December 2018

Social Media Utilisation, Study Habit and Undergraduate Students' Academic Performance in a University of Education in Nigeria

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Abstract

This paper examined the correlation between social media utilisation, study habit and undergraduate students' academic performance in Tai Solarin University of Education, Ogun State, Nigeria. The study used descriptive survey design. A sample of 2 departments from each of the 4 colleges existed in the university in 2012/2013 session was drawn using simple random sampling technique, Also, a sample 2905 students out 9692 students in the university during the academic session under study was drawn using purposive sampling technique. This comprised the total number of students in all the Departments sampled. The study developed and used a questionnaire tagged "Social Media Utilisation and Study Habit Questionnaire (SMUSHQ)" with correlation coefficient (r) of 0.79. The final year results of the sampled students were used to assess their academic performance (2015/2016 session). The descriptive statistics of frequency count and simple percentage were used for the research questions generated, while inferential statistic of Pearson's Product Moment Correlation coefficient was employed to analyse the data, and the null hypotheses developed for the study were tested at 0.05 level of significance. The findings revealed that undergraduate students *displayed* high level of utilisation of social media and there was relatively low study habit pattern of undergraduate students. *social media utilisation has significant relationship with study habits of undergraduate students $r = .345$; ($p < 0.01$); social media utilisation has significant relationship with undergraduate students' academic performance $r = .547$; ($p < 0.01$) and study habit has significant relationship with undergraduate students' academic performance. $r = .448$; ($p < 0.01$).It is therefore recommended among others that seminars and conferences should be organised by Univeristy management for* students on the significance of social media to academic attainment and also reinforce the adverse effects its abuse could have on undergraduate students academic performance. Also, latest electronic books and databases on varying disciplines should be procured by the University while proper orientation on effective utilization of such media should be provided.

Keywords: Utilisation, social Media, Undergraduates, Academic Performance, study habit

Introduction

Academic performance is complex student behaviour and underlies several abilities, for example, memory, previous knowledge or aptitude as well as psychological factors such as motivation, interests, temperaments or emotions, to name a few (Deary, Whiteman, Starr, Whalley & Fox, 2004). Educational psychologists and researchers have argued that there are many determinants of academic performance (Chamorro-Permuzic & Furnham, 2003). Academic performance is measured on the basis of student grades, which is among the key elements in the construction of an educational institution's image (Escudero, 1999). Alama (2015) defined academic performance as the outcome of a student's efforts at educational establishments, which is usually expressed through educational grades. Academic performance may also be expressed as a quantitative and qualitative score, a grade, which if coherent and valid, will reflect the level of learning generated by the teacher-student relationship on the basis of the goals set out early in the class (Rodriguez, 2000). Tuckman (1995) asserted that performance is used to label the observable manifestations of knowledge, skill, concepts, and understanding and idea. Performance is the acquisition of particular grades on examination; it shows or indicates the students' ability, mastery of content, skills in applying learned knowledge to a particular situation. According to Banquil (2009), a student is generally judged on examination performance. Performance therefore, is the application of a learning product that at the end of the process provides mastery.

Nuthanap (2007) observed that academic performance of students at different levels of education appears to be deteriorating every year. In Nigeria, there are many factors influencing the ability of students to cultivate effective and efficient study habit. Nneji (2002) claimed that study habits are those learning tendencies that enable students to work privately. Study habit, when broken down involves the time put into study method used in studying and content of study. A great deal of research provides evidence that study habits and study attitudes are both significant variables, which determine the academic performance of students. Yet, in spite of the perceived importance of study habits and study attitudes to academic achievement, it seems that education institution still pay little attention to understanding these factors (Baquiran, 2011).

Onovughe, (2012) envisaged that within the Nigerian context, many people have attributed students' non-challant attitude to reading which culminates in mass failure of students in both internal and external examinations to the use of the Internet. The advancement in information and communication technologies and internet utilisation ushers

in social medial which is widely utilised by varying degree of information users and increasingly popular among young people regardless of geographical location, background and age in Nigeria. Students across different academic levels constitute the major users of social networks.

