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Determinant Factors of Access to the Internet among in-School Adolescents in Imo State, South-East, Nigeria

Ikechukwu Linda Nnenna
Principal Lecturer, Department of Mass Communication,
Federal Polytechnic, Nekede, Owerri, Imo State, Nigeria
Dr. Ekwenchi Ogochukwu Charity
Professor, Department of Mass Communication,
Nnamdi Azikiwe University, Awka, Anambra State, Nigeria

Abstract:
There are concerns from several quotas about the dangers of allowing young people especially adolescents have access to the internet. Many vices have been linked to young people's access to the internet; some of them include cyber bullying, internet pornography, poor reading habits, internet addiction etc. The study therefore set out to find out how the socio-economic status and beliefs of parents affect their in-school adolescents' access to the internet. The mixed method approach was adopted to achieve the objectives of the study. Questionnaire and Focus Group Discussion (FGD) were used to gather quantitative and qualitative data respectively. While 500 copies of the questionnaire were administered to respondents, 493 copies were retrieved and valid for the study. Six FGD sessions took place. Multi-stage, simple random and systematic sampling techniques were used for the selection of the respondents for the quantitative method. This was because the population of the study cut across the three educational zones of the state and classes. Purposive sampling technique was employed to select participants in the Focus Group Discussion (FGD). This technique was used to select members for the study based on their relevance to the study. The study was anchored on the Technology Acceptance Model (TAM). Findings show that socioeconomic status affect adolescents' access to the internet while parental beliefs affect their freedom of use. Findings also show that in-school adolescents in Imo State to a very large extent have access to the internet despite the fears of their parents. Based on these findings, the researchers recommended that parents use both technical and physical strategies to monitor what their adolescent children do on the internet since it is obvious that the internet has great potentials and has come to stay and cannot be stopped.

Keywords: Internet access, socioeconomic status, parental beliefs

1. Introduction

Adolescence is a phase of maturation: it is a transitional period of physical and psychological human development between childhood and adulthood. The World Health Organization (WHO) defines an adolescent as a male or female between the ages of 10 and 19. At this stage of their lives, most of them do not have any source of income, hence, their basic needs are provided by their parents or guardians. For any adolescent to have access to the internet, it will be provided for by their parents or guardians. Thus, the use of internet-enabled gadgets by in-school adolescents may be dependent on the buoyancy, willingness and approval of their parents.

Beliefs have a way of affecting the choices we make for ourselves and for others. These decisions include the choice of parents allowing their in-school adolescents have access to internet enabled devices. The age that children gain access to internet enabled devices may be influenced by parental beliefs (Crux Research, 2015). There are however concerns from several quotas about the dangers of allowing young people especially adolescents have access to the internet. While some parents are of the view that a child should not have access to internet enabled gadgets until they leave secondary school or at least until they are 18 years which is considered the age of adulthood and accountability in many climes; others think that due to the benefits and opportunities inherent in the internet, adolescents should be given access to the internet but should be adequately monitored. But in all, it is obvious that most parents are pessimistic about adolescents' use of the internet. This study therefore intends to find how the socio-economic status and beliefs of parents affect their in-school adolescents' access to the internet.

1.1. Statement of Problem

There are concerns from several quotas about the dangers of allowing young people especially adolescents have access to the internet. Many vices have been linked to young people's access to the internet; some of them include cyber bullying, internet pornography, poor reading habits, internet addiction etc. Some parents are of the view that a child should not have access to internet enabled gadgets until they leave secondary school or at least until they are 18 years which is considered the age of adulthood and accountability in many societies of the world. Also, the buoyancy of the

parents is also a determinant factor to in-school adolescents' access to the internet. This study therefore intends to unravel how the socio-economic status and beliefs of parents affect their in-school adolescents' access to the internet.

1.2. Research Objectives
- To determine the extent to which parents' socio-economic status affect in-school adolescents' access to the internet.
- To find out the extent to which parental beliefs affect in-school adolescents' access to the internet.
- To ascertain the extent to which in-school adolescents in Imo State have access to the internet.

1.3. Research Questions
- To what extent do parents' socio-economic status affect in-school adolescents' access to the internet?
- To what extent do parental beliefs affect in-school adolescents' access to the internet?
- To what extent do in-school adolescents in Imo State have access to the internet?

2. Literature Review

2.1. Socio-Economic Status and Adolescents' Access to Internet

Socio-economic status (SES) is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others. It is based on household income, earners' education, and occupation as well as combined income, whereas for an individual's SES only their own attributes are assessed. However, SES is more commonly used to depict an economic difference in society as a whole. Socio-economic status is typically broken into three levels (high, middle (average) and low) to describe the three levels a family or an individual may fall into. When placing a family or individual into one of these categories, any or all of the three variables (income, education, and occupation) can be assessed. Education in higher socio-economic families is typically stressed as much more important, both within the household as well as the local community. In poorer areas, where food, shelter and safety are priority, education can take a backseat.

