

SOCIAL MEDIA ADOPTION AND UTILIZATION RATES AMONG COLLEGES OF EDUCATION STUDENTS IN KWARA STATE.

By

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ABSTRACT

The advent of Information and Communication Technology (ICT) has great impacted on all human endeavour including the educational system, where teaching and learning are no longer limited to the four walls of the physical classrooms of social media among Colleges of Education students in Social media like Facebook, YouTube, Whats App, TikTok, Snap chat and several others have become popular among the youths especially students. With the use of social media, millions of people are now able to connect together at the same time, share educational resources and connect with educational experts more easily. The adoption and utilization rates in Ilorin, Kwara State, were determined by a descriptive cross-sectional research study. Every participant in the study had at least one social media account. Facebook, was the commonest used social media among the students. Female students used social media for academic purposes and also spent more time on it more than the male counterparts. Final year students also used Social Media more for academic purpose than students in lower levels. The study found high rates of adoption and utilization of social media among Colleges of education Students in Ilorin, Kwara State. It is therefore, recommended that institutions should incorporate the use of social media in the teaching and learning.

Keywords: Social Media; Colleges of Education; Adoption Rate; Utilization Rate; Academic Purpose.

Introduction

Information and Communication Technology, (ICT) has revolutionized several areas of our lives, and, the education system is not an exemption. The term ICT refers to the computer-based technologies and internet used for collecting, storing, editing, and communicating information in various formats in order to make information and communication available to a wide range of users. ICT can also be described as digital processing and utilization of information by the use of electronic computers which consists of storing, retrieving, converting and transmitting information from one form to another (Hussain, 2017). ICT involves the use of software and hardware which are capable of creating, storing and communicating information in a multimedia format for variety of purposes which include teaching and learning (Abdulrahman, 2020). Hence, ICT should be seen as a broad term that includes any communication device or application such as radio, television, cellular phones, computer and network hardware, software and satellite systems, as well as the gamut of services and applications associated with them, like videoconferencing and distance learning facilities (Mensah, 2023).

The use of ICT plays an important role in the educational development of any society as it impacts positively on students' learning when teachers have good grasp of ICT and understand how to implement it in the school curriculum (Mensah, 2023). One of the products of ICT in the 21st century is the social media. Social media includes social networking sites and blogs where people easily connect with one another. Development of social media sites is a ground-breaking advancement of technological evolution in the world of internet. These sites quickly become widely used throughout the world connecting millions of people at the same time. The first officially recognized Social Networking Sites Classmates.com which was founded in 1995. It was said to have been created to give students opportunity to interact during and after completion of their program. Currently, there are over 100 social networking sites connecting billions of users. It is estimated that presently there are about 3.59 billion members on Facebook as at last quarters of 2021, over 2.7 billion members on YouTube, over 1.3 billion members on Instagram and over 1.67 billion members on TikTok (Statista, 2023).

Social media are computer tools that allows individual to share or exchange information, ideas, images, videos and even more with each other through a particular network (Siddiqui & Singh 2016). These are several of such sites and they are everywhere making it easy for people to interact with one another daily. Social media has been mainly defined to refer to “the many relatively inexpensive and widely accessible electronic tools that facilitate anyone to publish and access information, collaborate on a common effort, or build relationship. (Siddiqui & Singh 2016). It plays a vital role in transforming the way people, think and act. They are important tools and strategies which is succeeding in taking learning beyond the classroom and inculcating the habit of using new technology among students. It is also creating opportunities for students to develop their personal learning environment hence facilitating and enhancing their learning (Haleem, 2022). It is well known fact that Social media have made a revolution in the field of communication, information and knowledge sharing internationally as it has gained the attention of the new generations as well especially those in the tertiary institutions due to its interactive and multidimensional characteristic (Haleem, 2022).

Social media allow their enthusiastic users to be familiar with the fast growing world of technology and internet (Appel, 2020). It does not only bring about revolution to the communication, advertisement and entertainment industries, they bring similar revolution to the educational sector by way of improvement knowledge sharing and learning. Sivakumar et al. 2023 found that social media promote knowledge sharing by way of information dissemination and increase students' motivation and performance by encouraging their engagement. Hosen, 2021 found that, Facebook, Instagram, LinkedIn, X (formerly Twitter), WhatsApp and YouTube are among the highly popular social media used by higher education students. With the era of one-on-one online learning, the adoption of social media makes it easy for students to have access to educational resources anywhere notwithstanding the geographical location of the trainers and learners (Haleem, 2022).

