

## **RELATIONSHIP BETWEEN SOCIAL MEDIA ADDICTION AND DEVIANT BEHAVIOUR AMONG SECONDARY SCHOOL STUDENTS IN DELTA STATE**

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### **Abstract**

*This study examined relationship between social media addiction and deviant behaviour among secondary school students in Delta State. It equally examined gender and school type. Four research questions were raised and four hypotheses were formulated to guide the study. A Correlation research design was used for the study. The population of the study is 26, 428 SS Two students in Delta State. The sample size of the study constitutes 600 students. The two instruments used for the study are: Social Media Addiction Scale (SMAS) and Deviant Behaviour Questionnaire (DBQ). The instruments were subjected to internal consistency which yielded reliability coefficient of .76 and .72 respectively. The data were analyzed using Correlation and Regression Statistics. The results indicated that there is a significant relationship between social media addiction and deviant behaviour of secondary school students. There is no significant relationship between gender and deviant behaviour of students. There is a significant correlation between school type and deviant behaviour among secondary school students in Delta State. Based on the result of these findings, recommendation is made that secondary school students should spend less time with social media and parents should try and provide their children's basic needs in order to prevent deviant behaviour. Also, student's good behaviour should be reinforced positively while the bad behaviour should be punished so that others can learn.*

**Keywords:** Social Media Addiction, Gender, School Type, Secondary School Students.

### **Introduction**

It is a common experience to observe that since the advent of technological and industrial growth and development in the world, series of explosion of an ever increasing form of unacceptable behaviour have been so rampant in the educational institutions and society. For instance, the present pace of student's involvement in cultism which results in wanton destruction

of lives and properties in the Nigerian educational system have been a major concern and worry in the society.

The use of alcohol and drug, abuse and misuse among the adolescents in and out of school presently constitute a great threat to social stability in our community. (Okorodudu, 2006).

The term 'deviancy' implies a norm, from which individuals departs or deviate. There are norms of behaviour to which individuals are expected to conform in the larger community as well as norms established within the school system. It is when a person's behaviour is at variance to these generally acceptable norms that a deviancy is observed. Deviant behaviour therefore, connotes a very clear departure from acceptable norms established within the family unit, school, community, peer groups, clubs, social organizations, employment organizations, and in the large society. It is any behaviour that does not conform to the acceptable norms and standard behaviour in a particular society. For instance, when the school child and the adolescent within the educational institutions manifest behaviour against the established norms i.e rules and regulations, values and morals.

There are many forms of deviant behaviours observed among adolescents within the school and outside the school system. They include the following: aggression or hostility, stealing and armed robbery, sexual perversions, temper tantrums, sociopathic personality, drug abuse and alcoholism, lying, unhealthy competition and comparisons, jealousy and gossiping, truancy, assaults, cultism, rape, man slaughter, burglary, suicide, forgery, fraud, cheating, cigarette smoking, pompousness, rudeness, pride, arrogance, abortion and wanton destruction of school buildings and properties.( Okorodudu, 2006).

There are many common symptoms of the forms of deviancies outline by Odebunmi, (1990). He claimed that a person who is maladjusted exhibits symptoms of abnormal behaviour. He also noted that the delinquent school child in the Nigerian society falls under the age of eighteen. He believed that the delinquent child would begin to manifest anti-social or illegal behaviours. And as a result some common traits which include the following would often be observed among the adolescents in the educational institutions and society. Disregard for rules and regulations, disregard for property right of others, frequent use of rude and abusive language, deviant sexual patterns, lack of restraints, little regard for the freedom of others, little regard for constituted authorities, also stealing and lying tendencies are also common symptoms.(Odebunmi,1990).

There are several causes of deviant behaviours among adolescents in our educational institutions and society. Every child in order to develop in a

normal and wholesome manner must achieve reasonable satisfaction of his physical, social and personality needs. Problem behaviour, delinquency and personal unhappiness is fundamentally due to frustration of these needs. There are numerous conditions in and out of school that hinder and frustrate needs satisfaction among adolescents in the educational institutions which leads to various types of maladjusted behaviours.

Deviant behaviour among adolescents and youths in our educational system could be rooted in the following: family poverty, broken home, personal inadequacies, parental rejection, overprotection by parents, unhygienic school practices, absence of vocational preparations, neurological impairment, parental and peer group influence.

