

The New Culture of Facebook Usage and Psycho-Social Adjustment: The Case of Students of the Higher Teacher Training College Bambili-Cameroon

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ABSTRACT

Nowadays majority of students in Cameroon have facebook accounts. It is a common phenomenon to see students engage in all forms of communications or activities on facebook. The extent to which these activities affect students' psycho-social adjustment is questionable. That is why this paper is designed to examine the effects of Facebook usage as a new cultural tool for psycho-social adjustment among students. This study uses the descriptive design with triangulation (Qualitative and Quantitative) as the method. Through questionnaires and interview guide, 276 students of both first and second cycle participated in this study. Data are analysed with MANOVA, using the Wilks Lambda formular with an Alpha level of 0.05. The results revealed that, Facebook usage is a new cultural tool for psycho-social adjustment. The new cultural tendency is that Facebook usage has intensified cultural comparison among individuals as well as groups. This cultural comparison at times causes depression among students especially if the user makes negative comparisons between themselves and others.

KEYWORDS: *New cultures, Facebook, psycho-social adjustment, Bambili, Bamenda*

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I. Introduction and background

In recent times, using Facebook has become a social order that cuts across many aspects of life especially that of university students in general and professional Training schools in particular, as it plays a role in their psychosocial adjustment. Facebook is a popular social media software that permits registered users to create accounts, upload photos and video, send messages and keep in touch with friends, family and colleagues. Although it is free to create an account, the user must be at least thirteen years old and have a

valid email address. William et. al (2009), cited by Osharive (2015), affirms by postulating that, the evolution of internet technology is the best medium for communication, whereby, two-thirds of the world's internet population visits social networking or blogging sites, thus serving as a communication and connection tool. Since the intensification of the use of social media and the internet in 2004/2005, statistics shows that, the number of users increased on a daily basis. According to Mbayong (2017), as of May

2016, Facebook has over 900 million active users, and more than half of whom accessed Facebook on a mobile device. In the same light, Internet World Statistics, (2017), revealed that Facebook subscribers globally, as of June 30th, 2017, stood at 1.979.703.530. Adolescents and youths, especially students are known to be more present on social media. Some of them use it positively while others do so abusively. However, in Cameroon, the culture of social media especially Facebook came up in full gear after the following developments. According to Fouda (2013) cited by Nsolly and Charlotte (2016), between 1998 and 1999 efforts were made in private and mission schools such as College François Xavier Vogt to use Information and Communication Technology (ICT) in education whereas it was in 2001 that ICT was introduced to public schools in Cameroon. This educational innovation was announced in 1998 but only went operational four years later with the advent of the general inspectorate in charge of Computer Science. The introduction of ICT equally led to the introduction of social media including Facebook in 2002. This is affirmed by “*République du Cameroun*” (2007) cited by Mbangwana (2008) who revealed that, the President of Cameroon Paul Biya in his February 2001 message urged the Youths to embrace the digital economy. He promised the introduction of computer science and the endowment of computer laboratories with computers in schools. The impact accelerated in 2002, with the introduction of ICT in secondary general, and technical schools. Numerous schools have benefited from presidential *gifts* of multimedia centres connected to the internet. “*République du Cameroun*” (2007) cited by Mbangwana (2008), noted that, the ministry of education developed a strategy for the implementation of the national ICT policy in basic education over 2007-2015. The strategy included training in ICT for teachers and school directors and integration of ICT into the curriculum. In January 2011, it was introduced as a compulsory subject in all official examinations organised by the Ministry of Secondary Education.

Also, Ngajie and Ngo (2016), affirms that ICT and social media including Facebook go together. According to them, in 2007, the field of Computer Science and Educational Technologies were introduced to the Higher Teacher Training College (HTTC) Yaoundé to train general secondary school ICT and Computer Science teachers. The following year, a similar field was established at the Higher Teacher Training College, Maroua (Far North Region) and in 2009, an Information Management and Communication department was set up at the Higher Technical Teacher Training College,

University of Bamenda to train technical secondary school teachers. This led to the institution of Information Technology as a school subject in January 2011, which entered into force in February the same year. According to James Grimmelmann (2008), Facebook and its competitors are referred to as “social network sites.” According to him the phrase captures the idea that Facebook and its competitors are websites designed to be used by people connected in “a social network,” a term used by sociologists to refer to the structure of interactions of a group of people. Instead, for Fromasa, Bedassa (2014) Facebook is simply the most popular free social networking website that allows users to create profiles, upload photos and video, send messages and keep in touch with friends, family and colleagues. So, Facebook operates like a personal website, but within a defined community of users and with functions that allow users to locate and interact with each other. Rae and Lonborg (2015), in their research work titled “*Do motivations for using Facebook moderate the association between Facebook use and psychological well-being?*” they, predicted that the quantity of usage would be positively associated with psychological well-being when users primarily access Facebook to maintain existing relationships but negatively associated with psychological well-being when users primarily accessed to create new relationships. He therefore found that the relationship of quantity of Facebook use on psychological well-being was moderated by the motivation of the users.