Adoption of social media can be described as the process of individual or group beginning to use social media sites. The adoption rate of social media has been on the crease globally in recent years. Recent statistics revealed that about 60% of world population are using social media platforms, which translate to 4.8 billion people (Petrosyan, 2023; Johnson, 2022). Factors such as availability and affordability of ICT gadgets such as smartphones, laptop and mobile devices and widespread of internet facilities are some are responsible to improvement in adoption rate. Other factors responsible for increase adoption are their perceived usefulness and ease of use of many social media which make them appealing to the users (Trawnih, 2021). Researchers have used different models to assess the level of adoption and utilization of technology among several population groups. One of such models is Technology Acceptance Model (TAM). TAM was developed to determine the acceptance level of information technology (adoption behaviour).

Ogrezeanu, 2015 carried out a study on the attitudes that influence technology adoption and placed less emphasis on subjective behaviours that may contribute to technology acceptance. The author examined the perceived usefulness of the technology and perceived ease of use of the technology. While the perceived usefulness concerned the users of the technology to see the use of such technology as having the ability to improve their performance, perceived ease of use essentially implies that using the technology does not add additional effort to the users.

When discussing the moderators of Unified Theory of Acceptance and use of Technology (UTAUT), younger people tend to adopt new technology than the older people, males are more likely to adopt new technology than females, and the more experience one has with the use of technology the more likely to adopt new technology. Those forced to use new technology are less likely to adopt it when compared with those who willingly use it (Marikyan & Papagiannidis, 2023). The UTAUT model has also been used widely in studies involving adoption and use of technology and found to be valid and reliable in different context like workplace, education and business. Performance expectation and effort expectation are better predictors of technology adoption and use though social influence and facilitation condition also have small but significant effects. All the moderating factors are also found to be significant in prediction of adoption and use of technology (Momani, 2020).

Several studies have assessed the adoption level of social media usage for educational purposes like Ezike in his study; the adoption of social networking technology in the teaching and learning in Nigeria tertiary institutions was a research carried out by (Ezike, 2015) at Michael Okpara University of Agriculture Umudike. Findings from the study showed that 80% of the respondents affirmed that social media/networking should be adopted for teaching and learning in

Nigerian universities as it has a lot of benefits as well as create a strong bond between lecturers and students. Also, Morrison, et, al. (2017) focused on the utilization of social media in the process classroom by business teacher educators in Nigeria. The study confirmed that some of the teacher educators have a negative opinion such as lack of expertise and information towards the integration and use of social media into instructional technology. The TAM indicates that attitude and perceived usefulness have direct and positive impact on behavioural intention to use social media by students for academic purposes. In a study by Trawnih et al in Bangladesh, perceived usefulness and perceived ease of use positively affect students' adoption and utilization of social media by students (Trawnih, 2021).

The positive results gotten from the use of any form of technology for instruction improves adoption and utilization of such technology as posited by Al-Rahmi et al where UTAUT and TAM were used as predictors to behavioral intention to use social media and actual utilization of social media among higher education students in Malaysia. Students may want to use social media to connect and collaborate with other scholars all over the world which in turn will make them visible and promote their works. The use of social media also encourages professional networking by way of connecting with professional colleagues (Liu et al, 2022). They may also use social media to search for research material necessary for their academic work. Other benefits of adoption and utilization of social media may include opportunity to search for conferences, job opportunities, and to attend virtual events (Yogesh et al, 2021).

Statement of the Problem

It is estimated that globally, about 98% of College Students use one form of Social media platform or another. And more than 54% of these students use social media for Academic purposes. Social media is therefore considered a useful tool for teaching and learning aside been used as a means of connecting with family and friends. In Nigeria, however, studies have shown conflicting results and some put the percentage of students that use social media for academic purposes to be less than 20%. Though the benefits of social media to students is incontrovertible, there are negative consequences of social media use among this population especially when used for wrong reasons. Such negative consequences are declined Academic performance, increase anxiety, depression and cyber bullying. Most of the studies on Adoption and Utilization of Social media for instruction known to the researcher were done among University Students. Hence, it is important to know the adoption level and Utilization of social media among Colleges of Education Students in Kwara State.

Purpose of the study

The main purpose of this study was to examine the social media adoption and utilization rates among Colleges of Education students in Ilorin, Kwara state.

