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SOCIAL MEDIA AND LEARNING BEHAVIOR OF UNDERGRADUATE STUDENTS OF KEBBI STATE UNIVERSITY OF SCIENCE AND TECHNOLOGY, ALIERO NIGERIA

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Abstract

The study was conducted on the social media and learning behavior of undergraduate students of Kebbi State University of Science and Technology, Aliero. The study was guided by the following research hypotheses; there is no significant relationship between Facebook usage and learning behavior of students, there is no significant relationship between WhatsApp usages and learning behavior of students, there is no significant relationship between Twitter usage and learning behavior of students. Correlational research design was employed in the study. The population of the study comprised of the entire undergraduate students of the Kebbi State University of Science and Technology, Aliero. A sample of 336 students was drawn from the population of 4,617 students. Stratified random sampling was used to determine the sample size of each faculty in the quantitative approach. Simple random sampling was used to select the actual students that will participate in the study. Social Networks and Learning Behavior Questionnaire (SNLBQ) was adopted from Abdullahi (2015). The hypotheses were statistically analysed using Pearson Product Moment Correlation Coefficient. The findings of the study empirically revealed significant relationship exist between Facebook usage and students learning behavior ($r = 0.501$, $p = 0.000$), WhatsApp usage and students learning behavior are statistically correlated significantly negatively ($r = 0.796$, $p = 0.001$), and there is no significant relationship between twitter usage and students learning behavior ($r = 0.006$, $p = 0.012$). The study suggests that the social media should be restructured to include more privacy options, and there should be a review of the general strategic plan of the university and an ICT policy of the university to include the use of social media as an academic sharing plat form, the Facebook, WhatsApp and twitter application should be made available to the students at a cheaper rate due to significant effect of social media on the learning behavior of students in KSUSTA.

Keywords: Social Media, Learning, Behavior and Strategic plan.

Introduction

The increased use of Social Networking Websites has become an international phenomenon in the past several years. What started out as a hobby for some computer literate has now become a social norm and way of life for people from all over the world (Boyd, 2007). Teenagers and young adults have especially embraced these sites as a way to connect with their peers, share information, reinvent their personalities, and showcase their social lives (Boyd, 2007).

The idea of ''Social Networking'' has existed for several decades as a way for people to communicate in society and build relationships with others (Coyle & Vaughn, 2008). With the increase use of technology for communicating with others and the popularity of the Internet, "Social Networking" has become an activity that is done primarily on the Internet, with sites like, Facebook, WhatsApp twitter, Friendster, and Xanga (Coyle & Vaughn, 2008). Social networking sites (SNS) may be defined as Web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system (Boyd & Ellison, 2007, 1).

In the early 1990's, online communication technologies were introduced to the public in form such as email and chat rooms (Peter & Valkenburg, 2009). Many studies predicted that these forms of technology would negatively impact adolescent social lives, and reduce their sense of well-being (Peter & Valkenburg, 2009). It was also predicted that these teenagers would use the Internet for purposes of meeting strangers instead of building on established relationships (Peter & Valkenburg, 2009). It was also assumed by some professionals that adolescents would spend too much time on computers, and this would negatively affect their "real- life" friendships and relationships with others (Peter & Valkenburg, 2009).

Social media are now used in almost every part of the world. Seventy-three percent (73%) of American teens now use social media websites (Oberst, 2010). Schill (2011) states that the social media sites in Europe encourage negative behaviors for teen students such as procrastination (catching up with friends), and they are more likely to drink and use drug. However, every day, many students are spending countless hours immersed in social media, such as Facebook, WhatsApp, MySpace, World of Warcra, or Sim City. At first glance this may seem like a waste of time; however it also helps students to develop important knowledge and social skills, and become active citizens in sharing information.

The history of web-based social media in Africa goes back to 2005 with the establishment of the Nairaland online community in March of the same year aimed at uniting Nigerians in Africa and the Diaspora, is the most visited indigenous site and the seventh most-visited online site in Nigeria (Munoz, 2010).

