



Teenagers' Challenges and its Implications on Social Adjustment of Secondary School Students in Obio/Akpor Local Government Area of Rivers State

Daminabo, D. A. F (Ph.D)

Department of Educational Foundations, Faculty of Education, Ignatius Ajuru University of Education,
Rumuolumni, Port Harcourt, Nigeria

Teibowei J. (Ph.D)

Department of Arts Education, Faculty of Education, Federal University Otuoke, Bayelsa State, Nigeria

Ajibua, O. M

Department of Educational Foundations, Faculty of Education, Ignatius Ajuru University of Education,
Rumuolumni, Port Harcourt, Nigeria

ABSTRACT

The study investigated teenagers' challenges and its implications on social adjustment of secondary school students in the study area. The study was a comparative study that adopted the correlational research design. The forty (40) items instrument or questionnaire, were constructed and structured for the study. The respondents (i.e. students involved in street trading) were among those selected secondary school students in Obio-Akpor and Port-Harcourt Local Government Areas of Rivers state, simple sampling techniques was used to draw all the respondents and two hundred (200) as the sample size for the study from a Population of two thousand five-hundred, (2,500). Mean, criterion mean, and standard deviation were used for answering the research questions. The study revealed that engaging in petty business led to student mixing business with schooling when they are supposed to be in the class; this affected their performance, study habit and made them to absent themselves from classes. Furthermore, the lack of concentration even when they attend school sparingly also affected their concentration and performance in secondary schools. It was recommended that; the Government should set up laws that would bar school age children from engaging in street trading or buying of alcohol. Social workers should become part of the school administrative staff for monitoring illegal activities among secondary schools students in the study area.

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Background to the Study

Every man and woman alongside every parent was once a teenager or an adolescent. This implies that all adult members of the society passed through this difficult, stressful and stormy phase of life known as teenager's phase of life. This may be conceptualized as a male or female in the adolescent, juvenile, youthful or young age of between 12 to 17 years of age and thereabout. In view of this, Salami (2011) stated that the specific challenges, difficulties, technical hitches and issues experienced by teenagers or youngsters at certain phase or time of their life and environment offsets or distorts their internationalization of the requisite psychosocial factors such as self-esteem, self-confidence, emotional stability and adaptations that can influence the level and manner of teenagers school adjustment and eventual participation in both curricular activities more especially in teaching, learning and evaluation; and extra-curricular activities like collaboration, drama, debate, socialization through role play, labour and exercise while in the secondary schools.

Nwankwoet al., (2010) emphasized that a teenager is an individual (male and female) within the age bracket of twelve (12) to seventeen (17) years of old that are prone and inundated to lifestyles, learning, orientations, experimentations, activities and experiences from their parents, school teachers and peers that can positively or negatively influence their composure, stability, dedication, commitment, participation and resourcefulness to the affairs in both the school and society. Also, Raju and Rahamtull (2007) stated that teenagers represent individuals that are in a young, transitory and sensitive age that makes them inexperienced and unskilled thereby warranting their experimenting or trying out things and making adjustments in the quest of finding out or exploring a way, behaviour, character and lifestyle that would enhance their acquisition and eventual exhibition of the right conducts that would enhance their social and educational development in the study area.

In Nigeria, teenager ends at age seventeen (17) and from the next age eighteen (18) years the individual(s) is seen as an adult capable of voting and being voted for. "For any person to be registered as a voter in the National Register of Voters, aside from being a citizen of Nigeria, the applicant must be eighteen (18) years and above of age" according to the Nigeria Electoral Act, 2010 (section 12). Despite the age categorization of the teenager, Ugodulunwa and Anakwe (2012) stated that the teenage period remains a special turbulent and dynamic period of the life of a young person (both male and female) characterized by uncertainty, stress, storms, conflicts and perplexities especially in the home front by parents, sibilings and in the school setting by teachers due to teenagers practicing certain lifestyles, seeking certain identities and imbibing certain orientations that may sometime conflict with family, school and societal norms and expectations.

Ideally, the fact that teenagers are youngsters makes them to be rightly perceived or viewed to lack certain knowledge, skills, experiences and capacities that are needed or required to help them to take decisions for themselves and others in the family, school and society. Hence, Mahmoud (2013) reiterated that education which becomes the option to help teenagers to develop the much needed capacity, wherewithal or resources and knowledge that would enable teenagers to effectively adjust to the social, educational and psychological issues that inspires their development is confronted with several problems and challenges in the school and society. This situation aligns with Raju and Rahamtull (2014) definition of the teenage years as a period, phase or stage when a person or an individual (male or female) is under the guidance, tutorage and teaching of mainly parents/guardians and teachers that aids in bequeathing values and orientations. These acquired values and orientations is expected to help teenagers overcome the social, psychological, educational and spiritual issues that could affect their behaviour, conducts, manners and attitudes that could impede their adjustment to real life situations in the family, school and society. This according to Nwankwo (2010), implies that the teenager undergoes

a period or stage when an individual learns, relearns and develops a character, lifestyle and attitude that if positive can be sustained and when negative need to be changed in terms of the way they behave, think or respond to life situation which can be premised upon their perceptions, experience and values that are learned or internalized.

Eke (2014) stated that teenagers are in the state of juvenile delinquency that makes their learning, knowledge acquisition and experiences not to be a one-off or one-time affair, but entails activities that continuously occurs during each phase or period of their development. For instance, today's teenager would certainly become tomorrow's parents. However, despite this reality, teenagers should not be presently concerned with how blissful or not their marriage would look like but rather be fixated or passionate about their education that would put them in the pathway towards becoming good, able and successful parents tomorrow. Corroborating this view, Adekola et al. (2019) stated that teenage or adolescent stage is one crucial level of child development that require good parental, teachers and foster care. Without which many teenagers would be engaged and eventually lost in the euphoria of so many unnecessary and irrelevant activities instead of being preoccupied with their education, skill acquisition, value orientation and other domestic duties that would bequeath unto them the capacity for tomorrow's contemporary development.

Furthermore, achieving the goal of involving teenagers in the requisite social, mental and learning activities should not be by happenstance. But rather through a well-coordinated and monitored interaction and guidance by especially parents and teachers in order not for them to be occupied or engaged with illicit and illegitimate activities (like drug abuse, bullying, social media addictions, etc.) that may mar their future resourcefulness and productivity in the society. In view of this, Adekola et al. (2019) reiterated the importance of formal education to help teenagers with the teachings, interactions and mentorships of teachers and administrators, whose services as the teenager's advocate and guidance enables them to be close to the student, keep correct appraisal and performance records of the student, and periodically interact and appraise their activities and conducts that are appropriate for their age. Ugodulunwa and Anakwe (2012), posit that all these are done in order to ensure that the school environment is safe and free from all sorts of violence and difficulties or challenges that can affect teenage or adolescent students socialization, learning and adjustment.

Consequently this implies that the age bracket and knowledge possessed by teenagers makes them to be susceptible to myriad of challenges especially: drug abuse, social media addiction, dysfunctional peer pressure, insecurity, cultism, pornographic exposure, child abuse, gun and knife violence, deviancy, poor parental care, examination malpractice, academic dishonesty, drop-out syndrome, drug withdrawal syndrome e.t.c. These challenges make the society or school environment to become a ground of hostility for teenagers to grow, develop morally, socially, intellectually and physically; and make impacts that can impede their development. This is why parents, guardians, teachers and community members assume that teenagers lured and willingly engaged in deviance, cultism, kidnapping or accomplices to crime or criminality due to frustrated efforts on goal attainment, depress and exhibiting attitudes that affects their adjustment including possessing the right mindset that would enable them to effectively concentrate, properly articulate and willingly participate in activities and programmes within the school.

Generally, adjustment entails the change or modification made in order to enable an individual to align, correct or improve something, a situation and state of affairs. On its part, Raju and Rahamtulla (2007) see adjustment to mean the process of maintaining harmonious or pleasant relationships in a system (like secondary school) and society (like Obio/Akpor Local Government Area). Adjustment process was defined by Ugodulunwa and Anakwe (2012) as a way for a person (including teenagers) to deal

with storms, stress, tensions, difficulties, and conflicts, as well as meet his or her social, educational, and emotional needs while attempting to maintain harmonious social relationships within an environment like secondary schools. This suggests that social adjustment in secondary schools is influenced by both the individual and the environment.

Instructively, Opara and Onyekuru (2013) emphasized that social adjustment is the degree of collective acculturation, changes and adaptations required to help an individual maximally exist, fit into, and align with the programmes, activities and conducts in social institutions like schools, churches, and groups or organizations operating in an environment similar to Obio/Akpor Local Government Area. In addition, the adaptation required from an individual in a social system and environment necessitates imbibing certain ethics, conducts and practices that are in conformity with the norms and laws existing in that social system like secondary school. In this regard, Raju and Rahamtull (2007) stated that for a teenage student to aptly align or fit into the system, practices and activities in secondary schools, such students' need to exhibit learn, relearn, jettison misconducts and possess unique characteristics that would enable them to comply with laws that facilitates their school concentration, effective learning and achievement.

