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**ASRIC JOURNAL ON SOCIAL SCIENCES
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Exploring Relationship between Social Media Use and Antisocial Behaviour among Tertiary Institution Students: An Investigative Study of Influencing Factors

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Abstract

This study explored the relationship between social media use, antisocial behaviour and its impact on tertiary institution students. The influencing factors were examined. The prevalent types of antisocial behaviour on social media platforms among students in tertiary institutions, contributory factors to the development of antisocial behaviour, the average hours spent by students on social media per day, as well as the difference between male and female students in their use of social media to facilitate online harassment in tertiary institutions were identified. A descriptive survey design was used with a structured questionnaire. A total of two hundred and twenty respondents who were students of the University of Ibadan and Polytechnic Ibadan participated in the study and a descriptive data analysis technique was used to present and analyse the data. The questionnaire consisted of questions relating to the types of prevalent antisocial behaviour, contributory factors to antisocial behaviour on social media as well as the relationship between the use of social media and antisocial behaviour among others. While the questionnaires were administered online to respondents in the University of Ibadan, printed questionnaires were administered to respondents at the Polytechnic, Ibadan. The study found that social media has a significant impact on antisocial behaviour among students in tertiary institutions. It also revealed the contributory factors to the development of antisocial behaviour among students in tertiary institutions. It was recommended among others, that campaigns, and workshops should be organized to create awareness on responsible social media usage and the consequences of antisocial behaviour.

Keywords: Antisocial Behaviour, Social Media, Students, and Tertiary Institutions

Introduction

The escalating prevalence of antisocial behavior among tertiary institution students has been extensively investigated by scholars and experts across diverse disciplines, uncovering its intricate and multifaceted characteristics. Antisocial behavior entails a persistent inclination to transgress societal norms, regulations, and the rights of others. It encompasses a spectrum of actions, such as aggression, violence, vandalism, theft, deception, outbursts, substance abuse, and engagement in illicit activities (Allen and Anderson, 2017; Moffitt, 2018; American Psychiatric Association, 2013). When observed in tertiary students, antisocial behavior involves conscious participation in actions with the intent to provoke annoyance, inflict harm, or cause damage to others. This behavioral pattern frequently contributes to the emergence of juvenile delinquency, a multifaceted societal challenge with far-reaching consequences affecting different facets of society and its members. Consequently, it leads to heightened rates of criminal conduct, substance misuse, and mental health issues (Jones and Pierce, 2021; Jones, 2014)

Sociologist Robert Agnew has delineated a number of prevalent elements that play a role in the development of antisocial behavior, encompassing circumstances marked by impoverishment, familial strife, and

exposure to environments characterized by violence (Agnew, 1992). Factors ranging from—biological influences, individual traits, domestic and educational settings, peer dynamics, exposure to media violence, as well as broader community and social factors are potential contributors to the emergence of antisocial behaviors (Hyde et. al., 2018; Mundia, 2006). Although research has extensively probed into the origins of antisocial behaviors in Nigerian children and adolescents, comparatively less attention has been devoted to comprehending the factors that shape antisocial behaviors among students within tertiary institutions.

Individuals enrolled in higher education programs at colleges, polytechnics, universities, or post-secondary educational institutions are commonly referred to as students in tertiary institutions. This cohort typically comprises young adults aged between 18 and 25 years who are transitioning from adolescence to adulthood, a phase known as emerging adulthood according to (Miller, 2017; Arnett, 2000). This developmental stage witnesses profound changes and challenges across diverse life domains. Negotiating intricate social, emotional, and cognitive processes, these students pursue personal growth and academic excellence (Storch et al., 2004).

