

INTERNATIONAL JOURNAL OF RESEARCH IN MATHEMATICS AND COMPUTER
SCIENCE EDUCATION (IJOREMCOSE)

VOL.1 NO.1 NOVEMBER, 2021

**INFLUENCE OF STUDENTS' ENGAGEMENT IN SOCIAL
NETWORKS ON THEIR STUDY HABITS IN SCIENCE
CLASSROOMS IN ENUGU
STATE: AN IMPLICATION FOR COUNSELLING**

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Abstract

The main purpose of the study was to investigate the influence of students' engagement in social networks on their study habits in science classroom in government owned universities in Enugu State. Specifically, the study sought to find out the social network sites frequently used by undergraduates and the influence of social network engagements on the study habits of undergraduates in science classroom in government owned university in Enugu State. Two research questions were formulated to guide the study, while two hypotheses were tested at $p < 0.05$. Census survey research design was adopted for the study. The population for the study comprised 165 computer education students from Enugu State University of Science and Technology (ESUT) and University of Nigeria Nsukka (UNN). The population was small and manageable therefore no sampling was done. A structured questionnaire was used for data collection. It had 44 items, divided into two sections. The instrument was validated by three experts, two in Mathematics and Computer Education Department and one other expert in the field of Measurement and Evaluation, all from the Faculty of Education, Enugu State University of Science and Technology (ESUT). The reliability of the instrument was ascertained using Crombach's Alpha, and the overall reliability index stood at .78. The instrument was administered and retrieved directly by the researchers. The research questions were answered using mean with standard deviation while the hypotheses were tested with t -test at 0.05 level of significance. The decision rule for interpreting the results was based on the values of the calculated means. Responses on each of the research questions were considered agreed when the mean is 2.50 and above, and disagreed when less than 2.50. The interpretation of the test of hypotheses was based on the significance (sig.) values from the SPSS output. The null hypotheses were rejected when the significance value is less than 0.05, but were not rejected when greater than 0.05. The results of data analyses for the study revealed that: The type of social networking sites frequently used by undergraduate in the university were Facebook, WhatsApp, Twitter, Instagram, Snapchat, Telegram, Messenger and there was no significant difference in the mean ratings of male and female undergraduates with respect to the types of social network sites frequently used by undergraduates in the public universities in Enugu State. The influence of social network engagement on the study habits of undergraduates in science classrooms in the university indicated negative, while mean rating of male and female undergraduates did not differ significantly with respect to the influences of social network engagement on their study habits. Based on the findings of the study, the researchers recommended among others prohibition of the use of mobile devices in the classrooms, laboratories and libraries in universities in Enugu State as well as effective provision of educational guidance and counselling experts to enlighten undergraduates on the negative effect of social networking on their study habits and future.

KEYWORDS: UNDERGRADUATES, SOCIAL NETWORKS, STUDY HABITS, SCIENCE AND COUNSELLING

Introduction

The use of social media applications has become a widespread phenomenon among all age groups. This appears more widely among teenagers and young adults. Within these categories are found students in the government owned universities in Enugu State. Social media has been defined as 'a collection of internet websites, services and practices that support collaboration, community building, participation and sharing' (Adeboye, 2012). It has attracted the interest of different people including educators who desire to engage their students.

Social media is more often a two way conversation. It has been used prolifically in all areas of the societies like; business, politics, advertising, policing and emergency services. It has also become a key tool for provoking thought, dialogue around particular social issues. Following this pervasive presence and hence the potential for influence, many corporate bodies invest time and money in creating social network sites (SNS), while others go to great lengths to block their employees' access to these sites. The US military, for example, banned soldiers from accessing MySpace SNS, the Canadian government prohibited employees from Facebook and the US congress proposed legislation to ban youths from accessing SNS in schools and libraries. This was apparently based on the belief that their interaction with these media impacted negatively on their times in those locations associated with study. There has been considerable anxiety that social media distracts from education and reduces the social skills of young people. Social media encompasses technologies that facilitate social interaction, make possible collaboration, and enable deliberation across stakeholders. This is a more elaborate definition because it captures the function and examples of social media. These technologies now include blogs, wikis, media (audio, photo, video, text) sharing tools, virtual world, and social networking platforms.

