

Innovations

Impact of Social Media on the Study Habit of Basic Science Students in Junior Secondary Schools in Ekiti State, Nigeria

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Abstract : *This study analyzed the impact of social media on the study habit of basic science students in public junior secondary schools in Ikere Local Government Area of Ekiti State, Nigeria. This study adopted descriptive research of survey type which comprises of all Basic Science students of JSS II students in public junior secondary schools in Ikere Local Government Area of Ekiti State. Stratified random sampling technique was used to select 150 students from five selected secondary schools. Three hypotheses were generated for the study. Questionnaire was used as instrument for data collection. The instrument was subjected to validity and reliability mechanism. The reliability coefficient of the instrument was 0.89. The data collected were analyzed through a statistical tool of using one-way ANOVA at 0.05 level of significance to test the three generated hypotheses. The result showed that there was significant impact there is significant impact of the use of Facebook as a social media on students' study habits in basic science, there is significant impact of the use of WhatsApp as a social media on students' study habit in basic science and there is significant impact of the use of Google as a social media on students' study habit in basic science in the level of utilization of social media among Basic Science. Based on the findings, conclusion and appropriate recommendations were made.*

Keywords: *social media, study habit, basic science, junior secondary school*

Introduction

The evolution of social media has cut across all facets of society with its positive and negative impacts. Social media has transformed and impacted on communication, learning, research and education in general. Among the vast variety of online tools which are available for communication, social networking sites (SNS) have become the most modern and attractive tools for connecting people throughout the world (Bamigboye & Olusesan, 2017).

Social media are web-based and mobile applications that allow individuals and organizations to create, engage, and share new user generated or existing content, in digital environments through multi-way communication.

Through this platform, individuals and organizations create profiles, share and exchange information on various activities and interests.

Kaplan & Haenleinn (2021) defined social media as a group of internet-based applications that build on the ideological and technological foundation of Web 2.0, and that allow the creation and exchange of user-generated content. Tertiary institution students use the social media for different reasons which include connecting to their friends, for academic purposes, to exchange pictures and videos, for personal information and so on. Some of the social media websites are Face book, YouTube, and Twitter.

Facebook represents a potentially useful tool in educational contexts. It allows students to manage their own privacy settings and often work with the privacy settings they have already established as registered users (Wikipedia, 2015). Also, Facebook is one alternative means for shy students to voice their thoughts in and outside of classroom. It allows students to collect their thoughts and articulated them in writing before communicating those (Moody, 2019).

Twitter is one of the social media that promotes social connection among students globally. It enhances communication building; critical thinking and sharing of knowledge worldwide. Junco, Heiberger & Loken (2017) completed a study of 132 students to examine the link between students' engagement in social media and grades. They divided the students into groups; one used Twitter and other did not. They found that students in the Twitter group have higher GPAS and greater engagement scores than the control group.

YouTube is one of the frequently used social media tool by the students. Students can watch and share videos, answer questions and discuss content thereby improving their study habit. Sherer & Shea (2011) claimed that YouTube improved study habit, increased participation, personalization (customization) and productivity among basic science students. It also improved students' digital skills and provided opportunity for peer learning and problem-solving. Other social media are useful to students in the classroom. Basic science students make use of them to solve problem and increase their skills technologically and educationally.

Socialization has long been witnessed before the advent of new technologies which transformed socialization into a new system in the society (Joseph, 2020). Socialization is a lifelong process which continues as people changes jobs or roles and as society itself changes. It is an age long human activity which entails the relationship between human being and another in the environment in which they live (Haradambos, Holborn & Healed, 2018).

According to Omeodu & Daniel (2021) pointed out that Social media opens students to a superior method of getting things done and also assists individuals with being very much educated, edified, staying informed concerning world turn of events. Social media is an expression of facts based on gathering of web based information that permits creation and connection among individuals wherein they make, offer, trade and remark among themselves in various organizations. Social media represents one of the most successful examples of the benefits of sustained

students study habits and commitment to research and development in physics domains.

