

## **EFFECT OF SOCIAL MEDIA ADDICTION ON IN-SCHOOL ADOLESCENTS' ACADEMIC ACHIEVEMENT AND SEXUAL BEHAVIOURS**

**Ndukwu Eric Chima**

Department of Educational Foundations, Faculty of Education, University of Nigeria Nsukka, Nigeria

**Igbo Janet N.**

Department of Educational Foundations, Faculty of Education, University of Nigeria Nsukka, Nigeria

**Ndukwu Edith Nkeiruka**

Department of Social Science Education, Faculty of Education, University of Nigeria Nsukka, Nigeria

©2020

**International Academic Journal of Social Sciences and Education (IAJSSE) | ISSN 2518-2412**

**Received:** 4<sup>th</sup> September 2020

**Published:** 26<sup>th</sup> September 2020

Full Length Research

**Available Online at:** [http://www.iajournals.org/articles/iajsse\\_v2\\_i2\\_183\\_195.pdf](http://www.iajournals.org/articles/iajsse_v2_i2_183_195.pdf)

**Citation:** Ndukwu, E. C., Igbo, J. N. & Ndukwu, E. N. (2020). Effect of social media addiction on in-school adolescents' academic achievement and sexual behaviours. *International Academic Journal of Social Sciences and Education*, 2(2), 183-195

## **ABSTRACT**

This study investigated the effect of social media addiction on the academic achievement and sexual behaviours of in-school adolescents. Three null hypotheses guided the study. The study adopted an ex-post-facto research design to determine how social media influence in-school adolescents' academic achievement and sexual behaviours. The sample for the study was made up of 314 first year students of the

Faculty of Education, University of Nigeria Nsukka. Mean ratings, simple percentage and t-test were used for data analyses. It was revealed that social media addiction significantly affect students' academic achievement and sexual behaviour negatively.

**Key Words:** *academic achievement, addiction, in-school adolescents, sexual behaviours, social media*

## **INTRODUCTION**

Social media has become an increasingly popular activity over the last decade. Social media is now a house hold word due to its power to connect people irrespective of distance, place and time. Social media have made the whole world a global village. One can communicate, exchange ideas, videos and messages through Websites, apps, and software have all been created to help users to socialize through social media. With social media, messaging, texting, nobody needs to feel isolated in the digital world people are today. Social media can provide exposure to new ideas and information, raising awareness of current events and issues. Interactive media also can provide opportunities for the promotion of public participation and engagement. Social media is a powerful instrument which may be used for good or for bad in the absence of adequate control (Lazerfiel, 1975). Social Media is made up of all the online social networks which includes; Facebook, Whatsapp, Twitter, YouTube, Instagram etc.

It is hardly likely that a human invention will not have some disadvantages, and social media is not an exception to this assertion. Thus, the social media seems to have come with both positive and negative influences on adolescents' academic achievement and sexual behaviours. Excess use and dependency on social media is called social media addiction. There is a link between social media addiction, risky sexual behaviour and poor academic achievement of students.

Addiction is a psychological and physical inability to stop consuming a chemical, drug, activity, or substance, even though it is causing psychological and physical harm. A person who cannot stop doing a particular thing or taking a particular substance is an addict. When a person experiences addiction in an activity like charting on social media he/she becomes dependent on it to cope with daily life.

Majority of peoples' use of social media is non-problematic, there is a small percentage of users that become addicted to social networking sites and engage in excessive or compulsive use. Social media addiction is a behavioral addiction that is characterized as being overly concerned about social media, driven by an uncontrollable urge to log on to or use social media, and devoting so much time and effort to social media that makes them neglect other important areas of their life such as their academics. Back (2011); Griffiths and Kuss (2018) found that for individuals, social media had a significant detrimental effect on many aspects of life including relationships, work and academic achievement. Back (2011) argued that such signs are indicative of addiction similar to what people experience with alcohol or drugs. Social networking addiction is a phrase sometimes used to refer to someone spending too much time using Facebook, Twitter, Instagram and other forms of social media — so much so that it interferes with other aspects of daily life (Walker, 2019).

