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Social Media and Study Habits of Secondary School Students in Anambra State, Nigeria

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CHAPTER ONE

INTRODUCTION

Background to the Study

Modern technology in communication no doubt has turned the entire world into a global village as the world today is celebrating the improvements in communication technology. This has broadened the scope of communication through Information and Communication Technologies (ICTs). ICT has helped people to be better informed, enlightened and kept abreast with world developments. The 21st century continues to marshal in technological advancement that change the nature of communication, socialization and private versus public information. One of such change is the emergence of social media site that the world's population currently enjoys, especially among the younger generation where they socialize with peers and friends (Adomi & Ejirefe, 2012).

Social media comprises of activities that involve socializing and networking online through words, pictures and videos. Kaplan and Halein, (2010) defined social media as a group of internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allows the creation and exchange of user-generated content. It also refers to activities, practices and behavior among communities of people who gather online to share information, knowledge and opinion using interactive media. Through social media people seek and enjoy the companionship of others online. It supports the sharing of information and services among individuals and groups having a common interest. In other words, a social media service is an online platform that is used by people to build social networks with other people who share similar personal or career interests, activities, backgrounds or real-life connections. Social media platform can be relevant to information seeking and sharing of information retrieval perspective by providing

speed and quick information to the information community by connecting and collecting digital information required by the user (Sherwin, 2013).

Social media are often perceived as closed environments where members talk to other members and allows the creation and exchange of user generated content. It is the latest technological explosion in the world of information as an online platform that focuses on building and reflecting on social relation among people who share common interest or activities on the network. Social media is also a social structure made up of individuals or organizations called nodes, which are tied (connected) by one or more specific types of interdependency, such as friendship, kinship, common interest, financial exchange, dislike, sexual relationships or relationships of beliefs, knowledge or prestige (Asemah & Edegoh,2012).

It is also of importance to students for various reasons like exchanging ideas, feelings, personal information, pictures and videos. It also encourages interaction between students. This is especially helpful in college environments where students create a bond within the institution. Likewise, it is useful for team projects where students can hold meetings in real time and work on their projects and also provide a richer experience for resources like videos, resource website, tutorials which can be shared very easily with the entire classroom at the click of the button. Additionally, some of the postings can be informative and educative and the students after reading such posts can comment on them. Some of the students use them mainly for making friends, chatting, exchange news and photographs(Young, 2006). They also use it to access information that is involved in school life as well as entertainment.

A social media platform allows the student to create a profile, select other members of the site as contacts or connections, communicate and engage with these users and an interface to build applications. Social media like Blog, Google also used to complement formal educational activities and enhance learning outcomes as

the students' use them (Notley & Tacchi, 2005). In like manner, it helps librarians to share information with patrons and students in the easiest way for digital library environment. Librarians can use it in broad activities in library and information services which include information communication, knowledge and knowledge organization.

Consequently, the use of social media extends opportunities for formal learning across geographical contexts and there are various social media that are been accessed. Kuss and Griffiths (2011) described social media as virtual communities where users can create public profiles; interact with real- life friends and meet other people based on shared interests. It is also referred to as virtual places where people find themselves and share information. These social media have an open membership that as soon as one opens an account and uploads his or her data on the profile page, the person is entitled to create a network of friends. Depending on the website in question, many of these online community members share a common interest such as hobbies, religion or politics. According to Wortham (2010), social media are defined as web-based services that allow individuals to construct a public or semi-public profile within bounded system, articulate a ;list of other users with whom they share a connection and a view of the list of connection made by others within the system. With social media, one can send and receive messages almost immediately; however some social media are specifically designed for mobile phones. Some are accessed via computers and others could be accessed using both mobile phones and computers or other information communication technologies. Some examples of social media include Facebook, 2go, Naijapals, whatsapp, classmates, yahoo messenger, twitter etc. There are no restrictions as to which social media one should belong; one can be a member of as many as possible. Some sites accommodate distinct viewers, while others attract people based on similarities, such as common languages or shared racial, sexual, religious, or

nationality-based identities. Furthermore, social media have only one common goal, it is to encourage new ways to communicate and share information. It also provides great opportunities for members to develop their literacy and the knowledge about their environment.

Social media are widely utilized by students both male and female. Some research works found out that gender interests differ in social media activities. Thus, gender appears as a significant predictor, with females being 1.6 times more likely to use social media than males (Peter & Valkenburg, 2009). Innovation diffusion literature suggests that males are more likely than female to adopt a new technology. More males use the internet in these recent years than female. However, females use Facebook for maintaining existing relationships, academic purposes and following agenda higher than males while males use it for making new relationships at a rate higher than the females. Specifically, focusing on the frequency and amount of internet-based technology usage, Leung (2001) opined that females seek more socialization gratification through instant messages than relaxation and entertainment. Yet, according to Loving and Ochoa (2010), both used it for the purpose of connecting with friends and family regardless of location, keeping up with the latest events and for academic purposes.

Meanwhile a student's primary objective is the academics especially at secondary school level because it is the stage of career building; therefore, the need to take their studies much seriously cannot be overemphasized. Study is a systematic acquisition of knowledge and an understanding of facts and principles that calls for retention and application (Mace, 2002). Shabi and Udofia (2009) affirms that studying is most important activities of life through which one enter into the life and experiences of others, extends knowledge, scope of experience and enjoyment. Study is also the application of one's mental capacity to the acquisition, understanding and organization of knowledge. However, study involves the

individual's thinking, feeling, personality, social interaction, physical activities and health.

Due to technological development, study habits are changing. Study habits are defined as those techniques such as summarizing, note taking, outlining or locating material which learners employ to assist themselves in the efficient learning of the material at hand. It implies a sort of more or less permanent method of studying. According to Chand, 2013 study habit is the tendency of pupil to study when the opportunities are given, whether systematic or unsystematic, efficient or inefficient. Study habits are the essence of dynamic personality. A proper study habits enables an individual to reap a good harvest in future. Additionally, study habit is a process from which an individual gets proper input to feed hunger and to quench thirst for knowledge. The study habits thus are of great assistance to actualize the potentialities of the individual(Vyas,2002).Good study habit plays an important role in human performance in academic field. Vyas further emphasizes that despite possessing good intelligence and personality, the absence of good study habits hampers academic achievement. Hence, the study habits of students plays important role in learning and fundamental to school success.

In our society today, while technology is slowly taking a steady control over individual lives, the study habit is fast vanishing into thin air (Ezema & Ekere 2009). Additionally, Ezema and Ekere affirm that students now lack the skill of reading. Instead they spend more hours on electronic media. Browsing the net, playing with handsets and passing non-stop SMSs seem to be the order of the day, thereby making reading a book or any other piece of written material in a quiet or peaceful corner of a library or home become an archaic idea for most school children and adults. Obama (2008) in his speech pinpointed that children cannot achieve success in academics unless they raise their expectations and turn off television sets. Long (2012) postulated that it is so common these days that many

young people are addicted to social media activities, abandoning homework and reading time in preference to chatting with friends, even at lecture times. Long added that many students are on phones engaging in one form of chatting or the other which can be quite distracting and loss of concentration from studying most times.

It is against this background that this study seeks to ascertain any possible effect social media use has on the study habits of secondary school students in Anambra State.

Statement of the Problem

Social media came up as a result of advancement in technology. It is also important to students since it helps them to exchange ideas, feelings, personal information, pictures and videos. The use of social media by students is also very educative and informative. Unfortunately, it seems that the use of social media by students has taken over the study habit of students in secondary schools. Students spend most of their time in the social media platform at the expense of reading their books. This has created distraction and lack of concentration from studies most of the time by students. Social media has brought many positive implications to human life such as making the connection of millions of people from all over the world possible as it also has its negative characteristics like students spending most of their time to chat, some are introduced to pornography, examination malpractice, downloading nasty pictures at social media which has contributed to the diminishing morals of youths.

The result of the use of social media in schools seems to produce poor academic performance in internal and external examination malpractice and poor reading culture which may affect their study habit. But whether social media use

affect the secondary students study habit is yet to be determined hence the need for the study.

Purpose of the study

The purpose of this study is to investigate social media use and the study habits of secondary school students in Anambra State. The study specifically intends to:

1. Determine the various social media commonly accessed by secondary school students.
2. Ascertain the pre-study habits scores of the students.
3. What are the study habits scores of the students.

Significance of the study

This study is on social media use and the study habits of secondary school students will be of immense significance to different group of people which include: librarians, students, parents, policy makers, and teachers.

