

Original Article

UTILIZATION OF SOCIAL MEDIA AND STUDENTS' ACADEMIC PERFORMANCE IN SOCIAL STUDIES IN CALABAR EDUCATION ZONE OF CROSS RIVER STATE. NIGERIA.

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Abstract

The purpose of this study was to investigate the utilization of social media and students' academic performance in Social Studies in Calabar Education Zone of Cross River State, Nigeria. To achieve the purpose of this study, two null hypotheses were generated to direct the study. Literature review was done according to the variables under study. Correlational research design was adopted for the study. A sample of three hundred and twenty-five (325) respondents were randomly selected for the study. The selection was done through the stratified random sampling technique. The questionnaire titled Utilization of social media and Students' Academic performance in Social Studies Questionnaire (USMSAPSSQ) was the main instrument used for data collection. The instrument was subjected to face validated by one expert in Social Science Education and two experts in measurement and evaluation in the Faculty of Education, University of Calabar. The reliability estimate of the instrument was established through Cronbach Alpha and Kuder-Richardson 21 reliability methods. The reliability coefficient ranges from 0.73 to 0.83 which was high. Pearson Product Moment Correlation Analysis was the statistical analyses technique adopted to test the hypotheses under study. These statistical tools were used because of the nature of the variables involved in the study. All hypotheses were subjected to testing at .05 level of significance with relative degree of freedom. The results of the analysis revealed that, email usage and Facebook usage significantly relate to students' academic performance in social studies. Based on the findings of the study it was recommended among others that more work should be carried out through Facebook and each student should be requested to comment on the posts of the students.

Keyword: Utilization, social media, Students' Academic Performance, Social Studies.

Introduction

Education is an instrument for national development and social change. It is vital for the promotion of a progressive and united Nigeria. It maximizes the creative potentials and skills of the individual for self-fulfilment and general development of the society; it is therefore, to be qualitative, comprehensive, functional and relevant to the needs of the society. Thus, Federal Republic of Nigeria (2013) stated that, education is the bed rock of any nation, which is the reason for government's heavy investment in education of her citizens. Education is the key to a nation's development. For a nation to achieve her educational, scientific, and technological goals then her citizens must have skills, aptitude, ability, and creative potential needed toward achieving these goals and these can also be actualized through effective study of Social Studies, interest in Social Studies, and increase in performance.

The academic progress of children, adolescent and adult determines the quality and quantity of manpower that will be available for the much-desired break-through of Nigeria in science, technology, arts, and entertainment. Education provides the human capital that will initiate, plan, direct and execute the development processes and activities that are critical for economy growth and development of a nation (Nworgu, 2006).

In promoting civic competence, the knowledge, intellectual processes, and democratic dispositions of students to be active and engaged participants in public life Social Studies is aimed at achieving these. Social studies are one of the compulsory subjects offered at the Junior Secondary School level, the National Policy on Education emphasized Social Studies as an important subject in the Nigerian Education System. Based on the desire for effective teaching and learning, Social Studies is offered as a course of study in the Nigerian Colleges of Education and Universities. Social Studies is the

totality of experiences based on man's perceived problems and attempt to solve such problems in the course of interaction with his environments. It is aimed at equipping the individual with the required social skills for effective interaction with his/her environments (Abang, Otu, Otu & Bekom-Abang, 2023)

Abang, Otu, Otu and Abang, (2023) noted that there is growing frustration in Nigeria about non-performance of the education sector to bring about realization of the hopes and aspiration of the citizens. The goal of education is the success of its product. Talks about falling standard have been an issue and subject for frequent reporting and commentaries in mass media, Newspapers and televisions. Students' poor performance in Social Studies in Calabar Education Zone for some years passed has been on the increase.

Social media have brought about remarkable changes in our society due to its wonderful impacts on our daily lives as well as on teaching and learning procedures in the school system. Social media as a powerful instructional tool has impacted enormously on how we think, live, learn and also go about our daily business activities considering the global information age. It is considered a major drive for the world economy (Grimus, 2011).

The use of social media in the classroom teaching-learning as instructional delivery tool is very important as it provides opportunities for teachers and students to operate, store, manipulate, and retrieve information. It encourages independent and active learning and self-responsibility for learning such as distance learning, motivate teachers and students to continue using learning outside school hours, plan and prepare lessons and design materials such as course content delivery and facilitate sharing of resources, expertise and advice (Otu, Ojini & Ita (2021).

