SOCIAL MEDIA'S INVASION AND STUDENTS' DISCIPLINE IN SECONDARY SCHOOLS IN EDO STATE, NIGERIA

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Abstract:
The influence of social networking sites (SNS) on student conduct in Edo State schools was examined in this study. The research examined the motivations behind the use of various social media sites and how those motivations affect children's behavior. Three (3) research questions were put forth. A descriptive survey research design was used in the study to define and characterize the characteristics of the variables. The population under investigation consists of all the Three thousand seven hundred and sixty-two (3,762) students in the nineteen (19) public secondary schools and three hundred and fifteen (315) students from the study population were selected as the sample. A questionnaire created by the researcher was employed to collect information. Descriptive statistics, frequencies, mean, and standard deviation were used to examine the questionnaire data. The study's conclusions led to the conclusion that a sizable percentage of students make heavy use of a variety of social networks. These platforms are useful for communication, entertainment, information access, and keeping up with news and current events. That being said, very few use them for documentation and research. Furthermore, the study found that exposure to particular content on social networking sites has negatively impacted a significant proportion of Students. It is therefore recommended that strict policies be put in place to control students' use of mobile phones while attending educational institutions. There is also a request for government action to create content filtering policies prior to the dissemination of content on social networking platforms.

Keywords: social media, discipline, schools, exposure

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1. Introduction

Web-based services that enable users to identify other users on related social networking platforms with whom they have a connection, create public profiles within a closed system, read and reply to content created by other users on the site, and provide and obtain information are referred to as social networking sites (SNSs). According to Barta and Andalibi (2021), social networking sites typically let new users submit a list of individuals they are connected to, and those individuals can then choose whether or not to accept the link. While social networking services vary in their policies on how connections are made, they frequently let users see the connections of a verified connection. A person creates a profile on a social networking site upon joining, which includes details like name, photo, gender, religion, occupation, interests, and relationship status. Technology is revolutionizing education and being a major factor in acquiring and organizing the knowledge and data that is required. The world we live in has been redefined by education. In the modern world, an individual, an organization, or a nation's performance and sustainability are determined by the flow of knowledge that is available to them. Unquestionably, the emergence of social networks has had a profound impact on a number of elements of our lives. This involves modifications to our social, communication, and interpersonal interactions. Social networking plays a critical role in empowering educators, parents, and students to embrace new approaches to community building and information sharing from elementary school through university graduation. At least one social networking site is used by students who have access to the internet. What's more amazing is that while some students use social media for amusement and relaxation, a large number of them use it for constructive and advantageous activities. Because the internet is now widely used, there is much more possibility for these kinds of activity.

Social network sites have been around since the early days of the Internet, when individuals first started using it to share information and communicate with one another. The earliest social networking sites were just more technologically complex, and most people had the necessary knowledge to use them, which is why there were fewer users on them. There are many different social networking sites available right now, each with unique features and uses. Facebook was created purely with Harvard undergraduates in mind (Oriji, and Amadi, 2016), yet it currently has over one billion users worldwide. Every age group uses Facebook in a comparable way. Because of its interactive features, people may play online games, swap images, stay up to date on one another's social lives, and reunite with old friends and relatives. The platform is quite appealing and addictive because of its simplicity of use, rapid updates, and commenting feature (Sebastian and Allensworth, 2020).

Many people's life now revolves around social networking, and many students these days devote most of their time to using SNSs. Even while it might seem like a time commitment, this practice helps kids learn critical information and social skills that will help them become active members of the community who create and share material.

Currently, a large number of students use social networking sites (SNSs) on a daily basis, regardless of the perceptions around their use. More engagement and resource exchange have been made possible by recent technological developments, which has increased flexibility. Social networking sites offer discussion boards with a broad range of themes, enabling students to participate in a variety of conversations. Adolescents can now easily and discreetly access a multitude of online resources linked to health issues. Excellent teen-focused health resources are becoming more widely available, and they cover a wide range of interesting subjects like depression symptoms, stress management, and STDs. Social networking sites facilitate communication by allowing us to connect with individuals worldwide and offer a plethora of chances for education and skill advancement (Valkenburg, Beyens, Pouwels, Van Driel, and Keijsers, 2021). These websites give us a forum to voice our ideas and opinions about a range of subjects, raising awareness and igniting debates. Individuals make a lot of judgments that are influenced by their social environment and are quite perceptive to the actions of those around them. subject matters including drug usage and sexual health that people find challenging to talk about with others. Social networking can offer resources for engaging adolescents in learning through engaging teaching methods.

