

Social media usage and academic performance of library and information science undergraduates in universities in Edo and Delta State, Nigeria

Monday Obaidjevwe Ogbomo¹ (Ph.D) & Oghenetega Ivwighreghweta² (CLN)

¹Department of Library and Information Science, Delta State University, Abraka, Delta State, Nigeria

²Western Delta University, Oghara, Delta State, Nigeria

Abstract. Since the last few decades, technology has grown immensely and has brought major changes globally. This study investigated social media usage and academic performance of library and information science undergraduates in universities in Edo and Delta State, Nigeria. Four research questions were answered and one hypothesis tested. The descriptive survey design was employed for this study. The population of the study is 1524. The sample size for this study is 500. The questionnaire was the instrument used for data collection. Data were analyzed using frequency, statistical mean and z-test statistics. Findings from this study revealed that the undergraduates indicated overwhelmingly that they use social media sites. The reasons for their usage of social media sites are for academic work and research purpose. It was found that they invest 1-60 minutes on social media sites in a day. It was further revealed that they visit Facebook sites, Youtube, Google+, Wikipedia and Whatsapp. The study revealed that the undergraduates are within the CGPA of 3.50-4.49 indicating a high academic performance. The study further showed that there is no significant relationship between the amount of hours invested on social media sites and academic performance of the students. Implying that an increase in the amount of hours invested on use of social media sites may not lead to a corresponding increase in academic performance of the LIS undergraduates in the respective universities.

1. Introduction

Academic performance has been considered to be an essential factor in the educational life of an undergraduate; this is because excellent academic performance predicts future job performance and it accounts for the total work force of a nation (Awala, 2003). Education is a unique investment and it has great potentials for the transformation of the individuals and the society, and it has become the major yardstick for measuring progress, civilization and

development of mankind in any organized society. Most governments hence have an abiding faith in the efficacy of education as an instrument for social reconstruction and economic development (Niles & Harris-Bowlbey, 2003).

The Federal Government of Nigeria has through its National Policy on Education (2004), spelt out how education can be utilized to bring about the necessary transformation in the country. Admittedly, the universities which are the apex of the educational system are expected to produce graduates who will be able to manage high and sensitive positions in the society so that laudable objectives can be realized. Sadly, in recent times the product of this citadel of learning can no longer compete favorably with their counterparts from other parts of the world. The reason for this is not far-fetched. It is simple duo to the quality of education which has fallen.

In Nigeria, just like in any other developing countries, education is considered to be a way of escape from poverty, illiteracy and under-development. Improved academic performance among undergraduates in schools is therefore paramount in order to navigate the currents of under-development (Oghenekohwo, 2008). Thus, failure in academic performance usually brings untold hardship and frustration to the individual concerned.

Undergraduates' academic performance is paramount to every institution as well as other stakeholders. For a student to progress and stay in the institution she/he should excel in all the examinations that would be conducted. Students are assessed on their performance with their Grade Point Average (GPA) as well as their Cumulative Grade Point Average (CGPA). This determines how the student is performing for the period. The CGPA is very important to undergraduates, employers and other stakeholders in the educational sector (Plant, Ericsson, Hill & Asberg, 2005). It is an objective tool for assessing the performance of students (Bacon & Bean, 2006; Kobrin, Paterson, Shaw, Mattern & Barbuti, 2008) and this helps the institution to be aware of students who will be promoted, repeated, withdrawn from the programme of study.

Academic achievement (also referred to as academic performance) is defined as the extent to which a learner is profiting from instruction in a given area of learning. It is a reflection of the extent to which skills and knowledge has been imparted to the student. Academic performance also denotes the knowledge attained and skills developed in school subjects, usually designated by the scores (Karnataka, 2009). Okpala (2011) defined students' academic achievement as "indicators of students' performance in curricular- driven tasks as a result of exposure to the curricula experiences" (p.5). Academic performance is also seen as success or failure in a school curricula-based examinations or tests. It is influenced by personality, motivation, opportunities, education and training. Academic achievement is very important in any educational setting, as it indicates the level of students' competence in respect of their academic content (Harackiewicz, Barron & Elliot, 1998).

