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Does Parenting Style Influence Children's Use of Social Media? Observations from a Faith-based Secondary School, Ibadan, Nigeria

Julie Owansuan OLALERE
Africa Regional Centre for Information Science, University of Ibadan, Nigeria, juliolalere@gmail.com

Wole Michael OLATOKUN
Africa Regional Centre for Information Science, University of Ibadan, Nigeria Show/hide Remove author Email First Middle Last, woleabbeyolatokun@yahoo.co.uk

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BY

Julie Olalere & Wole Olatokun
Africa Regional Centre for Information Science,
University of Ibadan, Nigeria
Corresponding Author's email:juliolalere@gmail.com

ABSTRACT
This study was designed to investigate the influence of parenting styles on children's/wards' use of social media at Oritamefa Baptist Model School (OBMS), Ibadan, Nigeria. The study adopted the ex-post facto research design, questionnaire was the main instrument of data collection. Two hundred and sixty-eight copies of a questionnaire were administered, out of which 240 copies were retrieved and found valid for analysis, constituting 89.5% response rate. Percentages, mean, and standard deviation were used to analyse research questions while Pearson Product Moment correlation at 0.05 level of significance was used to test the hypothesis. Findings revealed that the frequency of use of social media platforms such as Badoo, Snapchat, Tumblr, WeChat, Flickr was very low and are almost never used by students compared to WhatsApp, Facebook and Youtube. Students used WhatsApp and YouTube daily, weekly and monthly while Badoo, Snapchat, Tumblr, Wechat, Flicker were never used. The majority of students used social media for chatting with friends, keeping themselves company, downloading music and watching films while only few of them used it for educational purposes. The study was anchored on Baumrind's 1967 parenting typology namely - Authoritarian, Authoritative and Permissive. The parenting style mostly used was the authoritative style which was found not to influence children's/wards' use of social media (r=.100). The study concluded that parenting style does not predict the use of social media by the students of OBMS suggesting that there are no significant relationships between parenting styles of parents and use of social media by the students.

Keywords: **Parenting styles, Use of Social media, Children/ Wards**

INTRODUCTION
The advent of social media has drastically changed the world of communication to the extent that all sectors of human endeavour such as education, health and commerce have been affected. Social media are web-based services that allow individuals, communities and organisations to collaborate, connect, interact and build community by enabling them to create, co-operate, modify, share and engage with user-generated content that is easily accessible (McCay-Peet and Quan-Haase (2017). Social media could take such forms as internet forums, weblogs, social blogs, microblogging, wikis, podcasts, photographs or pictures, video, rating and social bookmarking. With the world in the midst of a social media revolution, it is more than obvious that social media like Facebook, Twitter, LinkedIn, Orkut, Myspace, Skype among others are now being used extensively for the purpose of communication. Social networking sites are now seen as promising means of information acquisition and dissemination, which every student embraces. Chuckwuere and Chuckwuere (2017) noted that the online world has changed dramatically due to the invention of social media, which makes young men and women to exchange ideas, feelings, personal information, pictures and videos at an astonishing rate. In fact, Obsert (2010) posited that seventy-three percent of wired American teens now use social media websites.

As a medium of information sharing, the social media contribute through its immediacy, to a healthy and direct relation between students and their teachers/facilitators in an online environment (Vega, 2016). This immediacy offer learners the ability to be present, communicate, influence and retain a stronger position towards learning (Baruah, 2012). Baruah (2012) described the term social media as the use of web-based and

mobile technologies that are adopted in turning communication into an interactive dialogue. It creates an online community that relies on user's participation and contribution (Waters, Nuttall, & Gelles, 2009). Furthermore, social media acts like an online bulletin board which allows users to view other people's posts and contents (Pempek, Yermolayeva & Calvert, 2009).

However, social media, like two sides of a coin, brings with it both negative and positive implications. It helps people to be better informed, enlightened, and keep abreast with world developments. It has also exposed many school-going youths to several vices such as bullying, self-esteem, academic distractions, and psychological distress, among others. This in spite of the several advantages and benefits embedded in the use of social media by students for academic purposes. Nyambuga and Ogweno (2014); Akakandelwa and Walubita (2017) have established that the use of social media for academic purposes is not as high as expected, most especially among secondary school students. The reasons attributed for this were largely not unconnected with the attitudinal and behavioural intention to use (Robinson, 2010).