Another source of negative influence on adolescents is the social media. The emergence of technology has been a thing of joy and entertaining to members of the society and has render many benefits to students by allowing them learn more effectively and increase student academic engagement behaviour in and out of the classroom settings. (Odojin, 2019). The growing trend in the Nigerian social media seems to produce greater negative impact on the character development of children than their positive impression. The provisions of television programmes, newspapers, magazines, video, cinema and pornographic materials through internet services in the Nigerian community seem to exposed children to unguided ways of making adjustment to personal, social and societal problems. (Okorodudu, 2006). Social media addiction is the excessive usage of the internet. It can also be seen as when a person spends too much of his or her time using digital technologies such as Facebook, twitter, mobile phones, televisions and other forms of social media that it interferes with all aspects of their lives. Social media addiction as described by the American Journal of Psychiatry (2008) highlighted some characteristics that are associated with social media addiction which include; the excessive use, often associated with a loss of sense of time or a neglect of basic drives, withdrawer, feelings of anger, tension, or depression when the computer is inaccessible, lying, poor achievement, social isolation and fatigue.

Numerous studies and survey have proven how much social media such as too much facebook, whatsApp, etc can be a bad influence on children. Through heavy television watching and excessive use of the internet children can encounter violent shows which could have severe psychological effects that are not suited for them and become unhealthy. There is a tendency for some children to imitate violent events such as the suicide of a famous person. Therefore, this study intends to investigate social media addiction and deviant behaviour among adolescents in secondary school in Delta State.

Deviant behaviour among adolescents has been an age- long problem. Deviant behaviour among secondary school students that creates problems in and outside the school system include aggression or hostility, stealing and armed robbery, sexual perversions, temper tantrums, sociopathic personality, drug abuse and alcoholism, lying, unhealthy competition and comparisons, jealousy and gossiping, truancy, assaults, cultism, rape, man slaughter, burglary, suicide, forgery, fraud, cheating, cigarette smoking, pompousness, rudeness, pride, arrogance, abortion and wanton destruction of school buildings and properties.

Despite the effort in controlling this unpalatable situation, there seems to be no positive change. Based on the search to find solutions to these problems, what is the relationship between social media addiction and deviant behaviour among adolescents in secondary schools in Delta State?

The following objectives, research questions and hypothesis guided the study

- Ascertain the relationship between social media addiction and deviant behaviour among secondary school students in Delta State.
- Examine the relationship between gender and deviant behaviour among secondary school students in Delta State.
- Determine the relationship between school type and deviant behaviour among secondary school students in Delta State.
- Examine the joint impact of social media addiction, gender, school type and deviant behaviour among secondary school students in Delta State.
- What is the relationship between social media addiction and deviant behaviour among secondary school students in Delta State?
- What is the relationship between gender and deviant behaviour among secondary school students in Delta State?
- What is the relationship between school type and deviant behaviour among secondary school students in Delta State?
- What is the joint impact of social media addiction, gender, school type and deviant behaviour among secondary school students in Delta State?
- There is no significant relationship between social media addiction and deviant behaviour among secondary school students in Delta State.
- There is no significant relationship between gender and deviant behaviour among secondary school students in Delta State.
- There is no significant relationship between school type and deviant behaviour among secondary school students in Delta State.

- There is no significant joint impact of social media addiction, gender, school type and deviant behaviour among secondary school students in Delta State.

**Method**

This study was conducted using the correlational research design. The population of the study consists of 26,428 SS Two students in Delta State. A stratified random sampling technique is employed to draw out 600 students. Six hundred (600) students were taken from each of the fifteen (15) selected schools. The instruments used for data collection in this study are the questionnaire, titled: Social Media Addiction Scale (SMAS) and Deviant Behaviour Scale (DBS). The research instruments were scored on 4 Point Scale of Strongly Agreed (4), Agreed (3), Disagree (2), and Strongly Disagreed (1). Cronbach Alpha Method was used to determine the reliability coefficients of both SMAS and DBS instruments. Social media addiction with 12 items yielded a coefficient alpha of  $r = .69$  while deviant behaviour with 14 items has  $r = .72$ . The researcher administers the instruments personally and with the aids to four research assistants. The data collected were analyzed using correlation and regression statistical models. All hypotheses were tested at .05 level of significance. All data were subjected to analysis using Statistical Package for Social Science (SPSS) Version 23.

