



Social Networking Site Usage as a Tool for Social Capital and Academic Adjustment in the Nigerian Context

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Abstract

The actualization of new trend and cutting age technology of social networking sites (SNSs) is not older than a decade. Therefore such web pages like Twitter, Facebook, MySpace, YouTube and many of others are nowadays being used among wide population in Nigeria the university students more prevalent. Social Capital (SC) reflects those intangible resources embedded within interpersonal relationships or social institutions. Academic adjustment (AA) of university students refers to the adoption and adaptation to changes in attitudes, behaviors, values, rules, regulations and norms to follow and be accepted into the new learning environment. In a mixed method approach, this study investigated and reported on the SNSs usage and its relevance on social capital as well as the role plays on the academic adjustment among the Nigerian University students. The qualitative and quantitative method employed profile observation and questionnaires on 150 and 400 subjects respectively. The subjects from universities in the Nigeria's six (6) geo-political zones were selected. This was made through snowball for the observation and purposive randomization for the questionnaires. The result indicates the extent of SNS usage and its influence on social capital among the students of the university education system in Nigeria. It also reports of significant influence of the use of social networking sites (SNSs) students' on academic adjustment (AA) which as well leads to social capital. On the same trend the Analysis Moment of Squares/ structural equation model (AMOS/SEM) indicates the extent of the relationship among the SNSs, SC and AA

Keywords: Social Capital, SNSs, Nigeria, Academic Adjustment

Introduction

Social capital as developed by James Coleman in the 1980s refers to the social relationships between people that enable productive outcomes (Szreter, 2000). It can be seen as the glue that holds together social collectives such as networks of personal relationships, communities or even whole nations (Ellison, Steinfield, & Lampe, 2007; Sum et al, 2008). Social capital can be seen from the theoretical perspective as being the micro (individual) or the macro (collective). Whereas, Flap (2001) sees it as a pool of resources for the individual that may be helpful for the individual's goals attainment; Coleman (1990) views it as a collective produce and own entity from which the whole community may benefit. It was equally identified that mobile and smart devices provide easy access to online social network that as well effect the actualization of good citizenship. Digital citizenship becomes a wide phenomenon clamored in most advanced and digital societies. Most modern skill teachers guide their students on the safety use and ethics regarding the digital technologies to keep abreast of the rules and regulations of the given society, social networking sites with no exception. This study aimed at finding the degree of SNSs usage among university students in Nigeria and how this enhances their academic adjustment. It also seeks to investigate on the extent of influence of the two dimensions on social capital. In view of this four research questions were evolved:

1.1 Questions

2. Is there any significant relationship between SNSs usage, academic adjustment and social capital among University students in Nigeria?
3. To what extent are the social networking usage, academic adjustment and social capital among University students in Nigeria?
4. Is there any significant difference in terms of University, Faculty, Gender, Religion Ethnicity and Region on the extent of SNSs usage, Academic adjustment and social capital?
5. Do students' SNSs profiles significantly suggest any aspect of social capital among them?

2 Literature Review

2.1 Social Networking Sites

A social network service focuses on building online communities of people who share interests and/or activities, or who are interested in exploring the interests and activities of others. From 1997 to 2001, a number of community tools began supporting various combinations of profiles and publicly articulated friends. Boyd and Ellison, (2007) defined social network sites as "web-based services that allow individuals to construct a public profile within a bounded system and articulate a list of other users with whom they share a connection. There is no set or single definition commonly agreed upon of social capital. However, it can be seen as any sum of resources, either actual or virtual, that accrues to an individual or a group by virtue of possessing a durable network. The World Bank is more expansive and suggests that "social capital refers to the institutions, relationships, and norms that shape the quality and quantity of a society's social

interactions. A wider but confined definition is that of Cote and Healy, (2001:41) that SC is networks together with shared norms, values and understandings that facilitate cooperation within or among groups.

