

**SOCIAL MEDIA USE AND IN-SCHOOL RISKY BEHAVIOUR AMONG SENIOR
PRIMARY SCHOOL STUDENTS IN NSUKKA URBAN, NSUKKA LGA, ENUGU
STATE.**

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Abstract

This study investigates the social media use and in-school risky behaviour among senior primary school students in selected primary schools in Nsukka Urban, Nsukka LGA, Enugu State. The study employed a descriptive research design, using a questionnaire as an instrument for data collection. The findings revealed that Facebook, YouTube, WhatsApp, and Instagram are the most utilized social media platforms among senior primary school students in selected primary schools in Nsukka Urban. It was also found out that some of the in-school risky behaviour of senior primary schools in Nsukka Urban include lesbianism, homosexuality, drinking alcohol, smoking and drug use, prostitution/promiscuity, cultism, corruption, free sex, stealing or tapping, pornographic books/films etc. The study recommends that teachers and primary school management should include the use of digital tools in the curriculum of the senior primary school. This is to ensure that proper training and orientation of the use of social media platforms is provided to the students. Finally, government should censor some of the social media platforms that contain contents which senior primary school student should not be exposed to use i.e. user restriction in terms of age should be applied to all social media platform.

Introduction

Nigeria is blessed with a good number of youths of school age among which Enugu state and Nsukka urban in particular. In Nsukka urban, most of these adolescents in Nsukka within the age of 9-10 years are already exposed to the use of mobile android phone and share ideas, feeling etc. with their peers in social media platforms. This timing population of adolescents is exposed to the danger of violent contents and abuse of social media (Lauren, 2020). Electronic media present a number of challenges facing the adolescents in the contemporary society with the selection and acquisition of obnoxious and violent online materials. The inception of social media via technology migrated communication and oral interaction among people from traditional medium of communication to technology advanced communication (Singh, 2022). In recent times, electronic media has become the main channel of communication globally via online platforms. Prominent among these online platforms for social media interaction include WhatsApp, YouTube, face book, Instagram, twitter etc. In the contemporary time, adolescent

between the age of 9-10 years mainly in senior primary schools in Nsukka have taken to social media platforms to interact with their peers on so many issues bordering on their feelings, ideas, fore play etc. (Lauren, 2020). Access to these online platforms is facilitated through the use of mobile phones.

This however has influenced a drastic change in behaviour among senior primary schools in Nsukka. Due the fact that the online environment or platform where these students interact and share their views are not moderated or censored (Diaz, 2023). Therefore, they have the array of time to enjoy unrestricted freedom among themselves. The implication of this freedom the students enjoy via social media include the inculcation and indulgence in risky behaviour. These risky behaviours include early sex abuse, violent conduct, drug addition, immoral behaviours, stealing and other unethical behaviours (Singh, 2022). Prevalent among these contents include activities accessed through the internet via cell phones, laptops among others. These activities include drug related materials, pornographic materials, gun related movies and secret cult. These activities inculcate negative tendencies such as rape, drug addition, cyber-crimes, violent, cultism, inordinate sexual behavior etc.

Finally, it has been observed through personal experience that the misuse of social media tools such as mobile phone by senior primary school students has led to early pregnancy, increase in number of schools drop outs, sex abuse, loss of focus, increase in the rate of fighting, stealing, disobedient to authorities etc. Yet, evidences from literatures have shown that there is still a lot to be done in research to find out the in-school- risky behaviour of senior primary school students mostly influenced by social media and to find out how to control the abuse of social media by senior primary school students. This has constituted the problem which this study seeks to cover. However, this study will approach this issue in question form i.e. what are the in-school risky behaviours of senior primary school students? what are the social media commonly utilized by senior primary school students? and finally, what is the extent of utilization of social media by senior primary school students in Nsukka Urban, Nsukka LGA? Answer to these questions is the gap that this study seeks to cover.

Research Question

1. What are the in-school risky behaviours of senior primary school?
2. What are the social media commonly utilized by senior primary school?
3. What is the extent of utilization of social media by senior primary school?

Literature Review

Social media is computer-based technology that facilitates the sharing of ideas, thoughts and information through the building of virtual networks and communities. By design, social media is internet-based and gives users quick electronic communication of content. According to (Giulia, 2022), the ability to share photos, opinions and events in real-time has transformed the way we live and the way we do business e.g. Twitter, to go, Tik-Tok, Facebook, WhatsApp Instagram, LinkedIn, MySpace etc. There are many social media platforms but adolescents mostly use Facebook and WhatsApp. (Dillon, 2023) WhatsApp is a social media platform that which enables users to have access to people via phone number in one's phonebook or contact list. Due to the easy access of users to WhatsApp platform, users are increasingly utilizing these social networks among friends, news feeds, personal updates, events and activities, notes and messages (Do, Dorner & Calvert, 2019). The reason for choosing these two platforms is informed by the fact that they are easily accessible to secondary school students. For instance, Facebook is a social networking platform that connects people from anywhere in the world. It is a platform whereby individual set up their profiles and add friends to their accounts with a view to chatting, sharing ideas, information, news, photo and videos (Mcilwhan, 2020).