Social media are a collection of internet websites, services, and practices that support collaboration, community building, participation, and sharing, these technologies have attracted the interest of higher education faculty members looking for ways to engage and motivate their students to be more active learners (Hughes, 2009). Awake (2011) posited that social networks are online services, platforms or sites that focus building and reflecting social relations among people, who, for example, share interests and/or activities. Social networking sites are websites that allow those who have account with them to communicate with a selected group of friends.

Social networking services can be defined as web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system. The nature and nomenclature of these connections may vary from site to site (Boyd & Ellison, 2007). They include services such as Facebook.com, MySpace.com and Bebo.com, which have many millions of members each. It also includes services, such as Elftown.com (for fans of fantasy and science fiction) and Ravelry.com (for fans of knitting!) with small numbers of members, often connected by a specific common interest. Furthermore, many services created for media sharing (e.g. Flickr for photo sharing, Last.FM for music listening habits and YouTube for video sharing) have incorporated profile and networking features and may be thought of as part of this wider conceptualisation of SNS themselves (Boyd & Ellison, 2008).

Brennan (2001) submitted that social networking help in the school and universities to leverage and complement formal education activities and enhance learning outcomes. In other words, Social networking can provide opportunities for new relationships as well as strengthening existing relationships. Gross (2004) noted that students use social networking sites not only for leisure and personal socialization but also as a platform for more meaningful and serious deliberations, and students also use social networking for making friends, sharing links, online learning, finding jobs to accomplish their economic, educational, political and social being. Yunus, Nordin, Salehi, Embi, & Salehi (2012) indicated that students gained more vocabulary and improved their writing skills as a result of their participation on social networks such as Facebook and Twitter. Asad, Mamun and

Clement (2012) stated the exchange of assignments, resources and discussions on academic work and other issues on social networks among students. A study conducted by Lenhart and Madden (2007) in the United States also claimed that majority of young people spend several times in the day on social media networks and they use them to make new friends and stay in touch with existing ones. They added that approximately, 91% of the youth who used (SNS - Social Media Network) reported using it to communicate with friends and peers.

Study habits are mainly external factors that facilitate the study process such as sound study routines that include how often a student engage in studying sessions, review the material, self-evaluate, rehearse, explaining the material, and studying in a conducive environment (Credé, 2008). Palani (2012) opined that, effective reading is important avenue of effective learning, and reading is interrelated with the total educational process, hence, educational success requires successful reading habit. He believed reading is the identification of the symbols and the association of appropriate meaning with them. It requires identification and comprehension. Comprehension skills help the learner to understand the meaning of words in isolation and in context.

Kalpidou, Costin and Morris (2011) asserted that the relationship between social media and grades reveals that college students who utilize Facebook spend less time on studying and have lower grades than students who do not use the popular social networking sites. The use of social media among students has reached high levels and has affected their study time, poor grammar and wrong spellings when socializing on social media as well as diverting their attention from their studies (Ndaku, 2013). Students spend much of their study time on social networks than in their academic undertakings and it has affected their Grade Point Average (GPA) (Mensah, & Nizam, 2016). Karpinski (2009) stated that social media has a negative association with students' academic performance which is much greater than the advantages derived through the use of social media platforms. A study conducted by Karpinski and Duberstein (2009), in Ohio Dominican university reported that college students who use social network have significantly lower grade point averages (GPAs) than those who do not. Jocabsen and Forste (2011) found a negative relationship between the use of various media, including mobile phones, and self-reported GPA among first year university students in the United States.

Statement of the Problem

The level of educational degradation in Nigeria today is quite disheartening as students' priority is no longer geared toward advancement and accumulation of knowledge but their interest lies on accumulation and utilisation of technological products in which

social media is pivot. It is envisaged that poor study habit and commitment to social media in varying degrees may hinder good academic performance of students. Besides, the products of technology invention and innovation could serve as obstacle to appropriate reading habits of the students across different academic levels. Therefore, this study examined the correlation between social media utilisation, study habit, and undergraduate students' academic performance in Tai Solarin University of Education, Ogun State.

Purpose of the Study

This study empirically established the relationship between social media utilisation, study habit, and academic performance of undergraduate students in Tai Solarin University of Education so as to make recommendations for the improvement of students' academic performance in universities. Specifically, this study:

- investigated the level of utilization of social media among undergraduate students of Tai Solarin University of Education
- examined the study habits pattern of undergraduate students of Tai Solarin University of Education.
- examined the relationship between social media utilisation and study habits of undergraduate students.
- investigated the relationship between social media utilisation and undergraduates' academic performance.
- examined the relationship between study habits and undergraduates' academic performance.