A great majority of students access internet from their mobile phones. Despite this development internet penetration access is still hindered by poor infrastructure, prohibitive costs and poor quality of service.

Although there is no available data about the use of social media in Kebbi state University of Science and Technology, Aliero almost every student has got a telephone device which can ably be connected to internet and it's observed at campus that the majority of students are using some form of social networks communication. This therefore necessitates an investigation about the impact of these social networks on the learning behavior of undergraduate students in Kebbi state university of science and technology, Aliero.

Purpose of the study

The purposes of the study were to determine the relationship between social media and learning behavior of undergraduate students of Kebbi State University of Science and Technology, Aliero. The study hypothesized that there would not be any: significant relationship between Facebook usage and learning behavior, WhatsApp usage and learning behavior and Twitter usage and learning behavior of students' in Kebbi State University of Science and Technology, Aliero

Methods

Design

The study employed correlational study in investigating the relationship between social media and learning behavior of undergraduate students of Kebbi State University of Science and Technology, Aliero. Correlational design is a statistical technique that can show statistically how significant dependents and independents variables are related as well as the strength and direction of the relationship (Cohen, Manion & Morrison, 2000). In this study, learning behavior is the dependent variable while social media usage is the independent variable.

Participants

The target population of the study was undergraduate students of Kebbi State University of Science and Technology, Aliero and the study focus on students who have social network account. As of 2016, the students' population studying in KSUSTA campus is about 4617 comprising of four faculties of the University namely: faculty of agriculture (FOA), faculty of education (FOE), faculty of engineering (FOEN), and faculty of science (FOS). Stratified random sampling was used to determine the sample size of each faculty. Simple random sampling was also used to select the actual students that will participate in the study. A representative sample of 336 participants was selected from the population based on Krejcie and Morgan (1970) table for determining sample size from a given population.

Instrument

The instrument used to collect data for this study was adopted from Abdullahi (2015) the instrument titled Social Networks and Learning Behavior Questionnaire (SMLBQ). The instrument has two sections; Section A contains demographic information of the participants while section B consisted of 9 items each on Facebook, WhatsApp and twitter usage in collaboration to students' learning behavior, the instrument consisted of 5-pionts Likert scale ranging from Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D)AND Strongly Disagree (SD). The instrument was validated by experts in the field of Measurement and Evaluation to ascertain the content and face validity while the reliability coefficient was established using Cronbach Alpha which yielded correlation coefficient of 0.71 which the correlation value was considered high enough for the instrument to be used for data collection.

Procedure

The instrument was administered to the participants by the researchers and obtained a 100% response rate and the data were statistically analysed using Pearson Product Moment Correlation Coefficient.

Results

The results of the study are presented on tables which are followed by presentation and interpretation of the results.

Table 1: Correlation on the relationship between Facebook usage and learning behavior

Variables	N	Mean	SD	Df	r	P
Facebook usage	322	13.1710	3.0131			
				320	0.501	0.000
Learning behavior	336	15.8167	5.0101			

**. Correlation is significant at 0.05 level (2-tailed).

The results in table 1 shows that there is significant relationship exist between Facebook usage and students learning behavior r = 0.501, p = 0.000. This correlation coefficient indicates that the higher the Facebook usage the lower the learning behavior and vice versa. Therefore, the null hypothesis that states that there is no significant relationship between Facebook usage and learning behavior of students' in Kebbi State University of Science and Technology, Aliero is rejected.

Table 2: Correlation on the relationship between WhatsApp usage and learning behavior

Variables	N	Mean	SD	Df	r	P
WhatsApp usage	336	14.2311	4.3902			
				334	0.796	0.001
Learning behavior	336	15.8167	5.0101			

**. Correlation is significant at 0.05 level (2-tailed).

The results in table 2 reveals that WhatsApp usage and students learning behavior are statistically correlated significantly negatively r = 0.796, p = 0.001. This means that there is a significant relationship between WhatsApp usage and learning behavior of students. This correlation coefficient indicates that the higher the WhatsApp usage the lower the learning behavior and vice versa. Therefore, the null hypothesis that states that there is no significant relationship between WhatsApp usage and learning behavior of students' in Kebbi State University of Science and Technology, Aliero is rejected.