In another instance, YouTube and WhatsApp platform is another social media platform that enables video viewing and chat with friends and family anywhere in the world. Senior primary school students are therefore increasingly utilizing these social networks among friends for viewing activities, news feeds, personal updates, events and activities, notes and messages (Giulia, 2022). Social network in the context of social media is a development of online participation where individuals of common interest communicate, share and contribute content on the social cyberspace. According to Dreams (2016) is a viable tool for cooperation and sharing of knowledge in an open access platform. In the Social Network Space, people with

common interests among which include senior primary school students are able to share information with each other via a huge variety of social networking sites. These social networking sites are created specifically to make sharing, communicating, and creating information efficient as possible (Fullan, 2013).

Social networking is a new way of providing and sharing information through social media platforms via internet. Social media platforms have made communication and sharing user-centered (Prakash & Ibrahim, 2021). Online participation and content contribution are core issues in the present social networking practices which has engaged senior primary school students (Dreams, (2016). Social media tool mostly mobile phones is used in an online platform where users are responsible for consuming and producing online content. With these tools, senior primary school students often indulge in activities that encourages some negative behaviours. In most cases, these negative tendencies are risky behaviours capable of destroying the users that are not matured and lives of other victims in the society (Bonnor, 2022).

Social Networking Sites are web-based services that allow individuals to construct a public or semi-public profile within a bounded system, to articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system (Baregama & Arora, 2021). Social networking sites according to Fullan, (2013) stated that social networking site allow adolescents adopt a new role by placing themselves into a social realm with other members of the society by reading blogs, group postings, and message boards. The dynamic nature of this technology enables users to have an open access to knowledge and contribute local content on the social network space (Pisel, 2013). This makes the senior primary school students vulnerable to learning negative tendencies through social media tools such as cell phones, computer, IPADS, video games, instant messaging, interactive multiplayer, video games, virtual reality sites, web social networks, and e-mail through social connection (Giulia, 2022).

At this point, it becomes imperative to explain who the senior primary school students really is all about. According to Robert (2017) in Ugwuanyi (2024), senior primary school students fall within the adolescent age of between 9-10 years old. Adolescence is a transitional period marked

by substantial changes in physical maturation, cognitive abilities and social interaction. However, the preteen years (ages of 9 to 12) can be the time of both disorientation and discovery. Many senior primary school students and their peers face tough choices regarding school work, sexuality, drugs, alcohol and social life (Idris, 2020). Adolescent according to World Health Organization refers to young people who are between childhood and adulthood and are undergoing physical, mental, social and emotional changes accompanied by an increasing definition of sexual identity. Senior primary school students age is a period during which individual try new attitudes, roles and behaviour. Some adolescents choose to engage in risky behaviour such as alcohol intake, substance use, poor diet, physical inactivity and unprotected sex are common (Suleiman & Danmuchikwali, 2020).

More so, these risky behaviour affects the senior primary school students in their developmental stages of life. For instance, for some senior primary school students the experience will be one of experimentation, a passing phase. For others, it will be the beginning down a path to problems that follows them into adulthood. According to Youth Risk Behaviour Surveillance Report (2015) as contained in Ugwuanyi (2024), in- school risky behaviour is classified into five categories which include behaviour that may lead to violence or injury and this category includes being in a fight, bullying or being bullied, carrying a weapon, self-harm and considering or attempting suicide (Johnson et al, 2016). Another one is unsafe sexual behavior and this category includes having intercourse before the age of 13, unprotected sex etc. It is also includes drinking alcohol or using drugs during or before intercourse (Giulia, 2022). More so, we have Alcohol, substance and tobacco use i.e. this category includes drinking alcohol and using prescription or illegal drugs as well as smoking cigarettes or using chewing tobacco (Hudson, 2014). others risky behaviour in another category includes unhealthy eating, not sleeping enough, lesbianism, homosexuality, drinking alcohol, smoking and drug use, prostitution/promiscuity, cultism, corruption, free sex, stealing or tapping, pornographic books/films (Anttila et al, 2012). At this stage the self-concept or identity of the adolescent is thrown into flux: making him/her vulnerable hence needing proper intervention or help for fruitful transition to adulthood.