In a similar study conducted by Aiman Awad (2013) titled “*Facebook impact on psychological and social adjustment on deaf high school students in Jordan*”, they noticed that deaf students who use Facebook have a fair degree of psychosocial and social compatibility and this indicates that they enjoy care and attention by the members of their families and parents in particular. For him, many of the deaf students who use Facebook are trying to prove to themselves that they are more positive than the students who do not use Facebook and this result has what explains it as deaf students who use Facebook on this degree of good compatibility level due to the foregoing the presence of support and assistance to family of deaf. The above literature pivots on the fact that majority of students in Cameroon have facebook accounts. It is a common phenomenon to see students engage in all forms of communications or activities on facebook. The extent to which these activities affect students’ psycho-social adjustment is questionable. That is why this paper is designed to examine the effects of Facebook usage as a new cultural tool for psycho-social adjustment among students.

Facebook is a social media site where people use to display information about them and able to see information about others connected to the site. Through this site, people can communicate with others, entertain self's, do business as well as share ideas. James Grimmelmann (2008) refers to Facebook and its competitors as "social network sites." According to him the phrase captures the idea that Facebook and its competitors are web sites designed to be used by people connected in "a social network," a term used by sociologists to refer to the structure of interactions of a group of people.

II. RESEARCH METHODOLOGY

Research Design

This study uses a cross-sectional research design where information was collected from different cohorts of a relatively large group of population use in this study. With the simple random sampling technique, we got a sample of 276 students from a total of 2254 students. They represented the total populations of the school. Data is analysed with MANOVA, using the Wilks Lambda test with an Alpha level of 0.05.

The researchers chose the HTTC Bambili, University of Bamenda based on the convenient sampling technique because it was easier for the researchers to access the schools. Based on the simple random sampling technique, the different students that were selected represented the 1st and 2nd cycle of the schools. With this therefore, the researchers cut up pieces of papers that corresponded to the different streams of the 15 departments that made up the school for the study. They coded the papers into "A" and "B" whereby "A" stood for participate and "B" for not participate. The researchers then moved to the different streams and asked their class coordinators to pick-up a piece of paper among the ones placed on a booklet. The students with "A" represented the sample population of each class in each department in question. Their responses were used to predict the existing situation of the whole class, department and school respectively for the study carried out.

In this study, a 22 item self-designed instrument named *A Psychosocial Adjustment Need Assessment Questionnaire (PCNAQ)* was used to obtain data from participants. This is a self-made questionnaire meaning it is developed by the researchers. The number of items on the questionnaire was based on the manipulation of the variables relevant for the study. It is therefore partitioned into four sections. Section "A" consisted of demographic information about the respondents, section "B" is questions that corresponded to the identification of the use of Facebook and student counsellors and teacher's

psychosocial adjustment. Section "D" consists of open-ended questions based on all the areas of our research. The questionnaire were administered after obtaining a research authorization signed by the Director of the Higher Teachers Training College-Bambili in order to secure his access into the various departments concern with our work. The research then visited the various departments to notify them about the study and how it shall be of great help if they collaborated in the study before administrating the instruments for data collection, after that will be done, the researcher contacted the students concerned in their classroom during their free periods and distributed the questionnaires to each student. With the assistance of the class coordinators the questions were read over and over so as to clarify the students. At the end of the exercise, the students return the questionnaires. This was actually done to all the departments concerned with the study. After this step the student researcher will assemble the questionnaire, read through each copy, organized them and then submitted for statistical analysis of data. Interviews and focus groups discussions were done with students privately during their free either in school or home.

Data are summarized descriptively and inferentially with the use of frequency distribution tables, graphs, percentages, frequencies, means, standard deviation and the ordinary least square regression. The ordinary least square regression is used to analysed, and the student T-test is used to test the four hypotheses of the study test at a 5% level of significance with a given degree of freedom. Data analysis is done using the Statistical Package for Social Sciences (SPSS) version 17.0. The student T-test is equally used to measure the difference between the mean scores of the dependent and independent variables. Also, based on the four stated hypotheses, a mathematical model called the MANOVA (Multivariate Analysis of Variance) was set up for the study. It attempts to study the use of Facebook as a tool for students 'psychosocial adjustment. The mean and standard deviation are used as statistics. The responses are with the mean as follows: [0 to 1Strongly disagree,] [1 to 2 disagrees], [2 to 3 agree], [3 to 4strongly agree].

