

SOCIAL MEDIA AND UNDERGRADUATE STUDENTS’ ACADEMIC PERFORMANCE IN HISTORY OF EDUCATION IN UNIVERSITIES IN KWARA STATE, NIGERIA.

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Abstract

This study examined the relationship between the use of Social Media and Academic Performance of undergraduate Students of Universities in Kwara State, Nigeria. The study adopted survey research method. The research population comprised 3650 undergraduate students in the Faculty of Education in (3) Universities in Kwara State. Simple random sampling technique was used to select 200 faculty of education undergraduates in the three universities in the State. Thus, the sample consisted of 600 students drawn from three departments of the faculty of education in each of the universities. A researcher-designed questionnaire titled “Social Media and Undergraduate Students’ Academic Performance Questionnaire (SMUSAPQ)” was used to elicit data from the sampled subjects. The instrument was subjected to face and content validity. Cronbach alpha co-efficient was used to ascertain the reliability of the instrument and it yielded 0.73. Data collected was analyzed in relation to the earlier formulated research hypotheses using Pearson Product Moment Correlation Co-efficient. The findings are that there was a significant relationship between social media and undergraduate students’ academic performance in History of education in universities in Kwara State, Nigeria. It was therefore recommended that undergraduate students should make judicious use of the social media for pedagogical and instructional activities rather than for leisure.

Introduction and Literature Review

Social media has become one of the most important communication means in recent times. However, social networking exists so as to provide communication among people regardless of the distance and geographical location, making it open to people to easily share information, files, pictures and videos, create blogs, send messages and conduct real-time conversations. These systems are referred to as social, simply because they allow communication with buddies and co-workers so easily and effectively. The favorite in the realm of interest sites are face-book, twitter, 2go and others. These websites and social forums are ways of communicating directly with other people socially and in media. They play a large and influential role in the global world economically, politically, socially and educationally.

The term social network site is subject to various interpretations, depending on the views and perceptions of individuals towards the social networking site. According to Boyd and Ellison (2007), an online Social Networking Site (SNSs) is a web based service that allows individual to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share connections, views and traverse their list of connects and those made by others within the system. Andreas, Kaplan and Michael (2010) defined social media as a group of interact-based applications that build on the ideological foundations of web 2.0 and that allows the creations and exchange of user-generated content. Furthermore, social media depend on mobile and web-based technologies to create highly interactive platforms through which individuals and communities share, co-create, discuss and modify user-generated content. Online social network provides connections that allow users to make friends (Greenhow & Burton, 2001). It should therefore be noted that Social networking sites have changed over the years and emerged in different ways, notable among which include: Google +, owned and operated by Google Inc., Myspace which was established in 1990 but became popular in 2003, Friendsters (which started in 2002 by U.S business-man named Jonathan Abrams), LinkedIn (founded in December 2002 and launched on May 5, 2003), Stumbleupon (which was founded by Garrett Camp and Geoff Smith in 2002), Facebook (which was established in February, 4, 2004 by Mark Zuckerberg and his colleagues), Reddit-founded by Steve Huffman and Alexis Ohanian in June 2005, Youtube –established in February 2005, Twitter-which started on 21, March 2006 by Jack Dorsey, Noah Glass, Evan Williams, Biz Stone, Tumblr (launched in February 2007), Whatsapp Inc. (an early stage technology founded by Jan Koum in 2009), Foursqaure (created in 2009 by Dennis Crowely and Maveen Selvaolurai) and Pinterest which was founded by Ben Silberman, Paul Sciarra and Evan Sharp in March 2010.

Social networking sites therefore are being used by the students, including the undergraduate students of faculty of education that offer History of Education as one of their courses. Hence, the use of SNSs is very common today among university

students, for instance, Facebook alone has 1.23 billion members, twitter having over 230 million tweets per day and more than 1 billion people in YouTube (Chen & Bryer, 2012). The use of social media has been repeatedly found to be the highest among those between the ages of 18-29 (Raine, 2011) while the fastest growing segment utilizing SNSs since 2008 has been among those aged 35 years and under (Hampton, Sessions, Goulet, Rainie & Pourcell, 2011).

