

INFLUENCE OF SOCIAL MEDIA ON COMMUNICATION SKILLS AND ACADEMIC PERFORMANCE OF BUSINESS EDUCATION STUDENTS IN COLLEGES OF EDUCATION IN SOUTHWEST, NIGERIA

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ABSTRACT: *The study assessed the influence of social media on communication skill acquisition and academic performance of business education students. The study had two specific purposes, three research questions and two hypotheses. Descriptive survey design was adopted for the study. The population consisted of 461 respondents. A structured questionnaire tagged Influence of Social Media on Communication Skills and Academic Performance Questionnaire (ISMCSAPQ) was used to collect data from the respondents. The instrument was subjected to face and content validation by three experts with a Cronbach reliability coefficient of 0.87. Mean and standard deviation were used to analyse the data to answer the research questions while linear regression statistic was used to test the hypotheses. The findings revealed among others that social media use significantly positively influence communication skills and academic performance of business education students in colleges of education. It was concluded that social media when used effectively for academic purposes is capable of improving communication skills and academic performance of Business Education students in colleges of education. The study is potentially of great significance to teachers and students, enabling them to recognize, accept and deploy social media as implements of teaching, learning and skill acquisition. It was recommended among others that students should be encouraged to use social media to acquire necessary information while government provide conducive learning environment such as e-library for academic excellence.*

KEYWORDS: Social, media, business, education, communication, skills, academic, performance

INTRODUCTION

The social media is more than just a means of seeking information. The social media are used to connect with others, for business or commercial purposes, to make new friends, reawaken old friendships and recover long lost relatives. The emergence of social media simplified the whole process of communication because they are easy to use (Wetzel, 2010). Social media comprise activities that involve socializing and networking online through words, pictures and videos. Kaplan and Haelei (2010) defined social media as a group of internet-based applications built on the ideological and technological foundations of Web2.0 which allows the creation and exchange of user-generated content. Social media tools have been developed in order to maintain, manage and improve social interactions between people, enable people to access and comment on contents authored by others. These evolving learning environments will in doubt allow students to learn anytime and anywhere (Wetzel, 2010).

Social networks may play an important role in raising awareness about the reliable sources of information among the students and society by providing alternative sources of knowledge (Battrawi & Muhtaseb, 2013). Gross (2010) stated that social media are means that employ mobile and web based technology to create highly integrative platforms which individuals and community share, create, discuss and modify user generated content. Social media sometimes called social networking is a collaboratively produced and shared media content to network communities. Enang (2014) explained that social networking sites are applications that enable users to connect by creating personal information profiles allowing friends and colleagues to have access to those profiles, and sending e-mails and instant messages to each other. Giving examples of social media, Gupta (2014) in Umoru (2015) posits that social networking sites include Facebook, Twitter, LinkedIn, Google+, Internet Forums, Chat rooms and message boards where people meet and discuss topics of interest, Flickr and vimeo, Blogs, Wikis, and social book marking.

Social media sites launched in 2000 according to Junco and Herbert (2011) were Lunarstom, Six degrees, Cyworld, Wikikedia and Ryze. In 2001, Fotolog, Sky blog and Friendster were launched and in 2003, Muspace, LinkedIn, Lastin, Tribe.net and Hi5 came along, In 2004, Facebook Harvard, Dogster and Mixi evolved; and in 2005, Yahoo 360, Youtube, Cyworld and Black Planet emerged. Kaplan and Haelein 2010 in Umoru (2015) categorized social media into seven types each indicating the purpose for which it could be utilized: collaborative projects (Wikipedia); Blogs and micro blogs (Twitter); social news networking sites (Digg and Leakernet); content communities (Youtube and Daily motion); social networking sites (Facebook); virtual game world; (World of warcraft); and virtual social world (Second life). There are various categories of social media sites used in education which are also useful in business education for enhancing students' skill acquisition and academic performance. These include: Facebook, Myspace, Youtube, Flickr, Blogs, Twitter and Wiki. For the avoidance of doubt, Weber (2014) reported that in October 2012 alone, users of facebook surpassed one billion. Perhaps, this is the reason that teachers have started thinking differently about the utilization of social media tools for education. This has accelerated the pace at which teachers incorporate social media into academic curricula.

