

# UTILISATION OF SOCIAL MEDIA FOR ACADEMIC ACTIVENESS AMONG UNDERGRADUATE STUDENTS IN UNIVERSITY OF IBADAN, OYO STATE

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## Abstract

*Social media has become a generally acceptable means of interaction allowing the design and interchange of user-generated content among students, yet many students have not appropriated its usefulness for academic activeness. The paucity of literature or empirical study that examined the use or utilization of technology, using social media among undergraduate students for learning activities created impetus for the study. The study adopted survey research type; was guided by 4 research questions, using multi-stage sampling procedure to select 120 undergraduate students from University of Ibadan. The instrument for data collection was validated among similar sample that yielded the Cronbach Alpha reliability coefficient of  $r = 0.75$ . The data were analysed using descriptive statistics,  $t$ -test and correlation. The result reveals significance difference in the use of social media between Penultimate and final year students ( $df = 118$ ) = 0.366,  $p > 0.05$ ). No significant relationship exists between extent of use of social media and academics activeness ( $r = 0.077$ ,  $p > 0.05$ ), It was concluded that extent of use of social media and utilization is not a key determinant for students' academic activeness. It was recommended that stakeholders in higher institutions should give priority to emphasizing use of social Media for academic activeness and provision of appropriate ICT resources in University environment to facilitate learning.*

**Keywords:** Social media, Utilisation, Undergraduate student, Academic activeness

## Introduction

The procedure of acceptance or a systematic teaching remains an enlightening experience that creates awareness for people, especially the undergraduate students. It moulds them into becoming better persons in life, to be independent, useful to themselves, their community and society at large. Education, for a starter, can be referred to as a sensible, expectant and humble method of learning presumed everyone

to have opportunity to portion in life. Education can be explained as the procedure of enabling and aiding learning to bring out good outcome, and attainment of understanding, beliefs, values, skills, knowledge, and good habits. These are what our students from universities in Nigeria need to inculcate in them to be self-reliant and self-employed. Education involves teaching, which has methods; the methods include storytelling, dialogue, discussion, teaching, training, and directed research. Governments has recognised a right to education for individual and all necessary backup must be given to it to make it meaningful and well established, especially in Nigeria.

The use of technology has a great advantage in the education sector, and particularly with regard to teaching and learning. It allows teacher to do things that were not possible in a traditional classroom setting. From the lens of the evolution of technology and the process of teaching, it can be affirmed that technology has influenced methods of teaching directly or indirectly. This corroborates the explanation of Mentor and Blerim (2012) that, with the use of technology, teachers have the opportunity to offer courses in different forms: face –to-face, mixed mode and fully online. This helps in gaining student's confidence to learn at their own pace anytime and anywhere, interact with their teachers with ease without being seen as this gives confidence to the learner. The work of an educator can be accomplished with the proper use of ICT together with the use of social media as part of tools of technology for teaching learning process.

The integration of technology and the use of social media in the educational process is gradually becoming an integral part of educational system. This has been extended to primary and secondary level, but it is expressed fully at the university level. This allows student to be engaged and helped to retain information acquired. Its importance has an essential tool for achieving technological development in the aspect of social, economic, scientific and education cannot be over stressed (OECD, 2015). Through ICT, learning on the job as well as aiding student learning experience is secured. It has greatly influenced teaching, learning and research in educational sector by providing opportunity for collaboration among students (Muhammad, 2015). Technology has really helped and improved students' learning. It engages students more in searching and acquiring new knowledge, information and ideas, helping them in learning new things and retaining more information which will benefit them. Technology has recently gained grounds well of interest in educational sector and globally, it has really changed the face of education and has improved teaching and learning process, and this has really involved students in what we refers to as academic activeness.

Social media provides opportunity for building platform, surfing the net and socializing among students, which help them to interact through various devices and tools of ICT to pass vital information to each other. This implies that social networks are developed to provide an avenue for students to interact in order to share common interests and ideas. The use of social media to supplement or enhance university

academic activities in terms of teaching and learning and its environment is a growing trend. The great development of technology has really helped in evolving new skills, knowledge and talent. Technology with the use of various platforms has brought improvement for enhancement in lessons between students and instructors by boosting communication and collaboration.

