AWARENESS, PERCEIVED USEFULNESS AND EASE OF INTEGRATING FACEBOOK INTO STUDENTS LEARNING IN THE FEDERAL UNIVERSITY OF TECHNOLOGY MINNA, NIGER STATE.

BY

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BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL TECHNOLOGY IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF BACHELOR IN TECHNOLOGY IN EDUCATION TECHNOLOGY (B. TECH) IN THE DEPARTMENT OF EDUCATIONAL TECHNOLOGY; SCHOOL OF SCIENCE AND TECHNOLOGY EDUCATION, FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA NIGERIA

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ABSTRACT

This study examined the awareness, perceived usefulness and ease of integrating Facebook into students learning in the Federal University of Technology Minna, Niger State. The design was made along the lines of a descriptive survey while the study target population comprised all the students in the School of Science and Technology Education (SSTE). The sample consisted of the three (3) departments found in SSTE and fifty (50) respondents drawn randomly from the study population. The instrument used to collect data for the study was a questionnaire titled "Awareness, Perceived Usefulness and Ease of Integrating Facebook" (APUIF)" while the data collected was analysed using mean and percentage. The findings showed that students are aware of Facebook but did not perceive the integration of Facebook into teaching and learning useful. The null hypothesis was test for the study at 0.05 level of significance. The finding revealed that, there was no significant difference in the gender on the usefulness of integrating Facebook into teaching and learning; The study recommended among others that, the government and school management should make adequate provision for funds to enable tertiary institutions acquire the necessary facilities and equipment that was promote the use of Facebook for teaching and learning.

CHAPTER ONE

INTRODUCTION

1.1 Background to The Study

In recent years, the effect of the Internet on the education sector has captured the interest of both teachers and students. New generations of Web 2.0 and Web 3.0 have increased people's interest and excitement for spending hours on internet-based applications, including social networking media (Elkaseh*et al.*, 2016). A sizable proportion of social networking media users are young people, the majority of whom are university students. Joan (2015) noted that awareness is the condition or ability to perceive, experience, or be conscious of situations, things, or sensory patterns. An observer may validate sensing data at this stage of consciousness without actually suggesting understanding. More generally, it is the condition or quality of being mindful of something.

In biological psychology, awareness is characterized as a human or animal's perception and cognitive response to a situation or occurrence. Facebook recognition refers to one's experience or understanding of Facebook. As a result, Facebook comprehension means Facebook education. Moran, Seaman and Tinti-Kane (2011) observed that instructors are very much aware of Facebook integration in learning. Joan (2015) described Facebook awareness as the knowledge or perception about Facebook. In this study, Facebook awareness means awareness of Facebook education.

Timeline/Wall, News Feed and Ticker

The Timeline (new format) or Wall (old format) is the area on Facebook where members post comments and update their current status and location as well as upload photos and videos.

The News Feed shows the activity of the people and organizations members follow, while very active members see updates in real-time on their Ticker.

Profiles, Pages and Groups

There are three types of representation on Facebook. Individuals create a Facebook Profile, which is normally a two-way interaction with friends. Businesses create a Facebook Page to promote products and brands. Also called a Fan Page, all members are accepted as fans, and although comments can be posted by them, a Page is primarily a one-way broadcast from the business. In addition, Facebook provides demographic statistics about usage. The third presence is a Facebook Group, and any community of people may create one. Group administrators may accept all members or reject requests based on the Group's criteria.

Hassan (2014) noted that Facebook as a social media web application is a useful in learning as students are familiar and conversant with the platform. Social networking sites have been able to usher in a new era of collaboration in terms of information and knowledge exchange (Baruah, 2012). This revolution has altered how people engage and connect with one another, as well as how they exchange, access, and disseminate information. Social networking technologies have many benefits, including the ability to develop alternative means of interaction and collaboration, as well as the ability to distribute and create content (Sfetcu, 2017).

In another study, Elkaseh*et al*. (2015); Rhema and Miliszewska (2012) found that e-learning is gaining traction in the Higher Education market due to social media. For a long time, social media platforms such as Facebook have been used for teaching and learning. Since it leads to increased participation in academic activities, Facebook as a learning platform, allowing students to do self-study, share ideas, provide feedback, and submit assignments in order to develop their knowledge, skills and retention abilities (Kitchakarn, 2016).

Today, technology is being used to make teaching and learning more engaging and stimulating. We are seeing an increase in the use of blogs and applications such as Facebook and emails in the teaching and learning process. Facebook, the world's most popular social networking site, allows users to communicate and connect with other people in their network (Boyd & Ellison, 2007). They also aid in online communication, interrelationship, and collaboration. A significant number of students use Facebook to communicate with peers.

Wise *et al*. (2011) discovered that newly admitted undergraduates mostly used Facebook for socializing with peers for at most an hour a day. This demonstrates Facebook's potential as an online learning platform. The social networking platform, which is ranked in the top 20 countries with the most Facebook users, is now an important part of everyday life (Cloete, Villiers, &Roodt, 2009). Facebook, it seems, is extremely likely to be beneficial to students if used as part of the learning process. Facebook, which offers a wonderful opportunity and room for creative thinking by writing. Facebook users can exchange whatever written materials they choose, such as lecture notes, documents, and assignments (Mazman, 2009; Ractham, &Firpo, 2011). They are also able to get feedback and comments. They regularly participate in learning activities (Alm, 2006).

There have been studies that show the benefits of Facebook in improving language learners' proficiency (Lockyer & Patterson, 2008; Nakatsukasa, 2009). Wang, Lin, Yu, and Wu (2012) discovered that by using Facebook as a collaborative learning platform, students performed better and demonstrated greater interest and satisfaction with their studies. Many studies have been conducted on the use of social networking sites and learners' attitudes toward them, with the majority of results being positive. Tashir*et al*, (2011) observed that students view the use of social media as part of their eLearning activities favorably. Valenzuela *et al*. (2009) opined that students who were also Facebook users were more satisfied with their lives and displayed more engagement

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as members of their society. Lewis and Nichols (2012) found that students viewed in-class social media favourably.

Wang *et al*. (2012) found that students were pleased with the introduction of Facebook into the curriculum because it performs the same tasks as a Learning Management System. One study showed that, students were persuaded that by using Facebook, they would be able to learn English more easily (Kabilan*et al*., 2010). As a result, using Facebook as a learning medium can be encouraged because the mode of communication and collaboration used on Facebook fosters academic literacy. Even though these researches revealed that students viewed Facebook favorably as an online learning tool, more studies should be conducted to find out the awareness, perceived usefulness and ease of integrating Facebook into students learning.

Social networking media are known as valuable resources for reshaping the academic and educational landscape because of these characteristics. It is possible to provide an engaging and shared learning experience by incorporating e-learning resources based on the benefits of social networking media (Du *et al*, 2012). Recently, Nigeria's younger generation, particularly higher education students, have shown a preference for new technologies as well as a willingness to use all technological devices through social networking media (Ngonso, 2019).

