

# Facebook Use and Undergraduate Students' Social Intelligence in the University Of Port Harcourt.

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## **Abstract**

*This study investigated the influence of Facebook on students' Social Intelligence in four (4) faculties of the University of Port Harcourt. The study had three (3) research questions, and three (3) null hypotheses. A descriptive research design was adopted. The study population was 2, 220 Three hundred (300) level students. Using the Taro Yamen formula, a sample of 340 was drawn. The instrument used for data collection was titled: Facebook Use and Social Intelligence (FUSI), designed on a four-point Likert rating scale. The reliability index for the instrument was 0.67 for (FB), and 0.75 for (SI), achieved through Cronbach alpha, while the overall reliability index of the instrument was 0.70. Face and content validity were conducted for the instrument by experts in Educational Technology and Measurement and Evaluation. The statistical tools used in examining the research questions were mean and standard deviation while the hypothesis was tested using Analysis of Variance (ANOVA) at a significant level of 0.05. The findings revealed that Facebook use and the social intelligence of students differed among faculties. Also, Facebook users had a low influence on the social intelligence of undergraduate students. The study recommends that, since most students use Facebook, educators should leverage it for academic purposes.*

**Keywords:** Facebook, Social Intelligence, Social Network Sites, Undergraduate Students

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## **I. Introduction**

Mark Zuckerberg as an undergraduate student of psychology at Harvard University invented Facebook (Bellis, 2019). As a program writer also, he had already established several Social Network Services (SNSs) for fellow students, including course games, which permitted users to sight people taking their courses and made face mash, where people's appeal could be rated. In February 2004, "The Facebook" was created as originally called, and sheets of paper was formed and distributed to freshmen, profiling students and staff, within 24 hours 1,200 Harvard students had signed up. A month later, over half of the undergraduate community had opened an account.

Fomsi and Nwaizugbu (2016) stated that portable information and communications devices (PICD) such as tablet computers, Laptops, and Smartphones are catalysts linking students to social network sites such as Facebook. However, privacy has always been the highest challenge for everyone using Facebook. Users are vulnerable to attackers such as identity theft, hacked accounts, and fraud. Though, it is easy to join Facebook sometimes it is misused and also fraudulent users can create multiple fake profiles. Facebook statistics (2019) revealed that the site is estimated to have 2.32 billion monthly visits and 1.52 billion daily users all over the globe. Various features on Facebook allow users to post pictures, place personal information and drop messages for friends. Young people are very much engaged with Facebook to collaborate, and explore social lives. Businesses have also found Facebook useful in marketing their products and maintaining relationships. Companies leverage it as a marketing tool, to target buyers as they advertise their products. Facebook group is another popular application of Facebook. It is a platform that allows public discussions engaging social intelligence based on common interests.

Hard work and interest alone cannot achieve success without social intelligence (Kant, 2006). Also, Riggio noted that social intelligence is the key to success, hence the importance of social intelligence. Kant (2006) groups social intelligence into five categories described by the acronym S.P.A.C.E. which are Situational awareness, Presence, Authenticity, Clarity, and Empathy. Each of these is discussed below:

- **Situational awareness:** involves observing and understanding one's virtual and physical environment.
- **Presence** is an impression or image that one portrays to others concerning behavior. It expresses the visual aspect of social intelligence that can be related to students' posting on Facebook.

- **Authenticity** is a skill of social intelligence that pertains to the perception others may have or the similarity between one's ethical motives, behavior, and one's values. These influence students' posts especially the selection of pictures on Facebook.
  - **Clarity**: is the capacity to pass notions across excellently and with impact. Clarity expresses the verbal aspect of social intelligence (SI) which can be communicated also using Facebook.
  - **Empathy** is the ability to build meaningful connections with others. Empathy is the feeling that connects one to have a mutual relationship between group members. This is expressed in students' good use of the comment and likes buttons on Facebook to show.
- Since SI is an integral part of developing and maintaining contacts, it is directly linked to an individual's mental and physical health.

## **II. Literature Review**

The concept of social network involves social interactions and personal relationship. This point confirms the fact that social media is not just a 21st-century term. Shires (2018) commented that social networking dates back to the cavemen, the stone age about 40,000 years ago. Facebook is one of the social network sites that is free and permits registered users to make profiles, upload photos and videos, send messages, and relate with friends, colleagues, and families. Users operate Facebook with digital devices. However, users especially students can be addicted to Facebook therefore, there could be a way teachers could turn students' addiction into academic use. Cunha (2014) stated that Facebook groups can be used to introduce new topics to instructors to flip the classroom. This involves the brain fully, because learning has a connection with the student's brain. Using Facebook in learning will still achieve the same especially in their social intelligence.

