

ASSESSMENT OF COLLEGES OF EDUCATION STUDENTS' BEHAVIOURAL INTENTION TOWARDS WHATSAPP UTILIZATION FOR LEARNING BIOLOGY IN NIGER STATE

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Abstract

The study assessed Colleges of Education Students Behavioural Intention towards WhatsApp utilization for learning Biology in Niger State. The study adopted descriptive survey research design. The population of the study was 1,259 NCE 11 Biology students who were in 2018/2019 academic session in the colleges of education in Niger State. Four hundred and twenty-five students constitute the sample size for the study using Krejcie and Morgan sample size. Cronbach Alpha correlation was used to determine a reliability coefficient values of 0.86 and 0.73. The instrument was administered on all the respondents and retrieved after four weeks. Mean and Standard Deviation were used to answer the research questions. While Analysis of Variance (ANOVA) was used to test null hypothesis. A decision rule was set in which a mean score of 3.0 and above was considered agreed while a mean score below 3.0 was considered disagreed. From the result of the study, hypotheses one was rejected and hypothesis two was not rejected. Findings revealed that students perceived the usefulness of WhatsApp platform for learning Biology with a mean score of 3.08, students perceived the ease of use of WhatsApp platform for learning Biology with a mean score of 3.24. However, based on these findings, it was recommended among others that, the management should ensure that, there should be a strong, free and reliable internet services in colleges of education in order to enable the students access social media platform for learning.

Key Words: ICT, Social Media, WhatsApp, TAM, Biology, Perceived Usefulness, Perceived Ease of Use

Introduction

The widespread development of Information and Communication Technology (ICT) makes its utilization very imperative. Many researches have now been directed towards the uses of ICT. This have contributed significantly to the changes in the teaching and learning that have taken place in the e-learning. The over-emphasis on the use of ICT evolves a new paradigm for education known as e-learning (Saleh & Steve, 2014). Consequently, polytechnics, colleges of education, universities and even secondary schools in Nigeria have metamorphosed their teaching strategies in order to adopt technologies that would enable them achieve their goals, most importantly as enshrined in the National Policy in Education (FRN, 2004). E-learning is commonly defined as the international use of ICT in teaching and learning (Brady & Smith, 2010). Learning could be done through the use of ICT and recently other platforms have been adequately utilized to convey information, ideas, knowledge through the use of social media platform.

Social Media have become a versatile communication tools which have been found to be enhancing teaching and learning by cooperative or collaborative learning (Bryer & Zavatarro, 2013). Social media are potent tools that facilitate the sharing and collaborating activities among students, between students and teachers. There are several social networking sites and social media platforms currently in use by students, these includes: Facebook, Twitter, Instagram, Snap chat, Pinterest etc. One of the popular method of sharing ideas, facts and

knowledge among students is the use of WhatsApp tool in learning (Lockyer & Patterson, 2008).

WhatsApp is considered as an educational tool based on the fact that it possesses several beneficial features which enables peer feedback, goodness of fit with social context, and an instrument of interaction (Levent, 2007). Research records showed that WhatsApp users are children with the age bracket of 18 and 25 years old, and they are adults at the tertiary level of education, (Naveen & Sudhansh, 2017). Based on this premise it can be deduced that WhatsApp could be a real veritable tool for providing active participation and collaborative learning among college of education students. However, several models have been put forward to address user's responses to the use of new technology for learning such as the technology acceptance model (TAM).

Technology Acceptance Model (TAM) was developed by (Davis, 1989). It has been one of the most popular research models to produce use and acceptance of information systems and technology by individual users (Hossain & de Silver, 2012). The TAM model has two major factors which are; perceived usefulness and perceived ease of use which are relevant in the behavior of using the computers. Davis, (1989) viewed perceived usefulness as the prospective user's subjective probability that using a specific application system will enhance his or her job or life performance. Similarly, perceive ease of use can also be defined to mean the degree or magnitude to which the individual user expects the identified system to be free of effort. The two factors mentioned, perceived useful and ease of use are two most potent determinants of actual system use. The individual attitude to use is related to the user's evaluation of the need of employing a particular information system application based on his behavioral intention.