Lane and Coleman (2012) cited the Technology Acceptance Model (TAM) in their study which they use to explain the ease in using facebook to learn. They concluded that higher perceived ease of use led to higher perceived usefulness and ultimately greater intensity of use of the social networking media. With all these features, numerous studies have observed that Facebook is the most popular social networking site, with 85-99 percent of university students using it for all aspects of life, including educational purposes (Mese& Aydin, 2019). Because of their widespread use, social networking sites (such as Facebook, LinkedIn, and Twitter) have attracted a lot of

attention. Communication, collaboration, and interaction are now easier and more effective thanks to social networking media. As a result, they've been added to help with school programmes (Al-Dheleai&Tasir, 2017).

1.2 Statement of Research Problem

Facebook is one of the major social media platforms that is currently been utilized by everybody, its features range from texts, calls, audio, video and collaboration between users from any part of the globe. Facebook becomes an important part in communication for both social and academic worlds. Teachers may likely adopt a technology like Facebook as a way to facilitate communication with students. Students are much more open to the possibility of using Facebook and similar technologies to support their classroom work while instructors are more likely to use "traditional" technologies such as email (Chitcharoen*et al*., 2013). Despite the inherent benefits and opportunities that Facebook proposes, most teachers and students are unaware of its usefulness in enhancing the teaching and learning process. Thus, this has brought about the need for a thorough investigation into the awareness, perceived usefulness and ease of integrating Facebook into students learning, if we are to experience a transformation in instructional delivery, hence the researcher has decided to carry out a study to investigate the awareness, perceived usefulness and ease of integrating Facebook into students learning in the Federal University of Technology of Minna, Niger State.

1.3 Aims and Objectives of the Study

The aim of this study is to determine the awareness, perceived usefulness and ease of integrating Facebook into students learning in the Federal University of Technology of Minna, Niger State. Specifically, the study is designed to achieve the following objectives:

1. To examine the awareness of students in integrating Facebook into teaching and learning

2. To determine perceived usefulness and ease of integrating Facebook into students learning

3. To investigate the gender difference in the usefulness of integrating Facebook into teaching and learning.

1.4 Research Questions

The following research question will guide this study:

1. To what extent are students aware that Facebook can be integrated into the teaching and learning process?
2. What is the perceived usefulness and ease of integrating Facebook into students learning?
3. What is the gender difference in the usefulness of integrating Facebook into teaching and learning?

1.5 Research Hypotheses

The following research hypotheses were formulated and will be tested in the study

HO_1 There is no significant difference in the gender of students on the usefulness of integrating Facebook into teaching and learning.

1.6 Significance of the Study

The result of this research will be of immense importance or benefit to teachers, students, parents, government and the society at large. The findings of this study will help students to overcome the challenges or difficulties they are facing in their day to day to learning. It will also help teachers in organizing the appropriate methods to adopt in instructional delivery and help them understand the benefits and opportunities of using Facebook in education. The result of this research will be of immense benefit to parents and the society at large since parents will realize the importance of Facebook and how it directly stimulates their wards and provide efficiency during learning and also to the society since it will improve literacy level and build adequate comprehension and understanding skills. Furthermore, this research work will serve as reference source to the

government when formulating and implementing policies that will improve teacher's competency with a view of making learning easier and enhance national growth.

1.7 Scope of the Study

This study examines the awareness, perceived usefulness and ease of integrating Facebook into students learning in the Federal University of Technology Minna, Niger State. The study is expected to last for a period of four (4) weeks.

1.8 Operational Definition of Terms

Facebook: Interest is a relationship between an individual and an object.

Facebook awareness: is the knowledge or perception about Facebook

2.0   **REVIEW OF RELATED LITERATURE**

The major areas reviewed under this work have been classified under: Conceptual Framework, Theoretical Framework, Empirical studies and Summary of Reviewed Literature

2.1 Conceptual Framework

Facebook has become one of the most popular social networking sites. Facebook's popularity has skyrocketed. Within five years of its initial release, it had drawn over 500 million users worldwide (Facebook Info, 2011). Software technology advancements contribute to advancements of networking systems and styles. One of the most notable examples of these innovations is Facebook. Furthermore, mobile phone providers allow users to use wireless devices to connect to social networks. Users are not required to be at home. Nowadays, people may link to the Internet outside of their homes, such as in cafes, bars, or while driving. In a nutshell, young people, especially university students, have easy and fast access to the internet, and as a result, they become increasingly involved with it. Thus, Facebook has become an indispensable part of daily routine of young people. However, heavy use may cause addiction which is a bad habit.

2.1.1 Concept of Educational Technology

Educational technology is concerned with the systematic application of science and technology in the field of education (Edufocus, 2015), and can thus be described as the use of technology in education to advance teaching and learning. In the same way as science and technology assist in the execution of practical tasks in general, educational technology helps in the efficacy of teaching and learning tasks in particular (Waddell, 2015). Educational technology provides technological guidance and solutions to educational problems (Oureducare, 2020). Teaching is a means of communication, and educational technology improves communication between teachers and

students (Silver, 2018). Education technology encompasses the entire teaching and learning process, including the following elements (Kumari & Gupta, 2019):

Specification of goals and behavioral objectives.

Analysis of the characteristics of the learner.

Selection and organization of the content or subject matter to be learned.

Methods and strategies of the presentation of the content.

Use of aid-materials, software and hardware, mass media and communication techniques.

Effective arrangement of learning situations and learning environment.

Effective classroom control and management.

Continuous feedback and evaluation of the results.

Kumari and Gupta (2019) argued that educational technology encompasses more than just the use of audio-visual aids and does not only apply to sophisticated gadgets and mechanical equipment used in classrooms. It tends to use the results of all goods, experiments, and researches in the field of human learning and the art of communication for the effective management of the overall teaching-learning process, and it employs a combination of all available human and non-human resources to achieve the requisite educational objectives (Kumari & Gupta, 2019). In conclusion, educational technologies should reflect the prudent use of readily available human and non-human resources to provide effective solutions to educational problems and to improve the educational process and goods (Kurt, 2017).

Objectives of Educational Technology

Educational technology, through the capacity of technology in education, provides valuable support in the overall teaching and learning process for delivering the best possible outcomes in the most

cost-effective manner using accessible human and non-human capital. In this regard, the primary goals of educational technologies can be outlined as follows:

1. To identify educational needs aspiration of the community.
2. To determine the aims of education, broad strategies and structure of education.
3. To develop a sustainable curriculum with interaction with science, art and human values
4. To identify man-material resources and strategies for achieving the stipulated aims of education.
5. To develop certain models leading to improvement of the process of teaching and learning.
6. To develop the appropriate aids and equipment to meet the educational purposes.
7. To identify the major constraints in the environment and the ways and means to tackle those.
8. To help in extending educational opportunities to the masses especially the neglected section of the community.
9. To manage the whole educational system covering planning, implementation and the evaluation phases.

Scope and Significance of Educational Technology

Keeping an eye over such broad concepts of educational technology, one is able to map but the areas of its operation in terms of topic or aspects covered through its study or application. In brief, they may be summarized as below by Mangal (2009)

Analysis of the process of teaching and learning: Educational technology tries to discuss the concept of teaching, analysis of the teaching process, variables of the teaching, phase of teaching, levels of teaching, theories of teaching, principles and maxims of teaching, the concept of learning, relevance of the theories, the relationship between teaching and learning.

Spelling out the educational goals or objectives: Educational technology tries to discuss the topics such as identification of education needs and aspirations of the community, survey of the resources available for satisfaction of these needs.

