

The Use of Social Media by Teenagers in Day Secondary School, Delta State, Nigeria

Gloria Ogheneghatowho Oyovwe-Tinuoye*, Esharenana E. Adomi**

Abstract

The study investigated the use of social media by teenagers in day secondary school in Delta State. A descriptive survey research design was embraced for the study, with a self-constructed questionnaire as the tool of data collection. The questionnaire was constructed after consultation of related literature to ensure that relevant items were included in it. A structured questionnaire was designed by the researchers with six research questions. The population of the study comprised all teenagers in day secondary school in Delta State, Nigeria. The researchers used a simple random sampling method in selecting samples for the study, because the method allows members of the populace under study to have equal chances of being selected. Data was collected through the use of a self-constructed questionnaire entitled 'The use of social media by teenagers in day secondary (USMTDS)'. The data collected were analysed using simple percentages and descriptive and inferential statistics. Findings revealed that a majority of the respondents have access to social media and the devices used were bought for them by their parents; Facebook is mostly used by teenagers; teenagers access social media during the day; they did not know the length of time they spent on social media; teenagers used social media for academic matters; teenagers are monitored by parents on social media; and social media exposes teenagers to pornography materials. The paper recommended that efforts should be made by parents to ensure constant monitoring and supervision of teenagers on social media to reduce the crime rate, as well as restrict the sites they can access.

Keywords: Day Secondary Schools, Social Media, Teenagers, Delta State, Nigeria

Introduction

With the growing popularity of mobile devices, the need for mobile communication, such as the use of social media, has increased in recent years. The global mobile

data traffic, for example, is forecast to increase from 7 exabytes per month in 2016 to 49 exabytes per month by 2021. By 2022, the total number of mobile subscriptions worldwide is forecast to grow to more than nine billion (Panda, 2021; Holst, 2018). According to Niemer (2020), today's online social media communities span the globe and teenagers have become the most electronically connected generation of all time. Ahn (2011) defined social media as a set of Web applications that rely on the participation of mass groups of users, rather than a centrally controlled content provider that aggregates and remixes content from multiple sources, and more intensely, brings network users and content together. He further stated that social media can be accessed via multiple platforms, such as Twitter and YouTube and mobile devices, through the use of mobile phones, tablets, and laptops. Similarly, Lenhart and Pew Research Center (2015) asserted that girls are more frequent users of visual-based social media platforms, such as Instagram, Snapchat, Pinterest, Polyvore, Tumblr, and Vine, while boys are more frequent users of gaming applications. Ahn (2011) stated that social media is also increasingly integrated with traditional media such as televisions, newspapers, and radio, used for re-broadcasting and intermixing with 'newer' media. According to Swist, Collin, McCormack and Amanda (2015), social media platforms create spaces in which teenagers with health issues can stay connected with their peers, school, and family, while also supporting their ongoing learning. Similarly, Collin, Richardson and Third (2012) asserted that social media enables young people to develop new skills to participate and stay safe in the new digital environment. The participation of teenagers in day secondary in Delta State on the study of the use of social media is vital, to enable them to stay safe from fraudulent activities on the social media.

Delta State comprises 25 local governments. Delta State is located in the southern part of Nigeria with Asaba as its

* Federal University of Petroleum Resources, Effurun, Delta State, Nigeria. Email: gloriatinuoye@yahoo.com

** Federal University of Petroleum Resources, Effurun, Delta State, Nigeria. Email: esharenana.adomi@gmail.com

state capital. The major populated places in Delta State are as follows: Abraka, Agbara-Otor, Agbarho, Aladja, Bomadi, Burutu, Egini, Eku, Forcados, Koko, Obiaruku, Ogbe-Ijo, Ogwashi-Uku, Orerokpe, Orhuwhorun, Osubi, Otor-Udu, Ozoro, Patani, Sapele, Ughelli, and Warri, among others (Wikipedia, 2020). Teenagers are the hope of future generations. It is our duty to protect, nurture, guide, and develop them, to have a better society. For society to have a better citizen, it is necessary for every individual in the society to check their teenagers' activities on social media. In light of this, this study will focus on the use of social media by teenagers in day secondary schools in Delta State, Nigeria. There have been several studies that have focused on teenagers; however, none has been focused on the use of social media in day secondary schools in Delta State, Nigeria. This study is intended to fill this research gap.