Income refers to wages, salaries, profits, rents, and any flow of earnings received. Income can also come in the form of unemployment or worker's compensation, social security, pensions, interests or dividends, royalties, trusts, alimony, or other governmental, public, or family financial assistance.

Education also plays a role in income. Median earnings increase with each level of education. The highest degrees, professional and doctoral degrees, make the highest monthly earnings while those without any educational qualifications may earn less. Higher levels of education are associated with better economic and psychological outcomes (i.e.: more income, more control, and greater social support and networking). Though, this may not be the case in the midst of high unemployment rate in Nigeria, it applies most times. Education plays a major role in skill sets for acquiring jobs, as well as specific qualities that stratify people with higher SES from lower SES. Lareau (2003) on the idea of concerted cultivation, where middle class parents take an active role in their children's education and development by using controlled organized activities and fostering a sense of entitlement through encouraged discussion. Lareau (2003) argues that families with lower income do not participate in this movement, causing their children to have a sense of constraint.

Occupation as one component of SES encompasses both income and educational attainment. Occupational status reflects the educational attainment required to obtain the job and income levels that vary with different jobs and within ranks of occupations. Additionally, it shows achievement in skills required for the job. Occupational status measures social position by describing job characteristics, decision making ability and control, and psychological demands on the job. Johnston and Arnold (2017) opine that occupation is the most difficult factor to measure because so many exist, and there are so many competing scales. Many scales rank occupations based on the level of skill involved, from unskilled to skilled manual labor to professional, or use a combined measure using the education level needed and income involved.

In sum, the majority of researchers agree that income, education and occupation together best represent SES, while some others feel that changes in family structure should also be considered (Mline and Plourde, 2006).

In most African countries and western world, economic status of a family is usually linked with the family's income, parents' educational level, parents' occupation and social status among the kith's and kin and even at the global level. Ford and Harris (1997) followed this logic while examining parental influences on African American students' school environment by focusing on specific socio-economic factors, including parents' level of education, marital status, and family income. The socio-economic status of parents may greatly affect their access to the internet since the individual's economic viability determines the quality and quantity as well as how long a good and service could be consumed. Socio-economic status could be described as a number of measures of inequality, practice, education, and advocacy (American Psychological Association, 2009). Asikhia (2010) noted that family educational background and socio-economic status can influence the access of adolescents; that these two are lumped together because they are related and one may rightly say that they are married and hence should not be 'divorced'. He opines that socio-class or status could be defined more objectively by using such indices as occupation, income and education.

Research shows that families that fall within high socio-economic status often have more access to a wide range of resources to promote and support young children's development (Conger, Conger and Martin, 2011). These resources include among other things access to ICT gadgets. Socio-economic background seems to have influence in students' access (exposure) to ICT and internet which is supported by research. Socio-economic background has a direct positive

relationship with computer experience and an indirect negative relationship with computer anxiety (Fagan, Neill and Wooldridge, 2004).

2.2. Parental Beliefs and Adolescents' Access to Internet

Several important trends have taken place in Nigeria within the past few years. One of the most important of such trends is the advances in Information and Communication Technologies (ICT) which have particularly enhanced access to internet connectivity. Although access to the internet is still considerably low in Nigeria, the advent of mobile telephony and increased access to mobile phones with web browsers has enhanced reach and access of Nigerians to the Internet. This development has led to the popularity of social media sites which have created platforms for adolescents and youths' engagements in Nigeria. In consequence, the use of social media is among the most common activity of adolescents and youths in Nigeria today. Nigerian adolescents and youths are actively engaged in the generation and sharing of varying contents on social networking sites such as Face book, Twitter, Instagram, YouTube and independent blogs amongst others. The social media sites offer Nigerian adolescents and youths, like their counterparts in other parts of the world, a portal for entertainment and communication. Through exposure and attention to mass media content, young people learn what goals are valued in the society. The use of social media by adolescents and youths around the world have been proven to be beneficial, implying that Nigerian adolescents and youths are often enmeshed in social media sites as a result of the gratification they derive from such experiences. Notwithstanding their benefits, social media sites as Braun Courville and Rojas (2008) observe portend some risks due to their limited capacity for self-regulation.

Digital connectivity offers many potential benefits from connecting with peers to accessing educational content. But parents have also voiced concerns about the behaviour's teens engage in online, the people with whom they interact and the personal information they make available. (Anderson, 2016)

In the family setting, the way young boys and girls use media is one of the issues that worry parents more today (Duggan, Lenhart, Lampe & Ellison, 2015). Connell, Lauricella and Wartella (2015) have reflected on the debate among researchers around the fact that the ubiquitous nature of media leads to a distancing between family members (Turkle, 2011). Others suggest that media are fundamental aspects of family life today that can influence how a family functions, for better or for worse (Takeuchi, 2011).

