

## Influence of School Type on Undergraduates' Access To and Attitude Towards the Utilisation of Social Media for Learning In Nigeria

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### ABSTRACT

*The objective of this study was to investigate the influence of school type on undergraduates' access to and attitude towards the utilisation of social media for learning in Nigeria. The study investigated: i. influence of school type on undergraduates' access to social media for learning and ii. Influence of school type on undergraduates' attitude towards social media for learning. The study was a descriptive research of the survey method using stratified, proportional and random sampling techniques to draw a sample of 1,121 undergraduates from a target population of 205,083 in nine universities in South-west, Nigeria. The instrument that was used for this study was adapted from studies conducted by Acar (2013), Yahya (2013) and Kevin, Mei-Miao and Magnus (2013). Two research hypotheses were formulated and tested in the study using Analysis of Variance (ANOVA) at 0.05 significant level. The findings of the study indicated that there was a significant difference in undergraduates' access to social media for learning based on school type with  $F (df 3, 1,117 = 3.86, p < 0.05)$  in favour of Federal universities and there was a significant difference in undergraduates' attitude towards social media for learning based on school type with  $F (df 2, 1,118 = 3.68, p < 0.05)$  in favour of Federal and State universities. It was however recommended among others that administrators and proprietors of private universities should work on modalities of incorporating social media use for teaching and learning to improve their undergraduates' attitude to catch up with federal and state universities' counterparts.*

**Keywords:** Access, Attitude, School type, Social Media, Utilisation.

### INTRODUCTION

Education has been a core area where social media have become largely institutionalised with established critical mass users (Onasanya, 2014). It is therefore not a surprise that education practitioners and theorists have explored how social media can be harnessed and used for effective communication and instructional purposes (Waleed & Mohd, 2013).

Social media are types of electronic communication platforms using ubiquitous interpersonal relationships and communication, thereby enabling millions of users to actively engage in text messaging, blogging, content sharing, online learning, and so on (Qingya, Wei & Yu, 2011). Henderson, Auld and Johnson (2014) asserted that social media allow ground-breaking instructional techniques in classrooms by making use of salient features of text collaborative construction, and equally constitute several ethical dilemmas for students and instructors.

Researchers indicated varying conclusions on the influence of school type on the learning or performance of students (Carpenter & Hayden, 1985; Ajayi, 1999 and Yusuf & Adigun, 2010). For instance, Yusuf and Adigun (2010) confirmed that school type played no role on students' academic performance, while Ajayi (1999) observed that school type played a significant role on students' academic performance, Carpenter and Hayden (1985) revealed that influence of school type on students' learning or academic performance remained a continuous debate both in the developed and developing countries, thus the need for this study.

## **LITERATURE REVIEW**

School type is also an important variable in educational research; it is referred to as school ownership or school type by some researchers. Oke and Maliki (2009) described school type as school ownership and was viewed as public and private. Also, Darlow (2010) explained school type to be public or private. The public is further sub-divided into the federal and state. According to Darlow (2010), federal school type are schools (primary, secondary and higher institutions) owned, controlled and financed by the federal government and founded by the federal ministry of education.

State school type is primary schools, intermediate schools, composite schools or secondary schools as well as the higher institution of learning founded by the state ministry of education and financed by the state government. Private school type is owned, run and supported by private people or organisations, rather than by the government but may receive some government funding to assist them to meet some financial demand (Darlow, 2010). The unrestricted advantages of education have traditionally impelled governments to take up the crucial role in running and financing schools. Lately, an increasing interest in raising the standard of school and student performance, and a mission for better school choice for parents and students, as well as more ingenuity and modernisation in the schools have challenged the view of government's dominance in education Organization for Economic Co-operation and Development (OECD) (2012)). The development is based on an assertion that interest of education can be improved by equally involving private individuals, non-governmental organizations, parents, and enterprises, together with government agencies, in running and financing schools (OECD, 2012).

Otunla (2013) examined the internet access and use among undergraduate students of Bowen University, Iwo. The result showed that undergraduate students were using the internet daily and access between 10 to 20 hours weekly with the majority having over 5 years of internet experience. The purpose of internet use among undergraduates was mainly to obtain information on academic activities which can greatly contribute to their academic performance. The study also revealed that the University Digital Centre does not provide adequate facilities which made access from the centre to be very low, but with adequate provision of the required facilities on campus, it will take care of some of the constraints to easy access, hence providing more access to the internet by the undergraduates to further enhance their academic performance.

