



**KWARA STATE UNIVERSITY, MALETE, NIGERIA  
SCHOOL OF POSTGRADUATE STUDIES (SPGS)**

**PERCEIVED INFLUENCE OF SOCIAL MEDIA ON TEACHING AND LEARNING OF  
BUSINESS EDUCATION COURSES IN TERTIARY INSTITUTIONS**

**Risikat Adeola AKANDE  
17/27/MBE003**

*August, 2022*



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INSTITUTIONS**

**A M.Sc. THESIS SUBMITTED**

***BY***

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**DEPARTMENT OF BUSINESS AND ENTREPRENEURSHIP EDUCATION,  
FACULTY OF EDUCATION,  
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*August, 2022*

## **DECLARATION PAGE**

I hereby declare that this thesis titled Perceived Influence of Social Media on Teaching and Learning of Business Education Courses in Tertiary Institutions is a record of my research. It has neither been presented nor accepted in any previous application for higher degree.

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## APPROVAL PAGE

This is to certify that this thesis by Risikat Adeola AKANDE has been read and approved as meeting the requirements of the Department of (Business and Entrepreneurship Education) for the award of the degree of Masters (M.Sc Ed) in Business Education.

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## **DEDICATION**

This thesis is dedicated to God the Father, God the Son and God the Holy Spirit.

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## Abstract

*The study examined perceived influence of social media on teaching and learning of business education courses in tertiary institutions. The study was conducted in Osun state, Nigeria. The study stated four specific purposes; from which four research questions and four null hypotheses were generated to guide the study. The study adopted descriptive research survey design. The population of the study comprise of 48 lecturers and 252 students of Office Technology and Management and Business education in four tertiary institution in Osun state. Due to the fact that the population of the study was not too large, and was easily accessible the entire population was used for the study. A 40-item structured questionnaire titled: “Influence of Social Media on Teaching and Learning of Business Education Courses questionnaire (ISMTLBECQ)” was developed by the researcher and used to gather data from the respondents. The questionnaire was constructed on a four point rating scale. The validation of the instrument was done by the researcher supervisor and two senior lecturer from the Department of Business and Entrepreneurship Education. A pilot test of the instrument was conducted using five business education lecturers and 25 students from Kwara State College of Education Technical, Lafiagi. Cronbach Alpha method was used to establish the reliability of the instrument. The result yielded a reliability coefficient of 0.89. Research questions were answered using mean and standard deviations while the null hypotheses were tested at 0.05 level of significance using independent samples t-test. The findings revealed that social media positively influence the teaching and learning of Business Education courses. The study concluded that WhatsApp, Facebook, Twitter, Skype have positive influence on teaching and learning of Business Education courses in tertiary institutions in Osun state. It was recommended that Institution and departmental administration should organize seminars and workshops for both lecturers and students in business education departments on how to effectively utilize WhatsApp for academic purposes and the impact it will have on their academic performance.*

# **CHAPTER ONE**

## **INTRODUCTION**

### **Background to the Study**

Social media has emerged to be one of the most vital communication instruments in the world today. It was designed to ease communication among people, making it easy for people to easily share information, files, pictures and videos, create blogs and send messages, and conduct real-time conversations. These systems are referred to as social simply because they allow communication with friends, course mates, teachers, project supervisors and lecturers among others so easily and effectively.

There are different social media sites which focusing on creating networks or social relationship. These sites enable any different kinds of information sharing activities such as sharing interest, business information and current issues. Social media can be defined as a group of internet based applications built on the ideological foundation of web 2.0 which allows the creation and exchange of user generated content (Kaplan & Haelei, 2010).

Social media allows individuals in communities to share ideas, interest, and also meet people with similar ideas and interests. Social media provides new opportunities for innovating, modernizing education and training and preparing learners for the 21st century (Lazarsfeld & Katz, 2015). Furthermore, social media technologies have the potential to support and enhance teaching and learning in higher institutions by providing learners with a chance to manipulate their learning environment and to participate actively in the learning process (Bolter & Grusin, 2014). It is through these collaborative technologies that students and lecturers can benefit from insight in the knowledge at their disposal. These tools also enable information workers to locate and connect people with certain expertise across organizations, bringing people, systems and

data into alignment faster to respond to challenges and take advantage of competitive opportunities.

In an educational context, Chen and Bryer (2012) states that social media sites provide students with access to more information and experiences than they would get in a closed environment alone. If properly facilitated and framed, such expanded exposures can benefit students' learning by creating more connections across boundaries. The use of social media technology is a means of helping students in preparation for the 'real world', in order to be able to cope with the many challenges.

According to Hamid and Waycott (2011), many current studies suggest that the high use of social media applications as an addition to formal education institutions and for preparing learners for the 21<sup>st</sup> century was not for personal use, and it has evolved to be used in virtually all domains. From a preliminary point of view, it appears that almost every institution in the world has adopted some form of social media, using it for general outreach, to attract potential students, maintain alumni relations and increase institutional reputation and pride. Idu and Asuquo, (2014) states that the primary reason for adopting social media in the classroom, is because most people are familiar with it and also academic experts arguably perceive that social media can be used as an effective teaching and learning tool in higher education because of its ease of use, versatility in aiding easy access to learning materials and reduction in costs of moving about from one place to another before teaching and learning can take place.

This is supported by Okoro (2013) who submits that for several years, social media have facilitated teaching and learning and has also increased the level of students' enthusiasm in learning activities which includes business education. It is evident that the concept of social media as a tool for teaching and learning is considered to be very attractive, as a new learning

model whose effect may be a salutary to the development of education in a developing country like Nigeria. This approach to teaching/learning through the use of a variety of methods shifts the role of the instructors from giver of information to a facilitator of learning. Social media is giving learning across the multiple context through social media site and content interactions using personal electronic devices (Crompton, 2013). Social media users use social media sites for educational purposes when and where it is convenient for them. Social media sites include WhatsApp, Twitter, Skype, Facebook and many others that are enabled by portable technologies. In this case, using social media site as a tool for creating learning aids and materials becomes an important part of informal learning (Adebayo, 2014).

Social media sites can therefore have influence on how educators teach and how learners learn. Social media site allow learners and teachers to have access to information anywhere they are and at any time of the day (Bere, 2013). According to Baran, (2014) expediency, convenience and immediacy have great value to teachers and improve students' learning. With the use of social media collaborative and individualized learning could be achieved (Cheon, Lee, Crooks & Song, 2012). Hannah and Joshua (2017) sought to determine whether or not social media sites are useful in the classroom and adds value to students learning. The researchers noted that students have greater positive change in their learning using social media sites. Also, students with opportunities of using social media sites for learning were more confident in their learning activities. Students using social media sites had positive change in their interest and willingness to learn as compared to paper learners. The use of social media sites give chance to individualized, collaborative and informal learning without being limited to classroom environment or vicinity.

Aworanti (2016) discovered that sending text messages to students after class about course related topics, reminders of tests and assignments motivate students to prepare for the tasks ahead of them because they are able to communicate conveniently with their teachers after school hours. It was observed that when social media site are used correctly, it has influence on students' academic achievement as well as students' disposition towards learning. Downess & Stephen (2011) states that using social media site contributes to subject retention. Learning is beyond school settings and extends to the environment, learning takes place immediately a baby is born by adapting with the new vicinity. It also taken place in our daily programme. The groups that are involved in learning are teachers and learners within the vicinity or environment of schooling, and business educators who fails to utilize social media in teaching cannot boast of producing a competent graduate in the electronic world. Technology has been strategically designed to support teaching and learning; this has attracted much scholarly attention in several journals (Okoro, 2013). This is in agreement with Ruben (2014) who opined that the world is rapidly changing and it is affecting the landscape of business education.

Echenique and Marques-Molias (2016) observed that research has indicated that more students try to solve their problems themselves by searching online when they have difficulties with their course of study. In addition, to teach is either to impart knowledge or explain. One popular axiom is that if the student has not learnt, the teacher has not taught. With teacher centered methods, students are not actively involved in classroom activities. Mirobolghasemi & lahad (2013) opined that learning lies at the heart of learner centered teaching. As a result of this, there is a need to connect with collaboration and construction of knowledge and ideas, which requires change in educational sectors to allow learners to learn how to use social media site as learning technologies. This indicates that technology can support learning by adding to

different possible ways by which students participate and work together in the learning process. (Khoo, Williams, Otrell-cass, Cutler, Ballard & Crichley, 2012). This method of teaching involves team based, active based, enquiry based and problem based learning process. Similarly, the teachers give students grace to learn in groups or individually, this is workable by the teacher identifying the subject matter, providing guidelines, posing problems or questions for learners to find solutions to them and assessing the learners with the mind of providing the result or feedback. When this is done the situation marks the difference between the learner centered and teacher centered method of teaching, where the learners fully participate in learner centered rather being passive. It is not the duty of a teacher to be a knowledge provider but rather a coach or guide whose assignment is to assist the learners to acquire the demanded skills and knowledge for themselves. If it is adequately implemented, learner centered method of teaching can lead to improved motivation in learning (Patrick & James 2018). Therefore, it is necessary for today's worker to become lifelong learners in order to be competitive in the labour market. In the same manner, for business education to achieve in its purposes, it has to become robust by employing technological based training processes such as social media sites, online simulation and mobile learning to replace traditional method (Macluchie, 2010).

Business education is a discipline that trains its recipients to be self reliant and employable. It is an aspect of learning that prepares individuals for roles in business and offers them knowledge about business (Nwafor, 2014). According to Ezenwafor (2012), business education is a programme of instruction that consists of general business education- a programme, which provides the recipients with competencies and skills needed in managing personal business affairs and using the services of the business world. Oyedele and Oladeji (2016) states that business education is a programme which involves the acquisition of skills,

ideas and management abilities necessary for job performance. Individuals who receive training in business education can easily develop potentials for entrepreneurship pursuits especially in the era of economic meltdown and unemployment (Ido & Asuquo, 2014). Nwokike, Ezeabi and Jim (2018) states that business education is a discipline that is meant to prepare individuals socially, economically, politically and technologically in transforming human resources and enhancing economic empowerment.

Aworanti (2015) posits that, most vocational education curricula are outdated having been in use for over fifteen years. From these challenges, it is clear that the current business education may not be able to meet the need of industries or employers of labour genuinely. Therefore, there is the need for business education lecturers to think of re-directing their classroom delivery from traditional face to face methods to the use of social media site which will enable them to acquire basic skills that will give them comparative advantages in the world of work (Mamman & Oladeji, 2018). Furthermore, business education course subjects which impact knowledge about business and education for business are: shorthand, keyboarding, marketing, commercial-law, career development, economics, entrepreneurship and information communication technology and management (ICT). These courses assist the students to identify strength, opportunities, weaknesses, treats, problem solving and decision making ways. Social media has become a fact of life in contemporary society attracting classroom attention of students and lecturers alike. It is not known to what extent the media is interfering with or reinforcing class work, to the advantage or detriment of academic performance. (Mamman & Oladeji, 2018). Social media promote/perhaps the biggest changes in terms of information styles and engagement with prospective students. In addition social media technologies have the potential to support and enhance teaching and learning in higher education

(Bolter & Grusin, 2014), providing learners with a chance to manipulate their learning environment and participate actively in the learning process. In recent times, Web 2.0 technologies have been largely applied only in social software technologies. It is through these collaborative technologies that students and lecturers will gain enhanced insight into knowledge at their disposal. For many years, social media sites have facilitated teaching and learning and have also increased the level of students' interest in learning activities which includes business education. In this study, the following aspects of social media will be covered: WhatsApp, Facebook, Skype and Twitter.

WhatsApp is a communication medium commonly used among individuals especially lectures to students. It is a social media application which involves direct messaging as well as sharing media including voice messaging, video and photos among others (Steele, 2014). It provides online users with the ability to send and receive a variety of messages, such as images, video and audio media messages. WhatsApp instant messaging handled ten billion messages per day as at August, 2012 (Salter, 2012).

Facebook site can be used by participants to interact with people they already know offline or meet new people. It enables its users to present themselves in an online profile, accumulate friends who can post comments on each other's pages and view each other's profiles. Facebook members can also join virtual groups based on common interest, see what classes they have in common and learn each other's hobbies from their profile.

Skype is a software application for online communication. It has been used in classes at various levels, providing many possibilities for teaching and learning. It is a communication tool that allows the users to make audio and video calls over the social media. Teachers and students are using Skype in unique ways to fulfill educational goals.

Twitter is a micro-blogging system that allows you to send and receive short posts called tweets. Tweets can be up to 140 characters long and can include links to relevant websites and resources. Twitter users follow other users, and it is possible to follow people and organizations with similar academic and personal interest to you. As twitter grows in popularity, more instructors are beginning to experiment twitter as a teaching and learning tool.

### **Statement of the Problem**

The advent of social media has created new opportunities and challenges for teachers and learners alike. Social media has become the driving force in the expansion of distance learning. Facebook, WhatsApp, Twitter, Skype, have become common place in all areas of the world with great impact on all activities. In the field of education and business education in particular, social media is rapidly becoming the instrument of choice of communication between the teachers and the students, and for instructions among students themselves. Class-work, assignments, lecture materials among others are frequently posted on social media and often engender extensive creative interactions among the participants (Mamman & Oladeji, 2018). Some business educators have experimented with online delivery of a good portion of their lecture materials, using the social media with uncertain results on learning outcomes.

However, the extent to which students employ social media for educational purpose is unknown. Most times, students constantly hook to the social media and it appears that much of their time is spent on irrelevant social activities. It has also been observed that many students actually spend valuable lecture time chatting or watching video on social media in the classroom while the teacher is teaching, to the detriment of academic activities. It is therefore uncertain whether social media have salutary or negative influence on the academic activities of business

education students in Osun State Tertiary Institutions. Arguably, social media if properly managed, can have significant influence on teaching and learning in business education. Indeed, with new social media being developed and introduced, the influence of social media is likely to grow.

It has been observed by the researcher that none of the previous studies combined the variables of this study as presented; this provides a gap to be filled. By examining the influence and potentials of social media, this study will determine the type of social media frequently used, the motivation or willingness for social media use and the effect of social media on teaching and learning of business education courses in tertiary institutions.

### **Purpose of the Study**

The purpose of this study was to examine the perceived influence of social media on teaching and learning of business education courses in tertiary institutions in Osun State. Specifically the study sought to:

1. examined the perceived influence of WhatsApp on teaching and learning of business education courses in tertiary institutions.
2. determined the perceived influence of Facebook on teaching and learning of business education courses in tertiary institutions.
3. determined the perceived influence of Skype on teaching and learning of business education courses in tertiary institutions.
4. examined the perceived influence of Twitter as an instrument of teaching and learning of business education courses in tertiary institutions.

