

**INFLUENCE OF COLLABORATIVE WEBSITE AND ONLINE
BLOGS ON ACADEMIC ACHIEVEMENT OF BUSINESS
EDUCATION STUDENTS
IN PUBLIC TERTIARY INSTITUTIONS IN ANAMBRA STATE**

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Abstract

The study investigated the influence of collaborative website and online blogs on academic achievement of business education students in public tertiary institutions in Anambra State. Two research questions guided the study and two hypotheses were tested at 0.05 level of significance. The descriptive survey research design was adopted for the study. The population of the study comprised 261 (300 level) business education students in the 2021/2022 academic session from the four public tertiary institutions offering business education programme in Anambra State. The instrument for data collection was a structured questionnaire developed by the researcher and validated by three experts in the Faculty of Education, two from Vocational Education Department and one from Educational Foundation all in Chukwuemeka Odumegwu Ojukwu University, Igbariam campus. Test of reliability of the instrument for internal consistency using Cronbach Alpha reliability method yielded coefficient values of 0.84 and 0.82 for clusters 1 and 2 respectively with an overall reliability co-efficient of 0.83. Out of 300 copies of questionnaire distributed, 239 copies were returned in good condition and used for the analysis of data. Mean, standard deviation and t-test were used to analyze data for the study. Findings of the study revealed that

collaborative website and online blogs influences academic achievement of business education students to a high extent. Findings of the study also revealed that gender and location did not influence the opinions of the respondents on influence of collaborative website and online blogs on academic achievement of business education students in public tertiary institutions in Anambra State. Based on these findings the researcher recommended among others that administrators of business education programme should encourage the integration of collaborative website into business education curricula, as they have been shown to positively impact academic achievement.

Keywords: Collaborative Website, Online Blogs, Academic Achievement and Business Education Students.

Introduction

Business education is described as a comprehensive academic programme that gives its recipient the information, abilities, and attitudes he or she needs to be successful in any business endeavour they choose to pursue. Business education is a component of a comprehensive educational programme that equips students with the information, abilities, perspectives, and attitudes necessary to succeed as consumers or producers of products and services in the business world (Dambo & Ibitoroko, 2022). Business education is a subset of vocational education that provides students with the skills and theoretical knowledge required for success in the business world, whether through employment or self-employment. Okoye, (2021) also contained that business education as an aspect of education and a program of study in an educational system is a dynamic course of study that is attained with change to produce functional individuals that are proficient and profitable in the contemporary business world. Nwadiani and Egbri (2016) stated that the purpose of business education is to provide specialized instruction to prepare students for careers in business; fundamental instruction to assist students in assuming their economic roles as consumers, workers, and citizens; and background instruction to assist students in preparing for professional careers requiring advanced study. Oguejiofor and Iyoha also noted that business education is an integral part of vocational and technical education that prepares student for advancement in jobs within business. Despite the laudable purpose of business education in tertiary education, so far, the programme has fallen short of the aforementioned goals and objectives as evidenced by low student academic achievement (Peter, 2015).

Academic achievement in some tertiary institutions can be viewed as the realization cognitive objectives that either apply to several subject areas (for example, critical thinking) or encompass the acquisition of information and comprehension in a specific academic topic, such as business education (Peter, 2015). Oguejiofor and Eya (2022) noted that it is

the height of formal education successfully attained by an individual in the course of pursuing a career. As a result, academic achievement is seen as a multifaceted construct which includes multiple domains of learning (Osharive, 2015). Indicators of academic achievement can be based on a variety of factors, including very general ones like procedural and declarative knowledge gained through educational systems, more curricular ones like grades or achievement on an educational achievement test, and cumulative ones like educational degrees and certificates (Peter, 2015).

