The Influence of Mobile Phone Services on Students' Study Habits in Tertiary Institutions in Nigeria

Obi, IfeyinwaCalista
Department of Library and Information Science, Federal College of Education (Technical), Umunze, Anambra State**.**
E-mail: obiifeyinwa10@yahoo.com

Okore, Nneka E.
The Library, Rubber Research Institute of Nigeria, Iyanomo, Benin-City,
Edo State, Nigeria. E-mail: nkokore123@gmail.com

Baro, EbikaboweiEmmnauel(CLN),
Federal University, Otuoke, Bayelsa State, Nigeria.
Email: baroee@fuotuoke.edu.ng;
karaperekumor@yahoo.com

Offor, Chimezie C.
Department of Library and Information Science, NnamdiAzikiwe University, Awka, Anambra State. Nigeria.
e-mail: purityinchrist.offor@yahoo.com

Idahosa, Mary Ebele
Benson Idahosa University, Benin-City, Edo State. Nigeria.
e-mail: idahosadayo53@yahoo.com

Abstract

The purpose of this study is to investigate the influence of mobile phone services on students' study habits in tertiary institutions in the South-South and South-East zone of Nigeria. The study adopted descriptive survey method. A questionnaire was designed to collect data from 448 respondents from six institutions offering Library and Information Science (LIS) in the South-South and South-East zones in Nigeria. The study revealed that chatting on Facebook, online sport betting, downloading and playing music, Whatsapp chatting, e-mail services are among the mobile phone Internet services used by the students of tertiary institutions in

Nigeria. The study found that using these mobile phone services during private study and lecture time negatively affects students' time management and distracts students' concentration during lecture time. Overall, the majority of the students agree that using mobile phone services during lecture periods and private study time negatively affect study habits. The study concluded that if this is not curtailed, students will continue to have poor academic performance if they are not taught the negative influence of this mobile phone services on their study habits. Findings of this study will inform educators, decision-makers, parents, teachers, and students.

Keywords – Mobile Phones, Social networks, Study Habits, Undergraduate students, Tertiary institutions, Nigeria.

Introduction

For students in tertiary institutions to be successful in their academics, they must cultivate an effective study habits. Study habits are the ways students study on their own. That is, the learning tendencies that enables students to work privately. According to Azikiwe (2008), it is the adopted way and manner a student plans his private reading after classroom learning so as to attain mastery of the subject. Effective and successful study consist not only merely memorizing facts, but calls for knowing where and how to obtain information and the ability to make use of them effectively (Inyang&Usang, 2005). Ogbodo (2010) enumerated some study habits to include: Repetition, over-learning, summarization, enumeration, use of mnemonics, use of library, time management, application and revision.

Before the advent of computers and internet, the students of tertiary institutions have been studying making use of library and newspaper stands where they have access to information sources like journals, textbook, dictionaries, encyclopedias, magazines, newspapers, thesis and dissertations as well as project reports. The study by Alam, et al. (2014) revealed that study habits of students as at that time is effective – there is a maximum concentration on studies, high memory and strong logical ability. Ni, et al. (2009) also pointed out that students are more serious in note making and do not believe in cut-and-paste technology. Internet usage among undergraduate students is increasing day-by-day, they are often seen frequenting cyber-cafés, virtual libraries and Internet hubs, they are also seen browsing the

Internet using their phones and other electronic gadgets, flipping pages of textbooks and reference materials for their assignment and tests, they are no longer seen in group studies (Ni, et al. 2009). Presently, students are often asked to leave the institution or to repeat a session or to change their programme because of their poor and un-encouraging grades at the end of each session. Hence, the researchers feels there are some influences of mobile phone services on students' study habits and these influences ought to be identified and solutions proffered to control them.

Therefore, it became necessary to determine the influence of mobile phone services on the study habits of current students of tertiary institutions. Specifically, the study will investigate:
• The various mobile phone Internet services used by students.
• The influence of mobile phone Internet services' on students' time management.
• The influence of mobile phone Internet services' on students' concentration during study.

Research Question

•   What are the various mobile phone Internet services used by undergraduate students?
2. To what extent does the use of mobile phone Internet services influence students' time management?
•   To what extent does the use of mobile phone Internet services influence the students' use of library?
4. To what extent does the use of mobile phone Internet services influence the students' concentration during study?