Development of curriculum: This aspect of educational technology is concerned with the designing of a suitable curriculum for the achievement of the stipulated objectives.

Development of teaching-learning material: This area of educational technology is concerned with the production and development of the suitable teaching-learning material in view of stipulated objectives, design curriculum and available resources.

Teaching preparation or teaching-training: Teacher is a key figure in any process of teaching and learning. Educational technology, therefore, take care of the proper preparations of teachers for exercising their complex responsibilities.

Development and selection of the teaching-learning strategies and topics: This aspect deals with the central problems of teaching learning act. Here educational technology tries to describe the ways and discovering, selecting and developing suitable strategies and tactic of teaching.

Development, selection and use of the appropriate audio-visual aids: teaching-learning is greatly influenced and benefited by the use of appropriate audio-visual aids. Educational technology covers this aspect by discussing various types of audio-visual aids used for educational purpose, their proper selecting suiting to a particular teaching-learning situation.

Effective utilization of the hardware and mass media: various sophisticated instrument, equipment, gadget and communication devices brought through mechanization and electronics revolution playing an effective role in the attainment of educational objectives by helping the teachers and learners in their respective roles.

To work for the effective utilization of the subsystem of education: educational technology considers education as a system operating, in a systematic and scientific way, for the achievement of educational objectives.

To provide essential feedback and control through evaluation: educational technology I essentially concerned with the task of exercising appropriate control over the process of teaching and learning by planning and devising suitable tools and devices for the continuous evaluation of the process and products of the teaching-learning activities.

As a result, educational technology addresses all variables, phases, levels, and facets of the teaching-learning process. In a nutshell, it aids in the general preparation and coordination of the educational system or subsystem. In the preceding discussion, an effort was made to define the breadth of the topic educational technology by mapping out its area of activity, but in reality, putting hedges and boundaries around such a changing and rapidly growing subject is unwise (Mangal, 2009)

2.1.2 Concept of Social Media

Social media is a concept that is often used to describe modern types of media that include interactive participation. The evolution of media is often split into two distinct eras: the broadcast period and the digital era. During the broadcast era, media was almost entirely concentrated, with one entity—such as a radio or television network, a newspaper organization, or a film production studio—distributing communications to a large number of people. Feedback to the media was often indirect, delayed, and impersonal. Individuals communicated with one another on a much smaller scale, either through personal notes, phone calls, or on a much larger scale through means such as photocopied family newsletters.

Through the advent of digital and mobile technologies, large-scale connectivity became simpler for individuals than ever before; as a result, a modern media age was born, with interactivity at the heart of new media roles. One person could now talk to multiple others, and instant feedback was possible. People and consumers used to have limited and even restricted opinions, but now they can express their thoughts with a large number of people. Because of the low cost and usability of digital technologies, individuals today have more opportunities for media consumption than ever before – instead of just a few news channels, individuals now have the opportunity to search content from many sources and dialogue with others about the information shared through message boards. Social media is at the heart of this ongoing revolution (Manning, 2014).

Core Characteristics of Social Media

All forms of social media require some kind of digital platform, whether mobile or stationary. However, not anything that is digital is inherently social media. Two general features contribute to the definition of social media. For starters, social media make for any level of participation. Even if some social networking sites, such as Facebook, allow passive viewing of what others are posting, social media is never completely passive (Manning, 2014). Typically, at the very least, a profile must be established that allows for the beginning of the possibility of contact.

That quality in and of itself sets social media apart from traditional media where personal profiles are not the norm. Second, and in line with their participatory nature, social media involve interaction. This interaction can be with established friends, family, or acquaintances or with new people who share common interests or even a common acquaintance circle. Although many social media were or are initially treated or referred to as novel, as they continue to be integrated into personal and professional lives they become less noticed and more expected.

Common forms of social media are used primarily for recreation or personal connections, others for work or professional reasons, but most allow leeway for both. Probably the most common form of social media used in everyday life is the email (short for electronic mail) involves users logging into an account in order to send and receive messages to other users. Anyone who sends or receives an email must have an account. Many options for free email accounts are available via the World Wide Web, but many times internet service providers will also offer free email accounts with service packages or employers will offer email addresses to their employees.

Most workplaces have strict rules about how email accounts can be used, although many organizations report that they have no specific email training. Those who work for public organizations (including politicians, professors at state universities, and administrators and assistants for government offices) are often subject to open records laws that will allow interested people or organizations to request any emails sent or received to a government funded email account or an email account used to conduct government business. Use of email actually pre-dates the internet, with some organizations having the ability to send messages electronically within a local computing network.

As the Internet rose to prominence, sending messages across different servers also became a possibility. Email acts as a quick and highly reliable way to send documents or images, updates or important details at a moment's notice, or to share one piece of information with a large number of people. Many people face issues with spam, or unsolicited email that is usually from commercial sources. Many times, spam is exacerbated by computer viruses that use email programs to capture all of the email addresses in a user's address book. An address book is the list of email addresses that an individual save to quickly send an email to an individual or a group of people.

People often divide an address book into different kinds of friends, colleagues, or family members to send correspondence to those who it is most relevant. Testers. Similar to email, a tester is a two-way communication channel that allows individuals to quickly send a message to another person or a group of people. Although media portrayals often make it look as if texting is a particularly youthful behavior, people of all ages have adapted to texting. Still, younger individuals tend to text more often and usually do so at a faster speed.

As texting technology has improved, it is easier to text photos or to copy and paste links into testers in order to share them with others. Testers often make use of emoticons, the use of keyboard characters to make pictures such as a smiley face (e.g., -P), a practice that is also common with email. Testers are derived from chatters, or computer programs that make use of the internet to allow people to quickly talk back and forth via text characters. Although the use of texting is often highly convenient and allows many benefits, particular attention has been paid to two texting behaviors that has led to problems: texting while driving and sexting. It is estimated that texting while driving makes a car crash almost 23% more likely.

A blog is a webpage where an individual or group can share information or ideas with a large group of people via the internet. It is not uncommon for a person to start a blog and then never update it again. Some of the most successful blogs are updated on a regular basis so the followers of the blog can know when to expect new entries. Blogs cover a wide range of topics, including political issues of all kinds. A common feature to blogs is a feedback forum where, after reading an entry, people can interact with both the blog author and others who have commented (Manning, 2014). Many traditional media outlets have adopted blog-like features online in order to entice readers to continue sticking with their news or entertainment offerings. For example, many newspaper stories end with the opportunity for readers to share their thoughts or comments about a current issue.

These news stories—especially when about hot or particularly partisan political issues—can lead to serious debates. Because of the contentious nature many blogs and news outlets find, it is not uncommon for a user to be required to register in order to participate. Message boards. It is not uncommon for fans of television programs or other popular entertainment to frequent message boards that allow users to post messages that talk about a clearly defined subject. Message boards also prove popular with people seeking social support or advice, whether that is wounded warriors trying to make sense of life after war or someone facing breast cancer who wants to talk to someone else who has been through the experience.