Undoubtedly, this study would help librarians to contribute to the existing knowledge on the social media use and students study habits. During the orientation on the use of library to students, the librarian by this opportunity highlights to the students the positive and also the negative effects of social media to their studies if not rightly used. It will also make the librarians to know that through social media they can to connect and communicate with their users through the social media platform like Facebook, Instagram, academic.edu, blog and lot more where some of the library newsletters, latest trends in the profession and some textbook uploaded which in a way will help to boost the study habits of students.

It will also be of benefit to students as they learn to manage and balance their time as they make use of social media so as not to lose concentration and interest in reading as for them to excel and achieve academic excellence. It will also help them to explore the social media potential benefits as it will boost their creativity and technical skills but not at the expense of their primary responsibility which is reading.

Moreover, it will be of benefit to teachers as it will help them in handling the problem of student's attitude towards reading and also to develop instructional strategies that will help to motivate students to read widely and more frequently so that they can maintain reading as a culture and to develop a good study habit. It will also serve as a guide to school teachers in instructing students on the best way to maximize the benefit of social media. Likewise, the teachers can also use it to advise the students since poor study habit may have attribute to poor performance in school work. Parents-teacher coordination and collaboration can be built positively too as they jointly motivate the students to study.

Furthermore, it will help policymakers in taking decision on important policy like introduction of using online interactive platforms in classroom teaching. This will equally help them to know whether the invention of use of social media like Google search or Ask me in classroom activities will add more value to education or not so as to make policy regarding their usage.

Lastly, it makes parents to wake up to their role of monitoring their children and wards towards the use of social media so as not to be distracted by them. They should ensure that their children pay more attention to their studies and to help in shaping lifelong readers with a habitual love for reading.

Scope of the Study

This study is delimited to public secondary school students in Awka Education Zone of Anambra State. It focuses on the various social media commonly accessed by the students, the pre-study habits scores of the students and the study habits scores of the students.

Research Questions

The following research questions provide focus to the study,

1. What are the various social media commonly accessed by secondary school students?
2. What are the pre-study habits scores of students?
3. What are the study habits scores of students?

Hypotheses

Four hypotheses are tested at 0.05 levels of significance.

1. The students will not differ significantly in their use of social media due to gender.
2. There is no significant difference in the male and female students pre-study habit scores
3. There is no significant difference in the male and female students study habit scores.
4. There is no significant relationship between social media use and study habit.

CHAPTER TWO REVIEW OF RELATED LITERATURE

The review of related literature is discussed under the following subheadings:

Conceptual Framework

Social Media

Pre-Study Habit

Study Habit

Theoretical Framework

Uses and Gratification Theory

Theoretical Studies

Impact of Social Media

Various Social media

Gender Difference in the Use of Social Media

Pre-Study Habit

Importance of Study Habits

Empirical Studies

Various social Media accessed by students.

Gender Difference on Social Media Usage.

Social Media and Study Habits.

Summary of Literature Review

Conceptual Framework

Social Media

Social media is that means that employs mobile and web based technology to create highly interactive platforms through which individuals and community share, co-create, discuss and modifies user's generated content (Graeme & Maggio, 2010). They allow users to manage; build and represent their social networks online, usually made up of other individual's networks which also include the profiles of events, companies, even political parties. Broadly defined, social media is an internet or mobile-based social space where people can connect, communicate, create and share content with others. They typically support the public display of networks although they may offer privacy restrictions, or facilitate closed communities (Rimmer, 2007). Furthermore, he added that it also refers to as the gathering, representation, processing and dissemination of social information, such as race, sexual orientation and partners, religion, body type, favorite books and movies, relationship status and photo albums. This information is shared between friends, colleagues, family members and strangers.

Social media is enabled via social networking sites (SNSs) predominantly, but not exclusively on the internet. A user registers with a particular social networking site, following which social interaction preferred. (Hung & Yeun, 2010). Consequently, it has been used in a variety of contexts to improve the speed and affectivity of communication. Fraser (2007) is of the opinion that social media is a group of internet based application that builds on the ideological foundation and allows the creation and exchange of users generated content. Additionally, social media have become one of the major channels of chatting through platforms such as 2go, BB chat, blogger and wiki. There has been an increase in the mobile social media which has created new opportunity for browsing. Boyd and Ellison (2007) define social media site as having three common elements: a member, the ability to

add other members to a contact list and supported interaction between members of contact lists. Social media services, such as www.myspace.com are used to find out what other people are doing by connecting with individuals with similar interests, existing campaigns or disseminating information about their own projects (Collin, 2010).

Accordingly, Bruns (2008) states that social media is seen as websites or other internet based services where the content being communicated is created by the people who use the service. Unlike, for example a news website, where the content is created by a journalistic and editorial staff for mass consumption on social media sites there is no clear cut separation between producer and consumer. He further stated that social media provide a channel where organizations can quickly diffuse particular messages of interest to a wide audience. They also constitute an arena where the issues of the day are frequently debated and where opinions can be formed on a wide range of topics hence, many large organizations now have social media teams in their communications or public relations departments which both monitor current events on social networks and actively release content to those networks. Bringing out further ideas about social media, Shea (2010) pointed that it is a form of electronic communication which facilitates interaction based on certain interests and characteristics. It is also a media for social interaction, using highly accessible and scalable publishing techniques. She also stressed that social media are elements of the new media and have become the highest activity on the internet. The rapid growth of social media activities that has been observed over the last two to three years is indicative of its entry into mainstream culture and its integration into the daily lives of many people.

Kaplan and Haenlein (2010) maintained that social media are group of internet-based applications that build on the ideological and technological foundations of web 2.0 and that allow the creation and exchange of user-generated content.

Individuals may choose to send private messages, write on other user's walls, organize social activities, and keep informed about other user's daily activities. However, users can limit themselves on what information they would like to share publicly with others. Some items they may choose to include are: pictures, favorite books and movies, birthday, relationship status, and location (Tufekci, 2008). Social media fulfills different communication needs for different users. Interactions via the computer facilitate communication is done by allowing users to keep in touch with family and friends in a convenient way, to learn about social events and to find out about activities of other users. The gratification received from this social information helped users feel that they were a part of a peer network of knowing what is going on about events and activities (Quan-Haase & Young, 2010). In line with the ongoing discussion, he further stressed that social media site is an online service, platform or site that focuses on facilitating the building of social networks or social relations among people who for example, share interests, activities, backgrounds, or real-life connections. Anderson (2013) opined that social media is the act of exchanging information, personal or public through various forms of technology such as the Internet, cell phones and other services. It is the way that many individuals make new friends and keep connected with existing ones through the use of the Internet. He also added that social networking service consists of a representation of each user (often a profile), his/her social links, and a variety of additional services.

In the context of this study, social media can be said to be an internet based area where people communicate, socialize, share their ideas with other and also have the opportunity to make new friends.

Pre-Study Habit

Knowing how to learn best is the first step in developing effective study habits. Every student approaches the task of learning differently. Every student has a unique and personal learning style or a preferred channel through which learning comes more easily for developing effective study habit. All skills, learning styles, techniques, procedures adopted for reading and learning are pre-study habit. Some learners inclined to remember something better when they see it, hear it, or experience it or do something active with it(Maryland College, 2002).Being successful in school requires a high level of study skills. Students first learn these skills, practice them and develop effective study habits in order to be successful. Learners are meant to discover their areas of strength and identify their weaknesses pertaining to studying. Additionally, preferred learning channel, tips to organize studies, and ways to help remember what is studied are learned. The skills learned can be applied in other areas of life such as job, career, or any activity that requires thought, planning, information processing, and self-discipline. Ashish (2013) opined that students who also organize and adhere to their established study schedules are more confident and calmed at test-taking time and also yields better grades. Subsequently the researcher added that for effective study, some tips are to be followed such as right atmosphere whether it is for pleasure, information or study, it influence learners ability to do well as well as conducive atmosphere which is needed for proper reading and learning.

Crow and Crow (2007) also indicate that speed is also taken into consideration in studying. The reader must learn to balance speed with accuracy which should be adjusted to the type of material. Scheduling the time and following the schedule should be adhered consequently. Additionally, the study area is to be organized, notes and handouts which may be useful for adding pages, copy notes that maybe missed from class, and handouts which are kept in the proper sections

for further reading. In line with the researcher above it is of the opinion that study is to be made in an area that is set up for serious study however, tools for study like notebooks, textbooks, pens, pencils, computer, dictionary, thesaurus should be kept in place. It is to be ensured that the area is well-lit, free from noise, distractions, and not too comfortable.

From the researchers point of view, pre-study habit makes studying and learning become easier. Instead of working harder, you will be working smarter.

