

## **INFLUENCE OF SOCIAL MEDIA AND FILM INDUSTRIES ON THE PSYCHOSOCIAL ADJUSTMENT OF PUBLIC SENIOR SECONDARY SCHOOL STUDENTS IN ENUGU STATE NIGERIA**

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### **ABSTRACT**

*This study was on influence of social media and film industries on the psychosocial development of public secondary school students from Enugu state Nigeria. Descriptive survey design was adopted for the study. Four research question and two null hypotheses guided the study. The population of the study was the entire senior (SSI, II, III) secondary students in public schools of Enugu State totalling about 26,600 students. The sample size consisted of 2000 students drawn using simple random sampling techniques. The research question was a researcher developed questionnaire made up of 43 items grouped into four clusters. Six research assistants helped in the distribution of the questionnaires which were all returned. The data collected was analysed using mean and standard deviation scores for research question 1,2,3 and 4 while the hypothesis were tested using -t- test for mean scores. The findings revealed among others that social media and films are like a double edged sword which has both advantages and disadvantages. This is because both social media and film industry were seen to have great influences on the psychosocial (psychological and social) development of the students. The following recommendations were made and they include the need to censor films and information passed by the media, the involvement of moral persons in educational institutes, need to organize seminars and conferences and active engagement of counsellors in life adjustment processes of the adolescents.*

**Keywords: social media, film industry, psychosocial development, adjustment.**

## INTRODUCTION

In recent time, the online world has changed significantly. Both the youth and adults exchange ideas, feelings, personal information, pictures and videos at a truly astonishing rate as a result of the invention of social media and films

A film is defined as a set of moving images which is usually produced by recording the activities with cameras or by creating images using animation techniques or visual effect. It is a kind of story recorded although most times fictional motion pictures and images that can be displaced in camera or television. It can be entertaining, educative, informative and recreational. Literatures have revealed that films make immense contribution in educating the society, however, it is still not without some negative impacts which ranges from violence, obscene fashions, pornography, and other behavioural problems similar to what is obtainable in mass media.

According to Siva Kumar (2020) social media is defined as computer mediated tools that allow people to create, share and exchange information's, ideas, pictures, videos for virtual communities and learners. At on-set, it was received with mixed feelings. However overtime peoples' perspectives of social media began to change and apparently social media has radically changed the way people interact and communicate. The forum of inter-action further facilitates information sharing and collaboration among people of different races, tribes, ethnicity and culture. Agbazumani (2010) noted that social media have become an attracting tool for connecting people throughout the world. Some examples of social media include my space whatsapp, Instagram, LinkedIn, google (+) plus, skype, tango, telegram, twitter, sun city, facebook, messenger, film industry, etc. These are used as for interaction, exchange and communication. Some authors saw social media as a double-edged sword and two faced coin that has the pro and cons. Wang (2012) maintained that at first glance, social media use may seem a waste of time, but it helps student acquire important knowledge as well as social and basic skills in reading and writing. Implying therefore that social media has both advantages and disadvantages. With respect to the advantages of social media, Yunus (2017) maintained that it helps students acquire vocabulary, improve their writing skills, encourages social development, peer interaction, participation in communal events, engenders a good academic self worth and facilitates the development of academic and verbal abilities. It enhances socio-economic status, and adds values to human development and learning.

On the contrary, social media have contributed immensely to the mal-adjustment replete among the adolescents in the society. According to Pandey (2018), Palenchar (2011), they maintained that it facilitates students waste of time, many students stay longer hours on internet browsing, some spend hours glued before films and motion pictures, worst still, some of these motion films display violence, prostitution, robbery, kidnapping and other forms of anti-social behaviours, some portrays lawlessness inciting aggressive behaviours, enthroning and canonizing evils, rituals, cultism, socially undesirable behaviour and criminal techniques. Succintly put, these negative behaviours are been abated by the social media and they constitute obstacles to a healthy psychological and social development of the young adult.

Psychosocial adjustment entails the psychological and social adaptation of an individual which enhances harmony. Okudo (2013) defines it as psychological and social aspects of adjustments that pertain to the interaction between social and psychological factors to produce a positive change meaning that psychosocial adjustment involves social and psychological impact of socialization which produces positive change in an individual. Such changes are geared towards assisting the individual to be result oriented, master a situation, produce positive outcomes as well as experience harmony.

As stated earlier, psychosocial adjustment involves both psychological and social aspects adjustments while the psychological aspects treats emotions, thought patterns, perceptions, efficacy, image, esteem and concept of self etc (Okudo, 2013, 2022). The social aspects dwelt on social relations, status, co-operation and interpersonal relationships.