Academic performance anchors on Bandura's social cognitive theory, which highlights how learning

through observation, social experiences and shared determination influence personality development (Cherry, 2019). This denotes that, in addition to a learner's self-perception, his mental processes depend directly or indirectly on observations of other people's actions and social interactions. Bandura also avers that academic performance is got from mastery experiences, vicarious experiences, social persuasion and physiological responses (Geraghty, 2013). Therefore, since the power to succeed lies inherently in every learner; but also need external factors to activate and escalate it into action, learning with mobile technology may be significant in improving learners' academic performance towards improved learning outcomes.

Email is a form of mail delivered through electronic means' it is not only a 'popular means of communication' but also a valuable instructional delivery tool in education. 'Email allows users to communicate with others who have access to a computer network' as messages can be sent immediately. Email allows users to communicate with others who have access to a computer network as messages can be sent immediately (Tao & Reinking, 2010) state that E-mail is a global medium' and is considered to be a form of 'hybrid' communication medium containing elements of both written and spoken text.

Facebook is one of the largest social networking sites which has become so popular, especially among students that they could spend reasonable amount of time chatting with their peers and relations. Sometimes, some students may even have to forfeit their lectures for the gains they derive using social media (Boyd & Ellison, 2007). Users of the Facebook can create a personal profile, add other users as friends to send and receive messages that include automatic notifications when they update their profile. Users may also join common interest groups which are organized by workplace, school, and other characteristics. The name of the Facebook stems from the spoken name for the book given to students at the start of the academic year by

university administrations in the US with the purpose of helping students to get to know each other better. Facebook has become so popular especially among students that without Facebook, student life is almost unthinkable (Debatin, 2009).

In contributing to the academic performance of students, Otu, Ojini & Ita (2021) saw social media as a forum that promote group discussion which is time and distance independent. The World Wide Web service provided by the internet with over 5 million web sites allows students from all disciplines to source for and share relevant information. Busari (2001) sees the social media as a medium through which teachers and students can meet without seeing each other. Thus, present day students have the privilege of receiving lessons outside the confines of the classroom and the scheduled school hours. Although, it is argued that students at secondary school level may have limited access to social media because most of them do not have phones and personal computers, and even those who have may not be allowed free hand to use them especially at school. However, this could possibly be a major factor that influences secondary school students' academic performance, to the extent that they could possibly be spending much of their time on social media whenever opportunity presents itself given the desire to feel among. To this end, this study becomes necessary.

Literature Review

Kelemnesh (2020) investigated factors that determine the integration of social media in teaching-learning process in Aksum University. Descriptive survey research design was employed. The size of population was 550 students, 385 students were selected as samples with the help of stratified random sampling. Questionnaire and interview were used to collect the data. The result of a one sample t-test shows that students' academic performance, attitude towards the use of social media, accessibility of social media and technology characteristics highly influenced the e-mail integration while technical support, the nature of

curriculum, administrative support and social media policy were less likely to influence e-mail utilization. In addition, the result of correlation indicated that social media integration had positive relationship with all independent variables. With regard to regression, 88.1 % of e-mail integration was predicted with the combination of students' academic performance, attitude, the characteristics of technologies, accessibility of Social media, social media policy and administrative support significant model at $F(7, 377) = 400.393, p < 0.05$. The results of interview also indicated that inadequate administrative and technical support, restrictive nature of curriculum, lack of sufficient time, shortage of electric power and concrete models to integrate technologies the use of e-mail in teaching-learning process. Therefore, it was concluded that personal and institutional factors can determine social media integration in teaching-learning practices. Asuquo (2020) investigated social media competence among trainees on online assessment in Africa: A case study of the University of Calabar, Nigeria. A quasi-experimental design was used for the study. The population consisted of all the staff trained on social media in the University of Calabar, Nigeria. A total of two hundred and fifty (250) staff trainees and five instructors were involved in the study. Purposive sampling technique was used to sample forty-six (46) staff trainees for the study. One instructor served as a study assistant. A 20-item Questionnaire on social media Training (QOITAQ) was used as instrument for the study. The data collected were analysed using percentages. Findings revealed that social media trainees, through online assessment, performed better than untrained staff in educational assessment.