Table 3: Correlation on the relationship between twitter usage and learning behavior

Variables	N	Mean	SD	Df	r	P
Twitter usage	304	16.1779				
3.8111				302	0.006	0.012
Learning behavior	336	15.8167				
5.0101						

*. Correlation is significant at 0.05 level (1-tailed).

The results in table 3 shows that there is no significant relationship between twitter usage and students learning behavior r = 0.006, p = 0.012. This means that there is a significant negative relationship between twitter usage and students learning behavior. Therefore, the null hypothesis that states that there is no significant relationship between twitter usage and learning behavior of students' in Kebbi State University of Science and Technology, Aliero is accepted

Discussion

The results from the study shows that there is significant relationship exist between Facebook usage and students learning behavior r = 0.501, p = 0.000. This finding corroborates the report of previous studies by Rouis, et al (2011) results which indicate that extensive use of Facebook and other social media sites by students leads to poor academic performance. As Facebook usage increase, their learning behavior decrease. This finding is contradicts the report of Johnson (2008) that social media usage (especially Facebook) does not have academic value for college

students. That in some instances, rather that compliments the students' learning behavior, the social media tends to be a distraction for most of the college students.

The findings from the study revealed that WhatsApp usage and students learning behavior are statistically correlated significantly negatively r = 0.796, p = 0.001. This finding corroborates with the work of Ernest-Ehibudu and Tusiima (2017) which revealed that WhatsApp and Facebook has a significant relationship of students' usage of this platform on their learning behavior. Furthermore, there was a significant relationship when all the social media platforms are put together, it affects students' academic performance. This was also supported by the findings of Ezeji and Ezeji (2018) which stated that WhatsApp usage had a significant impact on the learning habit of students and their achievement. According to Mutie and Ndambuki (2004) found that WhatsApp is gradually used across colleges and universities to complement students' learning behaviors. Similarly Ahmad (2015) found that a lot of academic WhatsApp groups are formed by students and include not only the students but also their lecturers to facilitate and improves the students learning behaviors.

The findings from the study indicated that there is no significant relationship between twitter usage and students learning behavior r = 0.006, p = 0.012. This is in agreement with Smith and Tirumala (2012) that twitter increased students' social comfort of expression but created no difference in students' perception of the value of group activities toward learning. It however , support the report of Ahmad (2015) that academic learning related activities are rarely done on twitter, it indicated that twitter has a negligible influence on students' learning behaviors.

Conclusions

The purpose of the study was to determine the relationship between social media and learning behavior of undergraduate students of Kebbi State University of Science and Technology, Aliero. Based on the findings of the study, it is concluded that there is significant relationship exist between Facebook usage and students learning behavior r = 0.501, p = 0.000. It is also concluded that WhatsApp usage and students learning behavior are statistically correlated significantly negatively r = 0.796, p = 0.001. Finally it concluded that there is no significant relationship between twitter usage and students learning behavior r = 0.006, p = 0.012.

Suggestions

In line light of the above, the following suggestions are made;

The study suggests that face book should be restructured to include more privacy options since most of the issues that raised concern in this study were issues of privacy. Individuals fear to share their academic work on face book because of easy accessibility which perhaps facilitates plagiarism.

The study suggests that there should be review of the general strategic plan of the university and an ICT policy of the university to include the use of WhatsApp as an academic sharing plat form. This should include the sensitization of students and also the development of a customized application for the University with more advanced features that are compatible with the academic perspectives.

Similarly, application should be made available to the students at a cheaper rate due to significant effect of twitter on the learning behavior of students in KSUSTA.

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