Intention of use of journal media system is the key factor in developing technology utilization models (Davis *et al.*, 1989, Venkatesh *et al.*, 2003). The theory of reasoned action (TRA) believes that intention to use a system is the function of attitude toward a person's behavior and subjective norms which were later extended to include perceived control and hence the theory of planned behavior (Venkatesh, *et al.*, 2008). Perceived enjoyment was considered as a vital user post – adoption belief that translates to increased levels of user satisfaction and continuance intention (Pelling & White, 2009). Researchers have discovered that individuals who enjoy a web system view their interactions with the system more positive and form a high degree of behavioral intention to use that system. However, most tertiary institutions of learning such as Polytechnics, Monotechnics and Universities are beginning to appreciate the importance of social media platforms in teaching and learning. The colleges of education are not left out in the bid to utilize social media platforms for teaching and learning.

Colleges of Education are tertiary institutions of learning. The colleges of education were introduced/established to produce National Certificate to qualify Grade 11 teachers with in depth knowledge to handle pupils adequately at primary and post primary levels of institutions in Nigeria. The need for this led to the establishment of Federal colleges of education and similarly by the states. The objectives for setting up this level of education were clearly spelt out in the National Policy on Tertiary Education (FRN, 2004). However, the National Policy on Teacher Education focused majorly on the; production of highly motivated, conscientious and efficient classroom teachers for all levels of educational system, encourage further the spirit of enquiry and creativity in teachers, help teachers to fit into social life of the community and the society at large and enhance their commitment to national goal amongst others thus transforming teachers from the pedagogical or analogue style of teaching characterized by teachers centeredness method of learning popularly known as conventional method of teaching.

The paradigm shifts from the conventional method characterized by the teacher's occupation of the teaching became necessary with the advent of so many social media platforms. More expectations have been placed on the role that technology might exert to harness effective and

efficient learning most importantly at the higher level of education. The agitation remains that there exist a disconnect between authorities' ambition for interactive learning through a wide range of technologies and the realities of the practices (Roblyer, *et al.*, 2010). Dunn (2012) noted that learning must be done using adequate technology. To Laird and Kuh (2005) active learning and deep interaction between students and their teachers requires an extended degree of technologies engagement in the teaching of biology specifically.

Biology is one of the core courses offered at both post primary and tertiary levels. At the colleges of education level, the concepts of biology are abstract in nature. Biology as a course of study in colleges of education is not being offered singly but in conjunction with other courses such as: Biology/Geography, Biology/Agricultural science, Biology/Economics, Biology/Mathematics, Biology/Physics and Biology/Chemistry amongst others. The course is offered right from 100 level to 300 level. The tutors of Biology must be holders of first degree in Biology Education, master's degree and PhD degree are an added qualification. The subject is divided into two major branches at NCE level such as Animal Biology and Plant Biology. The former deals with the study of animals (Zoology) while the later deals with the study of plants (Botany). Both the branches of Biology mentioned above involves some abstract aspects of the topics such as; Genetics, evolution and hybridization amongst others which can adequately be learnt through ICT. Information technologies have fine-tuned our live today, presently, Nigerian tertiary students and teachers have massive use of smart phones, iPad and other computer model device which can be used to learn Biology through various social media platform. The role of emerging social medial platform may offer new opportunities to enhance teaching and learning of biology. Social connection affects so many aspects of the live of the Nigerian child, based on this they can be applied to education and learning would no longer be a surprise (King & Sen, 2013). Most of the tertiary institution students use smart phones and other mobile devices which are equipped for social media applications like Facebook, twitter, Wikipedia, YouTube, WhatsApp and Instagram amongst others, these platforms are characterized by the facts of enabling social interaction, content sharing, and collective intelligence. Therefore, WhatsApp application can be adequately utilized to enhance the teaching and learning of biology in college of education in Niger State.

Yeboah (2014) also carried out research on the impact of WhatsApp messenger usage on students' performance in tertiary institutions in Ghana. The researcher adopted survey research design and 50 students from five (5) tertiary institutions were interviewed as the sample for the study and 250 questionnaires were administered to the students from same institutions. The researcher did not mention any statistical tool used for statistical analysis for the study. The study unveiled that WhatsApp takes much of students' time.

Chokri (2015) investigated the effectiveness of WhatsApp Mobile Learning Activity Guided by Activity Theory on students' Knowledge Management (KM). The researcher adopted an experimental approach-based comparison between 34 students of an experimental group and 34 students of a control group. The learning process of the experimental group was based on continuity between 2 hours of in-class learning and 1 hour of learning activities that were mediated by WhatsApp instant messaging each week. The control groups' experience was 100% in-class with no app mediation, t-test was used to compare the mass of the control and experimental groups in the test and the students' attitudes at 0.05 Alpha level. The result revealed that there was a significant difference between the experimental group and the control group, therefore WhatsApp is a good tool for learning when it is used in a blended course strategy.

