

Social Media Usage and Social Adjustment among Students of Nasarawa State University, Keffi, Nigeria

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Abstract

This paper aimed at finding out relationship between social media usage and social adjustment among students of Nasarawa State University, Keffi. The study adopted a survey research design. The population of the study was nine hundred and eighty seven (987) male and female 300 level students of Nasarawa State University, Keffi. The sample of the study was 274 respondents drawn from 300 level students. Data was collected using social media usage questionnaire and social adjustment inventory administered on the students. The collected data was processed and analyzed using Pearson Product Moment Correlation. All tests were done at 0.05 level of significance. The study indicates that relationship exists between whatsapp usage and social adjustment among students with the following values: whatsapp usage and social adjustment $r=0.779$, $p=.000$; facebook and social adjustment $r=0.643$, $p=.000$. The study also indicates that relationship exists between Google usage and social adjustment $r=0.643$, $p=0.000$. From the results of the findings, it is recommended that school authority should draw the attention of students to the use of whatsapp and facebook and put more emphasis on their academic work in order to adjust academically.

Keywords: social, media, usage, social, adjustment.

Introduction

The internet technology has certainly revolutionized the world of communication. It has not just become a means of looking for information but of social relationships and communications with other people, whether for business or commercial purpose, for making new friends, or for reconnecting with old friends and long lost relatives. Evidence suggests that social network has come to dominate the highest population of internet users (Ellison, Steinfield, & Lampe, 2015). They further stated that among the Online Social Networks, such as Facebook, Whatsapp, Twitter, Skypad, Myspace, and 2go, facebook and whatsapp have become the most prominent tools that have gained broad acceptance among students as a means of online communication. As of January 2016, Facebook's monthly active users reached 1.55 billion, or 22 percent of the entire world's population. Other services have 900 million users (Whatsapp), and 400 million Instagram users, globally (Ibrahim, 2020). It can be estimated that every student has a Facebook, twitter, goggle+, LinkedIn, MySpace, Whatsapp or some social media account they access

weekly, if not daily. Those with mobile phones or other devices access it more since it can be suitable on the go (Asemah, Okpanchi, & Edegoh, 2013).

According to Baruah (2012), the word social media refers to the use of web-based and mobile technologies to turn communication into a communicating interchange. Social media is a media that allow users to meet online via the internet, communicate in social forum like Facebook, Twitter, where users generally socialize by sharing news, photo, ideas and thoughts, or respond to issues and other contents with other people.

Adjustment refers to an individual's general adaptation to his environment and the demands of life; such as the way he relates with other people (that is interpersonal behaviour), handles his responsibility, deals with stress and meets his own needs and life's satisfaction. The society is dynamic and change is the only constant thing; so the individual's ability to review his attitude and behaviour is an essential ingredient of adjustment. Social adjustment is an effort by an individual to cope with standards, values and needs of the society in order to be acceptable. It involves coping with new standards and values. In technical language of psychology, getting along with the members of the society as best as one can be, is regarded as social adjustment. Emotional adjustment on the other hand can be described as the behavioural processes by which human beings maintain equilibrium among their various needs or between their needs and the obstacle of the environments. A sequence of adjustment begins when a need is felt and ends when it is satisfied. Hungry individuals, for instance, are stimulated by their physiological state to seek food. Therefore, they reduce the stimulating condition that impelled them to activity, thereby adjust to this particular need.

Adjustment is associated with what is called living system; like system of organs, group of individuals and social systems such as social organization; such system is regarded as open system (Baker & Siryk, 1984). In the process of adjustment, forces are balanced naturally within the system with forces originally from the environment. In this regard, adjustment is served as a state of equilibrium, a form of balance in the person's own internal system. The equilibrium concept is related to the idea of tension reduction, and leads to the definition of adjustment as a process rather than a satisfaction of needs, thereby reducing tension particularly when usual ways of meeting the needs are blocked (Elliot, 2005).

Social adjustment involves coping with new standards and values. In technical application, adjustment or social adjustment means getting along with members of the society as best as one can. In this regard, social adjustment means reaction to the demands and pressure of the social environment. From the development's point view, social adjustment must represent the whole gamut of change by which an entire social system turns to that diverse basic needs and desires of individual and social groups within that system, move away from a condition of life building perceived as unsatisfactory toward a situation (Rothbart & Bates, 2006).

