



Impact of social media on secondary schools' youths within Edo North, Edo State, Nigeria: A psychological perspective

Blessed Frederick Ngonso¹

Kingsley Eghonghon Ukhurebor²

Peter Eshioke Egielewa³

Juliana Ngozi Ndunagu⁴

Nana Kojo Yaah-Nyakko⁵



(✉ Corresponding Author)

¹Department of Mass Communication, Edo State University Uzairue, Edo State, Nigeria.

¹Email: ngonso.frederick@edouniversity.edu.ng

³Email: peter.egielewa@edouniversity.edu.ng

²Department of Physics, Edo State University Uzairue, Edo State, Nigeria.

²Email: ukeghonghon@gmail.com

⁴Africa Centre of Excellence on Technology Enhanced Learning, National Open University of Nigeria, Abuja, Nigeria.

⁴Email: jndunagu@nou.edu.ng

⁵Kwame Nkrumah University of Science and Technology, Kumasi, Ghana.

⁵Email: nyarkonanakojo@gmail.com

Abstract

This study examined the psychological impact of social media on Nigerian teenagers looking at how social media posts and tweets (messages) influence their perceptions towards migrating abroad. A survey research method was adopted to investigate the problem in its natural setting. Four secondary schools (SSs) within Edo North, Edo State, Nigeria were randomly selected from 56 government-owned SSs for the study. A questionnaire was used as a data collection instrument to obtain respondents' views (data) which was later analysed using SPSS. Spearman correlation and Pearson's R were used to measure the two hypotheses symmetrically. The chi-square was then used to test the results. According to their opinions (data collected), the findings of the study revealed that Nigerian teenagers of school age have access to social media, prefer text, video and audio kinds of information and mostly prefer Facebook to other social media networking sites. After analysing the tested hypotheses, the researcher concludes that there is a significant relationship between social media messages and Nigerian teenagers' desire to travel abroad. Hence, social media messages or information affect their mental construct negatively which could be compared to mental slavery and they made some recommendations that would assist in mitigating these impacts.

Keywords: Mental construct, Psychological, School, Social-media, Visual space, Youth.

Citation | Ngonso, B. F., Ukhurebor, K. E., Egielewa, P. E., Ndunagu, J. N., & Yaah-Nyakko, N. K. (2024). Impact of social media on secondary schools' youths within Edo North, Edo State, Nigeria: A psychological perspective. *Journal of Education and e-Learning Research*, 11(1), 181-192. 10.20448/jeelr.v11i1.5419

History:

Received: 10 May 2023

Revised: 16 January 2024

Accepted: 12 February 2024

Published: 26 February 2024

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Publisher: Asian Online Journal Publishing Group

Funding: This study received no specific financial support.

Institutional Review Board Statement: The Ethical Committee of the Edo State University Uzairue, Nigeria has granted approval for this study on 13 December 2022.

Transparency: The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

Competing Interests: The authors declare that they have no competing interests.

Authors' Contributions: All authors contributed equally to the conception and design of the study. All authors have read and agreed to the published version of the manuscript.

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Contribution of this paper to the literature

This study examined migrating through visual space and its mental constructs examining the psychological impact of social media on Nigerian teenagers. Hence, the study takes particular interest in understanding visual freedom with the appearance of “mental freedom” which culminates in mental slavery and the effects of social media among teenagers.

1. Introduction

Visual spaces also referred to as social networking sites have gained popularity as media platforms for interpersonal communication. People use them to share ideas, thoughts and feelings with others as well as to bully others online (Nneji, Urenyere, Ukhurebor, Ajibola, & Onaseso, 2022; Nwankwo & Ukhurebor, 2020). These new channels of communication also offer many other unique opportunities to their users by changing the worldview of people about health, agriculture, business, education, religion, politics, relationships, tourism, career, social life and the chances of wealth creation in other cultures. As a result, a lot of people search the internet daily for these chances. Some people create social media platforms to reach a larger world in order to learn more about places, career opportunities, religious activities and groups, tourism opportunities, health facilities and health care system, education privileges, the availability of social amenities and social comfort, safety and security while others may be looking for something entirely different (Nwankwo & Ukhurebor, 2020). They may be looking for existing interest groups such as serial killer networking and terrorist groups such as Avengers of Niger Delta, MEND, Boko Haram, Pirate Confraternity, The Skin of Lodz killer group, The San Francisco Hippy Witch Killers, The Philadelphia Poison Ring: Arsenic, Occultism, and Organized Crime Killer Group, The Ripper Crew: Satanic Cannibalistic Serial Murder Gang, and Gwendolyn Graham and Cathy Wood Thrill-killer group. Other groups include: Al-Shabaab, al-Qaeda, Al Gharabaa, Abu Sayyaf, Al-Ansar, the Armed Islamic Group of Algeria, Ansaru, Ansar Dine, Babbar Khalsa International, Osbat Al-Ansar, and Abu Nidal Organization killers.

Some social media users also look out for fraudsters' groups and drug barons such as the Ozone Park Boys, Bacon Brothers, West End Gang, Rizzuto Crime Family, the Green Point Crew and the Wonderland Gang, etc. Others explore social media networking sites such as Facebook, WhatsApp, Quora, Instagram, Twitter, Snapchat, and Pinterest etc. to join homosexual and lesbian groups such as StartOut, Lesbians Who Tech, Out in Tech, Trans Tech Social Enterprise, CLEAM, Queer Tech Club, and Queer Coder etc. Social media platforms create avenues for people to find support whether good or bad. Social media users also build relationships and personal or group identities. Riva, Weilderhold, and Cipresso (2016) assert that the social network allows the digital native to develop their own identity as well as their understanding of others. At the same time, one can look for support or offer it. Furthermore, the social network is able to accompany the digital natives in their own development. Teenagers who use social media to stay in touch with their friends can also use it to make new friends, eventually establish professional relationships, express themselves and fulfil their dreams. The attraction of social networks cannot be explained solely by their ability to offer opportunities for their users. Research has shown social networks to have the capacity to produce the “optimal experience” (often referred to as “flow”) that is capable of providing an intrinsic reward to their users.

