

## **Information Communication Technology Platforms as a Predictor of Scholastic Adjustment among Undergraduates in Rivers State**

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**Abstract.** This study investigates Information Communication Technology platforms as a predictor of scholastic adjustment among undergraduates in Rivers State. Three research questions and three corresponding null hypotheses were used to guide the study. The study adopted correlation research design. The total population of the study comprised all 14000 undergraduates in Rivers State owned universities. A sample of 500 undergraduates were drawn from the population using multi-stage sampling procedure. One self-structured instrument titled "information Communication Technology Platform and Scholastic Adjustment Predictor Scale (ISAPS) was used for data collection. The reliability of the instrument was done using Cronbach Alpha method. The ISAPS yielded a coefficient of .78. Three experts; one in guidance and counselling and two others in measurement and evaluation validated the instrument via face and content validity. The instrument were administered by the researcher and two research assistants and was retrieved at the spot. Simple linear regression analysis method was used to answer the research questions and test the null hypotheses at 0.05 alpha level of significance. The findings of the study showed that information communication platforms significantly predicted students' scholastic adjustment among undergraduates in Rivers State. In line with the findings of the study the researcher's recommendations were made.

**Key words:** *Information Communication Technology, Platforms, Predictors Scholastic Adjustment, Undergraduates.*

### **Introduction**

Humans will continue to adjust to their environment because of the innate desire to be comfortable, maximize potentials and actualize goals. Humans adjust to many things, environment and persons. To students, adjustment to scholarly activities and environment is pertinent as it is a yardstick through which academic and vocational goals can be achieved. Scholastic adjustment is the process of adapting to the role of being a student and to various aspects of the school environment. Information and Communication platforms positively affects students' academic achievement and retention thus may bring about scholastic adjustment. Ameen et al. (2019) buttressed that undergraduates perceive technology as an instrument of training and socialization, seeking to make

friends through the mass media and the use of the internet and although they recognize and generate group styles and identities.

Ikwuka and Adikwe (2017) asserted that the incorporation of ICT tools in teaching and learning not only enhances scholastic performance but also enriches general education. Information and Communication Technology is one of the foremost technologies among the emerging technologies that play an important role in every sphere of human endeavour (Adelakun, 2023). It has witnessed a massive transformation over the years which makes teaching and learning easier and more enjoyable, and has changed the ways people live, learn, work, and play. Consequently, the internet has been a vital tool to the present information society, and a world without the internet is unimaginable (Adelakun et al., 2020). Information and communication technology (ICT) uses different technologies to capture, communicate, collect, analyse, store and distribute the information needed to perform a specific task faster (Bobillier Chaumon et al., 2014; Pedagoo, 2020). It is imperative to note that the outbreak of the Covid-19 Pandemic forced several higher institutions of learning in developing countries to adopt digital technology for the learning process (Adelakun & Omolola, 2020).

ICT skills are essential in our present world in order to enable undergraduates to have access and utilize information. These ICT skills are required in these contemporary times to enable students function effectively. UNESCO (2017) reiterated that ICT leads to general access to education, equity in education, transfer of quality learning and teaching, teachers` professional growth and efficient educative management, governance and administration. This implies that undergraduates can improve their learning through proper and quality usage of ICT. Thus, universities, government and employers are expected to pay attention to undergraduates' ICT skills, because these are the people to restructure tomorrow. Siddiquah and Salim (2017), noted that majority of the students have access to computers and internet facilities both at home and in the universities, as such, they possess some skills such as knowledge of Microsoft word, Microsoft PowerPoint, searching and browsing on the internet, social networking, e-mail, uploading file, and video games. Conversely, amidst these various skills possessed by the students, it is obvious that they lack other skills such as proper usage of e-library, discussion forums and blogging (Wordu et al., 2021) Olurinola (2006) stated that PowerPoint should be used in teaching and learning as it facilitates learning among student. In a study by (Odede & Enakerakpo, 2014), the researchers stated that undergraduate possessed adequate ICT skills and can efficiently make use of the internet, they also access ICT platforms, these platforms bring about may help them to adjust to their scholastic environment.