Consequently, from the foregoing, it could be deduced that teenagers or adolescents constitute individuals who are susceptible to exhibit certain theatrical, melodramatic, illogical, indecisive and exuberant features or traits that can impede their possession of the level of physiological, mental, attitudinal and intellectual capacity required for effective schooling (Mahmoud, 2013). The challenges experienced by teenagers such as truancy, child abuse, bullying, drug abuse, peer pressure, social media addiction among others could affect the level of socialization, interaction and concentration needed to facilitate their performance in their studies in secondary schools. Since the teenage years fit into secondary school age of 11-17+ years for acquiring learning towards strengthening behaviours and societal adaptations. Corroborating this view, Opara and Onyekuru (2013) stressed that education constitutes a major activity that teenagers participate or engage in. This implies that educational delivery processes manifests in teachings, trainings and orientations that would endow teenage students with the knowledge, skills, values and lifestyles that aids their adjusting to issues for surmounting social difficulties or challenges that could impede students effective schooling outcomes. This is the crux of the study.

Statement of the Problem

Teenagers age 11-17+ years are youngsters that are mainly in secondary schools who are poised to seeking psychological independence, self-reliance from both parents and teachers including exhibiting social identities. As such, they are seen engaged in intimate friendship, show allegiances, form their own personal identity, fraternize with certain groups or associations, and expand peer relationship that could positively or negatively influence their social and educational roles. However, teenagers quest, actions, lifestyle and programmes if not properly handled could pose significant threats to teenagers' survival in both school and the society. This is because in a bid to express their personal identity, competence, and gain freedom and independence from parental and teachers clutches could erupt issues of child abuse, drug abuse, peer pressure, cultism engaging in gangsterism, among other deviant and social vices that could affect teenage students adjustment in the school and society.

In particular, social adjustment entails teenager's exhibition of the mental, emotional and technical capacities that conform to the standards, rules and behaviours acceptable in any social system or environment. Otherwise, teenagers receiving poor, faulty or deficient social adjustment especially in secondary school could manifests in students exhibiting acts of disobedience against constituted authorities in the school and society, peer pressure, lack of concentration to studies, examination malpractice, truancy and drop-out that culminates to poor academic performance and negative

schooling outcomes. Also, inadequate adjustment in coping with the societal demands breeds maladjustment that must be curbed in order to have ethically behaved, sane and disciplined youth, youngsters or teenagers in the school and society. It's based on the foregoing that this study examines teenager's challenges and its implications on social adjustment of secondary school students in the study area.

Aim and Objectives of the Study

The aim of the study is to examine teenagers' challenges and its implications on social adjustment of secondary school students in the Study Area. In specific terms, the objectives of the study are to:

1. Ascertain the extent Social Media Addiction Influences Teenager's Social Adjustment in secondary schools in the Study Area.
2. Determine the extent Peer Pressure Influences Teenager's Social Adjustment in Secondary Schools in the Study Area.
3. Examine the Extent Child Abuse Influences Teenager's Social Adjustment in Secondary Schools in the Study Area.
4. Ascertain the Extent Drug/Alcohol Abuse Influences Teenager's Social Adjustment in Secondary Schools in the Study Area.
5. Find out the difficulties Teenager's experience that can affect Students Social Adjustment in Secondary Schools in the Study Area.

Research Questions

The following are research questions which guided this study

1. To what Extent does Social Media Addiction influence Teenager's Social Adjustment in Secondary Schools in the Study Area?
2. To what Extent does Peer Pressure influence Teenager's Social Adjustment in Secondary Schools in the Study Area?
3. To what Extent does Child Abuse Influences Teenager's Social Adjustment in Secondary Schools in the Study Area?
4. To what Extent does Drug/Alcohol Abuse Influence Teenager's Social Adjustment in Secondary Schools in the Study Area?
5. What are the Difficulties Teenagers Experience that can Affect Students Social Adjustment in Secondary Schools in the Study Area?

Hypotheses

The formulated hypotheses were tested at 0.05 level of significance.

H₀₁: There is no Substantial Connection between Social Media Addiction and Teenager's Social Adjustment in Secondary Schools in the Study Area.

H₀₂: There is no Substantial Connection between Peer-pressure and Teenager's Social Adjustment in Secondary Schools in the Study Area.

H₀₃: There is no Substantial Connection between Child Abuse and Teenager's Social Adjustment in Secondary Schools in the Study Area.

H₀₄: There is no Substantial Connection between Drug/Alcohol Abuse and Teenager's Social Adjustment in Secondary Schools in in the Study Area.

H₀₅: There is no Substantial Connection between the Difficulties Teenager's Experience and Students Social Adjustment in Secondary Schools in the Study Area.

Significance of the Study

For many children and parents, the adolescent years are the most demanding. Many of the issues that arise are due to a simple lack of knowledge of this stage of life. Therefore, for the period not to be frustrating, all that is required is to understand this phase of life together with the necessary resilience essential to cope with and ability to proffer solutions to the diverse challenges confronting these young ones at this crucial and inescapable phase of life. The study would afford the parents, guardians and teachers the opportunity to identify and understand the numerous challenges of the teenagers under their care and provide solutions necessary for those challenges.

Scope of the Study

The study centred or focused on examining teenagers' challenges and its implications on social adjustment of secondary school students in Obio/Akpor Local Government Area of Rivers State. Furthermore, the independent variable is teenagers challenges (dimensioned by social media addiction, peer pressure, child abuse and drug/alcohol abuse) while the dependent variable is social adjustment.

Conceptual Framework

Concept of Teenager

Scientists of human development separate the life span into stages such as infancy, childhood, teenagers, young adulthood middle adulthood, and senior adulthood. The biological boundaries of adulthood are frequently set by convention at the start of the acceleration of physical growth that occurs during the second decade of life (Kimmel & Weiner, 1998), and the precise chronological age at which a teenager's life begins and ends is not clearly defined or delimited globally. Thus, the apparent difficulty in defining the teenage years with certainty is in itself a problem; Eke (2014) found that whereas the beginning of adolescence can be specified, the conclusion of adolescence is less so. The challenge stems from the wide range of when biological signs of adulthood first appear. In light of this, Ikorok et al. (2015) remarked that some specialists use the age range of 11 to 18 years as a yardstick, but relying on this boundary presents a limited view of adolescence, as girls have been shown to menstruate as early as their eighth year of life.

Regardless, the commencement of puberty, when dramatic changes in secondary biological traits occur, is logically associated with the adolescent era. A teenager is defined as a person whose age falls within the age twelve (12) to seventeen (17) and probably eighteen years old. Although, the age delimitation for teenagers vary depending on each country's definition and categorization, But, one common denominator is that teenagers are prone to parental, teachers, peers and societal influences, controls and somewhat subjugation because they are considered as inexperienced, unknowledgeable and sometime unskillful to effectively handle certain issues that confronts or come their way.

Like other developmental phases in human growth and development, the term "teenager" or "adolescence" is a sociological construct, but unlike others, it produces a lot of ambiguity. Ikorok et al. (2015), on the other hand, see the term as a construct used by adult members of society to characterize someone who is in the process of acquiring biological characteristics unique to the adult demographic group. The term is taken from a Latin word that means 'to mature' or 'to grow up.' It is the time in one's

life between childhood and adulthood, roughly corresponding to the adolescent years (twelve to eighteen years). Nwankwo (2010) sees a teenager as a person (male and female) within the age bracket of twelve (12) to seventeen plus (17+ and thereabout) years of old that is prone to certain coerced and willingly conceived or learned lifestyles, learning, orientations, practices, experimentations and activities that makes them have certain experiences and performances that are averse to family and school norms. In other words, teenagers include the male and female youth or youngsters that are very highly disposed or susceptible to peers positive or negative influence that can impinge, impact or affect their lifestyle, composure, stability, dedication, commitment, participation and resourcefulness to the affairs in both the school and society (Nwankwo, 2010).

Furthermore, Eke (2014) identified three categories of storm and stress as experience of the teenagers which are:

- i. **Conflict with Parents:** A period when they rebel against authority figures like parents as they seek greater independence and autonomy from such authority. They challenge any authority that questions their action. They become confrontational. They don't want to be seen or treated as children anymore, developing their personal sense of identity.
- ii. **The Mood Disruption:** This takes its toll on their hormonal changes and the psychological stress of the adolescents can cause uncontrollable shifts in emotions. The biological changes that the teenagers experience through hormonal changes, physiological changes, and neuronal connections are responsible for the mood swing of these youngsters. This minute, they are happy, the next, it is an outburst of rage and yet the next is withdrawal from everybody (i.e. they want to be alone) due to there mood that is fluctuating. This therefore led to the third category.
- iii. **Risky Behaviour:** The combination of neurological need for stimulation and emotional immaturity lead to increased attention seeking and risk taking behaviour of the teenagers like smoking, unprotected sexual relationships, unwanted pregnancy, being infected with venereal disease (STDs), gangsterism, social media addiction bringing about a decline in their academic achievement, truancy, and eventual drop out of school. Depression, embarrassment, loneliness etc. are part of the experience which make the teenage years a period of turmoil, storm and stress indeed.

