DIGITIZING EDUCATION: INVESTIGATING THE EXTENT OF UTILIZATION OF SOCIAL NETWORKING SITES BY UNDERGRADUATE STUDENTS OF THE FACULTY OF EDUCATION, UNIVERSITY OF PORT HARCOURT

ABRAHAM ORIJI, PhD.

DEPARTMENT OF CURRICULUM STUDIES & EDUCATIONAL TECHNOLOGY

FACULTY OF EDUCATION, UNIVERSITY OF PORT HARCOURT

NIGERIA.

&

ALFRED, DAKORU OSONKUME, PhD.

DEPARTMENT OF CURRICULUM STUDIES & EDUCATIONAL TECHNOLOGY

FACULTY OF EDUCATION, UNIVERSITY OF PORT HARCOURT

NIGERIA.

Abstract

The purpose of this empirical study is to create awareness and encourage students and institutions for the utilization of social networking sites to improve teaching and learning as obtained in most advanced countries. This study investigated the awareness and extent of the use of social networking sites by undergraduate students of the Faculty of Education, University of Port Harcourt in teaching-learning process. The paper as well examined if students have the requisite tools and skills for effective utilization of the social networking sites for enhancement of their academic careers. The researchers also looked into how many of these social networking sites are regularly used, and for what purposes. Furthermore, the major challenges and remedial measures were highlighted; while useful recommendations were concisely made to enhance the effective use of social networking sites in teaching-learning process. A descriptive survey research design method was adopted, and 8 research questions were raised to answer the research questions; the research instrument adopted for study was a questionnaire titled: "Digitizing education: investigating the extent of utilization of social networking sites by undergraduate students of the Faculty of Education, University of Port Harcourt", which was validated by 3 subject experts from the Department of Educational Psychology, Guidance and Counseling of the University of Port Harcourt. It was further validated with a reliability index of 0.70, and considered appropriate for the study. The population of the study comprised of 499 students from 4 departments of the Faculty. Nonetheless, to conceal any anomaly in the structured questionnaire, the researchers adopted all-inclusive interview for the study. The researchers' administered the questionnaire to the students in the class, and their responses were instantly retrieved from them. The responses collected were analyzed using statistical percentile. The result revealed that in spite of the fact that students are aware of social networking sites, have Internet enabled phones and computers, and the skills; they rarely use social networking sites for academic purposes. It further revealed that Facebook and WhatsApp are mostly used for personal interactions and information purposes. Finally, recommendations

Keywords: Social networking, Digital education, Higher institution, Teaching-learning, and Social interaction.

Introduction

Advances in our technological society have devised now ways of doing things globally, and has actually improved the communication system. As Ferreira (2015) observed, with the inundation of technologies available to our students, their interests and the way they learn have evolved. Earlier before now, people sit around tables to discuss issues of vital importance (Evans, Martin, Poatsy et al (2010). But due to newer technological breakthroughs in the 21st Century, especially the emergence of computers and the Internet have abridged the communication links between individuals and groups. People no longer decide issues sitting around a table, but by the

crowd of participants, which is made possible today through Social media tools, which enable users to connect, network, share and create user-generated content (Evans, Martin, Poatsy et al, 2010).

Social media has long come of age. The earlier forms of social media are forums, also referred to as discussion or message boards. Geoghan (2012) stated that the conversations are in form of chat but are not in real-time. They are forums for individuals with common interest, such as sports and video games. They are great place to get help for problems or seek advice on certain issue; participants post comments and questions about a particular topic, interest or problem, while other participants respond to their comments or questions (Geoghan, 2012).

These Social media tools or sites, such as Facebook, Myspace, LinkedIn, etc., account for major source of communication between individuals. As Geoghan (2012) put it, "There's a place for everyone", and that place is nothing but Twitter, Skype, Podcast, MySpace, Flicker, and Tumbler, just to mention a few have gained more popularity amongst tertiary institutions. These sites enable members to handout, meet new friends, and share common interests, etcetera. Members are provided with several ways of communicating each other, such as chats, instant messages, voice, videoconferencing, and blogs (Evans et al, 2010).

(Evans et al, 2010) defined social networking site as "A system of personal networks where individuals are invited or allowed to join and that are supported by electronic tools such as e-mail, instant messaging and file transfer" (P. 498). Social networking sites create avenues to create personalized profiles whereby they include their photographs, and other personal information 2010).Nonetheless, in this write-up, the authors would prefer the use of "*Social Media", "Social networks"* and "social networking sites to the other terms.

