SOCIAL NETWORKING SITES ACTIVITIES, DEMOGRAPHIC VARIABLES, AND STUDENTS' DISRUPTIVE BEHAVIOURS: IMPLICATIONS TO CLASSROOM ADMINISTRATION AND MANAGEMENT

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ABSTRACT

This study examined the efficacy of on Social Networking activities, demographic variables and disruptive behaviors of secondary school students and the implications for classroom management. The study addressed the peculiar problem of students' distractions in relation to social networking sites, particularly with Facebook and Twitter. The study applied the ex-post-facto research design. The instruments used in collecting data included a questionnaire titled Students' Social Networking Activity Questionnaire (SSNAQ) and Disruptive Behavior Inventory (DBI). The instruments were face validated by three experts in Education. Cronbach alpha was obtained for the reliability of the SSNAQ, while Cronbach's alpha coefficient values of 0.69 and 0.72 were obtained for the DBI and SSNAQ, respectively. In answering the research questions and testing hypotheses, mean, standard deviation and, t- test statistics were applied. The result was significant in relation to students' social network sites' activities and disruptive behavior. Results show no substantial difference between the mean score of students in urban and rural areas disruptive behavior.

KEYWORDS: Classroom Administration, Disruptive Behavior, Management, Social Networking

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INTRODUCTION

Recently, the introduction and use of modern technological tools such as computers, handsets and the internet have added more to the list of disruptive behaviors among students. Technology and its attendant tolls such as the computer and the internet have had an intense and different influence on students' social life, especially in social networking. Social networking sites are web-based platforms that allow individuals to construct a public or semi-public profile within a bounded system (Boyd & Ellison, 2008). Social networking sites are perceived as online ways which permit people to stage themselves, express their social interactions, innovate and uphold their relationships with others (Akubugwo & Burke, 2013). Social networking sites are a means of finding online advocates. According to Emad and Al-Tarawneh (2015), among all these social networking sites, Facebook advocates are over 955 million users in 2013, while Twitter advocates are 500 million users. All these activities may constitute disruptive behaviors and the students' location might also affect their manifestation of disruptive behaviors. This implies that Facebook and Twitter have gradually become two indispensable networking sites in the world today. For instance, students may engage in sending and receiving messages using mobile phones while lessons are going on. Besides this, those students whose phones have internet access may visit some social networking sites like Twitter, 2Go, Yahoo Messenger, Facebook and, YouTube to chat with their friends during lessons (Ibezim & Ejimbe, 2014).

Facebook is a social networking site that connects comrades and new advocates through photos, videos and games. Twitter is seen as one of the online profile sites that are prevalent in the world (Igbo, Ezenwaji & Ajuziogu, 2018). It is a free micro-blogging service that permits only registered members' access to its website. It is mainly used to enhance communication within and outside one's country by helping users in sending and reading text messages and at the same time updating their profile through mobile phones (McCarthy, 2009). This implies that it is a means of communication. Facebook is a social networking website (McCarthy, 2009). It is seen as a part of the public way of interacting with people and discussing mainly on social issues to maintain relationships and to create a dialogue (Cook, 2004).

Communications via Facebook and Twitter have both advantages and disadvantages. These sites offer many benefits, especially for the youths who are striving to establish their identity as young adults (Val & Tarika, 2012). On the other hand, it was asserted that the students who always use these sites also exhibit behaviors that would not be tolerated offline (Ahn, 2011). Social networking sites can be useful in many ways. For instance, researchers observe that these sites are used informally as learning tools (Hamat, et al., 2012). Similarly, it was posited that SNS when properly applied will be advantageous for individuals and specifically for students. Facebook and Twitter keep people connected (Ellison, Steinfield & Lampe, 2007). Highlighting the importance of social networking sites, it was noted that these sites help to connect students based on various matters. Some researchers found that these sites improve students' performances academically (Alloway & Alloway 2012; Asad Abdullah-Al-Mamun & Clement, 2012; Hamat Embi & Hassan 2012), while others are of the view that it affects students negatively in behavior and performances in school (Akpan, Enebong & Nsikam 2013 & Junco 2012). Nonetheless, these sites have global objectives which are to inspire current avenues to interact and share knowledge. Besides, it provides marathon openings for other individuals and students for direct information (Nwabueze & Aduba, 2014). Akor and Udensi (2011) further lament that in a formal class; that students usually turn over their handsets on and mutely chat on the sites. During the period of evaluation, poor achievements are recorded. Besides this, some students use e-mails and social networking sites like Twitter and Facebook to post all manner of offensive talks against their advocates and sometimes harass them and sometimes gossip about their peers. The above comments and observations from the authors point to the fact that some students do not make judicious use of their time, because of frequent engagement in social networking activities. This may negatively affect their behavior. This implies that social networking sites can influence students both negatively and positively, depending on the perception and application of these sites by the students both at national and international levels. This research, therefore, intends to determine the influence of social network sites engagements based on locations and students' disruptive behaviors.