Though there are various definitions of social intelligence, a few were considered here Zautra, Infuma, Zautra, Gallardo, and Velasco, (2016), stated that social intelligence is individuals' ability to get along with others, get familiar with their social environment with great capacity and personal skill to resolve conflict and maintain relationship. TRACOM Group (2019) opined that social intelligence is the science of productive Relationships. It is to understand and manage conduct for private and managerial success. It is a measure of self and social consciousness which is shown in people's attitudes, social beliefs, capacity, and hunger to manage intricate social change. Zautra et al (2015) opined that it could be learned so they developed a social intelligence training program online comprising forty-two (42) short videos that snap five to ten (5-10) minutes and are organized around seven modules and four core principles. The program was aimed at improving communication. The videos were designed to teach individuals the ability to effectively manage their social relationships and navigate their social world. The training program focuses on the humanization of relationships. This emphasizes the need for treating one another as a person and with care. Their second interest was in the brain's capacity to form new connections. The third attention was on the uniqueness of the nature of humans, how our past experiences and expectation of the future would help in shaping us.

In this program also Zautra et al (2016) used both mental models and principles linked to behavior in defining and applying social intelligence. For them, it is not a choice but a must. Since seeking connection with others is a natural thing, we must first develop an understanding of ourselves before another. Aydos (2018) opined that social intelligence is an expression via communication, understanding expressions and feelings, coping with aggression, and stress, and also involves problem-solving skills. Social intelligent persons are obviously among effective supervisors and vendors. These people know how to find their niche among others. They give appropriate reactions to all situations. Acquisition of this intelligence makes one the "people's choice". This is because it expresses skills that are very necessary for interacting and relating with others effectively to produce positive rewards. Social intelligence helps people to function in social groups, secure social development, and achieve academic satisfaction. Saxena (2013) observe that relationship is a critical part of our well-being and is very much needed for healthy co-existence, being that students need each other to succeed. Just like every other study and concept there are theories directing this study.

The two theories that guided this study are Social Constructivism theory (STC) and Engagement theory by Greg Kearsley and Ben Schneiderman (1999). Constructivism theory (STC) propounded by Vygotsky (1980) states that the public interface comes before change. Vygotsky emphasized the influences of culture and social settings in learning and discovery. This theory supports this study because Facebook is a social platform and a lot of discovery is gained via it. The engagement theory explains that users of Facebook are engaged using technological devices such as laptops, computers, and phones. Engagement theory advocates that students should be meaningfully engage with activities by interacting with others. The idea behind this theory is to create groups that can collaborate and work together. This theory also supports this study by encouraging students and Facebook users to take advantage of Facebook group and enhance their learning and collaborate socially.

The empirical review, shows that most research studies on Facebook are carried out in higher institutions. Greater number of the research focuses on the use of Facebook among university students. In

analyzing the Extent of undergraduate students' use of Facebook, Muwafaq, Mahmoud, and AI-Mothara (2014), studied Jordanian University students' use of Facebook and social intelligence. In the study they observed 282 students. Analysis was done using frequency count, percentage, mean, standard deviation, t-test, and ANOVA. The result revealed that there is no obvious difference among students of different majors regarding the use of SNS. In another study, Gunduz (2017), studied social network adoption and social intelligence among 1145 online users. Statistics were collected using an online questionnaire and examined using t-tests and ANOVA. The result revealed no obvious difference between gender and level of social intelligence.

Akyidiz and Argan (2012) in a study (n =1300) examined the reason for Facebook use among Turkey students. The research was a cross-sectional survey. The study revealed that 93% of participants had an account with Facebook, and 82.2% log into their account at least once a day. More than half of the participants have one hundred and one (101) to three hundred (300) friends on Facebook; while a quarter of the total number of participants has 301 to 500 friends on Facebook.

Bosch (2009) in his study investigated the use of Facebook for teaching and learning at a South African University. The virtual ethnography and quantitative content analysis were applied by the researcher. The study involved two hundred (200) samples out of which fifty (50) undergraduates and five (5) lecturers used Facebook to contact students for learning. The students involved in the use of Facebook for learning had the advantage of getting help from college Facebook friends, getting learning materials, answering administrative questions, and also contacting lecturers whenever the need arises. However, one serious disadvantage noted was that learning most time was interrupted because of distractions from Facebook advertisements.