Onyemekeya (2002) in Iroegbu et al. (2002) posited that “the teacher should encourage the significance of each student, search for their sense of identity”. By this, teachers should sensitize and encourage the students on the need to accept themselves the way they are and fight against inferiority complex and their lapses.

According to Ikorok et al. (2015), management of teenagers or adolescence should attempt to provide a meaningful experience for the individual. As a result, public educators in secondary schools must take advantage of the comprehensive character of their training in order to assist youngsters in living a quality and productive life while transitioning. Para and Onyekuru (2013) is of the view that the strategies adopted would help teenagers to actually transit this stage having in mind the changes in human development which involves examining the normal physiological and psychosocial experiences. Biological changes such as puberty, for example, will influence all teenagers who go through it. Still, it's important to remember that the interaction of these changes is a complex life experience, not just a simple addition of one change to another. Inner-biological, psychological, cultural-sociological, and outer-physical changes are four dimensions of the changes that teens go through. Ikorok et al. (2015) stated that the quest towards effectively managing teenagers challenges may require the attention of educators or teachers especially sociologists and psychologists, due to their training and certification they have the competences in both counseling and social works.

Different Types of Teenagers Challenges

Amanze (2008) declared that “the problems of the adolescent cannot be separated from their challenges; however, he noted that problems are difficulties which the adolescents face while challenges are tasks which confront them as they move towards becoming a better person in the society”. From this excerpt, it can be deduced that both the challenges and problems are inter-woven as they both positively or negatively influence the academic performance of these teens. Corroborating this view, Iroegbu et al. (2002) identified the following as the problems of the teenagers: academic, financial, vocational, religious, personal and social problems.

The challenges of adolescents and the responsibilities of the teachers are onerous in nature for obvious reasons. In Nigeria (in general) and Rivers State (in particular), for instance, guidance, counselling and care for this inexperienced age group (i.e. teenagers) tends not to be receiving priority attention, such that many teenagers or adolescents grope, fumble or flounder in the dark about matters concerning their education, health, lifestyle, socialization and survival. They even transfer this gross ignorance when they transit into adulthood (Bamgbose, 2012). Similarly, the inadequate care, guidance and even protection that teenagers experience today erupt certain challenges that destabilizes, disorientate, and disinform them even permeating into their adulthood and social age (the age an individual can legally marry or engage in any legal contract) which marks the upper limit of the teen or teenagers age.

Supporting the above view, Joseph (2021) identified the following as the challenges or problems the teenagers face: Physical Challenges, Emotional Challenges, Behavioural Challenges, Substance Use and Abuse, Educational Challenges, Health Problems, Psychological Problems, Social Problems Dating and Relationship, Sexual Health – unplanned pregnancy and STIs, addiction to Cyberspace, Aggression and Violence. Since teenage years is the period of transition from childhood to adulthood, a period that is characterized by vulnerability when children might develop unhealthy habits that grows into problems as enumerated above in their later adult life.

The teenager’s social adjustment in the school are further complicated by the following challenges such as: Psychological Factors, Independence from the Family, problems of self-discovery, Behavioural problems due to social interactions with peers, home challenges, school factors poor concentration on studies, problems of drop out syndrome, effect of withdrawal syndrome from drugs and social media, cultism, truancy, and peer pressure.

Social Adjustment

To begin, the term "adjustment" has been defined in a variety of ways to refer to a process of sustaining harmonious relationships between a living entity and its surroundings (Raju & Rahamtulla, 2007). Adjustment, according to Weiten and Lloyd (2003), is the psychological process through which people manage or cope with the demands and obstacles of ordinary life. Adjustment process was defined by Kulshrestha in Ugodulunwa and Anakwe (2012) as a technique in which an individual seeks to deal with stress, tension, conflicts, and meet his or her requirements while also attempting to preserve harmonious relationships with the environment. This means that both the individual and the environment play a role in adjustment (Ugodulunwa & Anakwe, 2012). According to advanced learner’s dictionary, adjustment is defined as “a small change made to something in order to correct or improve it”.

According to Opara and Onyekuru (2013), school atmosphere, social challenges, and student experiences both within and outside of school may influence students' motivation to participate and adjust in school programs. As a result, social adjustment is a critical component of adjustment. As a result, social adjustment is a connection in which an individual adjusts to situations in his social

environment in order to achieve his or her goals. It is the ability of the individual to integrate successfully with peers, parents and society to perform his or her social functions accordingly without having issues with the environment. By this, it means the individual teen should be able to adapt to the norms, values, ideas and the ethics of the social environment with clear understanding and cooperation in such a way that he or she will be well accommodated into the society.

Furthermore, social adjustment refers to the amount of communal or collective acculturation that is required, as well as the modifications that are required, in order for teens to fit into social institutions or contexts such as secondary schools, churches, markets, and so on (Agbakwuru & Stella, 2012). According to Mangal (2008), social adjustment is a continuous process in which individuals (especially teens) alter their behavior in order to achieve a more harmonious relationship with social systems such as school and social organizations such as class unions, peer groups, and so on. Hence, Opara and Onyekuru (2013) reiterated that social adjustment comprising academic, school and emotional adjustment, which ought to be adopted in order to maintain a balance between their academic, social and emotional needs in the society.

Bearing this in mind that teenage year is a period of individual understanding and change in almost every life domain. Graber and Brooks-Gunn (1996). These changes include advance to new school, making new friends, undergoing marked physical maturation (Collins & Steinberg, 2006). They also face more demanding academic environment with multiple classes and teachers (Eccles, 2004). They have less direct adult supervision and greater exposure to peer influence. Navigating this increasingly complex terrain, these youngsters are vulnerable to an array of stressful changes. To deal with these arrays of challenges that come alongside the adolescence, knowledge, understanding and readiness to face this is the sure key. Parents - teenagers conflicts that results in insecure and unstable feelings is associated with the pubertal maturity. Therefore, understanding and positive mindset to deal with these conflicts could help the teen to be more responsible, social and well-adjusted to the society.

Adjustment is the process of finding and adopting modes of behaviour suitable to the environment or the changes in the environment. During this period, adjustment with home and society is a complex process and experience because different types of changes as explained earlier occur in the body and mind of the teenagers. In the same vein, changes in the behaviour of family and society members towards the teenagers. The society's role in the adjustment of these youngsters is highly significant because it influences their personality development. Teenagers' interaction with the society, societal expectation of the teenagers and their participation in social activities affect their adjustment to the society (Ghatak, 2018). Ghatak further buttressed that "adjustment is the behavioural process by which human and other animals maintain equilibrium among their needs and the obstacle of their environment". Since humans are regarded as social animals.

Social adjustment according to Ghatak (2018) is the children's adjusted behaviour towards society for maintaining social life. The social adjustment is either positive or negative. How the child is able to adjust will determine to a great extent whether such will be a responsible adult or not. The positively adjusted child will grow to be a responsible and well-adjusted member of the society while on the contrary; the negatively adjusted teen will definitely constitute a nuisance to the society no matter the education attained once the foundational principles are poorly managed. That is why Wosu (2016) asserted that a human being who exhibits undesirable behaviour from the point of view of the acceptable societal norms cannot be adjudged an educated person, despite the fact that he had passed through the four walls of an educational institution".

In other words, the need to effectively cope with the teenager's challenges and the ability to adjust socially to the demands of the social institutions in the society such as the school, the family, the

environment etc. cannot be achieved only by the teenagers alone without the input, efforts and contributions of adults like parents and school teachers. Raju and Rahamtull (2007) emphasized that effective social adjustment involves the ability, understanding and the efforts of all adult members of the society, all the stakeholders that are involved in the affairs of these youngsters. All the agents of socialization or social institutions (the family, school, religious bodies, etc.) must participate to reshape and redirect the affairs or the activities of the teenagers. Thus Barries in Elekwa (2013) defined social institution as “the social structure and machinery through which human society organizes, directs and executes the multifarious activities required to satisfy human needs”.

Social adjustment can further be said to mean a psychological process where an individual makes efforts to cope with the standard, values and needs of the society in order that he or she may be accepted member of the society. To the individual, it is a new standards and values which he/she has to embrace in order to be a good and responsible citizen or member of the society (Raju & Rahamtull, 2007). Maladjustment or better adjustment of the teenager towards learning especially is a function of the environment the find themselves as the environment acts as a stimulus that facilitate learning (Salami, 2011). Suffice to say therefore that environment plays a vital role in the learning process. According to the Behaviourist Theorists “every behaviour is caused by a stimulus, learning is greatly influenced by doing and not by thinking”. No wonder Iroegbu et al (2003) opined that “a stimulus could be visual event, a sound, a touch, a taste, a smell or any combination of these”. It therefore suggests that individuals react to the environment stimulus.