With regards to social networking usage as far 2007, there were Nigerians on the network all in all numbered below 40,000. For instance the approximate Facebook users who indicated Nigeria as their country was estimated to over 212,000, in 2009 and 657,360, in 2010 (World statistics, 2013). This shows almost 53% increased from which more than 60% indicated to be students. In a nut shell Nigerian university students are heavy signup users of the Facebook more than any other SNS and followed by YouTube then Twitter. Nigerian Facebook users estimated to about 657,360 in 2009 now at the time of this report the figure enormously reached 6,630,200 (World statistics, 2013). It is quite apparent that there was a high increased in the Facebook use in Nigeria coupled with the fact that there are almost 48 million internet users representing a quarter of the total Nigerian population. This figure is the highest percentage which as well represents 28.9% of the total African internet users and is an immense amount out of the total Nigerian population which is estimated to stands now at 170,123,740 (World statistics, 2013).

Hesse (2007) explores on the social media usage among exchange students in the United States he thus reports that some social media provided search functionality based on lexical descriptions of interests, attitudes, and biographical factors, such as age, school, work and living location. He then postulates that use of SNSs among exchange students shapes their adjustment processes. Social media thus, helps students get inform of their immediate and remote environments and expand contact with their host culture. Social networking sites extend information accessibility on the schools social fabric and of peer groups. Kolek and Saunders (2006) also mentioned using social media as an environment for faculty to students' interaction as well as a practicable strategy which keeps them abreast with their school environment. They further report that students spend a lot of time engaging in using social media to stay firm to school after they began attending their classes.

Wolfe (2010) reports differences in percentage in the social networking site usage among various faculty students and found gender difference in the attitude towards social networking site and its usage. In terms of the level of study, he as well further reports that sophomore have the highest level of attitude towards using social networking sites than freshman who are having scored the lowest.

2.2 Social Capital

This took us to the other side of the coin which is the social capital. Social capital involves social trust, political participation, membership in groups and associations, volunteering, and confidence in political institutions. Dekker & Uslaner (2006) opine that social capital is all about the value of social networks, bonding similar people and bridging between diverse people, with norms of reciprocity. It appears there are different ideas about the effect of using the SNSs on social capital. Some scholars (Valenzuela, Park, & Kee, 2008) believe that cyberspace decreases social capital, in contrast, some others like Sum, (2005) asserts that SNSs transport social capital among people. Sum, (2005) further believes that social capital is all about the value of social networks. Ellison, Lampe, and Steinfield, (2009); Steinfield, Ellison, & Lampe 2008) state, “intensive use of Facebook was associated with higher levels of social capital, especially bridging social capital.” But to Valenzuela, et al, (2008) whatever effects social network sites

may have on young adults' social capital, they may be contingent upon individuals' socialization. In an online survey of Facebook (Zywika & Danowski, 2008; Ellison et al. (2007) found that there was greater evidence for the social compensation pattern, that those with lower life satisfaction and lower self-esteem reported having developed more by bridging social capital on Facebook. But on the contrary Sum, (2008) designed and employed a website entitled "Social Capital Online Survey" embedded to the University of Sydney web server. She found that those who use the internet to meet new people for social purposes or communicate with people for the first time are more likely to have a lower degree of personal wellbeing.

Social connection between the child and the parents is sufficiently strong evidence that cultural capital and financial capital become available to the child for academic capital. That covered for both the short term and the child's lifelong education. James Coleman (1988) also argued that "as new structures of the household in modern society become more prevalent, many linkages and activities that provided social capital for the next generation are no longer present, and their absence may be detrimental to children's learning." The disciplinary effort and the academic ethics established in the school community enhance good relation between home and school. In addition to that the mutual trust between school and home are the major forms of social capital. Ho, Sui Chu. (2000) believes that such forms of social capital are found to contribute to student learning outcomes in countries like Malaysia, Singapore, Hong Kong and Korea. It also enhances by improving the quality of the school and reducing learning inequality among social-class groups, which subsequently enhance adjustment to the school community.

2.3 Academic Adjustment

In this regard therefore, adjustment is defined as a process of fitting the pattern of activity patterns individual or group is similar to others with some sense of determination. Adjustment of university students refers to the adoption and adaptation to changes in attitudes, behaviors, values, rules, regulations and norms to follow and be accepted into the new learning environment. Abdullah, Elias, and Uli Mahyuddin (2009); Autumn (2009) assume that the adjustments reflected in the implementation of the college is including academic achievement and personal growth. Van Eman (2009) regarded academic adjustments as having dimensions such as attitudes toward school and teachers to classes, academic self-concept, purpose and motivation / self-regulation.

