# Problem behaviours among secondary school students: social media usage analysis

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**ABSTRACT**

The study sought to determine the relationship between social media usage and problem behaviour among secondary school students in Oyo State, Nigeria. 600 secondary school students were randomly selected through multi- stage sampling techniques. The respondents were students from nine public and six private secondary schools in three Senatorial Districts of Oyo State, Nigeria. Data for this research was collected using two instruments "Social Media Usage Questionnaire" and "Problem Behaviours Scale". Four research questions were raised and answered to guide the study. For the data analysis, percentages were used to analyse demographic information while Pearson's Product Moment Correlation (PPMC) and Multiple Regression Analysis were used to determine relationship, joint and relative contribution of each variables. The results obtained indicated that six of the nine observed variables (social media) had significant positive relationship with problem behaviours. Three of the social media variables had no significant relationship with problem behaviours. 'Youtube' was the most potent of all the observed social media predicting problem behaviours among adolescents. It was recommended that the school administrators should curb excessive usage of social media and that parents should monitor their wards and children when using social media.

*Keywords*: Social media, Problem behaviour, Sexual crimes, Pornography

## 1. INTRODUCTION

Behavioural problems are not an exception of any age neither of any sex. It can occur in children, adolescents and in adult. Young children may refuse to carry out an instruction given by adults, in spite of being asked many times. It is possible to note some serious behavioural problems in children such as physical fights, drug abuse, arson etc. According to Rutter and Taylor (2002) there are behavioural problems when the child continues to behave badly for several months or longer or if the behaviour is not of the ordinary and it seriously breaks the rules accepted in his family and community, these behavioural problems may be disruptive, delinquent and deviant. They opined that these sorts of behavioural problems can affect a child's development and also interfere with his ability to live a normal life. In agreement with this observation, Reza and Mercy (2001) reported that violence by young person is one of the most visible forms of behavioural problems in human society. According to them, world newspapers and broadcast media report daily on violence by gangs in schools or young people on the streets. Young people's violence deeply harms not only its victims but also their families, friends and communities. Its effects are seen not only in death, illness and disability, but also in terms of the quality of life. Behavioural problems by young ones add greatly to the cost of health and welfare services, reduce productivity, decrease the value of property, disrupt a range of essential services and generally undermined the fabric of the society.

Problem behaviour is considered abnormal or deviant it is uncommon, different from the norm and does not conform to what society expects (Thio, Taylor, & Schwartz, 2012). Problem behaviour among adolescents can be attributed to a combination of several factors (Hinduja & Patchin, 2013). According to Ogidefa (2008) the leading contributing factors of youth problem behaviours in America include the social media, the influence of family life, widespread abuse of drugs and alcohol, the ease of access to weapons and a lack of strong punishment that exists for juvenile offenders. Behaviour problems have been alleged to have been caused by several factors including parental and home the state interest, absence of religious and moral instructions and mass media which recently encompass information and communication technology (ICT). Behaviour problem among youths manifest in various forms. These include: stealing, truancy, lying, fighting, cheating, lateness, rudeness, sex offenses and harassment, alcohol drinking and smoking (UNESCO 2000). In Nigeria, several scholars have identified the following as forms of behavior problems among children and youths aggression, truancy, drug addiction, sex crimes, disrespect for elders, examination malpractice, bullying, disobedience and noise making (Anagbogu, 2001 & Nnachi, 2003). Recently, it has been observed that several youths now engage in cyber related crimes. Such as e-mail scam, cyber bullying and intimidations, lying, internet pornography, online child and drug trafficking, examination fraud and sabotaging internet network providers (Longe, Ngwa, Wada & Mbarika 2009).

Kaplan and Haenlein (2010) defined social media as the interaction among people, in which they create, share, and/or exchange information and ideas in virtual communities and networks through social media sites. It relies heavily on mobile and web-based technologies. Bertot et.al (2010) posited that the concept of social media is based on four major pillars such as covert strengths: partnership, participation, enablement, and time. According to Duggan and Smith (2013) through the use of social media, users achieve some form of sanctioning that allows a free forum for interactions. Eijkman (2009) opined that social media networks are designed for the purpose of communal connections. Now days, students are accessing Facebook and Twitter to connect and share with those around them (Virkus, 2008). Social media

encompasses a wide range of tools and apps such as wikis, blogs, video sites and other forms of online interactions. The widely used social media channels in Nigeria are Twitter, Facebook, LinkedIn, Instagram, WhatsApp, Snap chat, online dating sites, YouTube and Viber.

