

Influence of Social Media and Graffiti on Behaviours of Secondary School Students as expressed by Teachers in Osun State, Nigeria

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Abstract. Social media are platforms which students use for online interactions, while graffiti is an act of painting or writing on a surface illicitly. This research study investigated influence of social media and graffiti on behaviours of secondary school students as expressed by teachers in Osun State, Nigeria. Descriptive survey design was adopted for the study, while random and stratified sampling technique were adopted to draw a total sample of 375 secondary school teachers in the three senatorial districts in Osun State. A self-developed instrument entitled “Influence of Social Media and Graffiti on Behaviour Questionnaire” was used to collect relevant data. The instrument has a co-efficient of 0.65 using test re-test reliability method. The major findings of the study revealed that social media has more negative influence on adolescents’ behaviour than the positive side of it because adolescents’ involvement in the use of social media usually result to wastage of time through chatting, ping, making false statements, watching pornographic films/videos and involvement in cyber terrorism. The study also revealed that students’ involvement in graffiti influence their behaviours negatively as it encourages them to harass their colleagues, vandalize public and private properties, and form bad gangs. In line with findings of this study, it is recommended that counsellors should educate parents on the necessity of discussing internet and cell phone safety with their children, parents should provide information specifically on safe and respectful uses of technology, students should be well informed of

the dangers and the devastating effects of social media and graffiti abuse, school teachers should expose students to the danger inherent in negative uses of social media and graffiti and they should also relate with the school counsellors and parents on ways by which social media and graffiti could be used to channel the behaviours of adolescents towards positive activities.

Keywords: social media, graffiti, behavior, secondary school students

1. Introduction

Social Media is a topic that divides peoples’ opinion, some people think it is an amazing tool while others are worried about the impact it has on peoples’ lives. Dourish (2001) stated that the rapid growth of social media usage that has been observed over the last two to three years indicated its entry into mainstream culture and its integration into the daily lives of many people. Also, there has been considerable media coverage of the growth of social media usage, its potential positive outcomes and concerns about the way some individuals are engaging in it. Social media sites offer people new and various ways to communicate via the internet, whether through their computer system or mobile phone. They allow people to easily and simply create their online page or profile and to construct and display an online network of contacts, often called ‘friends’. Users of these sites can communicate via their profile both with their ‘friends’ and with people outside their list of

contacts (Nicole, Lampe & Steinfield, 2009). This can be on a one-to-one basis (much like an e-mail), or in a more public way such as a comment posted for all to see.

Social media sites such as Facebook, 2go, Twitter, Skype, Viber, WhatsApp and MySpace are the primary focus of this study. The influence of social media on adolescents and teenagers is of particular importance, not only because this group of children are developmentally vulnerable but also because they are among the heaviest users of social networking. The PEW Internet and American Life Project in 2014 reported that 75 percent of teenagers in America currently have profiles on social networking sites, of which 68 percent use "Facebook" as their main social networking tool. Also the Nigeria Communications Commission (NCC) in the Punch Newspapers of 2nd November, 2015 reported that 95million people in Nigeria are using internet and these people are mostly youth.

Of recent, social media has become a way for people to communicate in society and build relationships with others. With the increase in the level of technology, communication has become a way of life on internet. Daily interaction is now an activity that is done primarily on the Internet, with sites like MySpace, Facebook, Twitter, 2go, Africhat, Tango, Viber Bebo, WhatsApp, Mozat, Friendster, BBM and Xanga (Nicole & Boyd, 2008). Lampe and Wash (2012) stated that secondary school students have always paid a lot of attention to the presentation of self on social media sites. It seems that for most secondary school students, creating networks and online content is an integral mode for the management of identity, lifestyle, and social relations. Secondary school students point at the opportunities for self-expression, sociability, creativity and group belongingness.

There have been a plethora of arguments on the assumed benefits of social media usage. Social media use web-based technologies to transform and broadcast media monologues into social dialogues and such are Facebook, Twitter, Eskimi and 2go social networking. Facebook now has 1.44billion active monthly users (Mangalida, 2015). As social media has to do with communication, Katz (2009) opined that

information that usually takes many days or weeks to disseminate now takes seconds or minutes. It is now possible for people to make interpersonal communication with others to get desired information as quickly as possible from other areas of the country or from other countries with the use of social media without leaving their immediate environment. Also, social media is a form of electronic communication which facilitates interaction based on certain interests and characteristics.

