

Assessment of Social Media Content in Promoting Good Social Values and Behaviour Among Secondary School Students in Ika Federal Constituency of Delta State

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The social media may become a very dangerous tool if allowed to proliferate in the wrong hands. It is on this premise that this study investigates social media content in promoting good values and social behaviour among secondary school students in Ika Federal Constituency of Delta State. The study adopted a descriptive survey design with total of 240 senior secondary school students drawn through a stratified and a simple random sampling technique. Data were collected using a self-designed questionnaire which contained 34 items. The collected data were analysed using descriptive and inferential statistics. The result of the study showed that secondary school students are exposed to numerous social media applications that do not promote good social values and behaviour among secondary students in Ika Federal Constituency; majority of the social media that most secondary school students use have contents that appear to promote violence, sexual promiscuity, cybercrimes, among others. The study therefore recommended that parents, the government, and especially our educational and political leaders should provide and implement appropriate legislative framework that would limit the use social media influence on students' moral value systems among others.

Keywords: social media content, students, social values, good behaviour

Introduction

Good social values are among the most salient pillars upon which the human societies are built, developed, and sustained as they relate to morals, norms, and principles. According to Raymond et al. (2019, p. 199), "social values are general and controlling standards for correct human behaviour, since they are the desirable characteristics or qualities of members of society, which are defined by its culture such as tolerance and strength". In the same vein, Kronenberg and Andersson (2019, p. 201) also contend that social values basically relate to the standards of relationships in societies which may include "integrity, humility, cooperation, assistance, empathy, respect, listening, support for the weak, respect for the elderly, kindness for the young, and responsibility". From the foregoing, it is therefore obvious that social values play a critical role in unifying the predisposition as well

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as the efforts of societies and families, as they represent the root, guidance, law, and established standard that informs the norms of convictions, premonitions as well as the efforts, and resources of individuals. It is also obvious that there are many social values; however, what defines the continuous survival of these values over time is the medium and state of the general informational or educational framework that is available to the society.

It is not the intention of this study to explore how values translate to behaviour. It has however been established that values structure the individual's cognitive construction and at the same time guide their behaviour and thought (Rich, Brandes, Mullan, & Hagge, 2015). According to Othmane and Maria-del-Mar (2019, p. 12), "values influence behaviour indirectly; as values influence attitude, attitude in turn influences behaviour". It is expected that the adult members of the society will instill the cherished and worthwhile family and societal values on the younger generation to guarantee the sustainability of such values. However, with the advent of social media, the children now appear to have several instructors, known and unknown.

The remarkable technological breakthrough of the 21st century has brought about marked increase in the availability and use of social media applications and platforms. The social media has become a resource for transformative information because it appears to have remoulded and significantly revolutionized how individuals now communicate and socialize. There is no clear and distinct definition of what the term "social media" really is (Delery & Roumpi, 2017). However, this study will toll the line of research evidence where researchers have consistently focused on specified applications or platforms, though, in divergent contexts. For instance, "twitter" (Delery & Roumpi, 2017, p. 2), "Facebook" (Lim, 2012, p. 3). According to Boyd (2010, p. 5), social media refers to the various websites that allow profile or "account creation and visibility of relationships between users". It also means: "web-based applications which provide functionality for sharing, relationships, group, conversation and profiles" (Kietzmann, Hermkens, McCarthy, & Silvestre, in Delery & Roumpi, 2017, p. 12). In the views of Kaplan and Haenlein as cited in Yahaya and Ayodeji (2019), social media basically implies "a group of internet based application that allows the creation and exchange of user generated content" (p. 76). What is obvious in all the definitions above is that, all the authors appear to have agreed that social media involves the usage of online technologies for interactions. In this paper therefore, the term "social media" should be understood to mean all internet-based applications or platforms which are developed to facilitate interactions, communication including networking which may include applications such as "blogs and micro blogs (like twitter), wikis (Wikipedia), social networking (like Facebook, LinkedIn), multimedia sharing services (like YouTube, Netflix), content syndication (like RSS feeds), podcasting and content tagging services" (Anderson, in Yahaya & Ayodeji, 2019, p. 55).

