EFFECTS OF SELF-MONITORING TECHNIQUE ON SOCIAL MEDIA ADDICTION AMONG SECONDARY SCHOOL STUDENTS IN ENUGU STATE

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Abstracts
The study investigated the effect of self-monitoring technique on social media addiction among secondary school students in Anambra State. Two research questions and one null hypothesis guided the study. Quasi-experimental research was adopted to carry out the study. A sample size of 105 male and female senior Secondary (SS) 2 students drawn from three coeducational schools was chosen from a population of 249 that were identified with high social media addiction. The sample was derived from three secondary schools selected using a multi-stage sampling procedure based on the number of students that scored high on Social Media Addiction Scale. The Social Media Addiction Scale (SMAS) was used for data collection. The instrument was reliable at 0.81 coefficients. Data relating to research questions were analysed using statistical mean and standard deviation while data relating to hypothesis was tested using Analysis of Co-Variance (ANCOVA) at 0.05 level of significance. Findings from the study revealed that self-monitoring were significantly effective in reducing social media addiction among secondary school students among others. The researchers therefore concluded that self-monitoring technique was more effective in treating female students' social media addiction than male students. Therefore, it was recommended among others that counsellors in secondary schools should adopt and practice the Self-monitoring technique for treating social media.

Keywords: Self-monitoring, technique, Self-monitoring technique, social media, addiction

Introduction

The ever-evolving landscape of technological advancement has brought about a transformative shift in the way we interact, communicate, and access information. Obviously, technological advancements is making the world a global village. With the emerging trends of digitization and electronics devices there is a fast and dynamic increase in internet activities, such as knowledge acquisition, information dissemination, marketing, social awareness, job creation, entertainment. All these functionalities and experiences are accessible through social media. Social media has emerged to be one of the most vital communication means. It exists so as to ease communication among people regardless of the expanse, making it open to people to easily share information, files and pictures and videos, create blogs and send messages, and conduct real-time conversations (Suleh & Chigbu, 2021). The rapid rise of social media has led to the definition by Kim in Suleh & Chigbu, (2021) as an emerging digital communication channels which create a user oriented information sharing ground where any people can generate or subscribe information content as both information provider and consumer. Social media is a collective application of communication, community-based input, interaction, content-sharing and collaboration (Lukevich & Wigmore, 2003). Conceptually, social media is defined as an applications that enable subscribers to create and exchange information, ideas and engage in various social activities in a virtual environment.

Currently, social media is one of the fastest -growing digital media platforms (Chigbu, Suleh, and Grace, Mokwelu, 2022) with more than 4.7 billion users globally (Dollarhide & Drury, 2023). Social media makes it easier for people to communicate with one another virtually and this results many individuals including students accessing the website. However, students may use social media for communication and academic purposes. Social media enhances relationships, improves learning motivation, offers personalized course material and develops collaborative abilities. This means that social media activities have the possibility of enhancing student contact and are used to improve their application in class, particularly where