Bhatt and Arshad (2016) carried out research work on the impact of WhatsApp on youth of Agra India. This study was conducted upon 100 respondents and an interview schedule was used as tool of data collection. The study revealed that WhatsApp is a medium of making communication easier and faster thereby enhancing effective flow of information, idea sharing and connecting people easier. It was also found that WhatsApp has a profound negative impact on youth and adversely affects their education, behaviour and routine lives. Ehibudu and Sira (2017), the study investigated the influence of WhatsApp and Facebook social media usage on academic performance of secondary school students in Port Harcourt. Correlational analysis design was used. A sample of 300 senior secondary school students were used. The instrument used for data collection was English achievement Test (EAT). The result from the study revealed that there was a significant relationship with students' academic performance in Port-Harcourt L.G.A.

Akpan and Ezine (2017). Studied the effectiveness of WhatsApp as a collaborative tool for learning among undergraduate students in the University of Oyo. Quasi-experimental design was adopted. The sample of participants was 60. The instrument for data collation was achievement test. Mean, standard deviation, t-test and z-test was used to analyze the data. The result established that students taught with WhatsApp did better in retention of concepts taught than the control group. However, the result also showed that there was no significant difference between male and female students who used WhatsApp application.

Sonia and Alka (2017) carried out research on effectiveness of e-learning through WhatsApp as a teaching learning Tool. Two group of students were taught the same topics by two different T-L-activities (WhatsApp and didactic lectures). Assessment of knowledge was done by giving pre and posttest questionnaire of 20 marks for each topic. The posttest result revealed that the learners with WhatsApp as a learning tool score marks ranging from 5-20 marks while those taught with didactic lecture scored in the range of 3-17.5 marks and have an average of 11.6 and 11.9 scores respectively. The two tailed t-value between the two groups is 0.635 which is not satisfactory. It was revealed that there was no significant difference between the knowledge gained from WhatsApp or didactic lectures, advantages out pars the disadvantages.

Naveen and Sudhansh (2017) carried out a survey analysis on the usage and impact of WhatsApp messenger in the region of Northern Indian. An internet-based survey with open source Lime survey software was used to obtain responses. 460 responses were received in which only 136 responses were considered for analysis, and the result shows that there is a significant impact of WhatsApp on it users.

Previous studies were on the need of TAM to measure the use of social media for collaborative learning, using TAM in understanding academics Behavioral intention to use learning management system, effectiveness of WhatsApp as a collaborative tool for learning among undergraduate students, effects of social media on course achievement and behavior, amongst others. Colleges of education students may possess skills of using social media for different purposes, but it is a well- known fact that many of them has been using the platform for fun, entertainments, social interactions chatting, and watching of audio/visuals due to a great deal of interest cultivated for such. Therefore, the utilization of WhatsApp platform for learning Biology is the gap that the researcher intends to fill.

Statement of the Problem

The high enrolment of students offering Biology as a core course/subject at secondary school level have resulted in the dramatic increase in the number of students enrolling into tertiary institutions of learning which include colleges of education (Ibrahim, 2016). This increase in the population of secondary school leavers gaining admission into the Colleges of Education has led to geometric increase in admission of students to read Biology with combination of

other subjects. The large class sizes have led to the corresponding poor performance of students in the final National Board for Colleges of Education (NBCE) as reported by (Ibrahim, 2016). However, many factors have been envisaged by several researchers as the cause of the dismissal poor performance of students in the subject such as; inadequate instructional materials, large class sizes, laziness on the part of the lecturers and students, the didactic method of teaching characterized by teacher centeredness, lack of use of Information and Communication Technologies (ICT), phobia of the use of ICT, misuse of ICT by students for social interaction amongst others.

Several strategies have also been used to salvage these problems such as; Building of ICT Center's in colleges of education, use of Power Points, Digital Versatile Disc (DVD), Video Compact Disc (VCD), Computer Assisted Instruction (CAI), Programmed Instruction, e-learning, conferencing, Audacity Programmed, Codel amongst others. But the poor performances of students in Biology in colleges of education have persisted. Hence, the search for more interactive strategies between the teacher, learner and the materials to be learnt becomes imperative.