Dourish (2001) had argued that web and software are always social because they incorporate certain meanings and understanding of society. Boyd and Ellison (2007) defined social network sites as web-based services that allow individuals to construct a public or semi-public profile within a bounded system; articulate a list of other users with whom they share a connection; and view and traverse their list of connection and those made by others within the system. Lampe and Wash (2012) stressed that the tendency of a student to join a social media community is influenced by both the number of friends he or she has within the community and more crucially how those friends are connected to one another. Members of a smaller, private group usually have higher engagement than members of a large, public one. The more groups a person belongs to the less likely they would be heavily involved in all of them (Maeve, 2014).

Computer access and use among Nigerian secondary school students have grown exponentially over the past decade (Becker, 2000). More than 48% of Nigerian youth 12 to 17 years of age use the Internet and nearly half log on it daily (Lenhart, Madden & Hitlin, 2005). Once connected, adolescents engage in a wide variety of social media behaviours, including doing schoolwork, playing games, shopping, downloading music, text messaging and chatting and so forth. Secondary school students use the Internet primarily for social reasons (Gross, 2004; Roberts, Foehr & Rideout, 2005) since the Internet has become a virtual meeting place where secondary school students can hang out with their peers to pass time and this step take them to socialization.

Socialization is a lifelong process which continues as people change jobs or roles and as

society itself changes. It is an age long human activity which entails the relationship between individuals in the environment in which they live (Haralambos, Holborn & Heald, 2008). Socialization has been long before the invention of new technologies and the development of new technologies transformed socialization into a new system in the society. The transition to technological era saw or brought about the advent of the Internet as well as social networking; the advancement in technology has made it easier for people especially the young people to have access to Internet and thus social networking which they join in with friends (Ibrahim, 2012).

There are no limitations or restriction as to which social networking sites one can belong, one can be a member of as many as possible, the age restrictions does not necessarily have effect because one can easily lie on age. Duggan, Nicole, Lampe, Lenhart and Madden (2015) mentioned that while the social networking sites have the same key aspects, the cultures and responses around them that become apparent are varied. Most sites help strangers connect with others based on shared personal interests, political and economic views, or simply recreational activities, some sites accommodate distinct viewers, while others attract people based on similarities such as common language or shared racial, sexual, religious, or nationality-based identities. Nonetheless, social networking sites have only one common goal of encouraging new ways to communicate and share information (Ibrahim, 2012). It also provides great opportunities for members including secondary school students and librarians who use it to promote the services of the library and also get first class information about their users through interacting with them (Maeve, 2014).

Students, on the other hand, benefit from some of the postings in some sites because such postings can be informative and educative and the students after reading such posts can comment on them (Lampe & Wash, 2012). Maeve (2014) asserted that most students join group on social media in order to reduce the insecurity that they face in real world, they feel stronger, have fewer self-doubts and are more resistant to threats when they are part of a group. There are times when it takes more than one

person to accomplish a particular task; there is a need to pool talents, knowledge, or power in order to complete a job, secondary school students spend much of their hours hanging out with friends on social media sites and spend less time studying, thus explaining their lower performance in their academics, this idea is called the displacement hypothesis, and has been examined by early television researchers who posited that television took away students' study time (Hornik, 1999).

Studies of students' extracurricular activities instead suggested that new media such as Facebook, a social networking website with more than 500 million registered users worldwide in which majority of these users are adolescents or young people, labeled the "Millennial Generation" by the PEW Internet and American Life Project (Pew, 2014), have replaced or enhanced other leisure activities, but do not take away time from students (Roberts & Foehr, 2006). In contrast, the 2010-2013 WAEC and NECO results of the senior secondary school students have shown that social media is influencing them negatively in their academic performance. Since the advent of the social media on mobile phones, blackberry messenger, Facebook, twitter, the Nigerian youths have become so addicted to these gadgets that they no longer have time for reading and preparing for their examinations (Maeve, 2014). Maeve stated further that the use of the social media, short messaging system or texting language which permits all kinds of acronyms or abbreviated words has corrupted many that they sometimes assume that it is normal to use such forms of expression in real situations like examination.