Various theories such as the Unified Theory of Acceptance and Use of Technology (UTAUT), Theory of Reasoned Action (TRA) and Theory of Reasoned Behaviour (TRB) have alluded to the fact that the influence of attitudes and behavioural intention on the use of technology/system cannot be over-stressed. The theories agree that the intention to perform certain behaviour precedes the actual behaviour. In the context of this study, if students understand that the use of social media for academic activities will enhance their academic performance, there is the possibility that such platforms will be employed for academic purposes. In the same vein, parents who are convinced that the use of social media would enhance academic performance of their wards would adopt parenting style that would encourage such. In addition, the Theory of Digital Natives postulates that students readily adopt and master new technologies intuitively. It states that although students may understand how to use many of the technologies, they are usually confused by incorrect, inaccurate, or misleading information on the internet. It is important to teach children beyond the ideas of technology integration and focus on how to find and evaluate contents.

Furthermore, a cursory look at the literature revealed that quite a number of factors could be used to control the use of social media among college students (Vaterlaus, 2018). Some of these factors are related to parenting (Obot, 2015; Danladi, 2018).The parenting style employed is a major factor that could influence the use of social media for academic activities among secondary students. Parenting styles have been widely studied in recent research and have been related to many parent characteristics and child outcomes (Kimble, 2014). Social isolation, and other negative effects, such as anxiety, depression and loneliness (Olowodunoye, Olusa, & Adesina, 2017; Esonwanne, Aguwa, Onyebueke & Shiweobi-Eze, 2015), cyberbullying the tendency to commit crime (Okoiye, Nwoga & Onah, 2014), a decline in life satisfaction and quality and some other psychological problems.

Research emphasizes that parental control and guidance are effective in reducing the negative situations that children face through the Internet medium (Leung & Lee, 2012), but strict rules and control could compromise a child's future acquisitions. Floros, et.al (2012) further stated that exhibiting parenting attitudes may help limit a child's internet usage and thus protect the child from the internet's negative aspects. Kaitlin (2010) posited that social networking websites also affect the way we receive information and news. The sites open up different portals through which we get information and create more diverse news outlets. Some of the studies including Choney (2010); San Miguel, (2010); Enriquez (2010) which were conducted on students' use of the social media sites and its impact on academic performance focused on undergraduate students and students in the developed world. However, some studies have highlighted a fundamentally negative impact; students spending more time on leisure than their studies which result in poor grades (Ahmed & Quazi, 2011; Ogundijo, 2014). There is evidence linking parenting styles to children's use of social media and academic performance. Parents need to know how to teach their children to make appropriate decision around technology.

There are studies on social media among students in Nigeria, but there is a dearth of studies on how parents' role influence social media use by secondary school students. The choice of Oritamefa Baptist Model School is premised on the fact that it produced the best candidates in the West African Secondary

School Certificate Examination (WASSCE) 2015 and 2018 in Nigeria (Okoli, 2016; Wahab, 2018) and has been the best secondary school going by WASSCE results for about ten years in Oyo State, Nigeria. It is against this background that it has become necessary to conduct this research to investigate the influence of parenting styles on the use of social media for academic activities by secondary school students in Oritamefa Baptist Model School (OBMS), Ibadan, Nigeria. This study, therefore, aims at investigating the influence of parenting styles on the use of social media by students of (OBMS), Ibadan.

Thus, it remains unclear whether or not parenting styles could influence the use of social media for academic activities by secondary school students especially in Ibadan. There is therefore the need to investigate if social media is a reliable instructional aid in the school. Thus the overall objective of the study is to examine the influence parenting styles on the use of social media by secondary school students in Oritamefa Baptist Model School. The specific objectives are to: examine the frequency and purpose of use of social media by secondary school students at Oritamefa Baptist Model School in Ibadan, Oyo State, Nigeria; and investigate the nature of parenting style of parents of students of Oritamefa Baptist Model School in Ibadan, Oyo State, Nigeria.

Based on the above objectives, the following research questions guided the study:

i   What is the frequency and purpose of use of social media by secondary school students at Oritamefa Baptist Model School in Ibadan, Oyo State, Nigeria?

ii   What is the type of parenting style adopted by the parents of secondary school students at OBMS in the students' use of social media.