In addition, technology has brought about social media which is a valuable tool but is somewhat misused by today's youth. The two main forms that the youth use to access social media are cell phones and the Internet which have brought about major changes in their lifestyle. With the current exposure and easy access that the youth are able to get out of these mediums, this study will establish its relationship with youth problematic behaviour. Other problems associated with the use of social media include wastage of time, building of shallow and harmful relationships, and, eventually, causing rather than alleviating, users' depression, loneliness, social isolation, and withdrawal among others. This technology has also resulted in the development of dangerous online behaviour. Thus, not only the exposition to unwanted material has been considered as a serious risk, but also the participation and the facility to become a member of controversial groups. Some youth may identify strongly with this sort of material and they may feel validated and encouraged to practice it. Ybarra (2007) study found that engaging in many different kinds of online risky behaviours explain online interpersonal victimization more than engaging in specific individual behaviours. Interestingly, according to Ybarra (2007) engaging in online risky behaviour takes place while youth is using the internet with friends or peers (40 percent). Other forms of dangerous online behaviour include bullying. Studies have often found an overlap between cyber bullying offenders and victims.

Martinez-Prather and Vandiver (2014) further explained that the usage of social media has fostered communication among teenagers. This has greatly influenced their indulgence into "Sexting" which promotes unethical sexual behaviours. According to the report of research done by Bolton (2013) on understanding generation Y and their use of social media sites in the United States established that, extreme usage of social media sites in the long run contributes to teenager's engagement in risky sexual behaviours. Another study by Larkin and Dwyer (2016) on the influence of social media sites and fighting among high school girls showed that circulation of fighting videos online has an influence on the desire of young girls to engage in physical fighting with other teenagers. In his own contribution Ogidefa (2008), explained that detailed information on youth deviant behaviour is lacking in Africa, with the absence of reliable databases in most countries. Nevertheless, there is evidence of increasing law-breaking among young people. He further argued that victimization surveys in several countries, as well as qualitative observations, suggest law-breaking behaviour among young people (12-25 years) is increasing in developing countries (Nigeria inclusive) at a much higher rate than in the developed countries. This includes in particular, violent behaviour, drug-related offences, and gang activity.

According to study by Njoki (2014) the factors leading to antisocial behaviour among youths in the Nairobi west and South C. estates, revealed that the main deviant behaviours among young adults has been the spread of negative sexual behaviours and cases of violence. According to the study the availability of cyber cafes that are not well regulated has allowed secondary school going students to access pornography materials online at ease. She further noted that secondary school students join up estate gangs that prey the estate roads looking for young girls to engage in sexual activities with. The study further, notes that these estate gangs have been mentioned in cases of fighting and at times assault against their fellow friends in social gatherings. In Nigeria, children are not exposed to those hobbies their counterparts in developed countries are exposed to. There are few recreational facilities in most of these

developing countries. For instance, in Nigeria, children have recreational centres in Ibadan, Lagos and a few other cities. This consequently makes them rely on viewing television as a past-time and hobby. They watch television and home videos for long hours immediately after closing from schools about 2.00 pm till late hours in the night. In the process, they are exposed to so many hours of television programmes and social media sites such as Face book, Whatsapp, Online dating sites etc. which eventually have consequential effects on their behaviour.

The most prominently discussed concerns all revolve around personal risks such as: Exposure to and contact with inappropriate content and people (e.g., pornography; violent, racist/hate-filled material; sexual predators; cyber bullies, happy slapping) Risky disclosure of personal information (e.g., unguarded sharing of private data with unknown people) Negative impact on social and emotional development(e.g., interacting beyond one's level of maturity and ability to be responsible; increased exposure to peer pressure to keep up and conform; use of technological communication to avoid face-to-face interactions; use of mobiles phones as an inappropriate symbol to gain status (Katz & Sugiyama, 2006). Computer contamination (e.g. virus invasions) Cell phone health risks e.g. a few research studies by National Cancer Society (2010) and Science Daily (2008) have suggested that heavy cell phone use may increase the risk of cancer. In addition to the above, teachers are raising concerns about a negative impact on writing skills. Students are integrating texting or instant messaging lingo into school work. More generally, schools are in a dither about how to control use of cell phones and texting during school hours and how to counter their use as a device to aid cheating.

This study is expected to establish the extent to which use of social media may be contributing to problem behaviours among secondary school students. According to Bareket-Bojmel, Moran, and Shahar (2016) the use of online media such as Facebook has prompted youths to become self-derogatory as they seek the acceptance of other users online. This social derogatory has led to increasing negative social consequences such as posting of nude photos. The authors further highlight the plight teenagers have on social media of being ridiculed due to their complexions, body shapes and weight which has led to growth of violent tendencies among children.

