

SOCIAL NETWORKING AS CORRELATE OF ADOLESCENTS' ADJUSTMENT IN SECONDARY SCHOOLS IN UDI EDUCATION ZONE OF ENUGU STATE, NIGERIA

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Abstract

This study investigated social networking as correlate of adolescents' adjustment in secondary schools. The area of the study was Udi education zone of Enugu State, Nigeria. The study adopted a correlation survey research design. The sample of the study was 420 senior secondary class two students drawn through multistage sampling technique from a population of 2446. One instrument- Social Networking Involvement and Adolescents' School Adjustment Questionnaire (SNIASAQ) in two clusters was used for data collection. Pearson's Product Moment Correlation was used to answer the research questions while Multiple Regression was used to analyze the hypothesis. Major findings of the study revealed that the extent of adolescents' involvement in social networking is low. The nature of adolescents' adjustment in school is that they adjust positively academically and negatively socio-psychologically and there exists a positive relationship between social networking and adolescents' adjustment in school. Based on the findings, it was recommended among others that workshops and seminars should be organized for the secondary school students to guide them on the importance of social networking in their life, especially for academic engagements. Parents, guardians and the society at large should be sensitized on the need for the adolescents to have good school adjustment. They should be made to understand that how a child is reared goes a long way to determine the later adjustment in life.

Introduction

Social networking has become popular during the past few years and has become an integral part of adolescents' life. Research demonstrated that adolescents have a heightened desire for connectedness with peers, and many present-day adolescent social connections and interactions take place through social networking due to their preoccupation with feelings of being unpopular or isolated (Beyens, Frison, & Eggermont, 2016). Adolescents are active users in social networking and they have been involving in social networking to the detriment of their daily engagements. Adolescents are also fond of being

actively engaged in social networking that they most times leave their school works and other social engagements unattended to. Social networking is the use of a dedicated website to communicate informally with other members of the site by posting messages, photographs, videos, stories and news (Boyd, 2007). Ferguson (2007) construed social networking as online destinations which focuses on connecting people they already know and those they do not know. Social networking could be described as the use of internet platform to build social relations among people who share the same interests, activities, background, or real-life connections which involve the representation of each user with a profile. This platform is made available through the services of some sites such as Facebook, Twitter, 2go, Tumblr, Friendster, LinkedIn, Google Plus+, Flickr, MySpace, Eskimi, Badoo, Blog, BBM, and WhatsApp. The features associated with social networking sites (SNS) are personal information of users in the form of profile which contains information pertaining to name, pictures, age, gender, geographical location, interests, hobbies, pictures, education, school and other bio data (Collins, 2011). Adolescents have been found to be the predominant users of these (SNS).

Adolescents' use of social networking occurs simultaneously with their developing identity, emerging sexuality, physical development, moral consciousness and school relatedness. As with other innovation in the world, social networking has both negative and positive sides to it. Some of the positive sides of social networking includes: enhancing social-emotional well-being, enhancing communication with family and friends, access to health information, collaboration and exchange of ideas. Social networking use is beneficial to adolescents because it helps introverted adolescents learn how to socialize behind the safety of various screens ranging from a 2-inch smart phone to a 17-inch laptop (Rosen, 2011). It makes them feel less shy, more outgoing, more confident, sympathetic to others and feel better about themselves. Social networking is also beneficial in the sense that it enhances communication with family and friends. Social networking provides a way for adolescents to experience connectedness, and opportunities to learn from each other (Ito, 2008). Through communicating with each other often, they learn a lot of things from each other