In many areas, social media provides a platform for evil vices such as online drug addition, violent conducts, sex abuse, smoking etc. In some case this may mean, social media drug dealing, in which a person connects with someone they know or stranger to set up a drug deal. In other case, it may mean adolescent buying drug online often through electronic media (Anttila et al, 2012). Due to the subversive nature of online drug dealing, researchers have struggled to estimate how many drugs are sold and to who (Sellar, 2022). Eye witness account have shown that the overuse of social media networking could lead to stimulation that is similar to other addictive behaviors, most adolescents post pictures, or feelings online and eagerly wait for likes, shares, and positive comments from friends using various social media (Haleem et al, 2022). It has been understood that a strong association exist between smoking and media more than half of adolescent smoking initiation has been linked to watching smoking in films. They may either be accessed remotely via the Internet or locally (Sellar, 2022).

Notwithstanding, electronic media has created a new mechanism that encourages senior primary school students' substance abuse. Adolescent felt pressured to drink alcohol and use drugs after seeing their friends post these activities online (Aramide & Ogunjobi, 2021). Again, social media present a number of challenges facing the adolescents in the present-day society, social media have witnessed indiscriminate selection and acquisition of obnoxious and violent online materials (Sharma, 2009). The new technological device brought with it great promise for social and educational benefits rather, senior primary school students are exposure to inappropriate and harmful content.

Research Method

The study adopted descriptive research design. Descriptive research design according to Nworgu (2015) is used in studies that aim at collecting data and describing situations, characteristics, features of a given population in a systematic way. The study was carried out in selected primary schools in Nsukka Urban in Nsukka LGA, Enugu State. The population of the study comprises of 566 registered senior primary school students from the 3 selected primary schools in Nsukka Urban i.e. Shalom Primary School (SPS) (236), Isiakpu Primary School (IPS) (150) and

Community primary school (CPS) (180) (source: class enrollment registers of the 3 schools). The sample size of the study is 180 registered senior primary 6 school students from the 3 selected primary schools in Nsukka Urban. Multi-stage sampling technique was adopted for the study. At first stage, purposive sampling technique was used to select 1 private primary school (shalom primary school) and 2 government primary schools i.e. (Isiakpu Primary School (IPS) (Community primary school Isiakpu (CPS). At the second stage, all the primary 6 students from the selected primary schools were selected purposively making a total sample 180 because the number is manageable.

Questionnaire structured by the researcher consisting of 31 item questions on a four-point Likert rating scale with response option i.e. Very High Extent (VHE=4), High Extent (HE=3), Low Extent (LE=2) and Very Low Extent (VLE=1) and Strongly Agreed (SA=4), Agreed (A=3), Disagreed (D=2) and Strongly Disagreed (SD=1). The instrument was validated by 3 experts i.e.1 from science education, 1 from Library and Information Science and 1 from department of Early Childhood Education all from Faculty of Education, University of Nigeria, Nsukka. and criticisms were integrated into the final draft of the instruments. 180 copies of questionnaires were administered personally by the researcher and the research assistants of whom she briefed on the how to distribute and collect the questionnaires back after completion. Finally, the data collected for the study were analyzed using descriptive statistics, mean and standard deviation to analyze the research questions. For the decision rule, 2.5 was used as the criterion mean of which any mean score less than 2.5 was rejected as negative response while any mean score more than 2.5 was accepted as positive response.

Results and Discussion

Data collected from the Questionnaire were presented in a frequency distribution table and analyzed using standard deviation and mean. The presentation and analysis were done sequentially under the 3 research questions. A total of 180 questionnaires were distributed to the respondents but 175 were returned correctly filled, this indicates a percentage of 97% which the researcher considered appropriate for use.

Table 1: Mean and standard deviation of the ratings of the respondents on the in- school risky behaviour of senior primary school students in Nsukka Urban, Nsukka LGA, Enugu State.

N = 175

S/N	ITEMS	SA	A	D	SD	MEAN	DECISION
1	Cyber crime	54	57	47	17	2.85	SA
2	Drug addiction.	25	69	64	17	2.26	SD
3	stealing.	25	82	54	14	2.67	SA
4	Fighting	31	69	54	21	2.63	SA
5	Sex abuse	25	75	53	22	2.59	SA
6	Vandalism	36	78	36	25	2.71	SA
7	Disobedience to elders	28	71	62	14	2.65	SA
8	Lying	34	70	46	25	2.65	SA
9	smoking	34	70	46	25	2.65	SA
10	Examination malpractice	22	70	67	16	2.56	SA
11	Cultism	54	57	47	17	2.85	SA
12	Kidnapping	14	40	80	41	2.15	SD
13	Bullying	12	86	63	14	2.55	SA
14	Online porn addiction	54	51	54	16	2.82	SA
15	Poor attitudes to academic activities	41	44	60	30	2.55	SA

