

SOCIAL MEDIA: A PANACEA FOR EFFECTIVE PEDAGOGY IN BUSINESS EDUCATION IN HIGHER INSTITUTIONS IN RIVERS STATE, NIGERIA

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Abstract

The study investigated the social application in teaching and learning among Business Education students in higher institutions in Rivers State. Four research questions were posed and four null hypotheses were tested at 0.05 level of significance. The study adopted the descriptive survey design. The population of the study was made up of 4377 Business Education students from 3 higher institutions. The sample size of 367 Business Education students was determined using Taro Yamen's formular. A proportional stratified sampling technique was used to constitute the sample based on the population from each institution. The instrument for data collection was a structured questionnaire titled "Social Media a Panacea for Effective Pedagogy for Business Education in Higher Institutions". The instrument was validated by two experts in Business Education Department and one expert in Measurement and Evaluation. The reliability of the instrument was determined using split half method and the scores were correlated using Spearman Rank Order and Spearman Brown Prophecy formular were used to obtain a sectional reliability coefficient values of 0.64, 0.75, 0.95 and 0.80 respectively. Descriptive statistics such as percentages, mean and standard deviation were used to answer the research questions. ANOVA was used to test hypotheses 1, 2 and 3 while z-test was used to test hypothesis 4. The following findings emerged: Business Education students have access to social networking sites via smart phones and cybercafé. Business Education students in Rivers State utilize social media to a moderate extent. The benefits and challenges encountered in utilizing social media in learning were established. It was recommended among others that the school authorities should provide internet facilities in tertiary institutions in Rivers State to enable Business Education students to access as many social media as possible. Business Education student should be encouraged to utilize social media that can impact positively on their academic performance.

keywords: social media, business education and pedagogy

Introduction

In a dynamic world today, change is seen as inevitable, this is evident in the 21st century where technology is seen as the driven force of innovation in the social, economic and educational environment, and one amongst the changes is the use of social media in the educational settings. The use of social media in teaching and learning is fast becoming one of the most important and effective tools in contemporary educational system. Nowadays, the new generations are digital

oriented that spend more time on social network in their daily life for academic and social purposes. In order to develop learning communities with increased students engagement, educators are increasingly adopting the use of social media to supplement teaching and learning in both fully online as well traditional classroom learning environments. Most experts in the field of Education agreed that, when properly used, social media holds great promise to improve teaching and learning (Vervaart, 2014&Adinka, 2012).

Social media is seen as a social interaction among people in which they create, share exchange information and ideas in virtual communities and network. Social media is a group of internet based application that builds on the ideological and technological Foundation of web 2.0 that allows the creation and exchange of user generated content. Web 2.0 is a dynamic two way friendly environment whereby users can interact with website, it allows for the exchange of ideas and more recently has allowed educational activities to occur. It is a social structure made up of a set of social actors, such as individuals and organizations and in our context comprises of students, lecturer, and other stakeholders and a set of dyadic ties between these actors. It is also a two way process and thus a social media can facilitate teaching and learning in our higher institutions by allowing for prolonged interaction between the provider of education (teacher) and the recipient (students or learner) which has effect of reinforcing the information provided before the recipient progresses (Abdulsalem & Azizah, 2014).

Social media is a computer mediated technologies that facilitate the creation and sharing of information, idea, career, interest and other forms of expression via virtual communities and networks, which includes; internet, intranet, extranet, satellite broadcast, audio video tape, interaction TV, CD-ROM, electronic board, e-libraries, satellite, fibre optics, wireless (radio, infra - red, Bluetooth, Wi-Fi), and facilitated via Facebook, Instagram, Twitter, LinkedIn, Blogger, Skype, Pinterest etc, which helps to improve academic knowledge. It has been recognized as a global phenomenon fuelled by a variety of economic technological and social forces, as well as students demand which has the capability of using network technologies to create, and facilitate learning anytime and anywhere if utilized in educational pedagogies. The utilization and of social media will enhance the delivery of individualized, comprehensive and dynamic learning content in real time, aiding the development of communities of knowledge, linking learners and teachers with experts (Laurillard, 2007 cited by Adinka, 2012). Because of the dynamic nature of the society today and the quest for improvement in current trends in pedagogy, social media is greatly needed alongside the study of Business Education programs in higher institutions in Rivers State.