Mushtaq, Siddique, and Hussain (2018) in a study exploring the development of social intelligence of students during their university years were carried out at the University of Sargodha. It was a cross-section study involving students of Business Studies (BS) 1st semester and the 7th semester. A multi-stage sampling technique was used to sample 560 students from 7 departments of the university. Male students reported a higher level of SI than female students. Olga, Tatiana, and Zhanna, (2017) in the study of social intelligence of students majoring in industrial and civil construction at the university of Volodarskogo Russia, tried to establish the interconnection between the components of social intelligence and self-presentation tactics to win minimal job vacancies outside school. The study surveyed 147 Russian students. The findings revealed that students with a developed ability to manage their emotions and behaviors are bold to declare their strengths and achievements more frequently than others.

### **Statement of Problem**

In most developing countries such as Nigeria, it is often assumed that the use of social network sites (SNS) such as Facebook impact negatively on students' mental and social life. Perhaps, resulting in students' involvement in cultism, suicide attempts, and finally dropping out of academic pursuits on the verge of graduation. These assumptions, though, have not been proven by research works. Hence, the authors seek to investigate if Facebook influences students' social intelligence.

### **Purpose of the Study**

It is often assumed that the use of social network sites (SNS) such as Facebook impact negatively on students' mental and social life. The purpose of the study therefore is to investigate the influence of Facebook on undergraduate students' social intelligence at the University of Port Harcourt. The specific objectives were to:

- 1 determine the extent of Facebook use by the students of the four (4) faculties of the University.
- 2 ascertain the undergraduate students' level of social intelligence (SI).
- 3 investigate the influence of Facebook use on undergraduate students' social intelligence (SI).

### **Research questions**

The following research questions were articulated to guide this study;

1. To what extent do undergraduate students use Facebook?
2. What is the undergraduate students' level of social intelligence?
3. What influence does undergraduate students' use of Facebook have on their social intelligence?

### **Hypotheses**

1. The extent of Facebook usage does not differ significantly among undergraduate students across the four faculties. (Education, Science, Management Sciences, and Basic Medical Science).
2. There is no significant difference in the level of social intelligence among undergraduate students in the four faculties.
3. Undergraduate students' use of Facebook does not significantly influence their social intelligence.

### III. Methodology

The study adopted a descriptive survey research design and Taro Yamen's formula was used to sample three hundred and forty (340) three hundred (300) level students from four (4) faculties in the University of Port Harcourt. The multi-stage sampling procedure was used to draw out the sample for this study. In the first stage, a simple random sampling technique was used to draw out four (4) faculties, out of twelve (12) faculties.

While a proportional stratified random sampling technique was used to draw out the departments from each faculty. The instrument used were adopted and modified from Facebook Intensity by Ellison, Stein field, and Lampe (2007); and Social Intelligence - The MESI Methodology by Miroslav Frankovský1 and ZuzanaBirknerová (2014). The modified instrument was validated by experts in Educational Technology and measurement and evaluation at, the University of Port Harcourt.

Cronbach alpha was used to obtain the reliability of 0.67 for Facebook use, and 0.75 for the Social intelligent scale. The resulting values of Cronbach alpha indicate overall reliability of 0.71. Data were analyzed using mean and standard deviation for the research questions and decisions taken based on the criterion mean of 2.50, SD=1.11 due to the four-point rating scale used, while Analysis of Variance (ANOVA) was used to test the hypotheses at a 0.05 level of significance.

#### Presentation of Results

**Question One:** To what extent do undergraduate students use Facebook?

This research question was answered using mean and standard deviation computed from the scores from the Facebook scale. The results obtained are displayed in table 1.

