EXAMINING THE EFFECTS OF LOW SELF ESTEEM AND POOR COMMUNICATION SKILLS ON FACEBOOK ADDICTION AMONG COLLEGE STUDENTS

By

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Abstract

This study investigated the underlying effect of low self-esteem and poor communication skills on Facebook addiction among college students. This research is a quantitative type and Expost –Facto design was adopted for the study carried out in Imo State. The targeted population for the study comprised of all college students in Imo State. Simple random sampling technique was used to select 200 respondents for the study. The instrument used for data collection was a questionnaire entitled "Facebook Addiction Questionnaire (FAQ)". Face and content validation of the instrument was carried out by an expert in test, measurement, and evaluation in order to ensure that the instrument was accurate for the study. The reliability coefficient obtained was 0.89 and this was high enough to justify the use of the instrument. The researcher subjected the data generated to appropriate statistical technique where regression analysis was used to test the hypothesis. The findings of the research revealed that there is 71% effect of low self-esteem on Facebook addiction among college student in Imo State and also that there is 55% effect of poor communication skill on Facebook addiction among college students in Imo State. The study concluded that Social media, especially Facebook is integral to college students' lives, but excessive use can lead to addiction, impacting mental health, well-being, and academics. One of the recommendations was that there is need to provide information on healthy social media habits, such as setting time limits, managing privacy settings, and recognising the signs of addiction.

Keywords: **Self-esteem, communication skills, Facebook addiction and college students.**

Introduction

With college students being among the most frequent users, social media sites like Facebook have become an essential aspect of everyday life in the digital era. While social media has many advantages, including making social networking and communication easier, it may also have negative effects, like addiction, if used excessively. The excessive and obsessive use of Facebook, known as Facebook addiction, has become an increasing worry among college students due to its negative effects on their mental health, general well-being, and academic performance.

This study aims to examine the effects of two potential predictors of Facebook addiction among college students: low self-esteem and poor communication skills. Low self-esteem, defined as a negative self-evaluation and lack of confidence, may predispose individuals to seek validation and social acceptance through online interactions, thus increasing their susceptibility to addictive behaviours on social media platforms like

Facebook. Similarly, poor communication skills, including difficulties in expressing oneself, interpreting social cues, and maintaining meaningful relationships, may contribute to excessive reliance on social media for communication and social interaction, leading to addictive patterns of use (Andreessen, Palliser, & Griffiths 2017).

Comprehending the fundamental elements that contribute to Facebook addiction in university students is crucial for formulating focused treatments and proactive measures to lessen its deleterious consequences. This study aims to contribute to the growing body of literature on digital technology addiction and inform evidence-based interventions aimed at encouraging healthy social media usage habits among college students by examining the relationships between low self-esteem, poor communication skills, and Facebook addiction. This study aims to provide insights into potential risk factors and protective factors that can inform targeted interventions designed to address the unique needs of college students in managing their online behaviours and promoting digital well-being. Specifically, it aims to clarify the pathways through which low self-esteem and poor communication skills may contribute to Facebook addiction.

Facebook addiction is a behavioural addiction in which an individual obsesses over social media to the extent that it becomes disruptive to their life at home, at work, and in school. Facebook addiction is the term used to describe a persistent, obsessive urge to use the social media network, sometimes for extended periods of time. When it comes to causing worry, pressure, or dread in users, Facebook addiction is similar to other addictions such as internet addiction and social media addiction. It's the most widely used social media network worldwide, and sharing viral stories and fostering international connections are now associated with it. Sussane (2024) mentioned that being on Facebook and other social media platforms changes how the brain functions, especially in youth and young adults whose brains are still developing.

Self-esteem is the way a person feels about and regards oneself. It is predicated on their self-perceptions, which might be challenging to alter. One's ability to like and appreciate oneself as a person might be influenced by their level of self-esteem. According to Cherry (2023), self-esteem is a subjective sense of overall personal worth or value. It is Similar to self-respect, it describes your level of confidence in your abilities and attributes. Having healthy self-esteem can influence one's motivation, mental well-being, and overall quality of life.

