



Comparative Assessment of WhatsApp and Facebook Social Media Applications Utilization on School Adjustment among Undergraduate Students in Cross River State, Nigeria

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Abstract

The main purpose of this study was to examine the relationship between utilization of social media and undergraduates school adjustment in public universities in Cross River State, Nigeria. To achieve the purpose of this study two null hypotheses were generated to direct the study. Literature review was done according to the variables under study. Correlational research design was adopted for the study. This design was considered appropriate because it allowed the researcher established the strength and direction between two or more variables. A sample of three hundred and fifty-one (351) respondents was randomly selected for the study. The selection was done through the stratified random sampling technique. The questionnaire was the main instrument used for data collection. The instrument was subjected to face validation by one expert from Education Psychology and two experts in measurement and evaluation in the Faculty of Education, University of Calabar. The reliability estimate of the instrument was established through the Cronbach alpha reliability method. Regression analysis was the statistical analysis technique adopted to test the hypotheses under study. This statistical tool was used because of the nature of the variables involved in the study. All hypotheses were subjected to testing at .05 level of significance with relative degrees of freedom. The results of the analysis revealed that, WhatsApp and Facebook usage significantly relate to undergraduates' school adjustment. Based on the findings of the study it was recommended among others that government should establish WhatsApp study groups for students to facilitate collaborative learning. Instructors can guide the groups and provide moderation to keep discussions focused and productive.

Key words: WhatsApp, Facebook, Social media Application, school adjustment and Students

Introduction

Education serves as a crucial tool for advancing national development and fostering social transformation. It plays a pivotal role in promoting a progressive and cohesive Nigeria. By unlocking the creative potentials and abilities of individuals, education leads to personal fulfilment and contributes to the overall advancement of society. As such, education must be of high quality, all-encompassing, practical, and aligned with the specific demands of the society. According to Federal Republic of Nigeria (FRN, 2014) on National policy on Education stated that, education is the bed rock of any nation, which is the reason for government's investment in education of her citizens. This implies that Education is the key to a nation's `development. For a nation to achieve her educational, scientific, and technological goals her citizens must have skills, aptitude, ability, and creative potential that are necessary for achieving these goals. University education in Nigeria aims to advance the nation's economic growth and global competitiveness by providing accessible and relevant education. It seeks to attract, develop, and graduate competent, knowledgeable, and talented individuals who can contribute to the country's development. However, the transition to university life presents significant challenges for undergraduates, particularly in public universities in Cross River State. Students often encounter academic pressures, social integration issues, and personal development hurdles. Effective school adjustment is crucial, as it enables students to navigate these challenges successfully, leading to improved academic performance and overall well-being. The ultimate goal of school adjustment is to ensure that students thrive in their new academic



Comparative Assessment of WhatsApp and Facebook Social Media Applications Utilization on ... Bassey, E. O. (2026)

settings, contributing positively to their personal development and that of the overall university community. The role of school adjustment in shaping undergraduates' academic success, social integration, emotional well-being, and overall development throughout their university journey cannot be overemphasized. It is a critical process that enables students to adapt to the academic, social, and emotional demands of their educational environment. In public universities, school adjustment is fundamental for students to achieve academic success, build meaningful relationships, and maintain psychological well-being. However, the process of school adjustment, especially among first-year undergraduates, is fraught with challenges. Many freshmen face significant difficulties transitioning from the structured environment of secondary school to the relatively independent and demanding nature of university life. The new environment presents complex academic expectations, unfamiliar social networks, and the need for greater self-discipline and autonomy. For some students, this transition is smooth; for others, it is a period marked by stress, confusion, and a struggle to find their footing (Tayo, Adebola & Yahya 2019).