Wellman (1997) defined social networking sites as the set of people or rather other social entities, such as organizations connected by a set of

the social networking sites. Ellison and Boyd (2013) affirmed that the term "social network site" rightfully emphasizes that these are sites that enable individuals to articulate public lists of connections. On that note, the desire to communicate and share content is a primary driver of social networking sites (SNSs) usage. It has become an easy and inexpensive means of interaction, creating links between friends and family members. As Evans, Martin, Poatsy et al (2010) also said, "The Internet, with its speedy connections and instantaneous means of communication, is facilitating such communication" (P.108).

For instance, a professional online social networking site (LinkedIn) is capable of linking users with potential clients, business opportunities, jobs, or job candidates (Evans et al, 2010). In the same manner, other social networking sites, such as Facebook, MySpace and Friendster, YouTube, Instagram,

(Evans et al, 2010).Members create personal profiles, exchange information, and find others with similar interest (Evans et al, 2010).

Concept of Social Media
Since the advent of Social media, many terminologies have emerged on the scene. It has been variously been referred to as "social networking sites," "Social network sites", "online social networks" and just "social networks" (Ellison, and Boy, 2013 and Paul & Tess, 2013).Some scholars prefer such inclusive term as "Web 2.0" when referring to "social networking sites", while others prefer to use "Social media" (Gruzd, Haythornthwaite, Paulin, Absar, & Huggett (2014), Hemmi, Bayne & Land, 2009; Kaplan & Haenlein,
socially meaningful relationships. Social networking sites rightfully emphasizes that these are sites that enable individuals to articulate public lists of connections—to present a social network and to view others' networks (Ellison & Boyd, 2013).Social networks are created to meet human communication and social interactions needs.

There is no doubt, as observed by Eke, Omekwu & Odoh (2014) that there is a surplus of social networks with various features meant to suit the different interests of their followers. In accordance with the above scholars, Paul & Tess (2013) also observed that some social networking sites are tailored to market needs, while others cater for dating needs; hence, features may be differentiated for a particular user. For instance, Match.com, and eHarmony.com cater to dating, while Ning allows users to create their own social networks. Friendster and MySpace created virtual community that allow its members to locate old and new ones, shape their personal profile via the Internet; while Twitter was launched as an online blogging site (Eke, Omekwu & Odoh, 2014). The authors further declared that some of these social networking sites are accessed through computers alone, while others can be used with mobile phones.

Nonetheless, Paul & Tess (2013) have however observed that the constant change in the state of social media has made the task of definition more challenging. However, much effort will be made to bring out the salient points associated to it. On the other hand, social networking sites as conceptualized by (Vikoo, 2013) are potential avenues that allow users to share ideas, activities, events, and interests within their individual networks. Joosten (2012) defined social media as a term that is broadly used to describe any number of technological systems related to collaboration and community. In the same vein, Boyd and Ellison (2007) referred to social networking sites as web-based services that allow users to make personal profiles, create content, and share messages by connecting with other users in the system. Social networking sites are modern interactive communication channels through which people connect to one another, share ideas, experiences, pictures, messages and information of interest (Eke, Omekwu & Odoh, 2014). It allows individuals to construct a profile, create a network of their connections and view the connections of their contacts (Boyd & Ellison, 2007).

All embracing definition of social networking was put forward by (Ellison, and Boy (2013). The scholar posits that web-based services allow individuals to –

- construct a public or semi-public profile within a bounded system
- articulate a list of other users with whom they share a connection, and
- view and traverse their list of connections and those made by others within the system" (Boyd & Ellison, 2007).

The Positive Effect *of* Social Networking Sites *on Students Learning*

The significant impact of social media or social networking sites on every human endeavor can no longer be argued. Generally, students do not only use social networking sites for leisure, making friends, spread information faster to a larger audience, teach students the skills they will probably need to thrive in the business world, and other personal socializations, but they as well use social networking sites to search for available jobs, internships, career, and training opportunities; it is a platform for more meaningful and serious deliberations, such as, political, educational, and social being (Gross, 2004; and Mehmood & Taswir, 2013). Social networking sites not only improve the way we communicate with each other, it as well serve as special platform where people can reunite with old friends; stay connected with current ones, and even make new acquaintances (Mehmood & Taswir, 2013).