The parents who showed greatest concern were those who were aware of the negative experiences suffered by their children on Internet, and who consider that the use of Internet during adolescence is positively related to their level of concern about issues such as searching for inappropriate information on the Net, losing friendships, being physically inactive or being exposed to potentially dangerous people or material that is disturbing or violent, although a parental perception of the maturity of their teenage children also figures (Bartau-Rojas, Aierbe-Barandiaran and Eider Oregui-González, 2018).

In a research carried out as part of the 'Infant media consumption, attention level and perceived values' Project and through the 'Gender socialization and educational contexts' Research Group subsidized by the University of the Basque Country, Bartau-Rojas, Aierbe-Barandiaran and Eider Oregui-González (2018) discovered parents had positive and negative conceptions on the use of Internet at adolescence, but the negative ones outweighed the positive by more than double. The main negative conception was the inappropriate use that their children could make of the Internet, specific access to violent content (and to a lesser extent, pornographic, stereotypical or drug-related). Another worry was the children's lack the maturity in dealing with content aimed adults. According to the study, these children want to have access to the older world which is still far beyond their understanding. Parents expressed concerns about the excessive amount of time spent online, and the inappropriateness of the time and place for doing so.

A second set of concerns in the study covered the negative consequences of using Internet (20.87%), especially the social ones (difficulties in communication ('people communicate worse'), misunderstandings, problems in relating to others, loss of direct face-to-face communication ('There's no conversation', 'We have forgotten how to relate to each other, the day-to-day communication'), fewer opportunities to 'learn to play together' as opposed to 'playing on machines', the trend towards individualism and individualization, and the psychologies (isolation ('They don't listen'), dependence, lack of conversation, they get easily frustrated, lack of imagination, the sense of boredom if they are not online ('They don't know how to play' or 'have fun'), bullying, invasion of privacy, consumption of pornography ('sexting'), frustrations, concern about stereotypes, lack of real positive role models on Internet, getting stigmatized if they do not connect to certain trendy social networks. These concerns were matched by those relating to academic performance ('They don't know how to write', spelling mistakes, low attention span, an excessive search for immediate gratification and lack of reflection, a lack of effort and perseverance when faced with difficult tasks (for example, in Mathematics) and the physical consequences (a more sedentary lifestyle, less inclination to do physical games or sporting activities).

Other parental concerns include the uncertainty generated by their children's use of Internet (17.59%) ('Right now I don't know how they use it, now they are joining groups, and the more they join, the better it makes them feel; it's not about how he uses it, but the stuff he is receiving'), the perception of their children being beyond their control (14.76%), ('I believe the problem is this, you give them a cell phone, but with the Internet connection, you give them freedom that you can no longer control… what they do is now beyond your control') and the risks they perceive (16.65%) such as the invasion of privacy ('we are very worried about photos, the videos they record of each other, how they use them because they use Instagram, Twitter, Face book, they use all of them; it is very fashionable among girls of 13-14 to take topless selfies and pass them around the WhatsApp groups'). There is also dependency ('I think they are addicted; at the weekends they get up early and we have to tell them that they cannot use their cell phones until 10am'), interpersonal conflicts ('The serious misunderstandings that occur on WhatsApp, you are not seeing the person's face; they don't realize,

they think they are funny, they have been working on the issue of bullying, 'don't you call me that!'), or even criminal actions on the Net ('At school, it began with some photos, then there were more problems, yes, it's bullying, no it isn't bullying').

In contrast, there were positive conceptions of the use of Internet by children in these two age groups, in particular, the potential offered by Internet for the child to develop (25.19%) in areas such as digital competence, self-management, social integration, autonomy, critical attitude, responsibility, mental development and spatial orientation. The parents also mentioned positive aspects such as access to information (22.4%), Internet's usefulness for learning and/or educating (15.22%), assistance in parental supervision (14.52%) and, to a lesser extent, its potential for communication and socialization (9.95%), leisure activities (9.9%) and certain veneration for technology (2.82%).

But in all, it can be deduced that the negative fears far outweigh the positive aspects and one of the biggest challenges faced by parents is how to maximize the benefits and minimize the risks of Internet use among young people,

2.3. Theoretical Framework

The study is anchored on the Technology Acceptance Model (TAM) introduced by Davis, Bagozzi, and Warshaw (1989). It is an information systems theory that explains how users come to accept and use a technology. The model was used to predict user intention and usage by two important items; perceived usefulness and perceived ease of use. The model suggests that when users are presented with a new technology, a number of factors influence their decision about how and when they will use it. These factors as posited by the Technology Acceptance Model are:

- *Perceived usefulness* (PU) – This was defined by Fred Davis as 'the degree to which a person believes that using a particular system would enhance his or her job performance'. It means whether or not someone perceives that technology to be useful for what they want to do.
- *Perceived ease-of-use* (PEOU) – Davis defined this as 'the degree to which a person believes that using a particular system would be free from effort' (Davis 1989). If the technology is easy to use, then the barriers conquered. If it's not easy to use and the interface is complicated, no one has a positive attitude towards it.

