

**PERCEPTIONS AND ATTITUDES OF UNDERGRADUATE STUDENTS TOWARDS
SOCIAL MEDIA UTILIZATION FOR TEACHING AND LEARNING IN FEDERAL
UNIVERSITY OF TECHNOLOGY, MINNA**

BY

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2015/1/55688BT

**DEPARTMENT OF EDUCATIONAL TECHNOLOGY
SCHOOL OF SCIENCE AND TECHNOLOGY EDUCATION
FEDERAL UNIVERSITY TECHNOLOGY, MINNA**

AUGUST, 2021

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**A PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR
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ABSTRACT

This study focused on Perception and Attitudes of Undergraduate Students towards Utilization of Social Media for Teaching and Learning in Federal University of Technology, Minna, Niger State. The study adopted a descriptive survey research design, Four Objectives and Four Research Questions were raised to guide the study while Two Null Hypotheses were formulated and tested at 0.05 level of significance. The population of the study consist of (1004) Undergraduate student in Federal University of Technology Minna. 120 (300 level) Undergraduate students were used as the sample from the population in Science Education and Educational Technology Departments which was determined by Simple Random Sampling Technique. The researcher developed a self - designed Four Point Rating Scale Questionnaire type titled, "Perceptions and Attitudes of Students towards Social Media Questionnaire (PASTSMQ) which was used to collect data from the respondents and was validated by two experts in Educational Technology Department. Data obtained from the respondents was coded using Statistical Package for Social Science (SPSS) involving the use of Mean, Standard Deviation while t-test was used in testing the Hypothesis. However, findings of the research revealed that undergraduate students have positive perception and attitude toward social media utilization for teaching and learning process. It also revealed that social media is a good platform for students to learn, cause it is interactive, creative and collaborative in nature. The findings also suggest that social media tools can be very useful if being used as an educational tool. Also, the t-test result shows that there was a significant difference in gender perception and attitude of students toward social media utilization for teaching and learning. It was recommended that: Lecturers should adopt new strategies by conducting assignments or discussions on social media platforms to help instill the habit of using social media platforms for academic purposes. Lastly and most importantly, the faculty and the university at large should organize workshops, seminars and orientations on the use of social media platforms in teaching and learning process.

TABLE OF CONTENTS

Content	page
Cover page	i
Title page	ii
Declaration	iii
Certification	iv
Dedication	v
Acknowledgements	vi
Abstract	vii
Table of contents	viii
List of Tables	ix

CHAPTER ONE: INTRODUCTION

1.1	Background to the Study	1
1.2	Statement of the Problem	5
1.3	Aim and Objectives of the Study	6
1.4	Research Question	7
1.5	Research Hypotheses	7

1.6	Scope of the Study	8
1.7	Significance of the Study	8
1.8	Operational Definitions of Terms	9

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0	Introduction	10
2.1	Conceptual Framework	10
2.1.1	Concept of Social Media	10
2.1.2	Social Media in Education	13
2.1.3	Social Media as a Technology	16
2.1.4	Social Media Platforms	17
2.1.4.1	Facebook	17
2.1.4.2	Twitter	18
2.1.4.3	Whatsapp	19
2.1.5	Social Media and Gender	20
2.1.6	Concept of Perception	22
2.1.7	Concept of Attitude	25
2.1.7.1	The Theory of Planned Behavior	26

2.1.8 Advantages of Social Media in Teaching and Learning	28
2.1.9 Challenges faced in the Utilization of Social Media in Teaching and Learning	28
2.2 Theoretical Framework of the Study	32
2.3 Empirical Studies	33
2.4 Summary of Reviewed Literature	36

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction	38
3.1 Research Design	38
3.2 Population of the Study	38
3.3 Sample and Sampling Techniques	39
3.4 Research Instrument	40
3.5 Validity of the Research Instrument	40
3.6 Reliability of the Research Instrument	40
3.7 Method of Data Collection	41
3.8 Method of Data Analysis	42

CHAPTER FOUR: DATA ANALYSIS AND RESULTS

4.1 Introduction	43
4.1.1 Demographics of Respondents	43
4.1.2 Department, Level and Gender of Respondents	43
4.2 Research Questions	44
4.2.1 Research question one	44
4.2.2 Research question two	45
4.2.3 Research question three	46
4.2.4 Research question four	47
4.3 Research Hypotheses	47
4.3.1 Hypothesis One (H ₀₁)	47
4.3.2 Hypothesis Two (H ₀₂)	48
4.4 Discussion of the Results	49

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction	51
5.1 Summary of the Study	51
5.2 Conclusion	52
5.3 Recommendations	53
5.4 Suggestions for Further Studies	53