Furthermore, Taylor (2023) mentioned that communication skills are the abilities and techniques used to exchange information, ideas, and feelings effectively. It involves expressing oneself clearly, listening actively, understanding non-verbal cues, and adapting communication to different situations. Strong communication skills enable individuals to build positive relationships, collaborate effectively, resolve conflicts, and convey messages with impact. Communication skill is the ability to send messages that are properly and entirely received and understood by the target audience. Both low self-esteem and poor communication have remarkable impact on the extent of facebook addiction of the college students.

This cycle of seeking validation and receiving it can create a dependency on the platform. Also, Facebook facilitates social comparison, where users compare their lives to the seemingly perfect lives of others. For those with low self-esteem, these comparisons can be detrimental, leading to feelings of inadequacy and further lowering self-esteem (Vogel, 2014).

Research indicates that individuals with poor communication skills are more likely to use Facebook excessively. They often turn to the platform to compensate for their deficiencies in face-to-face interactions, seeking a space where they can communicate without the immediate pressures of in-person exchanges (Forest & Wood, 2012). Individuals with poor communication skills may seek validation and feedback on Facebook to bolster their self-esteem.

Statement of Problem

College is a crucial period for social development and academic success. However, many college students grapple with issues like low self-esteem and poor communication skills, which can negatively impact their overall well-being and academic performance. Furthermore, the rise of social media has introduced a new challenge - Facebook addiction. This research investigates the potential link between low self-esteem, poor communication skills, and Facebook addiction among college students.

Research objectives

1. To find out the effect of low self-esteem on Facebook addiction among college student in Imo State.
2. To examine the effect of Poor Communication Skill on Facebook Addiction among College Student in Imo State.

Research questions

1. What is the effect of low self-esteem on Facebook addiction among college student in Imo State?
2. What is the effect of Poor Communication Skill on Facebook Addiction among College Student in Imo State?

Hypotheses
1. There is no significant effect of low self-esteem on Facebook addiction among college student in Imo State.
2. There is no significant effect of Poor Communication Skill on Facebook Addiction among College Student in Imo State.

Concept of self esteem

Ackerman (2018) postulated that believing in yourself and accepting yourself for who you are is an important factor in success, relationships, and happiness, and that self-esteem plays an important role in living a flourishing life. Self-esteem is your overall opinion of

yourself and your beliefs about your abilities and limitations. Self-esteem is shaped by one's thoughts, relationships, and experiences, including those related to culture, religion, and societal status. Many beliefs one holds about oneself today reflect messages received from others over time. Students in their college years often re-examine their values and develop new or altered perceptions of themselves. Khalek (2016) mentioned that self-esteem is a central construct in clinical, developmental, personality, and social psychology. He further stated that there are three (3) ranges of self-esteem, which include overly high self-esteem, low self-esteem, and healthy self-esteem.

Furthermore, Cooper (2023) postulated that self-esteem is how an individual views itself within the world. Oftentimes, this is how a person measures their worth or value to the world or the people around them. Self-esteem can affect many elements of a person's life, such as self-confidence, relationships, motivation, and emotional or mental well-being.

Tarry (2022) explained self-esteem as the positive (high self-esteem) or negative (low self-esteem) feelings that we have about ourselves. We experience the positive feelings of high self-esteem when we believe that we are good and worthy and that others view us positively. We experience negative feelings of low self-esteem when we believe that we are inadequate and less worthy than others. Self-esteem relates to your appreciative and realistic opinion of yourself. On the self-esteem continuum, we go towards either self-defeating pride or self-defeating shame when we go too far in either side. A balance between these two extremes is necessary for a sound feeling of self-worth.

Self-esteem is a positive or negative orientation towards oneself; it is an overall evaluation of one's worth or value. People are motivated to have high self-esteem, and having it indicates positive self-regard, not egotism. Self-esteem is only one component of the self-concept, besides self-esteem, self-efficacy or mastery and self-identities are important parts of the self-concept (University of Maryland, 2021). One item or way of thinking does not fully determine one's level of self-esteem. Rather, an individual's self-esteem is based on their perception of everything that makes them who they are as a person, such as their physical appearance, connections, background, experiences, accomplishments, talents, and abilities, as well as how they think other people see them.