Simkins (1981) commented on this scholastic standing and argued that performance is a measure of output and that the main outputs in education are expressed in terms of learning, that is, changes in knowledge, skills and attitudes of individuals as a result of their experiences within the school's system. Stan (1992) supported this argument and reported that performance is the level of attainment of a person in an examination, that is, how an individual is able to demonstrate his or her abilities in an examination. Noting this point, Al-Shorayye (1995) regarded a student's performance in an examination as being depended on his cumulative grade point average. His argument supported Entwistle and Wilson's (1977) assertion that a student's success is generally judged by examination performance while the best criterion of performance is the sum of the student's academic performance in all the subjects taken.

The concept of academic performance has become a source of great concern to researchers, educationist and scholars especially as the academic performance of undergraduates in universities is declining. However, studies have shown that excessive usage of social media sites may have contributed to the declining academic performance of undergraduates in Nigerian universities.

Social media has grown astoundingly over the past few years. According to (Digital Insights, 2013) there are over 1.15 Billion Facebook users compared to 700 million in 2011; over 500 million Twitter users compared to 250 million in 2011; over 238 million LinkedIn users compared to 115 million in 2011 and there are over 500 million Google Plus users opposed to 25 million users in 2011. However, exposure and use of these networks sites tend to have both positive and negative implications among undergraduates. Some see it as distraction to learning which may result to poor academic performance as it involves multitasking, while others attest to the potentials of social media for learning and a driver to good academic performance. Several studies have been carried out on social media usage and academic performance in Nigeria. Almost all of these studies rely on self-reported, cross-sectional and the grade based data. The independent variable in most of these studies was the time spent using social media (Junco, 2012).

Junco and Cotton (2011) investigated a large sample of college students and discovered that “sending text messages and using Facebook while studying or doing homework were commonplace” (p.54). Furthermore, this behavior hindered their study and was negatively correlated to overall college GPA. Wood (2012) examined the effect of multi-tasking with several media technologies (texting, e-mail, MSN messaging, Facebook) on real-time learning. Subjects were randomly assigned to different situations (multi-tasking with one of the four technologies or no multitasking) while taking place in classroom setting. After they had finished the learning tasks, the students were given a 15-item multiple choice test to assess learning. Results showed that “multi-tasking

with any of the assigned technologies were negatively related to learning and academic performance” (p.67).

Al-Menayes (2015) investigated the effect of social media usage, engagement and addiction on academic performance. The study shows that the “amount of time one spends using social media affects academic performance in a negative way. The more time one spends using social media, the worse their academic performance. This suggests that the time devoted to using social media come more than likely at the expense of time that should have spent for academic purposes” (p.87). Heavy users of social media probably do poorly in exams and assignments because they do not put enough time into it. Rosen (2013) studied the behavior of middle school, high school and college students and observed that “participants were distracted by media like Facebook and texting in less than 6 minutes after the start of a studying session” (p.54). In addition, measurements of daily Facebook use and texting behavior were strong predictors of off-task behavior during study periods. More importantly, all of the media related technologies associated with increases in multi-tasking and decrease in academic achievement is now commonly accessed with a single internet-enabled mobile phone.

Ogbomo and Iwighreghweta (2016) in their study of internet addiction among undergraduates in Delta State found that majority of the undergraduates engage in information searching on the internet 207 (43.9%), this was followed by the social media usage 214 (45.4%). The study also revealed that undergraduates spend 1 hour and above on the internet in a day and that they were all addicted to the internet. This may be as a result of the advent of social media sites where undergraduates are involved in social communication and collaboration.

Olubiyi (2012) lamented that Nigerian students are so engrossed in the usage of social media that they are almost 24 hours online. Even in classrooms and lecture theatres. He observed that “some students are always busy pinging, 2going or Facebooking, while lectures are on. Times that ought to be channeled towards learning, academic research and innovating have been crushed by the passion for meeting new friends online, and most times they are busy discussing trivial issues” (p.34). Hence most students’ academics suffer setback as a result of distraction from the social media which may result into poor academic performance.

