



## Digital media as predictor of antisocial behaviour among adolescents' students in senior secondary schools in Imo state, Nigeria

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### Abstract

The study examined digital media as predictor of antisocial behaviour among adolescents' students in senior secondary schools in Imo State, Nigeria. The study adopted a correlation research design. The Taro Yamen's formular was used to determine the sample size from the population of study. A sample of 390 Adolescents' senior secondary school students was drawn from a population of 16,450. A researcher's structured questionnaire titled "Digital Media as Predictor of Antisocial Behaviour among adolescents' senior secondary school students in Imo State Nigeria questionnaire (DMAPOABAASSSSINQ) was used to elicit information from respondents for the study. The instrument used was validated by experts in ICT, Educational Guidance and Counseling and Educational Measurement and Evaluation. The reliability of the instrument was determined using test-retest method while Pearson's Product Moment Correlation Coefficient was used to calculate reliability index of 0.81. Inferential statistics of Pearson's Product Moment Correlation was used in analyzing research questions and the hypotheses was tested at 0.05 level of significance. The finding of the study revealed that violent digital movies and social media usage have positive relationship with antisocial behaviour among adolescents' senior secondary school students in Imo State Nigeria. It was concluded that violent digital movies and social media usage significantly relate with antisocial behaviour among adolescents' students in senior secondary schools in Imo State Nigeria. It was therefore recommended that extensive and formal media literacy curricula that will include lessons and interactive activities dealing with violent aspects of media production, effects and role of media in adolescents' lives of students should be incorporated in school experience.

**Keywords:** digital media, social media usage, antisocial behaviour, and adolescent students

### Introduction

Antisocial behaviour is a broad term. It can be described as action that disregard people's rights to good quality of life, or unacceptable behaviour that causes distress to one or more people. Such behaviour could be physical or verbal assault, noise, intimidation, harassment, bullying, vandalism and juvenile behaviour which includes truancy, drug and alcohol use.

Antisocial behaviour appears to be the most powerful problem adolescents (students) exhibit. According to (Patterson Cited in Eddy and John 2011) [5] antisocial behaviour is define as a cluster of related behaviours including disobedience, aggression, temper, tantrums, lying, stealing and violence.

At certain stages of child development some of the antisocial behaviours tend to be normative. These behaviour during adolescence serve as the strongest predictors of adjustment problem including criminal behaviour during adulthood (Kohlberg, cited in Hass, 2018) [7]. (Garuigordobil and Maganto in Cabrera 2017) [3] defined antisocial behaviour as kind of behaviour that is directed against other people, their property or breaks social rules. It may commence during childhood if maintained during adolescence may likely continue during adulthood. Individuals who displayed behavioural problems in childhood usually maintain antisocial behaviour during adolescence and adulthood (Alirik and Egeland 2013) [1].

Disruptive/aggressive behaviour during childhood is a risk factor for prosocial peer rejecting and later for deviant peers linking and early adolescence rule breaking behaviour and

aggressive behaviour (Cebrenea, Hecker, Rubalcava and Martinez 2017) [3]. What is considered as antisocial is also bent on social and cultural norms of aesthetic acceptability common understanding are obscure leading to difficulty in deciding what is or is not antisocial. Individual social perspective could mediate the correlation between violent media use and behavior.

According to Hulsman cited in (Millie, 2008) [10] antisocial behaviour is a label of convenience for disparate forms of activity in the same way that categories of crime are the creation of criminal justice system. The extent to what can be regarded antisocial are more stretchy, vary from minor irritations to daily life, through to serious criminal affair. Externalizing behaviours by adolescents insinuating at intimidation, rudeness and general unpleasantness that could be language of fashion, mannerism or adolescent's speech pattern that connotes threat and perceived by majority to be problematic is regarded as antisocial.