Every article has theories that are related to it. In this article, the researchers considered (Flow Theory) which was developed by Mihaly Csikszentmihalyi in 1975. The emphasis was on individuals being immersed in their work to the extent of disregarding their needs for physiological needs such as food, water, and sleep. The theory emphasizes on the holistic sensation that individual feels when they act with total involvement. It involves total absorption in a task such that the individual is completely attracted by the task being performed. Therefore, flow theory is relevant to this article because of its emphasis on deep concentration on students' activities on social networking sites and the consequences of this deep involvement. The students who use these Social Networking Sites are usually deeply involved in the use of these sites to the extent that they may not think of any other thing, including their studies. This deep involvement may, therefore, have a negative effect on their academic achievement as their interests have been diverted. This implies that the earlier they are called to order, the better for them and the society as a whole. On the other hand, this deep involvement may enhance students' achievement in learning if they appropriately apply these sites for academic purposes under academic situations

and monitoring. The implication is that students should be guided appropriately on how to use social networking sites to gain satisfaction academically since they have interests in making use of these sites.

Disruptive Behavior, Social Networking Sites, Locations and Classroom Management

Disruptive behavior is that covert action which does not enhance the attainment of instructional objectives. It usually occurs whenever students misbehave and interrupt the free flow of teaching and learning activities (Igbo, Ezenwaji & Ajuziogu, 2018). It is believed that what constitutes disruptive behavior includes: behaviors which hinder learning, teaching, and assessment with the determination to cause interruption (Aneke, 2012). Disruptive behavior is a distress to schools and parents as well as to other students whose education may be unfavorably influenced (Ajibola & Ali, 2014). This implies that disruptive behavior is that behavior which impedes the free flow of normal activities in the classroom. It is seen as any kind of misbehavior that is intended to obstruct the free flow of activities during the teaching and learning process (Ali & Gracey, 2013). This implies that the use of cell phones for text messaging during classroom activities is regarded as disruptive behavior.

Disruptive behavior is defined as any action that is capable of impeding planned classroom activities. The application of these sites, while lessons are going on, is regarded as disruptive behavior. A disruptive behavior is that behavior which does not enhance the attainment of educational objective (Aneke, 2012). In other words, disruptive behaviors must be avoided. Disruptive behaviors may constitute a severe threat to the needed peaceful atmosphere in the classroom in particular and the entire school as a whole. Such behaviors usually indicate dissatisfaction and are capable of interfering with academic activities. This is in line with the observation made that students spend more time on SNS, which results as a source of distraction for both the teacher and other students. In Akpan et al., 2013 contribution, it was found that students waste time on site's activities and this negatively influences the Grade Point Average (GPA) and the academic performance of students. This implies that the utilization of social networking sites such as Facebook and Twitter may bring about secondary school students' manifestation of disruptive behaviors, which might affect them psychologically.

Ordinarily, students' mindset is required while learning is going on, but as a result of manifesting dual mindset in the process of learning by visiting social networking sites, disruptive mindset usually occurs (Edovald, 2001). This means that physically and psychologically disruptive behaviors are easily noticed when they are exhibited (Anderson, 2012). Disruptive behavior among students is psychological and may include withdrawal, low self-esteem and the manifestation of aggressive behaviors. Some of the psychological characteristics of disruptive behavior include being indifferent to other students' feelings or not showing any sympathy and the tendency to appear generally unhappy (Berk, 2009; Igbo, 2006). The above views and contributions from various researchers point to the fact that disruptive behaviors take different psychological shape.