Communication can be described as the interaction between people. Conventional communication involves face-to-face interaction, but in social media, communication occurs when someone responds or comments on others' status or initiates conversation with someone else (Othman, Apaudi, & Noah, 2016). Social media has emerged as one of the basic features of students' life. It has revolutionized the way students think and interact and communicate. Students use social media as a platform for many activities such as bonding relations, finding lost contacts, discussing common interests and others. With the existence of smart phones, students have become more attracted to use social media in their daily routines. Information and communication technologies and social network can be used as effective tools to improve instructional approaches and enhance students academic performance using the online environment.

Academic performance as the demonstration of concepts, skills, ideas and knowledge by a person and proposed that grades clearly depict the performance of a student. Performance can be defined as the amount of useful work accomplished by an individual, compared to the time and resources used. Performance is usually expressed in terms of Grade Point Average. Grade point is the key criterion for graduate and postgraduate selection and employment which is predictive of occupational status (Strenze, 2007). Student academic performance is an index of achievement on the part of individual student from training (Plant, Ericsson, Hill & Asberg, 2005). Students' academic performance in business education is important because business education is critical to national development.

Business education is a vital program in tertiary institution that has the capacity to bring about the required liberation and stimulation of the citizens for national development. It is an academic program intended to inculcate in the students; understanding, values, knowledge, business skills, and technical skills required in the world of work and for teaching other business students (Umoru, 2015). Specifically, the skills to be learned by business education students are technical, manipulative and thinking habits applied to social media tools and machines, tasks, procedures and operations. These skills are necessary to operate new technologies that social media platforms depend on, in the real world of work and are required globally by businesses, employees, and individuals. According to Salome (2012) business education inculcates in its recipients attitudes, knowledge, skills, and values required in the world of work. Amoor and Udoh (2008) emphasize that business education improves personal qualities and builds the attitudes necessary for adjustment to personal and employment situations and also provides knowledge, skills and competence for individuals to function well in office occupations and also to create jobs for themselves and others. One can therefore, conclude that a well-trained business educator, would, as a teacher, be able to produce healthy literate, skilled and self-reliant citizens who can participate in the economy as effective and efficient producers of goods and services which business offers.

In South Western Nigeria there are colleges of Education which are either owned by the Federal or state governments and are located in both rural and urban areas of the states in order to cater for the educational needs of the people. The study focuses on influence of social media, skills acquisitions and students' performance in business educations in tertiary institutions in South-West Nigeria. This became necessary as the use of social media (like facebook, youtube, twitter and whatsapp) by business education students has become distractive to students as they spend

more time chatting with friends rather than engaging in research, reading their books or listening during lecture periods, and this has resulted in failure of business education students in academic achievement (David, 2014). There is, therefore, the need for business education lecturers to think of re-directing their classroom delivery from traditional face-to-face methods to the use of social media which will enable them to acquire basic skills that will give them comparative advantage in the world of work.

Social media have become a fact of life in contemporary society attracting obsessive attention of students and staff alike. It is not known to what extent social media are interfering with or reinforcing students' academic work and their impact on academic performance. Despite some important limitations, social media constitutes, perhaps, the biggest change of the last few decades in terms of human communication and students' academic engagement. However, the question of the influence of social media on business education students' communication skills and academic performance has not yet been empirically addressed. It is this question that necessitated the conduct this study.

Statement of the Problem

The advent of social media has created new opportunities and challenges for teachers and learners alike. Social media have become the driving force in the expansion of distance learning. New concepts like flexible Blended Learning which seek to integrate the internet with traditional teaching techniques have also been introduced to business education with perceptible influence on teaching and learning. The introduction of the social media is similarly having noticeable impact on all strata of society and all segments of societal activities. Facebook, whatsapps, Instagram, Imo, e-mail have become commonplace in all the nooks and crannies of the planet with great impact on all activities. In the field of education and business education in particular, the social media are rapidly becoming the instrument of choice for communication between the teacher and the students and for instruction among the students themselves. Class work, assignments, lecture materials among others are frequently posted on social media and often engendering extensive creative interactions among the participants. Ademiluyi (2015) also reported that some business education teachers have experimented with the delivery, and a good portion of their lecture materials, using the social media, with mixed results on learning outcomes.

