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INFLUENCE OF SOCIAL MEDIA USAGE ON SOCIAL ADJUSTMENT AND ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN JOS SOUTH LGA, PLATEAU STATE

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Abstract
The study investigated the influence of social media usage on social adjustment and academic performance of secondary school students in Jos South LGA, Plateau State. Four research questions and four hypotheses guided the study. Descriptive survey research design was adopted for the study. The population of this study consisted of 5,422 SS2 students. A sample of 357 was used for the study. However, 200 students successfully returned their questionnaire which was used for analysis. A researcher-made instrument titled *"Social Media and Social Adjustment of Senior Secondary School Students Questionnaire" (SMSASSSSQ)* was used to collect data for the study. The SMSASSSSQ instrument was structured in a 4-point rating scale with the response options of Strongly Agree (SA) 4 points, agree (A) 3 points, Disagree (D) 2 points and Strongly Disagree (SD) 1 point. The null hypotheses were tested using t-test at 0.05 level of significance using Statistical Package for Social Sciences (SPSS) version 25. Based on the findings of this study, it was concluded that there is a significant influence of social media variables such as Facebook, WhatsApp, Twitter and Snapchat on social adjustment and academic performance of secondary school students in Jos South LGA, Plateau State. In the light of the findings and conclusion drawn in this study, it was recommended among others that students should use Facebook positively to promote social adjustment and academic performance.

Keywords: Social media usage, Social adjustment, Academic performance, WhatsApp, Facebook

Introduction
Adjustment refers to an individual general adaptation to his environment and the demands of life such as the way he relates to other people that is, interpersonal behaviour, handle his responsibilities, deal with stress and meet with his own need and life 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 in adjustment. According to Gillett (2023), adjustment has been analysed as an achievement as well as process in psychology.

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. Social adjustment includes how the person interacts with others and how the person conforms to social expectations (Hill, 2000). In technical application, 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. One of the important elements of social adjustment and social integration is the social media.

In the current society, especially for the young generation, social media has become a part of everyday life. People have access to all types of information across the globe in the palm of hands using social media. Social media, such as facebook, twitter, yahoo, telegram, IMO, skype, messenger, whatsapp, snap chat, YouTube, Tiktok, palm chat, Tango, Skype, Google plus, WeChat, Wikipedia, LinkedIn, Instagram, MySpace, Badoo, Digg, Blogs, and other chat sites have taken the technology world to a new level. The dramatic evolution of technology, especially new social media, has greatly influenced every facet of human society; the way people use time and space, and the perception of media. People are now logging on social media on mobile devices everywhere, at any time making it a common everyday activity and this can be confirmed which estimates that about 1.925 billion users of smart phones make use of their devices for social media in the world (Chen, 2022).

More and more scholars have started recently to examine the influence of social media on human life. Over the past decade, social media usage have increased substantially in popularity and become part of social practices (Boyd & Ellison, 2021). Social media positively contribution to increased people's capacity for making and sustaining friendships as well as facilitating regular communication. Due to the growth in social media usage, there is adverse effects and addictive behaviours among many users (Smith & Tirimala, 2022).

Gonzales and Hancock (2011) observe that adolescents are at vulnerable period to various social media influences such as, cognitive, emotional, and physical. Currently excessive use of social media resulted in negative impact on maintaining daily routines, school performance, social and psychological wellbeing. Technology is like two sides of a coin, brings both negative and positive effects. Social media has transformed the way information is received and sent and has greatly bridged the geographical gap that exist between people. The world has been changed rapidly by the evolution of technology; this has resulted in the use of technology as the best medium to explore the wide area of knowledge. The evolution of internet technology has led its use as the best medium for communication. In the present world, social media usage is becoming a critical issue especially for its effect on the psycho-social adjustment of adolescents. For instance, people who use social media excessively showed significantly more symptoms of depression, anxiety, low self-esteem and loneliness than those who are not users. Similarly, Turner (2013) investigated that those individuals who are highly concerned about social media, strongly motivated to use social media and who devoted excessive amount of time to use social

media negatively affected in their psychological well-being, health well-being, social and academic activities. It is assumed that improper use of social media has a negative effect on the societal norms and values of adolescent students.

Literature Review

Social media has become a global phenomenon and a very important means of communication among peers, families and all manner of persons in the world. Social media sites such as Facebook, Twitter, Instagram, Linkedin & Instant Messaging Services (IMS) such as Whatsapp, Snap chat and IMO and video calling services like Skype have become a popular means of communication in the past few years. Boyd & Ellison (2021) define social media as "a public web-based service that permits users to create a personal profile, identify other users with whom they can relate to or have a connection with, read and react to posts made by other users on the site, and send and receive messages either privately or publicly".