This leads us to focus on the negative influences of social media that might have been cause on students who seems to have isolated themselves in their own constructed private spaces, profiles or walls instead of being involved in the general offline on-campus social, academic and spiritual activities (Kord, 2008). Students use the Facebook website as an avenue to get adjusted by expressing themselves, share their daily lives with friends and family members, and keep in constant touch with a group of new and old friends. It helps them stay firm to know about what is happening around in the society (Kord, 2008; Suleiman, 2011).

It has been widely observed (Lent, Taveira, Sheu and Singley, 2009) that transition for students from school to university is greatly influenced by whether they have been taught to go on their own way to take responsibilities for their own paths. Many students have difficulty adjusting in school due to the fact that they need to be self-disciplined and self-motivating (Abdallah et al, 2009). It is usually said that students lack self confidence to participate in class activities. Some even may miss lectures because they cannot find the venues easily. Other issues

attributed to the new students adjustment problems are plagiarism rules and use of the internet as a source for assignments (Lent et al, 2009). Generally, new students lack respect for teachers and colleagues and find difficulties adjusting to an environment which they control themselves because there is no teacher standing over them telling them what to do and when to do. Study by Buote et al (2007) assesses the quality of new friendships and adjustment in the university. Their findings indicate a significant positive relation between new friendships and adjustment to university. There is an association which was found to be stronger for students living in residence than for those commuting/shuttling from home to university. In their study Abdallah et al (2009) as well found academic achievement to be significantly predicted by college overall adjustment and academic adjustment.

Similarly, Omotoso (2006) investigates in south-western Nigeria the nature of the university students' academic adjustment. He opines that social factors and other selected socio-demographic variables influence the students' academic adjustment. The study was limited to south-western region and concludes that "there is a problem of academic adjustment of university students in Nigeria." The nature of the problem can be seen in the students' failure to detach from old friends and family.

Nigeria has numerous federal, state and privately funded universities numbered to about 129 (40 federal, 38 state and, 51 private) (FGN/NUC, 2014). Not quite significant number of the Nigerian universities are fully employing the learning management system (LMS) or implementing a viable e-learning system bearing a bulk of shortcomings. The e-learning is not a new phenomenon in promoting education in some parts of the world. (Suleiman 2011)

3 Methodology

Through a mixed method approach, this study obtains and analyzes the data in a longitudinally over the period of six months. The qualitative and quantitative method employed a covert observation on subjects' profiles and administered questionnaires on 150 and 300 subjects respectively. The accessible sample of student subjects was drawn from the selected targeted universities in the Nigeria's six (6) geo-political zones namely: (South-West, South-South, South-East, North-West North-Central and North-East). This gives the sample distribution ratios of 25:50 for both observation and questionnaire respective at each institution. This is by snowball for the focus group interview and purposive randomization for the questionnaires. The target sampled universities were Lagos State University, University Port Harcourt, University of Nigeria Nsukka, Bayero University Kano, University of Technology Minna and Abubakar Tafawa Balewa University Bauchi. On the data analysis on the observation, the 'constant compares' and 'thematic report generation' were carried out in this regard. The sampled universities SNSs pages as well as students' profiles were observed in terms of alumni relationships through using comments, likes, tagging and other sorts of interactions. While t-test, ANOVA and correlation analysis were made on the quantitative data by using the SPSS and specifically structural equation modeling (SEM) analysis tool for the correctional relation only. **4**

Results

The qualitative findings from the various SNSs profile observation on the university student subjects indicate getting connected to friends and family as the major reason for using SNSs and that they do interact with other people. It similarly reveals on the time they normally

spend on SNSs sharing, talking and interacting with others. It suggests that the more time spend interacting on SNSs the more likely the stronger that relationship may be. There is a saying that goes that is whom you know determines what you might be. The more people one knows the more one gets connected and the more opportunities for that fellow. These kinds of extended relationships have been major tools of social mobility among the people. Alumnism, fraternism, cultism and collectivism in terms of politics, religion, economics and social affinity among the students prelude their social move and boost their status quo in the society. It carries many along and to an economic success sometimes even to the corridors of power. The finding reveals that some got political appointments as a result of such relationship.