Social media addiction is both physically and psychologically destructive. Social media addiction is as dangerous as drug addiction because it affects the brain. This is observable in social media usage; when an individual gets a message he/she dislikes, the brain receives the information and send it the hate pathways, causing him or her to feel displeasure or bitter. This affects one's emotional reactions. When a person posts a picture and gets positive social feedback, it stimulates the brain to release dopamine, which again rewards that behaviour and perpetuates the social media habit. Hou, Xiong, Jiang, Song, & Wang (2019) found that social media addiction was negatively associated with the students' mental health and academic performance and that the relation between social media addiction and mental health was mediated by self-esteem.

There are varied views and biases engulfing social media use in higher education. Some scholars are of the opinion that social media use enhances relationship, improves learning motivation and developed collaborative abilities (Wheeler, 2008); Rifkin, Longnecker, Leach & Ortia, 2009). Others on the other hand hold that social media use is a distraction to students (Maya, 2015; Osharie, 2015; Kirschner & Karpinski, 2010). Wong, Merchant, and Moreno (2014) posited that social media platforms also have negative consequences on adolescents' academic achievement and sexual behaviours due to unguided communication and discussions which revolve around fun, sex and violence. Asemah, Okpanachi, and Edegoh (2013) said that the emergence of social media as a result of advancement in technology and expansion in internet software has raised concern among academics on its (social media) influence on studies. There is a speculation that students at all levels of learning now have divided attention to studies due to frequent use of social media. Despite the conjecture above, how and whether social media actually influence adolescents' academic achievement and sexual behaviours is an unknown that needs to be addressed through an empirical study like this.

Adolescents' use social media regardless of socio-economic status, race, or ethnicity; there are no racial and ethnic disparities in the prevalence of risky sexual behaviour among adolescents. Speculators say that the influence of media on the sexual behaviours of adolescents has increased when compared to years before when the access to such information was quite limited and

restricted. Adolescents are young people between the ages of 12 and 21 years. The age at which a child becomes an adolescent depends on the child's genetic makeup, social environment and culture. Lanre-Babalola (2018) opined that adolescents are young people whose ages range between 11 and 19 years who are in the Adolescence stage of life. Adolescence is the beginning of both biological and physical changes, and the social implication is depicted by an increase in the struggle for independence from parents and an increased dependence on peers (Lawrence, 1993). Adolescence is a period marked by an increased importance on social relationships. It is when an Adolescents (an individual who in adolescence phase of life) focus on developing a sense of self and personal identity (Erikson, 1959). Strauch (2007) posited that social media have a great influence and importance on relationships during adolescence. Today's adolescents have turned to social media for connectivity and social relationships. Adolescents use mobile phones to interact with both known and unknown peers and to establish and maintain social connections (Lenhart, 2012). Such communication platforms are relatively easy to use, as they are not hindered by time and location. Social media make social interactions easy and encourage the development of adolescents' identity, self-expression, intimate relationships, and social well-being (Brown, Halpern & L'Engle, 2005). Social media platforms allow self-expression, intimacy, and privacy for In-School Adolescents (Moreno. 2012).

In-school adolescents are those students who are in the adolescence stage of life. They may be in the secondary school or in the university. Most of the adolescents who are in the university make use of social media a lot. Today, most adolescents access sexual contents without limit due to an increase in social media channels. In recent times, sexuality is largely celebrated through movies, musical videos, and even sports. In most cases, adolescents imitate the behaviours of their movie, music or sports icons and this could influence their sexual behaviours.

Research findings have revealed that there is a link between social media and risky sexual behaviours among adolescents. Adolescents' sexual risky behaviours entail having sex without protection, or sex with multiple partners within a short period of time. Risky sexual behaviours may lead to increased likelihood of sexually transmitted infections (STIs) and unwanted pregnancies (Lee & Hahm, 2010). Early intercourse initiation poses a risk of both unwanted pregnancy and sexual transmitted infections (STIs) when it occurs at a younger age. Adolescents' risky sexual behaviours and their consequences remain a global health concern. Rebecca, Collins, Steven, Martino and Rand (2011) posited that sexual risk behaviours among American adolescents are major public health concern. There is evidence that social media have connection with various sexual activities. Pardun, L'Engle and Brown (2005) found that at least, 11 % of these media contain sexual content. In America, Nearly 800,000 young women aged 15-19 years become pregnant each year, most of them unintentionally, Guttmacher Institute, U.S (2010) observed that half of the 19 million new sexually transmitted infections (STIs) diagnosed each year are among 15- to 24-year-olds (Weinstock, Berman & Cates, 2004).

