

Impact Of Some Selected Social Media On Secondary School Students' Academic Performance In Foods And Nutrition In Abakaliki Education Zone Ebonyi State

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Abstract: The drive for change is crucial for foods and nutrition education advancement and so students need to be encouraged in the use of social media for academic purposes. This study investigates the impact of some selected social media on secondary school students' academic performance in Foods and Nutrition in Abakaliki Education Zone Ebonyi State. Five research questions and five hypotheses were formulated to guide the study. A descriptive survey research design was adopted for the study using questionnaire as the instrument for obtaining data. The population consisted of 500 foods and nutrition students in Abakaliki Education Zone from the four Local Government Areas (Abakaliki, Ebonyi, Izzi and Ohaukwu) of Ebonyi State. Using Cronbach alpha analysis to determine the reliability of the instrument yielded 0.88. Data for this study was analyzed using mean, and standard deviation while the hypotheses were tested using t-test statistic at 0.05 level of significance. The study found out that the use of google+, Facebook, WhasApp, YouTube and Twitter have positive impact on secondary school students' academic performance in Foods and Nutrition. The results showed that social media has positive impact on secondary school students' academic performance in Foods and Nutrition in Abakaliki Education Zone. This study therefore recommends that social media could be used as valuable educational tools capable of enriching the learning experience among secondary school students.

I. INTRODUCTION

The basic desire of government on Foods Nutrition Education is to facilitate the process of understanding of various nutritional needs of the developing countries population as well as offering a scientific approach to identifying and solving food related problems in multi-cultural nations like Nigeria. Notwithstanding, ZIMSEC (2012) opines that Foods and Nutrition has been defined as the area of Home Economics which deals with foods and their values. Foods and Nutrition appear to be one of the unique subjects among subjects taught in Nigeria secondary schools. Therefore, its teaching should be accorded priority. Effective teaching of Foods and Nutrition can only take place when adequate social media and relevant instructional materials are used (Afolabi and Adeleke, 2010). Besides the availability of instructional resources, Effective teaching and learning of Foods and

Nutrition depends on teacher expertise and pedagogical content knowledge (Orji, 2006).

The infiltration of social media into our everyday lives has transformed the way in which people communicate, do business and is even beginning to change the way in which secondary schools and higher education institutions teach their students. The new generation of students according to Prensky, (2001) have been termed 'digital natives', having grown up with an array of new technologies, and as such they expect the use of multiple information media (Aragon, 2007). However, such a view has been more recently criticized for taking an overly-optimistic view of students' technological capabilities (Oblinger and Oblinger, 2005). Agreeing with the above, Bennett, Maton and Kervin, (2008) maintained that generalizing across what remains a diverse group of individuals with differing levels of technological interest and experience among secondary school students.

Up until now, changes have occurred in the way education has been delivered. The days of a one dimensional offering of knowledge to a passive audience, is long gone. Today's student is more informed and technology savvy than at any time in the past, and with the advances in technology measured in days and not years, this pace of change is accelerating, (Warner, Erli, Johnson and Greiner, 2007). The use of internet-based social media networking systems have enabled companies, consumers, schools and institutions, and many more to communicate more effectively and in real time with hundreds, even thousands of other people around the world about a specific topic, product, or issue at any point in time, (Mangold and Faulds, 2009).

Social media networking systems do not only make it easy for teachers to communicate with their learners, but also makes it easier for secondary schools and tertiary institutions to communicate related course work to their students, to encourage discussion between and among students, and to address administrative issues (Moran, Seaman, and Tinti-Kane, 2011; Adamson, 2012). Again, Shen, Laffey, Lin, and Huang (2006) further indicated that online learning via means of various social media networking systems have become a very common educational format to use around the world by both secondary schools teachers and tertiary institutions lecturers and their students, due to its flexibility of time and place. Social media networking systems have the ability to enable teachers/lecturers and students to collaborate and share information at any time convenient to them and from any place in the world (Adamson, 2012).

According to Adamson (2012), "social media networking systems will most probably change the focus of education from a single student to a group of students, but that students' individual learning experience is enhanced through collaboration and informal learning with their peers". However, Picardo (2011), noted that "it is a potential threat that the use of social media networking systems in the schools can lead to a loss of control for many teachers/lecturers, as they experience social media networking systems as being highly disruptive". This may be attributed to the fact that students are more familiar with using different social media tools than the teachers/lecturers.