Concept of communication skills

The talents one employs when providing and receiving various types of information are known as communication skills. Empathising, speaking, listening, and watching are all part of communication skills. According to Barowoski (2024), communication skill is the ability for an individual to accurately convey a message to another person or group of people. This is an important skill set to have in life because the exchange of information is an act that is constantly occurring in everyday life. There are four basic communication skills, which include writing, listening, reading, and speaking. Communication is an indispensable element in human relationships.

Ligawa (2021) elaborated communication skills as the process of transmitting information and meaning from one individual or organisation to another by means of mutually understandable symbols. It's an academic discipline that studies the English language. Saavedra (2024) explained communication skills as an essential part of life

because we interact with other people every day. If one struggles to communicate with others, he might find it frustrating or discouraged, but when there is an understanding between both individuals, it minimises misunderstandings and conflicts.

Apoorva (2024) postulated that communication skills are important when talking to others. Being able to communicate with and comprehend others helps in various situations and promotes good relationships. Communication skills allow one to understand and be understood by others. Communication skills allow one to understand and be understood by others. It is the ability to effectively give and receive information. The quality of their relationship is determined by how they communicate with people around them. Emerson (2021) stated that communication is built upon a foundation of emotional intelligence. Communication skills are the ability of speakers or writers to inform, persuade, or motivate particular audiences. It's also the activity of conveying information through speech, writing, or other behaviour.

Concept of Facebook addiction

Diamond (2024) is defined Facebook addiction refers to the compulsive use of the social media platform Facebook, which negatively affects an individual's physical, mental, and social health and well-being. Facebook addiction is characterised by symptoms including excessive use of the platform, using it as a means to cope with real-life problems, and returning to the platform to boost mood and self-esteem. A person with Facebook addiction often neglects their responsibilities and problems in favour of their social media presence.

Addiction to Facebook can be created through activities that a person can do on this site, for example (talking with friends, playing games), as well as other activities offered by the site (Griffiths, 2012). Facebook subscribers can abuse its use. Some get dependent on this abuse, which supports the theory that addiction is rarely the result of random events but rather is frequently the result of provocation. Regardless of the repercussions, obsessive Facebook usage is the hallmark of Facebook addiction, a particular kind of behavioural addiction. Facebook addiction is characterised by excessive time spent on the social media site and a propensity to use it as a means of escape from real-world issues.

Although Facebook addiction is not an official diagnosis, the symptoms mimic those typical of other behavioural compulsions. People who suffer from a Facebook addiction tend to use social media compulsively and excessively. Facebook addiction includes: obsessive thoughts about Facebook; use of Facebook to relieve unpleasant emotions in real life; Inability to stop or curb Facebook use after several attempts Experiencing distress or withdrawal from not being able to use Facebook, Impact on work, school, or relationships due to problematic use of Facebook. Ivanova (2024) described Facebook addiction as the excessive and compulsive use of Facebook to boost one's mood despite adverse consequences. Problematic Facebook use interferes with a person's daily life. Being on Facebook and other social media platforms changes how the brain functions, especially in youth and young adults whose brains are still developing. Facebook use can hijack the attention of users, interfere with normal cognition, decrease verbal intelligence, and slow the maturation of grey and white matter in the brain.

Effect of low self-esteem on Facebook addition among college student.

In the digital era, Facebook addiction has become a serious issue, especially for college students. This group uses social media quite often, and there are a lot of negative effects from overusing Facebook. Low self-esteem is a significant component that contributes to Facebook addiction among college students. People with low self-esteem may turn to social media sites like Facebook in an attempt to find approval and a sense of community. Self-esteem refers to an individual's overall sense of self-worth or personal value. It plays a crucial role in psychological well-being and affects how individuals interact with the world around them. College students, who are often at a transitional stage in life, may experience fluctuations in self-esteem due to academic pressures, social changes, and identity formation (Orth, 2016). It also provides a platform for social interaction, self-expression, and networking. For college students, it serves as a virtual space to connect with peers, share experiences, and seek social validation.

The design of Facebook, with its "likes" and comments, encourages users to seek and receive feedback from their social network, which can be particularly appealing to those with low self-esteem (Nadkarni & Hofmann, 2012). On the other hand, studies suggest that those who have poor self-esteem are more prone to overuse Facebook. In order to cope with their fears and get validation from others, they frequently use the site. Addictive habits, such as spending excessive amounts of time on Facebook to maintain a sense of belonging and self-worth, can result from a persistent need for validation.