REFERENCES

APPENDICES

LIST OF TABLES

Table	Page
3.1 Demographic Distribution of the Population	39
3.2 Sample size for the Study	39
4.1: Mean and Standard Deviation showing the Mean Response of Respondents' on the Perception of Undergraduate Students towards Social Media Utilization for Teaching and Learning.	44
4.2: Mean and Standard Deviation showing the Mean Response of Respondents' on the Attitudes of Undergraduate Students towards Social Media Utilization for Teaching and Learning.	45
4.3: Mean and Standard Deviation showing the Mean Response of Respondents' on the Perception of Undergraduate Students towards Social Media Utilization for Teaching and Learning base on gender.	46
4.4: Mean and Standard Deviation showing the Mean Response of Respondents' on the Attitude of Undergraduate Students towards Social Media Utilization for Teaching and Learning base on gender.	47
4.5: T-test Analysis on Perception of Undergraduate Students on the Utilization of Social Media for Teaching and Learning based on their Gender.	48
4.6: T-test Analysis on Attitude of Undergraduate Students on the Utilization of Social Media for Teaching and Learning based on their Gender.	48

CHAPTER ONE

1.0

INTRODUCTION

1.1. Background to the Study

The use of new technology especially social media is gradually becoming more universal in students daily life. We can say that social media is contributing a lot in gathering information's that have the latest updates. Hence, the emergence of social media as an interactive technology into the global communication scene has changed information methodologies and approaches. Today, the nature of information gathering has moved from one that is face-to face to one that is virtual through the use of computers connected to the Internet Mangold and Faulds (2009).

It has been estimated that 94% of adults worldwide own a social media site account and have visited or used one within the last month (Chaffey, 2016). Approximately 73% of adolescents use social media (Lenhart et. al. 2010). There is general consensus that one of the most popular internet activities among college students is social media use as confirmed by Smith and Caruso (2010) who found that 90% of 36.950 university students drawn from 126 U.S.A and Canadian Universities use social networking websites. Young people are active social media users (Rideout, etal. 2010).

In general, social media is a convenient tool that engages young adults with peers and situates their conversations in authentic environments. Can these tools be used to stimulate students to connect educational concepts and current global issues or collaborate on learning tasks from students' classroom learning? Can Students be motivated to learn through E-learning; how can social media facilitate this? Through Facebook, for example, teachers and students can expand learning networks beyond the classroom or campus by communicating with other faculty

members, peers, or experts. Social media is also easily accessible through mobile devices, such as phones or tablets that provide just in time learning opportunities (Brooks, 2009).

Social media also provides a medium for students to learn and apply digital literacy in academic environments (Brooks, 2009). Therefore, Social media is any platform where users can generate content to share and interact with other users within a virtual, digital community. Social media websites such as Facebook, Twitter, WhatsApp, Instagram e.t.c provides platforms for individuals to connect with one another, both professionally and socially.

Kaplan and Haenlein (2010) defined social media as “a group of Internet-based Applications that build on the ideological and technological foundations of Web 2.0 and that allow the creation and exchange of user-generated content”. This means that with the use of social network sites, people all over the world can now relate without any boundaries or geographical restrictions while creating profiles and web-based content that can be easily shared.

According to Al-Bahrani and Patel (2015) Social media is referred to as virtual communities or networks that allow participants to interact with each other develop communities, and share information and ideas. It can also be referred to as platforms that are either web-based or mobile applications which allow individuals or organizations to create and engage with user generated content in digital environments (Deil-Amen, 2016). More also, Mangold and Faulds (2009) on the other hand defined social media or ‘consumer-generated media’ as “ a variety of new sources of online information that are created, initiated, circulated and used by consumers’ intent on educating each other about products, brands, services, personalities and issues.”

Consequently, this study is aimed at finding out student’s perceptions and attitudes towards using Social networking websites within their learning process.

Studies have shown that perception is one of the key factors to consider when exploring new technology adoption (Kumar, et al., 2008).

Perception is basically how people feel towards a thing or system. In this sense, the way people react or accept a circumstance or object is determined partly by their perception. Perception (from the latin perceptio) is the organization, identification and interpretation of sensory information in order to represent and understand the presented information, or the environment. It is basically how people feel towards a thing or system. In this sense, the way people react or accept a circumstance or object is determined partly by their perception. (Wikipedia, 2017).