Nwaizugbu and Augustine (2020) sought to find out if mobile technology could boost academic performance in education, the various activities students carry out with mobile technology to boost their academic performance and its effects on students' performance in the University of Port Harcourt. It was mixed-method research, whose

population comprised 281 undergraduate students in two departments, in the Faculty of Education of the University of Port Harcourt. Two hundred (200) students were randomly selected from the Department of Curriculum Studies and Educational Technology (EDC) and Department of Educational Management (EDM)) to form the experimental and control groups, respectively. Data for the research was generated from the students' examination scores and a self-structured Technology Academic performance Questionnaire (TSEQ). Mean, standard deviation and t-test were used for data analysis. Results revealed that using mobile technology for learning purposes boosted undergraduate students' academic performance in the use of e-mail in interaction with lecturers and had a significant positive effect on their students' academic performance in Social Studies. Mobile technologies boosted students' academic performance by; increasing their interactions with their course lecturers and course mates on coursework through e-mail, increasing their study time and helping them to download different formats of learning materials, among others.

Almisad and Alsalm (2020) employed a modified and extended version of the unified theory of acceptance and use of technology (UTAUT) to examine female Kuwaiti university students' acceptance of the use of smartphones in their learning. A quantitative research method was used. The results show that the great majority of the students used their smartphones on a daily basis and they had more than five years of experience with the use of smartphones. A regression analysis found that the six independent variables explained 46% of the variance in students' academic performance toward the use of email to support their learning. However, only four independent variables were individually significant in predicting students' attitudes toward the use of smartphones to support their learning.

Hassell and Sukalich (2016) investigated the complex relationship between social media use and academic performance. Surveys that captured social

media use, various attitudes about academics and life and personal characteristics were completed by 234 undergraduate students at Luleå University of Technology in Sweden. Covariance-based structural equation modeling was used to analyze the response data. Results indicated that after controlling for self-regulation, Facebook use was negatively associated with academic performance and students' academic performance in Social Studies. Additionally, academic performance mediated the negative relationship between Facebook use and satisfaction with life. The researchers concluded that; there are negative relationships between social media use and students' academic performance in Social Studies, as well as with academic performance beliefs. Academic performance beliefs mediate the negative relationship between social media use and satisfaction with life.

Altunkaya and Topuzkanamıs (2018) investigated the effect of Facebook use on Academic performance of the students. The pre-test post-test quasi-experimental design and control groups were used. The experimental group included 96 students attending Psychological Counseling and Guidance Department in the Faculty of Education in a state university located in western Turkey during 2017-2018 academic year first semester. In the study, the written expression course was instructed with written homework assignments in the control group and by sharing the written assignments on Facebook in the experimental group. The study findings demonstrated that Facebook use produced better results in terms of writing achievements and attitudes when compared to the conventional method, however the impact was not significant in terms of Academic performance and writing anxiety.

Rouis, Limayem and Salehi-Sangari (2020) provided a preliminary analysis of the effects of Facebook usage on undergraduate students' academic performance at Luleå University of Technology in Sweden on the basis of flow model. Data from paper-and-pencil surveys with 239 undergraduate students from Luleå University of Technology were

used to test the model. Smart software was employed to test the proposed structural equation model. The results indicated that extensive use of Facebook by students increased the Academic performance. However, students who are more self-regulated control their presence on these platforms more effectively. Trust in people does not influence their presence and interaction on the platform. Students' cognitive absorption with Facebook is regulated only by their self-control, which determined how much time they spend on Facebook. Multitasking skills moderate the effect of cognitive absorption on academic performance, but they do not impede the time spent, frequency or nature of use or their effect on academic results. Although students' satisfaction with life significantly declines due to cognitive immersion with Facebook, it does not play a role for students' academic achievement.

Aaron and McCabe (2012) explored how a selected sample of secondary school students in Ontario have been using Facebook since it has become accessible to them and whether or not this use "supports the learning agenda" of classrooms as school boards have envisioned. The researchers collected both quantitative and qualitative data from 63 Ontario high school students through the use of questionnaire distributed through Facebook. Stating many examples of use for educational purposes, 73% of respondents reported having used Facebook for educational purposes. Of the students surveyed, only 27% said that at least one teacher had found ways to include Facebook in their lessons and further, 77% of students believed that teachers do not support Facebook being unblocked. The results showed that utilization of Facebook in classrooms enhanced students' Academic performance and teachers also feel comfortable enough to embrace this informal teaching tool.

Hans, Yoshifumi and Tsuyoshi (2016) examined use of Facebook by secondary school students at Nuku'alofa as an Indicator of E-Readiness for E-Learning in the Kingdom of Tonga. The researchers administered survey questionnaire to 186 students

randomly selected from five secondary schools in the Kingdom of Tonga to measure Facebook usage as an index of e-readiness for e-learning. The researchers found that a large percentage (81%) of secondary students use Facebook and most (74%) of these students have used Facebook for two or more years. All (100%) students use a computer to access Facebook and most also access Facebook through mobile phones (62%) or tablets (46%). They also found correlations between duration of having a Facebook account and other indicators of e-readiness and academic performance.

