



Audrezara Journal of Communication and Social Research (AJCSR), Vol. 1(1), 18-27, 2025.



AUDREZARA JOURNAL OF COMMUNICATION AND SOCIAL RESEARCH (AJCSR)

Vol. 1, Issue 1, pp. 18-27, November 2025,

DOI: <https://doi.org/10.5281/zenodo.17635548>

Evaluation of Facebook Reels Consumption Habits among University Undergraduates in Owerri, Imo State

¹Mishack Ndukwu*; ²Joy Chinwe Anyanwu; ³Ogochukwu Cynthia Obibuike & ⁴Sylvie Marie Eregbu

¹Department of Film and Multimedia Studies, Imo State University, Owerri, Imo State.

²Department of Mass Communication, Federal Polytechnic, Bida, Niger State.

³Department of Public Relations, Imo State University, Owerri

⁴Department of Advertising, Imo State University, Owerri, Imo State



ORCID:

<https://orcid.org/0009-0004-4388-4827>

<https://orcid.org/0009-0006-8282-2914>

<https://orcid.org/0009-0005-7548-1464>

<https://orcid.org/0009-0002-6949-200X>

***Corresponding Author:** mishack.cj@gmail.com

History: Received: September 25, 2025; Revised: October 17, 2025; Accepted: November 10, 2025.

Abstract

Facebook reels consumption pattern among university undergraduates and young people is becoming a constant subject of concern. This study evaluates the Facebook reels consumption habit among university undergraduates in Owerri, Imo State. The study was anchored on the uses and gratification theory. The survey design was adopted as the research methodology. Findings revealed that university undergraduates are highly exposed to Facebook reels; they were unable to control their reels consumption habits as it interfered with their academic activities and that Reel's consumption influenced the study life of university undergraduates within Owerri. The researchers concluded that Facebook reels had a negative influence on the study life of university undergraduates. The researchers recommended among others that University undergraduates in Owerri should moderate their Facebook reels consumption pattern to ensure a balance usage and Government should regulate social media content use among university undergraduates to mitigate the negative influences that they pose on our university undergraduates.

Keyword: Evaluation, Facebook Reels, Consumption Habits, University Undergraduates

Introduction



Regular innovations on the various social media platforms and the introduction of new features are affording users access to more information. Sometimes, this brings about what could be seen as information overload on the users (a situation where social media users access more information than they necessarily intended to consume). One of those innovative features is Facebook Reels. This is a feature on Facebook that provides users with continuous access to short videos that pops up successively at the end of each one. Haliti-Sylaj & Sadiku (2024) rightly note that the rapid rise of digital platforms, particularly social media, has reshaped how individuals, especially younger generations, consume content.

Short-form videos, commonly referred to as "reels," have gained immense popularity on platforms like Facebook, TikTok, Instagram, and YouTube, which have popularised these "reels" or short-form videos, prompting discussions about how this media format may affect viewers' ability to concentrate and engage in prolonged mental tasks, such as academic work. Reels, also known as short videos, are a relatively recent concept, largely associated with the social media. Reels are defined as "short entertaining videos" and they offer a new level of creativity opportunity for many businesses (Instagram, 2020). Short video refers to compact, appealing audiovisual content that lasts for a brief duration, typically ranging from a few seconds to a few minutes (Sparacino, 2022). To Chen et al. (2021), short video refers to video content that is shorter than five minutes, often between 15 and 60 seconds, distributed digitally by platforms such as Facebook, Instagram, TikTok and some other social media platforms.

Doloi (2024) avers that in an era dominated by rapid content consumption, Reels aligns perfectly with the preferences of Generation Z, who seek quick, digestible, and visually dynamic content. These reels, typically lasting only a few seconds to a minute, are designed to deliver quick bursts of entertainment or information (Duffy & Hund, 2019). As engaging as they are, these reels are increasingly consumed by undergraduate students, raising concerns about the potential impacts on attention span and academic performance (Carrier et al., 2015). If this concern is expressed where there are facilities to promote education among young people, then it is not out of place to express worries over reels consumption habits among Nigerian undergraduates.