School adjustment is the process of adapting to the role of being a student and to various aspects of the school environment. School adjustment encompasses various dimensions, including academic, social, personal/emotional, and behavioural adjustment. Academic adjustment involves a student's ability to meet the intellectual demands of university education, including attending lectures, completing assignments, and managing time effectively. Social adjustment refers to the process of forming new friendships, building peer networks, and engaging with diverse cultural and social dynamics within the university. Personal/emotional adjustment focuses on how students handle the psychological pressures of university life, such as homesickness, anxiety, and maintaining a positive self-concept. Behavioural adjustment is concerned with the alignment of a student's actions and attitudes with the rules, norms, and expectations of the university community. These dimensions are critical for every undergraduate, as they contribute to a holistic educational experience and long-term academic success. Unfortunately, many first-year undergraduates in public universities in Cross River State experience poor adjustment during this critical transition. Freshman are overwhelmed by the sudden shift from a familiar secondary school environment to a new, more challenging academic setting. The pressure to adapt to large class sizes, complex coursework, and demanding lecturers leaves students struggling academically. Socially, freshman find it difficult to establish meaningful friendships or integrate into established peer groups, leading to feelings of loneliness and isolation (Gemmill & Peterson (2016). The consequences of poor school adjustment are far-reaching. For undergraduates, it leads to diminished academic performance, increased dropout rates, and emotional distress. Institutions face challenges such as declining academic standards, disciplinary issues, and reputational harm. At a broader level, the quality of education in the state is compromised, undermining the nation's educational goal of fostering the development of individuals who are intellectually and emotionally equipped to contribute to societal growth. This situation is unacceptable as it undermines the Nigeria's National Policy on Education, which stipulated that education is an instrument for national development that fosters unity, lifelong learning, and self-reliance. Poor school adjustment among students in Cross River State public universities contradicts this objective. While the government and stakeholders have implemented measures such as orientation programs, counseling services, and peer support initiatives to address these challenges, these efforts have yielded limited results. The emotional toll of this transition can also be momentous. Many first-year students grapple with homesickness, fear of failure, and low self-esteem as they strive to find their place in the university. This emotional instability may negatively impact their focus, motivation, and overall mental health. Behavioural issues such as



Comparative Assessment of WhatsApp and Facebook Social Media Applications Utilization on ... Bassey, E. O. (2026)

procrastination, absenteeism, or even involvement in risky activities may also arise as students struggle to navigate the less structured and more autonomous university environment. Previous studies examined widespread use of social media, basically Facebook (Chia-chen and Brown 2021; Gray, Vitak, Easton & Ellison 2013), but failed to address the multifaceted other social media out fits. Findings suggest the importance of considering connections among personal attributes, perception of media effectiveness and school adjustment. This makes the researcher to suspects the utilization of social media platforms, such as Facebook and WhatsApp may predict undergraduates' school adjustment in public universities in Cross River State, given that these platforms have become integral to students' daily lives, shaping how they communicate, access information, and interact socially. WhatsApp and Facebook are of the most popular social media applications used by young people as a way of communicating with friends, family, strangers and it enables users to have multimedia downloads and text messaging without having to pay (Bhatt & Arshad, 2016). While platforms like WhatsApp and Facebook facilitate instant communication and peer networking, which may promote social adjustment, their excessive use could lead to distractions from academic responsibilities, negatively impacting academic adjustment. Similarly, YouTube, often utilized for educational content, might enhance learning and academic engagement but could also lead to procrastination if used primarily for entertainment. Twitter and Instagram, known for their fast-paced and visually appealing content, may foster social interaction and creativity; however, their overuse might contribute to emotional instability and behavioural issues due to exposure to unrealistic standards or cyberbullying. The dual-edged nature of social media usage raises questions about its role in undergraduates' ability to adapt academically, socially, emotionally, and behaviorally, necessitating a deeper investigation into its overall impact on school adjustment. Institutions and academics are continually exploring social media technologies for collaboration and knowledge construction. Today, social media is used in higher education institutions as a platform where students connect with their instructors, fellow students and other scholars across the globe. The use of social media platforms improves students learning opportunities, fosters collaborative studies and group discussion, allows for communication outside the classroom, and enhances critical thinking. Today, students are exposed to social media platforms on a daily basis; they use desktop computers, laptops, tablets and mobile phones to actively engage in social media platforms for chatting, blogging, content sharing and online learning purpose). Thus, students spend much of their study time on social media rather than in their academic undertakings, diverting their attention from their studies which seems to have an adverse effect on their school adjustment. Despite the peculiarity of social media for learning interaction, not all students use social media platforms for academic purposes.

