
Use of Facebook and Twitter as Determinants of Students' Study Habit in Business Studies
in Public Junior Secondary Schools in Rivers State

BY

Adizu Eunice NGOZI, *Ph.D*

AND

Erebo Abel BENEBO-OPUAPUNAMENJI
Department of Business Education
Faculty of Education
Ignatus Ajuru University of Education
Port Harcourt, Rivers State, Nigeria

ABSTRACT

The study investigated the utilization of social media and students' study habit in business studies in public junior secondary schools in Rivers State. The objective of the study is to determine the extent to which the utilization of social media such as Facebook and Twitter affect students' habit in business studies in public junior secondary schools in Rivers State. Two specific objectives, two research questions and two hypotheses guided the study. The research design was descriptive survey research design, population of the study consisted of 18,842 students in the 18 public junior secondary school in Rivers State. Using the Krejcie and Morgan sample size determination of 1970, the sample size of this study comprised of 375 students out of the 18,842 students in the 18 public junior secondary schools. Simple random sampling techniques were adopted for the study. The researcher developed an instrument titled: Utilization of Social Media and Students' Study Habit Questionnaire (USMESTHAQ). To analyze the data, mean and standard deviation were used to answer the research questions while the test of hypotheses was done using z-test. The study showed that: the use of Facebook and twitter significantly enhances the study habit of students in public junior secondary schools in Port Harcourt City Local Government Area in Rivers State. The study concluded that the properly guided usage of diverse social media platforms enhances students study habit in business study in public junior secondary schools in Rivers State. The study therefore recommended that students in junior secondary schools should be properly guided on the use of social media platform such as Facebook and Twitter to enable them utilize it for the right purpose.

KEYWORDS: Facebook, Twitter, Students' Study Habit, Business Studies, Public Junior Secondary Schools and Rivers State

Introduction

The proliferation of social media platform usage has become a widespread phenomenon among people of all ages. This increase in the use of social media applications appears to be more widespread among teenagers and young adults. Within these categories are found business studies students in public junior secondary schools in Rivers State. Social media comprises activities that involve socialising and networking online through words, pictures, and videos. Social media (SM) is equally

referred to as "new media" (NM), "social networking sites" (SNS), or social media platforms (SMP). The availability, accessibility, and use of social media sites influence the daily lives of users, especially students and teachers, as well as the entire educational system.

Social media are interactive technologies that facilitate the creation and sharing of information, ideas, interests, and other forms of expression through virtual communities and networks (Kietzmann et al., 2021; Obar, 2015). Social media services are usually accessed through web-based applications (apps) on desktops or through downloaded services that offer social media functionality to mobile devices (such as smartphones, iPhones, Android phones, and tablets). Users usually engage with these electronic services by creating highly interactive platforms on which individuals, communities, and organisations, including schools, can share, co-create, discuss, participate in, and modify user-generated or self-curated content posted online (Schivinski, 2020).

Meanwhile, business studies is one of the entrepreneurial subjects and also an integral part of vocational education designed to provide opportunities for graduates to be equipped both in pedagogical strategies to function as teachers in the classroom and to work as office workers at the end of their studies. The business studies curriculum is comprehensive and integrated in nature because it comprises different components that function as a whole. The Business Studies curriculum has aspects that deal with teaching and other aspects that focus on the world of work. This is the reason why it must be taught by experts in the field using appropriate methods at all times. One of such appropriate methods is remote learning, distance learning, or online learning, which depends on the use of social media platforms by teachers and students (Obar, 2015). The question is, "How does the use of this new media in the learning process of business study affect students' study habits?" The constant change in technologies and the increase in demand in education, as well as the globalisation of the world, have made distance learning via the internet and social media platforms very demanding. Presently, teaching and learning can be undertaken via social media platforms from the comfort of one's home without the physical contact of teachers and students. How this new method of learning affects the study habits of students remains a contemporary or germane issue. Thus, this study explores the utilisation of social media (SM) and students' study habits in business studies in public secondary schools in Rivers State.