Arguably, social media, properly managed can have significant effect on teaching and learning in Business education. However, the researchers' observation revealed that social media may also interfere with Business students' concentration, potentially to the detriment of learning and communication skills because of the language variations and writing styles used on the media platforms. There is no reason to believe that the influence of social media on business education is likely to wane in the foreseeable future. On the contrary, with new social media being developed and introduced, the trends suggest an approaching explosion in the ubiquity of the social media with great implications for teaching and learning in business education and other fields. There is therefore a need to determine the influence of social media on communication skill acquisition and academic performance of Business Education Students in College of Education in South West, Nigeria

Purpose of the Study

The main purpose of this study is to examine the influence of social media on communication skill and academic performance of Business Education students in colleges of education in South-west, Nigeria. Specifically, the study sought to:

1. determine the extent of the influence of social media use on communication skills of Business Education students in Colleges of Education in South West, Nigeria.
2. assess the extent of the influence of social media usage on academic performance of Business Education students in Colleges of Education in South-West, Nigeria.

Significance of the Study

The study is expected to be useful to teachers of business education, students, curriculum planners and administrators of colleges of education in Nigeria. To the teachers, the study is expected to provide useful information on the effectiveness of social media as an instrument for teaching communication skills. This will enable them determine the extent to which social media can be deployed for teaching communication skills. To the students, the outcome of the study will provide information on the influence of social media usage on academic performance, enabling them to regulate the extent of their social media engagement. To curriculum planners, the study may provide information on the need to factor social media into curriculum design and implementation plans. Administrators in colleges of education, guided by the outcomes of this study, may be guided to adopt, deploy and regulate social media usage not only for teaching but also for other institutional communications. Finally, the study will serve as a rich source of literature on social media, communication, business education and related fields.

Research Questions

The following research questions will guide the study.

1. To what extent are social media used by Business Education students in Colleges of Education in South West, Nigeria?
2. What is the extent of the communication skills of Business Education students in Colleges of Education in South West, Nigeria.

Hypotheses

H₀₁: Social media use has no significant influence on the communication skills of Business Education students in Colleges of Education.

H₀₂: Social media usage has no significant influence on the academic performance of Business Education students in Colleges of Education.

METHODS

This study adopted descriptive survey research design. The population of this study comprise 4,602 business education students from colleges of education in the South-westout which 460 business education students as respondents for the study were sample through simple random sampling techniques. Two instruments were used collect data for the study. A self-structured questionnaire tagged Influence of Social Media on Communication Skills and Academic Performance Questionnaire (ISMCSAPQ) was used to collect data for social media use and communication

skills from the respondents.. The academic performance of Business education students were collected in the form of CGPA using Students' Academic Performance Proforma (SAPP). The instruments were subjected to face validation by three experts from the Department of Business and Entrepreneurship Education, Kwara State University Malete, Nigeria. The internal consistency of the instrument was ascertained using Cronbach Alpha which yielded a coefficient of 0.87 indicating that the instrument was reliable for the study. The instrument has 25 items generated from the research questions. The instrument was placed on four point rating scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE). The scales were scored using 4, 3, 2, and 1 point respectively. Mean and standard deviation were used to analyze the data to answer the research questions while linear regression statistic was used to test the hypotheses of the study at 0.05 level of significance.

Analyses of Data to Answer the Research Questions

Research Question One: To what extent are social media used by Business Education students in Colleges of Education in South West, Nigeria?

