

Assessment of Social Media Utilization and Study Habit of Students of Tertiary Institutions in Katsina State

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Abstract

This study investigated assessment of social media utilization and study habits of students of tertiary institutions in Katsina State. The descriptive survey design was adopted for this study. Three hundred and eighty-one (381) students of tertiary institutions in Katsina State were randomly selected for the study. Researchers' designed questionnaire titled "Utilization of Social Media Questionnaire" (USMQ) and "Study Habits Questionnaire" (SHQ) with Cronbach's Alpha reliability coefficients of 0.78 and 0.81 respectively were used to collect data for the study. Analysis of data was carried out using frequency, percentage, mean, t-test, regression and Pearson correlation statistics at 0.05 alpha level. Findings revealed that there is significant influence of students' level of social media utilization on their study habit ($R^2 = 0.078, P < 0.05$). There is no significant difference in the study habit of male and female students of tertiary institutions in Katsina State ($t = -2.206, P > 0.05$). There is no significant difference in the use of social media by students of tertiary institutions in Katsina State on the basis of gender ($t = 1.042, P > 0.05$). There is significant positive relationship between students' level of use of social media and study habit ($r = +0.280, P < 0.05$). Based on these findings, it was recommended that regular orientation should be given to students on how to and when to use social media to enhance their study habit and achievement. Also, students of tertiary institutions should be encouraged to improve upon their study habit for better performance in their academic.

Keywords: Assessment, Gender, Social Media, Study Habit, Utilization,

Introduction

Assessment plays a crucial role in the school system especially in teaching and learning process. Without assessment teachers cannot discover the areas of strengths and weaknesses of their students and the extent of which teaching objectives have been achieved. Assessment involves the collection of information about an individual's knowledge, skills, attitudes, judgement, interpretation and using the data for taking relevant decisions about the individual instructional process, curriculum or programme (Ugodulunwa, 2008). Assessment can be formative or summative in nature. The teachers or researchers can use any type of assessment suitable for their study or programme. Assessment can be used to determine programme achievement.

There is an increasing trend towards using social media by tertiary institution students to facilitate their learning process. Some students use social media for academic purposes. According to Murthy (2013), social media can be defined as the many relatively inexpensive and widely accessible electronic tools that enable anyone to publish and access information, collaborate on a common effort or build relationship. Social media also are computer-mediated tools that allow people to create, share or exchange information, ideas and pictures/videos in virtual communities and networks (Wikipedia, 2015).

Social media are different from traditional or industrial media in many ways including quality, accessibility, frequency, usability, speed and permanence (Agichtein, Carlos; Debora; Aristides & Gilad, 2008). Social media technologies take on many different forms including blogs, business networks, enterprise social networks, forums, micro-blogs, photo sharing, products, services review, video sharing and virtual worlds (Aichner & Jacob, 2015).

Kaplan and Haenleinn (2010) 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 them (Moody, 2010).

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 and Loken (2011) 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.

You Tube is one of the frequently used social media tool by the students. Students can watch and share videos, answer questions and discuss content. Sherer and Shea (2011) claimed that YouTube increased participation, personalization (customization) and productivity. 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. Students make use of them to solve problem and increase their skills technologically and educationally.

Students' academic performance takes important place in teaching and learning process. Social media utilization supposed to enhance the students study habits and help to attain greater height in their academic pursuits. De Escobar (2009) observed that students need to be familiar with the relationship between good study habits and academic achievement to accomplish great success in any level of education. According to Nneji (2002) study habits are learning tendencies that enable students work privately. Azikwe (1998) 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 and Kuncel (2008) noted that study habits denote the degree to which the student engages in regular acts of studying that are characterised 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).

Some researchers have expressed their concern on the negative use of media among the students which has affected the study habits and performance. Oji (2007) noted that the growing incidence of students using the internet not necessarily for academic purposes but for anti-social activities is at an astonishing rate. They use websites for pornography, fraud and for other social vices in the society. Schill (2011) asserted that the social media sites encourage negative behaviour among students such as catching up with unknown friends and so on.

Wang, Chen and Liang (2011) findings on effect of social media on college students, showed that social media use is negatively associated with academic performance. They noted that two thirds of the students are found using social media while in class studying or doing homework. This multitasking increase distraction and becomes detrimental to students' performance and study habits and reading habit.