Social networks are the main application under the umbrella of social media, which come with the Web 2.0 era. They cover all about engagement, creating relationship, communicating with one's readers, building the following and connecting with online audiences. Social networking started in the 90s, where Chat Rooms and Bulletin Board System (BBS) were forms of connecting with one another and to share interest. The first recognizable social network site which was launched in 1997, "sixdegrees.com" allows users to create profile, list their friends and beginning in 1998, surf the friend list. Between this period and 2004, many social network sites came into existence such as Friendster, Myspace, Facebook and so on but Facebook emerged and grew rapidly in 2007. At first Facebook was solely for college and high school students but in recent time we have witnessed the development of more social media platforms for online social networking like twitter, Google+, Instagram, Whatsapp, Messenger, Tango

and others and this has expanded the level of networking and increased the use of social media for both private and corporate purposes.

Social network is 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 and Edegoh,2012). Social network can also be referred to as a map of specified ties, such as friendship, between the nodes being studied. The nodes, to which an individual is thus connected, are the social contacts of that individual; the network can also be used to measure social capital such as; the value that an individual gets from the social network. Social networking sites include: Yahoo Messenger, Facebook Messenger, Blackberry Messenger (BBM), Google talk, Google+ Messenger, Instagram and among others. These networking sites are used by most people to interact with old and new friends, physical or internet friends (Adeboye, 2012). The expansion in technology has also affected internet software, thus leading to chatting sites known by the name “social media”. With social networking sites, one can send and receive messages almost immediately. However, lack of regulation of the internet has led to its excessive use. McQuail (2018) avers that the internet penetrates more homes.

Social networking has only one goal, which is to encourage new ways to communicate and share information. Observations showed, however, that many students have been blaming various social networks for their negative influence on the students’ study habits and steady decrease in their grade point averages. Today teenagers show very much interest in using all these social networks for different purposes such as access to information, group discussion, resource sharing and entertainment. As several studies like Adeboye(2012) and McQuail (2018) demonstrate, social media interaction could have both positive and negative influence on students. In spite of the opportunities social networking has for mankind, it is observed that the total attention and concentration of students have been diverted towards non education, unethical and inappropriate actions such as useless chatting through the use of mobile phones and other devices within the school premises. The negative impact of social networking on the students is also being traced to the fact that students make use of these devices when teaching is going on. Also at their respective homes, they spend great deal of time on social networking activities leaving their studies to a deterring state which may have adverse effect on their study habit.

Study habits are mainly external factors that facilitate the study process such as sound study routines that include how often a student engage in studying sessions, review the material, self-evaluate and studying in a conducive environment (Credé, 2018). Aleke (2016) stated that how a student takes his or her studies, greatly determines his/her level of academic achievements. The level of preparation and learning strategies developed and employed consciously by students, go a long way to influence their level

of academic performance. Thus, study habit is one of the greatest students' learning factors that hugely influence students' classroom performance. If undermined by students at all levels, teachers, administrators, parents and guardians, school counselors and the government, then, the trend and menace of students' abysmal performance in both internal and external examinations would continue to boom and become more devastating and alarming. Mark and Howard (2019) opined that the most common challenge to the success of students in all ramifications is a lack of effective or positive (good) study habit. They further maintain that if students can develop good study habits with good discipline, they are bound to perform remarkably well in their academic pursuit. Husain (2012) stresses that lack of effective or positive (good) study habits is a critical study problem among students at all levels. Husain (2020) observes that good study habits are essential to educational success; as they contribute to a successful academic future. Good study habits lead to good grades while good grades will in turn, lead to a great career. Developing good study habits is very crucial for every student irrespective of the level of education. It boosts students' ability to be self-disciplined, self-directed and ultimately successful in their academic pursuit.

The sooner a student starts practicing and developing good habits, the better chance to continue with them. Ugwu (2013) asserted that with the rapid changes in this generation, youths are now more demanding in acquiring technologies that will suit their needs, especially in their studies. Certainly, the access to Internet or to the World Wide Web is easy and there are many benefits which can be gained. Udoka (2016) noted that the use of this accessibility is applied mostly on the professionals such as medical practitioners, business tycoons, and even government officials. The purpose of their usage of the Internet is different in terms of their needs and various marketers also apply their expertise on it. Apparently, the growing numbers of users are members of different social networking sites and most of them are students. Social networking such as Facebook which is one of the largest social networking sites, Twitter, Google+, and many others have plagued the websites of the Internet accessibility. Many individuals, mostly students and their friends are engaged in social networking. Now, ask every student and they will definitely tell you that they had accounts ranging from 1 to 3 in different social networking sites. With this fact, the networking site is a subject for scrutiny because they can contribute and influence the individuals, especially students yet they are unconscious that these social networking can gradually affect their studies that will reflect on their grades and future. The fusion of study and Internet sites opened the doors for positive and negative results. Almost 80% of the students said that the use of social networking sites such as Facebook does not affect their grades. This idea brought out the issues about the study habits of the students. The effect of social networking on the student's study habits results in different ranges. Many studies show different results about the students who use social networking. There are instances that