Adjustment in this context is generally divided into social and personal spheres of relation. In a social context, a person might be judged as poorly adjusted when compared to some cultural norms; values judgment are often made by reference to behaviour in one of several major role areas such as work, school, leisure, or family activities. Social adjustment includes how the person interacts with others or how the person conforms to social expectations (Davidson, Jackson & Kalin, 2000). The emotional aspect of adjustment can be determined by asking the person about his feeling, attitudes, cognitive and behavioural characteristics; only the individual can subjectively assess the degree of adjustment and satisfaction experienced (Eisenberg et al., 2009).

Adjustment in this context is response to the following process:

- Some responses that remove or reduce the irritating stimulus and meet up with adjustment needs.
- Lack of fulfillment needs.
- A need or motive in form of a strong persistent stimulus.

Therefore, social and cultural adjustments are similar to emotional adjustment. People strive to be comfortable in their surroundings and to have their emotional needs (such as love or affection) met through the social network they inhabit. When need arises, especially in new or changed surrounding, they impel into personal activities meant to satisfy those needs. In this way, people increase their familiarity and comfort with their environment, and they can come to expect that their needs will be met in future through their social network. Ongoing difficulties on social and cultural adjustment may be accompanied by activity or depression. Adjustment plays a vital role in the development of an individual. It is responsible for the organization of behaviour to life situation, in every sphere.

Adjustment in school has been described as a very important aspect of student's life. Teachers are advised to be more connected with the adjustment of students in school, because the primary purpose of education is to train students to be well adjusted in their social life. Human beings have the capacity to adapt to new situations; they do not only adapt to physical demands, but also adapt to social pressure. Social pressure plays an important role in the choice students make.

Social media is infiltrating the educational arena. The online social networks are increasingly being used not only by university students, but also by instructors for different reasons (Mazer, Murphy, & Simonds, 2009). Hence, understanding the way individuals behave on such sites is a potentially valuable source of information for educators and researchers. The emergence of social media as a result of advancement in technology and expansion in internet software has raised eyebrows among academics on its impacts on studies. Students at all levels of learning have now divided attention to studies, as a result of available opportunities to be harnessed from social media. Excessive use of the social media may affect the academic performance of students. Yengimolki, Kalantarkousheh and Malekitabar (2015) explored the relationship between whatsapp and facebook usage with academic achievement of student. The research shows that

significant difference exists between girls and boys. There is also a significant difference in the overall ICT usage between these two groups (male and female) but there is no significant difference between their whatsapp and Google. Nantz (2003) investigated the influence of information and communication technology on behavioural problems. The empirical result indicated that there is a joint significant influence among ICT, school, sex and age.

With so many social networking sites displayed on the internet, students are tempted to abandon their homework and reading times in preference for chatting online with friends. Many students are now addicted to the online rave of the moment, with Facebook and Twitter. Students have always paid a lot of attention to the presentation of self on social media sites. It seems that for many students, creating networks and online content is an integral mode for the management of identity, lifestyle, and social relations. Students point at the opportunities for self-expression, sociability, community involvement, and creativity and group belongings (Akanbi, & Theophilus, 2014).

The way students manage their time is very important because it will boost their grades and enhance their productivity. However, most of the times students face problems like task aversion and uncertainty, so they start to procrastinate because they lack organizational skills. Unfortunately, many students mismanage their limited time. Olubiyi (2012) noted that these days, students are so engrossed in the social media that they are almost 24 hours online. Awopetu (2013) established that ICT is the most significant predictor of social adjustment of students of higher institutions. Even in classrooms and lecture theatres, it has been observed that some students are always busy pinging, 2go or Facebook, while lectures are in session. Times that ought to be channeled towards learning, academic research and innovation have been crushed by the passion for meeting new friends online, and most times, busy discussing trivial issues. Hence, most students' academics suffer setback as a result of distraction from the social media. Obi, Bulus, Adamu and Sala'at (2012) stated that the use of these sites also affects students' use of English and grammar. The students tend to use short forms of writing words in their chat rooms; they forget and use the same in the classrooms.

Statement of the problem

The standard of education at all levels of educational system in Nigeria has been the main concern of everybody, most especially the educationists (Adeosun & Ajulo, 2011). Kareem and Adamu (2011) further reiterated that the education system in Nigeria has witnessed a varying degree of problems and various challenges. Many students in universities lag behind in terms of development, most especially when it comes to social media utilization which may in turn affect their social adjustment. Social media is an essential ingredient for adjustment; however it is becoming an area of concern in academic ground, as many students do not know how to utilize their social media networks, thus there is tendency of having poor adjustment which may likely affect their academic achievement or academic performances. Though social media infrastructures were available, unsteady and inadequate electric power supply can undermine its successful

utilization. Many of the students are not exposed to training on when, how to and where to use social media and what technology to use. They lack personal resources to acquire up-to-date information. It seems to be difficult for the students to fulfill the set goals in academic as well as poor social adjustment. It is on the basis of the above mentioned problem that this paper aimed at finding if there is relationship between social media and social adjustment among students of Nasarawa State University, Keffi.