In line with the above objectives and research questions, we hypothesise as follows:

Ho1:   There is no significant relationship between parenting styles of parents and use of social media by students of Oritamefa Baptist Model School in Ibadan

The rest of the paper is structured as follows: the next section presents the review of literature and the theoretical framework followed by the methodological details adopted in the execution of the study and then the results. A discussion of the findings followed while the conclusions, recommendations and suggestions for further studies finalised the paper.

LITERATURE REVIEW

Use of Social Media and Parenting Styles among Secondary School Students

Social media employs mobile and web based technology to create highly interactive platforms via which individuals and community share, co-create, discuss and modify users' generated content (Boahene, Frang, and Sampong, 2019). According to Abbas, Amans, Nurunnabi, Bano (2019) and Balalle (2019) secondary school students use the social networking or social media for various reasons to include exchange of ideas, feelings, personal information, pictures, videos, chat with friends and family members around the world. Studies by Ogedebe (2012), Ogundijo (2014) and Abdulkadir (2016) on the purposes of secondary school students' use of social media showed that students use social media for different purposes: most of them use it as a communication tool to connect and chat with friends and family members around the world. For instance, 75% of the participants responded that they use it for chatting. This finding tallies with Fatokun (2019) and Olatokun (2008) findings that majority of secondary school students use the internet for leisure. Oyetunde (2017) found that 45(15.8%) of secondary school students used 30 minutes daily on Facebook while 67(23.6%) use between 30 to 60 minutes daily and 63(22.2%) use between 61 to 90 minutes, while 25% of the students responded that they use social media for educational purposes through following teachers and communicating with other classmates to exchange idea and assignments.

According to Lenhart, Purcell, Smith and Zickuhur (2010), about 57% of social network users are 18-29 years old and have a personal profile on multiple social media websites. In a study by Ngonso (2019), the amount of time spent daily on social network sites varied greatly. However, an analysis of the data indicated most participants spent approximately thirty minutes a day socializing, mostly during the evening hours between 9p.m to 12a.m. More than 50% of college students go on a social networking sites several times a day for leisure (Simsek, Elciyar, Kizilhan, 2019). Quan-Haase and Young (2010) found that 82% of school

students reported logging into Facebook several times a day. A study by Barker (2012) found that social networking sites provide people opportunities to socially identify with others who look or think like they do, who share similar tastes and interests and who often compromise their closest group of friends/peer. The study also suggests that individuals who suffer from social anxiety can engage in social media usage to increase positive friendship experiences.

Abdulkadir's (2016) study on the Influence of Social Media on Secondary School Students in Garowe found out that 100% of the students use social media as 10 out of 12 use Facebook while the remaining 2 out of 12 use WhatsApp application. The implication of this finding is that all secondary school students in Garowe use social media networks especially Facebook and WhatsApp applications and this is in line with the findings of Oluwaseye and Oyetola(2018), Orifa(2017) as well as Busari(2016). Also according to Junco and Cotten (2011), social media websites are becoming increasingly dangerous as they create modes for students to procrastinate while trying to complete home works and assignments as social media gain more popularity. In their survey of 102 students, 57% stated that social media has made them less productive. In Nigeria, there has been concern on the possible effect of day time and sometime all night browsing on students' reading time. A study by Dike, Okpala and Babarinde (2013) showed that outside their classrooms, students often use internet especially for chatting and sending videos, messages in social media sites to other students during school hours, weekends and even late at night. This incessant use of social media by young people especially those still in secondary schools makes them detrimental to academic work. According to Bareket-Bojmel, Moran and Shahar (2016), the use of social media like Facebook results to self-derogation among young people as they seek the acceptance of other users online which has led to negative social activities such as posting of nude photos and other indecent activities.

Parenting styles are the persistent approaches, strategies and standards parents use in bringing up their children (Obiagaeri, 2018).

