

INFLUENCE OF INTERNET SERVICES USAGE ON ACADEMIC ACHIEVEMENT OF STUDENTS' IN TERTIARY INSTITUTIONS OF SOKOTO STATE

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ABSTRACT

The study examined the Influence of Internet Services Usage on Academic Achievement of Students' in Tertiary Institutions of Sokoto State. The research design is of correlational type. The population of the study is 66,037 comprising of male and female students of Sokoto State tertiary institutions. A sample of 382 was randomly drawn. "Tertiary Institutions Students' Internet Services Usage Questionnaire (TISIUQ) and Cumulative Grade Points Average (CGPA) were used for data collection. Pearson Products Moment Correlation and t-test for independent sample were the statistical tools used in the data analysis. The results indicated that there is mild positive relationship between internet services usage and academic achievement of the students, and that there is no relationship between using internet for social media and academic achievement but there is significant difference in the academic achievement of the students who did not use internet for social media. It is recommended that effective use of internet service for academic purposes should be encouraged and addiction to accessing social media sites be discouraged and that in monitoring the academic activities for the betterment of tertiary institutions students, special attention should be paid against social media sites.

Keywords: *Internet Usage, Addiction, Academic Achievement, Tertiary Institutions*

INTRODUCTION

The internet can be conceived as a rich, multi-layered complex ever-changing text for information dissemination and a medium for collaborative interaction between individuals and computers regardless of geographical limitation of space. The internet today, is a world-wide entity

and its nature cannot be simply defined. To many, the internet is a large computer network linking together millions of smaller computers at numerous sites in various countries belonging to businesses, public organizations, research institutions, educational institutions and so on. However, to the internet users, the internet is a global community one with a very active life. The internet began as “an experiment by the Department of Defence US, in the 1960s to help scientists and researchers from widely dispersed areas work together by sharing scarce and expensive computer and files. This goal requires the creation of a set of connected networks that would act as a co-ordinate whole”. In his own view of the origin of the internet, Ibegwam (2013) opines that internet is a huge computer the internet is a relatively new channel for scholarly resources and contain vast quantities of information that vary a great deal regarding its content, aim, target group and reliability. Hence, it is important that the end user is aware of the diverse information available on the internet and educated in the criteria by information content should be accessed. The internet is one of the beneficial tools in this era of technology world not only for business but for academic point of view and enhances skills and capabilities of students which assist them in studies and in professional life. Students use the internet as a hub to some, it is used for research in their various fields of studies. This can be seen by the way the students consult the internet for assignment, presentations, research works and examinations, while others use it for fun and meeting with friend worldwide (Jibrin, Musa and Shitu, 2017).

Addiction to the use of social media which relies on the internet lead our youths today to become used to shorthand while writing common spelling mistakes, and less attention to reading their books among others are threats confronting students’ learning due to the kind of concern they have for social media for charts and watching enjoyable films at the expense of reading and research for academic purposes. The Guardian (2014), in a paper released by United States of America (USA), English Spelling Society concludes that, the internet has become a threat to the English Language, and made error common among internet users particularly the social media users. As people type at speed online, there is now a ‘general attitude’ that there is no need to correct mistakes or conform to regular spelling rules. This is a terrible attitude that is generating serious challenge to educational development worldwide. The youths, who are the backbone of every development plan are now exploited by misusing social media networks. They write messages using

incorrect spelling and receive messages in incorrect spelling due to their addiction to social media. This is dangerous indicator capable of devastating the standard of education.

The negative effects of social media include the following: many students rely heavily on the accessibility of information on social media specifically and the web in general for solutions to their learning and private life problems. This means a reduce focus on learning and retaining information. These lukewarm attitudes of the youths, could eventually direct a student to engage in examination malpractice either within or outside examination hall. A typical example, is the examination villa on the internet where final year students get answers on examinations before going to the examination hall. This is one of the demurrals faced by students particularly in Nigeria. Students who attempt to multi-task checking social media sites while studying showed reduced academic performance. Their ability to concentrate on the task at hand, significantly reduced by the distractions that are brought about by You Tube, Stumble upon, Facebook, Google+, Twitter, etc. materials can only be read and understood when the learner have absolute rest of mind, but what has been read without rest of mind or paying more attention to the material ca never be retained. Chat rooms and social websites encourage wrong spellings of English. Internet also, fosters he believe that there is no need to correct typos or conform to rules that English Spelling Society and finds and impose as writing rules. This effect has grown up to the extent that many Colleges and potential employers in the United States of America do investigate an applicants' social networking profiles before granting acceptance or interviews. Most students do not constantly evaluate the content they are publishing online which bring about negative consequences months or year down the road. (Dunn, 2011).