Objectives of the study

- i. To find out the relationship between whatsapp usage as a component of social media and social adjustment among students of Nasarawa State University, Keffi.
- ii. To determine the relationship between facebook usage as a component of social media and social adjustment among students of Nasarawa State University, Keffi.
- iii. To determine the relationship between Google as a component of social media and social adjustment among students of Nasarawa State University, Keffi.

Hypotheses

Ho1: There is no significant relationship between whatsapp usage as a component of social media and social adjustment among students of Nasarawa State University, Keffi.

Ho2: There is no significant relationship between facebook usage as a component of social media and social adjustment among students of Nasarawa State University, Keffi.

Ho3: There is no significant relationship between Google as a component of social media and social adjustment among students of Nasarawa State University, Keffi.

Methodology

The design adopted in conducting this research was survey. This design, according to Belue (1995), is a form of descriptive research undertaken when dealing with systematic collection of data or information from a population through the use of personal interview, opinion scale, questionnaire and/or observation. This study involves an investigation of entire population of people under study by collecting data from sample drawn from the population and assuming that these samples are true representation of the entire population. Since the population of this study is large, and samples are to be drawn to represent the entire population, survey method is appropriate to that effect.

The target population for this study was made up of 300 level students of Nasarawa State University, Keffi. Their number stands at nine hundred and eighty seven (987) male and female students. The sample of this study was 274 male and female 300 level student of Nasarawa State University, Keffi. This sample is drawn from the entire population of 300 level students which is 987. The selection conforms with the Krejcie and Morgan (1970) prescription. The research purposefully targeted 300 level students of Nasarawa State University, Keffi. These students at 300 level have stayed enough in school. However, social media usage was determined by correlating with their social adjustment.

Two instruments were used for this study. The instruments are social media usage and social adjustment. Social media usage scale is a 23 item instrument that measures the

social media usage of respondents adapted from Michael, Jenkins, Stephen and Brian (2013). Respondents were to indicate by ticking the response that describes their use of social media with respect to Facebook and WhatsApp. The scale was changed to a four point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) to Strongly Disagree (SD) from a five point Likert scale. Social Adjustment Scale was adapted from Bell (2009). This instrument is a standardized one that seeks to measure various aspects of social adjustment scale among students in tertiary institutions. The 20 item instrument probes issues associated with social behaviour, relationship with friends, family members among others. It has five-point scale ranging from Strongly Agree (SA), Agree (A), Not Sure (NS), Disagree (D) to Strongly Disagree (SD) which represents students' feelings on the various items of the instrument.

The Social Media Usage Scale (SMUS) and Social Adjustment Scale (SAS) were validated by three experts in the Department of Educational Psychology, Nasarawa State University, Keffi. They all subject the instrument to face and construct validity in order to ascertain the clarity, relevance, adequacy and other attributes which a good research instrument should possess. Cronbach alpha coefficient was used to check the internal consistency of the instruments. A reliability coefficient of .811 was found while that of social adjustment was 0.814. All hypotheses were tested using Pearson Product Moment Correlation at 0.05 level of significance.

Presentation of results

A total of 274 copies each of the instruments were distributed but 272 copies each were duly returned. There is mortality of two (2) copies, therefore, the analysis was done based on the returned copies of the instrument.

Ho1: There is no significant relationship between whatsapp usage as a component of social media and social adjustment among students of Nasarawa State University, Keffi.

Table 1: Pearson product moment correlation (PPMC) statistics on the relationship between whatsapp usage as a component of social media and social adjustment of students of Nasarawa State University, Keffi

Variables	N	Mean	SD	Df	Correlation	P
Whatsapp usage	272	66.35	14.38	270	-0.779**	0.000
Social adjustment	272	64.38	12.35			

** . Correlation is significant at the 0.05 level (2-tailed)

Results of the Pearson product moment correlation (PPMC) statistics showed that significant relationship exists between whatsapp usage as a component of social media and social adjustment. This is because the computed p-value of 0.000 is lower than the 0.05 alpha level of significance at a correlation index (r) level of - 0.779. The relationship

between the two variables is inversely proportional; this implies that whatsapp usage has relationship on students' social adjustment. Therefore the null hypothesis which states that there is no significant relationship between whatsapp usage as a component of social media and social adjustment is hereby rejected.