The study specifically:

1. determined prevalence of social media use among Colleges of Education Students in Ilorin, Kwara State
2. examined the adoption rate of Social Media among Colleges of Education Students in Ilorin, Kwara State

3. determined the Utilization rate of Social Media among Colleges of Education Students in Ilorin, Kwara State
4. Found out the influence of gender on adoption rate of social media among Colleges of Education Students in Ilorin, Kwara State
5. Found out the influence of gender on Utilization level of Social Media among Colleges of Education Students in Ilorin, Kwara State

Research Questions

The following research questions will be answered:

1. What are the most prevalent social media among Colleges of Education Students in Ilorin Kwara State?
2. What is the adoption rate of social media among Colleges of Education students in Ilorin, Kwara state?
3. What is the level of utilization of social Media among College of Education Students in Ilorin?
4. Does gender influence the adoption rates of social media among Colleges of Education Student in Ilorin?
5. Does gender influence the Utilization rate of social media among College of Education students in Kwara State?

Research Hypotheses

The following research hypotheses were tested at 0.05 level of Significance

Ho1: There is no significant influence of gender on adoption rate of social media among Colleges of Education Students in Kwara State.

Ho2: There is no significant influence of gender on utilization rate of social media among Colleges of Education students in Kwara State.

Methodology

The research adopted a descriptive research design of the survey type with the use of a researcher-designed questionnaire to elicit response from 200 respondents from selected colleges of education in Ilorin, Nigeria. The questionnaire elicited responses on demographic information such as age, gender, types of social media used by the students, the adoption and utilization rate of social media among the students. The instrument was validated and the reliability co-efficient was 0.84.

Results

Research Question 1: *What is the most prevalent social media among Colleges of Education students in Ilorin Kwara State?*

Table1:

Percentage Distribution of Respondents by Social Media Use

SN	Items	Frequency	(%) percentage
1	Facebook	198	(99.0%)
2	X (Twitter)	124	(62.0%)
3	Badoo	13	(6.5%)

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4	WhatsApp	192	(96.0%)
5	LinkedIn	49	(24.5%)
6	YouTube	152	(76%)
7,	Instagram	176	(88.0%)
8	Yahoo	147	(73.5%)
9	Gmail	176	(89.3%)
10	Goggle	122	(61.0%)
11	Telegram	131	(65.5%)
12	Imo	44	(22.0%)
13	Slideshare	83	(41.5%)
14	Blogger	24	(12.0%)
15	MySpace	75	(37.5%)
16	TikTok	172	(86.0%)
17	SnapChat	142	(71.0%)
18	Facebook Messenger	186	(93.0%)
19	Tumblr	15	(7.5%)

Table 1 shows that Facebook with 198 (99.0%) had the highest number of users among the respondents, this was closely followed by users of WhatsApp which had 192 users (96.0%). However, social medial sites such as Imo (22.0%), blogger (12.0%), Tumbril (7.5%) and Baddo (6.5%) were among the least used Social Media among the respondents.

Research Question 2: *What is the adoption rate of social media among Colleges of Education students in Ilorin, Kwara state?*

Table 2: Colleges of Education Students' Adoption Rate

NO	Items	SA	A	D	SD
1	I use social media most of the time	26 (13.0%)	52 (26.0%)	89 (44.5%)	33 (16.5%)
2	I consider use of social media an important aspect of my life	9 (4.5%)	77 (38.5%)	78 (39.0%)	36 (18.0%)
3	Social media is useful for academic purpose	45 (22.5%)	112 (56.0%)	31 (15.5%)	12 (6.0%)
4	I use social media to follow lecturers and academic experts	53 (26.5%)	89 (44.5%)	32 (16.0%)	26 (13.0%)
5	Social media has positive impacts on academic performance	41 (20.5%)	106 (53.0%)	37 (18.5%)	26 (13.0%)
6	Social media help to connect with other students	57 (28.5%)	107 (53.5%)	28 (14.0%)	8 (4.0%)

7	Social media is useful in accessing educational resources	47 (23.5%)	115 (57.5%)	23 (11.5%)	15 (7.5%)
8	Social media is helpful in learning about extracurricular activities	27 (13.5%)	105 (52.5%)	47 (23.5%)	21 (10,5%)
9	Social media has negative impacts on academic performance	33 (16.5%)	83 (41.5%)	55 (27.5%)	29 (14.5%)

Majority (82.0%) of the respondent used social media helped them to connect with other students, while almost equal number (81.5%) were using social media in accessing educational resources. One hundred and fifty-four (77.0%) respondents found social media useful for academic purposes, 73.5% reported that social media had positive impact on their academic performance and 71% agreed that social media helped them to follow their lecturers and other academic experts. Barely around 43% of the respondents claimed that social media was an important aspect of their lives and less than 40% spent most of their time on social media.

Research Question 3: What is the utilization rate of social media among Colleges of Education student in Kwara State?

