



UTILIZATION OF SOCIAL MEDIA FOR ACADEMIC PURPOSES BY BUSINESS EDUCATION STUDENTS IN NIGERIAN COLLEGES OF EDUCATION

DR. LAWRENCE FEMI ADEMILUYI

*Dept of Bus. and Entrepreneurship Education
Kwara State University, Malete,
Kwara State, Nigeria.
femiluyi44@gmail.com*

ABOSEDE B. ADEMILUYI

*Dept of Office Technology and Management,
Osun State Polytechnic, Iree
boseluyi@gmail.com*

Abstract

The proliferation of social media platforms and the high volume of social media subscription by members of the academia demand that researches be conducted to investigate its influence on academic activities among students and teachers. This study examined the influence of social media on academic activities of business education students in colleges of education in Osun State. Descriptive survey research design was adopted for the study. Three research questions guided the study. The study was conducted in the two Colleges of Education in Osun State offering Business Education programme: Osun State College of Education, Ila Orangun and Osun State College of Education, Ilesa. The population comprised 154 NCE III students 2018/2019 academic session. No sample was drawn as a census study was conducted. A structured questionnaire with 38 items was used to collect data from the respondents. Mean rating was used to analyze the data collected in order to answer the research questions. The study identified various social media platforms being used by business education teachers and students for academic activities by business education students in colleges of education in Osun State. The study revealed that in spite of a few challenges, social media are being reasonably utilized for teaching and learning and they collectively have salutary influence on academic activities. It was recommended that business education students should be better encouraged to use various social media platforms for academic activities while more functional group chats should be created in order to encourage academic interactions on the social media.

Keywords: *Social media, learning, academic activities and Business education*

Introduction

Education is one of the sources of dynamic changes in contemporary society. It accelerates development, engenders self reliance, community interaction and national integration. Education also promotes researches which lead to technological development. It grooms its users, inculcates moral values and adds knowledge. Technology is an harbinger of socio-economic advancement; with the world



universally recognized as a global village, technology in general, and information technology in particular, is in the driver's seat. This has made interactions and communication easier across nations and oceans. Loyd and Ellison in Tariq, Mehboob, Khan and Ullah, (2012) aver that the internet is very important for training because there is a large global community especially among the youths, which had adopted internet for educational purposes. There are also a very large number of people including many youths and teenagers who use internet almost exclusively for social network activities.

Social media is a form of electronic communication which facilitates interaction based on certain interests and characteristics. Cicero, the ancient Roman sage was quoted as saying that if a human being has everything worth having but cannot communicate with another person, he would choose to abandon life (Ademiluyi & Ademiluyi, 2016). Human beings are social animals and are agents of social interaction. It is the nature of human being to socialize and this explains why human beings spend much of their time on the social media. Social media use is a major component of contemporary daily activities. It is at times addictive and infringes on the time available for other and sometimes more productive daily activities. Students are seriously engaged in the use of the internet resulting in large chunks of their productive activities being spent on this activity.

Tariq, Mehboob, Khan and Ullah, (2012) observe that students use social networking websites approximately 30 minutes throughout the day as part of their daily routine life. Oyedele and Oladeji (2016) submitted that electronic social media have facilitated teaching and learning and have also increased the level of students' enthusiasm in learning activities which included the business education programme.

Business education refers to education for business and education about business. It is a programme of study that prepares students to be self-reliant. Business education is that aspect of education that inculcates in its recipients attitudes, knowledge, skills, value that are required in the world of work and business (Salome, 2012). The term 'academic activities' refer to all activities associated with the impartation and acquisition of knowledge. They are conscious activities designed to improve knowledge and skills. Learning refers to gaining knowledge or understanding of things through instruction, experience or studying. Different educational technologies are used to enhance the learning experiences of the students. A lot of



researches have been conducted to know the various effects of social media on critical thinking skills and construction of knowledge (Aditi & David, 2013).