Business Education, according to Ugokwe (2011) is a program of instruction which provides students with the needed competences, skills, knowledge, understanding and attitude to perform as workers in industries, civil service, and also proprietors of business. For Business Education program to remain relevant in providing the needs of individuals and that of the society, they must embrace current trends in the academic and economic demands of the society and in order to

keep abreast of these trends, there must be a restructuring in the application and accessibility of the knowledge and skills given to learners/students in Business Education which includes the use of social media. Gardner (2009) opined that institutions are taking drastic steps to educate students on the accessibility and use of the social media, especially in the areas of the pedagogy, privacy, legal issue and potential socioeconomic and psychological benefits as well as danger. Agboola, Ademiluyi & Adamilluyi (2015) investigated the use of social media for educational purposes by students and teachers of business education, they observed that educational application of social media is still in its infancy in the study area and recommended that conscious efforts be made by business education scholars and curriculum designers to encourage the use of social networking media for educational purposes in business programmemes.

The accessibility of social media in Business Education pedagogy will empowers learners to manage their own learning in the most appropriate way for each learner. Learners learn in different ways which are reading, watching, exploring, researching, interacting, communicating, collaborating, discussing, and sharing knowledge and experiences, which all are the characteristics of social media. Through social media pedagogical integration learners can have access to a wide range of learning resources and learning can occur anywhere, anytime, and there are no longer any geographical constraints to learning Ming-Chi (2011).Brown (2010) noted the importance of social media is found in the ease of accessibility, convenience, functionality and flexibility. The accessibility of social media offers powerful learning environments and can transform the learning and teaching process so that students can deal with knowledge in an active, self directed and constructive way (Volman& Van ECK, 2012).

Social media when applied in Business Education pedagogy stand to promote active learning as it develops an appropriate level of capability in students, making it possible for them to become more engaged with their own learning, and to achieve learning outcomes across the curriculum. Hence, it supports a pedagogical practices that provide learning environments that are more learner-centred, knowledge-centred, assessment-centred, and community centred.

Therefore, utilization and accessibility of social media has been identified as an indispensable instrument for the development of quality teaching and learning in the education system and fundamentally for the preparation of students in meeting the innovations in the global arena (Ololube, 2006).Notle, (2010) opined that social media utilization helps in the school and universities to leverage and complement formal education activities and enhance learning outcomes. In other words, Social media can provide opportunities for new relationships as well as strengthening existing relationships in the academic yard, hence, develops learning communities with increased students engagement. Educators are increasingly adopting the use of social media such as facebook, whatsApp, My space, Instagram, Skype, linked In, blogger, 2go, twitter, Youtube etc, to supplement teaching and learning in both fully online as well traditional classroom learning environments. Furthermore, some Business Education lectures and

students are committed to the academic work through the use of social media, as test and assignment are done via social networks.

However, there are various constraints associated with the request of social media for pedagogy in higher institutions in Rivers State, which of course cannot be compared with myriads of prospects and benefits enumerated above. Pirani (2004) stated that for an institution to be able to adopt social media as a tool for learning, it must provide adequate and reliable technical infrastructure to support e-learning tools and instructors and students must possess the technical skills to use e-learning. Instructors must also redesign their courses to incorporate social media effectively into their pedagogy. This has to be supported by relevant policy and legislature from government in order to merit wide acceptability. Also limited ICT infrastructure, lack of information literacy in teachers and students, poor or non-existence internet connectivity, privacy of user information, miscommunication, inadequate learning resources including related educational tools, course curriculum and other learning materials, attitude of students and teacher, which indicate a gross lack in independent learning skills and reluctance to take responsibility for their own learning, software license and highly prohibitive costs associated with the maintenance and technical support as well as poor power supply (Oluwalanu, 2014). The foremost problem of social media is characterized also in cyber or e-crime that encourages copyright infringement which has always remain a serious case in dealing with social networking especially about the video-clips for instance in the YouTube Ahmed (2011).