Key: strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD)

Table 1 above shows that the in-school risky behaviour exhibited by senior school students in Nsukka Urban include cybercrimes, drug addiction, stealing habit, fighting, different forms of sex abuse, vandalism, disobedience to elders etc. The evidence of the responses had mean weight of 2. 65, 2.59, 2.63, 2.85, 2.82, 2.55, 2.71 etc. Contrary to the above response, respondents disagreed on the fact that kidnapping is manifested among senior primary school students in Nsukka Urban. It has a mean weight of 2.15. Corroborating this assertion, Anttila et al (2012) stated that senior primary school student's behaviour includes unhealthy cybercrime, stealing, drinking alcohol, smoking, drug use, prostitution/promiscuity, cultism, corruption, sex, stealing or tapping, pornographic books/films etc.

Table 2: Mean and standard deviation of the ratings of the respondents on the social media commonly used by senior primary students

N = 175

S/N	ITEMS	SA	A	D	SD	MEAN	DECISION
1	X (Twitter)	31	56	64	24	2.54	SA
2	YouTube	37	37	77	24	2.50	SA
3	Tik-Tok	21	71	61	22	2.52	SA
4	Instagram	7	21	98	49	1.92	SD
5	WhatsApp	36	78	36	25	2.71	SA
6	Facebook	25	69	64	17	2.58	SA
7	LinkedIn	11	25	102	37	2.06	SD

8	MySpace	23	70	55	27	2.51	SA
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Key: strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD)

Table 2 above shows the social media platforms commonly used by senior primary school students. The evidence of the responses had mean weight of 2.54, 2.50, 2.52, 2.51, 2.71 etc. According to Mcilwhan (2020), X, YouTube, Face book, Instagram etc. are among the most used social media platforms by senior school students which exposes them to in-school risky behaviour. Contrary to the above assertions, respondents disagreed with the assertion that LinkedIn and Instagram are among the most popular social media platforms commonly used by senior primary school students in Nsukka Urban on like the other social media platforms. This had a mean weight of 1.92 and 2.06 respectively.

Table 3: Mean and standard deviation of the ratings of the respondents on the extent of utilization of social media by senior primary school students

N = 175

S/N	ITEMS	VHE	HE	LE	VLE	MEAN	DECISION
1	Twitter	29	77	54	15	2.69	VHE
2	To-go	10	94	55	16	2.56	VHE
3	Tik-Tok	5	103	51	16	2.55	VHE
4	LinkedIn	9	29	90	47	2.00	VLE
5	WhatsApp	25	69	64	17	2.58	VHE
6	Instagram	33	55	62	25	2.55	VHE
7	Facebook	21	81	47	26	2.55	VHE
8	MySpace	35	70	50	20	2.69	VHE

Evidence in table 3 indicates the extent senior primary school students utilize social media. These social media platforms which include Twitter, To-go, Tik-Tok, Facebook, WhatsApp etc. are utilized to a very high extent by senior primary school students. In support of the following position of the respondents, Baregama & Arora (2021) stated that most of these social media are user friendly and so are often utilized in information sharing through social media network. These had a mean weight of 2.69, 2.56, 2.55, 2.58, 2.55, 2.69 and 2.55. However, the result also revealed that LinkedIn is not highly utilized on like other social media platforms. This had a mean weight of 2.00.

Conclusion

The study looked at social media platforms which is electronic media that provide environment for channel of communication globally via online platforms among senior primary school students in Nsukka Urban. Prominent among these online platforms for social media interaction include WhatsApp, YouTube, face book, Instagram, twitter etc. the senior primary school students fall within the adolescent age of between 9-10 to interact with their peers on so many issues bordering on their feelings, ideas, fore play etc. the study also carried out a survey and found out that these social media platforms irrespective of their positive contributions to information sharing, has impacted the behaviour of senior primary school students in Nsukka Urban negatively.

Recommendation:

1. The study recommends that teachers and primary school management should include the use of digital tools in the curriculum of the senior primary schools.
2. Finally, government should censor some of the social media platforms that contain contents which senior primary school student should not be exposed to use i.e. user restriction in terms of age should be applied to all social media platform.
3. Again, parents and guidance should be closer to their children/wards in order to be able to guide them properly on the use of social media.
4. The primary school authorities should from time to time organize workshops and seminars on the dangers and use of social media for the senior primary school students.
5. Finally, senior primary school students should be encouraged to be open to their parents, guidance and teachers to express their feelings often.

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