The Objective of the Study

The study is envisioned to see the use of social media by teenagers in day secondary schools in Delta State, Nigeria. The specific objectives are to:

- Identify awareness of social media used by teenagers in day secondary schools;
- Find out social media use by teenagers in day secondary schools;
- Find out the time of the day/minutes or hours spent on social media by teenagers in day secondary schools;
- Find out the reasons why teenagers in day secondary schools use social media;
- Find out if teenagers in day secondary school are monitored/supervised by parents on the use of social media; and
- Find out the influences of social media on teenagers in day secondary schools.

Research Questions

The following research questions were answered in this study:

- Do teenagers in day secondary school use social media?
- What social media platform do teenagers in day sec-

ondary schools use?

- What time of the day/minutes/hours do teenagers in day secondary schools spend on social media?
- What are the reasons teenagers in day secondary schools use social media?
- Are teenagers in day secondary schools monitored/supervised by their parents on the use of social media?
- What are the influences of social media on teenagers in day secondary schools?

Literature Review

There is a need for individuals in society to be aware of the use of social media by teenagers in day secondary schools. The essence of it is to curb the fraudulent acts on social media in our society. Lenhart and Madden (2007) examined teens and social media in the United States of America. Their finding reveals that about 93% of the teenagers in the USA use the social media; more than three-quarters (76%) have access to social media platforms at home; and about 63% go online every day. Likewise, Lenhart, Purcell, Smith and Zickuhr (2010) asserted that about 73% of American teenagers use social networking websites and this rate is on the increase yearly. Badr, Alnuaimi, Rashadi, Yang and Temsah (2017) surveyed school children's use of digital tools on social media in Abu Dhabi. Their finding reveals that among the various devices, 27% of students used their personal computers, 45.3% used laptops/notebooks, 49.7% tablets (iPad, Samsung, Galaxy, Tab, and so on), 63.7% mobile phones, 27.4% portable media player (iPad Touch, and so on), and 21% used other devices. There are several social media platforms used by teenagers; these include WhatsApp, Facebook, YouTube, Skype, Twitter, Tumblr, Instagram, and Snapchat, among others. Australian Communications and Media Authority (2013) asserted that teenagers between the ages of 12 and 17 use Facebook, which is the most popular platform, followed by YouTube, Skype, and Windows Live Messenger, while Tumblr and Twitter were the least used. A study based on a nationally representative sample of 1,060 teens aged 13 to 17 residing in the United States stated that they use social media (Lenhart & Pew Research Center, 2015). However, Lenhart and Pew Research Center (2015) asserted that Facebook is the most popular social media platform (used

by 71 per cent of teens), followed by Instagram (52 per cent), Snapchat (41 per cent), Twitter (33 per cent), and Google+ (33 per cent), while 71 per cent of teens use more than one social network site.

According to Lilley, Ball and Vernon (2014), in the United Kingdom about 1,000 teenagers between the ages of 11 and 16 with social networking profiles were asked what they liked about specific social networking sites. Their finding reveals that Facebook, YouTube, Twitter, Instagram, Club Penguin, Moshi Monsters, Google Plus, and Tumblr were the social media sites used by teenagers.

In recent times, teenagers spend more of their time on social media than their parents. Researchers like Cho and Cheon (2005), Livingstone and Bober (2005), Liao, Khoo and Ang (2008), and Lenhart and Madden (2007) asserted that a large number of teenagers spent longer hours daily on social media than their parents, and of which their parents are aware. There are several reasons why teenagers embark on the use of social media, such as to be in touch with friends and family; learn new things; explore hairstyles, clothing style/fashion, and food varieties/nutrition; interact with friends; share academic matters with associates; browse current news; share photos; plan events; communicate with classmates; career information; and communicate with teachers. Australian Communications and Media Authority (2013) stated that teenagers between the ages of 12 and 17 were posting comments, sending private messages, posting status updates, sending public messages, engaging in group chat, posting photos or videos, and tagging people. De Zwart, Lindsay, Henderson and Phillips (2011) asserted that teenagers in Australia use social media to get in touch with friends and family. Lilley, Ball and Vernon (2014) asserted that the most popular responses from teenagers when asked about the use of social media were: 'being able to talk to my friends' (33 per cent); 'keeping up to date with gossip' (25 per cent); and 'all of my friends are on there' (24 per cent). However, Lilley, Ball and Vernon (2014) further stated that teenagers like to use social media, depending on the specific platform; they enjoy 'playing games', 'being able to see and share photos', 'learning new things', 'being creative', 'feeling I am part of an online community', and 'feeling people understand me'.