Internet or networking is generally defined as the highest co the computer network in the world to connect all existing computer network (Internet, Wide Area Network, Metropolitan Area Network, Personal Area Network, etc.) along with all computers, connected services (smartphone, Tablet, Switches, Routers, hub, and other connecting devices), as well as the computer itself into a single container world's computer networks. The time spent using e-mail and surfing online has increased significantly between 1996 and 2001, various types of internet uses have been associated with positive and negative effects, symptoms of dysphoric has been associated with several types of internet use like shopping, playing

games or doing research. From the above views, internet is one of the main factors which affect academic performance and social life of students. Social media sites have become common, giving people new ways to interact with each other and communicate with the world. Social networking became popular between 2004 and 2006, after Facebook and MySpace were created. Facebook for example, has more than 500 million subscribers as of 2006 and is still growing and about 85% of students who use Facebook are expected to grow because Facebook users will continue to grow.

Ghana declared 60% agreement with the scenario of 2020, education will be very different from the way of learning was before. There will be mass adoption of teleconference and distance learning to leverage technology resources, a large number of learning activities will move to individualized, just-in-time, there will be a transition to a 'hybrid' classes that combine components of online learning with the lack of lectures on campus. Requirement for graduation will be significantly shifted to the adjusted results. At this time, the increasingly widespread use of the internet, not only in developed countries but also in many developing countries, including Indonesia, India and China. Although the time spent by people in general to perform online access can be very productive. Compulsive internet use can be a bad influence on the life, work and relationships within the family. If your child or a child feels more comfortable friends online than those in the real world, or cannot be trained from playing online games or unlock your smartphone or other gadget, it is possible that you or your children are already using the internet too much (the term: Internet addiction) (Puspita and Rohedi, 2018).

A former student of Manchester University, conducted a research on children born into computer age. He detailed that we are now witnessing the effect of these linguistic variations on children born into the computer age with such a high level of access in and out of schools. They did not their existence. The paper surveyed a group of 18 to 24 years old as population of the research. It found that majority of the respondents believe that unconventional spellings are used on the internet because it is fast and has become the norm. More than one in every five of the respondents (22%) said that they would not be confident in writing an important email without referring to a dictionary or spell checker. Despite the widespread use of the so-called 'variant' spelling, almost 31% of those

questioned said that alternative non-stand spelling was unacceptable," 66% believed that dictionaries should contain variant spellings. This indicated that students use variant spellings and really affect their learning abilities and they are now for means to include these variant spelling in the dictionary (Jones, 2011).

Beside the negative effects of social media on educational development, it equally has some positive effects on educational development as stated by Dunn (2011):

- i. Social networking has increased the rate and quality of collaboration for students. They are better able to communicate meeting times or information quickly.
- ii. Social networking teaches students skills they will need to survive in the business world. Being able to create and maintain connections to many people in many industries.
- iii. By spending so much time working with new technologies, students develop more familiarity with computers and other electronic devices.
- iv. The ease with which the students can customize their profiles make more aware of basic aspects of design and layout that are often taught in schools.
- v. The ease and speed with which users can upload pictures, videos, or stories has resulted in a greater amount of sharing of creative works. Being able to get the instant feedback from friends and family on their creative outlets help students refine and develop their artistic abilities and can provide much needed confidence or help them decide what career path they may want to pursue.

Social media are computer mediated tools that allow people to create, share or exchange information, ideas, pictures and videos in virtual communities and networks Wikipedia (2013). Social media is a group of internet-based application that build on the ideological and technological foundations of web 2.0, and that allow the creation and exchange of user generated content. Furthermore, social media depend on mobile and web-based technologies to create highly interactive platforms through which individuals and communities share, core-create, discuss and modify user generated content. They introduce substantial and pervasive changes to communication between businesses, organizations, communities and individuals.

These changes are the focus of the emerging field of tech oneself studies. Social media is different from traditional or industrial media in many ways including quality, frequency, usability, immediacy and performance. Social media operates in a dialogic transmission system (many sources to many receivers). It has been broadly defined to refer to the many relatively inexpensive and widely accessible electronic tools that enable anyone to publish and access information, collaborate on a common effort or build relationships (Wikipedia, 2013).

