Relationship Between Social Media, Child Abuse and Academic Achievement Among Secondary School Students in Kaduna State: Implications for Guidance

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Abstract

This study explored the relationship between social media, child abuse and academic achievement among secondary school students in Kaduna State: Implications for Guidance. The design employed for this study was a descriptive survey research design. The population of the study consisted of all the students attending public secondary schools in Kaduna State. A sample size of 256 students was selected for this study. The study revealed Facebook, WhatsApp's, TikTok, Instagram, Telegram, YouTube, Zoom, and Skype are some of the various forms of social media platform used by students in Kaduna State. Findings of the also revealed that child sexual abuse, child neglect and maltreatment, child trafficking, female genital mutilation, child physical abuse and child bullying and cyberbullying and child emotional abuse are some of the various forms of child abuse in Kaduna State. The findings of the study further revealed that there is a significant relationship between social media and child abuse among secondary school students in Kaduna State and the findings of the study equally revealed that there is a significant relationship between social media and academic achievement among secondary school students in Kaduna State. The study recommended that parents who are the first agent of socialisation should do more to monitor what the youths are watching on the social media especially, Facebook, YouTube and Telegram and try to regulate it in order to bring its negative influence on students to the barest minimum if not fully eradicated. The study also recommended that effort should be made by the counsellors to create awareness on the various forms of child abuse among secondary school students in order to bring it negative effects on students under control.
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Keywords: Social Media, Child Abuse and Academic Achievement.

INTRODUCTION

Social media has been viewed as the most recent technological development in the history of man for communication and other social-related activities. Social media is regarded as an online network where users are connected to other users in near and far away locations around the world. One of the activities that are noticed on social media is the issue of social values and group norms. According to Gwenn and Katherine (2021), many individuals especially the younger generation have discovered a new path of social values on social media.

This is a result of their social activities on social media. Some of these social activities have increased immoral behaviour such as child abuse among secondary school students, the relationship between social media and the younger generation is the immorality of content saturating on the different platforms. child abuse has pervaded the lives of many teenagers as a result of the use of social media platforms. These include violence, dating, sexual abuse, bullying, harassment, criminality, and cyber-gender as well as poor academic achievement in school (Joshua, Usman & Oguche, 2024).

The cases of child abuse and poor academic achievement among secondary school students is appalling as there is no day in Nigeria without reports of this menace. Child abuse is not a new phenomenon in the history of man as it has been going on right from time immemorial. In traditional Nigerian society, what constitutes abuse today may have not been regarded as abuse. It has been seen as a way of training the child to become a well behaved, disciplined and self-actualized person in society. In the same society it is a normal process that children from birth be exposed to a variety of experiences from parents, caregivers and other adults in society. This is to enable the children to acquire the necessary basic norms and skills for effective participation in the society where they belong and for their personal growth and development (Apeh, Usman & Afu, 2024).

Globally, 203,500 children under the age of 15 die from maltreatment annually in the industrialized world. Two children die from abuse and neglect every week in Germany and the United Kingdom, three a week in France, four a week in Japan, and a week in the United States. Spain, Greece, Italy, Ireland and Norway have the lowest rates of child maltreatment deaths, while the United States, Mexico, and Portugal have the highest rates (WHO; Adikwu, Oguche, Usman & Olabode, 2023). A systematic review of research conducted by UNICEF in East Asia and the Pacific showed a prevalence range of 1.3-73%, 7-68%, 1.5-43.6% and 0.5-47% for physical abuse, emotional abuse, neglect, and sexual abuse respectively (Bada, 2015). Students exhibit behaviours that do not conform to the acceptable moral norms in our society. These behaviours in turn affect their academic performance in schools and may lead to their dropout from school. It is against this background that necessitated this study on the relationship between social media, child abuse and academic achievement among secondary school students in Kaduna State: Implications for Guidance.

Purpose of the Study

The objective of this study was to find out the relationship between social media child abuse and academic achievement among secondary school students in Kaduna State: Implications for Guidance. Specifically, the objectives of the study are to:

i.   identify the various forms of social media platforms.
ii. find out the various forms of child abuse among secondary school students in Kaduna State
iii. investigate the relationship between social media and child abuse among secondary school students in Kaduna State.
iv. examine the relationship between social media and academic achievement among secondary school students in Kaduna State.