David (2014) investigated the effect of Facebook on students’ academic performance. The result showed that “26% of respondents agreed that the use Facebook affects their academics positively, 32% are not affected in any way by their use of these social media while 42% are affected negatively” (p.12). This implies that students’ activities on Facebook have effect on their academic performance.

Paul, Hope and Cochran (2012) in their study of the effect of online social networking on student academic performance revealed that a statistically significant negative relationship between times spent on social media and academic performance. They found out that “online social networking media heavily influenced the attention span of the students, particularly the higher the attention span, the lower is the time spent on social media sites” (p.32). Kirschner and Karpinski (2010) differ sharply on the proponents that argued that modern youth today possesses the ability to multitask and process multiple channels of information simultaneously. Their study, involving Facebook use and simultaneously carrying out learning activities in relation to the students’ academic performance as measured by GPA, revealed that students with lower GPAs spent fewer hours per week on their study than non-users.

San-Miguel (2009) investigated the relationship between time spent on Facebook and the academic performance of undergraduates. The findings indicated that the “more time undergraduates spend on Facebook equals slightly lower grades” (p.12). In his study, the 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. Also, the average Facebook user study for 1 – 5 hours per week, while the non-Facebook user would study 11 – 15 hours per week. Enriquez (2010) in his study revealed that “undergraduates who multi-task between social networking sites and home work are likely to have 20% lower grades than undergraduates who do not have social networking sites. He believed that even running a social networking site on the background on a student’s PC while studying or doing homework could lower a student’s grade” (p.65). Choney (2010) in looking at the time spent on Facebook and its effect on academic performance said a user of Facebook has an average GPA of 3.06, while non-users have an average GPA of 3.82.

Undergraduates make use of social media sites for various purposes. Sawyer (2011) findings in his study revealed that “undergraduates use social media sites to communicate with their friends and families and to stay in touch with people whom they cannot talk to face to face” (p.23). Corroborating this view, Balci and Golcu (2013) reported that “university undergraduates’ in Turkey use Facebook and other social media sites more for communicating with friends, getting information about people and events, entertainment and relaxing as well as messaging” (p.12). Oye (2012) noted that most of the younger students use social networking sites mainly for socializing activities, rather than for academic purpose. Oye further observed that most of the students do feel that social networking sites have more positive impact on their academic performance.

2. Research Questions

The following research questions will guide this study:

- i. What are the undergraduates’ reasons for the usage of social media sites?

- ii. What is the amount of hours invested on social media sites by the undergraduates in a day?
- iii. What are the social media sites that are mostly visited by the undergraduates?
- iv. What is the academic performance of the undergraduates?

3. Hypothesis

There is no significant relationship between the amount of hours invested on social media sites usage and the academic performance of the undergraduates in the universities under study.

3.1. Method

The study employed the descriptive survey design. The population for the study is 1524 undergraduates in the Departments of Library and Information Science in Delta State University, Abraka, University of Benin, Benin City, and the Ambrose Alli University, Ekpoma. The sample size for this study is 500. The proportionate and accidental sampling technique was adopted for this study. The questionnaire was the instrument used for data collection. Frequencies, statistical mean (\bar{x}) and z -test statistics will be used to analyse the data.

3.2. Findings

The findings of the study are presented in the following tables with explanations

Table 1: Gender Distribution of the Respondents

Gender	Frequency	Percentage (%)
Male	166	36.3
Female	291	63.7
Total	457	100.0

Table 1 revealed that there are 291(63.7%) female undergraduates while there are 166(36.3%) of the male undergraduates. This shows that there are more female LIS undergraduates in universities in Delta and Edo states are more.

Table 2: Age Range of the Respondents

Age Range	Frequency	Percentage (%)
15-20yrs	127	27.8
21-25yrs	284	62.1

26-30yrs	43	9.4
31yrs and above	3	0.7
Total	457	100.0

Table 2 shows that there are 284(62.1%) undergraduates that are within the age range of 21-25 years, 127(27.8%) of them that are within the age range of 15-20 years, 43(9.4%) of them are within the age range of 26-30 years and 3(0.7%) of them are within the age range of 31 years and above. This implies that majority of the LIS undergraduates in universities in Delta and Edo states are within the age range of 21-25 years.