The transition to higher education involves pivotal milestones like advancing in studies, entering the workforce, establishing independent living arrangements, and forming enduring relationships (Miettinen and Jalovaara, 2020; Arnett, 2000). Within society, these emerging adults play a pivotal role; their actions, thoughts, and aspirations contribute to broader social development and the formulation of social policies (Arnett, 2000). Representing a heterogeneous group, students in tertiary institutions hail from varied backgrounds, each contributing their unique viewpoints, passions, and objectives. It's crucial to acknowledge that the precise age range and attributes of this group may vary, influenced by cultural, geographical, and institutional factors. Statistics Canada (2018) underscores the contextual variability in defining young adults, underscoring the necessity of accounting for diverse age ranges and developmental contexts while studying this population.

Acknowledging the pivotal role that students in tertiary institutions hold within our society, they warrant our dedicated consideration. Their social engagements and thoughts are not only integral but also paramount in shaping broader social development and the crafting of social policies. Various platforms offer avenues for students in tertiary institutions to participate in and exhibit their social interactions, and social media, in particular, has recently emerged as a significant platform garnering substantial engagement from this demographic.

In theory, social media encompasses an array of socially constructive viewpoints and practices exhibited by a multitude of global users (Bhimani et. al. 2019; Greenhow, 2011). These platforms have seamlessly integrated into modern society, reshaping communication, interaction, and information access. Providing channels for social connection, self-expression, and information dissemination, they hold specific appeal for tertiary students. However, concerns have arisen regarding the potential adverse effects of social media on individuals' social conduct, especially concerning antisocial behavior among this student cohort.

For a period of ten years now, the social media platforms such as Facebook, Instagram, Twitter, and Snapchat have witnessed an exponential surge in popularity and utilization, fundamentally altering the dynamics of interpersonal interaction, communication, and information sharing. These platforms extend diverse opportunities for students in tertiary institutions to connect socially, express themselves, and participate in online communities. Nonetheless, apprehensions have surfaced surrounding the possible detrimental influences of social media, particularly in relation to the prevalence of antisocial behavior among these students.

Increasingly, numerous students in tertiary institutions are drawn into antisocial and aggressive activities through their involvement with social media. Scholars like Jewkes and Yar (2010), Lemoine, Hackett, and Richardson (2016), and Abbasi (2016) contend that this phenomenon can be attributed to the excessive utilization of social media by these students and their exposure to unethical and unlawful content prevailing on these platforms. Thus, addressing the adverse impact of social media on the conduct and well-being of tertiary students becomes an imperative endeavor.

Antisocial conduct has held society's focus for an extended period due to its imposition of significant hurdles on various societal facets (Pascual-Ferrá et al., 2021; Chingtham, 2015). The ramifications can be severe for individuals, their families, and the broader society, precipitating escalated rates of criminal behavior, substance misuse, and mental health dilemmas. Such repercussions have the potential to disrupt the usual operations of societies and their members, exerting substantial strain on social assistance programs. Thus, it enjoys widespread recognition as a societal challenge. It entails actions that diverge from established social norms, disregarding the rights and well-being of others. The engagement of students in tertiary institutions in such behavior incurs noteworthy costs, both in economic terms and concerning healthcare. These ramifications ripple not only to the individuals themselves and their families but also to the larger community.

On a global scale, the prevalence of antisocial behavior among youth stands at 30.5% (Biswas et al., 2020), and the financial and health burdens linked to such behavior during the phases of youth and adolescence have been extensively documented. The financial burden endured by young individuals and their families is intrinsically linked to the hurdles of accessing resources, instituting preventive measures, and delivering sustainable and effective treatment (McGorry et al., 2022; Bastiaens, 2006).

Current research indicates an intricate link between the utilisation of social media and antisocial behaviour among students in tertiary institutions. Multiple studies have provided evidence of a positive correlation between excessive engagement with social media and an elevated propensity for participating in antisocial acts. The pervasive nature of social media, frequently accompanied by prolonged periods of platform usage, can result in a displacement of genuine interpersonal interactions and diminish opportunities for in-person communication, empathy, and emotional bonding (Fritz et al., 2023). There is need to investigate such negative influences of social media to understand how students in tertiary institutions become inclined to shape their perceptions and develop their antisocial intentions, which can lead them to adopt violent means in their lives. This examination will shed light on the factors that may prompt them to resort to violent means in their lives.