On these issues the SNSs profile observation reveals existence of such connectivity among the students and it cuts across gender, religion and various ethnic groups. The subjects' profiles overwhelming show on the motives and rationale behind their usage of SNSs. Most of the profiles observed cited using Facebook more heavily than Twitter and MySpace. YouTube is used casually for viewing, comments on and sharing of multimedia information (video clips) in all human endeavors such as for fun, education entertainment, curiosities and other purposes. Majority of the profiles indicate using the SNSs just to get connected to school friends and families. Others suggest for getting new friends and to get in touch with old friends. In essence using SNSs from the observation show that it is to communicate and interact with many people and to boost popularity. The observation findings as well indicate that SNSs help the users to connect to their people especially when the face to face interaction is not obtainable. Some reveals that it allows the users to share feelings with others. Other profiles significantly indicate on the discussion on personal issues with other people on various affairs and at various situations. It also helps them to know each other and get up to date information from the friends on events and other happening around them. These views above concord with Dekker & Uslander (2006) that social capital is all about the value of social networks, bonding similar people and bridging between diverse people, with norms of reciprocity. The profiles suggest that the students also use SNSs to connect with people in other part of the world. It indicates that SNSs usage is beyond their local scope. It stretches wide to a cover global perspective. This concurs with Quan-Hass & Wellman (2002) and Sum, (2006). The findings also indicate that SNSs unite people this continued to encourage more people because it unites them as it allows them to interact with whoever they feel like on the network and share ideology. People can belong to various groups of interest. Very few of the social networking sites observed indicates that they represent interest groups because only people with similar ideology can join while many others are general. It also becomes a platform for grooming political ideology, religious propagation as well as ethnic inclination propagation thus it become a phenomenon for many things which can be done with such internet facilities. More so it makes people be aware of what is happening in the society and the world at large as it is now like a global village. SNS is available to everyone in the world and it is a medium for people to chat, talk and deal with others across the globe. academically, religiously, politically, socially, and economically or business wise. Therefore the SNSs usage is encouraging because as it helps in uniting people and form all forms of social capital.

The general overview on the observed profiles overwhelmingly shows that the social networking sites become that advantageous platforms were events on social, political, religious, and economical affairs were carried out. A lot of users stick to the SNSs for inviting other for social gathering like marriages, birthdays and parties. Others use SNSs for political campaign

and ideological persuasions. SNSs also serve as those remote avenues for religious propagations. Economic advantages were also identified and are very much relevant through the use of SNSs among the students in the Nigerian context. Proxy adverts and marketing strategies were identified of different products among the users or of other established companies. Traces of fraternity, hostility as well as apathy were also identified from the contents generated especially on comments, likes and tags.

The quantitative result is presented as follows:

Table 1: the frequency distribution on the sample

University	Faculty	Ethnicity	Religion	Region	Gender	
LASU	50 SCIE	80 HAUSA	83 ISLAM	125 North	119 Male	180
PORT	50 ARTS	69 YORUBA	77 CHRISTIANITY	131 South	181 Female	120
UNN	50 SOC SCI	89 IGBO	59 OTHER	44		
BUK	50 MEDI	44 OTHER	81			
UTM	50 LAW & OTHERS	18				
ATBU	50 SCIE					
Total	300	300	300	300	300	300

Table 1 indicates the distributions of the sample in the study whereby each university had equal representation of 50 subjects. In terms of faculty the social science faculties have the highest frequency of 89 slightly above faculties of sciences that have the representation of 80 students. Faculties of law and medical sciences have the lowest of 18 and 44 respectively. This is obvious considering the fact that not all the universities offer law and medical courses. Faculties of arts also have a moderate representation in the sample.

Table 2: the Correlation on relationship between Social Networking site usage Social Capital and Academic Adjustment

		SNSUSAGE	SOCCAPITAL	ACADJUSTMENT
SNSUSAGE	Pearson Correlation	1		
	Sig. (2-tailed)		.498	.130
	N			
SOCCAPITAL	Pearson Correlation		1	
	Sig. (2-tailed)	.498		.142
	N			
ACADJUSTMENT	Pearson Correlation			1
	Sig. (2-tailed)	.130	.142	
	N	300	300	300

In terms of relationship between the three dimensional constructs (SNSU, SC and AA) a significant relationship exist as shown on table 2 above. The result indicates the relationship higher (.498) between social networking site usage and social capital. Between the social networking site usage and academic adjustment the score (.130) indicates moderated relationship as well; whereas, between the social capital and academic adjustment the values is significantly higher which stands at .142.