The predictors of sexual debut include; age, gender, race/ethnicity level of parental monitoring, peer influence, adolescents' sexual activity norm, risk-taking behaviour, and currently social media (Christopher, Johnson, Roosa,1993). Some researcher believe that people of certain ages and gender use social media more, other researchers hold that people of all ages and gender use social media alike. It is appropriate to know why adolescents indulge in sexual risky behaviours knowing the social, economic and public health consequences of their actions (Maynard, 1997).

There are empirical evidences that social media use has influence on sexual behaviours of adolescents (Landry, Gonzales, Wood & Vyas, 2013). Landry et al found that Latino adolescents who sent or received more than 100 SMS per day were significantly more likely to ever have vaginal sex and adolescents who logged in to a social networking account at least once per day were significantly more likely to ever have vaginal sex. Frank (2013) reported that 72% of social media users; sending messages or photos that they would not want their parents to see.

## **STATEMENT OF THE PROBLEM**

From the time social media was invented, it has its users across all ages, cultures and social classes. It has been noticed that adolescents spend more time on the social media for a variety of reasons. Nowadays, social media is at the centre of interpersonal relationships. It creates room for both positive and negative information and communication. The social media make pornographic viewing ease through mobile phones and laptops, thereby creating a dilemma in adolescents' sexual behaviour. Nudity is often used to portray different messages aimed at catching the attention of many viewers influence adolescents sexual behaviours negatively. It is worrisome that if something positive is not done, social media will continue to cause damage to our young stars as the world of science and technology improves. Many adolescents use social media during school hours, thus causing distractions to their academic pursuit and thus, lowering their academic achievement.

## **GENERAL OBJECTIVE**

This study seeks to investigate the influence of social media on first year undergraduates' academic achievement and sexual behaviours at the University of Nigeria Nsukka, Nigeria.

## **SPECIFIC OBJECTIVES**

1. To know how often in-school adolescents use social media per day.
2. To know in-school adolescents' interest in using social media.
3. To investigate the effect of social media addiction on in-school adolescents academic achievement.
4. To investigate the effect of social media addiction on in-school adolescents sexual behaviour.
5. To know whether gender influences social media addiction.

## **HYPOTHESES**

H<sub>1</sub>: The use of social media has no effect on in-school adolescents' academic achievement.

H<sub>2</sub>: The use of social media has no effect on in-school adolescents' sexual behaviour.

H<sub>3</sub>: There is no significant difference in adolescents' social media use based on gender.

## **RESEARCH METHODOLOGY**

### **Research Design**

This study adopted an ex-post-facto research design to determine the effect of social media addiction on the academic achievement and sexual behaviours of in-school adolescents at the University of Nigeria Nsukka, Enugu state. Ex-post-facto study is a research design in which the independent variable is not manipulated. The design is appropriate for the study because no variable was manipulated in this study.

### **Sample and Sampling Technique**

The sample for the study was 314 (105 males and 209 females) first year undergraduates drawn from the population (1,043 (235, males) and (808 females)) using simple random sampling technique.

### **Instruments for Data Collection**

The instruments used for data collection were: Focus Group Discussion (FGD), Structured Interview Questions (SIQ) and Questionnaire, all bordering on social Media addiction, Academic Achievement and Sexual Behaviours. The interview had 15 structured questions while the Questionnaire had 30 items. The Questionnaire was adapted from Joshua Duarte's Social Media and Sexual Cognitions Behaviors Questionnaire (2016). The Questionnaire was a four point rating scale ranging from Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1).

### **Validation of the Instruments**

The instruments were validated by experts in Psychology and Measurement and Evaluation. The instruments were trial tested in Imo State University Owerri.

### **Method of Data Collection**

The questionnaires were administered to the respondents by the researchers with the help of five research assistants (Course Leaders) to facilitate the study. The researchers organized Focus Group Discussions (FGD) and interviewed students on the Influence of Social Media on In-School Adolescents' Academic Achievement and Risky Sexual Behaviours.

**Method of Data Analyses**

The data collected by administering the various research instruments were organized in tables and analyzed using Mean, Simple percentage and t-test. 50% was used as the yardstick for low or high scores. Any item scoring a mean below 50% was seen to be low, vice-versa. The three null hypotheses were tested at 0.05 level of significance using t-test.