## **Research Questions**

The following research questions were raised to guide the study:

1. What is the perceived influence of WhatsApp on teaching and learning of business education courses in tertiary institutions?
2. What is the perceived influence of Facebook on teaching and learning of business education courses in tertiary institutions?
3. What is the perceived influence of Skype on teaching and learning of business education courses in tertiary institutions?
4. What is the perceived influence of Twitter on teaching and learning of business education courses in tertiary institutions?

## **Research Hypotheses**

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

- H<sub>01</sub>: There is no significant difference between the mean ratings of business education lecturers and students regarding the influence of WhatsApp on the teaching and learning of business education courses in tertiary institutions.
- H<sub>02</sub>: There is no significant difference between the mean perception of business education lecturers and students regarding the influence of Facebook on the teaching and learning of business education courses in tertiary institutions.
- H<sub>03</sub>: There is no significant difference between the mean ratings of female and male respondents regarding the influence of Skype on the teaching and learning of business education courses in tertiary institutions.

H<sub>04</sub>: There is no significant difference between the mean perception of male and female respondents regarding the influence of Twitter on the teaching and learning of business education courses in tertiary institutions.

### **Significance of the Study**

It is the belief of the researcher that the findings of this study when published in a reputable journal would be of benefit to students, teachers, curriculum planners, government and the society at large. Students would benefit from the study as it would reveal social media learning possibilities open to them in the course of their studies. The study would also be useful and beneficial to teachers by exploring ways to which social media can enhance teaching and improve their efficiency in business education courses.

Curriculum planners would find this study useful as it would enhance their understanding of the benefits of social media learning and encourage them to incorporate social media learning into future curriculum packages. The study would be of benefit to government officials in the Ministry of Education as it would reveal to them the benefits of social media facilities for teaching and learning. This can encourage them to organize workshops and seminars for teachers and create more awareness of the usefulness of social media learning mode in institutions. Furthermore the findings and recommendations of this study would be of benefit to the larger society as it would assist the society to have knowledgeable citizens. Finally, the study would be a worthy contribution to knowledge as it would serve as a reference material for scholars in the fields of business education, office technology and management, and social media pedagogy.

### **Delimitation of the Study**

This study was delimited to lecturers of business education, office technology and management, 2018/2019 final year students (HND II) of Polytechnics along with 2018/2019 (NCE III) of Colleges of Education. HND II students were selected because they have gone through SIWES (Industrial Working Experience Scheme and Industrial Training (IT) and the NCE III Students having gone through six months teaching practice which has helped them in adding up knowledge and competencies in teaching and learning of business education courses. The Tertiary Institutions involved are Osun State Polytechnic, Iree; Federal Polytechnic, Ede, College of Education, Ila-Orangun and College of Education, Ilesa. The main focus of this study was to find out influence of WhatsApp, Facebook, Skype and Twitter on the teaching and learning of business education courses in Tertiary Institutions.

### **Operational Definition of Terms**

The following terms were defined as they were used in this study:

**Perception:** The way and manner business education teachers and students of business education view social media.

**Influence:** The capacity of social media to have an effect on teaching and learning of business education.

**Social Media:** Interactive computer education studies mediated technology that facilitates the creation and sharing of information and idea, through networks that facilitates teaching and learning of business education.

**Teaching:** The process of imparting knowledge or concepts in business education with the use particular of methods and materials.

**Learning:** A way of acquiring knowledge in business education in a given period

of time to make someone become a better being and authority in the business world.

**Students:** These are the business education and office technology and management candidates students in tertiary institutions in Osun State.

**Social media site:** These are social network devices used for business education purpose, this includes WhatsApp, Facebook, Skype and Twitter.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the review of related literature which was excavated from different sources such as internet, magazines, journals and other sources. The chapter is organized under the following sub-headings:

#### **Theoretical Framework**

Constructive Learning Theory by J. Dewey 1933

Conceptual Framework

Concept of Social Media

Social Media sites and their Educational Usage

Benefits of Social Media on Teaching and Learning of Business Education

Concept of Business Education

Benefits of Social Media Site in Business Education

WhatsApp on Teaching and Learning of Business Education Courses

Facebook on Teaching and Learning of Business Education Courses

Twitter on Teaching and Learning of Business Education Courses

Skype on Teaching and Learning of Business Education Courses

Review of Empirical Studies

Appraisal of Related Literature

## **Theoretical Framework**

Theoretical framework of this study was based on John Dewey constructive learning theory. The theory was adopted because it has correlation with this study.

### **Constructive learning theory by J. Dewey 1933**

The Constructive Learning Theory was explained by John Dewey in 1933 decided to reveal how educator should believe the nature of how people consider/think and process information. At the centre of his theory, he introduced the concept of reflective thinking in his discussion of progressive education, allowing students to be active in their learning. He described reflective thinking as the type of thinking that would turn the subject over in the mind and giving it thorough and uninterrupted consideration. Dewey (1933) evaluated traditional education as “passive and receptive learning” since the students received knowledge from the teachers and knowledge are believed to be bodies of information and capacity that have been worked out in the past with principles and rules of guiding. He also gives detailed on the process that he portray as the recitation. In constructivist as well as in traditional classrooms this usually takes place when teacher guided question, even though the traditional behaviorist classroom only focuses on the process learning facts and memorization of simple answers. If used to its full extent, questioning directs learners to think positively and produce information in a way that ‘thinking is interrogated; inquiry, investigation or probing in order to find something new or to examine what is already known in another.

Dewey suggested active learning principle instead of traditional and in his conversation of progressive education, he permit students to be more active in their learning. He held up that learning new materials and concepts was frequently the responsibility of the learner, he also analyzed the role of the teacher as one who must encourage, inquisitive and fully interact

students in learning process as well as teach students in learning process as well as teach students how to think and produce information. His idea on classroom represented microcosm of a democratic society. The only way to improve the learning is to increase the quantity and quality of teaching. The teacher would explain the principles of learning in ideal way and the students would learn by experience, because learning is something that the learner needs to do by herself, the ability lies with the learners. The teacher is an institution and director, she drives the boat, but the energy that moves must come with learners. The more a teacher is conscious of the learner's experience of their desire, interest and hope the better will be impute the forces and directed for the reflective habits. Dewey used verb to describe the mind of people as something which does rather than something to be filled like a sponge. He believes that it is necessary for all learners to interact with their environment or vicinity, so that they would be able to conceive/think and therefore every learner should be carry on in lively activities around a project. His scientific method of finding solution to traditional method and involved this concern of teaching for learners being active in learning.

Dewey (1933:89) suggested principles of active learning in progressive education as oppose to non-active education as follows:

*If one attempts to formulate the philosophy of education implicit in the practices of the new education, we may, I think, discover certain common principles amid the variety of progressive schools now existing. The imposition from above is opposed to the expression and cultivation of individuality, external discipline is opposed to learning through experience the acquisition of them as a means of attaining ends which make direct vital appeal; the preparation for a more or less remote future is opposed to most opportunities of present life; static aims and materials are opposed to acquaintance with a changing world.*

Sequence to these principles; the summary of active learning has three expression, the nature of learning, teaching and knowledge. According to Dewey active learning knowledge is

individual experience, efficient and concept through learning. Likewise, learning is the gain of knowledge and skills through individual experiences neither from teacher or textbooks.

Teaching is facilitating the learning vicinity to allow learners to gain knowledge through active involvement in programme. As a result, in active learning involves mental and physical action. Mental activities are required on learning in arrange for learners to process their learning experience to become knowledge. Physical activities are needed in order that learners have their own experience with objectives. This means education is a process of adjustment of personal experience. This adjustment affect other experiences so that something learn in any situation will help the learner to understand other actions in future situations. At the same time, environment and personal interaction will lead to continue restore of thought. Constructivism provides teachers another view to rethink on how students learn and how to ascertain on process and provide way for documenting transformation and change.

This theory is related to this study in the sense that the theory is specific on adopting which state that learners are greatly change from passive recipients of transformation to active participants in process of learning. Learners are guided by the tutors always so that they would be able to construct their knowledge from the text books or their tutors. They would become interest by putting their existing knowledge and real world experience. Constructivist method of teaching with using social media devices has matured to meet the instructional goal and conditions. One of the most capable and competent tools are social media sites. Social media sites prepares learners with best learning environment. They can be introducing to social site discussion with peers or teachers. In sequence to improve the solving skills, it is necessary for learners to be introduced to complex/difficult environments.

## Conceptual Framework

The conceptual model upon which the study was based is depicted in figure 1. The independent variable of the study is the social media and the location (tertiary institutions in Osun state). The dependent variable, on the other hand is the teaching and learning of Business education courses. It is expected that the manipulation of independent variable may influence the rating of dependent variable.

### Independent Variable

#### Social Media

- \* WhatsApp
- \* Facebook
- \* Twitter
- \* Skype

### Dependent Variables

- \* Teaching of Business Education Courses
- \* Ease of delivery
- \* Access to materials
- \* Online interaction with students

#### Learning of Business Education Courses:

- \* Easy access to on line
- \* Online interaction with lecturers
- \* Ease of evaluation
- \* Feedback

- \* Gender (Male/Female)
- \* Location (Osun)
- \* Respondent's Identity (Business Education Lecturers and students)

Figure 1

The model indicates perceived influence of social media on teaching and learning of business education courses in tertiary institutions. The independent variable is social media and the social media variables are: WhatsApp, Facebook, Twitter and Skype. The dependent variables are teaching and learning of business education courses, teaching of business education includes: easy of delivery, access to materials and online interaction whose variable are easy

access to online, online interaction with lecturers, ease of evaluation and feedback. The independent and dependent variables are moderated by gender (male/female) location (Osun) and respondents identity business education lecturers and students. Therefore, it is important to emphasize that utilization of social media sites in business education programme may aid teaching and learning of business education courses especially in today's information technology driven-world.

### **Concept of Social Media**

Social media is a group of internet based application that allows the creation and exchange of users generated content. It is easy to mix up social media with social news because we often refer to members of the news as the media. It is the means that use mobile and web based technology to create highly interactive which community and individuals co-create, share modifies users generated content (Kietzmann, 2012). Social media is a website that does not just provide information but interact with people while giving information. According to Andreas and Haenlein (2011) social media is a group of internet based application that builds on the ideological foundation of Web 2.0 and allows the creation and exchange of users generated content, it has become one of the major channel of chatting through platform such as wikia, 2go, BB chat and blogger.

The view of Awake (2012) is that learners continue to spend more time on the social media than any site. According to Buettner (2016) social media is a computer mediated tools that allow people or companies to create, share and exchange information. Social media emerged to be one of the communication means, it exists so as to ease communication among people regardless of the expenses, making it open to people to easily share information, files and pictures, video, send messages and conduct real conversion. It is a website that does not just

give you information but interact with you while giving you information. Social media comprises activities that involve socializing and networking online through words, pictures and video.

Kaplan and Haenlein (2010) refers to social media as a group of internet based on applications that build on the ideological and technological foundations of user generated content. In line with this, Salter (2012) state that social media site introduced substantial and pervasive challenges to communication between organizations, communities and individuals the availability of high-speed internet broad band connection with massive use of desktops computers, laptops, e-readers, text messaging, Facebook, Youtube and smart phones enables millions of people to actively engage in media, text messaging, content sharing, on line-learning and much more.

Ezenwafor (2012) observed that since technology is ruling the world in all disciplines and activities, the modern office ranks highest in innovation development and use of the even changing technologies requiring adequate integration of ICT in business education. Social media is a place where everyone can add or edit information. It is a website where digital tools allow users to create, change and publish dynamic content (Igberaharha, 2014). Ventine & Repetto (2013) states that social media is a mobile and web-based application through which organizations and individuals can create and exchange content using simple digital communication platforms. Through this technology, personal and organizational profile and different kinds/format of information can be created and made public in the internet. Few decades ago witnessed the emergence of numerous types of social media sites among which are Facebook, Skype, Twitter Google plus+, Instagram, WhatsApp, etc. Each of these sites has its unique characteristics; however, they share some common features of allowing users within the

same site to invite, connect and share contents both in real-time and in time-lag among friends, classmates, relations, peers and colleagues; and are accessible through the web or mobile phones as mobile applications. (Nwabufo & Tony, 2020).

Many social media sites continue to emerge as technology advances. There is much interest from polytechnics and universities in the potentials of public using social media site services such as blogs to leverage or complement formal educational activities and influence learning outcome (Ahmed, 2016). Social media site services uses between teachers and students can improve rapport, motivation and engagement with education (David, 2014). Social media sites use has expanded to include the world's academic fraternity. Lecturers are suddenly using social media mainly to connect with colleagues, access news and appear in the business around it (Ademiluyi, 2020). What many people do not appreciate about social media site is the fact that it can be used within a classroom situation to create more value to learning. Business educators can use social media in various ways to improve their teaching and learning process and avail multiple benefits for collaborative professional development (McCulloch, Mclutoch & Barrellt, 2011).

Social media helps lecturers to connect with their students about the assignments, upcoming events, useful links and samples of work outside the classroom. Students can also use it to connect classmates about questions regarding their class assignments or examinations as well as collaborate on assignments or projects. Students' academic life has moved to a different dimension since the introduction of these social media sites and several studies have affirmed that social media sites plays an important role on students in higher education including the study conducted by (Enang, 2014). They recognized four major advantages of social media usage by students in higher education which include; enhancing relationship,

improving learning motivation, offering personalized course materials, and developing collaborative abilities. Indeed, social media sites have contributed greatly to facilitating learning in the 21<sup>st</sup> century. It is shown that a great percentage of students including those at the PhD level commonly use social media to ameliorate their studies (Udoh, 2010). The answers to the causes of flexible studies today across the globe might not be far-fetched from the great contribution that social media platforms are providing when used judiciously. Even though, there have been other school of thought that states that social media is a nuisance to students' academic life such as Kuppuswamy and Shankar (2010), explain in their study that social media distracts the attention and connection of students toward learning and converts it towards non educational activities such as useless unnecessary chatting, there have been several studies conducted afterwards whose findings are contrary to this claim.