Hasan and Labonya (2016) explored the perspective of higher secondary students in using Facebook for learning English language in Bangladesh. The mixed method action research was conducted in 20 urban government colleges in Bangladesh and the data for the study was collected through a survey questionnaire of 5-Level Likert scale from 100 students and also with six open ended questions. It is found that teachers believe on students' use of FB can help them by: practicing reading and writing tasks, building communication in English, helping each other in preparing assignments, sharing resources, learning from teacher student and enhancing positive academic performance in computer operation. The questionnaire also reveals English teacher's own use of FaceBook and technical capability of preparing lesson is appropriate for FaceBook. Aghazamani (2010) studied students' motivations for Facebook usage. A close ended questionnaire was administered on 595 University students who were recognized as users of the site. Their results suggest that students more time on Facebook than books. The appraisal showed that student's login their Facebook account more times per day than they engage in reading their textbooks. Friendship was named the most favorite activity among students.

Long (2019) conducted a study titled Pattern of Facebook usage and its Impact on Academic performance of University Students: A Gender Based Comparison. Chi-square test was used to test

the association of gender with various categorical variables in the study. Independent samples t-test was used to test the equality of means. A random sample of 384 students was selected from the University of the Punjab, Lahore. The age of students ranged from 18 to 30 with mean age of 21 years. Majority of the students (71.4%) were 20-22 years old. Sample consists of 38.5% undergraduate students, 50.5% master degree students and 10.9% postgraduate students.

The study revealed that 87.5% students have Facebook accounts, No significant gender differences were found in having Facebook account. Among the respondents who did not have a Facebook account, 3.4% did not know about Facebook and 9.1% said they do not require Facebook to interact. 49.1% of the respondents were Facebook members for more than one year and on the average students spent approximately three and half hours daily on internet browsing of which on the average two hours are spent on Facebook. Ansari and Khan (2020) examined the application and usefulness of social media and mobile devices in improving academic performance of academicians in higher education institutions across the boundary wall, a hitherto unexplained area of research. This empirical study is based on the survey of 360 students of a university in eastern India, a latent variance-based structural equation model approach was followed for measurement and instrument validation. The study revealed that Facebook used for collaborative learning had a significant impact on academic performance, interactivity with peers, teachers and online knowledge sharing behaviour. Additionally, interactivity with teachers, peers, and online knowledge sharing behaviour has seen a significant impact on students' engagement which consequently has a significant impact on students' students' academic performance in Social Studies.

Methodology

The research design adopted for this study is the correlational design. The study area is the Calabar Education Zone of Cross River State. The population

for this study consists of three thousand, three hundred and five (3,305) students (male and female) in Calabar Education Zone of Cross River State, Nigeria. The stratified random sampling technique was used for the study. The stratification was based on the seven Local Government Areas in Calabar Education Zone of Cross River State. In each of the Local Government Area, the simple random technique was used to select the respondents for the study. The sample consists of 331 students which comprised 10% of the estimated population from the six local Government Areas in Calabar Education Zone of Cross River State. The questionnaire titled Utilization of social media and Students' Academic performance in Social Studies Questionnaire (USMSAPSSQ) was the instrument for data collection. The questionnaire consisted of two sections: A and B. Section A consisted of 12 statements on Utilization of social media, while section B is made up of 35 objective items to measure Students' Academic performance in Social Studies. The questionnaire was developed based on a four-point Likert scale of strongly agree (SA), (A) agree, (D) disagree and (SD) strongly disagree and

Variables	X	SD	r-value	Sig.
Email usage	21.5292	1.58793	0.930*	.000
Students' academic performance in Social Studies	36.1138	3.12832		

the subjects were required to tick (✓) the option that suit their opinion. Two kinds of validity are established for the instrument of this study. These are the face and content validity. The face and content validity were established by using experts in measurement and evaluation in the Faculty of Education, University of Calabar. To determine reliability of research instrument (questionnaire) a

trial test was done using on 50 students who were not part of the actual study. After the administration and retrieval of the instrument from respondents, the instrument was coded and data subjected to statistical analysis using Cronbach Alpha reliability coefficient. The reliability coefficient ranges from .73 to .83. This proved that the reliability coefficient was high enough and reliable. The copies of the questionnaire were administered in each of the sampled schools. Out of the 331 copies of questionnaire that were administered, only 325 were successfully retrieved from the sampled schools.