The term “Social Media” refers to the application that allows users to converse and interact with each other; to create, edit and share new forms of textual, visual and audio content, and to categorize, label and recommend existing forms of content. Social media sites allows one to share any form of data, thought and connect to exchange ideas with a person at the other end of the world (Dewing, 2012). It is not just a source of entertainment but also socio-political influence. The way in which the current American President, Donald Trump has deployed the social medium, Twitter, as an instrument of political communication and his staggering success in that endeavour indicate that the influence of social media may be potentially limitless. It has also been established that the Russia Republic clandestinely used Facebook to illegally influence the political process in the United States especially during the 2016 Presidential election Social media is also a tool for learning with potentials for positive result in education. Social media can be used as an effective tool to help increase collaboration, communication and cooperation skills in students. Social media can provide a way for teachers and students to become more interactive.

Kaplan and Haenlein (2014) define social media as a group of internet-based an application that build on the ideological and technological foundations of Web and allows the creation and exchange of user-generated content. The kind of Internet services commonly associated with social media include: Weblogs, Winks, 2go, BlackBerry Messenger (BBM), Social bookmarking, Online photograph galleries (OPG), Audio/video casting (AVC), Twitter, Myspace, YouTube, Google Hangout, LinkedIn and WhatsApp among others.

Some users are young people, who have been called 'Digital Natives'. The interest of students in the use of social media is critically increasing. Teenagers now use the internet for a large proportion of their daily activities and information gathering, as opposed to older generations who used resources like the television or newspaper (Lewis, 2012).

Lenhart and Madden (2013) reveal that students are strongly dependent on social networking websites to stay in touch with friends as well as source for information.



Liccardi et al (2013) explain that students are socially connected with each other for sharing their daily learning experiences and do conversation on several topics. Social media open up new ways for collaboration and discussion in the sense that, it offers a great deal of content such as posting, coping, sharing and search ability by easily using online search tools. Today, students use social media anywhere and at any time where internet connection is available in order to meet their educational needs (Dewing, 2012). Raymond and Afua (2016) assert that learning can be conceived in terms of the 'capacity to know more' via social media rather than a reliance on the individual accumulation of prior knowledge in terms of what is currently known.

Raymond and Afua (2016) explain that social media platform can be used educational discussions, assignments and other relevant course work. It enables students' to get feedback on class schedules, class venues, receives and sends information among their peers and to discuss issues related to their course work and a host of others. Social media works on both sides; it receives as well as generates academic material that enhances learning outcomes. It is also very important that teachers and students take the challenge of using social media tools for effective teaching (Walkyria, 2012). The positive aspect of online communities is that youths can utilize them for academic assistance and support (Lusk, 2012).

In other words, if social media is used effectively it will yield a positive outcome of learning. The positive impact of social media to students include: socializing, sharing of knowledge, updating one's self, learning from various sources, sharing what they feel or think and communicating.

The use of various social media platforms like Faceook, Youtube, twitter and whatsApp by business education students today is resulting to mass failure of business education students in academic achievement (David, 2014). This is because students these days spend more time chatting with their friends rather than engaging in research or reading their books about two-thirds of the students reported using electronic media while in class, studying, or doing homework (Jacobsen & Forste, 2012). They further suggest that instead of students spending their time on non-education social media, they should spend time on the educative social media even if it involves chatting.

Kuppuswamy and Shankar (2013) observe that the social networks grabs the total attention and concentration of students and diverts it towards non educational,



unethical and inappropriate actions such as meaningless chatting, time killing by random searching and not doing their jobs. Tariq, Mehboob, Khan and Ullah, (2012) point out that the U.S. Congress has proposed legislation to ban youth from accessing social networking websites in schools and libraries.

Social media has several drawbacks on students, it leads to addiction, it reduces focus on learning, students often attempt to multitask, checking social media sites while studying, the popularity of social media has created a lazy attitude towards proper spelling and grammar.