The course “History of Education” is compulsory for all students in the faculty of education to enable them to know the root of the formal education and National Policy on Education of their country (Osokoya, 1989; Muraina, 2014). The study of history of education is very germane for students, in that, it reveals the fundamental principles upon which the nation’s policy on education is built, equips people with the intellectual and technical skills required to participate in joint policy formulation; indicates the philosophy which guides the nation’s educational system in the past and gives us a grasp of the philosophical ideas behind certain innovations in our educational system, helps in designing the school curriculum so as to decide what subjects could feature in the curriculum, the nature and the content of such subjects and enables the students and the teachers to possess the skills for a critical analysis of education and other related phenomena in their country (Osokoya, 1989 and Muraina, 2014). History of education is a faculty wide compulsory education course for all students in the faculty of education in Nigerian universities. The course is usually offered at 100 level (as a foundation course) in all Nigerian Universities. The aim of the course is to enable education students to know the genesis of the western education in the country and the trends in its development over the years from the ancient Greece to the present. According to Muraina (2014), as a course, it is a sub-discipline focusing on the historical aspects of the nation’s education system. It is a systematic study of all the policies and efforts on education and the consequences of such on the development of education of a given society or country. Hypothetically therefore, effective use of the social networking sites by the students is expected to positively influence their academic performance in the course “history of education” and other courses.

According to Tuckman (1975), performance is the apparent demonstration of understanding, concepts, skills, ideas and knowledge of a person and it is proposed that grades should clearly depict the performance of a student. Hence, their academic performance must be managed efficiently keeping in view all the factors that can positively or negatively affect their educational performance. According to Mehmood and Tawir (2013), the use of technologies such as social media networks and the Internet is one of the most important factors that can influence educational performance of students positively or adversely.

The driving factors for adoption of social media are the progressively ubiquitous access, convenience, functionality and flexibility of social technologies (Brown, 2010). Many social constructivists have argued that social media improve students' construction of understanding and promote students interaction (Schroede, Minocha & Schneider, 2010; Ferdig, 2007; McLoughlin & Lee, 2008). The benefits of using social networking sites (SNSs) include: it creates room for creativity among individuals, encouraging greater social interaction via electronic mediums, it provides greater access to information and information sources, gives individual a sense of belonging among users of the same sizes, reduces barriers to group interaction and communication such as distance and social/economic status, and increasing the technological competency level of frequent users of social media (Zwart, Lindsay, Henderson & Philips, 2011). Besides, there have been various views and opinions which recognized four major advantages of social media use in higher education. These include: enhancing relationship, improving learning motivation, offering personalized course material and developing collaborative abilities (Wheeler, Yeomans, & Wheeler, 2008; Rifkin, Longnecker, Leach, Davis & Ortia, 2009).

Several studies have been conducted on the positive and negative relationship between student's time used in social networking sites and academic performance. Even before the development of social networking sites such as facebook, twitter and myspace, research was reporting that internet use in general could cause some students academic difficulties (Kubey, Lauin & Barrows, 2011). Kirschner and Karpinski (2010) found a negative correlation between facebook and student's achievement, relaying that facebook users reported having a lower mean Grade Point Average (GPA). In a similar but larger sampled linear regression analysis of the relationship among frequency of facebook use, participation in facebook activities, time spent preparing for class and overall GPA; Junco (2012), suggested several negative predators of overall GPA, including chatting, checking and posting status updates on facebook. Accordingly, large increase in time spent on social media relates to lower overall GPAs. Junco (2012) continues to relate how this increased time on facebook would certainly detract from time spent focusing on academic work and how it would negatively impact academic success. Flad (2010) noted that Social Networking Sites (SNSs) use can have a negative impact on study habits and homework completion with students in their study admitting to having spent time on SNS rather than studying and that time spent on a SNS has prevented them from completing homework.