Promotes Active Learning: Social media, though initially or commonly embraced as a tool for personal or business purposes has greatly changed in view of the fact that it has received recent attention as an effective tool for educational purposes (Paul & Tess, 2013). The scholars noticed that the ubiquity of social media is no more apparent than at the university, where the technology is transforming the ways students communicate, collaborate, and learn. Hence, Paul & Tess (2013) stressed that the potential role of

social media as a facilitator and enhancer of learning is worth investigating.

In the same manner, (Mehmood & Taswir, 2013) avowed that social networking sites (SNSs) are increasingly becoming common in most educational institutions for students learning. This wonderful technological breakthrough has been integrated as an educational tool, and it is currently and greatly enhancing instructions, as well as promotes active learning for students in many institutions. Online social networking sites are engaging students as different institutions are currently forming communities or groups on different social networking sites (Mehmood & Taswir, 2013). The scholars further assert that current students'/learners' grew up in the technology era; hence, social networking sites have become a part of their daily routine. In view of this, research shows that 63% of heavy users received high grades, compared to 65% of light users' (U of NH, 2009) in Mehmood & Taswir (2013).

mong students as they are better able to communicate meeting times or share information quickly with peers, which increases teamwork and better productivity in general.

Consequently, social networking sites have become part of the virtual learning environment. Most researchers and educational planners, as Eke, Omekwu & Odoh (2014) observed have fast realize the need to incorporate social networking sites into the educational faculties, as a resource to support the educational communications between student and faculties. The scholars further stated that researchers have fast realized the need to incorporate social networking sites into the educational faculties as a resource to support the educational communications between student and faculties.

Social networking sites, if used rightly can enhance students' academic career. These sites create avenues for many students to collaborate with each from various institutions as they discuss with others

Although majority of students' use social networking sites for social connections and entertainment, but research shows that others use it for education and professional reasons. But numerous researches have shown that introvert students who find it default to express themselves in the class, or address various concerns usually and freely express such thoughts or ideas through text messages or other discussion forums (Mehmood & Taswir, 2013). The scholars further affirmed that Self expression through online networks was found to have a relative effect on students' academic performance. One of such researches' results revealed that 72 % preferred to express their feelings on SNSs (Mehmood & Taswir, 2013). In terms of global collaboration, Eke, Omekwu & Odoh (2014) pointed out that this technology uses web voice-only or cams software to hold virtual seminars online. Mehmood and Taswir (2013) noted that the classroom is shifting in time and space with e-learning. Further, Dunn (2011) stressed that SNNs have increased the rate and quality of collaboration a

on a given topic. There are lots of forums where students can post or ask questions on any subject matter and answers are gotten with ease and within time. There are also organized discussion groups where students contribute their ideas and experiences, which eventually give more credence than what is taught in the classroom. Eke, et al (2014) further avowed that as students spend so much time working with new technologies, they become more familiar and competent with the use of computers and other electronic devices which will definitely increase their competence in lifelong education.

Social networking sites encourage peer support and collaborative learning, as students' receive help and feedback from peers on assignments, which they post to a group (kent & leaver, 2014). Again, Facebook affords anytime, real-time connection and feedback, which is unrivaled anywhere in the university campus. The authors assert that Facebook affords anytime, real-time connection and feedback, which is unsurpassed

anywhere in the university campus. Faculty or academic staff equally organizes one-on-one tutorial services through any of these social media sites (kent & leaver, 2014).

Eke, et al (2014) have also declared that the ease and speed with which users can upload pictures, videos or stories has resulted in a greater amount of sharing of creative works. The scholars observed that being able to get instant feedback from friends and family on their creative outlets helps students refine and develop their artistic abilities and can provide much needed confidence or help them decide what career path they may want to pursue.

Research shows that, students that regularly use social media are more innovative, exhibit better memory, make online friends, and expose themselves to better new ways of learning that ordinarily wouldn't have been possible (http://viralms.com/blog/2011/04/how-social-media-affects-students/).

It has also been a very good platform for introverts to express themselves very well without any human interference. Shembilu (2013) highlighted some positive benefits of social networking sites, which includes information sharing, accompanied by openness and a great deal of voluntary collaboration. These Social networking sites provide students with the effective way of sharing contents among the wider and dispersed audience (fellow students); it has also been considered to provide a platform for social relations whereby people share activities, ideas, events and interests (Shembilu, 2013).