**Result**

**Table 1: Simple Correlation Analysis of the relationship between social media addiction and deviant behaviour of secondary school students.**

Model	r	r square	r square Adjusted	Std. Error of the Estimate
1	.822	.676	.675	.029

**Independent variable: Social media addiction, Dependent Variable: Deviant behaviour**

Table 1 show that the correlation coefficient of the relationship between social media addiction and deviant behaviour of secondary school students is .822. This provides answer to research question 1. It reveals that there is a positive correlation between social media addiction and deviant behaviour of secondary schools.

**Table 2: Regression Analysis of the Relationship between social media addiction and deviant behaviour among secondary school students.**

Source	SS	Df	MS	F	B	$\beta$	t	Sig
Regression	462.809	1	462.809	1247.178	1.038	.822	35.315	.000
Residual	221.909	598	.317					
Total	684.718	599						

$P \leq 0.05$  level of significance; N = 600

Table 2 shows the calculated  $F = 1247.178$ ,  $df (1, 599)$ ,  $P \leq .05$  level of significance. Therefore, the null hypothesis which states that there is no significant relationship between social media addiction and deviant behaviour is rejected. The finding is that *there is a significant relationship between* social media addiction and deviant behavior among secondary school students involved in this study. This means that the higher students are addicted to social media, the higher they are more likely to increase in deviant behaviour.

**Table 3: Simple Correlation Analysis of the relationship between gender and deviant behaviour of secondary school students.**

Model	r	r square	r square Adjusted	Std. Error of the Estimate
1	.047	.002	.001	.091

**Independent Variable: Gender, Dependent Variable: Deviant behaviour**

Table 3 showed that the correlation coefficient of gender and deviant behaviour of secondary school students is .047. This provides answer to research question 2. It shows that there is a positive relationship between gender and deviant behaviour of secondary school students.

**Table 4: Regression Analysis of gender and deviant behaviour among secondary school students.**

Source	SS	Df	MS	F	B	$\beta$	t	Sig
Regression	1.533	1	1.533	1.342	-.105	-.047	-1.158	.247
Residual	683.185	598	1.142					
Total	684.718	599						

$P \geq 0.05$  level of significance; N = 600

Table 4 shows the calculated  $F = 1.342$ ,  $df (1, 599)$ ,  $P \geq .05$  level of significance. Therefore, the null hypothesis which states that there is no

significant relationship between gender and deviant behavior is accepted. The finding is that there is no significant relationship between gender and deviant behavior among secondary school students involved in this study.

**Table 5: Simple Correlation Analysis of school type and deviant behaviour among secondary school students.**

R	r square	r square Adjusted	Std. Error of the Estimate
.464	.215	.214	.087

Independent Variable: School type, Dependent Variable: Deviant behaviour

Table 5 reveals that the correlation coefficient of school type and deviant behaviour of secondary school students is .464. This provides answer to research question 3. It shows that there is a positive relationship between school type and deviant behaviour of secondary school students.

**Table 6: Regression Analysis between school type and deviant behaviour among secondary school students.**

Source	SS	Df	MS	F	B	$\beta$	t	Sig
Regression	147.153	1	147.153	163.696	1.117	.464	12.794	.000
Residual	537.566	598	.899					
Total	684.718	599						

$P \leq 0.05$  level of significance; N = 600

Table 6 shows the calculated  $F = 163.696$ ,  $df (1, 599)$ ,  $P \leq .05$  level of significance. Therefore, the null hypothesis which states that there is no significant relationship between school type and deviant behavior is rejected. The finding is that, there is a significant relationship between school type and deviant behaviour among secondary school students involved in this study.

**Table 7: Multiple Correlation Analysis of the relationship among social media addiction, gender, school type and deviant behaviour of secondary school students.**

R	R square	R square Adjusted	Std. Error of the Estimate
.855	.731	.730	.030

**Independent variables: Social media addiction, Gender, School type, Dependent Variable: Deviant behaviour**

Table 7 shows that the correlation coefficient of the relationship between social media addiction, gender, school type and deviant behaviour of secondary school students is .855. This provides answer to research question 4. It reveals that there is a positive correlation among social media addiction, gender, school type and deviant behaviour of secondary schools.