Apart from the above, location has been argued to play a very significant role in the adaptation of the young developing child. Location simple means the place where the nurturing takes place, it could either refer to an urban or a rural setting. Studies have shown that adolescents raised in rural areas are far more timid and unachieving compared to their urban counterparts, the advancement in technology such as social media, films and good social amenities accounts for such advantages.

#### **STATEMENT OF THE PROBLEM**

The social media and film and industry have generated a lot of unsettled dust in the society and by consequence have beclouded many families with value aberrations. Many argue for and against social media and films based of the pros and cons associated with them and based on their perspective of the reality they perceived. The protagonist who maintained dualism argued that social media and films are like every other realities that have dual purposes; the good side and the bad side. According to them existence is maligned from that reality. Consequently they argue in favour of functional utility. Given that social media have many advantages it proffers to the society among which is in the field of communication, education, health and social structures. On the contrary the antagonist sees social media as a distraction especially to children. Some cited practical examples using “facebook depression”. According to them facebook depression is one that affects adolescents who spend too much of their free time on social media site, resulting in so many of them suffering from deprivation of sleep due to night usage of moves, health damage, (insomnia), pornographic contents etc. Therefore the problem of the study is to investigate the extent social media and films have influenced the psychological and social (psychosocial) adjustments of secondary school students from Enugu State Nigeria.

#### **PURPOSE OF THE STUDY**

The main purpose of this is to investigate the influence of social media and films on the psychosocial (psychological & social) developments of senior secondary school students in Enugu state Nigeria. The study sought to specifically examine the following:

1. The influence of social media on the psychological development of public secondary school students in Enugu State
2. The influence of social media on the social development of public secondary school students in Enugu State.

3. The influence of films on the psychological development of public secondary schools in Enugu State.
4. The influence of films on the social development of public secondary schools in Enugu State.

### **Research Questions**

1. What is the influence of social media on the psychological development of public secondary school students in Enugu State?
2. What is the influence of social media on the social development of public secondary school students in Enugu State?
3. What is the influence of films on the psychological development of public secondary schools in Enugu State?
4. What is the influence of films on the social development of public secondary school students in Enugu State?

### **Hypotheses**

**Hypothesis 1:** There is no significant difference between the urban and rural adolescents mean score rating of the influence of the social media on their psychological development

**Hypothesis II:** There is no significant difference between the urban and rural adolescents mean score rating on the influence of the films on their social development

### **METHOD**

The study adopted a descriptive survey design. The area of study was Enugu state and the population of study comprises all the senior secondary school students SS I, II, & III in the state totalling 26,600 students during the 2022/2023 current year. The sample size consisted of 2000 students drawn using simple sampling technique. The reliability of the instrument was established using split half method and the result obtained was analysed using Cronbach's ( $\alpha$ ) which yielded a reliability co-efficient of 0.79. A total of 2000 questionnaires were distributed through some briefed research assistances and all the questionnaires were collected. The questionnaire was a researcher developed questionnaire made up of four clusters. Mean scores and standard deviation were used to answer the research questions and scores below the acceptable mean mark of 2.50 were rejected. The hypotheses were tested using the -t- test for mean scores.

### **RESULTS**

The data obtained from the study were analysed and the findings presented in the tables below with the research questions coming first and then followed by the hypotheses.

#### **Research question one**

What is the influence of social media on the psychological development of public senior secondary schools in Enugu State?

**Table 1:** mean and standard deviation scores on the influence of social media on the psychological development of public senior secondary school students in Enugu State.

S/N	Items on influence of social media on the psychological development of students	$\bar{x}$	SD	Remark
1	Helps you appreciate your general appearance	2.96	0.62	Accepted
2	Incites aggressive tendencies	3.02	0.71	√
3	Incites rudeness to parents and other adult members of the society	2.86	0.65	√
4	Teaches criminal techniques and tendencies	2.76	0.63	√
5	Constitute obstacles to healthy psychological development	2.86	0.62	√
6	Improves my level of smartness	2.96	0.75	√
7	Contributes to my level of calm	2.76	0.63	√
8	Enhances my feeling of security	2.65	0.69	√
9	Fosters my concern and interest about the future	2.63	0.71	√
10	Incites undesirable behaviours such as cultism, pornography, rituals etc.	3.23	0.64	√
11	Influences my level of self confidence	2.69	0.69	√

n = 2000

The result in table one above indicated that all the items measuring the influence of social media on the psychological development of adolescents (public senior secondary school students in Enugu State) were scored above the accepted 2.50 mean mark hence were accepted as factors in the psychological development of the students.

**Research Question Two:** what is the influence of the social media on the social development of public senior secondary school students from Enugu State?