Advice is also offered through review sites such as Yelp that allow users to rate businesses such as restaurants. Connection sites. Online dating is another form of social media (Manning, 2014). Users approach online dating sites—some that require paid membership and others that are free of charge—and create a profile that tells who they are and what they seek in a relationship. Some may be skeptical about how honest some are about the information displayed in an online profile, but research shows that people are generally honest. The stigma placed upon online dating sites has continued to diminish as more people continue to use them in order to meet dating partners. In addition to dating, others may use connection sites to find friends or activity partners.

For example, the connection site Meet Up allows users to find activist groups, book clubs, or hobby circles. Users enter a profile, and then they can even send messages to meet up group leaders in order to learn more about the activity or see if they would make a good fit for the group. Social networking sites. Facebook and other social networking sites are almost ubiquitous features in contemporary culture. Even those who choose not to create an online profile and participate will often hear from others information gained from such social platforms. A key distinguishing feature that makes a social networking site is the fellow list of users that one connects with, usually based upon friendship, family, work relationships, or even weak tie relationships. Initially social

networking sites were great ways to meet new people, and although that is still a possibility many social networking sites now discourage people from adding connections they do not know (Manning, 2014).

The public nature of information posted to social networking sites often allow a space for social or political viewpoints to be displayed, although research suggests much of this political activity reinforces pre-existing beliefs – especially because people tend to be online friends with those that are most like them. Games and entertainment. Online games and entertainment often carry a social dimension. Puzzle games like Bejeweled or Words with Friends allow friends to challenge each other for higher scores, send gifts that will allow for advanced game play, or even collaborate to beat a game together. Other games such as Farmville carry social dimensions where people can build a virtual farm, town, or business and fellow players can patronize or lend a helping hand to each other.

Many times, these games will automatically send requests to others to join in, much to the chagrin of those receiving such requests. It is becoming more common that these games will allow for some kind of chat or interaction to accompany each move. Apps. Short for mobile applications, apps are not necessarily social media oriented; but many times, people can connect through apps via another form of social media (typically Facebook) and many times apps in and of themselves have some kind of social dimension. As the classes of social media make clear, social media have many different functions. First, they allow people to do identity work.

When an individual put who he or she is into a profile, it requires some kind of reflection. As individuals see reaction to their online social presence, they will consider themselves in new light and notice that online interaction allows them to feel more open about thoughts, opinions, and inquiries – both for better and for worse. Second, social media allows people to tend to their

relationships in different ways. Even if popular discourse often demonizes outlets such as Facebook or Twitter as narcissistic and shallow, research shows they allow people who may not otherwise be able to connect an outlet to interact. People also report meeting some of their best friends and even spouses through computer-mediated communication platforms. Third, social media allow people to perform work functions. Sometimes the social media is their work, such as a popular blog or someone with a large social network circle being hired to promote events.

Other times, people communicate with coworkers through social media sites or, particularly with email, handle the majority of their work contact through the social media outlet. Fourth, people may use social media to seek information or exchange thoughts. This information will vary from election campaigns to local affairs, disaster relief, to where to purchase plus size clothes. Fifth, and sometimes in conjunction with knowledge sharing, people may use social media to express their views or accept the opinions of others. Finally, such websites may provide individuals with entertainment (Manning, 2014).

2.1.3 Concept of Facebook

As leading social network in the world, based on page views and visitors, the Facebook network has as over 750 million active users in the mid of July 2011 (Alexa 2, 2011). As conversion medium for users which search for people in the Internet, personal data from the users can appear in the search result from search engines. The direct usage and communication in Facebook require a sign up for the user. For the number of active users, the definition from Facebook understands the term active for a user had logged in into the system during the last 30 days. From those active users the half logs in each day (Link, 2011). The users have in average 130 friends and spend all together over 700 billion minutes per month on Facebook (Facebook 1, 2011).

Facebook was founded by Mark Zuckerberg under the alias "The Facebook" in February 2004 (Facebook 2, 2011). During the first month until September 2006 the system was only available to students in the states with a valid. Edu e-mail address and at the beginning only for students from Harvard. Related to this startup period, also several sources and court processes were done or are available that Mr. Zuckerberg had copied his code from co-students and sabotage their projects which were similar to the actual Facebook to enhance his possibilities to succeed on the market. For this, the Facebook organization had lost in 2008 as legal issue and was requested to pay 65 million dollars to former co-students from Mark Zuckerberg (Biermann, 2010). But Facebook didn't stop during that time period to develop his system.

In November 2007 the network launched Facebook Pages which allowed companies or institutions to have his own fan page and to sell later on over this page services. During May 2008 the system introduced Facebook Connect, which allowed external webpages to integrated functions and features from Facebook itself. With this, registered users from Facebook can interact with external webpages without the registration on those pages. The functions which are available are the implementation of comments, the sending of recommendations, the login on complete webpages or the proceeding of registrations trough in Facebook already available user data. This also include the in February 2009 introduced "Like it" Button, which is one of the most used social plugin from Facebook in other pages. During July 2009 a virtual payment method, Facebook credits, was introduced in Facebook.

Following on this success and to avoid later competition with 4SQ and to provide the ability of GPS feature usage, Facebook Places was introduced in August 2010. Places allows to virtual check-in for a user himself or together with friends at a local base, with a GPS signal. This feature was followed by the introduction of Facebook Questions, a feature which allows the user to create and provide surveys in the network. The last step in the increment of Facebook was done in July 2011 by the

order that all internal games or services in Facebook must use Facebook credits as payment method (Facebook biz, 2011). Based on the API from Facebook user information can be received directly and the API allows the direct access onto user information to receive personal or general information about Facebook. With this, it is possible to receive detailed information about the user base in Germany.

In Germany over 20 million people are active in the Facebook network. From the members, more males are active as females and the main area in age is between 13 – 44 years, which represent 17.2 million users (All Facebook, 2011). With this data, Facebook is currently the leading social network in Germany with the highest number of users and active page views. From the marketing point of view and for the usage of social media as marketing instrument, the system allows the interaction with customers through brand or company pages, called fan pages. Those pages can be changed in the design in the direction from the company which is setup the fan page. Only the background color (white), the menu at the top and the font type cannot be changed. Beside fan pages the system allows to setup context sensitive advertisement in the network. The advertisement can have the size from a micro bar, a medium rectangle or a half banner.

As ways of advertisement sponsored stories ore Facebook ads can be used. Sponsored stories have always the size from a half banner and contain the information of a user to his friends that he has like a dedicated page (the company page which is promoted). Normally this activity is only displayed once in the normal information stream via Facebook. As promoted story this information is displayed to the friends from the users at the place from an advertisement with the main information that your friend is now using this app or like this page/brand. The user which sees the advertisement is also directly asked to participate on the page or the app. As additional format, Facebook has banner advertisement for pages, events or apps (Facebook 3, 2011). For this format, targeting in the existing user base is possible based on country, age, sex, likes & interests (which a

user has to ad as pages onto his profile), birthday date, gender interests, relationship status, spoken language, workplace if provided and education.

As additional feature, the advertisement function allows to integrate the existing connection in Facebook into the advertisement process. It is possible to present the advertisement to all users, only to users which currently not use the page, app or event, only to users which use it already or to users which use another kind of app, page or event. With this it is possible to cross-marketing to other brands. For the future Facebook has announced several changes, also in the usage from the network to catch up to new players which have another approach in the organizing of users and friends, what allowed a higher security for personal data.