Statement of the Problem

The Nigerian educational system is faced with so many challenges, which have certainly brought about a rapid decline in the quality of education. There is a distraction and division of attention between social networking activities and their academic work. It is observed that students devote more attention to social media than they do to their studies. Instead of students reading their books, they spend their time chatting and making friends via social media, and this might definitely have an influence on their study habits. It is common to see students chatting in sensitive and highly organised places like churches, mosques, and even classrooms. Some are so carried away that even as they are walking along the highway, they keep chatting.

Objectives of the Study

1. To determine the extent to which the use of Facebook affects students study habit in business studies in public junior secondary schools in Rivers State.
2. To determine the extent to which the use of Twitter affects students study habit in business studies in public junior secondary schools in Rivers State.

Research Questions

1. What extent does the use of Facebook affects students study habit in business studies in public junior secondary schools in Rivers State?
2. What extent does the use of Twitter affects students study habit in business studies in public junior secondary schools in Rivers State?

Hypotheses

HO₁: There is no significant difference in the mean response of male and female business studies students on the extent Facebook usage affects their study habit in public junior secondary schools in Rivers State.

HO₂: There is no significant difference in the mean response of male and female business studies students on the extent Twitter usage affects their study habit in public junior secondary schools in Rivers State.

Conceptual Review

Concept of Social Media

Social media is an online web-based communication technology that is used to create virtual platforms via web-based technologies that enable users to interact and collaborate with one another regardless of distance and time (Olise, 2014). Social media reveal a shift from the traditional communication system to a more convenient way of reading and sharing ideas, news, information, and contents such as audio (voice), text (prints), video, and graphic images (pictures). Social media, in the words of Obar (2015), is any digital tool that allows users to quickly create and share content with members of the public. The social media network applications can be downloaded to the iPad, smartphone, computer, or any other device that is internet-friendly. The most popular social networking applications include Facebook, WhatsApp, Twitter, Instagram, Zoom, YouTube, LinkedIn, etc.

Social media are the platforms that enable the interactive web by engaging users to participate in, comment on, and create content as a means of communicating with their social graph, other users, and the public, which has content formats including text, video, photographs, audio, PDF, and PowerPoint (Cohen, 2011). It can be said that social media is the combination of tools, services, and communication that facilitate connections between peers with common interests. Using social media in a learning process begins to rise significantly and is likely to have implications for education practise and provision, especially in terms of connecting with their students or with their colleagues to access news that appears on their walls (Patel Social Media Management, 2016). Learning that is based around principles of collective exploration,

play, and innovation rather than individualised instruction (Thomas, 2011). This fact can be used in a classroom situation to add more value to learning.

Concept of Study Habits

Habit is a usual condition of a person that is either acquired or naturally embedded in them. Habits include the various activities that are done by the learner without conscious effort (Nagaraju, 2004). Habits are formed, learned, and developed in a planned way and are very important, as they play a significant role in shaping the personality of an individual or learner. Morgan and Fuchs (2007) asserted that study habits are well-planned and deliberate patterns of study that have attained a form of consistency on the part of students towards understanding academic subjects and passing examinations.

Study habits are usually defined as students' ability to manage time and other resources to complete an academic task successfully. Ozsoy et al. (2009) define study habit as the amount and kinds of study routines used by the student during a regular period of study in a conducive environment. Consequentially, a study habit is a fixed routine behaviour imbibed by an individual to learn (Yadav et al., 2000). Palani (2012) noted that study habits are an essential tool for creating a literate society and shaping the personalities of individuals. It helps learners develop proper thinking methods and the ability to create new ideas. It also affects the students ways of studying (Ayodele et al., 2012). Earlier, Shen (2006) identified study habits as how often, how much, and what students read. It is the pattern with which an individual organises his or her reading. Study habits, in the opinion of Green (2010), determine to a large extent the academic success of students. A creative and pragmatic education involves the habit of personal investigation, which requires self-study to be followed by self-thinking and analysis. Self-study, otherwise referred to as reading at one's own accord, requires a habit, which is known as a study habit (Gallo, 2007).