Odede and Enakerakpo (2014) further added that these skills were acquired by the students themselves through handbooks and manuals, friends and courses in their various institutions. Consequently, (Siddiquah & Salim, 2017) noted that the undergraduates engage themselves in doing other computer related activities instead of focusing on their academics. This is because, most of the students believed that using ICT ease their learning. Perhaps this is because everything is now at their fingertips courtesy of ICT.

Studies however revealed that students faced series of challenges in acquiring and utilizing these skills (Anyim, 2018) retorted that some of the challenges of acquiring ICT skills include; lack of funding, failure of the curriculum to include ICT, poor attitudes toward acquiring ICT skills, unavailability of training opportunities, poor ICT facilities, high cost of ICT literacy training and lack of interest in digital information. Adeosun (2010) asserted that describing the situation of ICT which was very particular about the state of things in Nigeria, as a great challenge to effective learning, the researcher mentioned poor infrastructure as one of the major issues affecting the full implementation of ICT; very good internet access, proper and adequate hardware among other infrastructures are necessary for basic and advanced level of ICT enabled instructions. The usage of ICT in every sector

of life is very necessary as it facilitates growth; advances knowledge, increases productivity and human resources. ICT is relevant for improving infrastructures, economy and the education sector of any developing or underdeveloped nation. This of course has made ICT a pivotal for any undergraduate student that is expected to perform excellently. Adelakun et al., (2022) revealed that information technology will improve performance and lead to greater productivity when standard IT infrastructure is installed. Hence, all education curricula should be incorporated with appropriate digital technology to meet the present and future challenges of globalisation and the knowledge economy (Adelakun, 2022).

### **Statement of the Problem**

Undergraduate's scholastic maladjustment is on its increase as thousands of undergraduates in Rivers State are reported to fall short of scholarly expectations. School irregularities such as examination malpractices, mass failure, school dropout, hooligan behaviour, risky sexual behaviour, youth restiveness and other social vices are not uncommon in tertiary institutions. Undergraduates have been observed to have noticeable decline in their scholarly activities, this may be because of how they perceive themselves, what they think and how they behave as a result of environmental and biological factors. Undergraduates tend to display signs of poor scholastic adjustment which perhaps may be due to new or change of environment, difficulty in adapting to the school environment, usage of essential school equipment, difficulty in locating and accessing school facilities, like library, Information Communication and Technology (ICT) Unit, e-library, lecture rooms etc. Undergraduates in Rivers State tertiary institutions just like other institutions of learning has had a fair share of all these irregularities, efforts made by the government, cooperative organization, teaching and non-teaching staff and of course well mean individuals, in this direction are yet to yield fruits. These occurrences had caused great concern to professional in education and concerned citizens. Researchers had and would continue to find the source of these educational problems regarding the scholastic adjustment of undergraduates. Researchers have investigated such problem to be as a result of inefficiency and loopholes in the school system and society these loopholes include; poor funding, poor staffing, inability to adjust to school environment absence/near absence of some basic facilities as well as poor school learning environment and their effects on the scholastic adjustment of students in school. This present research in order to contribute immensely towards the solution of this cumbersome problem deemed it necessary to investigate Information Communication Technology Platforms as predictors of scholastic adjustment among undergraduates in Rivers State.

### **Aim and Objectives**

The aim of this study is to investigate Information Communication technology platforms as predictors of scholastic adjustment among undergraduates in Rivers State. The objectives of the study include:

1. To investigate the extent teaching and learning platforms predict scholastic adjustment of undergraduates in Rivers State.
2. To ascertain the extent social media platforms predict scholastic adjustment of undergraduates in Rivers State.
3. To examine the extent research and development platforms predict scholastic adjustment of undergraduates in Rivers State.

### **Research Questions**

These research questions were formulated to guide the study:

1. To what extent does teaching and learning platforms predict scholastic adjustment among undergraduates in Rivers State?
2. To what extent does the social media platforms predict scholastic adjustment among undergraduates in Rivers State?
3. To what extent does research and development platforms predict scholastic adjustment among undergraduates in Rivers State?

## **Hypotheses**

These hypotheses were used to guide the study and were tested at 0.05 significance level:

1. Teaching and learning platforms does not significantly predict scholastic adjustment of undergraduates in Rivers State.
2. Social media platforms does not significantly predict scholastic adjustment of undergraduates in Rivers State.
3. Research and development platforms does not significantly predict scholastic adjustment of undergraduates in Rivers State.

