**IMPACT OF SOCIAL MEDIA TRENDS ON THE BEHAVIORAL PATTERN OF YOUTHS**

# ABSTRACT

This study was designed to find out the effect of social media trends on behaviour patterns of youths in Lagos state. The study used ex-post factor design. Purposive and simple random samplings were used to select the sample. Youths from school and out of school were used for the study with a total population of 1,660 and a sample size of 310 youths were drawn and used for the study. Three research hypothesis were raised and tested. Pearson r, t-test, chi-square and ANOVA tools were used for the statistical analysis. The result shows that there is positive correlation between social media trends and behaviour pattern. The comments of these friends are better to boost their self-images and enhance group behaviour.

**CHAPTER ONE**

**INTRODUCTION**

**1.1 Background of the study**

Social media is the integration of digital media, which includes combinations of electronic text, graphics, moving pictures and sounds in a structured computerized environment that allows users to interact with the data for appropriate purposes. The digital environment can include the Internet, telecommunications and interactive digital television. The Web is now part of the overall business of communication, sales and services. It changes business practices. Its technical limitations affect the amount of material and the speed of access to the material. The network depends mainly on the connections of the telephone line, so that the more they are good on a territory, the more the service will be reliable. The limitations inherent in transferring large amounts of digital information over telephone lines have affected the type and quality of media that can be used effectively, as well as the nature of the interaction enabled by the Web. There are ways to increase performance by improving technical limitations that depend on an available infrastructure that can provide more data faster and more reliably, called broadband.

It is clear that there is a link between social networks and their impact on behavioral change among young people. As a result, messages can reach audiences and target groups in real time and can generate changes and trends. Nowadays, younger generations grow up having good contact with different types of social networks. easily acquire digital culture and live in a digital world where only adults are naturalized citizens. "

Tapscott (1998) talks about growing up in a digital environment by calling young people "network generation". Children meet in a hybrid virtual space, learn in an innovative way, create new language and apply multicultural values ​​(Tappscott, 1998). The main characteristics of the N-Gen culture are: independence, emotional and intellectual openness, inclusion, freedom of expression and strong points of view, innovation, maturity, pleasure of research, immediacy and sensitivity to the interests of the people. companies, authentication. and trust. (Tapscott, 1998 pp. 62-69).

**1.2 Problem statement**

Livingstone (2008) believes that the online domain can be enthusiastically embraced as it represents their space, visible to the peer group rather than adult vigilance, an exciting yet relatively safe opportunity to do the job. . Psychological social adolescence. to build, experiment and present a project of self-reflection in a social context, as well as, for some, to circumvent the norms of communication and other risky behaviors. 4 Social networks generated by technology are a valuable tool, but today's young people are misusing them. The two main forms used by young people to access social networks are the cell phone and the Internet, which have significantly changed their way of life. Given the current visibility and ease of access that young people can get from these media, this study will determine the impact it has had on young people. Some of the issues that should result from this research include exposure to problematic materials, online victimization of youth, exposure to unnecessary marketing and online advertising, exposure to unsafe online behavior, identity theft problems, the emergence of the digital divide and the generation gap between parents. and young people. According to Ritchel, Matt wrote in the New York Times an article entitled "Wire more and more digital, distracting cabling." On November 21, 2010, wasting time, building superficial and damaging relationships and possibly the cause, instead of alleviating, depression, loneliness, social isolation and withdrawal of users, among others.

**1.3 Purpose of the study**

The purpose of this study is to examine the impact of social media trends on the behavioral pattern of youths, using the Lagos State as a case study. Specifically the study seeks:

1. To determine how the youth in Lagos state use social media trends in their daily lives

2. To determine if the youth in Lagos state prefer social media as means of communication as opposed to traditional methods.

3. To find out the impacts social media has on behavior changes among the Nigerian youth.

* 1. **4 Significance of the study**

It is hoped that the results of this study will make up for the lack of sufficient information on the effects of social networks on young people and behavior change. The results of this study can also be Be useful for decision makers in various sectors of government. For example, in the

Educational program developers will be informed when they develop a program for the education sector. In the Ministry of Health, it will help doctors, especially those who are in charge of counseling Young people need to know what tools to use to communicate effectively with young people. The results of the These studies are likely to influence the academic research of other researchers likely to Interested in this area of knowledge and initiate appropriate mitigation measures.

* 1. **Study hypothesis**

The study hypothesis is:

**Hypothesis 1**

**HO1**: the youth in Lagos state donot prefer social media trend as opposed to traditional methods

**HO1**: the youth in Lagos state prefer social media trend as opposed to traditional

**Hypothesis 2**

**HO2:** There is no significant impact of social media trend has on behavior changes among the Nigerian youths

**HO2:**There is a significant impact of social media trend has on behavior changes among the Nigerian youths.

* 1. **6 Scope and Limitations of the Study**

The study scope is study seeks to find out the impacts of social media trend among the youth on behavior change in Lagos state. Limitation faced by the research was limited time and financial constraint

* 1. **7 Definition of Basic terminologies**

**Social media:**websites and applications that enable users to create and share content or to participate in social networking.

**Behavioural change:**Behavior change (public health), a broad range of activities and approaches which focus on the individual, community, and environmental influences on behavior

**social media influencer:**A Social Media Influencer is a user on social media who has established credibility in a specific industry.

* 1. **8 Organization of study**

The study is grouped into five chapters. This chapter being the first gives an introduction to the study. Chapter two gives a review of the related literature. Chapter three presents the research methodology; chapter four presents the data analysis as well as interpretation and discussion of the results. Chapter five gives a summary of findings and recommendations.

