

INFLUENCE OF SOCIAL NETWORKING ON ACADEMIC ADJUSTMENT OF IN-SCHOOL ADOLESCENT IN NGOR OKPALA LOCAL GOVERNMENT AREA OF IMO STATE.

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Abstract

This ex-post facto research study determined the influence of social networking on academic adjustment of in-school adolescents in Ngor Okpala Local Government Area of Imo State. Four research questions guided the study. A total of 3185 students in all the public secondary schools in Ngor Okpala L. G .A were used as population size. Out of this, sample size of 159 was randomly selected using simple random sampling technique. Social Networking and Academic Adjustment of Adolescents Questionnaire (SNAAQ) was used as an instrument for data collection. The instrument was face validated by three experts. The data collected was analyzed using mean statistics to answer the research questions. The major findings revealed that in-school adolescents are exposed to various categories of social networks such as facebook, twitter, eskimi myspace, 2go, blogs, email, whatsapp and youtube. It was revealed that poor study habits, identity theft, sexual solicitation are dangers associated with the use of social networking. It was found that social networking influences male and female, urban and rural in-school adolescents' academic adjustment.

Keywords: Influence, social networking, In-school, Academic adjustment, Adolescent.

Introduction

The world is rapidly growing technologically. Life style of people has become digitalized. That is why companies, organizations and individuals are shifting to digitalization. In recent times, human activities like education, communication, employment-opportunities, and business have become obsessed with technology and still breathing the new wave. One of the technological innovations is social networking.

Electronic communication has become an integral part of our global society. Presently, information is at the doormat of everybody because the world is in the era of information technology. This cannot be compared to few decades back when it takes weeks for one to communicate through letter writing to a beloved one within or outside the country. In this technological era, information is no longer left for only a few privileged people who can afford the use of land line telephone in offices and homes. Even the people in the remotest villages in Nigeria and elsewhere can access information through the cell phone, available internet and social networking sites.

Social networking is a means of communication through which tools like wall posts, status updates, activity feeds, thumbs ups and profiles are used and perhaps characterized online communications namely face book, Myspace, Metlog, flicker and twitter (Akaneme, Ibenegbu & Nwosu, 2013). Also, Mashable (2015) opined that social networking service is an online platform or site that focuses on facilitating the social relations among people who, for example, share interests, activities, backgrounds or real life.

In the opinion of Osa-Edo and Iyamu (2012), social networking is online destination which focuses on connecting people they already know and those they do not know. Similarly, Rosen (2011) 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, and counties.

The above definitions, summarizes social networking as 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 networking as advent of era of information is the use of dedicated websites which enable social interaction and applications to interact with other users or find people with similar interest to their own.

In recent times, students are becoming addictive in their social networking communicative skills (Rosen, 2011). No wonder, Ojo and Omoyemiju (2013) found out that students spend larger percentage of their time on social networking sites like e-mail, facebook and 2go while they spend less time on the internet for academic proposes. Boyd and Ellison (2010) maintained that social networking has impacted negatively on the adolescents and this has caused anxiety on families and friends. The involvement of students in social networking has deprived them the opportunity to read their books and other necessary things (Roy and Mitra, 2012). Invariably, Idankwo (2011) lamented that school work and social interaction have been affected at the advent of these social media. In essence, students have lost control due to their unrestricted commitment and engagement in social networking, making them vulnerable to academic problems such as poor result, poor study habits, truancy, examination malpractice, disrespecting school rules and regulation and other inappropriate behaviours.

Furthermore, excessive mental preoccupation with social networking, repetitive thoughts about limiting or controlling the use, failure to prevent the desire for access, craving for using the internet when access is not available are the remarkable problems with social networking addiction (Anthony and Mark, 2011). In the same vein, Kirchner and Karpinski (2012) decried that there seem to be an alarming role of social networking obsession among adolescents today; a trend that could affect their academic, social and spiritual lives negatively if not properly controlled. The pathetic position social networking is taking towards falling standard of Nigerian educational system has become dangerous because it is left unchecked (Mueller, 2012).