Shembilu (2013) further noticed that due to influx of students on social networking sites, that teachers/lecturers have become part of the process and started using it as tool for communication with their students by creating chat rooms, online groups and forums for the sake of academic discussions, posting assignments, tests and quizzes, as well as assisting with homework. The use of social networking sites enables the students to be technologically savvy. In fact, as witnessed by McLoughlin and Lee (2008), the scholars declared that participants in social

networking sites are creators of knowledge and seekers of engaging personal experiences.

Additionally, personalization and socialization have been cited as one of the major potentials. In view of the above, Shembilu (2013) affirmed that with online social networks sites, students can share, pass knowledge and information to each other, and expand their collective knowledge and relationships to the new heights. Conclusively, yes, social networking sites have both positive and negative effects, but the application of this wonderful phonological tool in the education sector cannot be easily brushed aside.

Statement of Problem
Social networking is a new instructional strategy; many countries, especially the developing w and institutions are solely integrating and utilizing the opportunities provided by this media in teaching-learning process. This may be attributed to technological inadequacies, resistant, lack of manpower, fund, or due to technophobia amongst the teachers and students concerned.

Thus, there is need to create the awareness and encourage students and institutions for the utilization of social networking sites to improve teaching and learning as obtained in most advanced worlds. The effective utilization of these social media sites could make significant impact on their academic attainment.
Challenges of *Social Networking Sites* Among Undergraduates

There is no doubt that the use of social networking sites in universities has created lots of problems in course of students' academic work and other similar activities. Currently, students tend to abuse the use of social media sites. Chatting with friends and family members, which takes valuable time of the students has taken the centre-stage in the lives of students. Many students today have become very lazy to conduct researches on a given topic/subject due to over reliance and time waste on social media sites (Shembilu, 2013). This, as many scholars cited is very detrimental to students' academic   performance   in   schools

(http://cassidyeducation.co.uk/ can-social-media-improve-learning/).

Also, reports have it that serious academic disease is widely spreading and affecting most students in the academia as many of them have difficulties spelling some words correctly because of constant use of abbreviations in communication with friends and well-wishers.

Cariccioso, 2006 and Shier (2005) in Mehmood and Taswir (2013) noted that students' use of social networking sites have continued to create challenges and issues for higher education professionals. The scholars further stated the keeping abreast of these challenges have as well proved difficult because of the speed at which new technologies are being introduced. For instance, Mitrano (2006) in Mehmood and Taswir (2013) reported that Cornell University's "Thoughts on Facebook", created students awareness about the responsible use of online social networking sites. ion process, as they can hardly communicate effectively when it comes to face-to-face interactions.

Reduced command over language usage and creative writing skills: Other negative side effects of social networking sites are the reduced command over language usage and creative writing skills. A close observer on what happens on the social media will definitely notice that it will be very difficult to understand or pinpoint the type of language users adopt in commutation. It will be very difficult to say if they are using English, American, German, French, or Nigerian languages. There is an adage that says that practice makes perfection. When students constantly use the real English language, they are bound to improve on it. It will be very difficult to improve on it when any mistake in spelling is acclaimed as the new method of writing. For instance, users can use – Tnx, Tnks in place of Thanks.

Reduced Academic Performance: Research revealed that students, who pay much attention by checking social media sites as they study, demonstrate reduced academic performance (http://viralms.com/blog/2011/04/how-social-media-

Lack of Social Presence: It is not arguable that social media sites bring lack of social presence. This has been one of the biggest negative effects of online activities. In this case, there is reduction in real human contacts. Users often times communicate with the individual on social networking sites, but really meet with them physically.

Time wastage: Time wastage is yet another negative side effect of social networking sites; the more time students spend on social sites, the less time they spend socializing in person with friends, relatives and well wishers. Students can really get body signals and other nonverbal cues, like touching, pushing, matching and experiencing somebody's tone, eye contacts, and others. This has replaced face-to-face communication, which is the most effectively means of interactions' among humans. Hence, this hinders students' communicat

affects-students/). This is because they cannot significantly concentrate on the task at hand due to numerous distractions that are associated with social media sites, such as Facebook, Twitter, YouTube, Stumble upon, et cetera.