**CHAPTER TWO**

**REVIEW OF RELATED LITERATURE**

## 2.1 Theoretical Framework

The theoretical frame work of Bandura and Walters, (1963) is based on the theory of adolescent social behaviour which induces learning of concepts through understanding, interpreting, predicting the future development, dynamics of change behaviour in adolescent problems. These theories are necessary because influence of home video watching on the social behaviour of adolescent keep on changing in the society. This study look at theories that are particularly relevant to understanding the social behaviors of adolescent and their causative factors.

Cognitive learning assumes that there are psychological factors that influence behavior. However, SLT also holds that behaviour is influenced by environmental factors, and not just psychological or cognitive factors. Thus, SLT assumes that psychological and environmental factors combined influence the development of specific behaviour. SLT stresses the importance of attending to and modeling the behaviour, cognitions (attitudes and beliefs) and emotions of others. SLT sees an interactive process between cognitive, behavioral, and environmental influences. There are three principles that help define SLT.

1. Observational learning is achieved when the modeled behavior is structured or organized and then rehearsed symbolically, and then overtly enacted. Retention of that behavior occurs when the modeled behavior is coded into words, labels or images.
2. The adoption of the modeled behavior is strengthened when the outcomes of that behavior are valued, seen as important to the individual or lead to desirable and expected outcome.
3. The modeled behavior is more likely to be integrated by the observer when the model has characteristics similar to the observer, there is a cognitive-behavioural connection with the model, the model is admired by the observer, and the behaviour that is adopted has practical or functional value. SLT defines four requirements for learning and modeling behavior thus; 1. Attention to the modeling events in the environment and the characteristics of the observer to attend to those events (emotional, perceptual \set, arousal level).

2. Retention, which is the cognitive component involving remembering what one observed, coding, organizing and rehearsing it at the cognitive level.

1. Reproduction or the ability to reproduce or copy the behaviour which includes observing the self-reproducing the behavior and feedback of the accuracy of that reproduction.
2. Motivation or behavioral consequence that justifies wanting to adopt the behavior which includes self-reinforcement.

Social learning theory can be used to explain the development of deviant behaviour, substance use and abuse and impaired environmental behavior. Theoretically, if an individual never observed these behaviors, then those behaviors would never be learned. If a child or adolescent never was exposed to prolong viewing of media activity an individual‘s theoretically would never adopt the behavior. Once it is adopted, the behavior leads to positive consequences or outcomes, acceptance by the group, sense of power, attention of peers, establishment of a group role that instills a sense of pride and smartness.

 The degree of positive reinforcement will determine whether the behavior is continued.

Group norms become a power based for this reinforcement. However, in today‘s world, that is quite unlikely. Observing and modeling behavior can be very subtle. Certainly, many circumstances will determine the individual‘s exposure to potential models. The important factor is that once the behavior is adopted, internally coded, and reproduced in such a manner that it leads to some kind of positive reinforcement that behavior will continue to be reproduced. However behavioral outcome may be perceived to be undesirable to the individual, decreasing the probability that the behavior will continue.

## 2.1.1 Types of Social Behaviour

Emotional behaviour: Is a form of social behaviour that causes individuals to behave emotionally within groups and individually. This type of behaviour expresses emotions such as excitement, fear, joy, anger, anxiety, shyness and sorrow.

Violent and aggressive behaviour commonly happens in crowds or groups. This occurs when certain individuals with a group act violently or aggressively and others copy the behaviour. The pressure to conform to the actions of the group normalizes the behaviour. This type of behaviour is common during instances of looting and rioting.

Prosocial behaviour is a social behaviour that is viewed as altruistic. This type of behaviour consists of helping others through selfless actions. For instance, pro social behaviour occurs when an individual helps another without expecting an action in return. Group action is social behaviour that occurs when people gather in large groups and attempt to change a particular aspect of society. Group action has a particular purpose, which influences behaviour both negatively and positively.

## 2.1.2 Peer Influence and Association in Adolescence

Peer groups are essential to social and general development. As children begin to gain bonds with various people and create friendships with them, it later helps them when they are adolescent. This sets up the framework for adolescence and peer groups. 140 noted that peer groups are especially important during adolescence, a period of development characterized by a dramatic increase in time spent with peers and a decrease in adult supervision. Adolescents also associate with friends of the opposite sex much more than in childhood and tend to identify with larger groups of peers based on shared characteristics. It is also common for adolescents to use friends as coping devices in different situations. A three factor structure of dealing with friends including avoidance, mastery, and nonchalance has shown that adolescent‘s use friends as coping devices with social stresses.

Peer groups offer members the opportunity to develop social skills such as empathy, sharing, and leadership. Peer groups can have positive influences on an individual such as on academic motivation and performance. But they can also have negative influences, like encouraging experimentation with drugs, drinking, vandalism, and stealing through peer pressure. Susceptibility to peer pressure increases during early adolescence, peaks around age 14, and declines thereafter.

During early adolescence, adolescents often associate in cliques, exclusive, single-sex groups of peers with whom they are particularly close. Despite the common notion that cliques are an inherently negative influence, they may help adolescents become socially acclimated and form a stronger sense of identity. Within a clique of highly athletic male-peers, for example, the clique may create a stronger sense of fidelity and competition. Cliques also have become somewhat as a ―collective parent‖, i.e. telling the adolescents what to do and not to do. Towards late adolescence, cliques often merge into mixed-sex groups as teenagers begin romantically engaging with one another. These small friend groups break down even further as socialization becomes more couple-oriented. While peers may facilitate social development for one another, they may also hinder it. In Spanish teenagers, emotional (rather than solution-based) reaction to problems and emotional instability has been linked with physical aggression against peer. Both physical and relations aggressions are linked to a vast number of enduring psychological difficulties, especially depression, as is social rejection. Because of this, bullied adolescents often develop problems that lead to further victimization. Bullied adolescents are both more likely to continue to be bullied and more likely to bully others in the future. However, this relationship is less stable in cases of cyber bullying, a relatively new issue among adolescents.

