Factors Inducing the Use of Social Networking Sites in Teaching and Learning

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Abstract

Education, as a deeply social activity is one such background that can benefit from the usage of social media sites particularly. It improves the sense of connectedness among students by providing opportunities for learning within and outside of the classroom. Social media sites can be employed to host events, debates, study groups and reading circles; reviews; expert induction and consultation; and give users opportunities for making new connections and gaining access to "distributed intelligence." They've been utilized to collaborate on assignment problems and create an online identity. Therefore, this research work access factors responsible in inducing the use of social networking site in education. It was funding that Social Influence, Comfort, e-learning perceptions as well as academic reasons are the main factors that induced social networking into education.

Keywords: Education, Social Influence, social media sites

Introduction

The advancements in communication technology have broadened the scope of communication through Information and Communication Technologies (ICTs). Undoubtedly, contemporary ICTs have transformed the whole world into a "Global village." Nevertheless, technological developments have both pros and cons facets. It improves communication and cost-effectiveness, and it cut through the cultural gap. Facebook, Skype, WhatsApp, Youtube, Instagram, etc are examples of social media platforms. Numerous users interact with families and friends virtually through these social media platforms (Asemah and Edegoh, 2012). The swift advancement of technology has transformed the world, causing the use of technology as the finest means for discovering a huge field of knowledge (Adam & Simon, 2016).

Sites for social networking are considered a significant educational resource today, studies demonstrate that students utilize social media platforms like Telegram for fun, to interact with families, or make new friends (Ellison, Steinfield, and Lampe 2007). Even though it has been suggested that scholars devote a substantial amount of time active in social media activities, with numerous students attributing their participation in various social networking sites activities to their poor academic performance (Al-Mukhaini, Al-Qayoudhi, & Al-Badi, 2014), it has also been demonstrated that only insignificant number of students are mindful of the academic and professional networking prospects obtainable by the sites.

Education, as a deeply social activity (Gablinske, 2014), is one such background that can benefit from the usage of social media sites particularly. It improves the sense of connectedness among students by providing opportunities for learning within and outside of the classroom. Social media sites can be employed to host events, debates, study groups and reading circles; reviews; expert induction and consultation; and give users opportunities for making new connections and gaining access to "distributed

intelligence." They've been utilized to collaborate on assignment problems and create an online identity. SNS also provide opportunities for educators and learners to foster the student-tutor bond, which can result in a positive learning experience for both.

1.2 Statement of the Problem

Today's world is a global village, and the internet is a vital source of information. Subsequently the arrival of SSNs in the 1990s, people believe that students' academic performance has dropped drastically. The educational system in Nigeria is challenged with many problems, which have unquestionably caused a swift deterioration in educational excellence. Social media activities diverge, distract, and divide students' attention from their academic work. It has been seen that some tutors and learners dedicate extra time to social media than to their studies.

The invention and circulation of similarly sophisticated cellular phones have exacerbated the situation. Attention has moved from physical to online friends, and important endeavors such as study and writing may suffer as a result. Numerous persons who believe in knowledge and skill acquisition are worried about this phenomenon.

In addition, though there have been numerous types of research on the usage of SSNs, there have been a few pieces of research on the acceptance of SSN tools in teaching and learning (Echeng&Usoro, 2014). Nawaila and Bicen, (2019) concludes in his study that most preceding research has focused on the effectiveness of social networking, but that more empirical studies on this domain are needed. As a result, the purpose of this study is to empirically examine the use of social media for learning and teaching from various socio-demographic outlooks and perceptions. The socio-demographic outlooks are age, gender, and position, whereas the utilitarian empirical category includes perceived ease of use, usefulness, social pressure, and awareness.

1.3 Research objectives

This research aims to investigate the impact of SSNs on teaching and learning. Specifically, the study seeks.
1. To determine the aspects that influenced the usage of SSNs in teaching and learning.
2. To propose a research framework that measures the impact of SSNs on teaching and learning.
3. To determine how the use of SSN has impacted the academic activities of teachers and students

1.4 Research Questions

The following research questions were raised.
1. What are the factors that influence the use of social networks in teaching and learning?
2. What are the teachers' and students' academicians' perceptions of using SSNs in teaching and learning?
3. Does the use of SSNs influence teaching and learning?

1.5 Significance of the Study

This study is beneficial to educators, parents, and students. This study will assist the educators of the school to know the impact that SSNs have on their students, to assist them to educate and create awareness among the students on the possible impact it has on them. The study is significant to parents in the sense that they will know the possible effects this SSN usage has on their children, to serve as a watchdog to their children on the usage of the social networking site.

It will be appropriate in supporting learners in comprehending the diversity of SSNs. It will afford important material for learners and other scholars conducting the same research. The study will help researchers with more information on the influence of SSNs on teaching and learning.