Patton (2014) observes that the frequent sharing of pro-school shooting videos on platforms such as instagram and whatsapp have prompted increased violence among youths. Further, the authors acknowledge that the sharing of negative comments online has led to increase in online mentions and interests which may end up provoking negative actions among users. Den Hamer, Konijn, and Keijer (2014) also state that antisocial behaviour has become common among teenagers as a result of the wider accessibility of social media networks. This study seeks to find out to what extent the social media networks predicts problem behaviours among the secondary school students. There is evidence that the emergence of the social media and associated availability of sexual material has led to an increase in problem behaviours among the youth. The ability of social media to offer discretion and a seamless sharing tool has led to the increased sexual immorality among secondary school students. Further, in some of the social media sites such as Facebook numerous groups have been set up that glorify drug abuse among secondary school students as a "cool" thing to engage in.

Due to the anonymity that one can achieve through social media interaction by using fictitious names, secondary school students in Nigeria have been known to hunt their counterparts of the opposite sex online and at times engage in extreme cyber bullying which could affect the emotional stability of the victims. In addition, social media sites have allowed peers from the same secondary schools to form closed user groups where they arrange on how

to cyber bully their rival school students and other particular individuals in online communities. Besides, through these social media groups students have been known to communicate and share information regarding the arrangement of school strikes which have led to arson attacks and at times loss of lives of their fellow students.

The youth represents majority of the population (Omolo, 2014). This young population is often a good target in social media sites. According to Todd (2009) the young are bombarded with videos, shows, advertisements, and movies with sexual messages. In terms of body image, the social media floods the young girls' minds with images of skinny models. This makes them feel that if they are a few pounds heavier than these images on the websites, then they are unacceptable to the society. This leads to the young girls going into far lengths in order to have better fitting bodies. With regard to sex, three out of four teenagers say that the social media content make it seem normal for youngsters their age to engage in sexual relations. Being open about sex and how they talk to their girlfriends or boyfriends about it is largely because of what they see and hear (M 'Imaita, 2011).

Consequently, harassment among peers has become unlimited thanks to the youth's access to the modern technologies. Bullying has occurred in a new territory, online (Li, 2006). Studies suggest that offline bullying usually increases in middle school but online harassment happens later and continues into high school (Wolak et al. 2006). This technology has also resulted in the development of dangerous online behaviour. Thus, not only the exposition to unwanted material has been considered as a serious risk, but also the participation and the facility to become a member of controversial groups. Some youth may identify strongly with this sort of material and they may feel validated and encouraged to practice it (Wolak, et al., 2003). Ybarra et, al. (2007) study found that ― engaging in many different kinds of online risky behaviours explain *online interpersonal victimization* more than engaging in specific individual behaviours. Interestingly, according to Ybarra et al., (2007) engaging in online risky behaviour takes place while youth is using the internet with friends or peers. Other forms of dangerous online behaviour include bullying. Studies have often found an overlap between cyber bullying offenders and victims. Although, it is recognized that adults bulled minors, it is not precisely known how common it is.

A study by Kiragu (2015) on the negative influence of social media on the various communities asserted that, the increasing access to smart devices by young teenagers have enhanced their capacity to access sexual materials from the internet and share it with their peers through the widely available social network channels. He further, highlights that the privacy accorded by these social media accounts contributes to their popularity among teenagers as avenues of sharing explicit content. This, study however, did not establish the association between the social media usage and sexual behavioural practices on secondary students specifically. Earlier King and Stones (2013) posited that the nudity and sharing of pornographic material has been on the rise in Australian schools as a result of the availability of social media channels that young adults are exposed to. The authors' further note that sexual orgies are arranged among friends in the social media hence the rise in immorality among college and middle school students.

Similarly, studies by Patricia and Ndung'u (2014) and Omolo (2014) that focussed on immorality among children as young as 15 years old in estates such as Karen and Runda respectively found out that youths are engaged in drug abuse and sexual orgies. The above cited research findings have associated particular anti-social behaviour to social media. As exposed by most of these research findings, children from rich families often communicate with other

youths through social media and organize parties without the knowledge of their parents. In these parties the young minors are known to engage in sex orgies and rampant drug abuses. Outside the class work, students often use internet especially for chatting and sending videos, messages in social media sites to other students during school hours, weekends and even late at night. Abuse of alcohol, tobacco and marijuana, mostly accessed at home and school is widely prevalent in public schools in many parts of the country. These characteristics are likely to be good breeding grounds for problem behaviours among the youth hence the researcher's decision to carry out a study on social media as predictor of problem behaviours among secondary school students. In the light of this, this study sought to find out to what extent the social media networks predicts problem behaviours among the secondary school students.