WhatsApp is one of the most popular social media applications used by young people as a way of communicating with friends, family, strangers and it enables users to have multimedia downloads and text messaging without having to pay (Bhatt & Arshad, 2016). WhatsApp has grown in popularity among adolescents because of its distinctive features of easy communication through text or voice messages, pictures, videos and video calls between two persons or groups, which makes communication easier, faster, cheaper and more enjoyable (Bhatt & Arshad, 2016). Yeboah and Nyagorme (2022) argued that even though WhatsApp is a relatively new social media application, higher education institutions have adopted it for communicating upcoming events and other campus news to students; it facilitates synchronous and asynchronous communication to enhance closer social interactivity, support learning approaches in enhancing creativity, critical thinking, collaborative skills, critical reflection as well as school adjustment. YouTube is a video where



Comparative Assessment of WhatsApp and Facebook Social Media Applications Utilization on ... Bassey, E. O. (2026)

students are highly involved in the learning process. The teachers' activity is to coordinate and facilitate while students do the work themselves through operation the medium, posting comments where necessary, commenting on other viewers' comments among others. Through this practice, students retain what they have learnt. However, in customized video instructions, teacher operates the video for the students to watch the activities. Learners' works together own their own to solve problem with the assistance of the teacher. This enables them to understand any concept or issues appropriately because it gives them room for exchange of ideas. In contrast with video instructions which is teacher-centered; the students are just viewing and to the medium. (Berk, 2019). Twitter is a free micro-blogging social media website where users communicate with others through tweets/retweets, hashtags, direct messages, favouriting tweets and following other accounts. The platform has more than 300 million users and can be found in nearly every country worldwide. Twitter's concise, short-format post limit of 280 characters (formerly 140), known as tweets. Users post on Twitter for social and professional purposes, such as self-documentation and self-expression (e.g., sharing personal photos/videos/stories), information seeking and sharing (e.g., following news stories, searching for employment, conducting business), social interaction (e.g., connecting with family or friends, meeting new people, professional development, or networking), entertainment (e.g., planning or promoting events, keeping up/connecting with celebrities or local/public figures and organizations), and passing time, among other uses. Users also use Twitter for learning and completing school assignments which enhances school adjustment. The rationale for this study stems from the increasing reliance on social media platforms such as Facebook and WhatsApp among undergraduates and the growing concern about its impact on their school adjustment in public universities in Cross River State, Nigeria. School adjustment, encompassing academic, social, emotional, and behavioural domains, is crucial for undergraduates' success and overall well-being. However, the pervasive use of social media, while offering opportunities for networking, knowledge acquisition, and peer interaction, has raised concerns about its potential to distract, reduce face-to-face interactions, and affect emotional stability. Given the transitional challenges faced by undergraduates, especially first-year students adjusting to a new academic environment, social media can either serve as a supportive tool or exacerbate issues such as academic disengagement, social isolation, and emotional instability. Despite government and institutional efforts to enhance student support systems, the role of social media in influencing these adjustment challenges remains underexplored. The relationship between social media utilization and school adjustment is essential aimed at improving undergraduates' adaptation and performance in public universities. This study is therefore justified by its potential to address these critical gaps and inform strategies to balance the benefits and challenges of social media usage for improved student outcomes. Therefore, the present study investigates utilization of social media and undergraduates' school adjustment in public universities in Cross River State, Nigeria.

Purpose of study

The purpose of this study is to examine the utilization of social media on school adjustment among undergraduate students in public universities in Cross River State, Nigeria. Specifically, the study seeks to:

1. Find out whether Facebook usage predict undergraduates school adjustment in public universities in Cross River State.
2. Investigate whether WhatsApp usage predict undergraduates school adjustment in public universities in Cross River State.

Research questions



Comparative Assessment of WhatsApp and Facebook Social Media Applications Utilization on ... Bassey, E. O. (2026)

The following research questions were posted to guide the study.

1. To what extent does Facebook usage predict undergraduates' school adjustment in public universities in Cross River State?
2. How does WhatsApp usage predict undergraduates' school adjustment in public universities in Cross River State?

Null hypotheses

The following hypotheses were formulated to guide the study.

1. Facebook usage does not significantly predict undergraduates' school adjustment in public universities in Cross River State.
2. WhatsApp usage does not significantly predict undergraduates' school adjustment in public universities in Cross River State.