Ibrahim (2012) pointed out that social networking sites are seen as beneficial socializing tools especially among young people in today's global village. However, students most times abuse it by neglecting the informative and educating benefits they offer. Ibrahim (2012) explained further that the neglect of educational benefits has endangered students to becoming victims of sexual predators, cyber bullying and harassment, posting or downloading of inappropriate pictures and other materials which have affected them negatively in their reading habits and social life due to the amount of time dedicated to the social world.

Another factor that has formed part of anti-social behaviours of youngsters but which has not received much recognition by research scholars, most especially in Nigeria, is graffiti. Graffiti, the plural form of *graffito* is derived from an Italian word which means 'scratched.' It is the name given to an indecent, often disgusting writings or sketches found on the walls and doors of public buildings and places (Olofin, 2013).

Olofin (2013) said graffiti have existed since ancient times, with examples dating back to ancient Greece and the Roman empire, when graffiti were made by incising or cutting through stones or scratches on walls.

Graffiti is like a signature, it is an attempt to have a presence in society, graffiti art-form exist in Nigeria, but mainly with the use of chalks and charcoals instead of the spray paints but it all boils down to artistic expression. In this modern era, with the advent of trains, cars computers and more people still scribble their graffiti onto surfaces they see (Achi, 2010). (Drax, 2002) said that students majorly employ graffiti on classroom walls, toilets and bathrooms as outlets for otherwise repressed feelings, opinions and thoughts which are meant to inform the reader, affect his opinions by persuading him towards a particular point of view, influence and orient him morally towards more beneficial and positive goals, warn about impending danger and generally integrate everyone for mass participation in developmental efforts.

Graffiti is a form of art or act of vandalism involving painting text or images in public places. It is an informal inscription, figure drawing, cave painting and defacement as opposed to official inscriptions. It is also referred to as street art or art through vandalism. The concept of vandalism is defined as a conscious act directed towards the destruction or damage of object belonging to another person (Moser, 1992). In the context of law, vandalism is intentionally or recklessly destroying or damaging any property belonging to another without lawful excuse (Crime Concern, 1999). The Crime Concern (1999) maintained that vandalism can range from scribbling on a wall, the daubing of political slogans or the destruction of graves in a cemetery to

endangering life with a concrete post deliberately placed in the path of a train, smashing the glass of bus shelter windows or the burning of a school through an arson attack.

According to Mwangi, Gathumbi and Adelheid (2015), graffiti takes the form of written language whose authorship always remains anonymous. It precisely refers to any wall writing, pictures and symbols or markings of any kind on any surface anywhere no matter what motivates the writer. Most graffiti are viewed as illegal or vandalism of property by those in authority. Graffiti would be qualified as vandalism only if they appeared on private or public property without permission. Graffiti behaviour is categorised in the DSM-IV (2002) as 'adolescent antisocial behaviour' but with other antisocial behaviours such as aggression towards people and animals, fire setting, and theft, 'conduct disorder' may be diagnosed. Secondary school students use graffiti as a form of communication when they feel other channels to express themselves have been blocked by those in authority (Mwangi, Gathumbi & Adelheid, 2015).

Research by Northumberland University (2003) drew on the views of young people and suggested that using the single term 'graffiti' fails to convey the diversity of an activity which runs from art at one end to vandalism at the other, from aerosol users to bombers. The Newcastle University (2003) study suggested that only a minority of those engaged in graffiti deliberately set out to annoy authority. The key motivation is said to be seen and gain respect, with tagging the start of a career which may develop into more creative or elaborate forms of expression.

According to Nwoye (1993), wall writings and drawings have been used for a long time by various groups of people in the society who in one way or another feel oppressed. Such groups of people who are prohibited from or denied avenues of public space for expression seek other avenues and often graffiti on the walls of public places becomes a favoured option. Nwoye (1993) pointed out that student population in most parts of the world is one such group that feels it does not enjoy the privilege of public self-expression. Many students opposing the school system may not come out openly but

may express their anger in graffiti for fear of the consequences. In writing graffiti, students may use codes that are uniquely understood by the writer and the targeted audience. Ferrell (1993) claimed that graffiti can naturally be viewed as a contemporary type of expressive opposition to authority; though each graffiti contains a complex message of its own, there is the simple implicit assumption that every graffiti opposes authority.