Antisocial behavior exhibited by students in tertiary institutions encompasses an array of undesirable actions that detrimentally affect mental well-being, interpersonal relationships, academic performance, and community cohesion. Establishing a secure environment for students is pivotal for their holistic welfare. Prior research has illuminated the notable participation of students from tertiary institutions in antisocial conduct (Isife, 2017; Asumah and Aghedo, 2011). The availability of social media everywhere has profoundly influenced their interactions and conduct. Yet, apprehensions have arisen concerning social media's potential influence on antisocial behavior within this student cohort. While prevailing studies have predominantly spotlighted cyberbullying, there is an imperative to probe into broader manifestations of antisocial actions, such as vandalism and substance misuse.

The exploration of the mechanisms through which social media shapes such behaviors bears paramount significance. Factors such as peer influence and exposure to violent content might wield substantial influence over students' actions. Unearthing insights into these intricate dynamics promises a more comprehensive comprehension of the underlying processes. Addressing these gaps in research is pivotal for devising interventions, policies, and educational endeavors that foster positive online conduct among tertiary students.

The pivotal objective of this study is to scrutinize the relationship between the surge in antisocial behavior among students in tertiary institutions and the influence of social media. This examination assumes paramount importance, with the findings holding the potential to inform the development of effective measures that mitigate negative online behaviors and cultivate a healthier digital environment for students in higher education.

Objectives of the study to

- a. identify the types of antisocial behaviours that are prevalent on social media platforms among students in tertiary institutions.

- b. examine the factors that contribute to the development of antisocial behaviour in the context of social media use among students in tertiary institutions.
- c. find out the average hour students in tertiary institutions spend on social media per day.
- d. assess the relationship between the use of social media and antisocial behaviour among students in tertiary institutions.
- e. assess the difference between male and female students in their use of social media platforms to facilitate online harassment in tertiary institutions.

Research Questions

- a) What types of antisocial behaviours are prevalent on social media platforms among students in tertiary institutions?
- b) What are the contributory factors to the development of antisocial behaviour in the context of social media use among students in tertiary institutions?
- c) What is the average hour students spent on social media per day?

Hypotheses

H₁: There is no significant relationship between the use of social media and antisocial behaviour among students in tertiary institutions.

H₂: There is no significant difference between male and female students in their use of social media platforms to facilitate online harassment in tertiary institutions.

Methodology

This study utilised a descriptive survey research design. This helped to gather data on the impact of social media on antisocial behaviour among young adults. A population of two hundred and twenty students were drawn from the undergraduate students of the University of Ibadan and the Polytechnic of Ibadan. These included both male and female students. The purposive sampling technique was used to select University of Ibadan undergraduate students and Polytechnic of Ibadan students for the study. In all a total of 220 students were drawn from the population. In comparison to their international contemporaries, students at the Polytechnic and University of Ibadan, like other young people in Nigeria, have a high level of social media usage. This gives them the perfect cohort to research the relationship between social media use and antisocial conduct. In addition, having a university and a polytechnic included enables a thorough knowledge of antisocial behaviour and social media use across various higher institution types. A set of structured questionnaires was used as the instrument for data collection in this study. They are the types of prevalent antisocial behaviour among students in tertiary institutions, contributory factors to antisocial behaviour on social media and the average hour students used in navigating social media each day. The Cronbach alpha reliability technique was employed to assess the consistency of the investigation regarding the common antisocial behaviour of students in tertiary institutions, the factors contributing to antisocial behavior on social media, and the daily average time spent by students on social media. The results indicated reliability coefficients of 0.83, 0.76, and 0.70 respectively. Two hypotheses were tested with Pearson product moment correlation at 0.05 and with Pearson product moment correlation and T-test at 0.05 level of significance.