Ahmed (2016) revealed that students benefit from chatting with other students, teacher and external sources to acquire knowledge. Plant (2014) observed that students gained more vocabulary, improved their writing skills and reduced their spelling mistakes through social media usage. In fact as education tools, it enriched learning by giving both students and teachers the opportunity to connect in new and very exciting ways thereby encouraging flexible mode of learning. David (2014) further revealed that social media benefits students by connecting them to one another on assignments and class projects. It further buttressed in the study of Gross, (2013) observed that social media undoubtedly generate new opportunities to engage students in higher education as they are remarkably effective at connecting people and facilitating the exchange of information. It is clear and indisputable from these studies that social media usage in the educational sector cannot be underestimated since its introduction.

### **The Social Media Sites and their Educational Usage**

Okereke and Oghenetega (2014) listed social media site devices that can be used for teaching and learning of business education courses these includes: Facebook, WhatsApp, Skype, 2go, Myspace, Twitter, Badoo, Blogs/Web scholars, Goggle+/Social book marking and LinkedIn.

**Facebook** This site can be used by participants to interact with people they already know offline or to meet new people. It enables its users to present themselves in an online profile, accumulate friends who can post comments on each other's pages and view each other's profiles. Facebook members can also join virtual groups based on common interests, see what classes they have in common and learn each other's hobbies, interests status through the profiles. Facebook constitutes a rich site on teaching and learning in the affordances of social media site due to its heavy usage patterns and technological capacities that bridge online and offline connection. Previous research suggests that facebook users engage in searching for people with whom they have an offline connection more than they browse for complete strangers to meet.(Lampe, Ellison & Steinfield, 2016).

**WhatsApp** This has become a communication medium commonly used among individuals especially instructors to students. It is a social media application which involves direct messaging as well as sharing media including voice messaging, video and photos among others. It provides online users with the ability to send and receive a variety of messages such as images, video and audio media messages. WhatsApp instant messaging handled ten billion messages per day in August, 2012 (Gross, 2013).

**WhatsApp platform has the following collaborative features.**

Teachers and students using WhatsApp through variety of mobile devices, such as galaxy tablet, smart phones and etc can message one another through texts, images, videos and so on.

WhatsApp messenger provides the ability for the users to send data plan or Wi-fi to ensure continuous data transmission across the WhatsApp mobile system. It provides for instructors or students the capacity to exchange text messages, images, video and voice notes to their social network or group contacts. It also provides students or instructors with the ability to create a group where members can engage in forum discussion.

**Skype** This is a software application for online communication, it has been used in classes at various levels, providing many possibilities for teaching and learning. It is a communication tool that allows users to make audio and video calls over the internet. Teachers and students are using Skype in unique ways to fulfill educational goals. Although Skype is a commercial product, its free version is being used with increased frequency among teachers and students who have interest in global education programme. Skype in the Classroom is another free tool that Skype has set up on its websites, it provides teachers with a way to make their classrooms more interactive and interesting. It is possible for teachers to sign up for Skype in the classroom, this will allow the m to meet with students, talk to experts and share ideas. Teachers can collaborate with other teachers around the world and design different learning experiences for their students.

**2-go** This is a social media mobile application that allows people to connect to friends and meet new people. It is a mobile messenger that allows you to communicate for free with your friends once you download and install it to your mobile device. It allow them to set up their profile, meet new people, talk to friends, share files and pictures. 2go software also allows you to add a friend via phone book. It will scan your phone contact to see if your contacts are on 2go, a friend request will be sent to the contact, once the person accepts your request, you will be able to start chatting and sharing pictures.

**My Space** My space is a social media site founded in 2003. This site once was the most popular site of its kind, however after various debacles it had been overtaken by new online competitors, such as Facebook. The short history and development of this particular social media service provides an important and very valuable case study for the young field of studying online business, companies and movements. Chris Dewolf and Tom Anderson launched my space in July, 2003. Anderson's and Dewlof's intentions was to enable the users of the site to interact freely, use the service for free and also to customize their profiles. The basic outline of the Friendster social media site was occupied but the lack of functionality was corrected and my space allowed the users to upload their own content for free and customize their profile pages.

**Twitter** This is a micro-blogging system that allows to send and receive short posts called tweets. Tweets can be up to 140 characters long and can include links to relevant websites and resources. Twitter users follow other users. It is possible to follow people and organizations with similar academic and personal interests. As twitter grows in popularity, more instructors are beginning to experiment twitter as a teaching and learning tool. Rinaldo, Tapp and Laverie (2011) found that students who utilized twitter most frequently benefitted more in terms of increased student involvement in the course, increase satisfaction with the course and enhanced learning and career preparation.

**Blogs** It is defined as a frequent chronological publication of personal thoughts and web links. In principle, blogs are not that different from a webpage. Blog can be created with a few click of mouse, and no experience in web authority is needed. Blogs are updated instantly and allow readers to post comments. The postings in a blog are also viewed chronologically, therefore helping to give readers a sense of continuity. Henry Farrell (as cited in Downes, 2004) identified five major uses of blogs for teaching and learning.

- (a) Teachers use blogs to replace the standard class web-page.
- (b) Instructors begin to link to internet items that relate to their course.
- (c) Blogs are used to organize in-class discussions.
- (d) Some instructors are using blogs to organize class seminars and provide summaries of reading.
- (e) Learners may be asked to write their own blog as part of their course grade.

**Google+** This social media site was opened by Google Inc. and was decided to open to selected number of users by setting up an invitation in June, 2011. The demand for accounts was high, as demand for access to new releases and experiences often is within famous brands in the technology field, that google+ had to suspend invitations. The power to add newcomers to the site rested with existing users. It is one of the fastest growing social media site and it offers some great ways to connect and learn with other educators that you cannot find in other platforms. This tool allows users to manage their followers and share their updates with them. With Google Plus it is possible for teachers to create circle for their classes and invite students to join it, this will make it easy for teachers to be able to see the chatter of all the groups in their course stream without having to manually visit each group. The users of Google+ can upload, edit, create documents and they can house all their data within the system, schedule events and share materials in a very secure environment.

**LinkedIn** LinkedIn has become one of the most popular and profitable social media sites on the internet today. It was created in 2003 as a social media site for professionals to connect virtually, without having to be in the same physical location. LinkedIn has incorporated many features, such as a newsfeed, users content and the ability to follow professionals, improving user engagement and time spent on the site. It has many capacities that facilitate the type of

social site that teachers and students must engage in to find internships, jobs and make professional connections. LinkedIn users can feel comfortable linking to people who are casual acquaintances or new contacts and not worry about people viewing personal information or personal pictures aside from a profile. The users of LinkedIn have the opportunity to create a professional profile and sculpt it in a manner that is attractive to employers and also take advantage of endorsement and recommendations colleagues' professors and supervisor. According to Stewart and Grover (2010), LinkedIn can be used to increase students engagement and collaboration during the class and beyond .

### **Benefits of Social Media on Teaching and Learning of Business Education Courses**

Social media site can be used to analyze any website that allow the user to put into existence the public within that website and allow any connection with other users of the same website to entering their profile. It can be used as community based website, chatrooms, forum for online discussion and other online social space. (Nwabufo & Tony, 2020) Social media site serve as a phrase or an umbrella term for all computer mediated and social media communication, which includes: Twitter, Skype, Facebook, WhatsApp, LinkedIn and my Space. Selwyn (2017) described social media sites as web-based service that allow individuals to construct profiles, display users connections, route within that list of people that you are connected with. Awake (2012) states that it is a very good way to stay connected and an easy way to share photograph from journey.

Kaplan and Haenlein (2010) list social media sites for learning of business education students which includes: (Facebook, 2go, and BB chat) Blogs and Microblogs (Twitter) Collaborative project (Wikipedia) Content communities (Youtube) Technology includes the blogs, picture-sharing, music sharing, e-mail, g-mail, instant messaging and voice over. These

services could be composed through social media aggregation platforms. Nowadays, social media sites are very common in all areas where there are no computers, schools and textbooks for learners to use. As the cost of hand phone is reducing, many people even those people that are in rural areas are likely to purchase and understand how to use the mobile device. A large number of assignment have indicated that technologies give quality channel for enlarging educational progress to students who does not have noble influence for schooling (UNESCO 2013).

A good example of this is in Nigeria, where the numbers of learners that are seeking for admission into higher school are more that the numbers that can be admitted due to limited numbers that can be admitted because of number of facilities or infrastructures. Social media site is appropriate in providing answer to that situation. A number of assignments have indicated that social media site as technology can make the assessment given to the learners to flow and it would provide the signs of progress for both the teachers and learners while the students that were using old method of learning needs to wait for weeks or days to get guidance relating to their curricular content-unlike social media site that would provide instant feedback. This permits the learners to understand their problems and correct what is necessary to be corrected. Many applications are obtainable on social media site that teach learners the step to take to solve the question that might done wrongly. This usefulness assists to guarantee that assessment can be used to elevate students learning.

Teacher can be thorough and effective when using social media site for distribution, collection, evaluation and documentation of assessments. Presently different types of social media sites can make it easy for teachers to mark, administer questions and to make sure that learners complete the assignment given. The questions or quizzes assigned to learners can be

determined within short period that is when desired, and be graded without paper, red pens or laboratory data this would allow the teachers to work directly with learners (UNESCO, 2013).

Social media sites are used regularly to design for communities of learners where they are not in existence before. Large mass of open online course- systems have tested with a variety of process to support fertile communication between learners offering the same course. Other sites focused on job training to students that are having the same vocational ideology. Apart from making information available as soon as possible for many people than traditional system, it assist students to answer questions, related to projects, generally it allow social interactions foundational learning (UNESCO, 2013). UNESCO further observed that social media sites also make learning easy by closing the dividing line between informal and formal education. Using social media site, learners can comfortably have ways to access materials, assist to ensure learning which occur outside and inside classroom are equally supportive. In supporting this, most tertiary institutions provide learners with theoretical aspect of education than practical view of it with the help of social media site.

UNESCO's (2013) enquiry have submitted that social media site can assist instructor's in using class time more efficiently. When students use social media site to finish passive tasks such as listening to a lecture or memorizing topic at home, they have time to debate on idea, work together with their colleagues and partake in laboratory activities in the schools and learning centres. Learner can receive lectures outside the school on social media site where ever they are and the lecture would be meaningful to them. The assignments that were once school work has turn to home work and the school work would be given attention on the practical aspect of learning. Historically, formal education that normally takes place inside the four walls of the classrooms, nowadays social media site has move learning to a large setting of assimilation.

This site can in essence give interpretation to the maxim 'classroom is a world', depending on location and aware of technology.

Social media site reveal processes and structures in the physical world that cannot be seen, since its sites foundation is usually not difficult and quicker to restore from damages, such as roads and physical schools, social media site with mobile device holds unique application for students that are living in crisis areas. (Oyinloye, Asonibare & Oluwalola, 2020). In the area where there is no peace, learners can utilize education resources and joined with teachers and his/her group through social media site even when the secondary and higher institutions were not safe. Social media site can assist to ensure that there is continuity and continuation of imparting knowledge during the period of unstable situation (UNESCO 2013). Relating to Boko-Haram in the northern part of Nigeria, social media site learning can be a perfect alternative to traditional system of education in the affected areas. Since the messages sent through social media site are faster generally, efficient and reliable, and it is not costly than other channels of communication, the number of educators and students that were using them to facilitate the exchange of information were increasing on daily bases. Apart from being likely to reach the receiver in the right time than ink and paper leaflets, messages that are sent through social media site technology can be used to bring forth as well as given information. It is possible for teacher to ask students to give feedback on assignment and parents can have discussion with their children. (UNESCO 2013).

### **Concept of Business Education**

According to Umoru and Bala (2018) Business education is an education programme that prepares students for entry and advancement in jobs within business and handle their business affairs as well as to function intelligently as consumers and citizens in a business economy.

Osuala (2010) sees business education as consisting of groups of related occupationally arranged courses prescribed for graduation and for possible certification, in the field of business placement. Awake (2012) asserted that business education is the most critical factor in the process of economic empowerment and development. He analyzed that economic development depends on how wide-spread business education activities take in an economy. According to Adebayo, (2014) Business education is an important tool for people who intend to be consumers of goods and services provided by business as well as for individual who intend to participate in goods and services. Abubakar (2012) perceived business education as an educational process which has the primary aim of preparing people for roles in business enterprises or for being self employed. Umoru (2014) explained that business education is a course of instruction aimed at inculcating in the youth the skills, attitudes and competencies which are necessary to empower them to gainfully engaged so that they will be useful citizens and contribute to the development of the society, therefore, business education is the aspect of knowledge that give skills, understanding and attitude needed to perform in the business world as a producer and consumer of goods and services that business offers.

### **Objectives of Business Education**

According to Ademiluyi (2020), the objectives of business education include helping students to gain knowledge on what business is through teaching them various business related subjects, teaching students how to deal with finances tax and other business related things, developing the analytic and evaluating skill when it comes to making business related decision and giving a theoretical base for future entrepreneurship. Other objectives of business education include providing useful life skills that can be applied to other spheres of life other than business, engaging students in activities that prepare them for their adult life in the capitalist society,

explaining the possible problems and pitfalls of having your own business and encouraging students to be more interested in business.

### **Benefits of Social Media Site on Business Education**

Truly, many scholars and researchers accept that the benefits of social media site on learning give authentic results. For example, most scholars, social media sites assist them to diminish the traditional infrastructure training and make it easy in learning process for students and improves their academic performance (Orachoru, 2016). Ojo and Muraina, (2020) investigated the importance of social media as undebatable, and channel for education, a game changer for teachers and learners. Using this technology of social media site in school and classrooms, young generation is paving a completely new way for education and learning. By using this fastest medium, students no longer need to depend only upon the books and assignment.

According to Akakandeiwa and Gabriel (2017), adopting this new form of communication makes it simpler for anyone to search, research and gather information offering multiple uses and benefits, it providing a platform for graduates to enter dynamic work places. The use of social media site by learners has transformed teaching and learning. In addition, students can use social media technologies to share useful website links to each other and use anyone's shared file and information through the post. They can share their own personal information and can get engaged with others instantly.

### **WhatsApp on Teaching and Learning of Business Education Courses**

WhatsApp is a mobile application used for instant messaging purposes to complement the normal phone short messages (SMS) because of its capacity to send large volume of messages and media files unlike the SMS. WhatsApp came into existence in year 2009 and has become the

most popular social media applications used by mostly the young people for communication (Enang, 2014). WhatsApp is usually installed from google play store or an apple store into smart, android or window phones. It can also be accessed directly from web using the window PC or laptop. Once WhatsApp application is installed, users can be then create their personal WhatsApp account which will be visible to other WhatsApp users in their phone contact list upon synchronization. Users can start communication with people in their lists or invite new users to WhatsApp.