2.1.4 Facebook Awareness

The introduction and rise of the social network site (SNS) Facebook have been one of the most important social trends of the past decade. Although it only opened to the public in 2006, Facebook reports already serving one billion monthly active users at the end of 2012 (Facebook, 2012b). Moreover, 80% of these users reside outside the US and services are available in 70 languages, making Facebook a worldwide platform. While there are concerns about the accuracy and trustworthiness of these numbers (the number of accounts that are frequently used may differ from the real number of individuals using the platform) and neutral information is not available, one should agree the size of this SNS is at least substantial and the growth rate impressive.

It is this growth rate that has attracted the attention of scientists from widely different fields of inquiry (Feyter, 2013). Awareness is the state or ability to perceive, to feel, or to be conscious of events, objects, or sensory patterns. In this level of consciousness, sensing data can be confirmed by an observer without necessarily implying understanding. More broadly, it is the state or quality of being aware of something. In biological psychology, awareness is defined as a human's or an

animal's perception and cognitive reaction to a condition or event. Facebook awareness is the knowledge or perception about Facebook. In this study, Facebook awareness means awareness of Facebook education (Joan, 2015).

Rapid development of information and communication technologies has brought changes in various pedagogical and technological applications and processes (Mazman&Usluel, 2010). Currently, social networks are being adopted rapidly by millions of users most of whom are students with a great number of purposes in mind (Lenhart & Madden, 2007; Selwyn, 2007). Studies showed that social network tools support educational activities by making interaction, collaboration, active participation, information and resource sharing, and critical thinking possible (Ajjan& Hartshorne, 2008; Mason, 2006; Selwyn, 2007a).

Students today demand more autonomy, connectivity, interaction and socio-experiential learning opportunities in their learning contexts (McLoughlin & Lee, 2007). Because students complain about lacking opportunities for authentic communication due to non-personalized course content even when alternative delivery methods are employed, providing informal learning contexts by integrating emerging social networks into existing learning practices becomes significantly important to attain more robust learning and teaching opportunities (Bartlett-Bragg, 2006).

Facebook has quickly become the social network site of choice by college students and an integral part of the "behind the scenes" college experience (Selwyn, 2007). The proliferation of social technologies has created a culture in which youth participate more in creating and sharing content, profoundly changing the way students communicate, interact, and learn. Previous papers indicated that the adoption rates of Facebook in universities and colleges are remarkable - 85% of college students that have a college network within Facebook have adopted it (Arrington, 2005; Thompson, 2007). Also, in many cases students spend as much (or more) time online in an informal learning

environment - interacting with peers and receiving feedback - than they do with their teachers in the traditional classroom (Fogg Phillips *et al*., 2011). Furthermore, Facebook also has a growing audience in perspective high school and middle school students (e.g., Lipsman, 2007; Lenhart & Madden, 2007).

Characteristics noted in the literature which recommends Facebook as a tool that can contribute significantly to the quality of education are: fostering positive relationships among students and encompassing students' motivation and engagement (West *et al*., 2009; Kabilan*et al*., 2010); involving students in achieving the learning tasks and successful transfer of knowledge (Madge *et al*., 2009); developing a positive attitude towards learning and improving the quality of learning (Pasek&Hargittai, 2009; Kirschner &Karpinski, 2010); developing interpersonal intelligence, as well as critical thought (Lampe *et al*., 2008); developing of communications and interactions on the relationship between students and teacher outside the classes (Selwyn, 2009).

Furthermore, Facebook enables teachers to: provide constructive educational outcomes in a variety of fields (Pempek, 2009); practice a differential pedagogy, in the best interests of the students (Hew, 2011); integrate diagnostic formative evaluation in the learning process and to calibrate didactic activities accordingly (Pasek&Hargittai, 2009); achieve a change in strategy, mentality, attitude and behaviors by using Facebook (e.g. the transfer of knowledge remains one of the functions of teaching, but it is second to organizing and managing learning situations) (Roblyer, 2010); establish efficient educational relations on a social network (Selwyn, 2009); accept the student as an interaction partner (Schwartz, 2009); analyse and compare ways of learning and the knowledge achieved by students (Roblyer, 2010); develop knowledge and skills in order to perform efficient didactic activities (Hew, 2011).

2.1.5 Facebook Perceived Usefulness and Ease of integration into learning.

Gamble (2014) argued that in line with social constructivist theory, the primary benefits of Facebook as a powerful learning tool include affordance of opportunities for students to collaborate and share knowledge (Bosch, 2009; Maloney, 2007; McCarthy, 2012) and its capacity to promote, "greater interactive learning opportunities through genuine communication and social interaction in the target language" the use of Facebook in education were generally positive overall, but the findings need to be replicated in other environments in order to confirm more definitive results.

Nevertheless, for educators considering the use of Facebook in a classroom setting, several notable suggestions emanate from this study. First, it is recommended to keep an open mind about Facebook's educational value as students overall demonstrated positive attitudes toward its usefulness. Specifically, in this research, students specified essential class materials not being tied to time and place as one of the prime strengths of Facebook's educational potential. Second, this study showed that when activities are conducted within a learning com-munity composed of peers, learners took an active role and exhibited more self-determination to improve their weakness until they were personally satisfied.

Third, based on this study, the researchers believe that Facebook's platform, although not without its limitations, is capable of providing students with a multitude of activities that can be adapted and tailored for students' learning needs whether they be listening, speaking, reading, or writing tasks. Our conclusion is supported by several other researchers who collectively infer that when activities through Facebook are engaging and students can collaborate and reflect on their own learning, then motivation, confidence, and attitudes will improve (Kaliban*et al*. 2010; Mazer, Murphy, & Simonds, 2007; Shih, 2011; Yunus& Salehi, 2012). Finally, Hardwood and Blackstone (2012) summarize findings from this study as well as other similar studies. Accordingly, they reaffirm Facebook's potential role in promoting L2 teaching and learning, by claiming that because of its

popularity and prevalence in students' lives, educators need to consider Facebook as a learning tool that creates a greater community of learners, offers students another avenue for individual knowledge development, and links formal and informal learning. demonstrate the potential of this tool (Facebook) to be integrated into the classroom, which has as a pretext to develop different learning experience in which it is concluded that students can participate actively, work collaboratively, generate a critical attitude based on the socialization of the tasks using the network as a mechanism of communication with their peers and the teacher (Wankel, 2012).

Therefore, the time has come to occupy a space in the student's environment using this type of platform, ensuring that through empirical evidence it will be possible to demonstrate and determine the effectiveness and perception on part of the student to make possible adjustments and to replicate these initiatives (Manca& Ranieri, 2013). Oliveira (2009), claims that education articulates communication as an intrinsic process of a human being and education in a collectively using an egalitarian dialogue between teacher-student, which occurs in an environment and in a determined context (2009), this interdisciplinary process suggests that today considering the cultural change in which society is found, it is impossible to think that education and communication are different processes. On the contrary, it really makes sense when (communicators - teachers) and (receivers - students), both teach and learn at the same time, promoting collaborative learning under a dialogic dimension, through educational activities (González, 2013).