Similar finding were reported by Paul, Baker and Coehra (2012) in a very recent study of the relationship between time spent on online social networking sites and academic performance stating that time spent on SNSs is shown to negatively impact academic performance. In their second findings, Paul *et al* (2012) also reported that as the level of attention deficit increased, the amount of time spent on

social networking sites increased, implying that increased level of attention deficit have a negative, although indirect (through increased time on SNSs) impact on academic performance. This is supported by Oye, Helon and Ab. Rahina (2012) whose subjects related that spending more time on SNS resulted in getting lower grades and some perceived the distraction of SNSs as ranging from mere distractions to obsession. According to Khan (2009), facebook user often experiences poor performance academically. In his own view, Englander, Terregrossa and Wang (2010) posited that social media is negatively associated with academic performance of students and is a lot more momentous than its advantages. Some researchers thus found significant effect of social media on students' academic performance when they are overused in such a way that do not academically improve learning or its process (Kubey, Lavin and Barrows, 2011; Canales, Wilbanks & Yeoman, 2009; Wang, Chen & Liang, 2011, Stollak, Vandenberg, Burklund & Weiss, 2011 and Rouis, Limayem & SalehiSangari, 2011).

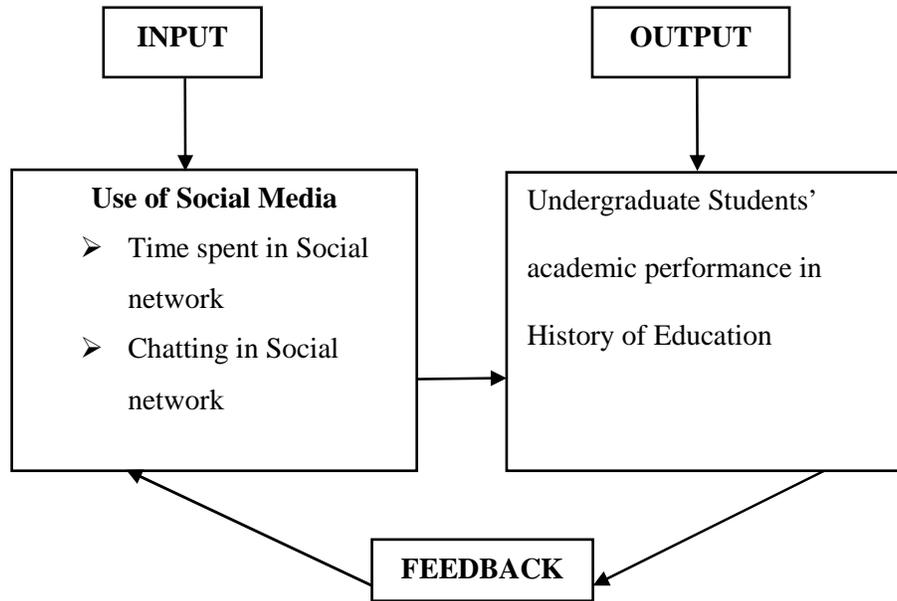
Kirschner (2010) revealed that students who multitask between social networking sites and assignments are likely to have 20% lower grades than students who do not have social networking sites in visual range. He further said that even running social networking site on the background on student's PC while studying or doing homework could lower student's grade. Similarly, Banquil *et al* (2009) found a continuing drop of grades among students users of social networking sites. However, many researchers also found a positive association between use of internet and SNSs and academic performance of the students' users. Students using internet frequently scored higher on reading skills test and had higher grades as well (Lenhart *et al.*, 2008). A study conducted by Roberts and Foehr (2008) were of the view that the time spent by students on social network sites is the same time that they normally use for extracurricular activities and therefore do not take away their productive time for studies. Also, Negussie and Ketema's (2014), study in Ethiopia also indicated that there is no significant relationship between times spent on social networks such as Facebook with students' grade point average (GPA). This was in line with a study by Ahmed and Qazi (2011) who conducted a study in Pakistan among six universities. They discovered that there were not much differences between times spent on social media networks and students' academic performance.

Online chatting as another form of SNSs may refer to any kind of communication over the internet that offers a real time transmission of text messages from sender to receiver. While chatting online, some students use several slangs. It is observed that students in both formal and informal writing do so in chatting and so most students have lost their grip in spoken and written English. This is because they unconsciously transmit chat slang in their test and examination without knowing the effects on their academic and assessment (Michael, 2007; Zwickly, 2008 & Topping, 2009). The worst of this is that even as chatting is replacing both verbal and written

communication, the use of slang has virtually overtaken good English manner and those using slang seem to be comfortable with it (Lenhart, et al. 2008). It is against the background of this study that the researcher deems it fit to examine the relationship between social media and undergraduate students' academic performance in History of education in universities in Kwara State, Nigeria.