## **Review of Related Literature**

Scholastic adjustment is the process of adapting to the role of being a student and to various aspects of the school environment. Scholastic adjustment is defined in terms of the characteristics exhibited by a well-adjusted student, rather than in terms of scholastic grades alone. Schoolastic adjustment is a multi-causal construct that is manifested, according to most researchers, through performance indicators together with those linked to social relations and the emotional aspects associated with educational and school tasks. School adjustment is considered an outcome variable (Rodríguez-Fernández et al., 2016) that refers to an individual's adaptation to the demands and characteristics of the school system, as well as their self-perceived comfort in, commitment to and acceptance of educational contexts. Consequently, given that school adjustment refers to several dimensions of school life, studies assessing this multidimensional variable should include factors representative of perceived academic achievement (Rodríguez-Fernández et al., 2018), social relations, as is social integration and/or social integration problems (M; León et al., 2021) and emotional aspects, as is considered emotional engagement of the school environment (Gutman & Schoon, 2018).

ICT has been an integral part of the teaching and learning process for high school students. The internet is a worldwide network system that connects a diverse set of commercial, public, business, academic, and government networks to enable global communication and access to data resources. The terms "Internet" and "World Wide Web" are frequently used interchangeably, although they are not synonymous; whilst the internet refers to the worldwide communication system, which includes hardware and infrastructure, the web is just one of the services provided through the internet (Techopedia, 2020). Internet usage explains the use of the world wide web to enhance academic work. The internet is the most important information and communication technology that has caused a global shift in information quality (Siraj et al., 2015; Yebowaah, 2018). Siraj et al. (2015) identified the Internet as the primary information and communication technology that has led to a quality shift in the global information situation. Some of the key benefits of ICT as opined by Adelakun (2023) include following; It promotes a carbon-free environment, easy distribution of learning resources, it enhances student ICT capability and ICT literacy, it enhances retention capability, it enhances interactivity, it easy creation of study materials, it offers self-paced learning and personalisation, it romotes collaboration between students, it provides swift and enormous access to learning resources, it promotes active and independent learning.

It is apparent that several challenges arise from ICT adaptation but most developing nations face drawbacks such as weak internet connection and high cost of using the internet which makes so many students lose interest in the technology especially students from rural communities. Other key challenges experienced are the complexity of the system and the adaptability struggle due to the lack of experienced technical personnel. Some of the major challenges faced by ICT as described by Adelakun et al. (2022) include lack of human interaction, financial restriction, overdependence on smart devices, technical issues, lack of self-motivation, intermittency of electricity supply, social isolation, low level of computer literacy and limited feedback.

In the mid-1990s, educational institutions were introduced to the Internet as a medium to promote students' educational journeys (Ngoumandjoka, 2012). As a result, internet connectivity has vastly improved in recent decades and is now available in households, offices, travel, and classrooms (Ellore, et al., 2014). Research evidence (Adedotun, 2015; Akande & Bamise 2017) shows that students' academic success is influenced by access to information. Mbongo et al. (2021) found out that the benefits of using ICT teaching and learning include flexibility, teaching large classes, increased interaction and engagement between lecturers and students, and the internet helps to make that possible. Reliable internet sources for academic research are more relevant, particularly in highschool courses that demand a scholarly overview of publications. The fulcrum of teenage educational achievement is using the internet for academic reasons. Internet networking is now almost ubiquitous; for example, many learners have internet access on their cell phones (Ellore et al., 2014). As a result, learners can broaden their academic knowledge, research, and tasks by gaining access to global information and maintaining efficient communication in the world of academia (Siraj et al., 2015). Yesilyurt et al. (2014) asserted that having a home computer and internet connectivity is just as critical for learners' success in academia as having self-learning skills. Yebowaah (2018) suggests that many learners in Nigeria's high schools believe that the internet is better and more convenient than their school libraries when it comes to internet access and use.