the student who uses Facebook often has consistently lower grades, which on the other study's result is different.

The higher-education officials and social networking experts revealed that there is a long-term research about the determination of the social networking sites on the academics of the students and on their grades. There is a majority numbers among the student's population who uses social networking sites that received grades according to their performance. The academic performance of the students is different from the other that suggests the idea that there is, somehow, an impact of social networking over the academics and their study habits. However, it is logical to think that the students who used to view their network account more than necessary in a day is highly risky in failing grades, than the one who can manage her or his time and maintaining the routine to finish all his assignments before clicking the icons on his homepage.

Students who organize their lives and stick to the established study schedules are confident and relaxed at test-taking time (Marc, 2011). In the view of Agba (2013), unserious students do study anyhow without specific techniques. Agba submits that such students are most likely to perform below average. Thus, Agba concludes that good study habits help students to attend classes very often and do so on time. It also helps them to submit their assignment on time, read or prepare very well for tests and examination, take down notes and develop the points independently, ask relevant questions in class; thereby having good grades at the end of the semester, however, it is very important to note that students who show little or no attention to social networking sites while lectures are going on, are likely to understand the concept which the lecturer is teaching. This will enable the students to develop good study habits in school, help students succeed in classroom and achieve educational goals especiall in sciences.

Science is a method of investigating nature, a way of knowing about nature and discovering reliable knowledge about it. Every person has knowledge or beliefs, but not all of each person's knowledge is reliably true and justified. Science uses empirical tests to develop, discover, and explain systematic frameworks within which relationships can be explored (Guellec, 2011). Science is a knowledge generating activity which is based on systematically organized bodies of accumulated knowledge obtained through objective observations (Godin, 2016). Science is not so much concerned with accumulating highly precise and specific data (although it is necessary) but rather science seeks to discover uniformities and to formulate statements of uniformities and consistencies of relationship between natural phenomena (Udoka, 2016). Science is to understand, explain, and predict by specifying the systematic relationships among empirical variables. It must be valid and general. It must not be on authority, sloppy, or simply to "better" mankind. Science can also be defined in terms of the activities of its practitioners (Guellec, 2011). These activities and their explanatory system differ somewhat depending on the stage of maturity of the research area. However, these activities are usually carried out in science classroom.

Science classroom is a key area of academic activity internationally. Science classroom is a major field of practice, with science (and individual science disciplines) being taught and learnt at various levels, both formally (for example in schools) and through more informal approaches (such as the learning that takes place when people visit science museums) all around the world. In most countries, science classroom is seen as a key area where a high level of academic discipline is upheld and these classrooms are usually considered a major important field for meeting societal needs such as ensuring the 'supply' of scientists, engineers and other professionals working in scientific fields and for ensuring sustainable economic development. This major field of practice is supported and explored through the academic study of science education. According to Fensham (2014) science is a common sight to see a youth use social networking facilities like mobile phone in sensitive and highly organized places like church, mosque and lecture venues. Some are so carried away that even as they are walking along the high way, they keep on using them. The manufacturing and distribution of equally sophisticated cellular phones has complicated the situation, as youths no longer need to visit a cybercafé before they send and receive messages. Attention has been shifted from visible to invisible friends, while important ventures like study and writing are affected in the process. This phenomenon has become a source of worry to many who believe in knowledge and skill acquisition of the both male and female gender.

