in the research tool with a mean score of 2.50 or higher was considered to be in agreement, whereas mean scores below the 2.50 threshold were considered to be in disagreement.

RESULTS

The results of the analysis were given in this chapter in accordance with the study's guiding questions and hypotheses. They are listed as follows:

Research Question One.

How do secondary school students use social media platforms in learning Foods and Nutrition?

Table 4.1: Mean and standard deviation on how do secondary school students use social media platforms in learning Foods and Nutrition?

Male Students- 171 Female Students-329

S/N	Items	X	SD	Dec	X	SD	Decision
1	I use social media to search for information on Foods and Nutrition.	2.80		Agree	2.73	0.99	Agree
2	Social media helps me understand Foods and Nutrition topics better.	3.15	0.72	Agree	3.27	0.78	Agree
3	I watch educational videos on social media related to Foods and Nutrition.	2.81	0.87	Agree	2.76	0.86	Agree
4	I use social media to complete assignments in Foods and Nutrition.	2.98	0.84	Agree	2.74	0.99	Agree
5	My use of social media improves my performance in Foods and Nutrition	2.95	0.86	Agree	3.11	0.82	Agree
	Grand Mean	2.88	0.86	Agree	2.61	0.93	Agree

Source: Author's model output from T-Test Statistics (2025)

With a grand mean score of 2.88 and standard deviation of 0.86 for male students and 2.61 and 0.93 for female students, the data analysis results in table 4.1 demonstrate that both male and Students generally **use social media positively** to learn Foods and Nutrition, such as accessing educational content, videos, and completing assignments.

Research Question Two

What is the influence of social media on students' academic performance in Foods and Nutrition?

Table 4.2: Mean and standard deviation on what is the influence of social media on students' academic performance in Foods and Nutrition?

Male Students- 171 Female Students-329

SN	Items	X	SD	Decision	X	SD	Decision
6	Students who use social media for learning perform better in Foods and Nutrition.	2.76	1.12	Agree	2.86	1.10	Agree
7	I perform better in Foods and Nutrition when I use social media frequently.	3.12	0.84	Agree	2.94	1.03	Agree
8	Students who do not use social media for learning perform poorly in Foods and Nutrition.	2.96	1.00	Agree	2.93	1.05	Agree
9	Frequent use of social media improves my test scores in Foods and Nutrition.	2.74	1.13	Agree	2.88	1.05	Agree
10	There is a clear difference in performance between users and non-users of social media.	3.02	0.91	Agree	2.68	1.07	Agree
	Grand Mean	2.87	1.03	Agree	2.66	1.06	Agree

Source: Author's model output from T-Test Statistics (2025)

With a grand mean score of 2.87 and standard deviation of 1.03 for males and a mean score of 2.66 and standard deviation of 1.06 for females, the data analysis results in table 4.2 demonstrate that Social media appears to **positively influence students' academic performance**, helping them understand concepts in Foods and Nutrition.

Research Question Three

What are students' perspectives toward the use of social media for learning Foods and Nutrition?

Table 4.3: Mean and standard deviation on what are students' perspectives toward the use of social media for learning Foods and Nutrition?

Male Students- 171 Female Students-329

SN	Items	X	SD	Decision	X	SD	Decision
11	I enjoy using social media for learning Foods and Nutrition.	3.36	0.68	Agree	3.14	0.92	Agree
12	I believe social media is a useful learning tool.	3.23	0.70	Agree	3.20	0.72	Agree
13	I prefer social media to traditional textbooks for learning.	3.17	0.76	Agree	3.06	0.97	Agree
14	I feel motivated to study when using social media.	3.20	0.72	Agree	2.96	1.06	Agree
15	My attitude toward social media affects my learning performance.	2.61	1.08	Agree	2.97	1.04	Agree
	Grand Mean	3.21	0.70	Agree	3.07	0.92	Agree

Source: Author's model output from T-Test Statistics (2025)

With a grand mean score of 3.21 and a standard deviation of 0.70 for males and a score mean of 3.07 and a standard deviation of 0.92 for females, the data analysis results in table 4.3 demonstrate that Students hold

positive attitudes toward using social media as a learning tool, indicating motivation and willingness to engage academically via online platforms.

Research Question Four

What are the positive influence of social media on students' learning outcomes in Foods and Nutrition?

Table 4.4: Mean and standard deviation on what are the positive influence of social media on students' learning outcomes in Foods and Nutrition?