Table 3: the Independent sample t-test on social networking site social capital and academic adjustment in terms of gender

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SNSUSAGE	Equal variances assumed	2.347	.127	1.504	298	.134	.69611	.46281	-.21468	1.60691
	Equal variances not assumed			1.476	238.1	.141	.69611	.47177	-.23326	1.62548
SOCCAPITAL	Equal variances assumed	1.435	.232	1.335	298	.183	.66500	.49806	-.31516	1.64516
	Equal variances not assumed			1.307	236.4	.192	.66500	.50864	-.33704	1.66704
ACADJUSTMENT	Equal variances assumed	4.942	.027	.537	298	.592	.21944	.40889	-.58523	1.02412
	Equal variances not assumed			.555	282.1	.579	.21944	.39518	-.55843	.99732

In terms of variation regarding the gender on the use of SNSs and the extent of social capital as well as the academic adjustment among the university students in the Nigeria, the result suggests significant differences between male and female. In terms of SNS usage it shows the significant score of .127 (F=2.347). With regards to social capital the significance level stands at .232 (F=1.435) where $p > 0.05$ each. On academic adjustment the score shows the level of .027 (4.942) which indicate $p < 0.05$ meaning that there is significant difference between gender in terms of academic adjustment.

Table 4: the Independent sample t-test on social networking site social capital and academic adjustment in terms of Region

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SNSUSAGE	Equal variances assumed	.181	.670	-.814	298	.416	-.37825	.46471	-1.29278	.53627
	Equal variances not assumed			-.818	257.0	.414	-.37825	.46228	-1.28859	.53208
SOCCAPITAL	Equal variances assumed	.181	.671	-.956	298	.340	-.47773	.49949	-1.46070	.50525
	Equal variances not assumed			-.962	257.1	.337	-.47773	.49682	-1.45608	.50063
ACADJUSTMENT	Equal variances assumed	.495	.482	-2.221	298	.027	-.90248	.40631	-1.70209	-.10287
	Equal variances not assumed			-2.184	237.9	.030	-.90248	.41321	-1.71650	-.08846

In terms of where the subjects hail from the Nigeria's Northern and Southern regions, the result suggests no significant differences between regions. The significant scores in terms of SNSs usage show .670 (F=.181), in terms of social capital show .671 (F=.181) while on academic adjustment it stands at .482 (.495) where $p > 0.05$ on each.

Table 5: the ANOVA on SNS and social capital and academic adjustment in terms of faculty

		Sum of Squares	df	Mean Square	F	Sig.
SNSUSAGE	Between Groups	10.899	4	2.725	.174	.952
	Within Groups	4619.763	295	15.660		
	Total	4630.662	299			
SOCCAPITAL	Between Groups	87.071	4	21.768	1.219	.303
	Within Groups	5267.256	295	17.855		
	Total	5354.328	299			
ACADJUSTMENT	Between Groups	21.671	4	5.418	.448	.774
	Within Groups	3568.991	295	12.098		
	Total	3590.662	299			

On the differences in terms of faculty the ANOVA result (table 5) indicates $p < 0.05$ meaning no significant differences exist on the extent of social capital (.303) while on the usage of SNSs (.952) and the extent of academic adjustment (.774) there is significant difference $p > 0.05$ on each.

Table 6: the ANOVA on SNS social capital and academic adjustment in terms of ethnicity

		Sum of Squares	df	Mean Square	F	Sig.
SNSUSAGE	Between Groups	81.731	3	27.244	1.773	.152
	Within Groups	4548.931	296	15.368		
	Total	4630.662	299			
SOCCAPITAL	Between Groups	10.632	3	3.544	.196	.899
	Within Groups	5343.696	296	18.053		
	Total	5354.328	299			
ACADJUSTMENT	Between Groups	19.587	3	6.529	.541	.654
	Within Groups	3571.076	296	12.064		
	Total	3590.663	299			

With regards to ethnicity the findings (table 6) indicates no significant difference $p < 0.05$ only on the use of SNSs (.152) but it shows that there are significant difference on the extent of social capital and academic adjustment among the different ethnic groups of the Nigerian university students.