Table 1: Mean and standard deviation of responses on the extent to which social media are used by Business Education students in Colleges of Education

S/N	Item Statements	\bar{X}	SD	Remark
1.	I read post on social media everyday	3.46	0.85	High Extent
2.	I make posts on social media many times in a day	2.93	0.93	High Extent
3.	I visit social media networking sites on a regularly basis	3.08	0.97	High Extent
4.	I read blogs often	2.52	1.05	High Extent
5.	My status is updated daily on at least one network sites	2.89	0.99	High Extent
6.	I publish at least a blog	2.42	1.10	Low Extent
7.	I comment on new updates	3.20	0.95	High Extent
8.	I chat with friends regularly	3.27	0.91	High Extent
9.	With social media I share information easily	3.28	0.94	High Extent
10.	I watch online video from social media	2.95	1.04	High Extent
11.	I create content on social media	2.84	1.04	High Extent
12.	I make wiki post on a regular basis	2.29	1.12	Low Extent
13.	I chat even on the go	2.71	1.17	High Extent
Weighted average		2.91	1.00	High Extent

Source:Field Survey, 2018

Table 1 revealed that the respondents indicated that they read post on social media every day to high extent (mean = 3.46), the same way they make posts on social media many times in a day to high extent (mean = 2.93). In addition, the respondents stated that they visit social media networking sites on a regularly basis to high extent (mean = 3.08), also read blogs often to high extent based on the responses of the respondents (mean = 2.52). The respondents stated that there status is updated daily on at least one network sites to high extent (mean = 2.28), also comment on new updates to high extent (mean = 3.20), and chat with friends regularly to high extent with (mean = 3.27). With social media they share information easily to high extent based on the responses of

the students (mean = 3.28). In addition, respondents indicated that they watch online video from social media to high extent (mean = 2.95), and they create content on social media to high extent (mean = 2.84). Though they chat even on the go to high extent (mean = 2.71). Though the respondents indicated that they publish at least a Blog to low extent (mean = 2.42). Same way they stated that they make wiki post on a regular basis to low extent (mean = 2.29). All the 13 items has a standard deviation ranges from 0.85 to 1.17 which are below the fixed value of 1.96. This means that the responses of the respondents are not wide spread as it is close to the mean. Overall, all the constructs in the Table 1 are social media used by Business Education students in Colleges of Education in South West. The table revealed that social media are used by business education students in Colleges of Education in South West, Nigeria to high extent. This was supported by an average mean and standard deviation of 2.91 and 1.00 (mean = 2.91, SD = 1.00).

Research Question Two: What is the extent of the communication skills of Business Education students in Colleges of Education in South West, Nigeria?

Table 2: Mean and standard deviation of responses on the extent of communication skills of Business Education students

S/N	Item Statements	\bar{X}	SD	Remark
1.	Social media has helped me to construct simple and better sentences	3.52	0.80	High Extent
2.	With social media I have learn to accept constructive criticism	3.11	0.87	High Extent
3.	With the use of social media I easily refrain from saying something that will upset someone	3.05	0.99	High Extent
4.	I easily express myself when chatting	3.29	0.96	High Extent
5.	With the use of social media, I have learnt new vocabularies	3.32	0.91	High Extent
6.	I pay attention to facts and details whenever I am Chatting	3.31	0.91	High Extent
7.	I frequently ignore the emotion of the person I am communicating with in social media	3.03	0.98	High Extent
8.	With the use of social media I easily apologize to someone whose feeling I may have hurt	3.15	0.97	High Extent
9.	I have developed the tendency to change the subject when other person's feelings enter into the discussion in social media	3.31	0.93	High Extent
10.	Chatting in social media has helped me to write very fast	3.30	0.93	High Extent
11.	With social media I have learnt a lot abbreviation which has helped me in taking note	3.15	0.97	High Extent
12.	With the use of social media, I have learnt to capture the interest of the audience	3.21	0.90	High Extent
13.	I have learnt to recognize what others are feeling about what I am saying	3.16	0.94	High Extent
14.	I have acquired skill to listen effectively through social media	3.11	1.01	High Extent
15.	Social media has helped me to acquire skills to articulate	3.46	0.82	High Extent
Weighted average		3.23	0.93	High Extent