Literature Review
The Concept of Study Habit
Study is a systematic acquisition of knowledge and an understanding of facts and principles that calls for retention and application (Okorodudu, 2002). Okorodudu (2002) stated that study is a programme of subject matter mastery. To him, study involves hard working. He pointed out that study involves the individual's thinking, feeling, personality, social interaction, and physical activities, among others. What this means is that studying involves some human sense organs. He

opined that studying is not just ordinary memorization of facts so as to be able to recall them when the need arises, it calls for effective mastery of facts and subject matter. Habit on the other hand is something that a person does often (Okorodudu, 2002). Study habits are learning tendencies that enable, students to work privately, it is a student's way of study whether systematic or inefficient (Ayodele&Adebiyi, 2013). It is the knowledge and application of effective study skills and techniques by students while working on their own (Ayodele and Adebiyi, 2013). Study habits can be good if they permit a student to excel or can be bad if they lead a student to get mediocre grades. To sum up, a good process of studying does not consist only in memorizing facts but in recalling when necessary these facts, and related information, and to use them in an intelligent way (Kahari, 2013).Study habits influence students' ability of learning and technology devices play a crucial role among factors which can condition study habits.

Techniques for Effective Study Habits Formation
It is not a new thing to say that most students of tertiary institutions do not know how to study, that is, they do not know the techniques to adopt or apply in their respective studies. According to Osa-Udo and Alutu (2012) some of the skills and techniques to be adopted for effective study habit formation includes: consideration, comprehension, remembering and note taking. To him, effective study cannot be acquired without the application of these skills and techniques. According to Grohol (2013), mnemonics devices are helpful because students use more of their brain to remember visual and active images than they do to remember just a list of items.

Importance of Positive Study Habit
One can rightly say that positive study habit is that study or behavior that is good, useful and favourable to the academic performance of a student. According to Ayodele and Adebiyi (2013), education is undoubtedly the greatest instrument in which man has devised for his own progress and it is often considered being the only way of getting to the top in Nigeria, so failure in education especially at the tertiary level brings untold hardship and frustration to the individual involved. From the above statement, it becomes apparently clear that every student should adopt a good study habit in order not to suffer an untold hardship. Ogbodo (2010) stated earlier that students should adopt positive study habits so as to be successful in their academic endeavors. She opined that positive study habits leads to good

performance skill. Similarly, Ayodele and Adebiyi (2013) stated that good study habits produces positive academic performance while inefficient study leads to academic failure. The researchers added that the poor academic performance among university undergraduates takes place as a result of poor/negative study habits among other things, thus implying that positive study habit leads to positive performances. Competencies of the process of studying are: to acquire and to record information, to record appropriate responses to those information, to locate the required information, to organize and to manage information synthesizing these in order to create adequate responses and to memorize and to retrieve information on demand (Poscia, et al. 2015). Different authors in the literature have stressed on the studying benefits derived from the use of mobile devices for learning, because these could lead to an improved access to education with better educational outcomes. These benefits are balanced by the negative effects of the improper use of these tools and of psychological disorders that can be related to their use (Kahari, 2013; Poscia, et al. 2015).

Time Planning
Time planning and effective time management is very necessary for formation of effective study habit techniques. It is only by organizing and planning their time that students can avoid distraction from regular studies. This is where making of time table for studies becomes relevant and important. Osa-Udo and Atulu (2012) also revealed that organizing time helps to minimize worry and indecision that may arise in case of any extra work that has to be slotted into their study time. It is also good to mention that time planning and study time table helps the students to allocate adequate time to each task so that no particular task consume more time than necessary (Martirano (2014).

Benefits of Internet Services to Education
It provides many benefits to its users most especially the student learners. However, Quadri (2013) revealed that through application of Internet to learning, students can improve their learning by gaining access to information and information materials available online, download them, print them or read them directly from the net. Eden and Ofre (2010) stated that Internet is increasingly being used by educational institutions and researchers as a flexible medium for delivering online education to distant or on-campus students. Ukut (2013) also opined that Internet provides scientists, lecturers and students access to non-

traditional sources of information at any part of the globe. Mbah (2010) also conducted a research on the impact of ICT on students' study habits in University of Buea, Cameroon. The study investigated students' familiarity and attitude towards ICT, it also examined the possible relationship between students' use of ICT and study habits. The results revealed that students have a positive attitude towards ICTs and that it facilitates learning.