On a larger scale, adolescents often associate with crowds, groups of individuals who share a common interest or activity. Often, crowd identities may be the basis for stereotyping young people, such as jocks or nerds. In large, multi-ethnic high schools, there are often ethnically-determined crowds as well. While crowds are very influential during early and middle adolescence, they lose salience during high school as students

**2.2 Conceptual Framework**

**2.2.1 Social Media**

Affilorama (2011) defines social media as a content created and shared by individuals on the web using freely available websites that allow users to create and post their own images, video and text information and then share that with either the entire internet or just a select group of friends. CubixDev (2011) sees social media as the new term for socialising online. It allows people to freely interact with each other online where-ever they are and whenever they want. Investopedia (2011) defines social media as Internet-based software and interfaces that allow individuals to interact with one another, exchanging details about their lives such as biographical data, professional information, personal photos and up-to-the-minute thought. ProPR, 2008, social media are online communications in which individuals shift fluidly and flexibly between the roles of audience and author. To do this, they use social software that enables anyone without knowledge of coding, to post, comment on, share or mash up content and to form communities around shared interests

 Coyle & Vaughn, (2008), stated that social media has existed for few years as a way for people to communicate in society and build relationships with others With the increase of technology used for communicating with others and the popularity of the Internet. Social media has become an activity that is done primarily on the Internet, with sites like MySpace,

Facebook, Viber, Whatsapp, Twitter, 2go, Africhat, Bebo, Mozat, Friendster, and Xanga (Coyle & Vaughn, 2008). Social networking sites (SNS) may be defined as: Web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and

(3) view and traverse their list of connections and those made by others within the system (Boyd & Ellison, 2007).

**2.2.3 Group Behaviour**

There is no doubt that peers are very important to school students. During this phase of the lifespan, people spend increasing amounts of time in the company of their peers (Brown & Klute, 2003; Collins & Laursen, 2000) and increasingly focus on peer relations as crucial to their sense of identity (Pugh & Hart, 1999).

Group behaviour emanates from the causes that contribute to the group’s effectiveness. The well-structured, well defined role and status hierarchy, able leadership, well developed norms and strong cohesiveness a group has, the greater is the groupthink. As groups function and interact with other groups online, they develop their own unique set of characteristics including structure, cohesiveness, roles, norms and processes which they have set for themselves on their various social networks. As a result, groups may cooperate or compete with other groups, and intergroup competition can lead to conflict.

Social media users are also more active in some parts of group activity: They post about group activities on their Facebook pages, and Tweets; they are more likely than others to invite newbies into a group; more likely than others to be targeted for invitation to groups; more likely to use the internet to discover groups; more likely to say the internet enables them to participate in more groups and more likely to say they spend more time on group activities because of the internet. Social media users are significantly more likely than other group participants who go online for group activities, to say that the internet has a “major impact” on their ability to engage with their groups. Group pressure has influenced many of the students to also participate in Facebook which is the latest feature on social media, where an individual creates a group and invites a maximum of seven contacts to that group who then all chat together online. Backstrom (2008) examined the preferential behaviour of Yahoo Groups, he found that different types of groups produce varying degrees of engagement and activities on internet seven contacts can see what the others display on the social site. With this feature, a group can be named, e.g. “Kissing Buddies”, where the seven individuals may feel part of the group and may express themselves more openly or restrictively in the context of that particular group of friends. In other groups, named e.g. “Maths Class”, “Science Freaks”, the students reported that they discuss challenging academic work together on Facebook.

The students report that they yearn to be part of something exciting; it is for this reason that they make use of applications that involve being part of a group. Such group applications assist adolescents to discuss issues with the relevant individuals with whom they choose to discuss matters. At present, there is a range of organizational forms on virtual sites such as groups, among them the knowledge-based organization alternatively known as the knowledge-intensive or virtual organization (Hurme 2005:101).

 School student social media users organize themselves into groups for the simple reason that they achieve more when working together that they can do alone. An organization is often defined as a group of people who work together (Hurme 2005:105). It can be for instance large or small, hierarchical or flat, centralized or distributed. The adolescents’ groups/organizations, and consequently, the organizational communication forms are decentralized as there is no “real” hierarchy, nor evident boundaries. The students use the informal channels to discuss schoolwork-related issues, e.g. homework and assignments (Hurme 2005:105). The students benefited from discussing academic work with their friends on Facebook and other social networks, therefore, the adolescents socially exchange with their online contacts and benefit or ‘lose’ from associating with them.

**2.2.5 Gender Differences and Social Media Usage**

Studies have shown that male students have been online more than female students in previous years because of earlier forms of technology such as video or computer games (Lin & Subrahmanyam, 2007). Female students have reported that they use the Internet for things like chatting and downloading music (Giles & Price, 2008). Because of this, one may hypothesize that female students will be more likely to be attracted to social networking sites and other online social groups (Giles & Price, 2008). According to most research done on the topic, the amount of teenage girls and boys who are communicating on these social networks is equally divided (Bonds-Raacke & Raacke, 2008).