Study habits include skills like time management, self-discipline, concentration, memorising, organisation, and effort. Good study habits rest on attitudes towards study and a sense of responsibility. Study habits vary from student to student, and some are considered more desirable than others from the point of view of academic achievement (Crow & Crow, 2007). Study habits are at the heart of self-education and lifelong learning, and they are an art capable of transforming life and society. It is also seen as a good asset to learners as they assist students in attaining mastery in their area of specialisation and learning effectively.

Importance of Study Habits

Study habits contribute significantly to the development of knowledge and perceptual capacities (Yadav et al., 2000). There is a need to guide students towards meaningful learning so that they can memorise things in a better way. Students improve through performance because they can learn most of the concepts clearly through proper study habits. Study habits refer to the learning that leads to the achievement of the learner's goal through a prescribed pattern of steady behaviour (Ogbodo, 2010). A student needs to know the learning method and study habits that help achieve the goals of education. Ogbodo further attests that many students do not have a proper attitude towards study, so they hardly care about developing good study habits. A proper study habit helps students study and retain concepts correctly and with proper

comprehension. Learning involves the development of proper study habits and skills. Effective learning depends on the development of efficient study habits and skills (Nadeem et al., 2014). However, not all students are alike, and therefore, not all their study habits are either. Different things, such as being commuters or residents on campus, can affect how and where students study, as well as a student's learning style. Each student has a different way of studying: studying rarely, studying weekly, or studying daily. The first category of study habits is students who study rarely and do not give much attention to their studies. The second category studies weekly, reviewing what they have studied by the end of the week. Thirdly, this category does their reading daily, which helps them develop a proper study habit.

Social media and study habits of the students

As per research, educational organisations have just one objective: to empower better approaches for conveying and sharing data (Judilla et al., 2015). Although a common perception shows that numerous students have been denouncing different organisations since these organisations influence their study habits, the normal evaluation keeps on declining. The utilisation of social media among students is associated with the fatigue of nighttime educational outlay. The study found a positive correlation between social media use and understudied learning habits. The issue of night study preference is identified with different problems, for example, absenteeism and absence of consideration in the study hall, since absence of rest should be compensated for (Langat, 2015). Another study likewise stressed the way that the utilisation of social media adversely affects the scholastic performance of students in Kogi State, Nigeria. The end result is that students who invest more energy in social media perform worse than students who don't gain knowledge of social media (Judilla, 2015).

Nonetheless, other writing links the utilisation of social media to positive scholastic execution, bringing up the fact that students can participate in social media to finish numerous tasks when performing schoolwork. Another study accepts that there is a negative correlation between social media use and the time taken by the students to complete their home tasks. At the point when students invest more energy in social networking administrations, the absence of consideration in students' scholarly exercises is self-evident. Another study explored how students just go through around one hour of study time every day, which is identified with the time spent on social media. This will adversely affect students' scholastic presentation and study habits.

Facebook

Facebook is currently the largest social media site in the world. With over 2.93 billion monthly active users as of 2022, it is safe to say that nearly every social media user is on Facebook. So it is an excellent platform for brands to market their products to a huge audience. Users can share text posts, links, images, and videos with their Facebook friends. They can follow famous people and pages and react to people's posts on the platform. Brands can also promote their products using paid ads on Facebook.

Using Facebook in class allows for both asynchronous and synchronous open speech via a familiar and regularly accessed medium and supports the integration of multimodal content such as student-created photographs and videos and URLs to other texts on a platform that many students are already familiar with. Further, it allows

students to ask more minor questions that they might not otherwise feel motivated to ask a professor in person during office hours. It also allows students to manage their own privacy settings and often works with the privacy settings they have already established as registered users. Facebook is one alternative means for shyer students to be able to voice their thoughts in and outside of the classroom. It allows students to collect their thoughts and articulate them in writing before committing to their expression. Further, the level of informality typical of Facebook can also aid students in self-expression and encourage more frequent student-instructor and student-student communication. At the same time, Towner and Munoz note that this informality may actually drive many educators and students away from using Facebook for educational purposes (Towner, 2012).