Apart from the social network sites, other factors that may influence students are classroom management and location. The location has to do with urban and rural areas. An urban location is a developed area that is characterized by the heavy presence of infrastructural facilities and modern amenities such as good roads, potable water, recreational facilities, electricity, and Information Communication Technology (ICT) centers among others. An urban area, which may also be regarded as a city, is usually differentiated from the rural area that lacks these modern amenities as stated above. This implies that where a school is located might determine how well both teachers and students realize their objectives in academic achievement (Igbokwe, 2009). This could be because schools in urban areas usually have better teachers and

adequate instructional materials. In terms of a different dimension, this study could be reflected with regards to classroom management, which is the art of organizing the classrooms through teachers and administrators.

Classroom management has to do with organizing and coordinating students towards the achievement of the stated objectives. For Kauchak and Eggen (2011), classroom management involves comprehensive actions teachers take to create an environment that supports and facilitates academic and social environmental learning. This can be applied by responding to students' disruptive behaviors immediately as they occur. Unfortunately, the type of satisfaction that the students find in social networking sites, especially when teaching and learning are ongoing and might disrupt the students' learning activities. This satisfaction may divert students' attention from their school activities and unrelated to their academic achievement. In managing disruptive behaviors, non-verbal or verbal means of classroom management might be used such as showing a facial expression of anger, moving nearer to the student who is browsing, making eye contact and slightly shaking your head as a means of warning. Evertson and Weinstein (2006) revealed that the source to orderliness in the classroom is the teachers' ability to prevent management problems than handling them. Kauchak and Eggen (2011) classroom management is a process that when applied effectively contributes to students' academic achievement. For verbal management, the teacher can resort to being specific by calling names. According to Jackson, Ones and Dieleherth (2012), and Gafni and Deri (2012), classroom management is the function of classroom administrators to develop students and direct, encourage and prepare them towards acquiring the school objective. Based on the above assertions, the researchers examined the impact of social networking sites on students' disruptive behavior demographic variables and classroom management.

The application of these sites in the classroom can, to a vast extent, determine the outcome of students' behaviors. Disruptive behaviors not only affect the attentiveness of students in the classroom negatively but also affect the teachers in the execution of their duties. Generally, any classroom where disruptive behavior manifests regularly are less academically engaged time, and the students in disruptive classrooms tend not to achieve much. In other words, disruptive behaviors affect both students and teachers.

On the other hand, the appropriate application of social networking sites may be academically rewarding if they are meant to enhance student' behavior. For, this reason, it depends on the motive for which these sites are used. The implication of this in learning is that students ought to be guided appropriately on how to use Facebook and Twitter to achieve academically, since they have an interest in making use of these sites their location notwithstanding. This implies that when there is a persistent disruptive behavior among students in the school system, there will be a severe setback in the attainment of educational goals, which psychologically affects students.

Despite of the numerous advantages of SNS, some researchers have argued that the use has negatively affected students behaviourally and academically. A study on social networking was carried out by Ibezim and Ejimbe (2014), the purpose was to investigate the effect of social networking on university undergraduates. A structured questionnaire was developed as an instrument for data collection. Data were analyzed using percentages, frequency, standard deviation, and mean. The findings, among others, revealed that the most negative impact of social networking was academic achievements of university undergraduates include abandoning academic work for online meetings and chats. Another study on the influence of social media on group behavior and academic achievement among senior secondary students was carried out. The study used the ex-post facto design. Purposive and simple random sampling techniques were used to select the sample, 310 senior secondary schools' students were drawn and used for the study. Three hypotheses were raised and

tested. Pearson r and ANOVA tools were used for the statistical analysis. The results showed a positive relationship between social media usage and academic performance (Muritala, Makama & Godwin, 2014).