Effects of Excessive Internet Usage

Technology addiction is defined as "a user's maladaptive psychological state of dependency on the IT use which is manifested through an obsessive pattern of IT-seeking and IT use behaviors that take place at the expense of other important activities and infringe normal functioning" (Turel&Serenko, 2012, p. 514). It is reported that technology addiction not only is harming people's personal lives, but also raising organizations' concerns about their employee's productivity and privacy intrusion (Salehan&Negahban, 2013; Stieger, et al., 2013). Studies have identified many negative impacts, such as most non-school hours are spent on the Internet or playing online games, not keeping up with assignments, missing classes, falling asleep in school, declining grades, failing a course, missing a social engagement, and dropping out of other social groups (Huang, et al., 2009; Kim, et al., 2009; &Orzack, 2003).The study by Yang, Liu, and Wei, (2016), reported that technology addiction is often manifested via several behavioral addiction symptoms, such as salience, conflict, withdrawal, tolerance, relapse and reinstatement, and mood modification. The researchers reported that perceived integration affects mobile SNS addiction directly and indirectly via online social interaction ties.

Despite all the benefits of using Internet in learning, Lajwanti and Paliwal (2012) stated that using it has some adverse effect too. To Lajwanti and Paliwal, personality disorders like isolationism and emotional imbalance are progressively spreading in the society as a result of excessive Internet usage. Most Internet users avoid outdoor games and sports. Consequently, this attitude brings adverse impact on their social/physical and mental well-being. Similarly, Alam, et. al. (2014) stated that Internet addicts remain unfamiliar with their surroundings, social-cultural life etc. They revealed that these habits are manifested through personality disorders like maladjustment, alienation, truant behavious, disobedience escapism etc. In the same manner, studies have shown that online gaming can be extremely engaging and time-consuming and some gamers invest so much time and effort

that they even neglect eating, sleep, hygiene, school, and work in order to stay longer in the pleasant, satisfying, and persistent virtual worlds (Hsu & Yu, 2007; Hussain & Griffiths, 2009).Given the amount of time young people spend playing online games, and their liking for the games, questions are raised whether online games have a deleterious impact on youth, and whether playing online games can lead to internet addiction (Jiang, 2014).

Quadri (2013) citing Cull (2011) stated that while the Internet is a text-saturated world, reading online screen tends to be significantly different from reading printed text. He reviewed literature from a variety of disciplines on the technological, social, behavioral and neuro-scientific effects of the Internet on the practice of reading; he particularly focused on the reading behavior of emerging university students within Canada and United States. The study discovered some negative effects of the Internet on the reading habits of the students. According to him, instead of students reading books, they now listen to people talk on YouTube, Facebook, and other social networks. Inyang and Usang (2005) conducted a research on the influence of information and communication technology (ICT) usage on students study habits in Universities in Cross River State. The result of the study showed that computer usage, Internet usage and mobile phone usage significantly influence student's study habits.Research on the relationship between Internet use and the ability to focus attention showed that amount of time spent using the Internet by young people was significantly related to higher ratings of distractibility for academic tasks (Levine, et al., 2007). Leung and Lee, (2012) investigated the relationship between online gaming engagement and academic achievement among adolescents and university students, and the results show that the addicted players had lower school grades than their non-addicted peers.

Methodology

Descriptive survey design was used to find out the influence of use of mobile phone services on students' study habit in tertiary institutions. The population of the study is made up of all the final year Library and Information Science students of tertiary institutions in South-South and South-East of Nigeria. Purposive sampling technique was used to select the nine institutions offering Library and Information Science in the two regions.

Questionnaire was used for data collection. The questionnaire consists of two (2)

sections A and B. Section A contains biographical data while B contains research questions and questionnaire items. The Likert rating scale of Agree (A), Strongly Agree (SA), Disagree (D) and Strongly Disagree (SD) was used. Questionnaire distribution started November 2016 and ended February 2017. Convenient sampling technique was used to select 515 respondents on a visit to the respective institutions. The questionnaires were distributed to the final year students of library and information science in the nine (9) selected institutions in their lecture rooms. Out of the number, 448 completed and returned questionnaires were used for the analysis representing (87.0) response rate. Simple percentage was used to analyze the responses. The results presented in tables.

