RELATIONSHIP BETWEENSOCIAL MEDIA ENGAGEMENT AND SCHOOL ADJUSTMENT ON ACADEMIC PERFORMANCE OF STUDENTS IN COLLEGE OF ARABIC AND ISLAMIC LEGAL STUDIES, ILORIN, KWARA STATE, NIGERIA.

BY

*JAMIU, Mahmood Suleiman Ph.D
omsjamiu@gmail.com
08067360635
* *Senior Lecturer, School of Education and General Studies (SEGS). Kwara State College of Arabic and Islamic Legal Studies (CAILS), Ilorin, Nigeria.*

*Musa Aremu Mahmud
omoalagbede@gmail.com
09012224145
* *Senior Lecturer, School of Education and General Studies (SEGS). Kwara State College of Arabic and Islamic Legal Studies (CAILS), Ilorin, Nigeria.*

YUSUF Abdulrazaq
Booqee0002@gmail.com
08136075105
* *Assistant* *Lecturer, School of Education and General Studies (SEGS). Kwara State College of Arabic and Islamic Legal Studies (CAILS), Ilorin, Nigeria.*

Abstract
This study examined the Relationship Between Social Media Engagementand School Adjustment on Academic Performance of Students in College of Arabic and Islamic Legal Studies, Ilorin, Kwara State, Nigeria. The study was guided by two (2) objectives, two (2) research questions and two (2) null hypotheses. The descriptive statistics of percentage was used to present the demographic profiles, mean and standard deviation were used to answer the research questions; while inferential statistics of Pearson's Product Moment Correlation (r) was used to test the hypotheses at 0.05 level of significance. Demographic profiles of the 250 respondents in the study, 165 (66.0%) were male; while 85 (34.0%) were female. The study concluded that positive relationship exists between social media engagement and school adjustment among students of College of Arabic and Islamic Legal Studies, Ilorin, in Kwara State, Nigeria. It was recommended among others that, collegeadministrators and counsellors should help students to sustain the use of media positively, through guidance programmes of social media engagement, in order to facilitate effective social and educational aspects of school adjustment among college students and they should be encouraged to build their self-academic performanceso that their attribution for success can be improved upon as well. It was concluded that parents should be involved in building their children'sacademic performancethrough motivation and encouragement. Also, college management should facilitate positive use of media, through enlightenment programmes on social

media, so as to have continuous positive social media engagement and educational adjustment in the college.

Introduction

In the recent years, social media engagementhas become more popular; providing youth and adults a new way to interact with each other and communicate with people around the world. Social media became popular between 2004 and 2006, after Facebook and MySpace were created. Many social media sites (Blogs, Facebook, Instagram, LinkedIn, Twitter, YouTube, etc.) are now being used. Facebook for example has over 500 million members and it is still growing and approximately 85% of college students are Facebook users (Owusu and Agatha, 2015). Social media sites have created a new social dimension where individuals can increase their social awareness by keeping in touch with old friends, making new friends, dispensing new data or products and gathering information in other aspects of everyday life. This helps individuals become more knowledgeable, which is very beneficial for students (Adam &Nor, 2014).

School adjustment is a very important aspect of students' life. Schools are in better position to take the adjustment of every student in their domain more seriously because the primary purpose of education is to train individual to become well-adjusted person in his social, emotional and educational life. Human beings have the capacity to adapt to the demands of new situation. They do not only adapt to physical demands, but also to social pressures underneath social structure of their society. Social pressure plays an important role in the choice that student makes which necessitates reason for adjustment in order to accommodate demands of each time. For instance, a newly posted school head may demand that students must be in school on or before seven o'clock in the morning otherwise they will be punished. The student who was used to be coming late or beyond the tick of this clock must make adequate adjustment to the new demands by the school authority; otherwise he or she will bear the brunt (Jamiu, 2021).

School adjustment involves coping with new standards and values. In technical application, adjustment or social engagement means getting along with members of the society as best as one can. In this regard, school adjustment means reaction to the demand and pressure of the social media environment. From the development view, social environment must represent the whole gamut of change by which an entire social system turned to that diverse basic need and desires of individual and social groups within that educational system(Bonds &Raacke,2010).