**RESEARCH RESULTS**

A total of 314 questionnaires were analyzed. Table I shows the Frequency of social media use based on gender. 33.4% of the respondents were males while 66.56% of the respondents were females. There was no significant difference between the number of males and females who use social media. The data in table 1 shows that both males and females use social media very often, however, the data show that females last longer time on social media than their male counterparts. This is depicted by the data above, while 9.5% of males stay on social media for 5-8 hours daily, 30.62 of females stay on social media for 5-8 hours daily.

**Table 1: Frequency of Social Media Use**

<b>Male (105) =33.44%</b>			<b>Female (209) =66.56%</b>			<b>N</b>
n	%	Duration	n	%	Duration	314
32	(30.5)	1-2hrs.	63	(30.1)	1-2hrs.	
63	(60)	3-4hrs	82	(39.2)	3-4hrs	
10	(9.5)	5-8hrs.	64	(30.62)	5-8hrs	

*Note:* Frequency of social media use based on gender.

How does social media addiction affect in-school adolescents’ academic achievement? Table 2 showed that the respondents agreed that social media influence In-Adolescents’ academic achievement. This is indicated by a percentage mean of 79.8%. 88.9% of the respondents agreed that Social media addiction can make a student to forget his/her homework. 95.2% of the respondents agreed that social media addition can make a student to forget to read his/her books. While 98.4 affirm that Adolescents browse the internet more than they read their books. 311 (99.0%) out of 314 respondents used in the study confirmed that social media affect. students’ academic achievement negatively.



**Table 2: Social Media Addiction and Academic Achievement**

<b>Influence of Social Media Addiction on In-Adolescents' Academic Achievement</b>			
	<b>Frequency</b>	<b>%</b>	<b>N</b>
Social media can make a student to forget his/her home work.	279	(88.9)	314
I have missed lectures because I was on social media.	151	(48.1)	
Social media can make a student fail to do his/her assignment.	172	(54.8)	
Social media can make a student to forget to read his/her books.	299	(95.2)	
Social media use makes students to sleep late at night.	301	(95.9)	
Social media can undermine a student's academic ambition.	183	(58.3)	
Adolescents browse the internet more than they read their books.	309	(98.4)	
Social media affect students' academic achievement negatively.	311	(99.0)	
<b>Percentage Mean</b>		<b>79.8%</b>	

*Note:* Frequency and percentage influence of Social Media use on In-Adolescents' Academic Achievement.

H<sub>1</sub>: The use of social media has no effect on in-school adolescents' Academic Achievement. Data in table 3 show that social media addiction has significant effect on in-school adolescents' academic achievement. This is indicated by the calculated t-value of 4.01 which is significant at 0.000 levels and therefore significant at 0.05 levels of significance. Therefore, the null hypothesis which states that social media addiction has no effect on in-school adolescents' academic achievement is rejected.

**Table 3: A t- test on Social Media addiction and Adolescents' Academic Achievement**

<b>Social Media Addiction</b>	<b>t</b>	<b>d/f</b>	<b>Sig.(2-tailed)</b>	<b>Mean Diff.</b>	<b>Std. Error Difference</b>
Academic Achievement	4.01	312	.000	.40313	.04511

*Note:* Social Media addiction and Academic Achievement t-test Table.

Table 4 showed that 60.2% of the respondents agreed that they seek sexual partners on social media while 68.8 of the respondents also agreed that they chat with many sexual partners every day. 96.2% of the respondents agreed that adolescents get information about sex-related parties on social media. 91.4% of the respondent agreed that social media addiction create opportunities for unhealthy sexual relationships for adolescents. 67.8% of the respondents agreed that it is okay and fun to have sex with different people. 54.5% of the respondent agreed that they have had sex without condom in the last four months, while 83.1% of the respondents agreed that sex is best without condom. 94.6% of the respondents agreed that social media encourage Adolescents to indulge in risky sexual behaviours. 60% of the respondents agreed that premarital sex is normal of life. A percentage mean of 69.3% shows that social media actually have influence on In-school Adolescents' risky sexual behaviours.