Results

RQ 1: What types of antisocial behaviours are prevalent on social media platforms among students in tertiary institutions?

Table 1: Prevalent Antisocial Behaviours on Social Media Platforms among Students in Tertiary Institutions

Antisocial Behaviours	Very Extent	Great Extent	Great Extent	Low Extent	Very Extent	Low	Mean	Std. Dev
Aggression	2 0.9%	11 5.0%	46 20.9%	161 73.2%	1.37	0.707		
Violence	157 71.4%	48 21.8%	10 4.5%	5 2.3%	3.62	0.815		
Bullying	51 23.2%	127 57.7%	7 3.2%	35 15.9%	2.88	0.943		
Cyberbullying	10 4.5%	13 5.9%	64 29.1%	133 60.5%	1.58	0.864		
Harassment	61 27.7%	114 51.8%	12 5.5%	33 15.0%	2.92	0.964		
Spread of misinformation	116 52.7%	52 23.6%	41 18.6%	11 5.0%	3.24	0.707		
Discrimination	10 4.5%	13 5.9%	64 29.1%	133 60.5%	1.58	0.864		
Academic dishonesty	61 27.7%	114 51.8%	12 5.5%	33 15.0%	2.92	0.964		
Doxing	4 1.8%	16 7.3%	34 15.5%	166 75.4%	1.39	0.777		
Impersonation	44 20.0%	97 44.1%	29 13.2%	50 22.7%	2.61	0.847		
Theft	77 35.0%	103 46.8%	33 15.0%	7 3.2%	1.99	0.941		
Vandalism	2 0.9%	11 5.0%	46 20.9%	161 73.2%	1.37	0.707		
Reckless driving	2 0.9%	6 2.7%	36 16.4%	176 80.0%	1.25	0.544		
Hazing	10 4.5%	13 5.9%	64 29.1%	133 60.5%	1.58	0.864		
Sexual misconduct	112 50.9%	69 31.4%	35 15.9%	4 1.8%	3.31	0.986		
Deception	47 21.4%	138 62.7%	8 3.6%	27 12.3%	2.93	0.860		
Substance abuse	134 60.9%	59 26.4%	7 3.2%	20 9.1%	3.38	0.815		
Impulsivity	49 22.3%	110 50.0%	16 7.3%	45 20.5%	2.74	0.705		
Lack of Empathy	44 20.0%	97 44.1%	29 13.2%	50 22.7%	2.61	0.847		
Disregard for rules and norms	61 27.7%	114 51.8%	12 5.5%	33 15.0%	2.92	0.964		
Persistence violation of others' right	10 4.5%	13 5.9%	64 29.1%	133 60.5%	1.58	0.864		
Disruptive behaviour in class	61 27.7%	114 51.8%	12 5.5%	33 15.0%	2.92	0.964		
Noise disturbances	2 0.9%	11 5.0%	46 20.9%	161 73.2%	1.37	0.707		

N = 220: Weighted Mean = 2.35

Descriptive statistics from the survey on the most common anti-social Behaviours on Social Media Platforms among Students in Tertiary Institutions. The implication of the information on the table revealed that the respondents submitted that the following antisocial behaviours on social media are prevalent among

students of tertiary institutions: violence, bullying, harassment, spread of misinformation, academic dishonesty, impersonation, sexual misconduct, deception, substance abuse, impulsivity, lack of empathy, disregards for rules and norms and disruptive behaviour in class.

RQ 2: What are the contributory factors to the development of antisocial behaviour in the context of social media use among students in tertiary institutions?