All of them have made a significant contribution to visual space migration which is another term for the psychological effects of social media on users. According to Creese and Tagg (2018) people use social media platforms that are primarily integrated into physical locations to perform identities, develop relationships and engage in routine tasks and negotiations. As a result, people move easily between online and offline environments. Moreover, they contended that social media plays an increasingly important role in the process of integration for many migrants who use it to resist and subvert the ways in which they can be positioned in their new country while simultaneously maintaining and leveraging relationships with their home countries. By focusing on how migrants actively exploit digital technology as they integrate into a host country.

Social media users are impacted by the communication they engage with whether that effect is favourable or bad. The content (text, audio, video, photo or graphic) that they experience on social media also shapes their attitudes towards conversation. Their word choice during the communication experience, the meaning attached to those words, the mental pasteurisation and visualising of those words as well as their own goals and feelings for the topics being presented all have an impact on their decisions and interpretations (Nneji et al., 2022). Research findings have shown that the most vulnerable groups that communication on social media affects are teenagers and young adults. Jansson-Boyd (2010) also agrees that internet addiction is very common among teenagers. Liggett and Ueberall (2016) state that teenagers and young adults make up the largest demographic of social media user. In Nigeria, research findings have also shown that a large portion of the Nigerian population is a social media users. Anyanwu and Agwu (2016) state that more than half of Nigerians use social media and that the most popular social media platforms in Nigeria are Facebook, Twitter, Blackberry messaging, WhatsApp, 2go, and Badoo. They also claim that 80% of students use social media. The psychological effects of social media on teenagers in Nigeria provide the background information for this study which migrates through visual space and its mental construct.

According to Kolhar, Kazi, and Alameen (2021) student use of social networking websites and apps is widespread. They spend a lot of time on these social networking sites and applications as part of their everyday lives. Higher education as well as secondary school students are among the age categories of students most likely to use social networking websites and apps (Azizi et al., 2019; Kolhar et al., 2021). The negative consequences of social media outweigh the favourable ones (Woods & Scott, 2016). Students' increased usage of social media for purposes other than learning tends to distract them from the classroom and hinder their academic development (Bekalu, McCloud, & Viswanath, 2019; Hettiarachchi, 2014). Additionally, people who spend a lot of time on social networking sites may become more inclined to non-communicable diseases like obesity, diabetes and hypertension due to their sedentary lifestyle and decreased levels of daily physical activity (Hu et al., 2001; Melkevik et al., 2015; Zou et al., 2019). Furthermore, social media use has a negative effect on mental health and may lead to anxiety and depression.

The impact of social media on human communication and behaviour modelling has been of interest to social psychologists in recent times (Emeka et al., 2023; Olusegun et al., 2023). Psychologists have argued that there is no

such thing as appropriate online behaviour due to unlimited access to social media and a lack of regulations (Asanga et al., 2023; Nneji et al., 2022; Odinakachi et al., 2023). It has also been noticed that large friendships are built by an individual social media user even when these friends may not know who is talking but are already in close contact through social networking sites, sharing unquestionably the information presented on the platform. It is widely speculated that emotions are easily shared on social media platforms which makes us more elusive in situations that do not go as premeditated leading to frustration and more thoughtless behaviour (Emeka et al., 2023; Odinakachi et al., 2023). This supports the view that social media users through the use of social networking websites and apps such as Facebook, Twitter, Myspace, YouTube, Instagram, WhatsApp, LinkedIn and Snapchat always allow information to be shared to change their perception of social reality (Abdalla & Qashou, 2020). The social media post or tweet significantly alters their perceptions of themselves and their physical surroundings. This can be viewed as brain washing or mental suppression. This situation begs the question, "What is the mental capacity of the average social media user? "Can he process all the information at his disposal to know what to conform to, or has he conformed to the crowd action already? These are the agitating questions that draw the attention of the researcher seeing that in Nigeria, teenagers and young adults are repatriated from Libya and many European countries back home almost daily. This madness in Europe through the hot desert could be influenced by the kind of information (text, audio and video) they are exposed to on social media about foreign climates.

Numerous studies have shown that students' abusive usage of social networking websites and apps is the reason they constantly perform poorly academically (Agwi & Ogwueleka, 2018; Apuke, 2016; Asanga et al., 2023; Bamigboye & Olusesan, 2017; Emeka et al., 2023; Kolhar et al., 2021; Odinakachi et al., 2023; Oguguo et al., 2020; Olusegun et al., 2023; Omachonu & Akanya, 2019). This has become a major recurring reason for concern for teachers, parents, guardians and other participants in the field of education including researchers. Furthermore, the issue of poor academic performance may worsen if this one is not appropriately treated. Therefore, this study takes particular interest in understanding visual freedom with the appearance of "mental freedom" which culminates in mental slavery and the effects of social media among teenagers. Since research findings have also shown that teenagers and young adults make up the largest user demographic of social media, the researcher deems it fit to study this category of social media users (in secondary school) with particular attention to Edo State which happens to be the most affected state in Nigeria in terms of the number of illegal migrants into Europe and the consequential repatriation.

1.1. The Objectives of the Study

Students increasingly use social networking sites and applications which have had a substantial impact on society (Abdalla & Qashou, 2020; Agwi & Ogwueleka, 2018; Apuke, 2016; Asanga et al., 2023; Bamigboye & Olusesan, 2017; Emeka et al., 2023; Kolhar et al., 2021; Odinakachi et al., 2023; Oguguo et al., 2020; Olusegun et al., 2023; Omachonu & Akanya, 2019). Consequently, the purpose of this study was to further look at the effects of social media use on students from the perspective of some secondary schools (SSs) in Nigeria. The broad objective of this study is to ascertain the psychological impact of social media as a visual space on Nigerian youths leading to mental migration which is a continuation of the first author's previous publication (see Ngonso (2019)). In this research, we aimed to specifically investigate the following aspects:

- To find out if teenagers in SSs have access to social media.
- To find out the preferred social media by teenagers and young people.
- To find out what kind of information is shared on social media platforms by teenagers such as text, audio and video.
- To ascertain the perceptual influence of posts and tweets on the mental construct of Nigerian teenagers about travelling abroad.

1.2. Research Questions

The following are the research questions framed to guide the proper execution of this research work and are drawn from the specific objectives:

- Do Nigerian youths in SSs have access to social media?
- Which social media platform is most chosen by youths?
- What kind of information is shared on social media platforms by teenagers such as text, audio, and video?
- What is the perceptual influence of posts and tweets on the mental construct of Nigerian teenagers about travelling abroad?