Results
Table 1: List of tertiary institutions that responded.

s/n	Name of Institution	State	No of respondents	Percentage
1	Federal College of Education (Tech.) Umunze	Anambra	81	18.1
2	NnamdiAzikiwe University, Akwa	Anambra	88	19.6
3	Federal Polytechnic, Oko	Anambra	13	2.9
4	Abia State University, Uturu	Abia	15	3.4
5	Ambrose Ali University, Ekpoma	Edo	46	10.3
6	Delta State University, Abraka	Delta	73	16.3
7	Imo State University, Owerri	Imo	21	4.7
8	Madonna University, Okija	Anambra	10	2.2
9	University of Nigeria, Nsukka	Enugu	101	22.5
	Total		**448**	**100**

Table 2: Gender distribution of the respondents

Gender	No of respondents	Percentage
Male	192	42.9
Female	256	57.1
Total	448	100

The biographical data in Tables 1&2 shows that, nine institutions in six states in Nigeria responded to the study. A breakdown revealed that the majority (22.5%) of the respondents are from University of Nigeria, Nsukka followed by NnamdiAzikiwe University, Akwa (19.6%) and more of females than males responded to the study.

Own a mobile phone

Out of the 448 respondents, an overwhelming majority (402: 89.7%) of the respondents indicated owning a mobile phone. Only, 46 (10.3%) respondents indicated not having a mobile phone (Figure. 1).

Mobile phone Internet services usage by undergraduate students

Table 3: The various mobile phone Internet services used by undergraduate students, N = 448

	ITEMS	A	%	SA	%	D	%	SD	%
1.	Students engage in Internet chatting on Facebook.	220	49.1	208	46.4	12	2.7	8	1.8
2.	Students make useofonline sports betting.	211	47.1	198	44.2	34	7.6	5	1.1
3.	Students download and play music.	266	59.4	173	38.6	2	0.4	7	1.6
4.	Students engage in Whatsapp chatting.	288	64.3	149	33.3	5	1.1	6	1.3
5.	Students make use of e-mail services.	296	66.1	99	22.0	41	9.2	12	2.7

As shown in Table 3, a majority of the respondents (95.5%) agreed and strongly agreed that they make use of Internet chatting through Facebook (Q1). A majority of the respondents (91.3%) agreed and strongly agreed that students make use of online sports betting (Q2). A majority of the respondents (98%) agreed and strongly agreed thatstudents download and play music (Q3). An overwhelming majority of the respondents (97.6%) agreed and strongly agreed that they engage in Whatsapp chatting (Q4). More than half of the respondents (88.1%) agreed and strongly agreed that students make use of e-mailservices (Q5). This means that chatting on Facebook, online sports betting download and play music, Whatsapp services, e-mail services are among the mobile phone Internet services used by the students of tertiary institutions in Nigeria.

Influences of mobile phone Internet services on students' time management

Table 4: The influence of mobile phone Internet services on students' time management, N = 448

ITEMS	A	%	SA	%	D	%	SD	%

6.	Students usually use their time of assignment for Internet chatting on Facebook.	215	48.0	185	41.3	30	6.7	18	4.0
7.	Students use their study time for downloading and watching of videos from the mobile phone.	209	46.7	124	27.7	89	19.8	26	5.8
8.	Students usually use their study time to engage in online sport betting.	222	49.6	97	21.6	92	20.5	37	8.3
9.	Students spend large part of the night on social networks like Whatsapp.	205	45.8	155	34.6	79	17.6	9	2.0

Results in Table 4 shows, a majority of the respondents (89.3%) agreed and strongly agreed that they usually use their time of assignment for Internet chatting on Facebook (Q6). More than half of the respondents (74.4%) agreed and strongly agreed that they use their study time for downloading and watching of videos from the mobile phone (Q7). Also, a majority of the respondents (71.2%) agreed and strongly agreed that they usually use their study time to engage in online sport betting (Q8).An overwhelming majority of the respondents (80.4%) agreed and strongly agreed that they spend large part of the night on social networkslike Whatsapp (Q9). This shows that chatting on Facebook, downloading and watching of videos from the mobile phone using Internet, online sport betting, andsocial networkslike Whatsapp negatively influence students' time management in their respective studies.

Influence of using mobile phone Internet services on the students' use of library.