Thus, the interactive platform considered by this study that might solve the problem may be the use of WhatsApp. Therefore, the study intends to assess the Technology Acceptance Model in examining colleges of education student's behavioral intention to use WhatsApp for learning Biology in Niger State.

Purpose of Study

The main purpose of the study is to examine how students perceive usefulness of WhatsApp for learning Biology in Colleges of education and students perceive the ease of use of WhatsApp platform for learning Biology in colleges of education. The Specifically the Study is set to:

- 1) Examine how the students perceive the usefulness of WhatsApp for learning Biology in Colleges of education.
- 2) Examine how the students perceive the ease of use of WhatsApp platform for learning Biology in colleges of education.

Research Questions

The following questions were raised to guide the study.

- 1) How do students perceive usefulness of WhatsApp for learning Biology in Colleges of education?
- 2) How do students perceive the ease of use of WhatsApp platform for learning Biology in colleges of education?

Research Hypotheses

The following null research hypotheses were formulated and will be tested at 0.5 level of significance.

HO₁: There is no significant difference in students' perceived usefulness of WhatsApp platform based on school.

HO₂: There is no significant difference in the students' perceived ease of use of WhatsApp among Colleges of Education Students in leaning Biology.

Methodology

The study adopted descriptive survey research design. A descriptive survey research design was utilized based on the fact that it involves the systematic collection of data from a group of

respondents (Sambo, 2005). This type of survey entails the collection of information for the purpose of describing and interpreting the prevailing conditions, practices, attitudes, beliefs, usage, intention, and usefulness in an ongoing process of learning. In relation to this study the descriptive survey design will enable the researcher to determine and assess the technology acceptance model as it relates to the use of social media (WhatsApp) for learning Biology at tertiary level of education by obtaining data from respondents on perceived usefulness, perceived ease of use, behavioural intention and attitude towards the use of WhatsApp platforms for learning Biology. The independent variable of the study is TAM, while the dependent variable were perceived usefulness and perceived ease of use.

There are three (3) Colleges of Education in Niger. The researcher used random sampling technique in sampling two (2) Colleges of Education. The Colleges of Education are Colleges of Education A and College of Education B. Convenience Sampling technique was employed in the selection of NCE II Biology students. The convenience sampling has been found to be used in many studies investigating Technology Acceptance Model (Krejcie & Morgan, 1970). It was considered appropriate because it ensures better response in a short period of time and ensure that the respondents are equally represented in the sample. The researcher used Krejcie and Morgan (1970) in determining the sample size from the sample frame. According to Asuzu (2015), sample is a portion of a study population of interest selected in such a way that it is a complete representative of the study population and so, inference data obtained from the sample will be as true as if the entire population has been studied. Hence using Krejcie and Morgan's table, 425 NCE II Biology students was used as the sample of the study.

The research instrument that was used in this study is a researcher – designed questionnaire tagged Questionnaire on Assessment of Technology Acceptance Model in Examining College of Education Students' Behavioural Intention towards WhatsApp Utilization for learning Biology. A questionnaire allows for the collection of large number of data in a short period of time as well as getting the required information from the respondents freely and voluntarily. This is also based on the fact that questionnaire can be used to measure what information an individual possesses, like and dislike, interest, attitude and beliefs of an individual or group of individuals by asking them what they think about some issues (Sambo, 2008).

The instrument contains three (3) sections harmonized in one questionnaire, that is sections A – C. Section A requires the respondent's demographic information which includes: course of study, department, school or faculty. Section B contains six (6) items purposely meant to collect information on perceived Usefulness of WhatsApp for learning Biology (QPUWLB). Section C contains seven (7) items designed to collect information on perceived Ease of Use of WhatsApp for learning Biology (QPEUWLB). All the sections are based on five (5) points Likert rating scales of SD (Strongly Disagree) – 1 point, D (Disagree) – 2 points, N (Neutral) – 3 points, A (Agree) – 4 points and SA (Strongly Agree) – 5 points.

Results

Data obtained were analyzed using descriptive statistics of Mean and Standard Deviation and Analysis of Variance (ANOVA). The results are presented based on the research questions and hypotheses.

Research Question One: How do students Perceived Usefulness (PU) of WhatsApp platform for learning Biology?