Social media represents one of the most successful examples of the benefits of sustained students study habits and commitment to research and development in physics domains. One of the most vital usefulness of social media to physics students is easy access to learning. With the help of social media, the students browse through e-books, scholarly or research materials, sample examination papers, previous year papers. They can also have an easy access to resource persons, mentors and experts. Flexibility in this manner has heightened the availability of just-in-time learning and provided learning opportunities for physics students who previously were constrained by other commitments (Alison, 2017).

In their findings, Pajo & Wallace, (2011) opined that, the growth of social media technologies has dramatically reshaped teaching and learning as well as study habits of the students. Its application is more critical today to physics students than ever before since its growing power and capabilities are triggering a change the learning environments in education. Omeodu & Daniel (2021), in their words, utilization of social media facilities offers powerful learning environments for the physics students as it helps to transform their learning process as well as relating fully to independent knowledge for constructive learning activities. It is therefore worthwhile to investigate the assessment of social media utilization and study habit among students of tertiary institutions. This study investigated the influence of social media on the study habit of physics students in Ikere Local Government, Ekiti State.

The use of social media technology changes students study habits based on the fact that social media is an important tool for promoting academic activities. In learning processes, the resources offered by the social media have had a significant influence on academic achievement of the students. Therefore, students in their respective fields need variety of effective and interactive means of accessing and retrieving information.

More so, learners participate in a variety of different educational activities within the social media environment. For example, communication-related activities include classroom lectures, question and answers and group discussions on any social media infrastructure like Facebook, WhatsApp, Google and Twitter. This study therefore examines Influence of Social Media on the Study Habit of Physics Students in Ikere Local Government Area of Ekiti State.

Several scholars agree that addiction to social media sites have become a distractive technology to students' academic work in secondary education. It can affect their grades, social skills and time management skills which can be positive or negative depending on the user (Salvation & Adzharuddin 2014). The use of social media (like Facebook, YouTube, Twitter and WhatsApp) by secondary school students today is resulting to mass failure of students in academic achievement (Emeri). This is because students these days spend more time

chatting with their friends rather than engaging in research or reading their books.

Despite all the measures used to curb negative use of social media among secondary school students in the study area, it is discovered that most measures taken to stop students' negative use of social networking had failed. Some teachers lack strategies on how to bring students to positive use of the social networking which had created more problems in school management and some level of aggressive behaviours. If the Social device is put to positive use, it should not affect students' academic achievement negatively (Ogedebe, Emmanuel & Musa, 2012 and Modupe, 2016). Ideally, students are expected to use their social network for information purpose that will help them academically. The use of social media for academic purpose will assist the students to browse the internet for in depth knowledge on topics taught in class. It will also assist the students to form their own notes, do assignments, link up with other students to collaborate and share knowledge. It also helps students to download text books which enhance learning holistically (Olutola, 2018).

Basically, the use of social media such as Facebook, Youtube, Twitter, Google and WhatsApp is capable of activating the sense of sight, hearing and touch as well as providing high interactive potentials for users to develop their individual, intellectual and creative ability through their emotions. These are supposed to enhance study habit in Physics if properly harnessed.

Facebook is the most well-known interpersonal interaction site ever. The use of Facebook provides students with the ability to get more useful information, to connect with learning groups and other educational systems that make education convenient. It affords students and institutions with multiple opportunities to improve learning method (Bernard & Dzandza, 2018).

The use of Facebook platforms gives students the right access to quality information about the school environment, departments, faculties, rules, and regulations. It has been observed that Facebook has a wider and faster means of circulating information not only to the students of an institution but also to the generality of the public.