Literature Review

Facebook usage and school adjustment

Abbasi, Lashari, Kumar, Khan and Rathore (2021) investigated the impact of facebook on the trends of university students. It was hypothesized that the use of Facebook is a source of entertainment and medium of connecting students. The sample was collected from a public university. There were total forty-six (N= 46) students. Twenty-three (n=23) were female coupled with 23 (n=23) male students of age group 18-25 years. Likert Scale was used for quantifying the results. However, the questionnaire was developed with open-ended and closed-ended queries/statements. The bar charts were developed through illustration of percentage. MS Excel programme was used to further quantify the data. The findings of the study reveal that most of the Facebook users utilize it for communication, information, fun and to be social globally. The study further showed that the use of face book enhances general school adjustment. Chia-chen and Brown (2021) investigated widespread use of social media, especially Facebook, by youth attending college. The study tested a model illuminating pathways linking social competence to college adjustment through students' perceptions about the usefulness of Facebook and ways in which they used the medium. Self-report survey data from 321 college students (M age = 20.09; 58% female; 84% Caucasian) attending a major Midwestern university supported the proposed model, indicating that higher social competence could foster or impede college adjustment, depending upon how it was related to beliefs about the usefulness of different Facebook functions and how these perceptions, in turn, were associated with patterns of Facebook use. Findings underscore the importance of considering connections among personal attributes, perception of media effectiveness and school adjustment.

Gray, Vitak, Easton and Ellison (2013) examined the role Facebook plays in students school adjustment during their first year of college using survey data from 338 students sampled at a private, liberal arts college in the Midwest through simple random sampling technique. the researchers developed and test a model that includes both traditional and Facebook-specific predictors of social support and school adjustment, as well as explore the role that these factors play in predicting student's enrollment status the following year. Results indicate positive relationships between two Facebook variables the number of Facebook friends' students have at the college and their engagement in collaborative behaviours with classmates through the site and measures of social support and school adjustment, as well as a positive relationship between social adjustment and persistence at the university. Perifanou, Tzafilkou and Economides (2021) examined the links between the frequency of social media use, students' digital skills and school adjustment. The survey was conducted with 155 university students in Greece. The instrument on six digital skills components was evaluated in terms of reliability and consistency. The research findings reveal a



Comparative Assessment of WhatsApp and Facebook Social Media Applications Utilization on ... Basseq, E. O. (2026)

strong positive association between the use of Facebook, Youtube and students' digital skills on content evaluation and protection. Age and gender were related to the frequency of Instagram use. It was concluded that the generic use of Facebook and Instagram does not affect students school adjustment and digital skills.

WhatsApp usage and school adjustment

Lee, Chern and Azmir (2023) investigated the impact of the use of WhatsApp in a higher education learning environment on students perceived academic performance, team effectiveness and school adjustment. A convergent parallel mixed-methods research design was adopted with data collected through a self-administered online survey and two focus group interviews with students of a private university in the Sunway City, Malaysia. The findings of the study present insights into the popularity of WhatsApp among university students and that students use it for social and educational purposes due to its perceived ease of use and usefulness in enhancing academic performance, team effectiveness and school adjustment. Although WhatsApp is recognized as a rich and powerful collaborative tool for students with a positive impact on academic performance, it has a limited impact on the cohesion and openness of team effectiveness. Enaohwo and Awotua-Efebo (2023) investigated students interest on the usage of WhatsApp as a digital learning tool in tertiary institutions in Port Harcourt Metropolis. Two research questions and two null hypotheses guided the study using the descriptive research design. The population of the study was 5315 students in the faculties of education in the two public universities in Rivers State. The sample size was 372 respondents, drawn through stratified random sampling. The Students Interest on WhatsApp Usage Questionnaire (SIWUQ) was used for data collection. Face and content validities were ensured by experts. The reliability coefficient of 0.8 was established through Cronbach alpha. Mean and standard deviation were used to answer the research questions while t-test and one-way ANOVA were used to test the null hypotheses. The study revealed that; students were happy and hence learnt faster using WhatsApp for assignment while they all showed the same level of interest. The study further revealed significant influence of WhatsApp usage on school adjustment. Ahmad (2023) investigated students attitude towards using WhatsApp for educational activities at federal university Dutsin-Ma, Katsina State, Nigeria. The descriptive survey designs was adopted. The population comprised 1,623 undergraduate and postgraduate students, 101 undergraduate and postgraduate students were randomly selected from the different stratified levels of clustered departments. They were derived from the seven faculties of the university. The Researcher developed and used questionnaire as the studys instrument. Three (3) research questions and hypotheses guided the study; while the analytical tools were descriptive statistics in form of mean and standard deviation. Other tools employed were t-test and ANOVA by using SPSS version 23. Findings demonstrated high level of attitude towards WhatsApp among the students. It also showed how the students use the application in various modes to enable them adjust to the school system. Mohammed, Samson and Sadiq (2023) investigated social media usage and school adjustment among students of Federal Colleges of Education, Zaria. The study adopted a survey research design. The target population was nine hundred and eighty-seven (987) male and female students of Federal College of Education, Zaria. The sample of the study was 274 respondents drawn from NCE II students. Data was collected using social media usage questionnaire and school adjustment inventory of the students. The collected data was processed and analyzed using Pearson product moment correlation at a 0.05 level of significance. The study indicated that relationship exist between WhatsApp usage and school adjustment among student with the following values; WhatsApp usage and school adjustment $r=0.779$, $p=.000$. facebook and school adjustment $r=0.662$, $p=.000$. The study also indicated that relationship exists between Google usage and school adjustment $r=0.633$, $p=0.000$. Umar,