The descriptive statistics of Mean and Standard Deviation was used to answer this research question and the summary of the results is presented in table 1.

Table 1:

Mean and Standard Deviation of Students' Response on the Perceived Usefulness of WhatsApp Platform for Learning Biology

S/N	Item	N	Mean(\bar{x})	Std. Dev.	Decision
1	Using WhatsApp in my learning process would enable me to accomplish learning tasks more quickly.	425	3.16	1.36	Agreed
2	Using WhatsApp would improve my learning achievement.	425	3.33	1.36	Agreed
3	Using WhatsApp in my academic studies would increase my achievement.	425	3.12	1.34	Agreed
4	Using WhatsApp would enhance my effectiveness in learning Biology.	425	2.81	1.34	Disagreed
5	Using WhatsApp would make it easier for my studies.	425	2.85	1.37	Disagreed
6	I would find WhatsApp useful in my studies.	425	3.18	1.32	Agreed
Grand Mean			3.08		Agreed

Decision mean: 3.00

Table 1 shows the Mean and Standard Deviation of students' response on their Perceived Usefulness of WhatsApp for learning Biology. The table revealed the computed Mean score of 3.16 with Standard Deviation of 1.36 for item one, Mean score of 3.33 with Standard Deviation of 1.29 for item two, Mean score of 3.12 with Standard Deviation of 1.34 for item three, Mean score of 2.81 with Standard Deviation of 1.34 for item four, Mean score of 2.85 with Standard Deviation of 1.37 for item five, and Mean score of 3.18 with Standard Deviation of 1.32 for item six. The table revealed further that, the grand Mean score of the six items was 3.08 which is greater than the decision mean score of 3.00. This implies that majority of the respondents agreed and perceived the usefulness of WhatsApp platform for learning Biology.

Research Question Two: How do students Perceive the Ease of Use (PEU) of WhatsApp platform for learning Biology?

The descriptive statistics of Mean and Standard Deviation was used to answer this research question and the summary of the results is presented in table 2.

Table 2:

Mean and Standard Deviation of Students' Response on Perceived Ease of Use of WhatsApp Platform for Learning Biology

S/N	Item	N	Mean(\bar{x})	Std. Dev.	Decision
1	I feel that using WhatsApp would be easy for me.	425	3.24	1.29	Agreed
2	I feel that my interaction with WhatsApp would be clear and understanding.	425	3.23	1.28	Agreed
3	I feel that it will be easy to become skilful at using WhatsApp.	425	3.14	1.29	Agreed
4	I would find WhatsApp to be flexible to interact with.	425	3.55	1.13	Agreed
5	Learning to manipulate WhatsApp platform would be easy for me.	425	3.03	1.27	Agreed
6	I feel that my ability to determine WhatsApp ease of use is limited by lack of experience.	425	3.27	1.30	Agreed

7	I feel that my ability to determine WhatsApp ease of use is limited to lack of experience.	425	3.20	1.30	Agreed
Grand Mean			3.24		Agreed

Decision Mean: 3.00

Table 2 shows the Mean and Standard Deviation of students' response on their Perceived Ease of Use of WhatsApp platform for learning Biology. The table revealed the computed Mean score of 3.24 with standard Deviation of 1.29 for item one, mean score of 3.23 with Standard Deviation of 1.28 for item two, Mean score of 3.14 with Standard Deviation of 1.29 for item three, Mean score of 3.55 with Standard Deviation of 1.13 for item four, Mean score of 3.03 with Standard Deviation of 1.27 for item five, Mean score of 3.27 with Standard Deviation of 1.30 for item six and Mean score of 3.20 with Standard Deviation of 1.30 for item seven. The table further revealed that; the grand Mean score was 3.24 which is greater than the decision mean score of 3.00. This implies that, the majority of the students agreed and perceived the ease of use of WhatsApp platform for learning Biology.

Testing of Null Hypotheses

Hypothesis one: There is no significant difference in students' Perceived Usefulness (PU) of WhatsApp platform for learning Biology based on school.