In the recent time, platforms like Facebook and Instagram, with their short and engaging video format, have seen a surge in use. This shift towards short-form content has raised significant questions about its impact on Generation Z's broader content consumption patterns (Kullolli & Trebicka, 2023). In educational contexts, digital media—including reels—has been both a challenge and an opportunity. Research indicates that while reels can introduce elements of engagement and visual learning, their fast-paced nature often conflicts with traditional teaching methods that demand sustained cognitive effort (Firth et al., 2019). Social media, in general, has transformed learning environments by enabling access to multimedia resources, collaborative tools, and virtual classrooms (Haliti-Sylaj & Sadiku, 2024).

However, it has also introduced distractions and reduced attention spans among students, complicating educators' efforts to maintain focus in classrooms (Turel & Qahri-Saremi, 2016). It is justifiable therefore that we express concern about how Facebook Reels consumption influence the overall intellectual development of university undergraduates in Nigeria generally and Imo State, Owerri in particular. Are they able to strike a balance between their academics and their Facebook Reels consumption?

Technological innovation is changing the way people source and consume media products on daily basis. Social Media platforms like Facebook have continued to evolve since their inception, introducing features and diversifying how content is consumed. One of the most intriguing content form on Facebook today is the reels section. It offers short videos that keep popping up in succession at the end of the initial click. This means that except the user exercises restraint, he or she may never stop consuming short videos that are quite entertaining and engaging. This can be overwhelming when one does not know how to handle it. This is more so for university undergraduates who are contending with their academic responsibilities. As such, it can affect their concentration and performance in their academics.



There have been several research efforts to unravel the impact of social media use on academic performance among students. Yet, not much effort has been invested in studying how undergraduates manage their reels consumption habits in social media platforms in general and Facebook in particular. It is this knowledge gap that this study sought to fill.

The objectives of this study are to:

1. Know if university Undergraduates in Owerri Imo State are exposed to Facebook Reels.
2. Determine the level of exposure to Facebook Reels among university Undergraduates in Owerri Imo State
3. Investigate Facebook Reels consumption patterns among university Undergraduates in Owerri Imo State
4. Ascertain how Facebook Reels consumption Habits of university Undergraduates influence their academic performance.

Theoretical Framework

This study is anchored on the Uses and Gratifications Theory. This theory was first introduced by Elihu Katz in the early 1970s. The uses and gratification approach view the audience as active; meaning that they actively seek out specific media and content to achieve certain results or gratifications that satisfy their personal needs (Rossi, 2002). It originated in the 1970s as a reaction to traditional mass communication research, emphasizing the sender and message; stressing the active audience and user instead of (University of Twente, n.d, cited in Asemah et al., 2017).

According to Baran and Davis (2012), Herta Herzog is often credited as the originator of the uses-and-gratifications approach, although she most likely did not give it its label. Interested in how and why people listened to the radio, she studied fans of a popular quiz show (1940) and soap opera listeners (1944). This latter work, entitled “Motivations and Gratifications of Daily Serial Listeners,” provides an in-depth examination of media gratifications. She interviewed one hundred radio soap opera fans and identified “three major types of gratification.” First, listening was “merely a means of emotional release”; “a second and commonly recognised form of enjoyment concerns the opportunities for wishful thinking”; and the “third and commonly unsuspected form of gratification concerns the advice obtained from listening to daytime serials.” Herzog wanted to understand why so many housewives were attracted to radio soap operas. In contrast with the typical effects research conducted in Lazarsfeld’s shop, her work didn’t try to measure the influence that soap operas had on women. She was satisfied with assessing their reasons and experiences their uses and gratifications.

Anaeto and Onabanjo (2008) cited in Ekwe et al. (2021) highlighted the provisions of the theory as follows:

1. The audience is conceived as active. The idea focuses on the assumption that the viewers are goal-oriented and attempt to achieve their goals through the media source
2. In the mass communication process, many initiatives in linking need gratification and media choice lie with the audience member. This is encompassing the idea that people use the media to their advantage more often than the media use them. The receiver determines what is going to be absorbed and does not allow the media to influence him otherwise.
3. Many of the goals of media use can be derived from data supplied by the individual audience member themselves. This idea claims that people are very aware of their motives and choices and are able to explain them verbally, if necessary. The uses and gratification theory are relevant to the current study because it bordered on the media recipient (audience) as having the complete right to what and how he



utilizes the media contents to quench his needs. This theory, thus served as a framework to explore how the gratification couples seek in SNS could also impact their marital harmony

This theory is relevant to this study because it helped us to explain how Facebook reels consumers respond to reels, they encounter online. If they are driven by their sense of gratification or there is an overwhelming influence of information overload.