Academic achievement is the degree of accomplishment or proficiency in academic work assessed by teachers, standardized examinations, or a combination of the two. It is a multifaceted construct that includes multiple domains of learning and is significant to everyone's life in developed societies. In this context, academic achievement can be defined as the extent to which students understand business concepts, theories, and practical skills in business education. However, the use of social media has been a significant distraction for students in tertiary institutions, including business education students. With the National Bureau of Statistics reporting 22,5000 mobile customers in Nigeria and 154,000,000 active internet users, social networking is growing increasingly popular among Nigerian students. Many students have embraced these technologies to connect with friends, share information, reinvent their identities, and showcase their social life. The idea of whether social media has any effect on students' academic achievement of business education students in public tertiary institutions remains unanswered. Apuke (2017) reported that social media offers many learning opportunities that improve academic achievement, while Oparaugo (2021) stated that social media can be a source of distraction for young people both in their academics and other activities. Okoye and Akaenyi (2024) advocated that although there are negative effects of social media on students' academic achievement but, it is quite appropriate for teachers to use various social media platforms and for teachers and students to interact and socialize through this means. The researcher aims to determine the influence of social media on academic achievement of business education students by understanding what social media is all about.

Social media is the fastest growing online application in the twenty-first century, and its rapid growth is being fueled by technological improvement (Apuke, 2017). Social media activities include online socializing and networking using text, photographs, and videos. Social media is defined as a set of internet-based apps that enable the creation and exchange of user-generated content and are founded on the ideological and technological underpinnings of Web2.0. It relies on mobile and web-based technology to provide highly interactive platforms for people and communities to share, co-create, discuss, and change user-generated content. Parveen et al., (2018) stated that social media has brought about significant and ubiquitous changes in communication between businesses, communities, and people. Social media according to Osharive (2016) is defined as the means that employs mobile and web based technology to create highly

interactive platforms via which individuals and community share, co-create, discuss and modifies user-generated content. It is a form of interactivity in which individuals create, share, exchange and remark among themselves in various networks. In other words, social media provide opportunities for new relationships as well as for strengthening existing relationships. Adeniyi (2022) observed that social media provides plenty of learning and interactivity opportunities, and that it is not too difficult to see how students and their users benefit from using social media. Ngwu (2019) classified social media into the following categories: collaborative website, blogs, content communities, social network sites and online games.

Collaborative website are defined as social media applications that enabled for the joint and simultaneous creation of knowledge-related content by a large number of end-users, have only lately piqued the interest of a broader range of academics (Kaplan &Haenlein in Aichner et al., 2021). Collaborative website varies in that they allow all users to upload, modify, or change material equally. In this regard, they are most likely the most democratic type of social media, which may be characterized as "a series of Internet-based apps that build on the conceptual and technological underpinnings of Web 2.0, and that allow the production and exchange of User Generated Content." Wikis are the first sort of collaborative project. Wikis get their name from the Hawaiian word meaning quick, and they allow users to add, delete, or amend material on a webpage using a simple web browser rather than a more complicated HTML editor. Social bookmarking sites, often known as collaborative tagging services, are the second form of collaborative website. They allow users to tag bookmarks of online resources, which may then be arranged into tag clouds: visual representations of tags, with the importance of each indicated by font size or color (Ngwu, 2019).

The third sort of collaborative project is an online forum or message board, where users may communicate through posted messages. Forums, unlike wikis, often do not enable users to change anything submitted by others, but rather simply comment to or discuss it within their own postings. The ability to modify is restricted to forum administrators or moderators. They enable users to attach tags to bookmarks of online documents, which may then be arranged into tag clouds: Visual e-forums with a different aim (e.g., dating sites) should not be considered collaborative website, but rather social networking programmes, which are a type of social media in their own right.

The fourth and last sort of collaborative endeavour is review sites, which are websites dedicated to exchanging opinions about businesses, goods, and anything else relevant to human existence. TripAdvisor and Epinions.com are two prime examples in this area. Review sites often utilize some type of reputation system to compute dependability scores based on ratings collected in user reviews (Lladós-Masllorens et al., 2017). Siyaka et al. (2022) reported that the use of social media, as well as time spent on social media, has an effect on the academic achievement of students. Asiedu (2017)

revealed that the positive effects of social media like collaborative websites outweigh its negative counterpart hence, students should not be entirely discouraged from visiting social media sites. Similarly, blog is another form of social media.