Notwithstanding, researches have shown that social networking has positive implications.

For instance, Baker and White (2010) claimed that social networking sites have enough capacity for a good official education matching the social context of learning and promoting critical thinking in learners. It also has the capacity to change educational system radically, motivating students for better learning rather than being passive attendees of a classroom. Social networking is very interesting because of its innovation and solutions to long lasting human problems. Collins, Martino and Shaw (2011) opined that social networking can help to solve the problem of hunger and reduction of waste in the country. This is because social networking adds value to the economy of the nation. Supporting the contribution of social media and internet to national economy, Idankwo (2011) stated that the telecoms sector contributed over 8.53 percent increase to Nigeria Gross Domestic Product (GDP) in the year 2013. The importance of social networking sites cannot be glossed over especially Nigerians because it explores their communicative skills and exposes them with current trends in society. Social networking can speed up communication and make conversation more interesting and acceptable to people. Digitalization and globalization have offered students the opportunity of communicating with their peers at the other side of the globe and to model whoever that captivates interest whether the model is good or bad. Consequently, students seem to be finding it difficult to adjust and face their academic demands and the desire to access social networking sites. Social networking is regarded as interconnectivity of people through which they share and articulate ideas (Boyd and Ellison, 2010). Youngsters have adapted to this new wave of communication because of it tremendous roles it plays among teens (Maureen, John & Ayere, 2011). In essence, social networking serves as social capital that helps adolescents to develop socially and intellectually.

On the view of impacts of social networking on cognitive development of students, Baker *et al* (2010) argued that social networking sites have enough capacity for a good 'official' education matching the social contexts of learning and promoting critical thinking in learning. Studies have indicated that in recent times, 90 percent of youths worldwide consider social networking so important regardless of its adverse effect on their academic pursuit (Akaneme, Ibenegbu and Nwosu; 2013, Roy and Mitra, 2012; Mueller, 2012, Maureen, John & Ayere, 2011). According to Osa-Edoh and Iyamu (2012) approximately 80% of adolescents between the ages of 12 and 17 living in the United States have active social networking accounts and 90% of these are facebook accounts. Facebook is one of the most leading social networking in the world with more than 900 million active users. They added that originally, facebook was created as a closed network to facilitate relationship connections among secondary school students rather people use social networking as a platform to meet their friends and family relations.

Studies have indicated several benefits of in-schools adolescents gain from social networking. Facebook helps students to build stronger social skills and use it to improve academic performance. Social networking as a new development has been described as a stage for facilitation and development of in-schools adolescents' social adaptation. Social networking has the capacity to change educational system and motivate students for better learning rather than being passive attendees of a classroom. It is expected primarily that social media allow in-schools adolescents to accomplish online many academic tasks that are important to them which they could not accomplish offline, (Akaneme, Ibenegbu & Nwosu, 2013). However adolescents' major expectation when they engage in social networking is not to achieve academic desires.

Reiterating on the importance of social networking to adolescents, Idankwo (2011) found that when students engage in social networking, they are motivated and goal oriented to preserve

their self-confidence. So, social networking helps in establishing relationship with people, friends and relatives, and through that they share views, pictures and lots of other stuffs. Young (2011) opined that youths build and deepen relationship, and these connections can help one with a variety of issues such as: seeking a new job, locating assistance getting and giving product and service referrals, receiving support from like-minded individuals, making or receiving advice on career or personal issues. This helps in improving students' creativity. Students can establish communication with their teachers and friends which can improve their knowledge.

Contrary to the above positive impacts, social media does not only lure youths to waste valuable time and provide them derailed information like phone numbers, addresses that are very dangerous because they can easily be tracked down by stranger. Also it exposes them to international fraudsters (Young, 2011). With the negative impacts in mind, guidance counselors, curriculum experts and other significant figures are charged with the responsibility of watching them closely.

