

## Assessment of Lecturers and Students Attitude and Utilization of Social Media for Educational Purposes in Federal University of Technology Minna, Niger State

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### Abstract

*This study investigated assessment of lecturers and students attitude and utilization of social media for educational purposes in Federal University of Technology Minna, Niger State. Four research questions and two hypotheses were used to guide the study. A survey research design was adopted for the study. A sample study of eighty five (85) lecturers and students from the School of Science and Technology Education FUT Minna were selected using hat draw method of simple random sampling. Two sets of questionnaires were used, students' utilization and attitude towards Social Media (SUASM), and teachers' utilization and attitude towards Social Media (TUASM). The instruments were validated by three educational technologists. Using Cronbach Alpha Reliability Coefficient, reliability co-efficient of 0.85 and 0.88 were obtained for the two instruments. Data were analyzed using mean scores and standard deviation. The findings from the study revealed that lecturers and students of the School of Science and Technology Education FUT, Minna have a high positive attitude towards the use of social media for educational purposes. It was also revealed that students and lecturers of Industrial and Technology Education and students and lecturers of Science Education did not differ significantly when compared base on department. Based on these findings, the researcher recommends among others that provisions should be made by the state government through the state ministry of power and electricity to ensure constant supply of power in Niger State. This will help to maintain constant usage of social media for educational activities especially in the universities and particularly the Federal University of Technology, Minna.*

**Keyword:** Utilization, attitude, social media, lecturers, students, educational purposes

### Introduction

The importance of social media in the cyber world cannot be over emphasized. It is one of the remarkable achievements that facilitate peoples' communication. Social media is a platform that enables one to connect with friends and family, share photos, videos, music and other personal information with either wider group of people, depending on the settings one select. It is an online service platform or site that focuses on building, reflecting of social relations among people who share interest and activities (Effiong & Odey 2013). Irem & Emre (2012) observed that students use social tools mainly for communicating with their friends finding new friends, sharing their ideas and feelings, and finding schoolmates. There is an increasing trend towards using social media by tertiary institution students to facilitate their learning process. Some students use social media for academic purposes. According to Murthy (2013) social media can be defined as the electronic tools that enable anyone to publish and access information, collaborate on a common effort or build relationship. Social media also are computer-mediated tools that allow people to create, share or exchange information, ideas and pictures/videos in virtual communities and networks. Kaplan and Haenleinn (2010) defined social media as a group of internet-based applications that build on the ideological and technological foundation of Web 2.0 and that allow the creation and exchange of user-generated content. Tertiary institution students use the social media for different reasons which include connecting to their friends, for academic purposes, to exchange pictures and videos, for personal information and so on.

Thus, Federal University of Technology Minna is not an exception in the utilization of social media. The Federal University of Technology Minna is a federal government owned university established on 1<sup>st</sup> February, 1983. The objective of its establishment is to give effect to the nation's drive for the much needed self reliance in science, engineering and especially technology. It is no doubt a specialized university of technology. The university started at the former Government Teacher's College Bosso road, Minna, which now serves as the Bosso campus of the federal university and later in June 1992, acquired its permanent site so that the university operates in two campuses to ensure that widest opportunities are given to students to learn about technology and its application to the solution of human problems. The campuses also encourage rapid development of infrastructure and better internet facilities. It has undergone tremendous progressive transformation and is recognized nationally as a trail blazer in science and technology education. It started with three schools. They include: School of Agriculture and Agricultural Technology; School of Engineering and Engineering Technology and School of Environmental Technology. It now has seven schools and many directorates. The schools are academic segments of the university that help to advance the course of the university by inculcating in the students the positive technological skills that will enable them to carry out their educational activities. Educational activities are facilitated through the social media.

Educational activity is the activities of educating or instructing; activities that impart knowledge or skill. In addition social media has gradually enabled lecturers and students know how best teaching and learning can be achieved. The social media provide several opportunities for the academia. It is a mechanism for information dissemination and a medium for collaborative interaction between lecturers, students and their computers without regard for geographic limitation of space.

Moreover, some researchers have expressed their concern on the negative use of media among the students which has affected the study habits and performance. Wang, Chen and Liang (2011) findings on effect of social media on college students, showed that social media affects negatively the academic performance of students. They observed that majority of students while studying or doing assignment in the classroom were caught using social media. This causes distraction and affects students' academic performance and study habits in the classroom. Schill (2011) asserted that the social media sites encourage negative behaviour among students such as catching up with unknown friends and so on. Moody (2010) contradicted their finding by asserting that social media enhances ones thought and articulation before communication. Shehri (2011) observed that social media has the potential to stimulate student interest for learning, facilitate communication and improves researches among students and lecturers. Olutola; Olatoye & Olatoye (2016) also asserted that social media utilization improves the study habits of students and helps them to achieve academic excellence. Sherer and Shea (2011) claimed that social media increases productivity, personalization and participation among students. It also improved the digital skills of students and encourages group learning and promotes problem-solving techniques. Ractham; Kaewkitipong and Firpo (2012) submitted that social media enhance participation and foster a positive learning environment.