**Table 8: Regression Analysis of the Relationship between social media addiction, gender, school type and deviant behaviour among secondary school students.**

Source	SS	Df	MS	F	B	B	T	Sig
Regression	500.556	3	166.852	539.980	-	-	-	.000
Residual	184.162	596	.309	-				
<b>Total</b>	<b>684.718</b>	<b>599</b>						
Social media addiction					.975	-.21	32.842	.000
Gender					-.476	.185	-9.745	.000
School type					.446	.774	7.691	.000

$P \leq 0.05$  level of significance;  $N = 600$

Table 8 shows the calculated  $F = 539.980$ ,  $df (3, 599)$ ,  $P \leq .05$  level of significance. Therefore, the null hypothesis which states that there is no significant relationship among social media addiction, gender, school type and deviant behaviour is rejected. The finding is that, there is a significant relationship among social media addiction, gender, school type and deviant behaviour. The conclusion is reached that social media addiction, gender, school type jointly contributed to deviant behavior of secondary school students involved in this study.

### Discussion

The study showed that there is a positive relationship between social media addiction and deviant behaviour among secondary school students. This means that social media addiction is significantly related to deviant behaviour among secondary school students. This findings shows that when students are addicted to social media in such a way that there is an irresistible urge to stay hooked on, that this could lead them to exhibiting deviant behaviour. The study carried out by Lenhart, Purcell, Smith and Zickuhr (2010) revealed that the average user could spend more than 50 minutes a day on Facebook including secondary school students. This also agrees with Harzadi (2012) who indicates that excessive use of Facebook is harmful to psychological and social well-being of students.

Some studies have demonstrated that being addicted to social media could lead to deviant behavior such as of rape, homosexuality and bestiality are high among adolescents and is attributed to the exploration of pornographic sites in the internet (Abudullahi, et al., 2013). Mustafaoglu, Zirek, Yasaci and Razak(2018) opined that spending too much time on computer from an early age can negatively affect academic success due to the low concentration, lack of attention and disorganization, undeveloped language skills, creativity, and imagination seen in children as a result of excess computer use.

Furthermore findings in this study showed that gender is not a predictor of deviant behavior among secondary school students in Delta state. This indicates that the responses among male and female students with regards to their deviant behaviours are invariant. There is the tendency that the kind and level of deviant behaviours found in male students are equally found among female students in Delta state. This finding contradicts other studies that have found gender difference and variances in deviant behaviours (Damron-Bell, 2011; Sarwa, Awan, Alam, & Anwar, 2010). This could have resulted from contextual difference and sample characteristics that would have existed between our study population and the populations in the aforementioned studies.

Findings further showed that school location was a predictor of students' deviant behavior. The responses of students in both urban and rural schools were variant in their deviant behaviours. This implies that the level and nature of deviant behaviours among students in rural and urban schools are not similar. This agrees with the findings that though deviant behaviours exist in both urban and rural schools, that they are more predominant in urban areas (Asiyai, 2019). The predominance of deviant behaviours in the urban schools may be accounted for by the dense population in such areas and exposure to certain harmful media and technological influence. Furthermore, when the variables are jointly considered, findings showed that they significantly predicted students' deviant behaviours in Delta State. What this implies is that the non-significant predictive power of gender could be moderated when social media addicted and school location are controlled in the model.

### **Conclusion**

The study showed that social media addiction and school located are significant predictors of students' deviant behaviours while gender did not predict deviant behaviours. However, when the variables were entered jointly in the model, they predicted students' deviant behaviours. It could be

concluded that these variables are important in understanding students' deviant behaviours. Hence, intervention programmes to be mounted for students exhibiting deviant behaviours.

### **Recommendation**

Based on the findings of this study, the following recommendations were made:

1. Teachers and parents should device means of handling cases of deviant behaviour among secondary school students.
2. Parents and teachers should develop positive inter-personal relationship with their children/students.
3. Parents should try and provide their children's basic needs in order to prevent deviant behaviour.
4. Student's good behaviour should be reinforced positively while the bad behaviour should be punished so that others can learn.
5. There should be appropriate controls, monitoring limit and supervision of students' behaviour.
6. Parents and teachers should assist children on the nature of mass media programmes they should be interested in.
7. Students should be separated from following friends having unacceptable goals, interests and activities within the school and society.

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