This generation of students has been raised in an environment where their relationship with the internet is deeply embedded within their daily lives and routines. These students are 'always on' and they engage online to satisfy many of their functional and social needs. Social network platforms, in particular, are used to take social interaction to deeper levels. Indeed, Pelling and White (2009) contended that social media has become the most popular channel of communication for college students.

Students have therefore developed certain expectations with regard to their learning. The phenomenon is best described by Baird and Fischer (2006) who suggest that "this net-centric generation values their ability to use the Web to create a self-paced, customized; on-demand learning path that includes multiple forms of interactive, social and self-publishing media tools". Students, therefore, would appear to relish the opportunity to engage with and shape their learning outside the traditional confines of the class room. Given that social networking encourages social bonds to be strengthened.

It is unsurprising that Baird and Fisher (2005) also found that using social networking technologies has a positive influence on students' retention and achievement.

STATEMENT OF PROBLEM

Educational system in Nigeria generally and Ebonyi State in particular is going through a situation of failing schools and apathetic students, School Boards have searched for ways of increasing academic performance of students and put into useful use the current trend of internet craze. Such solution include, creating an enabling environment and relevant teaching aids to facilitate learning. The facilitating feature of some social media has made many students to be attached or depend on it and this may also impact on their academic performance in subject of interest. If properly channeled toward educational attainment. Therefore, this study is an effect to understand the possible impact these social media sites have on the students in relation to their academic performance in Foods and Nutrition as a subject.

PURPOSE OF THE STUDY

The main purpose of the is to determine the impact of some selected social media on the students' academic performance in Foods and Nutrition in secondary schools in Abakaliki Education Zone of Ebonyi State. It will specifically;

- ✓ Ascertain the impact of google+ on secondary school students' academic performance in Foods and Nutrition in Abakaliki Education Zone.
- ✓ Find out the impact of Facebook on secondary school students' academic performance in Foods and Nutrition in Abakaliki Education Zone.
- ✓ Examine the impact of Whatsapp on secondary school students' academic performance in Foods and Nutrition in Abakaliki Education Zone.
- ✓ Determine the impact of YouTube on secondary school students' academic performance in Foods and Nutrition in Abakaliki Education Zone.
- ✓ Find out the impact of Twitter

RESEARCH QUESTIONS

- ✓ What is the impact of the use of Google+ on secondary school students' academic performance in Foods and Nutrition in Abakaliki Education Zone?
- ✓ What is the impact of the use of Facebook on secondary school students' academic performance in Foods and Nutrition in Abakaliki Education Zone?
- ✓ What is the impact of the use of WhatsApp on secondary school students' academic performance in Foods and Nutrition in Abakaliki Education Zone?
- ✓ What is the impact of the use of YouTube on secondary school students' academic performance in Foods and Nutrition in Abakaliki Education Zone?
- ✓ What is the impact of the use of Twitter on secondary school students' academic performance in Foods and Nutrition in Abakaliki Education Zone of Ebonyi State?

HYPOTHESES

- ✓ There is no significant difference in the mean rating scores of male and female secondary school students on the impact of Google+ on their academic performance in Foods and Nutrition.
- ✓ There is no significant difference in the mean rating scores of male and female secondary school students on the impact of Facebook on their academic performance in Foods and Nutrition.
- ✓ There is no significant difference in the mean rating scores of male and female secondary school students on the impact of WhatsApp on their academic performance in Foods and Nutrition.
- ✓ There is no significant difference in the mean rating scores of male and female secondary school students on the impact of YouTube on their academic performance in Foods and Nutrition.
- ✓ There is no significant difference in the mean rating scores of male and female secondary school students on the impact of Twitter on their academic performance in Foods and Nutrition.

II. METHODOLOGY

RESEARCH DESIGN

This study employed descriptive survey research design. Sekran (2007) observed that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators. Descriptive survey design which principally aim at investigating the impact of some selected social media in secondary school students' academic performance in Foods and Nutrition Abakaliki Education Zone based on this study it most suitable.