Research Questions

This study is designed to answer the following research questions:

1. What are the various forms of social media platforms?

2. What are the various forms of child abuse among secondary school students in Kaduna State?

Null Hypotheses

H01: There is no significant relationship between social media and child abuse among secondary school students in Kaduna State.

H02: There is no significant relationship between social media and academic achievement among secondary school students in Kaduna State.

Conceptual Framework
In this section, concepts such as social media, child abuse and academic achievement among others were discussed.

Social Media

Social media have changed the way people especially young people do things. In recent times, the trend in social communication among people and organisations has changed with the advent of social media networks. Social media has contributed to the increased number of online conversations and relationship activities based on peer-to-peer points of view. The pattern of social media communication depends on the nature and features of each of the social media platforms. Internet activities engaged by secondary school students have increased in recent times. Internet platforms did not only increase communication among young people but the social interactions of people were positively affected. Breaking down the platforms through which people connect, social media is a commonly used internet connectivity platform in recent times (Idris, 2016). In further classification, Facebook, WhatsApp, Instagram and Linkedin are dominating. According to Zarouali, Brosius, Heuberger and De-Vreese (2021), instant messaging applications such as Facebook, Messenger and WhatsApp have become important channels for private interactions with different people in society. This is important because the definite nature of social media contributes to the usability and functionality of the media for social engagements and activities.

Child Abuse
A child generally is a boy or a girl of any age between infancy and adolescence. This agrees with the United Nations convention where it was resolved through the Child Rights Act, 2003 that a child is anyone who has not attained the age of 18 years. Child abuse is therefore a practice whereby children are maltreated, battered or deprived of some basic needs in the home, street, religious houses or at school by the elderly. Adikwu et al. (2023) opined that, child abuse could harm children physically, emotionally, sexually or could even lead to their death. It is caused by poverty, lack of parental care, unemployment, marital conflicts and polygamous homes. Child abuse causes pain to both male and female victims. Harmful behaviours of children's teachers, parents, peers, guardians, siblings, so-called mentors and the society in various forms could also lead to child abuse. Child abuse is therefore not a strange phenomenon in Nigeria. There is no safe place for children anymore because it is everywhere.

Child abuse (also referred to as child maltreatment) is a social construct that has had different meanings over different times (Vopat, 2013). The initial concern for the welfare and

treatment of children derived from the exploitation of children oin the workplace and the first laws for child maltreatment were to protect children in the work environment (Vopat, 2013). Furthermore, childhood abuse includes sexual abuse, emotional abuse, physical abuse, emotional neglect, and/or physical neglect during the first 18 years of life (Al Odhayani, Watson, & Watson, 2013).

Forms of Child Abuse

Child abuse has been generally classified into three types as discussed thus:

1. **Physical Abuse**

   This is when a child is aggressively abused by an older person. Most countries with laws on child abuse consider it as when injuries are deliberately inflicted on children or when the activities of adults put children at glaring risk of injury or loss of life. Such activities by adults which could make the child have burns, lacerations, illegal bruises, scratches, broken bones, rough treatment and repeated mishaps that could cause physical injury can be regarded as physical abuse. Both boys and girls are abused; it differs from one culture to another and from one stage of child's development to another. What is seen as child abuse in Developed countries could be seen as normal or a way of discipline in Nigeria.

   The ways of dealing with a youth may be a form of abuse when done to a young child. Similarly, Isangedighi in Abubakar (2016) pointed out that physical child abuse, which is a global phenomenon, is when physical injury is being inflicted on a child or when a physical force is used on a child which causes the child harm. It includes acts like beating, biting, throwing, hitting, shaking, pinching, punching, kicking, poisoning, burning, slapping or strangling which may or may not leave physical marks. Physical abuse could be accidental or not and might result from punishment. In the same vein, Sullivan in Amens (2017) asserted that physically abused children were exposed to domestic violence with attendant implication on their academic performance.

2. **Sexual Abuse**

   Sexual abuse occurs when an adult forcefully has sexual activity or activities with someone against their wish. This kind of abuse is defined as any act that exposes a child to sexual acts that transcends his/her understanding. Herrenkohl in Jonathan (2018) further disclosed that globally, at least one out of every ten girls have been abused sexually at one stage of their life. This includes behaviours such as rape, incest, oral sex, touching a child's sexual organs, showing pornography to a child, child trafficking and all forms of sexual activities done by someone in higher authority or greater power than the child such as siblings, parents, teachers, elder ones around, members of the family, maids, gate keepers and so on.

