

**UTILIZATION OF SOCIAL NETWORK RESOURCES BY TEACHERS IN  
BUSINESS EDUCATION PROGRAMME: A PANACEA FOR ACQUISITION OF  
SMALL BUSINESS START-UP SKILL AND INNOVATIVE SKILL DEVELOPMENT  
IN UNIVERSITIES IN SOUTH-SOUTH, NIGERIA**

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**ABSTRACT**

*The study sought to find out the effect of utilization of social network resources by teachers in business education programme on acquisition of small business start-up skill and innovative skill development in Universities in South-South, Nigeria. The study used the mixed methods of correlational and survey research. The study's population consisted of 156 business education professors from Nigerian Federal and State institutions in the South-South region with the study's sample size of the whole pool of 156 professors. The instrument used for data collection in this study was questionnaire titled: "Utilization of Digital Resources in Teaching Business Education Programme for Employability Skills Acquisition Questionnaire" (UDRTBEPESAQ). The results of the Cronbach's Alpha reliability test indicated an index of .911. Demographic information was analysed using charts. Hypotheses were assessed using Pearson product moment correlation at the 0.05 level of significance, and the mean and standard deviation were used to resolve the research question. It was concluded from the study that the utilization of social network resources by teachers in Business education programme significantly enhance the acquisition small business start-up skill and innovative skills development in Universities in South-South, Nigeria. One of the recommendations drawn from the study stated that Management of universities in South-South, Nigeria should ensure adequate competency in social network resources in order to enhance employability skill development.*

**KEYWORD: Social Network Resources, Business Start-Up Skill, Innovative Skills Development Universities, South-South and Nigeria**

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## INTRODUCTION

Due to these developments, the educational paradigm has shifted from one focused on the instructor to one focused on the student. This means that the learner's interests, rather than the teacher's, will dictate what and how he learns. The same idea has been used with online materials for education. Digital resource integration makes use of communicative and technologically-enhanced learning opportunities. It has the ability to revolutionize classroom instruction as we know it. Knowledge and skills may be more effectively transferred via the use of digital resources, which include all information and communication technologies (ICTs), networks, the internet, and other kinds of electronic media (Kassa et al., 2013). Positive effects on instruction and student achievement have resulted from the widespread use of ICT in schools (Intel, 2012). There are several formats for digital libraries. Web-based, computer-based, and "virtual classroom" models are all examples; so are models that use content delivery systems including e-networks, audio/video tape, satellite TV, video conferencing, CD-ROM, iPods, emails, wireless technologies, and mobile devices. Using their mobile devices and other social media sites, students may effortlessly connect with their instructors and course materials from anywhere (Gikas & Grant, 2013). It has taken decades for educational institutions to recognize the possibilities presented by electronic communication technologies for spreading knowledge and increasing student involvement. Students in industrialized nations may access online lectures and other educational opportunities through the websites of the vast majority of their higher institutions. Electronic mail, real-time text conferencing, peer tutorials, and online tutorials have all been utilized in the classroom for some time now, especially in industrialized nations. It's possible that widespread misunderstanding is to blame for the delayed development of digital resource integration in Nigeria's higher education institutions.

## STATEMENT OF THE PROBLEM

There has always been a premium on independence and self-sufficiency, but our culture has struggled to reach a point where its members are really capable of supporting themselves and finding gainful employment. The survival and growth of businesses, particularly those on a smaller scale, seems to be in jeopardy due to a number of factors. Lack of experience operating machinery might be a contributing factor. Even more concerning is the fact that graduates of business education programmes are underrepresented in some ICT development initiatives that might boost employability skills. As a result, individuals who aren't equipped to run businesses continue to dominate the field. This is a major issue that needed to be addressed in the research.

One goal of business schools is to produce educators for the nation's classrooms. However, it is set up to send out graduates who are both producers and capable of making significant contributions to their local economies. It's surprising how many college grads end up in the unemployment line, yet many of them studied business but graduated as consumers with no marketable skills.