1.3. Hypotheses

According to the relevant literature reviewed during the course of this study (see section 2), the following hypotheses were formulated for this study on the use of social networking websites and apps by SSs within Edo North, Edo State, Nigeria, at a 5% significance level:

- *There is no significant relationship between the age of social media users and their mental migration into the diaspora or abroad (H_1).*
- *There is no statistically significant relationship between the nature of information shared by youth on social media and mental migration into the diaspora or abroad (H_2).*

2. Literature Review

2.1. The Psychological Impact of Social Media on Users' Mentality

Social media platforms are communication channels where people share a lot of information, ideas, feelings, emotions, thoughts, behaviours and attitudes about people, places or things (Ngonso, 2019; Nneji et al., 2022). Certain ideas and information given may be factual and accurate but others are simply false. Social media are the internet sites where people interact and share information either in text, audio, visual or pictorial forms (Asanga et

al., 2023; Emeka et al., 2023; Ngonso et al., 2017; Odinakachi et al., 2023; Olusegun et al., 2023). Nneji et al. (2022) also see social media as Internet sites where people interact freely, share and discuss information about each other and their lives using a multimedia mix of personal words, pictures, videos and audio. However, many social media users such as Facebook, Twitter, Instagram, and Snapchat users allow these ideas and information to change their perception of social reality (Nneji et al., 2022). The social media post or tweet has significantly altered their perceptions of themselves and their physical surroundings. This can be viewed as brain washing or mental slavery. According to Snir et al. (2018) mental slavery is a state of mind in which the distinction between liberation and enslavement becomes distorted and one becomes trapped by misinformation about oneself and the world. The relationship between the media and human consciousness, awareness, desire, love, emotional attachment and dis-attachment cannot be denied. They are inextricably linked to the meanings we assign to each symbol in the context of communication. Therefore, it becomes difficult to deny that social media conversations do have the potency to affect users' psyches. Social media platforms provide a wealth of information on a wide range of topics (Asanga et al., 2023; Emeka et al., 2023; Odinakachi et al., 2023; Olusegun et al., 2023).

The fact remains that we assign meaning to every symbol of communication we willingly expose ourselves to. Linguists as well as philosophers have agreed that meaning can be associative in nature. Associative meaning is variable, open-ended and non-static. It can be influenced by the context, time and backgrounds of the speakers or hearers as well as the general cultural realities of the communication milieu. On the other hand, connotative meaning deals with the personal interpretation of what is communicated while affective meaning is related to the feelings and attitudes of the speaker towards the subject. This meaning is achieved by the choice of words and a speaker's choice of words reveals his social, regional, geographical or even economic background (Ogbulogo, 2005). Social media users are constantly influenced by these linguistic factors in their daily communication. They share ideas sometimes with people whose geographical entity is quite different from theirs. They frequently watch amazing movies from places that are obviously not their own and continue to desire to be in those other places either intentionally or unintentionally through frequent social media connections.

According to Allen et al. (2014) teenage social media use is increasing so it's important to learn more about the advantages and disadvantages of social media use. They specifically look at three aspects of adolescent development i.e. sense of belonging, psychosocial wellness and identity development and processes to see how social media use influences social connectivity. According to the article, there may be a contradiction between how social media can benefit identity development, psychosocial wellbeing and a sense of belonging while also exposing young people to possible drawbacks.

According to Sharabati (2018) Facebook knowledge sharing affected students' academic performance and suggested future research on the effects of gender, age, education level or subject. Hence, it seems that the extent of activity in interacting with people and online content is one of the major causes of the difference between young generations and adults (Abdalla and Qashou, 2020).

Okeke and Anierobi (2021) reported that we cannot pretend that there is no impact that is detrimental to our culture and children if there is too much violence coming out in what they see and experience in their study that was intended to determine the influence of social media on aggressive behaviours of in-school adolescents in Anambra State, Nigeria. According to the study's findings, social media is a necessary component of adolescent life and its negative health effects from overuse are unavoidable. Teenagers are exposed to violent situations in practically all forms of media content today because they spend time with media products. Spending too much time in front of a screen might be detrimental and cause degenerative behaviour.

Ismail (2021) examined the effects of social media and how it influences teenagers' lifestyle and learning behaviours. He reported that even though social media creates negative impacts on teenagers, it is believed that we cannot think of a world without social media today. Hence, given the prominence of social media in adolescents' daily lives, a better understanding of how technology affects social relationships is required.

2.2. Migrating through Social Media as Visual Space: The Impact on Mental Construct

Social media as communication channels or platforms combine visual, text and verbal modes of communication. According to Ngonso et al. (2017) online platforms enable people to communicate with one another; a new medium of communication that allows users to engage in and maintain real relationships. A user on social media can see, hear, read, write, post or talk all at the same time; this is what distinguishes social media as a visual space. According to Riva et al. (2016) a visual space is a forum in which a user can create and present their own profile. The profile must be accessible at least in partial form to all users of the space. It is common today for people to have a virtual image online that they have carefully created in order to show the world their most desirable selves (Jansson-Boyd, 2010). This feature of social media is what actually distinguishes it from many other forms of media. Jansson-Boyd (2010) states that many of these virtual images are displayed on increasingly popular social networking sites such as Myspace and Facebook. He further states that these kinds of websites typically allow the user to post information about themselves, send messages to friends, post pictures and link their sites to friends' sites. These modes of communication have had some kind of psychological impact on the total world view of the users, particularly teenage youths. The study of visual space migration is concerned with perception and mental belongingness of social media users to another sphere, climate or geographical entity.

There is no doubt that our attention is usually drawn to what we see and what we see is what we reflect on. According to Mitchell (1994) a moment's reflection suggests innumerable instances where pictures stand in for words and a whole speech act but the most basic pictures of epistemological and ethical encounters (knowledge of objects and acknowledgement of subjects) involve optical or discursive figures of knowledge and power that are embedded in vital categories like visual and verbal. It is a psychological truism that the relationship between visual and verbal is a stimulant that arouses feelings and emotions. Jansson-Boyd (2010) also states that "the element that a person chooses to focus upon is influenced by their perception in that it aids the selection process and continues to direct cognitive processes once the stimulus has been focused upon.