**Table 4: Social Media addiction and Adolescents’ Risky Sexual Behaviour**

<b>Effect of Social Media Addiction on In-Adolescents’ Adolescents’ Risky Sexual Behaviour</b>			
	<b>Frequency</b>	<b>%</b>	<b>N</b>
Adolescents seek sexual partners on social media.	189	(60.2)	314
Adolescents chat with many sexual partners every day.	216	(68.8)	
Adolescents get information about sex-related parties on social media	302	(96.2)	
Adolescents watch pornographic pictures on social media.	197	(62.7)	
Adolescents watch pornographic videos on social media.	183	(58.3)	
Social media make people develop interest in sexual activities.	203	(64.6)	
Social media create opportunities for unhealthy sexual relationships.	287	(91.4)	
A lady has to look sexy on social media to be attractive to men.	161	(51.3)	
Posting sexy pictures on social media is not bad.	144	(45.9)	
Adolescents download nude picture every time I use social media	211	(67.2)	
A have got sexual partners on social media before.	157	(50)	
It is okay and fun to have sex with different people.	213	(67.8)	
In the last four months, I have had sex without condom.	171	(54.5)	
Sex is best without condom.	261	(83.1)	
Many Adolescents have many sexual partners on social media.	273	(86.9)	
Social media encourage in-school adolescents to indulge in risky sexual behaviours.	294	(94.6)	
Social media have negative influence on students’ sexual behaviour.	202	(64.3)	
Premarital sex is normal of life.	189	(60.)	
Many Adolescents engage in activities that expose them to sexual abuse.	279	(88.9)	
<b>Percentage Mean</b>		<b>69.3</b>	

*Note:* Frequency and percentage of Social Media influence on Adolescents’ Risky Sexual Behaviour.

Table 5 shows a t-test on the no influence on in-school adolescents’ risky sexual behavior. Data in Table 5 indicate that social media addiction has significant effect on in-school adolescents’ sexual behaviour. This is indicated by the calculated t-value of 3.31 which is significant at 0.00 level, and therefore significant at .05 levels of significance. Thus, the null hypothesis which states that the use of social media addiction has no effect on in-school adolescents’ risky sexual behaviour is rejected.

**Table 5: A t-test on social media and adolescents’ risky sexual behaviour**

<b>Social Media</b>	<b>t</b>	<b>d/f</b>	<b>Sig.(2-tailed)</b>	<b>Mean Diff</b>	<b>Std. Error Diff</b>
Sexual Behaviours	3.31	312	.000	.321	.0416

*Note:* t-test table on Social Media addiction and Adolescents’ Risky Sexual Behaviour.

H<sub>3</sub>: There is no significant difference in adolescents’ social media addiction based on gender. The data in Table 6 show the effect of gender on In-School Adolescents’ social media addiction. There is no significant mean difference in social media use between the males and females. This is indicated by the calculated t-value of 3.413 which is significant at .001, and therefore significant at 0.05 probability level. Thus, the null hypothesis of no significant difference in the scores of male and female adolescents’ social media addiction is rejected.

**Table 6: A t-test on the influence of Gender on Social Media Use**

	<b>Gender</b>	<b>Mean</b>	<b>Std. D</b>	<b>t</b>	<b>d/f</b>	<b>Sig.(2-tailed)</b>	<b>Mean diff.</b>	<b>Std .error diff.</b>
<b>Social Media Addt.</b>	Male	3.213	.4111					
	Female	3.322	.5338	3.413	312	.001	.109	.5652

## **DISCUSSION**

### **Discussion on social media addiction and Adolescents’ Academic Achievement**

The findings of this study revealed that social media addiction affects every aspect of Adolescents’ life. The above assertion is supported by the study of Hou, Xiong, Jiang, Song, & Wang (2019) on Social media addiction: Its impact, mediation, and intervention which revealed that social media addiction was negatively associated with the students' mental health and academic performance. This result is similar to the result published by Asemah, Okpanachi and Edegoh (2013), which revealed that exposure to social media by the undergraduate students of Kogi State University, has negative effect on their academic performance. The study of Cookingham, and Ryan, (2015) also found that social media influence in-Adolescents’ academic achievement a great deal. It was revealed that social media affect students’ academic achievement significantly and negatively. The researchers also noted that the use of social media is an integral part of daily life for most adolescents. The above assertions are in harmony with the following research findings: Kuppuswamy and Narayan (2010) argued that social networks distracts the attention and concentration of students toward learning and converts it towards non educational activities such as useless and unnecessary chatting. Kirschner and Karpinski (2010), that over-involvement or obsession with social networking sites (SNSs) by students can have negative impacts on their academic performance. Osharie (2015) and Maya (2015) opined that social media can be