introverted students are involved. Consequently, as a result of multiple social media platforms in existence (Facebook, Twitter, Whatsapp, Instagram, Youtube, Tiktok and Snapchat via an e-Counselling platform, (Chigbu, 2022)), its significant features and functionalities students get overwhelmed by the usage and this makes some spend excessive time and eventually create poor mental health through addiction. Social media addiction has been defined by many scholars, such as Cleng, Ebrahim and Luke (2022) defined social media as compulsive engagement in social media platforms that significantly disrupts the users' functioning in important life domains such as interpersonal relations, work or academic performance and physical, health. It is a sub-type of internet addiction including the behaviour of checking and updating (Demirtepe-Saygih, 2020). By implication, social media addiction may affect the well-being and overall quality of life. For this study, social media addiction is defined as an excessive use of social media platforms despite negative consequences on general well-being, relationships and functionality. Presently, social media addiction has caused more harm to the growing youth. Attesting to the above, Mitcheh (2021) states that social media addiction leads to lack of emotional connection, decreases face-to-face communication skills, conveys inauthentic expression of feeling, diminishes understanding and thoughtfulness, facilitates laziness, creates a skewed self-image, reduces family closeness, and causes distraction. Also, a study by Vanessa (2021), showed that social media can distract students from learning and this may lead to academic failure. Another study by Miller (2022) revealed that students who are addicted to social media may be at risk for mental health problems. Empirically, Andreassen et al in Pellegrino, Stasi and Bhatiasen (2022) observed that those addicted to social media do have attention hyperactivity disorder (ADHD), obsessive-compulsive disorder OCD or anxiety. However, these disorders may hamper the academic performance of students. Moreno et al in Pellegrino, Stasi and Bhatiaseri (2022) stated that students who are addicted to social media are more likely to have lower grades than those who are not addicted to social media. A study by Alfaris, Irfan & Ponnam peruma (2018) showed that social-media can reduce cognition and enhance academic distraction. Suleh et al (2021) postulate that students who spend more time on social media are more likely to perform poorly in their academic activities than those who do not.

Generally, social media addiction has led to mental and physical health, financial, and academic problems (Sharif & Yeoh, 2018). More so, the researcher's observation shows that some secondary school students in Enugu state are always glued to their phones using social media even when a teacher is in the class. Students equally come to morning assembly with their phones to video their friends and teachers around. Thus, social media addiction if left unchecked and unaddressed; may negatively affect students' health, moral upbringing and academic performance as well as their social interaction with relations, teachers and friends. Generally, social media addiction may lead to academic, social and emotional problems. It may also increase mental and physical health concerns among students. Hence, there is a need for an urgent intervention to address the causes and re-occurrence of such behaviour. In light of the above, the researchers use self-monitoring techniques on social media addicted students on social media-addicted students to see if the technique would help. Self-monitoring technique (SMT) is a strategy that teaches students to self-assess their behaviour and record the results. It is an intervention technique that does increase or decrease the frequency or duration of behaviour recurrences (Iris, 2022). Previous researchers have shown that self-monitoring technique significantly shows great improvement in the psychological well-being of social media abstinence (Manuela, Jeons & Douglas, 2023). The above study simply means that limiting social media through self-monitoring usage may improve psychological well-being on multiple dimensions (anxiety, depression, loneliness, fear of missing out). Self- management technique and self-monitoring can be employed by counselors to treat abusive behaviour (Chigbu, Oguzie, Nwosu, Ngwaka & Ann, 2022). Self-monitoring technique also help a student track their behaviour, record feedback and access possible behaviour. Based on the above explanation, the teacher may stand as a good tool for solving social media problems among

students in Enugu state. For this study, the self-monitoring technique is defined as a counselling process that clients use intentionally to observe, track and regulate their behaviour for optimal achievement of personal goals. However, gender differences in the effects of self -monitoring techniques have been indicated for instance, female gender are more easily moderated by SMT than male on social media addiction. (Nwokolo & Obijindu, 2024). Gender was also found to moderate the impact of self-monitoring on some expressive behaviour (Sunday & Chyem, 2022).

Undoubtedly, social media addiction is very serious problem especially among students, particularly in Enugu state, and Nigeria in general. Anigbogu, (2023) in a study observed that the use of social media affects the study habits of government secondary school students in Enugu state. Odinaka (2023) stated that there is a rising prevalence of internet addiction among secondary school adolescent and this tend to hamper their academic performance. Social media addiction can result to sexual behaviour among students in South East Nigeria (Chigbu, Nnadi, Odo & Onu, 2021). The problem of social media addiction is so glaring that if not well treated may cause severe negative consequences on the psychological, emotional, academic and social well-being of students. In view of this, the need to seek effective behaviour intervention measures to solve the problem of social media addiction among students has become most important. Based on this background, the present study investigated the effects of self-monitoring technique on social media addiction among students in Enugu state.