The TAM also suggests that the above factors have some external intervening variables such as individual differences, system characteristics, social influences, and facilitating conditions.

While the creator of a given technology product may believe the product is useful and user-friendly, it will not be accepted by its potential users unless the users share those beliefs.
While TAM has been criticized on a number of grounds, it serves as a useful general framework and has been consistent with a number of investigations into the factors that influence older adults' intention to use new technologies (Braun, 2013).

The model provides a traditional view point about technology acceptance from users' aspects; hence, it is vital in this study since based on the age of in-school adolescents, parents take vital decisions for them at this stage of their lives. The internet is a product of technology and whether or not in-school adolescents will use it is a product of their parent's decision. However, this decision can be premised on the parent's perceived usefulness and its influence on the lives of their children.

3. Methodology

The study employed a mixed-method comprising quantitative and qualitative research designs. Whereas the quantitative design made use of a survey, the qualitative design used focus group discussions (FGD). The survey and focus group discussion played complementary roles. The rationale is not only to compensate weakness in a method with the strength of the other but also to substantiate statistical findings with the original statement of respondents (Frey, Botan and Kreps, 2000, p. 222). While the survey allows a researcher to study people's opinion on a given issue of public importance, the focus group discussion studies the respondents in a more natural conversational pattern. The FGD give the participants an opportunity to agree or disagree with each other so that it provides an insight into how the group thinks about an issue. Furthermore, the researchers used FGD as it can explore the meaning of survey results that cannot be explained statistically, the range of opinions/views and to collect a wide range of descriptive terms (AntiEssays, 2020).

The study area is Imo state. Imo state was studied as it is an educationally high-achieving state which has over the years been one of the states that produced the highest number of candidates in Nigeria for external examinations such as JAMB, WAEC and NECO. For instance, Imo state has produced the highest number of candidates in the Joint Admissions and Matriculation Board (JAMB) for many years (Abah, 2016; Erunke, 2018). The state is therefore assumed to have adolescents who are Internet and ICT savvy. The state has twenty-seven local government areas in three educational zones. The three educational zones are Owerri, Orlu and Okigwe educational zones. According to the Open Registry of the Ministry of Education, Owerri, the population of students for the 2018/2019 academic year from 260 government-owned secondary schools and 328 government-approved private secondary schools in Imo state stands at 460,742. Out of this number, 500 students were selected as the sample for the study. The sample size was arrived at in line with the submissions of Comrey and Lee (1992) rating scale of sample size adequacy: 100 = poor, 200 = fair, 300 = good, **500 =** very good, 1,000 or more = excellent. The study adopted the multi-stage sampling technique involving simple random, systematic and convenience sampling techniques respectively. The sampling went through five stages. In the first stage, two local governments were chosen using simple random sampling through the table of random numbers from the three educational zones in the state. In stage two, one public (government-owned) and one government-approved private secondary school were selected from the local government areas selected in stage one using simple random sampling techniques. Here, again the table of random was employed to select secondary schools from the local government areas

selected in stage one. In stage three, simple random sampling was used to draw one class from the junior section, i.e., JS 1-JS3 of the secondary schools picked in stage two, and J.S. 2 was selected. In stage four, the researchers used simple random sampling to draw one class from the senior section, i.e., SS 1-SS3 of the secondary schools picked in stage two and S.S. 3 was picked.

At the last stage, the researchers used systematic sampling method to select students from the official class list of JS 2 and SS 3 of all the selected secondary schools in the three educational zones in the state. Twelve schools were selected; the researchers also selected two classes in these twelve schools. Hence, twenty-four classes were selected for the study and sixteen samples picked in each class selected. This allocation was arrived at by dividing the sample by the total number of classes selected. That is
500/24 = 20.8333 app. 21.

According to the Open Registry of the Ministry of Education, there are at least forty students in four streams of a class totaling one hundred and sixty students in public (government-owned) secondary.

The nth student in each of the schools is picked by dividing the total number of students in a class by the class allocation thus:
Nth student of public (government) owned secondary schools: 160/21 = 7.6 = 8 (app.)
Hence, a student was picked from the official class list at intervals of 8, beginning from the 1st student on the class list. At the end of the systematic sampling procedure, a total of 21 students were picked for each class.

The researchers used the convenience sampling procedure to convene six focus group discussion sessions with at least eight to ten discussants per session. A structured questionnaire and focus group discussion guide were the data collection instruments for the survey and FGD respectively. Quantitative data analysis employed simple percentages as well as mean scores and standard deviation scores. The researchers used a descriptive thematic method to analyze the qualitative data.

4. Data Presentation and Analysis of Results

Out of 500 copies of the questionnaire administered to respondents in Imo State, 493 (98.6%) were returned and found useful for data analysis, thus giving the survey a mortality rate of 7 (1.4%).