The findings of this research will also be of vast significance to policymakers as they will know what policy to formulate which will favour both teachers and students after knowing the influence of SSNs in teaching and learning. This is also important to researchers that the research work can serve as the basis for further research and of reference for other researchers in or similar areas of the research interest.

Literature Review

Social media tools have created a platform for educational process improvement. Social media tools are suitable for inspiring the learning and teaching process with text, video, and audio materials. It also supports the learning process of students and teachers, in addition to the evaluation process (Nawaila, Kanbul & Uzunboylu, 2018). Social media is very popular among college students. Social media was defined as Facebook, YouTube, blogs, Twitter, MySpace, or LinkedIn for study (Wang, Qingya; Chen, Wei; and Liang, Yu. 2019).

Social networking platforms, generally public web-based services enable social media handlers to develop a personal profile and read and respond to the postings on the site (Uhls, Ellison & Subrahmanyam, 2017). Specific social media handlers should restrict the information while posting on the SSNs, also they should be aware of what information can be shared publicly. It includes favourite books, movies, birthdays, relationship status, etc. (Wheeler, S., Yeomans, P., and Wheeler, D. 2018). Scholars may be unwilling to speak up in class or participate in book discussion blogs and writing for real audiences. New web tools are emerging all the time that are enhancing learning (Brydolf, C. 2017). The relationship between Facebook and well-being appears to become positive over the college years, perhaps even excellent students utilize social networking sites to interact with their peers and take part in college life (Kalpidou, M., Costin, D., and Morris, J. 2016).

Institution of learning deems that SSNs provide value in education. It is also considered that video, podcasts, and wikis are useful tools for teaching and numerous suggested that social media platforms can be useful tools for collaborative learning. (Mike Moron, Jeff Seaman, and Hester Tinti-Kane 2017). SSNs have been used for communication worldwide since 2005 and have brought about the transformation of personal and social changes, concerning youths between the ages of 13 to 25 who use SSNs as a communication tool. Students could achieve more effective cooperation in their studies if they could make friends outside twitter groups, army friends and other traditional channels. Social media can be seen as one answer to this problem (Kilani, & Borkhsenius 2019).

Instructors discovering this moving landscape will also be able to discover the real potential of the social network to transform the pedagogical basis of their teaching experience, giving them tools that they can use to create truly adapted and flexible learning experiences for students.

Recent studies show that the high take-up of social media applications as an addition to formal educational settings offers new opportunities for innovating and modernizing education institutions and for preparing learners for the 21st century (Redecker, C. 2019). A main to adopt SSN in the classroom is that it is familiar to almost everybody and also because it doesn't cost and requires minimal training. One of the largest surveys of social media in higher education to date shows that universities can leverage social media into the classroom and ensure it is used more than it is now (Qualman 2012)

Some academic experts believe that SSNs can be used as a teaching tool in higher education because of their ease of use, ready availability, individual affordability, and network effects. Facebook has been utilized in higher education courses to enable teacher/student interaction, and wikis and blogs have been utilized to collaborate on projects and receive rapid feedback (Badoni. 2019). Many courses have also been tough on YouTube as a podium for scholars to create and share videos for their courses (Kilani & Borkhsenius,2019). In other courses, students have used Twitter to discuss course topics during class, with Tweets being displayed on a large screen to encourage cross-group communication (Habibi, Mukminin, Riyanto, Prasojo, Sulistiyo, Sofwan, & Saudagar, S 2019).

Methodology

The research was conducted across universities in Northern Nigeria, with a population sample from three different Universities. The study used a survey research design as the main data collection instrument. A on45-item questionnaire evaluating demographic information and assertions related to applying social networks in e-learning was prepared in English through adaptations and guidelines from previous studies. The research instrument (ICTUS) was designed in the form of five-point Likert scales. Six university students and two academicians reviewed the questionnaire to gauge if survey respondents would be able to understand the questions, statements and instructions given in the research instruments. Due to the method of administering the survey, the actual number of questionnaires distributed could not be ascertained. However, a total of 196 usable responses were returned and used as the actual study sample. At the analyses stage, Microsoft Excel was used for data entry while SPSS software was used for descriptive statistics and the main analysis.

Questionnaire

The questionnaire in this research work was proposed following the research conducted. A quantitative method of collecting data was adopted in this survey because respondents are spread across the country from various high institutions and with the internet connection all over the place, therefore, the researcher adopt this technique in getting the survey response. A 45-item questionnaire evaluating demographic information and statements related to using social media platforms in teaching and learning was prepared in English. Six university students and two academicians revised the questionnaire to measure if survey respondents would be able to comprehend the questions, statements and instructions given in the questionnaire.