Method

The survey research design was adopted by the researchers. The population of the study comprised all the undergraduates of the three public universities in Owerri Metropolis, which are Federal University of Technology with a population of 21600, Imo State University and Alvan Ikoku Federal University of Education. According to the office of the student Union Government, Imo State University's population is estimated at 26000. On the other hand, the population of ALVAN Ikoku Federal University of Education is estimated to be 12000 students. The individual school's population when added together gave a total population of 59600 students in the three universities within Owerri metropolis. They account for the population of the study. The rationale for the selection of public universities is because the population of public universities is diverse with people of different social strata

The sample size for the study was generated using the Wimmer and Dominick online sample size calculator at the confidence level of 95% and error margin of 5%. When calculated, the sample size was 384. A convenient sampling technique was adopted for this study. The Questionnaire was used as an instrument of data collection. The questionnaire comprised two sections, namely; section A which focused on the demographic data of the respondents, and section B addressed the researchers' objectives. Face validity was used to ensure that the research instrument was valid. The reliability of the instrument was ascertained by the researchers carrying out a pilot study, which was calculated using the Pearson product-moment correlation formula the result showed a coefficient of 0.78 meaning the instrument is reliable. The instrument for data collection for this study was administered by the researchers on a face-to-face basis. Ethical consent was sought and obtained from the respondents used in this study. They were informed that the research exercise was specifically for academic purposes, and their participation was voluntary and were notified that at any point they are willing to opt out. The study adopted simple percentage tables, and mean analysis to analyse results.

Findings

The findings were presented based on the research questions. Of the 382 copies of questionnaire distributed, 375 (98%) copies returned valid and usable for the analysis while 07 copies (2%) were invalid due to incomplete answers.

Demographic Data

Table 1: Sex, Age, Education and Marital Status of Respondents

Items	Option	Frequency	Percentage (%)
Sex	Male	137	37
	Female	233	63
	Total	370	100
Age	20-29	115	31
	30-39	205	54
	40-49	55	15
	50- Above	0	0
	Total	375	100



Educational Qualification	SSCE	149	39
	ND/NCE	99	27
	HND/B. A/B.Sc.	101	27
	PGD/M.Sc./M. A.	26	7
	Ph. D.	0	0
Total		375	100
Marital Status	Single	252	68
	Married	123	32
	Divorced/separated	00	00
	Widow/Widower	00	00
	Total	375	100

Source: field survey 2025

Result from the demographic data shows that more women participated in the study than their men. Majority of the participants that participated in the study were within the age of 20 to 40 years; they were mostly secondary school leavers, SSCE, ND/NCE holder and Bachelor's degree holders, which means that majority of them are well educated. Lastly, the data also revealed that they are mostly married with only 26% indicating to be either single or separated from their previous union and a handful of 6% widowed.

Psychographic Data

1. Research Question One: Are university Undergraduates in Owerri Imo State exposed to Facebook Reels?

Item	Yes	No	Can't Say	Total
Do you own and use a Facebook account?	375 100%	00	00	375
Are you aware of Facebook reels?	375 100%	00	00	375
Are you exposed to Facebook Reels?	375 100%	00	00	375
Are you knowledgeable on how to engage and use Facebook Reels?	293 78%	00 00%	82 22%	375 %

Source: Field Survey, 2025



In Table 2 above, data revealed that at 100%, respondents confirmed that they use the Facebook social platform, are aware, exposed and knowledgeable on how to use Facebook Reels.

2. Research Question Two: What is the level of exposure to Facebook Reels among university Undergraduates in Owerri, Imo State?

Table 3:

Option	SA	A	D	SD	Total	Mean	Decision
I am well exposed to Facebook Reels.	166	158	17	34	375	3.2	Accept
I always go to reels each time I visit the Facebook platform.	165	155	17	34	375	3.2	Accept
I rate my exposure to Facebook Reels reasonably high.	155	169	33	18	375	3.2	Accept
Grand mean						3.2	Accept

Source: field survey, 2025

In Table 3 above, the result revealed that at mean of 3.2 (N=370), respondents confirmed that their level of exposure to Facebook Reels is high.