Table 7: the ANOVA on SNS Social capital and academic adjustment in terms of religion

		Sum of Squares	df	Mean Square	F	Sig.
SNSUSAGE	Between Groups	67.064	2	33.532	2.182	.115
	Within Groups	4563.597	297	15.366		
	Total	4630.662	299			
SOCCAPITAL	Between Groups	80.065	2	40.033	2.254	.107
	Within Groups	5274.263	297	17.758		
	Total	5354.328	299			
ACADJUSTMENT	Between Groups	.132	2	.066	.005	.995
	Within Groups	3590.531	297	12.089		
	Total	3590.663	299			

With regard to religion the scores (table 7) suggests much difference $p > 0.05$ on the extent of academic adjustment only. But on the other variables SNSs usage (.115) and social capital (.107) which represent that $p < 0.05$ this indicates that there is no significant difference among the students.

Table 8: the ANOVA on SNS Social capital and academic adjustment in terms of university

		Sum of Squares	df	Mean Square	F	Sig.
SNSUSAGE	Between Groups	786.652	5	157.330	12.033	.000
	Within Groups	3844.010	294	13.075		
	Total	4630.662	299			
SOCCAPITAL	Between Groups	150.826	5	30.165	1.704	.133
	Within Groups	5203.502	294	17.699		
	Total	5354.328	299			
ACADJUSTMENT	Between Groups	225.256	5	45.051	3.936	.002
	Within Groups	3365.407	294	11.447		
	Total	3590.662	299			

More on the variation in terms of university, the ANOVA results (table 8) also suggest significant differences $p < 0.05$ on the extent of SNS usage, social capital and academic adjustment among the students. The scores show (.000) for SNS usage, (.133) for SC and (.002) for academic adjustment, all indicating $p < 0.05$.

This took us to the other quantitative result where the three constructs were further correlated with each other using the analysis of moment structure by structural equation modeling tool (AMOS/SEM) to identify the actual structural fit model (fig.1) of the relationship. The findings were presented as follows:

Model Fit

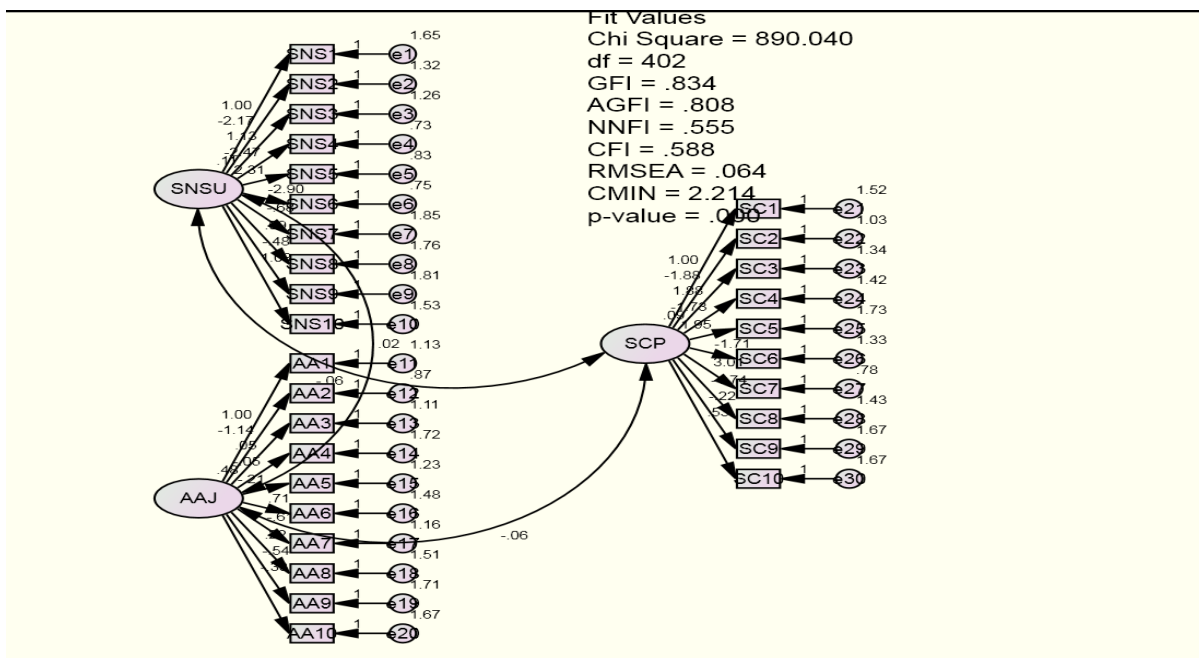


Figure 1: Structural model of relationship on SNS usage, Social capital and Academic Adjustment among Nigerian university Students

In consideration of the above structural model fit above (fig: 1) the fit values were identified and presented as follows:

Chi Square = \cmin	= 890.040
df = \df	= 402
GFI = \GFI	= .834
AGFI = \AGFI	= .808
NNFI = \TLI	= .555
CFI = \CFI	= .588
RMSEA = \rmsea	= .064
CMIN = \cmindf	= 2.214
p-value = \p	= .000

In addition to these results above, tables (9-12) further translate the results in form of CMIN, RMR, Baseline Comparisons, Adjusted Measures, NCP, FMIN, Goodness of Fit Index (GFI), Comparative Fit Index (CFI), Root Mean Square Error of Approximation (RMSEA) and Akaike information criterion (AIC). The model also presented with composite reliability the p-value and chi-square values (table 9). Both convergent and discrete validity as well as correlation were observed (10-12). The tabulated results are presented below:

Table 9-: The AMOS Model Fit Summary on relationship among SNS usage, Social capital and academic adjustment

CMIN					
Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	63	890.040	402	.000	2.214
Saturated model	465	.000	0		
Independence model	30	1620.649	435	.000	3.726
RMR, GFI					
Model		RMR	GFI	AGFI	PGFI
Default model		.126	.834	.808	.721
Saturated model		.000	1.000		
Independence model		.201	.673	.651	.630
Baseline Comparisons					
Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.451	.406	.600	.555	.588
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000
Parsimony-Adjusted Measures					
Model		PRATIO	PNFI	PCFI	
Default model		.924	.417	.544	
Saturated model		.000	.000	.000	
Independence model		1.000	.000	.000	
NCP					
Model		NCP	LO 90	HI 90	
Default model		488.040	405.516	578.289	
Saturated model		.000	.000	.000	
Independence model		1185.649	1066.151	1312.687	
FMIN					
Model	FMIN	F0	LO 90	HI 90	
Default model	2.977	1.632	1.356	1.934	
Saturated model	.000	.000	.000	.000	

CMIN					
Model	NPAR	CMIN	DF	P	CMIN/DF
Independence model	5.420	3.965		3.566	4.390
RMSEA					
Model		RMSEA	LO 90	HI 90	PCLOSE
Default model		.064	.058	.069	.000
Independence model		.095	.091	.100	.000
AIC					
Model	AIC	BCC	BIC	CAIC	
Default model	1016.040	1030.614	1249.378	1312.378	
Saturated model	930.000	1037.575	2652.259	3117.259	
Independence model	1680.649	1687.589	1791.762	1821.762	

Table 10: AMOS Covariance on the default model of the relationship on SNS usage, Social capital and Academic Adjustment among Nigerian university Students

			Estimate	S.E.	C.R.	P	Label
SNSU	<-->	AAJ	.020	.020	1.018	.309	par_28
SNSU	<-->	SCP	-.059	.024	-2.476	.013	par_29
AAJ	<-->	SCP	-.063	.027	-2.300	.021	par_30

Table 11: AMOS Correlations: on SNS usage, Social capital and Academic Adjustment among Nigerian university Students

AMOS				Correlations Estimate
SNSU	<-->	AAJ		.089
SNSU	<-->	SCP		-.606
AAJ	<-->	SCP		-.303