Ineffective Spelling and Grammatical Construction: The cut and join and paste methods presently adopted by social media users has created a serious loophole and careless attitude towards proper spelling and grammar. Students now lack spelling abilities as they use ungrammatical abbreviations for communication, thereby losing focus on correct spellings. Hence, students heavily rely on computers for correct spellings of English words.

Heavy reliance on Social Media Sites for Information: Another challenge to creating and maintaining an effective presence on any social media is the time commitment required to post and respond to content (Pearce, 2014). Students heavily rely on social media sites and the web in general for major source of information for all

academic and non-academic answers, thereby reducing much focus on learning and information retention (http://viralms.com/blog/2011/04/how-social-media-affects-students/).

Lack of Information Evaluation: There is no doubt that students don't evaluate what they get and also send out on social networking sites. In view of the numerous information got on the Internet, students hardly evaluate the sources and the credibility of the information they get. In the same manner, most students' hardly evaluates the content of what they publish on those social networking sites, which may likely bring about negative consequences to them thereafter.

Information Filter: As well, students find it difficult to filter the information they post on the social media sites. They post vital private information that is not meant for public consumption. Many have sent out vital information which they later regretted, and which the public also used against them.

Purpose of the Study
The purpose of the study is to *investigate the extent of utilization of social networking sites by undergraduates of the University of Port Harcourt. Therefore, the purpose of the study is -*
1. To find out if students of the Faculty of Education use social networking in learning
2. to find out if the Faculty of Education students have Internet enabled cell phones
3. to find out if Faculty of Education students have the skills to manipulate the cell phones
4. to find out the frequently used social networking sites in the Faculty of Education
5. to find out the major things undergraduate students of the Faculty of Education use social networking sites for.
6. to find out the benefits advanced for the use of social networking sites in the Faculty of Education
7. to find out the problems encountered on the use of social networking sites in the Faculty of Education
3. It will improve students' use of sustenance of using social networking sites in the

8. To find out what could be done to ameliorate the constraints of use the social networking sites by undergraduate students in the Faculty of Education

Research Question
The following 8 research questions guided the research work as outline below:-
1. Do undergraduate students of Faculty of Education use social networking sites for learning?
2. Do students of the Faculty of Education students have Internet enabled cell phones or computers to use social networking sites?
3. What skills do undergraduate students of the Faculty of Education use to access social networking sites?
4. What are the most frequently used social networking sites by undergraduate students of Faculty of Education?
5. What major things do undergraduate students of the Faculty of Education use social networking sites for?
6. What are the merits of using social networking sites by undergraduate students of the Faculty of Education?
7. What are the constraints to the use of social networking sites by undergraduate' students of the Faculty of Education?
8. What could be done to ameliorate the constraints of use of social networking sites by undergraduate students in the Faculty of Education?

Significance of the Study
1. The findings of this study will be of much significant to students of the Faculty of Education and the University of Port Harcourt at large.
2. The findings will reveal the extent of social networking usage in the Faculty of Education in particular and the University as a whole.

4. Aforesaid Faculty and the University of Port Harcourt.
5. The findings will be a guide for further reaches in the Faculty of Education and the University as a whole.
6. It will be an aid to policy makers and stakeholders in the education industry, such as the Ministries of Education and Communication Technology.
7. It will be a plus to the exiting literature for researchers and academicians on the subject matter

Scope of the Study

The study was limited to Faculty of Education, University of Port Harcourt; while the subject coverage is on the extent of utilization of social networking sites by undergraduates.

Research Methodology *and* Procedure

The researchers adopted a descriptive survey design that seeks to investigating the extent of utilization of social networking sites by undergraduate students of the Faculty of Education, University of Port Harcourt, Nigeria. *The total* population of this study comprised of 499 out of 519 *students chosen from 4 of 7 departments of the Faculty of Education for the researchers' convenience*. The departments are: (1) Department of Educational Psychology, Guidance and Counseling (EDP) comprising of 214 Year 1 students of 2018 Set. (2) Department of Adult and Non-formal Education (DAE) Economics and Political Science comprising 149 year 3 students of 2016 set. (3) Department of Educational Management (Economics) comprising of 31 year 4 ?