## OBJECTIVES OF THE STUDY

The study sought to:

- Determine the extent to which utilization of social network resources by teachers in Business education programme will enhance the acquisition of small business start-up skill in universities in South-South, Nigeria.
- Determine the extent to which utilization of social network resources by teachers in business education programme will enhance the acquisition of innovative skill in universities in South-South, Nigeria

## RESEARCH QUESTIONS

- To what extent does the utilization of social network resource by teachers in Business education programme enhance the acquisition of small business start-up skill in universities in South-South, Nigeria?
- To what extent does the utilization of social network resources by teachers in Business education programme enhance the innovative skill development in universities in South-South, Nigeria?

## HYPOTHESES

The following null hypotheses were stated to guide the study:

- The utilization of social network resources by teachers in Business education programme does not significantly relate with the acquisition of small business start-up skill in universities in South-South, Nigeria.
- The utilization of social network resources by teachers in Business education programme does not significantly relate with innovative skill development in universities in South-South, Nigeria.

## DIGITAL RESOURCE

The term "digital resources" refers to electronic items that may be used in the classroom. They may also be anything or anybody the instructor calls upon to facilitate the learning process. According to Aliyu (2006), the following should be considered while choosing educational materials for use in the field of business:

The tools should help make it easier to meet the goals of business education. From a purely objective standpoint, a business education is valuable because it helps students focus on boosting the economy in ways that benefit society as a whole. These factors together foster national growth and unity while also reshaping young people into responsible members of society. These are all benefits that accrue as an economy matures, and their absence indicates that the economy is not mature enough. This must be the case because when people feel safe in their communities, crime decreases, and tensions between generations decrease, everyone becomes more patriotic and wants to increase their production. Overhead projectors, films, laptops, and other forms of information and communication technology (ICT) are all

examples of digital resources that may be utilized to improve the quality of the educational process. In order to pique students' attention and keep them motivated to study quickly and effectively, simulations based on digital resources are necessary at all educational levels. The usage of digital resources gives the educator with engaging and alluring mediums for disseminating knowledge, which in turn encourages students to learn more and better.

- **Social Network Resource**

According to research from the University of Central Florida (Gikas & Grant, 2013), students may utilize their electronic devices and social media to work together on projects and share resources. The research conducted at eight Egyptian universities confirmed that social media have a significant effect on universities, especially in terms of learning tools and teaching aids; yet, faculty members were shown to utilize social media at a low rate owing to many hurdles (internet accessibility, mobile devices, etc.). Students may create, modify, and share their own written, audio, and visual classroom resources via social media and mobile devices. These developments in technology have given rise to a new learning culture that places more value on group projects and discussions. Specifically, "social media" is "a group of Internet-based applications that build on the ideological and technological foundation of web 2.0 and allow creation and exchange of user-generated contents" (Kaplan & Haenlein, 2010). These phenomena first appeared in 2005, when the Web2.0 era had already established itself. Students may use their mobile devices and social media platforms to get access to a wealth of information, including course materials, course themes, and opportunities to communicate with their mentor and peers (Richardson & Lenarcic, 2008). Student-teacher communication, individualised learning, and classroom communities all benefit from the use of social media. According to studies (Lenhart, Arafeh, & Smith, 2008; Lenhart, Madden, & Hitlin 2005), more than 75 percent of high school students and over 100 percent of college students utilise social networking sites to study online. Through a focus group interview, students at three universities in Nigeria confirmed that their use of social media increased their opportunities to collaborate on projects outside of the classroom (Gikas & Grant, 2013). The role of social media in today's society cannot be overstated. Almost daily, we utilise it to post updates, share news about events, see the weekly plan that our teachers have put up, etc. Most schools nowadays use social media to scour the web for resources that can help their kids learn faster and better. Despite the persistent chasm between teachers' ambitions for more interactive courses and the reality of the classroom, they continue to depend extensively on technology. A report by Prensky (2001) suggests. Using social media in the classroom might be beneficial for students, educators, and the educational system as a whole. Social networking sites like Facebook and Twitter may lead students to additional online learning resources (Pitler, Hubbell, & Malennoski, 2011). Because of this, learning is facilitated. Teachers need additional support to develop successful digital pedagogies (White G., 2012) so that students from a wide range of backgrounds may benefit from using social media in the classroom alongside face-to-face engagement. Facebook is less expensive as a university learning tool than Moodle. All of the professors I know much appreciated the high quality and diversity of their Facebook interactions with students, as well as the