Purpose of the study
The purpose of this study was to determine the effects of self-monitoring techniques on social media addiction among secondary school students in Enugu state. Specifically, the study determined the:
1. Effect of self-monitoring technique on social media addiction among secondary school students when compared with those who received conventional counselling using their pretest and post-test mean scores.
2. Difference in the effects of self-monitoring technique on social media addiction among male and female secondary school students using their pretest and post-test mean scores.

Research questions
The study was guided by the following research questions
1. what is the effect of self-monitoring technique on social media addiction among secondary school students when compared with those who received conventional counselling using their pretest and post-test mean score.
2. What is the difference in the effects of self-monitoring technique on social media addiction among male and female secondary school students using their pretest and posttest mean scores?

Hypothesis
The following null hypothesis was formulated to guide the study and were tested at 0.05 level of significance.
H_0: The effects of self-monitoring on social media addictions among secondary school students is not significant when compared with those who received conventional counselling using their post-test scores.

Methods
The research design is a non-randomized pretest post-test control group quasi-experimental research design. According to Nworgu (2015), a quasi-experimental study is a type of experimental study that determines the effect of a treatment paradigm on a non-randomized sample. In using the quasi-experiment, the samples are divided into two groups (experimental

group and control group) without randomization. The study was carried out in Enugu state. The population of the study consists of all 249, SS2 students identified with social media addiction. The sample for the study considered of 105 senior secondary school students that were identified with high social media addiction. This was drawn among SS2 students from the three chosen coeducational secondary schools in Enugu State. Purposive sampling technique was used in selecting the three schools that have the highest number of social media addicted students using the pretest scores. Purposive sampling technique was then used to select three coeducational schools that were used because gender is an intervening variable of the study. Students in two schools served as experimental groups I and II, while students in the third school served as control group for the study. The instrument used for measuring students' social media addiction scale (SMAS) was originally developed by Aylin and Levent (2015). The instrument contains 41 items. The social media addiction scale for this study has two sections; A and B sections. Section A is an introductory part that solicits for the bio-data of the respondents and section B is directed towards measuring students' level of social media addiction. The experimental procedure was carried out in these phases viz: pre-treatment phase, treatment phase and post-treatment phase. The study experimental research involved a realistic manipulation of the independent variable (Self-Monitoring) by the researchers under a carefully controlled condition which was very necessary in a field experiment. This was made possible by the researchers controlling some extraneous variable such as Hawthorn effect, subject's variability, pre-test, post-test effect, instability of instrument among others which may otherwise have effects on the variables under study. The data collected by administering the research instrument were analyzed based on each research question and hypothesis. Mean was used in answering the research questions and Analysis of Covariance (ANCOVA) was used in testing the null hypothesis at 0.05 levels of significance. According to the Social Media Addiction Scale Manual, students who scored above 102.5 in the tests were identified as social media addicts. In line with the decision rule, students who scored 102.5 and above in their pre-test, and below 102.5 in their post-test after the treatment were said to have gained from the self-monitoring technique experiments.

Results
Table 1: pretest and post-test social media mean scores of secondary school students treated with self-monitoring technique when compared with those who received conventional counselling.

N = 102.5

Source of Variation	N	Pretest Mean	Posttest Mean	Lost Mean	Remark
SMT	55	113.06	73.30	39.76	Effective
Control	50	114.09	109.89	4.20	

Table 1 indicated that the secondary school students treated with the self-monitoring technique had a pretest social media addiction mean score of 113.06 and a post-test mean score of 73.30 with lost mean score of 39.76, while those in the control group who received conventional counselling had a pretest mean score of 114.09 and post-test mean score of 109.89 with lost mean 4.20, with a post-test mean score of 73.30 for SMT which is below the norm of 102.5, self-monitoring technique is effective on secondary school students' social media addiction.

