

Influence of Social Media Usage on Self-Esteem of Teacher Trainees at the University of Benin, Edo State, Nigeria

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ABSTRACT

The study evaluated the influence of social media usage on self-esteem of teacher trainees in various teacher education programmes in the University of Benin, Edo State, Nigeria. A descriptive survey of ex-post facto design was employed. The population consists of all the 8665 undergraduate students that spread across the eight departments in the Faculty of Education in the University of Benin. A sample size of 866 (representing 10 percent proportionate sample across the eight departments) was drawn using the proportionate random sampling technique. Two instruments namely: "Social Media Usage Questionnaire" and "Self-esteem Scale for Youths" were used to measure social media usage and self-esteem respectively. The test-retest method was used to determine the reliability of the instrument. The result of the r-coefficient yielded 0.82 and 0.72 respectively. The simple linear regression analysis was used to test the three formulated hypotheses at 0.05 level of significance. The result showed that social media visit frequency had direct impact on self-esteem. Furthermore, the time spent on social media as well as the number of social media membership had significant influence on the students' self-esteem. It was recommended that Information and orientation services of school guidance counsellors be arranged at the institutional, faculty and departmental levels to make students come to terms with the potential harm of using multiple social media handles with the risk of data privacy exposures that could be harmful to their personality or self-image.

Keywords: Self-Esteem, Social media sites, Education students, Online.

INTRODUCTION

Self-esteem is a positive or negative orientation towards oneself, an evaluation of one's worth or value. When someone has healthy self-esteem, they feel comfortable with their self and do not depend on anyone else to make them feel good about themselves. Healthy self-esteem allows the individual to be confident and aware of their strengths and abilities (Kolo, Wan & Ahmad, 2017). They understand everyone has strengths and weaknesses and accept that they are not perfect. Low self-esteem individuals tend to view life in a negative way; these negative views can result in a belief that they are worthless (Hawi & Samaha, 2017). This may lead them to feel hopeless and not put much effort because their experiences are seen as pointless. Other symptoms of low self-esteem are dislike of body image, under eating, over eating and depression, it may lead one to think that other people are better than them. This may lead a person to lack of assertiveness, confidence and allow other people to take undue advantage of them. Some signs of low self-esteem are, negative view of life, perfectionist attitude, mistrusting others even those who show signs of affection, blaming behaviour, fear of taking risks, feelings of being unloved and unlovable, dependence - letting others make decisions, fear of being ridiculed and under achievement (Malik & Khan, 2015). Cingel, Carter and Krause (2022) noted that the following are outward signs of positive self-esteem: confidence, self-direction, non-blaming behaviour, awareness of personal strengths, ability to make mistakes from others, optimism, ability to solve problems, an independent and cooperative attitude,

feeling comfortable with wide range of emotions, an ability to trust others, a good sense of personal limitations, good self-care, the ability to say no and a good quality of life.

Self-esteem has been known to have been most challenged during the adolescent period (which most often coincides with the age of undergraduate students in the university) as the adolescent period is filled with identification crisis, this is the period that the young adult is battling with the question, “who am I?” The undergraduate student has to deal with the pressure of making career choices, making good grades and also coming to terms with their physical structure (Goulão, 2014). In order to deal with this pressure, it has been researched that adolescents tend to get involved in so many activities that they believe would help them cope better. Some of these activities include binge drugs, cigarettes smoking, marijuana consumption and extensive social media usage (Uram & Skalski, 2022).

Social media are sites or mobile applications that enable people of common interest and purpose to interact through an electronic and internet-enabled medium such as personal computers, smartphones or an equivalent device (Uram & Skalski, 2022). It is in the course of engaging oneself in these practices that users share activities, events, ideas and interest within their individual network. These practices are carried out primarily on the internet, through social web applications such as Facebook, WhatsApp, and Instagram among others. In all these cases, the original idea was to allow people from different locations to instigate debates and share information using different kinds of support, such as pictures, videos, and notes (Osharive, 2020). However, their usage among Nigerian students at tertiary level has become so frequent and time consuming, that students now tend to spend more time surfing Facebook and other social networks. The interference of these media usage may therefore affect their emotional balance, self-concept, social life, ability to plan study time and also affect their learning readiness and academic achievement.