News agency Newspoll observed that 99% of teenagers aged 16 to 17 years use social networks and 78 percent of children aged 8-9 visit sites like Facebook, young people spend up to 7 hours a day in them, a huge number of physics students cannot speak of their lives without every day visits to interpersonal organizations, draw data from the news sources of Internet destinations, convey through remarks from different networks, and so forth. Students' academic life has moved to a different dimension since the introduction of these social media networks and several studies have affirmed that Facebook plays an important role on students including the study conducted by Wheeler, Yeomans & Wheeler,(2008) in their study, they recognized four (4) major advantages of social media usage by students in higher education which included; enhancing relationship, improving learning motivation, offering personalized course material, and developing collaborative abilities. Indeed, it

has contributed greatly to facilitating learning in the 21st century. It is shown that a greater percentage of students commonly use social media to ameliorate their studies (Khan, 2010).

Facebook has resulted to flexible studies today across the globe. Even though, there has been other school of thought that states that Facebook is a nuisance to students' academic life. For instance, Kuppaswamy & Shankar (2010), argued in their study that Facebook distracts the attention and concentration of the students toward learning and converts it towards non educational activities such as useless and unnecessary chatting, there have been several studies conducted afterwards whose findings are contrary to this claim.

The WhatsApp is more than just a means of searching and getting information for academic activities. It is used to connect with students for academic purposes. It has become the latest example of new communication technology usually used by students for interaction and development of academic activities. The emergence of WhatsApp simplified the process, because they do not call for advanced internet knowledge or experience and are made up of a wide of different formats. The use of WhatsApp is being rapidly rising during last few years. It is not only being used by the working people but also there is heavy increase in the use of social media by the students or education society.

With such broad acceptance, there is no surprise that WhatsApp has affected the way students live and socialize. It is one of the latest examples of communication technologies that have been widely-adopted by students and, subsequently, have the potential to become a valuable resource to support their educational communications and collaborations. It was discovered WhatsApp as a factor in the lacking of habits of reading newspaper among students and it may cause them to lose much advantageous information consist of the newspaper. Furthermore, Wang, Chen & Liang (2011) alleged that WhatsApp is absolutely affecting students' effectiveness as well as their grades. Therefore, educators need to be worried about these problems and attempt to find better ways to solve these problems. Though, framed within an academic context, the concepts outlined here can be used to investigate the use of communication technology not only at school, but also at home, workplace, and many other settings, and for a diversity of different viewers like teenagers, young adults, the elderly, or families.

Google is the world's most well-known web index. It has emerged to be one of the most vital means of assessing communication means. It exist so as to ease communication among people regardless of the expanse, making it open to people to easily share information, files and pictures and videos, create blogs and send messages, and conduct real-time conversations.

Google are the emerging digital communication channels which create a user-oriented information sharing ground where any people can generate or subscribe information content as both information provider and consumer. Buettner (2016) sees it as computer mediated tools that allow people or

companies to create, share exchange information, career interest, ideas, pictures/ virtual communities and networks.

The emergence of Google has increase interactivity among people, making them to be producers and consumers of information in a simultaneous manner. According to the researcher, the 21st century brought with it the advent of the new media with its fast tracking means of sending and receiving information via internet in our contemporary society. The new media has gained popularity as it is being used for entertainment, networking and academics. The study noted that, Google was given a boost to academic activities. The emergence of social network sites has revolutionized communication tools for facilitating teaching and learning activities. In recent years, social networking has become one of the most significant communication tools among people; in which exist through the Internet that provides accessibility for tremendous amount of people. With the use of social media interfacing through computer and mobile devices becoming more prevalent, user interaction from the platform to face to face engagement is being promoted (Teclehaimanot & Hickman, 2011). Recent attention of students to social networks brings a privacy and safety concern in educational environment. The appearance of google provide effective medium of interaction as well as seeking for information necessary for teaching and learning.

Study habit is a pattern of behaviour adopted by students in the pursuit of their studies that serves as the vehicle of learning. It is the degree to which the student engages in the routines (e.g. reviews of materials, frequency of studying sessions, etc) occurring in an environment that is conducive to studying. Various researchers have shown that there is a positive relationship between study habits and academic performance of students (Khurshid, Tanveer & Naz, 2012).