Source:Field Survey, 2018

Table 2 revealed that the respondents indicated that social media has helped them to construct simple and better sentences to high extent (mean = 3.52), the same way with social media they

have learn to accept constructive criticism to high extent (mean = 3.11). In addition, the respondents stated that with the use of social media they easily refrain from saying something that will upset someone to high extent (mean = 3.05), also they easily express themselves when chatting to high extent based on the responses of the respondents (mean = 3.29). The respondents stated that with the use of social media, they have learnt new vocabularies to high extent (mean = 3.32), also stated that they pay attention to facts and details whenever they are Chatting to high extent (mean = 3.31), and they frequently ignore the emotion of the person they are communicating with on social media to high extent (mean = 3.03). The respondents indicated that with the use of social media they easily apologize to someone whose feeling they may have hurt to high extent (mean = 3.15). In addition, respondents indicated that they have developed the tendency to change the subject when other person's feelings enter into the discussion in social media to high extent (mean = 3.31), and chatting in social media has helped them to write very fast (mean = 3.30). The table also showed that the respondents indicated that with social media they have learnt a lot of abbreviation which has helped me in taking note to high extent (mean = 3.15). In addition, the respondents indicated that with the use of social media, they have learnt to capture the interest of the audience, recognize what others are feeling about what they are saying, acquired skill to listen effectively through social media to high extent (mean = 3.21, 3.16, 3.11) respectively. Same way they stated that social media has helped them to acquire skills to articulate to high extent (mean = 3.46). All the 15 items has a standard deviation ranges from 0.80 to 1.01 which are below the fixed value of 1.96. This means that the responses of the respondents are not wide spread as it is close to the mean.

Overall, the Table 2 showed that the respondents unanimously indicated high extent for all the constructs as influence of social media use on communication skills of Business Education students. This means that social media use positively influence communication skills of business education students in Colleges of Education in South West, Nigeria to high extent. This was supported by an average mean and standard deviation score of 3.23 and 0.93 (mean = 3.23, SD = 0.93).

Test of Hypotheses:

The two null hypotheses of the study were tested using linear regression. The null hypotheses were tested at 0.05 level of significance

Ho₁: Social media use has no significant influence on the communication skills of Business Education students in Colleges of Education.

Table 3: Summary of Regression Analysis of the influence of social media use on the communication skills of Business Education students in Colleges of Education

Model	N	R	R Square	Adjusted R Square	F-cal.	P-value
1	461	0.122	0.015	0.013	6.914	0.009

Dependent Variable: Communication Skills

Table 4: Test of significance

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95% Confidence Interval	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	3.299	.303		10.902	.000	2.705	3.894
	Social Media Usage	.245	.093	.122	2.629	.009	.428	.062

Dependent Variable: Communication Skills

Table 3 summarizes the regression results of social media usage influence on the communication skills of Business Education students. The result indicated that there is a positive correlation between social media usage and students' communication skills ($R = 0.12$) while R-squared is 0.150 which means that the independent variable (social media usage) explained 15.0% variations of the dependent variable (communication skills).

The test of significance results as presented in Table 4 showed that social media usage statistically significantly influence Business Education students' communication skills ($B = 0.12$; $t_{(459)} = 2.63$, $P = 0.009$). It indicated that at 5% level of significance there is enough evidence that the regression equation is well specified that social media usage significantly influence Business Education students' communication skills. Based on this, the null hypothesis was rejected and it was concluded that social media usage has significant influence on the communication skills of Business Education students in Colleges of Education. The researcher is 95% confident that the slope of the actual regression line is somewhere between 0.428 and 0.062.

H₀₂: Social media usage has no significant influence on the academic performance of Business Education students in Colleges of Education

Table 5: Summary of Regression Analysis of the influence of social media usage on the academic performance of Business Education students in Colleges of Education

Model	N	R	R Square	Adjusted R Square	F-cal.	P-value
1	461	0.178	0.032	0.030	14.996	0.000

Dependent Variable: Academic Performance

Table 6: Test of significance

Model		Unstandardized Coefficients		Standardized Coefficients		95% Confidence Interval		
		B	Std. Error	Beta	T	Sig.	Lower Bound	Upper Bound
1	(Constant)	1.788	0.188		9.502	.000	1.418	2.157
	Social Media Usage	.231	0.060	0.178	3.873	.000	0.114	0.349

Dependent Variable: Academic Performance

Table 5 summarizes the regression results of the influence of social media usage on the academic performance of Business Education students. The result indicated that there is a positive correlation between social media usage and academic performance of Business Education students ($R = 0.178$) while R-squared is 0.032 which means that the independent variable (social media usage) explained 17.8% variations of the dependent variable (academic performance). Thus, this is an accurate reflection that, social media usage statistically significantly relate with the academic performance of Business Education students ($F_{(459)} = 14.996$, $p = 0.000$).