Research has shown that though female and male students are both likely to have a SNS account, the reasons for the accounts may vary based on gender (Bonds-Raacke & Raacke, 2008).For girls, social networking sites are primarily places to reinforce pre-existing friendships; for boys, the networks also provide opportunities for flirting and making new friends (Bonds-Raacke & Raacke, 2008) Girls are also more likely than boys to post sexually explicit pictures of themselves, and to talk about sexual activity in public forums (Rafferty, 2009). However, boys are more likely to create an account simply because they are trying to meet a significant other, or because they are already in a relationship with someone who has requested them to join (Bonds-Raacke & Raacke,2008).

 Girls are also more likely than boys to share personal information about their daily lives (Merten & Williams, 2009). Results of a recent study involving Facebook, MySpace, and Xanga showed that though most teenagers aged 13-17 used these sites for fun and positive reasons, 55% of girls shared personal stories about depression, anxiety, and relationship problems (Merten & Williams, 2009). Only 15% ofboys shared any personal information besides their hobbies, interests, and friendships (Merten & Williams, 2009

 In a recent study, it was shown that male students seem to benefit more from Internet use and communication technology than female students do (Peter & Valkenburg, 2009).This was hypothesized because boys tend to have more difficulty expressing their thoughts and emotions face-to face with others than girls do (Peter & Valkenburg,2009). As previously mentioned, the early stages of social networking included web technology such as AIM, which helped many adolescents “chat” with others on the computer instead of in person (Peter & Valkenburg, 2009). The amount of teenagers, both male and female, participating on social networking on SNSs is staggering, and this may explain why certain problems arise from these sites that have become a major problem in today’s society.

**2.5 Review of Related Studies**

The following related studies reveal the level of social media participation among school students. Though, much international studies are reviewed. The study has not been addressed much locally as its effects significantly impact on Nigerian adolescent students.

 In a study conducted by Osarenren (2009), peer group influence has seven essential functions. These functions are: a replacement for family (though only to a certain extent); a stabilising influence; a source of self-esteem; a source of behavioural standards; security in numbers; opportunities for practice; and opportunities for modelling. Peer relationships can therefore be a powerful positive or negative influence. This influence can take place when members of a group are compelled to do something they would not otherwise have attempted or when they are stopped from doing something they would have liked to do.

According to a recent study done on visual impression management and social networking sites, approximately 60% of adolescents will spend more time selecting which pictures to post on their profile than actually communicating with others (Siibak, 2009). This shows that these SNSs are not just for keeping in touch with classmates and meeting new people, they are used to build adolescent identities (Siibak, 2009). Because social networking sites are used primarily by adolescents and young adults.

A recent survey showed that approximately ninety percent of teens in the United States have Internet access, and about seventy-five percent of these teens use the Internet more than once per day (Kist, 2008). This study also showed that approximately half of all teens who have Internet access are also members of social networking sites, and use the Internet to make plans and socialize with friends (Kist, 2008). As one researcher stated, “Teens use [the Internet] as an extension of their personality, to show their friends-and the world- who they are, what they care about, and to build connections with other like-minded people” (Goodman, 2007, 84).

The early studies of youth literacy with social media suggest that students do, in fact practice these skills. Ethnographic studies find that teens use social technologies to delve deeper into interest-driven communities and activities (Ito et al., 2009). Perhaps SNS provide a platform for youth to participate in communities that help them learn, and practice skills, within particular knowledge areas. Greenhow & Robelia (2009) examine the SNS use of 11 lowincome youth and find numerous social behaviours that provide a theoretical link to learning outcomes. For example, students in their study use MySpace profiles to display creative work and receive feedback from their network. Youth report experiencing social support for school-related tasks, daily stresses, and problems. SNS help blend school and outside life for the teenagers in this study.

Many students reportedly prefer being online to other media, including the telephone, TV, and radio (2002 Gallup Survey, cited in Heitner, 2002). According to data from the Pew Internet and American Life Project (Lenhart et al., 2005), the vast majority (89%) of teens use e-mail and 75% use instant messaging (IM), which allows them to have multiple simultaneous conversations with a defined group of peers. More than 50% of teens possess more than one e-mail address or screen name, which they can use to send private messages to friends or to participate anonymously in online forums, such as chat rooms (Lenhart et al., 2001).

In empirical support for the inclusion of group norm in the social media, Terry and Hogg (1996) found that group norm for friends and peers significantly improved predictions of school students’ intentions to engage in frequent exercise, although this was only the case for individuals who identified strongly with the in-group. More recently, a study by Mason & White (2008) found that inclusion of group norms relating to friends and peers increased the accuracy of predictions of young women’s intentions to engage in frequent breast self-examinations. There appears, therefore, to be strong theoretical and empirical support for the inclusion of the group norm construct in the behaviour. In the current study, the role of group norm in the decision-making process for engagement in frequent social media use among adolescents was examined, and it was expected that adolescents who perceive frequent social media use to be normative among their friends would have stronger intentions to engage in frequent social media use themselves.

In fact, the evidence is mixed as to whether students engage in extensive pretense and identity play online (White, 2008). In one study of twelve- to fifteen-year-olds, of the 175 participants who responded to questions about online pretense, 49 percent had never pretended to “not be yourself,” and 41 percent reported pretending a couple of times. Seven participants reported pretending often and two reported that they pretended all the time. Most common was pretending to be older, and was often done in the company of a friend and as a joke. Only 2 percent reported that they pretended to explore a new self or identity.

 In a study of Dutch adolescents by MMCC (2010), 246 out of a total of 600 participants reported having experimented online with their identity at least sometimes. Pretending to be someone older was most commonly reported, especially among girls. The most common motives for identity experiments were self-exploration (to observe others’ reaction), social compensation (to make up for shyness), and social facilitation (to form relationships). The study does not make it possible to assess exactly what share of the sample pretended often to be someone else.