Studies have shown some barriers to easy access to or integration of ICT in education. For example, Khan, Hassan and Clement (2012) categorised the barriers as external (first-order) which include lack of equipment, the unreliability of equipment, lack of technical support and other resource-related issues. Equally, internal (second-order) that include school-level factors such as proprietorship, organisational culture and teacher-level factors such as belief about teaching and technology and openness to change. These factors are further broadened by Ntshakala and Eyono (2013) as training for teachers to use ICT, support from stakeholders, availability of regular power supply, availability of resources, staff enthusiasm, technical support (all provided invariance based on proprietors of the school), gender, the time within lessons, teachers' confidence and organisational change. Hence, to properly take care of these challenges, there is the need for education policymakers to sufficiently create enabling framework to provide easy access to ICT and

all its life-enriching facilities to educational institutions to facilitate easy teaching and learning process. The result of the study carried out by Poellhuber, Anderson and Roy (2011) showed that a significant portion of distance education students are interested in collaborating with peers, but there is also a significant proportion of self-paced distance education students who are not. Interest in peer collaboration varies with age, gender, and institutions' proprietor. Poellhuber, Anderson and Roy (2011), observed a phenomenon on the interest in the use of social software for instructional purposes. It was revealed that while being less experienced than their younger colleagues, older students show more interest in learning with social software. Megan and Priscilla (2014) investigated the use of social media by college students, relationship to communication and self-concept. The findings of the study revealed that almost all college students were prepared to use social media predominantly social networking sites like Facebook and e-mail. It was indicated that 99% of college students were using Facebook and 90% using e-mail. The study also indicated that the websites students operate the most was Facebook and Twitter.

Five unique features were acknowledged as factors influencing the use of ICT in the classroom. These include educational situation and value, availability and access in the classroom, support for the teacher, technical proficiency and access outside the classroom, and school's proprietor (Antoni, Julio & Carles, 2013). The result of the study conducted by Al-Husain and Hamm (2015) indicated that majority of college students are using various technology devices for personal and/or academic purposes, E-mail being one of the most used applications with 67%, other devices as being used by the students include downloading web-based videos 98% and music files 93%. Social networking like Twitter had 63% of college students frequently using it and 23% of the college students used it less frequently while only 13% of college students have never used Twitter at all. Wikis are very widely used as a source of information for most students.

## **PURPOSE OF THE STUDY**

The purpose of this study was to:

1. investigate the influence of undergraduates' school type on their access to social media for learning; and
2. determine the influence of undergraduates' school type on their attitude towards social media for learning.

## **MATERIALS AND METHODS**

### **Research Questions**

The following were the Research Questions of the study:

1. what is the influence of undergraduates' school type on their access to social media for learning; and
2. what is the influence of undergraduates' school type on their attitude to social media for learning?

### **Research Hypotheses**

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference among undergraduates of Federal, State and Private universities in their access to social media for learning.
2. There is no significant difference among students of Federal, State and Private universities in their attitude towards social media for learning.

## SAMPLE AND SAMPLING TECHNIQUES

The population for the study comprised all undergraduates in Universities in South-west. The target population was all undergraduates in selected federal, state and private universities located in the South-western states in Nigeria. Stratified sampling technique was used to classify the Universities into Federal, State and Private. Three universities were selected to represent each stratum based on the year of establishment making a total of nine universities sampled. The total number of undergraduates from all the sampled Universities was 205,083 (see Table 1). Using Israel's (2013) sample size determinant, a sample size of 1,111 determined at 95% confidence interval, and 3% margin of error was recommended for a population of this magnitude (see Table 2).

However, 1,219 respondents were randomly sampled for the study to cater for attrition and experimental mortality using proportional sampling technique to allocate some respondents to each university based on the numbers of undergraduates as indicated in Table 1. Since 1,121 undergraduates adequately responded to the questionnaire items, their responses were analysed in the study.