Social media has influenced nearly if not all areas of lives. According to Khoo, in Yahaya and Ayodeji (2019), the social media has a very strong impact on how individuals presently learn, work, live, and even socialize. No doubt, social media plays a critical role in information dissemination, be it casual, sensational, sensitive, or even political information. However, social media may become a very dangerous tool to society if allowed to proliferate in the wrong hands, most especially, school children. The present level of moral decadence in our society calls for concern. The young ones who are the tomorrow's leaders do not show respect to the elders anymore. Experts have attributed the current problem of moral decadence to students' unrestricted access to social media as a greater number of them engage in all types of anti-social behaviour that are inimical to societal progress (Adaja & Ayodele, 2013). Any society that ignores moral soundness is bound to witness social menace of all types. In the predominant African contexts, good moral values are found in traditions, culture as well as

religion. At the moment, the younger generations appear to consider their indigenous culture as moribund. According to Johnston (2013), “the younger generations have all embraced the digital-culture in its totality; abandoning their indigenous culture and tradition entirely, thereby losing their identity” (p. 11). Our most cherished values are not only getting eroded, the society is facing an unprecedented cultural evasion through the instrumentality of social media applications, and the most unfortunate target groups are school age children who are exposed to inappropriate material, unwanted adult contents and bullying from peers (Oberiri & Greg, 2017).

Social media content has both positive and negative influences on students. According to Chukwu and Chiemeka (2019), social media has given students the leeway and opportunity to make new friends and also keep old relationships or friendships. Apart from fostering socialization, in some cases, the social media has become the popular platform for corporate world to place adverts on their goods and services, which in turn offers opportunities for students to be engaged as brand ambassadors online (Aligwe, Ugochukwu, & Nwafor, 2017). Social media has also become an avenue where students showcase their talents. This was exactly what Nyongesa, Kiprop, and Chumba (2019) found when they assert that students, the new wave of up-coming comedians in Africa, are the influence of social media exposure, as students use their various social media accounts to produce videos of themselves while cracking jokes, the number of their social media followers to grow, which will may snowball into opportunities to make host to events as masters of ceremonies or even stand-up comedians. Furthermore, there are evidences to show that students earn reasonable amount of money through various podcasts and video blogs on social media platforms (Al-Mulla, 2021; Al Asmari, 2021; Al-Saidi, 2020). There is no doubt that social media has transformed the world to a global and borderless village where people can interact with just the click of a button, to share, connect, network, and leverage on several opportunities.

Despite these advantages, the social media does not appear to be a safe place for secondary school students. According to Balanza and Tindowen in Al Asmari (2021), “The social media is an unregulated world that has no form of morals or laws to abide to; users are exposed to uncensored material which when consumed for a long time can lead to serious mental breakdowns” (p. 7). This underpins the need to limit the access of school age children and teenagers to social media contents. To Raut and Patil (2016), “too much social media lead to addiction; the world today is filled with individuals who can seat next to each other but not talking but just staring at their phones” (p. 284). From preliminary studies, the researcher has observed that students appear to spend more of their time on social media than doing their house chores, school work, or any worthwhile or productive activities. To substantiate this claim, Wolf, Sims, and Yang (2018) found that students engage in activities that might negatively affect their future by making and posting inappropriate contents (such as videos and provocative pictures) on social media thereby exposing themselves to online predators. According to Umar and Idris (2018), “the social media platforms are risky and dangerous; majority of the people on these platforms are fake in both their personas and personal information, which has even made it easy for cybercrimes” (p. 41). Another serious social issue about the social media is that, it appears to have taken away empathy from people. A practical case of this was recorded by Al-Mulla (2021) when he observed an accident scene. Instead of people helping the victims, they were busy recording their misfortune and posting the footage on their social media handles just to get views and comments. This action, predictably, aligns with the statement credited to Albert Einstein (1879-1955) in Türkahraman (2013) when he was quoted to have made this thought-provoking statement: “I fear the day that technology will surpass our human interaction, the world will have a generation of idiots” (p. 635). This underpins the need for us to imbibe values that are not inimical to society. The credibility of the information over