Analysis of Variance (ANOVA) was used to test the Null Hypothesis and the summary of the results is presented in table 3

Table 3:

ANOVA Result of Students' Responses on PU of WhatsApp Platform for Learning Biology Based on School

Group	Sum of Square	df	Mean Square	F	p-value
Between Group	389.023	1	389.023		
Within Group	16412.333	423	38.800	10.026	0.002*
Total	16801.355	424			

* = significant at 0.05 level

Table 3 shows the ANOVA results of students' responses on PU of WhatsApp platform for learning Biology. The table revealed that there was statistical significant difference in students' PU of WhatsApp platform based on school with $F(1,423) = 10.026$, $p\text{-value} = 0.002$ at $P < 0.05$. On this basis, hypothesis one was rejected.

Hypothesis Two: There is no significant difference in students PEU of WhatsApp platform for learning Biology based on school. Analysis of Variance (ANOVA) was used to test the Null Hypothesis and the summary of the results is presented in table 4.

Table 4:

ANOVA Result of Students' Responses on PEU of WhatsApp Platform for Learning Based on School

Group	Sum of Square	df	Mean Square	F	p-value
Between Group	6.460	1	6.460	0.192	0.661 ^{ns}
Within Group	14219.696	423	33.616		
Total	14226.155	424			

ns = not significant at 0.05 level

Table 4 shows the ANOVA results of students' responses on PEU WhatsApp platform for learning Biology based on school, and the table revealed that there was no statistical significant difference in students' PEU of WhatsApp platform for learning Biology based on school with $F(1, 423) = 0.192$, $p\text{-value} = 0.661$ at $P > 0.05$. On this basis, hypothesis two was not rejected.

Discussion

The result of the analyses related to hypothesis one revealed that there is significant difference in the students' Perceived Usefulness of WhatsApp platform for learning Biology. This finding is in line with that of Yeboah (2014) who carried out a study on the impact of WhatsApp messenger usage on students' performance in tertiary institutions in Ghana, and discovered that WhatsApp takes much of the students' study time. The finding is also with that of Ehibudu and Sira (2017) who found out that there was a significant relationship with students' academic performance.

This finding contradicts the finding of Bhatt and Arshad (2016) who found out that WhatsApp is a medium of making communication easier and faster, thereby enhancing effective flow of information, idea sharing and connecting people easier, and was found that WhatsApp has a profound negative impact on youth and adversely affects their education, behaviour and routine lives.

The result of the analyses related to hypothesis two revealed that there is no significant difference in the Perceived Ease of Use of WhatsApp platform for learning Biology. This finding supports the result of Sonia and Alka (2017) who reported that there was no significant difference between the knowledge gained from WhatsApp or didactic lectures and that the advantages out pass the disadvantages. The findings is also in agreement with that of Akpan and Ezine (2017) who found out that there was no significant difference between the students who used WhatsApp application.

This finding contradicts the finding of Naveen and Sudhansh (2017) who revealed that there is a significant impact of WhatsApp on its users. Similarly, this finding contradicts the result of Chokri (2015) who found out that WhatsApp is a good tool for learning when it is used in a blended course strategy and that there was significant difference between the experimental group and the control group.

Conclusion

This study was on assessment of Technology Acceptance Model in Examining Colleges of Education Students Behavioural Intention towards WhatsApp Utilization for Learning Biology in Niger State. It was concluded that the Colleges of Education students perceived the usefulness of WhatsApp platform for learning Biology and also perceived the ease of use of WhatsApp platform for learning Biology. It was also revealed that there was significant difference in the students' perceived usefulness of WhatsApp for learning Biology, there was no significant difference in the students perceived ease of use of WhatsApp platform for learning Biology.

Recommendations

Based on the findings of this study, it is recommended that regular orientation should be given to the students on how to and when to use social media particularly WhatsApp platform that is related to education in order to enhance their academic performance. In addition, there should be a strong, free and reliable internet services in colleges of education in order to enable the students to access WhatsApp platform for learning. Also, lecturers should ensure that they incorporate the use of WhatsApp platform in teaching and learning process so as to avoid the negative influence of the platform on students.

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ASSESSMENT OF THE GREEN PRACTICES ADOPTED IN PUBLIC BUILDINGS IN NIGERIA- A CASE STUDY OF THREE STAR HOTELS IN ABUJA

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Abstract

The study investigated the green practices adopted in public buildings in Nigeria, with particular reference to three-star hotels in Abuja. The population of the study was 114 (89 facility managers and 25 registered builders). Two research questions were raised and two hypothesis tested at .05 level of significance guided the study. The instrument for data collection was a 35-items Green Practices in Public Buildings Questionnaire (GPPBQ) developed by the