**Table 1: Mean and Standard Deviation on Extent of Undergraduate Students Use of Facebook.**

S//N	ITEMS	n	X	SD	REMARK
1	I use Facebook to load and share files, pictures and videos.	340	3.80	0.46	Accept
2	I chat about political and economic issues on Facebook.	340	3.62	0.96	Accept
3	I use Facebook to connect family and friends	340	3.63	0.96	Accept
4	I use Facebook to read news	340	3.62	0.62	Accept
5	Facebook is part of my everyday activity.	340	3.11	0.95	Accept
6	I use Facebook to connect new Friends	340	3.13	1.03	Accept
7	I use Facebook to Apply for Jobs	340	3.23	0.74	Accept
8	I am proud to tell people that I am on Facebook.	340	3.33	0.70	Accept
9	I enjoy Facebook features.	340	3.07	0.79	Accept
10	I feel out of touch when I am off Facebook for a while.	340	2.80	1.10	Accept
11	I feel I am part of the Facebook community.	340	3.40	0.62	Accept
12	I will be sorry if Facebook shut down	340	3.27	0.98	Accept
13	I spend one third (1/3) of my time daily on Facebook	340	3.23	1.08	Accept
14	I have over one hundred (100) Facebook friends	340	3.60	0.89	Accept
15	I mostly use Facebook for academic work.	340	3.33	0.66	Accept
16	I mostly use Facebook to play online games.	340	3.47	0.84	Accept
17	I mostly use Facebook for religious purpose.	340	3.19	0.90	Accept
18	I mostly use Facebook for marking pranks.	340	1.90	1.02	Reject
19	I mostly use Facebook for killing time.	340	3.57	0.86	Accept
20	I mostly chat-up friends on Facebook.	340	3.63	0.94	Accept
<b>Average</b>			<b>3.30</b>	<b>0.86</b>	

Table 1 shows that the mean scores of undergraduate students' extent of Facebook use were 3.30, SD=0.86. The range of participants' mean scores was between 3.80, SD=0.46, and 1.90, SD=1.02. Participants responded most positively to item 1, (3.80, SD=0.46) stated "I use Facebook to load and share files, pictures, and videos.", and least positively to item 18 (1.90, SD=1.02) stated, "I mostly use Facebook for making pranks".

In general, the average mean score of 3.30, showed a high extent of undergraduate student use of Facebook. Since it is above the criterion mean of 2.50. Therefore, there is a high extent of undergraduate students' use of Facebook.

**Question Two:** What is the undergraduate students' level of social intelligence?

**Table 2: Mean and Standard Deviation on level of Social Intelligence**

S/N	Undergraduate Student Level of Social Intelligence (SI).	n	X	SD	REMARK
21	I get along well with people.	340	3.56	0.51	Accept
22	I notice easily when people lie.	340	3.24	0.55	Accept
23	I adapt easily to new friends and situations.	340	3.22	0.71	Accept
24	I can predict other people's feelings.	340	3.13	0.92	Accept
25	I know how to make others laugh.	340	3.01	1.12	Accept
26	I can convince others to do anything.	340	2.87	0.68	Accept
27	I can help people achieve their aim.	340	3.15	0.60	Accept
28	I realize another person's weakness.	340	3.21	0.78	Accept
29	I feel I am loved by all people.	340	2.64	0.86	Accept
30	I praise others when they do good job.	340	3.43	0.73	Accept
31	I can volunteer to help organize an event.	340	3.28	0.73	Accept
32	I can volunteer to lead a group or an organization.	340	3.30	0.64	Accept
33	I can socialize with prominent and popular personalities.	340	3.21	0.71	Accept
34	I can ask someone for help when I need it.	340	3.19	0.67	Accept
35	I can maintain my side of conversation.	340	3.27	0.59	Accept

**Average** **3.15 0.72**

Table 2 which measures undergraduate students' level of social intelligence showed an average mean score of 3.15, SD=0.72. The range of participants' mean scores was between 3.56, SD=0.51, and 2.64, SD=0.86. Contributors replied most positively to item 21 (3.56, SD=0.51) which stated "I get along well with people.", and least to item 29 (mean =2.64, SD=0.86) which stated, "I feel I am loved by all people." In general, the average mean score of 3.15, SD=0.72 showed a high level of undergraduate students' social intelligence. Since it is above the criterion mean of 2.50, SD=1.11 Therefore, there is a high level of undergraduate students' social intelligence.

**Research Question three:** How do undergraduate students' use of Facebook influence their social intelligence?

**Table 3: Influence of Facebook use on Social Intelligence**

Variables	n	Mean (x)	SD	Difference Between mean
Facebook use	340	3.30	0.86	0.15 (Low influence)
Social Intelligence	340	3.15	0.72	

Table 3 shows that the mean score of undergraduate students' use of Facebook was 3.30, SD=0.86, and their social intelligence mean score was 3.15, SD=0.72, both above the criterion mean and standard deviation of 2.50, SD=1.11. The difference between the two means was 0.15. This shows that there was a low influence of Facebook use on undergraduate students' social intelligence based on their mean.