Authenticating the above, social learning theory is described as a theory of learning process and social behaviour which proposes that new behaviour can be acquired by observing and imitating others. It states that learning is a cognitive process that takes place in a social context and can occur purely through observation or direct instructions, even in the absence of motor reproduction or direct reinforcement (Wikipedia, 2019). It therefore means that the environment plays significant roles in the behaviour of the teenagers which can either be positive or negative. This is supported by Nkwocha (2003) when he declared that “Instrumental behaviours are learned behaviour that served a purpose and they are instrumental in helping someone to obtain a desired goal; this process of learning involves reinforcement which may be positive or negative”. It therefore means that teenagers who are students need proper guidance and motivation for galvanizing their desired goals.

In addition to the observation of behaviour, learning also occur through observation or rewards and punishment, a process known as vicarious reinforcement. Meaning that regular reward of a particular behaviour will most likely persevere. On the contrary, constant punishment of a particular behaviour will most likely evaporate. This theory expands on Traditional Behavioural Theories in which behaviouris governed solely by reinforcements, by placing emphasis on the important roles of various internal processes in the learning individual. (en.wikipedia.org). In essence, when a negative behaviour is being exhibited by the teenager, it should not be held with levity. Such should be reprimanded and be constantly discouraged by way of punishment in order to curb their excesses and stop the maladjustment and the positive type of behaviour of the teenager should be duly rewarded so that good and positive behaviour of these young adults can be enhanced and their negative behaviour can be corrected.

Theoretical Framework

The stress and storm theory and psychosocial theory have been considered to lay the theoretical foundation to this study.

Stress and Storm Theory

From Hall's perspective, in his stress and storm theory, he described the teenage years as "a period of stress and storm". He considered the adolescence as a "period of inevitable turmoil that takes place during the transition from childhood to adulthood". Hall (1904). He however attributed the blame for this storm and Stress on the biological changes of puberty. According to him, "it takes time for developing bodies to get used to managing these biological changes. Hormones changes can account for many of the mood swings that occur during this period. Physical growth at this time can make the teenager to feel uncomfortable or awkward. Neurological connections are also rapidly coming together and causing adolescents to seek stimulation".

Therefore, teenagers are subjected to a condition of strain that erupted as a result of biological changes that occur in their body system during the transition from childhood to adulthood which is expressed by diverse types of mood swing. The ability to manage the psychological and physiological changes properly is essential because with time, when all these changes are well managed, an overcoming and socially adjusted member of the society emerges. Stress being the pressure or worry caused by the problems in somebody's life and storm, a situation in which a lot of people suddenly express very strong feeling about something (Hall & Davison, 2007).

Hall (1904) cited in Hall and Davison (2007) also described the typical characteristics of the teenage period. He posited that "as adolescents seek independence, they rebel against authority figures and strong association with peer groups develops; attention – seeking and risk seeking behavior also increase during adolescence". Teenagers do not want to be seen or talked to as children by parents, guardian, teachers or anybody thereby becoming confrontational and rebelling at any slightest moment of provocation. They prefer to be in the company of friends where matter of the heart, concern, confidentiality and interest is best discussed with friends. It's a period of "showing off the stuff you are made of" reflecting in their dressing – near nude dressing (for girls) showing off their newly developing body curves and the boys through their hair-cut styles, rugged dressing, their designer wears etc. all in a bid of drawing attention to themselves which leads to heterosexual relationship with friends of the opposite sex invariably, risk-taking behavior like sex occurs.

Accordingly, "these characteristics contribute to increased level of conflict in the teenage period. A person (teenager) is also more likely to experience feelings of depression; self-consciousness at this time more than other time in the teenagers lives" (Hall, 1904 in Hall & Davison, 2007). In essence, stress and storm is the state or condition of strain especially of intense which may simply mean being subjected to external forces or pressure and can wither be positive or negative depending on the effect of the external force.

Psychosocial Theory

In his Psychosocial Theory of Development, Erik Erickson (1994) identified eight (8) stages of human progressive development from birth to death. The theory examined a hierarchical development in which the individual builds upon experiences from earlier stages. Within each stage, one must overcome a conflict or crisis in order to successfully complete that specific stage. If a preceding stage's conflict is not resolved, one must rework it before one can successfully complete the conflict of the present. In other words, the progressive development of the individual for the next stage of life is drawn back if the conflict of the preceding stage is not properly resolved or completed. One must rework it before one can successfully complete the conflict of the present. In essence, the progressive development of the individual for the next stage of life is drawn back if the conflict of the previous stage is not properly resolved or completed. So the individual has to strive to overcome such "crisis".

According to him, the individual's personality is hinged upon unique development task that controls him or her with crisis that the individual must face. To him, "the more an individual is able to resolve these crises successfully, the healthier his development will be; but where the individual fails to resolve the crisis he or she become fixated. Erickson (1994). This implies that individual personality relies on some developmental tasks or crises that are essential to his growth which must be successfully tackled or resolved for a healthy development to take place. Therefore, all stakeholders involved in the affairs of the teenagers: the parents, guardian, and teachers should consider the various developmental tasks of these youngsters and understand that the period is a chaotic one that should be properly and sincerely handled. Great care should also be observed in guiding them in order to successfully assist and positively impart their lives.

Methodology

The study adopted the correlational research design. Nwankwo (2013) stated that the correlational research establishes the relationship between two or more variables in order to find out the effect of the independent variable on the dependent variables. In this case, the independent variable was teenager's challenges while the dependent variable was social adjustment. In particular, the association or interaction between the relative and joint contributions of the independent variable (teenager's challenges) and dependent variable (social adjustment) would be determined in this study.

The population of the study comprised all the 1655 teachers (comprising 933 male and 722 female) including 26, 707 students (comprising 10366 male 16341 female) in all the twenty (20) public senior secondary schools in Obio-Akpor Local Government Area (Rivers State Ministry of Education, 2021). A sample of 560 respondents (comprising 140 teachers and 420 students) participated in the study. The multistage sampling was in five phases. Firstly, random sampling technique (using a blindfold) was used in the selection of fourteen (14) out of the twenty (20) public senior secondary schools in Obio-Akpor Local Government Area. In order to achieve this, the researcher consecutively picked 14 numbers from a pot containing 20 numbers (representing the 20 senior secondary schools in the study area). At the end of the exercise the 14 picked numbers represented the following public senior secondary schools in Obio-Akpor Local Government Area, which includes: CSS Ogbogoro, CSS Rumuolumeni, CBSS Elelenwo, Model Secondary School Rumueme, CSS Rumuepirikom, GSS Eneka, CSS Rumuekini, CSS Olanada, GSS Okoro-Nu-Odo, CSS Rukpokwu, GGSS Rumuokwuta, CSS Choba, CCSS Rumukwurushi, and CSS Eliozu. Secondly, cluster sampling technique was used to delineate the study area (i.e. Obio-Akpor Local Government Area) into 14 clusters as follows: (1) CSS Ogbogoro, (2) CSS Rumuolumeni, (3) CBSS Elelenwo, (4) Model Secondary School Rumueme, (5) CSS Rumuepirikom, (6) GSS Eneka, (7) CSS Rumuekini, (8) CSS Olanada, (9) GSS Okoro-Nu-Odo, (10) CSS Rukpokwu, (11) GGSS Rumuokwuta, (12) CSS Choba, (13) CCSS Rumukwurushi, and (14) CSS Eliozu. Thirdly, quota sampling technique was used to decide the number of respondents (teachers and students) that was selected from each of the 14 clusters. This method was used to assign 10 teachers and 30 students to each of the clusters, making a total of 140 teachers and 420 teachers. The justification or explanation for assigning or allocating the same number of respondents (i.e. 10 teachers and 30 students) in each of the 14 clusters was for the achievement of even distribution of the sample. In the fourth phase, random sampling technique was used to select 10 teachers from each of the 14 selected clusters or senior secondary schools in the study area. While in the fifth and final phase, random sampling technique was used in the selection of 30 students from each of the 14 selected clusters or public senior secondary schools in Obio-Akpor Local Government Area. The instrument for data collection was titled "Teenagers' Challenges and Implications on Social Adjustment of Students Questionnaire" (TCISASQ). The TCISASQ instrument was a self-structured 40 item questionnaire that was patterned after a four point rating scale of "Very High Extent" (VHE, 4 Points), "High Extent"

(HE, 3 Points), “Low Extent” (LE, 2 Points) and “Very Low Extent” (VLE, 1 Point), and “Strongly Agree” (SA, 4 Points), “Agree” (A, 3 Points), “Disagree” (D, 2 Points), and “Strongly Disagree” (SD, 1 Point). Furthermore, the CPAPSSQ instrument consisted of three sections, Section A consisted the demographic information of the respondents (i.e. teachers and students), Section B comprised 30 item response on the variables of teachers challenges with items 1-6 eliciting items on the extent social media influences teenagers social adjustment, item 7-12 on the extent peer pressure influences teenagers social adjustment, items 13-18 on the extent child abuse influences teenagers social adjustment, items 19-24 on the extent drug/alcohol abuse influences teenagers social adjustment, and items 25-30 on the difficulties teenagers experience that can affect their social adjustment. Section C comprised 10 item responses on the variables of social adjustment. The reliability and internal consistency of the TCISASQ instrument was ascertained using Cronbach Alpha method and upon completion the TCISASQ instrument was retrieved, coded and analyzed using the Cronbach Alpha (r_a) method to obtain the reliability coefficient of 0.764 for the TCISASQ instrument. This obtained reliability coefficient necessitated the use of the TCISASQ instrument for the actual administration. The data for this study was sourced from both primary and secondary sources. The primary data source was from information that was generated from the questionnaire or instrument that was administered to the respondents (teachers and students). The secondary data source was gotten from the information contained in textbooks, journals, magazines, newspapers, articles and other documented publications.