the social media is difficult to ascertain. Although the social media provides first-hand information to people, it is difficult to distinguish factual information from grapevines or rumors. In several instances, it has been discovered that a lot of information on social media are user generated which evidently makes it subjective, inaccurate, and even biased, to say the least (Nyongesa, Kiprop, & Chumba, 2019). Furthermore, social media contents suffer from inadequate statutory as well as professional gatekeeping efforts to monitor its content including the process of evaluating the authenticity of the information that is being proliferated on social media platforms.

Statement of the Problem

To say that the social media has gained acceptance and has probably been becoming the most sought after communication tools among students is stating the obvious. The social media platform is expected to provide the community with contents that include beliefs, attitudes, values, including the behavioural patterns that are acceptable to society in the borderless world that man has found himself through the instrumentality of technology. It is also expected that the social responsibility of social media is to harmonize social behaviour and defines habits for individuals and groups (Umar & Idris, 2018). However, in the absence of the protocols, laws and social controls appears to be influencing the value systems and behaviours of social media users especially among under-aged school students. Preliminary investigation reveals that students with accounts on many social media platforms spend a lot of time visiting each one too often and becoming addicted. It has also been observed that a significant number of students appear to have been lost in their social media networks to the point that they are no longer themselves if they are not connected to the online world. Most students are observed to be online for very long hours which have made them to neglect their relationships with their parents, siblings, and family relations. Students who are continuously glued to social media have also been found to lack focus which reduces their productivity (Adaja & Ayodele, 2013). The question that arises is: What values are being promoted on the social media? Is it that the good value systems are synonymous with us as Africans have been eroded by social media content? Secondary school students do not appear mature enough to take social media content with a pinch of salt. It is on this premise that this study investigates social media content in promoting good social values and behaviour among secondary school students in Ika Federal Constituency of Delta State.

Research Questions

The study was guided by the following research questions:

1. What social media platforms/applications do secondary school students mostly use in Ika Federal Constituency of Delta State?
2. To what extent do secondary school students use social media platform/applications in Ika Federal Constituency of Delta State?
3. How has social media content influenced the social behaviour of secondary school students in Ika Federal Constituency of Delta State?
4. Is there a relationship between social media content and promotion of good social values among secondary school students in Ika Federal Constituency of Delta State?

Hypothesis

To further direct the study, the research Question 4 was reformulated into a null hypothesis and tested at 5% level of significance.

H₀: There is no significant relationship between social media content and the promotion of good social values among secondary school students in Ika Federal Constituency of Delta State.

Methodology

The research design that was chosen for the study was the survey research design which principally employed the descriptive method. This helped a great deal in the collection of detailed factual information that clearly described the nature of the existing conditions of all the phenomena of interest in the study. Therefore, direct contact was made with the individuals whose characteristics, behaviours, or attitudes were of relevance to the study. The population of the study consisted of all the senior secondary school students (SSS1 and SSS2) in both public and private secondary schools within Ika Federal Constituency of Delta State. Although there are about 52 public and private secondary schools with an estimated population of 7,972 senior secondary students (excluding the SS 3) within Ika Federal Constituency as provided by the Post Primary Education Board, Delta State, the study was only limited to the schools with the highest population as criterion for selecting public schools as well as the most popular as criterion for selecting private schools. From the available school records the total population of the schools selected was found to be 2,400 senior secondary school students. A total of 240 participants constituted the study's sample. This figure represented 10% of the target population of interest. The researcher adopted 10% of the population as sample because the subjects were found to be homogenous in nature. In selecting the final sample, the stratified sampling technique was adopted. This method according to Braunstein and Welch (2002) is the process of dividing subjects of a population into homogenous sub-groups before sampling. In doing this therefore, each of the adopted public and private schools was initially delineated into the two constituencies namely Ika North-East and Ika South and thereafter, the final sample was determined through a simple random technique. The breakdown of the study's population and sample is as presented in Table 1 as indicated hereunder:

Table 1

Breakdown of the Population and Sample of the Study

S/N	Constituency	School name	School status	Population	Sample (10% of population)
1	Ika North-East	Owa Model Secondary School	Public school	469	47
		Owanta Secondary School	Public school	418	42
		King Solomon College	Private school	59	6
		Rock of Ages	Private school	110	11
		Igumbor-Otiku Secondary School	Public school	670	67
2	Ika South	Dein Palace Secondary School	Public school	444	44
		Anointed Group of Schools	Private school	140	14
		The Bride Academy	Private school	90	9
Total				2,400	240

Source: Researcher's field survey (2023).

Data were collected through a self-designed questionnaire titled: "Assessment of Social Media Content in Promoting Good Social Values and Behaviour Among Students Questionnaire (ASMCPGSVBQ)" which contained 34 items. The validity of the instrument was determined through experts' judgement approach. The initial draft of the instrument was scrutinised by some colleagues in the Faculty of Education, University of Benin

who are experts in questionnaire and items construction. Based on their suggestions and comments, the necessary corrections were effected before producing the final version of the instrument. A pilot test was conducted using a sample of 20 participants who were not part of the study's final sample. In determining the reliability of the instrument in generating the needed data, the Cronbach alpha coefficient was utilised. Thus, different Cronbach alpha domains of the instrument were used and it received a weighted Cronbach alpha coefficient of 0.71, 0.68, 0.77, and 0.81 respectively with an average weight of 0.74 which indicated a strong instrument's stability. The descriptive and inferential statistics were utilized in analysing the data. The descriptive statistics include frequency count, mean scores, and standard deviation. The criterion mean was set at 2.5 since the instrument was scaled on four points (this was calculated as: $4 + 3 + 2 + 1 / 4 = 2.5$). Furthermore, the inferential statistics that were adopted in the study were the Chi-Square (Crosstabs) tests.

Results

The results of the investigation carried out on all the variables as stated in the research questions and hypothesis were presented in Tables 2-5.

Research Question 1

What social media platforms/applications do secondary school students mostly use in Ika Federal Constituency of Delta State?

To proffer answers the above question, a list of some popular social media application/platforms was provided for the respondents to identify the one(s) they use. The result of the analysis is as presented in Table 2.

Table 2

Data on the Social Media Platforms/Applications That Secondary School Students Mostly Use in Ika Federal Constituency of Delta State

S/N	Platforms/applications	SA	A	D	SD	N	Weighted mean	Mean score	SD	Ranking
1	Facebook Messenger	69	86	47	38	240	612	2.55	0.15	10th
2	Whatsapp	240	Nil	Nil	Nil	240	960	4.00	0.90	1st
3	Twitter	2	11	38	189	240	281	1.17	0.51	14th
4	Facebook	237	3	Nil	Nil	240	960	3.99	0.90	2nd
5	Zoom	1	4	107	128	240	430	1.79	0.44	13th
6	Telegram	96	89	16	39	240	722	3.01	0.35	8th
7	Gmail/Yahoo mail	107	98	16	19	240	811	3.38	0.18	7th
8	Snapchat	129	98	8	5	240	890	3.71	0.48	5th
9	News apps (Opera, Nairaland, Phoenix)	22	69	103	46	240	581	2.42	0.01	11th
10	LinkedIn	11	55	107	67	240	571	2.38	0.19	12th
11	Tik-tok	132	99	5	4	240	926	3.86	0.37	4th
12	Sports/Betting apps	113	107	9	11	240	838	3.49	0.45	6th
13	Youtube	152	78	7	3	240	936	3.90	0.32	3rd
14	Netflix	86	72	45	37	240	710	2.96	0.38	9th
	Grand mean score	3.04								

Source: Researcher's field survey (2023).