Generally, the use of social networking sites among students could affect students' academic achievement in three ways. The first is the frequency of visit to the sites which can be measured in terms of how often a user of social media visit a social media site on an hourly basis, daily basis, weekly basis or monthly basis (Fatokun, 2020). The second can be seen as the length or duration of time they spend on a daily basis using social media for various engagements such as chatting, liking, pinging, pasting of pictures, sharing of messages and commenting and also the number of membership with these sites. For instance, most social media are integrated with a notification feature that allows users to get alert on recent activities shared on the platform through their internet enabled phones. These notifications which usually come in form of a beep tone, phone vibration or short message are usually quite compelling enough to make user visit the site for a look up. Consequently, some students who often have their smartphones close to them during study times, or lectures may momentarily suspend their academic work, take their phones to reply new messages, check comments, like pictures, and watch videos shared by friends and eventually end up getting distracted. On the other hand, some students who put aside such distractions by turning off their phone notifications for social media message alert may not visit the social media sites regularly. Akinlosotu (2016) asserted that this situation can be more complicated for students that hold membership with more

than one social media site and therefore have to shuffle between or among several sites for new updates on the social media accounts or handles.

Posting a new status, reply messages, checking likes, dislikes, comments, sharing pictures and watching videos are just some of the very many things that Education students engage with as a pastime. It is now a part of their social life as it is not uncommon to sight Education students of University of Benin, Nigeria, fondling with their cell phones during lectures, when walking on pathways, and even when eating in restaurants. This is because most of the students have social networking sites running at the background of their smart/cell phones and as such get distracted when messages pop up on their phones with an alert tone which they spend lengths of hours browsing through, replying and pasting posts. Akinlosotu (2016) asserted that this situation can be more complicated for students that hold membership with more than one social media site and therefore have to shuffle between or among several sites for new updates on the social media accounts or handles.

Frequency of visit to social media sites among undergraduate students has been investigated and similar findings have been reported in studies (A'lamElhuda & Dimetry, 2020; Fori, 2019). A'lamElhuda and Dimetry (2020) examined Romanian student opinions regarding Social Networking Websites (SNWs). One hundred and seventy two (172) university students participated. The result showed that the higher the frequency of visit to social media, the lower the students' academic achievement and affects their self-esteem. Fori (2019) investigated the challenges of social media usage on Ahmadu Bello University students. The study adapted the survey research method, using a sample size of 200 respondents drawn from the population of 2,733 students of Faculty of Social Sciences Ahmadu Bello University, Zaria. Findings (among other results) revealed that majority of the students totally 136 (68%) respondents use social site several times a day, 44 (22%) of the respondents indicated that they use it once a day influences their self-esteem. Goel and Singh (2019) in their study investigated the impact of social networking activities on evangelical Christian college students. 1,342 students participated in the study. The result further shows that time spent on online social media significantly influences students' self-esteem. Heffner (2021) examined how social media use by undergraduate students affects their academics as well as their social life in college at Rowan University. The study conducted used a correlational design. The study showed that a student's social life, particularly their self-esteem is more likely to decrease due to the amount of time spent using social media. Uram and Skalski (2022) assessed the links between satisfaction with life (the Satisfaction with Life Scale), self-esteem (the Rosenberg Self-esteem Scale), loneliness (the de Jong Gierveld Loneliness Scale), Foo (Fear of Missing out Scale) and Facebook addiction (the Bergen Facebook Addiction Scale). The study involved 309 individuals aged 18–70 ($M = 25.11$, $SD = 5.86$). The results of analyses carried out using structural equation modeling have revealed that the fear of missing out combines deficits in mental well-being with addiction to Facebook. The results showed the intermediary role of self-esteem and Facebook addiction are correlated. In another study, Cingel, Carter and Krause (2022) found that social media use does not affect self-esteem for the majority of users, while small minorities experience either positive or negative effects, as evidenced by recent research calculating person-specific within-person effects. They concluded that the true

relationship between social media use and self-esteem is person-specific and based on individual susceptibilities and uses. Hawi and Samaha (2017) examined the relationships between the addictive use of social media, self-esteem, and satisfaction with life among university students in Lebanon. To achieve this purpose, a generic questionnaire, the Social Media Addiction Questionnaire (SMAQ), was used stemming from the Facebook Intrusion Questionnaire. The results showed that addictive use of social media had a negative association with self-esteem, and the latter had a positive association with satisfaction with life. In the study by Malik and Khan (2015) the relationship between Facebook addiction, narcissism and self-esteem was investigated in the correlational study conducted from February to March 2013 at the Department of Psychology, University of Sargodha, and Punjab, Pakistan. A sample of 200 subjects drawn using convenient sampling [100 (50%) each were males and females] were included in the work and the result showed that Facebook addiction was a significant predictor of narcissistic behaviour and low levels of self-esteem among the students.

Some other studies have been carried out on social media-achievement nexus. The study by Osharive (2020) examined the influence of social media and academic achievement of students in University of Lagos and found that frequency of visit to social media affects academic achievement of students in University of Lagos are addicted to social media. Fatokun (2020) examined the effect of social media on undergraduate students' achievement and interest in Chemistry in the north-central geo-political zone of Nigeria using students from Nasarawa State University Keffi, University of Abuja, and Federal University of Agriculture, Makurdi. The result further showed that visit frequency to social media affects students' academic engagement in the north-central geo-political zone of Nigeria.