visual resources that made possible new methods of learning. (Hocoy, 2013). Many students, however, rely heavily on the information that is easily accessible through social media and the internet. Students who attempt to juggle many tasks at once by using their phones or visiting social media sites while studying often underperform.

Discussion networks are a special kind of social media that may be used to estimate how many servers are up at any one time. News, statistics, and opinion are the primary items discussed and disseminated among these networks' users. People join discussion threads because they are interested in hearing what others think about a certain topic. Using these networks might teach you a lot about the industry as a whole. You may learn a lot about your ideal customer by monitoring internet message boards and hearing what they have to say about your company. Even if one's firm isn't a big brand, one may still listen in on industry chatter. One may use a conversation network to eavesdrop on what clients and rivals are saying about a certain business or industry. Customers' perceptions of a business or its products might be clarified.

- **Employability Skill Development**

According to the Federal Republic of Nigeria (2012), one of the goals of business education is to prepare students for careers both within and outside of the corporate world, whether they want to work for an employer or strike out on their own. 2001 UNESCO report on Akintola. argues that a successful education for the twenty-first century must strike a balance between theoretical knowledge and hands-on experience, including the kinds of technical and vocational training that business education represents. Information and communication technology (ICT) skills are the focus of today's business curriculum.

Composing, editing, enunciating, electronic handwriting, scanning, internet browsing, desktop publishing, binding, accounting, secretarial, marketing, etc. are all transferable abilities that employers value in addition to typing. Current global activity revolves on information and communication technologies (ICT), with entrepreneurship and business education at its epicentre. Therefore, it is not surprising that the NCCE Minimum Standards, in addition to required courses in business, place a premium on helping students develop their ICT and business acumen. These abilities should not be brushed over lightly if business education is to fulfil its promise of fostering independence. Competence in entrepreneurship requires familiarity with a wide range of topics, including but not limited to: the entrepreneurial process, different kinds of risks and how to mitigate them, business models, sources of capital, business and technological trends, and the creation of a viable business plan. Site selection and location, customer behaviour, succession planning, company registration, record keeping, human resource management, and a slew of other topics should also be considered. No matter how well-written a curriculum is on paper, it will be useless if it is poorly carried out (Ezeani, 2018).

## Measures of the Employability Skill Development

- **Small Business Start-up Skill**

As an "entrepreneurial experiment" and "very small beginning enterprise" (Aina, 2016), a start-up provides its founders with a safe space to try out new and potentially risky ideas, as well as a means to address existing gaps in the market and spot emerging ones. Rapid success and terrible failure are both possible for new businesses. They provide a practical context in which to investigate company creation and growth. This new business phenomenon attracts both businesspeople and academics because of its quick growth, willingness to experiment with ideas that would be too hazardous for normal companies, big revenues, and rapid feedback. In most circumstances, a startup's success or failure will be predicated on the quality of its business model, its team, and its strategy. While many people's lifetimes desire is to one day own their own company, doing so may be difficult if you lack expertise in either business ownership or management. This is why, in recent years, many business owners have turned to learning digital skills.