Methods of Data Analysis

Data collected was tabulated, scored, coded and analyzed using mean, standard deviation to answer the research questions (at criterion mean cut off of 2.5), while Pearson Product Moment Correlation (PPMC) was used to test the hypotheses at 0.05 level of significance. All analysis was carried out using the Statistical Package for Social Sciences (SPSS) version 23.0.

Conditions for Decision Rule

Accept the null hypotheses (H_0) and reject the alternate hypotheses (H_a) if the significant probability value (PV) is greater than ($>$) 0.05, that is, no significant coefficient exist. Reject the null hypotheses (H_0) and accept the alternate hypotheses (H_a) if the significant probability value (p-value) is less than ($<$) 0.05, that is, a substantial connection exists between the independent and dependent variables.

Decision Rule

$\pm 0.80 - 1.00$ Very Strong relationships

$\pm 0.60 - 0.79$ Strong relationships

$\pm 0.40 - 0.59$ Moderate relationships

$\pm 0.20 - 0.39$ Weak relationship; and

$\pm 0.01 - 0.19$ Very Weak relationship

Results and Discussion

Research Question 1: To what Extent does Social Media Addiction Influence Teenager’s Social Adjustment in Secondary Schools in the Study Area?

Table 1: Mean and Standard Deviation on the Extent Social Media Addiction Influence Teenager's Social Adjustment in Secondary Schools in the Study Area

S/N	The Extent Social Media Addiction Influence Teenager's Social Adjustment in Secondary Schools include:	N = 513		Decision
		Mean	SD	
1	Using WhatsApp affects teenagers level of concentration on the instructions in the class	2.75	1.05	HE
2	Certain groups teenagers join using social media platforms makes them engage in activities that affects their emotional stability	3.46	.57	HE
3	Excessive use of social media platforms like WhatsApp, Facebook, YouTube, Telegram, etc. affects teenagers' concentration with their studies	3.40	.76	HE
4	Spending time chatting and making friends on social media can influence students interaction with their Classmates	3.00	.93	HE
5	Using and sending Facebook messages in the class affects teenagers compliance to school laws	3.31	.72	HE
6	The time students dedicate to social media affect their commitment to class activities	3.13	.79	HE
Grand Mean		3.18	0.80	HE

HE (High Extent) = ≥ 2.50 while LE (Low Extent) < 2.50.

Table 1 shows the mean rating and standard deviation on the extent social media addiction influence teenager's social adjustment in secondary schools in the study area. It further shows the extent social media addiction influence teenager's social adjustment in secondary schools in the study area include: certain groups teenagers join using social media platforms makes them engage in activities that affects their emotional stability ($\bar{x} = 3.46$) in item 2, excessive use of social media platforms like WhatsApp, Facebook, YouTube, Telegram, etc. affects teenagers' concentration with their studies ($\bar{x} = 3.40$) in item 3, using and sending Facebook messages in the class affects teenagers compliance to school laws ($\bar{x} = 3.31$) in item 5, the time students dedicate to social media affect their commitment to class activities ($\bar{x} = 3.13$) in item 6, spending time chatting and making friends on social media can influence students interaction with their classmates ($\bar{x} = 3.00$) in item 4, while the least was using WhatsApp affects teenagers level of concentration on the instructions in the class ($\bar{x} = 2.75$) in item 1. Furthermore, the grand mean score of 3.18 indicates the extent social media addiction influences teenagers' social adjustment in secondary schools in the study area.

Research Question 2: To what Extent does Peer-pressure Influence Teenager's Social Adjustment in Secondary Schools in the Study Area?

Table 2: Mean and Standard Deviation on the Extent Peer pressure influence Teenager's Social Adjustment in Secondary Schools in the Study Area

S/N	The Extent Peer pressure Influence Teenager's Social Adjustment in Secondary Schools include:	N = 513		Decision
		Mean	SD	
1	Peer pressure or bullying forces teenagers to engage in increased level of deviant behaviour in the school	3.22	.85	HE
2	Luring or enticing teenagers into belonging to gangs or cultism makes them exhibit behaviours that are not in conformity with the school norms	3.09	.72	HE
3	Teenagers lured by their peers into engaging in examination malpractice contravenes the school rules	2.91	.79	HE
4	The idea of emulating peers or friends can make teenagers engage in deviant behaviours that leads to the exhibition of bad manners and unethical conducts	2.85	.82	HE
5	Over-valuing associations and groups with students can affect teenagers class attendance and learning in the School	3.07	.76	HE
6	Trying to win the support of friends can make teenagers exhibit abnormal behaviours that is against school norms	2.92	.84	HE
Grand Mean		3.01	0.80	HE

HE (High Extent) = ≥ 2.50 while LE (Low Extent) < 2.50.

Table 2 shows the mean rating and standard deviation on the extent peer pressure influence teenager's Social Adjustment in secondary schools in the study area. It further shows that the extent peer pressure influence teenager's social adjustment in secondary schools in the study area include: peer pressure or bullying forces teenagers to engage in increase level of deviant behaviour in the school ($\bar{x} = 3.22$) in item 1, luring or enticing teenagers into belonging to gangs or cultism makes them exhibit behaviours that are not in conformity with the school norms ($\bar{x} = 3.09$) in item 2, over-valuing associations and groups with students can affect teenagers class attendance and learning in the school ($\bar{x} = 3.07$) in item 5, trying to win the support of friends can make teenagers exhibit abnormal behaviours that is against school norms ($\bar{x} = 2.92$) in item 6, teenagers lured by their peers into engaging in examination malpractice contravenes the school rules ($\bar{x} = 2.91$) in item 3, while the least was the idea of emulating peers or friends can make teenagers engage in deviant behaviours that leads to the exhibition of bad manners and unethical conduct ($\bar{x} = 2.85$) in item 4. Furthermore the grand mean score of 3.01 indicates the extent peer pressure influences teenagers' social adjustment in secondary schools the study Area.

Research Question 3: To what Extent does Child Abuse influence Teenager's Social Adjustment in Secondary Schools in the Study Area?

Table 3: Mean and Standard Deviation on the Extent Child Abuse influence Teenager's Social Adjustment in Secondary Schools in the Study Area

S/N	The Extent Child Abuse addiction Influence Teenager's Social Adjustment in Secondary Schools include:	N = 513		Decision
		Mean	SD	
1	The reaction of teenagers to sexual abuse affect their psyche and lose the emotion stability to study	2.93	1.05	HE
2	Coercing or pressuring teenagers to unprotected sex erodes their mindset and confidence to effective Learning	3.22	.90	HE
3	Giving teenagers tasks beyond their strength causes the level of emotional stress that affects their schooling	3.07	.81	HE
4	Name calling or verbally abusing students who fail class task destabilizes or weakens their mental capacity to focus in the class	3.11	.95	HE
5	Teenagers that are sexually abused resort to isolating themselves in the class which affects their level of concentration in school activities	3.41	.76	HE
6	Sexually abused teenagers isolate their selves in class which affects them	3.37	.82	HE
Grand Mean		3.19	0.88	HE

HE (High Extent) = ≥ 2.50 while LE (Low Extent) < 2.50 .

Table 3 shows the mean rating and standard deviation on the extent child abuse influence teenager's social adjustment in secondary schools in the study Area. It further shows that the extent child abuse influence teenagers social adjustment in secondary schools in the study Area include: teenagers that are sexually abused resort to isolating themselves in the class which affects their level of concentration in school activities ($\bar{x} = 3.41$) in item 5, sexually abused teenagers isolate their selves in class which affects them ($\bar{x} = 3.37$) in item 6, coercing or pressuring teenagers to unprotected sex erodes their mindset and confidence to effective learning ($\bar{x} = 3.22$) in item 2, name calling or verbally abusing students who fail class task destabilizes or weakens their mental capacity to focus in the class ($\bar{x} = 3.11$) in item 4, giving teenagers tasks beyond their strength causes the level of emotional stress that affects their schooling ($\bar{x} = 3.07$) in item 3, while the least was the reaction of teenagers to sexual abuse affect their psyche and lose the emotion stability to study ($\bar{x} = 2.93$) in item 1. Furthermore the grand mean score of 3.19 indicates the extent child abuse influence teenager's social adjustment in secondary schools the study Area.