According to a report from Fact Bound Research Ltd, member of MMCC Group (2011), reported that the rate of consumption and usage of Social Media and its influence on lifestyle of respondents may vary according to gender. Therefore, respondents were asked to state their gender. The survey shows that about 53% of the respondents were Males while the remaining 47% were Females. This means that more male adolescents Nigerian uses the social media tools for various purposes than their female counterpart

**CHAPTER THREE**

**METHODOLOGY**

**3.1 Research Design**

The research design for this study was ex-post facto design. This is used for descriptive studies in which the researcher seeks to measure and discover causes even when he cannot control the variables and is not possible or acceptable to manipulate the characteristics of human participant. In other words the design can be seen as a way of describing attitudes, behaviours, situations, opinions or characteristics of people which is relevant to the study at hand. This design helped the researcher to collect the relevant data used to discuss issues extensively about the target population.

**3.2 Population of the Study**

The population of this study comprised of the youths in Lagos, both in school and out of school with the population of 1,660.

**3.3 Sample and Sampling Techniques**

Purposive and simple random sampling techniques were involved in this study to select 200 students and 110 out of school youths in Lagos.

According to Krejice and Morgan (1971) when the number of population is 1,660, the samples to be selected can be 310 from the given population.

**3.4 Instrument for Data Collection**

Questionnaire and performance test were used for the study. The questionnaire was tagged impact of social media trend on behavioral pattern of youths. The behavioural pattern and social media questionnaire focused on involvement and consumption of social media with 36-items and four sections. Five (8) items on Bio Data, Five (5) items on social media usage, eight (8) items on social media self-image and fifteen (15) items on social media group behaviour.

The social media questionnaire provided with 3 point scales; always =3, sometimes =2 and never =1. Behaviour questionnaires were provided with question items to give the best feeling of the respondent on the 4 point likert scale i.e. strongly agreed, agreed, strongly disagreed, and disagreed. The scale was scored as follows: strongly agree = 4, agree = 3, disagree = 2, strongly disagree = 1.

**3.5 Pilot Testing**

**3.6 Validity and Reliability of the Instruments**

**3.6.1 Validity of the Instrument**

The face and content validity were established for the instrument used in the study. The questionnaire was given to the experts in the Department of Educational Psychology and Counselling and some specialists in research studies to validate. 50 item questions were on the questionnaire for the validation and with the critical efforts of the experts in the

Department of Educational Psychology and Counselling and some specialists. 14 items on the questionnaires were considered inappropriate for the study. While 36 items questions were retained

**3.7 Procedure for Data Collection**

 An introductory letter was collected from the department of Educational Psychology and Counselling for the students’ field research to be allowed access to certain relevant documents and some valuable information which researcher needed for the study. The introductory letter was handed to the principals of sample schools. A total of 310 copies of questionnaires were produced by the researcher and distributed to the sample students of 4 selected schools. The instruments were administered with assistance of the members of staff of the schools, who were trained on questionnaires distribution and test administration. The data collection exercise lasted for a week. After the completion, the researcher collected back the questionnaires for analysis.

**3.8 Procedure for Data Analysis**

The data obtained from this study were subjected to statistical analysis. Frequency and simple percentage were used to enumerate the total number of respondents who correctly completed the questionnaires while Pearson Product Correlation Moment (PPMC) r was used to determine the relationship between the variables. T-test, Chi-square and Analysis of Variance

(ANOVA) were used to measure significance different between variables being measured. The .05 level of significance was used in rejecting or retaining the 2 hypotheses. The researcher employed SPSS 20.0 version software for that data calculation and data storage

**CHAPTER FOUR**

**RESULTS AND DISCUSSION**

**4.2 Personal Information of Respondents**

The personal information of the respondents is presented in the tables as follows.

Table 4.2.1 Hours spent per day on internet by respondents

Hours spent per day on social media Frequency Percentage

Less than 1 hour 181 58.4%

1-3 hours 72 23.2%

4-7 hours 16 5.2%

8 and above hours 41 12.2%

 total 310 100%

Table4.2.1 shows that 58.4% of respondents spent less than 1 hour on internet. 23.2% spent 1-3 hours and 5.2 0% spent 4-7 hours. The respondents that spent 8 hours and above formed 12.2% of the sample. There is a clear distinction between those that log in less than 1 hour and those that log in above 8 hours.

**Table 4.2.2** Respondents’ number of Friends on social media,

|  |
| --- |
| **Friends you have on social media Frequency Percentage**  |
| **1-19 13 4.2%** **20-49 81 26.1%** **50-99 131 42.3%** **100 – above 85 27.4%**  |
| **Total 310 100%**  |

Table4.2.2 shows that 4.2% of respondents have 1- 19 friends on social media. 26.1% 0f respondents have 20-49 friends. 42.3% of the respondents had 50-99 friends. 27.4% of respondents had 100 friends and above. The majority of the students, 67.7% have 50 friends or more on social media.

**Table 4.2.3 Number of Respondents by Age**

|  |
| --- |
| **Age Frequency Percentage**  |
| **18-21 95 30.6%** **22-25 112 36.1%** **26-29 103 33,3%**  |
| **Total 310 100.0%**  |

Table 4.2.3 shows that 95(30.6%) of the respondents were between ages of 18-21. And respondents between ages 22-25 constituted the highest number 36.1% (112). While 103 (33.3%) are between ages of 26-29. This indicates that majority of students on social media were between ages of 15-20, 215 (69.4%)

**Table 4.2.4 Number of Respondents by Gender**

|  |
| --- |
| **Gender Frequency Percentage**  |
| **Male 191 61.6** **Female 119 38.4**  |
| **Total 310 100**  |

Table 4.2.4 shows that 61.6% (191) of the respondents were male and 38.4% (119) were female. The sample consisted of all in schools.