Besides all the challenges, there seems to be a ray of hope to the use of social media for pedagogy in educational system with the approval of the National Information Technology Policy (NITP) in March 2001 and the subsequent establishment of the National Information Technology Development Agency (NITDA) to implement NITP in April 2001 (Wodi, 2009). The policy stipulated the relevance of ICT (social media) to tertiary education. To further strengthen the impact of the policy, the National Universities Commission (NUC), which is the government agency responsible for the regulation of universities in Nigeria prescribed PC ownership for lecturers as well as students in higher institutions in Nigeria, which is yet to be implemented in higher institutions in Rivers State. These gave rise to the researcher to explore social media as a panacea for pedagogy among business education in higher institutions in Rivers State.

Statement of the Problem

Social media are speedily becoming foremost instruments for social economic and educational engagement in most part of the world. While in Nigeria, young people are engaged in social media, it is doubtful if learners have yet recognized the social media as instruments of educational process. This potentially represents huge untapped opportunities especially for students and scholars of Business Education. This is because the current generation of students entering higher education is digital naive who have been raised in techno-centric world where omnipresent technologies play an integral role in human life and where new

innovations are quickly absorbed and assimilated. In order to develop learning communities with increased students engagement, educators are increasingly adopting the use of social media to supplement teaching and learning in both fully online as well traditional classroom learning environments. Furthermore, some Business Education students are committed to the academic work through the use of social media, consequently the students suffer the unpleasant outcome of poor utilization of these media. Under the situation, much work is usually left to the course lecturer to do, in the search for appropriate teaching resources to curb the decline in students' academic performance in higher institutions. The problem of the study therefore is, what is the level of application of social media in pedagogical process among business education in higher institutions in Rivers State.

PURPOSE OF THE STUDY

The purpose of this study is to assess the extent to which social media are used as a pedagogical tool in Business Education in higher institutions in Rivers State. Specifically, the study sought to:

1. Determine the medium through which Business Education lecturers and students access social media for pedagogy in higher institutions in Rivers State.
2. Determine the extent to which Business Education lecturers and students utilize social media for pedagogy in higher institutions in Rivers State.
3. Examine the benefits derived by Business Education lecturers and students in the utilization of social media for pedagogy in higher institutions in Rivers State.
4. Ascertain the level of challenges encountered by Business Education lecturers and students in utilizing social media for pedagogy in higher institutions in Rivers State.

RESEARCH QUESTIONS

1. By what medium do Business Education lecturers and students access social media for pedagogy in higher institutions in Rivers State?
2. To what extent do Business Education lecturers and students utilize social media in pedagogy in higher institutions in Rivers State?
3. To what extent do Business Education lecturers and students benefit in the utilization of social media for pedagogy in higher institutions in Rivers State?
4. To what extent do Business Education lecturers and students encounter challenges in the utilization of social media for pedagogy in higher institutions in Rivers State?

HYPOTHESES

Ho₁ There is no significant difference in the mean rating of Business Education lecturers and students on the medium through which social media are accessed for pedagogy in higher institutions in Rivers State.

- Ho₂ There is no significant difference in the mean rating of Business Education lecturers and students on the extent of utilization of social media pedagogy in higher institutions in Rivers State.
- Ho₃ There is no significant difference in the mean rating of Business Education lecturers and students on the benefits derived from using social media pedagogy in higher institutions in Rivers State.
- Ho₄ There is a no significant difference in the mean rating of Business Education lecturers and students on the level of challenges posed by using social media pedagogy in Rivers State.