The interactive nature of Facebook, which allows users to post updates and receive immediate feedback, can be particularly appealing to those with low self-esteem. Positive feedback in the form of likes and comments can temporarily boost self-esteem, reinforcing the addictive behaviour (Tandoc, 2015). This cycle of seeking validation and receiving it can create a dependency on the platform. Also, Facebook facilitates social comparison, where users compare their lives to the seemingly perfect lives of others. For those with low self-esteem, these comparisons can be detrimental, leading to feelings of inadequacy and further lowering self-esteem (Vogel, 2014). This negative feedback loop can increase the reliance on Facebook for reassurance and acceptance. College students with low self-esteem may use Facebook as a form of escapism, retreating to the online world to avoid real-life challenges. The platform provides a sense of community and emotional support that can be comforting (Bachnio, 2016). However, this reliance on Facebook for emotional support can contribute to addictive behaviours.

The addictive use of Facebook can have adverse effects on academic performance. Students who spend excessive time on Facebook may neglect their studies, leading to lower grades and academic achievement. This, in turn, can exacerbate feelings of low self-esteem, creating a vicious cycle (Junco, 2012). Which can also lead to various mental health issues, including anxiety, depression, and loneliness (Baker & Algorta, 2016). The pressure to present a perfect image online and the fear of missing out (FOMO) can contribute to these negative outcomes. With parental and peer support, encouraging open conversations about the pressures and challenges of social media can provide students with a support system that reduces their need to seek validation online (Steers, 2014).

Effect of Poor Communication Skill on Facebook Addition among College Student

The emergence of social media, especially Facebook, has had a big influence on how college students interact. These sites have many advantages, but there is a chance that users might get addicted to them. A potential contributing element to Facebook addiction might be inadequate communication abilities. Good interpersonal relationships need excellent communication abilities. These include the capacity for clear idea expression, attentive listening, and comprehension of nonverbal clues. College students, who are in a crucial phase of developing these abilities, could find it difficult to communicate in person and end up relying more on digital means. It provides a practical communication platform that lets users interact with others, exchange updates, and take part in conversations in groups. Facebook might appear to be a less scary and safer place for college students who struggle with social interaction.

One of the appealing aspects of Facebook for individuals with poor communication skills is the relative anonymity it provides. This anonymity can reduce social anxiety, allowing users to express themselves more freely than they might in face-to-face settings. This can lead to increased time spent on Facebook, reinforcing addictive behaviors. Research indicates that individuals with poor communication skills are more likely to use Facebook excessively. They often turn to the platform to compensate for their deficiencies in face-to-face interactions, seeking a space where they can communicate without the immediate pressures of in-person exchanges (Forest & Wood, 2012). Individuals with poor communication skills may seek validation and feedback on Facebook to bolster their self-esteem. The likes, comments, and shares they receive can provide a sense of acceptance and approval that they might not achieve in face-to-face interactions (Gonzales & Hancock, 2011). This need for validation can contribute to addictive behaviors. However, escapism is another form that encourages avoiding the challenges of real-life interactions. The platform offers a distraction from the discomfort of face-to-face communication, allowing users to retreat into a virtual world where they feel more in control. The addictive use of Facebook can negatively affect academic performance. Students who spend excessive time on the platform may neglect their studies, leading to lower grades and academic achievement. Poor communication skills can exacerbate this issue, as students may also struggle with classroom participation and group work (Junco, 2012).

Educational institutions can play a crucial role in mitigating Facebook addiction by promoting effective communication skills. Courses and seminars that focus on public speaking, active listening, and interpersonal communication can help students develop the confidence and competence needed for real-life interactions. Facebook addiction among college students with poor communication skills can lead to various mental health issues, including anxiety, depression, and loneliness (Błachnio, 2016). The reliance on virtual interactions can create a sense of isolation, as digital connections may not provide the same emotional support as face-to-face relationships. Addressing Facebook addiction in college students requires a multifaceted approach. Interventions should focus on improving communication skills through workshops and training programs. Enhancing these skills can reduce students' reliance on social media for social interaction. However, technological interventions, such as apps that monitor and limit social media use, can be beneficial. These

tools can help students become more mindful of their online habits and encourage them to engage in offline activities that enhance communication skills and well-being (Jiang, 2018).