**Table 4.2.5** Hours spent per day on social media and self-image

|  |  |  |  |
| --- | --- | --- | --- |
|  **Social Media Usage**  |  | **Self-image**  | **Total**  |
| **Agree**  |  | **Disagree**  |
| **less than 1 hour**  | **149**  |  |  **32**  | **181**  |
| **1 - 3 hours**  | **65**  |  |  **7**  |  **72**  |
| **4 - 7 hours**  | **12**  |  |  **4**  | **16**  |
| **8 and above hours**  | **35**  |  |  **6**  | **41**  |
| **Total**  | **261**  |  |  **49**  | **310**  |

Table4.2.5 shows that 112(80.6%) respondents that spent between 1to 8 hours and above per day on social media agreed that social media boost their self-image against 17(12.4%) of respondents who disagreed.

 **Table 4.2.6** Hours spent per day on social media and gender

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Social Media**  |  | **gender**  |  | **Total**  |
| **Male**  |  | **Female**  |
| **less than 1 hour**  | **112**  |  | **69**  | **181**  |
| **1 - 3 hours** **4 - 7 hours**  | **41**  |  | **31** **5**  | **72** **16**  |
| **11**  |
| **8 and above hours**  | **27**  |  | **14**  | **41**  |
| **Total**  | **191**  |  | **119**  | **310**  |

Table4.2.6 shows that of 139 active respondents who spent between 1to 8 hours and above on social media, 79(56.8%) were male against 60 (43.26%) of females.

**HO1**: the youth in Lagos state donot prefer social media trend as opposed to traditional methods

**HO1**: the youth in Lagos state prefer social media trend as opposed to traditional

**Hypothesis 2**

**HO2:** There is no significant impact of social media trend has on behavior changes among the Nigerian youths

**HO2:**There is a significant impact of social media trend has on behavior changes among the Nigerian youths

**4.3 Hypotheses Testing.**

**Hypothesis 1:** the youth in Lagos state do not prefer social media trend as opposed to traditional methods

**Table 4.3.1:** Pearson Correlation between social media trend and traditional method

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variables  | N  | Mean  | SD  | DF  | Pearson’s r  | P  | Decision  |
| Social media trend | 310  | 9.5935  | 1.56704  | 308  | .160\*  | .005  | Rejected  |
| Traditional method  | 310  | 18.2065  | 3.50441  |

 \*Correlation is significant at the 0.05 level (2-tailed). α=0.05

The table 4.3.1 shows a significant positive correlation between social media trend and traditional method r= .160, *P*=.005. Therefore, the hypothesis which states that there is no significant relationship between social media trend and traditional method is rejected. The more social media trends followed the more traditional method is left behind.

**Hypothesis 2:** There is no significant impact of social media trend has on behavior changes among the Nigerian youths

 **Table 4.3.2** Pearson correlation between social media trend and behavior changes among youths

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variables  | N  | Mean  | SD  | DF  | Pearson’s r 1  | P  | Decision  |
| Social Media trend  | 310  | 9.5935  | 1.56704  | 308  | 0.130\*  | 0.022  | Rejected  |
| Behaviour changes  | 310  | 51.4258  | 7.18273  |

\*Correlation is significant at the 0.05 level (2-tailed). α=0.05

The table 4.4.2 shows that there is significant positive correlation between social media trends and behavior behavior change r=.130, P=0.022. Therefore, the hypothesis which states that there is no significant relationship between social media trend and behaviour change is rejected. The more the usage of social media the better engagement in group behaviour.

**4.5 Summary of the Findings.**

The findings of the study are summarized below;

1. The finding shows that there is a relationship between social media usage and self-image, (r=.160, *p*=.005).The evidence shows that 261 (84-2%) of the respondents agreed that the more hours they spent on social media, the more it boost their self-image.
2. The finding shows that there is relationship between social media usage and group behaviour, (r=.130, *p*=.022). This reveals that 227 (73.2%) of the respondents agreed that social media friends influenced their behaviour and online participation.
3. Furthermore, the finding reveals that no significant relationship exist between social media usage and academic performance, (r=.034, *p*=.553). The evidence shows that 78(60.4%) of students who spent between 1 hour to 8hours and above per day on social media were found to have better academic performance score because the more time they spent, thus the more time they have for their academic programme.

**4.6 Discussion of the Findings.**

The study aimed at investigating the effect of social media trends on behavior pattern among youths in Lagos State. Research hypothesis seeks to investigate the influence of social media trends on behavior change. The finding indicates that significant positive correlation exists between social media usage and self-image. The result shows that the more the students spent good numbers of hours on social media connecting to their online friends and the better it boosts their selfimage. The finding agrees with that of Gonzales and Hancock (2011) who investigated 300 college students in Cyberpsychology, Behaviour and social Network, Cornell, in their study students were asked to look at their own Facebook page for just two hours and the result showed a boost in self-esteem compared with control group who sat in a room for two hours without looking at their Facebook page. The finding is agreement with with finding of Carpenter (2012) who in a study of student personality and social media, in Western Illinois College, found that student who updated their Facebook status frequently scored high on self-esteem inventory than students who visited sites casually. A study by Kraut et al. (1998) recorded the number of hours students spent on the Internet (using tracking software on the participant’s computers) and its relationship to future measures of social involvement and psychological well-being. The researchers found that longer use of the social media was related to increase friendship and social group. They also found that the Internet significantly enhanced students’ self-image and closer relationships with friends.