A different study was carried out on the Influence of School Disciplinary Styles on Students Disruptive Behaviors and Motivation to learn (Ovute & Ovute, 2015). The design was ex-post-facto. Purposive and simple random sampling techniques were respectively adopted in selecting ten schools and samples of 400 SS 11 students. Two research questions and four null hypotheses guided the study. The instrument used for data collection was a questionnaire on disruptive behavior and motivation to learn. Cronbach's Alpha method was employed to ascertain the internal consistency coefficient of the instrument. Mean and standard deviation were used to answer the research questions while regression analysis was used for null hypothesis testing. The results showed, among other things, that disciplinary styles have a significant influence on students' exhibition of disruptive behaviors.

In a study conducted by Diez, Iraugi and Villa (2018) on quality management in a school, the sample was 315 subjects. The findings indicated that appropriate quality management resulted in the desire to aspire in a greater level of quality education. This implies that for quality education to be achieved, quality management is required. In a similar study, teachers' views on disciplining learners were examined. The sample consisted of eight teachers. The researchers applied qualitative research technique and thematic data analysis was used. The results indicated that teachers lack the right to handle students' discipline acts. The results also show poor classroom management as a result of teachers diminishing power to handle students (Segalo & Ramduba, 2018). This diminishing power to assert discipline on students could be a factor for the constant use of social networking sites when teaching is going on. This could be a basis for manifesting disruptive behavior in the classroom, which by implication could affect the learners' academic achievement in Nigeria and other countries. Observations by the researchers show that secondary school students no longer pay adequate attention to their studies because of their deep involvement in social networking, especially Facebook and Twitter. This is worrisome because it may not only affect the academic achievement of these students, but may indeed have a negative influence on the cultural norms and values of the society in which they find themselves. Based on this consideration, this study intends to investigate the impact Social Networking Sites on locations and disruptive behavior of students. The study will, however, focus on Twitter and Facebook because, they are the most widely used sites by secondary school students and may, therefore, influence students' disruptive behavior.

Based on the above, the following research questions and hypotheses guided this study: What is the influence of social networking sites' activities on students' disruptive behavior? What is the influence of location on students' disruptive behavior?

Hypothesis 1: There is no substantial disparity between students' social network sites' engagements and their disruptive behavior.

Hypothesis 2: There is no substantial disparity between mean disruptive behavior scores of urban and rural students.

METHOD

The population of this study was made up of 1,757 Senior Secondary Class Two Students (SS11) students. The choice of SS2 students was that the researchers would not like to distract the SS111 students, who were in examination class. The design applied was the ex- post facto research design. This research design is seen as a study that seeks to establish cause-

effect relationships. The researchers lack the ability to control any variable of interest, and therefore, cannot influence them. This design was contemplated to be applicable because it would enable the researcher to ascertain the impact of demographic variable, social network sites and students' disruptive behavior. The suitability of this design is also anchored on the fact that the disruptive behaviors were already in existence in the area of the proposed study. This study was carried out in Imo State in the Southeastern Nigeria. The primary occupations of the people in this area earn their livelihoods in farming, trading, and the civil service. The choice of this area for the study is because personal observation made by the researchers is that most of the students in this area, especially in the senior secondary schools, no longer take their studies seriously. This is because, instead of focusing on their studies, they are either busy chatting with their advocates and acquaintances on Facebook or positing an update via Twitter. Another reason for the choice of this area is the fact that it has both rural and urban areas. This takes care of location, which is one of the variables in this study. The sample study sample was made up of 240 SSII students. Proportionate stratified random sampling technique was used to draw three schools from the urban area and three schools from the rural area. The use of proportionate stratified random sampling technique was due to the location of the study. This technique was applied to use in selecting 240 students and 120 students each in urban area and the rural area respectively. This was done to ensure that only relevant representative sample needed were included in the study.

