

## The Social Media Use and the Study Habits of Millennials

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**ABSTRACT:** Social media use and social networking poured internationally in the present that no academic institutions could stop its impact on education. Researches were conducted on the impact of these technologies and its effectivity to certain school conditions. Hence, this study aimed at describing the extent of the usage of social media as a vehicle to the improvement of study habits of the Carolinians especially to the stratified proportionate and randomly chosen 50 Grade Ten students of the University of San Carlos, Basic Education Department – South Campus in Cebu City, Philippines. Descriptive survey research using simple percentage, mean and standard deviation was done using an adapted survey questionnaire which was tested for face and content validity. To obtain reliability, the tool was pilot tested and was proven to be reliable ( $\alpha = 0.891$ ) using Cronbach's Alpha. Based on the gathered data, students spent most of their time in social networking sites whether on a typical day (28%) or weekend (46%) and they usually do this inside their bedroom (46%) or in an internet café (54%) outside. They usually use their mobile phones (76%) to visit social sites and the majority (34%) received less parental support. In terms of the students' level of study habit, it was rated average ( $\bar{x} = 3.32$ ,  $SD = 0.33$ ). This means that the use of social media does not give a negative influence on the study habits of the students in this study. Even if most of them utilized whatever available technology they have such as their mobile phones and they spend most of their time on internet cafés, it was recommended that parental involvement and teachers' wise use of technology, pedagogy, and content should be strengthened for these partners still play a significant role in achieving success both in instruction and education.

**KEYWORDS:** *Descriptive statistics, millennials, study habits, social media*

### I. INTRODUCTION

Social media is an array of Internet sites, services, and applications that support teamwork, the creation of community, cooperation, and sharing [1]. According to Bryer and Zavatarro [2], social media are technologies that make collaboration probable, enable social dealings and allow dissemination of conclusion across stakeholders, and these technologies include wikis, blogs, media sharing tools, and networking platforms just like Facebook and other virtual environments.

Social media and its use have expanded globally in the current years. Users of Facebook reached 750 million as of July 2011, members of LinkedIn were more than 100 million, Twitter tweets were over 177 million a day, and views on YouTube reached three billion each day as of July 2011[3]. However, despite this recent trend, Lenhart and others [4] found out that there is a minimal social media use from the faculty and students even though the use of social media as a vehicle to communicate and to educate is very in demand nowadays.

On the other hand, Ebner, Lienhardt, Rohs, and Meyer [5] mentioned that social media technologies become a very good supplement to the old ways of teaching and learning since this provide chances for students to engage and be motivated. Based on the study of Nero and Soroño-Gagani [6], there is a moderately high correlation between a student's level of engagement and understanding. If they understand the lesson well through the use of appropriate technology, then they will be more likely to engage and be motivated to join in classroom discussions. Also, Brady, Holcomb, & Smith [7] noted that combining pedagogy and technology especially in the delivery of distance education using social media is more effective in providing new approaches to teaching and learning.

For the past few years, Internet technologies have significantly changed the way people work, play and interrelate. The Internet has continued to develop and expand until today. While the Internet speed soars, the number of people and tools that use this rapidly-growing technology also increases [8]. As Horrigan would put it [9], the Internet has turned out to be the basic way for people's daily undertakings, especially with the emerging and dramatic evolution of technologies like e-mail, research databases, blogs, FB Messenger, eBooks,

e-newspapers, e-Commerce, wikis, and social networking sites. It is increasingly uncommon in the US for a person to let a day end without going online. Madden [10] described that more than 80% of adults from 18 – 29 years old log in to social networking sites like Facebook. The use of Facebook has elevated the sense of belongingness of the students in college, and academic performance has been encouragingly associated with this sense of belongingness [11].

Establishing contacts, interacting with readers, gathering followers and relating to online viewers is what Social Networking Site or SNS. SNS has been the platform for increasing one's business contacts and social acquaintances through relating with people online. As cited by Livingstone [12], the need for self-presentation is usually a sign of young adulthood, and a larger audience has been made possible by SNS as an avenue for one's own parade of character. On the other hand, overlap and mixing of these social platforms, social networking, and social media, has been observed. According to experts on social media, whole package platforms just like Pinterest, Twitter, Facebook are thought of as both a tool (social media) and a way to engage (social networking). However, YouTube is social media since it is a platform for videos. Talking with peers using LinkedIn is social networking because the two has the same goal - social media tactic.