WhatsApp enables two people to chat and make video or voice call, and groups of people to make group chat using internet/wi-fi connection or data charges. The interesting features of WhatsApp are its ability to encrypt messages so as to secure calls and chats from being visible to third parties or non-group members; enable users to add media files when chatting, to indicate when other users are online and the last time he/she visited WhatsApp, and when chat messages are not delivered and read. WhatsApp has many features that can make it attractive and be of significant in teachers' method of teaching and, students' methods of learning, and the way students and teachers interact, communicate and collaborate within and among themselves and learning contents in the modern day classroom. WhatsApp utilization for education purposes is supported by connectives and constructivism learning theories (Mingle, 2016). WhatsApp is also a free download message application for smart phones. It uses the social media site to send messages, images, audio or video. The cost of using WhatsApp is significantly less than texting. It is very popular with teenagers because of features like group chatting, voice messages and location sharing. To use WhatsApp, you need compatible smart phone, tablet with SIM card, an internet connection and a phone number. The application uses phone number as its users name, since account is located to phone, although, one can transfer your contact over to a new device.

Today, most students possess one or two social media accounts. The reason most of them performed badly in school might not be far-fetched. While many minds might be quick to blame the poor quality of teacher, they might have to think even harder, if they have not heard of the social media frenzy (Olubiyi, 2012). Olubiyi further noted that these days, students are so engrossed in the social media site that they are almost twenty four hours online.

Even in classrooms, it has been observed that some students are always busy with WhatsApp chat, ping-pong, 2go, Instagram and Facebooking while teachers are teaching. Times that ought to be channeled towards learning academic research and innovation have been crushed by the passion for meeting new friends online and most times, busy discussing trivial issues. This has influence negatively in most students academics which has suffer set back as a result of distraction from the social media. Enang (2014) further observed that the use of these sites also can affect student's use of English and grammar. This is because, while texting there in any of this social media platform, there is need to use the short forms of writing for lack of space and for cost reduction, in order to pass their message across to their friends since they understand the code in the chat room too, they tend to forget and use the same short forms of writing in the classrooms especially during exams. WhatsApp sites have been recognized as an important resource for education today, but it seems students are using these social media sites for fun to kill time meant for reading. Whenever they want to meet with their existing friends or make new friends, they spend much time in participating in social media activities. Sometimes these students blame the various social media site for their steady decrease in their grade points. This indicate that only very few students are aware of the academic and professional social media site opportunities the sites offer (Izyani & Mohammed, 2016).

## **Facebook on Teaching and Learning of Business Education Courses**

Facebook was established in February, 2004 by Mark Zuckerberg and co-founders Dustin Moskovitz and Chris Huges who were students at the Harvard University campus-wide and student-only social media system. Facebook, now has commanded popularity among tertiary institutions students globally (Utoware, 2013), apart from general public. On daily basis millions of people access Facebook to connect with their family and friends, searching information and playing games. Many students spend more time on socializing with their friends through Facebook. Students have less time on self-studying on books or academic web sites.

To get the benefits from Facebook instead of being against the usage of Facebook, teachers can creatively employ them as tools for supporting students' continuous learning activities (Abubakar, 2011). For example, Pew Research Centre (2011) reported that Facebook is one of the most popular social media site use by British students and that in the United State of America; the use of Facebook is wide spread among undergraduate students. Concerning the interplay of Facebook and education, today's availability of social media site has prompted great enthusiasm among educators because of the roles the use of the website can play in learning (Selwyn, 2017). While virtual learning management systems (e.g. moodle, blackboard and others) are now popular because of the relevance of their functionalities to teaching and learning, the adaptation of website features (also known as web tools or "plug-in applications" into learning on Facebook is now noticeable. In Africa, particularly, the adaptation of Facebook into curriculum, teaching and learning is found as minimal and studies relating to the influence of Facebook in teaching and learning are yet to incorporate cases of accessing Facebook via the use of applications on mobile phones and tablets.

Udoh (2010) suggested that application of social media site to classroom teaching, that is,

the tools at reach to help better engage and educate students should be adopted into the curriculum but in supplemental way. This suggestion implies that social media site when applied to teaching and learning can impact the performance of both teachers and students but does not replace the traditional classroom method/s or conventional educational experience. In terms of using social media for communication and collaboration. Chen and Bryer (2012) provided the evidence that the size of the studies low and upper level students using Facebook for communicating with their faculty members and classmates about coursework (for instance sending articles to other students) was greater when compared with the size of the same set of students using google+, wikis, twitter, blog, youtube and other social media websites.

To reiterate, the use of Facebook educational web tools or features is already becoming more common. In the list of “useful educational Facebook application” provided online by Arts and Sciences support of education through technology and (ASSET) of the university of Colorado, ([www.assett.colorado.edu](http://www.assett.colorado.edu)) United States of America they are Goodreads Books web.tool. This enables users to keep track of what they are reading and it let their friends know what they are reading. Users are also able to share their thoughts and ideas on their favorite books, get recommendations for their next literary collection, access hundreds of books review from other users and create book clubs and discussion segments. Following the above observations, that Facebook has been found in other studies to have the potential to enhance teaching and learning, and it is a platform used for encouraging learning and engaging students for academic purposes. By all indications, Facebook with its social capacities, stands to positively help to change the face of education. However, it is observed that reinforcing the efforts to investigate the ways it can render the help maximally, is for necessity (Nwafor, 2014).

## **Twitter on Teaching and Learning of Business Education Courses**

Twitter is a place for sharing ideas and information, building communities and finding new people and perspectives from across town and around the world. Twitter have more platforms both on line and off line from where to receive information. This information comes from an ever greater variety of authors and outlets, each with their respective points of view and expression. These rapid changes to our information and communication landscapes, digital and analog environment, have created the need for better information, technology, and media competences among all peoples (Kuppuswamy & Shanka, 2010). Patrick and James (2018), further observe that educators must be at the forefront of this movement, sustaining and renewing the knowledge of successive generations as they have always done. Importantly, twitter is your twitter, you can personalize it around what you want to say, hear, share, and the type of learning that you want to encourage around certain topics. You decide who to follow on twitter to get different viewpoints about teaching, technology, education, policy, music, sports or any other interests they may have. Others use twitter to get perspectives on how issues and reported and discussed in other part of the world. Twitter can be used to teach media and information literacy, including digital skills as well as global citizenship. You can prepare students to be informed, creative, engaged, empowered as well as how to express themselves contributing to positive societal change while being safe and smart on twitter and everywhere else online.

Utoware, (2013) also observed that twitter as a great tool to get ideas from other educators, to stay connected to education, and education technology conferences you cannot attend in person. It's also an ideal tool to aid professional development and continuous learning. Teachers and administrators can use twitter to share classroom or school news from home work and projects to back to school nights. This resource will provide insight into how twitter can be

used by educators and social actors of all kind to innovate for better learning outcomes, which means twitter is a place where teachers and students will encounter many different ideas and opinions. It is great way to learn how other people view the world, and to help your students appreciate why it is important to respect other viewpoints. That is one of the benefits because we can all learn from respectful disagreements and discussions.

### **Skype on Teaching and Learning of Business Education Course**

Skype is a software application for online communication, it has been used in classes at various levels, providing many possibilities for teaching and learning. It is a communication tool that allow users to make audio and video calls over the internet. Calls to other Skype users are free. It also offers a computer-to-land-line service for both local and international calls, as a fee-based service. Similar to needing an e-mail address to send e-mails, a Skype account is required in order to make and receive calls.

According to Mac-luckie (2010) Skype is telecommunication application software that specializes in providing video chat and voice calls from computers, tablets and mobile devices via the internet to other devices or telephones. It was founded in 2003. Today there are more than 630 million users of Skype. The number of users rises every day. There were only 405 million users of Skype 2018. Users can send instant messages, exchange files and images, send video messages and create conference calls. First released in August, 2003, Skype was created Dane Janus Friis and Swede Niklas Zennstrom in cooperation with Estonians Ahti Heinla, Priit Kasesalu and Jaan Tallinn. Skype allow users to communicate by voice using a microphone, video by using a webcam, and instant messaging over the internet. Skype-to-skype calls to other users are free of charge, while calls to landline telephones and mobile phones (over traditional telephone networks) are charged via a debit-based user account system called skype credit.

Although Skype as a commercial product, its free version is being used with increasing frequency among teachers and schools interested in global education projects. For example, Skype is being used to facilitate language exchange. Students in different parts of the world are paired off; each in a native speaker of the language that the other wishes to learn.

Olubiyi, (2012) observed that teachers are using Skype in unique ways to fulfill educational goals. The video conferencing aspect of the software is valuable in that it provides a way to connect students who speak different languages, hold virtual field trips, and reach out to experts in varying fields of study. These experiences allow students a chance to apply what they are learning in the classroom to real-life experiences and it also achieves further learning opportunities. Skype in the classroom is another free tool that Skype has set up on its website. It provides teacher that with a way to make their classrooms more interactive and interesting. Skype in the classroom is a service that teachers can sign up for, that will allow students to meet other students, talk to experts, and share ideas. Teachers can collaborate with other teachers around the world and design different learning experiences for their students. There are various Skype lessons in which students can participate. Teachers can also use Skype's search tool and find experts in the field of their choice.

Salter, (2012) revealed that the most important argument for teaching and learning online is the possibility in interaction with the teacher in Skype and time saving, and not on the duration of the lesson. This is about a long travel from point A, whereas the student lives to point B, to where the teacher works. Often these are in a completely different places and Skype helps them to unite. Therefore teaching and learning online via Skype was a real salvation for residents of large cities where one has a lot of time to travel to the place of study. In addition, Skype has pushed the boundaries and allows one to learn with teachers from other countries, including

those who are native speakers.

Classes online give one an opportunity to plan one's schedule of classes the most efficient way, having time to do other important things. This will be convenient in case where one needs intensive language study, for example more than three times in a week. Lesson through Skype can be carried out on Sunday morning, because it does not need to spend time on the road, nevertheless, it can be in form of fun to start the day with. Another undeniable positive side in study via Skype is that it is free to move without stopping the process of study. Wherever one is, one just needs a laptop, smart phone or tablet and a good internet connection to complete lesson with teacher. As for the students and housewives, this problem is not so huge, the businessmen who wants to own their excellence and language skills cannot estimate the benefits of learning via Skype. The most important thing is a high-speed internet and a complete focus on employment. The geographical location plays no role anymore. The use of modern technical capabilities should also be included to the benefits of learning teacher online. The teacher can send anytime a text document, spreadsheet, and an audio file to link to a video or presentation on the topic being studied. Some of the teachers also use the opportunity to create personal vocabularies to record audio pronunciation of words. Besides, at the end of the classes a student has access to a list of words that he needs to remember for the next lesson. Audio recordings, made with teacher, help him to not to forget how to pronounce new words and phrases. In addition in using Skype, one can always quickly find the information on the internet, and the version of Wikipedia will always be at one's fingertips. This advantage is equally appreciated by students and teachers (Abubakar, 2012).

### **Review of Related Empirical Studies**

Studies on the influence of social media in teaching and learning have received major focus

and attention by researchers and scholars. Researchers that have contributed to the study of social media include among others are the following:

Ezeabii, Chibuike and Udeh (2019) carried out a study on analysis of social media on academic performance of business education students of public universities in South East States of Nigeria. Two purposes and two research questions guided the study. The population consisted of 396 students in the seven public universities in south-east states of Nigeria. A structured questionnaire was used to collect data. Mean rating and standard deviation was used to analyzed data collected and t-test was used to test the hypotheses. The study revealed that social media sites influence students academic performance positively and negatively. Ezeabii, Chibuike and Udeh study's is relevant to the present study because both studies and investigated social media sites. However, the study differs from the present study in terms number of purposes and research questions.

Onuoha, Uloma and Saheed (2019) conducted a study on perceived influence of social networks on Academic Performance- a study of undergraduates in selected universities. The study adopted descriptive survey design. Three research questions and three hypotheses were used for the study. The population sample used was 264 students. A structured questionnaire with 54 items was used for study. Frequency and percentage counts were used to analyze the research questions while t-test was used to test the null-hypotheses. The results revealed that majority of the respondents make use of online social media site even though motivation for use is more for social interaction than academic purposes. Most of the respondents however agreed that the use of online social media site have positive influence on their academic performance.

The research conducted by Onuha, Uloma and Saheed is related to the present study because both studies are concerned with perceived influence of social media. However, the

studied conducted by Onuha, Uloma and Saheed differs from the present study because they used three research questions and three hypotheses while the present study will use four research questions and four hypotheses.

Mamman and Oladeji (2018) undertook a study on influence of social media on academic performance and communication skills in colleges of Education in South West, Nigeria the researcher formulated two purposes of the study which were to investigate the extent of the influence of social media usage on academic performance of business education students in colleges of education in south west, Nigeria. The study was conducted using descriptive survey research design. The population that formed the sample of the study comprised of 460 which formed the sample of the study. A structure questionnaire was used to analyze the data from the respondents. The frequency counts, percentages and means score were used to analyze answer to the two research questions and linear regression to test the null hypotheses. Findings of this study showed that the colleges of education students have access to social media sites on regular basis to chat with their friends and they can post on social media site anytime of the day. The study conducted by Joshua and Oladeji is similar to the present study because both studies sought to investigate the influence of social media. However, Joshua and Oladeji used colleges of education in south west while the present study will use tertiary institutions in Osun state.

Morrison, Oyedele, Oladunjoye and Mamman (2017) considered the utilization of social media in the classroom by business teacher educators in Nigeria, three purposes of study were converted to research questions. Survey research design was adopted for the study. The population comprised of ninety business teacher educators in Nigeria incorporate the use of social media into their personal lives more frequently than into their instructional methodology when interacting with their students. The entire population was studied because of the

manageable size of the population. The findings of the study indicated that social media is only marginally implemented in business teacher education in Nigeria. However, a significant number of business educators we like to see the use of social media expanded by becoming more informed as to instructional alternatives.

The study conducted by Morrison, Oyedele, Oladunjoye and Mamman is related to the present study because both studies investigated social media sites. The previous work from Morrison, Oyedele, Oladunjoye and Mamman adopted three research questions as against four for the present study.

Zahid, Ahmad, Syed and Faisal (2016) conducted a study on impact of social media on student's academic performance in selected universities and colleges in north central. Three research questions and three hypotheses guided the conduct of the study. The population which formed the sample of the study comprises of two universities. A structured questionnaire was used to analysis the data from the respondents in which descriptive statistics was applied for data analyzes. The study showed that students in universities and colleges of education in North central, Nigeria prefer the use of social media in accessing networking sites to relate with their peers as well as for communication. The study recommended that the teacher can introduced a group discussion forum on the social media sites for the students to contribute positively on different topics of interest, this will keep them active in a productive ways. However, this study differs from the present study because the present study was conducted in tertiary institution in Osun state while the previous was conducted in North central Nigeria and four research questions and four hypotheses was tested as against three for the previous study.