It's critical to acknowledge the drawbacks of students engaging in more social networking. Social networking sites have played a major role in the emergence of risky online conduct, such as participation in contentious groups, exposure to undesired items, and ease of joining them. It is critical to recognize that teenagers who use social media and other types of technology lessen their involvement in other important facets of their lives, which raises serious issues for society. Although young people prefer social media platforms, their lack of control over material leads to a number of issues, including addiction and cyberbullying, which can have a detrimental effect on their self-control and academic performance. Students' physical, emotional, and social well-being are all negatively impacted by lengthy and excessive usage of these platforms, in addition to long-lasting psychological repercussions. Moreover, there is a suggestion that these websites may impede students' academic achievement by drawing their attention away from their studies and into the virtual world. Given how much time they spend on these platforms; many students have expressed a drop in interest in their academics. Students' use of social media has escalated to an extent that it is interfering with their study time, causing them to socialize on social media with incorrect spelling and grammar and to become distracted from their studies (Ndaku, 2013).

Students are at a pivotal developmental period during their junior secondary school years, and the knowledge, abilities, and experiences they acquire can have a significant impact on their future prospects and growth. The foundation for their future intellectual, social, and emotional growth is laid during this crucial educational time. As students go to higher education levels, their academic performance can be significantly impacted by the foundational information and abilities they acquire during this era. Strong study habits, effective learning techniques, and a deep understanding of core courses can prepare students for success in their future academic endeavors. The

interactions and experiences that students have throughout this period have the power to shape their emotional well-being, confidence, and interpersonal relationships. Positive interactions, including those that are fostered with classmates and teachers, can have a significant impact on their general social and emotional development. They develop their critical thinking talents, intellectual capacity, and problem-solving skills. It's also important to remember that junior secondary education is crucial in forming Students' moral and character development. They have the opportunity to develop virtues like integrity, empathy, and resilience throughout this time, as well as be exposed to a variety of situations and moral dilemmas (Barthorpe, Winstone, Mars and Moran 2020).

During this phase, adolescents develop values and character traits that will have a significant impact on their decision-making, behavior, and overall character as they go through life. Students today are out of control and extremely disrespectful of everyone, including parents, teachers, administrators, and the general public. The fact that students come from diverse families, economic backgrounds, cultures, and values is a result of all of these factors. The quality of teaching and learning is significantly impacted by a lack of discipline in the classroom. Unfinished or incomplete content leads to poor performance, high dropout rates, and the waste of funds provided by the government and other education stakeholders (Palermiti, Servidio, Bartolo, and Costabile, 2017). One of the biggest challenges facing administrators of education is the persistent issue of student dropout, misbehavior, cheating on tests, tardiness, and low academic performance. Many controls have been put in place to make sure kids use social media platforms responsibly. These precautions are intended to protect students from potential hazards, promote appropriate online conduct, and assist them in realizing the educational potential of social media. Educational establishments have put in place particular rules and regulations that outline appropriate behavior, privacy concerns, and the consequences of abuse. Through defining clear guidelines, educational institutions hope to foster a secure and encouraging virtual community. The trend indicates that learning outcomes are likely to be jeopardized in educational settings where students' use of many social networking sites negatively impacts their discipline. Numerous studies have examined the reasons behind students' lack of discipline in the classroom, and most of them identify adverse situations at home and at school as important contributors to this problem. Investigating whether social media use among pupils in Edo State's public junior secondary schools has an immediate influence on behavior is the goal of this study.

2. Research Questions

This study will be guided by the following research questions:
1) For what purpose(s) do students in public secondary schools in Edo State use Social Networking sites?
2) Does the access to social networks affect the discipline of the students in public junior secondary schools in Edo State?

3) What measures can be taken to instill discipline in students that use of social media?

3. Methodology

For this investigation, a descriptive survey design was chosen. Three thousand seven hundred sixty-two (3,762) pupils from the 18 public junior secondary schools in the Egor Local Government Area made up the study's population. from which a simple random sampling procedure was used to select a sample size of 315.

The instrument for gathering data was a specially created questionnaire called "Social Networking Sites and Students Discipline in Public Junior Secondary Schools." Two professionals from the University of Benin's Faculty of Education and one teacher from an Edo State junior secondary school were given the instrument to assess its validity. After evaluating the instrument's reliability with twenty (20) students, the Cronbach alpha coefficient of the instrument was found to be 0.72, indicating its dependability. The researcher directly administered the instrument to the participants. Data analysis was done using descriptive statistics, including the percentage, mean, and standard deviation.

4. Results

Research Question One: For what purpose(s) do students in public secondary schools in Edo State Use Social Networking sites?

Table 1: Descriptive statistics on the purpose for which social networking sites are used

S/N	Statement	N	Mean	Standard Deviation	Decision
1.	I use social networking sites for socializing with family and friends.	315	2.06	.775	Agree
2.	I use social networking sites for communication	315	2.25	1.023	Agree
3.	I use social networking sites for entertainment	315	1.63	0.910	Agree
4.	I use social networking sites for keeping up with trending topics	315	3.12	.631	Agree
5.	I use social networking sites to document and preserve memories and experiences	315	2.84	1.087	Agree
6.	I use social networking sites to search for academic materials	315	1.97	0.487	Disagree

The goal of the first research question was to ascertain why students use different social networking sites. According to the Table 1 data analysis, of the six items, the respondent agreed with five of them (items one through five, representing 80% of the total), while item six, representing 20% of the total, received disagreement from the respondents. agreed with six of them (it

Research Question Two: Does the access to social networks affect the discipline of the students in public Junior Secondary Schools in Edo State?