Study Habit

Study habits are well-planned and deliberate pattern of study which has attained a form of consistency on the part of students toward understanding academic subjects and passing at examinations (Morgan & Fuchs, 2006). It fulfills a pivotal role in the development and use of lifelong reading skills hence, students' study habit are of central concern to both educators and society at large. Habit is a usual condition of a person either natural or acquired. it is also a pattern of various activities which are done by the learner without conscious effort(Nagaraju,2004). Nagaraju further stated that habits are formed, learned and developed in a planned way and are very important, playing a significant role in shaping the personality of an individual.

Study habits are usually defined as students ability to manage time and other resources to complete an academic task successfully. Ozsoy, Memis and Turan (2009) define study habit as the amount and kinds of study routines which is used by the student during a regular period of study in a conducive place. Consequentially, study habit is a fixed routine behavior imbibed by an individual to learn(Yadav, Ansari, & Savant, 2000). According to Palani (2012), study habit is an essential and important aspect for creating a literate society, shapes the personality of individuals and it helps them to develop proper thinking methods,

and ability to create new ideas. It also studies students ways of studying whether systematic, efficient or inefficient, implying that efficient study habits produces positive academic performance while inefficient study habits leads to academic failure (Ayodele, Mosunmola, Senanu, Gbenga & Aderonke, 2012).

Similarly, Shen (2006) identifies study habits, as how often, how much, and what students read. It is a pattern with which an individual organizes his or her reading. However, the developments in the mass media had continued to influence interest in reading (hard copy of literatures such as) books, magazines and journals, among others thus study habit is affected (Bashir & Mattoo, 2012). Study habits at a large extent determine 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 study habit (Gallo, 2007). Study habit is best formed at a young impressionable age in school, but once formed it can last one's life time (Green, 2010).

It is the study habits which help the learner in obtaining meaningful and desirable knowledge. Good study habits act as a strong weapon for the students to excel in life (Bashir & Mattoo, 2012). Palani (2012) is of the opinion that, effective reading is important avenue of effective learning and reading is interrelated with the total educational process and hence, educational success requires successful study habit. Palani (2012) further added that, nowadays, study habit has lost its importance as both the young and the old are glued to the television. As far as educational institutions are concerned, coaching students for the examinations seems to be the be-all and end-all of our educational system. Habit of reading can go a long way to improve the memory of students as they are required to be remembering what they have read in their different subject areas. Moreover, a student who makes reading a habit will improve his/her focus and concentration in handling any task perfectly;

this task includes reading, studying and preparing for examination. Study habits include skills like time management, self discipline, concentration, memorizing, organization and effort. Good study habits rest on the attitudes towards work and sense of responsibilities. Study habit vary from students to students and some are considered to be more desirable than others from the point of view of academic achievement(Crow & Crow, 2007). Good study habits include many different skills such as time management, self-discipline, concentration, memorization, organization, and effort.

From the researcher's point of view, study habit is at the heart of self-education and lifelong learning and it is an art capable of transforming life and society. It is also seen as a good asset to learners as they assist students to attain mastery in their area of specialization and to learn effectively.

Theoretical Framework

Uses and Gratifications Theory

Uses and Gratifications theory was propounded by Elihu Katz, Jay Blumler and Micahel Gurevitch in 1974.Uses and Gratifications Theory states that a certain media is used to gratify people's needs. According to Severin and Tankard (2001), the uses and gratifications theory involves a shift of focus from the purposes of the communicator to the purposes of the receiver to determine what functions mass communication is serving for audience members. One of the tenets of the uses and gratifications theory is that audiences are active, and they seek to find out the mass media that satisfy their gratifications. Likewise, the internet has enabled audience to find and also have more options from which they are able to select the websites and web pages that satisfy their specific needs. From uses and gratifications perspective,

social media sites have a wide range of information material, thus those who utilize their services and resources should be able to satisfy a wide array of needs. Uses and gratification approach will enable the researcher to understand what gratification the students seek and whether that gratification is obtained and what effects of the gratification obtained have on the user of the media. It is purely audience centered and addresses needs like surveillance, excitement, guidance, relaxation, tension release, socialization, escape and integration. To be able to gratify these needs, it must be able to realize that the mass media audience may belong to the low, middle or high

post brow group. These uses (exposure to the media) and gratification (benefits) are determined by the needs of members of the audience. Such needs may include information, entertainment, self-esteem and prestige. Through the uses and gratifications research, communication scholars have shown that everywhere, people selectively expose themselves to mass media content, choosing only those media messages that would serve the function of satisfying or gratifying their needs.

Therefore, uses and gratification approach emphasizes audience members motive for making specific consumption choices and the consequences of that intentional media use. Uses and gratification theory is related to this study as it embraces the interactive nature of media and its audience as it is with social media where the platform are used as means of interaction and communication. It is audience centered and addresses needs such as identity, socialization and information acquisition. Therefore, people's needs are generated by their individual differences which could be based on sex, ethnic group, and educational qualification. Because the needs are determined by who or what they are, and people use the mass media for the purpose of gratifying these needs. While using new media, people are actively combining several motives to fulfill their yearnings and aspirations, properly referred to as gratifications. This also happens on various

social media through which people satisfy their social needs. Thus, Uses and Gratifications approach is adopted for the study as a good way to find out what particular social media commonly accessed by an individual to satisfy his/her social needs which captures what the researcher seeks to investigate.

Theoretical Studies

Impact of Social Media

Social media can be relevant to information seeking and sharing on information retrieval perspective by providing speed and quick information to the information community by connecting and collecting digital information required by the user. Social media sites like MySpace, Facebook represent a new and powerful service through web 2.0. User can connect to other user from various parts of internet domain by applying social networking tools for information communication, organization and information distribution (Hupp, 2008). Furthermore, it tools allow users to create a reasonably accurate and dynamic information space in which content and applications can be stored that may span a wide spectrum inclusive of email, pictures, journal entries, music, video, contacts, calendar, spreadsheets, bookmarks, chat transcripts, location information, and work-related content. According to Parameswaran & Whinston, 2007 social media provides a solution to the knowledge gap for the period between when news is published and the history books are written. Web logs and wikis fill this knowledge gap, acting as constantly updated secondary sources of knowledge .Social media presents many opportunities which may be exploited by institutions to enhance learning. However, many threats exist as well which need to be overcome by

institutions in order for the full potential of social media to be realized (Mwadime, 2015).

In like manner, Social media delivers value. Many small and large organizations use blogs for marketing and public relations purposes, as well as for internal communication, collaboration, and knowledge sharing and management. They also stimulate creative thinking and serve as a source for quick answers. Real-time access to a community or network of experts can create real efficiencies and speed up processes as organizations benefit from the shared knowledge that their employees gain from these networks (Lundy & Drakos, 2007). Desisto & Smith 2008 is of the opinion that social media improves customer relationship management. Sales people tend to carry relationships from one company to another. It is in a company's best interests to integrate a social media platform with a sales force automation application. This improves salespersons effectiveness and may enrich relationship knowledge about customers and prospects. Facebook allows employees to communicate with co-workers and colleagues in seconds, leaving more time for productive work. Mann (2008) also states that managers around the world are using Facebook to track their colleague's projects and activities; they can see what people are working on immediately without having to call or email them. Companies are also using Facebook to collect and test ideas about product development with potential customers, or as a sales tool to identify and find out about contacts at a target company. Social media supports Research and Development (R&D). Researchers create new knowledge while using existing knowledge. Their activities often take place in a social context made up of informal exchanges, brainstorming, idea exploration and cross-fertilization. Social media allows researchers to draw from a social platform of information and people outside of their traditional circle of friends (Rozwell, 2008).

Furthermore, it fosters communication and collaboration: Blogging represents a growing activity among professionals and students who appreciate blogs for their mix of informal commentary, links to resources and personal touch. Social media offers people opportunities to share life experiences, vent frustrations, offer reflections on social issues and express themselves in a non-threatening atmosphere. It also enable community involvement in locating expertise, sharing content and collaborating to build content and allow knowledge workers to extend the range and scope of their professional relationships (McLoughlin & Lee 2008). According to Perkel (2008), social media supports media literacy development, where new skills are developed to participate and stay safe in the new digital media environment. It is also being used to extend opportunities for formal learning across geographical contexts. For example, within the Linking Latitudes program established by two different schools, learners from both schools can use instant messaging and Skype to share information about their cultures and work collaboratively (DEECD 2010).