Hughes [13] describes social media as a group of websites online, practices and services that back teamwork, social relationship, cooperation, and sharing. College faculty members, who are looking for means to involve and motivate their students to be more responsible for their learnings, have been attracted to these technologies. In the same manner, many social media tools like blogs, sites for videos, and social network have been found to be interesting if integrated into the curriculum [14], by teachers who are attracted to the use of these technologies in their lessons and in the classroom [15].

According to Koontz and Wehrich [16], Ludwig Von Bertalanffy's system theory of the input-output model assumes that a systematic enterprise or organization does not exist in a void. The environment from where this system enterprise is created is very important since the enterprise is dependent on it. Furthermore, the system or organization receives the contributions from the environment, which then are turned into outputs. In this research, the students (Inputs) and how the social networking impacts the study habits (outputs) can be observed in their performances in school.

Learning inclinations that allow students to work in private are called study habits. As defined by Azikiwe [17], good study habits are assets to students since these habits help them gain mastery that results in good academic performance. On the other hand, Devine [18] stressed that the one study tactic or skill that suits all students in every school task has not been found yet. Among the many useful skills or strategies, the ones that an individual user will rely on the person and the learning condition. Hay [19], stressed that if students spend more time online browsing social networking sites, the less these social platforms may be good for their social lives and social networking may make them become more uneducated. The short types of statuses don't aid in developing the writing area of the students' brain that results in averages that are lower and studying periods that are lesser. On the positive note, the online environments can serve as an aid for school activities. Vaughn [20], said that the Internet has great effects on the student users the type of Internet usage determines the impact. The informative use of the Internet affected the students positively or negatively while the use of the Internet for entertainment has a drastic impact on them. As asserted by Flad [21], the Internet is beneficial to both the learners and the faculty members if utilized as an instrument of knowledge formation and distribution.

Hence, this study wanted to describe this phenomenon on the use of social media and its impact to the study habits of students in order to generate new knowledge especially to private institution students where most of the students have high-tech gadgets and can afford to buy the latest technology available in stores. They also have all the time and resources to keep themselves updated with the latest trend using the internet.

## II. OBJECTIVES OF THE STUDY

The main purpose of this study is to describe the social media use and the level of the study habits of Grade 10 students in the University of San Carlos Basic Education South Campus (USC BED SC) of the school year 2017 – 2018. Specifically, this study aims to answer the following questions:

1. What is the profile of the usage of social media among Grade 10 students in USC BED SC in terms of:
  - 1.1. time spent on leisure activities in a typical day and on a weekend
  - 1.2. venue in accessing the internet at home
  - 1.3. venue in accessing the internet outside of the house
  - 1.4. the frequency of using a mobile phone to visit social sites
  - 1.5. perceived parental support
2. What is the level of the study habits of the Grade 10 students in USC BED SC?
3. What recommendations can be done in order to maximize the use of social media to improve the study habits of students?

Establishing the level of the social media addiction and the level of study habits of the students will help teachers in integrating social networking in planning the lessons and on how to effectively use them in the classroom. This will also guide the teachers as to what social media sites students prefer to use in their individual research. Also, the findings of this study will look at the values and attitudes of the students and what they consider important.

### III. METHODOLOGY

#### Method.

This research utilized the descriptive method employing the quantitative non-experimental research design. This is a non-experimental and descriptive type of research since no variables were manipulated in the study and there was no group that received treatment and no group was controlled and experimented. The goal of a descriptive research is to determine associations among variables rather than supporting interpretations of causation. [22] This research design also aims to learn new information about a condition, people, activities or events, or the frequency in which certain proceedings happen. Studies that are descriptive in nature often seek to answer “what is”, so observational and survey methods are frequently used to gather descriptive data. [23] In this study, the method used in gathering the data was through a survey questionnaire since its main purpose was to describe the profile of social media usage and the study habit of the millennial.