Conceptual Framework

A conceptual framework for social media and undergraduate students' academic performance in history of education is illustrated below:



The above model shows that the use of social media affects undergraduate students' academic performance in History of Education

Statement of the Problem

Social media has become a habit among undergraduate students since its inception many years ago. Students are always online every second chatting with friends, watching online movies, uploading and downloading etc. it has therefore been observed that there is poor performance of faculty of education undergraduates in History of Education. There are speculations that such students' poor performance in History of Education as a course at undergraduate level is as a result of their use of social media. This therefore needs to be proved beyond mere speculations. This study therefore examines Social media and undergraduate students' academic performance in History of Education in Universities in Kwara State, Nigeria.

Research Hypotheses

For the purpose of this study, the following null research hypotheses were formulated:

Research Hypothesis One (H₀₁): There is no significant relationship between social media and undergraduate students' academic performance in History of Education in universities in Kwara State, Nigeria.

Research Hypothesis Two (H₀₂): There is no significant relationship between time used in social network and undergraduate students' academic performance in History of education in universities in Kwara State, Nigeria.

Research Hypothesis Three (H₀₃): There is no significant relationship between chatting in social network and undergraduate students' academic performance in History of education in universities in Kwara State, Nigeria.

Methodology

Survey research design was used in this study. Three out of Four universities in Kwara State, Nigeria (1 Federal, 1 State and 1 Private university) that have already graduated students in education were selected for this study. In each of the universities, Two hundred undergraduate students of faculty of education were selected using random sampling technique. On the whole, Six hundred undergraduate students served as respondents in this study. A researcher-designed questionnaire titled "Social Media and Undergraduate Students' Academic Performance Questionnaire (SMUSAPQ)" was used to elicit data from the respondents. Also, the students' scores in History of Education were collected. The questionnaire (SMUSAPQ) contained two Sections, Section A and B. Section A comprises demographic data of the respondents like name of university, level of study, course of study etc while Section B comprises 15-items relating to relationship between social media, chatting and time used in social media and undergraduate students' academic performance in History of Education. The response to each of the questionnaire item was based on 4-Likert rating Scale of Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD). The instrument was subjected to face and content validity. In that, copies of the instrument were given to experts in Educational Evaluation and History of Education. The instrument was trial tested on a sample of 50 faculty of education undergraduates of university of Ibadan, Nigeria, to ascertain its reliability and the Cronbach reliability co-efficient of 0.73 was obtained. In administering the instrument, the researcher personally went to the sampled universities and got the questionnaire administered. This yielded high rate of return of the instrument, as hundred percent of the questionnaire were retrieved from the respondents. Thus, data collected were collated and coded. Person Product Moment Correlation Co-efficient was used to test the earlier formulated research hypotheses at 0.05 alpha level of significance.

Results

Research Hypothesis One (H0₁): There is no significant relationship between the use of social media and undergraduate students' academic performance in History of Education in universities in Kwara State, Nigeria.

Table 1: Pearson Analysis of the significant relationship between the use of social media and undergraduate students' academic performance in History of Education in universities in Kwara State, Nigeria.

Variables	N	Mean	SD	Df	r-Cal Value	r-Crit Value	Decision
The use of Social Media.	600	288.6	143.2				
				588	0.341	0.196	H0 ₁ :Rejected
Undergraduate students' Academic performance in History of Education.	600	279.5	154.8				

As indicated in the table 1 above, the r-calculated value is 0.341 while the r-critical (Table) value is 0.196. Therefore, since, r-calculated value of 0.341 is greater than the r-critical value of 0.196 at 0.05 level of significance and for 588 degree of freedom, the null hypothesis is rejected. This means that there is a significant relationship between the use of social media and undergraduate students' academic performance in history of education in universities in Kwara State, Nigeria.