The various forms of antisocial behaviour makes it a problem in which quantifiable losses associated with the behaviour and prevalence are a matter of concern. Antisocial behaviour has the potential to cause school failures, impairments in social-emotional development and peer rejection (Moffitt in Gaik, Abdullah, Elias and Uli 2010) [6] The incapability in embracing someone's view with no option for cognitive de-centering and the depletion of egocentric bias restrain adolescents capability to figure the effects of own behavior. It also hinders understanding of the needs, feelings, desires, purposes and worries of other individual. People in this position would be unable to grip

the most direct effect of their behaviour and so would be more likely to involve in antisocial behaviour.

One of the most common antisocial behaviour among adolescents' senior students is bullying. Bullying is seen as all forms of repeated physical or mental violence executed by individual(s) on another person who is incapable of safeguarding him/herself. The consequences associated with this type of aggression are experienced by both the supporters in the act.

Research by (Houbre, Tanguinio and Hergot 2016) <sup>[8]</sup> showed that students who were both victims in bullying act and bullies had lowest self-concepts, exhibited inferior self-concepts to bullies who in turn obtained lower score than students not involved in bullying, reported more psychosomatic problems. Also children who had vivid memories of being the victim of an aggressive act manifested a high level of post-traumatic stress.

The period of early adolescence is a time of both intensive and extensive transitions that affect individuals physically, psychologically and socially. At this period of transition adolescents are more vulnerable to emotional and social difficulties. A systematic review of longitudinal studies by (Murray, Shenderovich and Gardner 2015) on risk factors for antisocial behaviour in low and middle income countries identified individual factors such as impulsivity, low IQ and low school achievement, parenting factors such as poor supervision, punitive or erratic discipline, cold attitude, child physical abuse, other parenting and family characteristics such as parental conflict, disrupted families, antisocial parents, large family size, low family income, antisocial peers, high delinquency rate schools and high crime neighborhoods as context specific influence of risk factors on antisocial behaviour.

Social learning theory by Bandura proposes five essential steps for learning to take place; observation, attention, retention, reproduction and motivation. Taking the social learning perspective behavior are learnt by observing and mimicking the behaviour of others.

Considering the social learning perspective during early middle and late childhood children conceal in memory social scripts to guide behaviour through observation of family, peers, community, mass or digital media, afterwards observed behavior are initiated long after they are observed.

Pro to the advent of technological revolution, the most popular aspects of media were analog or traditional media, which encompasses radio, newspaper, magazine, billboards, journals etc. The advent of technological revolution brought different forms of media that play a significant role in information dissemination, education and entertainment.

Technological revolution at second half of 20<sup>th</sup> century welcomes a digital age known as computer technology that made analog technology inert and considered to be an outright alteration for anything linked with print.

Innovations in technology meant a whole new set of media transmission methods and devices known as digital media; which involves transmission of digital data through digital cables or satellites via binary signals .....os and is..... To devices that translate them into audio, video, graphics, text and more. Thus Digital media are all forms of media that are encoded in machine readable formats which can be created, distributed viewed, modified and conserved on digital electronics devices, they include software, digital video, video games, web pages, websites, social media, digital

data, databases digital audio, electronic documents and electronic books. Digital media indisputably have significantly broad and complex influence on the public and social behaviour of society.

The innovation introduced by digital media into education, publishing, politics, and business likely has gradually influenced the way of life of individuals globally as we now have a global village through internet technology.