Hypothesis one

There is no significant relationship between students' use of email and students' academic performance in social studies in Calabar Education Zone.

Hypothesis two

There is no significant relationship between students' use of facebook and their academic performance in social studies in Calabar Education Zone.

Presentation of Results

In this section, each hypothesis of the study was tested at .05 level of significance.

Hypothesis one

There is no significant relationship between email usage and students' academic performance in social studies in Calabar Education Zone. The result of the analysis is presented in Table 1.

Table 1: Pearson Product Moment Correlation Analysis of the relationship between email usage and Students' academic performance in Social Studies (N=325)

* Significant at .05, p-value = .000, df = 323

The result of the analysis as presented in Table 1 revealed that the calculated r-value of 0.930 is significant at .05 level of significance with 323 degrees of freedom. With this result, the null hypothesis which stated that there is no significant relationship between email usage and students' academic performance in Social Studies was

rejected. This result implied that, email usage has a significant positive relationship with students' academic performance in Social Studies. The positive *r* implied that the higher email usage, the higher the students' academic performance in Social Studies tends to be. On the other hand, the lower email usage the lower the students' academic performance in Social Studies tends to be.

Hypothesis two

There is no significant relationship between Facebook usage and students' academic performance in social studies in Calabar Education Zone.The result of the analysis is presented in Table 2.

Table 2: Pearson product moment correlation analysis of the relationship between Facebook usage and students' academic performance in social studies (N=325)

Variables	X	SD	r-value	Sig.
Facebook usage	21.4831	1.80633	0.851*	.000
Students' academic performance in Social Studies	36.1138	3.12832		

* Significant at .05, *p*-value =.000, *df* = 323

The result of the analysis as presented in Table 2 revealed that the calculated *r*-value of 0. 851 is significant at .05 level of significance with 323 degrees of freedom. With this result, the null hypothesis which stated that there is no significant relationship between Facebook usage and students' academic performance in Social Studies was rejected. This result indicated that, Facebook usage has a significant positive relationship with students' academic performance in Social Studies. The positive *r* implied that the more positive Facebook usage is the higher students' academic performance in Social Studies tends to be. On the other hand, the

lower Facebook usage the lower students' academic performance in Social Studies tends to be.

Discussion of Findings

The result of the first hypothesis revealed that there is a significant positive relationship between email usage and students' academic performance in Social Studies. The finding of this hypothesis is in line with the view of Otu, Ojini & Ita (2021) who observed that, the application of email in the classroom is accompanying with some inevitable problems. However, its application can provide some good opportunities for students to communicate in the target language. Thus, the students are not limited to communicate with their classmates, but they will have some opportunities to communicate with others through sending and receiving messages through emails. Ahmad and Safaria (2013) also remarked that, people who have high academic performance do not always defend themselves amidst negative feedbacks, especially in a real job situation that requires constant performance improvement. Tella, Ayeni and Omoba (2007) also noted germane role of academic performance and use of ICT as predictors of academic performance. They observed that ICT services available to students are not used to their full potential. This could be as a result of their low level of academic performance. They further stated that the need for electronic information for the purpose of research and learning in various institutions has posed challenges to ability and access of social media for the purpose of competence. They concluded that correlation exists among academic performance and the use of electronic information (e-mail) and students' academic performance in Social Studies.

The result of the second hypothesis revealed that there is a significant positive relationship between Facebook usage and students' academic performance in Social Studies. The finding of this hypothesis is in line with view of Wu (2012) who stated that Facebook includes three important educational values as an educational instrument and listed these values as follows: First, it provides social support for

the students, secondly it provides the same through the interaction with the teachers and it also guides the function of the relationship among the related individuals by improving the student's academic performance. Facebook has attracted considerable attention among researchers. As a social networking site, it offers an online platform on which users create profiles, generate and share contents and information and interact with other known and unknown contacts. Facebook also has experienced vast expansion, leading to its extensive use by people from all generations.

Salaway and Caruso (2018) also found that 49.7% of university students used Facebook to communicate with other students about their courses. Online instruction does not provide only an effective learning for the students, but also contributes to the knowledge content of the course instructed in college. Facebook groups were used to share learning material, create a dialogue and a fast and positive social climate among group members. Furthermore, it was revealed that Facebook groups had positive effect on student satisfaction and achievement in academic courses.

Conclusion

Based on the results and findings of the study, the following conclusions were reached; Email usage and Facebook usage significantly relate to students' academic performance in Social Studies.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. More work should be carried out through facebook and each student should be requested to comment on the posts of the students.

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