Gonzales and Hancock (2011) also define social media as "virtual communities where users can create individual public profiles, interact with real-life friends, and meet other people based on shared interests". Any website that enables social interaction by users is considered a social media site. Such sites are an online technology with the ability to allow users to interact and share information online (Chen & Chen, 2022).

Facebook is one of the most populous social media used by people. This media site is a popular online social media and is the most visited website in the United States (Orelind, 2009). Since many people join this online social networking site, it is said that "if facebook were a country, it would be the fifth most populated in the world, ahead of Japan and Russia" (Zuckerberg, 2009). Mark Zuckerberg, Eduardo Saverin, Dustin Moskovitz & Chris Hughes (2004) were the founders of facebook (Chou & Edge, 2012). Whatsapp is a mobile messaging application which allows the users to exchange messages without having to pay for SMS. Whatsapp started in the year 2009, by J. Koum to make communication and the distribution of multimedia messaging more easily and faster (Boyd & Ellison (2021). Twitter is a useful tool in real-time communication and the participation in it is influenced by peers (Costa, Bcham, Reinhardt & Sillaots, 2008). Twitter improves active learning and provides incentives to the students (Gao, Luo & Zhang, 2022). Students seem to gain confidence, reflection and collaborative learning and they improve their sociability (Chen & Chen, 2022; Smith & Tirumala, 2022).

Snapchat is a multimedia messaging used globally, created by Evan Spiegel, Bobbyurphy and Reggie Brown former students at Stanford University, and developed by Snap Incorporation (Gillette, 2014). One of the principal features of Snapchat is that pictures and messages are usually only available for a short time before they become inaccessible to their recipients. The app has evolved from originally focusing on person-to-person photo sharing to presently featuring users' "Stories" of 24 hours of chronological content, along with "Discover", letting brands show ad-supported short-form content. Snapchat has become notable for representing a new, mobile-first direction for social media, and places significant emphasis on users interacting

with virtual stickers and augmented reality objects. As of February 2018, Snapchat has 187 million daily active users. According to these founders, with the help of snap chat application, an individual can chat with family, friends beyond the limit of seas and keep contact to everybody at one time. According to Turner (2013), Snap chat gives one an opportunity to not only showcase the true culture of your school but build an even stronger culture by engaging with your students outside of the classroom. With storytelling, behind the scenes, candid moments, contests and more, snap chat is a great way to talk to students in "their language. Everyone likes to feel like they are part of something special and selective. Students who have added your school on Snap chat can receive exclusive sneak peeks behind the scenes of school events and happenings".

Research Objectives

The main purpose of this study was to determine Influence of social media usage on social adjustment of secondary school students' academic performance in Jos South LGA, Plateau State.

The specific objectives of the study were to:

1. Determine the Influence of Facebook on social adjustment and Academic Performance of secondary school students in Jos South LGA, Plateau State.
2. Determine the influence of Whatsapp on social adjustment and Academic Performance of secondary school students in Jos South LGA, Plateau State.
3. Determine the influence of Twitter on social adjustment and Academic Performance of secondary school students in Jos South LGA, Plateau State.
4. Determine the influence of Snap chat on social adjustment and Academic Performance of secondary school students in Jos South LGA, Plateau State.

Hypotheses

The following null hypotheses were formulated and were tested at 0.05 level of significance to guide this study.

1. There is no significant influence of Facebook on social adjustment and Academic Performance of secondary school students in Jos South LGA, Plateau State.
2. There is no significant influence of Whatsapp on social adjustment and Academic Performance of secondary school students in Jos South LGA, Plateau State.
3. There is no significant influence of Twitter on social adjustment and Acade Performance of secondary school students in Jos South LGA, Plateau State.
4. There is no significant influence of Snap chat on social adjustment and Academic Performance of secondary school students in Jos South LGA, Plateau State.

Methodology

The researcher adopted descriptive survey design to guide this study. Descriptive survey design involves description, recording, analysis, and interpretation of conditions that now exist. It involves some type of comparison or contrast and may attempt to discover some type of

comparison, contrast or relationships that exist between variables involved in the study (Udoh & Joseph, 2005). This design is preferable since this study tried to establish the influence of the independent variables on the dependent variable. The constructs of independent variables were facebook, whatsapp, twitter and snap chat, while that of the dependent variable was social adjustment. The population of this study consisted of 5,422 SS2students (male – 2,262, female – 3,160) in the 14 public secondary schools in Jos South LGA, Plateau State. The respondents in the study consisted of 357 students that were drawn from 14 public secondary schools in Jos South LGA, Plateau State**.** The sampling technique used in selecting the sample for this study is the simple random sampling technique.