Study habits are well-planned and deliberate pattern of study which has attained a form of consistency on the part of students toward understanding academic subjects and passing at examinations (Morgan & Fuchs, 2016). It fulfills a pivotal role in the development and use of lifelong reading skills hence, students' study habit are of central concern to both educators and society at large. Habit is a usual condition of a person either natural or acquired.

Study habits are usually defined as student's ability to manage time and other resources to complete an academic task successfully. Therefore, Nneji (2012) opined that study habits are learning tendencies that enable students work privately. Azikwe (2018) described study habits as the way and manner a student plans his or her private reading outside lecture hours in order to master a particular subject or topic. Crede & Kuncel (2018) noted that study habits denote the degree to which the student engages in regular acts of studying that are characterized by appropriate studying routines (e.g. review of materials) occurring in an environment that is conducive to studying.

Study habit can be measured directly through assessment, inventories, reports, examinations and rating scales. Study habit can be the students' way of study whether systematic, efficient or inefficient. It literally means that good

studying habit produces positive academic performance while inefficient study habit leads to academic failure (Ayodele & Adebisi, 2013).

Basic Science is considered the bedrock of all science subjects at the Senior Secondary School (SSS) level (Awodun & Alake, 2023). Basic science serves as foundation for meaningful understanding of advanced scientific theories and principles because the bulk of content of the basic science curricular is descriptive, where the student is meant to learn many basic concepts like energy, matter, force, measurement among others.

Basic science involves the study of elementary biology, anatomy, earth/solar system, ecology, genetics, chemistry and physics as a single science subject in the Junior Secondary school. It offers the basic training in scientific skills required for human survival, sustainable development and societal transformation. Basic science studies also involve bringing together traditionally separate science subjects so that students grasp a more authentic understanding of science.

Awodun and Alake (2023) cited Anna (2015) that the teaching of Basic Science is therefore, based on the philosophy of active learner participation in the process whereby, students are encouraged to learn by constructing their own knowledge based on what they already understand as they make connection between new information and old information, guided or facilitated by the teacher (Piaget).

Sofela (2012), in his study "the Effect of Social Media on Students. (A Paper presented in Craft Magazine October 23, 2012.)". According to him, the popularity of social media has grown expediently. The social networking sites such as Facebook, 2go, Myspace, BB chat allows social interaction among students. The study examined the possible effect of such sites on youths. He said, gone are those days when events happen and it stays a while before people begin to hear about it. But now, through social media, events and news are now known within splits second after they are shared. It offers youths a channel for entertainment, communication and meeting friends and those you have not seen for a long time. The study also analyzed the negative consequences of such sites. Despite the positive gain, it comes with the negative impact of it. It was before now used by students for research but most students abandoned their home work to chat with friends. The study emphasized the need for students to create a balance between social media and their academics to prevent setbacks.

Kalejaiye, Banjoko, & Oludipe (2018) examined the effect of social media on students' academic performance in chemistry in Lagos State. Descriptive research design was employed for this study. A sample of 150 SSS2 chemistry students were drawn from five public secondary schools within Educational District V of Lagos State. Chemistry Achievement Test (CAT) and Social Media Usage Questionnaire (SMUQ) were the instruments used for the study. Analysis of the data collected was carried out using frequency count, simple percentages, Pearson Product Moment Correlation (PPMCC), Chi Square (X^2) and t-test at 0.05

level of significance. Findings revealed a strong positive relationship between social media usage and students' academic performance ($r = 0.63$). There was no significant difference between the usage of social media by male and females. Use of Facebook was the most preferred social media by students, 64% of them preferred Facebook. Based on these findings the study recommended that parents and teachers should monitor and supervise the activities of their children most especially in the areas of internet and social media.

In the same vein, Asemah & Edego (2012) examined the influence of social media on the academic performance of the undergraduate students of Kogi State University, Nigeria. The descriptive survey design was used. The study found that social media has a negative effect on the academic performance of Nigerian students. According to them, students' who spend more time on social media were likely to perform poorly in their academic activities than those who do not. Alaba (2017) opined that social media enables students to participate in a wide range of interactions from private messages, to arranging meetings, and to engaging in learning processes.