**Table 1: List of Sampled Universities, Year Established, Estimated Population, Proportion Percentage and Number Sampled**

S/N	Universities	Year Established	Estimated Number	Proportion Percentage (%)	Sample
1.	University of Ibadan, Ibadan, Nigeria	1948	24,127	11.76	143
2.	Obafemi Awolowo University, Ile-Ife, Nigeria	1962	26,024	12.69	155
3.	University of Lagos, Akoka, Nigeria	1962	49,179	23.98	293
4.	Ekiti State University, Ado-Ekiti, Nigeria	1982	27,094	13.21	161
5.	Olabisi Onabanjo University, Ago-Iwoye, Ogun State	1982	16,345	7.97	97
6.	Lagos State University, Ojo, Apapa, Lagos State	1983	45,885	22.37	273
7.	Babcock University, Ilishan-Remo, Ogun State	1999	6,567	3.20	39
8.	Bowen University, Iwo, Osun State	2001	5,324	2.60	31
9.	Pan-Atlantic University, Victoria Island, Lagos State	2005	4,538	2.22	27
<b>Total</b>			<b>205,083</b>	<b>100</b>	<b>1219</b>

Source: NUC, 2018

**Table 2: DETERMINING SAMPLE SIZE**

Sizes of Population	Sample Size (n) for Precision (e) of:			
	±3%	±5%	±7%	±10%
500	a	222	145	83
600	a	240	152	86
700	a	255	158	88
800	a	267	163	89
900	a	277	166	90
1,000	a	286	169	91
2,000	714	333	185	95
3,000	811	353	191	97
4,000	870	364	194	98
5,000	909	370	196	98
6,000	938	375	197	98
7,000	959	378	198	99
8,000	976	381	199	99
9,000	989	383	200	99
10,000	1,000	385	200	99
15,000	1,034	390	201	99
20,000	1,053	392	204	100
25,000	1,064	394	204	100
50,000	1,087	397	204	100
100,000	1,099	398	204	100
>100,000	1,111	400	204	100

a = Represent the entire population

Sample Size for ±3%, ±5%, ±7% and ±10% Precision Level where Confidence Level is 95% and P =.5

**SOURCE:** Israel, 2013

## INSTRUMENTATION

The research instrument that was used to gather the relevant data for this study was an adapted questionnaire from studies conducted by Acar (2013), Yahya (2013) and Kevin, Mei-Miao and Magnus (2013) with two sections A and B. Section A deals with respondents' personal information such as the name of institution and institution's type, it equally required the respondents to tick appropriately the devices they had and used to access social media as well as choose from the available options where they normally access social media; while section B was divided into two (BI and BII). items 1 to 7 in B (I) required respondents to choose an option that best explains their opinion and was graded using response modes of Always, Frequently, Sometimes and Seldom while BII contained 20 items numbered 1-20. The response mode to the items from section B (II) was graded using Likert response modes of Strongly Agree (SA), Agree (A), Strongly Disagree (SD), and Disagree (D). The reliability of the research instrument was determined by administering fifty copies of the questionnaire to randomly selected undergraduates of the University of Ilorin, Ilorin who share similar characteristics with the study sample but was not selected for the actual study. After the administration and retrieval of the completed instrument, the questionnaire items were subjected to statistical analysis using Cronbach alpha reliability statistics to check for the instrument's internal consistency. The reliability was determined based on the dependent variables in the instrument which includes: access and attitude. The Cronbach's alpha values obtained for these variables were 0.78 and 0.89 respectively at 0.05 level of significance.

## PROCEDURE FOR DATA COLLECTION

The copies of the research questionnaire were administered to the university's undergraduates through personal contact by the researcher to ensure the questionnaire items were properly filled without delay. The completed copies of the questionnaire were collected and data gathered from the questionnaire were analyzed using Analysis of Variance (ANOVA). The Hypotheses were tested using ANOVA because they consist of the independent variable of school type which occurred more than two levels.

## RESULTS

### Hypothesis One

**H<sub>01</sub>:** *There is no significant difference among undergraduates of Federal, State and Private universities in their access to social media for learning.*

**Table 3: The ANOVA of Undergraduates' Access to Social Media for learning based on School type**

Sources of Variance	Sum of squares	Df	Mean square	F	Sig.
Between Groups	166.26	3	49.12	3.86	.001
Within Groups	13417.12	1117	10.76		
Total	13435.37	1120			

Table 3 indicated a significant difference in undergraduates' access to social media for learning based on school type,  $\{F(3, 1117)=3.86, p = .001\}$ . This implies that the significant value (.001) was less than the alpha value of 0.05. This means that the stated null hypothesis was rejected. Hence, the null hypothesis was established thus: Significant difference existed between undergraduates of Federal, State and Private Universities in their access to social media for learning. A further examination on the group difference was carried out using Duncan's Multiple Range Test (DMRT), a post-hoc test.