The questionnaire consisted of four sections. Section 1 involves the respondents to offer their demographic details include age, gender, choice of social networks used, etc. Sections two, three and four concentrated on statements related to perception on current social media platforms used, perceptions on social networks and perceptions related to factors that might stop one from social networks in academic activities. All the statements in Sections one, two and three are measured using a 5-point Likert scale (1= strong disagreement and 5 = strong agreement). There was a total of 39 statements. The questionnaire is attached as Appendix A.

Sampling Technique
3.4.1 Sampling Technique

The survey sampling was categorized by the populace's (students and academicians) ability to get connected with the internet universally and their consciousness of the presence of the social media

platforms considered in the research. The studied samples are within the specified range of age being studied in the survey and every question asked to them was associated to the research study. To confirm the assertions, a pilot test was carried out as deliberated in the next sub-section.

Survey Pilot Testing

At the initial stage, a pilot test was conducted using some selected respondents to ascertain any unclear questions that required to be amended. About 24 survey responses were got during the pilot test study of which 20 were students and four were lectures. Notwithstanding, corrections were pointed out that required to be altered before the final distribution of the survey questionnaire. All other data remain valid, and respondents commented well on the simplicity of the questionnaire.

Result

This section presents a descriptive analysis of the 28 items used to investigate experience with social networks. The following table shows the means and standard deviations of responses on social networks experienced in the study. The average mean for responses on all the constructs was (M=3.78, SD=0.69). The lowest mean rating was (M=3.03, SD=1.074), while the highest is (M=4.58, SD=0.534).

Table 4.2.5 Descriptive statistics

Descriptive Statistics

	N	Minimum	Maximum		Mean	Std. Deviation
S/N1	200	3	5	4.51	.568	
S/N2	200	2	5	3.86	.987	
S/N3	200	3	5	4.28	.668	
S/N4	200	2	5	4.19	.753	
S/N5	200	1	5	3.58	1.052	
S/N6	200	1	5	3.64	1.025	
S/N7	200	1	5	3.67	.996	
S/N8	200	1	5	3.48	1.084	
S/N9	200	1	5	3.74	.933	
S/N10	200	1	5	4.10	.909	
S/N11	200	3	5	4.36	.521	
S/N12	200	4	5	4.48	.501	
S/N13	200	2	5	4.26	.846	
S/N14	200	2	5	3.97	.787	
S/N15	200	1	5	3.94	.898	
S/N16	200	1	5	3.73	1.009	
S/N17	200	2	5	3.84	.765	
S/N18	200	1	5	3.05	1.104	
S/N19	200	1	5	3.03	1.074	
S/N20	200	2	5	3.82	.919	
S/N21	200	1	5	3.98	.794	
S/N22	200	1	5	4.40	.781	
S/N23	200	1	5	4.38	.778	

S/N24	200	1	5	4.28	.832
S/N25	200	3	5	4.26	.629
S/N26	200	3	5	4.58	.534
S/N27	200	3	5	4.44	.574
S/N28	200	1	5	4.07	1.082
Valid N (listwise)		200			

4.4 Relation between the Independent and Dependent Variables

The following table presents the results from the Pearson correlation test conducted to determine relationships between teaching and learning (dependent variable) and independent variables including E-learning Perception, Comfort, Social Influence, Academic Reasons, Simplicity, and Social Networking.

A negligible positive correlation was found between the surveyed respondents' social network sites perception and teaching and learning benefits (r = .118, p< 0.05) as well as between comfort and teaching and learning benefit (r = .153, p< 0.05). This indicates a significant relationship between social network site perception, comfort and teaching and learning benefit. In other words, it implies that there is an increase in the benefit of teaching and learning from respondents' perception of social network sites and comfort respectively.

Furthermore, social influence (r = .260, p< 0.05), academic reasons (r = .388, p< 0.05), as well as social networking (r = .207, p< 0.05), and teaching and learning. This also suggests that there is a significant relationship between these variables and teaching and learning benefits. Hence, teaching and learning benefits increase when there is higher social influence, better academic reasons, and higher social network usage.

However, the result for the correlation analysis between simplicity and teaching and learning benefits (r = -.045, p> 0.05) shows an insignificant relationship. This means that teaching and learning benefits and simplicity are not related. Thus, higher or lower simplicity does not in any way affect the benefits in teaching and learning.

Table 4.2.6 Independent Variables for ICT USER

Independent Variables	ICT Usage	
	R	P
E-learning perception ↔ Teaching and learning	0.118	0.039*
Social Influence ↔ Teaching and learning	0.260	0.001**
Academic reasons ↔ Teaching and learning	0.388	0.001**
Simplicity ↔ Teaching and learning	-0.045	0.427
Social networks ↔ Teaching and learning	0.207	0.001**
Comfort ↔ Teaching and learning	0.153	0.007**

r = Pearson correlation coefficient, *significant at 1%, **significant at 5%

4.5 Predictors of Teaching and learning Benefits

The results from the multiple regressions conducted to determine the influence of independent variables on teaching and learning (dependent variable) are presented in this section. Multiple linear regression was conducted to predict teaching and learning benefits among respondents. The following table presents the summary of results accordingly.