A researcher-made instrument titled "Social Media and Social Adjustment of Senior Secondary School Students Questionnaire" (SMSASSSSQ) was used to collect data for the study. The instrument had two sections. Section A of the instrument was used to elicit information social media with the following constructs: Facebook (items: 1-5), Whatsapp (items: 6-10), Twitter (items: 11-15), Snap Chat (items: 16-20). Section B of the instrument contained a total of 10 structured items with declarative statements within the domain of Social Adjustment which constituted the dependent variable of the study. The 'SMSASSSSQ' instrument was structured in a 4-point rating scale with the response options of Strongly Agree (SA) 4 points, Agree (A) 3 points, Disagree (D) 2 points and Strongly Disagree (SD) 1 points respectively. Data generated from the instrument were accurately analyzed. The null hypotheses (1-4) were tested with dependent t-test at 0.05 level of significance.

Results

Hypothesis One: There is no significant influence of Facebook on social adjustment and Academic Performance of senior secondary school students in Jos South LGA, Plateau State.

Table 1: **Independent t-test analysis of the influence of Facebook on social adjustment and Academic Performance of senior secondary school students in Jos South LGA, Plateau State.**

Variables	Mean	N	S.D	t-cal	Df	t-crit	Remarks
Facebook	17.00	200	2.598				
				136.624	199	1.960	*Sig
Social Adjustment	34.70	200	3.763				

The result in Table 5 showed that the calculated t-value of 136.624 is greater than the critical t-value of 1.960 at .05 level of significance with 199 degree of freedom. The result is significant; therefore, the null hypothesis was rejected and the alternative hypothesis which states that there is significant influence of facebook application social adjustment is upheld. His result implied that there is a significant influence of Facebook on social adjustment and Academic Performance of secondary school students in Jos South LGA, Plateau State.

Hypothesis Two: There is no significant influence of Whatsapp on social adjustment and Academic Performance of senior secondary school students in Jos South LGA, Plateau State.

Table 2: **Result of independent t-test analysis of the influence of Whatsapp on social adjustment and Academic Performance** of **secondary school students in Jos South LGA, Plateau State.**

Variables	Mean	N	S.D	t-cal	df	t-crit	Decision
Whatsapp	21.60	200	2.496				
				61.294	199	1.960	*Sig
Social Adjustment	34.70	200	3.763				

The result in Table 6 shows that the calculated t-value of 61.294 is greater than the critical t-value of 1.960 at .05 level of significance with 199 degree of freedom. The result is significant; therefore, the null hypothesis was rejected and the alternative hypothesis which states that there is significant influence of whatsapp application social adjustment is upheld. This result implied that there is a significant influence of Whatsapp on social adjustment of secondary school students Academic Performance in Jos South LGA, Plateau State.

Hypothesis Three: There is no significant influence of Twitter on social adjustment and Academic Performance of senior secondary school students in Jos South LGA, Plateau State.

Table 3: **Result of independent t-test Analysis of the Influence of Twitter on social adjustment and Academic Performance of secondary school students in Jos South LGA, Plateau State.**

Variables	Mean	N	S.D	t-cal	Df	t-crit	Decision
Twitter	17.19	200	2.356				
				90.016	199	1.960	Sig
Social Adjustment	34.70	200	3.763				

The result in Table 7 shows that the calculated t-value of 90.016 is greater than the critical t-value of 1.960 at .05 level of significance with 199 degree of freedom. The result is significant; therefore, the null hypothesis was rejected and the alternative hypothesis which states that there is significant influence of twitter application social adjustment is upheld. This result implied that there is a significant influence of Twitter on social adjustment of secondary school students Academic Performance in Jos South LGA, Plateau State

Hypothesis Four: There is no significant influence of Snap chat on social adjustment and Academic Performance of senior secondary school students in Jos South LGA, Plateau State.

Table 4: Result of independent t-test Analysis of the Influence of Snap chat on social adjustment and academic performance of **secondary school students in Jos South LGA, Plateau State.**

Variables	Mean	n	S.D	t-cal	Df	t-crit	Decision
Snap Chat	17.23	200	2.395				
				92.405	199	1.960	Sig
Social Adjustment	34.70	200	3.763				

The result in Table 8 shows that the calculated t-value of 92.405 is greater than the critical t-value of 1.960 at .05 level of significance with 199 degree of freedom. The result is significant; therefore, the null hypothesis was rejected and the alternative hypothesis which states that there is significant influence of snap chat application social adjustment is upheld. This result implied that there is a significant influence of snap chat on social adjustment of secondary school students Academic Performance in Jos South LGA, Plateau State.

Discussion

Findings on hypothesis one revealed that Facebook influences on social adjustment and Academic Performance of secondary school students in Jos South LGA, Plateau State. Students were found to develop interest in using facebook for social interaction which influences their social milieu and social life. Hypothesis one finding reveals a significant influence of Facebook influenced on social adjustment of secondary school students Academic Performance in Jos South LGA, Plateau State. The calculated t-value was found to be greater than the critical t-value, hence, the null hypothesis one was rejected in favour of the alternative hypothesis.