Social networking is also useful in the sense that it encourages collaboration and exchange of ideas. Selwyn (2009) asserts that social networking may benefit learners by allowing them to enter new networks of collaborative learning, based around interests and affinities not catered in their immediate educational environment. Thus, social networking may provide a forum for extending the traditional classroom and enabling users to join groups that discuss issues concerning the subjects they are offering. Difficult

school assignments could be discussed with others online. This will enable the adolescents to face school work without frustration. Adolescents gather information about health topics that are hard to discuss with parents and significant others, such as drug use and sexual health (Lenhart, Purcell, Smith, & Zickuhr, 2010). Adolescents look to social networking as a key source of information and advice in a critical developmental period and greater percentage of them look to their online social network for advice (Nielson, 2009). Some of the adolescents are inquisitive about the changes that occur in their body and other life's issues such as sex, drugs and relationship with the opposite sex. They want to know more about all these and probably try them out. Some learn worthwhile behaviours that will lead them through life while some of the adolescents may learn risky behaviours that may mar their life progress.

On the other hand, social networking can pose a risk to adolescents. Some of the problems associated with the use of social networking include cyber bullying, exposure to inappropriate contents like drugs, pornography, Facebook depression (related to extensive time spent on social media site and internet addiction), privacy concerns and sleep deprivation. In fact, more than a third (34%) of adolescents visit their social networking sites several times a day (Jenkins, 2006). Some of them take their phones to school and they get distracted by it during school hours. Vast majority of adolescents engage in social networking in the classroom while lesson is ongoing. The home is also a safe haven for them to engage in long hours of chatting. They are seen in all secluded corners of the house with rapt attention on their phones. Interpersonal communication seems to be far-fetched in such cold, tense and distant atmosphere. If adolescents are spending that much time on the internet, other activities that they might otherwise be engaged in, such as school assignments, reading, pursuing hobbies, playing games or sports, and family interactions are likely to be neglected. As a result, they may be unable to meet up with the demands of the school environment. Supporting this claim, Akaneme, Ibenegbu and Nwosu (2013) found out that adolescents use of social networking have a negative influence on adolescents' academic achievement behaviour. Idakwo (2011) stated that school work and social interaction have been affected at the advent of social media, that some adolescents have lost their control over social media usage and begun having problems with their functionality in social, vocational and personal circles as the internet has taken over total control of their lives. Lewis (2013) revealed that the amount of facebook use was a significant predictor of school adjustment scores and that bonding social capital mediates this relationship. Idakwo (2011) also revealed that there is an existing positive relationship between the social networking

services and the youths who involve in social networking. Idakwo maintained that lower number of youths use academic social media. The social learning theory of Albert Bandura (1977) shares emphasis on adolescents' social networking involvement. This theory states that behaviour results from learning in a social context and that much of what is learnt is gained through observation. The theory identifies human behaviour as an interaction of personal factors, behaviour and the environment. Environment in which one grows up influences one's behaviour. Therefore, social networking site is a social environment where people come together to share ideologies, beliefs, values and so on. However, exposure to such environment may influence individual's thoughts and actions in many ways that could be positive or negative. In turn, the kind of people students interact with and model on social networking sites play a significant role in their adjustment in school.

Adjustment is a vital component in one's everyday life. Life is full of challenges that push one to continually seek for suitable ways of adapting to these challenging situations, which sometimes are left unconquered. Individuals struggle to get adjusted to the situations they find themselves in school. Adolescent students may fall out with their parents on almost every of their belief, bindings, rules, regulations, value system, and tend to flow more with their peers' behaviours and decisions, which may sometimes be harmful to them. Adjustment is a state in which the needs of the individual on one hand and the claim on the environment on the other hand, are fully satiated (Haars, 2000). Haars further stated that if the needs are not fully satiated, there will be maladjustment among or within the organism of such environment. An individual who has experienced significant level of adjustments acts purposefully- he is real to himself. Adjustment could be seen as the individual's way of adapting to changing situations. Since the environment changes over time, there is need for a corresponding change in the life of the person in order to survive. How one adjusts in a particular situation depends upon one's personal characteristics and also the circumstances of the situation (Arkoff in Mangal, 2007). An individual is adjusted when he copes well with himself and with his environment. Proper adjustment will require that the adolescent within the confines of his various needs acquire the necessary skills and competences to be able to deal with the environment in a realistic way.