Baumrind (1968) conceptualized parenting prototypes: authoritative, authoritarian, and permissive to describe patterns of parental control and child socialization and parents consciously or unconsciously employ these parenting styles. Abikoye, Sholarin and Adekoya (2016) are of the opinion that parenting styles influence student's behaviour when they observed that a child's indiscipline or discipline behaviour is dependent on the parenting style employed by the child's parents. According to Kuppens and Ceulemans (2019), authoritative parents are very accommodating, responsive to their children's feelings, encourage their children to speak their mind freely (Wacheke,2018), explain to their children their expectations, compliment their children, respect their children's opinion and are concerned about their welfare (Odongo, Aloka, & Raburu, 2016). Parental warmth, lack of conflict, control and monitoring, appear to play an important role in developing children's social skills (Abikoye & Adetifa, 2011). Parents who are stressed are less likely to be able to provide optimal home circumstances and more likely to use coercive and harsh methods of discipline. Parenting in the Nigerian context entails the nurturing relationship between the parents (or parent in the case of single parents) and the child. In this relationship, the parents have the responsibility and obligation to meet the needs of the child, as well as teach the child ethical and spiritual principles of the society (House of Commons, 2019). Terras and Ramsay, (2016) as well as Danovitch (2019) also argued that the influence of parents' own use of technology in the home is closely related to the children's use of the social media. Also, Romeo (2014) and House of Commons (2019) believe that it is the duty of parents to guide their children's use of social media at home.

Parents ought to be educated on the importance of adopting the parenting style that would aid in promoting their children's development (Obiagaeri, 2018). A study was carried out by Onukwufor and Chukwu (2017) to find out the relationship between parenting styles and secondary students' drug addiction. The result of the study among others is that authoritarian and permissive parenting styles have a very low positive relationship with adolescents' drug addiction. It was recommended among others that parents, counsellors, teachers and all those involved in character formation should try and be more authoritative in their attitude towards children, especially the adolescents. Brelim, (1981) and Lee et al (2018) also cautioned

that too much authority can lead to psychological reaction, in which children feel threatened and choose to react by circumventing parental restriction.

According to Smetana (2017), parents deploy different practices depending on their goals, children's needs and the types of behaviour they intend to build in their children. Immigrant parents change their parenting styles in order to evaluate and choose norms that benefit them and their families. (Onwujuba, & Marks 2015). According to Gottfried, Fleming and Gottfried, (1994) authoritative parenting has been criticized as leading to children being encouraged by external rewards instead of their own internal motivations. Alika, Akanni and Akanni (2016) noted that authoritative parenting is characterized by high expectations of compliance to parental rules and directions an open dialogue about those rules and behaviours and a child centred approach. Smetana (2017) believes that parenting is contextual to a particular child's personality and needs. Parents have been advised to shift their attention from how much their children watch to what content is watched (Hodgkins, 2013). It is also possible that less parental motivation is related to more availability of computers to be used as substitutes for other more pro-educational and expensive activities with children.

Theoretical Framework
The study is anchored on Baumrind's 1967 parenting typology namely - Authoritarian, Authoritative and Permissive. He argued that parenting styles differentiate how children functioned socially, emotionally and cognitively. This is based on research which suggests children's behaviour as a function of their parent's child-rearing practices. Parents who use high levels of parental warmth and high levels of supervision are more likely to have children who are more confident, more autonomous and more socially responsible. This parenting style is often described as an authoritative style of parenting, because it recognizes the child as an individual in his or her own right and promotes personal responsibility. For this reason, many parenting programmes include elements which encourage parents to allow their children to take risks within family environment amidst high levels of supervision.

METHODOLOGY
The study adopted the ex-post facto research design. The population comprised students of OBMS and their parents. The information obtained from the Oritamefa Baptist Model School (OBMS) management shows that there are One Thousand five hundred and thirty-two (1,532) students distributed across JSS 1-3 and SSS 1-3 classes comprising male and female students. Stratified sampling technique was adopted. The students were stratified according to classes. In each stratum (class) simple random sampling technique was then adopted to select 60% of the population (equal distribution) to constitute the sample size of 240 students.
The questionnaire was the main instrument of data collection. It was structured as follows: Part A centred on parents' demographics. Part B elicited data from the students on their social media use and parenting styles of their parents. The detail is described below:
Use of Social Media and Parenting Styles: This part contained the demographic information of the students and was further divided into two sections: Section A (use of social media) and section B (parenting styles). This section was filled by the secondary school students.
Section A: Use of Social Media Scale: This section contained two subsections viz: frequency of use and purpose of use of social media. The first scale measured the frequency of social media use using a 5 point Likert scale of daily, weekly, monthly, occasionally and never.
Section B: Parenting Styles Scale: It consisted of the adapted form of Parenting Style Scale which was developed by Baumrind (1991). The eighteen (18) items designed to measure the three parenting styles (authoritarian, authoritative, and permissive) which children perceived as approaches their parents use to take care of them. The students rated their parents on the items using a 5- point Likert scale format. The scale was revalidated by Alika, Akanni & Akanni (2016) and reported Cronbach alpha of 0.90 for the total scale.