Undergraduates viewed the internet as a database of general information, which helped improve their reading behaviours and school success. As a result, the Internet is often used as an online learning resource, which has helped students improve their academic outcomes (Siraj et al., 2015). High school and university undergraduates (Ameyaw & Asante, 2016; Yebowaah, 2018) regard the library as a conducive atmosphere for learning and a source of appropriate and practical place to search for information. However, they would instead use the ICT platforms rather than go to the library since it often provides readily available materials. Akin-Adaramola (2014) in a study found that students' top activities are chatting, followed by uploading and viewing multimedia videos, browsing the internet, using the internet to find knowledge for school and thus makes the learner to adjust to scholarly activities.

Akinfolarin and Bolanle (2017) This study investigated the extent of information and communication technology (ICT) utilization for students' learning in Ondo State tertiary institutions. The study finds out that facilities like computer systems, email accounts, projectors, Public Address System (P.A.S), E-Library, printers for print out of learning materials by students and Social-Media Platforms are available for students' learning in Ondo State tertiary institutions, ICT facilities like internet, computer training centre for students on campus and stored lecture notes on CD-ROM are not available to students for learning, Computer training classes and projectors for academic activities are not accessed by students' on campus, female students' have the highest level of utilization of ICT facilities compared to male students in Ondo State tertiary institutions.

Anuradha and Albina (2024) revealed that the platform advances massive contrasts in metacognitive capacity, scholarly self-viability, and learning accomplishment. Similarly, the data show that students with different technology usage and metacognitive awareness achieve equivalent

learning outcomes. Similarly, Sheela and Shangeeta (2017) also revealed that the impact of social media on scholastic achievement among higher secondary students shows that both Facebook usage Twitter usage are significant predictor of university students' school adjustment. The paper therefore recommends that since Facebook and Twitter are important for academic discuss, the school management should make internet facilities free and available for students use.

Hyunjin et al. (2017) who examined how social media use is associated with perceived social support and adjustment when demographic and social psychological characteristics are controlled for revealed that level of social media use is positively associated with level of perceived social adjustment but not with level of perceived social support. International students don't feel comfortable discussing their distress via social media due to complex cultural internetworking present in the online networking sphere. The results of this study indicate that in studying this topic we should take into account both common challenges in getting social support online and special circumstances facing international students.

Mohammed et al. (2021) in their study revealed that information technology (IT) skills make a fundamentally positive and significant impact on academic performance. Reading and writing influenced academic performance considerably. In addition, resilience affected academic performance emphatically and essentially. Iro-Idoro (2017) who examined ICT Knowledge as a predictor of good academic performance of students in tertiary institutions in South-West, Nigeria in her study revealed that there is a significant relationship among the variables of the study, there is a significant prediction of ICT knowledge on good academic performance of the students while there was no significant gender difference in good academic performance of the students. Similarly, Amponsah et al. (2022) who in their study explored the usage of the internet and its impact on the academic performance of Senior High School (SHS) students in the Cape Coast Metropolis revealed that Internet outlets for SHS students include school ICT labs, mobile phones, internet facilities for families, and public internet cafes. Furthermore, internet access influences academic standards among students, as those with internet access have shown a higher improvement in academic performance than those without.

Oguguo et al. (2020) in their study revealed that undergraduate students possessed the relevant ICT skills that will enhance their learning and that the ICT skills of the male students were not different from that of the female. The findings also showed that the ICT skills of undergraduate students differ based on their educational level, particularly, between the 100 level and 500 levels. In the same vein, Effiong et al. (2023) in their study revealed that internet usage has led to significant improvement in the academic performance of student of the University of Nigeria Nsukka. The results also showed that e-learning has significant relationship with academic performance of students in the University of Nigeria Nsukka. However, the results showed that the use of Facebook by the students has no significant relationship with their academic performance.