 The research hypothesis seeks to investigate the influence of social media usage on group behaviour. The finding indicates that significant positive relationship exists between social media usage and group behaviour. The study reveals that adolescent students hang out with friends, presented themselves, articulated their social networks activities and established or maintained connections with their online group. They stayed on internet for longer hours per day coordinating group activities. They developed their own unique set of characteristics including structure, cohesiveness, roles, norms and processes which they have set for themselves on their various social networks. The finding is similar to that of King (2008) in a study of social network and group activity, he found that adolescent internet users tend to form cliques to achieve their objectives, he concluded that those that stayed longer on internet tried to complement group activities and express themselves more openly or restrictively in the context of that particular group of friends.

The research hypothesis seeks to examine the influence of social media on academic performance. The finding shows that there is no significant relationship between social media usage and academic performance. The fewer hours students spent on social media the poor their score on academic performance. The finding is agreed with the studies conducted by Karpinski (2009), who discovered that 53% of college Facebook users having GPA that ranges between3.0 to 3.5 spent between 1 to 5 hours per day surfing internet. Also, this finding is supported by Jason (2011) in study of college students on SNS site, reported hours spent on using SNS and the respondents’ GPA in previous semester (spring semester 2010). Of 366 respondents, 127 (34.7%) indicated they spent less than 1 hour using SNS and earned at least 3.01 GPA on a 4.00 grade scale. Alternatively, 44% of the 366 respondents reported using SNS for more than 6 hours in a typical day and earned a 3.01 GPA in the same semester. In total, 66.4% of these respondents earned at least a 3.01 and above GPA in spring semester 2010. Based on the results, no significant relationship was obtained between time spent on using social media sites and GPA earned in spring semester 2010.

**CHAPTER FIVE**

**SUMMARY, CONCLUSION AND RECOMMENDATIONS**

**5.1 Summary**

The study was intended to find the impact of social media trend on behaviour pattern among youths in Lagos State. To achieve this, the study was structured in to five chapters.

Chapter one dealt with background to the study where argument for justification to this study was presented. Objectives, research questions and hypotheses were raised. Assumptions based on the study and scope and delimitation were presented.

Chapter two covers the review of related studies, where numerous materials were accessed. The independent variable; social media and other dependent variables; self-image, group behaviour and academic performance, adolescence and developmental tasks of adolescents were all thoroughly defined and reviewed. Theory of social identity, Bandura’s social learning theory, signalling theories were used to offer the study a theoretical backing. Several empirical studies were also reviewed.

Chapter three presents the methodology used to carry out this study. Ex-post facto survey design and purposive and simple random sampling were used to draw 310 sample for the study. Krejcie and Morgan table was used for determining sample size. Four schools were selected purposively for the study. Data were collected, using two different instruments; the social media usage, self-image and social media group behaviour questionnaire and academic performance tests on English Language and Mathematics.

Chapter four presents results and discussion. Data collected were statistically analysed and result presented in a tabular form. Descriptive statistics of frequency was used for analysing demographic characteristics of respondents such as age, sex, hours spent per day on social media item responses while chi-square, t-test, Pearson’s r and ANOVA were used to analyse the six null hypotheses stated in the study. Summary of the findings and discussion were presented.

From the hypotheses stated, one established a relationship between social media usage and academic performance was retained.

Finally, chapter five presents summary of the study, where each chapter discussed was summarised in detail. Conclusion is also presented based on the findings. And recommendations are also made for students, teacher, parents and policy makers who may be interested in the use of social media and its effect on the personality and academic performance of students.

**5.3 Conclusion.**

Based on the findings of the study, the following conclusions are made;

This study has shown that social media usage influences self-image. It has been observed that the more the students engaged in social media the more it boosted their self-image. Also, social media usage increases group activities of students, the more time they spent the more activities they engaged in. However, social media usage did not influence academic performance of less passive users. In addition, positive feed backs on self-image influenced students to engage more on group activities on social media. There is also age difference in social media usage. And male student social media users were found of using social media than their female counterparts.

**5.4 Recommendations**

With regard to the outcome obtained in this study, the followings recommendations were made;

1. Students should be conscious of the time they spent on social media sites in order to have more time for their classroom activities and homework.
2. Teachers should encourage the students to expend some meaningful hours on social media sites so as to make friends that would help increase their self-image. The comments of these friends are better to boost their self-images and adjust to the social activities.
3. School authorities should encourage the students to judiciously use the available computer laboratory in schools for educational purpose.
4. Parents should encourage and monitor students to use educational social media sites that will help them to maximise their educational attainment and keep them away from harmful influences
5. Policy on access of students to social media should be such that encourages educational and useful information rather than uncontrolled access to the internet that may be harmful to students’ social and intellectual development.

**References**

Affilorama (2011).*Social Media*. Retrieved on 20th April, 2012 from http://affilorama.com/socialmedia

 Atkinson, J. W. (1981). Studying Personality in the Context of an Advanced Motivational Psychology*. American Psychologist, 36*, 117–128.

 Bean R. K. & Lipka K. M. (2010). Predicting Adolescents’ Use of Social Networking Sites from an Extended Theory of Planned Behaviour Perspective. *Computers in Human Behavior*xxx–xxx (in press)

Becker, A. (2000). *Technologies of the Gendered Body: Reading Cyborg Women*. New York: Duke University Press.