The test of significance results as presented in Table 6 showed that social media usage statistically significantly influence the academic performance of Business Education students ($B = 0.231$; $t_{(459)} = 3.873$, $P = 0.000$). This indicated that at 5% level of significance there is enough evidence that the regression equation is well specified that social media usage significantly influence the academic performance of Business Education students. Based on this, the null hypothesis was rejected and it was concluded that social media usage has significant influence on the academic performance of Business Education students in Colleges of Education.

DISCUSSION OF FINDINGS

The study examined the influence of social media on skill acquisition and academic performance of business education students in colleges of education in South-West Nigeria. The study revealed that social media use positively influence communication skills of business education students in Colleges of Education in South West, Nigeria to high extent. This means that students around the world are connected and network together which create opportunity to learn, collaborate and contribute their knowledge and wisdom vial the social media. The finding supports the earlier findings of Sheldon, (2008) who stated that the social media provides a convenient, easier and faster way for students to communicate with their family and friends to a great extent.

The study found that social media has significant influence on the academic performance of Business Education students in Colleges of Education. This means that social media contribute positively to the academic performance of students in colleges of education. The findings corroborate the earlier findings of Mensah and Nizan (2016) who stated that social media platform

has a significant impact on students' academic performance in Malaysia tertiary institutions. Contrary to the findings of Ahmed (2016) who observed that time spent on social media seems to have no influence on second year medical students grades and academic performance. This finding supports the earlier finding of Oladipo, Mamman and Saba (2015) that social media social media have positive impact on business education in Nigeria Universities. Social media have influenced students to be more interested in studying. This finding corroborates Mingle and Adams (2015) who stated that social media in learning can arouse the morale of the students which can in turn lead to better performance. Based on many sources and literature reviewed until now, interactivity is considered one of the most important indicators of communication among users through social media. In terms of students' interactivity, social media resulted to have a big impact with considering that through social media they can communicate with other students and also see their progress after graduation. Even that the students are interested to use social media for different reasons, they agreed with the idea to get information's about study related activities only through the mentioned platform. The findings contradict an earlier findings of Mingle and Adams (2015) who stated that majority of students experienced negative effect in their academic such as poor grammar and spelling, late submission, less study time and poor academic performance due to the heavy participation on social media networks.

Implications of the Study

The social media are currently not being officially regarded as an instrument of teaching and learning in Nigeria. Current institutional curricula have no place for social media application in the formal setting. The study's findings imply that social media have informally permeated the educational environment of south western Nigeria, irrespective of its current relatively low level of technological and economic development. Business education students are making optimal use of the social media and it is having salutary effect on their communication skills and academic activities. In spite of the fact that the formal academic curricular barely mentioned social media as an instrument of academic engagement, social media platforms are omnipresent and are conspicuous in their utilization for both social and academic activities. This is a challenge to the curriculum planners and all those interested in the quality of education service delivery in south western Nigeria.

CONCLUSION

Based on the findings of the study, it was concluded that social media use positively influenced communication skills and students' academic performance. This implied that if social media is well used for academic purposes will improve the communication skills and academic performance of business education students. This also implies that if learning of business education still continues traditionally, the academic performance would remain unconvincing.

Recommendations

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

1. Teachers should use social media in teaching business education students with the teacher controlling the platform.

2. Students should be encouraged to use social media to acquire necessary information while government provide conducive learning environment such as e-library for academic excellence.
3. Social media sites can also be used for negative things such as cyberbullying, sharing of obscene images, therefore the students should be properly guided in the way they use these media. They should equally be mindful of the fact that writing makes an exact person, therefore, they must not allow codes and abbreviations hamper the knowledge of good spelling skills expected of them in their writing skills.

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