Internet has changed the way people interact. Communication and access to information has been made easier. Use of internet is now not only about communication through emails but is also a platform on which people interact. Today, it is possible to attend a classroom abroad while seated somewhere in Africa or give evidence directly to an international court in real time with no need to travel(Mahmood and Taswir, 2013). They also observe that internet is now more about blogs, podcasts, Facebook, and Twitter – tools and technology also called social media sites a recent phenomenon.

According to Jamiu (2021),Social mediasites are also being used by teachers and students as a communication tool, especially in developed countries. Developing countries like Nigeria also benefit from this through globalization, which bridged the gap in the accessibility to product of technology between the developed and underdeveloped countries. Social media is a bi-directional process as students use these mediums to share comments with their teachers and lecturers in the

college.In a study by Karpinski (2009) it was discovered that Facebook users often devote less time to their studies in comparison to non-users and subsequently had lower GradePoint Average (GPA). Another Study by Erick (2015)shows that social media is negatively associated with academic performance of students.

Jeffrey and Musah (2015) noted that there were some positive outcomesin social media engagement by students. These include improvement and learning of new words, working on assignments and research works and discussion of questions after class hours to share ideas in their various field of studies in the college.

Statement of the Problem

The rapid advancement of media technology has had a great impact on the way people communicate on daily basis. The growing dimension of the use of the social media engagement among the students of today cannot be over emphasized. Over the years, social mediaengagement among students has become more and more popular. It is a way to make connections, not only on campus but with friends outside of school environment. Due to the increased popularity, researchers are questioning whether grades of students will not be affected by how much time was spent on these sites.

A number of studies have been conducted to find out the negative and positive engagement of social media on academic performance of students. Yunus,Nordin, Salehi, Embi, and Salehi (2013) indicated that college students produce tremendous volume of writing through various social media tools such as blogs, emails and other social media engagements.Mahmood and Taswir (2013) believe that the use of technology such as internet is one of the most important factors that can influence educational performance of students positively or adversely.

Kalra and Manani (2013) argue that excessive use of these sites not only have long lasting effect on psyche of students but also affects the physical, mental and social aspect of life. They further add that sometimes these sites also affect the academic performanceof the students because they donotwant to leave that particular aura and thus their concentration stands divided. Many students have lost their interest in their studies as they spend most of their time on these sites. Social media websites provide tools by which people can communicate, share information, and create new relationships. With the popularity of social media websites on the rise, social interactions are affected in multiple ways as we adapt to the increasingly technological world. The way web users interact and talk to each other has changed and continues to change. Social media websites have affected social interaction by changing the way people interact, receive information and the dynamics of our social groups and friendships (Azura& Mark, 2014).

There is the need to establish a qualitative school adjustment criterion and motivating social environment core-values, where there will be collective responsibility and effective interpersonal relationship among the students and peers, the students and lecturers, students and the school management, and even students and their parents/guardians as well as other significant people that constitute the school environment (Jamiu, 2021). In his findings, Jamiu (2021) reported that, social media sites do affect one's academic work adversely and cause a gradual drop in grades of students who invests his or her time in social media sites instead of his/her studies. Therefore, this study aimed at finding out the relationship between the variables such as; Social Media Engagement (SME) and School Adjustment (SA)on academic performanceof students in College of Arabic and Islamic Legal Studies, Ilorin, Kwara State, Nigeria.

Objective

The objectives of this study are to determine:

i. The relationship between Social Media Engagementand academic performanceof students in College of Arabic and Islamic Legal Studies, Ilorin, Kwara State, Nigeria.

ii. The relationship between School Adjustmentandacademic performanceof students in College of Arabic and Islamic Legal Studies, Ilorin Kwara State, Nigeria.

Research Questions

The following research questions were raised in line with the objectives:

i. What is the relationship between Social Media Engagement and academic performanceof students in College of Arabic and Islamic Legal Studies, Ilorin Kwara State, Nigeria?

ii. What is the relationship between School Adjustmentand academic performanceof students in College of Arabic and Islamic Legal Studies, Ilorin Kwara State, Nigeria?