It is therefore worthwhile to investigate the assessment of social media utilization and study habit among students of tertiary institutions. This study investigated the assessment of social media utilization and study habit of students of tertiary institutions in Katsina State. Specifically, the study aimed at finding the level of utilization of social media among students of tertiary institutions in Katsina State. Influence of students' level of utilization of social media on their study habit was also investigated by the researchers.

Research Questions

The following research questions were addressed by the study:

1. What is the level of utilization of social media among students of tertiary institutions in Katsina State?
2. What is the study habit pattern exhibited by students of tertiary institutions in Katsina State?

Research Hypotheses

The following research hypotheses were formulated to guide the study:

1. There is no significant influence of students' level of social media utilization on their study habit.
2. There is no significant difference in the study habit of students of tertiary institutions in Katsina State on the basis of gender.
3. There is no significant relationship between students' level of social media utilization and study habit.

Research Methodology

The study adopted a descriptive survey research design. Data was collected from a representative sample of respondents in order to make generalization on the target population. All undergraduate students in tertiary institutions in Katsina State constitute the population for the study while the target population is made up of all students in four selected tertiary institutions in Katsina State. Simple random sampling technique was used to select students from the sampled institutions. A total of three hundred and eighty-one (381) students participated in the study.

In this study, researchers-designed questionnaire titled “Utilization of Social Media Questionnaire” (USMQ) and “Study Habits Questionnaire” (SHQ) were used to collect data from the respondents. USMQ contained twenty-five items with a four-point Likert-type scale of Very Frequently (e.g. Daily), Frequently (e.g.3 times in a week), Sometimes (once in a week) and Never. SHQ contained twelve items with a four-point Likert-type scale of Strongly Agree, Agree, Disagree and Strongly Disagree. Section ‘A’ of these questionnaires contained the personal information of the respondents such as name of school, level, gender and age. Expert judgment was used in validating the instrument. The Cronbach's Alpha reliability coefficients of 0.78 and 0.81 were obtained for USMQ and SHQ respectively. Analysis of data was carried out using frequency count, percentage, mean, t-test, regression and Pearson Product-Moment Correlation statistics at 0.05 alpha level.

Results

Research Question 1: What is the level of utilization of social media among students of tertiary institutions in Katsina State?

Table 1: Percentages of Level of Utilization of Social Media among Students of Tertiary Institutions in Katsina State

S/N	Example of Social Media	Very Frequently e.g Daily	Frequently e.g.3 Times in a week	Sometimes e.g. Once in a week	Never	No response
1.	Facebook	16 (4.2 %)	56 (14.7%)	84 (22.0%)	215 (56.4%)	10 (2.6%)
2.	Twitter	140(36.7%)	71 (18.6%)	65 (17.1%)	83 (21.8%)	22 (5.8%)
3.	Four Square 4	251(65.9%)	45(11.8%)	32(8.4%)	23(6.0%)	30(7.9%)
4.	Micro- Biology	239(62.7%)	38(10.0%)	39(10.2%)	25(6.6%)	40(10.5%)
5.	Frequency	199(52.2%)	50(13.1%)	45(11.8%)	50(13.1%)	37(9.7%)
6.	You tube	96(25.2%)	83(21.8%)	88(23.1%)	82(21.5%)	32(8.4%)
7.	Chatting Networking	40(10.5%)	48(12.6%)	79(20.7%)	193(50.7%)	21(5.5%)
8.	Free Website or WWW	69(18.1%)	52(13.6%)	68(17.8%)	164(43.0%)	28(7.3%)
9.	Whatsapp	62(16.3%)	31(8.1%)	60(15.7%)	214(56.2%)	14(3.7%)
10.	Free Web Template	151(39.6%)	67(17.6%)	78(20.5%)	46(12.1%)	39(10.2%)
11.	Weblogs	151(39.6%)	72(18.9%)	61(16.0%)	46(12.1%)	51(13.4%)
12.	Social Logs	141(37.6%)	77(20.2%)	59(15.5%)	73(19.2%)	31(8.1%)
13.	Blogs	178(46.7%)	60(15.7%)	58(15.2%)	43(11.3%)	42(11.0%)
14.	Magazines	69(18.1%)	87(22.8%)	87(22.8%)	112(29.4%)	26(6.8%)
15.	Wiskis	153(40.2%)	60(15.7%)	56(14.7%)	78(20.5%)	34(8.9%)
16.	Podcast	191(50.1%)	64(16.8%)	45(11.8%)	34(8.9%)	47(12.3%)
17.	Word Press	169(44.4%)	52(13.6%)	58(15.2%)	70(18.4%)	32(8.4%)
18.	Proxy	178(46.7%)	57(15.0%)	55(14.4%)	44(11.5%)	47(12.3%)
19.	Internet Forums	95(24.9%)	76(19.9%)	73(19.2%)	110(28.9%)	27(7.1%)
20.	World of Warcraft	189(49.6%)	62(16.3%)	49(12.9%)	50(13.1%)	31(8.1%)
21.	Skype	164(43.6%)	4.7(12.3%)	55(14.4%)	81(21.3%)	34(8.9%)
22.	Wait Posting	140(36.7%)	50(130.1%)	68(17.8%)	83(21.8%)	40(10.5%)
23.	My Space	181(47.5%)	56(14.7%)	53(13.9%)	48(12.6%)	43(11.3%)
24.	Music Sharing	96 (25.2%)	52(13.6%)	77(20.2%)	123(32.3%)	33(8.7%)
25.	Picture Sharing	74 (19.4%)	54(14.2%)	70(18.4%)	155(40.7%)	28(7.3%)