This study made used of the Social Learning Theory of Bandura (1977) which posits that people learn from one another, via observation, imitation, and modelling. For him people learn through observing others' behaviour, attitudes, and outcomes of those behaviours. It is related to this study because modelling also affects present day society. Students in our society today with the Higher Teachers Training College Bambili, University of Bamenda inclusive

look at other students like their models and tend to copy, learnt and imitate them. As such some students adopt new behaviours or ways of life from friends or schoolmates.

III. RESULTS

Our results indicated that, there are intercultural adaptations or acculturation with Facebook usage and involvement. Analyses are made here in two ways: descriptively, and inferentially. Firstly, *descriptive statistics* descriptive analyses are concerned with students' use of Facebook and psychological adjustment, ranks, and institutions of origin. Below is a table that better explains the situation.

Table 1: Student Use of Facebook and Psychological Adjustment

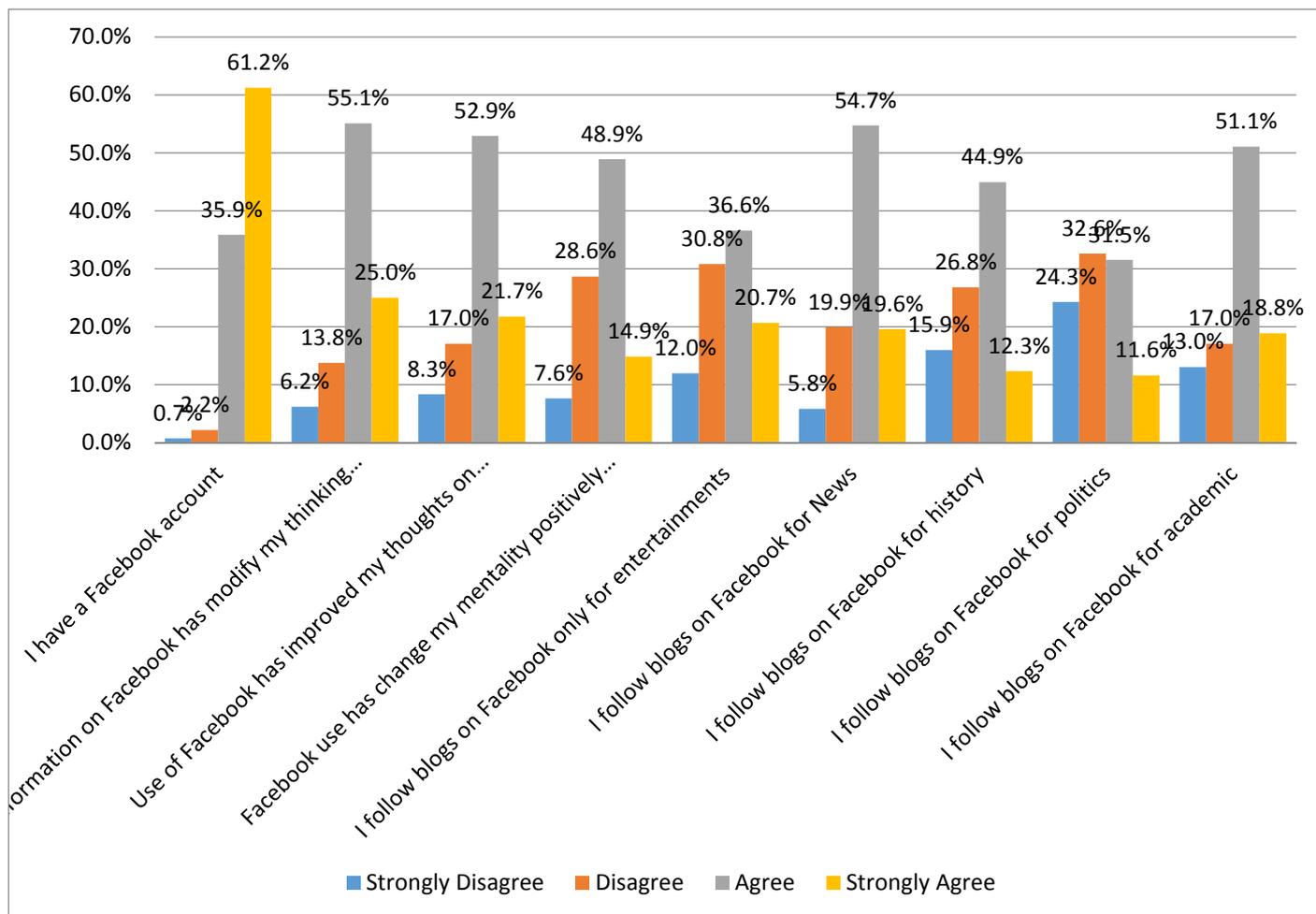
	N	Min	Max	Mean	SD
I have a Facebook account	276	1	4	3.576	0.577
Information on Facebook has modified my thinking on many aspects	276	1	4	2.989	0.798
Use of Facebook has improved my thoughts on many ideas negatively	276	1	4	2.880	0.842
Facebook use has changed my mentality positively on many dimension	276	1	4	2.710	0.811
I follow blogs on Facebook only for entertainments	276	1	4	2.659	0.938
I follow blogs on Facebook for News	276	1	4	2.880	0.784
I follow blogs on Facebook for history	276	1	4	2.536	0.904
I follow blogs on Facebook for politics	276	1	4	2.304	0.966
I follow blogs on Facebook for academic	276	1	4	2.757	0.908

