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Extent of Awareness and Accessibility of Social Media in Teaching and Learning Business Education as Perceived by Lecturers in Colleges of Education

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**ABSTRACT**

*The study assessed the extent of awareness and accessibility of social media in teaching and learning Business Education as perceived by lecturers in colleges of education. Two research questions and two hypotheses guided the study. The design of the study was a descriptive survey. The population of the study comprised 118 lecturers in Business Education in colleges of education in Delta State. The population served as the sample: all the lecturers in the five colleges of education were used for the study since the population was manageable. A 35-item questionnaire was the instrument used for data collection. The questionnaire was given to 3 experts in Business Education and 3 experts in Measurement Evaluation in Delta State University, Abraka for content and face validity. Data were analyzed using mean. The findings indicate that lecturers' awareness and accessibility to social media, Email, Facebook, Twitter, and YouTube among others in teaching and learning Business Education are to a low extent. It was recommended that adequate ICT facilities should be provided and lecturers' training and re-training should be embarked upon to improve their knowledge and accessibility to social media.*

**INTRODUCTION**

Business Education is that aspect of the total education programme that provides the knowledge, skills, understanding and attributes needed to perform in the business world as a producer and consumer of goods and services (Fadare 2015). In the same vein, Wikipedia (2013) perceives Business Education as a branch of vocational education, which prepares individual students for the world of work. It represents a broad and diverse discipline that is included in all types of educational delivery system; it can be in primary, secondary or tertiary education.

Business Education has two major areas of specialization in colleges of education and Universities namely,

Accounting and Office Technology and Management. Students are taught a variety of courses such as, principles of management, business law, accounting, business policy, business machines, leadership, organizational behaviour, consumer behaviour, taxation, auditing, secretarial duties, office practice, keyboarding, shorthand, software application, desktop publishing, law of meetings, administration and supervision of Business Education. The skills acquired in these courses enable the graduates set up their own businesses after graduation. This helps to create employment. As a result of technological inventions, students are exposed to various aspects of Information and Communication Technology applications such as Social

Medial Interaction to enhance teaching and learning.

Social media is the social interaction among people in which they can create, exchange information and ideas in virtual networks. Kaplan & Haelein (2010) in Mamman and Nwabuofo (2015) define social media as a group of internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user generated content. Social media rely on mobile and web-based technologies to create highly interactive platforms through which individuals and communities share, co-create, discuss, and modify user-generated content. Sherwin (2013) states that social media introduce substantial and pervasive changes to communication between organizations, communities, and individuals.

Teachers in Business Education are expected to use social media such as Facebook, YouTube, Twitter, Blogs, Myspace, Wikis, LinkedIn, Flickr, SlideShare and Podcasting to search for information, develop, analyze, and disseminate to promote effective interaction with their students. They are expected to be exposed and apply these relevant media in their day to day preparation for teaching and learning. Students in Business Education are also expected to be exposed to these social media and apply them in their day to day learning. This enables them to acquire skills and knowledge and competences needed to set up their own businesses and run them effectively.

A study conducted by Mamman and Nwabuofo (2015) revealed that lecturers with teaching experience fewer than 5 years are aware of the use of social media sites. While lecturers with long years of experience (five years and above) are not

aware of the social media sites. Mamman and Nwabuofo (2015) also revealed that lecturers use Facebook, YouTube and Twitter in the teaching of Business Education, while Blogs, Myspace, Wikis, LinkedIn, Flickr, SlideShare, and Podcasting are not utilized. Oladipo, Mamman and Saba (2015) revealed that lecturers do not use some of the social media sites for studies rather they use them as personal entertainment e.g. Email, Instant Messages Skype, Google Wave, Blogs, Wiki, Facebook, Twitter, Myspace, LinkedIn, Tango, and Google+.

Etong (2015) points out that Business Education teachers can use social media in many ways to improve their teaching and learning processes and have multiple advantages for collaborative professional development. Some of the benefits of social media are peer networking, reflecting and sharing of classroom practices, knowledge sharing, locating learning sources, post conference, workshop, and training discussion. Enobong and Abosede (2015) identify some of the benefits of using social media in teaching and learning. They include:

- a. It exposes the students to modern technological skills. By using these sites, the students develop a positive attitude towards using technology systems.
- b. It helps to support students in Learning. When teachers know what skills students are learning and what experiences they are being exposed to, they can help to provide information about the experiential background of the students so as to build learning materials around it.
- c. It helps to create fun in learning. Learning is more interesting when it is interactive and when it is done in a less structured environment.

d. It helps create new ideas.