Research Question 4: To what Extent does Drug/Alcohol Abuse influence teenager's Social Adjustment in Secondary Schools in the Study Area?

Table 4: Mean and Standard Deviation on the Extent Drug/Alcohol Abuse Influence Teenager's Social Adjustment in Secondary Schools in the Study Area

S/N	The Extent Drug/Alcohol Abuse Influence Teenager's Social Adjustment in Secondary Schools include:	N = 513		Decision
		Mean	SD	
1	Substance teenagers take to feel high or tipsy can retard the level of their brain development and articulation	3.14	.82	HE
2	Consumption of alcohol affects teenagers concentration and composure in the school	2.77	.95	HE
3	Self-prescription of drugs can affect teenagers level of brain functioning	3.11	.86	HE
4	Self-prescription of drugs can affect teenagers level of reasoning or thinking	3.04	.83	HE
5	Drug addictions makes teenagers to be intoxicated or tipsy in a way that affects their interaction with others in the class	3.31	.89	HE
6	Addictions to certain medication can damage teenagers attitude and relationship with others in the class	3.18	.95	HE
Grand Mean		3.09	0.88	HE

HE (High Extent) = ≥ 2.50 while LE (Low Extent) < 2.50.

Table 4 shows the mean rating and standard deviation on the extent drug/alcohol abuse influence teenager's social adjustment in secondary schools in the study Area. It further shows that the extent drug/alcohol abuse influence teenager's social adjustment in secondary schools in the study Area include: drug addictions makes teenagers to be intoxicated or tipsy in a way that affects their interaction with others in the class ($\bar{x} = 3.31$) in item 5, addictions to certain medication can damage teenagers attitude and relationship with others in the class ($\bar{x} = 3.18$) in item 6, substance teenagers take to feel high or tipsy can retard the level of their brain development and articulation ($\bar{x} = 3.14$) in item 1, self-prescription of drugs can affect teenagers level of brain functioning ($\bar{x} = 3.11$) in item 3, self-prescription of drugs can affect teenagers level of reasoning or thinking ($\bar{x} = 3.04$) in item 4, while the least was consumption of alcohol affects teenagers concentration and composure in the school ($\bar{x} = 2.77$) in item 2. Furthermore the grand mean score of 3.09 indicates the extent drug/alcohol abuse influence teenager's social adjustment in secondary schools in the study Area.

Research Question 5: What are the difficulties Teenagers experience that can affect Student's Social Adjustment in Secondary Schools in the Study Area?

Table 5: Mean and Standard Deviation on the difficulties Teenagers experience that can affect Student's Social Adjustment in Secondary Schools in the Study Area

S/N	The difficulties Teenagers experience that can affect Student's Social Adjustment in Secondary Schools include:	N = 513		Decision
		Mean	SD	
1	Teenagers feel they are adult that can personally handle responsibilities and control their situation	3.31	.95	#
2	Teenagers think they can handle everything and think they are too much	3.26	.88	#

3	Separation from family status poses serious challenge that affects teenagers compliance to school norms	3.17	.92	#
4	Teenagers has the ability of disrespecting teachers because of their peers	3.34	.89	#
5	Mingling with friends during school hours makes teenagers to disrespect teachers instructions	3.29	.96	#
6	Some teenagers think they are too smart and they act before thinking	3.23	.85	#
Grand Mean		3.26	0.90	#

(Agree) = ≥ 2.50 while * (Disagree) < 2.50 .

Table 5 shows the mean rating and standard deviation on the difficulties teenagers experience that can affect student's social adjustment in secondary schools in the study Area. It further shows that the difficulties teenagers experience that can affect student's social adjustment in secondary schools in the study area include: teenagers has the ability of disrespecting teachers because of their peers ($\bar{x} = 3.34$) in item 4, teenagers feel they are adult that can personally handle responsibilities and control their situation ($\bar{x} = 3.31$) in item 1, mingling with friends during school hours makes teenagers to disrespect teachers instructions ($\bar{x} = 3.29$) in item 5, teenagers think they can handle everything and think they are too much ($\bar{x} = 3.26$) in item 2, some teenagers think they are too smart and they act before thinking ($\bar{x} = 3.23$) in item 6, while the least was separation from family status poses serious challenge that affects teenagers compliance to school norms ($\bar{x} = 3.17$) in item 3. Furthermore the grand mean score of 3.26 showed the difficulties teenagers experience that can affect student's social adjustment in secondary schools in the study area.

Test of Hypotheses

Hypothesis 1: There is no Substantial Connection between Social Media Addiction and Teenager's Social Adjustment in Secondary Schools in the Study Area.

Table 6: Summary of Pearson Correlations between Social Media Addiction and Teenager's Social Adjustment in Secondary Schools in the Study Area

		Social Media Addiction	Social Adjustment	Decision
Social Media Addiction	Pearson Correlation	1	.820**	Very Strong Relationship
	Sig. (2-tailed)		.000*	
	N	513	513	
Social Adjustment	Pearson Correlation	.820**	1	Very Strong Relationship
	Sig. (2-tailed)	.000*		
	N	513	513	

** . Correlation is significant at the 0.01 level (2-tailed).

Decision Rule: VS (Very Strong) $r = 0.800-1.00$, S (Strong) $r = 0.600-0.799$, M (Moderate) $r = 0.400-0.599$ while W (Weak) $r = \leq 0.399$

Source: SPSS Output, 2021.

Table 6 shows a Pearson Correlation Coefficient (r) of 0.820 which indicates a very strong and positive

relationship between social media addiction and teenagers social adjustment in secondary schools in the Study Area. This means that social media addiction contributed 67.2% to teenager's social adjustment in secondary schools in in the study area. In other words, approximately 67% of the observed changes in teenager's social adjustment in secondary schools in the study area was caused by social media addiction, thereby leaving 33% changes to be caused by other variables that are extraneous to social media addiction. This implies that social media addiction was a very strong predictor that would tend to affect teenagers social adjustment in secondary schools in the Study Area. Similarly, the result also shows that the correlation between social media addiction and teenagers social adjustment in secondary schools in the Study Area is statistically significant at 0.000 (i.e. $p < 0.05$ level of significance). This means that as social media addiction continue to manifest, then teenagers' social adjustment would be impeded in secondary schools in the Study Area.

Hypothesis 2: There is no Substantial Connection between peer pressure and Teenager's Social Adjustment in Secondary Schools in the Study Area.

Table 7: Summary of Pearson Correlations between Peer pressure and Teenager's Social Adjustment in Secondary Schools in the Study Area

		Peer Pressure	Social Adjustment	Decision
Peer Pressure	Pearson Correlation	1	.861**	Very Strong Relationship
	Sig. (2-tailed)		.041*	
	N	513	513	
Social Adjustment	Pearson Correlation	.861**	1	Very Strong Relationship
	Sig. (2-tailed)	.041*		
	N	513	513	

** . Correlation is significant at the 0.01 level (2-tailed).

Decision Rule: VS (Very Strong) $r = 0.800-1.00$, S (Strong) $r = 0.600-0.799$, M (Moderate) $r = 0.400-0.599$ while W (Weak) $r = \leq 0.399$

Source: SPSS Output, 2021.

Table 7 shows a Pearson Correlation Coefficient (r) of 0.861 which indicates a very strong and positive relationship between peer pressure and teenagers social adjustment in secondary schools in the Study Area. This means that peer pressure contributed 74.1% to teenager's social adjustment in secondary schools in the Study Area. In other words, approximately 74% of the observed changes in teenagers social adjustment in secondary schools in the Study Area was caused by peer pressure, thereby leaving 26% changes to be caused by other variables that are extraneous to peer pressure. This implies that peer pressure was a very strong predictor that would tend to affect teenagers social adjustment in secondary schools in the study are. Similarly, the result also shows that the correlation between peer pressure and teenagers social adjustment in secondary schools in the study area is statistically significant at 0.041 (i.e. $p < 0.05$ level of significance). This means that as peer pressure continue to manifest, then teenager's social adjustment would be impeded in secondary schools in the study area.

Hypothesis 3: There is no Substantial Connection between Child Abuse and Teenager's Social Adjustment in Secondary schools in the Study Area.

Table 8: Summary of Pearson Correlations between Child Abuse and Teenager's Social Adjustment in Secondary Schools in the Study Area

		Child Abuse	Social Adjustment	Decision
Child Abuse	Pearson Correlation	1	.725**	Strong Relationship
	Sig. (2-tailed)		.010*	
	N	513	513	
Social Adjustment	Pearson Correlation	.725**	1	Strong Relationship
	Sig. (2-tailed)	.010*		
	N	513	513	

** Correlation is significant at the 0.01 level (2-tailed).

Decision Rule: VS (Very Strong) $r = 0.800-1.00$, S (Strong) $r = 0.600-0.700$, M (Moderate) $r = 0.400-0.599$ while W (Weak) $r = \leq 0.399$

Source: SPSS Output, 2021.