Furthermore, Akaneme, Ibenegbu and Nwosu (2013) found that adolescents use of social networking have a negative influence on the academic achievement. Adolescents have quickly added facebook to their repertoire of communication modalities, spending as much as 3 hours daily, specifically on social networking media (Baker & White, 2010). Studies have shown that adolescents' online presentation is a reflective of their offline world (Young (2011), Baker & White (2010). No wonder, adolescents communicate with larger number of their friends' via facebook than those they communicate with offline.

Adjustment is the attitudinal process through which man and animal maintain equilibrium over their desires between their needs and the challenges of life, Basu (2012). Adjustment is also regarded as peaceful co-existence between a living organism and its environment (Maureen, John & Ayere, 2011). In the same vein, adjustment is a process that refers to the patterns and means through which living organisms set balance between itself and the surroundings without reference to the consequential effects in terms of success or failure (Rosen, 2011).

In this study, adjustment means an individual modification of behaviour in order to interact well with the environment. Invariably, the students' ability to harmonize school variables (school attendance, class work, school rules and regulations) with the student's psychological and physiological demands shows that the person has adjusted academically. Academic adjustment spans through school adjustment.

Contextually, academic adjustment is the process of setting a balance between students' psychological and physiological demands and academic requirements. Academic adjustment is the modification of both internal and external demands which gives adolescents facilitation to participate actively in the classes activities in the school.

Adolescence is a transition period from childhood to adulthood. (Ilesanmi, 2010). The age of the adolescence ranges from 11-19 years for girls and from 13-21 years for boys. In the opinion of Osa-Edoh and Iyamu (2012), adolescence is that period in every person's life that lies between the end of childhood and the beginning of adulthood. Operationally, adolescence is a human transitional period which begins from 11years and ends when the individual's physiological, psychological, intellectual and emotions must have developed to perform adult roles say 18 years. Adolescence is a period of personality formation and shaping of behaviors.

Adolescents are individuals who are within the transitional period of childhood to adulthood. Basu (2012) opined that adolescents are young individuals who are physically, but not

mentally ready for parenthood. Contextually, adolescents are teenagers who are passing through the stage of growth spur within age range of 11 to 21.

In-school adolescents are sensitive to self-identity necessary for academic adjustment when their peers provide expected support, intimacy, belongingness and advice they need. Emphasizing on how in-school adolescent become social and recognized among peers, Kirchner *et al* (2010) asserted that social networking sites have facilitated adolescents to develop important and amazing connections.

Gender is the socio-cultural dimension of being male or female. This means that, gender is a socio-cultural construct used to describe behaviours of boys (males) and girls (females). Emphasizing on whether difference exist between male and female adolescents with regards to academic adjustment, Maureen, John and Ayere (2011) argued that difference does not exist between girls and boys in school adjustment. Also, Collins *et al* (2011) observed that girls have more adjustment power than boys.

In a study carried out by Ojo and Omoyemju (2013) on relationship between internet addiction and academic locus of control of students in selected universities in Nigeria: Counselling implications. A descriptive survey design was employed. Two research questions and five null hypotheses were used in the study. The sampling size was 250 undergraduates selected from five faculties of selected Nigerian universities. The instrument adopted for the study was a structured questionnaire tagged "Questionnaire on Students' Academic locus of Control and Internet Addiction (QSALCIA). Data collected was analyzed using spearman correlation, multiple regression and Chi-square statistics.

The findings revealed that students spend larger percentage of their time on social networking like e-mail, facebook and 2go. The result also showed that a significant positive relationship between internet addiction and internal academic locus of control exists, even though the extent of the relationship was low.

Also Kirchner and Karpinski (2010), conducted a study on facebook and academic performance. The study was carried out in Rapides Parish Louisiana, USA. A survey design was adopted for the study. Data collection was done by administering paper and pencil based questionnaires that sampled for schools in Louisiana. 150 students were administered for each school which resulted in the collection of approximately 56 surveys. A quantitative data analysis approach was used.