## **Methodology**

The research design for this study was a correlational design. The estimated population for this study was 14 thousand undergraduates in Rivers State in Rivers state owned public universities. This estimation was because as at the time of this study there was no accurate figure in the ICT departments of Ignatius Ajuru University of Education (IAUE) and Rivers State University of Education (RSU). Rivers State is a state in the Niger Delta region of southern Nigeria (Old Eastern Region). The researcher deemed this area fit to carry out this study because of the rate at which scholastic maladjustment is on its increase among undergraduates in Rivers State. A sample of 500 undergraduates was drawn from the population using multi-stage sampling procedure. One self-structured questionnaire instruments titled "Information Communication Technology Platforms and

Scholastic Adjustment Predictor Scale (ISAPS) were used for data collection. The (ISAPS) questionnaire comprised 30 items each. All the items were structured based on the four point modified likert rating scale of Very High Extent = VHE, High Extent b = HE, Low Extent = LE and Very Low Extend = VLE which were assigned numerical values of 4, 3, 2 and 1 for positively keyed items and 1, 2, 3 and 4 for negatively keyed items. The instruments (ISAPS) were validated based on face and content validity by three experts; one in guidance and counselling and two others in measurement and evaluation. To establish reliability, a sample of 40 undergraduates of Niger Delta University were administered the questionnaire. The reliability of the instrument was done using Cronbach Alpha method. ISAPS yielded a coefficient of .79.

The instrument was administered by the researcher and four research assistants and were retrieved at the spot. Simple linear regression method was used to answer the research questions and test the corresponding null hypotheses at 0.05 alpha level of significance. The findings of the study revealed that teaching and learning platforms, social media platforms and research and development platforms significantly predicted scholastic adjustment among undergraduates in Rivers State. The study recommended among others that, undergraduates should be educated and re-educated by the guidance counsellor and other ICT experts on the best approach to utilize Information communication and technology platforms, the guidance counsellor should canvas and campaign for the provision and effective management of ICT gadgets in campuses of learning, The guidance counsellor should liaise with the school to ensure that campus area networks and power are readily available.

This research was hinged on two theories, namely the theory of Bio ecological model and Stage environment fit theory. The Bioecological Model by Bronfenbrenner (2005) posits that individual characteristics and the environment may be responsible for scholastic adjustment. Development entails the way each individual understands his or her own changes, their ecological environment and the interaction between the two, along with their increasing ability to discover, maintain and/or alter their properties (Bronfenbrenner, 2005). This model suggests that the first subsystem, the microsystem, is the layer closest to the individual and, consequently, the one with which he or she has most contact. Therefore, one of the structures of this microsystem that most influences undergraduates both in terms of the environment and the relationships that occur within it, is the school and the support derived from the different members of the school environment. The Stage-Environment Fit Theory was propounded by (Eccles et al., 1993) This theory posits that undergraduates learning environment as well as the facilities are essential for scholastic adjustment.

## Presentation of Data and Results

The results of this study were presented in the tables as follows:

**Research Question One:** To what extent does teaching and learning platforms predict scholastic adjustment among undergraduates in Rivers State?

**Hypothesis One:** Teaching and learning platforms does not significantly predict scholastic adjustment of undergraduates in Rivers State.

**Table 1: Simple Linear Regression Analysis Showing the Prediction of Teaching and learning platforms and scholastic adjustment of undergraduates in Rivers State**

Model	R	R Square	Std. Error of Estimate	Decision
1	.564 <sup>a</sup>	.489	6.59975	<b>Moderate Prediction</b>

Source: *SPSS Output, 2025*

Table 1 shows that there is a moderate positive relation between teaching and learning platforms and scholastic adjustment among undergraduates in Rivers State  $R=0.559$ . The adjusted R square value= .489. This implies that 48.9% of scholastic adjustment among undergraduates can be explained by teaching and learning platforms while the remaining 52.1 % can be due to other factors not included in this model.

**Table 2: Summary of Simple Linear Regression Analysis on the Prediction of teaching and learning platforms and scholastic adjustment of undergraduates in Rivers State**

Source	Sum of Squares (SS)	Df	Mean Square	F. Ratio	P-value	Remark
Regression	426.982	1	426.979	8.497	.003	S
Residual	17833.116	498	43.551			
Total	18260.095	499				
Linear R ( $r_p$ ) =.564 <sup>a</sup>						
R. Square ( $r^2$ ) = .489						
Standard Error of Estimate =6.59975						

**Source: SPSS Output, 2025.**

- a. Dependent Variable: scholastic adjustment
- b. Predictors: (Constant), teaching and learning platforms

Table 2 shows that for every increase by 1SD in the teaching and learning platform scores, there will be an increase of 0.15 SD in the scores of scholastic adjustment among undergraduates in Rivers State.