Statement of the Problem

Researches indicate that students spend a large proportion of their time on social media. This affects the rate at which they study and also, both the quality and quantum of the time they have for study. Social media is a two-sided coin with both negative and positive effects. The challenge of effectively integrating social media into learning activities while inhibiting its use for negative activities has become a major concern for teachers, parents, educational administrators and curriculum planners. The extent to which students use social media has also become an issue. Some students visit the social media, reading and answering private messages in the classroom, even while the teacher is with them. Some watch videos while the teacher delivers his lecture. Some students also use the social media for counter-academic activities like examination malpractice, prostitution and fraud among other vices. Some others are lured into anti-social activities as a result of social media engagement. This raises several questions. Of what use is social media to students in general and business education students in particular? Do social media constitute a blessing or a drawback to academic activities of business education students in colleges of education? To find solution to these problems and to encourage the use of social media platforms positively, there is the need to identify the utilization of social media for academic activities by business education students, hence the need for this study.

Research Questions

The following research questions guided the study:

- What are the social media platforms used for academic activities by Business Education students in colleges of education in Osun State?



What is the influence of social media usage on academic achievement of Business Education students in colleges of education in Osun State?

What are the challenges associated with the use of social media for academic activities by Business Education students in colleges of education in Osun State?

Methods

The descriptive survey research design was adopted because the study sought the opinions of respondents on influence of social media on academic activities of business education students. The study was conducted in the two Colleges of Education in Osun State offering Business education programme: Osun State College of Education, Ila Orangun and Osun State College of Education Ilesa. The population comprised 154 NCE III students 2017/2018 academic session of Business Education Departments of the two institutions. No sample was drawn as the entire population was studied in line with the postulate of Akuezilo and Agu (2010) that it is ideal to study the entire population whenever possible. The instrument for data collection was a 38-item structured questionnaire generated from the research questions and reviewed related literature. The questionnaire was divided into two sections. Section A sought the demographic data of the respondents while section B consisted of questions designed to extract information needed. The questionnaire was face- and -content validated by two experts from Kwara State University, Malete, Kwara State and Tai Solarin University of Education, Ijagun, Ogun State, Nigeria. The instrument was designed to elicit the ratings of respondents on 4-point rating scale as follows: Strongly Agreed (SA) - 4 points, Agreed (A) 3 points, Disagreed (D) 2 points and Strongly Disagree (SD) 1 point.

A total of 154 copies of the questionnaire were distributed by the researchers, out of which 152 were returned representing 93% return rate. Mean rating was used to analyze the data collected. The research questions were adjudged on the following basis: 1.00 - 1.49 Strongly Disagreed (SD), 1.50 - 2.49 Disagreed (D), 2.50 - 3.49 Agreed (A), 3.50 - 4.00 Strongly Agreed (SA).

Results

Research Question 1

What are the social media platforms used for academic activities by Business Education students in colleges of education in Osun State?

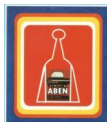


Table 1: Social Media Platforms used for Academic Activities by Business Education Students

S/N	Items	Mean	Remarks
1.	2go	1.52	Disagreed
2.	Blackberry Messenger	2.76	Agreed
3.	YouTube	2.82	Agreed
4.	WhatsApp	3.33	Agreed
5.	Eskimi	1.32	Disagreed
6.	Facebook	2.44	Disagreed
7.	Yahoo! Answers	2.32	Disagreed
8.	Badoo	1.55	Disagreed
9.	Flicker	1.52	Disagreed
10.	Second Life	2.15	Disagreed
11.	Friendstar	1.86	Disagreed
12.	My Space	2.31	Disagreed
13.	Linkedin	3.06	Agreed
14.	Hangout	2.20	Disagreed
15.	Skype	3.32	Agreed
16.	Twitter	3.20	Agreed
17.	My Space	1.86	Disagreed
	Grand Mean	2.93	Agreed

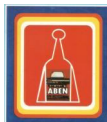
Table 1 shows that WhatsApp (Mean: 3.33), Skype, Twitter (mean: 3.32), LinkedIn (mean: 3.06) YouTube (mean: 2.82), and Blackberry Messenger are used by the respondents for academic activities while others are barely used for academic activities by business education students in colleges of education in Osun State.

Research Question 2

What is the influence of social media usage on academic achievement of business education students in colleges of education in Osun State?