**Table 4: Duncan Multiple Range Test Showing the Magnitude of Differences in Undergraduates' Access to Social Media for Learning based on School type**

School type	Mean	N	Group	Duncan's Grouping
Federal	51.00	561	1	A
State	48.26	472	2	B
Private	48.25	88	3	B

Table 4 showed the magnitude of differences in undergraduates' access to social media for learning based on school type. The information on the table revealed that group 1 (Federal) had a significantly different mean score of 51.00 from groups 2 (State) and 3 (private) with mean scores of 48.26 and 48.25 respectively. Hence, it can be concluded that undergraduates from Federal University contributed to the difference noted in Table 4 and thus had more access to social media for learning than undergraduates in State and Private Universities.

**H02:** *There is no significant difference among students of Federal, State and Private universities in their attitude towards social media for learning.*

**Table 5: The ANOVA of Undergraduates' Attitude towards Social Media for learning based on School type**

Sources of Variance	Sum of squares	Df	Mean square	F	Sig.
Between Groups	304.02	2	152.01	3.68	.03
Within Groups	46149.48	1118	41.28		
Total	46453.50	1120			

Table 5 showed a significant difference in undergraduates' attitude towards social media based on school type because,  $\{F(2, 1117) = 3.68, p = .030\}$ . This implied that the null hypothesis was rejected because of the significant value (.030) was found to be less than the alpha value of 0.05. This means that undergraduates' attitude towards social media for learning varied based on school type. A further examination on the group difference was carried out using Duncan's Multiple Range Test (DMRT), a post-hoc test.

**Table 6: Duncan Multiple Range Test Showing the Magnitude of Differences in Undergraduates' Attitude towards Social Media for Learning based on School type**

School type	Mean	N	Group	Duncan's Grouping
Federal	50.00	561	1	B
State	49.25	472	2	B
Private	48.26	88	3	A

Table 6 showed the magnitude of differences in undergraduates' attitude towards social media for learning based on school type. The information on the table revealed that groups 1 (Federal) and 2 (State) had slightly different mean scores of 50.00 and 49.25 respectively, but significantly differed from group 3 (Private) with a mean score of 48.26. Hence, it can be concluded that undergraduates from Federal and State Universities contributed to the difference noted in Table 6 and thus had a positive attitude towards social media for learning than undergraduates in Private Universities.

## DISCUSSION

Influence of undergraduates' school type on their access to of social media for learning, this was confirmed using hypothesis 1 and the result indicated that significant difference exists between undergraduates of federal, state and private universities on their access to social media use for learning. From the Duncan analysis result, undergraduates from federal had better access to the use of social media for learning than the undergraduates from the state and private universities. This means that effort should be made by the management of the state and private institutions to invest more on facilities required for easy access of their undergraduates to social media for educational purposes. Influence of undergraduates' school type on their attitude towards social media for learning was confirmed using hypothesis 2 and the result indicated that significant difference exists between undergraduates of federal, state and private universities on their attitude towards social media use for learning. From the Duncan analysis result, undergraduates from federal and state had a better attitude towards the use of social media for learning than the undergraduates from the private universities. This could be corrected by infusing into their method of instructional delivery, the use of social media which will encourage them to use the media and improve their attitude in the process.

### THE MAJOR FINDINGS OF THE STUDY THEREFORE INCLUDE THAT:

- ❖ there was a significant difference between undergraduates' access to social media for learning based on school type.
- ❖ there was a significant difference between undergraduates' attitude towards social media for learning based on school type.



## CONCLUSIONS AND RECOMMENDATIONS

The result of the study indicated that school type plays a significant role on undergraduates' access to and attitude towards social media for learning.

The study recommended that:

- ❖ University proprietors (State and Private) should increase their investment in ICT facilities for undergraduates' easy access to social media for learning.
- ❖ Administrators and proprietors of private universities should work on modalities of incorporating social media use for teaching and learning to improve their undergraduates' attitude to catch up with federal and state universities' counterparts.

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