Table 8 shows a Pearson Correlation Coefficient (r) of 0.725 which indicates a strong and positive relationship between child abuse and teenagers social adjustment in secondary schools in the Study Area. This means that child abuse contributed 52.6% to teenager's social adjustment in secondary schools in the Study Area. In other words, approximately 53% of the observed changes in teenager's social adjustment in secondary schools in the Study Area were caused by child abuse, thereby leaving 47% changes to be caused by other variables that are extraneous to social media addiction. This implies that child abuse was a strong predictor that would tend to affect teenagers social adjustment in secondary schools in the Study Area. Similarly, the result also shows that the correlation between child abuse and teenagers social adjustment in secondary schools in the Study Area is statistically significant at 0.010 (i.e. $p < 0.05$ level of significance). This means that as child abuse continue to manifest, then teenagers' social adjustment would be impeded in secondary schools in the Study Area.

Hypothesis 4: There is no Substantial Connection between Drug/Alcohol Abuse and Teenager's Social Adjustment in Secondary Schools in the Study Area.

Table 9: Summary of Pearson Correlations between Drug/Alcohol Abuse and Teenager's Social Adjustment in Secondary Schools in the Study Area

		Drug Abuse	Social Adjustment	Decision
Drug Abuse	Pearson Correlation	1	.818**	Very Strong Relationship
	Sig. (2-tailed)		.002*	
	N	513	513	
Social Adjustment	Pearson Correlation	.818**	1	Very Strong Relationship
	Sig. (2-tailed)	.002*		
	N	513	513	

** Correlation is significant at the 0.05 level (2-tailed)

Decision Rule: VS (Very Strong) $r = 0.800-1.00$, S (Strong) $r = 0.600-0.700$, M (Moderate) $r = 0.400-$

0.599 while W (Weak) $r = \leq 0.399$

Source: SPSS Output, 2021.

Table 9 shows a Pearson Correlation Coefficient (r) of 0.818 which indicates a very strong and positive relationship between drug/alcohol abuse and teenager’s social adjustment in secondary schools in the Study Area. This means that drug/alcohol abuse contributed 66.9% to teenager’s social adjustment in secondary schools in the Study Area. In other words, approximately 67% of the observed changes in teenager’s social adjustment in secondary schools in the Study Area was caused by drug/alcohol abuse, thereby leaving 33% changes to be caused by other variables that are extraneous to drug/alcohol abuse. This implies that drug/alcohol abuse was a very strong predictor that would tend to affect teenagers social adjustment in secondary schools in the Study Area. Similarly, the result also shows that the correlation between drug/alcohol abuse and teenagers social adjustment in secondary schools in the Study Area is statistically significant at 0.002 (i.e. $p < 0.05$ level of significance). This means that as drug/alcohol abuse continue to manifest, then teenager’s social adjustment would be impeded in secondary schools in in the Study Area.

Hypothesis 5: There is no Substantial Connection between Difficulties Teenagers Experience and Student’s Social Adjustment in Secondary Schools in the Study Area

Table 10: Summary of Pearson Correlations between difficulties Teenager’s Experience and Students Social Adjustment in Secondary schools in the Study Area

		Difficulties Teenagers Experience	Social Adjustment	Decision
Difficulties Teenagers Experience	Pearson Correlation	1	.639**	Strong Relationship
	Sig. (2-tailed)		.024*	
	N	513	513	
Social Adjustment	Pearson Correlation	.639**	1	Strong Relationship
	Sig. (2-tailed)	.024*		
	N	513	513	

** Correlation is significant at the 0.05 level (2-tailed)

Decision Rule: VS (Very Strong) $r = 0.800-1.00$, S (Strong) $r = 0.600-0.799$, M (Moderate) $r = 0.400-0.599$ while W (Weak) $r = \leq 0.399$

Source: SPSS Output, 2021.

Table 10 shows a Pearson Correlation Coefficient (r) of 0.639 which indicates a strong and positive relationship between difficulties teenagers experience and student’s social adjustment in secondary schools in the Study Area. This means that difficulties teenagers experience contributed 40.8% to student’s social adjustment in secondary schools in the Study Area. In other words, approximately 41% of the observed changes in student’s social adjustment in secondary schools in the Study Area were caused by the difficulties teenagers’ experience, thereby leaving 59% changes to be caused by other variables that are extraneous to difficulties teenagers’ experience. This implies that difficulties teenager’s experience was a strong predictor that would tend to affect students social adjustment in secondary schools in the Study Area. Similarly, the result also shows that the correlation between difficulties teenagers experience and students social adjustment in secondary schools in the Study Area

is statistically significant at 0.024 (i.e. $p < 0.05$ level of significance). This means that as difficulties teenagers experience continue to manifest, then student's social adjustment would be impeded in secondary schools in the Study Area.

Summary of Findings

1. Table 1 revealed a Grand Mean Score of 3.18 which indicates the Extent Social Media Addiction Influence teenager's Social Adjustment in Secondary Schools in the Study Area.
2. Table 2 revealed a Grand Mean Score of 3.01 which indicates the Extent Peer pressure Influence Teenager's Social Adjustment in Secondary Schools in the Study Area.
3. Table 3 revealed a Grand Mean Score of 3.19 which indicates the Extent Child Abuse Influence Teenager's Social Adjustment in Secondary Schools in the Study Area.
4. Table 4.4 revealed a Grand Mean Score of 3.09 which indicates the Extent Drug/Alcohol Abuse Influence Teenager's Social Adjustment in Secondary Schools in the Study Area.
5. Table 4.5 revealed a Grand Mean Score of 3.26 which indicates the difficulties Teenagers Experience that can affect Student's Social Adjustment in Secondary schools in the Study Area.

In the addition, the findings of the study's hypotheses are summarized in Table 4.11 below:

Table 11 Summary of hypotheses result for Teenagers' Challenges and its Implications on Social Adjustment of Secondary School Students in the Study Area

Hypotheses	Hypotheses Statement	r	Decision
Ho ₁	There is no Substantial Connection between social media addiction and teenager's social adjustment in secondary schools in the Study Area.	0.820	Very Strong Relationship
Ho ₂	There is no Substantial Connection between peer pressure and teenager's social adjustment in secondary schools in the Study Area.	0.861	Very Strong Relationship
Ho ₃	There is no Substantial Connection between child abuse and teenager's social adjustment in secondary schools in the Study Area.	0.735	Strong Relationship
Ho ₄	There is no Substantial Connection between drug/alcohol abuse and teenager's social adjustment in secondary schools in the Study Area.	0.818	Very Strong Relationship
Ho ₅	There is no Substantial Connection between difficulties teenagers experience and student's social adjustment in secondary schools in the Study Area.	0.639	Strong Relationship

Source: Researcher's Compilation of SPSS Output, 2021.

Discussion of Findings

Social Media Addictions and Teenagers Social Adjustment in Secondary Schools in the Study Area :The result in Table 1 revealed a rand mean score of 3.18 which indicated that the extent social media addiction influences teenagers social adjustment in secondary schools in the Study Area include:

certain groups teenagers join using social media platforms makes them engage in activities that affects their emotional stability, excessive use of social media platforms like WhatsApp, Facebook, YouTube, Telegram, etc. affects teenagers' concentration with their studies, using and sending Facebook messages in the class affects teenagers compliance to school laws, the time students dedicate to social media affect their commitment to class activities, spending time chatting and making friends on social media can influence students interaction with their classmates, and using WhatsApp affects teenagers level of concentration on the instructions in the class. This finding is consistent with the position of Ogedebe et al. (2012) that the time students dedicate to using social media platforms (like Facebook, WhatsApp, Telegram, Twitter, YouTube, etc.) could lead to social media addictions or obsessions that could likely affect their level of concentration during instructions, commitment to class activities, and interactions with classmates, which in turn affect their academic performance. Alluding to the finding of this study, Osita-Ejikeme (2018) stated that students addictive use of social medium platforms or sixties results in their creating personal profiles and sharing personal information rather than accessing information or materials related to what is being learnt in the classroom.

Furthermore, the result in Table .6 revealed a Pearson Correlation Coefficient (r) of 0.820 and p -value of 0.000 which indicates a positive, very strong and Substantial Connection between social media addiction and teenager's social adjustment in secondary schools in the study area. This implies that the continued manifestation of social media addiction would impede teenager's social adjustment in secondary schools in the study area. This finding is consistent with Odu (2013) that students abuse of their right or freedom of using social media could be observed to relate to the level of intoxication that is bound to affect schooling performance as well as other areas of life and the society at large. In view of this, Osita-Ejikeme (2018) stated that social media addiction could impact on students' academic performance in secondary schools in an area like the study area.