The utilisation of social media is creating major changes in the students' learning activities and teaching techniques in the whole of education sector. Students now use technology involving social media more often than before especially for learning and passing vital information in education (Ram, 2004). Afuwape and Aanu (2001) posited that illiterates are not those who cannot read and write but those who are ignorant about technology. Tofter (2012) further buttresses this by asserting that those who cannot be versatile in the use of modern technology will not earn any respect in the 21st century as being literate. Technology (ICT) is used to design lessons that allow students to be creative, thereby developing new skills in them, helping them to grasp an understanding of how things work and to be independent in future. This is so because the use of technology by students enhances their knowledge and competence in all courses been offered in the universities. However, students' interaction with ICT devices and tools will imbibe into them knowledge to be able to perform well and enhance their confidence. Despite the acceptance of social media as a means of interaction and communication which allows the creation and exchange of ideas among students, majority of students are yet to appropriate its usefulness for academic activeness. Thus, the current higher education environment demands more sophistication of technology from students.

The paucity of literature or empirical study that examined social media utilisation among undergraduate for academic activeness created impetus for the study. Therefore, this study examines the utilisation of social media for academic activeness among undergraduate students in University of Ibadan.

### **Research Questions**

1. What is the extent of students' utilisation of Social Media for academic activeness?
2. Is there any difference in the mean's score of penultimate and final year undergraduate students in the use of social media for academic activeness?
3. What is the influence of students' utilisation of Social Media on their academic activeness?
4. What is the impact of students' use of Social media for their academic activeness?

## Methods

This study adopted survey research type, and no variable was manipulated. All undergraduates in all the thirteen (13) faculties of University of Ibadan form the population for this study. Multistage sampling procedure was adopted. Twelve departments in the thirteen faculties of University of Ibadan were randomly selected. Ten students were randomly selected in each department, making a total of one hundred and twenty (120) students in all. Three Chronbach Alpha-validated instruments were used by the researcher for data collection. These are: Utilization of Social Media Questionnaire (USMQ) ( $r = 0.75$ ), Frequent Use of Social Media for Academic Activeness Questionnaire (FUSMQAA) ( $r = 0.75$ ) and Different Academic activeness Questionnaire (DAAQ) ( $r = 0.75$ ). The data were collected using questionnaire, the instrument were administered personally with the assistance of two research assistants which was collected from the respondents. Descriptive and inferential statistics were used in analyzing the data at 0.05 significance level.

## Results

**RQ 1:** What is the extent of students' utilization of social media for academic activeness?

**Table 1: Participants' Responses on the extent of students' utilisation of different platforms for academic activeness**

Platforms	Very often	Often	Rarely	Never
Facebook	48 (40%)	39 (33%)	24 (20%)	8 (7%)
Skype	7 (6%)	17 (17%)	40 (33%)	56 (47%)
Instant messaging	23 (21%)	41 (34%)	33 (28%)	26 (17%)
E mail	43 (36%)	52 (43%)	23 (19%)	2 (2%)
WhatsApp	86 (72%)	29 (24%)	3 (3%)	1 (8%)
Twitter	15 (13%)	32 (27%)	33 (28%)	36 (30%)
Edmodo	5 (4%)	8 (7%)	23 (19%)	84 (68%)
Youtube	35 (29%)	46 (38%)	27 (23%)	8 (7%)
Imo	12 (10%)	23 (17%)	20 (21%)	62 (52%)
E-portfolio	3 (3%)	9 (8%)	19 (16%)	86 (72%)

The results from Table 1 reveal that 40% of the undergraduate students ticked very often for the use of facebook as social media, 33% ticked often, 20% ticked rarely and only 7% ticked never. Moreover, 6% of the students ticked very often, 14% ticked often, 33% rarely, and 47% ticked never for the use of skype as a social media. Likewise, 21% of the students ticked very often, 34% ticked often, 28% ticked rarely, and 17% ticked never for the use of instant messaging as a social media. Also, 36% of the students ticked very often, 43% ticked often, 19% ticked rarely and 2% ticked never for the use of E-mail as a social media. Moreover, 72% of the students ticked very often, 24% ticked often, 8% ticked rarely while 3% ticked never for the use of WhatsApp as a social media.

In the same vein, 13% of the students ticked very often, 27% ticked often, 28% ticked rarely and 30% ticked never for the extent of use of Twitter as a social media for academics activeness. Furthermore, 4% of the students ticked very often, 7% of the students ticked often, 19% ticked rarely and 68% ticked never for the use of Edmodo as a social media for academics activeness. Also, 29% of the students ticked very often, 38% ticked often, 23% ticked rarely, and 7% ticked never for the use of You Tube as a social media. Moreover, 52% of the students ticked very often, 21% tick often, 17% ticked rarely and 10% ticked never for the use of IMO as a social media. In addition, 3% of the students ticked very often, 8% ticked often, 16% ticked rarely, and 72% ticked never for the use of E-portfolio as a social media for extent of for academic activeness. It can be inferred from the fore going that undergraduate students interact extensively with the social media they are familiar with on academic activeness in University of Ibadan.

