ASSESSMENT OF SOCIAL NETWORKING ON ACADEMIC ADJUSTMENT OF SECONDARY SCHOOL STUDENTS IN KWALE EDUCATION ZONE OF DELTA STATE

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Abstract
This study assessed social networking on academic adjustment of secondary students in Kwale Education zone of Delta State. Three research questions and two null hypotheses guided the study. The study adopted the survey research design. The population of the comprised 13,100 secondary school students in Kwale education zone. A sample of 300 SS2 students were selected using purposive sampling technique. Questionnaire was the instrument of the study. It was validated by three experts in Measurement and Evaluation. Test retest method of reliability method was used to establish the reliability and a coefficient of 0.80. Mean and standard deviation was used to answer the research questions. A mean value of 2.50 was used as benchmark. This implied that any value that is 2.50 and above was accepted and mean value that is below 2.50 was rejected while independent t-test statistic were used to test the hypotheses at 0.05 level of significance. The findings of the study indicated thatthere is no significant difference between boys and girls use of social networking on academic adjustment. There is significant difference between urban and rural students' use of social networking on academic adjustment. The study recommended that stakeholders in education should organize workshops to educate the students in the rural areas on appropriate ways of using social networking that will lead to better academic adjustment.

Keywords: Online platform, Social Networking, Academic Adjustment, Secondary School Students

Introduction

Online platforms encompasses a wide range of digital services and tools that facilitate interactions, transactions, and communication over the internet. These platforms can include social media sites like facebook, twitter, and instagram, e-commerce platforms such as Amazon and eBay, streaming services like Netflix and Spotify, and various other online communities, marketplaces and tools. They have become an integral part of modern life, offering convenience, connectivity, and access to vast amount of information and resources. However, they also raise important questions around privacy, security, and the impact on society, including issues related

to misinformation, algorithmic biases, and the concentration of power among a few dominant platforms.

Mashable (2015) opined that social networking service is an online platform or site that focuses on facilitating the social relations among people who share interests, activities, backgrounds or real life. Similarly, Abd-Rahman (2013) described social networking as the use of online sites (social networking sites) for people to get to know new people, share their profiles, trace their old friends, share pictures, videos, publish upcoming events of their societies, communities and countries. Hence, social networking is a platform through which individuals' interest, profiles, pictures, activities, events or news and academic issues are shared and communicated so as to maintain and adopt substantial balance between their academic requirement and individual interest. Social network platform includes 2go; youtube; facebook; whatsapp; twitter;instagram; telegram; messenger; google to mention a few.

The outbreak of social networking has both negative and positive implications. In recent times, students are becoming addictive in their social networking communicative skills (Abd-Rahman, 2013). However, Ojo and Omoyemiju (2008) found out that students spend larger percentage of their time on social networking sites like e-mail, facebook, whatapp and 2go while they spend less time on the internet for academic proposes. The involvement of students in social networking has deprived them the opportunity to read their books and other necessary teaching materials (Kuss& Griffiths, 2011).

Invariably, Idankwo (2011) lamented that school work and social interaction have been affected at the advent of these social networking. In essence, students have lost control as a result of their unrestricted commitment to and participation in social networking, leaving them open to academic issues like poor academic performance, poor study habits, truancy, examination fraud, disrespecting school rules and regulations, and other inappropriate behaviours that have an impact on academic adjustment. Academic adjustment is interpreted to be students' educational outcome. Academic adjustment includes being motivated to learn, acting to meet academic requirements, having a sense of purpose, and feeling generally satisfied with the academic environment. China (2015) defined academic adjustment as developing appropriate learning skills, writing and summarizing, thinking and memorizing, coping with masses of reading materials, submitting papers, summarizing lectures, writing seminar papers, effective time management and taking examinations. He, further asserted that students who are academically adjusted accomplish different educational demands in a timely manner and have better academic performance.

Paramanik, Saha, and Mondal (2014) carried out a study on adjustment of secondary school students with respect to gender and residence. The study adopted twelve null hypotheses. A structured questionnaire was used for data collection. In testing the null hypotheses, t-test and ANOVA were used. The findings indicated that there exist significant differences between the secondary school students on the basis

of gender but no difference was found locally where they reside. It was also indicated that the mean adjustment score of girls is higher than those from boys.