**Objectives of the Study**

The main objective of this study was to find the relationship between social media usage and problem behaviours among secondary school students in Oyo state, Nigeria. Specifically, the objectives includes to;

   i.   investigate the pattern of relationship that exist between social media and problem behaviours among secondary school students;

   ii.   examine the joint contribution of social media on problem behaviours among secondary school students and

  iii.   ascertain the relative prediction of social media and problem behaviours among secondary school students

**Research Questions**

The following research questions guided this study.

1) What is the pattern of relationship between social media usage (YouTube, Face book, Instagram, online dating sites, E-mail, Twitter use, Viber and LinkedIn) and Problem behaviours (Drug abuse, Violent behaviour, Aggression, Sex crimes and Disruptive behaviours) among secondary school students.

2) To what extent would the joint contributions of socio media usage (YouTube, Face book, Instagram, online dating sites, E-mail, Twitter use, Viber and LinkedIn) determine problem behaviours (Drug abuse, Violent behaviour, Aggression, Sex crimes and Disruptive behaviours) among secondary school students?

3) What is the relative prediction of each of the social media variables (YouTube, Face book, Instagram, online dating sites, E-mail, Twitter use, Viber and LinkedIn) on problem behaviours (Drug abuse, Violent behaviour, Aggression, Sex crimes and Disruptive behaviours) among secondary school students.

## 2. METHODOLOGY

**Research Design**

The researcher used the descriptive research design to gather data on social media as predictor of problem behaviours among the secondary school students. A descriptive research design aims at describing the distribution of a phenomenon in a population and thereby establishing the facts (percentages and frequencies). According to Saunders et al., (2003)

descriptive survey has a broad appeal for planning, monitoring and evaluating policies. Price, (2001) says that any researcher who adopts the descriptive research design attempts to produce data that is holistic, contextual, descriptive in depth and rich in detail. The use of the descriptive methodology for this study allows the researcher to gather data directly from the youth in their natural environment for the purpose of studying their attitudes, views and comments about their day to day interactions with social media (Leedy, 1993).

The researcher is afforded the opportunity to view phenomena through the eyes of their participants in appropriate social contexts through in-depth questions. The explorative nature of the research necessitates that the participant's knowledge, views, understandings, interpretations, experiences and interactions are considered in order to construct situational knowledge of the relationship of social media on problem behaviours. Hence, within this context, the choice of qualitative research is particularly important for this investigation as it attempts to explore a relatively unknown area of study. This rationale is confirmed by Denscombe (2003), when he states that qualitative research should be favoured when a topic of interest has been relatively ignored in the literature or has been given superficial attention. This present study therefore examines relationship of social media usage and problem behaviour among secondary school students in Oyo state. Descriptive Research Design is appropriate where the study seeks to describe the characteristics of a certain group, estimate the proportion of people who had certain characteristics and made predictions (Merriam & Tisdell, 2015).

## Sample and Sampling Procedure

Out of the 3 senatorial district 9 public and 6 private secondary schools were sampled to participate in the study making a total of 15 schools. Multi-stage sampling techniques were adopted to choose the respondents of this study. At the first stage, a simple random sampling technique was used to select the participating Local government Area. In the next stage, participating schools were selected using random sampling techniques, this included 3 public and 2 private secondary schools from Oyo North senatorial district, 3 public and 2 private secondary schools from Oyo central Senatorial district and 3public and 2 private secondary schools from Oyo south senatorial district. Again, simple random sampling technique was used to select a sample of 40 students from each of the schools selected in the 3 senatorial districts of Oyo state. In all a total of 600 students were respondents of this study. Out of the participants 378 (63%) were males and 222 (37%) were females 216 (36%) were from rural and 384 (64%) from urban areas, 210 (35%) were from private while 390 (65%) were from public secondary schools 252 (42%) respondents were from high socio economic background and 348 (58%) were from low socio economic back ground.