Table 12: Computation of Result and degrees of freedom

Result and degrees of freedom			
	Number of distinct sample moments:		465
	Number of distinct parameters to be estimated:		63
	Degrees of freedom (465 - 63):		402
Minimum was achieved		Chi-square	= 890.040
Degrees of freedom		Probability level	= .000
		= 402	

5 Conclusion

Both the quantitative and the qualitative findings from the various SNSs profile observation on the university student subjects indicate getting connected to friends and family as the major reason for using SNSs and that they do interact with other people. It similarly reveals on the time they normally spend on SNSs sharing, talking and interacting with others. It suggests that the more time spend interacting on SNSs the more likely the stronger that relationship may be. There are sayings that whom you know determines what you might be. The more people one knows the more one gets connected and the more opportunities for that fellow in reciprocation. These kinds of extended relationships have been major tools of social mobility among the people. Alumnism, fraternism, cultism and collectivism in terms of politics, religion, economics and social affinity among the students prelude their social move and boost their status quo in the society. It carries many along and to an economic success sometimes even to the corridors of power. The finding reveals that some got political appointments as a result of such relationship. Where some become popular with others.

In concluding with these results, it justifies the existence of significant relationships among the main constructs namely: social networking site usage, academic adjustment which both enhances social capital. This is evident from the findings on the profile observation that SNSs help in diverse communication with different categories of people. It reveals on the significant time usually spend on SNSs for sharing, talking and interacting with others. It also shows that discussion on so many multi facet issues were possible online. The SNS is found to be a social environment that connects many people with their old and new friends as well as family members. SNSs therefore are tools with a connection factors and power among the members of not only the Nigerian but the global society. It links people with each other from many angles and took many advantages from each other. The study also concludes that no significant variation on the use of social networking sites and the extent of social capital in terms of faculty, ethnicity and age distribution but it indicates significant difference in terms of gender. It has been praised by educators as well as the learners as being a medium for social capital which equally promotes lifelong learning and broadening the numbers and diversity of young people participating in an educational socialization. Thereby, this keeps abreast in modifying the teaching and learning methodologies and modalities. Hence, the impact of SNSs on such young

people students in this case should consequentially be considered substantial, specifically considering the huge number and constant influx of these youth involving in the prevailing trend of SNSs' usages. At a time when education systems are going through some drastic and dramatic changes, it is a high time to focus on a more universal and diversified modalities as to keep the teaching, learning and training of human capital via social capital as up-to-date and relevant as possible. Modest and blissful usage of social networking sites can reasonably and reliably enhance in this direction. It can be postulated therefore that SNSs usage would sooner overtook the traditional system of information and communication at the global range. This is because it enhances the attitude towards the school and thus environmental adjustments and achievements which in turn influence a communal and viable social capital for the betterment of the country educationally and thus the general development of the country as well as the unique global society at large.

The general overview on the observed profiles overwhelmingly shows that the social networking sites become that advantageous platforms were events on social, political, religious, and economical affairs were carried out. A lot of users stick to the SNSs for inviting others for social gathering like marriages, birthdays, funerals and parties. Others use SNSs for political campaign and ideological persuasions. SNSs also serve as those remote avenues for religious propagations. Economic advantages were also identified and are very much relevant through the use of SNSs among the students in the Nigerian context. Proxy adverts and marketing strategies were identified of different products among the users or of other established companies. Traces of fraternity, hostility as well as apathy were also identified from the contents generated especially on comments, likes/dislikes, posts and tags. The model suggests complex multi facet connectivity in reciprocity with multidimensionality in various aspect of life. Hence, the impact of SNSs on such young people students in this case should consequentially be considered substantial, specifically considering the huge number and constant influx of these youth involving in the prevailing trend of SNSs' usages.

At a time when education systems are going through some drastic and dramatic changes, it is a high time to focus on a more universal and diversified modalities as to keep the teaching, learning and training of human capital via social capital as up-to-date and relevant as possible. Modest and blissful usage of social networking sites can reasonably and reliably enhance in this direction. It can be postulated therefore that SNSs usage would sooner overtook the traditional system of information and communication at the global range. This is because it enhances the attitude towards the school and thus environmental adjustments and achievements which in turn influence a communal and viable social capital for the betterment of the country educationally and thus the general peace, unity and development of the country as well as the unique global society at large.

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