Ho2: There is no significant relationship between facebook usage as a component of social media and social adjustment among students of Nasarawa State University, Keffi.

Table 2: Pearson product moment correlation (PPMC) statistics on the relationship between facebook usage as a component of social media and social adjustment of students of Nasarawa State University, Keffi

Variables	N	Mean	SD	Df	Correlation	P
Facebook usage	272	64.38	12.35	270	-0.643**	0.000
Social adjustment	272	33.71	8.97			

**Correlation is significant at the 0.05 level (2-tailed)

Results of the Pearson product moment correlation (PPMC) statistics showed that significant relationship exists between facebook as a component of social media and social adjustment. This is because the computed p-value of 0.000 is lower than the 0.05 alpha level of significance at a correlation index (r) level of - 0.643. The relationship between the two variables is inversely proportional; this implies that facebook usage has relationship with students' social adjustment. Therefore the null hypothesis which states that there is no significant relationship between facebook usage as a component of social media and social adjustment is hereby rejected.

Ho3: There is no significant relationship between Google as a component of social media and social adjustment among students of Nasarawa State University, Keffi.

Table 3: Pearson product moment correlation (PPMC) statistics on the relationship between Google as a component of social media and social adjustment among students of Nasarawa State University, Keffi

Variables	N	Mean	SD	Df	Correlation	P
Google	272	64.38	12.35	270	-0.643**	0.000
Social adjustment	272	33.71	8.97			

**Correlation is significant at the 0.05 level (2-tailed)

Results of the Pearson product moment correlation (PPMC) statistics showed that significant relationship exists between Google as a component of social media and social adjustment. This is because the computed p-value of 0.000 is lower than the 0.05 alpha level of significance at a correlation index (r) level of -0.643. The relationship between

the two variables is inversely proportional; this implies that Google usage has relationship on students' social adjustment. Therefore the null hypothesis which states that there is no significant relationship between Google as a component of social media and social adjustment is hereby rejected.

Discussion of the findings

The present research aimed at finding out the relationship between social media and social adjustment among students of Nasarawa State University, Keffi. The first finding of this research indicated that significant relationship exists between whatsapp usage as a component of social media and social adjustment among students of Nasarawa State University, Keffi. The finding agrees with that of Awopetu (2013) who established that ICT is the most significant predictor of social adjustment of students of higher institutions with $p =$ value of 0.001. Therefore, ICT was found to enhance memory retention. The author further revealed that ICT influences students' memory retention with $p=0.053$.

Research hypothesis two found out the relationship between facebook usage as a component of social media and social adjustment among students of Nasarawa State University, Keffi. It revealed that significant relationship exists between facebook usage and social adjustment of students of Nasarawa State University, Keffi. This finding agrees with other researchers. Nantz (2003) investigated the influence of information and communication technology on behavioural problems. The empirical result indicated that there is a joint significant influence among ICT, school, sex and age on behavioural problems.

Research hypothesis three found out the relationship between Google as a component of social media and social adjustment among students of Nasarawa State University, Keffi. It revealed that significant relationship exists between Google and social adjustment of students of Nasarawa State University, Keffi. This finding agrees with that of Yengimolki, Kalantarkousheh and Malekitabar (2015) who aimed at exploring the relationship between whatsapp and facebook usage with academic achievement of student. The research shows that significant difference exists between girls and boys. There is also a significant difference in the overall ICT usage between these two groups (male and female) but there is no significant difference between their whatsapp and Google. The result indicated that male student is more engaged in whatsapp and facebook usage than the female counterparts.

Conclusion

Social media is infiltrating the educational arena. The online social networks are increasingly being used by students for various purposes. The result of this study found that whatsapp, facebook and google usage as components of social media influence students' social adjustment.

Recommendations

Based on the findings from the study, the researchers recommended the following:

1. School authority should draw the attention of students to the use of whatsapp and facebook and put more emphasis on their academic work in order to adjust academically.
2. Parents or guardians should help their children by educating them on how to make use of social media and other technological facilities; this will go a long way to help the students to have good academic outcome and have proper adjustment in school.
3. Psychologists and counsellors should also place more emphasis on adjustment of students and educate them to understand the implication of social media usage (Whatsapp, Facebook and Google) and concentrate on their academic work.

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