The era of digital media through movies videos, video games, cell phones, social media and computer network has assumed central roles in adolescents values, beliefs and behaviour. According to (Banks & Blasé 2020) <sup>[2]</sup> in a TV Program Young adults posed as high school students to better understand the lives of teenagers. They discovered that social media plays a central role on how teens measure their self-worth, one participate (the student) observed that self value is attached to social media – it's dependent on how many "likes" they get on photo hence this need for acceptance by other can drive young people to extreme behaviour online. Research evidence has accumulated over the past half century that exposure to violence of movies and most recently in video games increase the risk of violent behaviour on the viewers part just as growing up in an environment filled with real violence increase the risk of violent behaviour (Huesmann, 2009) <sup>[9]</sup>. With prevalence of mobile phones, text messaging, email and whatsapp chat by adolescents, new venues for social interaction that predicts aggression can occur and consequently lead to adolescent's victimization. Exposure to violent digital video, digital photos and social media usage resulting to antisocial behaviour among adolescents may be linked to priming process, arousal process and the immediate mimicking of certain behaviours. The process of priming which involves spreading activation in the brains neural network from the locus representing an external observed stimulus excites another brain mode representing a cognition, emotion or behaviour make behaviour in connection to them more likely, thus if violent digital video, violent digital photos primes aggressive impression, aggression is more likely and may portend antisocial behaviour.

Consequently the extent to which violent digital media contents arouse the observer, antisocial behaviour may also become more likely in the short run. For instance instantly following an intoxicating movies in YouTube such intoxication transfer could lead to more aggressive responses to provocation or the intensified general arousal stimulated by violent digital movie, or violent digital photo display may simply get to a peak that inhibition of inappropriate responses are demised and dominant learned responses are displayed through anti-social behaviour. In view of observational learning, evidence suggest that toddlers and adolescents have an innate tendency to mimic whomever they observe hence observation of certain social behaviour around them or digital media content increases the likelihood of toddlers and adolescents behaving exactly that way. Precisely as children observe violent behaviour they are prone to mimic it. Accordingly most posts on social media whether through facebook, twitter or instagam in form of words or pictures could have serious repercussions on social behaviour.

The use of social media and intensified desensitization of violence through internet postings, such as YouTube chips, of school yard assaults, may intensify some forms of

antisocial behaviour such as bullying because of the ease and invisibility of the bearer and cyber-bullying. Social media sites post a lot of advertisements that target individuals on the basis of web browsing behaviour and characteristics such as age, status, education and gender that influence behaviour and their reasoning on what is normal.

The technological revolution that ushers the digital era with invention of internet is similar to the discovery of nuclear energy that brought in rapid development of science and technology. The use of internet for digital media has become a daily activity for adolescents and adult and also an indispensable tool. The impact is significant and undeniable. Unfortunately majority of adolescents are over dependent on the internet in their daily activities to the extent that the excessive use of the internet appears to have cause damage and trouble in their daily life and interaction with peers and other individuals.

The internet World can be good or bad for human beings, depending on how it is used. It can be good if use prosaically or positively, if use immorally or antisocially the effect can be negative.

**Statements of the Problem**

Antisocial behaviour are unacceptable behaviour. The right to live in an environment free from anti-social behaviour is fundamental to wellbeing of society. Past studies e.g (Moffit in Gaik, Abdullah, Ellias and Uli, 2010) [6] revealed that anti-social behaviour negatively affect students’ performance, self-concept, self-esteem and parent-child relationship.

Evidence report identified antisocial behaviour linked to criminal damage or environmental crime. In Nigeria the recent “END SARS” (police brutality) peace protest was hijacked by elements of antisocial behaviour resulting to damage of government/private properties and killing of innocent citizens. The prevalent cases of kidnapping in Imo State Nigeria and other states in Nigeria undisputedly pose serious effect on psychological/emotional wellbeing of victims and social economic indices of Imo State and Nigeria as a whole.

A study by (Asumah and Aghedo 2011) [12] revealed that youths aged (15-35) constitutes the majority of individuals engaged in the delinquency. Cultism activities in secondary and post-secondary institutions pose threats to the values that the educational sector upholds. Due to school drop-outs and truancy, secondary and post-secondary institutions have witnessed students who derailed and become groups of gang stars that steal, rape, commit arson and currently attack with guns.

Consequent upon the antisocial behaviour among adolescents senior secondary school students that are at increase in recent time one wonders if antisocial behaviour is not as a result of exposure to violent digital movies and social media usage.

