

## Social Media on Skill Acquisition and Academic Performance of Business Education Students in Colleges of Education in Enugu State, Nigeria

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**Abstract.** This paper scrutinized social media influence on skill acquisition and Business Education students' Academic Performance in Colleges of Education in Enugu State, Nigeria. Survey research design was adopted in line with three questions and two null hypotheses. The population of the study consists of 119 subjects made up of 24 Lecturers in Business education / 95 NCE III Business Education students in Federal College of Education, Eha-amufu and Enugu State College of Education (Technical), Enugu State. The sample constituted 119 subjects for the study, selected through purposive sampling since all population were used. Data collection for the study was done through a 32-item structured questionnaire. Three experts face-validated the instrument with a Cronbach Alpha reliability coefficient of 0.87. The data collected was analyzed using frequency, percentage and mean for answering the research questions while null hypotheses was tested utilizing t-test statistics at 0.05 level of significance. The study recognized Facebook, WhatsApp, wiki, Google among others as social media platforms for learning Business Education. The findings equally showed that the use of social media has positively influenced skill acquisition and Business Education academic performance of students in Colleges of Education in the study area. The study among others recommended improved use of social medial platforms to complement teaching and learning in Nigerian schools.

**Keywords:** Social Media, Skill Acquisition, Academic Performance, Business Education, Colleges of Education.

### 1. Introduction

Tertiary institution system in contemporary Nigeria recognizes the reality that mastering the vital skills and concepts of new technologies as the hub of edification must be the key plank through which revolution outline in education could be realized. This is because education is a catalyst for any significant transformation in the society. One of the major skill-based disciplines in Nigeria higher education system is Business Education.

Business education is a facet of total educational series which provides the recipients with knowledge, skills, understanding and required mind-set to perform well in the business globe as a producer or consumer of commodities and services (Abdullahi, 2002). Correspondingly, Umoru (2015) described Business education as vital academic programme in Nigeria tertiary institution that has the capacity to bring about the requisite liberation and stimulation of the citizens for national progress. Holistically, Business education is described by Osuala (2004) as a broad district of knowledge that deals with a nation's fiscal structure and also identifies and explains the rate of business gratification and experience that train persons for valuable involvement as citizens, workers and consumers. In another view The National

Open University of Nigeria (NOUN) (2008) refers to Business education as a facet of vocational education that equips people with indispensable skills and theoretical facts required for performance in business world either for compensated occupation or self-employment. Specifically, Umoru (2015) stated that the skills to be accomplished by students of Business education are methodological, manipulative and thinking habits applied to social media utensils and equipment, tasks, procedures and operations. These skills are obligatory to maneuver new technologies that social media platforms depend in the real world of work and are vital globally by businesses, employees, and individuals. According to Aliyu (2013), some of the aims of Business education include the need to prepare learners' career for specialized instruction in business, developing in students' fundamental tutoring to smooth the progress of them assume their fiscal roles as consumers, labour force and citizens and equipping them with milieu training to sustain them in preparing for specialized lifework interest to proceed in their study. It's vital to state that the achievement of these noteworthy aims and objectives cannot be actualized in modern technology-driven world with adequate utilization of technologies to exploit social media. This is because, the surfacing of social media, according to Musa (2015), has modified the way students communicate, interact, and develop academic skills, knowledge and understanding.

Social media are computer-mediated technologies that assist the conception and sharing of information, ideas, professional interests and other forms of expression through inherent communities and networks (Hajirnis, 2015). As reported by Obar and Wildman (2015), through web-based technologies, users access social media services on desktop, laptops, or download services that offer social media functionality to their mobile devices such as smart phones and tablet computers. Holland and Tiggerman (2016) stated that users can build vastly interactive platforms through which individuals, communities, and organizations can contribute to, co-create, thrash out, and mutate

user-generated content or pre-made content posted online.