S/N	Variables		Frequency	Percentage (%)
1.	Age	11 – 13 years	92	18.7
		14 – 16 years	245	49.7
		17 – 19 years	156	31.6
2.	Gender:	Male	268	54.4
		Female	225	45.6
3.	Present Class:	J.S. 1 – 3	235	47.7
		S.S. 1 – 3	258	52.3
	Total		493	100

Table 1: Distribution of Responses Showing Socio-Demographic Data of Respondents
Source: Field Survey, 2019

The demographic data of respondents (i.e., in-school adolescents) shows that in-school adolescents between 14-16 years were predominant with 49.7%. They were closely followed by those between 17-19 years with 31.6%. Those 11-13 years made up 18.7 per cent of the respondents. Also, there is a preponderance of male in-school adolescents representing 54.4% when compared to their female counterpart, 45.6% of the total respondents. The table on the present class of respondents showed that most of them were in the Senior Secondary levels as the data present 258, representing 52.3% in SS classes and 235, representing 47.7% in JS classes.

- Research Question One: To what extent do parents' socio-economic status affect in-school adolescents' access to the internet?

To find an answer to this question, tables 2, 3, 4 and 5 were presented and analyzed

S/N	Variables	Responses	Frequency	Percentage (%)
1.	If your parents were buoyant enough to buy an internet-enabled device for you, do you think they will?	Yes	349	70.8
		No	143	29.0
		I don't know	1	0.2
	Total		493	100

Table 2: Distribution of Responses Showing Respondents' Opinion on
Parents' Capability of Affording an Internet-Enabled Gadget
Source: Field Survey, 2019

Table 2 shows that 349 respondents representing 70.8% are of the view that if their parents were buoyant enough, they will buy an internet-enabled gadget for them while 143 respondents representing 29.8% are of the view that even if the parents were buoyant enough to buy one for them, they will not. This implies that notwithstanding their worries or concerns, parents will buy internet enabled gadgets for their adolescent children as far as they are buoyant enough to do that.

S/N	Variables	Responses	Frequency	Percentage (%)
1.	If 'Yes' why?	Because I am matured (i.e., of age)	52	14.9
		It helps me learn a lot from the internet	59	16.9
		Because all my siblings have phone	2	0.6
		Because they promised me one	11	3.2
		Because of my assignments	162	46.4
		Because my parents are wealthy	21	6
		For communication	23	6.6
		For news and information	11	3.2
		So that I can stop using their own	3	0.9
		They love me and care for me	5	1.4
	Total		349	100

Table 3: Distribution of Responses from Open-Ended Question on Why Respondents
Think Their Parents Will Buy Them an Internet-Enabled Device
Source: Field Survey, 2019

Table 3 shows that most parents of respondents got them internet enabled gadgets because of their assignments (46.4%) and the least number of parents (0.6%) bought internet enabled gadgets for their adolescent children because other siblings have phones. This picture suggests that the major reason why parents buy internet-enabled gadgets for their adolescent children is for them to use it for academic purposes.

S/N	Variables	Responses	Frequency	Percentage (%)
1.	If 'No' why?	I don't know how to use it	13	9.1
		I may use it for negative purposes	83	58
		It will distract me from my studies	42	29.4
		My parents are afraid of online dating	3	2.1
		My parents just don't want to buy it for me	2	1.4
	Total		143	100

Table 4: Distribution of Responses from Open-Ended Question on Why Respondents
Think Their Parents Will Not Buy Them an Internet-Enabled Device
Source: Field Survey, 2019

Table 4 shows that the likelihood of using it for negative purposes ranked highest among the reasons of parents not buying their adolescent children internet enabled gadgets if they were buoyant enough. This was followed by distraction from their studies among other reasons.

S/N	Variables	Responses	Frequency	Percentage (%)
1.	How did you get this internet-enabled gadget?	I bought it	7	2
		My parents got it for me	238	68.8
		I got it from a friend	11	3.2
		My siblings or relation gave it to me	90	26
	Total		346	100

Table 5: Distribution of Responses Showing How Respondents Got the Internet-Enabled Gadgets
Source: Field Survey, 2019

Table 5 shows how the respondents got their internet enabled gadgets. Data shows that majority of the respondents got their internet enabled gadgets from parents i.e., 238 respondents representing 68.8%, this was closely followed by those who got theirs from siblings or relations 90 representing 26%. Respondents with the least frequencies were those who bought theirs and those who got theirs from friends. This stood at 7 representing 2% and 11 representing 3.2% respectively. The picture above suggests that majority of in-school adolescents who have internet enabled gadgets got them from their parents. This implies they have the approval of their parents to use the internet.

- Research Question Two: Do parental beliefs affect in-school adolescents' access to the internet?