2.2 Theoretical framework

2.2.1 Technology Acceptance Model

Chitcharoen*et al*. (2013) explained that an extended Information Systems (IS)' theory is the Technology Acceptance Model (TAM) was adopted to explain the mechanism by which social media marketing influenced attitudes toward Facebook event pages. Several researchers found that users' emotions exhibited on the Facebook event page did have a significant impact on the

perceived usefulness and perceived ease of use, and perceived enjoyment of such social media marketing. However, only the last construct significantly influences users' attitudes and intentions toward an event. Implications and insights were provided to event practitioners and were discussed accordingly. To understand event fans' acceptance process of Facebook event page, several authors identified the TAM as the theoretical foundation. It is a widely used theoretical model to explain potential users' behavioral intentions to access a technology or a new system.

TAM is based on the well-known Theory of Reasoned Action (TRA) that attempted to explain how individuals construct behaviors (Charness& Boot, 2016). The original TAM proposes that perceived ease of use (PEOU) and perceived usefulness (PU) impact users' behavioral intentions (BI) toward accepting a new technology or a system. Davis (1989) defined perceived usefulness as "the degree to which a person believes that using a particular system will enhance his or her job performance". He also defined perceived ease of use as "the degree to which a person believes that using a particular system will be free of effort." Both perceived ease of use and perceived usefulness have a strong positive influence on the acceptance of the technology. Based on TAM with the flow theory, this study presented three types of interaction factors, learner-system interaction,

2.2.2 Constructivism Theory

Constructivists believe that learners construct their own reality or at least interpret it based upon their perceptions of experiences, so an individual's knowledge is a function of one's prior experiences, mental structures, and beliefs that are used to interpret objects and events. What someone knows is grounded in perception of the physical and social experiences which are comprehended by the mind (Jonasson, 1991). Merril (1991) noted that the assumptions of constructivism to learning are:

Knowledge is constructed from experience. Learning is a personal interpretation of the world.

Learning is an active process in which meaning is developed on the basis of experience

Conceptual growth comes from the negotiation of meaning, the sharing of multiple perspectives and the changing of our internal representations through collaborative learning.

Learning should be situated in realistic settings; testing should be integrated with the task and not a separate activity. These theories provide empirical grounds for the application of Facebook to teaching and learning process, the conditions in which they enhance learning, as well as the criteria to considering the ease of use and usefulness of Facebook.

2.3 Empirical Studies

The use of Facebook as an instructional tool has been a popular research issue. Various studies dealing with the perceived usefulness and ease of use of Facebook on learning were conducted by chain of educationists to throw more light on the phenomenon.

Kanthawongs*et al*. (2013) investigated the influence of perspective on Facebook in education, perceived usefulness, perceived ease of use, and perceived computer self-efficacy toward intention to use Facebook of university students. They concluded that perceived computer self-efficacy significantly influence intention to use. Facebook of the university students. Nevertheless, students do not perceived Facebook in terms of perspective in education, perceived usefulness, and perceived ease of use. It is possible that the educator reluctance remains a major barrier to effective integration of Facebook technologies in teacher preparation. Moreover, the results of this study confirm that Thai students were 1) having less time for exam preparation, 2) no chance to review any lesson already learned, 3) playing Facebook in classes, 4) an inability to hand in their assignments on time, and 5) failure to do as good work as expected [6]. Last but not least, university executives, IT trainers, software vendors should be aware that the successful intention to use of

SNSs in education should start with informing of usefulness and ease of use of the sites like Facebook for learning or teaching environment.

Balakrishnan *et al*. (2017) investigated the factors that encourage and/or inhibit the use of social media in the academic learning process between Australian and Malaysian students at higher learning institutions. Push-pull-mooring theory was used as a guide, resulting in seven independent variables (convenience, social influence, academic reasons, ease of use, social networking, barriers, and e-learning perception), and one dependent variable (teaching and learning benefit). The study included a survey of 524 respondents (NAustralia = 214; NMalaysia = 310). Path modeling analysis revealed three common factors between students from both countries: academic reasons, barriers, and social networking. However Malaysian students revealed a significant greater emphasis on academic reasons and barriers compared to their Australian counterparts. No significant difference was noted for social networking, suggesting that the use of social media as a means to maintain social interaction is popular regardless of cultural differences. Alternatively, significant effects were observed for convenience and e-learning perception among Australian students, while ease of use was found to have significant impact on Malaysian students. The findings suggest that cultural differences and the education system will impact the use of social media as an online learning tool.

Joan (2015) investigate the awareness of Facebook Education among student teachers in current scenario. The objective of the study was to find the difference between/among student teachers in their awareness of Facebook education with respect to gender, locality, religion and family income, and also to find the correlation between Facebook awareness and Academic achievement among student teachers in Kanyakumari district. The investigator used the survey method to determine the Facebook awareness of the students in the college of education. The present study consists of 140 samples from the population of Colleges of Education. The investigator has used two tools for the present study. They are 'Facebook awareness scale' and 'Personal data sheet'. The hypothesis of

this study was that there are no significant difference/among student teachers in their Facebook awareness with respect to gender, locality, religion and family income. Also, there is no significant correlation between Facebook awareness and academic achievement among student teachers in Kanyakumari district. The finding shows that there are no significant difference between/among student teachers in their Facebook awareness with respect to gender, locality, religion and family income. But there was positively very high correlation between Facebook Awareness and Academic achievement. Therefore, it was concluded, that Facebook awareness in education is important to all the student teachers in different areas irrespective of the, gender, religion and income of the family.

Liu (2010) also investigated student's use of different social media tools, their perceptions and attitudes towards these tools, and their preference of social networking groups. The results show that the three top-used social media tools are Facebook, Wikipedia and YouTube; the top four reasons for using social media tools are for social engagement, direction communication, speed of feedback, and relationship building. Regarding social networking group, they preferred a group of civically engaged and no membership required as well as a group based on contemporary topic that may not last long. Based on their input, the author suggested some educational implications of some of these tools as a valuable resource for teaching and learning

2.4 Summary of Reviewed Literature

In the review, the concept of educational technology, objective, scope and significance of educational technology, concept of social media and its core characteristics were discussed and also the concept of Facebook, its awareness and its perceived usefulness and ease of integration into learning. The Technology acceptance model and constructivism theory were identified as theories that supports the integration of Facebook into students' learning. Conclusively, from empirical studies, the awareness, perceived usefulness and ease of integrating Facebook into students learning was revealed.

<center>**CHAPTER THREE**</center>

3.0   **METHODOLOGY**

3.1 Introduction

This chapter presents the research methodology employed by the researchers and therefore, provides information on the research design, population and sample size, sampling technique, data collection instrument, method of data collection, method of data analysis.

3.2 Research Design

Research design according to Wilson (2013) entails considering the type of evidence required and how it is to be collected and interpreted. A survey research design was used for the study. Survey according to Nwodu (2006) is a research method which focuses on a representative sample derived from the entire population of study. This design is considered apt because it enables the researcher to generate data through the standardized collection procedures based on highly structured research instrument and well-defined study concepts and related variables.

3.3 Population of the Study

Population according to Ogbeide (2011) refers to entire group of persons, objects or events about which information is sought. The population for this study therefore comprised of 15,000 full-time undergraduate students of the Federal University of Technology Minna (Unirank, 2021). The target population for the study is the students in the School of Science and Technology Education (SSTE).