Research Questions

1. What is the level of utilization of social media among undergraduate students of Tai Solarin University of Education?
2. What constitute the study habit pattern of undergraduate students of Tai Solarin University of Education?

Research Hypotheses

Ho_1: There is no significant relationship between social media utilisation and study habits of undergraduate students of Tai Solarin University of Education.

Ho_2: There is no significant relationship between social media utilisation and undergraduate students' academic performance.

Ho_3: There is no significant relationship between study habits and undergraduate students' academic performance

Methodology

Descriptive survey design was used for the study. A sample of 2 departments from each of the 4 colleges existed in the university in 2012/2013 session was drawn using simple random sampling technique, which are Department of Educational Management, and Counselling Psychology from the College of Applied Education and Vocational Technology; Department of English Language, and History and Diplomatic Studies from the College of Humanities; Department of Biological Studies, and Mathematics from the College of Science and Information Technology; Department of Economics, and Political Science from the College of Social and Management Sciences. Also, a sample 2905 students out 9692 students in the university during the academic session under study was drawn using purposive sampling technique. This comprised the total number of students in all the Departments sampled. The study developed and used a questionnaire tagged "Social Media Utilisation and Study Habit Questionnaire (SMUSHQ)" with correlation coefficient (r) of 0.79. The questionnaire has two sections; the first section elicits information on the respondents' demographic data while the second section contains 20 items that solicit responses from the students on the variables of the study. It was constructed on a 4-point Likert format ranging from 'strongly disagree' to 'strongly agree'. The final year results of the sampled students were used to assess their academic performance (2015/2016 session). The descriptive statistics of frequency count and simple percentage were used for the research questions generated, while inferential statistic of Pearson's Product Moment Correlation coefficient was employed to analyse the data, and the null hypotheses developed for the study were tested at 0.05 level of significance.

Presentation of Results

The results of the study are presented below according to the research questions generated and the hypotheses developed for the study.

Research Question 1: What is the level of utilization of social media among undergraduate students of Tai Solarin University of Education?

Table 1: Level of utilization of social media among undergraduate students of Tai Solarin University of Education

	Social Media	Daily	Weekly	Monthly	Occasionally	Never	Mean	SD
1	Whatsapp	1114(39.2%)	703(24.7%)	683(24.0%)	345(12.1%)	-	2.00	.000
2	Facebook	784(27.6%)	1120(39.4%)	893(31.4%)	48(1.7%)	-	1.96	.194
3	Instagram	606(21.3%)	1147(40.3%)	125(4.4%)	63(2.2%)	904(31.8%)	1.96	.194
4	Youtube	975(34.3%)	1031(36.2%)	-	48(1.7%)	791(27.8%)	1.89	.316
5	Twitter	162(5.7%)	-	1171(41.2%)	965(33.9%)	547(19.2%)	1.84	.365
6	Myspace	241(8.5%)	111(3.9%)	108(3.8%)	216(7.6%)	2169(76.2%)	1.83	.376
7	Bebo	349(12.3%)	219(7.7%)	111(3.9%)	108(3.8%)	2058(72.3%)	1.80	.398
8	Friendster	238(8.4%)	214(7.5%)	336(11.8%)	216(7.6%)	1841(64.7%)	1.76	.427
9	E-mail	350(12.3%)	219(7.7%)	-	241(8.5%)	1924(67.6%)	1.68	.465
10	Forum news group	84(3.0%)	544(19.1%)	-	625(22.0%)	1592(56.0%)	1.68	.467
11	Flicker	87(3.1%)	414(14.6%)		448(15.7%)	1896(66.6%)	1.64	.481
12	RSS feeds	98(3.4%)	297(10.4%)	244(8.6%)	100(3.5%)	2106(74.0%)	1.62	.486
13	Forum news group	272(9.6%)	147(5.2%)	108(3.8%)	111(3.9%)	2205(77.5%)	1.55	.497
14	Wikis	458(16.1%)	154(5.4%)	190(6.7%)	-	2012(70.7%)	1.37	.482
15	Dig	267(9.4%)	152(5.3%)	219(7.7%)	106(3.7%)	2099(73.8%)	1.30	.459
						Average Mean	**1.72**	