Sperling (1990) states that humans are inclined to errors of perception when influenced by strong drives, feelings and emotions. It is undeniable that social media gives us unidentifiable illusions especially for young people in their teenage who are easily captivated by imaginations, intense desires, sensations and emotions. Therefore,

constructing a new world that is different from the physical reality of where they are becomes very possible. This suggests that an adolescent exposed to a more affluent or sophisticated house (a new world) on social media during a period of discomfort or dissatisfaction may grow to admire that home and wish to be there at any cost. This is the point where mental migration starts. When a picture of what we see becomes our main focus, our attention is established on it and we become greatly influenced by meditating on the subject.

Additionally, it is a well-established truth that people take advantage of every chance that presents itself to them to the extent that it aligns with their prior expectations. Gibson (1979) states that an opportunity is a resource that the environment "offers" to a person who is able to seize it. According to him, each object or environment is characterized by a set of properties that support a particular type of action. Therefore, the opportunity may be considered a kind of "invitation" from the environment to be used in a certain way. For example, level and smooth ground offers an opportunity to walk on it while this is not the case with a vertical wall.

According to a recent study by Kolhar et al. (2021) most of the students used social networking sites. Their excessive use of social media for non-academic objectives kept them from focusing on their studies and other academic tasks. They also put off going to bed which resulted in shorter sleep cycles. Additionally, their study found that excessive usage of social media reduces face-to-face social connections. They claim that this has a detrimental effect on social wellbeing and can result in despair, anxiety and mood swings. Additionally, the late-night social media use that was observed in this study can result in chronic sleep deprivation which is a major factor in the development of disorders linked to the metabolic syndrome. The fundamental qualities we inherit are incompatible with modern lifestyle practices. Therefore, interventions should inform people about better sleep hygiene practices and assist them in changing their unhealthy sleeping patterns. Furthermore, spending a lot of time on social media might lengthen sitting periods and reduce levels of physical activity which can result in a sedentary lifestyle. This can increase a person's risk of developing metabolic syndrome and chronic, non-communicable diseases like diabetes, hypertension and obesity (Kolhar et al., 2021).

2.3. The Diaspora Concept and the Nigerian Mentality

The word diaspora is not strange to Nigerians. However, this word is often used by the learned and the elite members of Nigerian society. Among the youth, the word is better used abroad. When a Nigerian teenager or youth talks about traveling abroad, the image he paints or imagines differs greatly from that of an adult Nigerian. The concept of "abroad" means that he or she can find help in any part of Europe, America or Asian countries.

The idea of traveling abroad among young Nigerians is to escape poverty, hunger, unemployment, bad governance, insecurity and a lack of social amenities in Nigeria. Young Nigerians always feel that Nigeria has nothing to offer them after school because many young Nigerians are roaming the streets doing nothing while the government watches in a state of indifference.

Many Nigerian youths do not know how to go abroad. They are frequently tricked into taking an illegal path from the Libyan Desert to Spain or any other location in Europe in the hopes of finding better employment and earning a comfortable living for their family once they reach the outside world. Their syndicates do promise them Eldorado which often lures them to travel abroad. They gave them the impression that all was well overseas. They also paint a picture of a new world of comfort, security and perfection in all things. Many of these young Nigerians have fallen victim to sexual exploitation, arrest and detention by foreign security agencies and human trafficking leading to modern slavery, repatriation, torture and death.

The unlawful movement of young Nigerians has drawn the attention of the government, civil society organisations, religious institutions, families and even traditional institutions in Nigeria in recent times. Late last year (2017), the Oba of the Ancient Benin Kingdom along with his Chiefs in Council summoned 250-year-old Benin gods to curse anyone involved in human trafficking. This was the climax of the issue of illegal migration of teenagers in Edo State in particular and Nigeria in general.

3. Theoretical Framework

This study is anchored on the use of gratification theory. This theory explains that media users expose themselves to media content that satisfies their personal desires or needs. The earliest proponents of this theory believe that media audiences take an active part in the communication process because of their interest in satisfying their desires through media programmes. Iyorza (2017) explains that the uses and gratification theory states that the media audience's reasons for using the mass media are to find information that best fulfils their needs. Audience interest is usually determined by what they pay attention to which will also determine how they interpret the message and to what extent they retain it.

Several studies on the use of social networking websites and applications by students focused on factors like socio-economic background, class environment, gender differences, family educational background, teaching and learning style etc. However, the psychological effects of social networking websites and apps on young people in Nigeria do not appear to have been extensively studied as a factor that could affect students' academic performance. Based on various literatures at the time of study, there seems to be limited empirical studies to support the fact that students' social networking websites and apps influence psychological impact significantly or otherwise.

4. Methodology

This study adopts the quantitative survey method. A set of questionnaires was designed to elicit responses from respondents (students) in the senior and junior sessions of the selected schools who were purposively drawn from four SSs in Edo North, Edo State, Nigeria. The four schools were also randomly selected from the pool of 56 government-approved schools in the region. The four selected schools have a total population of 1,751 students which was the actual population of this study. The selected schools were Government Secondary School, Iyahmo, with 550 students, Government Secondary School, Oluoke with 150 students, Government Secondary School, Iyora with 181 students and Government Secondary School, Afowa with 900 students. A progressive quota sampling method was used to obtain the sample size for the study. This method allows the researcher to study a reasonable portion of the population. Hence, the researcher studied 15% of the population giving a sample size of

260. This implies that 260 respondents were drawn from the four government SSs randomly selected. The questionnaire copies were administered to the students in the first term of the 2021-2022 academic session (between October and December, 2021) who filled them out and returned them to the researcher independently. Questionnaires are one of the most commonly used research techniques (Oguguo et al., 2020). They provide a quick, effective and affordable way to collect a lot of data from huge sample volumes (Oguguo et al., 2020). The measurement of subject behaviour, preferences, intentions, attitudes and views is particularly well-suited for these tools. Researchers are able to collect both qualitative and quantitative data because of their use of open and closed research questions which produces results that are more detailed (Corbin & Strauss, 2008; Oguguo et al., 2020). The administered questionnaire was determined by a sample of individuals drawn from four SSs within Edo North, Edo State, Nigeria which were randomly selected from 56 government-owned SSs for the study in order to secure evidence concerning all existing situations and compare the present conditions for the next cause of action. A descriptive survey was suitable since this study sought to determine the extent to which the use of social networking websites and apps influences students' psychological impact in senior secondary schools within Edo North, Edo State, Nigeria. Thereafter, the analysis was done using SPSS version 20. SPSS was chosen because of its adaptability and customisable approach to going incredibly deep into even the most complicated data sets (Creese & Tagg, 2018). This provides the researcher with more time to see trends, create prediction models and come to wise conclusions. The collected data were subjected to descriptive statistics and inferential statistical analysis before being presented in tables with frequencies and percentages and the research hypothesis was tested using the Chi-square statistic. The data generated was analysed in line with the four research questions and two hypotheses that were earlier stated to guide the execution of the study.