Gender issues and study habit has become a very important issue among researchers. Some studies are of a view that boys study better than girls and vice versa. Females and males could do well in science if exposed to similar conditions (Nsofor, 2011). According to this view, sex difference has little or no influence on study habit in science classroom. In regards to use of social networking sites, students see social network sites as platforms to make friends who can always take them out of boredom. So instead of using social network sites to source for relevant information that will help them in their studies, they just pay attention to their chats and while away their time. Most importantly, a change in the social life of male and female students which is caused by social networks, help those who do not have the confidence to speak in front of anyone to feel free to interact confidently in their virtual life. When they use these social networks, they feel like in heaven but this addiction kills their inner self confidence forever. Becoming addicted to social networks make them feel like they have so many friends but in real, all of the contacts they communicate with are virtual contacts. The frequent use of these social networks could cause addiction toward the site and influence students' daily life at large. It is against this background that this study investigated the influence of students' engagement with social networks on their study habits, time management and cognitive skills in science classroom.

Statement of the Problem

Social networks have become increasingly popular in recent years providing a user-friendly way to maintain social connections and share information. This sharing of information at times has both positive and negative influences. It is sad to observe that the undergraduates constitute the greater number of social network users but with little or no positive influence on their study habit and academic performance especially among the science students. Instead of using social network sites to source for relevant information that will help them in their studies, they just pay attention to their chats and while away their time. This is a source of worry to both the school and the society at large and thus, calls for proper investigation into the influence of social networking and some academic activities by the science students of universities. Hence, this study is to find out the influence of students' engagement in social networks on the study habits of the university undergraduate in Enugu State.

Purpose of the Study

The study intends to find out the Influence of Students' engagement in social networks on undergraduates study habits in Science Classrooms in public universities in Enugu State. Specifically, the study sought to:

1. ascertain the social network sites frequently used by undergraduate in public universities in Enugu State.
2. investigate the influence of social network engagement on the study habits of undergraduates in science classroom in the public universities in Enugu State.

Research Questions

To guide the study, the following research questions were raised;

1. What are the social network sites frequently used by undergraduate in public university in Enugu State?
2. What is the influence of social network engagement on the study habits of undergraduates in science classroom in the public universities in Enugu State?

Hypotheses

The following hypotheses were formulated to guide the study at 0.05 level of significant.

Ho1: There is no significant difference in the mean ratings of male and female undergraduates with respect to the social network sites frequently used in the public universities in Enugu State.

Ho2: There is no significant difference in the mean ratings of male and female undergraduates with respect to the influence of social network engagement on their study habits in the public universities in Enugu State.

Method

Census survey design was adopted for the study. A survey research design, according to Nworgu (2015) is a type of survey research in which the entire populations are used for the study. This design was adopted meaning that the entire populations of the respondents were involved in the study. The population for the study is 165 computer education students in Enugu State University of Science and Technology (ESUT) and University of Nigeria Nsukka (UNN). This was based on the data obtained from a preliminary survey by the researchers in the public universities in Enugu State. The entire population of 165 computer education undergraduates' was used in the study thus, no sampling was done because the population is small and manageable. A structured questionnaire was used as instrument for data collection. The instrument is made up of two parts. Part 1, contains the bio-data of the respondents, while part 2 is made up of two sections, each dealing with an aspect of the research questions posed. The questionnaire was based on four point response scale of: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The instrument was validated by three experts, two in Mathematics and Computer Education and one other expert in the field of Measurement and Evaluation, all in the Faculty of Education, Enugu State University of Science and Technology (ESUT). Their comments, corrections and constructive criticisms guided the researcher towards reframing and reconstructing the final instrument that was used for data collection. The reliability of the instrument was ascertained using Cronbach's Alpha and the overall reliability index stood at .78, indicating that the instrument was highly reliable for use in the study. The researchers administered the copies of questionnaire directly to the respondents and retrieved them on the same day. Responses from the research questions were answered using mean with standard deviation while the hypotheses were tested with t-test at .05 level of significance. The decision rule for interpreting the results were based on the values of the calculated means. Responses on each of the research questions were considered high and agreed when the mean is 2.50 and above, and low and not agreed when less than 2.50. The null hypothesis was rejected when the significant level is less than .05 and was not rejected when the significant level is more than .05 level of significance.

Results

Research Question 1: What are the social network sites frequently used by undergraduate in public university in Enugu State?