3. Research Question Three: What are the Facebook Reels consumption patterns among university Undergraduates in Owerri, Imo State?

Table 4:

Option	SA	A	D	SD	Total	Mean	Decision
I use Facebook Reels for relation and entertainment.	157	175	11	32	375	3.2	Accept
I sometimes visit the Facebook Reels section during my study hours.	185	102	51	37	375	3.1	Accept
Most time, I via off to view reels when I should be attending to my academics.	147	150	28	50	375	3.0	Accept
Grand mean						3.1	Accept

Source: field survey, 2025

In table 4 above, data indicate that at a grand mean of 3.1(N=375), respondents confirmed that they use Facebook reels for relaxation, that they sometimes visit Facebook Reels section during their studies and that they most times via off from studies to engage in reels viewing.

4. Research Question Four: How do Facebook Reels consumption Habits of university Undergraduates in Owerri, Imo State influence their study life as students?

Table 5:

Option	SA	A	D	SD	Total	Mean	Decision
I feel Facebook reels viewership interferes with my academic life	175	157	32	11	375	3.3	Accept
I struggle to control my Reels consumption habit.	180	107	51	37	375	3.1	Accept



I fail to meet my study obligation because of how I use Facebook Reels.	155	142	50	28	375	3.1	Accept
Grand mean						3.1	Accept

Source: field survey, 2025

Data from table five shows that at a grandmean of 3.1, respondents confirmed that exposure to Facebook reels had a negative influence on their study life as students.

Discussion

Under this research question, items were raised to find out if undergraduate students of universities in Owerri were exposed to Facebook Reels. Data revealed that at 100%, respondents confirmed that they use the Facebook social platform, are aware, exposed and knowledgeable on how to use Facebook Reels. This means that undergraduates of universities in Owerri, Imo State, are users of Facebook and are aware of the subject of Facebook Reels. It was also found that respondents are well exposed to Facebook Reels as well as knowledgeable on how to engage with Facebook Reels. This finding agrees with that of Farrau et al (2024) who in their study found that short videos, particularly reels, have the potential of attracting younger audiences. This is as the study of Desalu (2023) suggests that small, independent clothing boutiques in Fayetteville, Arkansas are making use of Reels to promote their business.

The implication of this finding is that Facebook reel has become a major source of media consumption within the social media ecosystem. It also reflects a new pattern in media consumption as affirmed by the assumptions of the uses and gratifications theory which posit that the average media audience is active and looks out for the source that provides what he or she needs.

This research question was raised to examine the level of exposure to Facebook reels among undergraduates in Owerri, Imo State. the result revealed that at mean of 3.2, respondents confirmed that the level of exposure to Facebook Reels among university undergraduates in Owerri, Imo State is high. This means that almost all participant in the study had a daily contact with Facebook reels. It also implies that reel's viewership was selected as one of the major features that drive Undergraduate students to visit their Facebook page on a regular basis. This finding corroborates the finding of Babatunde (2023) who found that students displayed a considerable dedication of time engaging social media content consumption, with over half of respondents spending five hours or more on social media for news consumption. Also, it is further supported by the finding of Farrau (2024) that suggest that short videos, particularly reels, have the potential of attracting younger audiences. This is a clear reflection of what the undergraduate population represents.

The implication of this finding is that high level of exposure to Facebook reel may spell danger on the study life, academic output and the overall intellectual development of university undergraduates within and beyond Owerri Imo State, Nigeria. As such, students are to be cautious on their level of exposure be setting priorities that align with their academic aspiration.

Under this research question, items were raised to ascertain the consumption pattern among university undergraduates within Owerri, Imo State. Result indicates that at an mean of 3.1, respondents confirmed that they use Facebook reels for relaxation, that they sometimes visit Facebook Reels section during their studies and that they most times via off from studies to engage in reels viewing. This means that university undergraduates within Owerri Imo State do not have control on how they engage or consume Facebook reels. It also shows that their reels consumption pattern interferes with their academics Facebook reels. This finding is in line with the finding of Das and Mishra (2024) although reels' novelty and tailored content greatly boost engagement, they also increase distraction and cognitive overload, especially in the case of young individuals. This group is more prone to attention fragmentation and has



trouble maintaining concentration after watching reels since they are more used to consuming material digitally.