**Table Two:** mean and standard deviation table on the influence of social media on the social development of student from Enugu State

S/N	Items statement on influence of social media on the social development of students	$\bar{x}$	SD	Remark
1	Incites lawlessness	2.90	0.69	
2	Incites violence	2.94	0.71	
3	Vehicle for good social interactions	2.86	0.84	
4	Challenges me towards setting high goals	2.72	0.81	
5	Assists me to cherish social and moral values	2.89	0.72	
6	Helps me to develop interest in other persons	3.01	0.69	
7	Enables my sense of co-operation	2.70	0.59	
8	Supports my ability to participate in communal affairs.	2.89	0.71	
9	Provides forums and avenues for interactions with friends	3.02	0.62	
10	Provides means to relate with peers	3.04	0.74	

n = 2000

The result above indicated that all the items in the social development of adolescents were scored above the accepted mean mark of 2.50 therefore revealing that they students accepted them as a factor in their social development

### Research question three

What is the influence of film on the psychological development of adolescents from Enugu State Nigeria?

**Table three:** mean and standard deviation table on the influence of films on the psychological development of adolescents

S/N	Items statement on influence of film on the adolescents psychological development	$\bar{x}$	SD	Remark
1	Advances my sense of self worth	2.90	0.61	
2	A vehicle to gain self respect	2.84	0.77	
3	Enhances my sense of self regard	2.79	0.81	
4	Encourages development of healthy self esteem	2.64	0.69	
5	Supports autonomy and self competence	2.56	0.71	
6	Promotes racism, ethnicity and nepotism	2.89	0.69	
7	Supports full development of potentials	2.69	0.72	
8	Plays on individuals emotions	2.89	0.61	
9	Encourages negative behaviours such as lying, cheating, stealing and hatred	3.02	0.71	
10	Leads to negative emotions and thought such as suicide	3.04	0.69	
11	Teaches moral and social values	3.06	0.72	
12	Teaches immoral and social vices	3.10	0.61	

n = 2000

The result in table three above indicated that the students accepted all the above mentioned items as factors in their psychological development because the items were all scored above the accepted mean score of 2.50.

**Research question four:** what is the influence of film on the social development of adolescents (public senior secondary school students) in Enugu State?

**Table four:** mean and standard deviation table measuring the influence of films on the social behaviour of students

S/N	Items statement on influence of films on the social development of students	$\bar{x}$	SD	Remark
1	Helps you learn the ability to organize social program	2.86	0.72	
2	Encourages the ability to serve others	2.72	0.69	
3	Enhances social networking	2.60	0.61	
4	Assists you to develop interest in other persons	3.02	0.71	
5	Makes you set high goals	2.92	0.69	
6	Incites anti-social behaviours such as pornography, illicit sex, cultism, bribery etc	3.49	0.70	

7	Teachers social values and virtues such as honesty, discipline etc	3.02	0.71
8	Enables you learn others peoples culture	2.81	0.69
9	Enables good interpersonal relationship	2.75	0.71
10	Enables communication and circulation of information	2.82	0.72

n = 2000

The table four above reveals the students rating of the influence of films on their social development and it indicated that all the items measuring the social behaviour of adolescents, were scored above the acceptable mean mark of 2.50 consequently indicated that the student adopted them as factors in their social development

### Hypothesis I:

There is no significant difference between the urban and rural adolescents mean scores on the influence of social media to psychological development

**Table 5:** t- test on the mean scores of urban and rural adolescents on the influence of social media to the psychological development

Sources of variable	N	$\bar{x}$	sd	Df	-t- cal	-t- crit	P > .05
Urban	1464	42.75	6.78	1998	21.03	4.06	5
Rural	736	31.65	4.69				

Table 5 above revealed that at 0.05 level of significance and differential freedom of 1998 (df) the cal-t was 21.08 and crit-t- 4.06, showing that the critical -t- was less than the calculated -t- therefore, there is a significant difference existing between the mean scores of urban and rural adolescents on the influence of social media on their psychological development.

### Hypothesis II

There is no significant difference between the urban and rural adolescents mean scores on the influence of films to their social development.

**Table 6:** t-test table on the mean scores of urban and rural adolescents on the influence of film to their social development

Sources of variable	N	$\bar{x}$	sd	Df	Cal -t	Crit -t-	P > .05
Urban	1264	48.16	6.19	1998	18.39	3.06	5
Rural	734	37.12	4.23				

Table six above reveals that at 0.05 level of significance and a differential freedom of 1998, the -t- calculated is greater than the -t- crit, hence the null hypothesis is rejected therefore, there is a significant difference between the mean scores of urban and rural adolescents on the influence of films to their social development.