Table 5: The influence of using mobile phone Internet services on the students use of library, N = 448

	ITEMS	SA	%	A	%	D	%	SD	%
10.	Students prefer to use the mobile phone Internet services for their assignments and research instead of consulting library books.	233	52.0	127	28.3	67	15.0	21	4.7

11.	Students prefer to use the mobile phone Internet to search for information about people instead of using the Internet services provided in the library.	199	44.4	204	45.6	32	7.1	13	2.9
12.	Studentssearch for information from databases using their mobile phone Internet instead of the Internet services provided in the library.	208	46.4	119	26.6	87	19.4	34	7.6

As shown in Table 5, a majority of the respondents (80.3%) agreed and strongly agreed that students prefer to use the mobile phoneInternet for their assignments and research instead of consulting library books (Q10). An overwhelming majority of the respondents (90%) agreed and strongly agreed that students prefer to use the Internet on mobile phoneto search for information about people instead of the internet services provided in the library (Q11).A majority of the respondents (73%)agreed and strongly agreed thatthey search for information from databases using their mobile phone Internet instead of the Internet services provided in the library (Q12). This shows that students prefer to use the Internet services on their mobile phone to search for information instead of using the Internet services provided in the library.

Influence of mobile phone Internet services on students' concentration on study.
Table 6: The influence of mobile phone Internet services usage on students' concentration during study, N = 448

	ITEMS	A	%	SA	%	D	%	SD	%
13.	Students usually chat with their friends on social networks while lecture is going on in the lecture room.	244	54.5	169	37.7	8	1.8	27	6.0
14.	Students respond to chat messages during their private study periods.	211	47.1	104	23.2	81	18.1	52	11.6
15.	Students use their study time for downloading and playing of music and watching of videos using their mobile phones.	242	54.0	99	22.1	67	15	40	8.9
16.	Students play online games during lecture time.	189	42.2	104	23.2	150	33.5	5	1.1

Results in Table 6 show that, majority of the respondents (92.2%) agreed and strongly agreed that they usually chat with their friends on social networks while lecture is going on in the lecture room (Q13). More than half of the respondents

(70.3%) agreed and strongly agreed that they respond to chat messages during their private study periods (Q14). A majority of the (76.1%) agreed and strongly agreed that they use their study time for downloading and playing of music and watching of videos using their mobile phones (Q15). More than half of the respondents (65.4%) agreed and strongly agreed that they usually use their study time to play online games during lecture time (Q16). This shows that using social networks, chatting, downloading and playing of music, online games during lecture time distracts students' concentration.

Table 7: Overall mobile phone Internet services influence on study habit.

Option	Gender	No of respondents	Percentage
Yes	Male	95	31.6
	Female	206	68.4
	Total	301	67.2
No	Male	79	53.7
	Female	68	46.3
	Total	147	32.8

N = 448

Overall, more than half of the respondents (301: 67.2%) agreed that use of mobile phone Internet services influences study habit negatively (Q17). A correlation of gender with use of mobile phone Internet services shows that, more than half (206: 68.4) of the female respondents agreed that the use of mobile phone services influences study habits negatively. This indicates that, female students use the mobile phone Internet services more during study time than their male counterparts.

Discussion of Findings

The study sought to determine the influence of using various mobile phone services that are prevalent in the society on the study habits of students in tertiary institutions of Nigeria. Internet and its services were originally introduced to facilitate study and research in academic environment to enhance communication of information and sharing of information resources among its users especially students in order to improve their academic performance. Unfortunately, this is far from the situation on ground since the introduction of mobile phones.

Ownership of mobile phone

The study first sought to know if the respondents own a mobile phone. An

overwhelming majority indicated owning a mobile phone.

Mobile phone services used by students

In table 3, the study sought specifically to identify mobile phone services used by undergraduate students in tertiary institutions within Nigeria, and it emerged that students chat on Facebook, online sports betting, download and play music, Whatsapp services, and use e-mail services. The study also sought to determine their influence on various study habits of students.