Under this research question, items were raised to understand how Facebook reels consumption habit influence the study life of university undergraduates. Data collected from field revealed that at a grand mean of 3.1, respondents confirmed that Facebook reels consumption habit of university undergraduates in Owerri had a negative influence on their study life. This means that Facebook reel consumption interfered with their academic engagements. They are unable to control their use of the reels feature in Facebook and that they sometimes miss their academic obligation because of their constant engagement with the platform. Again, this finding validates that of Haliti-Sylaj & Sadiku (2024) who through their finding suggested that Facebook reels consumption caused cognitive overload. Also, Das, et al. (2024) in their study observed that the quick transitions between different reels material pieces increase cognitive load, making it harder for them to focus on a single activity at a time and lowering their general cognitive function. Furthermore,

The implication of these findings is that continuous consumption of reels by university undergraduates can undermine their academic performance and intellectual development. It is also possible that lack of moderation on the part of students signals addictive tendencies that can be inimical to their emotional wellbeing. Therefore, there is need for urgent action by students towards moderating their Facebook reels consumption attitude.

Conclusion and Recommendations

Based on the findings of this study, the researchers conclude that there is a high level of exposure to Facebook reels among university undergraduates; they are unable to control their reels consumption habit and that their exposure to Facebook reels influenced their study life negatively. Based on the findings of this study, the researcher recommends:

1. University undergraduates should keep up with their awareness and knowledge social media features and platforms given that they are important in this digital age.
2. University undergraduate should reduce their level of exposure to Facebook and other social media platforms and pay more attention to their studies reels.
3. University undergraduates in Owerri should moderate their Facebook reels consumption pattern to ensure a balance usage.
4. Government should regulate social media content use among university undergraduates to mitigate the negative influences that they pose on our university undergraduates.

Acknowledgements: We thank all those that helped in the completion of this research work especially the students of the public universities in Owerri Metropolis.

Funding: No funding.

Conflict of Interest: None declared

How to cite: Ndukwu, M., Anyanwu, J.C., Obibuikwe, O.C & Eregbu, M.S. (2025). Evaluation of Facebook Reels Consumption Habits among University Undergraduates in Owerri, Imo State. *Audrezara Journal of Communication and Social Research (AJCSR)*, 1 (1), 18-27.