The study revealed that 11% of reported students claim to use social networks for education based reasons; while 45% of students said that they use social websites for class work, with English being the subject most studied. The study also revealed that majority of students use social networking websites at least four hours per day, seven days a week. The study recommended that school administrations should create a technology policy that prohibits students from using social networking sites of school.

The relevance of the study to this present study is that the study found that the usage, time spent on social networking sites and specific websites that are being accessed are enormous and are these helping or hurting the students in their academic progress.

Another study was conducted by Akaneme, Ibenegbu & Nwosu (2013) on adolescents and use of social networking. Two research questions were used for the study. Their study was carried out in Anambra State, Nigeria. A survey research design was adopted for the study. A population of 2660 students was used and sample of 1330 respondents was drawn from the population. Instrument used for data collection for the study was a structured questionnaire. Mean and standard deviation were used to analyze the data collected. The result indicated that adolescents' use of social networking has a negative influence on their academic achievement behaviour.

Theoretical Framework

Two theories relevant to this study are the social learning theory and psychoanalytic theory. The proponent of the social learning theory was Albert Bandura in 1963. Bandura posited that children learn from their environment by observation, imitation and modeling. The Assumption is that adolescents learn how to behave by watching and imitating those around them. This theory is relevant to this study because adolescents watch what is obtainable in the environment and copy them.

Even with digitalization they may be in the remotest part of Nigeria and still imitate who so ever they want to imitate through the use of internet.

Sigmund Freud propounded the psychoanalytic theory in 1938. The fourth stage of Freud corresponds to the adolescence period (11 years and above). Freud maintained that hormonal changes in puberty trigger off the psychic energy with result to sexual instinct and sexual urge. The action of the hormones increases sexual urge which will make the adolescents attracted to the same sex and then to the opposite sex. According to Freud, id is the primitive component that is responsible for pleasure rest, engage in sexual activities and all that gives satisfaction even in excess. Ego brings about moderation in the id pleasure activities and brings rationality into them. Ego is police or executive of id. While the superego is the conscience and social voice that reminds one of the societal values. Freud canvass for proper management of the three components to produce a balanced personality, Proper management of the three components in a person (super ego) blended with social networking.

Statement of the problem

Evidences abound that in-school adolescents spend so much time in social networks such as facebook, 2go, whatsapp, twitter, instagram, Google and others.

Some of these in-school adolescents experience academic maladjustment in school. There has been a decline in the performance of students in both internal and external examination such as Senior Secondary Certificate SSCE, Junior Secondary School Certificate Examination (JSSCE) and National Examination Council (NECO) point to this observation. It appears that the addiction of in-school adolescents to social networking makes them to lack concentration while studying and consequently lead to poor academic performance. It seems also that the in-school adolescents who are always on the net lack necessary skills that are required for academic adjustment in schools. For example, some of the adolescents do not use study time table to study and some lack study habit skills.

Consequently, some of the in-school adolescents who are always on social networking sites are more likely to have reduced academic performance. Some of these adolescents fail in both internal examinations, repeat the examination and still fail again. The in-school adolescents' academic maladjustment leads to other antisocial behaviours such as examination malpractice, truancy and dropping out of school. It is against this background that the

researchers have investigated the influence of social networking on academic adjustment of in-school adolescents in Ngor Okpala Local Government Area of Imo State.

Purpose of the Study

The purpose of the study is to determine the influence of social networking on the academic adjustment of in-school adolescents in Ngor Okpala Local Government Area of Imo State. Specifically, the study seeks to:

1. Identify the various categories of social networking that in-schools adolescents are exposed to in Ngor Okpala Local Government Area of Imo State.
2. Find out the dangers associated with the use of social networking.
3. Ascertain the influence of social networking on academic adjustment of male and female in-school adolescents.
4. Ascertain the influence of social networking on academic adjustment of in-school adolescents from urban and rural areas.