The coefficient table shows that the prediction is significant ( $F=8.497$ ,  $DF=1, 398$ ,  $p<0.05$ ), hence  $H01$  which state that teaching and learning platforms does not significantly predict scholastic adjustment among undergraduates therefore is rejected.

**Research Question Two:** To what extent does the social media platforms predict scholastic adjustment among undergraduates in Rivers State?

**Hypothesis Two:** Social media platforms does not significantly predict scholastic adjustment of undergraduates in Rivers State.

**Table 3: Simple Linear Regression Analysis Showing the Prediction of social media platforms and scholastic adjustment of undergraduates in Rivers State.**

Model	R	R Square	Std. Error of Estimate	Decision
1	.881 <sup>a</sup>	.083	6.60924	High Prediction

**Source: SPSS Output, 2025**

- a. Dependent Variable: scholastic adjustment
- b. predictors: (constant), social media platform

Table 3 Shows that there is a very high relationship between social media platforms and national insecurity ( $R= .881$ ). The adjusted R square value= 0.83 shows that only 83% of scholastic adjustment among undergraduates in Rivers State can be explained by social media platforms. The remaining 17% can be attributed to other factors not present in this model.

**Table 4: Summary of Simple Linear Regression Analysis on social media platforms and scholastic adjustment of undergraduates in Rivers State.**

Source	Sum of Squares (SS)	Df	Mean Square	F. Ratio	P-value	Remark
Regression	476. 9780	1	476.979	8475.21	.004	S
Residual	18333.114	498	43.551			
Total	18810.093	499				
Linear R ( $r_p$ ) = .881 <sup>a</sup>						
R. Square ( $r^2$ ) = .083						
Standard Error of Estimate = 6.60924						

**Source: SPSS Output, 2025.**

- a. Dependent Variable: scholastic adjustment
- b. Predictors: (Constant), social media platforms.

The coefficient table shows that the prediction is significant ( $F= 8475.21$ ,  $DF=1$ ,  $398$ ,  $p<0.05$ ). Therefore,  $HO_2$  is rejected, implying that social media platforms significantly predicts scholastic adjustment among youths in Rivers State.

**Research Question Three:** To what extent does research and development platforms predict scholastic adjustment among undergraduates in Rivers State?

**Hypothesis Three:** Research and development platforms does not significantly predict scholastic adjustment of undergraduates in Rivers State.

**Table 5: Simple Linear Regression Analysis Showing the Prediction of Research and development platforms and scholastic adjustment of undergraduates in Rivers State.**

Model	R	R Square	Std. Error of Estimate	Decision
1	.654 <sup>a</sup>	.599	5.22843	<b>Moderate Prediction</b>

**Source: SPSS Output, 2025**

- a. Dependent Variable: scholastic adjustment
- b. Predictors: (Constant), research and development platforms.

Table 5 shows that there is a positive moderate relationship between research and development platforms and scholastic adjustment among undergraduates in Rivers State ( $R= .654$ ). With an adjusted R-square value of .59.9. It implies that 59.9% of the the threat to scholastic adjustment among undergraduates can be explained by research and development platforms among undergraduates in Rivers State while the remaining 36.1% can be due to other factors not included in this model.

**Table 6: Summary of Simple Linear Regression Analysis on the Prediction on research and development platforms and scholastic adjustment of undergraduates in Rivers State.**

Source	Sum of Squares (SS)	Df	Mean Square	F. Ratio	P-value	Remark
Regression	8948.539	1	8947.539	327.575	.002	S
Residual	90794.560	498	27.117			
Total	9742 099	99				
Linear R ( $r_p$ ) = .654 <sup>a</sup>						
R. Square ( $r^2$ ) = .599						

**Source: SPSS Output, 2025.**

- a. Dependent Variable: scholastic adjustment
- b. Predictors: (Constant), research and development

Table 6 shows that for every increase by 1 SD in the research and development platforms scores there will be an increase of 0.15 SD in the scholastic adjustment scores among undergraduates in Rivers State.

Table 6 shows that the prediction is significant ( $F= 327.58$ ,  $df=1, 398$ ,  $p<0.05$ ), hence  $H03$  is rejected. This implies that research and development platforms significantly predicted scholastic adjustment among undergraduates in Rivers State.