Further, familiarity and comfortability with Facebook are often divided by socio-economic class, with students whose parents obtained a college degree, or at least having attended college for some span of time, being more likely to already be active users. Instructors ought to seriously consider and respect these hesitations and refrain from "forcing" Facebook on their students for academic purposes. Instructors also ought to consider that rendering Facebook optional but continuing to provide content through it to students who elect to use it places an unfair burden on hesitant students, who are then forced to choose between using a technology they are uncomfortable with and participating fully in the course. A related limitation, particularly at the level of K-12 schooling, is the distrust (and in some cases, outright prohibition) of the use of Facebook in formal classroom settings in many educational jurisdictions. However, this hesitancy towards Facebook use is continually diminishing in the United States, as the Pew Internet & American Life Project's annual report for 2012 shows that the likelihood of a person being a registered Facebook user only fluctuates by 13 percent between different levels of educational attainment, 9 percent between urban, suburban, and rural users, and only 5 percent between different household income brackets. The largest gap occurs between age brackets, with 86 percent of 18- to 29-year-olds reported as registered users as opposed to only 35 percent of 65-and-up users (Domizi, 2013).

Twitter

Twitter is a platform that lets users stay on top of trending topics and engage in relevant conversations. In 2022, the platform had over 229 million monetizable daily active users. While it doesn't have as many users as other top social media sites, it does have a highly engaged user base. Twitter users send out at least 500 million tweets per day on average. Twitter, Inc. is an American communications company based in San Francisco, California. The company operates the microblogging and social networking service Twitter. It previously operated the Vine short video app and the Periscope live streaming service (Feiner, 2022). Twitter was created by Jack Dorsey, Noah Glass, Biz Stone, and Evan Williams in March 2006 and launched in July of that year. By 2012, more than 100 million users had posted 340 million tweets a day, and the service handled an average of 1.6 billion search queries per day. The company went public in November 2013. By the start of 2019, Twitter had more than 330 million monthly active users.

On April 25, 2022, the Twitter board of directors agreed to a \$44 billion buyout by Elon Musk, the CEO of SpaceX and Tesla, potentially making it one of the biggest

deals to turn a company private. On July 8, 2022, Musk terminated the deal. As a result, Twitter shares experienced a fall, and the company hired a US law firm to take legal action against Musk, launching a lawsuit against him in the Chancery Court of Delaware on July 12 (Isaac et al., 2022). A chart showing the content of "Tweets"—messages posted online on Twitter. By far, the largest categories of "tweeting" were "pointless babble" and "controversial" topics. Twitter can be used to enhance communication and critical thinking. Domizi (2013) utilised Twitter in a graduate seminar, requiring students to post weekly tweets to extend classroom discussions. Students reportedly used Twitter to connect with content and other students. Additionally, students found it "useful professionally and personally". Junco et al. (2011) completed a study of 132 students to examine the link between social media and student engagement and between social media and grades. They divided the students into two groups; one used Twitter and the other did not. Twitter was used to discuss material, organise study groups, post class announcements, and connect with classmates. Junco and his colleagues (2011) found that the students in the Twitter group had higher GPAs and greater engagement scores than the control group (Domizi, 2013).

Gao, Luo, and Zhang (2012) reviewed literature about Twitter published between 2008 and 2011. They concluded that Twitter allowed students to participate with each other in class (by creating an informal "back channel") and extend discussion outside of class time. They also reported that students used Twitter to get up-to-date news and connect with professionals in their field. Students reported that microblogging encouraged them to "participate at a higher level". Because the posts cannot exceed 140 characters, students were required to express ideas, reflect, and focus on important concepts in a concise manner. Some students found this very beneficial. Other students did not like the character limit. Also, some students found microblogging overwhelming (information overload). The research indicated that many students did not actually participate in the discussions; "they just lurked" online and watched the other participants (Gao et al., 2012).

