

THE USE OF INTERNET-BASED SOCIAL MEDIA AS A TOOL FOR ENHANCING TEACHING AND LEARNING OF BUSINESS EDUCATION

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Abstract

Increasing enrolment demands and students' desire for learning flexibility in business education programmes call for tertiary institutions response to the use of internet-based social media as a supplement to face-to-face traditional teaching and learning in business education. The major purpose of this paper therefore was to determine the use of internet-based social media as a tool for enhancing teaching and learning in business education in Kwara and Oyo States. The researchers formulated two research questions. Descriptive survey research design was adopted for the study and the population consisted of 1,402 respondents made up of 29 business education lecturers and 1,373 business education students in the four tertiary institutions in Kwara and Oyo States, where business education programme is undertaken. The sample size consisted of 160 respondents made up of 23 lecturers and 26 students selected using systematic random sampling techniques. A 10-item instrument was developed by the researchers for the study. Mean was used to analyse the data while t-test statistics was used to test the null hypotheses. The study found out there is no significant difference in the mean response of business education and students on the use of social media for learning business education. Based on the findings, it was recommended among others that tertiary institutions should provide the enabling environment and necessary facilities to enhance the use of internet-based social media for teaching and learning business education.

Keywords: *business education, internet-based social media, teaching and learning.*

Introduction

On campus and online, students are focused on texting friends, checking their Facebook accounts and otherwise surfing the internet. Despite the problems with reliability, Wikipedia has become a “go to” source for students seeking information, at least as a first step. Students “Google” to find descriptions and context for course material not easily understood from textbooks or instructors' notes. Increasingly, students are using social networking sites, such as Google+, to help them learn. Less used for learning course material but still a factor in communicating and collaborating in the online environment, Facebook connects students with each other and provides a forum for discussion of issues raised by the instructor or for elaboration on the teacher's instruction (Mirabolaqhasemi & Lahad, 2013).

The use of educational technology continues to be important because of the pace at which technology vis-a-vis social media is being incorporated into academic curricula



(Igberaharha, 2014). While originally created for distance education, social media are now most often used to supplement traditional face-to-face classroom activities, commonly known as blended learning. E-learning supports both the learner and the educator in a number of ways, for example, differing learning styles can be catered for, which help educators reach more students in varied ways, and enable more students to learn the course material. The growing popularity of Social Networking Sites (SNSs) or social media for use in business, advertising, and recreation and now for educational purposes has become an international phenomenon. The emergence of social media has forced educators to think differently about the way learning occurs. Students and practitioners alike are using new technologies to connect with peers and colleagues, share ideas, resources and experiences for extracurricular activities.

The development of Social Network Sites (SNS) has created communication tools to aid many methods that can be applied in teaching and learning. Business Education must identify and potential for cultivating student engagement in the classroom using these technologies (Mirabolghasemi & Lahad, 2013). Social media allows individuals in communities to share ideas, interest, and also meet people with similar ideas and interests. Some of the social media used in education for enhancing teaching and learning according to Reuben (2014) includes: Facebook, Myspace, Youtube, Flickr, Blogs, Twitter and Del.icio.us.

Facebook: This is a social utility that connects people with friends and others who work, study and live around them. People use Facebook to keep up with friends, upload an unlimited number of photos, share links and videos, and learn more about the people they meet.

MySpace: This is an online community that lets you meet your friends' friends, share photos journals and interests. Unlike Facebook, MySpace allows users to fully customize their profiles by complete changing the appearance, background and format of their pages.

YouTube: This is the leader in online video, and the premier destination to watch and share original videos worldwide through the web. It allows people to easily upload and share video clips across the internet through web sites, mobile devices, blogs, and e-mail.

Flickr: This is an online photo site where users upload photos that can be organized in sets and collection. Public photos may be viewed and commented on by others. The automation of uploading the photos, adding captions and tags, and turning them into organized collections with slideshows without any manual web coding, is a great timesaver for time strapped web professionals.

Blogs: There is a form of online journal. They can have a single author, or several. Most blogs allow readers to post comments in response to an article or post. Blogs are also being used by some colleges to post news articles to open conversations about them.



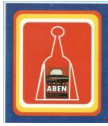
Twitter: This is a cross between instant messaging and blogging that allows users to send short (140 character) updates. Users can also follow the updates of friends they “follow”, send them direct messages, reply publicly to friends, or just post questions or comments as their current status.