Male Students- 171 Female Students-329

SN	Items	X	SD	Decision	X	SD	Decision
16	Social media helps me learn new ideas in Foods and Nutrition.	2.92	1.01	Agree	2.85	1.04	Agree
17	Social media improves my creativity in cooking and nutrition.	3.21	0.75	Agree	3.04	0.92	Agree
18	Social media distracts me from studying Foods and Nutrition.	2.76	1.08	Agree	3.06	0.96	Agree
19	I spend too much time on social media instead of studying.	2.84	1.04	Agree	2.81	1.06	Agree
20	Social media sometimes reduces my academic performance.	3.18	0.74	Agree	2.89	1.05	Agree
	Grand Mean	3.16	0.77	Agree	2.93	1.01	Agree

Source: Author's model output from T-Test Statistics (2025)

With a grand mean score of 3.16 and a standard deviation of 0.77 for males and 2.93 and a standard deviation of 1.01 for females, the data analysis results in table 4.4 indicate that Social media has both **positive** influence (improved access to resources, collaboration) and **negative** influence (distractions, time wastage). Overall, benefits appear slightly stronger.

Research Question Five

What strategies can improve the effective use of social media to enhance students' academic performance in Foods and Nutrition?

Table 4.5: Mean and standard deviation on what strategies can improve the effective use of social media to enhance students' academic performance in Foods and Nutrition?

Male Students- 171 Female Students-329

SN	Items	X	SD	Decision	X	SD	Decision
21	I follow educational pages related to Foods and Nutrition.	2.98	1.00	Agree	2.79	1.03	Agree
22	I join online groups for academic discussions on Foods and Nutrition.	3.02	0.98	Agree	2.76	1.05	Agree
23	I use social media to collaborate with classmates on assignments.	2.84	1.02	Agree	2.80	1.03	Agree
24	I schedule my time effectively when using	3.12	0.82	Agree	2.78	1.01	Agree

	social media for learning.						
25	Using planned strategies on social media improves my academic performance	2.66	1.17	Agree	2.55	1.07	Agree
	Grand Mean	2.98	1.01	Agree	2.74	1.04	Agree

Source: Author's model output from T-Test Statistics (2025)

With a grand mean score of 2.98 and a standard deviation of 1.01 for male students and 2.74 and a standard deviation of 1.04 for female students, the data analysis results in table 4.5 indicate that students recognize that **strategic use of social media** like following educational pages, joining study groups, and planning usage **enhances academic performance**.

Hypothesis One

The use of social media platforms significantly influences how secondary school students learn Foods and Nutrition

Table 4.6: T-test summary of mean responses of male and female students on the use of social media platforms significantly influences how secondary school students learn Foods and Nutrition.

Status	N	Mean	SD	Df	t-cal	t.crit.	Decision
Male	171	2.88	0.86				Not Significant
Female	329	2.61	0.93	498	0.99	1.96	

Source: Author's model output from T-Test Statistics (2025)

The t-test computed is 0.99 and the t-critical is 1.96 at the 0.05 alpha level based on the results of the t-test analysis displayed in table 4.6 above. Because the critical value of 1.96 is more than the computed value of 0.99. In this instance, the hypothesis which claims that the use of social media platforms significantly influences how secondary school students learn Foods and Nutrition, should be accepted. As a result, there was no significant difference between male and female students' mean responses on the use of social media platforms by secondary school students to learn Foods and Nutrition, Consequently, the hypothesis was maintained.

Hypothesis Two

Social media platforms have a significant influence on students' academic performance in Foods and Nutrition.

Table 4.7: T-test summary of mean responses of male and female students on the Social media platforms have a significant influence on students' academic performance in Foods and Nutrition.

Status	N	Mean	SD	Df.	Tcal	t-crit.	Decision
Male	171	2.87	1.03				Not Significant
Female	329	2.66	1.06	498	0.86	1.96	

Source: Author's model output from T-Test Statistics (2025)

The computed t-test is 0.86 and the t-critical is 1.96 at the 0.05 alpha level, according to the t-test analysis results displayed in table 4.7 above. The hypothesis on Social media platforms have a significant influence on students' academic performance in Foods and Nutrition should be accepted because the calculated value, which is 0.86, is less than the critical value, which is 1.96. Consequently, the hypothesis was maintained.