Perception is seen as a major determinant of new technologies adoption by professionals in various disciplines. How people perceive a system to be useful and easy to use majorly affect their attitude towards the system and this determine whether they will adopt it or not. When considering adoption of new technologies, the technical aspects are critically considered, and this is sum up in perceived ease of use. Until a group of people perceive a system to be easy to use they may likely not take the decision to adopt it. Perception has been generally believed to be a person's feeling towards a system or an object. Perceptions therefore represent a unique source of how to experience something at all. (Demuth, 2013). Perceptions play important role in understanding the reasons people use or refuse to use social media (Seegaard, 2015).

Facebook is the most increasing visited social media network sites among undergraduates in tertiary institutions. Students perception of social media network would be positive if use for learning purpose or negative if use for frivolous purpose depending on one's view point and its usage. Perception of undergraduates towards the use of social media can be dependent on individual variations and the context it is used. Perception is the ability to see or become aware of something through the use of senses. The way in which something is regarded, understood or

interpreted is majorly dependent on the student discretion to either perceived social media network sites either as positively for enhancing academic performance or negatively by using it frivolously. Nigerian students do spend ample time and resources surfing the net not basically for e-learning but for recreational purposes at the detriment of their academic pursuit. How can these be corrected? Hence what will be their attitude if today teaching and learning is to take place using any of the social media platforms? However, attitude is also an important factor to be considered when adopting a new technology.

Attitude is one of the important concepts of learning. Among learners, it denotes interest or feeling towards studying a particular subject. When motivational factors such as interest, attitude and aspirations are articulated in the learners, they tend to spend more time studying the particular subject. Students understand better when they spend time studying and will therefore achieve expected standard (Twoli, et al., 2007). This is only possible when they have a positive attitude towards a particular subject. Therefore, attitude is the tendency to like or dislike something such as an idea, person, behaviour, action or thing. An attitude is an expression of favour or disfavour towards a person, place, thing or event.

Attitude can be formed from a person's past and present. It is the readiness of the mind to act or react in a certain way. In addition attitude of undergraduates towards the use of social media network would be encompassing. Some would like social media while others will dislike its usage depending on one's disposition. Attitudes often come in pairs, one conscious and the other unconscious. Undergraduates attitude towards the use of social media is largely conceived in a negative way rather than using it in a positive direction. More often than not, students engage in the use of social media network basically in a negative way such as online dating, watching movies, playing online games, insulting leaders/politicians amongst other frivolous activities

rather than for educative purpose. It is also suggested that the gender of the students or people to use the new technology for teaching and learning should be put into consideration.

Gender is also a key factor to be well thought-out when adopting a new technology. Tufekci, (2008), in a study have found that women are more likely to use either social media such as Facebook or MySpace, in 2015, 73% of online men and 80% of online women used social networking sites. In addition to this, women are more likely to use Facebook or MySpace to compare themselves to others and also to search for information. Men, however, are more likely to look at other peoples profile with the intention to find friends. (Haferkamp et al., 2012).

Therefore, understanding students' attitudes and expectations regarding utilizing social media technologies to support learning could help instructors gain better vision of how these digital natives are using such tools for learning purposes. In overall, educators are aware of social media's benefits and high adoption rates (Moran, et al.,2011).

Thus, most of the research conducted on social media focuses on the effects of social media on education; but this study focused specifically on the student attitudes on having to use social media in the classroom. Furthermore, this study also intends to find out if there is a correlation between the attitudes and perception students have towards the utilization of social media in the classroom for teaching and learning.

1.2 Statement of the Research Problem

It has been observed that conversational learning settings are boring and as such the effectiveness of learning would be compromised. Becoming an active student was considered as a critical challenge faced by most of the students, they do not talk that much because of their introverted nature thereby rendering them passive learners in class. They do not consider themselves as

leaders in the group hence the willingness to partake in group or class activities in general are hindered. Utilization of social media could help in bringing out the potentials of these introverted students, Adamson (2012) are of the opinion that social media is an important tool for learning and should be used for this purpose more extensively.

The use of social media among students has reached high levels and has affected their study time, poor grammar and wrong spellings when socializing on social media as well as diverting their attention from their studies. Often time's students use social media basically for the purposes of making friendship, leisurely entertainment, to watch films, dating, debate/discuss critical political, social, economic, and religious issues to the detriment of their academic pursuit, they do not see it as a tool for teaching and learning. Many students cannot go for two to three hours without updating their profile on these social networking sites especially Facebook, WhatsAapp, twitter, Yahoo, Google, YouTube, amongst others. What will be the student's perception and attitude if social media platform is used as an enhancement tool for teaching and learning?

Therefore, this study seeks to determine the perception and attitude that the undergraduate students of Federal University of Technology, Minna, Niger state will have towards the utilization of these social media for teaching and learning.