Social media helps to enhance effective teaching and learning by increasing awareness and access to Information and Communication Technology (ICT) facilities. It is disturbing to note that most institutions in Nigeria have insufficient ICT facilities. This will result in a reduction in effective teaching delivery.

### **Statement of the Problem**

Business Education helps the students to develop practical skills that enable them, after graduation, to set up their own businesses and become successful employers of labour. The introduction of Information and Communication Technology (ICT) application through the use of social media such as Email, Instant Messages Skype, Google Wave, Blogs, Wiki, Facebook, Twitter, Myspace, LinkedIn, Tango and Google+ has enhanced effective teaching and learning. Unfortunately, most teachers are not aware of the social media and their usage. Rather, they are used for personal entertainment. The problem of the study is What is the extent of awareness and usage of social media in teaching and learning Business Education in colleges of education in Delta State?

### **Purpose of the Study**

The purpose of the study is to access the extent of awareness and accessibility of social media in teaching and learning Business Education. The specific purpose is to find out

- (i) The extent of awareness of social media to Business Education lecturers in teaching and learning.
- (ii) The extent of accessibility of social media to Business Education lecturers in teaching and learning.

### **Research Questions**

The following research questions are raised for the study:

- (i) What is the extent of awareness of social media to Business Education lecturers in teaching and learning?
- (ii) What is the extent of accessibility of social media to Business Education lecturers in teaching and learning?

### **Hypotheses**

The following hypotheses are tested at 0.05 level of significance.

- (i) There is no significant difference in the mean rating of male and female lecturers on the extent of awareness of social media in teaching and learning.
- (ii) There is no significant difference in the mean rating between male and female lecturers on the extent of accessibility of social media by Business Education lecturers in teaching and learning.

### **RESEARCH METHODOLOGY**

The design of the study was a descriptive survey which investigated extent of awareness and accessibility of social media in teaching and learning Business Education as perceived by lecturers and students in colleges of education in Delta State. The population of the study comprised 118 lecturers in Business Education in colleges of education in Delta State. The population served as the sample. All the lecturers in the five colleges of education were used for the study since the population was manageable. A questionnaire was the instrument used for data collection. It had 35 items. Section A had 3 items on personal data of the respondents while section B

had 32 items based on the research questions. The questionnaire was given to 3 experts in Business Education and 3 experts in Measurement Evaluation in Delta State University, Abraka for content and face validity. The questionnaire was also subjected to further validation using factor analysis. To determine the internal consistency of the instrument, the questionnaire was administered to ten lecturers of Business Education at College of Education Nsugbe in Anambra State. The data collected were subjected to Cronbach alpha that yielded coefficient value of 0.94. The data collected were analyzed using mean. The questionnaire was structured on a 5-point rating scale of Very High Extent, 5 points; High Extent 4 points; Moderate Extent, 3 points; Low

Extent 2 points, and Very Low Extent 1 point. The mean scores which have 3.5 and above were regarded as high extent responses while the mean scores which have below 3.5 were low extent responses. A t-test was used to test the hypotheses at 0.05 level of significance. Where the calculated value (cv) was less than table value (tv) the hypothesis was accepted, where the calculated value (cv) was greater than table value (tv) the hypothesis was rejected.

**RESULT**

**Research Question 1:** What is the extent of awareness of social media to Business Education lecturers in teaching and learning?

**Table 1:** Mean rating of male and female lecturers on the extent of awareness of social media to Business Education lecturers in teaching and learning.

S/N	The extent of awareness of social media	X	SD	Remark
1	Email	3.22	0.82	Low extent
2	Instant Messaging	3.20	0.63	Low extent
3	Google +	3.41	0.72	Low extent
4	Facebook	3.31	0.62	Low extent
5	Wiki	3.46	0.60	Low extent
6	Tango	3.11	0.75	Low extent
7	Twitter	3.25	0.68	Low extent
8	Google Wave	3.41	0.82	Low extent
9	LinkeIn	3.34	0.78	Low extent
10	Tango	3.39	0.89	Low extent
11	Blogs	3.24	0.71	Low extent
12	Myspace	3.31	0.87	Low extent
13	Badoo	3.42	0.62	Low extent
14.	Friendster	3.36	0.79	Low extent
15	WhatsApp	3.24	0.81	Low extent
16	2go	3.43	0.69	Low extent
	<b>Grand Mean</b>	<b>3.38</b>	<b>0.79</b>	<b>Low extent</b>

On the table, all the items 1 – 16 indicate that lecturers’ awareness to social media in teaching and learning Business Education is to a low extent.

**Research Question 2:** What is the extent of accessibility of social media to Business Education lecturers in teaching and learning?

**Table 2:** Mean rating of male and female lecturers on the extent of accessibility of social media to Business Education lecturers in teaching and learning.