Hypothesis Three

Students' perspectives toward social media significantly influence their learning of Foods and Nutrition

Table 4.8: T-test summary of mean responses of male and female students on the Students' perspectives toward social media significantly influence their learning of Foods and Nutrition

Status	N	Mean	SD	Df.	t-cal	t-crit.	Decision
Male	171	3.21	0.70				Not
Female	329	3.07	0.92	498	1.21	1.96	Significant

Source: Author's model output from T-Test Statistics (2025)

The t-test computed is 1.21 and the t-critical is 1.96 at the 0.05 alpha level based on the results of the t-test analysis displayed in table 4.8 above. The hypothesis no Students' perspectives toward social media significantly influence their learning of Foods and Nutrition, should be accepted because the computed value of 1.21 is less than the critical value of 1.97, Consequently, the hypothesis was maintained.

Hypothesis Four

Social media has significant positive influence on students' learning outcomes in Foods and Nutrition.

Table 4.9: T-test summary of mean responses of male and female students on Social media has significant positive influence on students' learning outcomes in Foods and Nutrition.

Status	N	Mean	SD	Df.	T.Cal	T.Crit.	Decision
Male	171	3.16	0.77				Not
Female	329	2.93	1.01	498	0.94	1.96	Significant

Source: Author's model output from T-Test Statistics (2025)

The computed t-test is 0.94 and the t-critical is 1.96 at the 0.05 alpha level, according to the t-test analysis results displayed in table 4.9 above. The hypothesis, which is Social media has significant positive influence on students' learning outcomes in Foods and Nutrition should be accepted since the computed value of 0.94 is less than the critical value of 1.96. Consequently, the hypothesis was maintained.

Hypothesis five

The use of effective social media strategies significantly enhances students' academic performance in Foods and Nutrition.

Table 4.10: T-test summary of mean responses of male and female students on the use of effective social media strategies significantly enhances students' academic performance in Foods and Nutrition.

Status	N	Mean	SD	Df.	T-Cal	T-Crit.	Decision
Male	171	2.98	1.01				Not
Female	329	2.74	1.04	498	0.88	1.96	Significant

Source: Author's model output from T-Test Statistics (2025)

According to the t-test analysis results displayed in table 4.10 above, the computed t-test is 0.88 and the t-critical is 1.96 at the 0.05 alpha level. The hypothesis that the use of effective social media strategies

significantly enhances students' academic performance in Foods and Nutrition should be accepted because the calculated value of 0.88 is less than the critical value of 1.97. Thus, the hypothesis was confirmed.

SUMMARY OF FINDINGS

The study investigated the influence of social media platforms and students' perspectives on the academic performance of secondary school students in Foods and Nutrition in Ebonyi State. Based on the analysis, the following findings were obtained:

Use of Social Media for Learning:

Students moderately use social media platforms for educational purposes such as accessing learning materials, sharing ideas, and collaborating with peers in Foods and Nutrition.

Influence on Academic Performance:

Social media has a noticeable influence on students' academic performance, however, mere frequency of use does not significantly improve performance.

Students' Perspectives:

Students generally have positive attitudes toward using social media as a learning tool, although this positive perception alone does not significantly translate into improved academic performance.

Positive and Negative Influence:

Social media provides benefits such as easy access to information and peer interaction, but also presents challenges like distraction, time wastage, and reduced concentration.

Influence of Strategic Use:

The study found that strategic and purposeful use of social media such as using it for academic discussions and structured learning significantly enhances students' academic performance in Foods and Nutrition.

DISCUSSION

Social Media Usage

The findings revealed that students actively use social media for learning Foods and Nutrition, with a cluster mean of 2.75. Students reported accessing educational videos, collaborating with peers, and completing assignments via social media platforms. This aligns with Kaplan and Haenlein (2018) and Boyd & Ellison (2017), who noted that social media facilitates **knowledge sharing, engagement, and learning opportunities**. It indicates that secondary school students in Ebonyi State are **technologically savvy and willing to integrate social media into learning**.

Influence of Social Media on Academic Performance

The findings revealed that students generally **perceive social media as beneficial for learning Foods and Nutrition**, as indicated by the mean score of 2.77. This means that many students believe platforms like WhatsApp, YouTube, and Facebook help them understand concepts, share ideas, and access learning materials. Students who use social media purposefully, for example, watching instructional cooking videos, participating in academic group discussions, or accessing educational content are more likely to benefit academically than those who use it mainly for entertainment.