## Instruments

Two instruments were used to collect data in this study. They are:- i Social Media Usage Questionnaire and ii Problem Behaviours Scale

## A) Social Media Usage Questionnaire

The research instrument used in the study was the "Social Media Usage Questionnaire (SMUQ). The SMUQ is a self-report instrument which measures the frequency of usage of social media among individual subjects. The instrument had two sections: section A sought for demographic information such as the age, sex, parents" educational background, school type,

location of the school, parent's social economic status position in the family and whether parents are living together or not. Section B consists of a 25 items on social media usage which were drawn from relevant literature. The instrument follows the 5 – point Likert Scale ranging from (Strongly Agree = 1) to (strongly disagree = 5). The SMUQ initially had items which was presented for expert screening and correction which was certified both for content and face validity. Higher score in this instrument indicates high level of usage of social media. Thus using this instrument, those who scored high were the respondents of this study. Examples of items in the questionnaire are: - (i) *Social media provides adequate message on sexual orgies, (ii) Using social media frequently afford one the opportunity to learn about violent behaviour, (iii) It is not a crime to engage in pornography,(iv) A person is not social if he/she refuse to learn about drug abuse from the usage of social media, (v) It is part of fun to send nude picture through social media.* Cronbach alpha was used to determine the reliability coefficient and 0.87 was obtained after pilot test the instrument with respondent different from those who participated in this study.

## B) Problem Behaviour Scale

The instrument Problem Behaviours Scale (PBS) was developed by the researcher. PBS had two parts. Part I was a section that contained socio-demographic data of the respondents While Part II was the items tapping the problem behaviours among secondary school students. The 30-item scale requires the participants to indicate their degree of agreement with each item on a five point likert type scale ranging from 1(never) to 5 (very often). Total scores range thus from 150 to 30. High score indicate highest level of PBS which was cross-validated with one other instrument (Anti-social Behaviour Scale) in a pilot study among randomly selected adolescents from schools other than that of respondents. The result when correlated with PBS was (.767) at 0.01.Some of the items in the instrument (Problem Behaviours Scale) include: - *(i) I belong to a group that participates in disruptive behaviours (ii) I use to engage in premarital sexual activities despite my parents' warning (iii) The group i belong to participates in bulling behaviour to avoid being bullied. (iv) Iam of the opinion that cheating behaviours is not a sin but act of smartness, there is nothing wrong in it. (v) I can disobey any instruction that is of no interest to me.* A test-retest method was used to establish the reliability of the instrument on the participants other than the respondents of the study. A reliability coefficient of 0.79 was obtained.

## Procedure for Data collection

The researcher and the two trained research assistants collected the data from the target respondents. The questionnaires were administered to the sample respondents by the researcher and her research assistants. This method makes the data collection simpler and the researcher is able to facilitate accuracy in the data collection.

## Data analysis

The data collected was analyzed quantitatively and qualitatively. The data was analyzed using descriptive statistics of percentages on the responses of the respondents to demographic information, which was then presented inform of charts. Quantitative data collected, was coded and inputted in statistical package for social science (SPSS). Pearson Product Moment Correlation and Multiple Regression Analysis were also employed to analyse the data collected.

The results were carefully analyzed and presented to represent the actual situation on the ground. Qualitative data was closely analyzed qualitatively and important information extracted from what the respondents said. The data was then presented making relevant citations in comparison with the studies that had been done earlier and that related to the topic of study

## 3. RESULTS

### Respondents' Gender

The result showed that, out of all the respondents in the study, majority 63 percent were males while 37percent were females. The chart in Fig. 1 depicted this.
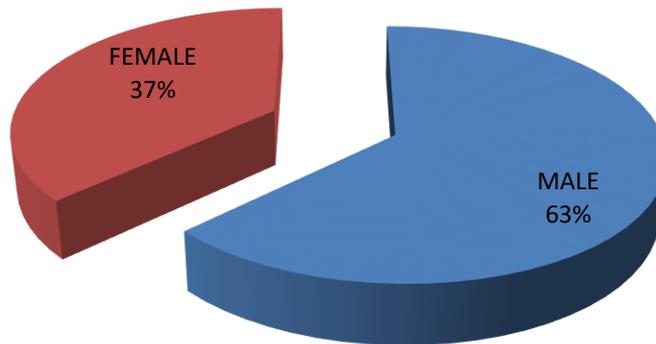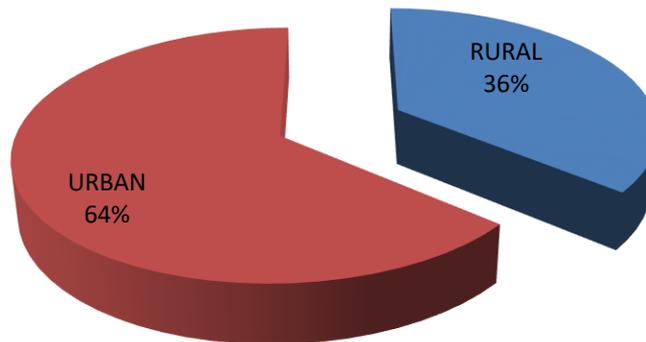
**Figure 1.** Showing Frequency Distribution of Respondents' Gender

As indicated in the pie- chart, male respondents were more than the female respondents in this study.