4.1. Data Presentation, Analysis and Discussion of Findings

Table 1 shows the respondents' class. The data reveals that 225 (76.6%) students were purposively surveyed from the senior arm of the schools from 260 while 35 (35.4%) were surveyed from the junior section.

Table 1. Class of respondents.

Class	Frequency	Percentage (%)	Valid percentage (%)	Cumulative percentage (%)
Valid	SS1	46	17.7	17.7
	SS2	55	21.2	38.8
	SS3	124	47.7	47.7
	JSS 3	29	11.2	11.2
	JSS 2	06	02.3	02.3
	Total	260	100.0	100.0

The pie chart above further illustrates the result (see Figure 1).

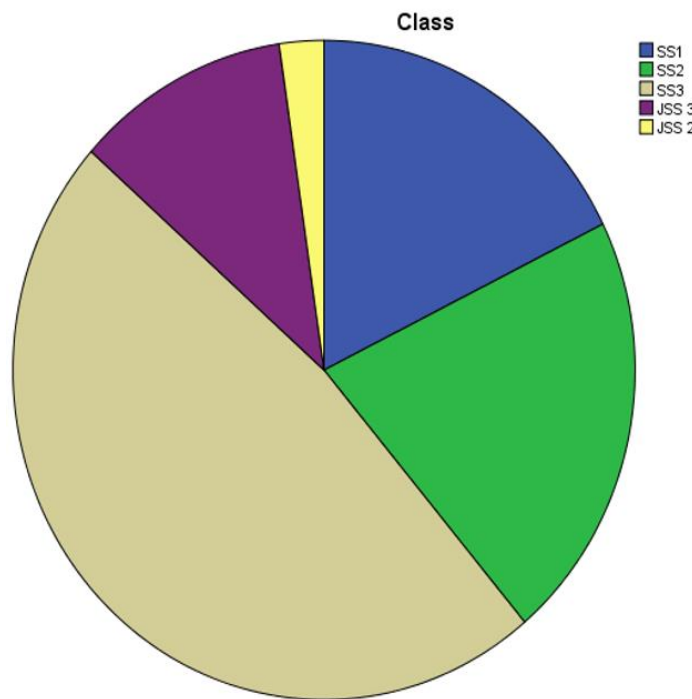


Figure 1. The chart represents the class of respondents.

Table 2 presents the data on the age categories of the respondents. According to the data, all of the respondents were either teenagers (14-17 years old) or youths (18-22 years old). The pie chart further simplifies the result (see Figure 2).

Table 2. Age of respondents.

Age	Frequency	Percentage (%)	Valid percentage (%)	Cumulative percentage (%)
Valid	14-16	101	38.8	38.8
	16-18	129	49.6	88.5
	18-19	28	10.8	99.2
	22 and above	2	0.8	100.0

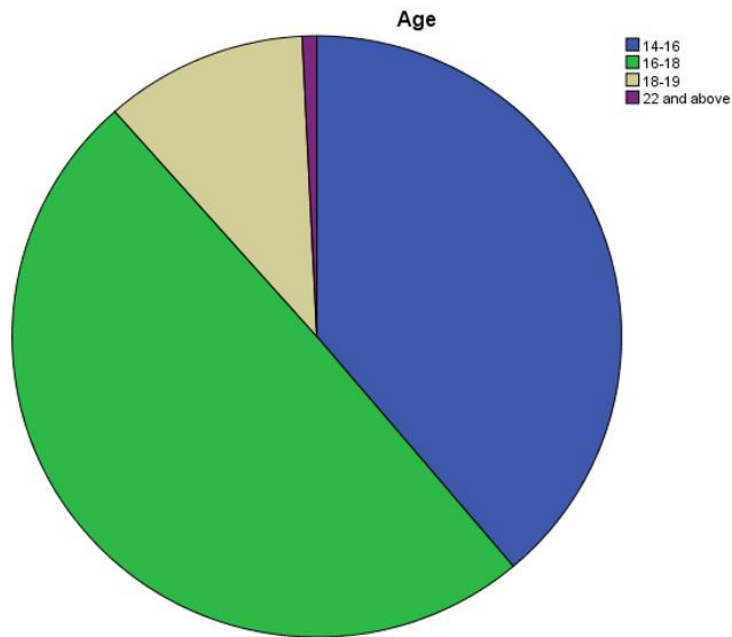


Figure 2. Chart represent the age of respondents.

Research question 1: Do Nigerian youths in SSs have access to social media?

The data in Table 3 answers research question 1. The data shows that Nigerian teenagers and youths in the SSs have access to social media. The data shows that 177 (68.1%) respondents out of 260 have access to social media.

Table 3. Respondents' views on access to social media.

Research question 1	Frequency	Percentage (%)	Valid percentage (%)	Cumulative percentage (%)
Valid	Agree	131	50.4	50.4
	Strongly agree	46	17.7	68.1
	Undecided	43	16.5	84.6
	Disagree	32	12.3	96.9
	Strongly disagree	08	03.1	100.0
Total	260	100.0	100.0	-

The data presented in Table 3 is further illustrated in the pie chart (see Figure 3). The conclusions presented here were validated by the research of Oguguo et al. (2020).