**Purpose of the Study**

The purpose of the study was to investigate digital media as predictor of antisocial behaviour among adolescent’s senior secondary school students in Imo State Nigeria. Specifically the study;

1. Determined the relationship between violent digital movies and antisocial behaviour among adolescent’s senior secondary school students in Imo State Nigeria.
2. Determined the relationship between social media usage and antisocial behaviour among adolescent’s senior secondary school students in Imo State Nigeria.

**Research Questions**

The following research questions guided the study:

1. What is the relationship between violent digital movies and antisocial behaviour among adolescent’s senior secondary school students in Imo State Nigeria?
2. What is the relationship between social media usage and antisocial behaviour among adolescent’s senior secondary school students in Imo State Nigeria?

**Hypotheses**

The following null hypotheses were tested at 0.05 level of significance.

1. There is no significant relationship between violent digital movies and antisocial behaviour among adolescent’s senior secondary school students in Imo State Nigeria.
2. There is no significant relationship between social media usage and antisocial behaviour among adolescent’s senior secondary school students in Imo State Nigeria.

**Methodology**

The study was carried out in Imo State Nigeria. A correlation research design was adopted for the study and Taro Yumenformular was used to determine the sample size from the population of study. A sample of 390 adolescent’s senior secondary school was drawn from a population of 16450.

A researcher’s structured instrument titled digital media as predictor of antisocial behaviour among adolescent’s senior secondary school students in Imo State Nigeria Questionnaire (DMAPOABAASSSSSIISNQ) was used to elicit information from the respondents.

Content and face validity was carried out by experts in the field of measurement and evaluation. The reliability of the research instrument was establish using test-retest method while Pearson’s Product Moment Correlation analysis was used to obtain a reliability coefficient of 0.80. Simple random sampling technique was adopted for the study.

Inferential statistics of Pearson’s Product Movement Correlation was used in analysis the research questions and hypotheses.

**Results**

**Research Question**

What is the relationship between violent digital movies and antisocial behaviour among adolescent’s students in senior secondary schools in Imo State, Nigeria?

**Table 1:** Relationship between violent digital moves and antisocial behaviour among adolescent’s students in senior secondary school in Imo State, Nigeria.

Variables	N	$\bar{x}$	SD	$\sum X \sum Y$	$\sum X^2 \sum Y^2$	$\sum XY$	R	Remark
Violent Digital Movies &	390	2.40	1.53	1136	35446	356680	0.672	Positive
Antisocial Behaviour	390	3.33	1.70 12046	395864				

r-critical = 0.195

Table 2 above shows a calculated r-value of 0.391 this means that there is a positive relationship between social media usage and antisocial behaviour among adolescents' students in senior secondary schools in Imo State, Nigeria.

**Research Question 2**

What is the relationship between social media usage and antisocial behaviour among adolescents' students in senior secondary schools in Imo State Nigeria?

**Table 2:** Relationship between social media usage and antisocial behaviour among adolescents' students in senior secondary schools in Imo State Nigeria.

Variables	N		SD	$\sum X \sum Y$	$\sum X^2 \sum Y^2$	$\sum XY$	R	Remark
Social Media Usage &	390	2.00	1.02	1031	33046	356631	0.391	Positive
Antisocial Behaviour	390	3.33	1.70	12046	395864			

r-critical = 0.195

Table 2 above shows calculated r-value of 0.391 that is greater than critical value = 0.195. This means that there is positive relationship between social media usage and antisocial behaviour among adolescents' students in senior secondary schools in Imo State, Nigeria.

**Test of Hypotheses**

**Hypothesis 1**

There is no significant relationship between violent digital media movies and antisocial behaviour among adolescent's students in senior secondary schools in Imo State, Nigeria.

**Table 3:** Correlational analysis between violent digital movies and antisocial behaviour among adolescents' students in senior secondary schools in Imo State, Nigeria.