Comparative Assessment of WhatsApp and Facebook Social Media Applications Utilization on ... Bassey, E. O. (2026)

Puspitasari and Hidayati (2023) investigated the influence of undergraduate students WhatsApp using behaviour on teaching/learning process and school adjustment. The study was descriptive qualitative research. The data were collected using interviews, observation and documentation. The data were analyzed using descriptive analysis technique. The result of the research showed that there are positive impact of WhatsApp use on student behaviour as it affects the learning process, students sharing knowledge, student preparation for class, attention, student participation in class, student learning, desires to take additional classes or in subject matter and school adjustment among students. Zulkarnain and Febriyanti (2022) examined the perceptions of pre-service teachers about online learning through the WhatsApp application. Descriptive qualitative method was adopted by using a questionnaire and interview instruments. The questionnaire was given to 74 Elementary School Teacher Education (PGSD) students in the semester 5 of 2020/2021. To validate the data, 5 pre-service teachers were triangulated by conducting in-depth interviews. The analysis technique used was data condensation, presenting data and drawing conclusions. The WhatsApp platform was found to be the best programme to use in online learning on the basis of the study. The research results also showed that the WhatsApp application is the easiest application to use in online learning. The advantages felt by pre-service teachers when learning using the WhatsApp application include; learning to be more flexible, increasing self-confidence, being able to hone skills in making technology-based learning media and being able to obtain information easily and from various sources which enhanced effective school adjustment. Meanwhile, the obstacles felt by pre-service teachers included a lack of concentration in learning, constrained by an unstable network, difficulties in conducting discussions with groups, and difficulty understanding the material as a whole. Al-Mothana (2023) investigated first year university students use of WhatsApp for educational purposes and school adjustment. A cross-sectional study design was followed in which 154 university students completed a questionnaire. The population comprised all second-year students of a public university in Kaduna, Nigeria. Simple random sampling technique was adopted to select 272 students. The results showed that participants had access to smart phones and WhatsApp. The use of WhatsApp was common among participants. Students use WhatsApp for personal and social purposes on a daily basis. However, among the participants, the use of WhatsApp for educational purposes was limited. The participants perceived the integration of WhatsApp into their education to be easy, fun and useful. They had positive feelings and intentions about using WhatsApp in their school adjustment. Yunusa and Bukar (2022) examined the extent of Students usage of WhatsApp instant messenger as a supporting tool for learning in Kaduna State, Nigeria. A survey research design was adopted in the study. Five tertiary institutions were randomly selected based on security guarantee for the study. All final year students in tertiary institutions in Kaduna State formed the population of the study and the stratified random sampling method was used to select a sample of 598 students in exit classes for the study. A structured questionnaire titled; Impact of WhatsApp Instant Messenger on Learning Questionnaire (IWIMOLQ) was used to elicit information from the respondents. 598 copies of the research instrument were administered with the support of five research assistants (who were students in the institutions). The questionnaires were completed and returned within ten weeks. The information collected was coded accordingly into statistical data and analyzed using Mean (M) and Standard Deviation (SD) statistical tools. Mean scores of 2.5 and above (≥ 2.5) were accepted while mean scores below 2.5 (< 2.5) were rejected. The finding of the study is that students are already familiar with and are using the different WhatsApp features for different purposes, thus making its acceptance and integration as a support tool for learning a seamless process. The study concluded that the usage of WhatsApp and other social networking platforms by students affect their school adjustment. Golam Rabbani Sarker(2015) studied the impact of



Comparative Assessment of WhatsApp and Facebook Social Media Applications Utilization on ... Bassey, E. O. (2026)