Parents seem to be aware of the activities of their teenagers on social media sites, but fail to monitor and supervise

them over time. Australian Communications and Media Authority (2013) asserted that teenagers between the ages of 11 and 17 have added people to their friends or address lists without having met them face to face. Parents can close this gap by becoming social media savvy themselves, and by providing guidance and setting limits on social media use by their teenagers (Niemer, 2020). Dor and Weimann-Saks (2013) examined children's Facebook usage in Israel. Their finding reveals that a vast majority of the parents in their study do not know their teenagers' Facebook passwords, and that most teenagers use the computer at home in privacy. There are several influences attached to the use of social media by teenagers in day secondary school. It could be positive or negative, and the influences include online harassment, commercialism, sexting, Facebook depression, cyber bullying, violence, entertainment, outing, impersonation, lower school grades, and breaking into computers, among others.

Niemer (2020) stated that some of the negative effects associated with teenagers' social media use include sexting, Facebook depression, lower school grades, cyberbullying, and online harassment. Lăzărescu (2010) asserted that parents are concerned about their children's social, cognitive, and psychological development, and worry about possible effects such as increased aggression, antisocial behaviour, addiction problems, poor school performance, low self-esteem, and identity confusion. Lilley, Ball and Vernon (2014) examined the experiences of 11-16-year-olds on social networking sites in the United Kingdom. Their finding reveals that when teenagers were asked what they disliked about social networking sites, the most common responses were 'adverts' (29 per cent), 'spam' (18 per cent), 'spending too much time on there' (18 per cent); and 'people can be rude and hurtful without realising it' (17 per cent). Other responses (depending on the specific platform) included 'cyberbullying', 'seeing stuff you do not want to see, like porn', 'making you feel envious of others', 'strangers', 'I don't have any friends on there', and 'it puts you under pressure to make your life out to be amazing'.

Methods

A descriptive survey research design was implemented for the study, while the instrument employed to elicit data from the respondents was a structured questionnaire

designed by the researchers with the six research questions of this study. The population of the study consisted of all teenagers in day secondary schools in Delta State, Nigeria. The purposive sampling technique was used in selecting the sample for the study. A self-constructed questionnaire entitled 'The use of social media by teenagers in day secondary (USMTDS)' was used. Before the administration of the questionnaire, face validity was carried out to test the validity of the questions. The questionnaire was given to authorities in the Department of Library and Information Science, Delta State University, Abraka, who validated, resolved flaws, and improved the questionnaire. To ensure that the structured questionnaire was reliable, a pilot study was conducted using 30 teenagers in day secondary school in Federal Government College Lagos, Ijanikin-Lagos State, Nigeria. The results of the reliability test using Cronbach's alpha reliability coefficient was 0.88. This means that the instrument was reliable, since the test result is above the acceptance point of 0.50. The questionnaire was made up of two sections. The first section focused on the demographic information of respondents, while the second section on the use of social media by teenagers in day secondary schools: (i) awareness of teenager use of social media, (ii) social media teenagers use, (iii) time of the day spent on social media by teenagers, (iv) minutes/ hours spent on social media by teenagers, (v) reasons

teenagers use social media, (vi) if teenagers are monitored/ supervised by parents, and (vii) influence of social media on teenagers. The questionnaire was administered face to face to teenagers in day secondary schools in Delta State, with the help of seven research assistants who were taught how to allot the questionnaires to the respondents. Out of the 650 copies of the questionnaires distributed to the respondents, 620 useable copies, that is, a response rate of 95.38% was retrieved and used for the study. According to Richardson (2005), a response rate of 60% or more is required/suitable for survey research. Therefore, the response rate of 95.38% was considered very adequate for the study. The data collected were in percentages and are presented in tables.