We all need to realize that social networking communities are here to stay, considering the millions of users that they have. In addition, there are blogs as well as the video blogs. And there are students who are actively engaged in these online communities. But we also need to look at the kind of effects that these sites are having on the youth, especially the students. Armstrong (2012) stated that, students today have begun to rely on the accessibility of information that is available on the social media platforms specifically as well as the web in general in order to get answers. This means that there is a reduced focus on learning as well as on retaining information. In addition, students are attempting to multi-task. They are trying to check various social media sites while they study. This leads to reduced academic performance. Besides, their ability to concentrate on their task at hand gets significantly reduced due to the distraction that is brought by all these social media sites.

The other negative effect on students is that they are spending too much time on social sites, and much lesser time on socializing in person. In fact, there is a lack of body signals besides other non-verbal cues, including tone and inflection in case of social networking sites. Thus, they cannot be considered as an adequate replacement for any face-face communication. Not only this, students who are spending a great deal of time on these social networking sites are not able to communicate in person in an effective manner. These social media sites have become so popular in such a short time because the information gets published in a fast way. This has actually created a lax attitude for using proper spelling as well as grammar. In fact, the students are unable to write effectively without the aid of the spell check feature of a computer. The kind of anonymity that is available on the Internet has made many students forget that they need to filter

information that they post. In fact, many colleges as well as potential employers tend to investigate the social networking profiles of an applicant before they grant any acceptance or an interview. And there are many students who are not constantly evaluating the content which they are publishing online. All this can lead to negative consequences even later on in their life (Tarantino 2013).

Below is a table showing the most frequently visited social media in Nigeria

Social media	percentage visit in 24 hours in Nigeria
LinkedIn	13%
Nairaland	17%
Mobofree	17%
Skype	22%
Naija	23%
Google+	42%
Eskimi	46%
Twitter	57%
2go	77%
Facebook	83%

Source: Tukur (2013)

Other Social Media Platforms include *Instagram*: A photo sharing app that allows users to edit photos and upload them to share with their followers. Users can choose to have a private or a public account. They can share photo directly with a selected few people. This is the equivalent of a private message. *Snapchat*: A message app that allows you to set a timer on the photos and videos the user sends before they disappear. *Tumblr*: A blogging platform but is also similar to twitter in terms of retweeting and sharing others posts. Users can post videos, photos, and writing. *Facebook*: A forum that is used to post pictures, videos, write status updates, articles, and comments. Facebook also contains an option to create pages for different causes and events. *Twitter*: 140 characters microblogging platforms to share ideas, thoughts, and what you had for dinner. (Carini, Kuh & Klein, 2015).

There is a general consensus amongst teachers that these tools do blur the line between "formal" and "informal" writing but with that being said, in a survey conducted by the National Writing Project (2010), teachers point

out that “writing” does not just encompass academic writing done in the classroom. This indicates that more teachers are attuned that writing as a genre is evolving further than essays, reports, and in class writing assignments. However, when teachers and students were asked if they would consider blogging, posting and texting to be writing, both parties did not think so. Writing to teachers and students was confined in the parameters of classroom assignments (Aguilar-Roca, Williams & O’Dowd, 2012).

Teachers need to help students see that their blogging, texting, tweeting on social media is real writing. *Their writing is real writing because their writing is their voice.* Students’ voice needs to be matured and appreciated in the classroom, regardless of the outlet they use to communicate it. When teachers show the important of formal communication to be practiced on social media platforms, students are more inclined to practice good digital citizenship. Students will believe in themselves if we believe in them. We can believe that they produce great thoughts and ideas. We can also believe that social media’s powerful element of connectedness can help to pass on students’ thoughts to drive impactful change in this world (Wang, 2011). Education is the process of facilitating learning, knowledge and skills and by which values, beliefs and habits of a group of people are transferred to other people, through storytelling, discussion, teaching, training or research. Education takes place under the guidance of educators, but learners may also educate themselves in a process called autodidactic learning. Education was also defined as the means through which the aims and habits of a group of people sustain from one generation the next (Wikipedia, the Free Encyclopedia, 2015). Educational Achievement refers to the systematic use of scientific and technical knowledge to meet specific objectives or requirements (Wikipedia, the Free Encyclopedia, 2015). It also implies to effective affiliation of earning, knowledge, skills, values, beliefs and behaviours by using suitable methods of teaching to educate 75% of the population of a country through the use of storytelling, discussion, teaching, training or research to meet the technological, scientific, economic and human resources needs of a community (Adeyinka, 2010).