Rothman (2002) opined that adolescence is the stage of growth and development that most of the secondary schools students are in, and is mostly a time of resistance to authority. In their effort to express their wishes, the students are generally misunderstood and dismissed. The adults dominate the scene and the adolescents feel oppressed when they lack chances to express their opinion. This brings discontent to the adolescents who try to look for other ways to make themselves be heard. Andrew (2005) claimed that graffiti is viewed traditionally as the product of people who have little representation within the traditional mass media. This is also supported by Nwoye (1993) who posited that graffiti is perceived as sheer expression of youthful exuberance, a manifestation of vandalism. Most students use their energies to make sure that they are heard through the use of graffiti because of hidden identity of the graffiti author.

Bartolomeo (2001) argued that the use of publicly owned space is undoubtedly recorded as deviant, and yet the use of private space for public consumption, like graffiti will also be considered deviant by the general public. Private space becomes public when the public disapproves of how an individual uses the space privately. Thus, society often determines both public and private dimensions, leaving little room for self-expression of individuals. This in turn affects the efficacy of accessibility; a graffitiist's primary objective is always to communicate to others; his/her message will not be known to the public if it is concealed behind the walls (Bartolomeo, 2001). Teeyan and Dryburgh (2000) attempted to find the causes of graffiti or vandalism in general by interviewing fifty-six adolescents. The main reason for delinquency was peer influence while for property crimes, the motives included self-

gratification and practical uses. A general theory proposed by Gottfredson and Hirshei (1990) stated that delinquency comes from a "need for excitement and risk-taking". According to Horowitz and Tobaly (2003), school vandalism can be viewed as "a voluntary degradation of the environment with no profit motive whatsoever" (pg. 27). They viewed people who engage in vandalism as those who experience social, moral and value inconsistencies.

In surveys undertaken for a DTLR study, Crime Concern explored the attitudes of young people towards graffiti in particular (Crime Concern, 1999). In contrast to adult perceptions, the study identified that the presence of graffiti did not appear to make most young people feel unsafe. However, in the discussions with young people that were also part of the study, some participants did express negative feelings about graffiti and the way it made them feel threatened and vulnerable. The national study for the DTLR on young people and crime on public transport where most of the young people were regular or frequent bus users (Crime Concern, 1999), it was revealed that two thirds of those aged 13 and 14 years and three quarters of those aged 15 or 16 years said they often or sometimes saw other young people writing graffiti on a bus shelter or at a station.

The research also identified a low awareness amongst children and young people about the impact of graffiti on other passengers. In fact, since some young people feel aggrieved by the perceived negative attitudes of older people and transport staff towards them, the thought that their actions might be upsetting or make these people fearful may not act as a deterrent. Awareness is also low among young people about the cost of cleaning graffiti or repairing criminal damage. Towards this end, this study aims at investigating the influence of social media and graffiti on the behaviour of secondary school students as expressed by teachers in Osun State, Nigeria.

2. Statement of the Problem

The world has become a global village where the use of computer and internet facilities is indispensable to the extent of young children involving in its use. Boyd (2007) found that 31

percent of 10-year-old, 44 percent of 11-year-old and 55 percent of 12-year-old reported using a social network site. Many sites are filled with pornographic pictures, horror films, crime related videos, girl/boy-friends search and other forms of immorality that are in contrast with the African societal norms and beliefs in which their viewing (these sites) could be detrimental to moral upbringing of the children. Many sites are filled with pornographic pictures, horror films, crime related videos, girl/boy-friends search and other forms of immorality that are in contrast with the African societal norms and beliefs in which their viewing (these sites) could be detrimental to moral upbringing of the children. Since the advent of social media sites in the 1990's, the academic performance of students is facing a lot of neglect and challenges. There is a deviation, distraction and divided attention between their social networking activities and their academic work. It is observed that students devote more attention to social media than they do to their studies. Nowadays, the advent of technology is quickly emerging and undeniably, it takes a vital part in people's lives today because social networking provides instantaneous access to information at all times (Sum, Mark, Hughes & Campbell, 2008). With the evolution of social networking, it changes the way one communicates and how one finds and shares personal information, exchanges ideas, feelings, photos and videos at a very overwhelming rate. Social networking has brought many positive implications to human life such as making the connection of millions of people from all over the world possible. Perhaps, this ubiquitous presence may appear innocent at the surface, however, there may be some sinister or evil characteristics within this medium that require further study (Boyd, 2007). One of the issues that exist may be the influence of social media on secondary school students. These increasing links and networks online are setting back the real values of life especially students who accept some adverse impacts from using these sites as they form the major group of social networking sites users. Out of the total social networking users, 70% are students (Ahmed & Qazi, 2011). These students become distracted because of the amount of time and attention being devoted to these social