This supports the findings of O'Bannon and Thomas (2014), who emphasized that purposeful and guided engagement with social media enhances learning outcomes, rather than mere usage. Teachers should therefore guide students to use social media intentionally, integrating it into structured learning activities.

Students' Perspectives toward Social Media

With a cluster mean of 3.14, students demonstrated **positive attitudes** toward social media. They expressed motivation and interest in using these platforms for academic purposes. This finding suggests that while students enjoy social media, they **may lack the skills to translate engagement into improved academic outcomes**, highlighting the need for training on effective learning strategies (Tess, 2013).

Positive and Negative Influence social media

Students acknowledged both benefits and drawbacks of social media with mean of 3.05. Positive influence include **improved understanding, collaboration, and access to information**, while negative influence include **distractions and time wastage**.

Junco (2012) also reported that social media can be **both facilitating and hindering**, depending on usage patterns. The implication is that **structured monitoring and guidance** are necessary to maximize benefits while minimizing distractions.

Strategies for Effective Use of social media

The cluster mean of 2.86 indicates that students recognize the value of **strategic and purposeful use**. Students who **join study groups, follow educational pages, and schedule their social media activities** perform better academically. This confirms Tess (2013), who highlighted the importance of **intentional, guided use of social media in education**.

Implication of the Study

The findings of this study have several important implications for students, teachers, parents, and educational policymakers, especially in relation to the teaching and learning of Foods and Nutrition:

Implication for Students:

The study shows that frequent use of social media alone does not improve academic performance. Therefore, students must shift from casual or entertainment-based use to purposeful and academic use of social media, such as watching instructional videos, joining study groups, and accessing educational content related to Foods and Nutrition.

Implication for Teachers:

Teachers cannot assume that students' familiarity with social media automatically enhances learning. Instead, they need to actively guide and integrate social media into teaching, by creating structured learning activities, recommending educational platforms, and supervising students' online engagement.

Implication for Teaching of Foods and Nutrition:

Since Foods and Nutrition involves practical and visual learning, the findings imply that social media can be a powerful instructional tool if used strategically for example, through cooking demonstrations, nutrition tutorials, and interactive discussions. However, without guidance, its benefits may not be realized.

Implication for Parents:

Parents should not only monitor the time their children spend on social media but also encourage productive usage. This includes supporting students to follow educational content and reducing exposure to distractions that may negatively affect academic performance.

Implication for Educational Policy:

The study suggests the need for policymakers to incorporate digital literacy and responsible social media use into the school curriculum. Policies should focus on training both teachers and students on how to effectively use social media as an academic tool.

Implication for Future Research and Practice:

The findings indicate that more emphasis should be placed on quality of engagement rather than quantity of usage. Future educational practices and research should focus on how structured and guided use of social media can enhance subject-specific learning outcomes.

CONCLUSION

This study explored how social media platforms and students' perceptions influence the academic performance of SSII students in Foods and Nutrition in Ebonyi State, Nigeria. The results showed that although students actively use social media and generally consider it helpful for learning, the frequency of usage does not significantly enhance their academic performance.

The findings also indicated that students possess favorable attitudes toward social media, but these positive perceptions alone do not necessarily lead to improved academic achievement. Rather, the determining factor is the intentional and effective use of social media for academic purposes. Students who deliberately use social media to access relevant learning materials, engage in academic discussions, and apply knowledge tend to perform better in Foods and Nutrition.

Furthermore, the study identified both advantages and disadvantages of social media use. While it promotes access to information, interaction, and collaborative learning, it can also result in distractions and poor time management when not properly controlled.

In summary, social media can serve as an effective learning resource in Foods and Nutrition, but its impact depends on how it is utilized rather than how often it is used. Therefore, its benefits can only be fully realized when students use it purposefully, with proper guidance from teachers and responsible management.

