

Full Length Research

Evaluation of Social Media Utilization in Teaching Business Education in Some Selected Colleges of Education in South –South, Nigeria

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The study evaluated the utilization of social media in the teaching of business education in selected Colleges of Education in South -south having discovered the poor performance of students in Business Education. Survey design was adopted in the study. Three research questions were raised and answered while one null hypothesis was tested at 0.05 level of significance. The population of the study consisted of 41 business education lecturers. An instrument titled QSMED was used for data collection. The instrument was face validated by three experts. Three instruments yielded a reliability coefficient of 0.75. Mean and standard deviation were used to answer the research questions while t-test was used to test the null hypothesis at 0.05 level of significance. The findings from the study revealed that social media are not adequately available in Colleges of Education in South -south. The study also revealed that male and female business education lecturers were not significantly different in their ratings regarding availability of social media in Colleges of Education in South -south.

Keywords: Social media, Business, Education, Utilization, and Technology

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INTRODUCTION

The mission of higher education has remained the same for the 21st century, the environment in which that mission exists is changing dramatically, consequently, teachers should come up with innovative strategies that anticipate and embrace this change. The main driver of this change is the digital revolution which has shifted many aspects of teaching and learning. There is a growing recognition that the skills needed to succeed in the knowledge society today and into the future are different in kind from those that were required earlier, therefore, it is essential for teachers to familiarize themselves with the contemporary social tools or they will simply not be prepared to serve the learning needs of their students.

Social networking is built on the idea of how people should know and interact with each other through the use of the internet. Internet is a very essential part of life from shopping to electronic mails and education. It has

become one of the most important communication tools among people nowadays. It gives people the power to share, making the world more open and connected. Recently, there is a drastic increase of adults that are into online social networking site compare to January 2014 when the percentage was 74%. Social networking can be done for social purposes, business purposes and educational purpose. Social networking programs group individuals by interests, hometowns, employers, schools and other commonalities

Social media's most distinctive aspects are that it has the potential to transform from a way of pushing content outward to a way of inviting conversation, of exchanging information, and of invoking unparalleled individual, industrial, societal, and even global changes. The availability of high speed internet broadband connection with massive use of desktop computer, laptops, e-readers, facebook, youtube, and smartphones enables millions of people to actively engage in social media, text messaging, content sharing, online-learning and much

more. Peters in Ezenwafor (2012) observed that since technology is ruling the world in all disciplines and activities, the modern office ranks highest in innovation development and use of the ever changing technologies requiring adequate integration of ICT in business education. The use of social media like (facebook, 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. A growing number of Nigerian scholars agree that addiction to social media sites have become a distractive technology to students' academic work in higher education. Among the scholar is Oluwatoyin (2011) who surveyed 1,860 Facebook users from the Lagos State University and found that 90percent of the students could not get up to cumulative grade point average (CGPA) above 3.50 because they had spent a large part of their time on social media than on their homework and study time (which could contribute to higher grade).

The need for social media in our tertiary institutions is to facilitate teaching as well as:

1. To fully disengage students' mind from illicit personal use of social media to enhance their profitable academic prowess.
2. To enable the teachers to have the chance of experiencing new technology for efficient and effective teaching.
3. To create enabling form for business education teachers to be connected into the global electro-mechanical world.
4. To integrate social media into the mainstream of education and training.
5. To empower the teachers/students with social media skills and prepare them for global competitiveness.

Adebayo (2008), noted with dismay that Nigerian Educational system has not yet adequately exposed students, teachers and institutions of learning to the realities of social media tools and skills that will enable them face the challenges of the global world of internet and knowledge sharing. It is therefore, pertinent to state that the use of internet and advanced form of information technology be fully entrenched in the teaching and learning process in Nigerian schools for functionality and self-reliance. Hence this study analyzed the utilization of social media in business education in tertiary institutions in Colleges of Education in south-South.

Theoretical Framework

According to Jean Piaget (1975) constructivist learning and teaching is based on active processes and the construction of knowledge that originates from learning by doing. Social media brings perception habits that help a constructivist to create new environments. The constructivist theory asserts that technology, especially the Facebooks, incisively shape how individuals think, feel and act and how societies organize themselves and operate. The relevance of the theory to this study cannot be over-emphasized. The constructivist theory has altered our environment to the extent that students have the opportunity to be exposed to other ideas, cultures, and forums on global issues. Students can work on collaborative projects, which may come in the form of a networked writing project, or the building of separate phases of an engineering project that enables them to receive and give instant responses. Students also can now easily share ideas, photos, videos, likes and dislikes and thereby offer to humanity a chance to be engaging one another in study irrespective of distance, culture and social class level.

Scope of the Study

The study was delimited to selected Colleges of Education in South-South. The Colleges of Education include College of Education Warri. College of Education Agbor, (Change to University of Delta, Agbor recently but the number of lecturers still the same during the research was carried). Federal College of Education (T) Omoku (11) and Federal College of Education (T) Asaba. The study was also delimited to availability of social media, extent of utilization of social media and effectiveness of social media in teaching business education.