Methodology

The research design was descriptive survey research design, population of the study consisted of 18,842 students in the 18 public junior secondary school in Rivers State. Using the Krejcie and Morgan sample size determination of 1970, the sample size of this study comprised of 375 students out of the 18,842 students in the 18 public junior secondary schools. Simple random sampling techniques were adopted for the study. The researcher developed an instrument titled: Utilization of Social Media and Students' Study Habit Questionnaire (USMESTHAQ). To analyze the data, mean and standard deviation were used to answer the research questions while the test of hypotheses was done using z-test. The study showed that: the use of Facebook and twitter significantly enhances the study habit of students in public junior secondary schools in Port Harcourt City Local Government Area in Rivers State. The test for significance was done at 0.05 alpha levels.

Research Question 1: What extent does the use of Facebook affects students study habit in business studies in public junior secondary schools in Rivers State?

Table 1: Mean and Standard Deviation of Response on the Use of Facebook and Students Study Habit in Business Studies

S/N	Responses	Male Students			Female Students		
		Mean	SD	Remark	Mean	SD	Remark
1.	Facebook aids students in self-expression and encourage more frequent student-and-instructor and student-and-student communication.	3.07	0.397	High Extent	3.14	0.426	High Extent
2.	Facebook aids students in self-expression and encourage more frequent student-and-instructor and student-and-student communication.	3.01	0.367	High Extent	3.01	0.366	High Extent
3.	Allows for both an asynchronous and synchronous open speech by students.	2.96	0.345	High Extent	3.19	0.449	High Extent
4.	Enhances students' creativity.	3.07	0.463	High Extent	2.92	0.391	High Extent
		N= 124 Grand Mean=3.03			N = 176 Grand Mean= 3.06		

Source: Field Survey, 2022.

Column 2 of Table 1 above reveals mean scores above 2.5 across all the items with a grand mean score of 3.03. This implies that the male students affirmed that the use of Facebook enhances students study habit in business studies to a high extent as it exposes them to diverse business ideas and people's and connects them to many other business-inclined students across the globe. Thus, the male students held that the use of Facebook as a component of social media facilitates the students study habit in business studies in public junior secondary schools in Rivers State.

Column 3 of table 1 reveals above mean scores above 2.5 across all the items with a grand mean score of 3.06. This implies that the female students affirmed that, to high extent, the use of Facebook enhances students study habit in business studies in public junior secondary schools. Therefore, the female students believed that the use of Facebook facilitates their study habit in business studies.

Research Question 2: What extent does the use of Twitter affects students study habit in business studies in public junior secondary schools in Rivers State?

Table 2: Mean and Standard Deviation of Response on the Use of Twitter and Students Study Habit in Business Studies

S/N	Responses	Male Students			Female Students		
		Mean	SD	Remark	Mean	SD	Remark
5.	Is a platform that lets students stay on top of trending topics and engage in relevant conversations and writings.	3.06	0.393	High Extent	2.92	0.327	High Extent
6.	Enhances communication building and critical thinking.	3.14	0.426	High Extent	3.15	0.431	High Extent
7.	Expands their writing skills beyond the classroom by connecting with content and other students regularly	3.11	0.425	High Extent	3.01	0.367	High Extent
8.	Helps students to discuss material, organize study groups, post class announcements, and connect with classmates regularly.	3.18	0.513	High Extent	3.06	0.458	High Extent
		N= 124 Grand Mean=3.12			N = 176 Grand Mean= 3.04		

Source: Field Survey, 2022.

Column two of Table 2 above reveals mean scores above 2.5 across all the items with a grand mean score of 3.12. This indicates that the male students affirmed that, to high extent, the use of Twitter enhances their students study habit in business studies in public junior secondary schools as it makes it very easy for them to connect with great ideas and personalities in business across the world. It also shows that the male students agreed that the use of Twitter exposes them to great ideas from business moguls which builds on their knowledge of business studies. Some level of closeness across the standard deviations (0.393, 0.426, 0.425, and 0.513) indicates homogeneity in the views of the male students.