3.3. Answering of the Research Questions

Table 3: Use of Social Media Sites

Response	Frequency	Percentage
YES	404	88.4
NO	53	11.6
Total	457	100.0

Table 3 shows that 404(88.4%) of the undergraduates agreed that they use social media sites while 53(11.6%) of them disagreed to their use of social media sites. It can be inferred from the analysis that a majority of the LIS undergraduates in universities in Delta and Edo states make use of social media sites.

Research Question One: What are the undergraduates’ reasons for the usage of social media sites?

Table 4: Reasons for the use of social media sites

Reasons	SA		A		D		SD		Mean
	No	%	No	%	No	%	No	%	
Communicate and interact with friends.	32	70.	12	27.	4	0.9	-	-	3.71
Online learning.	32	70.	12	26.	6	1.3	2	0.4	3.69
Leisure/entertainment.	23	50.	19	42.	13	2.8	5	1.1	3.47

Group discussion and getting study partners online.	164	35.9	224	49.0	51	11.2	8	1.8	3.22
Watch movies.	197	22.5	197	43.1	109	23.9	29	6.3	2.85
Create/join forum for self-expression.	155	33.9	207	45.3	61	13.3	7	1.5	3.19
Communicating, mobilizing and organizing national issues like politics, economy and religious matters.	185	40.5	196	42.9	58	12.7	11	2.4	3.23
Academic work and research purposes.	333	72.9	99	21.7	10	2.2	5	1.1	3.70
Informed about social events.	223	48.8	193	42.2	23	5.0	4	0.9	3.44
Chat, send videos and pictures.	215	47.0	191	41.8	32	7.0	7	1.5	3.38
To come together with people of common interests.	192	42.0	205	44.9	35	7.7	11	2.4	3.30
View phonography.	44	9.6	82	17.9	117	25.6	191	41.8	1.95
Religious propagation.	95	20.8	193	42.2	104	22.8	43	9.4	2.78
Send and receive messages from friends.	264	57.8	171	37.4	10	2.2	3	0.7	3.55
Exchange academic information.	262	57.3	172	37.6	12	2.6	2	0.4	3.55
Read news update.	290	63.5	145	31.7	9	2.0	3	0.7	3.62
To comment on peoples post and pictures.	139	30.4	208	45.5	75	16.4	19	4.2	3.06
Connect and communicate with lecturers.	85	18.6	189	41.4	121	26.5	46	10.1	2.71
Search for job.	177	38.7	193	42.2	56	12.3	20	4.4	3.18
Play games.	86	18.8	163	35.7	116	25.4	79	17.3	2.58

Aggregate Mean**3.21**

Criterion Mean

2.50

Table 5 shows the reasons for the use of social media sites by LIS undergraduates in universities in Delta and Edo states. The respondents agreed that the following are some of the reasons for their use of social media sites. They include: for academic work and research purpose 333(72.9%), to communicate and interact with friends 323(70.7%), for online learning 322(70.5%), to read news update 290(63.5%), to send and receive messages from friends 263(57.8%) and to exchange academic information 262(57.3%). This implies that the major reasons for the LIS undergraduates’ use of social media sites is for varied academic activities.

Research Question Two: What is the amount of hours invested on social media sites by undergraduates in a day?

Table 5: Amount of hours invested on social media sites

Hours spent on social media sites	Frequency	Percentage (%)
1-60mins	194	42.5
61-120mins	156	34.1
121-180mins	46	10.1
180 and above	61	13.3
Total	457	100.0

Table5 shows the amount of hours invested on social media sites by the undergraduates in a day. The result shows that 194(42.5%) of the undergraduates invest 1-60 minutes on social media sites, 156(34.1%) of them invest 61-120 minutes on the social media sites while 61(13.3%) and 46(10.1%) of them invest 180 minutes and above and 121-180 minutes respectively on the social media sites. This implies that the undergraduates invest between 1-120 minutes on the social media sites.