Research Hypothesis

The following hypothetical statements are formulated for the purpose of the study:

i. There is no significant relationship between Social Media Engagement (SME) andacademic performanceof students in College of Arabic and Islamic Legal Studies, Ilorin, Kwara State, Nigeria.

ii. There is no significant relationship between School Adjustmentand academic performance of students in College of Arabic and Islamic Legal Studies, Ilorin, Kwara State, Nigeria.

Methodology

The researchers adopted a correlational design. This is because the study seeks to establish relationships among variables and all hypotheses were based on relationships. The population for this study consisted of658 studentsofthe College of Arabic and Islamic Legal Studies Ilorin, Kwara State, Nigeria. This design is appropriate for use since the researchersare dealing with systematic collection of data or information from a population through the use of opinion scale and questionnaire.The sample size of 250 was drawn from the entire college students from Diploma I and Diploma II.

The researchers used multi-stage sampling procedures which involved purposive, proportionate and simple random sampling techniques to select the sample size of 250male and female college students across the fiveSchools. Simple Random Sampling Technique was used in selecting five departments, one each from the five schools. This is because the population of students across departments varies.Therefore, to ensure equitable distribution of the sample, proportionate sampling technique was employed.Content validity was done by the researchers and two experts from the Department of Educational Management and Counselling, Al-Hikmah University, Ilorin, Nigeria. The test-retest reliability method adopted yielded a co-efficient of 0.87, making the instrument to be very reliable.

Academic performance is determined with the students' Grade Point Average (GPA) for Diploma I students and the Cumulative Grade Point Average (CGPA) for Diploma II students at the end of the first semester in the 2020/2021 academic session. The GPA/CGPA was transformed into raw scores for ease of correlation as follow: 0.00 – 0.99 (30); 1.00 – 2.39 (40); 2.40 – 3.49 (50); 3.50 – 4.49 (60); and 4.50 – 5.00 (70).

The data collected were analysed using descriptive and inferential statistics. Frequency and percentages were used to analyse the bio data of the participants, Mean and Standard deviation were

used to answer the research questions raised and Pearson's Product Moment Correlation Statistics (r) was used to test the two hypotheses at 0.05 alpha level of significance using the SPSS 21.0 version.

Results

Table 1: Profile of the respondents

Variable	Frequency	Percentage (%)
Gender		
Male	165	66.0%
Female	85	34.0%
Total	**250**	**100**
Level		
Diploma I	115	46.0%
Diploma II	135	54.0%
Total	**250**	**100**
School		
School of Law	135	54.0%
School of Information and Communication Technology	36	14.4%
School of Education and Genera Studies	08	3.2%
School of Arts and Islamic Studies	40	16.0%
School of Languages	31	12.4%
Total	**250**	**100**

Table 1 above shows profile of the respondents that participated in the study. The profile includes gender: male 165 (66.0%) and female 85 (34.0%). Level: Diploma I, 115 (46.0%), Diploma II,135 (54.0%). School: Law, 135 (54.0%), ICT, 36 (14.4%), Education and General Studies,08 (3.2%), Arts and Islamic Studies, 40 (16.0%), and Languages,31 (12.4%).

Research Question 1: What is the relationship between Social Media Engagement and students' academic performance in College of Arabic and Islamic Legal Studies, Ilorin Kwara State, Nigeria?

Table 2: Result of Pearson's Product Moment Correlation Statistics on the relationship between Social Media Engagement (SME)and students' academic performance in College of Arabic and Islamic Legal Studies, Ilorin, Kwara State, Nigeria:

Variables	N	Mean	SDdf	r-Cal	Sig.	Decision
SME	250	10.08	3.372			
			248	.645	.000	Rejected

Academic Performance	250	10.61	3.280

Table 2 shows thatthe mean score of Social Media Engagement is 10.08 with standard deviation of 3.372; while the mean score of School Adjustment is 10.61 with standard deviation of 3.280. The calculated r of .645 at .05 level of significance with 248 degree of freedom is higher than the Significant value (.000). Hence, the null hypothesis is rejected. This means that, there is significant relationship between Social Media Engagement and students' academic performance in the College of Arabic and Islamic Legal Studies, Ilorin, Kwara State, Nigeria.