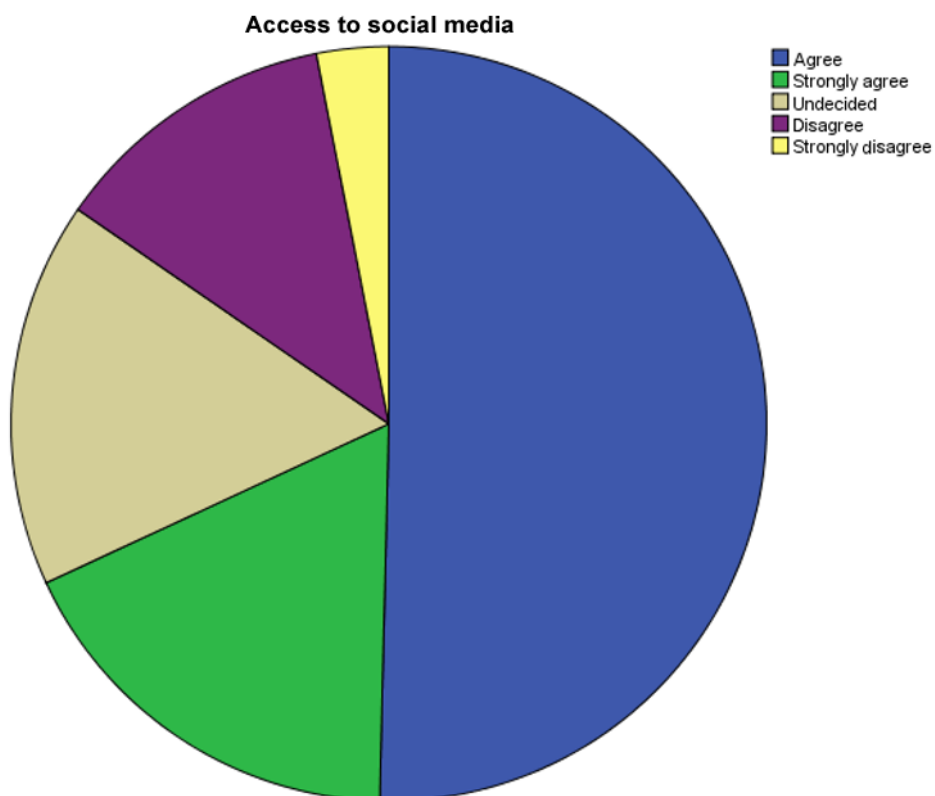


Figure 3. Chart representing respondents' views on access to social media.

Research question 2: Which social media platform is most preferred by teenagers?

The data in Table 4 provides answers to research question 2. The data shows that Nigerian teenagers in secondary school prefer Facebook to other social media platforms. This result is supported by Anyanwu and Agwu's (2016) claim that 80% of students use social media and the most popular social media platform in Nigeria is Facebook. The data shows that 195 (75.0%) respondents out of 260 prefer Facebook to other social media platforms.

Table 4. Respondents' views on social media preferences.

Research question 2		Frequency	Percentage (%)	Valid percentage (%)	Cumulative percentage (%)
Valid	Facebook	195	75.0	75.0	75.0
	Instagram	17	6.5	6.5	81.5
	WhatsApp	19	7.3	7.3	88.8
	Twitter	02	0.8	0.8	89.6
	Other social media	27	10.4	10.4	100.0
	Total	260	100.0	100.0	-

The data presented in Table 4 is further illustrated on the pie chart (see Figure 4). The findings of Oguguo et al. (2020) gave credibility to the findings.

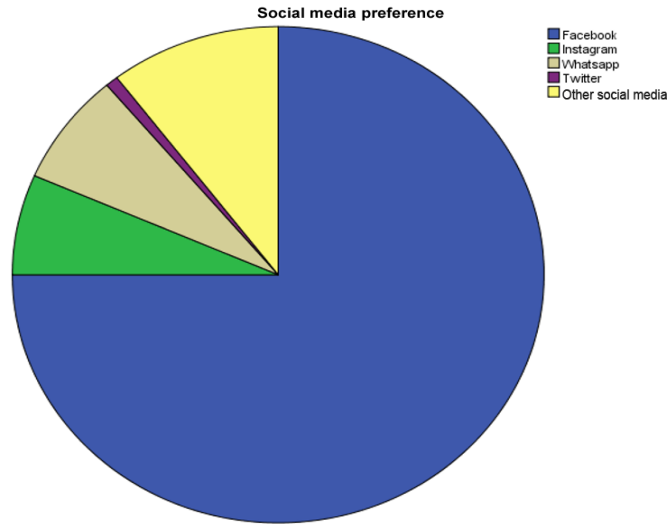


Figure 4. Chart representing preference for social media.

Research question 3: What kind of information is shared on social media platforms by teenagers in text, audio and video?

The data in Table 5 provides answers to research question 3. The data shows that Nigerian teenagers in secondary school share different kinds of information on social media. 110 (42.3%) respondents preferred information in text form, 33 (12.7%) respondents preferred audio information, 55 (21.2%) preferred video-based information, 13 (5.0%) preferred text and audio-based information and 49 (18.8%) respondents preferred text, audio and video.

Table 5. Responses to the kind of information shared on social media.

Research question 3		Frequency	Percentage (%)	Valid percentage (%)	Cumulative percentage (%)
Valid	Text form	110	42.3	42.3	42.3
	Audio form	33	12.7	12.7	55.0
	Video	55	21.2	21.2	76.2
	Text with audio	13	5.0	5.0	81.2
	Text, audio or video	49	18.8	18.8	100.0
	Total	260	100.0	100.0	-

The data presented in Table 5 is further illustrated in the pie chart (see Figure 5). Again, the findings of Oguguo et al. (2020) gave credibility to the findings.

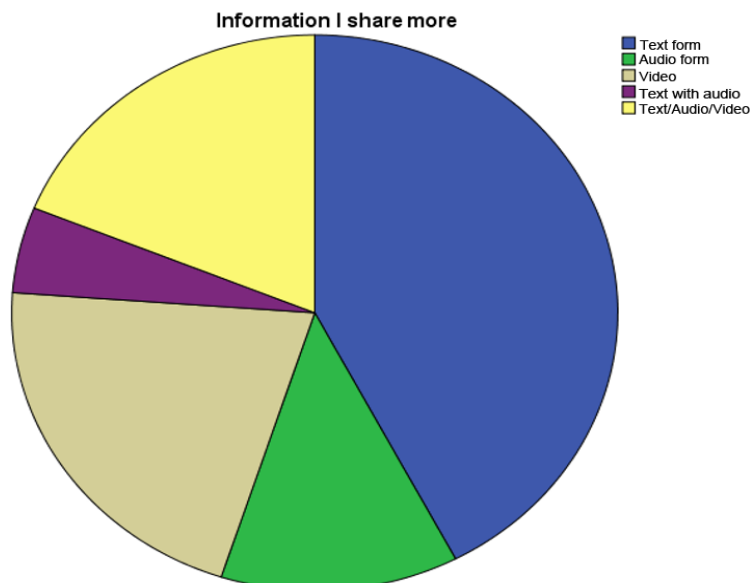


Figure 5. Chart representing information shared.