Osa-Edoh and Iyamu (2012) carried out a study on social life adjustment and academic achievement of adolescents in Edo State implication for counselling. The study adopted two research questions and two null hypotheses. The design adopted for the study was descriptive survey. The population of the study was all adolescent in senior secondary school in Oredo Local Government Area of Edo state. The sampling techniques used was purposive sampling and simple random sampling through which two hundred and forty (240) sample were selected. A structured questionnaire were used. Also, regression analysis was used to analyze the data collected. The results indicated that social life adjustment influences students' academic achievement. It was also found that social life adjustment and academic achievement for males and females are the same. Teka, Workineh and Mohit (2019) investigated the effects of social media on the psychological adjustment of secondary and preparatory private school adolescents in Hawassa. The findings indicated a significant difference boys and girls on psychosocial adjustment. Akabogu, et al. (2018) carried out a study on social network and academic adjustment on English language students and found that social networking influences boys and girls academic adjustment.

Khan (2010) study reveals that most boys use social networking platform for communication and entertainment purposes more than the female students. Ovute and Ovute (2015) found that a difference exist on boys and girls achievement s in health science when exposed to social networking in favour of the female students. Ali, et al. (2021) investigated gender discrepancies on the use of social media and its influences on students' academic achievement. Results revealed explicit differences between boys and girls use of social network platform. Male students mainly use it for communication and interaction while females use it for academic purposes.

Location is a specific place where something exists (Chigbu, 2011). That is to say that location can be an urban or rural area. Contextually an urban area is regarded as an area that is characterized by high population density, a number of houses and presence of government establishment(s). Hence, Ede (2014) opined that rural area is a location outside cities which is characterized by few people and typically agricultural, woodland and mountainous settings. In this study, rural location is a geographical location that has less population density, farmland and lack accessible road. In operational terms rural location is a placedominated with few people in natural environment of mainly forest, grasses, bush and domestic animals. Akabogu, et al. (2018) carried out a study on English language students' social networking and academic balancing and the result showed that no difference existed on their mean ratings of English Language academic adjustment of pupils from urban and rural locations under the effect of social network. Paramanik, et al. (2014) also found that there was significance difference on the usage of social media platform on the basis of location. Ibe (2016) also found no difference on the mean ratings of urban and rural students on the impact of social media platform on academic adjustment

The quality of education at all levels of educational system in Nigeria has been the main concern of everybody, most especially the educationists. The education system in Nigeria has witnessed a varying degree of problems and various challenges. Evidences abound that students spend so much time in social networks such as facebook, telegram, 2go, whatsapp, twitter, instagram, google and others. Some of these students experience academic maladjustment in school. There has been a decline in the performance of students in both internal and external examinations (BECE, WAEC and NECO) point to this observation (Kuyenum&Orheruata, 2019). It appears that the addiction of students to social networking makes them to lack concentration while studying and consequently lead to low adjustment. It seems also that the students who are always on the net lack necessary skills that are required for academic adjustment in schools. The reason for this study theoretically is that students who use social networking irrespective of their sex and location are supposed to have equal academic adjustment, studies documented have shown that, this is not in practice Akabogu, et al. (2018), Paramanik, et al. (2014), Akaneme, et al. (2013) andOvute and Ovute, (2015).Hence, this study on the assessment of social networking on secondary school students' academic adjustment in Kwale Education Zone of Delta State.

Research Questions
The following Questions guided this study;
1. What kinds of social networking platforms are available to students?
2. Is there difference on students' use of social networking platform on academic adjustment by sex?
3. Is there difference on students' use of social networking on academic adjustment by location?

Research Hypotheses
Research questions 2 and 3 were hypothesized.
Ho_1. There is no significant difference between boys and girls on the usage of social networking platforms on academic adjustment.
Ho_2. There is no significant difference between urban and rural students on the usage of social networking platforms on academic adjustment.