Column three of Table 2 above reveals mean scores above 2.5 across all the items with a grand mean score of 3.04. This indicates that the female students affirmed that, to a high extent, the use of Twitter enhances their study habit in business studies as it promotes their connectivity with many other students across the world. It also shows that the female students agreed that the use of Twitter in makes it easy for them to interact with other business studies students without bounds. The closeness across the standard deviations (0.327, 0.431, 0.367, and 0.458) indicates homogeneity in the views of the respondents.

Hypothesis One: There is no significant difference in the mean response of male and female business studies students on the extent Facebook usage affects their study habit in public junior secondary schools in Rivers State.

Table 3: Z-test Analysis on Male and Female Students Response on the Extent Facebook Usage affect Students' Study Habit in Business Studies

Variable Groups	N	Mean	Standard Deviation	Df	z-cal	z-tab	Remark
Male Students	124	3.03	0.393	298	1.51	1.96	Accepted
Female Students	176	3.06	0.408				

Source: Data Analysis, 2022.

Table 3 reveals z-calculated value of 1.51 which is less than the z-tabulated value of 1.96 at 0.05 level of significance. Therefore, the hypothesis was accepted. The hypothesis which states that there is no significant difference in the mean response of male and female business studies students on the extent Facebook usage affects their study habit in public junior secondary schools in Rivers State was accepted. This implies that both male and female students concurred to the fact that the use of Facebook has significantly enhanced their study habit in public junior secondary schools in Rivers State.

Hypothesis Two: There is no significant difference in the mean response of male and female business studies students on the extent Twitter usage affects their study habit in public junior secondary schools in Rivers State.

Table 4: Z-test Analysis on Male and Female Students Response on the Extent Twitter Usage affect Students' Study Habit in Business Studies

Variable Groups	N	Mean	Standard Deviation	Df	z-cal	z-tab	Remark
Male Students	124	3.12	0.444	298	1.34	1.96	Accepted
Female Students	176	3.04	0.396				

Source: Survey Data, 2022

The data presented in Table 4 reveals z-calculated value of 1.34 which is less than the z-tabulated value of 1.96 at 0.05 level of significance. Therefore, the null hypothesis which states that there is no significant difference in the mean response of male and female business studies students on the extent Twitter usage affects their study habit in public junior secondary schools in Rivers State was accepted. This implies that both male and female students homogenously held the opinion that use of Twitter positively affect their study habit in public junior secondary schools in Rivers State.

Conclusion

Based on the analyses and discussion of findings, the study concluded that the properly guided usage of diverse social media platforms enhances students' study habits in business studies in public junior secondary schools in Rivers State, except for the use of Instagram and Youtube. The adoption of social media platforms such as Facebook, Twitter, and WhatsApp significantly boosts students' study habit of business studies. Students in Junior Secondary Schools who understand the bulk of knowledge materials and business and social capital opportunities that are loaded in these platforms and utilize them properly, end up attaining much more business knowledge, which in turn encourages their business studies' study habit. This implies that students,

especially those in junior secondary schools, should be well guided in their use of any social media platform to enable them extract the right resources from these platforms.

Recommendations

Based on the findings, it was therefore recommended that:

- (1) Students in Junior Secondary Schools should be properly guided on the use of a social media platform such as Facebook to enable them utilize it for the right reasons.
- (2) Parents and teachers should intensively educate the students on how to safely and judiciously use the Twitter social media platform, as this will not only boost their study habit, but also expose them to business ideas.