Methodology

The study adopted the descriptive survey design. This study was carried out in Rivers State, Nigeria. Specifically, the study was carried out in three (3) tertiary institutions in Rivers State with Business Education Departments which includes; Rivers State University, Ignatius Ajuru University and Federal College of Education (Technical Omoku). The population of the study consists of 4,377 Business Education lecturers and students for 2016/2017 academic session. The sample for this study consisted of 367 Business Education lecturers and students. The sample size was determined using Taro Yamen's Formular. Proportional Stratified sampling technique was adopted to reach the sample size based on the population. The instrument for data collection was a self-constructed questionnaire title "Use of social media for pedagogy in higher institutions (USMPHI). The instrument comprises of five sections: Section A elicits information on the respondents' demographic profile. Section B focuses on means of utilizing social media for Business Education pedagogy. The respondents were to tick Yes 2=Points or No 1=Point, to determine the means by which they utilize Social media for pedagogy. Section C elicits information on the accessibility of social media for business education pedagogy. The response options were very high extent 5=Points, high extent 4=Points, moderate extent = 3 Points low extent 2=Points, very low extent =1 Point. Section D elicits information on benefits of utilizing social media for Business education pedagogy while Section E elicits information on challenges in utilizing social media for Business Education pedagogy. In all, the questionnaire consists of 34 items. The response options for section D and E were Strongly agree 4=Points, Agree 3=Points, Disagree 2=Points, and Strongly disagree 1=Point. The instrument was validated by three experts, two in the department of Business Education, and one in measurement and evaluation. Their suggestions were incorporated into the final design of the instrument which made the questionnaire to have face and content validity. The instrument was pre-tested using split half method with 20 Business Education students not included in the target population. The instrument was administered to the sampled respondents once and the scores obtained from the test was split into two halves of even numbered items and odd-numbered items and correlated using Spearman Rank order and Spearman Brown prophecy formula to establish the reliability coefficient values of 0.64, 0.75, 0.59 and 0.80 respectively for section

B, C, D and E of the instrument, indicating that the instrument is reliable. The researcher administered 367 copies of the questionnaire and only 275 copies of the questionnaire were retrieved. The data collected was analyzed using simple percentage for research question one. The mean and standard deviation were used to answer research question two, three and four. ANOVA was used to test the hypotheses 1, 2, and 3 while Z-test was used to test hypothesis 4 at 0.05 level of significance. The data analyzed was interpreted as thus: for research question two, a response category in the questionnaire was rated in scale as follows: Very High Extent (VHE) 5, High Extent (HE) 4, Moderate Extent (ME) 3, Low Extent (LE) 2 and Very low Extent (VLE)

Data Analysis and Results

Research Question 1:By what medium do Business Education lecturers and students access social media for pedagogy in higher institutions in Rivers State?

Table 2.1 Responses on Means of Accessing Social Media for Business Education Pedagogy.

N=275

S/N	Statements	Responses			
		Yes		No	
		Frequency	(%)	Frequency	(%)
1.	I have a smart phone from which I connect to social media	260	95	15	5
2	I have an Ipad which has social media sites installed on it	56	20	219	80
3	I possess a laptop which I used for social media interaction	70	25	205	75
4	I access social media via cyber café	222	81	53	19
5	I have a personal computer with which I access social media sites	59	21	216	79

In Table 1 above, 95% of the respondents have a smart phone from which they access social media while 5% do not access social media sites via smart phones. 20% of the respondents have an Ipad while 80% do not have Ipad on which social media sites installed on it. 25% possess a laptop while 75% do not possess laptop. 81% access social media through cybercafé while 19% do not access social media through cybercafé. 21% have personal computers from which they access social media while 79% do not have personal computers on which they access social media. This shows that Business Education students access social media via smart phones and cybercafé

Research Question 2:To what extent do Business Education lecturers and students utilize social media for pedagogy in higher institutions in Rivers State?

Table 2. Mean and Standard Deviation Computation on the Extent of Utilization on Social Media in Business Education Pedagogy.

Statements	VHE (5)	HE (4)	LE (3)	VLE (2)	NE (1)	NR 275	Total score	Mean score	SD	Remark
Business Education receive their test and examination results/score via social media	3	21	45	60	146	275	500	1.82	1.03	Low extent
Business Education respond to class questions via social media sites	4	29	46	65	313	275	535	1.95	1.09	Low extent
Student of Business Education watch educational researchprogramme via social media	48	51	59	45	72	275	783	2.85	1.44	Moderate extent
Business Education student use social media to search for academic information	48	111	18	29	69	275	865	3.15	1.48	Moderate extent
Social media is used by student of Business Education to pass on class information	52	204	15	2	2	275	1127	4.10	0.57	High extent
Business Education receive and send feedback to lecturers via social network	25	146	56	34	14	275	959	3.49	0.99	Moderate extent
Students of Business Education take their examinations online via the use of social media sites	10	22	49	64	130	275	543	1.97	1.14	Low extent
Business Education student chat online with course mates and lecturers	59	200	16	-	-	275	1143	4.16	0.50	High extent
Student of Business Education read book and via social media	28	138	53	44	12	275	951	3.46	1.02	Moderate extent
Grand Mean/SD								2.98	1.03	