Research Questions

The following research questions guided the study:

- ❖ What are the various categories of social networking in-school adolescents are exposed to in Ngor Okpala Local Government Area of Imo State?
- ❖ What are the dangers associated with social networking?
- ❖ What is the influence of social networking on academic adjustment of male and female in-school adolescents?
- ❖ What is the influence of social networking on academic adjustment of urban and rural in-school adolescents?

Method

Ex-post-facto research design was adopted for this study. Ex-post facto is a study where an event has taken place and cannot be manipulated. The choice of this design is to enable the researchers to link some already existing associated variable (social networking) with adolescents' academic adjustment. Also, this design is chosen because this study is to investigate the influence of independent variable (social networking) on dependent variables (academic adjustment of adolescents).

The population of the study comprised all the 31851 students in public secondary schools in Ngor Okpala Local Government Area of Imo State, (Source, Secondary Education Management Board, Imo State, SEMB, 2018). Simple random sampling with non-replacement balloting technique was used to obtain a sample of 159 students which represented 5% of the population. Instrument used for data collection was a 20 item structured questionnaire of four-point Likert type of Strongly Agree (SA) 4 points, Agree (A) 3 points, Strongly disagree(SD) 2 points, Disagree (D) 1 point, developed by the researchers, and titled :Social Networking and Academic Adjustment of Adolescents Questionnaire (SNAAAQ). This consisted of two sections, section A, provided background information whereas section B, dealt with the questionnaire items in relation to the respective research questions. The validation of the instrument was done by three experts from Measurement & Evaluation, Curriculum & Instruction and Guidance & counseling from Alvan Ikoku Federal College Education, Owerri, Imo State. Their inputs were affected in the final draft. The instrument was further subjected to test-retest reliability using 54 students outside the population. A reliability index of 0.83 was established using Pearson Product Moment Correlation

Coefficient. The administration of the instrument was done with the help of a research assistant on 159 students. All questionnaires were collected in good condition due to on-the-spot administration. Data generated were analyzed using mean and grand mean with 2.5 as the low cut-off for acceptance.

Results

RESEARCH QUESTION I:

What are various categories of social networking in-school adolescents are exposed to?

Table 4 .1: Showing the various categories of social networking in-school adolescents are exposed to

S/N	Questionnaire Items	SA	A	SD	D	N	EFX	Decision
1.	I am exposed to face book social network	50 200	40 120	39 78	30 30	159 428	2.70	Accepted
2.	I have good exposure of instagram	55 220	45 135	35 70	24 24	159 449	2.82	Accepted
3.	2go has been exposed to me for a very long time	60 240	40 120	35 70	24 24	159 454	2.90	Accepted
4.	I am not a whatsapp user	30 120	29 87	70 140	30 30	159 377	2.40	Rejected
5.	My social networking site is you tube	10 40	10 30	70 140	69 69	157 279	1.60	Rejected
Cumulative mean analysis $\frac{2.70+2.82+2.90+2.40+1.60}{5} = \frac{12.42}{5} = 2.5$								

The result above shows the various social networking sites in-school adolescents are exposed to in Ngor Okpala local government area of Imo State. It revealed from the above table that the average mean of 2.5 falls within cut off mean of 2.5. It therefore implies that in-school adolescents in Ngor Okpala L.G.A are exposed to the above mentioned social networking sites except YouTube.

RESEARCH QUESTION 2:

What are the dangers associated with social networking?