- **Innovation**

According to Eurostat (2005), innovation is "the introduction of a new or significantly improved product (good or service), or process, a new marketing approach, or a new organizational approach to business practices, workplace organization, or external environments." The release of a product with novel qualities or better functionality is an example of product innovation. The technical specifications, components and materials, integrated software, user friendliness, and other functional features may all be significantly enhanced. An innovative product may make use of previously undiscovered information, or it may be built on novel applications of established technology. Design, research, development, patenting, licensing, trademarking, tooling, and industrial engineering are all part of the process of developing new products and services.

An invention in the manufacturing or distribution process is known as a process innovation. This involves major upgrades to methods, hardware, and software. The goals of a process innovation might range from lowering manufacturing or distribution costs to boosting product quality to creating whole new goods.

## Social Media Resources and Employability Skills Development

According to Adaja and Ayodele (2013), social media consists of "web-based and mobile tools used to transform communication into interactive dialogue between communities, organizations, and individuals." For the purposes of this research, "social media" refers to a broad category of Internet-based tools that enable users to interact with one another and build knowledge and expertise by sharing and commenting on various kinds of media content. Social media users have easy access to a wealth of resources that might help them become more marketable to prospective employers. Blackberry Messenger, WhatsApp, Facebook, Myspace, and Twitter are the most popular social networking platforms in Nigeria. Sites like Skype, eBuddy, and Friendster (Embi, 2012). Some of the various social media sites that

help students develop marketable abilities are LinkedIn, WhatsApp, YouTube, Twitter, and Facebook.

**LinkedIn** was started in December 2002 by Reid Hoffman and his team. The platform enables users to meet new people and broaden their social circles. Kelkar and Kulkarni (2013) report that those between the ages of 18 and 29 make up the largest demographic of job-seekers. LinkedIn can help many of the young individuals who are preparing to join the competitive job market improve their employability by highlighting their talents and experiences.

**You Tube** is a video-sharing website where anyone may watch and upload clips. It has a wide variety of video materials including TV shows, films, music videos, and instructional films. Since its inception in 2005, the platform has grown to become the most widely used online community for sharing, discovering, and watching user-generated videos.

**WhatsApp** is a popular smartphone app that serves mostly as an instant messaging platform nowadays. Because of its success, standard phone short messages (SMS) have decreased in usage (Church & de Oliveira, 2013) due to its potential for users to exchange massive quantities of texts and media assets. Users may simply share all kinds of material, including music, video, and text. WhatsApp was created by Brian Acton and Jan Koum in 2009. The site has rapidly grown to become the most widely used social networking programme today, especially among young people.

**Facebook** provides a platform for students to network with one another and discover more organizations that may be of interest. Facebook is being used by certain businesses to publicize open positions for employees. If a user (a student) "likes" a company's Facebook page, they will get news feeds about the company's latest online activities. Students may be inspired to improve their employability by seeing the photos, status updates, links, blogs, and videos posted on the profiles of their friends and acquaintances.

**Twitter** is a social networking and microblogging website where users may read and send short messages (called "tweets") of up to 280 characters. Jack Dorsey founded Twitter in 2006 (Rodrigues, Sabino, & Zhou, 2011). Its vast variety of features, including microblogging, and the fact that many famous people use it have contributed to its meteoric rise in popularity (Jasra, 2010). Registered users of Twitter can write and read messages, while non-members can only read them. Sending and receiving text messages from a computer or mobile device app is possible. Twitter is a platform for open and honest conversation amongst its users.

## METHODOLOGY

The study used the mixed methods of correlational and survey research. The study's population consisted of 156 business education professors from Nigerian Federal and State institutions in the South-South region. The study's sample size was the whole pool of 156 professors. The instrument used for data collection in this study was questionnaire titled: "Utilization of Digital Resources in Teaching Business Education Programme for Employability Skills Acquisition Questionnaire" (UDRTBEPESAQ). The results of the Cronbach's Alpha reliability test indicated an index of.911. Demographic information was analyzed using charts. Hypotheses were assessed using Pearson product moment correlation at the 0.05 level of significance, and the mean and standard deviation were used to resolve the research question.