Source: field data 2018

From the table 1 above, we read items relating student counsellors and teachers' usage of Facebook and their psychological adjustment. The first is whether the respondents possess a Facebook account which provided a mean of 3.576 and a standard deviation of 0.577 which shows that respondents strongly agree that they have Facebook accounts. The second element is whether Information on Facebook has modified thinking on many aspects which has a mean of 2.989 and a standard deviation of 0.798 therefore we can agree that information from Facebook can modify the way its users think. The next is whether the respondents use of Facebook has improved their thoughts on many ideas negatively which provided a mean of 2.880 and a standard deviation of 0.842 which shows that respondents agree that their use of Facebook has improved their thoughts on many ideas negatively. Further, the respondents were asked whether Information from Facebook use has changed their mentality positively on many dimensions which has a mean of 2.710 and a standard deviation of 0.811 therefore we can agree that information from Facebook has changed the mentality of users positively on many dimensions. Finding out whether the respondents followed Facebook blogs for entertainments provided a mean of 2.659 and a standard deviation of 0.938 which implies that the respondents accepted that they followed Facebook blogs for entertainments.

Furthermore, the respondents were asked whether they follow blogs on Facebook for News which has a mean of 2.880 and a standard deviation of 0.784 therefore we can agree that people follow blogs on Facebook for News. Finding out whether the respondents follow Facebook blogs for history provided a mean of 2.536 and a standard deviation of 0.904 which implies that the respondents accepted that they followed Facebook blogs for History. The next point is whether the respondents followed blogs on Facebook for politics which provided a mean of 2.304 and a standard deviation of 0.966 which shows that respondents agreed that they carried-out political aspects on Facebook. Lastly, respondents were asked whether they followed blogs on Facebook for academic this has a mean of 2.757 and a standard deviation of 0.908 therefore we can agree that information from Facebook has changed the mentality of users positively on many dimensions.

From the analysis above, the researchers saw that generally, Facebook usage have an effect on the psychological adjustment of student counsellors and student teachers. So, we can therefore say the presence of Facebook has a great role to play as far as the psychological aspects of student teachers and counsellors are concerned. Since the data above provided the mean and standard deviation, the chart below further explains this with percentages.



Source: field data 2018

Figure 1: Student Use of Facebook and Psychological Adjustment

Secondly, analyses are made here in two ways: descriptively, and inferentially on student counsellors and student teacher’s use of Facebook and social adjustment, ranks, and institutions of origin. Below is a table that better explains the situation.

Table 2: Student Use of Facebook and Social Adjustment

	N	Min	Max	Mean	SD
My friends on Facebook are people of my age group and below	276	1	4	2.453	1.028
My friends on Facebook are people of all age groups and walks of life	276	1	4	3.199	0.809
I belong to many Facebook groups	276	1	4	2.859	0.856
I participate in class group chats and academic blogs	276	1	4	3.014	0.804
I follow posts of social life and entertainments on Facebook	276	1	4	2.960	0.845
I do some of the things I follow on Facebook in my real life	276	1	4	2.482	0.838
Facebook has changed some aspects of my behavior positively	276	1	4	2.757	0.863