References

- Asemah, E. S., Nwammuo, A. N., & Nkwam-Uwaoma, A. O. A. (2017). *Theories and Models of Communication*. University of Jos Press.
- Asemah, E.S., Gujbawu, M., Ekareafu, D.O., & Okpanachi, R.A., (2017). *Research methods and procedure in mass communication (2nd ed.)*. Great Feature Press, Jos.
- Babatunde, v. O. (2023). Influence of social media usage on news consumption among undergraduates in ilorin. *Wukari International Studies Journal*, 7 (4), 2023. 84-96
- [Baran, S. J., & Davis, D. K. \(2012\). *Mass communication theory: foundation ferment, and Future, Sixth Edition*. Cengage Learning.](#)
- Bayer, J. B., Ellison, N. B., Schoenebeck, S. Y. & Falk, E. B. (2020). Sharing the small moments: Ephemeral social interaction on Snapchat,” *Information, Communication & Society*, 23, 1, 116-132.
- Carrier, L. M., Rosen, L. D., Cheever, N. A., & Lim, A. F. (2015). Causes, Effects, and Practicalities of Everyday Multitasking. *Developmental Review*, 35, 64-78. doi: <https://doi.org/10.1016/j.dr.2014.12.005>
- Chen, X., Valdovinos Kaye, D. B., & Zeng, J. (2021). # PositiveEnergy Douyin: Constructing “playful patriotism” in a Chinese short-video application. *Chinese Journal of Communication*, 14(1), 97-117.
- Das, A. and Mishra, H. (2024). The Effect of Reels on Attention among Young and Middle-Aged Adults. *The International Journal of Indian Psychology ISSN 2348-5396 (Online) | 12, 3, 348-359*. DIP: 18.01.031.20241203, DOI: 10.25215/1203.031 [hin](#)
- Desalu, O. (2023). Getting Reel: A Quantitative Analysis of Facebook & Instagram Reel Usage Among Small, Independent Clothing Boutiques in Fayetteville, Arkansas. Marketing Undergraduate Honors Thesis <https://scholarworks.uark.edu/mktguht/72>
- Doloi, G. (2024). The Influence of Instagram Reels on Content Consumption Trends among Gen Z. *Journal of Social Responsibility, Tourism and Hospitality* 04, 06, <http://journal.hmjournals.com/index.php/JSRTH> DOI: <https://doi.org/10.55529/jsrth.46.21.31>
- Duffy, B. E., & Hund, E. (2019). Gendered visibility on social media: Navigating Instagram's authenticity bind. *International Journal of Communication*, 13, 4983–5002. <https://ijoc.org/index.php/ijoc/article/view/11729>
- Ekwe O., Oluwafisayo A., Victor O., Deborah O., & Okafor S., C., (2021). Influence Of social media On Marital Relationship Among Couples in Samuel Adegboyega University. *GVU Journal of Communication Studies*, Vol. 3, 2021 sau.edu.ng/sjmss/index.php
- Farrau, A. and Ezekiel, J. (2024). Exploring the adoption of reels and short videos in the nigerian news industry. *British Journal of Mass Communication and Media Research ISSN: 2997-6030 Volume 4, Issue 3, 2024 (pp. 1-21)*
- Firth, J., Torous, J., Stubbs, B., Firth, J. A., Steiner, G. Z., Smith, L., et al. (2019). The “online Brain”: How the Internet May Be Changing Our Cognition. *World Psychiatry*, 18(2), 119-129. doi: <https://doi.org/10.1002/wps.20617>
- Haliti-Sylaj, T., & Sadiku, A. (2024). Impact of Short Reels on Attention Span and Academic Performance of Undergraduate Students. *Eurasian Journal of Applied Linguistics*, 10(3), 60-68. Doi: <http://dx.doi.org/10.32601/ejal.10306>.



Audrezara Journal of Communication and Social Research (AJCSR), Vol. 1(1), 18-27, 2025.

- Instagram (2020). "Introducing Instagram Reels." About Instagram. <https://about.instagram.com/blog/announcements/introducing-instagram-reels-announcement>.
- Kaye, D. B. V., Chen, X., & Zeng, J. (2021). The co-evolution of two Chinese mobile short video apps: Parallel platform of Douyin and TikTok. *Mobile Media & Communication*, 9(2), 229-253.
- Kullolli, T. and Trebicka, B. (2023). "Generation Z and the evolution of social media: A two-decade analysis of impact and usage trends," *Interdisciplinary Journal of Research and Development*, 10, 3, 77-83, 2023. <https://doi.org/10.56345/ijrdv10n311>
- Menon, D. (2022). Factors influencing Instagram Reels usage behaviours: An examination of motives, contextual age and narcissism," *Telematics and Informatics Reports*, vol. 5, 100007, <https://doi.org/10.1016/j.teler.2022.100007>
- Meta for Business. (2022). Businesses Share Tips on How Reels Are Helping Them Sell. Meta for Business. <https://www.facebook.com/business/news/tips-on-growing-your-business-with-reels>.
- Oparaugo, B. (2021). Media and politics: Political communication in the digital age. Available at SSRN 3780554
- Tufan, D. (2021). Multimedia design principles for microlearning. *Microlearning in the digital age: The design and delivery of learning in snippets*. Routledge. <http://doi.org/10.4324/9780367821623-6>.
- Turel, O., & Qahri-Saremi, H. (2016). Problematic Use of Social Networking Sites: Antecedents and Consequence from a Dual-System Theory Perspective. *Journal of Management Information Systems*, 33(4), 1087-1116. doi: <https://doi.org/10.1080/07421222.2016.1267529>
- Wimmer, R. D. & Dominick, J. (2014). *Mass media research*. Wadsworth Cengage learning.
- Yang, S., Zhao, Y., & Ma, Y. (2019, July). Analysis of the reasons and development of short video application-Taking Tik Tok as an example. In *Proceedings of the 2019 9th International Conference on Information and Social Science (ICISS 2019)*, Manila, Philippines (pp. 12-14).