The researchers adapted a 20-item inventory from Veiga, (2008). The researchers adjusted the items to fit the article. The instrument was set up on a four-point rating scale ranging from Strongly Agree (AS) rated 4, Agree (A) rated 3, and Disagree (D) rated 2: and Strongly Disagree (SD) rated 1. To prove the reliability of the instruments, a trial test was conducted. The researchers administered the instrument on 20 SSS II students from Community Secondary School from Enugu State which is outside the researchers' area of the study. Cronbach's Alpha was found the most suitable for determining the internal consistency of instruments that are not dichotomously scored (Nworgu, 2015). For the Students Social Networking Activity Questionnaire (SSNAQ), and Disruptive Behavior Inventory (DBI), Cronbach's alpha coefficient values of 0.89 and 0.88 were respectively obtained which indicated that the instruments were reliable. The researchers distributed and administered these instruments to the students. After that, the researchers gathered the questionnaire from the respondents. Mean and Standard Deviation were applied in answering the research questions while t-test statistics were used to test the hypotheses at 0.05 level of significance. A mean score below 2.50 was regarded as not influencing students' disruptive behavior. On the other hand, a mean score of 2.50 and above was accepted as having an impact on students' demographic area, social network sites and disruptive behavior.

RESULTS/FINDINGS

Table 1: t-test Results on Influence of Students' Networking Sites Activities and Disruptive Behavior

Site Activities	Number	Mean	Std. Deviation	Df	t-cal	Sig. (2-tailed)
Twitter	240	2.80	.65			
Facebook	240	2.90	.49	239	-2.685	.008

The data, as presented in Table 1, showed students' engagement in twitter activity resulted to mean disruptive behavior of 2.80 with a standard deviation of 0.65. On the other hand, their engagement in Facebook activities resulted to a mean disruptive behavior of 2.90 with a standard deviation of 0.49. Further analysis of data in Table 1 reveals the calculate value of t (-2.685) as against the impact of social network sites' engagements on students' disruptive behavior is 0.008. For the fact that the value of 0.05 level of substantial disparity is greater than the 0.008, the null hypothesis were not accepted,

meaning that a substantial impact of respondents' social network sites' participations on their disruptive behavior is in favor on their exercise in Facebook activity.

Table 2: Mean and Standard Deviation of Students' Disruptive Behavior Based on Demographic Variables

SN	Item	Urban N = 120			Rural N = 120		
		$\bar{x}$	SD	Remarks	$\bar{x}$	SD	Remarks
1	Noise making in the class during lesson	3.31	.59	Agree	3.40	.61	Agree
2	Disobedient to some teachers	3.31	.67	Agree	3.42	.57	Agree
3	Talking in the class without the teacher's permission	3.17	.56	Agree	3.20	.67	Agree
4	Acting as a clown behind the teacher's back	2.85	.71	Agree	2.87	.79	Agree
5	Attacking schoolmates physically	2.80	.68	Agree	2.90	.78	Agree
6	Attacking teachers verbally	2.64	.76	Agree	2.80	.81	Agree
7	Interrupting the teacher in the class	2.73	.88	Agree	2.68	.86	Agree
8	Whistling, breaking school materials	2.69	.86	Agree	2.65	.85	Agree
9	Intentionally breaking school materials	3.14	.65	Agree	3.07	.71	Agree
10	Using a cell phone when teaching is going on	3.17	.52	Agree	3.17	.61	Agree
11	Always feeling depressed in the class	2.89	.61	Agree	3.09	.69	Agree
12	Feeling uncomfortable in the midst of fellow students	2.91	.79	Agree	2.95	.78	Agree
13	Wishing to stay alone sometimes	2.76	.87	Agree	2.85	.78	Agree
14	Difficulty in controlling anger	2.66	.85	Agree	2.80	.87	Agree
15	Exhibiting tantrums frequently	2.84	.85	Agree	2.94	.85	Agree
16	Always feeling rejected by schoolmates	2.79	.83	Agree	2.83	.82	Agree
17	Being afraid to be in the midst of schoolmates	2.88	.81	Agree	2.85	.86	Agree
18	Inability to follow instructions	2.77	.73	Agree	2.85	.85	Agree
19	Being upset much of the time without reason	2.71	.82	Agree	2.86	.84	Agree
20	Always exhibiting misdirected aggression	2.83	.77	Agree	2.81	.78	Agree
	Overall Mean	2.77	.61	Agree	2.84	.69	Agree

Table 2 reveals the mean scores of the respondents on the impact of demographic areas on students' disruptive behavior. It indicates 2.50 and above mean score for all the 20 items on the table. Thus, both urban and rural students exhibit those forms of disruptive behavior in schools. However, the sum mean scores of 2.77 and 2.84 for the students in the demographic areas (urban and rural areas) were recorded respectively, implying that the students in rural areas had greater mean of disruptive behavior than those in the urban locations.