problematic to students' academic life if caution is not taken in its usage. Contrary to the results above, the study of Wheeler (2008); Rifkin, Longnecker, Leach and Ortia,(2009) postulated that social media usage has the following merits; enhancing relationship, improving learning motivation, offering personalized course material, and developing collaborative abilities. Kolan and Dzandza (2018) revealed that 68% use social media to engage in academic discussions with lecturers and course mates, 86% use social media as a means of receiving and disseminating information relating to class activities. While the present study found that only 9.6% of the respondents agree that they seek academic help on social media.

### **Discussion on social media addiction and Adolescents' Sexual behaviours**

The result of this study is in accord with the findings of Moreno study (2012) which revealed that social media addiction affects Adolescents' sleep negatively. According to Livingstone (2008) Media use around or after bedtime can disrupt sleep/health and negatively affect school performance. Livingstone (2008) added that the use of media while engaged in academic tasks has negative consequences on learning. Both the present study and the study of Wight, Williamson and Henderson (2006) show ardent use of social media has a negative impact on the sexual behaviour and social wellness of many adolescents. Both the present study and the study of Adenike, Wusiu and Olugbenga (2009) depict that there are many risky sexual behaviour among adolescents. The study of Chou, Hunt, Beckjord, Moser and Hesse (2009) and the current study show that the use of social media is a source of sexual information (Chou, Hunt, Beckjord, Moser& Hesse, 2009). Like the current study, the study of Joshua Duarte found that females tend to post more sexual content on social media compared to their male counterparts. Oladipupo Samuel Olaleye. (2017) found that a number of the adolescents use social-media and many engage in activities that could be risky to their sexual life. 93.2% of the respondents interviewed and 91.7% of the respondents who participated in the focus group discussion believe that social media influence in-school adolescents' academic achievement negatively. 95.1 of the respondents interviewed and 94.3 of the respondents who participated in the focus group discussion believe social media influence in-school adolescents' sexual behaviours negatively.

### **CONCLUSION**

It has been found that social media addiction has more negative effects on the academic achievement and sexual behaviours of in-school adolescents. Social media addiction should be done away with by students. The respondents agreed strongly that social media addiction has negative effects on students' academic achievement and sexual behaviours, hence what they watch on social media are unlimited.

## REFERENCES

- Adenike I Olugbenga-Bello, Wusiu O Adebimpe, Olugbenga L Abodunrin (2009). Sexual Risk Behaviour Among In-School Adolescents in Public Secondary Schools in a Southwestern City in Nigeria. *International Journal of Health Research*. 2(3): 243-251.
- Asemah, E.S., Okpanachi, R.A. & Edegoh, L.O.N. (2013). Influence of Social Media on the Academic Performance of the Undergraduate Students of Kogi State University, Anyigba, Nigeria. *Research on Humanities and Social Sciences*. Vol.3, No.12, 2222-2863.
- Borghese, M. M., Tremblay, M.S., Katzmarzyk, P.T. (2015). *Mediating role of television time, diet patterns, physical activity and sleep duration in the association between television in the bedroom and adiposity in 10 year-old children*. *Int J Behav Nutr Phys Act*. 12:60–70.
- Chou, W. Y., Hunt, Y.M., Beckjord, E. B., Moser, R.P & Hesse, B.W. (2009). *Social media use in the United States: implications for health communication*. *J Med Internet Res*. 11(4).
- Cookingham, M. & Ryan, G. (2015). The impact of social media on the sexual and social wellness of adolescents. *Journal of Pediatric and Adolescent Gynecology* 28 (1).
- Doubova, V .S., Martinez-Vega, I.P., Infante-Castañeda, C. Pérez-Cuevas, R. (2017). Effects of an internet-based educational intervention to prevent high-risk sexual behavior in Mexican adolescents. *Health Education Research*, 32(6) 487–498.
- Entertainment Software Association. (2015). *Sales, Demographic and Usage Data: Essential Facts About the Computer and Video Game Industry*. Washington, DC: Entertainment Software Association.
- Griffiths, M. & Kuss, D. (2018). Students partake in a group activity at the National Center for Youth Internet Addiction Treatment, South Korea. (Jun Michael Park/The Washington Post). April 25, 2018 at 1:04 PM EDT.
- Hou, Y., Xiong, D., Jiang, T., Song, L., & Wang, Q. (2019). Social media addiction: Its impact, mediation, and intervention. *Cyberpsychology: Journal of Psychosocial Research on Cyberspace*, 13(1), article 4. <http://dx.doi.org/10.5817/CP2019-1-4>
- Joshua Duarte (2016). The Effect of Social Media on Sexual Cognitions and Behaviors. *Honors Undergraduate Theses*. University of Central Florida.
- Kirschner, P. A. & Karpinski, A. C. (2010). Facebook and academic performance. *Computers in Human Behaviors*, (26) pp. 1237-1245.
- Kolan, B. J. & Dzandza, P. E. (2018). Effect of Social Media on Academic Performance of Students in Ghanaian Universities: A Case Study of University of Ghana, Legon. University of Nebraska – Lincoln. *Library Philosophy and Practice* (e-journal).
- Kuppuswamy, S., & Narayan, P. (2010). The impact of Social Networking Websites on the Education of Youth. *Internal journal of virtual Communities and Social Networking (IJVCSN)*, 2(1) 67-79.
- Lanre-Babalola, F. O. (2018). Media use and sexual behavior: A study of adolescents in selected secondary schools in Ede, Osun State. *Received Date: June, 4, 2019*.
- Lateef, O. A. (2019). Influence of social media on sexual behaviour of youth in Kwara State, Nigeria: Implications for counselling practice. *Canadian Journal of Family and Youth / Le Journal Canadien de Famille et de la Jeunesse*. 11.