The term blog comes from the word weblog. A blog is a website that allows a person or organization to communicate information or thoughts with a large group of people over the internet (Ansari & Khan, 2020). It is not unusual for someone to create a blog and then never update it. Some of the most popular blogs are updated on a regular basis so that readers know when to anticipate new posts. Blogs address a wide range of subjects, including many political concerns. A feedback forum is a frequent feature of blogs, where users may engage with both the blog author and those who have responded after reading a post. Blogs focus on learners' writing, energizing them and providing them with more classroom writing dynamics. Blogging is a fantastic approach for students to connect with one another in a social setting using technology (Hashem, 2018). Similar to blog is content communities, another type of social media. Alsamadani (2018) revealed that unlike traditional ways of improving writing skills, blogging has revolutionized English as Foreign Language (EFL) pedagogy and methodology (learning and teaching). Blogging-based writing practice is more participatory and interactive in that learners can dramatically improve their writing skills in terms of content, word choice, style, language mechanics and the like. The learner-blogger becomes aware that the arbiter is no longer the classroom teacher, the audience or readership. Okocha (2016) revealed that students were aware of blogs though they still had insufficient information of its use in learning, also students were more interested in the benefits of creative thinking, dissemination of information and ability to view pictures and videos of concepts as well as discussion with classmates. However, privacy issues, solitary learning and insufficient information still limited the adoption of blogs in learning in Nigeria. There is a need for university administrators to create an enabling environment for intellectual exchange by aligning the university curriculum to promote creative thinking, collaborative learning and visualization of concepts in learning. Furthermore, factors like gender and location could influence social media use.

Gender and location play a significant role in the influence of social media on the academic achievement of business education students. Men use social media platforms for networking, finding mates, and playing computer games, while females use them for relationship maintenance and public message publishing (Efosa et al., 2017). Location also influences social media use among students. Studies have shown that urban and suburban areas use social networking sites more than rural areas, with rates of 70% and 67%, respectively (Gorkemli, 2017). However, rural individuals have fewer friends and live closer to their homes, so they rarely use social media and it does not influence their academic achievement. The situation is not clear for business education students in tertiary institutions in Anambra State, as the views expressed are theoretical and have not been empirically proven. This research

empirically investigated the influence of collaborative websites and online blogs on the academic achievement of business education students in public tertiary institutions in Anambra State.

Statement of the Problem

The advent of technology has revolutionized the way we conduct various activities in society. From communication to commerce, and particularly in education, technology has transformed traditional methods into more efficient and engaging processes. However, the integration of technology into educational settings has sparked considerable debate among scholars. Some scholars argue that the proliferation of social media platforms, a significant aspect of modern technology, serves as a distraction for business education students. They contended that these platforms can detract them from academic focus, leading to reduced productivity and engagement in studies. This perspective raises concerns about the overall impact of technology on learning outcomes. Researchers observations indicate that the use of social media tools among students is on the rise. It is not uncommon to see students spending hours online, engaging with various social media platforms. This trend raises important questions regarding the balance between social media engagement and academic responsibilities. Given the increasing prevalence of social media usage among students, the researcher wonders about its implications for academic achievement. Will extended hours spent on collaborative websites and online blogs influence students' academic achievement? It is against his background that the researchers investigated the influence of collaborative websites and online blogs on academic achievement of business education students in public tertiary institutions in Anambra State.

Purpose of the Study

The main purpose of the study was to investigate the influence of collaborative websites and online blogs on the academic achievement of business education students in public tertiary institutions in Anambra State. Specifically, the study investigated the extent:

1. Collaborative website influence academic achievement of business education students in public tertiary institutions in Anambra State.
2. Online blogs influence academic achievement of business education students in public tertiary institutions in Anambra State.

Research Questions

The following research questions guided the study:

1. To what extent do collaborative website influence academic achievement of business education students in public tertiary institutions in Anambra State?
2. To what extent do online blogs influence academic achievement of business education students in public tertiary institutions in Anambra State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of male and female business education students on the extent collaborative website influence academic achievement of business education students in public tertiary institutions in Anambra State.
2. There is no significant difference in the mean ratings of business education students in urban areas and those in rural areas on the extent blogs influence academic achievement of business education students in public tertiary institutions in Anambra State.