Source: Field Survey, 2018

The data in table 2. shows that Business education to a low extent utilize social media for test and examination, respond to class questions, take examination questions on line, while to a moderate extent utilize social media platforms for watching of educational programme, to search for academic information, receive and send feedback to lecturers and read books and e-journal. On the other hand, the students utilize social media to pass on class information and chat on line with course mates to a high extent. The grand mean of 2.98 shows that Business Education students in Rivers State utilize Social media to moderate extent. The standard deviation of 1.03 shows that the scores are not dispersed from each other.

Research Question 3: To what extent do Business Education lecturers and students benefit in the utilization of social media for pedagogy in higher institutions in Rivers State?

Table 3 Mean and Standard Deviation on Benefits Business Education derive from social media utilization

Statements	SA (4)	A (3)	D (2)	SD (1)	NR 275	Total Score	Mean score	SD	Decision
Using social media for pedagogy is cost effective	198	71	6	-	275	1017	3.70	0.50	Agreed
Learning is made more effective by the use of social media sites	76	96	77	26	275	772	2.81	0.95	Agreed
Social media helps business education students in researching	83	88	70	34	275	770	2.80	1.01	Agreed
Utilization of social media enables business education students to share information to others	105	158	12	-	275	918	3.34	0.56	Agreed
Accessing e-libraries of world class universities has become possible through utilization of social media site for e-learning	82	106	80	7	275	813	2.96	0.83	Agreed
Utilization of social media for e-learning improves ICT and web skills of students of business education	81	169	25	-	275	881	3.20	0.39	Agreed
Accessing information has become very easy via social media	118	138	14	5	275	919	3.34	0.66	Agreed
Meeting professionals of business education in different parts of the world becomes easy via social media	81	137	48	9	275	839	3.05	0.77	Agreed
Authors of business education books can be contacted and followed on social media by the students	83	172	19	1	275	887	3.23	0.58	Agreed
Academic meeting and visual interviews can be conducted on skpye by business education	47	110	78	40	275	714	2.60	0.93	Agreed
Grand mean/SD							3.10	0.72	

Source: Field Survey, 2018

Table 3 revealed that the respondents were unanimous in their responses on all the items as they agreed to the items. This is because all the items have mean values more than 2.50 which is the fixed decision value. The grand mean of 3.11 showed that all the items in the table constitute benefits derived from utilization of social media by Business Education Students.

Research Question 4: To what extent do Business Education lecturers and students encounter challenged in the utilization of social media for pedagogy in higher institutions in Rivers State?

Table 4. Mean and Standard Deviation Computation on the Challenges Encountered by Business Education for Utilizing Social Media

Statements	SA (4)	A (3)	D (2)	SD (1)	NR	Total score	Mean score	SD	Decision
Accessing social media sites for pedagogy is difficult for Business Education as a result of poor communication network	25	96	127	27	275	699	2.43	0.79	Disagreed
Students of Business Education are faced with the challenge of high cost of e-learning	119	150	6	-	275	938	3.41	0.53	Agreed
Irregular power supply hamper accessibility of social media for pedagogy	98	166	11	-	275	912	3.32	0.54	Agreed
Unable to access university ICT for e-learning hampers the use of social media for e-learning	53	209	13	-	275	865	3.15	0.47	Agreed
It is expensive to upload information on social media	171	88	9	7	275	973	3.54	0.68	Agreed
Outside the campus internet subscription is expensive	174	96	3	2	275	992	3.61	0.55	Agreed
Gadgets like smart phones, Ipad used for accessing internets are very expensive	148	124	3	-	275	970	3.53	0.52	Agreed
Lack of space in the curriculum on how to access social media is a challenge to business education	74	178	24	1	275	879	3.20	0.52	Agreed
Business Education is faced with lack of conducive environment for accessing social media site for pedagogy	84	151	40	-	275	869	3.16	0.65	Agreed
Lack of integrity online submissions of materials through social media	97	166	11	1	275	909	3.31	0.56	Agreed
Grand Mean/SD							3.27	0.58	Agreed

Table 4. revealed that the respondents disagreed with item 25 while they agreed with items 26, 27, 28, 29, 30, 31, 32, 33, and 34. This is because items 26 to 34 showed a mean value more than 2.50 which is the fixed decision value. The grand mean of 3.27 showed that the concepts in the table constitute challenges of Business Education lecturers and students encounter in the utilization of social media for pedagogy.