N=2845

Table 1 shows the level of utilization of social media among undergraduate students of Tai Solarin University of Education. From the result, item 1-4 with mean scores of 2.00, 1.96, 1.96 and 1.89 respectively indicate high level of utilization of social media among undergraduate students of Tai Solarin University of Education while undergraduate students of Tai Solarin University of Education displayed low level of utilization for item 5 and 15. An average mean of 1.72 shows high level of utilisation of social media among undergraduate students of Tai Solarin University of Education.

Research Question 2: What constitute the study habit pattern of undergraduate students of Tai Solarin University of Education?

S/N	Study habit	Mean	Std. Dev	Decision
1.	I prefer to study on my phones connected with internet	2.60	1.099	Agreed
2.	I start reading mostly immediately semester work starts	2.15	.916	Agreed
3.	I take note from library books	2.02	.991	Agreed
4.	I prepare special notes for examination	2.00	.949	Agreed
5.	I underline important points while I am studying	1.76	.427	Agreed
6.	I distribute my time equally for all courses	1.73	.446	Agreed
7.	I consult with my friends to learn difficult portions	1.72	.447	Agreed
8.	I have definite times to go to bed and to get up in the morning	1.70	.460	Agreed
9.	My extra reading activities help me in my studies	1.68	.468	Agreed
10.	I study a lot on some days and not all on other days	1.65	.476	Agreed
11.	I have definite times to go to bed and to get up in the morning	1.65	.478	Agreed
12.	My extra reading activities help me in my studies	1.65	.498	Disagreed
13.	I study a lot on some days and not all on other days	1.65	.490	Disagreed
14.	I look over and edit notes after the class is over	1.60	.491	Disagreed
15.	I try to predict questions that can be asked for the next examination	1.59	.491	Disagreed
16.	I read topics before it is taught in the class	1.57	.495	Disagreed
17.	I study the portion taught in the class on the same day	1.57	.495	Disagreed
18.	I try to remember the portion taught in the class when I am at home	1.55	.497	Disagreed
19.	I review at the end of each week what I have studied during the week	1.54	.498	Disagreed
20.	I generally do assignment before going to school	1.52	.500	Disagreed
	Average Mean	**1.64**		

N=2845

Table 2 shows the study habit pattern of undergraduate students of Tai Solarin University of Education. From the result, item 1-13 indicate that the undergraduates surveyed displayed relatively low study habit pattern. An average mean of 1.64 is an indication of relatively low study habit pattern of undergraduate students of Tai Solarin University of Education.

Hypotheses

Ho₁: There is no significant relationship between social media utilisation and study habits of

undergraduate students of Tai Solarin University of Education.

**Table : Correlation between social media utilisation and study habits of
undergraduate students**

		$\overline{X}$	Std. Dev	Social media utilisation	Study habits
Social media utilisation	Pearson correlation Sig (2 - tailed) N	106.75	26.52	1 2845	.345** .000 2845
Study habit	Pearson correlation Sig (2-tailed) N	28.93	4.34	.345** .000 2845	1 2845

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

In this hypothesis, social media utilisation was correlated with habits of undergraduate students of Tai Solarin University of Education. The result according to the table above showed a Pearson correlation coefficient r = .345; (p < 0.01) calculated, which revealed a significant relationship between social media utilisation and study habits of undergraduate students. Consequently, the hypothesis which states that there is no significant relationship between social media utilisation and study habits of undergraduate students was rejected. In essence, social media utilisation has significant relationship with study habits of undergraduate students of Tai Solarin University of Education

Ho₂: There is no significant relationship between social media utilisation and undergraduate

students' academic performance.

**Table : Correlation between social media utilisation and study habits of
undergraduate students**

		$\overline{X}$	Std. Dev	Social media utilisation	Academic performance
Social media utilisation	Pearson correlation Sig (2 - tailed) N	45.09	4.34	1 2845	.547** .000 2845
Academic performance	Pearson correlation Sig (2-tailed) N	28.93	4.34	.547** .000 2845	1 2845

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

In this hypothesis, social media utilisation was correlated with undergraduate students' academic performance. The result according to the table above showed a Pearson correlation coefficient $r = .547$; ($p < 0.01$) calculated, which revealed a significant relationship between social media utilisation and undergraduate students' academic performance. Consequently, the hypothesis which states that there is no significant relationship between social media utilisation and undergraduate students' academic performance was rejected. In essence, social media utilisation has significant relationship with undergraduate students' academic performance.