Results and Discussion

Table 1 reveals that the teenagers of day secondary school were used in this study. Federal Government College Warri attracted the highest group, with 80 (12.90%) respondents in SS3, 50 (8.0%) in SS2, and 35 (5.6%) in SS1. This is a reflection of the fact that Federal Government College Warri is dominated by day students. This is followed by Nana College Warri – 40 (6.4%) in SS3, 18 (2.9%) in SS2, and 20 (3.2%) in SS1. The table reveals that a majority of the teenagers in secondary school in the Delta State are day students.

Table 1: Population of the Respondents

<i>Name of School</i>	<i>Local Government Area</i>	<i>Number</i>	<i>Percentage</i>
Senior Secondary 3			
Army Day Secondary School, Effurun	Uvwie	30	4.8
Delta Careers College, Warri	Warri South	25	4.0
College of Education Demonstration Secondary Edjeba, Warri	Warri South	20	3.2
Dom Domingos College, Edjeba-Warri	Warri South	17	2.7
Edjeba Secondary School, Edjeba-Warri	Warri South	11	1.7
Federal Government College, Warri	Warri South	80	12.90
Hussey College, Warri	Warri South	20	3.2
Nana College Warri	Warri South	40	6.4
Ugborikoko Secondary School, Effurun	Uvwie	15	2.4
Word of Faith Group of School, Effurun	Uvwie	25	4.0
Standard High School, Effurun	Uvwie	15	2.4
Owvian Grammar School, Owvian	Udu	08	1.2

<i>Name of School</i>	<i>Local Government Area</i>	<i>Number</i>	<i>Percentage</i>
Ujevwe Secondary School, Ujevwe	Udu	07	1.1
Unity Model School, Agbarho	Ughelli South	11	1.7
Agbarho Grammar School, Agbarho	Ughelli South	12	1.9
Nehemiah International School Okuokoko	Okpe	35	5.6
Total Number of SS3 Teenagers in Day Secondary School		371	100
Senior Secondary 2			
Army Day Secondary School, Effurun	Uvwie	07	1.1
Delta Careers College, Warri	Warri South	06	0.9
College of Education Demonstration Secondary Edjeba, Warri	Warri South	08	1.2
Dom Domingos College, Edjeba-Warri	Warri South	05	0.8
Edjeba Secondary School, Edjeba-Warri	Warri South	04	0.6
Federal Government College, Warri	Warri South	50	8.0
Hussey College, Warri	Warri South	04	0.6
Nana College Warri	Warri South	18	2.9
Ugborikoko Secondary School, Effurun	Uvwie	05	0.8
Word of Faith Group of School, Effurun	Uvwie	12	1.9
Standard High School, Effurun	Uvwie	04	0.6
Owvian Grammar School, Owvian	Udu	07	1.1
Ujevwe Secondary School, Ujevwe	Udu	03	0.4
Unity Model School, Agbarho	Ughelli South	02	0.3
Agbarho Grammar School, Agbarho	Ughelli South	01	0.1
Nehemiah International School Okuokoko	Okpe	03	0.4
Total Number of SS2 Teenagers in Day Secondary School		139	100
Senior Secondary 1			
Army Day Secondary School, Effurun	Uvwie	04	0.6
Delta Careers College, Warri	Warri South	05	0.8
College of Education Demonstration Secondary Edjeba, Warri	Warri South	04	0.6
Dom Domingos College, Edjeba-Warri	Warri South	07	1.1
Edjeba Secondary School, Edjeba-Warri	Warri South	03	0.4
Federal Government College, Warri	Warri South	35	5.6
Hussey College, Warri	Warri South	06	0.9
Nana College Warri	Warri South	20	3.2
Ugborikoko Secondary School, Effurun	Uvwie	02	0.3
Word of Faith Group of School, Effurun	Uvwie	10	1.6
Standard High School, Effurun	Uvwie	04	0.6
Owvian Grammar School, Owvian	Udu	02	0.3
Ujevwe Secondary School, Ujevwe	Udu	03	0.4
Unity Model School, Agbarho	Ughelli South	02	0.3
Agbarho Grammar School, Agbarho	Ughelli South	01	0.1
Nehemiah International School Okuokoko	Okpe	02	0.3
Total Number of SS1 Teenagers in Day Secondary School		110	100

Table 2: Gender of Respondents

Sr. No.	Gender of Respondents	Number Returned	Percentage
1	Male	239	38.54
2	Female	381	61.45
Total		620	100%

Table 2 shows that a majority of the respondents – 381 (61.45%) – are female, while 239 (38.54%) are male.