Table 2: Contributory Factors to Antisocial Behaviour on Social Media

Items	SA	A	D	SD	Mean	Std. Dev
Anonymity on social media	44 20.0%	97 44.1%	29 13.2%	50 22.7%	2.61	0.847
Influence of peers and social circles	59 26.8%	134 60.9%	7 3.2%	20 9.1%	3.05	0.815
Exposure to online hate speech or aggression	47 21.4%	138 62.7%	8 3.6%	27 12.3%	2.93	0.860
Unrealistic expectations and pressures on social media	57 25.9%	125 56.8%	5 2.3%	33 15.0%	2.94	0.939
Lack of awareness about the consequences of antisocial behaviour	52 23.6%	116 52.7%	11 5.0%	41 18.6%	2.81	0.707
Lack of strict regulation on social media platforms	49 22.3%	110 50.0%	16 7.3%	45 20.5%	2.74	0.705
Inadequate parental or guardian supervision	69 31.4%	112 50.9%	4 1.8%	35 15.9%	2.98	0.986
Type of family background	61 27.7%	114 51.8%	12 5.5%	33 15.0%	2.92	0.964
Individual characteristics	51 23.2%	127 57.7%	7 3.2%	35 15.9%	2.88	0.943
Stressful academic endeavour	30 13.6%	91 41.4%	20 9.1%	79 35.9%	2.33	0.781
N = 220; Weighted Mean = 2.82						

Descriptive statistics on the survey on Contributory Factors to Antisocial Behaviour on Social Media ?????? The weighted mean of the table is given as 2.82, which implies that contributory factors to the development of antisocial behaviour in the context of social media use among students in tertiary institutions are high.

RQ 3: What are the average hours students spend on social media per day?

Table 3: Students' Average Hour Spent on Social Media Per Day

Items	Less than 1 Hour	1 – 5 Hours	6 – 10 Hours	11 – 15 Hours	Above 16 Hours	Mean	Std. Dev
Facebook	176 80.0%	36 16.4%	6 2.7%	2 0.9%	– 0.0%	1.25	0.544
Twitter	131 59.5%	64 29.1%	13 5.9%	10 4.5%	2 0.9%	1.58	0.864
Instagram	92 41.8%	74 33.6%	42 19.1%	6 2.7%	6 2.7%	1.91	0.980
WhatsApp	16 7.3%	80 36.4%	57 25.9%	33 15.0%	34 15.5%	2.95	0.763
Snapchat	164 74.5%	34 15.5%	16 7.3%	4 1.8%	2 0.9%	1.39	0.777
Tiktok	147 66.8%	36 16.4%	21 9.5%	10 4.5%	6 2.7%	1.60	0.740
YouTube	70 31.8%	103 46.8%	33 15.0%	7 3.2%	7 3.2%	1.99	0.941
LinkedIn	159 72.3%	46 20.9%	11 5.0%	2 0.9%	2 0.9%	1.37	0.707
N = 220; Weighted Mean = 1.76							

Descriptive statistics from the survey on the average hour spent on social media by Students in Tertiary Institutions. This shows that students spend more time using WhatsApp than any other social media platform. This is followed by YouTube, Instagram, TikTok, Twitter, Snapchat, LinkedIn and then Facebook.

Hypotheses Testing

H₀₁: There is no significant relationship between the use of social media and antisocial behaviour among students in tertiary institutions.

Table 4: Relationship between the Use of Social Media and Antisocial Behaviour among Students in Tertiary Institutions

Variable	Mean	Std. Dev.	N	R	P Value	Remark
Use of Social Media	16.44	4.48	220	0.482	0.004	Sig.
Antisocial Behaviour	22.29	5.49				

Significant at 0.05

The result of hypothesis 1 on the relationship between the use of social media and antisocial behaviour among students in tertiary institutions is presented in table 4. The result revealed a significant relationship between the two variables i.e. use of social media and antisocial behaviour ($r = 0.482$; $P < 0.05$), the hypothesis is therefore rejected at 0.05 level of significance. This implies the use of social media has a relationship with antisocial behaviour among students in tertiary institutions in Oyo State. The mean value of use of social media was given as 16.44, and the mean of antisocial behaviour was 22.29 while the standard deviation values of the two variables are 4.48 and 5.49 respectively.