Methodology
Survey research type was adopted for this study. The population comprised 13,001 secondary school students' in 64 public secondary schools in Kwale Education Zone of Delta State. A sample of 300 SS2 students' was drawn using purposive sampling technique. The instrument used was the questionnaire on Social Networking on Students' Academic Adjustment (SNSAA). The instrument had two sections, A and B. Section A focused on demographic information like sex and location. Section B contained items put into two clusters. Cluster I elicits information on various categories of social networks students' are exposed to. Cluster II elicits information on the effect of social networking on students' academic adjustment. The questionnaire

has four point scale of strongly agreed (SA) = 4; agreed (A) = 3; disagreed (D) = 2 and strongly disagreed (SD) = 1. The questionnaire was validated by three experts in Measurement and Evaluation. The reliability of the questionnaire was established using Test retest method. The questionnaire was administered to 20 SS2 Students in Ethiope East Local Government Area who were not part of the study within an interval of two weeks. The responses of the students were correlated which yielded a correlation coefficient value of 0.80 which shows that the questionnaire is reliable and measure stability overtime. The researchers administered the questionnaire to the respondents with the aid of two research assistants. The research assistants were trained on procedures to use to distribute and retrieve the questionnaire from the students to ensure high return. Mean and standard deviation were used to answer the research questions. A mean value of 2.50 was used as the benchmark. This implied that mean value of 2.50 and above was accepted and mean value below 2.50 was rejected while independent t-test statistic were used to test the hypotheses at 0.05 level of significance.

Results

Research Question One: What kinds of social networking platforms are available to students?

Table 1: Mean and Standard deviation on kinds of social networking platforms students are exposed to.

S/N	Items	N	X	SD	Decision
1.	I use facebook to chat with friends	300	3.46	0.70	Agree
2.	I have good exposure of twitter	300	3.07	0.88	Agree
3.	My space is my social network site	300	2.46	1.16	Disagree
4.	I am a whatsapp user	300	3.39	0.80	Agree
5.	My social networking site is youTube	300	3.25	0.82	Agree
6.	I am aware of Blogs	300	3.22	0.82	Agree
7.	I love using instagram	300	3.12	0.81	Agree
8.	I am aware of linkedin	300	3.00	0.85	Agree
9.	I utilize my telegram account	300	3.24	0.81	Agree
10.	I use Imo to chat with my classmates	300	2.21	1.73	Disagree
	Grand Mean		**3.04**		

Table 1 above showed that students agreed on items 1, 2, 4, 5 6, 7, 8 and 9 on the various types of social networking they are exposed to, since their mean score is 2.50 and above while they disagreed on items 3 and 10 on the various types of social networking they are exposed to. This signified that students' are exposed to social networking. The grand mean is 3.04.

Research Question Two: Is there difference on students' use of social networking platforms on academic adjustment by location?

Table 3: Mean and Standard deviation on urban and rural students' social networking platforms on academic adjustment.

Urban N= 100 Rural N = 200

S/N	Items	X	SD	Decision	X	SD	Decision
1.	Chatting through social network sites deprive me from reading books.	2.46	0.51	Disagree	2.74	0.63	Agree
2.	I have poor study habits as a result of my interest on social networking.	3.17	0.93	Agree	3.21	0.84	Agree
3.	I am addicted to social networking chat anytime my teacher is in the class	2.39	0.48	Disagree	2.79	0.53	Agree
4.	I derive much satisfaction on the social network at the expense of my academic work	2.30	0.43	Disagree	2.66	0.51	Agree
5.	Regular social network use makes me to have low academic grade	3.18	0.75	Agree	3.31	0.79	Agree
6.	The use of social network makes me to be involved in examination malpractice	3.03	0.94	Agree	3.24	0.84	Agree
7.	My online chatting makes me to develop my vocabulary	3.31	0.79	Agree	3.18	0.75	Agree
8.	Social networking motivates me for better learning	3.26	0.87	Agree	3.14	0.87	Agree
9.	Social networking activities seduces me erotically which is affecting my academic performance	3.09	1.03	Agree	3.25	0.87	Agree
10.	My academic pursuits are being hampered by the increased drugs useas a result of social network platforms.	3.07	0.89	Agree	3.21	0.87	Agree
11.	Social networking activity Makes me feel less depressed each time examination is approaching	2.43	0.37	Disagree	2.97	0.58	Agree

| **GRAND MEAN** | **2.88** | | | **3.06** | | | |

Table 3 displays by region, the opinions of the responses of students' on the use of social networking on academic adjustment by location. This shows that urban students agreed to items 2, 5,6,7,8,9 and 10 while rural students agreed to all the items since their mean scores is 2.50 and above while urban students disagreed on items 1, 3, 4 and 11 since their mean

responses is below the benchmark. The table also shows a grand mean of 2.88 for urban dwellers and 3.06 for rural dwellers.