WhatsApp messenger with reference to the students of Begum Rokeya University, Rangpur, Bangladesh in the year. The study was conducted using 200 respondents selected randomly; questionnaire was used as a tool for data collection for the survey. T-test and one-way analysis of variance was used to test the hypotheses under study. The study revealed that WhatsApp has a profound negative impact on students' school adjustment and adversely affects their education, behaviour and routine lives. It messes up much of study time of students and distracts them from completing their assignments. This app has been found to be highly addictive. The study concluded that time management is essential for online activities. Bhatt and M. Arshad (2016) examined the impact of WhatsApp on youths' school adjustment. The survey research method was adopted and data was collected from 100 youth from Agra, India sampled through systematic sampling technique. t-test analysis showed that WhatsApp has positive as well as negative impact on youth. It affects their school adjustment, behaviour and routine lives. It is highly addictive in nature. Findings show that youths are spending more time on this application rather than spending quality time with their family members. Meenakshi and Lakshmi (2023) the impact and the uses of WhatsApp with reference to the students' school adjustment in Vaishnav College for Women Chrompet, Chennai. The exploratory study was conducted on 230 respondents with a structured questionnaire. The data was analysed using SPSS packages. The study concluded that students use of WhatsApp significantly influenced school adjustment among students in the study area.

Research Methodology

The research design used for this study was correlational research design. Correlational research design is a non- experimental research method that examines the relationship between two or more variables without the researcher manipulation or controlling them. The study was carried out in Cross River State. The state is one of the thirty-six (36) states in Nigeria and has 18 local government areas which are divided into three senatorial districts (North, South and Central), officially turned to three education zones (Ogoja, Ikom and Calabar). The state is in the South-South Geo-political Zone of Nigeria and in the Niger Delta region of the country. The State is located within the tropical rainforest of Nigeria and lies between latitudes 5°32' and 4° 27' North of the Equator and longitude 7° 50' and 9° 28' East of the Greenwich Meridian (Mofinews, 2006). Cross River State is bounded by Benue State on the North, shares a common boundary with the Republic of Cameroon on the east, on the west by Ebonyi and Abia States, on the South west by Akwa Ibom State, and the Atlantic Ocean. The State has a landmass of about 23,074,425 square kilometer (Cross River State, 2011 Diary). The population of this study comprised all the first-year students in the two public universities in Cross River State which include University of Calabar and University of Cross River State. As at 2023/2024 academic session the population of this set of students stood at 7,020 (Academic Planning Unit & Management Information System, 2023/2024 of the respective Universities). The University of Calabar had a population of 4216 students, being 1833 males and 2383 females. University of Cross River State had a population of 2804 students comprising 1457 males and 1347 females. However, the choice of year one students was based on the assumption that they are the ones who are new and are trying to adapt to new environment. Stratified random sampling technique was adopted for the study. Stratification was based on institutions faculties as well as gender (male and female). The essence of choosing stratified random sampling was to make room for heterogeneous characteristics of the population. A sample of 351 students representing 5% of the entire population of 7020 students from the University of Calabar and University of Cross River State was selected for the study. The instrument that was used for data collection for the study is titled "Utilization of Social Media and Undergraduates School Adjustment Questionnaire (USMUSAQ)". The instrument comprised three sections; section A consisted of demographic variables



Comparative Assessment of WhatsApp and Facebook Social Media Applications Utilization on ... Bassey, E. O. (2026)

such as institutions, gender and age. Section B contained 12 items measuring sub-variables of the independent variables. Six items measured each of the two variables. Section C consists of 10 questions measuring the dependent variable School adjustment. The instrument was a modified four-point Likert rating scale, ranging from strongly agree, agree, disagree and strongly disagree for positive worded items and the reversed for the scoring were 4,3,2,1 for positively worded items and reversed for negative worded items. This instrument was subjected to face validation. The face validity was established by three experts in measurement and evaluation in the Faculty of Educational Foundations Studies, University of Calabar. To establish the reliability of the instrument, the instrument was trial-tested on 50 respondents selected from University of Uyo who were not part of the sample but had similar characteristics and functions. After the administration and retrieval of the instrument from respondents, the instrument was coded and data subjected to statistical analysis using Cronbach Alpha reliability coefficient. The reliability coefficients ranged from .70 to .88 which showed that the instruments consistent in measuring what they were purported to measure. The researcher presents a letter of introduction to the school authority seeking permission to carry the study. The questionnaire tagged “Utilization of social media and Undergraduates School Adjustment Questionnaire (USMUSAQ) was the instruments used for data collection. The questionnaire was administered personally by the researcher with the help of two Research Assistant the same time in each of the sampled institution. The respondents were informed of the exercise. They were told to be honest in their responses to the items as the information obtained would be treated with confidentiality and used as data for the research only.