Idubor, Elogie and Ikenwe (2016) conducted a study on influence of social networking usage and addiction and self perception of undergraduate in Nigeria Universities. The population

consists of nine hundred and seven undergraduate from seven faculties from university of Ibadan. The study adopted descriptive survey design, Pearson product moment correlation and multiple regressions. Three research questions and three null hypotheses guided the study. A structured questionnaire with 12 items was used for the study. Descriptive statistics was used to analyze the data from the respondents and Pearson product moment correlation and multiple regressions were used to analyzed the data. The findings revealed that self perception is significantly positively related to social media utilization just as social media utilization and social media addiction were formed to relatively contribute significantly to self perception of undergraduate students in Nigeria universities. The study recommended that undergraduate students should be giving guidance and counseling on how to positively utilized social media networks especially as a tool for collaborative learning. The study of Idubor, Elogie and Ikenwe is relevant to the present study because both studies examined social media site. This study differs from the former study because the former adopted descriptive, PPMC and Multiple regression in analyzing the data as against only descriptive survey design adopted for the present study. The previous study also used three research questions and three null hypotheses while the present study adopted four research questions and four null hypotheses.

Orachoru (2016) conducted a study on how students perceived social media as a learning tool in fullness and enhancing their language learning performance. The study examine how students perceived Facebook in term of ease of use, usefulness and their attitude towards activities and whether these factors were corrected. Descriptive survey design was used for the study. The population selected for the study was eighty six students. A structure questionnaire was used for the study. Data collected was analyzed using percentage. The results of the findings revealed that overall mean scores of perceived ease use and usefulness of social media site were

at a high level and students had a positive attitude towards the use of Facebook for doing learning activities. The study conducted by Orachoru is relevant to the present study because both studies sought perceived social media on learning. However, the study conducted by Orachoru is differs from the present study in term of topic and population.

Adebiyi, Akinbode, Okuboyejo, and Oke (2015) carried out a study on social media site and students academic performance in a private university in south west, Nigeria. The study investigated the role of attention, deficit, predictors of behaviour and academic competence on undergraduate students in private university. The population consisted of four hundred students drawn from Covenant University. Structural equation modeling (SEM) was used and the instrument was validated by two experts. Cronbach's alpha was used for internal consistency of the measurement items. The results of the findings revealed a statically significant positive effect of academic competence and predictors of behaviour on students time management on social media site and their academic performance. Adebiyi, Akinbode, Okuboyejo, and Oke study is related to this study because both studies deal with social media site. However, this study differs from this present study in terms of topic, population and research design.

Peter (2015) conducted a study in social media and academic performance of students in University of Lagos. The study adopted descriptive research design. Five research questions and five hypotheses guided the study. The population of the study was twenty four thousand, six hundred and six one of full time undergraduate students, but simple random sampling technique was used to select three hundred and seventy eight students for the study. Chi square was used to test the research hypotheses. The result of the study revealed that a great number of student of University of Lagos are addicted to social media. Peter's study is related to the present study

because both studies investigated social media site on teaching and learning. However, the study differs from present study in term of population and research design.

Lejila, Betim and Burim (2014) carried out a study on analysis of social media usage in teaching and learning. The purpose of the study was to examine the impact of the social media applications on teaching and learning. The purpose of this study was to analyze the use of social media in teaching and learning based literature study and experience in different faculties at South European University. Three research questions were generated 160 students and 40 instructors were selected from four faculties. Questionnaire was used to gather the data for the study. The research questions were analyzed using mean rating and standard deviation while hypothesis was tested using t-test. The study concluded that social media are already affecting the ways in which teachers and students find, create, share, learn and acquire knowledge through the media opportunities and collaboration with each other.

The study conducted by Lejila, Betim and Burim is related to the present study because both focused on learning through social media sites. The present study differs from Lejila, Betim and Burim because the present study was conducted Osun state tertiary institutions lecturers and students as respondents while Lejila, Betim and Burim was conducted in South European University.

Okereke and Oghenetega (2014) carried out a study on the impact of social media on academic performance of university students in Nigeria. Causal comparative research design was employed while two purposes and two research questions guided the study. The study population drawn was one hundred undergraduates students from four different universities. A structure questionnaire was analyzed and descriptive research design was adopted to analyzed the research questions. The study identified that students in the four universities are using social

media site to reach out to close or distance friends and getting information generally about life. The study revealed that social media has negative influence on academic performance of business education students. The research conducted by Okereke and Oghenetega is related to this present study because both study social media sites. However, the study conducted by Okereke and Oghenetega differ from the present study in number of population.

Ezekiel, Ruth and Leo (2013) conducted a study on influence of social media on the academic performance of the undergraduate students of Kogi State University, Anyigba. The study adopted survey research. Four research questions guided the study. The population that formed the sample of the study comprised of undergraduate of mass communication in Kogi State University. Two hundred and eighty two students were selected using random sampling for the study. A structured questionnaire with thirty four items was used to collect data. The study conducted by Ezekiel, Ruth and Leo (2013) is relevant to the present study because both studies identified social media as an instrument of learning in tertiary institutions. However, the study differs from the present study in terms of population and topic.

### **Appraisal of Related Literature**

It is without doubt that social media is and will remain an important tool in human life as far as communication is concerned. Today mankind is harvesting tremendously from its existence not in mere communication point of view but also in most scholarly activities. Different forms of education including distance education has been widely patronized and facilitated to some degree through these social media networks. Acquiring information both locally and internationally from friends, lectures or expert is no longer a struggle as compared to the olden days and the internet is the ultimate master behind this success.

Social media is a useful servant but a dangerous master and can also be “described as a two edge sword” and as such, users especially students must be alert about its dangers and be prudent in its influence on teaching and learning process. The study adopted the constructive learning theory of John Dewey (1933). The theory reveal how educator should believed, the nature of how people consider/think and process information. At the centre of his theory, Dewey introduced the concept of reflective thinking in his discussion of progressive education, allowing students to be active in their learning. He described reflective thinking as the type of thinking that would turn the subject over in the mind and giving it thorough and without interruption consideration.

The study further conceptualized social media as a computer mediated tools that allow people or companies to create, share and exchange information. Social media emerged to be one of the communication means, it exist so as to ease communication among people regardless of the expenses, making it open to people to easily share information, files and pictures, video, send messages and conduct real conversation. It is a website that does not just give you information but interact with you while giving you information. Thirteen related empirical studies were reviewed. Based on the reviewed empirical studies, the researcher observed that none of the studies examined the Perceived Influence of Social Media centre on teaching and learning which this study seek to examine. Similarly, the researcher observes that none of the studies focused on the Business education especially in Tertiary Institutions in Osun State. These constitute the gaps which the current study bridged.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This chapter focuses on the methodology used in conducting this study. The chapter is presented under the following subheadings:

Research Design

Population of the Study

Sample and Sampling Techniques

Instrument for Data Collection

Validity of the Instrument

Pilot Study

Reliability of the Instrument

Procedure for Data Collection

Method of Data Analysis

Decision Rule

#### **Research Design**

Descriptive survey research design was used for this study. The design involves collecting and analyzing the gathered data. The choice of the design was based on the opinion of Patel, (2010) who states that the design uses questionnaire to collect information about people, attitudes, beliefs, feelings, behaviors and lifestyles. This design was most appropriate for this study since it sought to investigate the perceived influence of social media on teaching and learning of business education courses in tertiary institutions in Osun state Nigeria.

#### **Population of the Study**

The population of the study comprises of all final year students of 2018/2019 in Business Education and HND II Office Technology and Management students and NCE III Business

Education in public institutions in Osun State. The breakdown of the population of the study are given in Table 1.

**Table 1: Population of the Study**

| S/N | Institutions                 | Programme     | No of Students | No of Lecturers |
|-----|------------------------------|---------------|----------------|-----------------|
| 1.  | Osun State Polytechnic, Iree | OTM           | 62             | 10              |
| 2.  | Federal Polytechnic, Ede     | OTM           | 64             | 14              |
| 3.  | College of Education, Ila    | Business Edu. | 60             | 14              |
| 4.  | College of Education, Ilesa  | Business Edu. | 66             | 10              |
|     | <b>Total</b>                 |               | <b>252</b>     | <b>48</b>       |

**Sources:** *Departmental Record Office 2020*

### **Sample and Sampling Techniques**

The total population sampling which does not require sample size and selection of a sample, was adopted for the study. This implies the study was a census survey. According to Laerd dissertation (2012), the total population sampling is a purposive sampling technique. It could be adopted if the size of the population is relatively small. Relying on these, the entire population was used for the study. Another reason for making use of the entire population was recommendation of Ademiluyi and Okwuanaso (2009) who stated that it is ideal to study the entire population whenever it is possible to do so.

### **Instrument for Data Collection**

The data collection instrument was a 4-point rating scale structured questionnaire with 40 items, designed by the researcher and tagged “Perceived Influence of Social Media on Teaching and Learning of Business Education Courses Questionnaire (PISMTLBECQ)”. The choice of four point rating scale questionnaire was informed by the fact that the research questions were answered using four different boundary limits. The questionnaire consists of part I and part II.

Part I seeks information on bio-data of the respondents while Part II: consisted of 40 structured questionnaire items. Part II is further divided into four section based on specific purposes. Section A consists of 10 questions on the perceived influence of WhatsApp on teaching and learning of business education courses;

Section B, C and D were on the influence of Facebook, Skype and Twitter on the teaching and learning of business education courses. The items were structured on 4-point rating scale of Strongly Agreed (SA) 4 points, Agreed (A) 3 points, Disagreed (D) 2 points, Strongly Disagreed (SD) 1 point (See Appendix A).

### **Validation of the Instrument**

The instrument designed for the study was both face and content validated by the researcher's supervisor along with two senior lecturers in the department of Business and Entrepreneurship Education, Kwara State University, Malete. These experts checked the instrument thoroughly; their comments and corrections were taken into consideration in producing the final version of the questionnaire (See Appendix B).

### **Pilot Study**

The instrument was pilot-tested using five business education lecturers and twenty five students from Kwara State College of Education Technical, Lafiagi. The choice of the college was influenced by the fact that it possessed similar characteristics with the study institutions but is situated outside the study area. The results from the respondents were correlated to find the coefficient of reliability of the instrument.

### **Reliability of the Instrument**

Cronbach Alpha method was used to determine the internal consistency of the instrument from the data collected in the pilot study. The result gave reliability co-efficient of 0.89. Thus,

the instrument was considered reliable. This is line in with Olayiwola (2010) who states that reliability estimate of 0.60 and above is high and the instrument for which it is calculated is reliable and stable (See appendix C).

### **Procedure for Data Collection**

For the purpose of data collection, the researcher was given a letter of introduction by the Head of Department of Business and Entrepreneurship Education, Kwara State, University, Malete. The letter with the help introduced the researcher to the study area and sought for their cooperation in giving her information that would facilitate her research work. Thereafter, the data were collected by administering the questionnaire on the respondents by the researcher with the aid of two research assistants. The two assistants helped the researcher in Ede, Ilesa and Ila. while the researcher collected the data in Iree. The respondents were given two weeks to respond to the instrument. This was to ensure that they were given ample time that could make them to give valid and reliable responses. After the expiration of the period, all the questionnaire was therefore collected.

### **Method of Data Analysis**

The data collected for this study were analyzed using frequency and percentage for demographic variables. The research questions were analyzed using mean to answer the research questions and standard deviation to determine the closeness or otherwise of the responses to the mean, while the independent sample t-test statistics was used to test the null hypotheses for significant difference at the probability value of 0.05.

### **Decision Rule**

The decision on the rating which answered the research questions were determined using the boundary limit; 0.00-1.49 = Strongly Disagreed, 1.50-2.49 = Disagreed, 2.50-3.4 = Agreed

and 3.50-4.00 = Strongly Agreed. The decision rule in relation to the null hypotheses was that a null hypothesis was retained when the p-value value is greater than or equal to 0.05 level of significance. Where the p-value is less than 0.05 level of significance, the null hypothesis was rejected.

## CHAPTER FOUR

### PRESENTATION AND ANALYSIS OF DATA

This chapter presents the results and discussion of the data analysis for the study. The presentations were organized according to research questions and null hypotheses that guided the study. They are presented under relevant headings as follows:

Analysis of Demographic Data

Analysis of Data to Answer the Research Questions

Test of Hypotheses

Summary of Major Findings

Discussion of findings

#### **Analysis of Demographic Data**

The demographic data for the study were analyzed in Tables 2 and 3 as follows:

**Table 2: Percentages Distribution of Respondents by Gender.**

| <b>Gender</b> | <b>Frequency</b> | <b>Percentage (%)</b> |
|---------------|------------------|-----------------------|
| Male          | 127              | 42.3                  |
| Female        | 173              | 57.7                  |
| <b>Total</b>  | <b>300</b>       | <b>100.0</b>          |

*Source: Field survey, 2021*

Table 2 shows the percentage distribution of respondents based on gender. The Table reveals that there are 127 male respondents representing 42.3% and 173 female respondents representing 57.7% were used for the study. This indicates that female respondents (lecturers and students) were more in number than male respondents that responded to the questionnaire.

**Table 3: Percentages Distribution of Respondents by Status.**

| <b>Status</b> | <b>Frequency</b> | <b>Percentage (%)</b> |
|---------------|------------------|-----------------------|
| Lecturers     | 48               | 16.0                  |
| Students      | 252              | 84.0                  |
| <b>Total</b>  | <b>300</b>       | <b>100.0</b>          |

*Source: Field survey, 2021*

Table 3 shows the percentage distribution of respondents on the basis of status. The table reveals that there were 48 business education lecturers representing 16.0% and 252 business education students representing 84.0% used for the study. This indicates that students that responded to the questionnaire were more in number than the lecturers.

### Analyses of Data to Answer the Research Questions

Analysis of data to answer the research questions are presented in Tables 4 to 7 as follows:

**Research Question 1:** What is the perceived influence of WhatsApp on teaching and learning of business education courses in tertiary institutions?