networking. Often times, they are observed using their mobile phones to communicate and do other social activities even during school hours when they are expected to be engaged in meaningful activities. Thus, this valuable time is fritted away (Sofela, 2012).

Seyi (2012), in a paper published in Blue Print Newspaper of December 17, 2012 titled "social media and Nigeria youth burden", stressed the negative effect of giving too much time and undue attention to online socialization to the detriment of academics. He criticized seriously the obsessive attitude of Nigeria youths towards social media and pointed out that the rate at which youths devote their quality time in chit chatting and propagating harmful schemes calls for urgent attention. The paper also, traced the incessant incidents of murders and gang-raping of girls by guys whom they interacted with through social media. There was a case of a girl who paid a visit to her Facebook friend in Lagos and based on their arrangement; she logged and waited for his arrival. On his arrival, he asked her for sex and she refused and out of annoyance, he plugged off one of her eyes, sliced her nipple and escaped. Every effort made to get him has proved abortive because he had a fake identity.

Several studies have been carried out on social media, graffiti and their influence on adolescents' behaviour. For instance, Mwangi, Gathumbi and Adelheid (2015) conducted a study to identify the communicative strategies employed in graffiti writing and the influence of graffiti on learning of English language and classroom learning environment in schools. The findings of the study revealed that students used varied communicative strategies like humour, symbolism, irony, short forms, acronyms and abbreviations in their graffiti writings. It was also established that teachers expressed varied opinions that graffiti influenced learning of English language and classroom learning environment in secondary schools.

Plenty and Sundell's (2015) study was on "graffiti: A precursor to future behaviour during adolescence?" The study examined if graffiti initiation leads to greater deviant behaviour. The findings revealed that students who initiated tagging or graffiti art in grade 8 consistently reported higher rates of deviant behaviour 12

months later. However, graffiti initiation did not increase the likelihood of most behaviours after effect of confounding factors from the individual, peer and family domains were accounted for.

All these previous studies are foreign based and they did not consider the influence of social media on students' performance. No local study was found to have examined the influence of both social media and graffiti on adolescents' behaviour. This study, therefore, is an effort to bridge the gap left by previous studies by investigating the influence of social media and graffiti on behaviours of secondary school students as expressed by their teachers in Osun State, Nigeria.

3. Research Questions

The following research questions were posed to guide the conduct of the study:

- (i) What is the influence of social media on behaviours of secondary school students as expressed by teachers in Osun-State, Nigeria?
- (ii) What is the influence of graffiti on behaviours of secondary school students as expressed by teachers in Osun State, Nigeria?

4. Methodology

Design: The design that was adopted for this study is the descriptive survey research method. The researchers considered the descriptive survey design method most appropriate because it entailed the use of direct observation in the collection of data used in investigating the influence of social media and graffiti on secondary school students' behaviours as expressed by their teachers in Osun State, Nigeria.

Population, Sample and Sampling Procedure: The population consists of 6,012 secondary school teachers in Osun State (Osun State

Ministry of Education, 2014), while the target population consists of all teachers in 15 secondary schools in the three senatorial districts of Osun State. The sample for this study consisted of 365 teachers as determined by the Research Advisor (2006) against population size of 7,500, under 95% confidence level and at 5.0% error margin. For the purpose of this research, a two-stage sampling procedure was adopted for selection. At the first stage, the researchers made use of random sampling technique to select 5 Local Government Areas from each of the three senatorial districts in Osun State. Random sampling was used to select one secondary school from each selected Local Government Area, making a total of 15 schools. Twenty-five (25) teachers were randomly selected from each of the 15 selected schools. Overall, 375 respondents eventually participated in the study.