## RESEARCH QUESTION 1

To what extent does the utilization of social network resource by teachers in Business education programme enhance the acquisition of small business start-up

**Table 1: Mean and standard deviation on the extent to which utilization of social network resource by teachers in Business education programme enhance the acquisition of small business start-up skill in universities in South-South, Nigeria**

	N	Range	Sum	Mean	Std. Deviation	Variance	Decision
Adoption and application of mobile devices and social media can provide ample futuristic learning opportunities to the students in accessing course contents as well as interaction with peers and experts	150	3	518	3.45	.894	.800	HE
Social media and mobile devices allow the students to create, edit and share the course contents in textual, video or audio forms	150	3	509	3.39	.889	.791	HE
The use of social networking in education, coupled with face-to-face engagement, can enable greater inclusiveness for learners which result in acquisition of small business skills	150	3	491	3.27	1.055	1.113	HE
In term of teaching and learning, most schools use social media to find resources of learning in which technology can play the role to increase effective learning process and enhance acquisition of business skills in universities in South-South, Nigeria?	150	3	499	3.33	.879	.772	HE
<b>Valid N (listwise)</b>	<b>150</b>			<b>3.36</b>			

skill in universities in South-South, Nigeria?

**Guide: 1.00 - 1.49 = Vle; 1.50 - 2.49 = Le; 2.50 - 3.49 = He And 3.50 - 4.00 = Vhe**

Table 1 revealed Mean and standard deviation on the extent to which utilization of social network resource by teachers in Business education programme enhance the acquisition of small business start-up skill in universities in South-South, Nigeria. The result indicated that Adoption and application of mobile devices and social media can provide ample futuristic learning opportunities to the students in accessing course contents as well as interaction with peers and experts indicate to a high extent (3.45+894), Social media and mobile devices allow the students to create, edit and share the course contents in textual, video or audio forms indicate to a high extent (3.39 + 791), The use of social networking in education, coupled with face-to-face engagement, can enable greater inclusiveness for learners which result in acquisition of small business skills indicate to a high extent (3.27+1.0),In term of teaching and learning, most schools use social media to find resources of learning in which technology can play the role to increase effective learning process and enhance acquisition of business skills indicate to a high extent (3.33 + 87).The grand mean = 3.36 is greater than the criterion mean of 2.50, indicating that the extent to which to utilization of social network resource by teachers in Business education programme enhance the acquisition of small business start-up skill in universities in South-South, Nigeria is high.

**RESEARCH QUESTION 2**

To what extent does the utilization of social network resources by teachers in Business education programme enhance the innovative skill development in universities in South-South, Nigeria?

**Table 2: Mean and standard deviation on the extent to which utilization of social network resource by teachers in Business education programme enhance the acquisition of small innovative skill development in universities in South-South, Nigeria**

	N	Range	Sum	Mean	Std. Deviation	Variance	Decision
Adequate utilization of social network resources create room for innovativeness and creativity skills development	150	3	512	3.41	.957	.915	HE
Social network resources enhance innovative skills development which enhance self-reliance	150	3	499	3.33	.966	.933	HE
Often time to excel in social network require some element of innovativeness and creativity	150	3	482	3.21	1.115	1.243	HE
Proper learning of social network resource can enhance student's innovativeness	150	3	490	3.27	.953	.908	HE
Valid N (listwise)	150			3.30			

Guide: 1.00 - 1.49 = VLE; 1.50 - 2.49 = LE; 2.50 – 3.4

9 = HE and 3.50 - 4.00 = VHE

Table 2 revealed Mean and standard deviation on the extent to utilization of social network resource by teachers in Business education programme enhance the acquisition of small innovative skill development in universities in South-South, Nigeria. The result that adoption of Adequate utilization of social network resources create room for innovativeness and creativity skills development indicate a high extent (3.41+.95), Social network resources enhance innovative skills development which enhance self-reliance result indicate a high extent (3.33 +.96), Often time to excel in social network require some element of innovativeness and creativity result indicate a high extent (3.21 + 1.1), Proper learning of social network resource can enhance student's innovativeness result indicate a high extent (3.27 + .95). the grand mean = 3.30 which indicate that the extent to which utilization of social network resource by teachers in Business education programme enhance the acquisition of small innovative skill development in universities in South-South, Nigeria is high.