In tertiary institution, the use of social networks among Nigerian students is becoming all-encompassing. Omekwu, Eke and Odoh (2014) noted that social media platforms are the solution to collective and interpersonal communication for academic accomplishment. Abdulsalam and Azizah (2014) reported that social media is a network and a two way process which can make easy teaching and learning by allowing for prolong interaction between the provider; which the teacher and the beneficiary of the education (learner of students) has the effect of providing the recipient with reinforcing information in order to progresses. Whiting and Williams (2013) also reported that student's reason of using new media is to communicate and share educational information. Whiting and Williams (2013) reported further that social media are establishing ground in some higher institutions of learning, particularly in the students' learning process, participants of this study believed that learning through social media is motivational, simple, and could help them in writing assignments. Common social media platforms according to Musa (2015) are Facebook, Whatsapp, Twitter, YouTube, Skype, Instagram and Wiki among other social media platforms have turn out to be an imperative part of students' classroom activities, socialization and life of entertainment. As an upshot of this improvement, studies on social media among higher institutions students is gathering momentum and receiving attention from academics and classroom teachers alike.

Despite overwhelming significance of social media in boosting learning, no empirical study available to the researcher had focused on measuring the social media influence on skills and Business education student's academic performance at any level of Nigerian tertiary institution. This is considered essential because, the present rate of acceptance of information technologies in Business education teaching and learning is still very low most especially at colleges of education level. Consequently, this study investigated the social media influence on skill acquisition and academic performance of

students of Business Education in Colleges of Education in Enugu state, Nigeria.

### 1.1 Purpose of the Study

The main objective of this study was to see how social media influence skill acquisition and Business Education students' Academic Performance in Colleges of Education in Enugu State, Nigeria. Also to identify diverse social media platforms available for business education instructions. Finally, to see how these findings could be generalised to all higher institutions in Nigeria.

### 1.2 Statement of Problem

These days people, especially in Nigeria are of the opinion that social media like facebook, whatsapp, google etc might spell doom for academic lives of our students rather than enhancing it. It is believed that usage phones with all these applications will lead to students' frivolity rather than helping them to excel in psychomotor and cognitive domain in their learning processes. Some parents are even denying their children opportunity of purchasing these phones, even the laptop under the pretext that they might result to distraction. Whether we like it or not the world has turned to a global village, making acquisition of skill and knowledge in business education and other disciplines dependent mostly on social media. This study was however embarked upon to see the influence of social media on skill acquisition and Business Education students' Academic Performance in Colleges of Education in Enugu State, Nigeria.

### 1.3 Research Questions

The following research questions guided the study:

- What are the diverse social media platforms for Business education instruction in Colleges of Education in Enugu State?
- What are the influences of social media on skill acquisition of students of

Business Education students in Colleges of Education in Enugu State?

- What are the influences of social media on academic performance of students of Business Education in Colleges of Education in Enugu State?

### 1.4 Hypotheses

**H<sub>01</sub>:** Business education lecturers and students will not be sources of significant disparity in the mean ratings of social media influence on skill acquisition of Business Education students in Colleges of Education in Enugu State?

**H<sub>02</sub>:** Business education lecturers and students will not be sources of significant disparity in the mean ratings of social media influence on academic performance of Business Education students in Colleges of Education in Enugu State?

## 2. Methodology

This paper adopted three research questions which were answered, while two hypotheses were formulated and tested at  $p \leq 0.05$  level of significance. This paper utilized survey research design. Survey research design as reported by Anaekwe (2002) the compilation of data for the rationale of describing and interpreting existing situation on practice, beliefs and attitude. The study was carried out in Enugu, Nigeria.

The sample constituted 119 team made up of 24 lecturers of Business education and 95 NCE III students of Business education in Federal College of education, Eha-amufu and Enugu State College of Education (Technical), Enugu State. The entire population of 119 subjects were involved due to the manageable size; hence, no sampling was involved. A 32-item structured questionnaire titled: "Influence of Social Media on Skill Acquisition and Academic Performance Questionnaire (ISMSAAPQ) was the instrument used for collection of data. The questionnaire was prearranged into four sections (A, B, C and D). Section A was used to draw out data on personal characteristics of the respondents. Section B was prepared on dichotomous responses of Yes or No to attain responses of the respondents on the assorted social media

platforms that are used for Business education instruction in the study area. Section C was planned to gather responses of the respondents on influences of social media on skill acquisition of Business Education students while Section D was structured to obtain data on influences of social media on educational performance of Business Education students. The reply for sections C and D were 4-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with matching values of 4, 3, 2 and 1 respectively. Three experts were utilized to face-validate the

instrument with a Cronbach Alpha reliability coefficient of 0.87. The two colleges were covered via two research assistances as major sources of data collection and the envisaged 100% return rate was achieved. The analysed data collected use frequency, percentage and mean for answering the research questions while hypotheses in null is tested utilizing t-test statistics at 0.05 level of significance. The values attached to the response options for computing the cut-off point value for research question 2 and three are:

- Strongly Agree (SA) = 4
- Agree (A) = 3
- Disagree (D) = 2
- Strongly Disagree (SD) = 1

The values was computed using The arithmetic mean as:

$$\frac{4 + 3 + 2 + 1}{4} = \frac{10}{4} = 2.50 \text{ (cut off point)}$$

Therefore, in interpreting the research questions, cut-off point value of 2.50 on 4-point rating scoring was used. However, any items with means of 2.50 or above was interpreted as “Agreed” while items with mean rating that fell below 2.50 was interpreted as “Disagree” for answering research questions 2 and 3. The hypothesis of no source of significant disparity was established for items whose p-values (sig.) were superlative than 0.05 level of significance. In order words, the hypothesis of no source of significant disparity was cast off for items whose p-values (sig.) were below 0.05 level of significance.

### 3. Results

**Research Question One:** What are the diverse social media platforms for Business education instruction in Colleges of Education in Enugu State?

This table present data for answering research question one

**Table 1:** Frequency & Percentage Distribution of Diverse Social Media Platforms Use for Business Education Instruction in Colleges of Education in Enugu State (n = 119)

SN	Social Media Platforms	Frequency	Percentage (%)
1	Facebook	76*	63.9
2	Twitter	40*	33.6
3	WhatsApp	89*	74.8
4	YouTube	58*	48.7
5	Instagram	32*	26.9
6	Skype	81*	68.1
7	Blog	38*	31.9
8	LinkedIn	23*	19.3
9	Wiki	99*	83.2
10	MySpace	47*	39.5
11	Google	108*	90.8
12	Research Gate	94*	79.0
13	Video Conferencing	49*	41.2

**Note:** \* Indicates Multiple Responses

The data in table I present the percentage rejoinder of the respondents on the rate of use of various social media platforms for Business education instruction. From the table, it was revealed that 6 out of the 13 platforms such as Facebook (63.9), WhatsApp (74.8), Skype (68.1), Wiki (83.2), Google (90.8) and Research Gate (79.0) have their percentage value superlative than 50%. This indicates that these identified social media platforms are mostly used for instruction in Business education in Colleges of education in Enugu State.

On the other hand, social media platforms with their respective percentage values such as Twitter (33.6), YouTube (48.7), Instagram (26.9), Blog (31.9), LinkedIn (19.3), MySpace (39.5) and Video Conferencing (41.2) having percentage values that are less than 50%. This implies that the social media platforms are not commonly used for teaching and learning in Business education in Colleges of education in Enugu State.

**Research Question Two:** What is the social media influence on skill acquisition of Business Education students in Colleges of Education in Enugu State?

**Hypothesis One:** There is no source of significant disparity in the mean ratings of Business education lecturers and students on the social media influence on skill acquisition of Business Education students in Colleges of Education in Enugu State?

This table presents data for answering research two and testing hypothesis three

**Table 2:** Mean Ratings and t-test Statistics of the Responses of Business Education Lecturers and Students Influences of Social Media on Skill Acquisition of Business Education Students (n = 119).

S.N	Influence of Social Media on Skill Acquisition of Business Education Students include:	$\bar{X}_L$	$\bar{X}_S$	$\bar{X}_G$	SD	p-value	Remarks	
							RQ	H0
1	The use of social media platforms for teaching and learning assists students' psychomotor ability.	3.41	3.49	<b>3.45</b>	0.71	0.19	A	NS
2	It stimulates their interest in learning new skills and competencies in Business education.	3.33	3.46	<b>3.40</b>	0.80	0.10	A	NS
3	The use of social media facilitates vocational technical skills of Business education students.	3.54	3.73	<b>3.63</b>	0.68	0.04	A	S*
4	Social media instruction enhances students' knowledge of computer.	3.73	3.74	<b>3.74</b>	0.62	0.11	A	NS
5	Social media helps learners in relating school experience to work practices.	3.28	3.31	<b>3.30</b>	0.85	0.58	A	NS
6	It helps in complementing vocational technical teaching skills in Nigerian higher institutions	3.63	3.57	<b>3.60</b>	0.72	0.93	A	NS
7	Social media teaching and learning helps in development of skilled professionals	3.67	3.41	<b>3.54</b>	0.69	0.01	A	S*
8	The use of social media make possible acquisition of clerical skills	3.76	3.73	<b>3.75</b>	0.77	0.54	A	NS
9	Social media teaching and learning assists learners in building strong value for technologically-advanced workforce	3.53	3.55	<b>3.54</b>	0.74	0.37	A	NS