Methodology

The research design adopted in this study is descriptive survey. The study was carried out in Anambra State, South East Geographical Zone of Nigeria. The population of the study comprised 261 (300 level) business education students in the 2021/2022 academic session from four public tertiary institutions offering business education programme in Anambra State. The sample size for the study was 261(300 level) business education students. The researcher did not sample the population of the study because it is manageable. The instrument for data collection for this study was a questionnaire structured by the researcher based on the review of literature and in relation to the research questions guiding the study. The questionnaire is titled “Questionnaire on Influence of Collaborative Website and Online Blog on Academic Achievement of Business Education Students in Tertiary Institutions (QICWOBAABESTI)”. The questionnaire consists of two parts; A and B. Section A elicits demographic information of the respondents such as gender and location. Section B contains 20 items in clusters, 1 to 2 based on the research questions. Cluster B1 contains 10 items on the extent collaborative websites influence academic achievement of business education students in public tertiary institutions and B2 contains 10 items on the extent online blogs influence academic achievement of business education students in public tertiary institutions. The instrument is structured on a four-point rating scale response options of Very High Extent (VHE), High Extent (HE), Low Extent (LE) Very Low Extent (VLE). The instrument was validated by three experts. Two of the experts are from the Department of Vocational Education, while one expert is from the Department of Educational Foundation all in the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus.

To establish the reliability of the instrument, a pilot test was carried out. The instrument was administered on 20 business education student in 300 level in Delta State University, Abraka and Federal College of Education (Technical), Asaba both in Delta State who were not included in the population of the study. The application of the Cronbach Alpha reliability for the two clusters yielded coefficient values of 0.84 and 0.82 for clusters 1 to 2 respectively with an overall reliability co-efficient of 0.83. Out of 300

copies of questionnaire distributed, 239 copies were returned in good condition and used for the analysis of data. Data collected was analyzed using the arithmetic mean and standard deviation to determine the closeness of the respondents means respectively. The level of the rejections or acceptance of the questionnaire items was determined based on mean rating of items and the cluster mean interpreted relative to real limits of numbers as shown below:

Response	Rating Scale	Real Limits of Numbers
Very High Extent (VHE)	4	3:50-4.0
High Extent (HE)	3	2:50-3.49
Low Extent (LE)	2	1:50-2.49
Very Low Extent (VLE)	1	1.00 -1.49

For the hypotheses, t-test statistic was used to test the null hypotheses at 0.05 level of significance. Meanwhile, a null hypothesis was rejected where the P - value was less than the stipulated level of significance (0.05). Inclusively, if the p- value is greater than or equal to the stipulated level of significance (0.05), the hypothesis was acceptable.

Results

Research Question 1

To what extent do collaborative Website influence academic achievement of business education students in public tertiary institutions in Anambra State?

Table 1: Respondents Mean Ratings on the Extent Collaborative Website Influence Academic Achievement of Business Education Students in Public Tertiary Institutions (N=239)

S/N	Item Description	N	Mean	SD	Remarks
1.	Collaborative website allow students to review learning content in business education	239	2.64	0.89	High Extent
2.	Wiki students to create study contents for their courses	239	3.12.	0.82	High Extent
3	Wikipedi allows students to access information related to business education	239	2.52	0.97	High Extent
4	Innocentive sharing of course information between lecturers and students	239	2.80	0.78	High Extent
5	MaharaWikki facilitates the sharing of course information between students	239	2.70	0.82	High Extent
6	Wikki how supplies information for students assignments	239	3.23	0.82	High Extent
7	Wikki how assist students in solving complex academic problems	239	3.26	0.77	High Extent
8	Wikipedia provides an alternative source of learning material to what is provided by the lecturer	239	2.88	0.87	High Extent
9	MaharaWikki provides more in-depth knowledge to what was taught in class	239	2.50	1.13	High Extent
10	Wikipedia allows students to directly check the validity of the numerous references through the external links that are directly provided in the articles	239	2.55	0.79	High Extent
Cluster Mean			2.82		High Extent

Data in Table 1 revealed the extent collaborative website influence academic achievement of business education students in public tertiary

institutions in Anambra State. Data in Table 1 revealed that collaborative website influence academic achievement of business education students in public tertiary institutions in Anambra State to a high extent with mean ratings ranging between 2.50 and 3.26 as reflected in items 1-10. The standard deviation scores ranging between 0.77 and 1.13 indicated that the respondents' opinions were related. The cluster mean of 2.82 indicates that collaborative website influence academic achievement of business education students in public tertiary institutions in Anambra State to a high extent.