Table 3: Colleges of Education Students' Utilization rate

NO	Item	SA	A	D	SD
1	I spend so much time on social media each day	39 (19.5%)	64 (32.0%)	69 (34.5%)	28 (14.0%)
2	I have many social media handles that I operate regularly	57 (28.5%)	88 (44.5%)	21 (10.5%)	34 (17.0%)
3	Social media is effective for networking with other students and academic staff	47 (23.5%)	116 (58.0%)	28 (14.0%)	9 (4.5%)
4	I make use of social media to engage with other social media users	56 (28.0%)	84 (42.0%)	49 (24.5%)	11 (5.5%)
5	Social media is effective for finding academic resources	28 (14.0%)	124 (62.0%)	33 (16.5%)	15 (7.5%)
6	Social media is useful for me to stay up-to-date on course announcement	43 (21.5%)	106 (53.0%)	39 (19.5%)	12 (6.0%)

Findings on the utilization rate of social media revealed that respondents 51.5% accepted to spend much time on social media each day. However, 72.5% agreed that they had many social media handles which they operated regularly. 81.5% agreed that they use these handles to connect with other peers and lecturers, 76% use social media to source for academic resources, while 70% of

the respondents utilize social media to stay up-to-date on their course announcement or to engage other social media users.

Hypotheses

Research hypothesis 1: There is no significant influence of gender on adoption rate of social media among Colleges of Education Students in Kwara State.

Independent Sampled T-test showing Significant Difference of influence of gender on adoption rate of social media among Colleges of Education Students in Kwara State.

Gender	N	X	SD	df	T	Sig. (2-tailed)	Decision
1. Male	86	93.5	.63107	198	-1.995	.047	Rejected
2. Female	114	106.5	.97619				

It can be deduced that there was significant difference between male and female influence of gender on adoption rate of social media among Colleges of Education Students in Kwara State. This is reflected in the result: $t(198) = -1.995$, $p < 0.05$. That is, the result of t-value of -1.995 resulting in to 0.047 significance value which is less than 0.05 alpha value. Thus, the null hypothesis is rejected. This implies that there was significant difference between male and female influence of gender on adoption rate of social media among Colleges of Education Students in Kwara State.

Hypothesis 2: There is no significant influence of gender on utilization rate of social media among Colleges of Education students in Kwara State.

Independent Sampled T-test showing Significant Difference of influence of gender on utilization rate of social media among Colleges of Education students in Kwara State.

Gender	N	X	SD	df	t	Sig. (2-tailed)	Decision
1. Male	86	2.0833	.77686	198	-1.976	.050	Not Rejected
2. Female	114	2.3077	.82529				

It can be deduced that there was no significant difference between male and female undergraduates perceived ease of use of online learning. This is reflected in the result: $t(198) = -1.976$, $p > 0.05$. That is, the result of t-value of -1.976 resulting in to 0.050 significance value which is greater than 0.05 alpha value. Thus, the null hypothesis is accepted. This implies that there was no significant difference between male and female utilization rate of social media among Colleges of Education students in Kwara State.

Discussion

The study found out that all the respondents have at least one social media account which they operated often. This might be as a result of the fact that they are in possession of mobile phones. This is similar to the study of Leyrer-Jackson, et al (2017) which found that almost all undergraduate students have social media account. The study also revealed that Facebook has the highest subscribers. This is in line with the report of statista (2023). Further findings from this study also revealed that students used social media mainly for collaboration amongst their peers

to improve academic performance. This is in support of Panchanathan and Raj (2020) findings which revealed that social media were found to have both positive and negative impacts on academic performances of the young people. This study also found that female students utilize social media the most. In the same vein, more female students reported that they used social media for accessing educational resources than male students. This finding was in line with the observation by Alnjadat et al, (2019) who reported that female students tend to use social media for educational purposes than their male counterparts. However, it was in contrast to the result of Tayo et al, (2019) who stated that female used social media more for socialization than for educational purposes. This result also show that more female students spent more time on social media on each day than male students (Leyrer-Jackson, 2017)

Conclusion

The result obtained from the data gathered analysed in the study indicated that there was high rate of adoption and utilization of social media by the students. The students also considered that social media had more positive impact on academic performance than negative impacts. The results also revealed that there was a significant difference in the use of social media for education purposes based on gender. The final year students also used social media for academic pursuit more than other levels.

Recommendation

The following recommendations were made based on the findings of this study

1. Male students should be encouraged to dedicate more social media time for educational purposes than for social reasons
2. Students of colleges of education should be educated on the negative impacts of social media on academic performance when use wrongly.

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