A total of 268 copies of the questionnaire were administered but only 240 were retrieved and found useful for data analysis. The demographic profile of the respondents reveals that majority of the parents in

the study have their ages between the ages of 45 – 49 years and above; Higher National Diploma and University degree holders form the majority (55.4%) followed by postgraduate certificate holders (38.0%). Majority of the students are between 14 – 15 years and more female students participated in the study than the male. Descriptive statistics namely frequency distribution, percentages, mean and standard deviation were used to analyse data collected in relation to the research questions while Pearson Product Moment correlation was used to test the hypothesis.

RESULTS

This section presents the answers to the research questions that guided the study starting with research question one.

Research Question One: What is the frequency and purpose of use of social media by secondary school students at Oritamefa Baptist Model School in Ibadan, Oyo State, Nigeria?

Table 1 presents the social media applications used and how frequently they are used by the students.

Table 1: Social Media Applications used and how frequently they are used

S/N	Types of social media	Daily	Weekly	Monthly	Occasionally	Never
1.	Facebook	32(13.3%)	40(16.7%)	14(5.8%)	85(35.4%)	69(28.8%)
2.	Twitter	18(7.5%)	10(4.2%)	1(0.4%)	22(9.2%)	189(78.8%)
3.	WhatsApp	62(25.8%)	32(13.3%)	13(5.4%)	66(27.5%)	67(27.9%)
4.	You Tube	42(17.5%)	40(16.7%)	19(7.9%)	73(30.4%)	66(27.5%)
5.	Flickr	1(0.4%)	18(7.5%)	0(0.0%)	2(0.8%)	219(91.3%)
6.	WeChat	1(0.4%)	0(0.0%)	16(6.7%)	4(1.7%)	219(91.3%)
7.	Instagram	38(15.8%)	20(8.3%)	20(8.3%)	44(18.3%)	118(49.2%)
8.	Tumblr	1(0.4%)	4(1.7%)	18(7.5%)	10(4.2%)	207(86.3%)
9.	Snapchat	13(5.4%)	11(4.6%)	18(7.5%)	43(17.9%)	155(64.6%)
10.	Badoo	1(0.4%)	1(0.4%)	19(7.9%)	5(2.1%)	214(89.2%)

From Table 1, 85(35.4%) respondents forming the majority use Facebook occasionally, while the minority few use Facebook monthly, i.e. 14 (5.8%). 189 (78.8%) respondents making up the majority have never used twitter, while 18 (7.5%) use it daily. 67 (27.9%) respondents have never used WhatsApp, 66 (27.5%) respondents use WhatsApp occasionally, while 62 (25.8%) respondents use it on a daily basis. 73 (30.4%) majority use YouTube occasionally, 66 (27.5%) have never used YouTube before while only 43 (17.5%) use YouTube daily. Furthermore, 219 (91.3%) majority of respondents have never used Flickr, only 1 (0.4%) respondent each uses Flickr daily; this information also applies to WeChat. Instagram has never been used by 118 (49.2%) respondents while only 38 (15.8%) respondents use it daily. 207 (86.3%) respondents forming a majority have never used Tumblr, only 1 (0.4%) respondent uses Tumblr on a daily basis. 155 (64.6%) respondents have never used Snapchat before, while only 13 (5.4%) respondents use Snapchat on a daily basis.

Lastly a majority of respondents i.e. 214 (89.2%) have never used Badoo before while only 1 (0.4%) respondent uses Badoo on a daily basis. Thus, the frequency of use of Badoo, Snapchat, Tumblr, Instagram, WeChat, Flickr and Twitter is very low with students indicating almost never using them compared to WhatsApp, Facebook and Youtube that are used daily, weekly, and monthly. Concerning the purpose of use of social media by the secondary school students, a 4 - point Likert scale was used in eliciting responses from the students. In order to have a better picture of the proportion of those who agreed and disagreed, SD was added to D to have total Disagree and A was added to SA to have Total Agree. The results are presented in Table 2.