Research Question 2

To what extent do online blogs influence academic achievement of business education students in public tertiary institutions in Anambra State?

Table 2: Respondents Mean Ratings on the Extent Online Blogs Influence Academic Achievement of Business Education Students in Public Tertiary Institutions (N=239)

S/N	Item Description	N	Mean	SD	Remarks
11.	Online blogs enables students to learn things outside the classroom	239	3.08	1.11	High Extent
12.	Boosts students' motivation to learn difficult courses	239	2.83	0.81	High Extent
13	Allows students to learn independently	239	2.90	0.85	High Extent
14	Promotes group learning of business topics	239	2.65	1.08	High Extent
15	Improves students writing abilities	239	2.52	0.79	High Extent
16	Encourages students to try new things	239	2.62	0.87	High Extent
17	Enables students to take calculated risks	239	2.51	0.93	High Extent
18	Allows students to think about issues from the real-world perspective	239	2.59	1.10	High Extent
19	Facilitates collaborative knowledge construction through inquiry-based interaction	239	2.56	1.06	High Extent
20	Allows students the opportunity to take charge of their own learning	239	2.81	1.01	High Extent
	Cluster Mean		2.71		High Extent

Data in Table 2 showed the extent online blogs influence academic achievement of business education students in public tertiary institutions in Anambra State. Data in Table 2 revealed that online blogs influence academic achievement of business education students in public tertiary institutions in Anambra State to a high extent with mean ratings ranging between 2.51 and 3.08 as reflected in items 11-20. The standard deviation scores ranging between 0.79 and 1.11 indicated that the respondents' opinions were related. The cluster mean of 2.71 indicates that online blogs influence academic achievement of business education students in public tertiary institutions in Anambra State to a high extent.

Hypothesis 1: There is no significant difference in the mean ratings of male and female business education students on the extent collaborative website influences academic achievement of business education students in public tertiary institutions in Anambra State.

Table 3: Independent t-test of Male and Female Business Education Students on the Extent Collaborative website Influences Academic Achievement of Business Education Students in Public Tertiary Institutions

Variation	N	Mean	SD	t-cal	df	p-value
Male business education students	106	2.70	.81	1.30	237	.19
Female business education students	133	2.85	.84			

Result from Table 3 indicated the independent t-test of male and female business education students on the extent collaborative website influences academic achievement of business education students in public tertiary institutions in Anambra State. The results revealed that t-calculated =1.30, p-value=0.19 at degree of freedom of 237. The p-value of 0.19 was greater than 0.05 level of significance, hence the decision was not to reject the null hypothesis of significant difference in the mean ratings of male and female business education students on the extent collaborative website influence academic achievement of business education students in public tertiary institutions in Anambra State. This means that there is no significant difference in the mean ratings of male and female business education students on the extent collaborative website influences academic achievement of business education students in public tertiary institutions in Anambra State.

Hypothesis 2: There is no significant difference in the mean ratings of business education students in urban areas and those in rural areas on the extent blogs influence academic achievement of business education students in public tertiary institutions in Anambra State.

Table 4: Independent t-test of Business Education Students in Urban and Rural Areas on the Extent Online Blogs Influences Academic Achievement of Business Education Students in Public Tertiary Institutions

Variation	N	Mean	SD	t-cal	df	p-value
Urban students	135	2.65	0.78	1.83	237	0.06
Rural students	104	2.84	0.81			

Result from Table 4 indicated the independent t-test of business education students on the extent blogs influence academic achievement of business education students in public tertiary institutions in Anambra State. The results revealed that t-calculated =1.83, p-value=0.06 at degree of freedom of 237. The p-value of 0.06 was greater than 0.05 level of significance, hence the decision was not to reject the null hypothesis of significant difference in the mean ratings of business education students in urban and rural areas on the extent online blogs influence academic achievement of business education students in public tertiary institutions in Anambra State. This means that there is no significant difference in the mean

ratings of business education students in urban and rural areas on the extent online blogs influences academic achievement of business education students in public tertiary institutions in Anambra State.