Research Question Three: What are the social media sites that are mostly visited by the undergraduates?

Table 6: Social media sites mostly visited by undergraduates

Social media sites	Yes		No	
	No.	%	No.	%

Facebook	424	92.8	32	7.0
Youtube	258	56.5	198	43.3
Twitter	133	29.1	324	70.9
Myspace	16	3.5	441	96.5
2go	74	16.2	383	83.8
Google+	283	61.9	172	37.6
Bebo	7	1.5	450	98.5
Linkedin	43	9.4	414	90.6
My life	15	3.3	442	96.7
RSS	34	7.4	423	92.6
Live journal	60	13.1	456	86.7
Online groups/forums	171	37.4	286	62.6
Blackberry messenger	138	30.2	319	69.8
Wikipedia	265	58.0	192	42.0
Live sport	99	21.7	356	77.9
Library thing	126	27.6	330	72.2
ResearchGate	70	15.3	387	84.7
Hi5	6	1.3	448	98.0
Whatsapp	425	93.0	31	6.8
Flickr	25	5.5	431	94.5
Orkut	4	0.9	452	98.9

Table 6 shows that the respondents agreed that they visit Facebook 424(92.8%), Youtube 258(56.5%), Google+ 283(61.9%), Wikipedia 265(58.0%) and Whatsapp 425(93.0%). However, Twitter, 2go, online groups/forums and Blackberry messenger are less visited. This implies that the social media sites mostly visited by the LIS undergraduates in Universities in Delta and Edo states are Facebook, Youtube, Google+, Wikipedia and Whatsapp.

Research Question Four: What is the academic performance of the undergraduates?

Table 7: Academic performance of the undergraduates

Academic performance	Frequency	Percentage (%)
1.50-2.49	30	6.6
2.50-3.49	178	38.9
3.50-4.49	202	44.2
4.50-5.00	34	7.4

Table 7 shows the academic performance of the undergraduates. It shows that 202(44.2%) of the students are within the CGPA of 3.50-4.49, 178(38.9%) of them are within 2.50-3.49, 34(7.4%) of them are within 4.50-5.00 while 30(6.6%) of them are within 1.50-2.49. This means that majority of the undergraduates are within the CGPA of 3.50-4.49 implying high academic performance.

3.4. Testing of the Hypothesis

There is no significant relationship between the amount of hours invested on social media sites usage and the academic performance of the undergraduates in the universities under study.

Table 8: Relationship between the amounts of hours invested on social media sites usage and the academic performance

		Amount of hours invested on social media sites	Academic performance
Amount of hours invested on social media sites	Pearson Correlation	1	.047
	Sig. (2-tailed)		.326
	N	457	444
Academic performance	Pearson Correlation	.047	1
	Sig. (2-tailed)	.326	
	N	444	444

From Table 8, Pearson correlation coefficient r is ($= 0.047$). Since the significant value (Sig. 2-tailed) is 0.326 (which is greater than 0.05), it can be concluded that there is no significant relationship between the amount of hours invested on social media sites and academic performance of the students. The null hypothesis is therefore accepted implying that an increase in the amount of hours invested on use of social media sites may not lead to a corresponding increase in academic performance of the LIS undergraduates in universities in Delta and Edo states.

3.5. Discussion of findings

The majority of the undergraduates indicated overwhelmingly that they use social media sites. This finding is in conformity with Olubiyi (2012) who lamented that Nigerian students are so engrossed in the usage of social media that they are almost 24 hours online.

The study revealed that majority of the respondents indicated that their reasons for the use of social media sites are for academic work and research purpose. This finding is in agreement with Oye (2012) who noted that most students do feel that social networking sites have more positive impact on their academic performance.

The result shows that majority of the undergraduates invest 1-60 minutes on social media sites. This finding is in conformity with Ogbomo and Ivwighreghweta who found that undergraduates spend 1 hour and above on the internet in a day and that they were all addicted to the internet.