**Table 4: Mean and standard deviation of responses on the perceived influence of WhatsApp on teaching and learning of business education courses**

| N=300                   |   |             |             |                 |
|-------------------------|---|-------------|-------------|-----------------|
| S/N                     | Item Statements   | $\bar{x}$   | SD          | Decision        |
| 1.                      | WhatsApp platforms are used by business educators to share online assignments to the students.      | 3.50        | 0.59        | Strongly Agreed |
| 2.                      | WhatsApp platforms are used by business educators for receiving instant feedback from the learners. | 2.61        | 0.73        | Agreed          |
| 3.                      | WhatsApp improves communication between business educators and their colleagues.                    | 3.47        | 0.64        | Agreed          |
| 4.                      | WhatsApp reduces the distance between teacher and students, thereby reducing students' tension.     | 2.90        | 0.74        | Agreed          |
| 5.                      | WhatsApp breaks down psychological barriers between the business educators and students.            | 3.53        | 0.55        | Strongly Agreed |
| 6.                      | WhatsApp makes learning enjoyable and enhances understanding by business educators and students.    | 2.76        | 0.96        | Agreed          |
| 7.                      | WhatsApp platform encourages more interaction between the facilitator and the students              | 3.10        | 0.87        | Agreed          |
| 8.                      | WhatsApp provides variety in instruction and content for teaching and learning of business courses  | 3.29        | 0.92        | Agreed          |
| 9.                      | WhatsApp platform help to solve the problems caused by the absence of facilitators/lecturers.       | 3.42        | 0.64        | Agreed          |
| 10.                     | WhatsApp helps the lecturers and students to be accessible no their website.                        | 3.40        | 0.63        | Agreed          |
| <b>Weighted average</b> |   | <b>3.20</b> | <b>0.73</b> | <b>Agreed</b>   |

*Source: Field survey, 2021*

Data in Table 4 shows the mean and standard deviation scores on respondents' perception about the influence of WhatsApp on teaching and learning of business education courses. The respondents agreed that WhatsApp platforms are used by business educators to share online assignments to the students, receives instant feedback from the learners and improves communication between business educators and their colleagues. Mean scores of 3.50, 2.61 and 3.47 supported these assertions. The respondents also agreed that WhatsApp reduces the distance between teacher and students, thereby reducing students' tension, WhatsApp breaks down psychological barriers between the business educators and students as well as makes learning enjoyable and enhances understanding by business educators and students. Mean scores of 2.90, 3.53 and 2.76 supported these. In addition, the respondents agreed that WhatsApp platform encourages more interaction between the facilitator and the students, provides variety in instruction and content for teaching and learning of business courses, help to solve the problems caused by the absence of facilitators/lecturers and helps the lecturers and students to be accessible no their website. These were supported by mean scores of 3.10, 3.29, 3.42 and 3.40 respectively.

All the 10 item constructs have standard deviation ranging from 0.55 to 0.96. This means that the responses of the respondents are not wide spread as they are close to the mean. Table 4 shows a grand calculated weighted average mean and standard deviation of 3.20 and 0.72, which indicates agreement to all the constructs. This implies that business educators and students supported that WhatsApp positively influences the teaching and learning of business education courses in tertiary institutions.

**Research Question 2:** What is the perceived influence of Facebook on teaching and learning of business education courses in tertiary institutions?

**Table 5: Mean and standard deviation of responses on the perceived influence of Facebook on teaching and learning of business education courses**

| N=300                   |   |             |             |               |
|-------------------------|---|-------------|-------------|---------------|
| S/N                     | Item Statements   | $\bar{X}$   | SD          | Decision      |
| 1.                      | Facebook encourages and enhance e-monitoring /feedback tools.                               | 3.08        | 0.47        | Agreed        |
| 2.                      | Facebook enhances instant feedback and evaluate on students performance.                    | 3.08        | 0.55        | Agreed        |
| 3.                      | Facebook ensures productive use of business educators time spent on their study.            | 3.09        | 0.67        | Agreed        |
| 4.                      | Facebook provides learners opportunities with new learning approach.                        | 3.04        | 0.59        | Agreed        |
| 5.                      | Facebook gives business educators new opportunities of learning and asking questions.       | 3.11        | 0.74        | Agreed        |
| 6.                      | Facebook helps business educators to learn anywhere anytime.                                | 3.56        | 0.71        | Agreed        |
| 7.                      | Facebook increases motivation to learning thereby reducing stress.                          | 3.23        | 0.70        | Agreed        |
| 8.                      | Facebook helps learners to understand the subject content more in-depth, quicker and better | 3.31        | 0.65        | Agreed        |
| 9.                      | Facebook enhances communication between business educators and students                     | 3.27        | 0.74        | Agreed        |
| 10.                     | Facebook helps to develop among business educators computer literacy and language skills    | 2.67        | 0.83        | Agreed        |
| <b>Weighted average</b> |   | <b>3.14</b> | <b>0.67</b> | <b>Agreed</b> |

*Source: Field survey, 2021*

Data in Table 5 shows the mean and standard deviation scores on respondents' perception about the influence of Facebook on teaching and learning of business education courses. The respondents agreed to all the constructs as the mean scores are very high. The respondents agreed that Facebook encourages and enhance e- monitoring /feedback tools, enhances instant feedback and evaluate on students' performance and ensures productive use of business educators time spent on their study. Mean scores of 3.08, 3.08 and 3.09 supported these. The respondents also agreed that Facebook provides learners opportunities with new learning approach, gives business educators new opportunities of learning and asking questions and helps business educators to

learn anywhere anytime. Mean scores of 3.04, 3.11 and 3.56 supported these. In addition, the respondents agreed that Facebook increases motivation to learning thereby reducing stress, helps learners to understand the subject content more in-depth, quicker and better, enhances communication between business educators and students and helps to develop among business educators' computer literacy and language skills. These were supported by mean scores of 3.23, 3.31, 3.27 and 2.67 respectively.

All the 10 item constructs have standard deviation ranging from 0.47 to 0.83. This means that the responses of the respondents are not wide spread as they are close to the mean. Table 5 shows a grand mean and standard deviation of 3.14 and 0.67 respectively, which indicated agreement to all the constructs. This implies that business educators and students agreed that Facebook positively influences the teaching and learning of business education courses in tertiary institutions.

**Research Question 3:** What is the perceived influence of Skype on teaching and learning of business education courses in tertiary institutions?

**Table 6: Mean and standard deviation of responses on the perceived influence of Skype on teaching and learning of business education courses**

| N=300                   |   |             |             |               |
|-------------------------|---|-------------|-------------|---------------|
| S/N                     | Item Statements   | $\bar{x}$   | SD          | Remark        |
| 1.                      | Skype gives business educators the ability to connect with students outside the classroom.  | 3.34        | 0.47        | Agreed        |
| 2.                      | Skype allows lecturer to meet face-to-face with the subject of their learning   | 3.47        | 0.52        | Agreed        |
| 3.                      | Skype gives business educators opportunities to expand in learning through voice, text and video                                    | 3.74        | 0.43        | Agreed        |
| 4.                      | Skype gives business educators opportunities to connect with each other thereby increased their knowledge in teaching and learning. | 3.83        | 0.37        | Agreed        |
| 5.                      | Skype helps business education students to share projects or papers, polish their language skills and exchange information.         | 3.75        | 0.43        | Agreed        |
| 6.                      | Skype gives business education students and lecturers the opportunities to participate in virtual lectures                          | 3.76        | 0.42        | Agreed        |
| 7.                      | Skype helps instructors to accomplish many learning activities  | 3.83        | 0.37        | Agreed        |
| 8.                      | Skype enhances collaborative learning and teaching among business educators and students  | 3.78        | 0.41        | Agreed        |
| 9.                      | Business educators use skype to contact, communicate and share learning and teaching materials with others                          | 3.40        | 0.49        | Agreed        |
| 10.                     | Skype assists business educators learning new cultures and languages in their educational environment                               | 3.39        | 0.51        | Agreed        |
| <b>Weighted average</b> |   | <b>3.63</b> | <b>0.44</b> | <b>Agreed</b> |

*Source: Field survey, 2021*

Data in Table 6 shows the mean and standard deviation scores on respondents' perception about the influence of Skype on teaching and learning of business education courses. The respondents agreed to all the constructs as the mean scores are very high. The respondents agreed that Skype gives business educators the ability to connect with students outside the classroom, allows lecturer to meet face-to-face with the subject of their learning and gives business educators opportunities to expand in learning through voice, text and video. Mean scores of 3.34, 3.47 and 3.74 supported these. The respondents strongly agreed that Skype gives business

educators opportunities to connect with each other thereby increased their knowledge in teaching and learning, also Skype helps business education students to share projects or papers, polish their language skills and exchange information and Skype gives business education students and lecturers the opportunities to participate in virtual lectures. Mean scores of 3.83, 3.75 and 3.76 supported these. In addition, the respondents agreed that Skype helps instructors to accomplish many learning activities, enhances collaborative learning and teaching among business educators and students, use Skype to contact, communicate and share learning and teaching materials with others as well as Skype assists business educators learning new cultures and languages in their educational environment. These were supported by mean scores of 3.83, 3.78, 3.40 and 3.39 respectively.

All the 10 item constructs have standard deviation ranging from 0.37 to 0.52. This means that the responses of the respondents are not wide spread as they are close to the mean. Table 6 showed a grand mean and standard deviation of 3.63 and 0.44, which indicated agreement to all the constructs. This implied that business educators and students affirmed that Skype positively influence the teaching and learning of business education courses in tertiary institutions.

**Research Question 4:** What is the perceived influence of Twitter on teaching and learning of business education courses in tertiary institutions?

**Table 7: Mean and standard deviation of responses on the perceived influence of Twitter on teaching and learning of business education courses**

| <b>N=300</b>            |  |             |             |               |
|-------------------------|--|-------------|-------------|---------------|
| <b>S/N</b>              | <b>Item Statements</b>   | $\bar{X}$   | <b>SD</b>   | <b>Remark</b> |
| 1.                      | Twitter gives lecturers the opportunity to quickly tweet details of homework and assignment to the students                            | 3.27        | 0.53        | Agreed        |
| 2.                      | Twitter allows the business educators to have access to different educational links and increases efficiency in their teaching methods | 3.44        | 0.77        | Agreed        |
| 3.                      | Twitter motivates business educators on collaborative research by giving advice and sharing interesting link with each other.          | 3.41        | 0.59        | Agreed        |
| 4.                      | Twitter helps business educators to send class information and available course materials to their learners.                           | 3.35        | 0.53        | Agreed        |
| 5.                      | Twitter encourages lecturers and students to participate in academic related contest.  | 3.23        | 0.58        | Agreed        |
| 6.                      | Twitter helps business educators to check the post of the students by clicking on their link   | 3.28        | 0.47        | Agreed        |
| 7.                      | Twitter allows business educator to search for specific phrases, key figures, discussion topics and relevant forums.                   | 3.64        | 0.50        | Agreed        |
| 8.                      | Twitter enhances communication between lecturers and learners to promote teaching and learning   | 3.08        | 0.90        | Agreed        |
| 9.                      | Twitter gives business educators opportunities to share knowledge publicly or openly   | 3.17        | 0.55        | Agreed        |
| 10.                     | Twitter helps business educators to exchange views and ideas within and outside learning community                                     | 3.31        | 0.49        | Agreed        |
| <b>Weighted average</b> |  | <b>3.32</b> | <b>0.59</b> | <b>Agreed</b> |

*Source: Field survey, 2021*

Data in Table 6 shows the mean and standard deviation scores on respondents' perception about the influence of Twitter on teaching and learning of business education courses. The respondents agreed to all the constructs as the mean scores are very high. The respondents agreed that Twitter gives lecturers the opportunity to quickly tweet details of homework and assignment to the students, allows the business educators to have access to different educational links and increases efficiency in their teaching methods as well as motivates business educators on

collaborative research by giving advice and sharing interesting link with each other. Mean scores of 3.27, 3.44 and 3.41 supported these. The respondents strongly agreed that Twitter helps business educators to send class information and available course materials to their learners, encourages lecturers and students to participate in academic related contest and helps business educators to check the post of the students by clicking on their link. Mean scores of 3.35, 3.23 and 3.28 supported these. In addition, the respondents agreed that Twitter allows business educators to search for specific phrases, key figures, discussion topics and relevant forums, enhances communication between lecturers and learners to promote teaching and learning, gives business educators opportunities to share knowledge publicly or openly and helps business educators to exchange views and ideas within and outside learning community. These were supported by mean scores of 3.64, 3.08, 3.17 and 3.31 respectively.

All the 10 item constructs have standard deviation ranging from 0.47 to 0.90. This means that the responses of the respondents are not wide spread as they are close to the mean. Table 7 showed a grand mean and standard deviation of 3.32 and 0.59, which indicated agreement to all the constructs. This implies that business educators and students supported that Twitter positively influence the teaching and learning of business education courses in tertiary institutions.

### **Test of Hypotheses**

In line with four specific purpose and research questions, four null hypotheses were formulated to guide the study as 0.05 level of significance. The null hypotheses 1-4 were analyzed using independent samples t-test statistical tool because it (t-test) is used in determining the significance of the difference between two means. The summary of the test of hypotheses are presented in Tables 8 to 11 as follows:

$H_{01}$ : There is no significant difference between the mean ratings of business education lecturers and students regarding the influence of WhatsApp on teaching and learning of business education courses in tertiary institutions.

**Table 8: Summary of t-test of the difference between the mean responses of lecturers and students on the influence of WhatsApp on teaching and learning of business education courses**

|           |     |      |      |       |     |         | N=300    |
|-----------|-----|------|------|-------|-----|---------|----------|
| Group     | N   | Mean | SD   | t-cal | df  | p-value | Decision |
| Lecturers | 48  | 3.12 | 0.27 | 0.605 | 298 | 0.546   | NS       |
| Students  | 252 | 3.09 | 0.28 |       |     |         |          |

*Source: Field survey, 2021*

$P > 0.05$

The data in Table 8 reveals that there are 48 lecturers and 252 students. The response of lecturers and students indicated that WhatsApp positively influence the teaching and learning of business education courses in tertiary institutions ( $\bar{x} = 3.12$ ;  $SD = 0.27$ ) and ( $\bar{x} = 3.09$ ;  $SD = 0.28$ ). Their responses are close to the mean as the standard deviations are very low. The table reveals that there was no significant difference between the mean perception of business education lecturers and students regarding the influence of WhatsApp on teaching and learning of business education courses in tertiary institutions ( $t_{298} = 0.605$ ,  $P > 0.05$ ). Therefore, the null hypothesis was retained. This implies that lecturers and students did not differ in their responses regarding the influence of WhatsApp on teaching and learning of business education courses in tertiary institutions.