Table 3: Age Range of Respondents

Sr. No.	Age Range	Number	Percentage
1	13-14	82	26.71%
2	15-16	127	41.36%
3	17 and above	98	31.92%
Total		620	100%

Table 3 reveals that a majority of the respondents are 17 years and above – 98 (31.92%), followed by respondents in the age group 15-16 (127, 41.36%), while only 82 (26.71%) are in the age group 13-14. It could be deduced that 17 and above are adolescents who want to know more about the environment and the outside world.

Table 4: Awareness of Teenagers' Use of Social Media

Do You Use Social Media?	Frequency	Percentage
Yes	620	100%
No	0	0%

Table 4 reveals the awareness of the use of social media by teenagers. All respondents are aware of the use of social media, because only those who use social media were given the questionnaires to fill.

Table 5: Device Used to Access Social Media by Teenagers

Which of the Devices Do You Use to Access Social Media?	Frequency	Percentage
Laptop	50	8.06
iPad	30	4.8
Desktop computer	112	18.06
Smartphone/Android phone	428	69.03

Table 5 reveals the devices used by teenagers to access social media. Smartphone/Android phones had the highest response rate of 428 (69.03%), followed by desktop computer (112, 18.06%), while iPad had the lowest response rate (30, 4.8%). It could be deduced that a majority of the respondents use smartphones/Android phones to access social media. This is in accordance with Badr, Alnuaimi, Rashadi, Yang and Temsah (2017), who stated that among the various devices, 27% of the students used their personal computers, 45.3% used laptops/notebooks, 49.7% tablets (iPad, Samsung, Galaxy, Tab, and so on), 63.7% mobile phones, 27.4% portable media player (iPad Touch, and so on), and 21% used other devices.

Table 6: Ownership of Devices Used by Teenagers to Access Social Media

Ownership of Device Used by Teenagers to Access Social Media	Frequency	Percentage
Owned by mother	126	20.32
Owned by brothers/sisters	81	13.06
Owned by relatives	20	3.22
Owned by friends/classmates	10	1.61
Owned by father	43	6.9
Owned by me	340	54.83

Table 6 reveals ownership of the device used by teenagers to access social media. A majority – 340 (54.83%) – are owned by teenagers, followed by owned by mother (126, 20.32%); the lowest response – 10 (1.61%) was for owned by friends/classmates. It could be deduced that the devices teenagers used to access social media are self-owned. This is in accordance with Uzuegbunam (2020), who, in his survey, found that an increasing number of Nigerian teenagers have access to digital technologies, especially mobile phones and the mobile Internet; two-thirds (63.7%) of mostly 14 to 18 year olds in semi-urban and urban settings owned mobile phones of their own, while others had access to a shared smartphone or a simple feature phone through their siblings and friends.

Table 7: Mode of Acquisition of the Device Used by Teenagers to Access Social Media

<i>How Do You Acquire the Device Used to Access Social Media?</i>	<i>Frequency</i>	<i>Percentage</i>
Bought by my parent	520	83.87%
Brought to me by a relative	80	12.90%
Brought to me by friends	10	1.61%
Bought by self	10	1.61%

Table 7 shows the mode of acquisition of the device used by teenagers to access social media. For a majority of the respondents (520, 83.87%) the device was bought by their parents; for the lowest number of respondents (10, 1.61%), the device was either bought by self or brought by friends.

Table 8: Social Media Used by Teenagers

<i>Which of the Following Social Media is Used by You?</i>	<i>Frequency</i>	<i>Percentage</i>
Facebook	450	72.58
WhatsApp	300	48.38
YouTube	190	30.64
Twitter	80	12.90
Instagram	169	27.25
Snapchat	68	10.96
Pinterest	34	5.4
2go	34	5.4
Lite	23	3.7
Tumbir	22	3.5
Reddit	12	1.9

Table 8 reveals the social media used by teenagers. Facebook attracted the highest response rate of 450 (72.58%), followed by WhatsApp at 300 (48.38%), while Reddit had the lowest response rate at 12 (1.9%). It could be deduced that Facebook is mostly used by teenagers; maybe it has many features that promote/disseminate information with a wider coverage. This is in line with Johansson and Gotestam (2004), who asserted that since the launching of Facebook in 2004, social media use has increased, especially among teenagers.