REFERENCES

- Ayodele, A., Badmos, H. O., & Oyedeji, K. J. (2012). *Social construction of internet fraud as innovation among youths in Nigeria*. Ola Publishers.
- Crow, D.L., & Crow, A. (2007). *Educational Psychology*. S urje Publications.
- Feiner, L. (2022). *Twitter accepts Elon Musk's buyout deal*. CNBC Publishers.
- Gallo, D. (2007). Reading interests and habits of Connecticut students in grades four through twelve. *Reading Matrix*, 2(3): 1-20
- Gao, F., Luo, T., & Zhang, K. (2012). Tweeting for learning: A critical analysis of research on microblogging in education published in 2008–2011. *British Journal of Educational Technology*, 43(5), 783–801.
- Green, R., & Yallow, R. (2010). *Technology and its impact in classroom* (2nd Ed.). Cambridge University Press.
- Judilla, A. R. & Gemora, R. B. (2015). Influence of social networking on the study habits and performance of students in a state university. *Journal of Social Science and Humanities Research*, 1(2): 1-12.
- Junco, R., Heiberger, G., & Loken, E. (2011). The effect of twitter on college student engagement and grades: Twitter and student engagement. *Journal of Computer Assisted Learning*, 27(2), 119-132.
- Kietzmann, J. H., & Kristopher, H. (2021). Social media, get serious: Understanding the functional building blocks of social media. *Business Horizons*, 4(2), 35-47.
- Langat, A.C (2015). Influence of social media on study habit of undergraduate students in Kenyan universities. *International Journal of Novel Research in Humanity and Social Sciences*, 2(4), 42-55.
- Morgan, P. L. & Fuchs, D. (2007). Is there a bidirectional relationship between children's reading skills and reading motivation? *Exceptional Children*, 73(2), 165-183.
- Nagaraju, M. (2004). *Study habits of secondary school students*. John Wiley & Sons Publishers.
- Nadeem, N. & Puju, J. & Bhat, S. (2014). Study Habits and Academic Achievement of Kashmiri & Ladakhi Adolescent Girls: A Comparative Study. *Turkish Online Journal of Distance Education*. 15. 10.17718/tojde.22486.
- Obar, J.A., & Wildman, S. (2015). Social media definition and the governance challenge: An introduction to the special issue. *Telecommunications Policy*, 3(1), 44-57.
- Ogbodo, R. O. (2010) Effective Study Habits in Educational Sector: Counseling Implications. *Edo Journal of Counselling*. Vol. 3, No. 2
- Olise, F.P (2014). Social media emergence: Implications for journalism practice in Nigeria. *Mass Media Review: An International Journal of Mass Communication*, 1(4), 33-40.

- Ozsoy, G., Turan, T., & Aysel, M. (2009). *Metacognition, study habits and attitudes*. John Wiley & Sons Publishers
- Palani, K. K. (2012) Promising Reading Habits and Creating Literate Social. *International Reference Research Journal* Vol. III Issue 2(1) pp 91.
- Schivinski, B., Brzozowska-Woś, M., Stansbury, El., Satel, J., Montag, C., & Pontes, H.M. (2020). Exploring the role of social media use motives, psychological well-being, self-esteem, and effect in problematic social media use. *Frontiers in Psychology*, 4(5), 66-78.
- Shen, L. (2006). Computer technology and students' reading habits. *Chia-nan Annual Bulletin*, 3(32), 559-572
- Thomas, D.A. (2011). *A new culture of learning*. Createspace.
- Towner, T., & Muñoz, C. (2012). *Facebook vs. Web courseware: A comparison*. In C. Cheal, J. Coughlin, S.M (Eds.), *Transformation in teaching: Social media strategies in higher education*. Informing Science Institute Press.
- Yadav, V.S., Ansari, M.R., & Savant, P.A. (2000). A critical analysis of study habits and academic achievement of college students, Karnataka. *A Journal of Agricultural Sciences*, 3(4), 55-67.
- Cohen, H. (2011, May 9). *Social media definition*. <http://heidicohen.com/social-media-definition/>
- Domizi, D.P. (10 January 2013). Microblogging to foster connections and community in a weekly graduate seminar course. *Tech. Trends*, 57(1), 43-51.
- Patel, N. (2016, February 16). *Social media management*. Los Angeles.