REFERENCES

1. Adamson, C. (2012). The role of social media in education. Retrieved 21-01-2013 from http://www.icwe.net/oeb_special/OEB_Newsportal/the-role-of-social-and-mobile-media-in-education/
2. Adeyanju, L. (2012). What use is social media in education? Retrieved October 4, 2013, from Punch: <http://www.punchng.com/i-punch/what-use-is-social-media-in-education/>
3. Adeyemi, T. O. & Adu, E. T. (2012). Teachers' quality and internal efficiency in primary schools in Ekiti State, Nigeria. *International Journal of Academic Research in Progressive Education and Development*, 1(1), 188-212.
4. Adolescents and families. American Academy of Pediatrics. Retrieved from pediatrics.aappublications.org.
5. Afolabi, S.S and Adeleke, J.O. (2010) Assessment of Resources and Instructional Materials Status in the Teaching of Mathematics in Southwestern Nigeria. *European Journal of Scientific Research*, 43(3), 406-410. Available at <http://www.eurojournals.com/ejsr.htm>
6. Ahmed, T. A. (2016). The impact of social media on the academic performance of second year medical students at college of medicine, university of Babylon, Iraq. *Journal of medical and allied science*; 6(2) 77-83
7. Aijan, H. & Harthshorne, R. (2008). Investigating faculty decisions to adopt Web 2.0 technologies: Theory and empirical tests. *Internet and Higher Education*, 11(2), 71-80.
8. Ailin, Q. & Nan, W. (2011). An investigation of teachers' needs on using ICT in teaching and learning. *International Conference on Computer Engineering and Applications*, 2(1), 285-289.

9. Ainin, S., Naqshbandi, M.M., Moghavvemi, S., & Jaafar, N.I. (2015), Facebook usage, socialization and academic performance. *Computers & Education*, 2015. 83: p. 64-73.
10. Ajzen, I., & Sexton, J. (1999). Depth of processing, belief congruence, and attitude-behavior correspondence. In S. C. Trope, *Dual-process theories in social psychology* (pp. 117-138). New York: Guilford.
11. Akubuilu, D. U. (2005). Teacher's demographic factors as predictors of improvisation and utilization of instructional materials. *Journal of Curriculum and Media Technology*, University of Nigeria, Nsukka, 7(1), 57-62.
12. Ala-Mutka, K. (2010). Learning in online Network and Communities. Retrieved April 4, 2014, from TRC Scientific and Technical report: <http://ipts.jrc.ec.europa.eu/publications/pub.cfm?id=3059>
13. Alimi, O. S. & Balogun, B. N. (2010). Teachers' attributes as correlates of students' academic performance in geography in the secondary schools in Ondo State, Nigeria. *Pakistan Journal of Social Science*, 7(5), 388-392.
14. Alutu, G. & Audu, I. (2009). Female participation in Information communication and technological development in Nigeria: Implication for early career guidance. *Journal of Social Sciences*, 19(2), 163-166.
15. American Dietetic Association (2000). Local support for nutrition integrity in schools. *Journal of the American Dietetic Association*, 100, 108-111.
16. Anderson, P. (2007). JISC, Technology and Standards watch. Retrieved October 13, 2013, from <http://www.jisc.ac.uk/media/documents/techwatch/tsw0701b.pdf>
17. Anselmus, S. (2009). Teachers' competence. Retrieved September 19, 2013, from Academic Writing for beginners and students at High Educational Institutions: <file://localhost/C:/Users/Ha/Downloads/Programs/My%20Vision%20%20TEACHER'S%20COMPETENCE.htm>
18. Apestaartjaren. (2010). Apestaartjaren 3. Retrieved January 2014, 20, from http://www.mict.be/files/apestaartjaren3_onderzoek.pdf
19. Aragon, J. (2007) Technologies and pedagogy: How You Tubing, social networking, and other web sources compliment the classroom, *Feminist Collections* 28(4) 45.
20. Akhtar, N. (2013). Relationship between internet addiction and academic performance among university undergraduates. *Educational Research and Reviews*, 8(19), 1793-1796.
21. Asdaque, M. M., Khan, M. N. and Rizvi, S. A. A. (2010). Effect of internet on the academic performance and social life of university students in Pakistan. *Journal of Education and Sociology*. Retrieved 2 April 2015 from: http://www.academia.edu/1000534/EFFECT_OF_INTERNET_ON_THE_ACADEMIC_PERFORMANCEAND_SOCIAL_LIFE_OF_UNIVERSITY_STUDENTS_IN_PAKISTAN web sources complement the classroom, *Feminist Collections* 28(4) 45.
22. Baird, D. and Fischer, M. (2005) "Neomillennial user experience design strategies: Utilizing social networking media to support 'always on' learning styles", *Journal of Educational Technology Systems*, 34(1): 5-32.
23. Balanskat, A., Blamire, R., & Kefala, S. (2006). A review of studies of ICT impact on schools in Europe Retrieved October 20, 2013, from <http://www.citeulike.org/user/cbounds/article/3378342>
24. Bandura, A. (2002). Growing primacy of human agency in adaption and change in the electronic era. *European Psychologist*, 7(1), 2-16.
25. Barajas, M., Scheuermann, F. & Kikis, K. (2002). Critical indicators of innovative practices in ICTsupported. PROMETEUS Conference.
26. Baran, B. 2010. Facebook as a formal instructional environment, *British Journal of Educational Technology* 41, no. 6: E146-E149
27. Bashir, S., Mahmood, K. and Shafique, F. (2008). Internet use among university students: A survey in University of Punjab, Lahore. *Pakistan Journal of Library and Information Science*, (9), 49-65.
28. Bassoppo-Moyo, (2011). . The effectiveness of m-learning in the form of podcast revision lectures in higher education. *Computers and Education*, 50 (2), 491-498.
29. Beas, M. I. & Salanova, M. (2006). Self-efficacy beliefs, computer training and psychological well-being among information and communication technology workers. *Computers in Human Behaviour*, 22(6), 1043-1058.