Del.icio.us: This is now also available at delicious.com is one of many social bookmarking web sites. The primary use of del.icio.us is to store bookmarks online, which allows users to access the same bookmarks from any computer and add bookmarks from anywhere, too. It can also be used to see links that your friends and other people bookmark, and share links with them in return.

Social media provides new opportunities for innovating and modernizing education and training institutions and for preparing learners for 21st century (Redecker, Ala-Mutka, Bacigalupo, Ferrari, and Punie, 2009). Furthermore, social media technologies have the potential to support and enhance teaching and learning in higher education (Ajjan and Hartshorn, 2008) providing learners with a chance to manipulate their learning environment and to participate actively in the learning process. Up to recently, web 2.0 technologies have largely applied only in a social sphere; however a growing number of businesses are adopting enterprise social software technologies. It is through these collaborative technologies that students and knowledge workers will gain enhanced insight in the knowledge at their disposal. These tools will also enable information workers to locate and connect people with certain expertise across organizations, bringing people, systems and data into alignment faster to respond to challenges and take advantage of competitive opportunities.

In an educational context Chen and Bryer (2012) stated that “publicly open social media sites provide students with access to more information and experiences than they would get in a closed environment alone. If properly facilitated and framed, such expanded exposures can benefit student learning by creating more connections across boundaries and over time”. The use of social media technology is a means of skilling students in preparation for the ‘real world’, in order to be able to cope with many authentic challenges.

Technological breakthrough was strategically designed to support teaching and learning, and has attracted much scholarly attention in several journals (Okoro, 2013). For several years, electronic social media have facilitated teaching and learning and have also increased the level of students’ enthusiasm in learning activities which includes the business education. Business education is a systematic and organized programme of instruction aimed at transmitting business knowledge, skills, ideas, aptitude and technical know-how to recipients which is required for usage in business offices and for teaching others. Business education is that type of education that inculcates in its recipients attitudes, knowledge, skills, value that are required in the world of work (Salome, 2012).



it is very important for the business education programme to leverage on internet-based social media as a tool to enhance her teaching and learning of the course.

Purpose of the Study

The purpose of this study was to determine the use of internet-based social media as a tool for enhancing teaching and learning of business education in Kwara and Oyo States. This purpose is expressed in the following specific objectives:

1. To determine the use of internet-based social media as a tool by business educators for enhancing teaching of business education in Kwara and Oyo States.
2. To determine the use of internet-based social media as a tool by students for enhancing learning of business education in Kwara and Oyo State.

Research Questions

The following research questions were raised for the study:

1. Of what we does social media serve as a tool by business educators for enhancing teaching of business education in Kwara and Oyo States.
2. Of what use does social media serves as a tool by students for enhancing learning of business education in Kwara and Oyo States.

Hypothesis

The null hypothesis formulated for the study was tested at 0.05 level of significance.

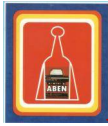
H₀₁: There is no significant difference in the mean ratings of business educators and students on the use of internet-based social media.

Method

The descriptive survey design was used for the study. This design was adopted to elicit status quo information from business education lecturers and students on social media as a tool for enhancing teaching and learning of business education in Kwara and Oyo States. The population of this study consisted of 1,402 respondents which are made of 29 business education lecturers and 1,373 business education students in the four tertiary institutions in Kwara and Oyo States, where business education programme is undertaking in the 2014/2015 academic session.

The sample size consisted of 160 respondents which are made up of 23 lecturers and 137 students. The fifty percent (50%) of lecturers in the population were used while ten percent (10%) of the students were used (Igberaharha 2014). However, the researchers adopted the systematic random sampling technique to arrive at the sample size.

An instrument tagged internet-based Social Media for Teaching and Learning Business Education Assessment Questionnaire (SMTLBEAQ) was developed by the researchers for this study. The instrument is a 10-item questionnaire. Items 1a-5a were designed for business education lecturers in line with researchers question one and



hypothesis one while items 1b-5b were designed for business education students in line with the same research question one with the hope of correlating business educators and students' use of internet-based social media for enhancing teaching and learning of business education. The instrument is an adapted five-point likert structured as follows "Very Highly Used (5); Highly Used (4); Moderately Used (3); Low Used (2); and Very Low Used (1)". Mean was used to answer the research questions while t-test statistics was used to test the hypothesis at 0.05 level of significance. In calculating the mean for the various items, the response category in the questionnaire were rated in the scales as follows:

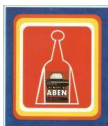
Response	Point	Boundary Limit
Very Highly Used (VHU)	5	4.50-5.00
Highly Used (HU)	4	3.50-4.49
Moderately Used (MU)	3	2.50-3.49
Low Used (LU)	2	1.50-2.49
Very Low Used (VLU)	1	1.00-1.49

Results

Question One: Of what use does internet-based social media serves as a tool by business educators for enhancing teaching of business education in Kwara and Oyo States?