Table 2: t – Test Results on Influence of Demographic Areas Based on Students' Disruptive Behaviors

Location	Number	Mean	Std. Deviation	df	t-cal	Sig
Urban	120	2.77	.61			
Rural	120	2.84	.69	238	-8.20	.413

Further analysis of Table 2 reveals that the calculated value of t (- 8.20) for the impact of demographic areas of students' disruptive behavior has a probability value of 0.413, which is higher than the 0.05 level of substantial disparity, the stated hypothesis were received with consent.

DISCUSSION

From the results recorded, the students' engagements in Facebook activity showed a higher mean disruptive behavior than those who did their activities on Twitter. This result agrees with the finding made that the time spent on Facebook were negatively related to the overall GPA (Junco, 2011). This is in line with the finding that Facebook use among learners induces task-switching while studying (Rosen, Carrier & Cheever 2013). Furthermore, the result of this study tends to agree with the observation made that students expressed a greater sense of engagement in class when they used Twitter, and Twitter had a positive effect on students' engagement (Junco, Heiberger & Loken, 2011).

This may imply their engagement in Facebook activity recorded a higher mean disruptive behavior than their engagement in the Twitter activity. The result indicates the impact of social network sites' activities on students' disruptive behavior. The higher mean disruptive behavior recorded for students in the rural area could be because such behaviors among students may vary from school to school. Disruptive behaviors among students may, therefore, depend on the type of the discipline control measures applied by each school irrespective of where the school is located (Alakloby, 2017; Onwurah, 2013). This is in line with the study indicating a significant impact on respondents' social network sites' engagements on their disruptive behavior in favor of the students' engagement in Facebook activities. Students in rural school location had a higher mean score of disruptive behavior than those in the urban school area. This finding is in line with the finding that location is one of the contributory factors in the development of antisocial behavior traits in adolescents (Ikediashi & Akande, 2015). The study shows that students' engagement in Facebook activities recorded a higher mean score of disruptive behaviors than their engagement in Twitter activities. This could be as a result of the fact that almost all the students are connected with Facebook activities than those connected in Twitter activities.

A study carried out on the use of Twitter in achievement and development trends at Shapra University. Electronic Questionnaire was used in data collection which was administered on 82 students. The findings indicated that 95% of the students believed that Twitter to be beneficial only when it is done through organized communication and collaboration with their teachers. This implies that students require appropriate monitoring in the use of Twitter for academic achievement. On the other hand, 37% of the students agreed that Twitter is distractive in the process of learning and achievement. In a similar study carried out on the effect of social networking sites on engineering students' academic performance at the University of Maiduguri, Borno State in Nigeria, the findings indicated that the regularly subscribed networking sites by students include: Facebook, WhatsApp, Twitter, YouTube and Google. These individuals have more friends on social networking than physical in real life. If this is so, then the probability of the students attending to their network friends and not paying full attention to their studies should not be ruled out.

CONCLUSIONS

Remarkable impact exists between students' social network sites' exercises and their disruptive behaviors. Students in a rural school locations had higher mean disruptive behavior than those in the urban school location. However, substantial impact does not exist between the mean score of students' disruptive behavior. Both students (respondents) in urban and rural school locations agree to all the statements of the items. Thus, the result also revealed that both the urban and rural students were affected by social networking sites in relation to their manifestation of disruptive behaviors in schools. The result revealed, however, that respondents in the rural demographic area had more mean disruptive behavior than those in an urban demographic area, but was not found to be statistically significant in the test of hypothesis. Therefore, students in both demographic areas were at equivalence in the exhibition of disruptive behaviors in schools.

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