Additionally, social media use between teachers and students can improve rapport, motivation and engagement with education (Mazer, Murphy & Simonds 2007). It can also enhances interactions of marginalized students with their teacher and increase their confidence in educational activities. Furthermore, it can facilitate learning and skill development outside formal learning environments by supporting peer-to-peer learning of knowledge and skills, collaboration, diverse cultural expression, the development of skills valued in the modern workplace, and a more empowered conception of citizenship (Ito, Okabe, & Matsuda, 2006; Jenkins, 2007). They also added that social media gives sense of belonging and collective identity as people who are sexually and gender diverse meet people and learn from each other, creating the sense of belonging to a broader community. The opportunity to express oneself creatively, explore and experiment with identity and

the production as well as consumption of online content is central to the way that social media services strengthens and builds communities.

Commonality of interest is another merit of social media. When someone opt to participate in a social community, there is right to pick and choose individuals whose likes and dislikes are similar to yours and build network around those commonalities (Anderson, 2007). He further stressed that social media gives real time information sharing as most sites incorporate an instant messaging feature, which let people exchange information in real time via a chat. This is a great feature for teachers to use to facilitate classroom discussion because it lets them utilize the vast store of information available on the web. This can be a great time saver for the teacher since students no longer need to visit a library to conduct research and it can be a great way to engage distracted learners. Targeted advertising is another merit of social media where organizations that need to get the word out about a new product or service get it done to millions of people 24/7. Furthermore, teachers who personalize teaching through the use of humor, stories, enthusiasm, and self-disclosure not only are perceived by their students to be effective in explaining course content but create a positive teaching atmosphere. Social media also offers educators an excellent platform to forge their own professional identity by sharing with other colleagues and debating ideas, allowing them to extend their professional relationships (Conole, Galley & Culver, 2011).

Moreover, they are some threats of social media which includes cyber bullying and crime against children as it may expose them to other forms of harassment or even inappropriate contact. This can be especially true for teens and younger children. Unless parents diligently filter the web content their family views, children could be exposed to pornography or other inappropriate content (Urista, Dong, & Day, 2009). Adding to this realm of cyber-abuse are the anonymous social media sites which can elevate the severity of the assault under the

false promise of privacy. Risks of fraud or identity theft occur as information posted on the internet is available to almost anyone who is clever enough to access. Most thieves need just a few vital pieces of personal information to make someone's life a nightmare. If they successfully steal your identity, it could cost you dearly (Claywell, 2010). Social media invites Major Corporation to invade your privacy and sells personal information to the public as the social site like Facebook run algorithms that search for keywords, web browsing habits and other data stored on the computer or social networking. In line with the ongoing discussion, Barnes (2006) opined that as networking and online social communities are so widespread, comments are often more blunt than the statement would be if they were made face-face. Individuals are to take responsibility of their own safety and never to join a group just because it is trendy or friends are there. Most people spend more time on social networking even at work wasting time and having a negative effect on productivity (Lui & LaRose, 2008).

In another study conducted by Shana (2012), it was revealed that students use social media mainly for making friends and chatting. The result showed that only 26 percent of the students (respondents) indicated that they use social media for academic purpose. Kalra & Manani, 2013 argue that social websites grab attention of the students and then divert it towards non-educational and inappropriate actions including useless chatting, time killing by random searching and not doing their jobs. They also argue that excessive use of these sites not only have long lasting effect on psyche of students but also affects the physical, mental and social aspect of life. The further added that many students have lost their interest in their studies as they spend most of their time on these sites. According to Charlene Li et al (2007) student activity on social media focuses on communicating with each other. Khan (2012) also notes that the most popular activities done by students and users on social media revolve around looking at profiles of one another, searching for

someone here and there, or updating one's own profile, eavesdropping (sensing others activities on social media websites and analyzing their posts). Young (2006) observed that the internet expands its reach to teenagers' school life. He noted that students are more reliant on the internet to access information that is involved in school life as well as entertainment. The researcher further added that internet, though consumes time has less effect on studies. Jeong (2005) noted that internet addiction is significantly and negatively affects student's studies, as well as emotional attributes. All these scholarly articles point to one thing, that students spend a lot of precious study time on these social media interacting with others and other social activities.

Various Social Media

Boyd and Ellison (2007) defined social media as public web-based services that allow users to develop a personal profile, identify other users with whom they have a connection, read and react to postings made by other users on the site, send and receive messages either privately or publicly. Individuals may choose to send private messages, write on other user's walls, organize social activities, and keep informed about other user's daily activities. Social media help fulfill communication needs and wants. It is a convenient method of communication and provides the ability to stay connected with friends and family, but on the users own rate and time (Urista, Dong, & Day, 2009). They further stated that users can manage their interactions within their own schedule by choosing when they want to read and respond. The social media which are being used today with tremendous passion and zeal have transformed the way of using internet in recent years by describing online tools and utilities which allow users for communication, participation and collaboration of information online (Rather, 2013). Moreno & Kelb (2012) observed that for adolescents, social media are an important medium

for self-expression, communication with friends and peer feedback. They further assert that 22% of teenagers log on to their favorite social media more than ten times a day. Studies have shown that adolescents often believe social media reference to be accurate which may influence their own perception and actions. Social media also provide rich sources of naturalistic behavioral data. (Lampe, Ellison & Steinfield, 2007).

In line with the ongoing discussion, the number of users registering and using social media are increasing rapidly. Social media have a great impact on the market of electronic media and serve as an effective marketing channel. In other words, social media are not only used for communication among people, but also serving as a new media for advertising and business needs (Chinthakayala, Kong, Zhao & Zhang, 2013). Many companies use social media as a means for communicating and marketing with their target customers. Adnan, Nagi, Kianmehr, Ridley, Alhaji & Ronke, 2010 stated that many schools use Twitter as a communicating platform for students, parents and administrator. Organizations use Facebook as their communication tool between their employees. Similarly, they opined that MySpace is used as a media for advertising music and video contents. According to Shehab, Ko & Touati, 2012, social media are a type of virtual community where users meet their friends virtually and also make new friends whom they meet in the community with similar interests.

Using a social media, a person can create different groups/communities and join in any community that he/she is interested in. Furthermore, he stressed that though social media are growing fast, there is no consensus on the guidelines for developing them. Each media uses different techniques to represent the interface and its functionality. Also, each social media has different concepts and different terminologies for user's interactions.

According to Stutzman, 2007, social media are categorized into the following:

Profile-based SNS which are primarily organized around members profile pages. [Bebo](#), [Facebook](#) and [MySpace](#), are all good examples of this. Facebook is a general social media and is more popular among college students (Chinthakayala et al., 2013). Users develop their space in various ways and can often contribute to each other's spaces typically leaving text, embedded content or links to external content through message walls, comment or evaluation tools.

Content-based SNS: In these services, the user's profile remains an important way of organizing connections, but plays a secondary role to the posting of content. Photo-sharing site [Flickr](#) is an example of this type of service, one where groups and comments are based around pictures. [Shelfari](#) is one of the current crop of book-focused sites, with the members bookshelf being a focal point of their profile and membership. Other examples of content-based communities include [YouTube.com](#) for video-sharing and [last.fm](#), where the content is created by software that monitors and represents the music that users listen to (Lawler & Molluzzo, 2011). Also, **White-label SNS** which offers some group-building functionality, which allows users to form their own mini-communities within sites. Platforms such as People Aggregator (<http://www.broadbandmechanics.com/>) and [Ning](#), which was launched in 2004, offers members a different model, based on the creation and membership of users own social networking groups (Livingstone & Brake, 2010). These sites offer members the opportunity to create and join communities.

Additionally, **Multi-User Virtual Environments Sites** such as [Second Life](#), an online virtual world, allow users to interact with each other's avatars – a virtual representation of the site member. Although the users have profile cards, their functional profiles are the characters they customize or build and control. There are example such as [Habbo Hotel](#) and [Cyworld](#). In like manner, Mobile SNS which is another aspect of social media example [MySpace](#) and [Twitter](#), offers mobile phone

versions of their services, allowing members to interact with their networks via their phones. Increasingly, too, there are mobile-led and mobile-only based communities. **MYUBO** also allows users to share and view video over mobile networks (Mobile Socializing: Accelerating Change, 2007). Finally, People Search is another important web development like **Wink** which generates results by searching across the public profiles of multiple social media. This allows search by name, interest, location and other information published in profiles, allowing the creation of Web-based "dossiers" on individuals. This type of people search cuts across the traditional boundaries of social network site membership, although the data that are retrieved is made public.