students of 2015 set; and (4) Department of Educational Foundations comprising of 125 year 4 students (English, Religious and Cultural Studies) of 2016 set. The research instrument adopted by the researchers was a-39 item structured questionnaire titled, "Digitizing Education: Investigating the Extent of Utilization of Social Networking Sites by Undergraduates of the Faculty of Education, University of Port Harcourt". The questionnaire was face-validated by 3 Measurements and Evaluation subject experts from the Department of Educational Psychology, Guidance and Counseling, University of Port Harcourt. The instrument was validity with a reliability index of 0.70 and ascertained appropriate for the study. The questionnaire contained demographic information and major issues of the subject matter. *Nonetheless, in order to conceal any anomaly in* the structured questionnaire, the *researchers adopted an all-inclusive oral interview for the study. The questionnaire was administered to the students (respondents) immediately after their classes by the researchers; the researchers instantly retrieved the questionnaires from the students.* However, 499 of the *519* respondents returned their questionnaire, which was used for the study. *The* data obtained were gathered, analyzed, and statistical percentiles employed to answer the research questions.

Results:

Question 1: Do undergraduate students of the Faculty of Education use social networking sites for learning

Table 1: Examines the use of social networking sites for learning?

S/N	Item(s)	Yes	%	No	%
1	Are you aware of social networking sites?	494	99	5	1
2	Do you use social networking sites for learning?	185	37	314	63
3	What is the frequency of access of social networking sites?				
		349	70		
		106	21		

1. Daily	30	6	
2. 1-5 times a week	5	1	
3. Once in 2 weeks	9	2	
4. Once in 1 month			
5. Never			
Total =	499	100	

Question 2: Do undergraduate students of the Faculty of Education have Internet enabled cell phones or computers to use social networking sites?

Table 2: Determines if the undergraduate students have Internet enabled cell phones or computers to use social networking sites?

S/N	Item(s)	Yes	%	No	%
1.	Do you have a mobile phone?	491	98	8	2
2.	Is your mobile phone Internet enabled?	398	80	101	20
3.	Do you always have enough credit to access the Internet?	114	23	385	77
4.	Do you always use public Internet cafes to download resources for your class assignment?	182	36.5	317	63.5
5.	Do you always use other peoples Internet enabled phones to access and download resources for your class assignment?	194	39	305	61
6.	Do you have a computer?	10	2	489	98
7.	Is your computer Internet enabled?	7	1	492	99
8.	Do you have a modem for your computer to access the Internet?	5	1	494	99
9.	Does Faculty of Education provide you with wireless access to log on to the Internet?	0	0	499	100

Question 3: What skills do undergraduate students of Faculty of Education have to access Social Networking sites?

Table 3: Examines the skills the undergraduates possess to access Social Networking sites.

S/N	Item(s)	Yes	%	No	%
1	Can you effectively use the resources in your mobile phone?	363	73	136	27
2	Are you computer literate?	58	12	441	88
3	Can you create a Google class?	14	3	485	97

Question 4: What are the most frequently used social networking sites by students of Faculty of Education undergraduates?

Table 4: Determines the most frequently used social networking sites by undergraduates.

S/N	Item(s)	Yes	%
1	Which is the most frequently used social networking sites by students of Faculty of Education undergraduates?		

	1. Facebook	180	36.1
	2. Google Plus	18	3.6
	3. Instagram	38	7.6
	4. LinkedIn	0	0
	5. Skype	43	8.6
	6. Twitter	65	13
	7. WhatsApp	103	20.6
	8. YouTube	38	7.6
	9. Others	14	2.8
Total =		499	100

Question 5: What major things do undergraduate students of the Faculty of Education use social networking sites?

Table 5: Finds out the major use of social networking sites by undergraduates.

S/N	Item(s)	Yes	%
	What major things do undergraduate students of the Faculty of Education use social networking sites?		
	1. Submitting homework/assignments	0	0
	2. Playing games and watching movies	112	22
	3. Chatting with friends, course mates and relatives	239	48
	4. Communication with lecturers & class schedules	24	5
	5. Posting & downloading photos, music and videos	103	21
	6. Conducting surveys	0	0
	7. Other activities	21	4
	Total =	499	100

Questions 6: What are the merits of using social networking sites by undergraduate students of the Faculty of Education?