Figure 1: Bar Chart Showing the Frequency of You Tube Utilization by Students of Tertiary Institutions in Katsina State

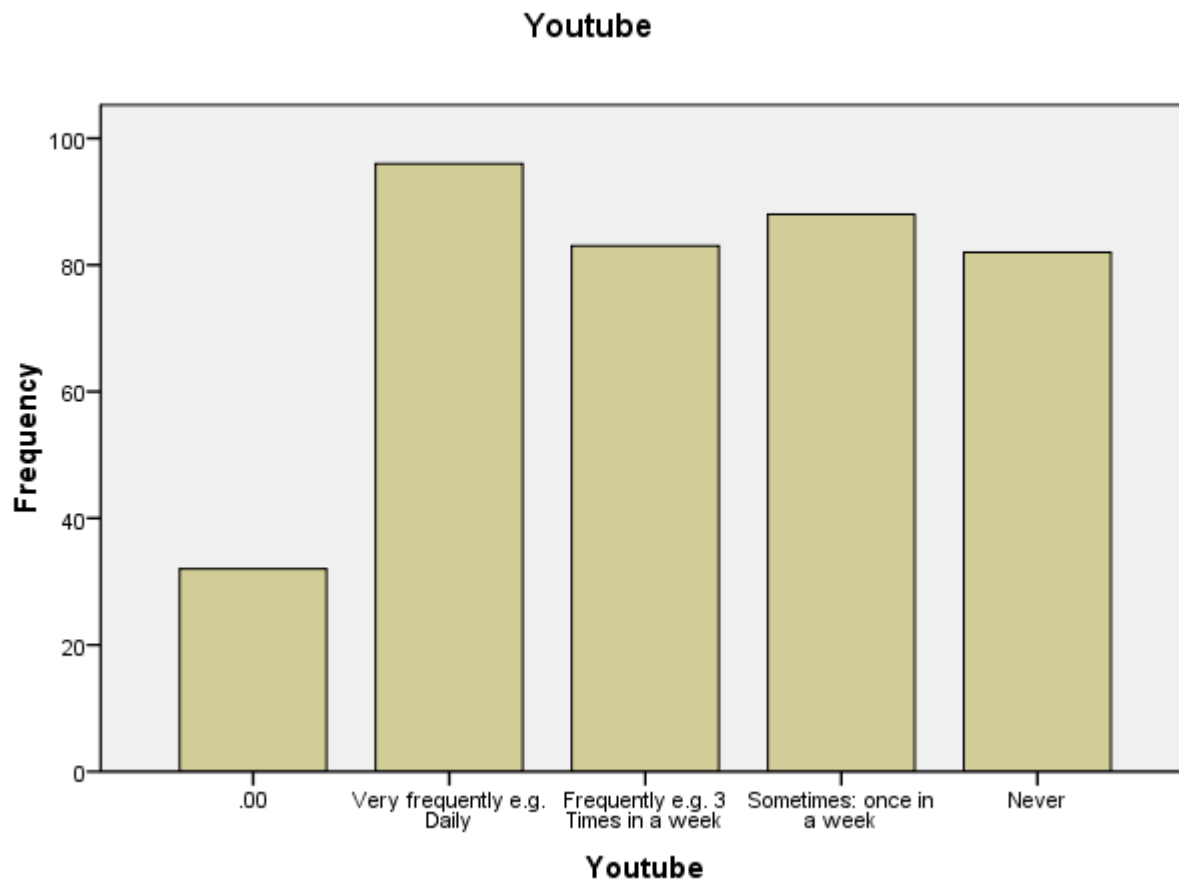


Table 1 item 6 and figure 1 above shows that, 96(25.2%) of the respondents use YouTube very frequently e.g. Daily, 83(21.8%) responded that they use it frequently e.g. 3 times in a week, 88(23.1%) responded that sometimes e.g. once in a week, 82(21.5%) responded that they never use YouTube and 32(8.4%) respondents did not respond to item number 6.

Figure 2: Bar Chart showing the Frequency of Chatting/Networking Utilization by Students' of Tertiary Institutions in Katsina State