Hypothesis One: There is no significant difference between male and female students use of social networking platforms on academic adjustment.

Table 4: T-test statistic on male and female students' social networking on academic adjustment.

Variables	N	Mean	SD	df	t-cal	P-value	Decision
Male	150	56.88	4.22				
				298	0.02	0.98	**NS**
Female	150	55.97	5.03				

Table 4, shows a calculated t-value of 0.02 and a P-value of 0.98, testing an alpha of 0.05, the P value is greater than the alpha level. Therefore the null hypothesis which state that there is no significant difference between male and female students use of social networking platforms on academic adjustment was accepted.

Hypotheses Two: There is no significant difference between urban and rural students' use of social networking platforms on academic adjustment.

Table 5: T-test statistic on urban and rural students' use of social networking platforms on academic adjustment.

Variables	N	Mean	SD	df	t-cal	P-value	Decision
Urban	100	60.26	3.69				
				298	-5.71	0.021	Sig
Rural	200	44.72	6.13				

Table 5, shows a calculated t-value of -5.71 and a P-value of 0.021, testing an alpha of 0.05, the P value is less than the alpha level. Therefore, the null hypothesis which claims state that there is no significant difference between urban and rural students use of social networking on academic adjustment is rejected. Hence, this implied that difference existed between both city and rural students' social network usage and academic progress.

Discussion of Findings
        The finding of the study revealed that in-school adolescents are exposed to various types of social networks such as facebook, twitter, linkedin,myspace, instagram, blogs, telegram, whatsapp and youtube. However, this finding collaborates with Ojo and omoyemiju (2008) who found that the students spend larger percentage of their time on social networking sites like email, facebook and Whatsapp while spent less time is on the internet for academic purposes. This result is quite discouraging since those students have chosen to opt out from their studies. This could

be attributed to significant influence of their peers and negative media contents they are exposed to.

The findings of this study revealed that there is no significant difference between male and female students use of social networking on academic adjustment. The findings of this study is in line with that ofOsa-Edoh and lyamu (2012) whosestudy showed that social life adjustment influences male and female students academic positively. Hence, the result of this studydisagree with the findings ofParamanik, Saha, and Mondal (2014) whose studyrevealed a significant difference between the secondary school students adjustment on the basis of sex. The reason for this findings could be as a result of the use of android phones by both boys and girls.

The result indicated that social networking influences academic adjustment of urban and rural students. The result showed that urban and rural students had positive influence on the use of social networking. This finding concurs with Chen, Li and Rubin (1997) who indicated that academic achievement was associated with social functioning and adjustment in Chinese children. This agrees with the study of Ojo and Omoyemju (2008) on relationship between internet addiction and academic locus of control of students in selected universities in Nigeria.

It was also revealed that there is a significant difference between the mean ratings of urban and rural students' social networking use on academic adjustment. This finding agrees with Paramanik, Saha, and Mondal (2014) who indicated that there was significant difference between the secondary school students on the basis of location.

Conclusion
The study came to the conclusion that students are exposed to different social networking platformslike Facebook, Twitter, MySpace, Telegram, Instagram, Blogs, WhatsApp, and You Tube. Additionally, it was also concluded that no difference in how boys and girls used social media network on how they adjusted academically. Additionally, it was shown that there were differences on urban and rural studentsuse of social networking platforms academic adjustment.

Recommendations
According to the study's conclusions, it was advised that:
1. To educate students on proper social networking practices, the government could organize intervention activities like seminars and symposiums. This would assist students in acquiring solid information and awareness regarding the use of social networking.
2. Education stakeholders should plan seminars to teach kids in remote regions how to use social media platform in a way that will improve their academic performance.
3. In order to prevent their children from using social media in a harmful way, parents should be careful about the friends they surround their kids with.

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