3. **Emotional or Psychological Abuse**

   This type of child abuse occurs when a child's emotions, social life and intellect is being tampered with. Yelling at children and bullying are examples which may affect children's self-esteem and confidence. Children's emotions are affected if they witness fights at home or if they are from broken homes. Emotional abuse also occurs in the school, by seniors or bullies, teachers and adults. When the basic needs (food, clothing, shelter, education, health) of a child

are not met, such a child is being neglected. Neglect is a form of abuse which usually happens when a care-giver ignores the child and does not care about the existence and well-being of the child.

Hammer in Okpechi (2013) postulated the psychological theoretical model which concentrated on the personal and interpersonal attributes of the abused person and the abuser. Examples of psychological theoretical model as revealed by Hammer are personality characteristics and disposition to violence which affects the abused child psychologically.

Academic Achievement

Achievement is an attainment of a given standard in a particular field by an individual. Nwagu; Owobamigbe, Usman and Oguche (2025) defined achievement as the ability of an individual to accomplish his set goal. Achievement in the school system involves the ability of students to realize their academic dreams in the school. In this context, academic achievement is the level of accomplishment one has achieved in an academic area. Ncharam (2015) defined academic achievement as the actualization of the educational standard and appropriate goals as the major objective functions of school. Academic achievement of students has been of concern to parents, guardians, students and even the wider society. The success or failure of the students" achievement depend on a number of factors such as family background, study habits and relationship with peers, among others.

Academic achievement can be seen as the knowledge gained or achieved which is assessed by marks by a teacher. The parameter for employment, work placement, and human advancement both in public and private organization depend strongly on academic achievement (Oguche, Afu & Osagie, 2024). Also, due consideration is given to grades of results when giving admission to schools all over the world. For this reason, it put those concerned under serious pressure in the process, since work placement and in life in general is absolutely the product of success in examination or academic achievement Afu; Usman, Oguche & Linus, 2024).

With the growing number of educational institutes, there is a greater need to place focus on providing students with specialised knowledge and technical skills in order to boost their productivity and prospects for better living, which leads to a country's economic progress (Stanca, Dabija, & Păcurar, 2021). Indeed, the primary goal of educational institutes is to assist students in understanding course material and obtaining a grade that allows for academic and professional advancement (Indrawati, & Kuncoro, 2021). In recent decades, there has been an increase in research on characteristics that contribute effectively to the quality of academic accomplishment of students (Al-qadi & Naser, 2022). Academic achievement also known as Academic performance is the range to which a student, teacher or institution has attained their short or long-term educational goals. Completion of educational benchmarks such as secondary, school diplomas or bachelor degree indicates academic achievement. And it is often measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important (Mcbrown in Dansidi, Usman & Oguche, 2024).

Effects of Social Media Among Students

Nigeria had over 154 million phone subscription in 2016 compared with 32 million in 2006 and those using the internet have risen from 5.55% in 2006 to 25.67% in 2016. Many of these phones are smart phones with increasingly complex features, which make them more appealing to young people. Phones used among young people have also witnessed exponential

increase especially with the introduction of mobile learning in Nigerian schools. The variety of smart phone features and the availability of cheap internet access through service providers have made the use of smart phones more appealing to young people (Balogun & Olatunde 2020). Though, the exact number of users is hard to pin down, finding shows a strong growth outlook for the Nigerian smartphone market with user numbers to at least triple within the next five to six years (forecast of smart Phone users in Nigeria 2014- 2025).

There is no gainsaying that the smartphone seems to be playing vital role which cannot be eroded in the society especially in the secondary schools where the students are permitted to use it. Social media enhances easy communication. It is a device commonly used among the secondary school students to reach their parents especially the boarders. Researchers have proved that social media such as the mobile phone is somehow easy to handle and that it has played one or more important roles in the life of every individual particularly in the secondary schools. Observations has shown that social media enhances students' learning in different ways. It easily promotes collaborative and different types of learning through students' wireless connection to the internet. It has been observed that the laptop has motivated many students who ordinarily wouldn't have made use of the internet to do so and because mobile phones enable people to stay on-line for longer periods connecting to a world of almost limitless information thereby, increasing the volume of activity in social networking.