## DISCUSSION OF FINDINGS

The findings of this study was discussed using the following sub themes namely; to find out the influence of films and social media on the psychological development of public senior secondary schools in Enugu State, to find out the influence of social media and films on the social development of public senior secondary school students in Enugu State Nigeria.

Concerning the influence of social media and films on the psychological development of the students from Enugu state, Research question (1) and table one which sought to determine the influence of social media on the psychological development of public senior secondary schools from Enugu state reveals the following ratings for items determining the influence of social media on their psychological adjustments. They include, helps you appreciate your general appearances (2.96), Incites aggressive tendencies (3.02), incites rudeness to parents (2.86) teaches criminal techniques and tendencies (2.76), constitute obstacles to healthy psychological development (2.86), improves the level of my smartness (2.96), contributes to my level of calm (2.76) enhances my feeling of security (2.65), influences my level of self confidence (2.69) and incites undesirable behaviours such as cultism, pornography, ritual etc (3.23).

In a similar manner, research question (3) and table three which sought to determine the influence of films on the psychological development of students from Enugu state reveals the following ratings on the items determining the influence of social media on the psychological development of the students as follows, advances a sense of self worth (2.90), vehicle to gain self respect (2.89) enhances self regards (2.79), encourages development of healthy self esteem (2.64), supports autonomy and self competency (2.56), promotes racism, ethnicity and nepotism (2.89), plays on individual emotions (2.89) supports development of potential (2.69) encourages negative behaviours such as cheating, lying, stealing, hatred (3.02), teaches moral and social values (3.01), teaches immoral and social vices (3.10).

Based on the above, it could be seen that the students rated all the items above the acceptable mean score of 2.50 and hence all the items were seen as factors influencing the students psychological behaviours. However a critical look at these items reveals that the social media and films have both positive and negative impacts on the psychological behaviours of these growing children, the same media that supports autonomy and self competency teaches immoral and social vices, the same films that influences level of self confidence, sells undesirable behaviours such as cultism, pornography, cheating and lying. This view was supported by Wang (2012) who maintained that social media and films have a double face. It has its pros and cons. Pandey (2018) and Palenchhar (2011) argued that it fosters mal adaptation since it facilitates waste of time, staying longer hours in the internet, causes insomnia, displays violence etc. on the contrary Yunus (2017) posits that it helps students acquire vocabulary, improve writing skills, develop good academic self worth etc.

The influence of social media and films on the social development of the students was addressed by research questions 2 and 4. Table 2 and 4 reveals the students ratings of the influence of social media and film on their social development. Concerning the influence of social media on social development of the students, the following items were considered namely, incite violence (2.94), incites lawlessness (2.94), vehicle for good social interaction



(2.86), provide means to relate with peers (3.04), enables my sense of co-operation (2.70) among others. On the influence of films on the social development of the students, table four reveals the following, incites antisocial behaviours such as pornography, illicit sex, cultism, bribery etc (3.49) enables good interpersonal relationship (2.75), assist you develop interest in other persons (3.02) etc.

Based on the above, the findings reveal that the same forum (social media and film) which supports the social development of the students contributes also in a very negative manner towards the same.

The above findings collaborated with the views of Sivakumar (2020) who saw social media and its allied forums as educational means/aids received with mixed feelings. The social media and film industries were seen as such because even though the social media has strong positive effect on the social development of the students in a similar manner it has adverse effect on the development of the same group. This view was supported by Wang (2012) who views social media from the dual perspective of both vintage points of pros and cons.

Furthermore, the hypothesis which tested for significance of differences between the urban and rural mean scores of adolescents based on the social and psychosocial rating of influence of films and social media, reveals that a significant difference exists between the pencil of influence of social media and the psychological development of these students. Hypothesis 1 and table 5 reveals that the cal-t is greater than the critical -t. in a likewise manner, the hypothesis (2) and table 6 which looked at the influence on film of the social development of adolescents reveals that significant difference exist between the urban and rural students ratings on the influence of films to their social development.

The media is one of the basic facilities lacking in the village. The difference resulting from the social and psychological dispositions of these students (urban and rural) could be accounted for, by the lack of electricity which can hinder usage of social media and films.

## **CONCLUSION**

The students form Enugu state in rating the influence of social media and films on their psychosocial (psychological and social) development reveals that dual nature of both means of socialization. Films and social media can corrupt but at the same time it can also help to shape a student into becoming the person he desires.

## **RECOMMENDATIONS**

1. Censorship of films should be done by both the social media, film industries and parents
2. Schools should encourage the use of mass media and film related visual aids to teach students
3. Seminars and conferences should be organized on the appropriate usage of social media
4. The educational stakeholders should engage moral persons in the administration of school
5. Effective counselling should be encouraged both for parents and students

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