Research Hypothesis Two (H0₂): There is no significant relationship between time used in social network and undergraduate students' academic performance in History of education in universities in Kwara State, Nigeria.

Table 2: Pearson Analysis of the significant relationship between time used in social network and undergraduate students' academic performance in history of education in universities in Kwara State, Nigeria

Variables	N	Mean	SD	Df	r-Cal Value	r-Crit Value	Decision
Time used in Social Network.	600	291.4	152.3				
				588	0.353	0.196	H0 ₂ :Rejected
Undergraduate students' Academic performance in History of Education.	600	294.5	152.7				

As indicated in the table 2 above, the r-calculated value is 0.341 while the r-critical (Table) value is 0.196. Therefore, since the r-calculated value of 0.353 is greater than the critical value of 0.196, the null hypothesis is rejected. This implies that there is a significant relationship between time used in social network and

undergraduate students' academic performance in history of education in universities in Kwara State, Nigeria.

Research Hypothesis Three (H₀₃): There is no significant relationship between chatting in social network and undergraduate students' academic performance in History of education in universities in Kwara State, Nigeria.

Table 3: Pearson Analysis of the significant relationship between chatting in social network and undergraduate students' academic performance in history of education in universities in Kwara State, Nigeria

Variables	N	Mean	SD	Df	r-Cal Value	r-Crit Value	Decision
Chatting in Social Network.	600	289.7	178.2				
				588	0.441	0.196	H ₀₃ :Rejected
Undergraduate students' Academic performance in History of Education.	600	296.4	179.3				

As indicated in the table 3 above, the r-calculated value is 0.441 while the r-critical (Table) value is 0.196. Since the r-calculated value of 0.441 is greater than the r-table value of 0.196 at 0.05 alpha level of significance and for 588 degree of freedom, the null hypothesis is rejected. This follows that there is a significant relationship between chatting in social network and undergraduate students' academic performance in History of Education in universities in Kwara State, Nigeria.

Discussion of Findings

The research hypothesis one which states that there is no significant relationship between the use of social media and undergraduate students' academic performance in history of education in universities in Kwara State, Nigeria was rejected. This means that there is a significant relationship between the use of social media and undergraduate students' academic performance in history of education. This is an indication that the use of social media can influence undergraduate students' academic performance positively or negatively. If it is used for academic purpose, it can positively influence the students' performance in history of education as a course. This is because the use of social media effectively by the undergraduate students will help them to sought for information relating to history of education on the internet which can invariably enhance their academic performance. However, if the media is used for leisure, this may have negative effect on their performance in history of education, like any other university subjects. No wonder, Shah et al (2010) argued that student users are affected by the internet and this impact is determined by the type of internet usage. Oskouei (2010) submitted that internet is advantageous to

both students and teachers if used as a tool of knowledge creation and dissemination. The effect of social networking site usage will depend, not just on the type of social networking site used but also on the purpose of using it. As such, if students use the internet for the purpose of leisure activity that interferes with academics, it will affect the students' academic performance negatively. Kirshner (2010) in his work found that students who multitask between social networking sites and assignment are likely to have 20% lower grades than students who do not have social networking site in visual range. The researcher vehemently believed that even running social networking sites on the background on a student's PC while studying or doing home work could lower a student's grade. A study conducted by the American Educational Research Association in California (2009) revealed that social networking site users study less and generated lower grade eventually. A similar study carried out by Banguil *et al* (2009) also found out that there is a continuing drop of grades among student users of social networking sites. The findings corroborate with the works of Some researchers (Kubey, Lavin and Barrows, 2001; Canales, Wilbanks & Yeoman, 2009; Wang, Chen & Liang, 2011, Stollak, Vandenberg, Burklund & Weiss, 2011 and Rouis, Limayem & SalehiSangari, 2011) who found significant effect of social media on students' academic performance when they are overused in such a way that do not academically improve learning or its process.