S/N	Variables	Responses	Frequency	Percentage (%)
1.	Are your parents worried or concerned about what you will come across on the internet?	Yes	462	93.7
		No	25	5.1
		I don't know	6	1.2
	Total		493	100

Table 6: Distribution of Respondents Showing Parents Concern or Worry about
What Adolescents Will Come Across on the Internet
Source: Field Survey, 2019

Table 6 shows that majority of parents are concerned or worried about what their adolescent children will come across on the internet. This suggests that though they have access to the internet as shown in Figure 1 and they have this access with the approval of their parents as shown in Table 3, their parents are worried about what they will come across.

S/N	Variables	Responses	Frequency	Percentage (%)
1.	What are your parents' greatest fear about your access to the internet?	Exposure to unknown people	82	16.6
		Exposure to pornography	250	50.7
		Online dating	51	10.3
		Exposure to cyber bullying	18	3.7
		Exposure to violence	21	4.3
		I don't know	71	14.4
	Total		493	100

Table 7: Distribution of Responses Showing What Respondents' Think Is Their
Parents' Greatest Fear about Their Access to the Internet
Source: Field Survey, 2019

Table 7 is a follow-up question to Table 2 as it sought to find out what they think is their parents' greatest fear. Data shows that exposure to pornography ranked highest with 50.7% followed by exposure to unknown people (16.6%). Online dating followed with 10.3% while exposure violence and exposure to cyber fraud made up 4.3% and 3.7% respectively. However, 14.4% of the respondents were of the view that they did not know their parents greatest fear about what they will come across on the internet. This suggests that pornography poses as a serious concern to parents among other concerns.

S/N	Variables	Responses	Frequency	Percentage (%)
1.	What do your parents think you can learn from the internet?	Positive things	154	31.2
		Negative things	19	3.9
		Both	287	58.2
		I don't know	33	6.7
	Total		493	100

Table 8: Distribution of Responses Showing Respondents Opinion on What
Their Parent Think They Can Learn from the Internet
Source: Field Survey, 2019

Table 8 shows that majority of parents think their adolescent children can learn both positive and negative things from the internet (58.2%), this is followed by those who are of the view that their parents think they can learn positive things from the internet (31.2%). The least on the table are those of the view that their parents think they can only learn negative things from the internet (3.9%). These data imply that parents may have bought phones for their adolescent children because they think the internet has the capability to inculcate in them both positive and negative things. The negative areas are the ones that they are worried about as indicated in Table 7 and 8.

- Research Question Three: To what extent do in-school adolescents in Imo State have access to the internet?
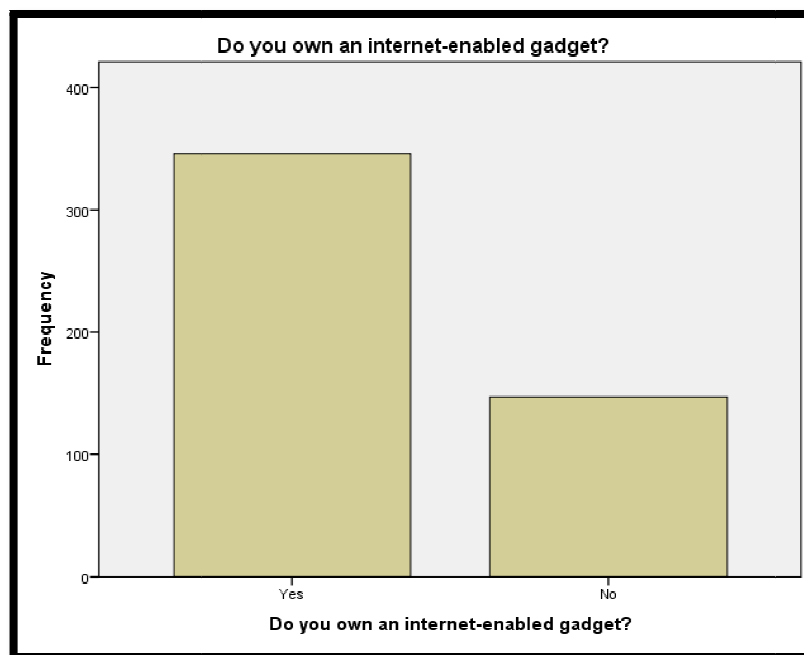
Figure 1: Distribution of Responses Showing Ownership of Internet-Enabled Gadget among Respondents
Source: Field Survey, 2019

Figure 1 shows that 346 representing 70.2% of the respondents own or have access to internet enabled gadgets while 147 respondents representing 29.8% do not. This however suggests that majority of the respondents have access to internet enabled gadgets.

S/N	Variables	Responses	Frequency	Percentage (%)
1.	What type of internet-enabled gadget do you have?	I-phone	5	1.4
		Android	301	86.9
		Tablet	3	0.9
		I pad	2	0.6
		Laptop	20	5.8
		Desktop	2	0.6
		Blackberry	13	3.8
	Total		346	100

Table 9: Distribution of Responses Showing Types of Internet-Enabled Gadgets Owned by Respondents
Source: Field Survey, 2019

Table 9 shows that a preponderance of respondents who own and have access to the internet owns an Android (301 respondents representing 86.9). This was followed closely by those who own laptops (20 representing 5.8%), Blackberry followed suit with13 respondents representing 3.8%, I Phone representing 1.4%, Tablet representing 0.9% and lastly, I Pad and desktop having 0.6% each. This suggests that there is a high level of accessibility to the internet via Android which is a type of mobile phone.