Ho $_3$: There is no significant relationship between study habits and undergraduate students' academic performance

Table : Correlation between social media utilisation and study habits of undergraduate students

		$\overline{X}$	Std. Dev	Social media utilisation	Academic performance
Study habits	Pearson correlation Sig (2 - tailed) N	106.75	26.52	1 2845	.448** .000 2845
Academic performance	Pearson correlation Sig (2-tailed) N	45.09	4.34	.448** .000 2845	1 2845

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

In this hypothesis, study habit was correlated with undergraduate students' academic performance. The result according to the table above showed a Pearson correlation coefficient $r = .448$; ($p < 0.01$) calculated, which revealed a significant relationship between study habits and undergraduate students' academic performance. Consequently, the hypothesis which states that there is no significant relationship between study habits and undergraduate students' academic performance was rejected. In essence, study habit has significant relationship with undergraduate students' academic performance.

Discussion of Findings

The result of this study shows high level of utilisation of social media among undergraduate students of Tai Solarin University of Education. This finding is in agreement with Owusu-Acheaw & Larson (2015) in their studies on the use of social media and its impact on academic performance of tertiary institution students submitted that undergraduates' favourite social media sites include facebook, whatsapp and twitter. Also the result reveals a relatively low study habit pattern of undergraduate students of Tai Solarin University of Education. This corroborates Ayodele and Adebiyi (2013) who reported that efficient study habits produces positive academic performance while inefficient study habits lead to academic failure and that study habits are students' ways of studying whether systematic, efficient or inefficient.

Equally, social media utilisation was found to have significant relationship with study habits of undergraduate students of Tai Solarin University of Education. This finding is in line with Olutola, Olatoye, & Olatoye (2016) who submitted that social media utilization supposed to enhance the students study habits and help to attain greater height in their academic pursuits.

Also, social media utilisation has significant relationship with undergraduate students' academic performance. This is supported by Englander, Terregrosa, & Wang (2010) posit that social media is negatively associated with academic performance of student and is a lot more momentous than its advantages. The finding of San Miguel (2009) who focused on the relationship between the use of facebook and the academic performance of students revealed that more use of facebook result in lower grades and that average facebook user had a GPA of 3.0 to 3.5, while the non facebook user had a GPA of 3.5 - 4.0.

The result of hypothesis 3 reveals that study habit has significant relationship with undergraduate students' academic performance. This finding agrees with Ayodele & Adebiyi, (2013) who found that good studying habit produces positive academic performance while inefficient study habit leads to academic failure. This is further supported by Choney, (2010) and San Miqual (2009) who confirmed that students' use of social media will have negative effect on their academic performance

Conclusion

The study was conducted on the relationship between social media utilisation, study habit, and academic performance of undergraduate students. The finding reveals that the

undergraduate students were acquainted with the use of social media via various gadgets such as android phones, laptop, ipad and varying ranges of information gadgets available and this result into high level of utilisation of social media among undergraduate students surveyed.

It is equally evident from the result that relationship exists among social media utilisation, study habits and undergraduate students' academic performance. The implication of this is that, study habit of undergraduate students tends to be affected by social media utilization especially if abuse is encouraged and the long run effect would be on the academic performance of undergraduate students.

Recommendations

Based on findings of this study, the following suggestions were made:

Management of various institutions should endeavour to organise seminars/conference for students on the significance of social media on academic performance and also reinforce the adverse effects its abuse could have on undergraduate students academic performance.

Undergraduate students should attach more importance to studying rather than exerting their interests on social media utilization that might not have significant influence on their academic carrier.

Studying habits of undergraduate students could be improved by the University management if latest electronic books and databases on varying disciplines are procured by the University library and students are given orientation on effective utilization of such media.

Caution should be exercised by undergraduate students on how they utilise information resources they used to access social media in order to avoid abuse of social media by students.

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