**Note:**  $\bar{X}_L$  = Mean of Lecturers;  $\bar{X}_S$  = Mean of Students;  $\bar{X}_G$  = Grand Mean; A = Agreed; N = Number of Respondents; S\* = Significant; NS = Not Significant; Sig. at 0.05.

Table 2 presents data revealed that the elevated mean ratings of respondents on 9 items from the table ranged from 3.30 to 3.75 which are all superlative than the cut-off point of 2.50 on four point rating scoring. This indicated that 9 identified items in the table are effects of social media on skill acquisition of Business Education students in Colleges of Education in Enugu State. The values of standard deviation of 9 items ranged from 0.62 to 0.85 which shows the responses of the respondents are proximate to one another and the mean.

The data in the table on t-test statistics showed the p-values of items 7 out of 9 identified items from the table ranged from 0.10 to 0.93 which are all superlative than 0.05 level of significance. This indicates that there are no sources of significant disparity in the mean ratings of Business education lecturers and students on the 7 influences of social media on skill acquisition of Business Education students. Therefore, the hypothesis of no source of significant disparity in the mean ratings of lecturer and students is accepted on the 7 items in the table. The p-values of the remaining two items, which are items 3 and 7 with p-values of 0.04 and 0.01 respectively which are in each case below 0.05 level of significance. This indicates that there were source of significant differences in the mean ratings of the responses of Business education lecturers and students on the 2 influences of social media on skill acquisition of Business Education students. Hence, the hypothesis of no sources of significant disparity in ratings the mean of lecturers and students are rejected on two items.

**Research Question Three:** What are the influences of social media on academic performance of Business Education students in Colleges of Education in Enugu State?

**Hypothesis Two:** There is no source of significant disparity in the mean ratings of Business education lecturers and students on the influences of social media on academic performance of Business Education students in Colleges of Education in Enugu State?

This table presents Data for answering research three and hypothesis testing two.

**Table 3:** Mean Ratings and t-test Statistics of the Responses of Business Education Lecturers and Students Influences of Social Media on Academic Performance of Business Education Students (n = 119).

S.N	Influence of social media on academic performance of Bus education students include:	$\bar{X}_L$	$\bar{X}_S$	$\bar{X}_G$	SD	p-value	Remarks	
							RQ	H0
1	The exploit of social media platforms has helped in obtaining recent research information related to Business education.	3.55	3.57	<b>3.56</b>	0.70	0.59	A	NS
2	Social medial platforms enhancing students' rapid access to e-resources for higher academic attainment.	3.60	3.65	<b>3.62</b>	0.68	0.57	A	NS
3	Social media platforms assist students share relevant academic information to peers for advanced performance.	3.39	3.35	<b>3.37</b>	0.82	0.51	A	NS
4	The exploit of social media platforms assist students to have higher retention of learning	3.44	3.40	<b>3.42</b>	0.96	0.94	A	NS
5	The use of social media for instruction motivates students' interest in further learning and attainment	3.50	3.49	<b>3.49</b>	0.88	0.33	A	NS
6	Social media platforms facilitates teaching and learning of Business Education in information age	3.57	3.27	<b>3.39</b>	0.84	0.02	A	S*
7	Social media platforms help students for higher achievement without location obstruction	3.58	3.49	<b>3.53</b>	0.79	0.27	A	NS
8	Most materials for assignments, and examination are easily accessed on social media	3.56	3.51	<b>3.53</b>	0.86	0.11	A	NS
9	The use of social media for instructional delivery amplify academic achievement and performance of students	3.58	3.55	<b>3.57</b>	0.89	0.47	A	NS
10	The use of social media makes instruction more clearer to learners	3.57	3.54	<b>3.56</b>	0.68	0.57	A	NS

**Note:**  $\bar{X}_L$  = Mean of Lecturers;  $\bar{X}_S$  = Mean of Students;  $\bar{X}_G$  = Grand Mean; A = Agreed; N = Number of Respondents; S\* = Significant; NS = Not Significant; Sig. at **0.05**.