H₀₂: There is no significant difference between male and female students in their use of social media platforms to facilitate online harassment in tertiary institutions.

Table 5: T-Test Difference between Male and Female Students in Social Media Usage

Variable	N	Mean	SD	t	df	P	Rmk
Male	74	2.61	1.108	0.572	218	0.321	Not Sig
Female	146	2.62	1.019				

Table 5 presents the analysis of hypothesis 2 testing the difference between male and female students in their use of social media platforms to facilitate online harassment in tertiary institutions. The table shows that there is no significant difference between male and female students in social media usage to facilitate online harassment in tertiary institutions ($t = 0.572$; $df = 218$; $P > 0.05$). Therefore, the hypothesis is accepted at a 0.05 level of significance. The implication of this is that the use of social media platforms to facilitate online harassment in tertiary institutions is not determined by gender.

Discussion

This study explored the relationship between social media use and antisocial behavior among tertiary institution students. It investigated the influencing Factors. The student revealed that the most prevalent antisocial behaviours on social media among students of tertiary institutions are violence, sexual misconduct, the spread of misinformation, and substance abuse, followed by deception, academic dishonesty, harassment, disregard for rules and norms, disruptive behaviour in class, bullying, impulsivity, lack of empathy, and impersonation. Furthermore, the major contributory factors to the development of antisocial behaviour as researched by this work include: the influence of peers and social circles, inadequate parental or guardian supervision, unrealistic expressions and pressures on social media, exposure to online hate speech or aggression, type of family background, individual characteristics. This is in agreement with the findings of Li et al., (2018) which states that students may be influenced by their peers' attitudes and behaviours, leading to the adoption of aggressive or antisocial behaviours. It also agrees with Kircaburun et al. (2019) who believe that individual characteristics, such as low self-esteem, impulsivity, and a tendency towards aggression can lead to the development of antisocial behaviour in the context of social media use.

This research also discovered that the majority of students in tertiary institutions spend at least 1 to 5 hours daily on WhatsApp, Instagram and YouTube. This agrees with the findings of Ravid et al., (2020) and Pew Research Center (2021). This study also reveals, in agreement with Lee and Kim (2021), that there is a significant relationship between the use of social media and antisocial behaviour among students in tertiary institutions.

Lastly, the results of this study show that there is no discernible difference in how male and female students use social media platforms to enable online harassment in higher education. Dredge et al. (2019) also states that antisocial behaviours, like cyberbullying among college students were equally reported. This opposes the findings of O'Donnell, Stueve, and Wilson (2019) who state that male college students are more likely to report in forms of antisocial behaviours online.

Conclusion

This research has delved into the intricate relationship between social media usage and antisocial behaviour among students in tertiary institutions. The findings presented in this study shed light on the significant impact that social media has on the behaviours and interactions of students. One of the key observations of this research is the prevalence of antisocial behaviour among students attributed to excessive social media use. The increased screen time and constant exposure to online platforms have been linked to various antisocial tendencies, including violence, sexual harassment, substance abuse, and aggression. Such behaviours not only affect the individuals directly involved but also have broader implications for the campus community's overall well-being and academic environment. In conclusion, understanding the impact of social media on antisocial behaviour among students in tertiary institutions is crucial for educators, policymakers, and parents alike. By acknowledging the potential risks and benefits of social media, we can create a balanced approach to help students harness its advantages while mitigating the negative consequences, ultimately fostering a healthier and more conducive learning environment.

According to the Media Effects Theory, the extended exposure to media content plays a pivotal role in shaping individuals' beliefs, attitudes, and behaviour. Additionally, this theory posits that individuals develop their beliefs through the observation of models presented in both media and society. The outcomes of this study provide empirical evidence supporting the aforementioned theory, demonstrating that prolonged engagement with social media platforms fosters antisocial behaviour among students enrolled in tertiary institutions.

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