A critical look at the data in Table 2 reveals that secondary school students have several social media accounts. However, out of the 14 most popular social media applications/platforms that were examined, only 10

of them are mostly used. Specifically, the data revealed that the Whatsapp platform is the mostly used social media application/platform by secondary school students in Ika Federal Constituency with a mean score and standard deviation of 4.00 and 0.09 respectively. This was followed by Facebook with a with a mean score and standard deviation of 3.99 and 0.07 respectively; Youtube, with a mean score and standard deviation of 3.90 and 0.32 respectively; Tik-tok, with a mean score and standard deviation of 3.86 and 0.37 respectively; Snapchat, with a mean score and standard deviation of 3.71 and 0.48 respectively; Sports apps, with a mean score and standard deviation of 3.49 and 0.45 respectively; Gmail/Yahoo mail, with a mean score and standard deviation of 3.38 and 0.18 respectively. Others include Netflix with a mean score and standard deviation of 2.96 and 0.38 respectively and Facebook Messenger, with a mean score and standard deviation of 2.55 and 0.15 respectively. Furthermore, the data revealed that secondary school students do not relatively use four out of the 14 social media applications/platforms that were examined as their average mean usages were all less than 2.50 criterion mean score that was set for the study. These include: News apps (such as Nairaland, Naija News, Opera), with a mean score and standard deviation of 2.42 and 0.11 respectively; LinkedIn, with a mean score and standard deviation of 2.38 and 0.19 respectively; Zoom, with a mean score and standard deviation of 1.79 and 0.44 respectively; and finally, twitter, with a mean score and standard deviation of 1.17 and 0.51 respectively. Since the grand mean score obtained for all the variables examined was 3.04 which is far higher than the bench mark of 2.50 that was set for the study, it was therefore concluded that secondary school students do access and use various social media applications/platforms in Ika Federal Constituency of Delta State.

Research Question 2

To what extent do secondary school students use social media platform/applications in Ika Federal Constituency of Delta State?

Table 3

Analysis of the Responses on the Extent to Which Secondary School Students Use Social Media Platform/Applications in Ika Federal Constituency of Delta State

S/N	Average hour per week	SA (%)	A (%)	D (%)	SD (%)
15	Less than 5 hours	Nil (0)	Nil (0)	106 (41.2)	134 (58.8)
16	6-10 hours	Nil (0)	Nil (0)	181 (75.4)	59 (24.6)
17	11-15 hours	182 (75.8)	53 (22.1)	4 (1.7)	1 (0.4)
18	16 hours and above	201 (83.7)	34 (14.2)	3 (1.3)	2 (0.8)

Note. Percentages in parentheses. Source: Field survey (2023).

A cursory look at Table 3 above revealed that 106 (41.2%) and 134 (58.8%) of the respondents “Disagreed” and “Strongly Agreed” respectively that secondary school students spend less than five hours weekly on social media platform in Ika Federal Constituency of Delta State. However, none of the respondents “Strongly Agreed” or “Agreed” respectively on the issue. The data also revealed that 181 (75.4%) and 59 (24.6%) of the respondents “Disagreed” and “Strongly Disagreed” respectively that secondary school students spend between 6-10 hours weekly on social media platform in Ika Federal Constituency of Delta State; no respondents “Strongly Agreed” or “Agreed” respectively. On whether secondary school students spend between 11-14 hours weekly on social media platform in Ika Federal Constituency of Delta State, it was observed that 182 (75.8%) and 53 (22.1%) “Strongly Agreed” and “Agreed” respectively. But, 4 (1.7%) and 1 (0.4%) “Disagreed” and “Strongly Disagreed” respectively on the issue.

Finally, it was found that 201 (83.7%) and 34 (14.2%) among the respondents “Strongly Agreed” and “Agreed” respectively that secondary school students spend 16 hours and above weekly on social media platform in Ika Federal Constituency of Delta State. It was however observed that 3 (1.3%) and 2 (0.8) among the respondents “Disagreed” and “Strongly Disagreed” respectively. It was therefore concluded that majority of the secondary school students spend long hours weekly on various social media handles in Ika Federal Constituency of Delta State.