Emeri (2019) examined influence of social media on students' academic performance among secondary school students in Alimosho Local Government Area of Lagos State, Nigeria. The study sample of 250 senior secondary school two (SS2) students was drawn from five public secondary schools in the study area through stratified random sampling technique. The study adopted descriptive survey design. A 25-item self-designed questionnaire titled Influence of Social Media on Students Academic Performance Questionnaire (ISMSAPQ) and Students Achievement Test (SAT) were used in the data collection. The formulated three hypotheses were tested using Chi-square, t-test and Analysis of Variance (ANOVA) statistical tools. Findings revealed that social media usage has a significant influence on students' academic performance, with a gender difference in social media usage among secondary school students. Based on the findings, it was recommended among others that, Information Communication Technology (ICT) should be integrated in pedagogical practices in schools to serve as model of positive usage of the social media for students. Students' usage of social media should be monitored and controlled by teachers and parents to curtail the negative influence.

In the same way, Ejoh's (2018) study to investigate the influence of social media usage on academic performance in science subjects among senior secondary school students of Anambra State, Nigeria. Descriptive survey design was used. Five research questions which were converted into five null hypotheses were formulated. The sample size of 260 senior secondary school students was selected from 1450 students across Onitsha North and South. The data was analysed using Pearson product moment correlation (r), Regression analysis and t-test for independent sample. The result of the analysis among others shows that there is no significant relationship between social media usage and academic performance in science subjects among senior secondary school students. Also, there is significance difference between male and female

students' social media usage on their academic performance in science subjects in Anambra State. Based on the findings of the study, the following recommendations were made: teachers should encourage the students to positively utilize the social media for academic activities; teacher and school counsellors should equally treat both male and female students with social media disorder. Adequate ICT facilities should be provided to both local governments to enhance teaching and learning.

Research Hypotheses

1. There is no significant impact of the use of Facebook as a social media on students' study habits in basic science.
2. There is no significant impact of the use of WhatsApp as a social media on students' study habit in basic science.
3. There is no significant impact of the use of Google as a social media on students' study habit in basic science.

Methodology

A descriptive survey research design was employed in this study. The area of the study was Ikere Local Government Area of Ekiti State, Nigeria.

The study population consisted of all basic science students of JSS II students public junior secondary schools in Ikere Local Government Area of Ekiti State.

The study sample comprises of schools that have had computers for at least three years. The expectation is that teachers and students in the schools would have had adequate time to interact with information communication and technology (ICT) facilities.

For this study, stratified random sampling was used. The sample however consists of 150 J.S.S. II students in Ikere Local Government Area of Ekiti State. Five schools was selected randomly with thirty (30) students in each school.

The research instrument used for the study was questionnaire. The instrument was subjected to reliability and validity mechanism. The reliability of the instrument was achieved by using split-half method in which one school that was not part of the selected schools was used.

The data collected was analyzed using statistical tools of Analysis of Variance was used to provide answers to the research hypotheses raised for the study.

Results and Discussion

Hypothesis 1: There is no significant impact of the use of Facebook as a social media on students' study habits in basic science.

Table 1: Analysis of Variance for use of Facebook as a social media on students' study habits in basic science

	Sum of Squares	df	Mean Square	F	F-tab	Sig.
Between Groups	53.623	1	52.623	24.910	3.640	.000
Within Groups	7.268	149	.042			
Total	68.532	150				

P < 0.05 (Significant).

The result of analysis presented in Table 1 revealed F-cal = 24.910, df = (1,149), F-tab = 3.640 and P-value = 0.000 at 0.05 level of significance. This means that the null hypothesis two that there is no significant impact of the use of Facebook as a social media on students' study habits in basic science was rejected based on the fact that that F-cal $(1, 149) = 24.910$ was greater than F-table (3.640) and P (0.001) < 0.05 level of significance. This means there is significant impact of the use of Facebook as a social media on students' study habits in basic science.