Table 3 presented data showed that the elevated mean ratings of respondents on the 10 items in the table ranged from 3.37 to 3.62 which are superlative than the cut-off point value of 2.50 on four point rating scoring. This indicated that the 10 identified items in the table are influences of social media on educational performance of

Business Education students in Colleges of Education in Enugu State. The value of standard deviation of 10 items ranged from 0.68 to 0.96 which shows that the responses of the respondents are proximate to one another and the mean.

The data in the table on t-test statistics showed that the p-values of items 9 out of 10 identified items in the table ranged from 0.11 to 0.94 which are all superlative than 0.05 level of significance. This specifies that there are no source of significant differences in the mean ratings of Business education lecturers and students on the 9 influences of social media on academic achievement of Business Education students. Therefore, the hypothesis of no significant difference in the mean ratings of lecturer and students is accepted on 9 items in the table. The p-value of the outstanding one item, specifically item 6 was 0.02 which was less than 0.05 level of significance. This indicates that there was significant disparity in the mean ratings of the responses of Business education lecturers and students on item 6. Consequently, the hypothesis of no significant difference in the mean ratings of lecturers and students is rejected on item 6 in the table.

#### **4. Discussion of Findings**

Social media platforms mostly use for instruction in colleges of education in Enugu State include: Facebook, WhatsApp, Skype, Wiki, Google and Research Gate. This finding agreed with that of Musa (2015) who investigated social media in the learning process of Nigerian students of Mass Communication and found that Facebook, WhatsApp, Google and YouTube are the most frequent social media platforms among students of Kano State Polytechnics. This finding is also comparable to that of Papoola (2014) who identified regular social media platforms that supports learning among Nigerian students to include Facebook, WhatsApp among others.

The study identified the influence of social media on skill acquisition of Business education students to include: helping to arouse students' psychomotor ability, stimulates their attention in learning new skills in Business education, increase students' knowledge of computer, helping students in relating school experience to work practices, social media instruction helps in development of skilled professionals and that the use of social media make possible acquisition of clerical skills. The study identified the influence

of Business education students academic performance to include: obtaining current research information related to Business education, quick access to e-resources for higher academic attainment, sharing relevant academic information to peers for higher performance, helping students to have advanced retention of learning and social media for instruction stimulates students' interest in further learning and achievement among others. This findings agreed with that of Abdulsalam and Azizah (2014) who found that social media is a dual process and thus a social network which can make easy teaching and knowledge by allowing for prolong interaction amid the provider; which the teacher and the schooling recipient (learner of students) has to offer reinforcing information for the recipient progresses. In addition, the result of this study supported that of Whiting and Williams (2013) who reported that a variety of reasons why students use new media are to communicate and share academic information. The authors reported further that social media are establishing ground in some higher institutions of learning, particularly in the students' learning process, participants of this study believed that learning through social media is motivational, easy, and could help them in writing assignments.

#### **5. Conclusion and Recommendations**

The significance of social media platforms in encouraging instruction and knowledge as recognized in literature cannot be overemphasized. Unfortunately, the current rate of acceptance of information technologies for teaching and learning in Business education is still low most especially at colleges of education level. Therefore, this paper was carried out to examine the influence of social media on skill acquisition and academic performance of Business Education students in Colleges of Education in Enugu state, Nigeria. From the data collected and analysed, the study identified Facebook, WhatsApp, wiki, Google among others as social media platforms for learning Business education. In addition, the study also established that the use of social media has positively influenced skill and educational attainment of Business Education students in

Colleges of Education in the schoolwork. Following these findings, recommendations were made that:

- There should be improved adoption and use of social media platforms to harmonize teaching and learning in Nigerian schools.
- There should be sanctions against illicit or immoral use of social media such as pornography, scam, fraud, or malpractice among staff and students within the school.
- There should be adequate training and retraining of lecturers and students on educational use of social media for effective instruction and knowledge in information age.

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