METHODOLOGY

This research is a quantitative type and in carrying out the study, an Expost –Facto design was adopted for this study. The study was carried out in Imo State. The targeted population for the study comprised of all college students in Imo State. Simple random sampling technique was used to select 200 respondents used for the study. The instrument used for data collection was a structured questionnaire titled "Facebook Addiction Questionnaire (FAQ)". Face and content validation of the instrument was carried out by an expert in test, measurement, and evaluation in order to ensure that the instrument has the accuracy, appropriateness, and completeness for the study under consideration. The reliability coefficient obtained was 0.89, and this was high enough to justify the use of the instrument. The researcher subjected the data generated for this study to appropriate statistical technique where regression analysis was used to test the hypothesis.

RESULTS AND DISCUSSIONS

Hypothesis one

The null hypothesis states that there is no significant effect of low self-esteem on Facebook addiction among college student in Imo State. In order to test the hypothesis multiple regression was used to analyse the data, (see table 1).

TABLE 1

Regression of the effect of low self-esteem on Facebook addiction among college student in Imo State.

Model	R	R Square	Adjusted R Square	Std. error of the Estimate	R Square Change
1	0.84a	0.71	0.71	0.87	0.71

*Significant at 0.05 level; df =198; N =200; critical r–value = 0.197

The table shows that the calculated R-value 0.84 was greater than the critical R-value of 0.197 at 0.05 alpha level with 198 degree of freedom. The R-square value of 0.71 predicts 71% of effect of low self-esteem on Facebook addiction among college student in Imo State. This rate of percentage is highly positive and therefore means that there is significant effect of low self-esteem on Facebook addiction among college students in Imo State.

Hypothesis one

The null hypothesis states that there is no significant effect of poor communication skill on Facebook addiction among college student in Imo State. In order to test the hypothesis multiple regression was used to analyse the data, (see table 2).

TABLE 2

Regression of the effect of Poor Communication Skill on Facebook Addiction among College Student in Imo State.

Model	R	R Square	Adjusted R Square	Std. error of the Estimate	R Square Change
1	0.74a	0.55	0.54	1.08	0.55

*Significant at 0.05 level; df =198; N =200; critical r–value = 0.197

The table shows that the calculated R-value 0.74 was greater than the critical R-value of 0.197 at 0.05 alpha level with 198 degree of freedom. The R-square value of 0.55 predicts 55% of relationship of the effect of poor communication skill on Facebook addiction among College Students in Imo State. This rate of percentage is highly positive and therefore means that there is significant effect of Poor Communication Skill on Facebook Addiction among College Student in Imo State.

Conclusion

Social media, especially Facebook is integral to college students' lives, but excessive use can lead to addiction, impacting mental health, well-being, and academics. This study explores two predictors of Facebook addiction among college students: low self-esteem and poor communication skills. Low self-esteem may drive individuals to seek online validation, increasing addiction risk. Poor communication skills may lead to over-reliance on social media for interaction, fostering addictive use. The findings of the research revealed that there is effect of low self-esteem on Facebook addiction among college student in Imo State and also that there is effect of poor communication skill on Facebook addiction among College Students in Imo State.

Recommendations

1. There is need to offer workshops, seminars, or courses that educate college students about the impact of low self-esteem, poor communication skills, and excessive social media use on mental health.
2. There should be provision of information on healthy social media habits, such as setting time limits, managing privacy settings, and recognising the signs of addiction.
3. Implement programmes that focus on building self-esteem and self-confidence among college students. These programmes can include workshops on self-care, mindfulness, positive affirmations, and goal-setting.
4. Encourages students to engage in activities that boost self-esteem, such as exercise, hobbies, volunteer work, and creative expression.

Practical implication:

The findings from this study will help promote self-esteem and good communication of the college students as well as minimizing their level of Facebook addiction. With this our

students will be confident enough for a brighter tomorrow future prominence as the teachers and principals will have all their hands put on desk for this mission to be achieved.

Originality:

This work is a brain child of Dr. Onuoha Peace Chisara. The work has significant information which justifies publication as it has closed the existing gaps that the previous researcher could not notice and tackle appropriately. It has also portrayed the true situations of the matter and solutions as identified in the conclusion and recommendations respectively.

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