H<sub>02</sub>: There is no significant difference between the mean ratings of lecturers and students regarding the influence of Facebook on teaching and learning of business education courses in tertiary institutions.

**Table 9: Summary of t-test of the difference between the mean responses of lecturers and students on the influence of Facebook on teaching and learning of business education courses**

|                                   |     |      |      |       |     |         | N=300            |
|-----------------------------------|-----|------|------|-------|-----|---------|------------------|
| Group                             | N   | Mean | SD   | t-cal | df  | p-value | Decision         |
| Lecturers                         | 48  | 3.21 | 0.18 |       |     |         |                  |
|                                   |     |      |      | 1.060 | 298 | 0.290   | NS               |
| Students                          | 252 | 3.13 | 0.48 |       |     |         |                  |
| <i>Source: Field survey, 2021</i> |     |      |      |       |     |         | <i>P&gt;0.05</i> |

The data in Table 9 reveals that there are 48 lecturers and 252 students. The response of lecturers and students indicated that Facebook positively influence the teaching and learning of business education courses in tertiary institutions ( $\bar{x} = 3.21$ ; SD = 0.18) and ( $\bar{x} = 3.13$ ; SD = 0.48). Their responses are close to the mean as the standard deviations are very low. The table revealed that there was no significant difference between the mean perception of business education lecturers and students regarding the influence of Facebook on the teaching and learning of business education courses in tertiary institutions ( $t_{298} = 1.060$ ,  $P > 0.05$ ). Therefore, the null hypothesis was retained. This implies that lecturers and students did not differ in their responses regarding the influence of Facebook on teaching and learning of business education courses in tertiary institutions.

H<sub>03</sub>: There is no significant difference between the mean ratings of female and male respondents regarding the influence of Skype usage by business educators on teaching and learning of business education courses in tertiary institutions.

**Table 10: Summary of t-test of the difference between the mean responses of male and female on the influence of Skype on teaching and learning of business education courses**

|                                   |     |      |      |       |     |         | N=300            |
|-----------------------------------|-----|------|------|-------|-----|---------|------------------|
| Group                             | N   | Mean | SD   | t-cal | df  | p-value | Decision         |
| Male                              | 127 | 3.62 | 0.18 |       |     |         |                  |
|                                   |     |      |      | 0.812 | 298 | 0.417   | NS               |
| Female                            | 173 | 3.64 | 0.19 |       |     |         |                  |
| <i>Source: Field survey, 2021</i> |     |      |      |       |     |         | <i>P&gt;0.05</i> |

The data in Table 10 reveals that there are 127 male respondents and 173 female respondents. The responses of male and female respondents indicated that Skype usage positively influence the teaching and learning of business education courses in tertiary institutions ( $\bar{x} = 3.62$ ;  $SD = 0.18$ ) and ( $\bar{x} = 3.64$ ;  $SD = 0.19$ ). Their responses are close to the mean as the standard deviations are very low. The table revealed that there was no significant difference between the mean perception of female and male respondents regarding the influence of Skype usage by business educators on teaching and learning of business education courses in tertiary institutions ( $t_{298} = 0.812$ ,  $P>0.05$ ). Therefore, the null hypothesis was retained. This implies that female and male respondents did not differ in their responses regarding the influence of Skype usage on teaching and learning of business education courses in tertiary institutions.

H<sub>04</sub>: There is no significant difference in the mean ratings of male and female respondents on the influence of Twitter on teaching and learning of business education courses in tertiary institutions.

**Table 11: Summary of t-test of the difference between the mean responses of male and female regarding the influence of Twitter on teaching and learning of business education courses**

|                                   |     |      |      |       |     |         | N=300            |
|-----------------------------------|-----|------|------|-------|-----|---------|------------------|
| Group                             | N   | Mean | SD   | t-cal | df  | p-value | Decision         |
| Male                              | 127 | 3.31 | 0.21 |       |     |         |                  |
|                                   |     |      |      | 0.308 | 298 | 0.760   | NS               |
| Female                            | 173 | 3.32 | 0.25 |       |     |         |                  |
| <i>Source: Field survey, 2021</i> |     |      |      |       |     |         | <i>P&gt;0.05</i> |

The data in Table 11 reveals that there are 127 male respondents and 173 female respondents. The responses of male and female respondents shows that Twitter has positive influence on the teaching and learning of business education courses in tertiary institutions ( $\bar{x} = 3.31$ ;  $SD = 0.21$ ) and ( $\bar{x} = 3.32$ ;  $SD = 0.25$ ). Their responses are close to the mean as the standard deviations are very low. The table reveals that there was no significant difference between the mean perception of female and male respondents regarding the influence of Twitter on the teaching and learning of business education courses in tertiary institutions ( $t_{298} = 0.308$ ,  $P > 0.05$ ). Therefore, the null hypothesis was not rejected. This implies that female and male respondents did not differ in their responses regarding the influence of Twitter on teaching and learning of business education courses in tertiary institutions. The reason why the null hypothesis was not rejected was based on the fact that the benchmark that was set to test the level of significance was at 0.05 but the p-value was at 0.546, 0.290, 0.417 and 0.760 respectively which is higher than the Alpha level.

### Summary of Findings

The followings are the summary of findings for the study:

1. WhatsApp has positive influence on the teaching and learning of business education courses in tertiary institutions as perceived by business educators.

2. Facebook has positive influence on the teaching and learning of business education courses in tertiary institutions as perceived by business educators.
3. Skype has positive influence on the teaching and learning of business education courses in tertiary institutions as perceived by business educators.
4. Twitter has positive influence on the teaching and learning of business education courses in tertiary institutions as perceived by business educators.
5. There was no significant difference between the mean perception of business education lecturers and students on the influence of WhatsApp on teaching and learning of business education courses in tertiary institutions ( $t_{298} = 0.605, P > 0.05$ ).
6. There was no significant difference between the mean perception of business education lecturers and students on the influence of Facebook on the teaching and learning of business education courses in tertiary institutions ( $t_{298} = 1.060, P > 0.05$ ).
7. There was no significant difference between the mean perception of female and male respondents on the influence of Skype usage by business educators on teaching and learning of business education courses in tertiary institutions ( $t_{298} = 0.812, P > 0.05$ ).
8. There was no significant difference between the mean perception of female and male respondents on the influence of Twitter on the teaching and learning of business education courses in tertiary institutions ( $t_{298} = 0.308, P > 0.05$ ).

### **Discussion of findings**

The study was conducted to examine the perceived influence of social media on teaching and learning of business education courses in tertiary institutions in Osun state. The

discussion is based on the four research questions and four null hypotheses presented in chapter one and statistically analyzed in this chapter. The results of the analysis on research question one revealed that business educators in tertiary institutions rated the extent to which WhatsApp positively influence teaching and learning of business education course in tertiary institutions in Osun state (mean = 3.20, SD = 0.73). This implies that business educators and students supported that WhatsApp positively influences the teaching and learning of business education courses in tertiary institutions. The finding corroborated that of David (2014) who found out that the response on trainee teachers' perceptions toward using WhatsApp group discussion platform for learning showed that the students' WhatsApp group chat participation increased their interest in the course; provided them with easy and round the clock access to the course lecturer and course mates; and helped them in getting quick information about class activities in relation to the course and easy access to course resources links as posted by the course lecturer. Enang (2014) asserted that WhatsApp provides access to learning resources anywhere, anytime and in various formats has the potentials to enhance deep student learning capabilities and it allow student to construct their own knowledge

Hypothesis one was tested to examine the difference in the mean perception of respondents of lecturers and students regarding the influences of WhatsApp on teaching and learning of business education courses in tertiary institution in Osun state. The data revealed that there were 48 lecturers and 252 students. The lecturers and students responses showed that WhatsApp positively influence teaching and learning of business education courses in tertiary institution ( $\bar{x} = 3.12$ ;  $SD = 0.27$ ) and ( $\bar{x} = 3.09$ ;  $SD = 0.28$ ). Their responses are close to the mean as the standard deviations are very low. Table 8 revealed that there was no significant difference between the mean perception of business education lecturers and students on the influence of

WhatsApp on teaching and learning of business education courses in tertiary institutions ( $t_{298} = 0.605, P > 0.05$ ). Therefore, the null hypothesis was not rejected. This implied that lecturers and students did not differ in their responses regarding the influence of WhatsApp on teaching and learning of business education courses in tertiary institutions. This further supports David's (2014) findings about the relevance of WhatsApp to teaching and learning.

The finding on research question two reveals that Facebook positively influence the teaching and learning of business education courses in tertiary institutions (mean = 3.14, SD = 0.67). The findings is in line with Kietzmann (2012) who stated that Facebook have the potential to increase social interaction, interest and motivation, support learning anytime and anywhere, provide cooperation, increase sense of belonging and commitment, teachers student interaction, provide peer support and feedback and enable sharing of materials and information. Ayanwale (2018) maintained that Facebook allowed students/teachers to connect with their peers operating all around the globe in order to share plans and approaches and for support and motivation.

Hypothesis two examined whether there is significance difference between the mean perception of lecturers and students regarding the influence of Facebook on teaching and learning of business education courses. The data in Table 9 reveals that there were 48 lecturers and 252 students. The response of lecturers and students indicated that Facebook has positive influence on the teaching and learning of business education courses in tertiary institutions ( $\bar{x} = 3.21; SD = 0.18$ ) and ( $\bar{x} = 3.13; SD = 0.48$ ). Their responses are close to the mean as the standard deviations are very low. The table revealed that there was no significant difference between the mean perception of business education lecturers and students regarding the influence of Facebook on the teaching and learning of business education courses in tertiary institutions ( $t_{298} = 1.060, P > 0.05$ ). Therefore, the null hypothesis was not rejected. This implied that lecturers

and students did not differ in their responses regarding the influence of Facebook on teaching and learning of business education courses in tertiary institutions.

The finding from research question three reveals that Skype has positive influence on the teaching and learning of business education courses in tertiary institutions. This was supported with the average mean and standard deviation of 3.63 and 0.44, which indicated agreement to all the constructs. This implies that business educators perceived that Skype has positive influence on the teaching and learning of business education courses in tertiary institutions. This is in line with Steele (2014) who stated that teachers are using Skype in unique ways to fulfill educational goals. The videoconferencing aspect of the software is valuable in that it provides a way to connect students who speak different language, hold virtual field trip and reach out experts in varying field trips and reach out to experts in varying fields of study. These experiences allow students a chance to apply what they are learning in the classroom to real life experience and it also achieves further learning opportunities. Enang (2014) further observed that Skype has a potential impact to open up many options to teachers and students interaction. Skype often offers potentially revolutionize the teaching and learning.

Hypothesis three was conducted to examine difference between the mean perception of male and female regarding the influence of Skype on teaching and learning of business education courses in tertiary institution. The data in Table 10 reveals that there are 127 male respondents and 173 female respondents. The responses of male and female respondents indicated that Skype usage has positive influence on the teaching and learning of business education courses in tertiary institutions ( $\bar{x} = 3.62$ ;  $SD = 0.18$ ) and ( $\bar{x} = 3.64$   $SD = 0.19$ ). Their responses are close to the mean as the standard deviations are very low. The table revealed that there was no significant difference between the mean perception of female and male respondents on the

influence of Skype usage by business educators on teaching and learning of business education courses in tertiary institutions ( $t_{298} = 0.812$ ,  $P > 0.05$ ). Therefore, the null hypothesis was not rejected. This implied that female and male respondents did not differ in their responses regarding the influence of Skype usage on teaching and learning of business education courses in tertiary institutions.

Findings from research question four reveal that twitter has positive influenced on the teaching and learning of business education courses in tertiary institutions. Data in Table 11 shows the mean and standard deviation scores on respondents' perception on the influence of Twitter on teaching and learning of business education courses. The respondents agreed to all the constructs as the mean scores are very high. The respondents agreed that Twitter gives lecturers the opportunity to quickly tweet details of homework and assignment to the students, allow the business educators to have access to different educational links and increases efficiency in their teaching methods as well as motivates business educators on collaborative research by giving advice and sharing interesting link with each other. Mean scores of 3.27, 3.44 and 3.41 supported these. Aworanti (2016) observed that twitter account can provide shy student with information about events that facilitates face to face encounters with others students'. Such personal interactions are vital to creating and sustaining a sense of belongings. Enang (2014) further postulated that twitter not only helps to acquire knowledge but also establishing enduring relationship with real people, connecting with fellow dorm residents through twitter and various sites can help a student overcome the kind of isolation that otherwise might lead her to leave school.

Hypothesis four was conducted to examine difference between the mean perception of male and female on the influence of twitter on teaching and learning of business education

courses in tertiary institution. The data in Table 11 reveals that there are 127 male respondents and 173 female respondents. The responses of male and female respondents shows that Twitter has positive influence on the teaching and learning of business education courses in tertiary institutions ( $\bar{x} = 3.31$ ;  $SD = 0.21$ ) and ( $\bar{x} = 3.32$ ;  $SD = 0.25$ ). Their responses are close to the mean as the standard deviations are very low. The table revealed that there was no significant difference between the mean response of female and male respondents on the influence of Twitter on the teaching and learning of business education courses in tertiary institutions ( $t_{298} = 0.308$ ,  $P > 0.05$ ). Therefore, the null hypothesis was not rejected. This implies that female and male respondents did not differ in their responses regarding the influence of Twitter on teaching and learning of business education courses in tertiary institutions.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **Summary**

This study was conducted to examine the business educator's rating of perceived influence of social media on teaching and learning of business education courses in tertiary institutions with focus on Osun state. The study was organized in five chapters. Chapter one introduced the study through laying foundation upon which the study was built. In chapter two, the related literature to the study were reviewed, with emphasis on theoretical framework which reviewed constructive learning theory by John Dewey that is related to the study. Other areas reviewed in the chapter included; Constructive Learning Theory by J. Dewey, Conceptual Framework, Concept of Social Media, Social Media sites and their Educational Usage, Benefits of Social Media on Teaching and Learning of Business Education, Concept of Business Education, Benefits of Social Media Site in Business Education, WhatsApp on Teaching and Learning of Business Education Courses, Facebook on Teaching and Learning of Business Education Courses, Twitter on Teaching and Learning of Business Education Courses and Skype on Teaching and Learning of Business Education Courses. Furthermore, some empirical studies that are relevant to the study were reviewed considering areas of their similarities and dissimilarities. The chapter ended with the appraising the reviewed literature. In chapter three, the methodology adopted for carrying out the study was spell out. In chapter four, the collected data were analyzed and presented, which revealed that social media influence the teaching and learning of business education courses on tertiary institution in Osun state. The major findings of the study were also highlighted and discussed.