#### Respondents.

Fifty Junior high school students were chosen as respondents in the study. They were randomly selected from each section in the Grade 10 level of the University of San Carlos, Basic Education Department, Junior High School of the South Campus. Table 1 presents the population of the study.

		f	rf (%)
1	10 SCB	5	10
2	10 SJF	5	10
3	10 FRR	5	10
4	10 BMHS	5	10
5	10 SAJ	5	10
6	10 FAB	5	10
7	10 FJJ	5	10
8	10 FJK	5	10
9	10 FSS	5	10
10	10 BJHS	5	10
	Total (n)	50	100

#### Sampling.

The target population was all the students from the University of San Carlos, Basic Education Department (USC-BED). The sampling frame was taken from the list of all the students in the BED – South Campus. The sampling unit was the Junior High School students in BED specifically in the South Campus. The observation unit was the Grade 10 students in BED-JHS South Campus. Probability type of sampling specifically stratified sampling was used in this study since each section was divided according to strata. Simple random sampling (SRS) was then used to give everybody an equal chance of being selected.

#### Environment.

The study is conducted in the University of San Carlos – Basic Education Department -Junior High School in the South Campus. The school is the only level 3 PAASCU (Philippine Accrediting Association of Schools, Colleges and Universities) accredited university in Cebu City. This is managed by the Society of the Divine Word (SVD) priests and it has 5 campuses – North Campus, Montessori Campus, South Campus, Talamban Campus, and Downtown Campus. The school is the K-12 pilot school and offers strands such as Science, Technology, Engineering and Mathematics (STEM), Accountancy, Business and Management (ABM), Arts and Design (A&D), and Humanities and Social Sciences (HumSS).

#### Instrument.

This study used an adapted survey questionnaire on study skills and habits as well as a survey on the time spent by students in their leisure time. The study skills and habits questionnaire used is a standardized inventory from Queensland University’s Learning Strategies Development, and the components include health habits, time management, attitude, concentration, academic stress, goal setting, preparation, and follow-up.

### Validity and Reliability.

Since the instrument used in this study was an adapted one, then it went through validity tests such as consulting content experts with regards to its constructs and contents. An expert was consulted in terms of its content if it is fitted to the present respondents considering the threats to internal and external validity such as time and setting. With regards to its internal consistency, Cronbach's Alpha test of reliability was used.

Table 2 presents the results of the reliability test.

**Table 2: Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.891	.899	57

According to George and Mallery [24], a Cronbach's Alpha internal consistency value of  $\alpha \geq 0.9$  is *excellent*;  $0.9 > \alpha \geq 0.8$  is *good*;  $0.8 > \alpha \geq 0.7$  is *acceptable*;  $0.7 > \alpha \geq 0.6$  is *Questionable*;  $0.6 > \alpha \geq 0.5$  is *Poor* and  $0.5 > \alpha$  is Unacceptable. Hence, based on this scale, the research instrument used in this study is a **GOOD** one ( $\alpha \geq 0.8$ ) since its Cronbach's Alpha based on standardized items is .899 using 57 items.

### Data Gathering Procedures

**Ethics.** A transmittal letter was secured first from the Principals' office before conducting the survey to the 50 respondents. Since the respondents were still 15-16 years old, then they were included in the vulnerable population. Hence, an informed consent was read to them, informing them of the objectives and procedures of the study. Benefits, potential risks, and issues on confidentiality were read and explained to them so that they could choose to withdraw from the said survey. Respect and dignity of the respondents were still the main concerns of the researcher; hence the respondents were given the freedom to participate or not in the said study.

**Data Collection.** After considering all the ethical procedures in conducting this study, survey questionnaires were distributed to the sample respondents in each section. The data collection was not simultaneous and was given by the main researcher during her subject encounter time. The time allotted for the survey is 1 hour and questionnaires were retrieved after. All collected data were then tallied and tabulated using Microsoft Excel. A statistical program was also used in the analysis of the data gathered especially on reliability test. Analysis and interpretation followed based on the findings of the study.

**Data Analysis.** Since the study is descriptive in nature, then simple statistical treatment was used in the study. To determine the demographic profile of social media use among Grade 10 students in terms of (a) time spent for leisure activities in a typical day and on a weekend; (b)venue in accessing the internet at home; (c) venue in accessing the internet outside of the house; (d) frequency of using mobile phone to visit social sites; and (e)parental support, simple frequency was used using the formula  $rf = \frac{f}{n} \times 100$ ; where rf = relative frequency, f = frequency, and n = the total number of cases or respondents. To determine the level of study habits and skills among Grade 10 students of USC – BED SC Junior high school, South Campus, simple mean and standard deviation are applied.