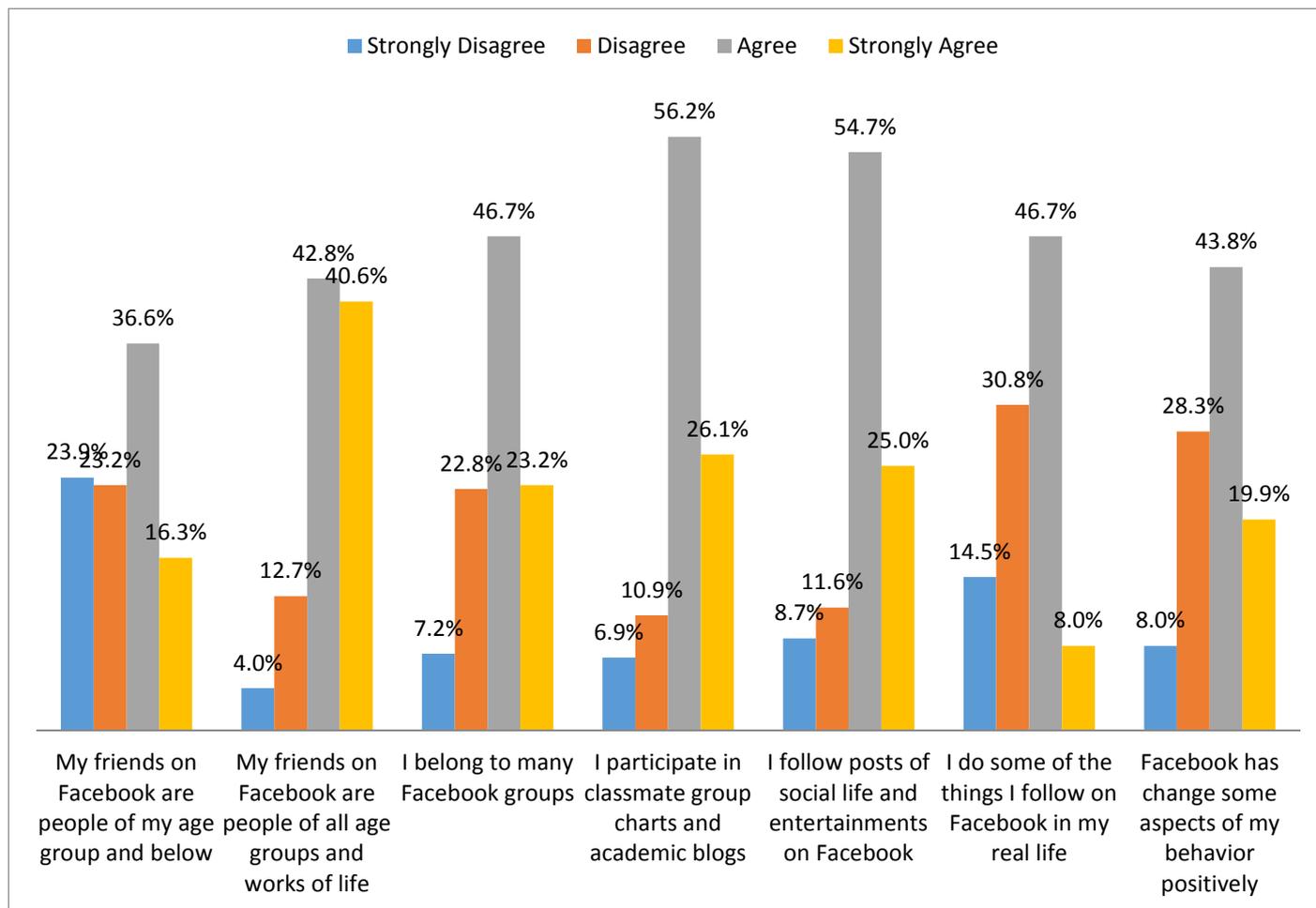
Source: field data 2018

From the table above, we read items relating student counsellors and teachers’ usage of Facebook and their social adjustment. The first was whether the respondents’ friends on Facebook are people of their age group and below which provided a mean of 2.453 and a standard deviation of 1.028 which shows that respondents agree that their friends on Facebook are people of their age group and below. The second element is whether their friends on Facebook are people of all age groups and walks of life which has a mean of 3.199 and a standard deviation of 0.809. The findings reviewed that friend on Facebook are people of all age groups and walks of life. The next is whether the respondents belong to many Facebook groups which provided a mean of 2.859 and a standard deviation of 0.856 which shows that respondents agree that they belong to many Facebook groups.