Table 6: Examines merits of using social networking sites by undergraduates in the Faculty of Education

S/N	Item(s)	Yes	%	No	%
1.	This examines the merits of using social networking sites by undergraduate students of the Faculty of Education?				
2.	Does the use of social networking sites enable you to make online friends?	463	93	36	7
3.	Does the use of social networking sites expose you to new ways of learning?	349	70	152	30
4.	Does the use of social networking sites exposes you to new ways of doing things as never before?	387	78	112	22

5.	Does the use of social networking sites provide a very good platform for introverts to express themselves as never before?	421	84	78	16
6.	Does the use of social networking sites provide a good platform for information sharing?	349	70	150	30
7.	Does the use of social networking sites give you the opportunity to interact and share opinions with people you ordinarily wouldn't have met physically?	301	60	198	40
8.	Does the use of social networking sites enable you to acquire technological skills?	312	63	187	37
9.	Does the use of social networking sites give you the opportunity to collaborate and share content with course mates and other people?	361	72	138	28
10.	Does the use of social networking sites give you openings to creating chat rooms, online groups and forums for the purpose of discussing academic issues with your lecturers?	311	62	188	38
11.	Does the use of social networking sites enable you to creating chat rooms, online groups, forums, Pictures and videos for the sake of academic discussions	180	36	319	64
12.	Does the use of social networking sites make you more social online then physical?	415	83	84	17

Question 7: What are the constraints to the use of social networking sites by undergraduate students of the Faculty of Education?

Table 7: Examines the constraints to the use of social networking sites by undergraduate students

S/N	Item(s)	Yes	%	No	%
1.	Do you have steady electricity in Faculty of Education?	68	14	431	86
2.	Do you have wireless Internet services in Faculty of Education?	0	0	499	100
3.	Does Faculty of Education have Internet connected computer laboratory?	0	0	499	100
4.	Does your inability to purchase Internet enabled phone inhibit your use of social networking sites?	119	24	380	76
5.	Does your inability to purchase modem an impediment to use your computer to access the social networking sites?	5	1	494	99

Question 8: What could be done to ameliorate the constraints of use of social networking   sites by undergraduate students in the Faculty of Education?

Table 8: Examines what could be done to ameliorate the constraints of the use of social networking   sites in

the Faculty of Education?

S/N	items	Yes	%	No	%
1.	Do you think that the regular supply of electricity could enhance your use of social media sites in the Faculty of Education?	346	69	153	31
2.	Do you think that the provision of wireless Internet services in the Faculty of Education will enhance your use of social media sites?	302	61	197	39
3.	Do you think that the provision of Internet connected computer laboratory will improve your use of social media sites in the Faculty of Education?	314	63	185	37
4.	Do you think that the purchase of Internet enabled phone will improve your use of social media sites in the Faculty of Education?	311	62	188	38
5.	Will the purchase of modem improve your access and use of social media sites in the Faculty of Education?	217	43	282	57

Discussion of Findings

Based on the research findings on table 1, which investigated the use of social networking sites for learning by the undergraduate students of the Faculty of Education, despite 494 or 99% awareness of the use of social networking sites in learning process as shown on table 1, the result reveals that the students of the Faculty were not much concerned with the use of social networking sites in the learning process, as table 2 shows that only 185 or 37% of the undergraduate students use social networking sites for learning, which is very insignificant. Again, irrespective of the fact that 349 or 70% of the students as depicted on table 1.3.1 have access to the social networking sites; 398 or 80% of them have Internet enabled phones as shown on table 2.2, and 363 or 73% of the them can effectively use the resources in their mobile phones as shown on table 3.1, they are only busy using it mostly for chatting with friends, course mates and relatives as shown on table 5.3 (239 or 48%) above.

The research also revealed that out of the social networking sites as listed above, the students mostly preferred the use of Facebook, 180 or 36.1% are revealed on table 4.1 above. Again, irrespective of the fact that the undergraduate students of the Faculty of Education, University of Port Harcourt were not properly utilizing the social networking sites for academic activities, literature reveals that there abound lots of merits on the use of these social

media tools for educational purposes as shown on table 6 above. The literature and the research equally discovered that the undergraduate students of the Faculty of Education encountered some serious constraints to the use of social networking sites a revealed on table 7. Conclusively, table 8 above as well showed the remedial measures that will ameliorate the undergraduate students envisaged problems in the Faculty that hinder the use of social networking sites in the Faculty of Education, University of Port Harcourt.