The opinion of Anshari, Alas, Hardaker, Jaidin, Smith and Ahad (2016) showed that many students rely on their mobile phones to download educational materials from the internet. A study by Al-Harrasi and Al-Badi (2014) found that university students are able to amass great amounts of information useful for their academic work by connecting to on-line sites. Empirical evidence also suggests that university students use mobile phones predominantly for social activities. This could be part of what necessitated the submission of AI-Harrasi and Al-badi (2014) that social networking emerged as a prominent activity that students engage their phones with 96% of college students use their mobile phones for all manners of social networking, with 71% of the students admitting using social net-works to communicate with their friends, over and above family members and relations.

It can be deduced that social media seems to contribute positively to students learning if it could be properly handled. The researcher observed that usage of cell/mobile phones might not be limited to the students in higher institution as observed by AlHarrasi and Al-Badi (2014) because pupils in primary schools have been taught how to use mobile phone to solve assignments, likewise some of Nigeria secondary schools have gone on internet. Zoom classes had been introduced to secondary schools. For instance, during the period of lockdown in year 2020, some secondary school students enjoyed online classes. Reena and Sam (2022) ascertained that during the period of COVID 19 pandemic, when children were provided with mobile phones to enhance their online mode of education, students were exposed to spending of excessive time on internet and social media. Despite the importance and role played by the social media in the life of students one cannot dispute the fact that some students also abuse it.

This could be part of Oluwagbohunmi (2017) submission that students unconsciously and inadvertently result to the use of chatting slangs and abbreviations in school work or examinations just the way they use them while chatting on phone. They use codes that cannot be decoded even by their lecturers to write examinations. She also opined that the way the youth stick the earpiece to their ears is another unruly behaviour. The author stressed further

that sometimes, they do it in such a way that they are completely oblivious of what operates around them. Many of them have met their untimely death while chatting or pinging on the road because they carelessly and unconsciously jump into highways and high-speed vehicles while chatting with the earpiece tightly glued to their ears. This seems to indicate that the students might be exposed to different kind of activities on the net that could have negative impact on their life if they are not properly monitored.

Relationship between Child Abuse and Academic Achievement of Students

Child abuse and neglect can affect all domains of development - physical, psychological, emotional, behavioural, and social - all of which are interrelated. For a child to perform well academically, he needs a stable mind and a motivating environment. These conditions often elude some children particularly those from low-income parents. Child abuse can have a drastic consequence on the future life of the child. It is dehumanizing. It engenders low self-concept, promotes inferiority complex, belittles the individual, as well as degradation of one's personality.

Child abuse has become a global problem and it has been established that many children in the developed world more so in America, are abused annually. This has extended to many African countries like South Africa and Nigeria (UNICEF, 2012). The case is no different in Kenya where thousands of children suffer child abuse per year (UNICEF, 2012). In Kieni West Sub- County, emotional, physical, sexual abuse, neglect and child labour are prevalent and such cases are reported to the Sub County Education Office on a monthly basis (Child Welfare Services, 2014). Despite the declaration of the constitution of Kenya about children rights that children have a right to life, freedom and education (Constitution of Kenya, 2010). However, violation of children rights in form of child abuse is underreported and under-punished when discovered leading to high prevalence of child abuse.

Child abuse has been linked to poor academic performance. Apebende, Umoren and Ukpepi (2010) for instance discovered that pupils who were not physically abused performed higher in primary science than those who were abused. Miller-Johnson, Berlin, Dodge, Bates and Pettit (2007) also found out that early physical abuse affected behaviour of children and their academic performance. Coohey, Renner, Hua, Zhang and Whitney (2011) observed that negative health outcomes related to child maltreatment such as neglect, hunger, and all forms of abuse (i.e., sexual, physical, and emotional) are strong indicators of poor academic performance.