Table 4.2: Showing the dangers associated with social networking

S/N	Questionnaire Items	SA	A	SD	D	N	EFX	Decision
1.	Chatting through social networking sites deprive me the opportunities to read my books	60 240	69 207	22 44	88	159 499	3.13	Accepted
2.	I have poor study habit because of deep interest on social networking sites	45 180	35 105	49 98	30 30	159 413	2.60	Accepted
3.	Sexual solicitation is associated with social networking	45 180	40 120	45 90	29 29	159 419	2.63	Accepted
4.	High academic performance is associated with social networking	45 180	35 105	49 98	30 30	150 413	2.60	Accepted
5.	Social networking lead to identify theft	60 240	49 147	35 70	15 15	159 472	2.97	Accepted

Cumulative mean analysis: $\frac{3.13+2.60+2.63+2.60+2.97}{5} = \frac{12.93}{5} = 2.60$

The result above shows that there are dangers associated with social networking sites. It revealed from the above table the average mean of 2.60 which falls above 2.5 cut off mean. Therefore, it showed that there are dangers associated with social networking sites.

RESEARCH QUESTION 3:

What are the influences of social networking on academic adjustment of male and female in-school adolescents?

Table 4.3: Showing the respondent responses on the influence of social networking on academic adjustment of male and female in-school adolescents.

S/N	Questionnaire Items	SA	A	SD	D	N	EFX	Decision
1.	Face book activity seduces me erotically which is affecting my academic performances	50 200	59 177	25 50	25 25	159 452	2.84	Accepted
2.	Face book helps me to connect with students who share similar academic problems	45 180	55 165	30 60	29 29	159 434	2.72	Accepted
3.	Girls are attracted to social network than boys.	69 276	40 120	35 70	15 15	159 481	3.02	Accepted
4.	Social network introduced me to an elevated risk of drug use which is affecting my academic pursuit now	59 236	40 120	35 70	25 25	159 451	2.83	Accepted

5. Facebook motivate me to share my academic problems with my school counselor	60 240	40 120	30 70	24 24	159 454	2.90	Accepted
Cumulative mean analysis $\frac{2.84+2.72+3.02+2.83 + 2.90}{5} = \frac{14.31}{5} = 2.90$							

The result above reveals that the average mean of 2.90 which fall within the mean cut of 2.5 shows that there is influence of social networking on academic adjustment of male and female in-school adolescent.

RESEARCH QUESTION 4:

To find the influence of social networking on academic adjustment of urban and rural in-school adolescents.

Table 4.4: Showing the respondent responses on the influence of social networking on academic adjustment of urban and rural in-school adolescents.

S/N	Questionnaire Item	SA	A	SD	D	N	EFX	Decision
1.	I can communicate easily to my classmate through what sap messaging	70 280	40 120	29 58	20 20	159 478	3.00	Accepted
2.	The use of social network makes me vulnerable to examination malpractice.	69 276	50 150	20 40	20 20	159 486	3.05	Accepted
3.	I spent very much time on instagram and rarely do nothing at all for my academic work.	49 196	60 180	20 40	30 30	150 446	2.80	Accepted
4.	Online chatting makes me to develop my vocabulary.	70 280	50 150	24 48	15 15	159 493	3.10	Accepted
5.	Social networking sites update me on current educational affairs.	70 280	40 120	29 58	20 20	159 478	3.00	Accepted
Cumulative mean analysis: $\frac{3.00 + 3.05 + 2.80 + 3.10 + 3.00}{5} = \frac{14.95}{5} = 2.99$								

From the presentation of data analysis on table 4, it shows that the respondents strongly agreed that there are positive and negative influences of social network on academic adjustment of in-school adolescents.

Discussion

In research question one, on various categories of social networking in-school adolescents are exposed to, finding of the study revealed that in-school adolescents are exposed to various

categories of social networks such as facebook, 2go, instagram, email, whatsapp and youtube. This finding is not surprising as many in-school adolescents usually engage in internet surfing and ping. No wonder those adolescents prefer internet chatting to their academic careers. In most cases, they do this without considering the inverse or negative influence of the social networking on their careers. However, this finding collaborates with Ojo and omoyemiju (2010) who found that the students spend larger percentage of their time on social networking sites like email, facebook and 2go while they spend less time on the internet for academic purposes. This result is quite discouraging since those in-school adolescents 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. This agrees with the finding of Aren (2010) on students' attitudes towards using social networking.