Table 2: Purposes of Use of Social Media by Students

S/N	Purpose	Total Disagree	Total Agree
1.	To submit assignments	116(48.4%)	124(51.6%)
2.	Engage in group discussion	60(25.0%)	180(75.0%)
3.	Ask questions from teachers	156(65.0%)	84(35, 0%)
4.	To read for exams	94(39.2%)	146(60.8%)
5.	Watch films	84(35.1%)	154(65.0%)
6.	Chat with friends	49(20.4%)'	191(79.6%)
7.	Download music and pictures	88(36.7%)	152(63.3%)
8.	Keep myself company and busy	55(23.0%)	185(77.1%)
9.	Meet new friends	108(45.1%)	132(55.0%)
10.	For online dating	213(88.8%)	27(11.3%)

From Table 2, 124(51.6%) respondents who form the majority, totally agree that the purpose of use of social media is to submit assignments while 116(48.4%) totally disagree to this opinion. Majority of the respondents, specifically, 146(60.8%) totally agree in using social media to read for exams while 94(39.2%) respondents disagree on this opinion. 154(65.0%) majority totally agree in using social media for the purpose of watching films while 84(35.1%) respondents have a contrary opinion. Finally, a whooping majority of 213 (88.8%) respondents totally disagree that social media is used for the purpose of online dating while 27 (11.3%) respondents totally agree in using social media for the same purpose.

Research question Two: What is the type of Parenting Style adopted by the Parents of Secondary School Students at Oritamefa Baptist Model School in Ibadan, Nigeria?

This research question is to gather information on the type of parenting styles adopted by the parents. Table 3 presents the results. A 4 – point Likert scale was used in eliciting responses from the students, but in order to have a clearer picture of the proportion of those who agreed and disagreed, Strongly Disagree was added to Disagree and Agree was added to Strongly Agree. The results are presented in   Table 3.

Table 3: Parenting Styles Adopted by Parents

	AUTHORITATIVE	Total Disagree	Total Agree	Mean	Std. Dv.
1.	My parents explain to me the consequences of my behaviour.	19(8.0%)	221(92.0%)	3.73	0.80
2.	My parents respect my opinions and encourage me to express them.	32(13.3%)	208(86.7%)	3.58	0.99
3.	My parents explain to me how they feel about my good/bad Behaviour.	16(6.6%)	224(93.4%)	3.78	0.72
4	My parents encourage me to talk about my feelings and problems.	33(13.7%)	207(86.3%)	3.57	1.02
5.	My parents explain the reasons behind their expectations.	28(11.6%)	212(88.4%)	3.61	0.94
6.	My parents provide comfort and understanding when I am upset.	38(15.8%)	202(84.2%)	3.48	1.08
7.	My parents give me reasons to obey rules.	18(7.5%)	222(92.5%)	3.76	0.76
	AUTHORITARIAN	Total Disagree	Total Agree	Mean	Std. Dv.
8.	My parents scold or criticize me when they disapprove of my behaviour	21(8.7%)	219(91.3%)	3.70	0.86
9.	My parents explode in anger towards me when I misbehave.	101(42%)	139(58%)	2.69	1.45
10.	My parents yell at me when I misbehave.	62(25.9%)	178(74.1%)	3.18	1.30
11.	My parents spank me child when they don't like what I do or say.	207(86.2%)	33(13.8%)	2.65	1.46
12.	My parents use physical punishment as a way to discipline me.	103(42.9%)	137(57.1%)	2.68	1.47
13.	When I ask them why I have to do something they tell me it is because they said so.	115(47.9%)	106(52.1%)	2.50	1.45
	PERMISSIVE	Total Disagree	Total Agree	Mean	Std. Dv.

14.	My parents do want to offend me.	187(78.0%)	53(22.0%)	1.59	1.14
15.	My parents give in to me when I cause a commotion about something.	152(63.4%)	88(36.6%)	2.04	1.37
16.	My parents allow me to give input into family rules.	95(39.6%)	145(60.4%)	2.75	1.43
17.	My parents encourage me to freely express myself even when it disagrees with their opinions.	56(23.4%)	184(76.6%)	3.26	1.23
18	My parents respect my opinion by encouraging me to express them.	37(15.4%)	203(84.6%)	3.49	1.08