AREA OF THE STUDY

The study covered all the public secondary schools in Abakaliki Education Zone of Ebonyi State. The zone has four Local Government Areas namely: Abakaliki, Ebonyi, Izzi and Ohaukwu.

POPULATION OF STUDY

The population of this study comprised all the fifty nine public secondary schools in the zone with five hundred students offering Foods and Nutrition (SEB 2017).

AREA OF STUDY

The study covered all the public secondary schools in Abakaliki Education Zone of Ebonyi State. The zone has four Local Government Areas namely; Abakaliki, Ebonyi, Izzi and Ohaukwu.

SAMPLE AND SAMPLING TECHNIQUE

The number of the students involved in the study is not enormous that is five hundred students. The researcher decided to use the entire population for this study.

METHOD OF DATA COLLECTION

Five hundred copies of questionnaires were administered to the students with the aids of two research assistants. The instruments were collected on the spot after the respondents answered to the items statement.

METHOD OF DATA ANALYSIS

Data for this study was analyzed using mean, and standard deviation to answer the research questions. The hypotheses were tested using t-test statistic. The use of Mean analysis was to determine the central tendencies of the items while the Standard deviation analysis enabled the researcher to ascertain the variability or dispersion of the students' responses to the items.

III. RESULTS

RESEARCH QUESTION ONE

What is the impact of Google+ on secondary school students' academic performance in Foods and Nutrition in Abakaliki Education Zone?

SN	Items	N	X	SD	Decision
1	Google+ positively affect study timing in routine life	500	2.50	1.15	Agree
2	Timely submit my assignment because information are easily assessed	500	3.15	0.92	Agree
3	Groups and pages related to studies are created by scholars on Google+ helps students in their study by sharing relevant ideas	500	2.81	1.05	Agree
4	Google+ has a positive impact on students' academic performance because its wide coverage	500	2.98	1.04	Agree
5	Flexible focus on work by logging into Google+ as it helps me remain in contact with classmates	500	2.95	1.09	Agree
Gran Mean		500	2.88	1.05	Agree

Table 1: Mean and standard deviation on the impact of Google+ on secondary school students' academic performance in Foods and Nutrition in Abakaliki Education Zone

Results of data analysis in table 1 showed that the respondents agreed that all the items in the table have positive impact on secondary school students' academic performance in Abakaliki Education zone of Ebonyi State with a grand mean score of 2.88 and standard deviation of 1.05.

Therefore the use of Google+ influence Secondary School Students' academic performance in Foods and Nutrition.

RESEARCH QUESTION TWO

What is the impact of Facebook on secondary school students' academic performance in Foods and Nutrition in Abakaliki Education Zone?

SN	Items	N	X	SD	Decision
6	Facebook aid teaching and learning because of its mechanism of feed back	500	2.86	1.10	Agree
7	It encourages peer teaching because of its information teaching methods	500	2.94	1.03	Agree
8	Facebook increases self regulated learning	500	2.93	1.05	Agree
9	Easy accessibility to professionals who can help in difficult areas of studies	500	2.88	1.05	Agree
10	Facebook give high level of motivation of comfortable classroom climate	500	2.68	1.07	Agree
Grand Mean		500	2.86	1.06	Agree

Table 2: Mean and standard deviation on the impact of Facebook on secondary school students' academic performance in Foods and Nutrition in Abakaliki Education Zone

Results of data analysis in table 2 showed that the respondents agreed that all the items the table have positive impact on secondary school students' academic performance in Foods and Nutrition in Abakaliki Education zone of Ebonyi State with a grand mean score of 2.86 and standard deviation of 1.06. Therefore the use of Facebook influences Secondary School Students' academic performance in Foods and Nutrition.

RESEARCH QUESTION THREE

What is the impact of WhatsApp on secondary school students' academic performance in Foods and Nutrition in Abakaliki Education Zone?