It was further found that the majority of the undergraduates visit Facebook sites. This findings is in agreement with Balci and Golcu (2013) who reported that university undergraduates' in Turkey use Facebook and other social media sites more for communicating with friends, getting information about people and events, entertainment and relaxing as well as messaging.

The study found that majority of the undergraduates is within the CGPA of 3.50-4.49. This finding is in agreement with Plant, Ericsson, Hill and Asberg (2005) who stated that for a student to progress and stay in the institution she/he should excel in all the examinations that would be conducted.

The study revealed that there is no significant relationship between the amount of hours invested on social media sites and academic performance of the students. Implying that an increase in the amount of hours invested on use of social media sites may not lead to a corresponding increase in academic performance of the LIS undergraduates in universities. This study in contrast with the study of Al-Menayes (2015) who found that the "amount of time one spends using social media effects academic performance in a negative way.

4. Conclusion and recommendation

The study concluded that the hours invested on the use of social media sites were not predictors of academic performance and may not lead to a corresponding increase in academic performance of the LIS undergraduates in universities in Edo and Delta State. The use of these interacting social media sites have become the routine habit of undergraduates as they spend the major part of their time on these sites for entertainment and also concentrate on their academics. Through the social media sites they do their academic work with enjoyment. Therefore, the study recommended that:

- I. Orientation, workshop and seminar should be organized by the universities for the undergraduates on the proper use of social media sites.
- II. The undergraduates should be taught about the influence of social networking on their academic performance which will ultimately change their approach towards social networking sites.
- III. Undergraduates should manage their time properly and should give very little time to surf on the social network sites. Little exposure to the social media sites will minimize the distractions created in the way of learning.

References

- Agil, M., & Ahmad, P. (2011). Use of the internet by research scholars and post graduate students of the science faculty of Aligarh Muslim University. *Library Philosophy and Practice*. Retrieved from <http://unllib/unl.edu/lpp>.
- Al-Menayes, J. (2015). Social media usage, engagement, and addiction as predictors of academic performance. *International Journal of Psychological Studies*, 7 (4), 201-210.
- Al-Shorayye, S.R. (1995). *The effect of admission policy, social economic factors and demographic and personal considerations on students performance at Kuwait University*. Ado-Ekiti: PEOA educational publishers.
- Awala, E.T. (2017). Personality super traits as correlates of academic performance of secondary school students in Delta South Senatorial District. Unpublished dissertation. Delta State University, Abraka.
- Bacon, D.R., & Beans, B. (2006), GPA in research studies: An invaluable but neglected opportunity, *Journal of Marketing Education*, 28 (12), 35-42.
- Boyd, D. M., & Ellison, N. B. (2007). Social network sites: definition, history and scholarship. *Journal of Computer-Mediated Communication*, 5 (13), 12-34. Retrieved from <http://jcmc.indiana.edu/vol13/issue1/boyd.ellison.html>.
- Choney, S. (2010) Facebook use can lower grades by 20 Percent, study says. Retrieved from http://www.msnbc.com/id/39038581/ns.technology_andScience-tech_and_gadgets.

David, S. (2014). Advantages and disadvantages of facebook. *Journal of Business Education*, 1 (2), 155-162.

Digital Insights (2013). Social media facts, figures and statistics. Retrieved from www.digitalinsights.in/social-media-facts-and-statistics.

Egbule, J.F. (2004). *Practical guide to a successful project or thesis in writing and defence*. Owerri: Whyte and Whyte Publishers.

Enriquez, J.G. (2010). Facebook and other online social networking sites can lower grades, study says. Retrieved from <http://seerpress.com/facebook-and-other-online-social-networking-sites-can-lower-grades-study-says/6935/>.

Entwistle, N.J. & Wilsonm, D.J (1977). *Degrees of excellence. The academic achievement game*. London: Hodder and Stoughton.

Federal Republic of Nigeria. (2004). *National policy on education*. Lagos: NERDC.