Table 9: Time of the Day Spent on Social Media by Teenagers

<i>What Time of the Day Do You Spend on Social Media?</i>	<i>Frequency</i>	<i>Percentage</i>
During the day	457	73.70
Early morning	135	21.77
At night	28	4.51

Table 9 focuses on the time of the day teenagers spend on social media. A majority of the respondents – 457 (73.70%) – access social media during the day, followed by 135 (21.77%) respondents who access social media early morning, while only 28 (4.51%) respondents access it at night.

Table 10: Length of Time Teenagers Spent on Social Media Sites Per Visit

<i>What is the Length of Time Your Teen Child Spends on Social Media Sites Per Visit?</i>	<i>Frequency</i>	<i>Percentage</i>
I don't know how long	540	87.09
1-2 hours	53	8.54
Less than 30 minutes	17	2.7
2 hours and above	10	1.6

Table 10 shows the length of time teenagers spend on social media sites per visit. A majority of the respondents – 540 (87.09%) – do not know long they spend on social media, followed by 53 (8.54%) who spend 1-2 hours, while only 10 (1.6%) spent 2 hours and above. This is in line with Liao, Khoo and Ang (2008), who stated that teenagers spend longer hours daily on social media, than their parents. On the contrary, Karpinski, Kirschner, Ozer, Mellott and Ochwo (2013) used regression analysis to show that time spent on social media (minutes/day) was negatively predictive of academic performance.

Table 11: Reasons Teenagers Use Social Media

<i>Reasons Why Teenagers Use the Social Media</i>	<i>Frequency</i>	<i>Percentage</i>
Academic matters with associates	480	77.41
Scholarship opportunities	380	61.29

<i>Reasons Why Teenagers Use the Social Media</i>	<i>Frequency</i>	<i>Percentage</i>
To browse current news	353	56.93
Interaction with friends	350	56.45
Clothing style/fashion	180	29.03
To keep in touch with friends	170	27.41
Share photos	163	26.29
Plan events	62	10
Communicate with classmates	260	41.93
Hairstyles	150	24.19
Career information	255	41.12
Food varieties/nutrition	145	23.38
Communicate with teachers	134	21.61

Table 11 shows the reasons why teenagers use social media. Sharing academic matters with associates had the highest response rate at 480 (77.41%), followed by scholarship opportunities at 380 (61.29%); only 62 (10%) respondents used social media to plan events. It could be deduced that a majority of the teenagers use social media for sharing academic matters with associates. This is in accordance with Dor and Weimann-Saks (2013), who asserted that social media affords many opportunities for learning, entertainment, enrichment, and personal growth, in which parents have a positive view of its use, and encourage teenage children and adolescents to do so.

Table 12: Monitoring and Supervising Teenagers on the Usage of Social Media by Parents

<i>In What Ways Do You Monitor/ Supervise Your Teenagers' Use of the Social Media?</i>	<i>Frequency</i>	<i>Percentage</i>
I advise my teenager not to give out private information on social media.	380	61.29
I monitor my teenager's chats.	250	40.32
Prohibit/restrict sites.	200	32.25
I teach my teenager on how to act properly online.	180	29.03
I monitor my teenager's social media account by chatting with his/her pals.	175	28.22
I regularly watch what my teenager does on social media.	170	27.41
Prescribe the use time/time to use the social media.	160	25.80
Recommend social media sites/ platforms to use.	150	24.19
Co-use/use with them.	140	22.58

<i>In What Ways Do You Monitor/ Supervise Your Teenagers' Use of the Social Media?</i>	<i>Frequency</i>	<i>Percentage</i>
I monitor the kind of friends/ contacts my teenager has on social media.	135	21.77
I add my teenager as a friend on social media.	130	20.96
I tell my teenager how much time to spend on social media.	120	19.35

Table 12 divulges details of monitoring and supervising teenagers on the use of social media by parents. 'I advise my teenagers not to give out personal information on social media' had the highest response rate at 380 (61.29%), followed by 250 (40.32%) respondents who said 'I monitor my teenager's chats'; 'I tell my teenager how much time to spend on social media' had the lowest response rate – 120 (19.35%). It could be deduced that parents advise teenagers not to give out personal information on social media sites. On the contrary, Dor and Weimann-Saks (2013) asserted that a majority of the parents do not know their teenagers' Facebook password, and that most teenagers use the computer at home in privacy.