SN	Items	N	X	SD	Decision
11	WhatsApp encourages teacher-students interaction	500	3.14	1.02	Agree
12	WhatsApp is attainable because it does not cost much	500	3.20	0.92	Agree
13	WhatsApp creates effective learning communication among the students	500	3.06	0.97	Agree
14	It is easy to activate the	500	2.96	1.06	Agree

15	WhatsApp provides favourable educational change by improving reading and writing skills	500	2.97	1.04	Agree
Grand Mean		500	3.07	1.00	Agree

Table 3: Mean and standard deviation on the impact of WhatsApp on secondary school students' academic performance in Foods and Nutrition in Abakaliki Education Zone

Results of data analysis in table 3 showed that the respondents agreed that all the items the table have positive impact on secondary school students' academic performance in Foods and Nutrition in Abakaliki Education zone of Ebonyi State with a grand mean score of 3.07 and standard deviation of 1.00. Therefore the use of Whatsapp influence Secondary School Students' academic performance in Foods and Nutrition.

RESEARCH QUESTION FOUR

What is the impact of YouTube on secondary school students' academic performance in Foods and Nutrition in Abakaliki Education Zone?

SN	Items	N	X	SD	Decision
16	Conference teaching through YouTube has significant effect on learning	500	2.85	1.06	Agree
17	YouTube provides virtual learning environment to students	500	3.04	0.92	Agree
18	YouTube helps to consume, create and share information between students and teachers	500	3.06	0.96	Agree
19	Online animation model is effective through YouTube	500	2.81	1.04	Agree
20	YouTube aids high retention and academic performance of students	500	2.89	1.05	Agree
Grand Mean		500	2.93	1.01	Agree

Table 4: Mean and standard deviation on the impact of YouTube on secondary school students' academic performance in Foods and Nutrition in Abakaliki Education Zone

Results of data analysis in table 4 showed that the respondents agreed that all the items the table have positive impact on secondary school students' academic performance in Foods and Nutrition in Abakaliki Education zone of Ebonyi State with a grand mean score of 2.93 and standard deviation of 1.01. Therefore the use of YouTube influence Secondary School Students' academic performance in Foods and Nutrition.

RESEARCH QUESTION FIVE

What is the impact of Twitter on secondary school students' academic performance in Foods and Nutrition in Abakaliki Education Zone?

SN	Items	N	X	SD	Decision
21	Twitter act as a link to articles and videos that are relevant to study of interest	500	2.79	1.03	Agree
22	Twitter allows setting up specific feeds which enable students to see and monitor relevant class events	500	2.76	1.05	Agree
23	Develop information to enable students search about relevant study	500	2.80	1.03	Agree
24	Connection with teachers and students is made easy in order to increase communication	500	2.78	1.01	Agree
25	Ideas are shared with teachers and other students from other classes, schools or areas	500	2.55	1.07	Agree
Grand Mean		500	2.74	1.04	Agree

Table 5: Mean and standard deviation on the impact of Twitter on secondary school students' academic performance in Foods and Nutrition in Abakaliki Education Zone

Results of data analysis in table 5 showed that the respondents agreed that all the items the table have positive impact on secondary school students' academic performance in Foods and Nutrition in Abakaliki Education zone of Ebonyi State with a grand mean score of 2.74 and standard deviation of 1.04. Therefore the use of Twitter influence Secondary School Students' academic performance in Foods and Nutrition.

HYPOTHESIS ONE

There is no significant difference in the mean ratings of male and female students on the impact of Google+ on secondary school students' academic performance.

Items	Gender	N	Mean	SD	t.cal.	Df	t.crit.	Decision
1	Male	171	2.57	1.16	0.99	498	1.96	Not Significant
	Female	329	2.46	1.15				Significant
2	Male	171	3.19	0.89	0.69	498	1.96	Not Significant
	Female	329	3.13	0.93				Significant
3	Male	171	2.85	1.05	0.61	498	1.96	Not Significant
	Female	329	2.79	1.05				Significant
4	Male	171	2.97	1.04	0.11	498	1.96	Not Significant
	Female	329	2.98	1.03				Significant
5	Male	117	2.96	1.09	0.22	498	1.96	Not Significant
	Female	78	2.94	1.08				Significant

Table 6: t-test summary of mean responses of male and female students on the impact of Google+ on secondary school students' academic performance in Foods and Nutrition in Abakaliki Education Zone

Finding as presented on table 6 showed that there was no significant difference in the mean response of male and female students on the impact of Google+ on secondary school students' academic performance in Abakaliki Education Zone of Ebonyi State.