Harcikiewicz, S., Barron, R., & Elliot, A. (1998). Gender difference in educational achievement in a Zealand birth cohort. *New Zealand Journal of Educational Studies*, 32 (1), 83-96.

Harris-Bowlbey, A. (2003). Study skills, learning process and academic achievement. *Psychological Report*, 6 (1), 167-172.

Junco, R. (2012). Comparing actual and self-reported measures of facebook use. *Computers in Human Behavior*, 29 (3), 626-631. Retrieved from <http://dx.doi.org/10.1016/j.chb.2012.11.007>.

Junco, R., & Cotton, S. R. (2011). Perceived academic effects of instant messaging use. *Computers & Education*, 56 (23), 370-378. Retrieved from <http://dx.doi.org/10.1016/j.compedu.2010.08.020>.

Karnataka, J. (2009). Influence of study habits and self-concept on academic achievement of boys and girls. M.H.Sc thesis, University of Agricultural Sciences, Dwarwad-580 005, India.

Kobrin, J.L., Patterson, B.F., Shaw, E.J., Mattern, K.D., &Barbuti, S. M., (2008). *Validity of SAT for predicting first-year college grade point average*. New York, N.Y: College Board.

Mazman, R., & Usluel, J. (2011). I gave up my space for lent: New teachers and social networking sites. *Journal of Adolescent and Adult Literacy*, 52 (3), 245–247.

Ogbomo, M.O., & Ivwighreghweta, O. (2016). Internet addiction among undergraduates in universities in Delta State. *International Journal of Academic Library and Information Science*. 4 (4), 110-116. Available at <http://www.academicresearchjournals.org/IJALIS/index.htm>.

Oghenekohwo, J.E. (2008). Global environmental policy agenda. Paper discussed at a 2 day workshop on “emerging trends in environmental sanitation and waste disposal

management for environmental health officers” Ibadan, June 30 – July 1st, Women Development Centre, Ibadan.

Okpala, P. N. (2011). Evaluation of students’ achievements in classroom/ clinical setting. Paper presented at the Institute of Education, University of Ibadan, Nigeria.

Olubiyi S. (2012). Social media and Nigeria youth burden. Retrieved from <http://bluepringng.com/2012/12/social-media-andnigerian-youth-burden>.

Oxford Dictionary (2013). *Definition of social media in English*. Retrieved from www.oxforddictionaries.com/definition/english/social-media.

Oye, N. (2012). Students’ perception of social networking sites’ influence on academic performance. *International Journal of Social Networking and Virtual Communication*, 5 (1), 23-31.

Oye, N., Helou, A., & Rahim, N. (2012). Model of perceived influence of academic performance using social networking. *International Journal of Computer & Technology*, 2 (2), 24-29.

Paul, J. A., Hope, M.B., & Cochran, J.D. (2012). Effect of online social networking on student academic performance. *Computers in Human Behavior*, 28, (12), 2117- 2127.

Plant, E.A., Ericsson, K.A., Hill,L., & Asberg, K. (2005). Why study time does not predict grade point average across college students: Implications of deliberate practice for academic performance. *Contemporary Educational psychology*, 30 (21), 96-116.

Rosen, L. D., Carrier, L. M., & Cheever, N. A. (2013). Facebook and texting made me do it: Media-induced task-switching while studying. *Computers in Human Behavior*, 29, (12) 948-958. Retrieved from <http://dx.doi.org/10.1016/j.chb.2012.12.001>.

San Miguel, R. (2010). Study on facebook and grades become learning experience for researcher. Retrieved from <http://www.technewsworld.com/rsstory/66805.html?wlc=1286985671&wlc=128719547> 1 Retrieved 20/08/13.

Sawyer, W. (2011). Use of social media by college students: relationships to communicate and self concept. *Journal of Technology Research*, 5 (2), 1-13.

Simkins, T. (2012). Economic and management of resources in education. Available at <http://itls/us/cliej/56467865.com>.

Stan, A. (1992). Raising the performance of students in public examinations in sciences, mathematics and technology. *Journal of Education and Management Science*, 3 (2), 12-17.