**RQ 2:** Is there any difference in the mean score of year 3 and 4 undergraduates in the use of different platforms for academic activeness?

**Table 2: T-test Analysis on Difference in Penultimate and Final year**

Academics level	Mean	Std Dev	T	df	Sig	t-test for equality of Means		95% Confidence Interval of Difference	
						Mean Diff	Std Error Diff	Lower	Upper
Penultimate	26.89	17.02	0.36	118	.715	.908	2.483	-4.010	5.825
Final year	25.98	4.105							

An independent-sample t-test analysis was carried out to compare the mean scores of penultimate with final year undergraduate students in the use of social media for academics activeness, the result reveals that there is no significant difference between the two classes given the  $t(df = 118) = 0.366, p > 0.05$ . This implies that mean usage of

social media by penultimate students (mean = 26.89, SD = 17.02) is not significant compare with that of final year students (mean = 25.98, SD = 4.105).

**RQ 3:** What influence does students' utilization of social media have on academic activeness of undergraduates in the University of Ibadan?

**Table 3: Correlation between students' social media utilization and academic activeness**

Variables	R	Sig.	P	Remark
Students' utilisation Academics activeness	0.045	0.627	P>0.05	Not significant

Table 3 presents the Pearson product moment correlation result of the relationship between students' utilisation of social media and academic activeness. The table reveals no significant relationship between the two variables at ( $r = .045, p > 0.05$ ). This is an indication that students' utilisation of social media has no influence on their academic activeness.

**Research 4:** What is the impact of extent of all students' use of social media on academic activeness?

**Table 4: Correlation between extents of students' use of social media and their academic activeness**

Variables	r	Sig.	P	Remark
Impact of use Academics activeness	0.077	0.405	P>0.05	Non –Significant

Table 4 presents the Pearson product moment correlation result of the relationships between extents of students' use of social media on their academic activeness. Table 4 reveals no significant relationship between the two variables at ( $r = 0.077, p > 0.05$ ). This is an indication that extent of students' use of social media has no influence on their academic activeness.

### Discussion of Findings

The findings revealed that undergraduate students interact extensively with the social media, and they did so for academic activeness. Hence, social media usage for learning is an important factor in predicting students' academic activeness. This opposed the opinion that many students use Facebook for connecting and chatting friends and relatives, which inhibits good reading and studying habits (Afuwape & Aanu, 2001).

In addition, Table 2 showed no significant difference exists between penultimate and final year students using social media for academic activeness. This explains that the

penultimate and final year students are almost rounding off their academic career and aim at having the best result, to earn them a good living after schools. This corroborates the opinion of Khurshid, Tanveer and NazQuasmi (2012) who reported positive existing relationship between academic achievement and academic activeness.

Moreover, the result in Table 3 indicated that there was no influence of students' utilisation of social media on their academic activeness. This showed that most of the undergraduate students' utilising social media use them for their personal issue and not fully for academic activeness. This result is in line with the result of Aitokhuehi and Ojogho, (2014) in their research's report, that academic performance is related to negative use of social media. Table 4 shows that the impact of extent of the use of social media by the student has no influence on academic activeness. This means undergraduate students using social media often does not give an indication that they are using it for academic activeness.

### **Conclusion**

This study investigated academic activeness using social media among undergraduate students in university of Ibadan. The paper revealed that there is great importance in using technology for academic activeness to improve students' academic performance. Evidently from the result, many under graduates interacted with social media for their academic activeness. From the study it was revealed that student utilisation of social media does not mean that they are using them for academic activeness. Social media can be used for the prediction of student academic activeness in ivory towers because many undergraduates use various platforms often for academic interaction as this enable them to perform better in their academic endeavours in their different courses. Moreover, constant engagement and interaction with academic task will lead to success whereas lackadaisical attitude always result to failure. In view of this, it is advisable that effective use of various educational platforms be encouraged among students in our ivory towers.

### **Recommendations**

1. Social media usage is an important factor in predicting students' academic activeness because it enhances knowledge, skill and competence in them. This should be encouraged.
2. Good academic activeness will yield positive academic performance, while inefficient academic activeness leads to academic failure. Good study habit should be encouraged among student by using social media.
3. The management of universities should disallow the use of social media that is not for academic activities in lecture room while lecture is going on.



4. Student capacity building in the use of social media should be embarked upon to enhance learning.

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