### Respondents' Location

From the result analysed, 36 percent of respondents were located in rural area while 64 percent of respondents were from urban area as indicated in the pie-chart in Fig. 2
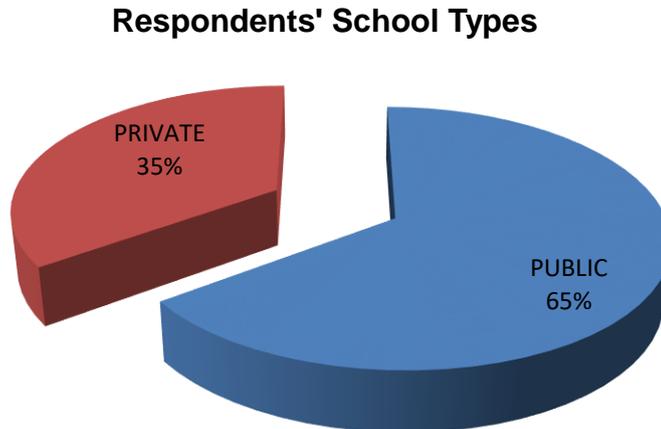
**Figure 2.** Showing Frequency Distribution of Respondents' Location

As shown in the pie-chart, respondents from urban area were more than those from rural locations

**Respondents School-Types**

Out of the respondents of this study, 35 percent were students of private schools while 65 percent of respondents were from public secondary schools as indicated in the pie-chart Fig. 3.

**Respondents' School Types**



**Figure 3.** Showing Frequency Distribution of Respondents' School-Types

Pie chart revealed that respondents from public secondary school were more than their counterparts from private schools.

**Respondents' Socio-Economic Background**

Based on the analysed data, 42 percent of respondents were from high socio-economic background while 58 percent were from low socio-economic background as shown in the pie-chart Fig. 4;

**Respondents' Socio-Economic Background**
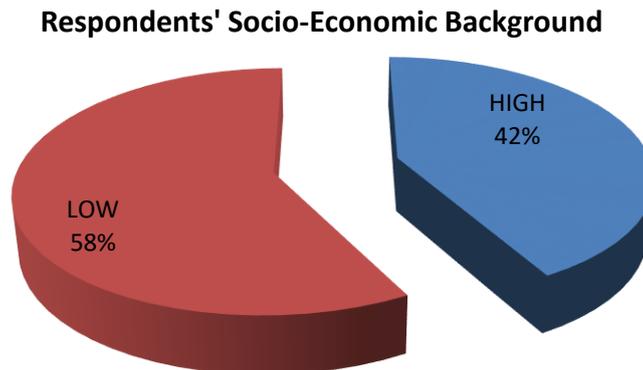


**Figure 4.** Showing Frequency Distribution of Respondents' Socio-Economic Background

Result indicated that respondents from low socio-economic background were more than those from high socio-economic background.

**Table 1.** Descriptive Statistics and Inter-correlations Matrix for the Variables.

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Social Media | 1 | | | | | | | | | |
| Youtube | .360** | 1 | | | | | | | | |
| Online dating site | .267** | .560** | 1 | | | | | | | |
| Facebook | .263** | .000 | .093* | 1 | | | | | | |
| Whatsapp | .175** | .069 | -.102* | .164** | 1 | | | | | |
| Viber | .027 | .024 | -.059 | -.023 | -.006 | 1 | | | | |
| Twitter | -.032 | .002 | .078 | -.011 | -.020 | .119** | 1 | | | |
| LinkedIn | -.070 | .176** | .347** | -.105* | -.222** | -.001 | -.002 | 1 | | |
| E-mail | .212** | .039 | -.156** | .114** | .107** | .051 | .008 | -.426** | 1 | |
| Instagram | .326** | .141** | .044 | .084* | .122** | .102* | -.043 | -.265** | .322** | 1 |
| Mean | 29.24 | 22.80 | 25.38 | 27.36 | 32.09 | 29.58 | 34.64 | 32.01 | 42.95 | 36.59 |
| Std. Dev. | 7.664 | 7.83 | 7.57 | 7.65 | 6.68 | 8.72 | 6.88 | 5.57 | 5.12 | 5.44 |

Table 1 revealed the relationship that exists between the independent variables components (social media usage) and the dependent variable (problem behaviour). The result shows that Problem behaviour positively correlated with Whatsapp use (r = .175**, p < 0.01), YouTube use (r = .360**, p < 0.01), Face book (r = .263**, p < 0.01), Instagram (r = .326**, p < 0.01), online dating sites (r = .267**, p < 0.01), E-mail (r = .212*, p < 0.01); while there was no significant relationship between Twitter use (r = -.032, p > 0. 05), ), Viber use (r = .027, p > 0. 01) and LinkedIn use (r = -.070, p > 0.05). This implies that the higher the usage of social media, the higher the problem behaviours among the secondary school students.