Table 1: Mean ratings t-test analysis of the responses of Business Education Lecturers and Business Education Students on the use of internet-based social media as a tool for enhancing teaching of business education. (note that the two statements on each respondent were grouped together in each box according to their numbers).
N = (56,102)

S/N	STATEMENT	Lecturers \bar{X}_1	Students \bar{X}_2	Average of $\bar{X}s$	t-cal	Remarks	H ₀
1a	E-mail serves as a tool for enhancing your teaching of business education courses	4.64	4.32	4.48	1.52	Highly Used	NS
1b	E-mail serves as a tool for enhancing your learning of business education courses						
2a	Blogs enhances your teaching of business education courses	4.64	4.68	4.66	1.64	Very Highly Used	NS
2b	Blogs enhances your learning of business						



	education courses						
3a	YouTube serves as a tool for enhancing your teaching of business education courses	4.61	4.32	4.47	1.54	Highly Used	NS
3b	YouTube serves as a tool for enhancing your learning of business education course						
4a	Facebook serves as a tool enhancing your teaching of business education courses	4.33	4.27	4.3	0.79	Highly Used	NS
4b	Facebook serves as a tool for enhancing your learning of business education courses						
5a	Google+ serve as a tool for enhancing your teaching of business education courses?	4.42	4.27	4.35	1.29	Highly Used	NS
5b	Google+ serve as a tool for enhancing your learning of business education courses?						
	Grand Mean	4.53	4.37	4.45	1.35	Highly Used	NS

Note: T-table = 1.98: NS – Not significant.

The item tag (a) is for lecturers while the item tag (b) is for students.

Table 1 showed that business education lecturers opinion on items 1a- 5a had mean rating of 4.64, 4.64, 4.61, 4.33, and 4.42 respectively based on the teachers use of internet-based social media in teaching business education courses while business education students opinion mean ratings on items 1b-5b revealed 4.52, 4.68, 4.32, 4.27, and 4.27, respectively based on the use of internet-based social media in learning business education courses. Therefore, the grand mean of 4.45 indicated that the respondents rated the use of social media is high.



Discussion of Findings

The study focused on internet-based social media: a tool for enhancing teaching and learning of business education in Kwara and Oyo States. The study revealed that internet-based social media serves as a tool to be highly used for enhancing teaching of business education in Kwara and Oyo States. The findings of this study, collaborates the views of Ajjan and Hartshome (2008) whom purported that internet-based social media supports and enhances teaching in tertiary institutions providing learners with a chance to manipulate their learning environment and to participate actively in the learning process.

Also, it was found out that internet-based social media serves as a tool to be highly used for enhancing learning of business education in Kwara and Oyo States. Okoro (2013) deposed that the impact of internet-based social media on the learning process is widespread and strongly supported. The strength of internet-based social media application is that they offer an assortment of tools that learners can mix and match to best suit their individual learning styles and increase their academic success. Furthermore, such technologies are typically freely accessible, easy to incorporate, and have a minimal learning curve to master. Learning environments can become personalized, and tertiary institution can enhance their pedagogical techniques by using tools to extend class engagement beyond designed class time and to increase the quality of participation in online courses (Grover & Stewart, 2010).

Conclusion

Internet-based social media are useful tools in the process of teaching and learning, and have increasingly improved the quality of students' learning outcomes in tertiary institution in recent years. The process encourages students' active engagement, collaboration, and participation in class activities and group work and provides a flow of information dissemination in a sophisticated method that yields measurable results. Therefore, the business education programme has to embrace internet-based social media as a tool for enhancing teaching and learning of the course.

Recommendations

- The following recommendations were arrived at the study
1. Business education students should be encouraged to use internet-based social media such as Google+, Facebook, etc to enhance learning of the course.
 2. Business educators should fully abreast themselves and fully implement the internet-based social media such as Google+, E-mail, Blogs etc in delivering their courses to students for enhanced teaching.
 3. Tertiary institutions should provide the enabling environment and necessary facilities to enhance the use of social media for enhancing teaching and learning.



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