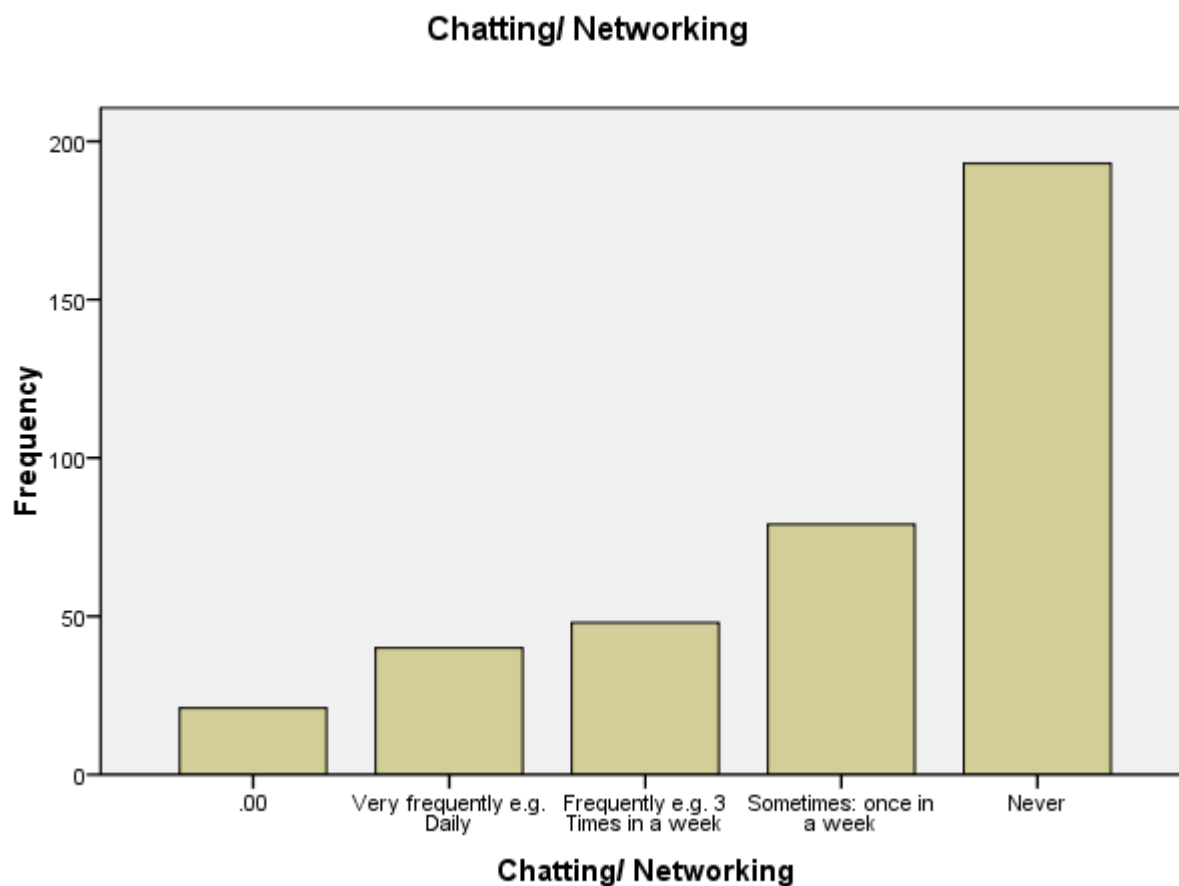


Table 1 item 7 and figure 2 above show that 40(10.5%) of the respondents use chatting or networking very frequently e.g. Daily, 48(12.6%) responded that they use it frequently e.g. 3 times in a week, 79(20.7%) responded that sometimes e.g. once in a week, 193(50.7%) responded that they never use chatting or networking and 21(5.5%) respondents did not respond to item number 7.