#### Statement of the Problem

Social media is not a new concept. Many people are aware of the existence of social media. It is a platform created for three major reasons—informative, educative and entertainment reasons. Lecturers and students have adequate knowledge of its existence but the question is "what is the attitude of lecturers and students towards the use of social media?" Is their utilization of social media purely for entertainment and fun making? Is it for acquiring information or for educational reasons? Against this backdrop the researcher seeks to investigate lecturers and students' utilization and attitude towards social media for educational technology purposes in Federal University of Technology, Minna Niger State.

#### Objectives of the study

The study investigated assessment of lecturers and students attitude and utilization of social media for educational technology purposes in federal university of technology Minna, Niger State. Specifically, the study was to:

- I. Find out if students of Federal University of Technology Minna, Niger State use social media for educational purposes.

- ii. Examine the students' attitude towards the use of social media for educational purposes in Federal University of Technology Minna.
- iii. Find out if lecturers' use social media for educational purposes in Federal University of Technology Minna.
- iv. Examine the lecturers' attitude towards the use social media for educational purposes in Federal University of Technology Minna.
- v. Find out if there is difference in attitude of students and lecturers of towards social media based on departments in Federal University of Technology Minna.

#### Research questions

- I. Are the School of Science and Technology Education (SSTE) Students of FUT Minna using social media for educational purposes?
- ii. What is the attitude of the Science and Technology Education lecturers in Federal University of Technology Minna towards the use of social media for educational purposes?
- iii. Is there difference in utilization of SSTE students towards social media for educational purposes based on departments?
- iv. Is there difference in attitude of SSTE lecturers towards social media for educational purposes based on departments?

#### Hypotheses

- H<sub>01</sub>: There is no significant difference between students of SSTE in the utilization of social media for educational purposes based on departments?
- H<sub>02</sub>: There is no significant difference between lecturers of SSTE in the attitude of social media for educational purposes based on departments?

#### Research methodology

A descriptive survey research design was employed to elicit lecturers' and students' opinion on social media utilization and attitude. The Population of the study comprises of all the lecturers and students of School of Science and Technology Education, Federal University of Technology Minna. One thousand, nine hundred and fifty (1950) students and eighty five (85) lecturers were used. 45 lecturers and 40 students were drawn from the School of Science and Technology education using hat draw method. Two sets of questionnaires were used for data collection, Questionnaire on Students' Utilization and Attitude towards Social Media (SUASM) and Questionnaire on Teachers' Utilization and Attitude towards Social Media (TUASM). Both instruments contain two sections. Section A is the demographic data of the respondent. Section B contains the items on utilization of the social media while section C discusses the attitude of the user towards social media for educational purposes. The instruments were validated by three educational technologists. Using Cronbach Alpha Reliability Coefficient, reliability co-efficient of 0.85 and 0.88 were obtained for teachers and student respectively.

The instruments were administered to 85 lecturers and students; 45 lecturers and 40 students. All 85 copies were duly completed, collected and analyzed. The data were analyzed using a 4-point Likert type in which Strongly Agree (SA) was awarded 4 points, Agree (A) awarded 3 points, Disagree (D) awarded 2 points and Strongly Disagree awarded 1 point. A mean of 2.50 was used as acceptable mean for agreement. Value of 2.50 and above was regarded as acceptable, while the value of 2.49 and below was rejected. The research questions were answered by computing the questionnaire responses of the respondents using mean scores and standard deviation.

#### Results

The data were analyzed using mean and standard deviation as follows:

#### Research Question One

**Research Question 1:** Are the School of Science and Technology Education (SSTE) Students using social media for educational purposes?

**Table 1: Mean and standard deviation of SSTE Students on the Utilization of social media**

S/N	Questionnaire item	Mean	SD	Remark
1	I use social media to interact with my colleagues and seek new information about my studies.	3.2000	0.64847	Agree
2	I use social media for educational discussions(i.e homework, assignment)	2.5000	1.06217	Agree
3	I use social media to participate in group discussion concerning class work	3.3750	0.77418	Agree
4	Social media is used in my school to enhance communication on educational concerns.	3.6250	0.49029	Agree
5	Social media has helped me to understand more about some concepts that was taught in the class.	3.6750	0.47434	Agree

The result in table 1 indicates that all the items scored more than 2.50 which is all accepted and an indication that the students of SSTE Federal University of Technology Minna are using social media for educational purposes.

S/N	Questionnaire item	Mean	SD	Remark
1	I like to use social media	3.3111	0.55687	Agree
2	I like social media because it makes it easier for me to interact with my students on educational issues.	3.1778	0.64979	Agree
3	I like social media because it makes it faster for me to download learning materials.	3.1778	0.68387	Agree
4	I like social media because it helps me to discover new trends in my field.	3.1778	0.64979	Agree
5	I encourage my colleagues to subscribe to social media for easy educational interaction.	2.9556	0.63802	Agree

Table 2 indicated that the mean responses of lecturers of SSTE show that they have positive attitude towards the use of social media for educational purposes.