Purpose of the Study

The purpose of this study was to assess the utilization of social media in teaching business education in Colleges of Education in South-South. Specifically, the study determined:

1. The availability of social media in teaching business education in Colleges of Education in South- South.
2. The extent of lecturers' utilization of social media in teaching business education in Colleges of Education in South- south.
3. The effectiveness of social media as instructional in teaching business education in Colleges of Education in South- south

Research Questions

The following research questions were raised to guide the study:

1. How available are the social media in teaching business education in Colleges of Education in South-south?
2. To what extent do lecturers utilize the available social media in teaching business education in Colleges of Education in South-South?
3. To what extent has the use of these social media helped in teaching business education in Colleges of Education in South-south?

Null Hypothesis

The following null hypothesis was tested at 0.05 level of significance:

1. There will be no significant difference between the mean ratings of male and female business education lecturers on the availability of social media in teaching business education in Colleges of Education in South-East.

METHOD

The study was a survey which covered business education teachers in South-South namely, College of Education Warri, (15), College of Education Agbor,

(Change to University of Delta, Agbor recently but the number still the same during the time research was carried). (5), Federal College of Education (T) Omoku (11) and Federal College of Education (T) Asaba, (7). This gave a population of 41 business education lecturers. The whole population was used for the study and no sampling was carried out. The instrument titled Questionnaire on Utilization of Social Media (QUSMED) which was face validated by two experts in business education and one from test and measurement was used to collect the data for the study. Revision of the instrument was made in accordance with experts suggestions. The reliability of the instrument was established through Pearson Product Moment Correlation and coefficient of 0.75 was obtained.

There was 41 copies of the instrument were distributed to the respondents. All the copies were properly completed, returned and used for data analysis. The data collected were analysed using mean, standard deviation and t-test. The research questions were answered using mean and standard deviation while the null hypothesis was tested using t-test statistics. In answering the research questions, any item found between 2.50 and 4.00 was considered as Adequate, Always Utilized and Great Extent while any item found below 2.5 was considered as Not Adequate, Never Utilized and Little Extent based on the research questions one, two and three respectively. In the test of the hypothesis, where t-calculated value was less than the t-critical value, the null hypothesis was not rejected (Not Significant) but, where the t-calculated value was higher than the t-critical value, the null hypothesis was rejected (Significant).

Discussion of Results and findings

Research Question 1

How available are the social media in teaching business education in Colleges of Education in South-South?

Table 1: Mean ratings of lecturers on available social media in teaching business education.

S/N	Items	Mean	SD	Remark
1.	lectures use whatsapp for lectures	1.60	0.40	Not Adequate
2.	Research gate is used for research/education purpose	3.54	1.82	Adequate
3.	Blog is used for administrative purpose	2.40	0.41	Not Adequate
4.	Colleges connected to internet	2.09	0.49	Not Adequate
5.	Colleges where lecturers can operate computer in using social media	2.00	0.23	Not Adequate
6.	Accessibility of social media to lecturers	2.00	0.23	Not Adequate
7.	Availability of software packages	1.85	0.32	Not Adequate
8.	Lecturers use facebook to connect students	3.66	1.90	Adequate
9.	Colleges with generators for social media	3.71	1.93	Adequate
10.	Colleges that allow students to interact through social media	2.31	0.52	Not Adequate

The data presented in Table 1 above revealed that items 2, 8 and 9 scored above 2.50 showing that Research gate, facebook and generator facilities are adequate. The remaining seven items score below 2.50 indicating inadequate state of the items in Colleges of Education in South-South.

Table 2: Respondents mean score on the extent of lecturers' utilization of technology facilities in teaching business education in tertiary institutions.

S/N	Items	Mean	SD	Remarks
1.	Computer	3.81	1.98	Great Extent
2.	Television/Video Machine	1.22	0.42	Little Extent
3.	Video Conferencing	2.05	0.75	Little Extent
4.	Monitors	3.77	1.89	Great Extent
5.	Scanners	2.05	0.75	Little Extent
6.	Overhead Projectors	2.02	0.71	Little Extent
7.	Internet Access	2.05	0.75	Little Extent
8.	Database	2.07	0.89	Little Extent
9.	Ms Word windows	2.01	0.69	Little Extent
10.	Printers 3D	2.36	0.90	Little Extent

In Table 2, only items 1 and 4 obtained mean ratings above 2.50. This shows that computers and monitors were used to a great extent for teaching business education in Colleges of Education. The remaining eight items scored below 2.50 meaning that the listed technologies have not been used in the teaching of business education.

Table 3: Mean ratings on the effective utilization of social media in teaching business education.