Result from Table 2 reveals significant joint contribution of the independent variables (LinkedIn, Whasapp, Facebook, YouTube, Instagram, Online dating sites, E-mail, Viber and Twitter use to the prediction of problem behaviours among secondary school students. The result yielded a coefficient of multiple regressions R = 0.539 and multiple R-square = 0.291. This suggests that the nine factors combined accounted for 28% (Adj.$R^2$ = .28) variance in the prediction of problem behaviour.

The other factors accounting for the remaining variance are beyond the scope of this study. The multiple regression analysis shows that there was joint prediction of the independent variables on the problem behaviour, $F_{(9, 590)} = 26.896$, P < 0.01.

**Table 2.** Summary of Regression for the Joint Contributions of Independent Variables to the Prediction of Problem Behaviour

R = 0.539
R Square = 0.291
Adjusted R square = 0.280
Std. Error = 6.50301

| Model | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Regression | 10236.834 | 9 | 1137.426 | 26.896 | .000[b] |
| Residual | 24950.606 | 590 | 42.289 | | |
| Total | 35187.440 | 599 | | | |

**Table 3.** Summary of Relative Contribution of Each of the Independent Variables to the Prediction of the Dependent Variable.

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|
| | B | Std. Error | Beta | | |
| (Constant) | -5.910 | 4.474 | | -1.321 | .187 |
| YouTube | .238 | .043 | .243 | 5.602 | .000 |
| Online dating site | .139 | .046 | .137 | 2.998 | .003 |
| Facebook | .202 | .036 | .202 | 5.616 | .000 |
| Whatsapp | .112 | .042 | .097 | 2.666 | .008 |
| Viber | .009 | .031 | .010 | .289 | .773 |
| Twitter | -.036 | .039 | -.032 | -.914 | .361 |
| LinkedIn | -.015 | .058 | -.011 | -.261 | .794 |
| E-mail | .175 | .060 | .117 | 2.913 | .004 |
| Instagram | .302 | .054 | .214 | 5.621 | .000 |

Table 3 shows that the nine components in the study contributed differently to the prediction of problem behaviours. Using the unstandardized regression coefficients to

determine the relative contributions of the independent variables to the explanation of problem behaviours; The most potent factors was YouTube (Beta = .243, t = 5.602, P < 0.05), followed by Instagram (Beta = .214, t = 5.621, P < 0.05); Face book (Beta = .202, t = 5.616, P < 0.05) Online dating site (Beta = .137, t = 2.998, P < 0.05), E-mail (Beta = 143, t = 4.394, P < 0.05), Twitter (Beta = .107, t = 3.274, P < 0.05), while LinkedIn (Beta = -.011, t = -.261, P > 0.05), Viber (Beta = .010, t = .289, P > 0.05), and Twitter (Beta = -.032,t = -.914, P > 0.05) did not significantly predict respondents' problem behaviours.

## 4. DISCUSSION

The results of the study were presented and discussed in relation to the research questions earlier outlined. The study sought to know the gender distribution of the respondents. From the responses, the majority 63% were males while the female were 37% as shown in the chart. The gender imbalance is not likely to affect the study as the nature of the research and questions asked were not gender sensitive and any unlikely error as a result of the gender imbalance may be tolerated.

The study sought to find out the location of study of the respondents considering that the location of study was likely to have relationship on problem behaviours of the secondary school students. From the responses, the majority 64% of the respondents were from urban areas while 36% were from rural settings. The type of school of the respondents was sought for and it was found that 35% of the respondents were from private while 65% of them were from public secondary schools, information collected on the respondents socio-economic status indicates that 42% of the respondents were from high socio economic background and 58% were from low socio economic back ground.

The result obtained from the first research question revealed the pattern of relationship that exists between the independent variables components (social media usage) and the dependent variable (problem behaviour). The result shows that Problem behaviour positively correlated with Whatsapp use (r = .175**, p < 0.01), YouTube use (r = .360**, p < 0.01), Face book (r = .263**, p < 0.01), Instagram (r = .326**, p < 0.01), online dating sites (r = .267**, p < 0.01), E-mail (r = .212*, p < 0.01); while there was no significant relationship between Twitter use (r = -.032, p > 0. 05), Viber use (r = .027, p > 0. 01) and LinkedIn use (r = -.070, p>0.05).