2.3 Theoretical framework
This is anchored on social learning theory by Albert Bandura in 1977

2.3.1 The Social Learning Theory
This theory was propounded by Albert Bandura in 1977. He was born on 4th December, 1925 in the small town of Mundare in Northern Alberta, Canada. The theory is based on the major premise that behaviour is learned and can be unlearn. Behaviour is in general a function of one's personality and the environment. It is believed that man is born with some innate potential which the environment conditions for them to learn. Similarly, one can influence his or her environment using the personality qualities. Consequently, as one interacts in the environment consciously or unconsciously observes and imitates and displays behaviour of models. Hence, Bandura posits that there is interrelationship between man's personality, the behaviour and environmental factors.

According to Bandura indeed, the entire three elements: the person, the behaviour and the environmental situation are highly interrelated variables each being capable of influencing the others such as gender and location. The social learning theory emphasizes the importance of observing and imitating the behaviour, attitudes and emotional reaction of others. Thus, it focuses on learning by observation and imitation. Imitation and modelling of influential persons or models also depend on reinforcement. This reinforcement can either be direct or vicarious in direct reinforcement, the person imitating the model receives reinforcement directly. When a child, for instance is praised for exhibiting behaviour, he/she will receive direct reinforcement. In vicarious reinforcement, the person imitating the model does not get reinforced directly. It is rather the model that is reinforced. When one watches a model being reinforced, he is also reinforced indirectly. This is vicarious reinforcement. The motivation to identify with a particular model stem from the fact that this model possesses a quality which the individual would like to possess. Identification with a model involves the individual taking on observed behaviour, values, beliefs and attitudes of the person with whom he is identifying. Relating it to the present study, students can model their behaviour after their peers who have positive attitudes and behaviour which could enhance their education, thereby ignoring violence because of the changes in their attitude due to level of education acquired.

The relevance or relationship of this theory to this study is that it is applied to explain the seeming relationship that may exist among school students and education stakeholders. The importance of it is that for any student who is influenced positively, who utilizes his/her time judiciously there is a tendency for the student to do better in his/her academic than the student who do otherwise. This theory is therefore relevant to this study in the sense that, it will help students, to acquire the capacity of solving their own problem and developing strategies for management of social media and peer group influence. It will also help students to learn the characteristics behaviour that make up their personality through observation and imitation.

Research Design

This study adopted both descriptive survey research design and Ex post-facto research design. This study used ex-post facto research design because it is amenable to this study as it involves events that have already taken place, and as such no attempt was made to manipulate relevant dependent variable and independent variables as they already exist in the published form (examination record sheets). The choice of descriptive survey research design is informed by the facts that the design is appropriate for collecting primary data on which generalization may be made. Also, Ex post-facto research design was used because Basic Education Certificate Examination (BECE) results of students are already existing data (Yusuf, Oguche & Okoro, 2023).

Population of the Study

The population of the study covers all Government Senior Secondary School Students in Kaduna State.

Sample Size and Sampling Techniques

The sample size of three hundred and twenty-two (256) students in secondary school in Kaduna State. They were stratified and randomly selected based on gender and location as they were available during the period of the administration of the instrument for this research.

Instrumentation

The instrument used for this study was researchers constructed instrument titled: social media, child abuse and academic achievement Questionnaire (SMCAAA-Q). The (SMCAAA-Q) was a 10 - items questionnaire designed along a modified 4-point scale to elicit the opinion of the respondents with respect to the relationship between social media, child abuse and academic achievement among secondary school students in Kaduna State: Implications for Guidance.

Validity and Reliability of the Instrument

The instrument was subjected to validations to ascertain the content, face and construct validity by two experts from the Department of Guidance and Counselling, Faculty of Education, University of Abuja. Where wrong sentence constructions, spellings, omissions, arrangements of materials and so on, were done to ensure the instrument was valid for the study.

To ensure the reliability of the instrument, the researcher conducted a pilot test using test-retest to determine the tenant consistency in Government Day Secondary School. This was because the said school did not participate in the main research. The test-re-test method of reliability was conducted where responses from two separate administrations (after an interval of two weeks were correlated. Using the method of Pearson Product Moment Correlation Coefficient (PPMCC) and came up with an index of 0.79 which indicated that the instrument was reliable for the study.

Data Collection Procedure

At the sampled schools, the researchers used three research assistants who were adequately briefed on their expected roles and especially to the students who could not read, the research assistants explained each of the statements and indicate by filing their responses accordingly. Those who could read were given the instrument and administering the questionnaire and collected back after filling for statistical analyses.