## **Conclusion**

The rationale behind this study was to determine the perceived influence of social media on teaching and learning of business education courses in tertiary institution in Osun state. Based on the findings of the study, it was revealed that Social media has positive influence on the teaching and learning of business education courses in tertiary institution. The fact that both lecturer and students of business education are aware of social media and do utilize them to influence teaching and learning, implies that graduate of business would compete favorably in the highly competitive labour markets where ICT competencies are highly demanded for graduates by employers of labour. It also implies that business educators and school management of tertiary institutions use social media which has influence the students about its benefit to teaching and learning, therefore, stimulating students to utilize them in learning process. Additionally, the findings implies that delivery of business education courses in tertiary institutions in Osun state are students centered and practical base instead of theoretical base which could lead to ICT grounded graduates of business education. On a final note, the findings are attestation that new technologies are available in business education departments in tertiary institutions which enhanced teaching and learning.

## **Recommendations**

Based on the findings of the study and conclusion which was drawn, the following recommendations were suggested:

1. Institution and departmental administration should organize seminars and workshops for both lecturers and students in business education departments on how to effectively utilize WhatsApp for academic purposes and the impact it will have on their academic performance.

2. Teachers and learners should learn to use Facebook creatively for teaching and learning while navigating the dangers involve in Facebook abuse and other mis-use of the social media.
3. Educators and institutional administrators should encourage the use of Skype for teaching and learning, training, workshops, seminars and training should be arranged for teachers and students on the best ways to use Skype and similar platform for educational instruction, administration and evaluation.
4. Teachers and students should learn how to effectively use Twitter as a micro blogging platform to pass fast and precise information for academic purposes. Twitter is ideal for passing precise information which the learners can summaries and subsequently build on.

### **Suggestions for Further Research**

Effect of Social Media usage on Business education Students Academic Performance in public Universities in North West, Nigeria.

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**Appendix A**  
**LETTER OF VALIDATION**

Department of Business and  
Entrepreneurship Education,  
Faculty of Education,  
Kwara State University,  
Malete.  
P.M.B. 1530, Ilorin,  
Nigeria.

Date:.....

.....  
.....  
Dear Sir,

**Request for Questionnaire Validation**

I am a Masters (Business Education) Student in the above named Department, conducting a research on the “Perceived influence of social media on teaching and learning of business education courses in tertiary institution in Osun state”.

I respectfully request you to critically examine the instrument in terms of its appropriateness and adequacy of the items in measuring what it is supposed to measure.

Attached is a draft of the instrument. Your comments and suggestions will help to improve the quality of the instrument.

Thank you.

Yours faithfully,  
**Risikat Adeola Akande**  
17/27/MBE003

## **Appendix B**

### **Letter of Transmittal**

Department of Business and  
Entrepreneurship Education,  
Faculty of Education,  
Kwara State University,  
Malete.  
P.M.B. 1530, Ilorin,  
Nigeria.

Dear Respondent,

#### **Request to Complete Questionnaire**

I am a postgraduate student, undergoing Master's Degree (M.Sc. Edu.) in Business Education at the above-mentioned institution. Currently, I am conducting a research titled: **Perceived Influence of Social Media on Teaching and Learning of Business Education Courses in Tertiary Institutions.**

Kindly complete the attached questionnaire as your response will be useful in this research. Please note that all the information you will provide will be treated with utmost confidentiality. Kindly be as honest as possible to enable the researcher get valid information.

Thank you in anticipation of your cooperation.

Yours sincerely,

**Risikat Adeola AKANDE**  
**(Researcher)**

## Appendix C

### QUESTIONNAIRE ITEMS

#### PERCEIVED INFLUENCE OF SOCIAL MEDIA ON THE TEACHING AND LEARNING OF BUSINESS EDUCATION COURSES IN TERTIARY INSTITUTION IN OSUN STATE. (PISMTLBECTI)

*Section A:* Personal Data of Respondents (Please tick appropriately)

Gender:        Male            ( )            Female    ( ) Business Education Lecturers ( )

Business Education Students ( )

*PART: B questionnaire items*

Below are statements relating to “Perceived Influence of Social Media on Teaching and Learning of Business Education Courses in Tertiary Institutions in Osun State, Nigeria”. (Please, tick in the column the best that expresses your opinion about the statement using the opinions below).

SA    -        Strongly Agreed

A     -        Agreed

D     -        Disagreed

SD    -        Strongly Disagreed

**Question 1:** What is e the perceived influence of WhatsApp on teaching and learning business education courses in tertiary institutions in Osun State?

| S/N | ITEMS   | SA | A | D | SD |
|-----|---|----|---|---|----|
| 1.  | WhatsApp platforms are used by business educators to share online assignments to the students.      |    |   |   |    |
| 2.  | WhatsApp platforms are used by business educators for receiving instant feedback from the learners. |    |   |   |    |
| 3.  | WhatsApp improves communication between business educators and their colleagues.                    |    |   |   |    |
| 4.  | WhatsApp reduces the distance between teacher and students, thereby reducing students' tension.     |    |   |   |    |
| 5.  | WhatsApp breaks down psychological barriers between the business educators and students.            |    |   |   |    |
| 6.  | WhatsApp makes learning enjoyable and enhances understanding by business educators and students.    |    |   |   |    |
| 7.  | WhatsApp platform encourages more interaction between the facilitator and the students              |    |   |   |    |
| 8.  | WhatsApp provides variety in instruction and content for teaching and learning of business courses  |    |   |   |    |
| 9.  | WhatsApp platform help to solve the problems caused by the absence of facilitators/lecturers.       |    |   |   |    |
| 10. | WhatsApp helps the lecturers and students to be accessible no their website.                        |    |   |   |    |

**Question 2:** What is the perceived influence of Facebook on teaching and learning of business education courses in tertiary institutions in Osun state?

| S/N | ITEMS   | SA | A | D | SD |
|-----|---|----|---|---|----|
| 1.  | Facebook encourages and enhance e-monitoring /feedback tools.                               |    |   |   |    |
| 2.  | Facebook enhances instant feedback and evaluate on students performance.                    |    |   |   |    |
| 3.  | Facebook ensures productive use of business educators time spent on their study.            |    |   |   |    |
| 4.  | Facebook provides learners opportunities with new learning approach.                        |    |   |   |    |
| 5.  | Facebook gives business educators new opportunities of learning and asking questions.       |    |   |   |    |
| 6.  | Facebook helps business educators to learn anywhere anytime.                                |    |   |   |    |
| 7.  | Facebook increases motivation to learning thereby reducing stress.                          |    |   |   |    |
| 8.  | Facebook helps learners to understand the subject content more in-depth, quicker and better |    |   |   |    |
| 9.  | Facebook enhances communication between business educators and students                     |    |   |   |    |
| 10. | Facebook helps to develop among business educators computer literacy and language skills    |    |   |   |    |

**Question 3:** What is the perceived influence of Skype on teaching and learning of business education courses in tertiary institutions in Osun state?

| S/N | ITEMS   | SA | A | D | SD |
|-----|---|----|---|---|----|
| 1.  | Skype gives business educators the ability to connect with students outside the classroom.  |    |   |   |    |
| 2.  | Skype allows lecturer to meet face-to-face with the subject of their learning   |    |   |   |    |
| 3.  | Skype gives business educators opportunities to expand in learning through voice, text and video                                    |    |   |   |    |
| 4.  | Skype gives business educators opportunities to connect with each other thereby increased their knowledge in teaching and learning. |    |   |   |    |
| 5.  | Skype helps business education students to share projects or papers, polish their language skills and exchange information.         |    |   |   |    |
| 6.  | Skype gives business education students and lecturers the opportunities to participate in virtual lectures                          |    |   |   |    |
| 7.  | Skype helps instructors to accomplish many learning activities  |    |   |   |    |
| 8.  | Skype enhances collaborative learning and teaching among business educators and students  |    |   |   |    |
| 9.  | Business educators use Skype to contact, communicate and share learning and teaching materials with others                          |    |   |   |    |
| 10. | Skype assists business educators learning new cultures and languages in their educational environment                               |    |   |   |    |

**Question 4:** What is the Perceived Influence of Twitter on Teaching and Learning of Business Education Courses in Tertiary Institutions in Osun State?

| S/N | ITEMS  | SA | A | D | SD |
|-----|--|----|---|---|----|
| 1.  | Twitter gives lecturers the opportunity to quickly tweet details of homework and assignment to the students                            |    |   |   |    |
| 2.  | Twitter allows the business educators to have access to different educational links and increases efficiency in their teaching methods |    |   |   |    |
| 3.  | Twitter motivates business educators on collaborative research by giving advice and sharing interesting link with each other.          |    |   |   |    |
| 4.  | Twitter helps business educators to send class information and available course materials to their learners.                           |    |   |   |    |
| 5.  | Twitter encourages lecturers and students to participate in academic related contest.  |    |   |   |    |
| 6.  | Twitter helps business educators to check the post of the students by clicking on their link   |    |   |   |    |
| 7.  | Twitter allows business educator to search for specific phrases, key figures, discussion topics and relevant forums.                   |    |   |   |    |
| 8.  | Twitter enhances communication between lecturers and learners to promote teaching and learning   |    |   |   |    |
| 9.  | Twitter gives business educators opportunities to share knowledge publicly or openly   |    |   |   |    |
| 10. | Twitter helps business educators to exchange views and ideas within and outside learning community                                     |    |   |   |    |

**Appendix D**

**LETTERS OF INTRODUCTION**

## Appendix E

### RELIABILITY OF RESULT

#### Scale: TEST OF ALL QUESTIONS

#### RELIABILITY

/VARIABLES = Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10 Q11 Q12 Q13 Q14 Q15 Q16 Q17 Q18 Q19  
Q20 Q21 Q22 Q23 Q24 Q25 Q26 Q27 Q28 Q29 Q30 Q31 Q32 Q33 Q34 Q35 Q36 Q37 Q38 Q39  
Q40

/SCALE ('TEST OF ALL QUESTIONS') ALL

/MODEL = ALPHA

/STATISTICS = DESCRIPTIVE SCALE

[Data set 1]C:/Users/Dr Garba/Documents/research works/2020/Mrs Akande/mr akande.sav

#### Case Processing Summary

|       |                       | N  | %     |
|-------|-----------------------|----|-------|
| Cases | Valid                 | 30 | 100.0 |
|       | Excluded <sup>a</sup> | 0  | .0    |
|       | Total                 | 30 | 100.0 |

a. List wise deletion based on all variables in the procedure.

#### Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| 0.89             | 40         |

**Appendix F**  
**REPORT OF VALIDATION**

**REPORT OF VALIDATION**

## **REPORT OF VALIDATION**

**Appendix G****COMPUTATION OUTPUT**

GET

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Q16 Q17 Q18 Q19 Q20 Q21 Q22 Q23 Q24 Q25 Q26 Q27 Q28 Q29 Q3

0

/STATISTICS=MEAN STDDEV.

## Descriptives

### Notes

|                        |                                   |   |
|------------------------|-----------------------------------|---|
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| Comments               |                                   |   |
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|                        | Weight                            | <none>  |
|                        | Split File                        | <none>  |
|                        | N of Rows in Working<br>Data File | 252   |
| Missing Value Handling | Definition of Missing             | User defined missing values are<br>treated as missing.  |
|                        | Cases Used                        | All non-missing data are used.  |
| Syntax                 |                                   | DESCRIPTIVES VARIABLES=Q1<br>Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10<br>Q11 Q12 Q13 Q14 Q15 Q16 Q17<br>Q18 Q19 Q20 Q21 Q22 Q23 Q24<br>Q25 Q26 Q27 Q28 Q29 Q30<br><br>/STATISTICS=MEAN STDDEV. |
| Resources              | Processor Time                    | 00:00:00.000  |

## Notes

|                        |  |  |
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|                        | N of Rows in Working<br>Data File  | 252  |
| Missing Value Handling | Definition of Missing  | User defined missing values are<br>treated as missing.                 |
|                        | Cases Used   | All non-missing data are used.   |
| Syntax                 | <pre> DESCRIPTIVES VARIABLES=Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10 Q11 Q12 Q13 Q14 Q15 Q16 Q17 Q18 Q19 Q20 Q21 Q22 Q23 Q24 Q25 Q26 Q27 Q28 Q29 Q30  /STATISTICS=MEAN STDDEV. </pre> |  |
| Resources              | Processor Time   | 00:00:00.000   |
|                        | Elapsed Time   | 00:00:00.000   |

DataSet1] C:\Users\ISRAEL SEGUN\Documents\Mrs Akande\Mrs Akande Coding.sav

### Descriptive Statistics

|     | N   | Mean   | Std. Deviation |
|-----|-----|--------|----------------|
| Q1  | 251 | 3.5498 | .73791         |
| Q2  | 251 | 3.3625 | .74299         |
| Q3  | 251 | 3.3108 | .84796         |
| Q4  | 251 | 3.3227 | .82185         |
| Q5  | 251 | 3.3386 | .78540         |
| Q6  | 251 | 3.1793 | .90980         |
| Q7  | 251 | 3.0916 | .97343         |
| Q8  | 251 | 3.1673 | .86942         |
| Q9  | 251 | 3.1594 | .94578         |
| Q10 | 251 | 2.9641 | 1.03282        |
| Q11 | 251 | 3.0359 | .93526         |
| Q12 | 251 | 3.3705 | .81128         |
| Q13 | 251 | 2.9841 | .90760         |
| Q14 | 251 | 3.1633 | .89062         |
| Q15 | 251 | 3.0120 | .91862         |
| Q16 | 251 | 3.0598 | .93830         |
| Q17 | 251 | 2.9841 | .94644         |
| Q18 | 251 | 3.0677 | .87601         |
| Q19 | 251 | 3.0717 | .94384         |
| Q20 | 251 | 3.0956 | .95437         |

|                    |     |        |         |
|--------------------|-----|--------|---------|
| Q21                | 251 | 3.1036 | .85629  |
| Q22                | 251 | 3.0239 | .88511  |
| Q23                | 251 | 3.0797 | .89534  |
| Q24                | 251 | 3.0916 | .84117  |
| Q25                | 251 | 3.0199 | .97755  |
| Q26                | 251 | 2.9721 | .95248  |
| Q27                | 251 | 3.0040 | .94445  |
| Q28                | 251 | 2.9841 | .92073  |
| Q29                | 251 | 2.8845 | 1.00329 |
| Q30                | 251 | 2.8845 | 1.07266 |
| Valid N (listwise) | 251 |        |         |

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