Hypothesis 2: There is no significant impact of the use of WhatsApp as a social media on students' study habit in basic science.

Table 2: Analysis of Variance for use of WhatsApp as a social media on students' study habit in basic science

	Sum of Squares	df	Mean Square	F	F-tab	Sig.
Between Groups	15.631	1	15.631	14.313	3.640	.000
Within Groups	24.668	149	.054			
Total	32.032	150				

P < 0.05 (Significant).

The result of analysis presented in Table 2 revealed F-cal = 14.313, df = (1, 149), F-tab = 3.640 and P-value = 0.000 at 0.05 level of significance. This means that the null hypothesis three that there is no significant impact of the use of WhatsApp as a social media on students' study habit in basic science was rejected based on the fact that that F-cal $(1, 149) = 14.313$ was greater than F-table (3.640) and P (0.000) < 0.05 level of significance. This means that there is significant impact of the use of WhatsApp as a social media on students' study habit in basic science.

Hypothesis 3: There is no significant impact of the use of Google as a social media on students' study habit in basic science.

Table 3: Analysis of Variance for use of Google as a social media on students' study habit in basic science

	Sum of Squares	df	Mean Square	F	F-tab	Sig.
Between Groups	42.684	1	42.684	84.613	3.640	.000
Within Groups	66.254	149	0.729			
Total	98.147	150				

P < 0.05 (Significant).

The result of analysis presented in Table 3 revealed $F_{cal} = 84.613$, $df = (1, 149)$, $F_{tab} = 3.640$ and $P\text{-value} = 0.000$ at 0.05 level of significance. This means that the null hypothesis four that there is no significant impact of the use of Google as a social media and students' study habit in basic science was rejected based on the fact that that $F_{cal} (1, 149) = 84.613$ was greater than $F_{table} (3.640)$ and $P (0.000) < 0.05$ level of significance. This means that there is significant impact of the use of Google as a social media on students' study habit in basic science.

Discussion of Findings

The finding of the study in research hypothesis one sought to examine the extent to which Facebook as a social media influences students study habit in basic science and it was found that Facebook enhance students' reading habit, students' found it interesting to read basic science on Facebook, students usually see how practical are done in the Facebook to facilitate reading, students read to prepare for examination through the Facebook Networking. This agrees with the findings of Bernard & Dzandza (2018). Hence, the extent to which Facebook as a social media influences students study habit in basic science was high. The results from the test of hypothesis one justified the fact that there was significant impact of the use of Facebook as a social media on students' study habits in basic science.

The finding of the study in research hypothesis two sought to examine the impact of the use of WhatsApp as a social media on students' study habit in basic science and it was found that WhatsApp encourages students' study time results in effective preparation for examination, WhatsApp makes learning real through practically demonstration on videos, WhatsApp enhance students' concentration during reading thereby promoting study habits, WhatsApp increase the rate and time of reading among students and WhatsApp develops passion for reading in students.

The finding of the study in research hypothesis three sought to examine the impact of the use of Google as a social media on students study habit in basic science and it was revealed that Google assists student to gather information that would improve study habit, Google assists student to sending photos and videos related to assignments and school work that improve students' study habit, Google assists students to read beyond the scope of the classroom learning, Google assists student to get different ideas on a particular concept in basic science and Google is a reliable site to read and improve students' study habit. This agrees with the findings of Buettner (2016).

Conclusion

Based on the findings of this study, it was concluded that there is significant impact of social media such as Facebook, WhatsApp and Google on the study habit of basic science students in public secondary schools in Ikere Local Government of Ekiti State, Nigeria.

Recommendations

The study therefore recommends that:

1. Students should be encouraged to make positive use of social media to develop their study habit on Basic Science.
2. Teachers should regularly use social media for academic purpose to allow students assess the positive impact of social media to learning.

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