- Lenhart, A. (2015). *Teens, Social Media & Technology Overview*. Washington, DC: Pew Internet and American Life Project.
- Livingstone, S. (2008). Taking risky opportunities in youthful content creation: teenagers' use of social networking sites for intimacy, privacy and self-expression. *New Media & Soc.* 10(3):393–411.
- Loprinzi, P. D & Davis, R. E. (2016). *Secular trends in parent-reported television viewing among children in the United States, 2001-2012*. *Child Care Health Dev.* 42(2):288–291 *pmid:26616748*.
- Maya, k. G., (2015). Achievement scripts, media influences on Blacks students' academic performance, self-perceptions and carrier interests. *Journal of Black psychology*, 42(3)
- Moreno MA, Kolb J. (2012). Social networking sites and adolescent health. *Pediatr Clin North Am.* 59(3):601–12.
- Naslund, J. A., Aschbrenner, K. A., Marsch, L. A. & Bartels, S. J. (2016). *The future of mental health care: peer-to-peer support and social media*. *Epidemiol Psychiatr Sci.* 25(2):113–122.
- Oladipupo Samuel Olaleye. (2017). Behavioural and Social Science Research Social-media use and sexual behaviour among in-school adolescents in ibadan, Nigeria.93 (2),4-77. <http://group.bmj.com/group/rights-licensing/permissions>
- Osharie, P. (2015). Social media and academic performance of students, conference paper of a project work. Retrieved in May 2019, from <https://www.researchgate.net/publication/273765340>.
- Rideout, V. J. (2015). *Common Sense Census: Media Use by Tweets and Teens*. San Francisco, CA: Common Sense Media.
- Rifkin, W., Longnecker, N., Leach, J., & Ortia, L. (2009). Motivate students by having them publish in new media: An invitation to Science Lecturers to share and test. A paper presented at the motivating Science Undergraduates: Ideas and Interventions, UniServe Science Proceedings. Retrieved from [citeseerx.ist.psu.edu](http://citeseerx.ist.psu.edu).
- Walker , L. (2019). What is social networking addiction?:How to tell if you're hooked. Do more › social media <https://www.lifewire.com/what-is-social-networking-addiction>.
- Wight, D., Williamson, L., Henderson, M. (2006). Parental influences on young people's sexual behaviour: A longitudinal analysis. *J Adolesc.*; 29(4):473–94.
- Woog V and Kågesten A. (2017). *The Sexual and Reproductive Health Needs of Very Young , Aged 10–14 in Developing Countries: What Does the Evidence Show?* New York: Guttmacher Institute, 2017.