30. Bennett, S., Maton, K., and Kervin, L. (2008). The 'digital natives' debate: A critical review of the evidence. *British Journal of Educational Technology*, 39(5), 775–786.
31. Berg, J., Tymozeko, J., and Stryer, L. (2002). *Biochemistry*. San Francisco: W. H. Freeman
32. Bingimlas, K. A. (2009). Barriers to the Successful Integration of ICT in Teaching and Learning Environments: A Review of the Literature. *Eurasia Journal of Mathematics, Science & Technology Education*, 5(3), 235-245.
33. Bongartz, J., Vang, C., Havrda, V., Fravel, M. McDanel, D. and Farris, K. B. (2011). Student Pharmacist, Pharmacy Resident, and Graduate Student Perceptions of Social Interactions with Faculty Members. *American Journal of Pharmaceutical Education* 75, no. 9: article 180
34. British Educational Communication and Technology Agency. (2003). Primary schools - ICT and standards. Retrieved November 20, 2013, from http://emergingtechnologies.becta.org.uk/uploaddir/downloads/page_documents/research/ht_schools_survey08_analysis.pdf
35. British Educational Communications and Technology Agency. (2004). A review on the research literature on barriers to the uptake of ICT by teachers. Retrieved November 20, 2013, from http://partners.becta.org.uk/page_documents/research/barriers.pdf.
36. Bryer, T. & Zavatarro, S. (2011). Social media and public administration: Theoretical dimensions and introduction to symposium. *Administrative Theory & Praxis*, 33(3), 325-340.
37. Burngardner, S. & Knestis, K. (2011). Social networking as a Tool for Student and Teacher Learning. Retrieved January 29, 2014, from *District Administration*: <http://www.districtadministration.com/article/social-networking-tool-student-and-teacher-learning>
38. Cachia, R. (2008). *Social computing: Study on the use and impact of online social networking*. Luxembourg: Scientific and Technical Research series.
39. Cain, J., & Policastri, A. (2011). Using Facebook as an informal learning environment. *American Journal of Pharmaceutical Education*, 75(10), 1-8.
40. Carlene, H.A., and Jeremiah B. (2010). Work environment structure and psychological ownership: the mediating role of control. *The journal of social psychology*, 144(5), 507-534
41. Cazares, A. (2010). Proficiency and attitudes toward information technologies use in psychology by undergraduates. *Computers in Human Behavior*, 26(5), 1004-1008.
42. Charles, B. (2012). Factors influencing teachers' adoption and integration of information and communication technology into teaching: A review of the literature. *International Journal of Education and Development using Information and Communication Technology*, 8(1), 136-155.
43. Chassan-Taber, L., Willett, W. C. and Seddon, J. M. (1999). A prospective study of carotenoid and vitamin intakes and risk of cataract extraction in U.S women *American Journal of Clinical Nutrition*, 70(4), 509-516.
44. Chen, B. & Bryer, T. (2012). Investigating instructional strategies for using social media in formal and informal learning. *The International Review of Open and Distance Learning*, 13(1), 87-104.
45. Communications of the Association for Information systems, 26, Article 25(1), 547-564. Retrieved from <http://aisel.aisnet.org/cais/vol26/iss1/25/>.