The finding agrees with the assertion of Chou & Edge (2022) who reported that Facebook news feed creates an overwhelming emphasis on the positive experiences of others. The current work also agrees with Bamberger and Belogolovsky (2017) findings which observed that social interaction facebook may give rise to envy, rumination and jealousy.

Findings on hypothesis two revealed that Whatsapp influences on social adjustment and Academic Performance of secondary school students in Jos South LGA, Plateau State. Students were found to develop interest in using whatsapp for social interaction which influences their social milieu and social life. Hypothesis two finding revealed a significant influence of Whatsapp on social adjustment of secondary school students Academic Performance in Jos South LGA, Plateau State. The calculated t-value was found to be greater than the critical t-value; hence, the null hypothesis two was rejected in favour of the alternative hypothesis. The finding is in line with the view of Boyles, Smith and Madden (2012) who claimed that, Whatsapp is used for the enhancement of discussions and sharing information among students and their lecturers. Yalcinalp and Gulbahar (2020) articulated the value of these applications to: encourage learners to learn by anticipating needs, make collaborative learning efficient and effective, and to build a relationship that stimulates learner-to-learner for consistent and progressive learning. Of all the technological means noted in the work, the WhatsApp application has become one of the most

popular in the market, as evident from its usage by over 350 million users says Toma and Hancock (2013), which the current work gave support to. This view also agrees with the opinion of Rosen and Resen (2013) who claimed that WhatsApp is a smartphone app intended for sending instant messages. Message can be sent both personally and in-group form –such that it is possible to communicate with several people simultaneously. People utilize this app due to its low cost, the immediate possibility of holding a fluent conversation, the sense of belonging to a group that creates a feeling of community and family, and the confidentiality maintained, unlike social networks.

Findings on hypothesis three revealed that Twitter influenced on social adjustment and Academic Performance of secondary school students in Jos South LGA, Plateau State. Students were found to develop interest in using Twitter for social interaction which influences their social milieu and social life. Hypothesis three finding reveals a significant influence of Twitter influenced on social adjustment of secondary school students Academic Performance in Jos South LGA, Plateau State. Students were found to develop interest in using Twitter for social interaction which influences their social milieu and social life. The calculated t-value was found to be greater than the critical t-value; hence, the null hypothesis three was rejected in favour of the alternative hypothesis.

The finding in the current work is in line with the view of Costa, Bcham, Reinhardt and Sillaots, (2008) when they reported that Twitter is a useful tool in real-time communication and the participation in it is influenced by peers. Twitter improves active learning and provides incentives to the students. It is also in agreement with Park, Kee and Valenzuela (2009) who claimed that students seem to gain confidence, reflection and collaborative learning and they improve their sociability and Chen and Chen (2022) as well as Smith and Tirumala (2022) works are basis for the current study's findings. This work also is in full agreement with the works of Junco, Heibergert and Loken (2010) and reported that Twitter influenced academic engagement and their final grades. Prestridge's (2013) work also served as basis for this current as the work claim that Twitter supports freshmen and analyze types of interaction that arise, such as connectivity, academic culture and ingenuity.

Findings on hypothesis four reveals that snap chat influenced on social adjustment and Academic Performance of secondary school students in Jos South LGA, Plateau State. Students were found to develop interest in using snap chat for social interaction. Hypothesis four finding reveals a significant influence of reveals that snap chat on social adjustment of secondary school students Academic Performance in Jos South LGA, Plateau State. The calculated t-value was found to be greater than the critical t-value, hence, the null hypothesis one was rejected in favour of the alternative hypothesis.

This finding is in consonance with the view of Turner (2013) who reported that snap chat encouraged users to share data/images they would not have otherwise shared. Snapchat came at a time when people worldwide were experiencing high levels of anxiety regarding their online data. The finding is supported by the view of Snapchat Incorporation (2013) who opined that snap chat has the ability to carry on online visual discourse that disappears within ten seconds of

its reception startled the world with a new challenge regarding moral and ethical issues. In the meantime, Snapchat claims the ability to erase your selfie within ten seconds a breath of fresh air for those concerned about the longevity and potential publicity of their photos (Gillette, 2023).

Conclusion

Based on the findings of this study, it was concluded that there is a significant influence of Social Media variables such as facebook, whatsapp, twitter and snap chat on social adjustment and academics performance of secondary school students in Jos South LGA, Plateau State.

Recommendations

In the light of the findings and conclusion drawn from this study, the following recommendations were made that:

1. Students should use facebook appropriately to promote social adjustment and self-development.
2. Students should use whatsapp judiciously to promote social adjustment and self-development.
3. Students should use twitter wisely to promote social adjustment and self-development.
4. Students should use snap chat strategically to promote social adjustment and self-development.

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