Method of Data Analysis

In order to facilitate the organization, analysis and interpretation of the data, the researcher employed the use of frequency counts, percentages and means scores for the analysis of data on demographics and research questions. The mean rating of any response that had a mean of 2.50 or above was considered agreed and response that had a mean score of less than 2.50 was considered disagreed. Meanwhile strongly agreed and agreed responses were considered as agreed while disagree and strongly disagreed responses were considered disagreed. The hypotheses were tested at 0.05 level of significance using Pearson's Product Moment Correlation Co-efficient (PPMCC).

Demographic Data

In this section, data on gender and location were analysed.

Table 1: Distribution of Respondents based on Gender

Gender	Frequency	Percentage (%)
Male	131	51.17
Female	125	48.83
Total	**256**	**100.00**

Table 1 showed the distribution of respondents based on gender. The number of male respondents were 131 representing (51.17 %) while the female counterparts were 125 representing (48.83%). This means that there were more male participants than female participants in this study.

Table 2: Distribution of Respondents based on Location

Location	Frequency	Percentage (%)
Rural	129	50.39
Urban	127	49.61
Total	**256**	**100.00**

Table 2 showed the distribution of respondents based on location. The number of rural respondents were 129 representing (50.39 %) while the urban counterparts were 127 representing (49.61%). This means that there were more rural participants than urban participants in this study.

Data Analyses and Results
This section contains data on the research questions answered in this study.

Research Question One: What are the various forms of social media platforms?

Table 3: Various Forms of Social Media Platforms.

N=256

S/N	Statements	Mean	Std. Dev.	Decision
3.	Facebook	3.89	0.67	Agreed
4.	WhatsApp	3.98	0.33	Agreed
5.	YouTube	2.69	0.49	Agreed
6.	Instagram	3.59	0.32	Agreed

7.	TikTok	3.34	0.49	Agreed
8.	Zoom	3.76	0.76	Agreed
9.	Telegram	3.78	0.91	Agreed
	Sectional Mean	**3.58**	**0.57**	**Agreed**

Table 3 the various forms of social media platforms. The respondents agreed with all the items. The sectional mean score of 3.58 showed that all the above social media platforms mentioned in table 3 are the major forms of social media students makes used of in Kaduna State. Based on the sectional mean of 3.58, the researchers concluded that all the above mentioned in Table 3 were the various forms of social media platforms and this conclusion was in line with the decision rules that said item with mean scores of 2.50 and above be considered as agreed while those below be considered as disagreed.

Research Question Two: What are the various forms of child abuse among secondary school students in Kaduna State?

Table 4: Various Forms of Child Abuse among secondary school students in Kaduna State.

N=322

S/N	Statements	Mean	Std. Dev.	Decision
10.	Child sexual abuse	3.51	0.32	Agreed
11.	Child neglect and maltreatment	2.99	0.43	Agreed
12.	Child bullying and cyberbullying	2.77	0.76	Agreed
13.	Physical abuse	3.81	0.45	Agreed
14.	Emotional Abuse	3.43	0.32	Agreed
16.	Female genital mutilation	3.76	0.48	Agreed
17.	Child trafficking	2.95	0.76	Agreed
	Sectional Mean	**3.32**	**0.50**	**Agreed**

Table 4 various forms of child abuse among secondary school students in Kaduna State. The respondents agreed with all the items. The sectional mean score of respondents which is 3.32 showed that all the above mentioned in Table 4 are some of the various forms of child abuse among secondary school students in Kaduna State. Based on the sectional mean of 3.32, the researchers concluded that all the above mentioned in Table 4 were the various forms of child abuse among secondary school students in Kaduna State and this conclusion was in line with the decision rules that said item with mean scores of 2.50 and above be considered as agreed while those below be considered as disagreed.

Test of Hypotheses

The following hypotheses were tested at a 0.05 significant level.

H01: There is no significant relationship between social media and child abuse among secondary school students in Kaduna State.

Table 5: PPMCC result on the significant relationship between social media and child abuse among secondary school students in Kaduna State.