The school is a veritable ground where an adolescent's adjustment is paramount and holds sway on other outcomes. Newman (2000) construed school adjustment as the process of adapting to the role of being a student and to various aspects of the school environment. Failure to adjust can lead to mental health issues and school refusal or school dropout. Bond and Compass (2000) asserts that the principle of school adjustment focuses attention on the

substance of the school environment; structures, norms, attitudes and policies which, when taken together, constitute the demand characteristics of the school. The main idea is to make sure that the above characteristics of school adjustment is what it requires for students to cope with the school environment. School adjustment is multifaceted task that involves adaptation to the intellectual, socio-emotional and behavioural demands of the school (Chin & Yu, 2008; Liebkind, Jasinskaja-lahti, & Solheim 2004). School adjustment could be seen as being emotionally intelligent, psychologically balanced, socially and academically competent, and the ability of schooling adolescents to cope with the activities that goes on in the school environment.

Adolescents are susceptible to constant changes in environmental demands. This is partly due to the corresponding change in their developmental life. The features associated with this stage are very critical and delicate. Adolescence is a period when adjustments must be made if the individual would live a normal life in the society. Adolescence is a period when an individual learns to adjust to the complex series of social roles expected of during adulthood. Physically, it is characterized with a growth spurt. The individual at this stage experiences a rapid increase in height. Cognitively, the stage is characterized by the increase in critical thinking, reasoning ability and the way he perceives his environment. Emotionally, the stage is fraught with affection, aggression and fear. This could be as a result of the changes that take place in the body. Coinciding with these changes is an increased frequency of interaction with opposite-sex peer, which doubles the number of potential risky behaviours such as romance and premarital sex (Craig, Pepler, Connolly, and Henderson, 2001). These transitions may cause adolescents to be particularly vulnerable to the negative effects of social networking. Successful resolution or problem of this period could result to good school adjustment or poor school adjustment.

It has been observed in Udi Education Zone that adolescents face a number of adjustment problems in school such as poor academic achievement, social aggression and lack of social competence such as emotional, social, cognitive skills that enable one get along with others as well as behave constructively in a group. Adolescents face lots of issues and they dissipate lots of energy trying to identify who they are. The search for identify extends to social networking where they can find answers. Unfortunately, joining social networking may instead expose them to varying degrees of social ills like substance use/abuse, prostitution, stealing, premarital sex, perverse sexual activities (gay, lesbianism, homosexuality, masturbation) bullying/cyber bullying, disobedience, smoking cigarette, alcoholism, truancy, lateness, examination malpractice, dropping out of school, social withdrawal and poor

performance. Therefore, the problem of this study posed as questions thus: in what ways do social networking correlate with adolescents' adjustment in secondary schools in Udi education Zone of Enugu State?

Research questions

The following research questions and hypothesis were used for the study:

- What is the extent of adolescents' involvement in social networking?
- What is the nature of adolescents' adjustment in school?
- What is the relationship between adolescents' social networking and adolescents' adjustment in school?

There is no significant relationship between adolescents' social networking and adolescents' adjustment.

Method

The study adopted a correlation research design and was conducted in Udi Education Zone of Enugu State, Nigeria. The population comprised of all the 2446 Senior Secondary School Class Two Students. A multistage sampling technique was used to draw 420 secondary class two students from urban and rural schools in the area.

The instrument used for data collection was a researcher structured questionnaire titled Social Networking Involvement and Adolescents' School Adjustment Questionnaire (SNIASAQ). The instrument is made up of two sections- A and B. Section A collected information on students' demographic variables while section B consists of 45 items in two clusters. Cluster A with 15 items elicited information on social networking involvement and cluster B with 30 items adolescents' adjustment questionnaire sort information in two dimensions: academic adjustment and socio-psychological respectively. Cronbach's Alpha method was used to test for the internal consistency with a co-efficient of 0.81 for Cluster A which is items for social networking involvement and 0.77 for cluster B on items for adolescents' adjustment.