In spite of what we know on social media in Nigeria, it is not to the researcher's knowledge that any study has established the influence of social media usage on the self-esteem of teacher trainees in any public University within Edo State. Hence, a knowledge gap exists, which this study intended will to fill this knowledge gap by investigating the influence of social media usage on self-esteem of education students of university of Benin, Edo State, Nigeria. The problem of this study is whether social media engagement could influence teacher trainees' self-esteem in Nigerian Universities. In other words, could social media influence the self-esteem in teacher trainees in the University?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance.

1. Frequency of visit to social media has no significant influence on self-esteem of teacher trainees in University of Benin, Edo State, Nigeria.
2. Time spent on social media has no significant influence on self-esteem teacher trainees of University of Benin, Edo State, Nigeria.
3. Number of social media membership has no significant influence on self-esteem of teacher trainees of University of Benin, Edo State, Nigeria.

METHODOLOGY

This study adopted the descriptive survey of *ex-post facto* research design. The population consists of all the 8665 teachers in training (undergraduate students) in the

Faculty of Education in University of Benin, which is made up of eight departments. A sample size of 866 (representing 10 percent proportionate sample across the eight departments) was drawn using the proportionate random sampling technique. Two instruments namely: “Social Media Usage Questionnaire (SMUQ)” and “Self-esteem Scale”. The first instrument (SMUQ) was divided into two Sections: Section A, and B. Section A was used to collect data about the students and their social media usage behaviour in terms of frequency of visit to social media, average time spent using social media and number of membership held with social media.

The second instrument which measures self-esteem was adapted from the Self-esteem Scale for Youth (SEQ -Y). The scale (SEQ-Y) was developed by Mullin (2001) in his work titled “A brief questionnaire for measuring self-esteem of youths”. The scale contains 24-items covering three psychometric properties measuring self-esteem of youths. The properties, reliability alphas and items are, academic self-esteem ($\alpha = 0.76$; items 1, 4, 7, 10, 13, 16, 19, and 22), social self-esteem ($\alpha = 0.79$, items 2, 6, 8, 11, 14, 17, 20, and 23), and emotional self-esteem ($\alpha = 0.77$, items, 3, 5, 9, 12, 15, 18, 21 and 24). All the items were rated on a five point response rating ranging from Not at all (1) to Very well (5) with a neutral stem of Not sure (3). During adaptation, the items were reduced to a four point response rating of Very Well (4), Fairly Well (3), Quite Poorly (2), Not at all (1).

The content validity of this instrument was carried out by two other experts in Measurement and Evaluation. This was to ensure face and content validity of the instrument. Their corrections and suggestions were incorporated in the instrument. The test-retest method was used to determine the reliability of the instrument. This method was used to obtain responses from a total of 25 students from another public university in the state. The instrument were administered to them and re-administered after a few weeks to the same set of students in the pilot group. Their responses in the first and second test were correlated using the Pearson Product Moment Correlation technique. The result of the coefficient produced r-values of 0.82 and 0.72 for both instruments – first and second respectively. This showed that the instruments were reliable. Simple linear regression analysis, which was considered most appropriate for measuring influence was used to test the formulated hypotheses at 0.05 level of significance.

RESULTS

Hypothesis 1

Frequency of visit to social media has no significant influence on self-esteem of teacher trainees in the University of Benin, Edo State, Nigeria.

Table 1

Regression Analysis on Frequency of Visit to Social Media and Self-Esteem of Education Students

Model	β	Std. Error	t-value	p-value	Decision
(Constant)	1.125	.120	9.375*	.000	Significant
Frequency of visit to social media	0.409	.101	4.049*	.000	Significant

$R^2 = 0.34$, Adjusted $R^2 = 0.32$, F statistic = 21.094*

Table 1 showed that the adjusted R^2 and R^2 coefficients of 0.32 and 0.34 are the goodness of fit of the model which showed that 32 to 34% of variations in self-esteem can be attributed to frequency of visit to social media by the undergraduate

students. The F-statistic (21.094) and the coefficients for the frequency of visit to social media ($\beta = 0.409$, $t = -4.049$) were all statistically significant ($p < 0.05$). The positive and significant sign of the coefficient shows that frequency of visit to social media promotes the self-esteem of Education students. Therefore, the null hypothesis was rejected.

Hypothesis 2

Time spent on social media has no significant influence on self-esteem of teacher trainees of university of Benin, Edo State, Nigeria.