Table 13: Influences of Social Media on Teenagers

<i>Influences of Social Media on You</i>	<i>Frequency</i>	<i>Percentage</i>
Assist them to access academic information	350	56.45
Addiction to social media	212	34.19
Cyberbullying	189	30.48
Enable teenagers to be sociable	182	29.35
Keep them abreast of recent/ current development	179	28.87
Ease of connections with friends/relatives	175	28.22
Violence	145	23.38
Unsurprised social relations	145	23.38
Exposure to pornography	80	12.90
Arouse crises/confusion	59	9.51
Eradicate loneliness	57	9.19
Poor/low school performance	56	9.03
Divulge/leak personal information	50	8.06
Emotional/mental problems	40	6.45
Low/poor self-esteem	30	4.83

Table 13 focuses on the influence of social media on teenagers. Assist them to access academic information attracted the highest response – 350 (56.45%), followed by addiction to social media (212, 34.19%); low/poor self-esteem had the lowest response rate – 30 (4.83%). It could be said that teenagers are exposed to pornography materials that are not good for their age. This is in line with Lilley, Ball and Vernon (2014), who asserted that teenagers do not want to see pornography materials or face cyberbullying on social media.

Discussion of Findings

In this study, the researchers resorted to the use of social media by teenagers of the day secondary school, Delta State, Nigeria. A simple random sampling technique was used for selecting samples for the study, because the method permits members of the population under study to have equal chances of being nominated. The findings reveal that Federal Government College Warri is dominated by day students, followed by Nana College Warri. It could be deduced that a majority of the teenagers use smartphones/Android platform to access social media. This is in accordance with Badr, Alnuaimi, Rashadi, Yang, and Temsah (2017), who stated that among the various devices used by teenagers were personal computers, laptops/notebooks, used tablets (iPad, Samsung, Galaxy, Tab, and so on), mobile phones, and used portable media player (iPadTouch, and so on), among others. The study reveals that the devices teenagers used to access social media are self-owned and were bought by their parents. This is in accordance with Uzuegbunam (2020), who, in his investigation, found that an increasing number of Nigerian teenagers have access to digital technologies, especially mobile phones and the mobile Internet; two-thirds of them are youngsters in semi-urban and urban settings and owned mobile phones of their own, while others had access to a shared smartphone or a simple feature phone through their relatives and friends. The findings also reveal that Facebook attracted the highest response; this is in accordance with Johansson and Gotestam (2004), who asserted that since the launching of Facebook in 2004, social media use has increased, especially among teenagers. The study also shows that a majority of the teenagers access social media during the day and they do not know long they spend on social media. This is in line with Liao, Khoo and Ang (2008), who

stated that teenagers spend longer hours daily on social media, than their parents. In addition, the study reveals that teenagers use social media for sharing academic matters with associates. This is in accordance with Dor and Weimann-Saks (2013), who asserted that social media affords many opportunities for learning, enrichment, and personal growth; parents have a positive view of its use, and encourage teenage children and adolescents to do so. The study reveals that parents advise their teenagers not to give out personal information on social media, which is contrary to the observations of Dor and Weimann-Saks (2013), who asserted that a majority of the parents do not know their teenagers' Facebook passwords, and that most teenagers use the computer at home in privacy.

Conclusion

The teenagers of the day secondary school in Warri Metropolis used in this study are aware of the use of social media; they used their devices to access Facebook, WhatsApp, Instagram, and Twitter, among others. However, the teenagers mostly use the social platform during the day and cannot specify how long they spend on social media. The teenagers concur that they used social media for academic matters, scholarship opportunities, and to browse current news, among others. Moreover, parents monitor and supervise their children so that they do not give out personal information on social media. In addition, exposure to pornography was a negative effect of the use of social media.

Based on the findings of the study, the following are recommended:

- Effort should be made by parents to ensure constant monitoring and supervision of their teenagers on social media, to reduce the crime rate on social platforms.
- Parents should advise their teenagers to avoid pornography sites, with constant monitoring when they are on social media sites.