Research Question 3

How has social media content influenced the social behaviour of secondary school students in Ika Federal Constituency of Delta State?

Table 4

Data on How Social Media Content Has Influenced the Social Behaviour of Secondary School Students in Ika Federal Constituency of Delta State

S/N	Platforms/applications	N	Weighted mean	Mean score	SD	Remark
19	Keep up with news/gossips/trends	240	852	3.55	0.17	3rd
20	To feel a sense of belonging or to interact with new people.	240	936	3.90	0.09	1st
21	Contact with family/friends	240	761	3.17	0.51	7th
22	Sharing/liking posts	240	862	3.59	0.47	2nd
23	Raise awareness	240	473	1.97	0.75	11th
24	Help in studies	240	506	2.11	0.33	10th
25	Staying connected with people	240	811	3.38	0.19	5th
26	Learn new skills	240	650	2.71	0.68	9th
27	Cyber bullying	240	773	3.22	0.94	6th
28	Entertainment	240	835	3.48	0.19	4th
29	Fashion	240	749	3.12	0.37	8th

Source: Researcher’s field survey (2023).

Table 4 shows the respondents’ position on issues relating to how social media content has influenced the social behaviour of secondary school students in Ika Federal Constituency of Delta State. The study critically examined 11 items in order to reveal exactly what students do on social media platforms each time they are online. The study revealed that students are on social media most of the time to feel a sense of belonging or to interact with new people. This was ranked as the highest with a mean score and standard deviation of 3.90 and 0.09 respectively. This was followed by their desire for sharing or liking posts with a with a mean score and standard deviation of 3.59 and 0.47 respectively; to keep up with news or gossips or trends with a mean score and standard deviation of 3.55 and 0.17 respectively; for entertainment with a mean score and standard deviation of 3.48 and 0.19 respectively; staying connected with people with a mean score and standard deviation of 3.48 and 0.19 respectively; to have contact with family and friends with a mean score and standard deviation of 3.17 and 0.51 respectively; for fashion with a mean score and standard deviation of 3.12 and 0.37 respectively; and the desire to learn new skills with a mean score and standard deviation of 2.71 and 0.68 respectively. Others include cyber bullying with a mean score and standard deviation of 3.22 and 0.94 respectively; engaging in studies with a mean score and standard deviation of 2.11 and 0.33 respectively. From the findings as stated above, the study concludes that secondary school students have a worrisome desire to use the social media as they are not there for academic purposes but, for other values that are at variance with good social values as secondary school students.

Hypothesis

H₀: There is no significant relationship between social media content and the promotion of good social values among secondary school students in Ika Federal Constituency of Delta State.

The Chi-Square (Crosstabs) was used to test if there is a significant relationship between social media content and promotion of good social values among secondary school students in the area investigated. The decision rule was based on the value of the Chi-Square or Crosstabs. The result is as presented in Table 5.

Table 5

Results of the Chi-Square Tests on the Relationship Between Social Media Content and Promotion of Good Social Values Among Secondary School Students in Ika Federal Constituency of Delta State

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	212.366 ^a	4	0.001
Likelihood Ratio	182.413	4	0.001
Linear-by-Linear Association	116.423	1	0.001
N of Valid Cases	240		

Notes. 3 cells (33.3%) have expected count less than 5. The minimum expected count is 0.83.

The outcome of the Chi-Square test at 5% level of significance and at a degree of freedom (df) of four revealed a calculated value of 212.366. This was found to be far higher than the critical value of 9.488 as revealed on the Chi-Square Statistic Table, thus implying that there is a significant relationship between social media content and promotion of good social values among secondary school students in Ika Federal Constituency of Delta State. This result may be mathematically expressed as: $\chi(4) = 212.366, p = 0.001$. Consequently, the null hypothesis (H₀) is rejected.