Gender difference in the use social media

According to Lenhart, Purcell, Smith, & Zickuhr (2010), about 57% of social media users are 18-29 years old and they have a personal profile on multiple social media websites. Gender is the only significant demographic variable affecting social media use, as there are some differences between use by men and women. Women are more likely than men to have a personal profile on Facebook, but men are more likely than women to sustain a profile on LinkedIn (Lenhart et al., 2010). Furthermore, women were four to five times more likely than men to use social media (Tufekci, 2008). Moreover, Sheldon (2008) found that overall women were more likely to use social media for maintaining relationships with family and friends, passing time, and entertainment, but men were more likely to use social media to meet new people. College women were also more likely than men to use the internet for relational communication, such as contacts with friends, family, and romantic partners Baym et al. (2007).

Educational experience of men and women seemed to play a factor in social media use as well. Men and women were more likely to use social media frequently if they had college experience (Lenhart et al 2010). Females use Facebook for maintaining existing relationships, academic purposes and following agenda higher than males while males use it for making new relationships at a rate higher than the females'. This finding shows that males use social media mostly for making new friends and relationships while females use it mostly for finding their old friends and keeping in touch with the existing ones. The reasons for this finding could be explained by the possibility that females tend to hide their identities and personal information to keep their privacy in Internet environment. Research shows that females don't disclose themselves to people they don't really know because of social pressure and traditional social roles associated with women (Bolukbas & Yildiz, 2005).

Similarly, Mazman, Usluel & Çevik (2009) found that social influence on the decisions of females is higher than personal decisions while personal decisions are more dominant over social influence in males. This finding is in line with Tufekci's (2008) study which shows significant differences between males and females on the usage of social media, that females are more likely to use social networks to keep in touch with friends either living nearby or in other schools while males are more likely to use social networks to find potential friends and find people with have similar interests. Thelwall (2008) found that males tend to make new relationship in social media environments more than females do. On the other hand, Korkut (2005) found that females' communication skills are more positive than males' and he explained this by suggesting that females are more social than males. Furthermore, males were found to be more open to new relationships just as communication skills are important both for maintaining existing relationships and making new relationships. Social media have millions of users whose numbers increase rapidly.

18-25 age group who are main common users, were found to be dominant users of social media in most of the usage factors than other age groups. On the other hand in terms of genders, only in making new relationships factor, males found to having higher scores than females (Quan-Haase & Young, 2010).

Pre-Study Habit

Before one can engage in the actual study, there are procedures to be taken which includes having enough energy to engage in reading. Slicker, 2017 stated that students needs the energy for learning the material so as to take notes word for word. This will help them to gather information that is needed for understanding the material of study and the importance of being prepared before studying. Researchers have found that the way to approach something matters almost as much as what you do. In line with the ongoing discussion Hunimed(2016) is of the opinion that being in the right mindset is essential in order to study smarter. Additionally, sometimes it is hard to have a positive attitude and to make oneself loves learning, it is during such moments that the best thing to do is avoid studying. If there are distractions by a problem or upcoming event, then studying is going to be frustrated and exhausting, study is to be done when focused. Hunimed(2016) also pointed out that where to study is also of importance, a place that is conducive to concentrate will make it easy to study. Places where distraction is a constant factor make very poor study areas. Studying in your dorm room can cause distractions from computer, TV or a roommate more interesting than the reading material to be studied. The study hall, library or a quiet place are good places to study, it is essential because it will be reliable. Additionally, bringing the essentials for studying like notebook, pen laptop meanwhile laptop can be a distraction for many people because many things can be done while using laptop such as playing

games and surfing the internet. So it's better to use a notebook and pen, because it determines productivity.

Importance of Study Habits

Study habits contribute significantly in the development of knowledge and perceptual capacities(Yadav et al, 2000). There is need to guide student about the meaningful learning so to enable them memorize 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 which leads to the achievement of the learners goal through a prescribed pattern of steady behavior(Ogbodo, 2010). A student needs to know learning method and study habit, which helps to achieve the goals of education. Ogbodo further attest that many students do not have proper attitude towards study so they hardly care for developing good study habit. Proper study habit helps student to study and retain concepts correctly and with proper comprehension.

learning involves the development of proper study habits and skills. Effective learning depends upon the development of efficient study habits and skills(Nedeem, Puja & Bhat, 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(Fong, 2010). Each student has a way of studying than the other: studying rarely, studying weekly and studying daily(Alan,2015). The first category of study habit is students who study rarely, do not give much attention for their study. The second category does there studying weekly, reviewing what they have studied by the end of the week.

Thirdly, this category does their reading daily and that helps them to develop a proper study habit.

Empirical Studies

Several empirical studies have been conducted on social media use and study habits. Studies which were conducted by various authors are presented hereunder:

Various Media Accessed by Students

Eke, Omekwu and Odoh (2014) conducted a study on the Use of Social Networking Sites among the Undergraduates Students of University of Nigeria, Nsukka. The objective of the study was to ascertain the various categories of social networking of social networking sites used by UNN Undergraduates, to examine the extent of usage of social networking sites by UNN Undergraduates, to examine their purpose of using social networking sites and to identify the dangers associated with social networking with the solutions to ameliorate such dangers. The design adopted in this study was descriptive survey and questionnaire was used for data collection. The result of the findings revealed that mostly all the student were using the social networking sites in interacting with friends, connecting to their class mates for online study and for discussing serious national issues. The present study derives from this study as social media and its uses to students, individuals and group of people were pointed out in this study and both studies adopted the same research design. Also, questionnaire was used for data collection in both studies while the present study also adopted Study Habit Inventory for data collection from the respondents.

Additionally, Kuan and Hsi (2011) conducted a study on Why People use Social Networking Sites. The objective of this study is to explore factors affecting user's joining SNS among Nation Taiwan University of Science and Technology. Descriptive research design was adopted in this study and online questionnaire to

conduct empirical research, and collected and analyzed data of 402 samples by structural equation modelling (SEM) approach. The findings show that enjoyment is the most influential factor in people's continued use of social networking sites, followed by number of peers, and usefulness. The number of peers and perceived complementarily have stronger influence than the number of members on perceived benefits (usefulness and enjoyment). This work also ran clustering analysis by gender, which found notable difference in both number of peers and number of members between men and women. The number of peers is an important factor affecting the continued intention to use for women but not for men; the number of members has no significant effect on enjoyment for men. The findings suggest that gender difference also produces different influences. The implication of research and discussions provides reference for SNS operators in marketing and operation. This present study derives from this study as gender difference on the use of social media which is emphasised on the present as it is also discussed in this study. Both studies also used questionnaire for data collection.

Gender Difference on Social Media Usage.

Mazman and Usluel (2011) conducted a study on gender difference in using social networks of undergraduate students of Hacettepe University Ankara, Turkey . The objective of the study was to determine individual usage, possible difference between male and female on using social network and Facebook which is most popular and widely used network. The design adopted in this study was survey research design and 870 Facebook users were used for the online survey for data collection. The findings of the study revealed that most people use Facebook for maintaining existing relationships as it gives them the opportunity to communicate with their friends via messages or chat and also track their friend's status messages,

walls and other profile changes. It was also revealed that males use social network mostly for making new friends and relationships while females use it mostly for finding their old friends and keeping in touch with the existing ones. Male and female usage of social media sites is part of this study as the present study discusses how social media usage by male and female students influence their study habit.

Adesope and Ogan-Charles (2015) conducted a study on Extent of social media usage by students for improved learning in Tertiary Institution. The objective of the study is to ascertain the perception of students on the use of social media for educational purposes and descriptive survey research designed adopted in the study. It was conducted in three tertiary institutions in Rivers State. The sample comprised 200 respondents randomly selected from three tertiary institutions in Rivers State. Five research objectives and four null hypotheses were used for the study. Mean scores, ANOVA, multiple comparison test using schaffer model, and Correlation Analysis were the statistical tools used in the study. The study found that social is used for educational purposes in terms of communication, sharing and exchanging ideas with improved engagement with technology. The study also revealed that social media is frequently used for interactions with friends for classroom assignment, communication in and outside classroom, promoting interactions during lectures, promoting informal learning, enhance course grades, facilitating language exchange, video conferencing, creating room for educational and video sharing. The study revealed that significant differences exist in social media usage across the three universities involved in the study and significant differences exist in usage of social media between male and female respondents; and in attitude of students towards social media. Based on these findings, the study recommends that the use of social media should be incorporated into the curriculum for enhanced universities education. The present study derives from this study as social media

usage was discussed which is part of the present study and they have the same research design.

Social Media and Study Habit.