In research question two, on dangers associated with social networking, it was found that the dangers associated with the use of social networking include depriving students the opportunities to read their books, loss of control over academics, poor study habits, sexual solicitation, and derivation of satisfaction at expense of academic adjustment. This finding agrees with Idankwo (2011) who found that the students use social networking to get in touch with some of their friends, to discover and established new friendships and at the same time to achieve their social networks and youths. This finding also agrees with Kirchner & Karpinski (2010) who revealed that students are utilizing facebook to develop friendships with individuals that share the same ethnicity and with peers from different ethnicities. It is not encouraging that despite the dangers associated with internet surfing students still engage in it. This could lead them to have poor study habit towards their academics. It could be due to these internet activities that seem to have been luring contemporary youths into unguided and risk sexual behaviours, Ilesanmi (2010).

Research question three on influence of social networking on academic adjustment of male and female in-school adolescents, revealed that social networking influences male and female in-school adolescents' academic adjustment. The positive influence includes easy communication, vocabulary development, nurtures student-teacher relationships, and positive learning experiences for learners. Others include update on current educational affairs and to express academic challenges to school counselor privately. This is in line with Osa-Edoh and Iyamu (2012), Young (2011) who revealed that social networking influences male and female students academic positively. This finding is very interesting because students acquire social competences through social networking. No wonder, some adults engage in social media such as facebook, twitter, 2go, blog and email. In addition, it was found that there are some negative influences of social networking on male and female in-school adolescents. These include low academic grade, vulnerable to examination malpractice, spending very much time on twitter, erotic seduction, withdrawal from academic work, and elevated risk of drug use, Rosen (2011). This further collaborates with Akaneme, Ibenegbu and Nwosu (2013) who found that adolescents' use of social networking has a negative influence on their academic achievement behaviour.

On research question four, influence of social networking on academic adjustment of urban and rural in-school adolescents. The result revealed that social networking influences academic adjustment of urban and rural in-school adolescents. The positive influence include easy communication, academic peer-review, vocabulary development and students update on current educational affairs. This finding concurs with (Maureen, John & Ayere (2011), Ojo & Omoyemiju (2013), Collins, Martino & Shaw (2011), Basu (2010), and Ilesanmi(2010),for their finding that academic achievement was associated with social functioning and adjustment of children. This finding is very interesting as both urban and rural in-school adolescents seem to be developing vocabulary and interpersonal relationship with their teachers and school counselors through social networking. It is astonishing since the adolescents use the platform to assert and express their academic problems. While the negative influence of social networking on male and female in-school adolescents include low academic grade, vulnerable to examination malpractice, exposure to elevated risk of drug use, erotic seduction and withdrawal from academic work. This agrees with the study of Ojo and Omoyemju (2013) on relationship between internet addiction and academic locus of control of students in selected universities in Nigeria.

It was also revealed that girls are attracted to social network than boys. It is not surprising that social networking influence academic adjustment of urban and rural in- school adolescents because most of their activities are seen to be embedded on internet resources.

Conclusion

Based on the findings, conclusions were made that in-school adolescents are exposed to various categories of social networks such as facebook, twitter, 2go, email, whatsapp except youtube, that the dangers associated with the use of social networking include depriving students the opportunities to read books, poor study habits, identity theft, sexual solicitation, that there exit positive influences of social networking on male and female in-school adolescents' academic adjustment.

Recommendations

Based on the findings of the study the following recommendations are made:

1. Government should organize intervention programmes such as seminar, and symposium to enlighten the in-school adolescents on proper ways of making use of social networking. This would help the in-school adolescents to imbibe the quality knowledge and awareness on the use of social networking.
2. Stakeholders in education should organize workshops to educate the in-school adolescents on appropriate ways of using social networking.
3. Parent should explain to the in-school adolescents why they should not waste time using social networking negatively.
4. Counsellors should encourage gender equality in schools.

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