### **Summary of Findings**

The findings of the study are summarized as shown below:

1. It revealed that teaching and learning platforms significantly predicted scholastic adjustment of undergraduates in Rivers State.
2. It was found that social media platforms significantly predicted scholastic adjustment of undergraduates in Rivers State.
3. The study showed that research and development platforms significantly predicted scholastic adjustment of undergraduates in Rivers State.

### **Discussion of Findings**

The discussion of findings was based on summary of the findings of this study: The finding of research question one and hypothesis one revealed that teaching and learning platforms significantly independently predicted scholastic adjustment among undergraduates in Rivers State. This means that teaching and learning platforms may make students to adjust scholarly asur gives them the opportunity to explore new and impactful teaching and learning endeavours. This finding is not in contrast with Amponsah et al. (2022), Iro-Idoro (2017) and Ogogou et al. (2020) who fund out that teaching and learning platforms contributees to undergraduates teaching and learning experience and thus helps them to adjust to their scholarly environment.

The finding of research question two and hypotheses two showed that social means platforms significantly independently predicted scholastic adjustment among undergraduates in Rivers State. This means that social media platforms illicit quality interaction mediums that may propel scholars to interfere both people within the school environment with ease, this will on the long run enable them to adjust scholastically. This finding is not in disagreement with that of Sheela and Shangeeta (2017) and Hyunjin et al. (2017) who revealed that social networking platforms contributes to the scholastic adjustment of undergraduates. The findings is also in line with, Evinson (2023) who found out that social media platforms are significant predictors of scholastic adjustment among undergraduates.

The finding of research question three and hypotheses three indicated that research and development platforms significantly independently predicted scholastic adjustment among undergraduates in Rivers State Nigeria. This means that research and development platforms which enables research and make it easy for undergraduates to explore the works of other scholars in their area of specialty leads to the accumulation of knowledge and information that can enable undergraduates to adjust scholarstically. This finding is in agreement with that of Effiong et al. (2023) and Akinfolarin and Bolanle (2017) who revealed that research and development platforms which is a type of ICT platform helps undergraduates to improve their knowledge as they have unlimited

access to the study and research of other scholars. It also in line with the findings of Anuradha and Albina (2024) who found out that research and development platforms brings about an impact on innovation utilization and metacognitive mindfulness on the scholarly accomplishment and assistance of undergraduates.

## **Summary of the Study**

The study investigated Information Communication Technology (ICT) platforms as predictors of scholastic adjustment among undergraduates in Rivers State. Three research questions were answered in the study, while three null hypotheses were tested in the study at 0.05 significance level. The review of related literature examined the views of scholars on the variables of the study. The related literature reviewed in this study was discussed under; conceptual, theoretical, empirical reviews and summary of literature. The study adopted a correlation research design for the evaluation of Information Communication Technology Platforms as predictors of scholastic adjustment among undergraduates. The following showed that teaching and learning platforms, social media platforms and research and development platforms significantly predicted scholastic adjustment among undergraduates in Rivers State.

## **Conclusion**

In line with the results of this study, the researcher concluded that Information Communication Technology (ICT) platform significantly predicted scholastic adjustment among undergraduates in Rivers State. It was also concluded that teaching and learning platforms, social media platforms and research and development platforms significantly to a very high extent predicted scholastic adjustment among undergraduates in Rivers State.

## **Recommendations**

In line with the findings of the study the researchers recommended the following:

1. Undergraduates should be educated and re-educated by the guidance counsellor and other ICT experts on the best approach to utilize Information communication and technology platforms.
2. The guidance counsellor should canvas and campaign for the provision and effective management of ICT gadgets in campuses of learning.
3. The guidance counsellor should liaise with the school to ensure that Campus Area networks and power are readily available.
4. Undergraduates should be encouraged and admonished to use social media platforms wisely as such platforms can bring about scholastic adjustment and maladjustment.
5. Seminars, conferences should be organized by guidance counsellors and other professionals in Information Communication Technology (ICT) to sensitize the general public and the undergraduates on the need to utilize iCT gadgets and platforms in other to adjust to their learning environment.

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