## IV. RESULTS AND DISCUSSIONS

This section presents the results and discussion of the study based on the data gathered. Table 3 presented the USC BED SC Grade 10 students' profile of social media use in terms of (a)time spent for leisure activities in a typical day and on a weekend; (b)venue in accessing the internet at home; (c)venue in accessing the internet outside of the house; (d) frequency of using mobile phone to visit social sites; (e)parental support

It can be gleaned from the table that the result for the time the students spent on leisure activities vary in terms of a number of hours and the time they spent on a typical day or on a weekend. It can be seen that most of the students did not spend any more time watching televisions, playing electronic games on computers or desktop and in reading especially those which are not school related. In addition, it was very clear that they spent most of their time connecting with their friends and in entertaining themselves by playing games on their mobile phones instead of a desktop computer. As a result, students spent less time with their families and in there was less involved in sports-related or physical activities.

Table 3: Time spent for leisure activities

Time spent for leisure time in a typical day	None	30 min or less	About 1 hour	About 1-2 Hours	About 2-3 hours	About 3-4 hours	4 hours or more
a) Watching Television	13	15	8	10	4		
b) Reading ( not for school )	14	14	9	5		1	7
c) Playing computer/ electronic games	15	11	3	8	4	2	7
d) Doing homework/projects	1	4	11	14	14	1	5
e) Using social networking sites (including instant messaging, chatrooms, facebook ect)	2	5	6	10	9	4	14
f) Talking/spending time with your family	2	10	10	8	3	8	9
g) On the phone/text messaging	9	11	7	5	6	2	10
h) Playing sports or other physical activity	14	10	8	5	5	3	5
<b>Time spent for leisure time on a weekend</b>							
a) Watching Television	10	6	9	9	4	6	6
b) Reading ( not for school )	15	10	7	6	5		7
c) Playing computer/ electronic games	11	7	6	6	5	3	12
d) Doing homework/projects	1	6	9	14	9	6	5
e) Using social networking sites (including instant messaging, chatrooms, facebook ect)	1	4	3	9	4	6	23
f) Talking/spending time with your family		13	4	5	5	9	14
g) On the phone/text messaging	9	11	5	11	4	6	13
h) Playing sports or other physical activity	9	6	7	5	7	6	10

Table 4 showed the time spent by students for leisure activities for 4 hours or more. It can be seen that there was enough evidence that students maximize the use of their gadgets through visiting and spending their time in social networking sites with about 28% on a typical day and 46% on a weekend. The most common activities for more than 4 hours were chatting with friends and loved ones, face booking and messaging. Watching television came out the least with 12% in a weekend and none at all on a typical day due to the fact that most of them spend their time on their mobile phones. It can be seen too that only 10% of the total population of the students spent their time doing on a project or homework. One reason might be was that most of the home works or projects given by the teachers don't require technology, that's why it came out the least out of the many activities given. Most of the students spend 4 hours or more on the social media.

Table 4: Time spent for leisure activities in 4 hours or more

Time spent on leisure activities	4 hours or more			
	Typical school day		Weekend	
	f	rf(%)	f	rf(%)
a) Watching Television		0	6	12
b) Reading ( not for school )	7	14	7	14
c) Playing computer/ electronic games	7	14	12	24
d) Doing homework/projects	5	10	5	10
<b>e) Using social networking sites (including instant messaging, chat rooms, facebook etc)</b>	<b>14</b>	<b>28</b>	<b>23</b>	<b>46</b>
f) Talking/spending time with your family	9	18	14	28
g) On the phone/text messaging	10	20	13	26
h) Playing sports or other physical activity	5	10	10	20
<b>Totality (n)</b>	<b>50</b>	<b>100</b>	<b>50</b>	<b>100</b>

As presented in table 5, the grade 10 students commonly use their bedroom (46%) as their venue in using the social media. They could access easily the internet and felt some privacy if they would do it in their own room. Dining/lounge/family room (22%) came out second in rank, and it was followed by anywhere at home as long as they have their laptops with them and they could access internet connection. Parents' bedroom, study office and other venues such as internet café (10%) came out the fifth in rank. The least in rank which was rarely used by the respondents were hallways (6%) and brother/sister's room (2%). This may be the result if students value their privacy and they wanted to be comfortable as they use the social media.