Research question 4: What is the perceptual influence of posts and tweets on the mental construct of Nigerian teenagers about travelling abroad?

The data in Table 6 shows that Nigerian teenagers are influenced by the kind of information they are exposed to on social media platforms. 110 (42.3%) respondents said they are influenced by text-based information. 55 (21.2%) respondents said that video-based information influences them more than other kinds of data while 33 (12.7) respondents said that audio-based information influences them more giving a total of 198 (86.2%) respondents.

Table 6. Respondents' views on how social media influences them towards travelling abroad.

Research question 4		Frequency	Percentage (%)	Valid percentage (%)	Cumulative percentage (%)
Valid	Agree	121	46.5	46.5	46.5
	Strongly agree	60	23.1	23.1	69.6
	Undecided	28	10.8	10.8	80.4
	Disagree	25	9.6	9.6	90.0
	Strongly disagree	26	10.0	10.0	100.0
	Total	260	100.0	100.0	-

These data are presented in Table 5. However, Table 6 shows that out of 260 respondents, 181 (69.6%) are influenced by the information they share on social media about travelling abroad. The data are further illustrated on the pie chart (see Figure 6). Similarly, the findings of Oguguo et al. (2020) gave credibility to the findings.

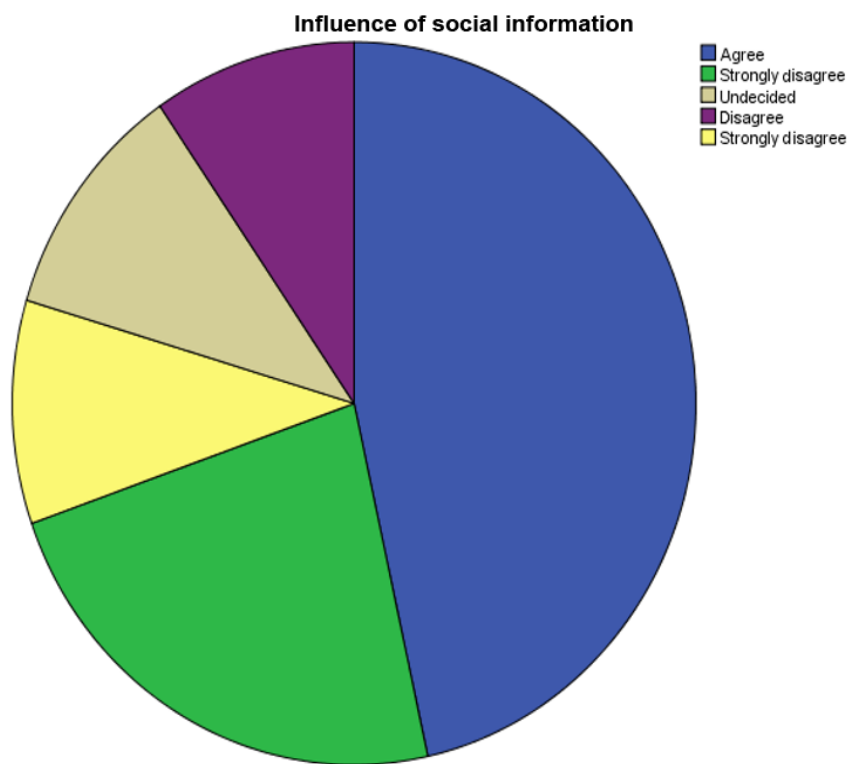


Figure 6. Chart representing social media influence.

4.2. Test of Hypotheses

4.2.1. Chi-Square Test

H₀: There is no significant relationship between the age of social media users and mental migration abroad (diaspora).

Table 7 shows the influence of social information cross-tabulation and Table 8 shows the symmetric measures.

Table 7. Influence of social information cross-tabulation.

		Influence of social information					Total
		Agree	Strongly disagree	Undecided	Disagree	Strongly disagree	
Age	14-16	49	23	12	9	8	101
	16-18	61	28	11	14	15	129
	18-19	11	7	5	2	3	28
	22 and above	0	2	0	0	0	2
Total		121	60	28	25	26	260

Table 8. Symmetric measures.

		Value	Asymp. std. error ^a	Approx. T ^b	Approx. sig.
Interval by interval	Pearson's R	0.044	0.055	0.711	0.478 ^c
Ordinal by ordinal	Spearman correlation	0.054	0.060	0.865	0.388 ^c
Number of valid cases		260	-	-	-

Note: a. Not assuming the null hypothesis.
 b. Using the asymptotic standard error assuming the null hypothesis.
 c. Based on a normal approximation.

The chi-square test was calculated at a significant level of 0.05. The null hypothesis is accepted since the standard error on the chi-square table (see Table 9) is higher than 0.05. Therefore, we conclude that there is no

meaningful relationship between the age of social media users and mental migration abroad (diaspora). The findings here are in conformity with those of Kolhar et al. (2021).

Table 9. Chi-square tests.

-	Value	Df	Asymp. sig. (2-sided)
Pearson chi-square	10.490 ^a	12	0.573
Likelihood ratio	9.558	12	0.655
Linear-by-linear association	0.507	1	0.477
N of valid cases	260	-	-

Note: a. 8 cells (40.0%) have an expected count less than 5. The minimum expected count is 0.19.

Table 10. Information with more cross-tabulation.

-		Information I share more					Total
		Text form	Audio form	Video	Text with audio	Text/Audio/Video	
Age	14-16	28	12	27	6	28	101
	16-18	65	16	27	5	16	129
	18-19	17	4	1	1	5	28
	22 and above	0	1	0	1	0	2
Total		110	33	55	13	49	260

H₂: There is no significant relationship between teenagers' nature of information shared on social media and their mental migration abroad (diaspora).