Hypothesis 1

The means through which Business Education lecturers and students access social media for pedagogy do not significantly differ among higher institutions in Rivers State.

Table 5. Analysis of Variance on the Means through which Business Education Lecturers and Students Access Social Media for Pedagogy among Higher Institutions

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Source of variation	SS	df	MS	F	P-value	F-crit	Remark
Between group	0.099907	2	0.049954	1.824013	0.163345	3.02897	Accepted
Within group	7.449183	272	0.027387				
Total	7.549091	274					

From table 4.6 above, the calculated F-value (1.824013) is less than the F-critical value of 3.02897 for degrees of freedom of 2 and 272, between and within groups. The null hypothesis is accepted, hence the means through which Business Education students access social media do not significantly differ among higher institutions in Rivers State.

Hypothesis 2

The extent to which Business Education lecturers and students utilize social media do not differ significantly among higher institution in Rivers State.

Table 6. Analysis of variance on the extent to which Business Education students utilize social media among higher institutions

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	ĴĴĴĴĴĴ	ĴĴĴĴĴĴ	ĴĴĴĴĴĴ	ĴĴĴĴĴĴĴĴ	ĴĴĴĴĴĴĴĴ	ĴĴĴĴĴĴĴĴ	ĴĴĴĴĴĴĴĴ
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ĴĴ ĴĴ		ĴĴ	ĴĴĴĴĴĴ	ĴĴĴĴĴĴĴĴ	ĴĴĴĴĴĴĴĴ	ĴĴĴĴĴĴĴĴ	ĴĴĴĴĴĴĴĴ
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Source of variation	SS	df	MS	F	P-value	F-crit	Remark
Between group	15.42168	2	7.71084	25.95215	4.84	3.02897	Rejected
Within group	80.81599	272	0.297118				
Total	96.23767	274					

From table 6. above, the calculated F-value of 25.95215 greatly exceeds the critical value of 3.02897 for degrees of freedom of 2 and 272, between and within groups. The null hypothesis is Rejected, hence the extent to which Business Education students utilize social media significantly differ among higher institutions in Rivers State

Hypothesis 3

The benefits derived from using social media do not significantly differ among Business Education students in different class levels.

Table 7: Analysis of variance of benefits derived from utilization of social media and class level of Business Education students.

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Source of variation	SS	df	MS	F	P-value	F-crit	Remark
Between group	2.75606	3	0.91869	4.42837	0.00465	2.63791	Rejected
Within group	56.2203	271	0.20745				
Total	58.9764	274					

In table 7. above, the calculate F-value of 4.42837 is greater than the critical value of 2.63791 for degrees of freedom of 3 and 271 between and within groups. The null hypothesis is rejected hence the benefits derived from using social media significantly differs among class levels of Business Education students in different class levels.

Hypothesis 4

The challenges encountered in utilizing social media do not significantly differ between male and female Business Education Students.

Table 8. continue

	<i>Male</i>	<i>Female</i>
Mean	3.241	3.281699
Known Variance	0.207	0.0898
Observations	122.000	153
Hypothesized Mean Difference	-	
Z	(0.852)	
P(Z<=z) one-tail	0.197	
z Critical one-tail	1.645	
P(Z<=z) two-tail	0.394	
z Critical two-tail	1.960	

	Mean	Variance	Df	P	Z-cal	Z-crit	Decision
Male	3.241	0.207	273	0.05	0.394	1.96	Accepted
Female	3.282	0.0898	0.027387				

In table 4.8, the calculated z-value of 0.394 is less than the z-critical value of 1.96 with degree of freedom of 273 and at 0.05 level of significance. This means that the challenges encountered in utilizing social media do not significantly differ between male and female students.