Asiedu(2005) conducted a study on influence of social media on students academic and social lives from University of Ghana and Kwame University of Science and Technology. The objectives of the study were to investigate and analyse the positive and negative effects of social media on students academic and social lives. The research employed survey methodology and questionnaire was used for data collection from 204 respondents. The findings of the study revealed that students get pleasure from using the tool and they are aware of the positive and negative implications of social media. It pointed out that one of the positive effect of social media is that it made it possible for introverts to easily participate on group platforms to also gives students the opportunity to make more friends than in real lives. The above study is related to the present study as it highlighted the positive and negative effect of social media on students academic and social lives which the part of the present study as it pointed out social media effect on the study habit of the students. It also relates with the present study in method which is survey research design; but differs in scope. The study is also related to the present study as one of its recommendations is that parents should monitor their children use of social media and encourages them to read as to develop good study habit.

In like manner, Mwadime (2015) conducted a study on investigation on the Impact of Online Social Networking on Academic Performance among High School Students in urban areas: A case study of Westlands Sub-County, Nairobi. The objective of the study was to find out the kind of information high school students seek on online social networking sites, establish what other purpose apart from communication and to establish whether online social networking sites are used by

students to improve their academic performance. The research employed descriptive survey research design and questionnaire and interview was used for data collection from 250 respondents of 66 secondary schools in Westlands sub-county of Nairobi. The data was analyzed using descriptive survey research design and the findings revealed that students highly seek information/entertainment on social networking site, sports, academic/complementary education, sexuality and current affairs. It also revealed that both parents and teachers felt that the social networking site negatively affects the academic performance of students while the students themselves felt that their academic performance was not directly affected by the social networking site influence. According to the parent and teachers this was attributed to the long hours that the students spent on SNS as compared to time spent on academic work. Although this study focused on the impact of online social networking on academic performance, the present study relates to it. The goal of the study was to explore the kind of information high school students seek on online social networking sites and to establish what other purpose apart from communication do students use online social networking sites which is similar to that of the present study. The methodology used for this study was quite appropriate for the present study; the data collection instrument is equally applicable for the present study. Even though the studies are slightly related in content, they are quite different in scope, in that the study focuses on social media affect on students academic performance while the present study focused on social media use and students study habit.

Subsequently, Ezeji and Ezeji(2018) conducted a study on Effect of social media on the study habit of students of Alvan Ikoku Federal College of Education,Owerri. The objectives of the study is to examine the impact of the social media on the study habits of the students and to assess the extent of social media usage among the students. The research design involved survey technique where

questionnaire were used to collect data from a sample of 372 of the student population. Mean scores, standard deviation and spearman's Rho statistical tool was used for data analysis. The study revealed that social media rate of usage among students was very high and that social media usage negatively affected students revision of their lecture notes daily as well as submission and carrying out of study assignments. Based on the findings it was recommended that the government, parent, educators, teachers, guidance counselors and other stake holders in education should fashion strategies for close monitoring of social media usage particularly during lectures. The present study derives from this study as it shows the effect of social media on the study habit of the students which is part of the present study. The research design used for this study is the same with the present study and questionnaire and checklist was used in the present study but only questionnaire was used for data collection in this study. The recommendation in this study is also one of the recommendations made in the present study.

Additionally, Owusu-Acheaw and Larson (2004) conducted a study on study habits among students and its effect on academic performance. The objective of the study was to assess the study habits among Koforidua polytechnic students and their effects on their academic performance in Eastern Region Ghana. Survey method was adopted and questionnaires were employed for data collection. Arithmetic mean was used for data analysis. The findings showed that majority of the respondents acknowledge the importance of reading, 81.9% of the respondents neither read novel nor fiction within the last two semesters while 62.0% of the respondents only read for the purpose of passing examination. The study also confirmed that study habit has influence on academic performance and there is a relationship between study habit and academic performance. The study recommended among others that lecturers should be advised to stop providing handouts to students but rather encourage them to use the library as to develop their

study habit and for research. Study habit is part of this study as the above study discusses how student's use of the library helps to improve their study habits in school and survey research design was used in the above study which was also suitable for the present study.

In like manner, Black (2006) conducted a study on Attitudes to Reading: An investigation across the primary years in Urban Catholic School, Queensland State, Australia. The objective of the study was to investigate attitudes to recreational and academic reading of students throughout the primary school years. The research employed a cross-sectional correlation design and the sample for the study was three hundred and fifty one students (351) and twenty one (21) teachers. Students in years 1 to 7 were drawn from 21 classrooms throughout one primary school. Parents/ guardians provided consent for the students and family demographic data. A questionnaire was used for data collection. Data were collected from a across-section of student participants in years 1 to 7 within the Catholic primary school. Two key motivation instruments and one attitudinal instrument were used with various groups of primary aged students in the study. They are motivation to read profile, motivation to read questionnaire and elementary reading attitude survey. A survey data collection technique was chosen as to position the researcher objectively while providing a snapshot in time about student's attitudes to reading. One of the findings of the research was that there was significant correlation between teachers perception on students enjoyment of reading and overall students achievement in reading . Also teachers perceive that as student's level of reading achievement increases, their level of enjoyment in reading increases likewise helping them to develop a good study habit. The above study is related to the present study as it highlighted students' reading attitude which helps them to develop a proper study habit . The instrument used for the study that were adapted but for the present study, one of the instrument was adopted. Also one of the

recommendation in the above study is to encourage students by teachers and parents to develop a positive attitude to reading which will help students to develop proper study habit which also recommended in the present study.

Finally, Atsiaya and Maiyo (2015) conducted a study on Study of the Relationship Between Study Habits and Academic Achievement of Students. A case study of Spicer Higher Secondary School, India. The objective of the study is to determine the relationship between study habits academic achievements of students. A survey design was employed in the study and the 9th standard students was used and random stratified sampling was used to select the respondents. Study habit inventory by M.N Palsane and school examination records was the main instrument for data collection. Quantitative method was used to analyze field data collected. The findings of the study revealed a positive relationship of 0.66 between study habits and academic achievement. The result implied that the study habits needs a significant attention as to improve performance. This study is related to the present study as one of the instrument used for data collection were adopted which was the same with this study. Both study used the same research design and their respondents were secondary school students.

Summary of Literature Review

The preceding literature was reviewed under the main headings: Conceptual framework, theoretical framework, theoretical studies and empirical studies. The review started with discussing the concept of Social media and Study Habit.

This review was commenced with a careful examination and discussion on the main concept of the study. From these review, social media is understood to be important as that employs mobile and web based technology to create highly interactive platforms through which individuals and community share, co-create, discuss and

modifies user's generated content. Social media presents many opportunities which may be exploited by institutions to enhance reading and learning. Reading is considered essential for the overall development of a human being. However, with the advent of modern digital technologies, especially the growing popularity of social media on the web, mobile phones, televisions, and other means of entertainment, the study habit of the general public, especially the younger generation is undergoing a decline.

Uses and Gratification theory was also reviewed. Uses and Gratification approach will enable the researcher to understand what gratification the students seek and whether that gratification is obtained and what effects of the gratification obtained have on the user of the media. Theoretical studies reviewed on impact of social media, various media sites, gender difference in the use of social media, pre-Study habit and importance of study habits.

However, related empirical studies were reviewed on social media use and students study habits. Empirical studies revealed that many studies have been conducted on social media and how it has affected students study habits. Some of the empirical studies were carried in Nigeria and some outside the country. Moreover, there is no known study that explored social media use and the study habits of secondary school students in Awka Education Zone of Anambra State thus this present study will serve to fill the gap identified in the literature reviewed and it will contribute to the knowledge, social media use and the study habit of secondary school students in Awka Education Zone of Anambra State.

CHAPTER THREE

METHOD

This chapter discusses the procedure that is adopted in this study. The chapter gives the description of the research design, area of the study, population of the study, sample and sampling technique, instrument for data collection, validation and reliability of the instrument, method of data collection and method of data analysis.

Research Design

The design of this study is descriptive survey. According to Nworgu (2015), descriptive survey research design is one which aims at collecting data, describing in a systematic manner the characteristics feature and facts about a given population. Descriptive survey is only interested in describing certain variables in relation to the population. The research design is considered appropriate for this research work because proportion of the population was studied and the findings generalized to the entire population.

Area of the Study

The study was carried out in public secondary schools in Awka Education Zones of Anambra State. The zone comprises of five Local Governments namely: Anaocha, Dunukofia, Njikoka, Awka North, Awka South, with its economy revolving primarily around government since many state and federal institutions are located there. The area was chosen because it will enable the researcher to do a comprehensive study.

Population of the Study

The population of the study is 4,996 SS2 students of public secondary schools in Awka Education Zones of Anambra State. Post-Primary School Services Commission (PPSS, 2016) has it on record that there are 4,996 SS2 students in public secondary schools in Awka Education Zones of Anambra State. See Appendix A (p.68) for population details.