Table 2: Descriptive statistics on the influence of social networking
sites on the discipline of students in schools from the respondents

S/N	Statement	N	Mean	Standard Deviation	Decision
1.	Social media taught me about bullying.	315	2.51	1.053	Agree
2.	I find it difficult to concentrate sometimes as a result of excessive social media usage	315	2.81	1.356	Agree
3.	I learnt how to disseminate rumors through social media.	315	2.78	.959	Agree
4.	I hardly get enough night sleep due to social media usage	315	2.15	1.053	Disagree
5.	I tend to procrastinate a lot because I spend so much time and energy on social media	315	2.21	.924	Disagree
6.	Using social media, I began to view explicit content.	315	2.68	1.027	Agree
7.	I learnt to be aggressive due to my exposure to violent content on social media	315	2.91	.880	Agree
8.	I experience anxiety and stress from social comparisons	315	2.78	.777	Agree

The purpose of study question two was to determine how students' discipline in Edo State's secondary schools has been affected by the invasion of social media. Table 2 shows that of the eight items, the respondents agreed with items one, two, three, six, seven, and eight, accounting for seventy-five percent (75%) of the items, while they disagreed with items four and five, accounting for twenty-five percent (25%) of the items.

Research Question Three: What measures can be taken to instill discipline in students who use of social media

Table 3: Descriptive statistics on the measures that can be taken to instill
discipline in students total received disagreement from the respondents

S/N	Statement	N	Mean	Standard Deviation	Decision
1.	Schools should Provide guidance or education on responsibility and use of social media	315	2.71	.910	Agree
2.	The government should pass policy on censoring information before it is released on social network sites	315	2.64	.710	Agree
3.	In addition to keeping a close eye on their kids' online activity, parents should teach their kids how to use social media responsibly.	315	3.61	.907	Agree
4.	Clear and thorough social media rules that address acceptable behavior, privacy concerns, the repercussions of	315	2.08	.834	Disagree

	usage, and regular communication and reinforcement of these policies should be developed by schools.				

The purpose of study question three was to determine the measures that can be taken to instill discipline in students that use of social media. Table 3 shows that of the four items, the respondents agreed with items one through to three accounting for seventy-five percent (75%) of the items, while they disagreed with item four, accounting for twenty-five percent (25%) of the items.

5. Discussion of Results

The study's initial research question was to determine why students use different social networking sites. Based on the findings, it was discovered that the majority of the time, students utilize these sites for objectives other than education. Students seldom utilize social networking for academic goals. Instead, they use it for enjoyment, communication with others, socializing with family and friends, documenting and preserving memories and experiences, and entertainment.

According to the results of the second research question, most students' exposure to social networking sites has contributed to the development of undesirable behaviors. For some individuals, these online resources have become major sources of distraction, resulting in excessive time and energy spent on them. Students continue to engage in activities such as bullying, spreading false information, viewing explicit content, learning hostility from exposure to violent content, and experiencing stress and anxiety from social comparisons, but these sites have no effect on their sleeping partner or procrastinating habits. The third study question investigated possible solutions that could mitigate the detrimental effects of students' use of social networking sites. It was discovered that in order to reduce the detrimental effects of social networking sites on students, the government, parents, and schools all have a part to play.

6. Conclusion

It was concluded from the study's results that a sizable percentage of students make considerable use of a variety of social networks. These platforms are useful for communication, entertainment, information access, and keeping up with news and current events. That being said, very few use them for documentation and research.

Additionally, the study found that exposure to certain materials on social networking sites has negatively impacted a significant proportion of adolescents. Therefore, there is a request for government intervention through policies and regulations to prevent pupils from having access to materials that could have a harmful impact on their discipline. Beyond simply providing their children the gadgets, parents should also keep an eye on how they are being used. Students should be taught about the ethical concerns of using social networking sites by the institutions they attend.

7. Recommendations

Considering the results and conclusions of this investigation, it has been recommended that school administrators work in tandem with educators to inform students about the potential hazards that come with using different social media sites inappropriately. In addition to strictly monitoring the use of these devices to ensure that they are being used for educational purposes, principals should enforce the ban on students bringing cell phones or other digital devices that allow access to the internet to school. Policies that are meant to filter content before it is posted on social media sites ought to be scrutinized by the government. In order to actively oversee and monitor the activities of their students or wards, parents and teachers should collaborate.

Conflict of Interest Statement
We hereby confirm that there are no conflicts of interest pertaining to the information in this study. We alone conducted this investigation.

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Dr. Okunzuwa Rasak Uzamere is an esteemed academic author renowned for researching into social issues. With many years of research experience and many academic papers to his name. Dr. Okunzuwa Rasak Uzamere has established himself as a leading authority in the study of social issues. He has a PhD in Social Studies Education and currently lectures in University of Benin, Nigeria.
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