Figure 3: Bar Chart showing the Frequency of Whatsapp Utilization by undergraduate students' of tertiary institutions in Katsina State.

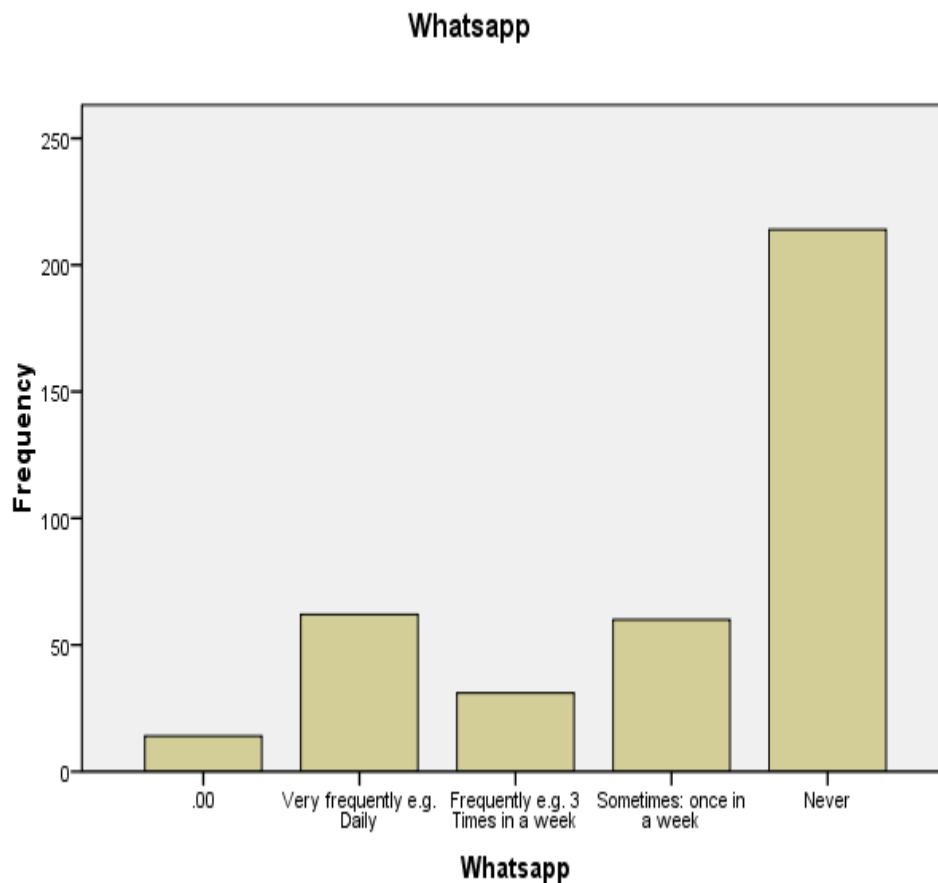


Table 1 item 9 figure 3 above show that, 62(16.3%) of the respondents use Whatsapp very frequently e.g. Daily, 31(8.1%) responded that they use it frequently e.g. 3 times in a week, 60(15.7%) responded that sometimes e.g. once in a week, 214(56.2%) responded that they never use Whatsapp and 14(3.7%) respondents did not respond to item number 9.