Research hypothesis two which states that there is no significant relationship between time used in social network and undergraduate students' academic performance in history of education in universities in Kwara State, Nigeria was rejected. By implication, it means that there is a significant relationship between time used in social network and undergraduate students' academic performance in history of education. This follows that if a student spends much time in social network doing other things that are not pedagogical and academic, it tends to waste much of the time he or she must have spent in studying history of education or troubleshooting information relating to history of education as a course. On the other hand, spending much time in social network gathering information relating to history of education as a course will positively influence the students' academic performance in the course. This is because the information gathered will help to concretize the little given to them by the history of education lecturer. This finding is contrary to the work of Negussie and Ketema (2014), who reported that in Ethiopia there is no significant relationship between times spent on social networks such as Facebook with students' grade point average (GPA). The finding is in line with the work of Kirschner and Karpinski (2010) who found a negative correlation between time spent in facebook and students' achievement. According to them, the facebook users among the students spend fewer hours per week studying and engage in procrastinating behaviours, thus, making them to have lower mean Grade Point Average (GPA). Also, Flad (2010) lamented that social networking sites use can have a negative impact on study habits and homework completion. In a study carried out by Ahmed, Amir, Qazi and Jabeen

(2011) using a sample of 1000 students from various Universities in Pakistan, they found out that study habits were significantly affected by time spent using social networking site and eventually their academic performance. In the same vein, Oye, Helon and Ab Rahim (2012) in their study found out that spending more time on social networking sites resulted in getting lower grades and some perceived the distraction of social networking sites as ranging from mere distraction to obsession.

Research hypothesis three which states that there is no significant relationship between chatting in social network and undergraduate students' academic performance was also rejected. This means that there is a significant relationship between chatting in social network and undergraduate students' academic performance in history of education in universities in Kwara State, Nigeria. Perhaps, this informed the views of Grinter and Palen (2002) who posited in their work that students who regularly chat while engaging in other activities like completing of home work are likely to have the home work uncompleted or completed late. With chatting becoming more rampant among students, it is also posing a great problem in the university. Corroborating this, Green (2010) reported that professors and high school teachers once complained of students being unable to read and write well. This is because much time is now given to chatting instead of studying. It was also observed that students in both formal and informal writing do so in chatting and as such most students have lost their grip in spoken and written English. The reason for this according to Michael (2007) is that students unconsciously transmit chatting slangs in their test and examination without knowing the effect on their academics and assessment. As observed by Green (2010), chatting slangs have crept into students' academic performance in Nigeria, US, South Africa and other countries. As asserted by Lenhart *et al* (2008), the worst of this is that even as chatting is replacing both verbal and written communication, the use of slang has virtually overtaken good English manner and those using slangs seem to be comfortable with it. This is because the students are taking it to be the right language to use when communicating in written form.

Conclusion

This paper has dwelled much on the relationship between social media and undergraduate students' academic performance in history of education in universities in Kwara State, Nigeria. It is therefore conclusive to say that there is a significant relationship between the use of social media and undergraduate students' academic performance in universities. Enough evidences have been provided to show that the potential for using these social networking sites to further the goal of education is immense and that undergraduate students should be making the foray into the world of online social networking or social media for educational or academic purposes or reasons. However, online social networking sites are here to stay and students are and will continue to spend time on them and other non-academic activities like flirting,

dating, chatting, etc. The researcher therefore has genuinely argued that the use of social media has both positive and negative influences, depending on the pattern of social media usage. Hence, any aspect of technology that will engage undergraduate students and increase their academic performance should be fully explored for possible inclusion in the curriculum.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Undergraduate students should be encouraged through their level advisers and lecturers to devote more time to academic and less time to non-academic activities.
2. Undergraduate Students should curtail the amount of time spent on social networking sites and that any time spent should be exhausted on looking for relevant materials on history of education on the internet.
3. The use of chat slang should be avoided and the use of simple correct English should be encouraged when chatting. This is because academic performance in history of education is connected to undergraduate students' good command of simple and correct English and not slangs.
4. Undergraduate students should be encouraged to always use social networking sites to facilitate the learning of history of education
5. Undergraduate students through the social media can create a platform of group discussion where issues and topic relating to history of education are treated among the students. However, such group should accommodate the low, average and high achievers among the students.
6. Undergraduate students should be encouraged to make judicious use of the social media for pedagogical and instructional activities rather than for leisure.

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