Implications of the Research Findings

The research findings discovered that most undergraduate students though possess Internet enabled phones, but were using it for chatting and other unrelated academic issues. Hence, the lecturers in the Faculty of education and the University at large should engage the students by given them online assignments, and encouraging them to create Google class to enable them effectively utilize the potentials of their mobile phones for academic activities. Introduction of online programmes will also help them to make a better use of their phones. The researchers are of the view that the meaningful use of mobile phone will support teaching and learning in the aforementioned Faculty.

Possibilities for the Use of Social Networking Sites

There is no doubt that there is constant increase on digital education among nations of the world. There is also astronomical rise on the use of mobile technologies. As well, the cost of technological devices is constantly decreasing. Equally significant is that many institutions and organization are connecting to the Internet. These improvements will as well definitely necessitate increase in technological skills, which will give rise to a better use of social networking sites in the education process. In concord to the above, Sharpe (2006) declared that new technologies are emerging that allow devices to come together and communicate among themselves and as well enabling anything to be connected to the Internet from anywhere and anytime; still more thrilling are those advances that we have yet to imagine that will revolutionize teaching and learning in the years to come. Stead (2006) in the same manner affirmed that the future is more mobile, more connected and more personalized, given all possible hopes that the further is brighter for digitized education, where social networking sites will play much more roles.

Recommendations
The research revealed that electricity supply forms the major constraints hampering the use of smart phones for social networking sites for academic activities. Thus, regular electricity should be provided in the Faculty to enable undergraduate students charge and use their phones. Students' should purchase Internet-enabled phones (Oriji and Anikpo, 2019) to enable ease of access to the Internet. The Faculty should make it compulsory for every first year undergraduate students to purchase computers with modems and Internet enabled smart phones for easy access to the Internet to enable them effective use social networking sites for academic purposes. Again, the lecturers should as a matter of priority engage the students academically by constantly giving them digitized assignments and other online academic activities/assignments, especially by creating Google classes to enable them effectively utilize their phones for academic activities (Oriji & Anikpo, 2019). The scholars further advised the Faculty as well to provide training opportunities for the undergraduate students to enhance their computer skills/competencies.

Provision of wireless Internet services in the Faculty of Education will enhance undergraduates' use of social networking sites. Unavailability of computer laboratory has been identified as one of the problems as revealed in this research; therefore, Oriji & Anikpo (2019) suggested that "the university and the faculty, in particular, should source for companies, private organizations, wealthy individuals' within and outside the university community to help provide Internet-enabled phones" and computer laboratories for Internet access to allow the students in the Faculty to freely have unlimited access to social networking sites. As suggested by Gachago, Strydom, Hanekom, and Simons (2015), the faculty and the university at large should organize conferences, workshops, seminars and orientations The University, particularly the Faculty of Education should as a matter of policy adopt the use of Google class as one of the instructional strategies. This will encourage all undergraduate students to compulsorily purchase Internet enabled phones and computers for ease of access to the social networking sites to enhance their academic performances.

Conclusion
The technological advancements and innovations of the 21st Century have digitized almost all aspects of human activities, and the education industry is not left out. There has been an exponential growth in digital education worldwide. As a result, this has led to the birth of social networking sites. Dunn (2011) had inadvertently affirmed this when the scholar declared that the social networking communities are here to stay with us, and we must embrace it without any delay. Thus, the educators and students/learners must quickly respond to the requirements of the time in order to remain relevant in a technological driven society like ours. In concord therefore, Makoe (2010) and Bere (2013) believed that there is a need to utilize this platform for academic use. With modern technological advances, especially at this time of democratization of education and subsequent admission quandary in recent times, Nigerian, as a country, cannot afford to remain behind and watch the world as their education system go digital. Social networking as one of the technological breakthroughs must be fully

be recognized, embraced and adopted for efficient electronic teaching and learning in Nigerian higher institutions. The Faculty of Education and the University at large must provide the needful; create substantial awareness and adequate training to enhance electronic education delivery in this part of the world in order to race with time. In spite of the fact that the study revealed that the majority of the students possess Internet enabled mobile phones, they are not tailored purely towards academic purposes. Social media technology has been found to be one of the beneficial ways for learning. Hence, there is a need to utilize this platform for academic use (Makoe, 2010) and Bere, 2013).

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