**Hypothesis 1:** The extent of Facebook usage does not differ significantly among undergraduate students across the four faculties (Education, Science, Management Science and Basic Medical Science).

**Table 4 Summary of One -Way Analysis of Variance (ANOVA) on the extent of Facebook usage among undergraduate students across the four faculties (Education, Science, Management Science and Basic Medical Science)**

Source of Variation	Sum of Squares (SS)	Degree of freedom (df)	Variance estimate or Mean of SS (MS)	F	Sig.
Between groups	7.1977	3	2.3992	3.9602	0.0085
Within groups	203.5632	336	0.6058		
Total	210.7609	339			

Table 4 shows that F-value is 13.14 with a significant probability value (p-value) of 0.0085. Since the P-value = 0.0085 < 0.05 alpha level, the null hypothesis is rejected. This implies that the extent of Facebook use differs significantly among undergraduate students across the four faculties (Education, Science, Management Science, and Basic Medical Science).

**Table 5: Scheffe Dependent Variable: Facebook Multiple Comparisons Post Hoc Tests**

(I) faculty	(J) faculty	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
EDU	SS	.34379*	.07271	.000	.1567	.5309
	S	.07630	.05137	.447	-.0559	.2085
SS	BMS	.53004*	.09703	.000	.2804	.7797
	S	-.26749*	.06792	.001	-.4423	-.0927
S	BMS	.18625	.10672	.301	-.0883	.4608
	BMS	.45374*	.09350	.000	.2132	.6943

\*. The mean difference is significant at the 0.05 level.

From the post hoc test in table 5, it is observed that faculty of education (EDU) versus faculty of Science (S), Faculty of Education (EDU) versus faculty Social Science (SS) Faculty of Education (EDU) versus faculty of Basic Medical Science (BMS) did not differ in their use of Facebook. Only the faculty of Social Science (SS) versus faculty of Science (S) differ significantly.

**Hypothesis 2:** There is no significant difference in the level of social intelligence among undergraduate students in the four faculties.

**Table 6 Summary of One -Way Analysis of Variance (ANOVA) on the difference in the level of social intelligence among undergraduate students across the four faculties (Education, Science, Management Science and Basic Medical Science)**

Source of Variation	Sum of Squares (SS)	Degree of freedom (df)	Variance estimate or Mean of SS (MS)	F	Sig.
Between groups	5.6692	3	1.8897	4.1857	0.0063
Within groups	151.6944	336	0.4515		
total	157.3636	339			

Table 6 shows that F-value is 0.0063 with a high probability value (p-value) of 0.0063 Since the probability value, P-value = 0.0063 < 0.05 level, the null hypothesis is rejected. This revealed that there is a significant difference in the level of social intelligence among undergraduate students in the four faculties (Education, Science, Management Science, and Basic Medical Science).

**Table 7: Scheffe Dependent Variable: Social Intelligence Multiple Comparisons Post Hoc Tests**

(I) faculty	(J) faculty	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
EDU	SS	.17589*	.05715	.024	.0159	.3359
	S	.23986*	.04038	.000	.1268	.3529
	BMS	.22190*	.07626	.038	.0084	.4354
SS	S	.06397	.05339	.697	-.0855	.2134
	BMS	.04601	.08388	.960	-.1888	.2809
BMS	S	-.01796	.07349	.996	-.2237	.1898

\*The mean difference is significant at the 0.05 level.

It is apparent from the post hoc test in table 6 that faculty of Social Science (SS) versus faculty of science,(S) Faculty of Social Science (SS) versus faculty of Basic Medical Science (BMS) Faculty of Social Science (SS)

versus faculty of Education (EDU) did not show any significant difference in their level of social intelligence, only faculty of Science (S) versus faculty of Basic Medical Science did.

**Hypothesis 3:** Undergraduate students' use of Facebook does not significantly influence their social intelligence.

**Table 8 Summary of Two-Way Analysis of Variance (ANOVA) on the Influence of Facebook on Undergraduate Students' Social Intelligence.**

Tests of Between-Subjects Effects Dependent Variable: Social Intelligence						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	
Corrected Model	10.522 <sup>a</sup>	17	.619	1.695	.042	
Intercept	522.198	1	522.198	1430.062	.000	
faculty	2.105	3	.702	1.921	.126	
FB extent of use	2.742	4	.686	1.877	.114	
FB extent of use * Faculty	3.125	10	.313	.856	.575	
Error	117.581	322	.365			
Grand Total	3527.000	340				
Corrected Total	128.103	339				

Undergraduate students' use of Facebook does not significantly influence their social intelligence as shown in table 8 result of two-way analyses of variance (ANOVA) which revealed that an F-value, of 0.856 for the interaction of Facebook use and undergraduate students was obtained df 10, 340 at 0.575 level of significance ( $P = 0.575 > 0.05$ ) which is greater than 0.05 level of probability. Therefore, the null hypothesis is retained.