Sample and sampling Techniques

The sample size consists of 500 respondents selected from all the 51 public secondary schools in Awka Education zones of Anambra State. The proportionate stratified random sampling technique was adopted to ensure that sub-groups in the population participated in the study in the same manner as their population appeared. To select the sample, the SS2 students of the public secondary schools were stratified based on their Local Governments Areas (LGAs). The proportion of the sample for each population was determined using sample fraction. Thus, sampling fraction according to Nworgu (2015), $S^f = \frac{\text{sample}}{N}$ That is $= \frac{500}{4,996} = 0.10$ or 10%. In other words, 10% was used to determine the sample size in each Local Government which made up the entire population. See also Appendix A (p.68), for working details.

Instrument for Data Collection

The instrument used for data collection was questionnaire and checklist. The data required for the study was collected through questionnaire which was designed by the researcher titled “Social Media (SMQ) and the Study Habits Inventory developed by Palsane M.N consisting of items which are in line with the three

research questions. The construction of the questionnaire was guided by opinion and findings in the reviewed related literature. The instrument contains a total of 32 items, divided into three (3) sections, A, B and C . Section A consists of three (3) items which was used to collect the demographic data of the respondents. Section B consists of twenty (20) items that sought information on various social media commonly accessed by secondary school students. Section C consists of nine (9) items which sought information on pre-study habits and study habits of students.

Validation of the Instrument

Copies of a draft of the instrument (SMUSHQ) were given to two experienced lecturers in the Department of Library and Information Science and one lecturer in Measurement and Evaluation unit in the Department of Educational Foundations, all in Faculty of Education, Nnamdi Azikiwe University, Awka. Copies of the instrument were given to them with the topic of the research, purpose of the study, research questions and hypotheses. The Library and Information Science lecturers were requested to examine the items clarity, relevance to the purpose of study, appropriateness of language including the accuracy of the instructions to the respondents. The lecturer in measurement and Evaluation was requested to examine the method adopted in the research as regards to the purpose, the research questions and hypotheses. Their suggestions and correction were incorporated by the researcher and the corrected questionnaire used for fieldwork. See Appendix E pages 85-87 for details.

Reliability of the Instrument

The instrument was administered to three (3) public secondary schools in Aguata Education Zone of Anambra State. Thirty (30) students were randomly chosen from the three (3) schools. The data collected were analyzed and the result

used to calculate the internal consistency of instrument using Cronbach Alpha Method. Reliability coefficients of 0.87 and 0.85 were obtained for sections B and C, respectively and the overall coefficient was found to be 0.86. These reliability coefficients were considered high enough for the instrument because the higher the value of reliability coefficient, the more reliable the test is.

Method of Data Collection

The instrument was administered by the researcher to the respondents. The questionnaire was administered with the help of four research assistants who were trained on how to distribute the instrument and also how to interact with the respondents in case any question arises as well as collect the completed copies of the questionnaire. The copies of questionnaire were given during school hours and collected back immediately after filling. A total number of 500 copies of questionnaire were distributed and 495 were collected and properly filled.

Method of Data Analysis

The data obtained from the study were analyzed using descriptive statistics and inferential statistics. Statistical weighted mean was used to answer research questions one (1) while summated scores was used to answer research question two and three(3). t-test was used in testing the hypotheses 1,2 and 3 while hypotheses 4 was tested using Pearson correlation at 0.05 significant level. The cut off points of research question one is 2.50, therefore mean responses of 2.50 and above were given positive interpretation (agreement) while those below 2.50 were interpreted negatively (disagreement). Decision rule for research question two is maximum of three(3), so any score that is below 3.00 is considered as poor pre-study habit while the maximum score of 6 and above is considered as good pre-study habit. For research question three, any score from 6- 11.94 is considers as

bad study habit while scores from 12-18 is considered as good study habit. If the calculated t-value is greater than the critical t-value at alpha level of 0.05, the null hypotheses were rejected and vice versa.

CHAPTER FOUR PRESENTATION AND ANALYSIS OF DATA

In this chapter the data collected are presented and analyzed. The results are presented according to the research questions and hypotheses.

Research Question 1: What are the various social media commonly accessed by secondary school students?

Table 1 Mean scores of the students on the social media they commonly accesses

S/No	The Social Media	N	X	Remarks
	Facebook	495	3.37	Accessed
	Whatsapp	495	3.15	Accessed
	Yahoo	495	2.50	Accessed
	Instagram	495	2.27	Not Accessed
	Ask me	495	2.17	Not Accessed
	2go	495	2.12	Not Accessed
	Twitter	495	2.10	Not Accessed
	Blackberry messenger	495	1.80	Not Accessed
	Pin interest	495	1.72	Not Accessed
	Classmates	495	1.71	Not Accessed
	Google buzz	495	1.52	Not Accessed
	Slideshare	495	1.37	Not Accessed
	Skype	495	1.37	Not Accessed
	Naijapals	495	1.36	Not Accessed
	Blogs	495	1.36	Not Accessed
	Netlogs	495	1.30	Not Accessed
	Web biographies	495	1.28	Not Accessed
	Linkedin	495	1.25	Not Accessed
	Bebo	495	1.24	Not Accessed
	Flicker	495	1.21	Not Accessed

Table 1 shows that with mean scores ranging from 2.50 to 3.37 that only three social media were commonly accessed by students. They include: Facebook (X 3.37), Whatsapp (X 3.15) Yahoo (X 2.50). Also with mean scores ranging from 1.20 to 1.37 the students indicated that they do not access 10 out of the 21 social media studied.

Research Question 2

What are the pre-study habit scores of the students?

Table 2 Range of scores of the students on their pre-study habit

Range of scores	N	%	Remark
3 – 5.97	66	13.3	Poor pre-study habit
6 – 9	429	86.7	Good pre-study habit

In table 2 it was observed that with scores ranging from 6 to 9, 429(86.7%) students indicated that they have good pre-study habit, while 66 (13.3%) others who scored between 3 and 5.97 have poor pre-study habit.

Research Question 3

What are the study habit scores of the students?

Table 3 Range of scores of the students on their study habit

Range of scores	N	%	Remark
6 – 11.94	169	34.1	Poor study habit
12 – 18	326	65.9	Good study habit

Table 3 shows that with scores ranging from 12 to 18, 326(65.9%) students indicated that they have good study habit, while 169(34.1%) others who scored between 6 and 11.94 have poor study habit.

Testing the null hypotheses

Null Hypothesis 1

The students will not differ significantly in their mean scores on the social media they commonly access due to gender.

Table 4 t-test on the mean scores of male and female students on the social media they commonly access

Source of variation	N	X	sd	df	Cal.t	Pvalue	P \geq 0.05	
lt1	Male	253	3.33	1.02				
	Female	242	3.41	1.02	493	0.79	0.428	NS
li2	Male	253	2.19	1.03				
	Female	242	2.01	1.06	493	1.97	0.049	S
lt3	Male	253	2.16	1.12				
	Female	242	2.09	1.04	493	0.74	0.463	NS
lt4	Male	253	1.14	0.48				
	Female	242	1.26	0.69	493	2.20	0.028	S
lt5	Male	253	1.32	0.83				
	Female	242	1.28	0.76	493	0.49	0.624	NS
lt6	Male	253	3.04	1.21				
	Female	242	3.26	1.11	493	2.16	0.032	S
lt7	Male	253	2.41	1.16				
	Female	242	2.55	1.21	493	1.38	0.168	NS
lt8	Male	253	1.17	0.59				
	Female	242	1.25	0.64	493	1.34	0.182	NS
lt9	Male	253	1.34	0.83				
	Female	242	1.38	0.76	493	0.51	0.614	NS
lt10	Male	253	1.53	0.84				
	Female	242	1.89	1.07	493	4.21	0.000	S
lt11	Male	253	1.24	0.61				
	Female	242	1.48	0.89	493	3.53	0.000	S
lt12	Male	253	1.20	0.53				
	Female	242	1.30	0.73	493	1.81	0.071	NS
lt13	Male	253	1.30	0.67				
	Female	242	1.44	0.84	493	2.13	0.033	S
lt14	Male	253	1.47	0.83				
	Female	242	1.58	0.96	493	1.44	0.151	NS
lt15	Male	253	1.72	0.95				
	Female	242	1.88	0.98	493	1.86	0.064	NS
lt16	Male	253	1.18	0.55				
	Female	242	1.31	0.74	493	2.34	0.020	S
lt17	Male	253	1.18	0.60				
	Female	242	1.38	0.83	493	3.06	0.002	S
lt18	Male	253	1.25	0.67				
	Female	242	1.50	0.89	493	3.49	0.001	S
lt19	Male	253	1.69	1.05				
	Female	242	1.74	1.07	493	0.50	0.615	NS
lt20	Male	253	2.19	1.07				
	Female	242	2.36	1.12	493	1.63	0.103	NS
lt21	Male	253	2.06	0.99				
	Female	242	2.29	1.03	493	2.57	0.011	S

Table 4 shows that at 0.05 level of significance and 493df the calculated t ranging from 1.97 to 2.49 with Pvalue less than the 0.05, the student differ significantly in

ten out of 21 social media they access due to their gender. They therefore, do not differ significantly in their access of the other 11 social media studied based on gender.