The implication of this is that the frequent the usage of social media, the more enormous the problem behaviours among the secondary school students. The findings of this study is in agreement with the earlier studies of King and Stones (2013) who found that the nudity and sharing of pornographic material has been on the rise in Australian schools as a result of the availability of social media channels that young adults are exposed to. The author's further note that sexual orgies are arranged among friends in the social media hence the rise in immorality among college and middle school students. The finding of this study is consistent with Ruan and Kaye (2016) who observed that social media sites have fuelled the abuse of prescription drugs among youths. The authors also noted the increasing advertisement of Alcohol and Drug related shows in social media sites has fuelled the excitement for their consumption. The results of this study are also in line with the observation of Gikonyo (2005) who pointed out that there is an increase of drug abuse among youth in Nairobi which has been enhanced by peer pressure and imitation of celebrities.

Result gathered from the second research question shows significant joint contribution of the independent variables (YouTube, Instagram, Facebook, Online dating site, E-mail and Twitter media to the prediction of problem behaviours among secondary school students. The result yielded a coefficient of multiple regressions = 0.539 and multiple R-square = 0.291. This suggests that the nine factors combined accounted for 28% (Adj.$R^2$ = .280) variance in the prediction of problem behaviours. The other factors accounting for the remaining variance are beyond the scope of this study. The multiple regression analysis shows that there was joint prediction of the independent variables on the problem behaviours, $F_{(9, 590)}$ = 26.896, $P < 0.01$. This result concur with the observation by King and Stones (2013) who posited that the nudity and sharing of pornographic material has been on the rise in schools as a result of the availability of social media channels that young adults are exposed to.

Table 3 shows the result obtained from the third research question which indicates that the nine components in the study contributed differently to the prediction of problem behaviours. The most potent factors was YouTube (Beta = .243, t = 5.602, $P < 0.05$), followed by Instagram (Beta = .214, t = 5.621, $P < 0.05$); Facebook (Beta = .202, t = 5.616, $P < 0.05$) Online dating site (Beta = .137, t = 2.998, $P < 0.05$), E-mail (Beta = 143, t = 4.394, $P < 0.05$), Twitter (Beta = .107, t = 3.274, $P < 0.05$), while LinkedIn (Beta = -.011, t= -.261, $P>0.05$), Viber (Beta = .010, t = .289, $P>0.05$), and Twitter (Beta = -.032, t = -.914, $P > 0.05$) did not significantly predict respondents' problem behaviours. The findings of this study corroborates the studies by Patricia and Ndung'u (2014) and Omolo (2014) when they discovered immorality among children as young as 15 years old they also found out that youths are engaged in drug abuse and sexual orgies.

The above cited research findings have associated particular with anti-social behaviour to social media. As exposed by most of these research findings, children from rich families often communicate with other youths through social media and organize parties without the knowledge of their parents. In these parties the young minors are known to engage in sex orgies and rampant drug abuses. The findings of the current research also support the findings of Patton (2014) who observed that the frequent sharing of pro-school shooting videos on platforms such as Instagram and whatsapp have prompted increased violence among youths. Further, he acknowledged that the sharing of negative comments online has led to increase in online mentions and interests which may end up provoking negative actions among users.

## 5. CONCLUSIONS

Negative and incessant use of ICT facilities in terms of cell phones, internet, video, ATM credit cards amongst others, by youths significantly introduces them to some behavior problems. Counselling and clinical psychologists should vigorously embark on massive campaigns against the negative use of ICT gadgets by youths. The study does not undermine the fact that youths especially students can gain much academic, economic and social knowledge from the internet for their overall development. However, counselling professionals and clinical psychologists should discourage the all day/night browsing that introduces truancy in schools.

Youths should be encouraged to be careful in selecting websites and games they view and play. Pornographic sites, violence oriented films and sites that induce web scams and aggressive behavior should be neglected.

**Recommendations**

Based on the results obtained from this study the following recommendations were made.

i. The adolescents especially those in the secondary school needs to be trained on better usage of the social media so as to minimize time wastage on chatting and other irrelevant engagements that are not of major importance on their lives.

ii. All the stakeholders and especially Communication Commission of Nigeria and network providers' needs filter information that reaches the young people through social media platforms. This will help minimize exposing them to pornographic and other antisocial materials.

iii. Parents in particular and security agencies should monitor activities of the young people on social media in order to protect them from sex pest and sex crimes.

iv. In order to communicate effectively to the young people schools and government agencies should adopt social media as one of their means of communication.

v. Policy makers should make use of findings of this current study to formulate policy at all levels of learning that adolescents are involved such as secondary schools and universities.

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