#### IV. Discussion of Findings

The study analysed the influence of Facebook on undergraduate students' social intelligence.

The findings in Table 1 indicate that the average mean score on the extent of undergraduate student use of Facebook was high at 3.30 above the criterion mean of 2.50. Also, the result in table 4. showed that there is a difference in undergraduate students' extent of Facebook use. Even though there was a high extent of Facebook use, there is a substantial difference in the use of Facebook among undergraduate students across the four faculties (Education, Science, Management Science, and Basic Medical Science). This study agrees with Mohammed, UIL Had and Sohail, (2012) work on the Pattern of Facebook Usage and its impact on the academic performance of university students. This study also agrees with Mayoyo, Nyan'gau, Nyanwaka, and Nemwel (2015) study on assessment of the extent of Facebook use and its inference to instructive events in Kisii University Kenya, which revealed that 93.7% of respondents used Facebook showing high extent of students use of Facebook. This agreement could be because most undergraduate students are digital citizens and therefore high users of social network services like Facebook globally.

However, this study result disagrees with Muwafaq, Mahmoud, and Al-Mothara (2014) that investigated the use of Facebook among Jordanian University students based on their major. Their findings revealed that there was no obvious difference among students of different majors regarding the use of SN (Facebook) which is contrary to our findings. This disagreement could be because of the difference in the environment and area of study.

Findings in Table 2 indicate that the average mean score on the undergraduate student's level of social intelligence was high at 3.15 above the criterion mean of 2.50. showed a high level of Undergraduate students' social intelligence. Also, the result of table 5 showed that there is a difference in the level of social intelligence among undergraduate students across the four faculties. This study agrees with Ganaie and Hafiz, (2015) that studied Social Intelligence and achievement in collages in Srinagar, which compared the Social Intelligence of the groups and their findings were that the groups differ in their social intelligence while in this research there is no difference in groups social intelligence. Also, Rajat, and Sumanlata, (2013) in a study relating to students' subject stream, and social intelligence. Their result reveals that students from the Arts showed more social intelligence than students from the science meaning that social intelligence differs among study streams. This study agrees with the present study that reveals that there is difference in social intelligence among the four faculties under study. This agreement could be because of the obvious individual differences that exist in nature, which could also have been influenced more by the various faculty demands on students.

However, this study disagrees with Gunduz, (2017), that studied SN (Facebook) Adoption and Social intelligence among online users. The result revealed no obvious difference in academic achieve and level of social intelligence while this study revealed a significant difference among the four faculties. Likewise, Muwafaq, Mahmoud, and Al-Mothara (2014) investigated Jordanian University students' use of Facebook and their observations of their social intelligence among students revealed that there is no obvious difference in social intelligence among students from different disciplines. This disagreement could be because of the socioeconomic of students and environmental differences in the area where the present study and theirs were

carried out. It may be that there is free internet access in such an environment that encourages the high rate of internet use by students. While students studied in the present studies don't have such advantage.

## V. Conclusion

In conclusion social media especially, Facebook has proved to be a popular platform among undergraduate students. Its popularity has also enhanced the social intelligence of students. The high rate at which students are engaged in Facebook use also is a pointer that could be used to facilitate learning among students. The Facebook group has shown to be a very engaging part of Facebook that allows for groups to discuss issues that are of great interest to them. Students observe virtual ethics especially social intelligence in group platforms before sending out their posts. Consequently, proper digital behaviours and skills are developed because of the application of social intelligence in students' use of Facebook. Such skills as collaboration skills, communication skills, critical thinking skill creativity skill and clarity in writing.

## VI. Recommendations

- 1) The use of Facebook among students though high but not tailored towards educational purposes. Educators can make use of Facebook group and messenger to engage students.
- 2) Students' social intelligence was high based on the findings and could be redirected, by educators in developing activities that will engage students with digital tools on social media sites such as Facebook.

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