HYPOTHESIS TWO

There is no significant difference in the mean ratings of male and female students on the impact of Facebook on secondary school students' academic performance

Items	Status	N	Mean	SD	t.cal.	Df	t.crit.	Decision
6	Male	171	2.81	1.08	0.72	498	1.96	Not Significant
	Female	329	2.89	1.11				Significant
7	Male	171	2.95	1.02	0.21	498	1.96	Not Significant
	Female	329	2.93	1.03				Significant
8	Male	171	2.90	1.04	0.45	498	1.96	Not Significant
	Female	329	2.95	1.05				Significant
9	Male	171	2.87	1.04	0.20	498	1.96	Not Significant
	Female	329	2.89	1.05				Significant
10	Male	171	2.58	1.10	1.49	498	1.96	Not Significant
	Female	329	2.75	1.05				Significant

Table 7: t-test summary of mean responses of male and female students on the impact of Facebook on secondary school students' academic performance in Foods and Nutrition in Abakaliki Education Zone

Finding as presented on table 7 showed that there was no significant difference in the mean response of male and female students on the impact of Facebook on secondary school students' academic performance in Abakaliki Education Zone of Ebonyi State.

HYPOTHESIS THREE

There is no significant difference in the mean ratings of male and female students on the impact of WhatsApp on secondary school students' academic performance.

Items	Status	N	Mean	SD	t.cal.	Df	t.crit.	Decision
11	Male	171	3.14	0.99	0.06	498	1.96	Not Significant
	Female	329	3.15	1.03				Significant
12	Male	171	3.20	0.91	0.05	498	1.96	Not Significant
	Female	329	3.19	0.93				Significant
13	Male	171	3.05	0.99	0.22	498	1.96	Not Significant
	Female	329	3.07	0.96				Significant
14	Male	171	2.88	1.06	1.29	498	1.96	Not Significant
	Female	329	3.01	1.06				Significant
15	Male	171	2.95	1.03	0.35	498	1.96	Not Significant
	Female	329	2.98	1.04				Significant

Table 8: t-test summary of mean responses of male and female students on the impact of WhatsApp on secondary school students' academic performance in Foods and Nutrition in Abakaliki Education Zone

Finding as presented on table 8 showed that there was no significant difference in the mean response of male and female students on the impact of WhatsApp on secondary school students' academic performance in Abakaliki Education Zone of Ebonyi State.

HYPOTHESIS FOUR

There is no significant difference in the mean ratings of male and female students on the impact of YouTube on secondary school students' academic performance.

Items	Status	N	Mean	SD	t.cal.	Df	t.crit.	Decision
16	Male	171	2.85	1.08	0.09	498	1.96	Not Significant
	Female	329	2.86	1.06				Significant
17	Male	171	3.04	0.93	0.16	498	1.96	Not Significant
	Female	329	3.05	0.92				Significant
18	Male	171	3.07	0.94	0.10	498	1.96	Not Significant
	Female	329	3.06	0.97				Significant
19	Male	171	2.73	1.04	1.20	498	1.96	Not Significant
	Female	329	2.85	1.03				Significant
20	Male	171	2.88	1.02	0.23	498	1.96	Not Significant
	Female	329	2.89	1.06				Significant

Table 9: t-test summary of mean responses of male and female students on the impact of YouTube on secondary school

students' academic performance in Foods and Nutrition in Abakaliki Education Zone

Finding as presented on table 9 showed that there was no significant difference in the mean response of male and female students on the impact of YouTube on secondary school students' academic performance in Abakaliki Education Zone of Ebonyi State.

HYPOTHESIS THREE

There is no significant difference in the mean ratings of male and female students on the impact of Twitter on secondary school students' academic performance.