Variable	N	X	SD	DF	r-cal Value	r-crit	Level of Sig. (P)	Decision
Social media		3.58	0.57					
	256			2	0.135	0.185	0.026	significant
Child abuse		3.32	0.50					

*=significant at 0.05 level (p<0.05)

Table 5 shows the significant relationship between social media and child abuse among secondary school students in Kaduna State. The *r*-value of 0.135 indicates a positive relationship. The probability value (*p*-value) is 0.043 is less than 0.05, the hypothesis is therefore rejected and was concluded that there is a significant relationship between social media and child abuse among secondary school students in Kaduna State. Therefore, the null hypothesis was rejected.

H02: There is no significant relationship between social media and academic achievement among secondary school students in Kaduna State.

Table 6:   PPMCC Test result of relationship between social media and academic achievement among secondary school students in Kaduna State.

Variable	N	X	SD	df	r-cal Value	r-crit	Level of Sig.	Decision
Social media		3.58	0.57					
	256			2	0.235	0.185	.003	significant
Academic Achievement		3.55	0.43					

*=significant at 0.05 level (p<0.05)

Table 6 shows the significant relationship between social media and academic achievement among secondary school students in Kaduna State. The r-calculated value of 0.235 was greater than the r-critical value of 0.185. Therefore, the null hypothesis was rejected. This showed that there is a significant relationship between social media and academic achievement among secondary school students in Kaduna State.

Summary of Findings

The following findings have been made in this study.

1. Findings revealed that Facebook, WhatsApp's, TikTok, Instagram, Telegram, YouTube, Zoom, and Skype are some of the various forms of social media platform used by students in Kaduna State.
2. Findings also revealed that child sexual abuse, child neglect and maltreatment, child trafficking, female genital mutilation, child physical abuse and child bullying and cyberbullying and child emotional abuse are some of the various forms of child abuse in Kaduna State.
3. The findings of the study further revealed that there is a significant relationship between social media and child abuse among secondary school students in Kaduna State.
4. The findings of the study equally revealed that there is a significant relationship between social media and academic achievement among secondary school students in Kaduna State.

Discussion of Findings

The findings are discussed in line with the six research questions and postulated hypotheses. The results of the study showed that:

The result of the analysis of research question one revealed that Facebook, WhatsApp's, TikTok, Instagram, Telegram, YouTube, Zoom, and Skype are some of the various forms of social media platform used by students in Kaduna State. This finding was in line with the study of Zarouali, Brosius, Heuberger and De-Vreese (2021) who was of the view that instant messaging applications such as Facebook, Messenger and WhatsApp have become important channels for private interactions with different people in society. This is important because the definite nature of social media contributes to the usability and functionality of the media for social engagements and activities.

The result of research question two shows that peer pressure has both negative and positive influence on maladaptive behaviours among secondary school students. This finding is in agreement with finding of Lenhard (2020) who opined that when it comes to teen online dating, violent communication and activities and sexual abuse within dating relationships, social media is used to perpetuate this evil in society. Sexual harassment in secondary schools has increased beyond imagination because of the content young people access on social media platforms.

Conclusion

Based on the findings of this study, the researchers concluded that Facebook, WhatsApp's, TikTok, Instagram, Telegram, YouTube, Zoom, and Skype are some of the various forms of social media platform used by students in Kaduna State. The researchers also concluded that child sexual abuse, child neglect and maltreatment, child trafficking, female genital mutilation, child physical abuse and child bullying and cyberbullying and child emotional abuse are some of the various forms of child abuse in Kaduna State. The researcher further concluded that there is a significant relationship between social media and child abuse among secondary school students in Kaduna State. The researchers equally concluded that there is a significant relationship between social media and academic achievement among secondary school students in Kaduna State.

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Recommendations

Based on the findings and the conclusion of this study, the following recommendations are made;

1. The study recommended that parents who are the first agent of socialisation should do more to monitor what the youths are watching on the social media especially, Facebook, YouTube and Telegram and try to regulate it in order to bring it negative influence on students to the barest minimum if not fully eradicated

2. The study also recommended that effort should be made by the counsellors to create awareness on the various forms of child abuse among secondary school students in order to bring it negative effects on students under control.

3. Students should discourage on excessive used of the social media as this tend to influence them negatively as some of them want to practice what they are watching thereby abusing other children.

4. Counsellors should be accorded their place within the school setting to enable them discharge their duties effectively and efficiently in order to curb negative effect of social media on secondary school students' academic achievement.

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