Research Question 2: What is the relationship between school adjustmentandacademic performanceof students in College of Arabic and Islamic Legal Studies, Ilorin, Kwara State, Nigeria?

Table 3: Result ofPearson's Product Moment Correlation Statistics on the relationship betweenSchool Adjustment (SA)and students' academic performance in College of Arabic and Islamic Legal Studies, Ilorin, Kwara State, Nigeria:

Variables	N	Mean	SD	df	r-Cal	Sig.	Decision
School Adjustment	250	10.79	3.221				
				248	.723	.000	Rejected
Academic Performance	250	10.61	3.280				

Table 3 above shows that the mean score of School Adjustment is 10.79with standard deviation of 3.221; while the mean score of academic performanceis 10.61 with standard deviation of 3.280. The calculated r of .723 at .05 level of significance with 248 degree of freedom is higher than the Significant value (.000). Hence, the null hypothesis is rejected. This means that, there is significant relationship between School Adjustment and students' academic performance in the College of Arabic and Islamic Legal Studies, Ilorin, Kwara State, Nigeria.

Discussions

The discussion is based on research questions and objectives formulated for the study.Thefindings of this study state that, there is positive and significant relationshipbetween social media engagement and students' academic performance in College of Arabic and Islamic Legal Studies, Ilorin, Kwara State, Nigeria.The findings also indicated that significant relationship existed between school adjustmentandacademic performanceof students in College of Arabic and Islamic Legal Studies, Ilorin, Kwara State, Nigeria. This corroborated the findings of Obochi (2011),who found out that students usually attribute successes to internal factors and failure to external factors.

The findings of this study arealso in congruence with the study by Sampasa-Kanyinga, Chaput and Hamilton (2019), which indicated that there is significant relationship among social media engagement and school adjustment. This finding and the previous studies are similar because they dealt with respondents in the higher education stage whose personal attributes are likely to be similar. This current finding suggests using social media engagement for the purpose

of harnessing the benefits embedded in it, while given an adjustment that is conducive and encouraging among others is more likely to enhance students' level of adjustment to the school environment. This is because individuals' exposure to positivity in social media and competent in relating with people around them could have equipped them with appropriate skills they can adopt to make them fit and adjusted effectively to the college environment. Consequently, this may contribute to students' overall educational and career success.

Conclusion

Based on the findings of this study, the researchers concluded that positive relationship exists between each of the variables of social media engagement and school adjustment and academic performanceamong students of Collegeof Arabic and Islamic Legal Studies Ilorin, Kwara State, Nigeria. In this regard, positive social media engagement and pleasant social environment are important factors in facilitating effective school adjustment among students in higher institutions.

Recommendations

In line with the above findings, the researchers recommended that:

1. College counsellors should help students to sustain the use ofBlogs, Facebook, Instagram, LinkedIn, Twitter, YouTube and WhatsApp positively, through guidance programmes of social media engagement, in order to facilitate effective social and educational aspects of school adjustment among students of College of Arabic and Islamic Legal Studies Ilorin, Nigeria.
2. Counsellors should help students to sustain positive use of social mediaengagement through enlightenment programmes and facilitate continuous positive social and educational school adjustment among college students.
3. CollegeCounsellors should equip students with effective social skills training in order to sustain positive interactions with their colleagues and lecturers; thereby, contributing positively effective social and educational school adjustment among college students.
4. College administrator should make the ICT a general course, thus, becoming a channel through which students can be educated on various means by which they can explore the benefits embedded in the use of social media for improvement in their social environment and to facilitate effective adjustment to the school system.
5. Students should encourage one another on sustaining positive use of social media engagement for exploring their social environment; thereby, making the school climate a fascinating condition that fosters overall educational adjustment for academic success.

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