Table 5: Profile of Grade 10 students in terms of social media use

Profile of Grade 10 students in terms of social media use	f	rf (%)	Rank
<b>a. Venue for accessing the internet at home</b>			
<b>Your bedroom</b>	<b>23</b>	<b>46</b>	<b>1</b>
Lounge/family/dining room	11	22	2
Move around (laptop)	10	20	3
Parents' bedroom	5	10	5
Study/office	5	10	5
Others (none, living room, internet café)	5	10	5
Hallway	3	6	7
Brother/sister's bedroom	1	2	8
<b>b. venue in accessing the internet outside of the house</b>			
<b>Internet Café</b>	<b>27</b>	<b>54</b>	<b>1</b>
Friend's house	21	42	2
Relative's house	17	34	3
Shopping Centre	9	18	4
School Library	4	8	5
Youth center	2	4	6
Community Library	1	2	7
<b>c. the frequency of using a mobile phone to visit social sites</b>			
<b>Several times a day</b>	<b>38</b>	<b>76</b>	<b>1</b>
A few times a week	5	10	2
Hardly ever	3	6	3
About once a day	2	4	4
Never, I don't have access to a device with this service	2	4	5
About once a week		0	6
Less than once a week		0	7
<b>d. Students' perceived parental support</b>			
<b>None of these</b>	<b>17</b>	<b>34</b>	<b>1</b>
Know what you're doing (or the kind of things you do) on the internet	16	32	2
Don't know	7	14	3
Stay in the room or somewhere nearby when you're online	6	12	5
Ask/talk to you about what you are doing or did on the internet	6	12	5
Check what's on the screen while you're online	3	6	6
Expect you to tell them whenever you go online		0	7

n = 50



In terms of accessing the internet outside of their houses, most of the students utilize the internet café (54%) as their main venue while they were also comfortable in places such as friends' house (42%), relatives' house (34%) and shopping centers (18%). The schools' library (8%) and youth centers (4%) came out to be the rarest venue for them to chat and engage in social media sites especially in community libraries which were rated only 2% out of the total population. This only means that they value high internet connectivity and privacy since they wanted to communicate in a right venue only which is the internet café.

With regards to the frequency of using mobile phones in visiting the social media sites, several times in a day (76%) came out to be the first in rank which is related to the previous result as seen in table 3 and 4 that most of their leisure time was spent using their mobile phones, engaging in text messaging, chatting and face booking for more than 4 hours of their precious time. It can be seen further, that nobody is exempted from spending their time in using their mobile phones even once a week or less than a week. It was very clear that there was enough evidence that most of these Grade 10 students cannot end their days without using their mobile phones. They really give and allow a specific time in engaging in social networking sites whether it became a habit, a part of their everyday routine, from peer pressure or for fun during boring moments.

In the case of parental support in the use of social media as perceived by the students, most of the students perceived that their parents have trusted them because 32-34% of them believe that their parents know what they're doing. While, the rest, 14% did not know what they're doing and some parents (12%) would just stay nearby or asked what they did on the internet. For privacy's sake, only 6% of the students would tell that their parents would check on the screen when they're online. All of them did not expect that parents would know that they were online.

These findings would only mean that parents would give enough chance for the students to be independent and wanted to let their children do it on their own. Less parental supervision might bring a lot of advantages and disadvantages on the part of the students and parents but based on the outcome of this study, most of the parents provide less supervision due to the fact that their children know what they are doing and others might be busy with other things that they spend less of their time to their children.

In terms of the level of study habits and skills of the Grade 10 Junior high school students, it came out that attitude ( $\bar{x} = 3.75$ ,  $SD = 0.73$ ) was the highest among all the habits and skills mentioned in the survey. This means that most of the students find time to study the subjects that they don't really like; they like to learn and not just the thought of a good job and they attended a class. Comprehension ( $\bar{x} = 3.50$ ,  $SD = 0.11$ ) and the use of resources ( $\bar{x} = 3.52$ ,  $SD = 0.29$ ) were also rated high. This means that students tried to personally relate the information to what they had learned; they could connect ideas from one lecture to another; they review questions or practice problems; they could translate what they've studied on their own words and they could relate course content to the learning objectives. In terms of the use of resources, it was found out that students were willing to ask for help when they need it; they used "people-resources" available, when needed; they used text, internet, or library resources, when needed; they felt confident about their note-taking methods and they attended review sessions when offered.