Table 10 shows the information with more cross-tabulation while Tables 11 and 12 show the chi-square tests and the symmetric measures respectively.

Table 11. Chi-Square tests.

-	Value	df	Asymp. sig. (2-sided)
Pearson chi-square	34.646 ^a	12	0.001
Likelihood ratio	32.344	12	0.001
Linear-by-linear association	10.955	1	0.001
N of valid cases	260	-	-

Note: a. 7 cells (35.0%) have an expected count less than 5. The minimum expected count is 0.10.

Table 12. Symmetric measures.

-		Value	Asymp. std. error ^a	Approx. T ^b	Approx. sig.
Interval by interval	Pearson's R	-0.206	0.063	-3.376	0.001 ^c
Ordinal by ordinal	Spearman correlation	-0.250	0.061	-4.139	0.000 ^c
N of valid cases		260	-	-	-

Note: a. Not assuming the null hypothesis.
 b. Using the asymptotic standard error assuming the null hypothesis.
 c. Based on a normal approximation.

The chi-square test was calculated at a significant level of 0.05. This suggests that the alternative hypothesis is accepted because the chi-square table's (see Table 11) standard error is smaller than 0.05. As a result, we conclude that there is a significant relationship between social media information content (text, audio and video) and the mental migration of teenagers abroad (diaspora). The findings here are in conformity with those of Kolhar et al. (2021).

These findings make it clear that social media is a necessary component of adolescent life and that the adverse health effects of excessive usage of social media are unavoidable. The investigated data show that social media can foster identity formation, psychosocial wellbeing and a sense of belonging while also exposing young people to potential drawbacks. A more in-depth understanding of the impact of technology on relationships is necessary especially considering the pervasiveness of social media in the daily lives of adolescents. The creation of techniques and interventions for teachers, parents and educational psychologists seeking to more effectively handle cyberbullying, cyberostracism and the expression of sexual identity would be affected by such findings in a practical way. Additionally, teenagers could learn how to improve their personal social media experiences by strengthening their sense of belonging, improving their psychosocial wellness and reaffirming their social identities.

4.3. Theoretical and Practical Contributions and Implications

The present study further examined the effects of social media use on students from the perspective of some SSs in Nigeria. The possible relationship between the use of social networking websites and apps and educational performance was tested. The study's targeted population was the SSs within Edo North, Edo State, Nigeria. A questionnaire was used as a data collection instrument to obtain respondents' views (data) which was later analysed using SPSS. The two hypotheses were symmetrically measured using Pearson's R and Spearman correlation and then tested using chi-square.

The use of social networking websites and applications has both positive and negative effects like a two-sided coin (Abdalla & Qashou, 2020). Social networking websites and applications are useful for enabling, expediting and facilitating communication but continuous use of these platforms may lead to the development of new technology-related behaviours, such as addiction (Al-Yafi, El-Masri, & Tsai, 2018). The major question is whether using social networking sites and apps can be an effective teaching and learning tool.

Students use social networking websites and applications for both academic and non-academic purposes which could have an impact on how well they perform in school. There has been extensive research on the effects of social networking sites and apps on students' academic achievement (Abdalla & Qashou, 2020; Kolhar et al., 2021;

Oguguo et al., 2020; Omachonu & Akanya, 2019). The majority of these studies concluded that additional research was needed to fully understand this issue. The purpose of this study was to fill the knowledge gap regarding the effects of using social networking sites and applications in SSs in Edo North, Edo State, Nigeria.

According to Kolhar et al. (2021) the usage of social networking websites and apps has a detrimental impact on social well-being and can cause despair, anxiety and mood swings. The results of our study are consistent with their findings. They also noted that using social networking sites and applications late at night might result in chronic sleep deprivation which is a major factor in the genesis of disorders linked to metabolic syndrome. However, further study is required to try and alter other students' perceptions of using social networking sites and apps so they can use them more effectively in their academic lives and ultimately improve their academic achievement.

5. Conclusion and Recommendations

This study examined migrating through visual space and its mental constructs examining the psychological impact of social media on Nigerian teenagers and young people. Four SSs were randomly selected from Edo North, Edo State, Nigeria. The population of the schools stood at 1,751 and this was taken to be the actual population of the study. 15% of the study population (260) was used as the sample size for the study. The findings of the study revealed that Nigerian teenagers in SSs have access to social media, prefer text, video and audio kinds of information and mostly prefer Facebook to other social media networking sites. The data also revealed that social media messages or information affect their mental constructs to the extent that they migrate mentally abroad.

The researcher came to the conclusion that Nigerian teenagers in SSs have access to social media that they prefer text, video and audio forms of information and that they mostly use Facebook over other social media networking sites. The researcher also concludes that there is a significant relationship between social media messages and Nigerian teenagers' desire to travel abroad. Hence, social media messages or information affect their mental construct negatively which could be likened to mental slavery.

The following recommendations are drawn from the literature review and the empirical data that was collected and examined for this study:

- Edo State and Nigerian governments should enact a law prohibiting the use of smart phones by young people in SSs.
- The law should also stop young people who are in SSs from using Internet-access phones. However, for the purpose of academics, youths who are still in SSs should be provided with computers in their schools and should be monitored when they are surfing the net for academic materials.
- Parents or guardians should monitor what their children do with smart phones at home.
- Teachers should ensure that students do not have access to social media on any kind of mobile device during school hours.
- There is a need for a nation-wide campaign on the dangers of travelling abroad through illegal means. This is important because most Nigerian teenagers and young people who travel abroad do so through illegal means which has increased human trafficking in Nigeria.
- There is a need to consciously educate teenagers that there are greener pastures in Nigeria and that those overseas countries do not offer instant Eldorado.

The category based on gender can also provide some useful results and this was one of the observed limitations of the study. Other evident limitations of this study are as follows: the research study was conducted in a single developing country and consisted of a single quantitative survey that was cross-sectional (not longitudinal and no qualitative data), a number of other demographic factors were not considered, a single generational cohort was considered etc. It is therefore suggested that future studies be conducted on the analysis and representation of the results using a possible categorization based on gender as well as the psychological impact of social media on youth (male and female) that could provide better outcomes. Further research is needed in an attempt to look at these limitations so as to change students' attitudes towards the negative implications of using social networking websites and apps so that students can use social networking websites and apps more resourcefully thus improving their educational performance.

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