Table 4.1: Factors influencing teaching and learning benefit

Variables	β	SE	t-value	95% CI		p-value
				Lower	Upper	
Simplicity	0.060	0.275	0.225	-0.466	.586	0.822
E-learning perception	0.943	0.593	3.231	0.368	1.517	0.001*
Academic reasons	1.187	0.353	2.242	.145	2.230	0.026*
Social networks	-2.125	0.362	-4.171	-3.128	-1.122	0.000*
Comfort	0.169	0.439	2.715	0.046	.291	0.007*
Social influence	0.379	0.423	1.888	-0.016	.774	0.060

Note (*) - significant $p<0.05$

Findings

The finding are classified as follows:

Findings

This section presents discussions on the results and findings of the study. The discussions are as follows:

5.3.1 E-learning Perception

This means the perceptions of students and lecturers' current e-learning sites applied in tertiary institutions. Results from the study show that e-learning perception is significantly related with teaching and learning benefits. This implies that the perception of students and lecturers' current e-learning sites applied in their institutions positively impacts the benefits derived in teaching and learning.

5.3.2 Comfort

In this study, comfort means the accessibility of a different type of social media sites that offer users alternatives of switching to any platforms that meet their social or academic needs. Accordingly, study results show a slight positive correlation between comfort and teaching and learning benefits. This is an indication that the availability of several social networks to coos from and the flexibility of switching between them positively impact the benefits of teaching and learning within the surveyed institutions.

5.3.3 Social Influence

Results obtained from this study show also reveal a positive correlation between social impact and teaching and learning benefits. According to the operational definition of this study, social influence is defined as the degree to which a person perceives how important it is that "other people" believe he or she should use technology. It refers to the influence of friends, family and academicians in using social

networks in e-learning. Based on this study thus, an increase in the perception of students and academicians in this construct translates to higher teaching and learning benefits.

5.3.4 Academic Reasons

Academic reasons are the degree to which students comprehend that utilizing of social media platforms will expand their understanding of a course and academicians believe that using social networks will boost their understanding and broaden their skills in certain aspects of teaching due to its benefits and easy access. Findings from this study corroborate our operational definition, and thus, a positive relationship was found between this construct and the dependent variable.

5.3.5 Simplicity

Contrary to our expectation, however, obtained results reveal no relationship between this construct and the dependent variable (teaching and learning benefit). According to this study, simplicity is the level to which a user agrees that using a certain system would help decrease a lot of effort. In this study, respondents do not tend to agree with this proposition. Meaning to say that, respondents do not tend to think of a particular system as key to reducing their effort. Hence, no system holds the key to teaching and learning benefits.

Recommendation for Future Research

This study is quite informative for authorities of tertiary schools in Nigeria and across the world. It has revealed how to effectively deal with technology usage quandaries among educational faculties and has immensely contributed to knowledge. It has supported the contributions of extant research and has added value to the theories that supported the study.

1. Social networks developers should make enhancements to provide user privacy. As students and teachers make use of social media for academic purpose as well as their daily life in today's digital environment, it is imperative for high institutions to include social media literacy education into academic programmed for the students.
2. Social networks developers should repeatedly boost their service quality, increase their service content and navigation design, simplify its user operation, and upgrade the perceived value of its potential users
3. Social networks developers should pay focus to the experience of its operators, increase the perceived satisfaction of users in using it, fully use its social influence of collective norm, and improvement the perceived impact of users in using it.

Nonetheless, the study is not without limitations. Hence, further research can explore on the areas that this study could not cover. The sample of the study could be larger to ensure that generalizations hold. Future research could cover the whole tertiary colleges of Nigeria or possibly add with other west African countries.

Congruently, further research could investigate the relationships between the types of ICT tools that teachers use and their peculiarities – gender, educational background, official status and age groups. This will provide useful information that will not only add value to the study theories and contribute to knowledge but will also resolve the persistent ICT usage chaos in the educational scene of Nigeria and Africa as a whole.

Recommendation

The main objective of this study was to develop a conceptual model that will explain and predict teaching and learning benefits based on the inter-relation that exists with the independent variables (E-learning Perception, Comfort, Social Influence, Academic Reasons, Simplicity, and Social Networking). Thus, the study pointed out some research questions that needed to be addressed in order to achieve the said objective. These include the following:

1. To determine the factors that influenced the usage of social networks in teaching and learning.
2. To propose a research framework to evaluate the influence of social networks on teaching and learning.
3. To determine how the use of social media has influenced the teaching and learning.

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