S/N	Variables	Responses	Frequency	Percentage (%)
1.	When do you use your internet-enabled gadget?	During school hours	48	13.9
		After school hours	296	85.5
		During holidays	2	0.6
	Total		346	100

Table 10: Distribution of Responses Showing Usage Patterns of Internet-Enabled Gadget among Respondents
Source: Field Survey, 2019

Table 10 shows that a majority of the respondents use their internet enabled gadgets after school hours thus 296 representing 85.5%. This was followed by those who use theirs during school hours (48 representing 13.9%) and lastly 2 respondents who use theirs during holidays representing 0.6%. The implication of the data above is that these internet-enabled gadgets are not used by most respondents during school hours therefore it might not be a source of distraction for them while in school.

5. Results from the Focus Group Discussion (FGD)

5.1. Preliminary Responses

S/N	Variables	Concepts	F / %
1.	Do you have internet-enabled gadget?	Affirmative	43 (78%)
		Negative	12 (22%)
2.	How did you get it?	Family-oriented	36 (95%)
		School-oriented	2 (5%)
3.	Do you think your parents can afford to buy an internet-enabled gadget for you?	Affirmative	46 (84%)
		Negative	9 (16%)
4.	Do you think your parents are worried about what you see on the internet?	Affirmative	53 (96%)
		Negative	1 (2%)
		Uncertain	1 (2%)

Table 11: Distribution of Result Showing Emerging Concepts from Participants' Responses
Source: Field Survey, 2019
NB: Some of the Discussants Were Undecided in Some of the Questions

Table 11 presented four items. From the table, the first item shows that majority of the discussants (78%) have internet enabled gadgets. It also shows that majority of the discussants got it through family. Here, family entails parents, siblings and relatives. Data presented show that majority of the discussants think that their parents can afford to buy an internet enabled gadget for them. Lastly, majority of the discussants (96%) also think their parents are worried about what they will come across on the internet.

S/N	Variables	Concepts	F / %
1.	Areas of perceived parents' worry (concern)	Addiction	1 (5%)
		Corruption	14 (70%)
		Distraction	5 (25%)
2.	In what ways do these fears or worries affect your access and use of the internet?	Access denial	13 (36%)
		Monitoring	17 (47%)
		No effect	6 (17%)
3.	Do you think your parents can afford internet-enabled gadgets but has refused to do that due to these worries?	Ability & sheer refusal	5 (15%)
		Ability & Action	24 (73%)
		Inability	3 (9%)
		Religion	1 (3%)

Table 12: Distribution of Result Showing Emerging Concepts from Participants' Responses
Source: Field Survey, 2019

From Table 12, majority of the discussants perceive that their parents are worried or concerned about areas of corruption. Corruption here refers to bad language, violence, pornography, exposure to unknown persons and bad habits among others. It also reveals that due to these fears, majority of their parents monitor what they do on the internet (47%) rather than denying them access (36%). The table also shows that parents who can afford internet enabled gadgets buy them for their in-school adolescent children despite the concerns noted earlier as 73% of discussants attested to this.

6. Discussion of Findings/ Analysis of Research Questions

Here, the findings from the study are discussed in relation to how they either agree or disagree with findings in literature and how they also provide answers to the research questions formulated in this study.

Research question one sought to find out how parents' socio-economic status affect in-school adolescents' access to the internet?

The answer was found in Tables 2, 3, 11a and 11b which deals on how parents' socio-economic status affect in-school adolescents' access to the internet.

To answer this question, findings show that the socio-economic status of parents affect in-school adolescents' access to the internet. According to the data gathered, parents will provide internet enabled gadgets if they were buoyant enough. Also, the findings show that a majority of in-school adolescents that own and use internet enabled gadgets got

them from their parents. Table 2 shows that majority of the respondents (349 representing 70.8%) think that ability to afford an internet-enabled gadget was the only factor that affects their access to the internet. For them, their parents will buy them an internet-enabled gadget if they were buoyant enough.

In table 3, these respondents gave reasons why their parents will buy them an internet-enabled gadget if they were buoyant. Chief among the reasons is because of their assignments i.e., its ability to help them improve in their academics (162 representing 46.4%) followed by what (a lot) they could learn from the internet (59 representing 16.9%). However, those that were of the view that their parents will not buy internet-enabled gadgets even if they were buoyant enough gave their reasons. Using it for negative reasons (83 representing 58%) ranked highest among the reasons why their parents though buoyant will not buy them internet-enabled gadgets followed by distraction from their studies (42 representing 29.4%).