References

- Ahn, J. (2011). The effect of social network sites on adolescents' social and academic development: Current theories and controversies. *Journal of the American Society for Information Science and Technology*, 62(8), 1435-1445.

- Australian Communications and Media Authority. (2013). Like, post, share: Young Australians' experience of social media, Australia.
- Badr, A., Aluaimi, A., Rashadi, A., Yang, G., & Temsah, K. (2017). Social childrens' use of digital devices social media and parental knowledge and involvement: The case of Abu Dhabi. *Educational Information Technologies*, 22, 2645-2664.
- Cho, C., & Cheon, H. J. (2005). Children's exposure to negative internet content: Effects of family context. *Journal of Broadcasting and Electronic Media*, 49(4), 488-509.
- Collin. P., Rahilly, K., Richardson, I., & Third, A. (2011). *The benefits of social networking services: A literature review*. Cooperative Research Centre for Young People, Technology and Wellbeing, Melbourne.
- De Zwart, M., Lindsay, D., Henderson, M., & Phillips, M. (2011). *Teenagers, legal risks, and social networking sites*. Monash University, Victoria.
- Dor, A., & Weimann-Saks, D. (2013). Children's Facebook, usage, parental awareness, attitudes and behaviour. *Studies on Media Communication*, 1(1), 1-13.
- Holst, A. (2018). Mobile communications – Statistics & facts. Retrieved from Statista. <https://www.statista.com/topics/1147/mobilecommunications/#:~:text=The%20global%20mobile%20data%20traffic>
- Johansson, A., & Gotestam, K. G. (2004). Internet addiction: Characteristics of a questionnaire and prevalence in Norwegian Youth (12-18 years). *Scandinavian Journal of Psychology*, 45, 223-229.
- Karpinski, A., Kirschner, P., Ozer, L., Mellott, J., & Ochwo, P. (2013). An exploration of social networking site use, multitasking, and academic performance among United States and European university students. *Computers in Human Behavior*, 29, 1182-1192.
- Lăzărescu, M. P. (2010). Considerations on the impact of television and internet over the children's and teenagers' behavior. *Petroleum-Gas University of Ploiesti Bulletin, Educational Sciences Series*, 62(1), 96-101.
- Lenhart, A., & Madden, M. (2007). Social networking websites and teens. *Pew Internet and American Project*. Retrieved from <http://www.pewinternet.org/media/files/reports/2007>
- Lenhart, A., & Pew Research Center. (2015). *Teens, social media and technology overview*. PEW Research Center.
- Lenhart, A., Purcell, K., Smith, A., & Zickuhr, K., (2010). Social media and mobile internet use among teens and young adults. Retrieved from <http://pewinternet.org//media/files/report/2010/pip/socialmediaandyoungadultsreportfinalwithphones.pdf>
- Liau, A., Khoo, A., & Ang, P. (2008). Factors influencing adolescents engagement in risking internet behaviour. *International Journal of Cyber Behaviour Psychology*, 8(2), 513-520.
- Lilley, C., Ball, R., & Vernon, H. (2014). *The experiences of 11-16 year olds on social networking sites*. National Society for the Prevention of Cruelty to Children (NSPCC), United Kingdom.
- Livingstone, D., & Bober, R. (2004). What anyone can know: The privacy risk of social networking sites. Retrieved from <http://www.computer.org/portal/web/csdl/doi/10.1109/M>
- Niemer, E. (2020). Teenagers and social media. Retrieved from <http://stillwatersschools.org/sites/default/files/public/downloads/news/socialmedia.pdf>
- Panda, S. (2021). A study of on-the-go reference service using mobile technology in library. In *Re-envisioning Roles and Responsibilities of Library Professionals in the New Normal*, (pp. 83-99). Retrieved from <https://www.researchgate.net/publication/353119961>
- Swist, T., Collin, P., McCormack, J., & Third, A. (2015). *Social media and the well-being of children and young people: A literature review*. Perth, WA: Prepared for the Commissioner for Children and Young People, Western Australia.
- Uzuegbunam, C. (2020). Nigerian teenagers need digital mentors. Retrieved from <https://www.news.uct.ac.za/article/-2020-06-17-nigerian-teenagers-need-digital-mentors>