Null Hypothesis 2

There is no significant difference in the mean scores of male and female secondary school students on their pre-study habit.

Table 5 t-test on the mean scores of male and female students on the pre-study habit

Source of variation	N	X	sd	df	Cal.t	Pvalue	P \geq 0.05
Male	253	7.06	1.63	493	1.53	0.128	NS
Female	242	6.83	1.65				

Table 5 reveals that at 0.05 level of significance and 493df the calculated t 1.53 with Pvalue of 0.128 which is greater than the 0.05, the second null hypothesis is therefore accepted. Then, there is no significant difference in the mean scores of male and female secondary school students on their pre-study habit.

Null Hypothesis 3

There is no significant difference in the mean scores of male and female secondary school students on their study habit.

Table 6 t-test on the mean scores of male and female students on the study habit

Source of variation	N	X	sd	df	Cal.t	Pvalue	P \geq 0.05
Male	253	12.79	2.70	493	1.15	0.248	NS
Female	242	13.07	2.52				

In table 6 it was observed that at 0.05 level of significance and 493df the calculated t 1.15 with Pvalue of 0.248 which is greater than the 0.05, the third null hypothesis is therefore accepted. Then, there is no significant difference in the mean scores of male and female secondary school students on their study habit.

Null Hypothesis 4

There is no significant relationship between students social media use and study habit.

Table 7 shows Pearson's correlation for the relationship between students social media use and study habit. (N=495)

		social media use	study habit	REMARK
social media use	Pearson Correlation	0.024 (p)		
	Sig (2-tailed)	-		
	N	495		
study habit	Pearson Correlation	0.574 (r)	0.024	NS
	Sig (2-tailed)	.000	-	
	N	495	495	

NS= Not Significant correlation at 0.05 level of significance

The result in Table 7 revealed the significance relationship between social media use and study habit. The result showed that there is no significant relationship between social media use and study habit of students ($r = 0.02$, $p = 0.57$).

Therefore, the null hypotheses was accepted. Therefore, whether the students access social media or not, it does not have a significant relationship on their study habit.

Summary of the Findings

From the analysis, the following findings were made:

1. Only three social media were commonly accessed by students.
2. Majority of the students 429(86.7%) indicated that they have good pre-study habit.
3. Most of the students 326(65.9%) indicated that they have good study habit.

4. The student differ significantly in ten out of 21 social media they access due to their gender. They therefore, do not differ significantly in their access of the other 11 social media studied
5. There is no significant difference in the mean scores of male and female secondary school students on their pre-study habit.
6. There is no significant difference in the mean scores of male and female secondary school students on their study habit.
7. There is no significant relationship between social media and study habit($r=0.02$, $p= 0.57$).

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

In this chapter, the discussion of results, conclusions, implications of the study, recommendations, limitations and suggestion for further research are presented.

Discussion of Findings

The discussions of the results are based on the following sub-headings:

- 1) Social media commonly accessed by secondary school students.
- 2) Pre-study habits of the students.
- 3) Study habits of the students.

Social media commonly accessed by secondary school students.

The result of research question one revealed that secondary school students use three social media, Facebook ,Whatsapp and Yahoo to a high extent. It revealed that secondary school students visit social media sites to get their assignments done, communicate with their peers and get information that supports their education.

The findings of Chinthakayala et al. (2013) and Eke, Omekwu and Odoh (2014) gave credence to the findings of the present study.

Chinthakayala et al. (2013) pointed out that facebook is a general social networking site and is more popular among college students.Eke, Omekwu and Odoh (2014) however, pointed out various social media sites used by the students.

In their studies of use of social media, they reported that mostly all the student were using the social media sites especially facebook and whatsapp in interacting with friends, connecting to their class mates for online study and for discussing serious national issues which is also among the sites that are commonly accessed by the student as revealed in the present study.

Pre-Study Habits

The result of the study has revealed the score of the students on thier pre-study habit. The result revealed that scores ranging from 6 to 9, 429(86.7%) indicates students that have good pre-study habit, while 66 (13.3%) others who scored between 3 and 5.97 have poor pre-study habit.

These results are in line with Humimed,(2016) which opined that the right mindset is essential in order to study smarter and a positive attitude makes oneself loves learning. He further added that there be no distraction, problem or upcoming event which is going to make studying frustrating or exhausting and that study should be done when focused. Slicker (2017) also pointed out that before one would engage in the actual study, enough energy is needed for learning a material so as to take notes word to word. This is of importance because it will help the reader to gather information that is needed to understand the material of study and where to study is to be a place that is conducive to concentrate in order to make study easy. This outcomes indicates a good pre-study habit and vice versa.

Study Habits of the students.

The result of research question three revealed that with scores ranging from 12 to 18, 326(65.9%) students indicated that they have good study habit, while 169(34.1%) others who scored between 6 and 11.94 have poor study habit.

The study of Yadav et al (2000) gave credence to the findings of the present study. Yadav et al (2000) pointed out student improves in their performance through proper study habit and that study habit contribute significantly in the development of knowledge and perceptual capacities. Ogbodo, 2010 also pointed out that good study habit leads to the achievement of the learners goal through a prescribed pattern of steady behavior. Ogbodo further attest that many students do not have proper attitude towards study so they hardly care for developing good study habit. Bashir and Mattoo (2012) is of the opinion that good study habit acts as a weapon for the students to excel in life. Additionally, Palani (2010) stressed that effective reading is important avenue of effective learning and reading is interrelated with the total educational process and hence, educational success requires successful study habit.

Conclusion

From the findings of this study, it has shown that secondary school students in Awka Education Zone of Anambra State, Nigeria, accesses various social media but the ones commonly accessed are facebook, whatsapp and Yahoo. Majority of the students(429) possesses good pre-study habit and most of them (326) also have good study habit. There is also significant difference in ten out of 21 social media they access due to gender. Therefore, they do not differ significantly in their access of the other 11 social media studied. The second hypotheses showed that , there is no significant difference in the mean scores of male and female secondary school students on their pre-study habit and the third hypotheses also indicate that there is no significant difference in the mean scores of male and female secondary school students on their study habit. There is also no significant relationship between social media use and study habits of the students.

Implications of the Study

The findings of this study have some educational implications. The findings of this study have provided a basis for parents/guardians and teachers to understand the exposure their children and wards face while using social media. The result of the study revealed that both male and female students use social media, this calls for the regular monitoring of students by the school management and teachers to ensure that they do not drift away by the negativism on these sites. Therefore, any parent who wishes to improve and encourage the study attitude of their children should monitor their use of social media.

As the study revealed that social media sites such as Facebook, Whatsapp, and Yahoo are commonly accessed by the students, these sites have become an imminent medium of these students' expression and also strengthen previously established relationships such as family, friends and peers. This implies that this means of communicating lessens the importance and relevance of face-to-face exposure to people.

As the study revealed that though students spend amount of time on social media but didn't affect most of the students' study habit, there is still need for louder calls for Parents and teachers monitoring the students so as to make certain that they do not waste away useful time on meaningless online activities.

Recommendations

Based on the findings and conclusion of this study, the following recommendations are made;

1. Teachers, parents, guardians and school management should monitor their students on their use of social media. They need to be guided properly and

informed on the vulnerability they may face on these sites if not utilized in moderation.

2. It is also suggested that parents should get appropriate guidance and counseling about dealing on how to develop good study habit for the educational development of their children.
3. School management and teachers should checkmate students' use of computers and cell phones especially during school hours to ensure that students are not carried away by the use of these technological devices.
4. Seminars, symposium and discussions should be organized regularly to inform student's of the dangers of spending too much time on social media.

Limitations of the Study

There was no limitation encountered because the researcher took care of the issues that came up.

Suggestion for Further Studies

Further research which could be undertaken as a result of this study includes:

1. social media use and study habits of secondary school students in other education zones in Anambra State.
2. Impact of social networking on the information seeking behavior of post graduate students in State universities in South East Geopolitical zone in Nigeria.
3. The use of Social Media for research and analysis by academic staff in Federal universities in South-South Geopolitical Zones in Nigeria.