Furthermore, the respondents were asked if they participated in class group chats and academic blogs which has a mean of 3.014 and a standard deviation of 0.804. Therefore we can strongly agree that they participate in classmate group chats and academic blogs. Finding out whether the respondents followed posts of social life and

entertainments on Facebook provided a mean of 2.960 and a standard deviation of 0.845 which implies that the respondents accepted that they follow posts of social life and entertainments on Facebook. More so, the respondents were asked whether they do some of the things they follow on Facebook in their real lives which has a mean of 2.482 and a standard deviation of 0.838 therefore we can agree that they do some of the things they follow on Facebook in their real life. Finally, respondents were asked whether Facebook had changed some aspects of their behaviour positively. This has a mean of 2.757 and a standard deviation of 0.863 therefore, we can agree that information from Facebook has changed some aspects of their behaviour positively.

Cultural products and their popularity can influence which media channels people prefer. The information above can be provided in percentages as displayed in the figure below.



Source: field data 2018

Figure 2: Student Use of Facebook and Social Adjustment

IV. DISCUSSION OF FINDINGS

This study sets out to answer how Facebook usage relates to psychosocial adjustment. We approached this question using automatically tracked usage logs and repeated experience sampling of students' personal contexts in which Facebook usage occurred. Facebook is an online community that allows anyone with an email address to create a profile. Psychological theory relating to Facebook usage is becoming a popular research topic with the increased use of Facebook. More than 95% of students have a Facebook account and they were distributed to all the departments of HTTC Bambili. Psychological research has discovered that social media reveals data about someone's personality and the way they think. The aim of this study was to examine the relationship

between Facebook usage and psychosocial adjustment of students of HTTC Bambili. Regarding socio-demographic data of the studied students, the results of the present study revealed that the majority of the studied students were Male which is 58% and 42% for female

Student Use of Facebook and Psychological Adjustment

This first hypothesis stated that there is a significant relationship between the use of Facebook and student counsellors and teachers' psychosocial adjustment. Looking at the intercept between Facebook and Psychological Adjustment, the 'P' value is 0.001 therefore we reject the null hypothesis which stated that *There is no significant relationship between the use of Facebook and student counsellors and*

teachers' psychosocial adjustment. Therefore, accepting the alternative hypothesis there is a significant relationship between the use of Facebook and student counsellors and teachers' psychological adjustment.

The results supported a relationship between Facebook usage and psychological adjustment. This is true for the whole sample. Besides, most of the respondents indicated that Information on Facebook has modified their thinking on many aspects, the use of Facebook has improved their thoughts on many negatively counts. Facebook usage has changed their mentality positively in many dimensions, they follow blogs on Facebook for News, for history, politics and academic purposes. Facebook has the power to influence individuals' beliefs, attitudes, and behaviours. In the social effect, the information creates common knowledge of a norm and enhances social harmonisation as individuals more willingly accept the information if they believe others have also accepted it. It is testified in our research by one of our informants who said,

"Facebook has brought local and foreign students together on the same platforms, enabling them to interact on the same channels. As more and more people make their voices heard and have the opportunity to share their unique stories, brands are also finding new channels to tell their own stories. Facebook is today seen as playing a key role in enhancing globalization and facilitating cultural exchange and multiple flow of information and images between countries through international news broadcasts, television programs, modern technologies, films, and music"

This implies that, Students' interaction via Facebook can allow them to discuss course contents at any time they need. Via Facebook, a student can post questions, share information and discuss with peers when facing any difficulties during their study time or during preparation of their assignments. This supported our hypothesis that there is a significant relationship between the use of Facebook and student counsellors and teachers' psychological adjustment. This holds with the study of Rae and Lonborg (2015), which found that quantity of use, would be positively associated with psychological well-being when users primarily accessed Facebook to maintain existing relationships but negatively associated with psychological well-being when primarily accessed to create new relationships. Our findings simply establish that there is either a negative or positive relationship between Facebook use and psychological adjustment. Hence, future research engaging a greater sample and path analysis would shed light into the

directionality of these relationships. Consistent with this explanation is our finding that first-year students reported a stronger emotional connection to Facebook than upper-class students did. Students now learn new cultures like dating, dressing, sharing of research ideas, scamming, etc. from other places round the world. These cultures help in their psychosocial adjustments. Another dimension of Facebook creating new cultures is in communication and creation of friendships. Most students now meet with new friends and build relationships on Facebook. This was confirmed to us by one of our informants who said,

"Student teachers and counsellors that use Facebook engage in greater direct actions (messaging, commenting) reported greater bridging (making new friends), social bonding, and self-esteem"

This means that, Facebook use can also affect teens, students having fun, disrupting their sleep, and exposing them to bullying, rumour spreading, unrealistic views of other people's lives and peer pressure. The risks might be related to how much these students use the platform. Therefore, *there is a significant relationship between the use of Facebook and student counsellors and teacher's psychological adjustment.* This is true for the whole sample. Besides, most of the respondents indicated that Information on Facebook has modified their thinking on many aspects, the use of Facebook has improved their thoughts on many ideas negatively. Facebook usage has changed their mentality positively in many dimensions. They follow blogs on Facebook for News, history, politics, and academic purposes. This aligns with the study of Rae and Lonborg (2015), who found that quantity of use, would be positively associated with psychological well-being when users primarily accessed Facebook to maintain existing relationships but negatively associated with psychological well-being when primarily accessed to create new relationships.