Presentation of Results

In this section each hypothesis is re-stated, and the result of data analysis carried out to test it is presented. Each hypothesis of the study was tested at .05 level of significance.

Hypothesis one:

Facebook usage does not significantly predict undergraduates’ students school adjustment.

The independent variable in this hypothesis is Facebook usage; while the dependent variable is undergraduates’ school adjustment. Simple linear regression analysis was employed to test this hypothesis. The result of the analysis is presented in Table 1.

Table 1: Simple linear regression results of the relationship between Facebook usage and undergraduates’ school adjustment

Model	R	R. square	Adjusted R. Square	Std error of the estimate		
1	.893(a)	.797	.796	1.28596		
Model	Sum of square	df	Mean square	F	p-value	
Regression	2265.570	1	2265.570	1370.012	.000	
Residual	577.137	349	1.654			
Total	2842.707	350				
Variables	Unstandardized regression weight B	Standardized regression weight	Beta weight	t	p-value	
(Constant)	5.321	.828		6.426	.000	
Facebook usage	1.421	.038	.893	37.014	.000	

* Significant at .05 level.



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Comparative Assessment of WhatsApp and Facebook Social Media Applications Utilization on ... Basseq, E. O. (2026)

The simple linear regression analysis of the relationship between Facebook usage on the undergraduates' school adjustment yielded a coefficient of multiple regression (R) of .893 and a multiple regression R-square (R²) of .797 and an adjusted R² of .796. The adjusted R² of .796 indicated that the facebook usage accounted for 79.6% of the variance in undergraduates' school adjustment in the study area. This finding is a critical indication that Facebook usage is relatively high in the area of the study. The F-value of the Analysis of Variance (ANOVA) obtained from the regression table was F = 1370.012 and the sig. value of .000 (or p<.05) at the degree of freedom (df) 1 and 349. The implication of this result is that Facebook usage is significantly related to undergraduates' school adjustment. The identified equation to understand this relationship was that undergraduates' school adjustment = 5.321+ 1.421 (Facebook usage).

Hypothesis two

There is no significant relationship between WhatsApp usage and undergraduate students school adjustment.

The independent variable in this hypothesis is WhatsApp usage; while the dependent variable is undergraduates' school adjustment. Simple linear regression analysis was the employed to test this hypothesis. The result of the analysis is presented in Table 2.

Table 2: Simple regression results of the relationship between WhatsApp usage and undergraduate students school adjustment

Model	R	R. square	Adjusted R. square	Std error of the estimate		
1	.989(a)	.979	.979	.41272		
Model	Sum of square	df	Mean square	F		p-value
Regression	2783.260	1	2783.260	16339.961		.000(a)
Residual	59.447	349	.170			
Total	2842.707	350				
Variables	Unstandardized regression weight B		Standardized regression weight	Beta weight	t	p-value
(Constant)	-2.405		.300		-8.011	.000
WhatsApp usage	1.777		.014	.989	127.828	.000

* Significant at .05 level.

The simple regression analysis of the relationship between WhatsApp usage on the undergraduates' school adjustment yielded a coefficient of multiple regression (R) of .989 and a multiple regression R-square (R²) of .979 and an adjusted R² of .979. The adjusted R² of .979 indicated that the WhatsApp usages account for 97.9% of the variance in undergraduates' school adjustment in the study area. This finding is a critical indication that WhatsApp usages are relatively high in the area of the study. The F-value of the Analysis of Variance (ANOVA) obtained from the regression table was F = 16339.961 and the sig. value of .000 (or p<.05) at the degree of freedom (df) 1 and 349. The implication of this result is that WhatsApp usage significantly relates to undergraduates' school adjustment. The identified equation to understand this relationship was that undergraduates' school adjustment = -2.405 + 1.777 (WhatsApp usage).

Discussion of Findings

The result of the first hypothesis implies that there is a relationship or connection between undergraduate use of Facebook and their ability to cope with university life constant use of Facebook may enhance their social network of friends, within the digital space, who they can communicate with academic ally and exchange ideas. This positive attribute will enhance their self-worth, acceptance among peers, build confidence etc. make them well-adjusted in the university.