Instrument: The instrument that was employed for this study is a self-developed instrument titled "Influence of Social Media and Graffiti on Behaviour Questionnaire". The instrument is divided into three sections (A, B & C). The first section A elicits information on the personal data of respondents. Section B contains twenty (20) items on the influence of social media on secondary school students' behaviour while section C also consists of twenty (20) items on influence of graffiti on secondary school students' behaviour. The instrument is patterned in line with a four point Likert-type rating scale of SA (Strongly Agree); A (Agree); D (Disagree) and SD (Strongly Disagree). The instrument was content validated by experts in related field of study. The test-retest method for estimating reliability was adopted to determine the reliability of the questionnaire. The coefficient obtained was 0.65. This is adjudged by experts to be fairly high and acceptable for an instrument of this nature.

Method of Data Analysis: Mean and Rank Order were employed for the data analysis.

5. Results

Research Question 1: What is the influence of social media on behaviours of secondary school students as expressed by teachers in Osun-State, Nigeria?

Table 1: Mean and rank order of the influence of social media on behaviours of secondary school students

Item No	The use of social media could lead students into:	Mean	Rank
13	wastage of time through chatting, pinging etc	3.18	1st
7	making false statements	3.18	1st
2	watching pornographic films/videos	3.15	3rd
4	involvement in cyber terrorism	3.15	3rd
10	risky sexual behaviour	3.12	5th
3	alleviating boredom in school activities	3.12	5th
1	involvement in computer hacking	3.09	7th
12	involvement in drug abuse	3.09	7th
18	playing of games at the expense of their studies	3.06	9th
17	skills they will need to survive in the business world	3.04	10th
15	high level of thinking and creativity	2.99	11th
5	learning of social skills (e.g. human relations)	2.95	12th
16	increase in the rate of their collaboration	2.93	13th
9	positive attitude towards learning	2.92	14th
6	a platform for the achievement of some specific objectives	2.90	15th
19	acquisition of lectures	2.88	16th
14	increase in healthy rivalry and competitiveness among them	2.87	7th
11	disobedience to parents	2.81	18th
20	effective communication	2.76	19th
8	improvement in their academic performance	2.76	19th

Table 1 shows that all the items have mean scores greater than the average mean score of 2.50. This implies that social media has more negative influence on adolescents' than the positive side of it because adolescents' involvement in the use of social media usually result in waste of time through chatting, pinging etc, making false statements, watching pornographic films/videos and involvement in cyber terrorism.

Research Question 2: What is the influence of graffiti on behaviours of secondary school students as expressed by teachers in Osun State, Nigeria?

Table 2: Mean and rank order of influence of graffiti on behaviours of secondary school students

Item No	Students' involvement in graffiti leads them to:	Mean	Rank
10	harass their colleagues	3.04	1st
3	vandalize public and private properties	3.02	2nd
6	form bad gangs	2.96	3rd
19	expose their hidden talents	2.93	4th
2	deface the environment	2.90	5th
16	challenge existing policies to achieve their goals	2.90	5th
1	break school rules	2.90	5th
12	get extra income through exhibitions	2.87	8th
7	make use of abusive languages	2.81	9th
18	set the tone for public discourse	2.76	10th
15	display anti-religious postures	2.76	10th
4	engage in violent acts (e.g. riots)	2.72	12th
8	vent their feelings/thoughts	2.71	13th
11	increase their level of creativity	2.70	14th
17	develop their sense of art	2.69	15th
14	become rebellious	2.69	15th

13	catharsis	2.68	17th
9	show positive attitude to their study	2.63	18th
5	engage in criminal acts (e.g. cultism)	2.63	18th
20	harass their teachers	2.50	20th

Table 2 shows that all the 20 items have average mean scores of 2.50 and above; which means that the respondents agreed that graffiti could influence behaviours of students in both ways. However, items 10, 3 and 6 took precedence over others with mean scores 3.04, 3.02 and 2.96 and were ranked 1st, 2nd and 3rd respectively. The items stated that students' involvement in graffiti encourages them to "harass their colleagues", "vandalize public and private properties" and "form bad gangs". This follows that the students' involvement in graffiti encourages mostly negative behaviours such as harassment their colleagues, vandalization of public and private properties as well as membership of bad gangs.