S/N	Items	Mean	SD	Remarks
1.	Social media helps in retention of the course taught	3.02	1.04	Great Extent
2.	Use of social media as instructional resource helps to increase students' interest in class	3.63	1.97	Great Extent
3.	Social media helps to simplify complex ideas and at time provide clear view of object to the student	3.02	1.04	Great Extent
4.	Use of social media helps business education lecturers to deliver lectures efficiently	3.00	1.00	Great Extent
5.	Social media enhances understanding of course content when used by lecturers	3.44	1.23	Great Extent

From Table 3 above, items 1-5 from the respondents show that the utilization of social media to facilitate the teaching of business education is relatively to great extent. It means that the items are used at a great extent in the Colleges of Education.

Table 4: Summary of t-test Analysis of the Mean Responses of Male and Female Business Education Lecturers regarding the Availability of Social Media in Teaching Business Education in South-South.

S/N	Item Statement	Gender	N	X	SD	Df	t-cal	t-crit	Remark
1.	lecturers use whatsapp for lectures	Male	29	2.62	0.62	39	1.09	2.00	Nsd
		Female	12	1.83	0.39				
2.	Research gate is used for research/education purpose	Male	29	2.38	0.94	39	1.61	2.00	Nsd
		Female	12	1.83	0.39				
3.	Blog is used for administrative purpose	Male	29	2.24	1.02	39	1.94	2.00	Nsd
		Female	12	1.83	0.39				
4.	Colleges connected to internet	Male	29	2.15	0.20	39	0.47	2.00	Nsd
		Female	12	2.05	0.23				
5.	Colleges where lecturers can operate	Male	29	2.16	0.20	39	0.29	2.00	Nsd
		Female	12	1.00	0.11				
6.	Accessibility of social media to lecturers	Male	29	2.20	0.24	39	0.70	2.00	Nsd
		Female	12	2.10	0.22				

Continuation of Table 4

7.	Availability of software packages	Male	29	2.21	0.41	39	0.56	2.00	Nsd
		Female	12	1.17	0.39				
8.	Lecturers use facebook to connect students	Male	29	2.06	0.49	39	1.09	2.00	Nsd
		Female	12	2.05	0.52				
9.	Colleges with generators for social media	Male	29	1.83	0.38	39	0.91	2.00	Nsd
		Female	12	1.75	0.45				
10.	Colleges that allow students to interact through social media	Male	29	2.41	0.50	39	0.91	2.00	Nsd
		Female	12	2.32	0.51				

Table 4 shows the calculated t-value for items 1-10. All the items t-calculated values are less than the t-critical value.

This implies that there was no significant difference between the mean ratings of male and female business education lecturers regarding the availability of social media in teaching business education in Colleges of Education in South-South.

Discussion of Findings

Tables 1, 2, 3 and 4 show the descriptive and inferential statistics of the study. The mean and standard deviation are descriptive scores of the respondents' opinions while t-test provides premise for making inference on the tested null hypothesis.

Table 1 shows analysis of data of research question 1. The table reveals that majority of the items eliciting information on the availability of social media are with low means. This indicates that social media are not adequately available in teaching business education in South-South Colleges of Education. Table 2 also reveals that the available social media are not fully utilized in teaching business education as indicated by the low mean ratings across the social media. This is in agreement with the findings of Adedeji (2011) who revealed that the level of availability and usage of ICT equipment in Colleges of Education are at low rate.

In the result displayed in Table 3, the available social media are effectively in the teaching of business education. In the test of the null hypothesis, the results indicates that there were no significant differences between the mean ratings of male and female lecturers on the item by item t-test analysis regarding the availability of social media in Colleges of Education in South-South. Therefore, there exists enough evidence to conclude that there was no significant difference between the mean ratings of male and female lecturers on the availability of social media in South-South, Colleges of Education. The outcome of this study is in contradiction to the study of Akanbi and Anyio (2014) who reported that there was no significant between the mean ratings of male and female lecturers on the availability usage of social media.

Conclusion and Recommendations

Many global issues have call for the increased emphasis on the use of social media or technologies in teaching. Hence, many nations of the world such as USA, Europe

and other developed countries have provided adequate new technology facilities and empowered their staff to use them in order to facilitate teaching/learning activities. On the other hand, this is not the case in Nigeria, especially in South-South Colleges of Education. Based on the findings of the study, it was concluded that lecturers of business education could not carry out their teaching assignment effectively as a result of inadequate funding to procure most of the social media facilities.

Based on the findings, the following recommendations were made:

1. Government should provide enough funds to educational system to necessitate the provision of social media facilities in higher institutions.
2. The curriculum of business education programme should also be reviewed to reflect the use of social media in teaching in order to disengage the mind of students from illicit personal use of social media.
3. Educational institution authorities should provide requisite effective instructional task management for business education
4. Teachers should endeavour to always upgrade their skills on new methods of instruction and knowledge to improve on their performance.
5. Teachers should be acquainted with the effectiveness and efficiency in teaching.

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