Items	Status	N	Mean	SD	t.cal.	Df	t.crit.	Decision
21	Male	171	2.84	1.01	0.82	498	1.96	Not Significant
	Female	329	2.76	1.04				Significant
22	Male	171	2.76	1.04	0.03	498	1.96	Not Significant
	Female	329	2.76	1.06				Significant
23	Male	171	2.77	1.02	0.47	498	1.96	Not Significant
	Female	329	2.82	1.03				Significant
24	Male	171	2.82	1.01	0.49	498	1.96	Not Significant
	Female	329	2.77	1.01				Significant
25	Male	171	2.56	1.05	0.02	498	1.96	Not Significant
	Female	329	2.55	1.08				Significant

Table 10: t-test summary of mean responses of male and female students on the impact of Twitter on secondary school students' academic performance in Foods and Nutrition in Abakaliki Education Zone

Finding as presented on table10 showed that there was no significant difference in the mean response of male and female students on the impact of Twitter on secondary school students' academic performance in Abakaliki Education Zone of Ebonyi State.

IV. DISCUSSIONS

The result of the findings revealed that Google+ application has positive impact on secondary school students' academic performance in Abakaliki Education Zone with Grand Means of 2.88 and 1.05 of Standard Deviation. This result is consistent with that of Dabbagh, and Kitsantas (2012). It was also found that the usage of Facebook effect students' academic performance, but the effect is positive, which is consistent with Ainin, Naqshbandi, Moghavvemi, and Jaafar(2015), but contradicts Karpinski, Kirschner, Ozer, Mellott and Ochwo (2013), who argued that Facebook usage has a negative relationship with the secondary school students' academic performance of its users. The result of the findings revealed that WhatsApp application has positive impact with Grand Means of 3.07 and 1.00 of Standard Deviation, this indicated that majority of the students expressed that the WhatsApp has a positive impact in Foods and Nutrition and its use in other subjects. This result is consistent with that of Plana, Escofet, Figueras, Gimeno, Appel and Hopkins (2013) who also found that the instant message in application of WhatsApp increase students' motivation and willingness to study in immersion programmes. The result showed that YouTube have positive impact on the academic performance of secondary school students. YouTube is believed to be an educational tools used to improve the experiences of communication between teachers and students and among

students. As a matter of fact, many of the satisfying encounters are underlined by the affordances of the new media. Sundar and Limperos (2013) propose a shaping of user needs based on affordances of media technology that enables users to individualize and personalize learning to construct meaning. In contrast, Fox and Moreland (2015) state that affordances influence both positive and negative experiences of technology whereas users often do not anticipate negative encounters. The result indicated that students have better understanding in using Twitter for their academic activities like doing assignment, source for materials and relating to one another. This makes them to have higher interest in learning than their engagement in non-academic activities. This finding is in line with that of Smith and Tirumala (2012) whose study indicated that students exposed to the use of Twitter perceived Twitter as more useful in the classroom than did students who did not use Twitter. Besides, Twitter made learning more fun and interesting as it increased students' social comfort of expression. The result of this study on interest is in consonance with Terty (2010) who did not establish any significant difference in the mean interest rating scores of students in urban and rural schools in their academic performance.

V. CONCLUSION

The objective of this paper was to ascertain the impact of some selected social media on secondary school students' academic performance in Foods and Nutrition in Abakaliki Education Zone of Ebonyi State. A thorough examination actually revealed that these online social tools have many educational benefits. Indeed, it has been shown that social media enhance communication and interaction among students and between teachers and students thereby improving students' academic performance. Instructors and students are able to communicate with each other within or between classes. It has also been found out that social media are an effective way to promote students' engagement as it enables shy, intimidated or bored students to share ideas and to express their opinions in a more comfortable way. An additional educational advantage of social media applications is that they foster collaboration given that they offer teachers and students a single destination where they can bring their ideas together, examine them with their colleagues and publish in a way that it can be edited. It is strongly believed that social media could be used as a valuable educational tool capable of enriching the learning experience of students under guided instructional procedures.

VI. RECOMMENDATIONS

In the light of the findings, the following recommendations are made;

- ✓ Seminars should be organized in the various secondary schools to enlighten students more about the possible implications of social media usage on their academic performance

- ✓ Students should make sure that they use these social networking sites judiciously to ensure that they do not become detrimental to their academics.
- ✓ Teachers can adopt new strategies by channeling assignments or discussions on social media platforms to help inculcate the habit of using these sites for academic work.
- ✓ Students must minimize the time they spend on social media to avoid being obsessed by these sites for unnecessary chatting.
- ✓ The secondary school management should also restrict students access to certain social media sites that may be prone to distracting students' attention during school hours as a means of minimizing their use.

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