Figure 4: Bar Chart showing the Frequency of Internet Forum Utilization by undergraduate Students' of Tertiary Institutions in Katsina State.

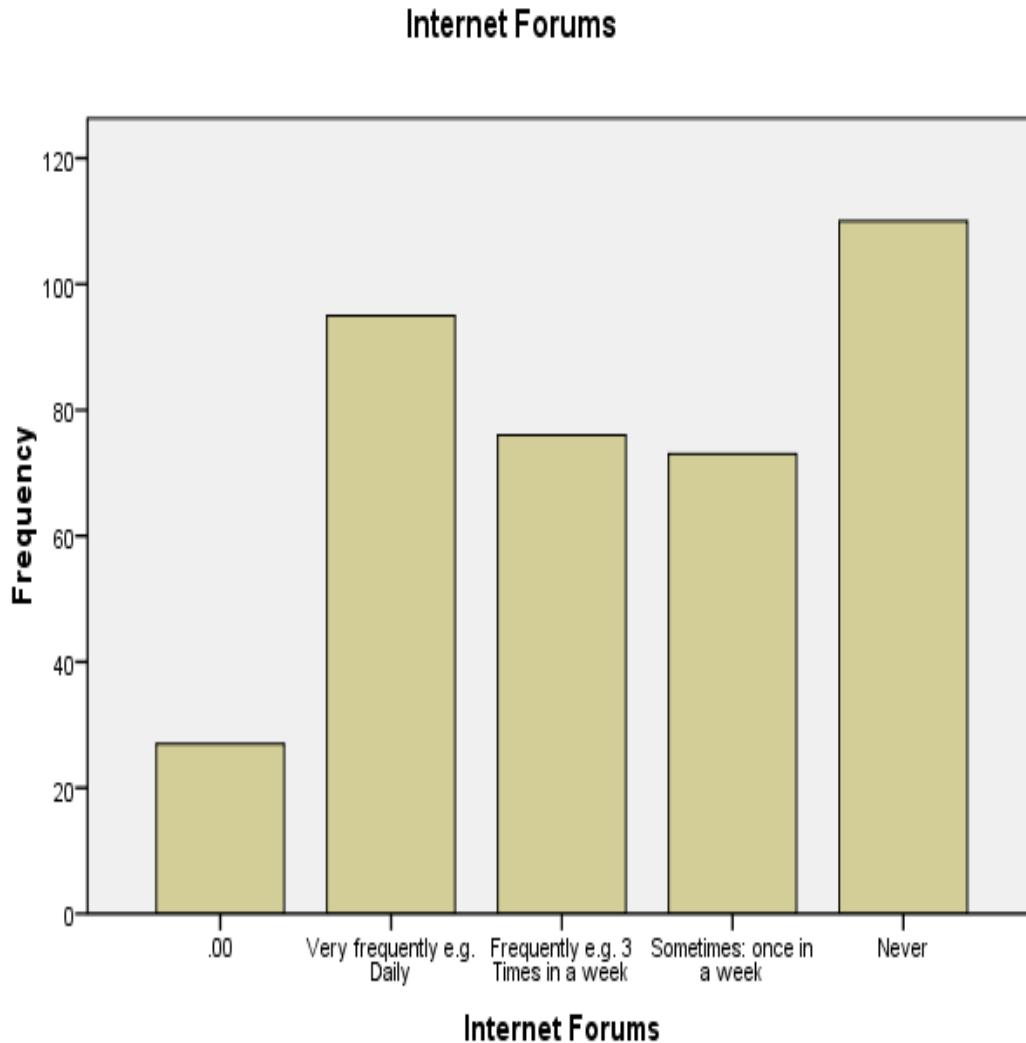


Table 1 item 19 and figure 4 above show that, 95(24.9%) of the respondents use internet forums very frequently e.g. Daily, 76(19.9%) responded that they use it frequently e.g. 3 times in a week, 73(19.2%) responded that they use it sometimes e.g. once in a week, 110(28.9%) responded that they never use internet forum and 27(7.1%) respondents did not respond to item number 19.

Research Question 2: What is the study habits pattern exhibited by students of tertiary institutions in Katsina State?