### TEST OF HYPOTHESIS

**Hypothesis 1:** The utilization of social network resources by teachers in Business education programme does not significantly relate with the acquisition small business start-up skill in universities in South-South, Nigeria.

The utilization of social network resources by teachers in Business education programme does not significantly enhance the acquisition small business start-up

**Table 3: Pearson Correlation on social network resources and acquisition small business start-up skill**

social network resources	Pearson Correlation	1	.969**
	Sig. (2-tailed)		.000
	N	150	150
small business start-up skill	Pearson Correlation	.969**	1
	Sig. (2-tailed)	.000	
	N	150	150

\*\* . Correlation is significant at the 0.01 level (2-tailed).

skill in universities in South-South, Nigeria (correlation. 1) reveals that the utilization of social network resources by teachers in Business education programme significantly enhance the acquisition small business start-up skill in universities in

South-South, Nigeria (where  $r = .969$  and  $p = 0.000$ ) and based on the decision rule of  $p < 0.05$  for null rejection; we reject the null hypothesis and accept the alternative hypothesis: the utilization of social network resources by teachers in Business education programme significantly relate with the acquisition small business start-up skill in universities in South-South, Nigeria.

**Hypothesis 2:** The utilization of social network resources by teachers in Business education programme does not significantly relate with innovative skill development in universities in South-South, Nigeria.

**Table 4: Pearson Correlation on social network resources and innovative skill development**

<b>social network resources</b>	<b>Pearson Correlation</b>	<b>1</b>	<b>.934**</b>
	<b>Sig. (2-tailed)</b>		<b>.000</b>
	<b>N</b>	<b>150</b>	<b>150</b>
<b>innovative development</b>	<b>skill Pearson Correlation</b>	<b>.934**</b>	<b>1</b>
	<b>Sig. (2-tailed)</b>	<b>.000</b>	
	<b>N</b>	<b>150</b>	<b>150</b>

**\*\*Correlation is significant at the 0.01 level (2-tailed).**

The utilization of social network resources by teachers in Business education programme does not significantly enhance the innovative skill development in universities in South-South, Nigeria. (Correlation. 2) reveals that utilization of social network resources by teachers in Business education programme significantly enhance the innovative skill development in universities in South-South, Nigeria (where  $r = .934$  and  $p = 0.000$ ) and based on the decision rule of  $p < 0.05$  for null rejection; we reject the null hypothesis and accept the alternative hypothesis: the utilization of social network resources by teachers in Business education programme significantly relate with innovative skill development in universities in South-South, Nigeria.

## CONCLUSION

It is concluded from the study that the utilization of social network resources by teachers in Business education programme significantly enhance the acquisition small business start-up skill in universities in South-South, Nigeria. Furthermore, the utilization of social network resources by teachers in Business education programme significantly enhance the innovative skill development in universities in South-South, Nigeria. The utilization of social network resource by teachers in Business education programme enhance the acquisition of small business start-up skill in universities in South-South, Nigeria to a high extent. It was also concluded that utilization of social network resources by teachers in Business education programme enhance the innovative skill development in universities in South-South, Nigeria to a high extent.

## RECOMMENDATIONS

From the study it is therefore recommended that:

- Management of universities in South-South, Nigeria should ensure adequate competency in social network resources in order to enhance employability skill development.
- Management of universities in South-South, Nigeria should develop means of assessing practically the business start-up ability of students while they are still in the university to ensure proper transfer of knowledge

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