Bandura, A. (1952). *Social learning theory*. Engle- wood Cliffs, NJ: Prentice-Hall.

Bandura, A. (1973). Self-efficacy: Towards a Unifying Theory of Behavioural Change.

 *Psychological Review*, 84, 191-215.

Bandura, A. (1973).*Social Learning Theory*. General Learning Press, New York,

 Bean, H. J.& Lipka, D. (2000). Who’s wired and who’s not: Children’s Access to and use of Computer technology. *Future of Children*, 10, 44–75.

Backstrom, L. Kumar, R. Marlow, C. Novak, J & Tomkins, A. (2008). “*Preferential behaviourin online groups,*” in Proceedings of the international conference on We search and Web data mining. New York, NY, USA: ACM, 2008, pp. 117–128. Beckstrom, L. (2008). High School Seniors’ Social Network and other ICT use Preferences and Concerns. *Proceedings of the American Society for Information*

 *Science and Technology*, 47(1), 1–10.

Bios, J. (2009). *Characterizing User Behavior in Online Social Networks*. Retrived from Universiti Utara Malaysia, ACM data base.

Bond-Raacke, J & Raacke, J. (2008). MySpace and Facebook: Applying the uses And gratifications theory to exploring friend-networking sites*. Cyber Psychology and Behavior,* 11, 169-174

Boyd. D. M. & Ellison. N. B. (2007). Definition, history, and scholarship.

 *Journal of Computer-Mediated Communication, 13(1*), article 11. 27TH April, 2012 from: http://jcmc.indiana.edu/vol13/issue1/boyd.ellison.html

Boyd, D.M. (2008). Social network sites: Definition, history, and scholarship. *Journal of Computer-Mediated Communication, 13, 210-230.*

 http://www.firstmonday.org/issues/issue11\_12/boyd/index.html.

Brown, T.&Klute, Y. (2003). *Monster Media. Monstrosity in the face of weblogs*.

 (Thomas N. Burg, Ed.) Norderstedt: Books on Demand.

Burns, V. (2003). Older adolescents’ motivations for social network site use: The influence of gender, group identity, and collective self-esteem, *CyberPsychology & Behavior*,

 12(2), 209–213

Block, D. (1971). *The attraction paradigm*. New York: Academic

 Carpenter T. (2012). Who interacts on the Web? The of users’ personality and social media use. *Computers in HumanBehavior*26 (2010) 247–253.

Coopersmith, G.T. (1967). Internet paradox: A social technology that reduces social involvement and psychological well-being? *American Psycholo- gist*, 53, 1017–1031.

Csikszentmihalyi. M. &Rochberg-Halton. E. (1984). *The meaning of things. Cambridge*,

 England: Cambridge University Press.

Collins, F & Lauren, B. (2000). Internet paradox revisited. *Journal of Social Issues*, 51, 49–74

Coyle, C. & Vaughn, H. (2008). Social networking: Communication revolution or evolution? *Bell Labs Journa*l, 13, 13-17.

CubixDev (2011). *What is Social Media*? Retrieved on 20th April, 2012

 Crystal. D. (2001). *Language and the Internet*. Cambridge University Press.

 Dawking, T. (1991). A brief report: Factors influencing African American youth decisions to stay in school. *Journal of Adolescent Research,* 17, 223-234.

Domino, B. F., &Vaugh, W. A. (2005). Impact of the media on adolescent sexual attitudes.

**QUESTIONNAIRE**

**PLEASE TICK IN THE RIGHT BOXES AND WRITE WHERE NEEDED.**

**Gender**

Male [ ] Female [ ]

**Age**

18-21 [ ]

22-25 [ ]

26-29 [ ]

**Section B**

1. How many Hours do you spend per day on social media?

Less than 1 hour [ ]

1-3 hours [ ]

4-7 hours [ ]

8 and above hours [ ]

1. How many Friends do you have on social media?

1-19 [ ]

20-49 [ ]

50-99 [ ]

100 – above [ ]

1. Which of these do you spend more time on?

Twitter [ ]

Facebook [ ]

Instagram [ ]

Youtube [ ]

1. Which of these do you have multiple accounts with?

Twitter [ ]

Facebook [ ]

Instagram [ ]

Youtube [ ]

1. Which of these do you post on often?

Twitter [ ]

Facebook [ ]

Instagram [ ]

Youtube [ ]

1. Which of these do you frequently agree with its information?

Twitter [ ]

Facebook [ ]

Instagram [ ]

Youtube [ ]

1. For information accessibility which of these is your go to medium?

Twitter [ ]

Facebook [ ]

Instagram [ ]

Youtube [ ]

Radio [ ]

Television [ ]

1. Which of these do you prefer for speed of infromation?

Social media [ ]

Radio [ ]

Television [ ]

1. Which of these best describes your interest on social media?

Sports [ ]

Fashion [ ]

Music [ ]

Gist [ ]

Politics [ ]

Religion [ ]

1. Which of these interest do you feel good discussing offline?

Sports [ ]

Fashion [ ]

Music [ ]

Gist [ ]

Politics [ ]

Religion [ ]

1. Which of these have you experienced using social media?

Shorthand typing [ ]

Voice-note rendering [ ]

Easy communication [ ]

Cyberbullying [ ]

Loss of money on data [ ]

Phone addiction [ ]

Creative online groups [ ]

Not so good online groups [ ]

1. Which of these do you think peddle the most rumour?

Social media [ ]

Radio [ ]

Television [ ]

1. Which of these would you choose for genuine information?

Social media [ ]

Radio [ ]

Television [ ]

1. Do you think that social media is doing better than the radio and television?

Yes [ ]

No [ ]