**Research Question 3:** Is there difference in utilization of social media by students of SSTE for educational purposes based on departments?

**Table 3: Mean responses and standard deviation on the utilization of social media by students based on departments.**

Department	N	Mean	SD
SCI	20	31.5128	3.23526
ITE	20	31.8696	2.02878

**Hypothesis 1:** There is no significant difference between students of SSTE in the utilization of social media for educational purposes based on departments?

	Department	N	Mean	SD	Df	T	Sig
Utilization	SCI	20	31.5128	3.23526	83	-0.618	0.538
	ITE	20	31.8696	2.02878			

Table 3 indicated the mean response and standard deviation of students of Science Education and Industrial Technology Education (ITE) towards the utilization of social media for educational purposes. The students of Science Education had a mean score of 31.51 with a standard deviation of 3.23 while students of ITE had a mean score of 31.86 and standard deviation of 2.028. A significant level of 0.538 was established which is greater than 0.05 alpha level. Hence hypothesis 1 is accepted. There is no significant difference in utilization of social media for educational purposes based on departments?

**Research Question 4:** Is there difference in attitude of social media by lecturers of SSTE for educational purposes based on departments?

**Table 4: Mean responses and standard deviation of lecturers on their attitude of social media based on departments.**

Department	N	Mean	SD
SCI	21	33.4138	4.32421
ITE	24	34.9581	3.32913

**Hypothesis 1:** There is no significant difference between of SSTE in the utilization of social media for educational purposes based on departments?

	Department	N	Mean	SD	Df	T	Sig
Attitude	SCI	21	33.4138	4.32421	85	-0.729	0.625
	ITE	24	34.9581	3.32913			

Table 4 indicated the mean response and standard deviation of attitude of lectures of Science Education and Industrial Technology Education (ITE) towards social media for educational purposes. The lecturers of Science Education had a mean score of 33.4138 with a standard deviation of 4.32421 while students of ITE had a mean score of 34.9581 and standard deviation of 3.32913. A significant level of 0.625 was established which is greater than 0.05 alpha level. Hence hypothesis 1 is accepted. There is no significant difference in utilization of social media for educational purposes based on departments?

**Discussion of the Findings**

The findings of this study revealed that the students of School of Science and Technology Education FUT Minna have a high positive response towards the utilization of social media for educational purposes. This research showed that social media utilization by the students of School of Science and Technology FUT has improved the concept of teaching and learning, enhances communication among students on educational matters and assisted research work. This finding is in agreement with the work of (Shehri, 2011) who observed that social media has the potential to stimulate student interest for learning, facilitate communication and improves researches among students and lecturers. This also confirms the work of Olutola; Olatoye & Olatoye (2016) who asserted that social media Utilization improves the study habits of students and helps them to achieve academic excellence. This work disagrees with the work of Wang, Chen and Liang (2011) that carried out research on the effect of social media on college students. Their findings showed that social media affects negatively the academic performance of students. They observed that majority of students while studying or doing assignment in the classroom are caught using social media. This causes distraction and affects students' academic performance, study habits and reading habit of students in the classroom.

The finding also revealed that lecturers of school of science and technology education FUT Minna have a positive attitude towards the utilization of social media for educational purposes. This shows that social media enables them to carry out researches, access information and publish educational materials. This is in consonance with the work of Murphy (2013) who asserted that social media enables anyone to publish and access information, collaborate on a common effort or build relationship. Kaplan and Haenleinn (2010) observed that social media helps to build the ideological, allows the creation and exchange of user-generated content.

Similarly, this study also revealed that lecturers and students from the department of Science Education and lecturers and student from Industrial Technology Education (ITE) had a very high attitude towards the use of social media for educational purposes. There was no significant difference in their mean score which shows that the nature of their department does not affect their attitude towards the utilization of social media. Social media provides an easy way to receive feedback and communication enhances educational interaction and increases the level of participation among peers. This confirms the work of Ractham; Kaewkitipong and Firpo (2012) who submitted that social media enhances participation and foster a positive learning environment.

## Conclusion

Based on the findings of the study, it is revealed that lecturers and students of School of Science and Technology Education, FUT Minna had a high positive attitude towards the utilization of social media for educational purposes. Moreover, there was no significant difference in the attitude of lecturers and students from ITE and those from Science Education towards the use of social media for educational purposes.

## Recommendation

Based on the findings of this study, the following recommendations were made:

- Provisions should be made by the state government through the state minister of power and electricity to ensure constant supply of power in Niger State. This will help to maintain constant usage of social media for educational activities especially in the universities and particularly the Federal University of Technology, Minna.
- Official social media site should be created out by the government which should be used purely for educational reasons. This will enable all students of the FUT to carry out educational activities.
- Workshop should be organized in all the Universities of the Federation to ensure that lecturers are fully trained on educational implications of the social media

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