Facebook usage has also created a new culture in the political lives of the student teachers and counsellors. Student teachers and counsellors who are involved in leadership in and around the university campus quickly realized that by utilizing Facebook correctly, they could actively increase political participation and following their views consciously and unconsciously. The usage of Facebook has created new cultures and new ways of life. One of our respondents indicated to us that,

"Actually, Facebook has already become a new way of life; and it changed our lives in six ways: it changed our, research ways, academic discussion online, relationships with our parents,

relationships with our friends, academic relationship with our lecturers and also eased our feeling of loneliness”.

This means that, Facebook usage increased the connections between people and create an environment in which you can share your opinions, pictures and lots of stuff. Hence, Facebook usage improved creativity and social awareness for our society by interacting with other people and sharing innovative ideas and opinions.

Student Use of Facebook and Social Adjustment

The second hypothesis stated that *there is a relationship between the use of Facebook and students social adjustment. The “P” value indicates a 0.036 which is less than the alpha of 5% rejects the null hypothesis that There is no significant relationship between the use of Facebook and student counsellors and teachers’ social adjustment” and accept the alternative that “There is a significant relationship between the use of Facebook on student counsellors and teachers’ social adjustment.*

Having Facebook friends from all age groups and walks of life was positively related to both social adjustments, thus offering support to the hypothesis that there is a significant relationship between the influences of Facebook on students’ social adjustment. This goes in line with Yenika (2013), which acknowledges social adjustment as one of the key factors that determine students’ adjustment in school. According to her, there is a saying which goes thus *No man is an island*. Applying this to the school milieu, one would see clearly that no student can function in school alone and be able to succeed. We only learn when we can socialize with one another. Socialization here means that, we can create positive friendship, form and attend study groups, and freely interact with our teachers and counsellors and meet them up whenever we have any difficulties at school. Social adjustment refers to having a feeling of fitting in the school community and being satisfied with established social connections and the social activities offered on campus. Rehman et al, (2020) posit that, social media helps in cultural assimilation, separation, cultural marginalisation and cultural integration.

Our findings suggest that Facebook is a valuable venue not only for creating new and maintaining old relationships, but also for being informed about social events that occur on campus and around the world. We also believe that the relationship between social adjustment and Facebook underlines the relationship between Facebook and a general satisfaction of the student counsellors and teachers. According to Lin, et al., Cultural assimilation is the most important part of the acculturation process. Further, he said that how

people from diverse cultural backgrounds adjust when there is a conflicting cultural and environment change has studied for many years. Similarly, like to acquire a fresh Occupation in a different country, or a chance to study abroad. People must adjust these difficulties in everyday life and their emotions they left behind like friends and family. Researchers have focused on what way individuals practice technology to gain or accomplish social capital and novel social systems and to alter both psychologically and socially.

This section established the relationship that exists between Facebook and the social adjustment of student counsellors and teachers. *There is a significant relationship between the use of Facebook on student counsellors and teachers’ social adjustment.* Having Facebook friends from all age groups and walks of life was positively related to both social adjustments, thus offering support to the hypothesis that there is a significant relationship between the influences of Facebook on student’s social adjustment. This goes in line with Yenika Milanie Shahye (2013), which acknowledges social adjustment as one of the key factors that determine students’ adjustment in school. According to her, there is a saying which goes thus *“No man is an island”*. Applying this to the school milieu, one sees clearly that no student can function in school alone and be able to succeed. We only learn when we are able to socialize with one another. Socialization here means that, we are able to create positive friendship, form and attend study groups, and freely interact with our teachers and counsellors and meet them whenever we have difficulties at school. Social adjustment refers to having a feeling of fitting oneself in school community and being satisfied with established social connections and the social activities offered on campus.