It is also important to note that findings from the survey agree with those from the FGD results as findings show that these areas of concern or worry do not affect their access to the internet as their parents will provide these gadgets if they are buoyant enough.

Research question two sought to find out if parental beliefs affect in-school adolescents' access to the internet. Tables 6, 7, 8, 11a and 11b answered this question.

The findings from the result in these tables show that majority of the in-school adolescents (462 representing 93.7%) think that their parents are concerned about what they will come across on the internet. Findings also show that exposure to pornography ranked highest among the parents' fears (250 representing 50.7%) among other fears. Still answering research question two, table 8 show that majority of the respondents think that parents are of the view that they can learn both positive and negative things from the internet (287 representing 58.2%).

Findings from focus group discussions however corroborate the results from survey as 96% of discussants affirmed that their parents are concerned about what they will come across on the internet, the survey and FGD also agree because the areas of worry or concern range from using it for negative reasons to distraction from academics among others.

The FGD however took a more detailed dimension since it sought to find out if these areas of worry or concerns affect their access and use of the internet in any way. Results show that these concerns affect their freedom of use but not their access. This means that their parents despite their fears provide them with internet-enabled gadgets and resolve to monitor what they do on the internet rather than allowing them to do whatever they like on the internet.

Research question three sought to ascertain to what extent in-school adolescents have access to the internet. To answer this question, Figure 1, tables 9, 10, 11a and 11b were used.

The findings from the result in these figure and tables reveal that a greater percentage of the respondents (70.2%) own internet enabled gadgets. Details reveal that these gadgets were provided for them by their parents (68.8%) and a majority of them (86.9%) use an Android which is a mobile operating system based on a modified version of the Linux kernel and other open-source software, designed primarily for touch screen mobile devices such as smart phones and tablets. They use it mostly after school hours.

So invariably, socio-economic status affects internet access while parental beliefs affect their freedom of use.The results of this study however agree with the findings from studies conducted by Bartau-Rojas, Aierbe-Barandiaran and Oregui-González (2018), Shapiro and Rohde (2000). The study by Bartau-Rojas, Aierbe-Barandiaran and Oregui-González (2018) showed that parents in Spain share a pessimistic rather than an optimistic attitude towards Internet use among young children. There is also an agreement in the parents' areas of concern. In their study, results show that their major fears were inappropriate use of the internet and the lack of maturity to digest internet contents among other fears. The study by Shapiro and Rohde (2000) also corroborated with the findings of this study as it concludes that race and socio-economic status (SES), are indicators of unequal access to and use of ICT. This means that race and socio-economic status (SES) are factors that determine access and use of ICT.

The findings of this study are also corroborated by the findings from studies conducted by Orebiyi and Orebiyi (2017), Oyedunni, Ogbu and Dipeolu (2016) and Adegoke and Osokoya (2015). The study by Orebiyi and Orebiyi (2017) found out that most teenagers in Zaria have access to the internet, Oyedunni, Ogbu and Dipeolu (2016) also documented a high prevalence of internet use among young persons in Ibadan, an urban district in South-West region of Nigeria while Adegoke and Osokoya (2015) also observed that, 67.7% of the students have access to the internet (two-third of the sample size).

The findings of this study however disagree with the study by Adegoke and Osokoya (2015) that investigated access to internet and socio-economic background as correlates of students' achievement in Agricultural Science among selected Senior Secondary Schools Two Students in Ogbomosho South and North Local Government Areas. The study among other results showed that there is no significant relationship between students' socio-economic background and access to internet. They further explained that students' access to internet browsing is not determined by socio-economic background either from high or low socio-economic status. Student from low Socio-economic background can surf the net through their friend's phone, their friends pay for them at cybercafé and at-times they could afford to pay at cybercafé for themselves. This is however at variance with the current study.

7. Conclusion

Data obtained from in-school adolescents in Imo state, South-East Nigeria show that over 70% of the respondents have access to the internet through their parents and relatives. It also shows that while socio-economic status affects in-school adolescents' access to the internet, parental beliefs affect their freedom of use.

8. Recommendations
- The internet is a product of Information and Communication Technologies; it has come to stay. So, parents should device various means of monitoring what their children do on the internet.
- Parents should set clear expectations about acceptable and non-acceptable online behaviour, and should let their children know that they are available to talk about any challenges that they are experiencing whether they occur online or offline.
- While parents have been described 'digital immigrants', their children have been described as 'digital natives'. So, it is possible that parents may have less knowledge about various aspects of the online world, as compared to their children, but this does not mean that they should remain uninformed about their whereabouts online, therefore, they should enhance or improve their digital competence so as to effectively monitor these adolescents on the internet.
- Parents should know the passwords of their adolescents' gadgets so that they can gain entrance to these gadgets when they like.
- Parents should create time to go through the internet browser history and photo galleries of their adolescents' phones from time to time and unannounced too.

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