Table 1: Mean Response on the Social Network Sites Frequently Used by Undergraduate in public University in Enugu State

N=165

SN	ITEMS	SA	A	D	SD	MEAN	S.D	DECISION
1	Facebook	35	41	42	47	2.61	1.11	AGREE
2	Whatsapp	46	50	33	36	3.01	1.16	AGREE
3	Twitter	39	42	35	49	2.57	1.15	AGREE
4	Snapchat	41	37	38	49	2.58	1.16	AGREE
5	Telegram	41	39	41	44	2.53	1.13	AGREE
6	Instagram	37	45	37	46	2.56	1.12	AGREE
7	Nextdoor	52	40	44	29	2.30	1.10	DISAGREE
8	Youtube	37	52	43	33	2.44	1.05	DISAGREE
9	Messenger	49	44	42	30	3.10	1.19	AGREE
10	Hangout	39	38	51	37	2.52	1.09	AGREE
11	Wechart	40	41	38	46	2.55	1.14	AGREE
12	Qzone	49	41	43	32	2.35	1.10	DISAGREE
13	Google +	42	43	50	30	2.41	1.06	DISAGREE
14	Viber	37	45	43	40	2.52	1.09	AGREE
15	Reddit	42	41	38	44	2.51	1.14	AGREE
16	Tagged	39	43	41	42	2.52	1.11	AGREE
17	Flixster	39	37	44	45	2.58	1.13	AGREE
18	Xing	34	37	48	46	2.64	1.09	AGREE
GRAND MEAN						2.57		

From Table 1 above, the results of data analysis for research question 1 indicated that items (1, 2, 3, 4, 5, 6, 9, 10, 11, 14, 15, 16, 17 and 18) had mean responses that were higher than the cut-off point of 2.50 while items (7, 8, 12, and 13) had mean responses that were lower than the cut-off point of 2.50. The value of the grand mean was also high. This implied that the respondents agreed that items (1, 2, 3, 4, 5, 6, 9, 10, 11, 14, 15, 16, 17 and 18) were social networking sites frequently used by undergraduate students in public universities in Enugu State.

Research Question 2: What is the influence of social network engagement on the study habits of undergraduates in science classroom in public universities in Enugu State?

Table 2: Mean Response on the Influences of Social Network Engagement on the Study Habits of Undergraduates in Science Classroom in Public Universities in Enugu State.

N=165

SN	ITEMS	SA	A	D	SD	MEAN	S.D	DECISION
19	Students find it difficult to study with the internet as a result of social networking sites distractions.	47	39	44	35	2.41	1.12	DISAGREE
20	Students regularly switch from reading materials to social networking sites while studying.	44	36	42	43	2.51	1.15	AGREE
21	Students regularly skip their reading schedules	43	44	40	38	2.44	1.11	DISAGREE
22	Student's attention is often drawn to notifications and alerts from social networks while studying	38	45	32	50	2.57	1.15	AGREE
23	Students take short break to chat or attend to alerts while studying	50	40	35	40	3.13	1.16	AGREE
24	Students usually study for sometimes, then visit social networking sites before going back to their studies	50	45	31	39	2.36	1.15	DISAGREE
25	Students struggle to get off social networking sites and do their assignments	44	31	50	40	2.52	1.13	AGREE
26	Students find their studies less interesting as a result of social networking sites.	32	47	39	47	2.61	1.09	AGREE
GRAND MEAN						2.60		

From Table 2 above, the results of data analysis for research question 2 indicated that items (20, 22, 23, 25 and 26) had mean responses that were higher than the cut-off point of 2.50 while items (19, 21 and 24) had mean responses that were lower than the cut-off point of 2.50. The value of the grand mean was also high. This implied that the respondents agreed that items (20, 22, 23, 25 and 26) are the influences of social network

engagement on the study habits of undergraduates in science classroom in public universities in Enugu State.

Hypothesis 1: There is no significant difference in the mean ratings of male and female undergraduates with respect to the social network sites frequently used by in public universities in Enugu State.

Table 3: t-test on the mean ratings of male and female students with respect to the social network sites frequently used by undergraduate students in public universities in Enugu State

GENDER	N	Mean	Std. Deviation	t	df	Sig.	Dec.
MALE	65	44.4308	4.92116	-.927	163	.708	NS
FEMALE	100	45.1500	4.83333				

Table 3 shows that the t value for the difference in mean rating of male and female undergraduates with respect to the types of social network sites frequently used in public university is -.927, which is not significant at 0.708 level of significance, which is higher than 0.05 set for the study. The null hypothesis is therefore not rejected. This means that there is no significant difference in the mean ratings of male and female undergraduates with respect to the social network sites frequently used by undergraduate in public universities in Enugu State.