Peer Pressure and Teenagers Social Adjustment in Secondary Schools in the Study Area: The result in Table 2 revealed a grand mean score of 3.01 which indicated that the extent peer pressure influences teenagers social adjustment in secondary schools in the study area include: peer pressure or bullying forces teenagers to engage in increase level of deviant behaviour in the school, luring or enticing teenagers into belonging to gangs or cultism makes them exhibit behaviours that are not in conformity with the school norms, over-valuing associations and groups with students can affect teenagers class attendance and learning in the school, trying to win the support of friends can make teenagers exhibit abnormal behaviours that is against school norms, teenagers lured by their peers into engaging in examination malpractice contravenes the school rules, and the idea of emulating peers or friends can make teenagers engage in deviant behaviours that leads to the exhibition of bad manners and unethical conduct. This finding is in agreement with previous finding by Para and Onyekuru (2013) that peer pressure leads to an individual or small number of cliques that are lured by other peers to engage in examination malpractice that contravenes school rules including belonging to gangs that leads to their exhibition of abnormal behaviours that are not in conformity with the school norms. In the light of this finding, Tata and Umar (2017) stated that the abusive or addictive use of social media (like Facebook, Whatsapp, Twitter, YouTube, Instagram, LinkedIn etc.) have beclouded the orientations and intents of young people or teenagers that are now engaged in abnormal behaviours including exhibiting bad manners and unethical conducts like examination malpractice, bullying, cultism, among other deviant acts that can affect their adjustment and performance in secondary schools.

Furthermore, the result in Table 7 revealed a Pearson Correlation Coefficient (r) of 0.861 and p -value of 0.041 which indicates a positive, very strong and Substantial Connection between peer pressure and teenager's social adjustment in secondary schools in the study area. This implies that the continued manifestation of peer pressure would impede teenager's social adjustment in secondary schools in the

study area. This finding is consistent with the finding of Kiuruet al. (2007) that peer group influence can significantly contribute to predict or determine student's adjustment.

Child Abuse and Teenager's Social Adjustment in Secondary Schools in the Study Area:

The result in Table 3 revealed a grand mean score of 3.19 which indicated that the extent child abuse influences teenagers social adjustment in secondary schools in the study area include: teenagers that are sexually abused resort to isolating themselves in the class which affects their level of concentration in school activities, sexually abused teenagers isolate their selves in class which affects them, coercing or pressuring teenagers to unprotected sex erodes their mindset and confidence to effective learning, verbally abusing students who fail class task destabilizes or weakens their mental capacity to focus in the class, giving teenagers tasks beyond their strength causes the level of emotional stress that affects their schooling, and the reaction of teenagers to sexual abuse affect their psyche and lose the emotion stability to study. This finding is in agreement with Damian (2018) that child abuse relates to the bullying, name calling of others, threatening or shouting at someone which is usually an unprovoked show of coercing and physically pressuring a weak person or victim by another person based on their perceived strong nature.

Furthermore, the result in Table 8 revealed a Pearson Correlation Coefficient (r) of 0.725 and p -value of 0.010 which indicates a positive, strong and Substantial Connection between child abuse and teenagers social adjustment in secondary schools in Obio/Akpor Local Government Area. This implies that the continued manifestation of child abuse would impede teenager's social adjustment in secondary schools in the study area. This finding is in agreement with previous finding by Raju and Rahamtull (2007) that child abuse significantly affects the effective social adjustment and socialization in social institutions such as the family, school, and religious bodies that young people or teenagers participate in order to reshape and redirect the affairs or the activities of the teenagers.

Drug/Alcohol Abuse and Teenagers Social Adjustment in Secondary Schools in the Study Area:

The result in Table 4 revealed a grand mean score of 3.09 which indicated that the extent drug/alcohol abuse influences teenagers social adjustment in secondary schools in the study area include: drug addictions makes teenagers to be intoxicated or tipsy in a way that affects their interaction with others in the class, addictions to certain medication can damage teenagers attitude and relationship with others in the class, substance teenagers take to feel high or tipsy can retard the level of their brain development and articulation, self-prescription of drugs can affect teenagers level of brain functioning, self-prescription of drugs can affect teenagers level of reasoning or thinking, and consumption of alcohol affects teenagers concentration and composure in the school. This finding aligns with the views of Nicholas and Kennedy (2018) that drug abuse is a form of deviant behaviour that leads to substance abuse, self-prescription of drugs and addictions to certain medication that intoxicates and affects teenager's interaction, attitude, brain development, articulation, level of reasoning or thinking, concentration and composure in secondary schools.

Furthermore, the result in Table 9 revealed a Pearson Correlation Coefficient (r) of 0.818 and p -value of 0.002 which indicates a positive, very strong and Substantial Connection between drug/alcohol abuse and teenagers social adjustment in secondary schools in the study area. This implies that the continued manifestation of drug/alcohol abuse would impede teenager's social adjustment in secondary schools in the study area. This finding is consistent with the position of Ikorok et al. (2015) that teenager's involvement in drug abuse can stir certain changes that is likely to affect their development and adjustment in the society and secondary schools respectively.

Difficulties Teenagers Experience and Teenagers Social Adjustment in Secondary Schools in the

Study Area: The result in Table 5 revealed a grand mean score of 3.26 which indicated that the difficulties teenagers experience that can affect students social adjustment in secondary schools in the study area include: teenagers has the ability of disrespecting teachers because of their peers, teenagers feel they are adult that can personally handle responsibilities and control their situation, mingling with friends during school hours makes teenagers to disrespect teachers instructions, teenagers think they can handle everything and think they are too much, some teenagers think they are too smart and they act before thinking, and separation from family status poses serious challenge that affects teenagers compliance to school norms. This finding is consistent with the previous finding by Damian (2018) that the difficulties or challenges facing teenagers accentuates their disrespect of teachers, erroneous feeling of having the capacity to handle their responsibilities, disrespecting teachers instructions, and teenagers thinking that they are too smart among other issues that affects students social adjustment in secondary schools.

Furthermore, the result in Table 10 revealed a Pearson Correlation Coefficient (r) of 0.639 and p-value of 0.024 which indicates a positive, strong and Substantial Connection between difficulties teenagers' experience and student's social adjustment in secondary schools in the study area. This implies that the continued manifestation of difficulties teenagers experience would impede student's social adjustment in secondary schools in the study area. This finding is consistent with De Silver (2019) that the difficulties or challenges experienced by teenagers includes truancy, child abuse, bullying, drug abuse, peer pressure, social media addiction among others could affect the level of socialization, interaction and concentration needed to facilitate their performance in their studies in secondary schools. The effect of these difficulties or challenges facing teenagers prompted the assertion of Osita-Ejikeme (2018) for the regulation that would help control how much time teenagers spend using social media thereby, averting the impact of negative social media interactions that can impede the social and education development of teenagers in the society.

Deductively, the researcher align with the findings of this study, in that the easiness of social media can be abused by teenagers based on their naivety and incapability to effectively handle issues concerning them, This would accentuate challenges that teenagers experience such as truancy, child abuse, bullying, drug abuse, peer pressure, social media addiction among other deviant acts with the propensity to affect the level of socialization, interaction with classmates and concentration required to facilitate academic performance in secondary schools. Hence, it suffices to say that the regulation of social media usage among teenagers would enhance student's conscious and sensible usage of social media in such a way that they comply with the school rules and regulations including observing class ethics in secondary schools.

Conclusion

The study observed that name calling is a form of child abuse and this made the students to embrace social media addictions which influence teenager's social adjustment in secondary schools in the study area. Peer pressure or bullying forces teenagers to engage in increase level of deviant behaviour in the school, luring or enticing teenagers into belonging to gangs or cultism makes them exhibit behaviours that are not in conformity with the school norms,

The study also revealed in table 3 that, the extent of child abuse influences teenagers social adjustment and teenagers that are sexually abused resort to isolating themselves in the class which affects their level of concentration in school activities. It was also observed that drug addictions makes teenagers to be intoxicated or tipsy in a way that affects their interaction with others in the class, addictions to certain medication can damage teenagers attitude and relationship with others in the class, substance teenagers take to feel high or tipsy can retard the level of their brain development and articulation, self-

prescription of drugs can affect teenagers level of brain functioning, self-prescription of drugs can affect teenagers level of reasoning or thinking, and consumption of alcohol affects teenagers concentration and composure in the school.

Recommendations

1. Social workers should be integrated as part of the school system to identify students that have been abused at home and in the school in order to minimize the effect of dysfunction social adjustment in school among the students.
2. Teenagers has the ability of disrespecting teachers because of their peers, teenagers feel they are adult that can personally handle responsibilities and control their situation, mingling with friends during school hours makes teenagers to disrespect teachers instructions and as such school rules and regulations should be enforced based on the due process of the law.
3. The government and school authorities should regulate social media content and usage among teenagers which will enhance student's conscious and sensible usage of social media in such a way that they comply with the school rules and regulations including observing class ethics in secondary schools.

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