Students' time management

Results in Table 4 reveals that, chatting on Facebook, downloading and watching of videos from the mobile phone using Internet, online sport betting, andsocial networkslike Whatsapp negatively influence students' time management.This finding support the opinion of Cull (2011) who stated that Internet and its services has some negative effects on the students' reading habits; instead of students utilizing their time in reading their books, they now chat, and use social networks. Students ought to effectively management their time to be able to study when it is time to study. That is, follow their time tables as strictly as possible, but use of mobile phone services infringe into their study time table. Students also use their period of private studies, assignments and lecture periods which ought to be a time for note making, rather, they use that period for social networking, downloading of songs and chatting on Facebook. This finding support previous findings by Ni, et al. (2009) which states that students do not make notes any longer, they believe in cut-and-past technology and this leads to serious consequences because it mars the study habits of students. Another negative influence of these mobile phone Internet services on the students is that it takes most part of their night. This however affects students' physical wellbeing as stated by Lajwanti and Paliwal, (2012). One possible risk associated with the excessive use of mobile phone is the exponential growth in the levels of stress and anxiety due to the fact that it can be accessed and controlled at all times and to the possibility of just reaching out and control other people in any place and time. The excessive use of cellular phones has led to the development of specific disorders as the "disconnection syndrome" or the "syndrome of ringing or vibration ghost" (Marazziti, 2014).

Students' use of library

The study revealed that, the use of mobile phone Internet services leads to non-use of the Internet services provided in the library. Instead of students making use of the internet services provided in the library to search for information resource in the library, they resort to their mobile phone Internet for their information need. This may be as a result of unreliable Internet services provided in the libraries. In Nigeria,most of the university libraries provided Internet connectivity only after been compelled by the Nigerian Universities Commission (NUC) accreditation team (Baro&Asaba, 2010). The reason for the NUC directive is to require universities and their libraries in Nigeria to render quality services that can compete globally with other universities and libraries all over the world. Students of tertiary institutions have left the use of the Internet services provided in the library completely for Internet services of their mobile phones. This finding supports the findings of the literature. For example, Alam, et al. (2014) states that students that frequently use Internet services remain unfamiliar with their environment and they don't visit the library. Similarly, Jiang's (2014) study revealed that Internet addiction significantly predicted academic performance decrement. This is particularly relevant given the excessive Internet use among those Internet addicts that can be associated with educational disruption, with poorer academic assessment and more academic related problems (Jiang, 2014).

Students' concentration during lecture time

The study revealed that, mobile phone services such as chat messages from social networks sites like Facebook, 2go, Whatsapp, and playing online game negatively influence students' concentration during lecture time. It therefore means that use of mobile phone Internet services during lecture time influence students' study habits negatively. This finding confirms the earlier findings in the literature. For example, Mbah (2010) stated that contemporary students' contact with the Internet and social network services affects their concentration on studies and quick grasp of subject matter. Similarly, Jiang, (2014) found that online gaming play a significant role in the development of Internet addiction. As expected, the level of Internet addiction is significantly linked to academic performance decrement (Jiang, 2014). The study by Lu and Wang, (2008) revealed that perceived playfulness and descriptive norms are factors that directly contribute to online game addiction. Several large scale studies also found the negative influence of using mobile phone services on students during study and lecture time. For example, Mokhtari, Reichard, Gardner (2009) administered a survey to 549 undergraduate college

students attending a highly selective Midwestern university in which 95% of the students affirmed to use Internet every day and the use was mainly related to sending emails, surfing the web, chatting and, in lesser measure, to conduct research. Another survey administered to 299 undergraduate students in a mid Atlantic University in which the authors investigated perceived stress, technology use and disruptions and social support. The authors reported that 97% of the students own a mobile phone, and a quarter of the interviewed declared that on several occasion they have been disrupted by technology in doing or completing their school-works. Mostly, this disruption was caused by instant messenger and other mobile phone services (Gemmill, & Peterson, 2006). In a survey administered to students attending the 1st year in the Faculty of Arts of the University of Zimbabwe all the respondents declared not to switch off their mobile phones during studying time, while 65% indicated to put on silent their phones while they study (Kahari, 2013). The study found that, over 50% stated they receive or make calls while they are studying, but 90% of these calls are not for educational purposes so they distract students. At the same time, 75% of the respondents affirmed sending or receiving text message during study time, but the majority of these messages were not related to the study.