From Table 3, under authoritative parenting style, 221 (92.0%) respondents totally agree while 19 (8.0%) respondents totally disagree that their parents explain the consequences of their behaviours to them. 224 (93.4%) respondents totally agree, while 16 (6.6%) respondents totally disagree that their parents explain to them how they feel about their good or bad behaviour 222 (92.5%) respondents totally agree while 18 (7.5%) respondents totally disagree that their parents give them reasons to obey rules. Under authoritarian parenting style, 219 (91.3%) respondents totally agree while 21 (8.7%) respondents totally disagree that their parents scold or criticize them when they disapprove of their behaviours. 178 (74.1%) respondents totally agree while 62 (25.9%) respondents totally disagree that their parents yell at them when they misbehave. 207 (86.2%) respondents totally disagree while 33 (13.8%) respondents totally agree that their parents spank them when they do not like what they do or say. Under permissive parenting style, 187 (78.0%) respondents totally disagree while 53 (22.0%) respondents totally agree that their parents do not want to offend them. 184 (76.6%) respondents totally agree while 56 (23.4%) respondents totally disagree that their parents encourage them to freely express themselves even when it disagrees with the opinions of their parents. Finally, 203 (84.6%) respondents totally agree while 37 (15.4%) respondents totally disagree that their parents respect their opinions by encouraging them to express those opinions. Further analysis carried out to determine the preferred or predominant parenting style is presented in Table 4 below.

Table 4: Statistics for the parenting style

	Authoritative	Authoritarian	Permissive
Mean	3.6451	2.8817	2.6028
Std. Deviation	.55481	.72495	.70088

From Table 4, the predominant parenting style adopted by parents towards their children's upbringing is Authoritative parenting style with a mean value of 3.6451 and this is followed by Authoritarian parenting style with a mean value of 2.8817 while the less predominant parenting style adopted by the parent of the student that participated in the study.

Test of Hypothesis
The null hypothesis was tested at.05 level of significance:
Ho1:   There is no significant relationship between Parenting Style of Parents and use of Social Media by Students of Oritamefa Baptist Model School in Ibadan;
       This research hypothesis is focused on the possible correlation between the parenting styles of parents and the use of social media by students of Oritamefa Baptist Model School in Ibadan. The data on the items in the questionnaire section parenting styles of parents and the section of use of social media by students in the questionnaire were used to test the hypothesis. The finding is presented in the Table 5.

Table 5: Correlations between Parenting Style of Parents and Use of Social Media by Students

		Parenting Styles
Social Media Use	Pearson Correlation	.106
	Sig. (2-tailed)	.100
	N	240

From Table 5, the correlation between the parenting styles of parents and the use of social media by students of Oritamefa Baptist Model School in Ibadan shows that there is a positive correlation between both variables and the correlation is positive (0.106) but not statistically significant at 5% level of significance (0.100) i.e. the correlation value is 0.106 that is 10.6% level of relationship exists between the parenting styles of parents and the use of social media by students. The correlation value is low which shows that the predictive value parenting styles of parents predicting the use of social media by students of Oritamefa Baptist Model School in Ibadan is very lean. The null hypothesis is therefore accepted showing that there is no significant relationship between parenting styles of parents and use of social media by the students.

DISCUSSION OF FINDINGS

This section discusses the findings drawing relevant inferences from previous research. Findings reveal that majority of the parents have their ages between the ages of 45 – 49 years and above. Holders of Higher National Diploma and University degree holders form the majority (55.4%) followed by postgraduate certificate holders (38.0%). Majority of students are between 14 – 15 years and more female students participated in the study. The frequency of use of social media platforms such as Badoo, Snapchat, Tumblr, Instagram, WeChat, Flickr and Twitter are very low and are almost never used by students compared to WhatsApp, Facebook and Youtube that are used on a daily, weekly, monthly and occasional basis**.** This finding is in line with that of Oluwaseye and Oyetola (2018) that the major social media tool used by secondary school students are: Facebook, 2go, Google talk, Whatsapp and Twitter. It is also in line with the findings of Ngonso (2019) that majority of students accessed one to two social media sites on a daily basis, and the sites most visited were WhatsApp (100.0%), Facebook (97.8%), Instagram (76.9%) and Google+ (74.7%). Similarly, Anderson (2019) corroborated this in his finding that 45(15.8%) of secondary school students spend 30 minutes daily on Facebook while 67(23.6%) spend between 30 to 60 minutes daily and 63(22.2%) use between 61 to 90 minutes. Findings also show that students that use social media platforms use it majorly for engaging in group discussions, chatting with friends, keeping themselves company and busy, downloading music and pictures, reading for examinations watching films and meeting new friends. This finding corroborates that of Fatokun (2019) that secondary school students use social networking sites or social media for exchange of ideas, feelings, personal information, pictures and videos.