Table 2: Influence of Social Media Usage on Academic Achievement of Business Education Students

S/N	Items	Mean	Remarks
1.	Social media encourages me to share work socially	3.65	Agreed
2.	Social media enhances my learning	3.57	Agreed
3.	Social media allows me to access academically useful blogs	2.96	Agreed
4.	I use social media for my school assignments	3.88	Agreed
5.	I use social media for my class work	3.85	Agreed
6.	Social media provides platforms to solve my academic problems	3.43	Agreed
7.	I use social media to access online academic materials	3.68	Agreed



8.	I use social media for research work	3.46	Agreed
9.	My colleagues often share useful academic materials on social media	3.55	Agreed
10.	I use social media tools in correcting and editing my work	3.28	Agreed
11.	I use social media to interact with my lecturers outside office hours	3.05	Agreed
12.	Social media enhances my communication skill	2.97	Agreed
13.	Social media enhances my critical thinking skills	3.02	Agreed
	Through social media I get clarifications from colleagues on class work and assignments	3.44	Agreed
15.	Social media have strong influence on my academic work	3.55	Agreed
Grand mean		3.42	Agreed

Table 2 revealed that the mean score of the responses ranged from 2.96 to 3.88 with a grand mean of 3.42. The respondents agreed that all 15 academic activities items listed in the table have been positively influenced by social media usage. This implied that social media has positive influence on students academic activities.

Research Question 3

What are the challenges associated with the use of social media for academic activities by business education students in colleges of education in Osun State?

Table 3

S/N	Items	Mean	Remarks
1.	I spent much more time using social media than studying.	3.85	Agreed
2.	Most students post or comment on social media during classes.	3.76	Agreed
3.	Most students are addicted to social media	3.73	Agreed
	Social media requires spending money and leads to waste of Time; this affects my academic achievement .	2.44	Disagreed
5.	My grade dropped when I engaged myself with social media	2.42	Disagreed
	I find it hard concentrating on my study knowing that I can play online games and visit social network sites just by logging into them.	2.47	Disagreed
Grand Mean		2.51	Agreed

Table 3 shows that:

Students spent much of their time using social media for other things than studying

Most students post and comment on social media during classes

Most students are addicted to social media

However, did not subscribe to the notions that:

Social media requires spending money and leads to waste of time and by this it affects academic achievement

Students grades drop when they engaged themselves with social media



Students find it hard concentrating on their studies knowing that they can play online games and visit social network sites just by logging into them

Discussion of Findings

Based on the data analysed the following were found out; table 1 shows that Blackberry, Messenger, YouTube, WhatsApp and Twitter were used by business education students for studying and doing assignment.

The grand mean of 3.36 revealed that students used social media for their studying and doing assignment. These findings are in agreement with the findings of Omotayo (2014) and Ademiluyi (2019) that social media enhanced academic performance of students.

It was also discovered that students of business education were addicted to social media; spent much time on social media than studying; post and comment on social media during classes. Despite this, business education students do not find it difficult to concentrate on their studies and also it does not affect their academic performance negatively. This finding support that of Lusk (2012) who posited that digital natives can handle most of the challenges which social media pose for digital immigrants. Lusk further asserted that serious students instinctively know when to engage and disengage with social media. Only weak and unserious students may be academically inhibited by social media.

Conclusion

This study revealed that social media is useful for studying and assignment. Social media encourages students' active engagement, participation in class and group work activities and provides for stable flow of information with salutary consequences for teaching and learning. This implies that business education students have to embrace social media and optimize its usage for academic purposes if they are to take full advantage of the academic opportunities provided by information technology.

Recommendations

social media as a tool for studying and doing assignment. Based on the findings of the study, the following recommendations were made:

Business education students should be encouraged to use social media such as 2go, Eskimi, Hangout, Skype, and My Space for their studying and assignment.

More group chats should be created in order to enhance academic performance and to avoid set back in the students' academic performance.



Teachers should be encouraged to develop teaching materials with social media in mind so that students and teachers will make full use of social media for academic purposes

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