Influence of mobile phone services on study habit

Overall, the majority of the students agreed that using mobile phone Internet services during lecture periods and private study time negatively affect their study habits. Study habits and technology use showed interesting differences with respect to gender. A correlation of gender with use of mobile phone Internet services revealed that more of the female students agreed that they use mobile phone Internet services during lecture periods and private study time and it affects their study habits negatively. Consequently, this habit makes them lost concentration during lecture hours, and private study times. This finding support earlier study by Poscia, et al. (2015) on study habits and the use of technology among a big sample of Italian university students. Their study revealed that higher percentage of females declared to feel a lot under pressure for study reasons. While, males declared to like using new digital technologies/Internet for educational purposes. Poscia (2015) reported that almost all students have a mobile phone (99.7%) and 68.7% of them has also a device like tablets/i-pads. The percentage of students sending up to 50 SMS per day is high. According to Poscia, et al. (2015) the

increased use of mobile phones and the possibility to accessing Internet, surfing the web and chatting on social networks can have effects on students' studying attitudes.

Conclusion

The students in tertiary institutions in Nigeria make use of mobile phone services such as chatting on Facebook, online sports betting, download and play music, Whatsapp, e-mail services on a daily bases. Students no longer grasp effectively the information content of the materials they study as a result of stolen concentration by the use of mobile phone services like social network chats, Internet calls among others, and if this is not controlled, it will continue to affect students' academic performances in tertiary institutions in Nigeria.

The study revealed that the use of mobile phone services like chatting on Facebook, downloading and watching of videos from the mobile phone using Internet, online sport betting, andsocial networkslike Whatsapp negatively influence students' time management related to studies.Consequently,this negative trend affects the study habits of students in tertiary institutions in Nigeria and as a result might lead to poor academic performance. Students don't utilize their time on study, they spend good time of their study periods on mobile phone services most especially on social networks like Whatsapp, Facebook and if this is not curtailed, it will continue to affect the students' results at the end of each academic semester.

The students no longer cultivate good study habits, they rather use mobile phone services most especially social networks which have less academic advantage. This means, they will continue to have poor academic performance if they are not taught the negative influence of this Internet services on their study habits. Mobile phone services usage among students of tertiary institutions in Nigeria have a whole lot of negative influences on their study habits. It negatively affects their time management, use of library, and concentration on study.

Recommendations
Based on the findings, the following recommendations are made:

- That periodic teaching should be organized by institutions' management for students on the effects of time management on academic achievements, highlighting on it benefits when it is well managed and its negative effects when mismanaged.
- Parents and teachers should encourage students to develop good study habits.
- Parents and teachers should discourage students from frequent use of mobile phone Internet services especially the ones related to social networks and its distractive effects.

References

Alam, S.S., Hashim, N.M.H., Ahmad, M., Wel, C. A., Nor, M.S. and Omar, N.A. (2014). Negative and positive impact of internet addiction on young adults: empirical study in Malaysia. *Intangible Capital,* 10 (3), 619-638.

Ayodele, C.S. and Adebiyi, B.R. (2013). Study habits as influence of academic performance of university and undergraduates in Nigeria research. *Journalof organizational psychology and educational studies,* 7 (3), 72-75.

Azikiwe, U. (2008). *Study approaches of university students,* WCCI region II forum (2), Lagos. 106-114.

Baro, E.E**.** and Asaba, J.O. (2010). Internet connectivity in university libraries in Nigeria; the present state. *Library Hi Tech News,* Vol. 27 Nos. 9/10, pp. 13-19.

Cull, B. (2011). Reading revolution: online digital texts and implication for reading in academics. *First Monday*, 16 (6), 35-46

Eden, R. and Ofre, P. (2010). ICT and students study habits: Academic implications. *Information Technology education joint conference, 2010, flag staff, Arizona.*

Gemmill, E. and Peterson, M. (2006). Technology use among college students: implications for student affairs professionals. *NASPA Journal,* 43(2):280-300.

Grohol, J. (2013). 10 highly effective study habits. *Psychology Central.* Retrieved on June 12, 2016 from http://psychcentral.com/lib/tip-10-most-

effective-studyhabits/

Hsu, Y. and Yu, T. (2007). Twaiwaneseadolescents internet model of visiting internet cafes. *CyberPsychology&Behaviour*, 10 (4): 601-604.

Huang, R.L., Lu, Z., Liu, J.J., You, Y.M., Pan, Z.Q., Wei, Z., He, Q. and Wang, Z.Z. (2009). Features and predictors of problematic internet use in Chinese college students. *Behavour and Information Technology,* 28 (5): 485-490.