Table 2

Regression Analysis on Time Spent on Social Media and Self-Esteem of Education Students

Model	β	Std. Error	t-value	p-value	Decision
(Constant)	1.342	.169	7.935*	.000	Significant
Time spent on social media	-.359	.057	-6.298*	.000	Significant
$R^2 = .386$, Adjusted $R^2 = .375$, F-statistic= 38.534*					

Table 2 showed that the adjusted R^2 and R^2 coefficients of 0.375 and 0.386 are the goodness of fit of the model which showed that 37.5 to 38% of variations in self-esteem can be attributed to time spent on social media by the students. The F-statistic (38.534) shows that all the predictors are jointly significant while the coefficients for the time spent on social media ($\beta = -.359$, $t = -6.298$) which are inversely signed and significant shows that increase in the time spent on social media reduces the self-esteem of Education students. Therefore, the null hypothesis was rejected.

Hypothesis 3

Number of membership with social media has no significant influence on self-esteem of education students of university of Benin, Edo State, Nigeria

Table 3: Regression Analysis on Number of membership with Social Media (SM) and Self-Esteem of Education Students

Model	β	Std. Error	t-value	p-value	Decision
(Constant)	1.398	.147	9.510*	.000	Significant
Number of membership with SM	-.632	.122	-5.180*	.000	Significant
$R^2 = .323$, Adjusted $R^2 = .319$, F-statistic= 33.494*					

Table 3 showed that the adjusted R^2 and R^2 coefficients of 0.319 and 0.323 are the goodness of fit of the model which showed that 31.9 to 32.3% changes in self-esteem can be attributed to changes in the number of membership with social media among the students. The F-statistic (38.534) shows that the predictors (constant and the number of membership with SM) are jointly significant while the coefficients for the number of membership with SM ($\beta = -.632$, $t = -5.180$) which are inversely signed and significant shows that increase in the number of membership with SM reduces the self-esteem of Education students. Therefore, the null hypothesis was rejected.

DISCUSSION OF FINDINGS

The result showed that frequency of visit to social media has significant influence on undergraduate students' academic achievement in Edo State. The result agreed with that of Iordache and Lamanauskas (2018) and Shehu and Shehu (2018) who found that social media, achievement and self-esteem of learners are correlated. In addition, the result showed that time spent on social media and number of

membership with social media have inverse influence on the self-esteem of Education undergraduates in University of Benin, Edo State. The result agreed with that of Goel and Singh (2019) who found that time spent on online social media significantly adversely influences students' self-esteem and achievement. Also, the result is in line with that of Mingle and Musah (2019) who found that there was a relationship between social media network participation and self-esteem of students in senior high schools in Ghana. The result is also consistent with the findings of Uram and Skalski (2022) who found that self-esteem and Facebook addiction are correlated. Also, it is consistent with the work of Cingel, Carter and Krause (2022) who found that social media use does not affect self-esteem for the majority of users, while small minorities experience either positive or negative effects, as evidenced by recent research calculating person-specific within-person effects. They concluded that the true relationship between social media use and self-esteem is person-specific and based on individual susceptibilities and uses. Similarly, this result agrees with that of Hawi and Samaha (2017) and Malik and Khan (2015) who found that addictive use of social media, Facebook particularly had a negative association with self-esteem respectively. The reason for this result could be due to the possible addiction to negative exposures such as cyber, social and celebrity lifestyle which sometimes promotes nudity, objectification of women as a sex commodity, drinking, money making at all cost and other forms of indiscriminate behaviour. As much as this may be a got form of pastime to many, excessive exposure to these media may affect thinking, lead to change in behaviour and affect self-esteem of an individual because their self-esteem is somewhat a reflection of their cyber life and life of superstars on various SM. This may be the reason the result shows that higher number of social media handles a student actively controls results in lowering of their self-esteem.

CONCLUSION

The use of social networking sites among students could influence their self-esteem. Based on findings, it was concluded that influence of social media visit frequency, time spent on social media and number of membership with social media would influence self-esteem of Education students in Edo State, Nigeria.

RECOMMENDATIONS

The following recommendations are given.

1. Undergraduate students in general, and teacher trainees in particular should set their priority right by taking advantage of social media more for learning, online discussion, seeking academic help from academic faculty, downloading materials for reading and research purpose, as against using social media to find purpose and discover themselves.
2. Education students should note that the social media is not a regulation environment that can help them solve their emotional and esteem needs. Rather than use it to solve their emotional worries at school, they could engage it for other academic purposes to their benefit.
3. Information and orientation services of school guidance counsellors is needed and should be arranged at the institutional, faculty and departmental levels to make students come to terms with the potential harm of using multiple social media handles with the risk of data privacy exposures that could be harmful to their personality or self-image.

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