Abbas, Amans, Nurunnabi, Bano (2019) and Balalle (2019) also affirmed in their studies that secondary school students' use social media for different purposes: most of them use it as a communication tool to connect and chat with friends and family members around the world. About eighty percent (79.6%) of the participants in the study responded that they use it for chatting. This finding tallies with that of Simsek, Elciyar, Kizilhan (2019) that majority of secondary school students use the internet for leisure. Thirty - five percent of the students responded they use social media for educational purposes by asking questions from teachers and communicating with other classmates to exchange ideas and do assignments. The finding also reiterates that of Boahene, Frang, and Sampong (2019) that social media allows people to stay in contact with friends, classmates, and relatives through an interactive medium. It also allows individuals to meet new people with similar interests as well as individuals with different interests and cultural backgrounds; and promoting businesses, services, products, and websites and that social media is also noted to be the easiest and fastest way to collect information.

In addition, it was discovered that the most adopted parenting styles by parents towards their children are authoritative and authoritarian parenting styles. This is due to the fact that in as much as African parents want to train and enforce laid down rules, they still find a way of welcoming and hearing their children out so as not to scare them. This is supported by Wacheke (2018) who posited that Authoritative parents are very accommodating, responsive to their children's feelings, encouraged their children to speak freely, explain to their children their expectations, complimented their children, respected their children's opinions and were concerned about their welfare. This is also supported by Kuppens and Ceulemans (2019) who describe authoritative parents as clearly setting rules and using reasoning to enforce them, encouraging open

communication, supporting children's independence, and expressing love and affection. Findings also showed that parenting styles does not predict the use of social media by secondary school students. Danovitch (2019) also argued that the influence of parents' own use of technology in the home is closely related to the children's use of the social media. This finding also supports the recommendation of House of Commons Science and Technology Committee (2019) that it is the duty of parents to guide their children's use of social media at home. Such guidance should include deciding which technology to use, the type of activities, applications and uses and screen time allowed.

Findings thus showed that there is no significant relationship between parenting styles adopted by parents and the use of social media by students of Oritamefa Baptist Model School in Ibadan although the correlation is low or weak it is still not significant making this finding to corroborate that of McDaniel (2019) that parents are the most influential role models for young children and technology use. So, parents' social media habits during children's formative years are important. Lee et al (2018) also cautioned that too much authority can lead to psychological reaction, in which children feel threatened and choose to react by circumventing parental restrictions.

CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

Based on the findings from this study, we conclude that majority of students of Oritamefa Baptist Model School, Ibadan use the social media such as WhatsAPP, Facebook, Youtube, daily, weekly and monthly for leisure while only 25% use it for educational purposes. In addition, the most predominant parenting style used by the parents is the authoritative style, followed by authoritarian style while the least preferred is the permissive style. Parenting styles also does not predict the use of social media by the students. In view of these, the following recommendations are made:

(a)   Since students use social media more for leisure (chatting and music), teachers and parents should learn to convert the leisure to educational chatting that will add value to their children.

(b)   Since most of the parents employ authoritative parenting style, Parent-Teacher Associations should create time to discuss the advantages of this style for effective parenting.

(c)   Ministries of Education and the Nigeria Educational Research and Development Council (NERDC) should incorporate social media in the computer studies curriculum of secondary schools.

The study has provided baseline data on the frequency and purpose of use of social media among students of OBMS, Ibadan. The researchers believe that the conduct of this study is not without limitations. Methodologically, only one data collection instrument was adopted. Future studies could consider using mixed methods (a combination of questionnaire, interview schedule and observation guide) so as to have a clearer picture of the issues investigated in this study. In terms of theory, Baumrind's parenting style was adopted to anchor the study. Future studies could adopt any of Social learning, Child development, Child Guidance theories, to interrogate the issues better. The research design used for this study was ex-post facto, further research can make use of quasi-experimental design to put some of the claims of the respondents to practical test.

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