An overview of the above findings shows that Facebook usage has a great role in the social lives of student counsellors and teachers as most of them indicated a high level of acceptance. Moreover, Facebook usage brings the culture of solidarity and community life. Facebook can provide support and solidarity. In times of loneliness, stress and anxiety, Facebook can act as a powerful tool to bring people together to support and lift each other up when they need it most. Facebook is a major facet of cultural integration. Most of the students learn cultural traits of others through Facebook. Therefore, internet culture has greatly impacted how they interact with one another. This was acknowledged by one of our research participants who said,

“Facebook allows me to do that and stay connected with family and friends across the

country and even the world. Social media helps me nurture the growth of another major part of our internet culture”

This implies that, culture in the developed world is spread through the mass media channels. Just as society forms and is formed in part by messages in the mass media, so it goes with culture. Cultural products and their popularity can influence which media channels people prefer. To verify and confirm if what participants responded in our questionnaires was true, the researchers asked some opened ended questions in the form of in-depth interview. The researchers asked a number of respondents if they had learnt new behaviours on Facebook. According to the findings, a good number of them indicated that they had learnt new things like dressing style and how to interact with persons of all social class and behaviour. As indicated by one of the respondents, *“I have learnt how to approach people and to always verify news because propagating it”*. Still in relation to whether the students used Facebook for socialisation almost all the respondents indicated a “Yes” for this particular aspect. From the findings, those who indicated yes said through Facebook they had got to meet a lot of new persons. As indicated by a student of philosophy level 500, *“with the help of Facebook I have come in contact with new friends who have become important people in my life today”*. And another respondent simply added that *“with Facebook the world has become a global village”*.

Finally, on socialisation, the researchers asked another question to participants to know if the use of Facebook had affected their socialisation. the respondents indicated that, the use of Facebook has affected them both positively and negatively as indicated by one of the respondents *“It is thanks to Facebook that I now have friends all over the world who are not all Cameroonians but I always feel scared at times because one does not know whom he meets online at times”* another respondents indicated that *“Facebook has helped me to go beyond borders to be aware of things outside my country”*.

V. CONCLUSION AND IMPLICATION OF THE FINDINGS

This section deals with the major outcomes and the way forward. It is treated under conclusion and recommendations.

Conclusion

This research work was designed to find out the relationship between the use of Facebook as a tool in psycho-social adjustment of student counsellors and teachers in HTTC Bambili, University of Bamenda. The two hypotheses tested that the more student counsellors and teachers involve in Facebook

activities, the more they are psychosocially affected both positively and negatively. Further research is needed to understand more clearly why some students engage in brief Facebook use while others engage in prolonged use. It has proven that psychological and social adjustment of the studied students correlate with Facebook usage. Using more precise measures of Facebook use than previous studies. We found that students with moderate Facebook use will have moderate psychological adjustment. We have suggested some directions, such as alertness and self-regulation. We have also suggested a new direction for the future investigation of social media use and academic performance in college life: examining Facebook use in leisure time.

Implication of the findings

Based on the findings and conclusions of the study, a number of recommendations are made so as to enhance quality higher education in Cameroon. This study has a great implication on student teachers and counsellors, parents/guidance, counsellors, and teachers. They are as follows:

Implication of the findings to Student counsellors and teachers

The result of this study creates awareness on the positive and negative effects of the use of Facebook on student counsellors and teachers’ psychosocial adjustment and academic performance. It encourages them to be able to know how to use Facebook. It also sensitizes them on the importance of E-learning as well as learning on Facebook which will enable them to become better users of social media in general and Facebook in particular as it is becoming an important tool in education.

Counsellors

With the help of this study, Counselling and orientation sessions would be given at the level of the school in order to break ignorance of the importance of the use of Facebook in education. This can be done by the administration through counsellors. They will make policy makers in the school not to ignore this global Era of social media as well as the implication of the use of Facebook on student teachers and counsellor’s psychosocial adjustment and academic performance.

Counselling Implication

To the field of counselling this research work will help the counsellor to understand better why people can change behaviour as a result of the use of Facebook. It will equally help to understand the causes of the change of behaviour. By understanding the causes of the change of behaviour, it will help the counsellor to better trace how the use of Facebook can be a tool for psychosocial adjustment and

academic performance of students. So, as a counsellor, knowing how Facebook act like a tool for psychosocial adjustment and academic performance, one will be able to sensitize them and let them know the effects of Facebook on their psychosocial adjustment and academic performance and then carryout measures which could help them.

Political Implication

Politicians and students interested in politics can use Facebook to influence their political ideas on others. Student who are involved in leadership in and around the university campus can quickly be realized by utilizing Facebook correctly, they could actively increase political participation and students will follow their views consciously and unconsciously. Facebook is a valuable venue not only for creating new and maintaining old relationships, but also for being informed about social events that occur on campus and around the world.

CONFLICT OF INTEREST

The author hereby declares no conflicts of interest regarding the publication of this paper.

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