Variables	N	$\bar{x}$	SD	$\sum XY$	r-cal.	Df	@	r.crit.	Decision
Violent Digital Movies &	390	2.40	1.53	356680 395864	0.672	388	0.05	0.195	Rejected
Antisocial Behaviour	390	3.33	1.70						

r-critical = 0.195

Table 3 above shows that the calculated r-value of 0.672 is greater than the critical re-value of 0.195 for a two tailed test at 0.05 level of significance. It is imperative to reject the null hypothesis and conclude that there is significant relationship between violent digital movies and antisocial behaviour among adolescents' students in senior secondary

schools in Imo State, Nigeria.

**Hypothesis 2**

There is no significant relationship between social media usage and antisocial behaviour among adolescents students in senior secondary schools in Imo State, Nigeria.

**Table 4:** Correlational analysis between social media usage and antisocial behaviour among adolescents' students in senior secondary schools in Imo State, Nigeria.

Variables	N	$\bar{x}$	SD	$\sum XY$	r-cal.	Df	@	r.crit.	Decision
Violent Digital Movies &	390	2.00	1.02	356631	0.391	388	0.05	0.195	Rejected
Antisocial Behaviour	390	3.33	1.70						

r-critical = 0.195

Table 4 above shows that the calculated r-value of 0.391 is greater than the critical re-value of 0.195 for a two tailed test at 0.05 level of significance given the above, null hypothesis was rejected while the alternate is retained. Therefore social media usage significantly relates to antisocial behaviour among adolescents' students in senior secondary schools in Imo State, Nigeria.

**Discussion of Findings**

The analysis of data in research question one, shows positive relationship between violent digital movies and antisocial behaviour among adolescent's students in senior secondary schools in Imo State Nigeria. Also the correlation analysis of hypothesis one indicates that there is significant relationship between violent digital movies and antisocial behaviour among adolescents' students in senior secondary schools in Imo State Nigeria. This finding is in congruence with the finding by (Pablo and Miguel 2011) which revealed that unhealthy media content is linked to the appearance of antisocial behaviour. Also in line with the finding of this

study is study on self-transcendence and self-oriented perspective as mediators between video game playing and Aggressive Behaviour in teenagers by (Pablo and Miguel, 2011). The capacity of violent digital movies or video in providing aggressive scripts that adolescents store in memory and repeated exposures to the same or similar scripts could increase the tendency of retrieving these scripts that could provide avenue for antisocial behaviour. Finding of research question two revealed positive relationship between social media usage and antisocial behaviour among adolescents' students in senior secondary schools in Imo State Nigeria. Also result of correlational analysis of hypothesis showed significant relationship between social media usage and antisocial behaviour. This finding is in line with finding of (Craug, Leonard and Edward 2013) that linked frequent exposure to violent digital media in childhood with aggression later in life. As facebook, twitter and new Google share key traits, social media users can easily access the sites anywhere with internet connectivity hence frequent access to this sites can



result to narcissistic tendencies and antisocial behaviour among adolescents.

### Conclusion

Based on the findings, the study concluded that violent digital moves and social media usage have positive relationship with antisocial behaviour among adolescents' students in senior secondary schools in Imo State Nigeria.

### Recommendations

1. Extensive and formal media literacy curricula that will include lessons and interactive activities dealing with violent aspects of media production, effects and role of media in adolescent's lives should be incorporated in school sessions.
2. All levels of educational institutions should organize character education program targeted at limiting in-school violence.

### Counselling Implementations

Violent digital media consequences appear to have link with observation learning and mimicking of aggression-related behaviour. Adolescents in the Cyber world undoubtedly form groups or gangs with common ideology or interest. As the public policy and entertainment communities fail to restrict violent media display and educate the society on challenges or risks of violent media exposure to adolescents. Effective measure should be taken by school Counsellor in Counselling for risk factors of internet addiction, self-respect or self-esteem, respect for others, civil responsibility and global responsibility.

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