Problem Statement

Considering the spread of and progress usage of the internet services throughout the world and how it became like an addiction to youths as they took it to be a universal hobby for several purposes. Observing the use

of shorthand or words abbreviations by some students even while writing examinations and how students form social groups at departmental, Faculty/School and Alumni levels. The kind of attention students pay to their phones on the internet, what they are using the internet for has become alarming. Some students in Sokoto State tertiary institutions hide themselves to chat on walking not minding the danger involved. It was observed that students now a days give more attention to their phones than their books has reached the embarrassing height which is detrimental to educational development of the students that may consequently affect their future career. In fact, injudicious use of the internet services by some students in tertiary institutions in Sokoto State may have been attributed to their academic failure. During the night hours when students are expected to read over lessons taught during the day, they are seen fully engaged with their phones chatting and not browsing for academic purposes. Learning is a process that requires absolute attention and concentration before it can effectively take place, but unfortunately, the excessive misuse of the internet service by students today, do harm to academic achievement of the students. It is in line with this introduction that the study seek to examine the influence of internet usage and social media on academic achievement of Students' in Tertiary Institutions of Sokoto State.

Objectives of the Study

The main aim of the study is to determine the effect of internet services usage on students' academic achievement in Sokoto State tertiary institutions. The specific objectives are to:

1. Examine the relationship between internet services usage and academic achievement of students in tertiary institutions of Sokoto State
2. Examine if there is relationship between using internet services for Social Media and Academic Achievement among students of tertiary institutions in Sokoto State
3. Examine the difference between Academic Achievement of students who use internet services for social media and those who do not in tertiary institutions in Sokoto State

Research Hypotheses

The following null hypotheses were formulated to guide the study

1. There is no significant relationship between internet services usage and academic achievement of students in tertiary institutions of Sokoto State
2. There is no significant relationship between using internet services for Social Media and Academic Achievement among students of tertiary institutions in Sokoto State
3. There is no significant difference between Academic Achievement of students who use internet services for social media and those who do not in tertiary institutions in Sokoto State

METHODOLOGY

Survey research was adopted to design the research. The population of the study was 66,037 comprising both male and female students from tertiary institutions in Sokoto State. Random sampling technique was used in selecting a sample of 382, the selection was guided by Research Advisor (2006) table for determining sample size. The instruments for data collection was adapted from Jones (2013) and was titled: Tertiary Institutions Students' Internet Services Usage Assessment Questionnaire (TISIUAQ). The data collection lasts for two weeks with help of research assistants per institution to administer the questionnaires in their respective institutions across the ten (10) campuses. The research assistants were directed to target students at social centers, Hostels, Cafeteria and other refreshment points on campuses. T-test for independent sample and Pearson Product Moment Correlation Coefficient were used in the analysis of the hypotheses. Simple Descriptive (percentage) to describe the data. An SPSS software was used in the analysis.

Data Presentation and Analysis

Table:1 Data Presentation

Variables	Frequency	Percentage
Using Internet for Social Media	210	55%
Not using Internet for Social Media	172	45%
Total	382	100%

Source: (Research field work 2021)

Table 1 above shows that 210 (55%) of the respondents use internet services for social media only. While, those who used internet services for other purposes constituted 172 (45%) of the sampled students.

Hypotheses Testing

Table:2 PPMC statistics on relationship between Using Internet service Usage and Academic Achievement among Students in Tertiary Institutions of Sokoto State

Variables	N	Mean	SD	Df	r-value	Decision
Internet Services Usage	382	58.8	7.5	381	0.128	Sig.
Academic Achievement		2.8	1.1			

Table 2 showed that means calculated between the internet service usage and academic achievement of sampled students were 58.8 and 2.8, the degree of freedom was 381, the r-value computed was 0.128. Thus, the earlier hypothesis which stated that there is no significant relationship between internet services usage and academic achievement of students in tertiary institutions of Sokoto State is hereby rejected. Reason is because based on the analysis there is significant relationship exists between the internet services usage and academic achievement of the sampled students.

Table: 3 *PPMC statistics on relationship between Using Internet for Social Media and Academic Achievement among Students in Tertiary Institutions of Sokoto State*

Variables	N	Mean	SD	Df	r-value	Decision
Using Internet for Social Media	209	53.9	7.5	209	0.002	Not Sig.
Academic Achievement		2.7	1.1			

Table 3 showed that means calculated between social media usage and academic achievement of sampled students were 53.9 and 2.7, the degree of freedom was 209, the r-value computed was 0.002. Thus, the earlier hypothesis which stated that There is no significant relationship between using internet services for Social Media and Academic Achievement among students of tertiary institutions in Sokoto State is hereby retained. Reason is because the analysis indicated there is no significant

relationship between the Social Media Usage and Academic Achievement of the students.

Table 4: Independent samples t-test statistics on difference in the academic achievement of higher institutions students who accessed social media and those who did not in Sokoto state.