Discussion

This study investigated social media content in promoting good social values and behaviour among secondary school students in Ika Federal Constituency of Delta State. The findings revealed that majority if not all the secondary school students in Ika Federal Constituency access and use various social media applications or platforms with Whatsapp ranking as the most preferred application followed by Facebook, Youtube, Tik-tok, Snapchat, Gmail/Yahoo mail, Netflix, and Facebook Messenger. The twitter handle was the least used social media platform by secondary school students in Ika Federal Constituency of Delta State. This finding corroborates Chukwu and Chiemeka (2019); Aligwe, Ugochukwu, and Nwafor (2017); as well as Adaja and Ayodele (2013). Although these studies contend and found Facebook as the most preferred social media application of students followed by Instagram, this study ranked Whatsapp as the most preferred as it appeared to have gained popularity more than other platforms.

The study also ascertained the extent to which secondary school students use social media platform or applications in Ika Federal Constituency of Delta and it was revealed that majority of the secondary school students spend longer time, up to and above 16 hours weekly on various social media handles. This finding totally agrees with Yahaya and Ayodeji (2019); Umar and Idris (2018), as well as Raut and Patil (2016). In these similar studies, it was found that majority of teenage students frequently use social media platforms with a greater percentage of the participants spending between 3-4 hours daily which is at least, over 20 hours weekly. However, very few undergraduate students never made use of social media. However, the findings are in contradiction with

Oberiri and Greg (2017) who reported that a significant number of students spent an average of 30 minutes per day on social media.

The present study also examined how social media content has influenced the social behaviour of secondary school students in Ika Federal Constituency of Delta State. It was however revealed that majority of the students are on social media just to have a sense of belonging, the desire for sharing or liking posts, to keep up with news or gossips or trends, for entertainment, to have contact with family and friends, for fashion interest, and the desire to learn new skills. From the findings as stated above, the study concludes that secondary school students have a worrisome desire to use the social media. This assessment succinctly agrees with Nyongesa, Kiprop, and Chumba (2019), as well as Rajeev and Jobilal (2015). These studies assert that among the many varied purposes for which students use the social media, the overriding purpose is to link or connect with friends. Finally the study evaluated the relationship between social media content and promotion of good social values among secondary school students and it was revealed that there is a significant relationship between social media content and promotion of good social values among secondary school students in Ika Federal Constituency of Delta State. It is therefore logical to affirm this finding in view of the fact that social media lacks appropriate gate-keeping mechanisms to protect teenage students. This finding succinctly agrees with Chukwu and Chiemeka (2019) when they found that social media content has been well fused into the human society with several negative effects such as the promotion of fraud, sexual harassment cyber bullying, cybercrime as well as gradually weakening humanity and physical relationships. In the same vein, Lowisz (2014) insists that students, especially the juniors, preferred to use the negative side of social media than its good end.

Conclusion

Based on the findings of the study, it was concluded that social media application has gradually become a major distraction to students. This is situation will not negatively impact their academic performance; it is capable of eroding the good social values and behaviour that Africans hold in high esteem, if not urgently checked by all stakeholders.

Recommendations

In view of the findings and conclusions reached, the author gave the following recommendations:

1. The parents, the government, and especially our educational and political leaders should provide and implement appropriate legislative framework that would limit the use social media influence on students' moral value systems. For instance, the parents can use the parental control tools in their children devices in order to restrict the sites their wards can visit.
2. The government should work with parents to create awareness about the issues of moral decadence in our society. When this awareness is adequately created and early enough, students may be well-guided to make the right choice of site to visit when going online.
3. The school curriculum should be re-designed to strong reflect the present realities of moral decadence in society in order to build and instill enduring morals and character in students.
4. Parents and teachers should work together through various collaborative efforts like workshops, seminars among others, to help the students on how to positively make use of the social media especially in areas that are relevant to them such as searching and sharing academic information.

5. The government should work with all the network providers and find a means of successfully filtering the information that gets to students and young persons using the social media platforms. This will go a long way to significantly reduce their exposure adult contents or unwanted materials.

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