Comparative Assessment of WhatsApp and Facebook Social Media Applications Utilization on ... Bassey, E. O. (2026)

Abbasi, Lashari, Kumar, Khan and Rathore (2021) who revealed that most of the Facebook users utilize it for communication, information, fun and to be social globally. The study further showed that the use of face book enhances general school adjustment. Chia-chen and Brown (2021) also indicated that higher social competence could foster or impede college adjustment, depending upon how it was related to beliefs about the usefulness of different Facebook functions and how these perceptions, in turn, were associated with patterns of Facebook use. Findings underscore the importance of considering connections among personal attributes, perception of media effectiveness and school adjustment. Gray, Vitak, Easton and Ellison (2013) also indicated positive relationships between two Facebook variables the number of Facebook friends' students have at the college and their engagement in collaborative behaviours with classmates through the site and measures of social support and school adjustment, as well as a positive relationship between social adjustment and persistence at the university. Perifanou, Tzafilkou and Economides (2021) also revealed a strong positive association between the use of Facebook, YouTube and students' digital skills on content evaluation and protection.

The result of this study has showed that the utilization of social media significantly predicts undergraduate school adjustment in various areas which means that WhatsApp allows student maintain social communication, share information and also promote collaboration of project work which can ease school adjustment in an academic environment. The result of this finding has also help to bridge the gap for students who find it difficult to communicate(introvert) or attend physical meetings, also as a valuable tool for student to seek for help from their peers or instructors, especially those who may not feel comfortable approaching them in person, it helps to keep student informed and organized. The finding of this hypothesis is in line with the view of Lee, Chern and Azmir (2023) who findings of the study present insights into the popularity of WhatsApp among university students and that students use it for social and educational purposes due to its perceived ease of use and usefulness in enhancing academic performance, team effectiveness and school adjustment. Although WhatsApp is recognized as a rich and powerful collaborative tool for students with a positive impact on academic performance, it has a limited impact on the cohesion and openness of team effectiveness. Enaohwo and Awotua-Efebo (2023) also revealed that students were happy and hence learnt faster using whatsapp for assignment while they all showed the same level of interest. The study further revealed significant influence of whatsapp usage on school adjustment. Ahmad (2023) also demonstrated high level of attitude towards WhatsApp among the students. It also showed how the students use the application in various modes to enable them adjust to the school system. Mohammed, Samson and Sadiq (2023) also indicated that relationship exist between whatsapp usage and school adjustment among student with the following values; whatsapp usage and school adjustment $r=0.779$, $p=.000$. facebook and school adjustment $r=0.662$, $p=.000$. Zulkarnain and Febriyanti (2022) also stated that WhatsApp platform was found to be the best programme to use in online learning on the basis of the study. The research results also showed that the WhatsApp application is the easiest application to use in online learning. The advantages felt by pre-service teachers when learning using the WhatsApp application include; learning to be more flexible, increasing self-confidence, being able to hone skills in making technology-based learning media and being able to obtain information easily and from various sources which enhanced effective school adjustment. Meanwhile, the obstacles felt by pre-service teachers included a lack of concentration in learning, constrained by an unstable network, difficulties in conducting discussions with groups, and difficulty understanding the material as a whole. Golam Rabbani Sarker (2015) also revealed that WhatsApp has a profound negative impact on students' school adjustment and adversely affects their education, behaviour and routine lives. It messes up much of study time of



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students and distracts them from completing their assignments. This app has been found to be highly addictive. The study concluded that time management is essential for online activities.

Conclusion

This study explored the relationship between personality traits and undergraduates' school adjustment in Calabar Education Zone, Nigeria. The findings revealed significant correlations between Facebook usage and WhatsApp usage, highlighting the profound impact of personality on academic behavior. Based on the results and findings of the study, the following conclusions were reached. WhatsApp usage and Facebook usage significantly predict undergraduates' school adjustment.

Recommendations

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

1. Encourage universities to create official Facebook groups for each department or program. This would serve as a platform for academic announcements, resources sharing, and networking among students and faculty.
2. Establish WhatsApp study groups for students to facilitate collaborative learning. Instructors can guide the groups and provide moderation to keep discussions focused and productive.

By implementing these recommendations, stakeholders can address academic procrastination tendency, promote academic success, and foster holistic well-being among undergraduate students in Calabar Education Zone, Nigeria.

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Comparative Assessment of WhatsApp and Facebook Social Media Applications Utilization on ... Bassey, E. O. (2026)

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