6. Discussion

The findings of this study revealed that students' involvement in the use of social media lead to waste of time through chatting, pinging etc at the expense of their studies, making false statements, watching pornographic films/videos and involvement in cyber terrorism. This implies that many students are making use of social media negatively at the expense of a lot of benefits they could derive from positive usage of it. It is not new to have found youths fondling with their cell phones and iPad by chatting while on motorcycle or in a vehicle; some will even make use of earpiece which would prevent them from hearing what others are saying. The social media also has some positive impacts, it enhances learning and education. Students can now have access to all forms of information they want, the internet serves as search lights to them. Even some information that cannot be found in the libraries and research centers can now be found online. Some schools now teach over the internet, distance learning is now possible by the use of social media. Some lecturers now prefer assignments and projects to be submitted to the emails. Most jobs are being sought and applied for online.

According to Sofela (2012), students are often times, observed using their mobile phones to communicate and do other social activities during school hours when they are expected to be engaged in meaningful activities. Thus, this valuable time is fritted away. Similarly, Bonds-Raacke (2008) noted that so many students are using these friend-networking sites and spending a significant amount of their time on them. The study by Kirshner and Karpinski (2010) on Facebook and students' academic performance revealed that social media is commonly used among youth/students who exhibits care free attitude, luxurious living and generally flout laws, easily copy bad attitude, are disrespectful to parents and teachers, not serious with their academic works/studies.

More than 48% of Nigerian youth 12 to 17 years of age use the Internet and nearly half log on it daily (Lenhart, Madden & Hitlin, 2005). The yearly public out-cry of woeful performance of students Senior School Certificate examinations students seems to show that social media is influencing them negatively. Maeve (2014) reiterated that the advent of the social media on mobile phones, blackberry messenger, facebook, twitter has made Nigerian youths addicted to these gadgets that they no longer have time for reading and preparing for their examinations. Ibrahim (2012) explained that the neglect of educational benefits has endangered students to becoming victims of sexual predators, cyber bullying and harassment, posting or downloading of inappropriate pictures and other materials which have affected them negatively in their reading habits and social life due to the amount of time dedicated to the social world.

The finding of the study also revealed that students' involvement in graffiti encourages them to negative as well as positive behaviours such as to harass their colleagues, vandalize public and private properties, form bad gangs and expose their hidden talents. Adolescents' usage of abusive language and vandalizing

public and private properties could be considered as anti-social behaviour as it constitutes rejection or unconformity with societal moral norms. A behaviour is antisocial when it involves the misuse of public space, a disregard for community safety or personal wellbeing or behaviour that has the potential to harm others or damage the environment. The study suggested that graffiti encourages them to harass their colleagues, vandalize public and private properties, form bad gangs and expose their hidden talents. According to Young (2008), disorder breeds more disorder, hence, the mere presence of graffiti can double the number of people who litter and steal. Even the most trivial of transgressions can spread because their very presence stimulates more of the same behaviour. The finding is in line with that of Hailemariam (2008) who found large number of students in Addis Ababa University fixated with abusive and stereotypical words toward the Amhara, Oromo and Tigrie ethnic groups through the use of graffiti.

The finding shows that graffiti use among the students could also expose their hidden talents. This is because they are at adolescence stage where the search for identity is one of their prior features. Kan (2001) posited that adolescents use graffiti in this day, aid to proclaim their identity, to bridge the gap between childhood compliance and the relative freedom of adulthood. This implies that adolescents' enhancement of talents through the usage of graffiti would depend on how and for what purpose it is being used for. When graffiti is used, for example, in the context of Arts (academic subject), such graffiti activity can evoke strong feelings of self-esteem, satisfaction and pleasure. The finding of this study corresponds with the assertion of Peter, Schouten and Valkenburg (2006) that social network sites may be predictors of hidden talents and well-being in adolescence and they have become a fundamental role in adolescent life.

7. Recommendations

Based on the findings of this study, it is recommended that:

Counsellors should educate parents on the necessity of discussing internet and cell phone safety with their children.

The school teachers should expose students to the danger inherent in negative uses of social media and graffiti and how positive they could use them to improve upon their academic performance and social relations.

Teachers should also relate with the school counsellors and parents on ways by which social media and graffiti could be used to channel the behaviours of adolescents towards positive activities.

The counsellor should work with the students on using graffiti to enhance self-esteem and social skills rather than for abusive purposes.

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