Table 2: pretest and post-test social media addiction mean scores of male and female students treated with self-monitoring technique

N = 102.5

Source of Variation	N	Pretest Mean	Posttest Mean	Lost Mean	Remark
Male	27	109.83	69.53	40.30	
Female	28	116.53	75.54	40.99	More Effective

In table 2 it was observed that the male students treated with self-monitoring technique had pretest social media addiction mean score of 109.83 and posttest mean score of 69.53 with lost mean scores of 40.30, while the female students had pretest social media addiction mean scores of 116.53 and posttest mean scores of 75.54 with a lost mean of 40.99. With lost mean scores of 40.99 for female as against 40.30 for male students, SMT was more effective in reducing female students' social media addiction.

Table 3: ANCOVA on the effect of self-monitoring technique on social addiction among secondary school students when compared with those who received conventional counselling.

Source of Variation P≤0.0f	SS	df	MS	F-cal	P-value	
Corrected Model	6466.149	2	3233.074			
Intercept	259.5681		259.568			
Pretest Scores	6463.414	1	6463.414			
Treatment Model	79.613	1	79.613	94.663	.000	S
Error	7684.598	64	120.072			
Total	386092.000	67				
Corrected Total	14150.746	66				

Table 3 showed that at 0.05 level of significance, the calculated F is 94.663 with a P-value of 0.000 which is less than 0.05. Therefore, the null hypothesis is rejected. Therefore, the effect of self-instruction technique on social media addiction among secondary school students is significant when compared with those who received conventional counselling.

Discussions

The findings of the study were discussed in line with the research questions and hypothesis raised in the study. The result of the study showed differences in the pre-test results of the treatment and control groups. The findings of the study revealed that self-monitoring technique was effective in reducing social media addiction among secondary school students as compared to those in the conventional counselling group. Initially, the pre-test scores as shown in the result relating to the first research question indicated that students in both self-monitoring technique and conventional counselling groups were addicted to social media before the commencement of the study. However, the result revealed that after the treatment, there was a remarkable difference in the magnitude of the mean scores between the self-monitoring and conventional counselling groups as measured in the post-test.

In addition, the test of null hypothesis one indicated that students in the self-monitoring technique group reported a significant decrease in their social media addiction than those in the conventional counselling group. This simply showed that students treated with self-monitoring technique responded positively to the treatment because they actually understood their addiction and possible implication to that effect. This finding align with the findings of previous researchers that reported that self-monitoring technique is an intervention techniques that does decrease the frequency or duration of negative behaviour recurrences (Iris, 2022). similarly, the findings of the present study supported the prior findings by Manuela, Jeons & Douglas (2023) that self-monitoring technique significantly shows great improvement in the psychological well-being of social media abstinence.

In line with research question 2, the findings showed that self-monitoring technique was more effective on social media addiction scores of female secondary school students. This suggests that the female students who participated in the treatment benefited more from self-monitoring technique than the males. This findings is in agreement with the previous findings by Nwokolo and Obijindu, (2024), that self-monitoring is more effective in reducing female students' social media addiction. The reason for the greater benefit by female counterpart may be as a result of attention and resilience in form of observation, evaluation and control shown during the treatment. This may help the female students to build the capacity to overcome their addictive behaviour when intensified.

Conclusion

Social media addiction has caused more harm to the growing youth and this has led the researchers to investigate the effect of self-monitoring on social media addiction among secondary school students of Enugu state. From the findings, it is being concluded that when students who have social media addiction were subjected to self-monitoring technique treatment there was a reduction in the level of addictive manifestation. There is also a significant decrease in the effect of self-monitoring technique in reducing social media addiction of students than those in conventional counselling groups. It was also concluded that self-monitoring technique was more effective in treating social media addiction in female secondary school students.

Recommendations

Based on the findings of his study, the following recommendations were made:

1. Self-monitoring technique should be adopted and practiced by counsellors in secondary schools for treating social media addictive behaviour.
2. Counsellors in secondary school should use self-monitoring technique more in treating social media addiction among female students than male counterpart.

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