Discussions of Findings

Research question one sought to determine by what means Business Education students have access to social media. The finding reveals that 95% of the respondents have a smart phone from which they access Social media in learning. 20% Of the respondents have an Ipad, 25% possess a laptop, 81% access Social media through cybercafé and 21% have personal computers from which they access Social media. The finding from the test of the first hypothesis shows that the means through which business education students access social media do not significantly differ among higher institution. This finding is in accordance with the findings of Brown (2010) who noted the importance of social media is found in the ease of accessibility, convenience, functionality and flexibility. The accessibility of social media offers powerful learning environments and can transform the learning and teaching process so that students can deal with knowledge in an

active, self directed and constructive way (Volman& Van ECK, 2001; De corte et al 2003).

Research question two sought to determine the extent to which Business Education students utilize social media in higher institutions. The finding shows that Business education students to a very low extent utilize social media for test and examination, respond to class questions, take examination questions on line, while to a low extent utilize social media sites for watching of educational programme, to search for academic information, receive and send feedback to lecturers and read books and e-journal. Also the study revealed that the students utilize social media to pass on class information and chat on line with course mates to a high extent. The grand mean of 2.98 indicates that Business Education students in Rivers State utilize Social media for learning to a low extent. The result from hypothesis two indicated that Business Education students significantly differ in the extent to which they utilize social media among higher institutions in Rivers State. This means that the Business Education Students in the different institutions in Rivers State differs in the extent to which they utilize social media for learning. Similarly, the findings of this study are in line with the views of Gardner (2009) opined that institutions are taking drastic steps to educate students on the accessibility and use of the sites, especially in the areas of the privacy, legal issue and potential socioeconomic and psychological dangers.

Research question three sought to determine benefits Business Education students derive from using social media. The finding reveals mean value of 3.11 which shows that all the items in the table constitute benefit derived from utilization of social media by Business Education Students. This indicates that the respondents agreed that they benefit from the use of Social media pedagogy. The study also revealed in the test of the third hypothesis that the benefits derived from using social media pedagogy do significantly differ among the class levels of business education students. This finding is in consonance with the findings Notley (2010) Who believe that social media help in the school and universities to leverage and complement formal education activities and enhance learning outcome. In other words, social media can provide opportunities for new relationships as well as strengthening existing relationships. The research reported that, “students are using face book and other channels to develop their identities, beliefs and stances on various issues such as politics, religion, and work, as well as to pioneer and develop intimate relationships

Research question four sought to determine the challenges Business Education students encounter in utilizing social media pedagogy. The grand mean of 3.27 showed that the constructs in the table constitute challenges of Business Education students encounter in the utilization of social media. This indicates that Business Education Students encounter challenges in the utilization of Social media in various higher institutions in Rivers State. Finally, the result from the fourth hypothesis established the assertion that the challenges encountered in utilizing social media do not significantly differ between male and female. This finding was supported by Ahmed (2011) who reported that one of the dangers of social media;

cyber or e-crime encourages copyright infringement which has always remain a serious case in dealing with social networking especially about the video-clips for instance in the YouTube.

Conclusion

Based on the findings of this study, the researcher therefore noted that Business Education Students in Rivers State access Social media through Smart phones and Cyber cafes. Also, that Business Education students utilize Social media to a low extent. However, Business Education students derive several benefits from using Social media which includes: enhances research work. Business Education students in Rivers State encounter challenges while utilizing social media ranging from poor connection, high cost of e-learning facilities to irregular power supply, lack of conducive environment etc. The means through which Business Education students access social media do not significantly differ among higher institutions. The extent to which Business Education students utilize social media do differs significantly among higher institutions in Rivers State. The benefits derived from using social media do significantly differ among class levels of Business Education students. The challenges encountered in utilizing social media do not significantly differ between male and female Business Education Students.

Recommendations

Based on the findings of this study and conclusions drawn, the following recommendations were made:

1. The management of higher institutions in Rivers State should provide internet facilities in the schools to enable students access as many social media as possible.
2. The school authority should organize workshops for the students on the importance of these social media especially for academic purposes.
3. The Business Education students should be encouraged to utilize the social media so that it can impact positively on their academic performance.
4. Business Education students should show greater interest in the use of social networking sites for academic purposes as to effectively utilize the educational provisions of those sites especially for educational research.
5. Tertiary institution should create the enabling environment and as well provide the necessary facilities to engender the effective utilization of social media for enhancing teaching and learning.

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