Research questions 1 and 2 were answered using mean and standard deviation while research question 3 was answered using pearson product moment correlation co-efficient. The null hypothesis was tested using multiple regression.

Results

Table 1: Mean and Standard Deviation of the extent of adolescents' involvement in social networking.

Variable	N	\bar{X}	SD	Remark
Male	192	2.33	0.45	Low extent
Female	228	2.27	0.45	Low extent
Total	420	2.30	0.45	Low extent

Result in table 1 shows the mean and standard deviation of respondents on the extent of adolescents' involvement in social networking. Result shows that the male adolescents had mean of 2.33 with a standard deviation of 0.45 while the female adolescents had a mean of 2.27 with a standard deviation of 0.45. The total mean and standard deviation for both male and female adolescents are 2.30 and 0.45 respectively. Since the mean responses were less than 2.50 which is set as criterion acceptance mean. This implies that adolescents' involvement in social networking is low.

Table 2: Mean and Standard Deviation of the nature of adolescents' adjustment in school.

Variable	N	\bar{X}	SD	Remark
Academic Adjustment	420	2.54	0.39	Positive
Socio-Psychological Adjustment	420	2.47	0.36	Negative

Result in table 2 shows the mean and standard deviation of respondents on the nature of adolescents' adjustment in school. Result indicates that on academic adjustment, the mean score was 2.54 with a standard deviation of 0.39 while on socio-psychological adjustment, the mean score was 2.47 with a standard deviation of 0.36. Result indicates that the adolescents in school agreed to academic adjustment. This is because their mean ratings are >2.50 set as criterion level. On socio-psychological adjustment, the mean rating was <2.50, this means that socio-psychological adjustment of the adolescents in school is low. The result shows that adolescents in school adjust positively academically and negatively socio-psychologically.

Table 3: Pearson's Product Moment Correlation Analysis of the relationship between social networking and adolescents' adjustment in school.

Variable	\bar{X}	SD	N	R	R ²
Social Networking	2.30	0.45	420	0.20	0.04
School Adjustment	2.54	0.39			

$\alpha = 0.05$, R² = coefficient of determination

In order to answer research question 3, the scores from the responses of the respondents on adolescents' social networking were correlated with the scores of adolescents' adjustment in school. The result shows that the correlation coefficient obtained between social networking and adolescents' adjustment in school was 0.20. This means that, there exist a positive relationship between social networking and adolescents' adjustment in school. Table 3 also shows that, the coefficient of determination (R²) associated with the correlation coefficient of 0.20 was 0.04. This coefficient of determination (R²) indicates that, 4% of adolescents' adjustment in school is attributed to or predicted by adolescents' social networking. This is indicative that 96% of the variation in adolescents' adjustment in school is attributed to other factors other than social networking.

Table 4: Analysis of the relationship between adolescents' social networking and adolescents' adjustment in school.

Variable	N	R	Sig. (2 tailed)	Remark
Adolescents' social networking	420	0.20	0.00	S
Adolescents' Adjustment				

$\alpha = 0.05$, S = Significant

The result in Table 9 shows that the correlation coefficient between adolescents' social networking and adolescents' adjustment in school was 0.20 and the significant or probability value obtained from the relationship between the two variables was 0.00. This probability value of 0.00 was compared with 0.05 set as level of significance for testing the hypothesis and it was found to be significant because 0.00 is less than 0.05. The null hypothesis which stated that there is no significant relationship between adolescents' social networking and adolescents' adjustment in school is therefore rejected. Inference drawn

therefore is that, there is a significant relationship between adolescents' social networking and adolescents' adjustment in school. This result shows that adolescents' social networking significantly predicts adolescents' adjustment in school.