3.4 Sample and Sampling Technique

Sample is a subset of the population selected in place of studying entire population (Agbonifoh&Yomere, 1999). Sampling is the practical way of studying people and their activities, thoughts, attitudes, abilities, relationships etc. in relation to our interest (Greener, 2008).

Sampling technique has to do with specifying how elements are to be drawn from the population. The School of Science and Technology Education (SSTE) which is the target population comprises of three departments namely; Educational Technology, Industrial and Technology Education and Science Education. Final year students (500L) were purposively selected to carry out the study as they had full knowledge as regards learning with social media. Simple random sampling techniques was adopted for selecting fifty (50) respondents from the three (3) departments. The target students represent homogenous mix comprising male and female full-time undergraduates.

Table 3.1 Sample Population

S/N	DEPARTMENT	POPULATION
1	Educational Technology	18
2	Industrial and Technology Education	17
3	Science Education	15
	Total	**50**

3.5 Research Instrument

In carrying out this research, a well-constructed and self-developed questionnaire titled "Awareness, Perceived Usefulness and Ease of Integrating Facebook (APUIP)" was used to get the desired information from the students. Questionnaire according to Aborisade (1997) is a research instrument constructed such that respondents answer questions about their opinion, attitudes, preferences, activities in a written form and is usually structured based on scale adequate enough to obtain quantitative analysis. The questionnaire was divided into two sections (A and B). Section A was for collection of information on personal data of respondents while Section B consisted of questions that elicited responses about the dependent variable and the independent variables from the respondents with response options: Strongly Agree(SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). Anonymity was ensured in this process to ensure confidentiality

for all participants. Students were also reminded not to write their names and that their response was completely voluntary.

3.6 Validation of Instrument

The content of the questionnaire was validated by educationists in the fields of Educational Technology to ascertain its validity. The items were then taken to the research supervisors who made some recommendations for adjustments, before final drafts were made. The decision by the researcher to employ the services of experts was based on the remark of Rikichi (2011) who stated that validation by specialists is an effective method of content validation of a research instrument. After thorough evaluation, it was suggested that the instruments were appropriate, and relevant to the study.

3.7 Reliability of the instrument

In this study, the test-retest reliability co-efficient was adopted, based on Pearson Product Moment Coefficient (PPMC). Twenty respondents were administered the questionnaires for reliability testing, these respondents were not part of the sampled students for the study. Analysis of the scores obtained from the pilot testing of the research instrument (questionnaire), established the reliability coefficient for the test instrument at 0.87. The result showed a high degree of relationship between the two test results (Bello & Ajayi, 2010). Therefore, the test instrument for the study was adjudged reliable.

3.8 Method of data collection

In order to enhance data collection, permission was taken from the HOD of the Department of Educational Technology, School of Science and Technology Education, Federal University of Technology, Minna. The permission letter was served to the various heads of Departments in other schools. As earlier pointed out, the focus of the gathered data was undergraduate students studying

on a full-time basis. Based on a random sample of the undergraduate population in the Federal University of Technology Minna, questionnaires were personally administered to gather data for the purpose of analyzing them for result that could be generalized from the sample to the population. The researcher collected the needed data through the use of questionnaire and its administration was at the various faculties. The administration of copies of the questionnaire was carried out by the researcher and colleagues in other faculties. To ensure that each faculty is represented, a total of 110 questionnaires was equally distributed, eleven (11) each to elicit responses from the students and retrieved on the spot by the researcher and those who assisted.

3.9 Method of Data Analysis

Responses from the questionnaire were analyzed using the Statistical Packages for Social Science 21. Descriptive statistics of frequency counts and percentages were used in analyzing demographic variables and research questions while the Pearson correlation matrix was used to test the stated hypotheses at a 0.05 level of significance.

<div align="center">**CHAPTER FOUR**</div>

4.0   **RESULTS AND DISCUSSION OF DATA**

4.1 Introduction

The purpose of the study is to determine the awareness, perceived usefulness and ease of integrating Facebook into students learning in the Federal University of Technology, Minna, Niger State. This chapter discusses data analysis and presentation of the results. The data were analyzed using the Statistical Package for Social Sciences (SPSS) Version 25. The biodata of the respondents was analyzed using frequencies and percentage table, while the research questions were analyzed using mean and standard deviation. A satisfactory scale was set to infer not aware/ disagree and aware/agree for the awareness and usefulness of integrating Facebook into teaching and learning; 1.0 – 2.4 not aware/disagree, 2.5 – 4.0 Aware/Agree. The research hypothesis was tested using the independent t-test statistics at 0.05 level of significance.

4.2 Response to Research Questions

Research Question One: Are students aware that Facebook can be integrated into the teaching and learning process?

Table 4.2 Awareness of Facebook

S/N	Items	N	Mean	Std. Deviation	Decision
1	I am aware of Facebook as teaching and learning tool	50	2.30	1.11	Aware
2	Facebook can be used for instructional delivery	50	2.74	0.69	Aware
3	Collaborative learning can take place on Facebook	50	2.78	1.01	Aware
4	Materials and learning resources can be shared on Facebook	50	3.02	1.18	Aware
5	Online classes can be held on Facebook	50	2.66	1.20	Aware
6	Live lectures can be hosted and shared on Facebook	50	3.28	1.64	Aware
7	Assignments can be delivered using Facebook	50	2.26	1.00	Aware
8	Group discussions and online forums are possible using Facebook	50	2.40	1.21	Aware
9	Facebook can motivate students to learn	50	2.60	1.06	Aware
10	Facebook allows for various media such as audio, visual and audio-visual during instructional delivery	50	2.10	0.95	Aware
	Grand Mean	**50**	**2.61**		Aware

Decision mean: 2.50

Table 4.2 shows the Mean and Standard Deviation of responses on the awareness on the integration of Facebook for teaching and learning. The table reveals the computed mean score of 2.30 with

Standard Deviation of 1.11 for item one, 2.74 with Standard Deviation of 0.69 for item two, 2.78 with Standard Deviation of 1.01 for item three, 3.02 with Standard Deviation of 1.18 for item four, 2.66 with Standard Deviation of 1.20 for item five, 3.28 with Standard Deviation of 1.64 for item six, 2.26 with Standard Deviation of 1.00 for item seven, 2.40 with Standard Deviation of 1.21 for item eight, 2.60 with Standard Deviation of 1.06 for item nine, 2.10 with Standard Deviation of 0.95 for item ten. The table revealed further that, the grand mean score of responses to the ten items was 2.65 which was greater than the decision mean score of 2.50. This implies the awareness on the integration of Facebook for teaching and learning.

Research Question 2: What is the perceived usefulness and ease of integrating Facebook into students learning?