Variables	N	Mean	S.D	t-value	df	P-value	Decision
Using Internet for Social Media	210	53.9	7.5	-15.6	380	0.000	Sig
Not using Internet for Social Media	172	64.7	5.6	-16.1			

Table 4 showed that the calculated means between accessing social media and not accessing social media were 53.9 and 64.7, the degree of freedom was 380, the standard deviation; 7.5 and 5.6, t-value-15.6, and the p-value computed was 0.000. Thus, the earlier hypothesis which stated that there is no significant difference between Academic Achievement of those who use internet services for social media and those who do not among the students in tertiary institutions in Sokoto State is hereby rejected. Reason is because the analysis indicated there is significant difference exists in the Academic Achievement of the students who don't use internet for Social Media purposes.

SUMMARY OF THE FINDINGS

The study arrived at the following findings

- i. There is relationship between the internet services usage and academic achievement of the sampled students.
- ii. There is no significant relationship between the Social Media Usage and Academic Achievement of the students.
- iii. There is significant difference in the Academic Achievement of the students who don't use internet for Social Media compared with those who are addicted to social media.

DISCUSSION OF THE FINDINGS

Hypothesis one of the study stated that there is no significant relationship between internet services usage and academic achievement of students in tertiary institutions of Sokoto State. But the result of the study showed that there is mild positive relationship between internet services usage and academic achievement of students in tertiary institutions in the state. The

finding is in line with that of Ibegwam (2013) who opined that internet is a huge computer the internet is a relatively new channel for scholarly resources and contain vast quantities of information. The result also aligned with that of Jibrin, Musa and Shitu, (2017) who supported that the need for internet service for learning can be seen by the way the students consult the internet for assignment, presentations, research works and examinations. However, it is not astonishing that the finding of this study took this dimension because most of the students in Sokoto State tertiary institutions become aware of benefits derive from using the internet service for academic purposes. Students are seen busy in their respective libraries browsing to get relevant materials to serve their various academic purposes.

Hypothesis two of the study stated that there is no significant relationship between using internet services for Social Media and Academic Achievement among students of tertiary institutions in Sokoto State. The result of the study also buttressed that there is no significant relationship between the Social Media Usage and Academic Achievement of the students in tertiary institutions of learning in Sokoto state. The result corroborates with that of Armstrong (2012) who found that students rely on the accessibility of information that is available on the social media platforms specifically as well as the web in general in order to get answers which significantly reduced their focus on learning as well as on retaining information which eventually leads to reduced academic achievement. It is marvelous that the result doesn't take side. Meaning that significant relationship has not been established because students in the study area dedicate part of their time to consult internet for academic purposes and equally use part of their time for social media.

Hypothesis three of the study stated that there is no significant difference between Academic Achievement of students who use internet services for social media and those who do not in tertiary institutions in Sokoto State. In contrary, the result of the study indicated significant difference in the Academic Achievement of the students who don't use internet for Social Media compared with those who are addicted to visiting social media sites. The finding is in consonance with that of Jibrin, Musa and Shitu, (2017) who pointed out that some students use internet for fun and meeting with friend worldwide which does not speak well for their academic achievement. The result also sided with that of Dunn (2011) who found that most students do not constantly evaluate the content they

are accessing online which bring about negative consequences months or year down the road. Considering the fact that students now a days are addicted to social media. It is not surprising for the result to turn against those who use internet for social media. Students are seen in the study area busy chatting throughout the day and take most of their time chatting in the night at the expense of using internet for academic purposes.

CONCLUSIONS

Based on the findings of the study, the following conclusions are made; Relationship exists between the internet services usage and academic achievement of the tertiary institutions students in Sokoto State. That is to say using internet service for the good can boost the academic achievement of students. Habitual access to Social Media has no relationship with the Academic Achievement of the students of tertiary institutions students in Sokoto State. This means students should be made to understand that accessing social media does not aid their academic achievement. Significant difference exists with better Academic Achievement for the students who don't spend much of their internet times for Social Media as against those who are addicted to using internet on social media. Thus students should invest much of their internet times on academic sites.

RECOMMENDATIONS

Based on the findings, the following recommendations are made:

- i. Effective use of internet service for academic purposes should be encouraged by tertiary institution administrators and lecturers among tertiary students.
- ii. Students in tertiary institutions should be discouraged against wasting their precious times accessing social media as it does not boost their academic achievement.
- iii. In monitoring the academic activities for the betterment of tertiary institutions students, special attention should be paid against addiction to social media utilization.

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