Discussion

The result of the study revealed that the extent of adolescents' involvement in social networking is low. The findings negates that of Akaneme, Ibenegbu and Nwosu (2013) which found that adolescents use of social networking have a negative influence on adolescents' academic achievement behaviour. The tendency is that the adolescents may have been involving in social networking to a very high extent. Also, at variance with this study is the view of Idakwo (2011) which stated that school work and social interaction have been affected at the advent of social media, that some adolescents have lost their control over social media usage and begun having problems with their functionality in social, vocational and personal circles as the internet has taken over total control of their lives. The contradiction in the finding may have accrued from the differences in the study areas and the relatively large sample size used by the study of Akaneme et al (2013).

As regards the nature of adolescents' adjustment in school, the present study found that adolescents have positive adjustment academically and negative adjustment socio-psychologically. The findings of this study disagree with the postulations of (Chin & Yu, 2008; Liebkind, Jasinskaja-lahti, & Solheim 2004) that school adjustment is multifaceted task that involves adaptation to the intellectual, socio-emotional and behavioural demands of the school. Instead, the study revealed that adolescents in school have positive academic adjustment and negative socio-psychological adjustment. By all indications, it is not a proper adjustment because for adjustment in school to be complete, there should be balance in academic adjustment and socio-psychological adjustment. However, the nature of adolescents' adjustment in school should be such that encompasses balance in both academic and socio-psychological dimension and not just one sided.

The result of this study showed that there is a positive relationship between social networking and adolescents' adjustment in school. There is a significant relationship between adolescents' social networking and adolescents' adjustment in school. This result shows that adolescents' social networking significantly predicts adolescents' adjustment in school. The findings is in agreement with that of Akaneme, Ibenegbu & Nwosu (2013) whose study revealed that adolescents use of social networking have a negative influence on the adolescents' academic achievement behaviour. Also,

Lewis (2013) revealed that the amount of facebook use was a significant predictor of school adjustment scores and that bonding social capital mediates this relationship. The findings of Idakwo (2011) lend support to the present study. The findings revealed that there is an existing positive relationship between the social networking services and the youths who involve in social networking. The study also showed that lower number of youths use academic social media. It would appear then that the goals and needs of the young users are based mainly on socialization without adequate attention to their academics.

Conclusion

The results of the study revealed that the extent of adolescents' involvement in social networking is low; results on the nature of adolescents' adjustment found that adolescents have positive adjustment academically and negative adjustment socio-psychologically; the result also showed that there is a positive relationship between social networking and adolescents' adjustment in school. Parents, adolescent students, school administrators/teachers, counselors, educational psychologists, social networking developers and the society at large should assist the adolescent students through orientation. The orientation should be geared towards building healthy relationship on social networking sites and to guide them on the importance of social networking in their life. They should be made to understand that social networking is not only meant for chatting away with friends but also for academic engagements. Social networking developers should create more educational sites and encourage the young ones to participate in such sites. The social networking developers should also build in parental control as a measure to control sharing and viewing explicit contents that may not be healthy for the adolescents. Parents, guardians and the society at large should be concerned about the need for the adolescents to have good school adjustment. School counselors and educational psychologists should put in effort to inculcate in the adolescent students coping skills for adjustment both in school and at home.

Recommendations

Arising from the findings, the following recommendations were made: Workshops and seminars should be organized for the students to guide them on the importance of social networking in their life. They should be made to understand that social networking is not only meant for chatting away with friends but also for academic engagements. Social networking developers should be sensitized through the organization of symposium on the need to

create more educational sites and encourage the young ones to participate in such sites. The social networking developers should also build in parental control as a measure to control sharing and viewing explicit contents that may not be healthy for the adolescents. Parents, guardians and the society at large should be sensitized on the need for the adolescents to have good school adjustment. School counselors and educational psychologists should put in effort to inculcate in the adolescent students coping skills for adjustment both in school and at home. It is recommended that such psychological adjustment programme be integrated and allotted time in the school time table. The programme should also be given priority as that will help them to have good school adjustment.

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