Table 6: Study habits and skills

Study habits and Skills	Mean	SD	Description
Time management	2.93	0.22	Average
attitude	3.75	0.73	<b>High</b>
concentration	3.36	0.09	Average
academic stress	3.38	0.23	Average
goal setting	3.40	0.16	Average
preparation and follow-up	3.09	0.17	Average
comprehension	3.50	0.11	<b>High</b>
selecting main ideas	3.43	0.25	<b>High</b>
use of resources	3.52	0.29	<b>High</b>
exam preparation	3.30	0.11	Average
exam writing	3.39	0.39	Average
<b>Totality (n = 50)</b>	<b>3.32</b>	<b>0.33</b>	<b>Average</b>

Interval: 1.0 -1.8 (very low); 1.81-2.6 (low); 2.61-3.4 (average); 3.41-4.2(high); 4.21 - 5.00 (very high)

However, based on the results of the data collected, the level of most of the students' study habits and skills were on the average. This means that they fairly managed their time ( $\bar{x} = 2.93$ ,  $SD = 0.22$ ) through sticking to a study schedule, they managed academic stress ( $\bar{x} = 3.38$ ,  $SD = 0.23$ ) and they were in control of the situations; they set goals by setting high standards for themselves in school ( $\bar{x} = 3.40$ ,  $SD = 0.16$ ) and managed it on the normal level; they were able to concentrate well when studying and manage to focus attention on lessons and on mobile phones. The level for preparation and follow-up ( $\bar{x} = 3.30$ ,  $SD = 0.11$ ) was on the average too. This means that they really prepare themselves before attending a class. They tried downloading and reading notes or read texts before class. They also stop reading periodically to check their understanding.

In addition, the students' habit of selecting main points in the lectures, summarizing texts effectively, identifying relevant ideas when solving a problem and taking notes containing main ideas and details were rated high ( $\bar{x} = 3.43$ ,  $SD = 0.25$ ) while the habits on exam preparation were rated average ( $\bar{x} = 3.30$ ,  $SD = 0.11$ ) and writing ( $\bar{x} = 3.39$ ,  $SD = 0.39$ ). This means that students had separated their initial "learning" from their "studying". They felt confident about their study methods; they know what to study for an exam; they answered exercises while they study and they engaged in group studies or discussed lessons with a friend. In writing, they managed to finish their exams in the given allotted time. They had practiced mapping out an essay answer before writing and they took enough time to understand what the problem asked before answering. The habit and skill that they studied enough for the exam were perceived to be in the average level.

In **totality**, the level of students' study habits and skills was **average** ( $\bar{x} = 3.32$ ,  $SD = 0.33$ ). This means that the students were on the average performance level in school. They managed their time properly, especially in academics. They had used well their resources especially their mobile phones and thus contributed to a high comprehension level. In general, the respondents of the study developed a good attitude that contributes to their academic success.

## V. CONCLUSION

Based on the findings of the study, a conclusion can be drawn that the use of social media and frequent visits to social networking sites using mobile phones even at several times in a day or in a weekend didn't give a negative influence to the study habits and skills of the grade 10 junior high school students of the University of San Carlos. Maximizing the use of students' resources such as their gadgets can create a positive impact to their academic performance and would eventually develop a positive attitude and learning environment in the classroom provided that the instruction would be properly managed and guided by the teacher.

Hence, it is hereby recommended that another study should be conducted to correlate the relationship of study habits and skills of the students to the coverage of social media usage. It is important to see the significant relationship between these two variables so that there will be enough evidence on the degree and strength of the relationship between the use of social media and study habits.

Furthermore, based on the result of the study, it is also recommended that teachers would look for ways on how to maximize the use of resources especially that nowadays, the millennials (as they are now called – the digital natives) have short attention span and they seem to be motivated only if they feel that they were really part of the class. So, in order to engage them in classroom instruction, there is a need to utilize whatever gadgets they have like tablets, mobile phones, and others for them to feel ownership of their own learning. This is also done in order for them to see the importance of their gadgets. They should realize that buying those expensive mobile phones is a wise decision because it contributed largely to their academic success. Hence, teachers should carefully design their lessons, assess through giving appropriate feedbacks and facilitate active learning. Combining content, pedagogy, and technology may contribute to effective and efficient classroom instruction thus improve the quality of education.

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