Hussain, Z. and Griffiths, M. D. (2009). The attitudes, feelings, and experiences of online gamers: a qualitative analysis. *CyberPsychology&Behaviour,* 12 (6): 747-753.

Inyang, F. and Usang, T. (2005). *Information and communication technology (ICT) usage and undergraduate students' study habits in University of Cross River State.* Unpublished Master Project, University of Cross River State, Nigeria.

Jiang, Q. (2014). Internet addiction among young people in China: Internet connectedness, online gaming, and academic performance decrement. *Internet Research*, 24 (1): 2-20.

Kahari L. (2013). The effects of cell phone use on the study habits of University of Zimbabwe – First Year Faculty of Arts students, *International Journal of Educational Research,* 1(10), 23-34.

Kim, J., LaRose, R. and Peng, W. (2009). Loneliness as the cause and the effect of problematic internet use: the relationship between Internet use and psychological well-being. *CyberPsychology&Behaviour*, 12 (4), 451-455.

Lajwanti, A.P. and Paliwal, T. (2012). The impact of interest use on study habits of higher secondary students. *Journal of education and practice,* 31 (5), 34-45.

Leung, L. and Lee, P.S.N. (2012). The influences information literacy, internet addiction and parenting styles on internet risks. *New Media & Society*. 14 (1): 117-136.

Levine, L. E., Waite, B. M. and Bowman, L.L. (2007). Electronic media use, reading, and academic distractibility in college youth. *CyberPsychology*&Behaviour, 10 (4), 560-566.

Lu, H. and Wang, S. (2008). The role of Internet addiction in online game loyalty: an exploratory study. *Internet Research*, 18 (5), 499-519.

Marazziti, D., Presta, S., Baroni, S., Silvestri S., and Dell'Osso, L. (2014).

Behavioral addictions: a novel challenge for psychopharmacology. *CNS Spectrum*, 19(6), 486-95.

Martirano, M.J. (2014). Students study habit and Internet usage, current research. *Journal of social science*, 4 (3), 132-136.

Mbah, F. (2010). Study habits as a predation or of students' attitude towards examination malpractice. *The counselor,* 20: 1-12.

Mokhtari K, Reichard CA, and Gardner A. (2009). The impact of internet and television use on the reading habits and practices of college students. *Journal of Adolescent & Adult Literacy*, 52(7), 609-19.

Ni, X., Yan, H., Chen, S., and Liu, Z. (2009). Factors influencing Internet addiction in a sample of freshmen university students in China. *Cyber Psychology and Behaviour*, 12 (3): 12-34.

Ogbodo, R.O. (2010). Effective study habits in educational sector: counseling implication. *Edo Journal of counseling,* 3, (2), 34-44.

Okorodudu, R.I, (2000). *Intelligence and learning: Adolescent psychology.* Delta State University Press, Abraka Nigeria.

Orzack, M.H. (2003). Computer addiction services. available at: www.computeraddiction.com

Osa-Udo, G.I and Alutu, A.N.G. (2012). A survey of students study habits in selected secondary schools. *Educational Psychology and curriculum studies, Faculty of Education, University of Benin,* Benin City, Nigeria.

Poscia, A., Frisicale, E. M., Parente, P., Milia, D.I., Waure, C. and Pietro, M. L. (2015). Study habits and technology use in Italian university students. *Ann Ist Super Sanita,* 51 (2), 126-130.

Quadri, G.O (2013). A survey of reading and internet use habits among undergraduate students in selected university libraries in Nigeria. *Journal of information and knowledge management,* 3 (11), 12-24

Salehan, M. and Negahban, A. (2013). Social networking on smartphones: when mobile phones become addictive. *Computers in Human Behaviour*, 29 (6), 2632-2639.

Stieger, S., Burger, C., Bohn, M. and Voracek, M. (2013). Who commits virtual identity suicide? Differences in privacy concerns, internet addiction, and personality between Facebook users and quitters. *CyberPsychology,*

Behaviour and Social Networking, 19 (9), 629-634.

Turel, O. and Serenko, A. (2012). The benefits and dangers of enjoyment with social networking websites. *European Journal of Information Systems*, 21 (5), 512-528

Ukut, T. (2013). *Application of ICT to education.*MaGraw-Hill, Bostom.

Yang, S., Liu, Y., and Wei, J. (2016). Social capital on mobile SNS addiction. *Internet Research*, 26 (4): 982 – 1000.