S/N	The extent of awareness of social media	X	SD	Remark
17	Email	3.27	0.75	Low extent
18	Instant Messaging	3.35	0.86	Low extent
19	Google +	3.21	0.67	Low extent
20	Facebook	3.42	0.78	Low extent
21	Wiki	3.29	0.81	Low extent
22	Tango	3.37	0.86	Low extent
23	Twitter	3.47	0.77	Low extent
24	Google Wave	3.25	0.60	Low extent
25	LinkedIn	3.30	0.89	Low extent
26	Tango	3.22	0.70	Low extent
27	Blogs	3.36	0.61	Low extent
28	Myspace	3.44	0.89	Low extent
29	Badoo	3.21	0.72	Low extent
30	Friendster	3.41	0.65	Low extent
31	WhatsApp	3.12	0.77	Low extent
32	2go	3.33	0.79	Low extent
	<b>Grand Mean</b>	<b>3.32</b>	<b>0.76</b>	<b>Low extent</b>

On the table, items 13 – 32 indicate that lecturers’ accessibility to social media in teaching and learning Business Education is to a low extent.

**Hypothesis 1:** There is no significant difference in the mean rating of male and female lecturers on the extent of awareness of social media to Business Education lecturers in teaching and learning.

**Table 3:** T-test result of the difference in the mean rating of male and female lecturers on the extent of awareness of social media by Business Education lecturers in teaching and learning in Colleges of Education in Delta State (N=118)

Variables	N	Mean	SD	Df	t-cal	t-tab	Remarks
Male	77	3.15	0.92	121	1.25	1.96	NS
Female	46	3.40	0.96				

On the table, the calculated t-value of 1.25 is less than the t-tabulated value of 1.96 at 121 degrees of freedom at 0.05 level of significance. This means that there was no significant difference in the mean rating of male and female respondents on the extent of awareness of social media to

Business Education lecturers in teaching and learning in colleges of education in Delta State.

**Hypothesis 2:** There is no significant difference on the extent of accessibility of social media to Business Education lecturers in teaching and learning.

**Table 3:** T-test result of the difference in the mean rating of male and female lecturers on the extent of accessibility of social media to Business Education lecturers in teaching and learning in Colleges of Education in Delta State (N=118)

Variables	N	Mean	SD	Df	t-cal	t-tab	Remarks
Male	77	32.66	1.04	121	1.32	1.96	NS
Female	46	31.28	1.07				

On the table, the calculated t-value of 1.32 is less than the t-tabulated value of 1.96 at 121 degrees of freedom at 0.05 level of significance. This means that there was no significant difference in the mean rating of male and female respondents on the extent of accessibility of social media to Business Education lecturers in teaching and learning in colleges of education in Delta State.

## DISCUSSION

The study revealed that lecturers are to a low extent aware of the following social media in teaching and learning in Business Education: Email, Instant Messaging, Google +, Facebook, Wiki, Tango, Twitter, Google Wave, LinkedIn, Blogs, Myspace, Badoo, Friendster, WhatsApp, and 2go. This study is consistent with earlier studies of Mamman and Nwabufu (2015) who pointed out that lecturers are not aware of the social media in teaching and learning in Business Education. The result of hypothesis one also revealed that there is no significant difference in the mean rating of male and female lecturers on the extent of awareness of social media by Business Education lecturers in teaching and learning.

The study also revealed that lecturers, to a low extent, have access to the following social media in teaching and learning in Business Education: Email, Instant Messaging, Google +, Facebook, Wiki, Tango, Twitter, Google Wave, LinkeIn, Blogs, Myspace, Badoo, Friendster, WhatsApp, and 2go. This study

is consistent with earlier studies of Mamman and Nwabufu (2015) and Etong (2015) which pointed out that lecturers do not access the social media in the course of teaching and learning Business Education. The result of hypothesis two also revealed that there is no significant difference on the extent of accessibility of social media to Business Education lecturers in teaching and learning.

## CONCLUSION

Business Education lecturers need to be aware and have access to social media, to enhance effective teaching and learning, to promote the goal of Business Education in skills development and successful job creation.

## RECOMMENDATIONS

The following recommendations are made for the study

- i. Adequate ICT facilities should be provided to all colleges of education to enable the teachers have an awareness of these social media in teaching and learning.
- ii. Adequate ICT facilities should be provided to all colleges of education to enable the teachers have access to these social media in teaching and learning.
- iii. Business Education lecturers should undergo training and re-training on how to use these social media teaching and learning facilities.
- iv. Competent lecturers should be employed in colleges of education, who have the knowledge and

awareness of the use of social media in Business Education.

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