Table 2: Percentages Showing the Study Habits Pattern Exhibited by Students Tertiary Institution in Katsina State.

S/N	Items on Study Habit	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
1	I always do my assignment on time	1 (0.3%)	14(3.7%)	141(37.0%)	205(53.8%)	20(5.2%)
2.	I always read my books even if there is no Exam	9(2.4%)	33(8.7%)	157(41.2%)	162(42.5%)	20(5.2%)
3	I read my book everyday	13 (3.4%)	66(17.%)	129(33.9%)	149(39.1%)	24(6.3%)
4	I go through my books after every lesson	16(4.2%)	82(21.5)	133(34.9%)	126(33.1%)	24(6.3%)
5	I always ahead of my teacher	75(19.7%)	91(23.9%)	99 (26.0%)	84 (22.6%)	32(8.4%)
6	I always have group discussion with my colleagues	11(2.9%)	38(10.0%)	164(43.0%)	144(37.8%)	24(6.3%)
7	I have a personal time table which I try to follow	18 (4.7%)	50 (13.1%)	146(38.3%)	139(36.5%)	28(7.3%)
8	I am not easily distracted by friends when it is time to study	15(3.9%)	48(12.6%)	123(32.3%)	165 (43.3%)	30 (7.9%)
9	When I miss anything while coping notes, I try to correct it immediately after the class	9(2.4%)	16(4.2%)	135(35.4%)	200(52.5%)	21(5.5%)
10	I am easily distracted by noise or radio when it is time to study	39 (10.2%)	51 (13.4%)	117(30.7%)	148 (38.8%)	26(6.8%)
11	I try to read other materials to get more information on the topics taught in the class	11(2.9%)	28 (7.3%)	142(37.2%)	176 (46.2%)	24 (6.3%)
12	I read my class work during holiday period	60 (15.7%)	63(16.5%)	112 (2.4%)	121 (31.8%)	25 (6.6%)

N=381

From table 2 above, 1(0.3. %) of the respondents strongly agree to item 1(I always do my assignments on time), 14(3.7%) agree, 141(37.0) disagree, 205(53.8%) strongly disagree and 20 (5.2) respondents did not answer item number 1. Also, 60(15.7%) of the respondents strongly agree to item 12 (I read my class work during holiday period), 63(16.5%) agree, 112(29.4.) disagree, 121(31.8%) strongly disagree and 25 (6.6) respondents did not answer item number 12 and so on.

Hypothesis 1: There is no significant influence of students' level of social media utilization on their study habit

Table 3: Use of Social Media as a Predicator of Study Habit.

R=0.280						
R Square = 0.078						
Adjusted R Square = 0.076						
Standard Error = 9.620						
Analysis of Variance						
	Sum of Square	Df	Mean Square	F	P	Remark
Regression	2972.251	1	2972-251			
Residual	34978.233	378	92.535	32.120	.000	Significant
Total	37950.484	379				

Significant (P<0.05)

Table 3 shows that the use of social media accounted for 7.8% of the total variance in study habit (R square = 0.078, P<0.05). Thus, this percentage is low but it is statistically significant. Therefore, the use of social media is an important factor in predicting students' study habit.

Hypothesis 2: There is no significant difference in the use of social media by students of tertiary institutions in Katsina State on the basis gender

Table 4: t-test Summary of Level of Use of Social Media by Male and Female Students in Katsina State.

Variable	N	Mean	SD	Df	Cal. t-value	P	Remark
Male	232	53.3922	18.8933	379	1.042	.289	NS
Female	149	51.3893	17.3582				

Table 4 indicates that the calculated t-value was 1.042 and this was not significant at 0.05 alpha level ($P > 0.05$). Therefore, hypothesis 2 is upheld. This implies there is no significant difference between male and female students' utilization of social media.

Hypothesis 3: There is no significant difference in the study habit of male and female students of tertiary institutions in Katsina State

Table 5: t-test Summary of Comparison of Study Habit Male and Female Undergraduate Students of Tertiary Institution in Katsina State

Variable	N	Mean	SD	Df	Cal. t-value	P	Remark
Male	231	34.5584	10.5272	387	-2.206	0.28	NS
Female	149	36.8654	8.9967				

Table 5 shows that there is no significant difference in the study habit of male and female students of tertiary institutions in Katsina State ($t = -2.206$, $P > 0.05$) Thus, male and female students in tertiary institutions in Katsina State are not significantly different in their study habit.