Table 4.3 Perceived Usefulness and ease of Facebook

S/N	Items	N	Mean	Std. Deviation	Decision
1	Facebook is useful as a teaching tool	50	2.18	1.00	Agree
2	Accessing Facebook is not difficult	50	2.58	1.18	Agree
3	Using the group chat features on Facebook is tasking	50	2.66	0.93	Agree
4	I can easily conduct online classes on Facebook	50	2.66	0.98	Agree
5	Live video classes are very useful to deliver instruction	50	2.22	0.54	Agree
6	Setting up a Facebook page is easy	50	1.92	0.87	Agree
7	Collaborative features of Facebook are very useful for learning	50	2.14	0.90	Agree
8	Uploading of materials and lecture notes are easily done on Facebook	50	2.32	0.74	Agree
9	Facebook is exciting, engaging and motivating for students	50	2.44	0.92	Agree
10	Facebook provides an environment for learning to take place	50	2.78	1.03	Agree
	Grand Mean	**50**		**2.39**	Agree

Decision Mean: 2.50

Table 4.3, The table shows the computed mean score of 2.18 with Standard Deviation of 1.00 for item one, 2.58 with Standard Deviation of 1.18 for item two, 2.66 with Standard Deviation of 0.93 for item three, 2.66 with Standard Deviation of 0.98 for item four, 2.22 with Standard Deviation of

0.54 for item five, 1.92 with Standard Deviation of 0.87 for item six, 2.14 with Standard Deviation of 0.90 for item seven, 2.32 with Standard Deviation of 0.74 for item eight, 2.44 with Standard Deviation of 0.92 for item nine, 2.78 with Standard Deviation of 1.03 for item ten. The table revealed further that, the grand mean score of responses to the ten items was 2.39 which was less than the decision mean score of 2.50. This implies that students do not perceive integrating Facebook into teaching and learning as useful.

4.3 Hypothesis Testing

HO_1 There is no significant difference in the gender of students on the usefulness of integrating Facebook into teaching and learning.

Table 4.4 T-test for the gender difference and usefulness of integrating Facebook

Group	N	df	$\bar{x}$	SD	t-value	p-value	Decision
Male	27		2.34	0.45			
		48			-0.90	0.37	NS
Female	23		2.44	0.28			

Not Significant at 0.37>0.05 level

Table 4.5 revealed that there was no significant difference in the gender of students on the usefulness of integrating Facebook into teaching and learning. The p-value of 0.37>0.05 which was greater than 0.05 which was the level of significance, confirmed that there is no significant difference in the gender of students on the usefulness of integrating Facebook into teaching and learning. Hence, the null hypothesis was accepted which implies there is no significant difference in the gender of students on the usefulness of integrating Facebook into teaching and learning.

4.4 Discussion of Findings

Findings revealed that students are aware of Facebook, as the responses gave a grand mean score of 2.61 indicating the awareness of integrating Facebook into teaching and learning, the grand mean

scores on the awareness of integrating Facebook into teaching and learning was above the established mean of 2.50. This finding is in line with Joan (2015) who revealed that students are aware of the integration of Facebook into their academic activities.

The data analyzed also revealed that students did not perceive the integration of Facebook into teaching and learning to be useful, with the grand mean score of 2.39 which was below the already established decision mean of 2.50. indicating the students did not perceive Facebook as useful for teaching and learning, which was in line with findings of Kanthawongs (2013) who revealed that students do not perceive integrating Facebook into their learning or any academic work.

The t-test statistics also revealed that there was no significant difference in the gender of students on the usefulness of integrating Facebook into teaching and learning as the p-value gave a score of 0.55 which was above 0.05 level of significance. This finding is in line with Joan (2015) who revealed that there was no significant difference in the gender of students on the usefulness of integrating

CHAPTER FIVE

5.0   SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1   Summary of the Study

The research determines the awareness, perceived usefulness and ease of integrating Facebook into students learning in the Federal University of Technology, Minna, Niger State. However, the study is divided into five chapters in which each chapter is discussed extensively.

Chapter one of the research contains the background of the study, statement of the problem, research questions, significance of the study, scope of the study, methodology, limitations of the study and definition of the terms. Similarly, in Chapter two, many relevant literatures from several authors were used to expose what various writers have done in the area of instructional materials for teaching and learning. In Chapter three of the study that based on research methodology, the descriptive survey research design was adopted in which questionnaires were administered. Simple random sampling technique was also adopted to select respondents. Chapter four of the project revolved on the data analysis and interpretations of findings. The frequency and percentage method of data analysis was used. This chapter contains the summary, conclusion and recommendation of the study.

5.2 Major Findings of the Study

The following findings have been made from the research work

1. The findings of the study revealed students are aware of integrating Facebook into teaching and learning.
2. The findings of this study also revealed that students do not perceive integrating Facebook to be useful into teaching and learning.

3. The findings of this study also revealed that there was no gender difference on the usefulness of integrating Facebook into teaching and learning.

5.3 Implications of the Major Findings

The following are the implication of the major findings.

1. The study revealed that students are aware on the integration of Facebook for teaching and learning.
2. The study revealed that students disagree on the perceived usefulness of integrating Facebook into teaching and learning.
3. The study also revealed that there is are no gender difference on the usefulness of integrating Facebook into teaching and learning.

5.4 Recommendations

The following are the recommendations of the study.

1. The government and secondary school management authorities should make adequate provision for funding tertiary institutions acquire equipment and facilities that will foster online learning.
2. Education stakeholders in the country should finance provision of computers, power generator, mobile devices and computer laboratories in Universities.
3. Internet access should be made available for both students and lecturers at tertiary institutions.
4. Seminars, conferences and workshops should be held to enlighten lecturers and students on the benefits of online learning.
5. In-service training for teachers should be organized to equip them with the necessary skills to utilize online learning platforms for teaching and learning

Suggestions for Further Research

1. Further research should be carried out in this area, it should cover a wider geographical area

2. Further research should investigate the impact of Facebook on learning outcomes (achievement, retention and interest) using the experimental research design.

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APPENDIX A

Section A: BIODATA

Please tick (√) in the appropriate column and fill the assigned spaces

4. Gender: Male [ ]   Female [ ]

5. School:……………………….

Section B: Awareness of Facebook as a teaching tool

Kindly tick (√) the appropriate option of your selection that corresponds with your view

Fully Aware (FA) Aware (A) Partially Aware (PA) Not Aware (NA)

S/N	Awareness of Facebook as a teaching tool	FA	A	PA	NA
1	I am aware of Facebook as teaching and learning tool				
2	Facebook can be used for instructional delivery				
3	Collaborative learning can take place on Facebook				
4	Materials and learning resources can be shared on Facebook				
5	Online classes can be held on Facebook				
6	Live lectures can be hosted and shared on Facebook				
7	Assignments can be delivered using Facebook				
8	Group discussions and online forums are possible using Facebook				
9	Facebook can motivate students to learn				
10	Facebook allows for various media such as audio, visual and audio-visual during instructional delivery				

Section C: Perceived Usefulness and Ease of integrating Facebook into learning

Key to the Mode: Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD)

S/N	Perceived Usefulness and Ease of integrating Facebook into learning	SA	A	D	SD
11	Facebook is useful as a teaching tool				
12	Accessing Facebook is not difficult				
13	Using the group chat features on Facebook is tasking				
14	I can easily conduct online classes on Facebook				
15	Live video classes are very useful to deliver instruction				
16	Setting up a Facebook page is easy				
17	Collaborative features of Facebook are very useful for learning				
18	Uploading of materials and lecture notes are easily done on Facebook				
19	Facebook is exciting, engaging and motivating for students				
20	Facebook provides an environment for learning to take place				