Hypothesis 2: There is no significant difference in the mean ratings of male and female undergraduates with respect to the influences of social network engagement on their study habits

Table 4: t-test on the mean ratings of male and female undergraduate with respect to the influences of social network engagement on their study habits

GENDER	N	Mean	Std. Deviation	t	df	Sig.	Dec.
MALE	65	19.5385	3.51371	-.833	163	.557	NS
FEMALE	100	19.9900	3.32573				

Table 4 shows that the t value for the difference in mean rating of male and female undergraduates with respect to the influences of social network engagement on their study habits is -.833, which is not significant at 0.557 level of significance, which is higher than 0.05 set for the study. The null hypothesis is therefore not rejected. This means that there is no significant difference between the mean ratings of male and female undergraduates with respect to the influences of social network engagement on their study habits.

Summary of Findings

The results of data analyses for the study revealed the following:

1. The social networking sites frequently used by undergraduate students in the university was high, and they include Facebook, WhatsApp, Twitter, Instagram, Snapchat, Telegram and Messenger. There is no significant difference in the mean ratings of male and female undergraduates with respect to the social network sites popularly used by undergraduates in public universities in Enugu States.
2. The influence of social network engagement on the study habits of undergraduates in science classroom in public universities in Enugu State indicated negative. The mean rating of male and female undergraduates did not differ significantly with respect to the influences of social network engagement on their study habits.

Discussion of Findings

The result revealed that the social network sites frequently used by undergraduates in public universities in Enugu State include inter alia, facebook, whatsapp, twitter, Instagram, snapchat, telegram, and messenger. This finding agrees with the submission of Aleke (2016), who revealed that students constantly check their facebook pages and other social networking sites while in the classroom. He concluded thus “the more media they consumed per day, the worse students they were”. Further investigation with t-test revealed that there is no significant difference in the mean ratings of male and female undergraduates with respect to the social network sites frequently used by undergraduate undergraduates in public universities in Enugu State.

The results of the analyses on the second research question revealed that social network engagement had negative influence on the study habits of undergraduates in science classroom in public universities in Enugu State. This agrees with the opinion of Udoka (2016) which stated that the students combine the usage of the sites with study periods, thereby resulting to multi-tasking. According to Aleke, this will further lead the students to study in unconventional manners. Further investigation also revealed that there is no significant difference in the mean ratings of male and female undergraduates with respect to the influence of social network engagement on the study habits in science classroom in public universities in Enugu State. The respondents particularly agreed that they don't get enough hours to rest before studying. This is probably because the times they were supposed to use for rest were rather used for social networking.

Conclusion of the Study

Given that the engagement in Social Networking Sites is becoming increasingly popular among undergraduates in public universities in Enugu State. The social networking sites frequently used by undergraduates in public universities in Enugu State, include Facebook, WhatsApp, Twitter, Instagram, Snapchat, Telegram and Messenger.

This social network engagement had negative influence on the study habits of undergraduates in science classroom in public universities in Enugu State. There is therefore an urgent need to curtail this trend; otherwise the quality of the products of university education will be short of expectations, a situation which will pose great economic and social risk to the country.

Counselling Implications of the Study

The implications of the findings of this study include:

1. The engagement of students in social networks in the universities has negative influences on their study habits. This poses a great threat to the education sector, as well as the economy of the nation, in the nearest future.
2. Internet technology is rather threatening education than boosting it thus the need to curb students' usage in classrooms and university environment.
3. Students are using internet devices mostly to the detriment of their education than as a tool for self-development and advancement which calls a reorientation of the university undergraduates on social network usage.

Recommendations of the Study

Based on the findings of the study, the researchers recommends as follows:

1. Use of mobile devices in the classrooms, laboratories and libraries should be prohibited by the university authority.
2. Librarians should strictly monitor the activities of students in virtual libraries with internet connections
3. Effective provision of educational guidance and counselling experts to enlighten undergraduates on the negative effects of social networking on their study habits and future.
4. Where and when possible, schools should ban the use of internet-enabled mobile phones among undergraduates, especially freshmen.
5. Seminars and workshops should be organized for undergraduates, by the university management to enlighten them on the dangers of Social Networking Sites, especially as it affects their studies.

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