Hypothesis 4: There is no significant relationship between students' level of use of social media and study habit

Table 6: Relationship between Students' Level of Use of Social Media and Study Habit

		Utilization of Social Media	of Study Habit
Utilization of Social Media	Pearson Correlation Sig. (2-tailed)	1.000	
	N	-	
		381	
Study Habit	Person Correlation Sig. (2-tailed)	+0.280*	1.000
	N	.000	-
		380	380

*Significant ($P < 0.05$)

Table 6 shows that there is significant relationship between students' level of use of social media and study habit ($r = + 0.280$, $P < 0.05$). Therefore, hypothesis four was rejected. Thus, students' level of use of social media is positively related to their study habit. Hence, the more the use of social media by the students the better is the students study habits. It can also be inferred that the group of students that use social media frequently are also the group that have better study habit.

Discussion of Findings

Based on the data collected, the findings of this study revealed that there is significant influence of students' level of social media utilization on their study habit. Therefore, the use of social media is an important factor in predicting students' study habit. This study is contrary to the study of Adomi and Ejirefe (2012) which stated that majority of students use facebook for connecting with friends or relatives and others, also as a platform for keeping in touch with close acquaintance, which discourages reading habits among the students.

There is no significant difference in the use of social media by students of tertiary institutions in Katsina State on the basis gender. This study is contrary to the study of Johnson and George (2014) which investigated the impact of whatsapp messenger usage on students' performance in five tertiary institutions in Ghana. They observed that female participation in social media far outweighed the male counterpart. The reason being

speculated by the researchers is that female students were found to be more likely to have expressions related to family relationships and romantic relationships by using Whatsapp than the male students. Also, it was observed that most of the women preferred using the application for communication, especially for group discussions on specific assignment given in class than to meet their group members personally.

There is no significant difference in the study habit of male and female students of tertiary institutions in Katsina State. Thus, male and female students in tertiary institutions in Katsina State are not significantly different in their study habit. The findings is in agreement with Ayodele and Adebisi (2013) which revealed that gender was found to have no significant difference on undergraduates study habits. In addition, Ossai (2004) found that gender has a non-moderating factor for undergraduate study habit. This is because both male and female undergraduates have equal tendencies. Khurshid, Tanveer and Naz Quasmi (2012) noted that there is a positive relationship between study habits and academic achievement. Female University students possess more effective study habits and higher academic achievement than male university students

There is significant relationship between students' level of use of social media and study habit. Thus, students' level of use of social media is positively related to study habit. This means that, the more the use of social media by the students the better is the students study habits. This finding is contradicts Wang, Chen & Liang (2011) findings on effect of social media on college students. They reported that social media use is negatively associated with academic performance. They noted that two thirds of the students are found using social media while in class studying or doing homework. This multitasking increases distraction and becomes detrimental to students' performance, study habits and reading habit, they concluded.

Conclusion

This study investigated assessment of social media utilization and study habits of students of tertiary institutions in Katsina State. The important of social media utilization and study habit in students' academic performance cannot be overemphasized. The study revealed that the more the use of social media by the students, the better is the students study habits. It can also be inferred that the group of students that use social media frequently are also the group that have better study habit. Therefore, the use of social media is an important factor in predicting students' study habit. Positive use of social media will enhance the study habit and students performance in our tertiary institutions. In addition, good study habit will produce positive academic performance while inefficient study habit leads to academic failure. Thus, positive use of social media should be encouraged to improve students' performance and to increase their study habit in Nigerian tertiary institutions.

Recommendations

The following recommendations were made based on the results of this study:

1. Management of tertiary institutions must disallow students for using hand-set in classroom,
2. Regular orientation should be given to students on how to and when to use social media to enhance their study habit and achievement,
3. Tertiary institution students should be encouraged to improve upon their study habit for better performance in their academic endeavour and
4. Lecturers and tertiary institutions counsellors should help the tertiary institution students to imbibe efficient and effective study habits.

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