Discussion

Findings of the study revealed that collaborative website influence academic achievement of business education students in public tertiary institutions in Anambra State to a high extent. The finding further revealed that collaborative website allow students to review learning content in business education, allows students to create study contents for their courses, facilitates sharing of course information between lecturers and students, facilitate the sharing of course information between students, supply information for students assignments and assist students in solving complex academic problems among others. This finding is in agreement with Siyaka et al. (2022) who reported that social media platforms like collaborative website have positive effect on students' academic achievement. Similarly, Asiedu (2017) reported that the positive effects of social media outweigh its negative counterpart hence, students should not be entirely discouraged from utilizing social media platforms like collaborative website. Asiedu further stated that the positive effects of social media include the ability to seek the views of course mates on a certain topic at the comfort of their rooms, the opportunity to make more friends than in real life and the ability to be able to participate in group discussions.

Furthermore, finding of the study revealed no significant difference in the mean ratings of male and female business education students on the extent collaborative website influences academic achievement of business education students in public tertiary institutions in Anambra State. The finding of this study indicated that undergraduate business education students irrespective of their gender agree that collaborative website influences academic achievement of business education students in public tertiary institutions in Anambra State.

The finding of the study revealed that online blogs influence academic achievement of business education students in public tertiary institutions in Anambra State to a high extent. The finding of the study further revealed that online blogs enables students to learn things outside the classroom, boosts students' motivation to learn difficult courses, allow students to learn independently, promote group learning of business topics, improves students writing abilities, encourages students to try new things, enable students to take calculated risks and allow students to think about issues from the real-world perspective. This is in agreement with Alsamadani (2018) who revealed that unlike traditional ways of improving writing skills, blogging has revolutionized English as Foreign Language (EFL) pedagogy and methodology (learning & teaching). Alsamadani further stated that blogging-based writing practice is more participatory and interactive in that learners can dramatically improve their writing skills in terms of content, word choice, style, language mechanics and the like. The learner-blogger

becomes aware that the arbiter is no longer the classroom teacher, the audience or readership. However, Okocha (2016) averred that majority of students were aware of blogs though they still had insufficient information of its use in learning, also students were more interested in the benefits of creative thinking, dissemination of information and ability to view pictures and videos of concepts as well as discussion with classmates. Also, Okocha noted that privacy issues, solitary learning and insufficient information still limited the adoption of blogs in learning in Nigeria.

Furthermore, finding of the study revealed no significant difference in the mean ratings of business education students in urban and rural areas on the extent online blogs influence academic achievement of business education students in public tertiary institutions in Anambra State. This finding showed that business education students in urban and rural areas agreed that online blogs influence academic achievement of business education students in public tertiary institutions in Anambra State to a high extent. This is in line with the findings of Alsamadani (2018) who stated that online blogs has positive influence on the academic achievement of students.

Conclusion

Researcher concludes based on the findings of this study, that collaborative website and online blogs have positive significant influence on the academic achievement of business education students in public tertiary institutions in Anambra State. These findings align with the tested hypotheses, which revealed no significant differences in the impact of these digital tools based on gender or urban-rural location. The results highlights the increasingly important role that social media platforms such as collaborative website and online blogs play in the academic journeys of business education students in Anambra State.

Recommendations

Based on the findings of this study, the researcher proffers the following recommendations:

1. Administrators of business education programme should encourage the integration of collaborative website into business education curricula, as they have been shown to positively influence on academic achievement. Administrators of business education students should provide training and resources to educators and students on how to effectively utilize collaborative website for learning.
2. Business educators should recognize the educational potential of online blogs and incorporate them into teaching and learning activities. The administrators of the business education programme should create a repository of recommended educational blogs that align with business education topics to facilitate easy access for students.
- 3.

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