1.3 Aim and Objectives of the Study

The aim of the study is to investigate the student perception and attitude towards social media utilization for teaching and learning at Federal University of Technology Minna.

These will be achieved through the following specific objectives:

- (i) Investigate the perceptions of undergraduate students towards social media utilization for teaching and learning.
- (ii) Investigate the attitudes of undergraduate students towards social media utilization for teaching and learning.
- (iii) To determine undergraduate students gender perception towards social media utilization for teaching and learning.
- (iv) To determine undergraduate students gender attitudes towards social media utilization for teaching and learning.

1.4 Research Questions

In line with the stated objectives, the following research questions would guide the study.

- (i) What are the perceptions of undergraduate students towards social media utilization for teaching and learning?
- (ii) What are the attitudes of undergraduate students towards social media utilization for teaching and learning?
- (iii) What is the gender difference on undergraduate student's perception towards social media utilization for teaching and learning?
- (iv) What is the gender difference on undergraduate student's attitude towards social media utilization for teaching and learning?

1.5 Research Hypotheses

Since the finding had relatively no idea regarding the outcome of the research, thus the following null hypothesis would be tested.

HO₁: There is no significant difference on undergraduate student's gender perception towards social media utilization for teaching and learning.

HO₂: There is no significant difference on undergraduate student's gender attitudes towards social media utilization for teaching and learning.

1.6 Scope of the Study

This study focuses majorly on the perception and attitudes of undergraduate students towards social media utilization for teaching and learning. The content scope is on Whatsapp, Facebook and Twitter using the undergraduate students in 300level. Geographical scope is Federal University of Technology, Minna, Niger State. The instrument used will be limited to questionnaire. Data collection process will last for 4 weeks.

1.7 Significance of the Study

The study will be of benefit to the students, teachers, stake holders in education, Government e.t.c.;

To the students, the findings will motivate students in using social media for learning by creating a new way of spending their free time and serve as a separate channel for finding the necessary information, both educational and entertainment.

To teachers, it will help instructors to investigate more on how to increase student motivation to use social media in the learning process. However, if a lecturer suggests social media usage for educational purposes and students have quite positive attitudes towards it. Then it will make learning process more interactive and interesting.

To Stakeholders, It will also help the university administrators and faculty members recognize the extent to which university students' use social media and in what ways it might impact their academic engagement and performance, and accordingly make more informed decisions with regard to the usage of social media for academic purposes.

1.8 Operational Definition of Terms

Attitude: Attitude is an expression of favour or disfavour towards a person, place, thing or event.

Learning: Learning is the acquisition of knowledge or skills through study, experience, or being taught.

Perception: Perception is the way in which something is regarded, understood or interpreted which is majorly dependent on the student discretion to either perceived social media network sites either as positively for enhancing academic performance or negatively by using it frivolously.

Social Media: Social media are interactive computer-mediated technologies that facilitate the creation or sharing of information, ideas, career interests and other forms of expression via virtual communities and networks.

Students: A person who attends a school, college or university to study something.

Teaching: Teaching is the process of impacting knowledge to or to instruct someone as to how to do something or cause someone to learn or understand something by example or experience.

Undergraduate: A student at a college or university who has not received a first and especially a bachelor degree.

Utilization: Utilization is the action of making practical and effective use of something. In this context, it is the action of making social media effective for learning.

CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

The chapter is focused on the review of related literature the review will be discussed under the following major headings; Conceptual Framework, Theoretical Framework, Empirical Studies and Summary of Reviewed Literature.

2.1 Conceptual Framework

This study will be further discussed under the following sub-headings;

1. Concept of Social Media
2. Social Media in Education
3. Social Media as a Technology
4. Social Media Platforms

5. Social Media and Gender
6. Concept of Perception
7. Concept of Attitude
8. Advantages of Social Media in Teaching and Learning
9. Challenges faced in the Utilization of Social Media in Teaching and Learning

2.1.1 Concept of Social Media

What is Social Media?

The term social media appears to have emerged in the early 1990s in reference to emerging web-based communication tools that facilitated online interaction (Bercovici 2010). Social media is the term often used to refer to new forms of media that involve interactive participation. The Wikipedia definition of 'social media' is "web-based and mobile based technologies which are used to turn communication into interactive dialogue among organizations, communities, and individuals (Wikipedia, 2018). As such it includes social media platforms such as Facebook, LinkedIn, Twitter, etc all of which have the general property of being "Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content (Kaplan & Haenlein ,2010).

Social media can be defined as forms of electronic communication through which users interact among people in which they create, freely share, exchange and discuss information, ideas, personal messages, and other content about each other and their lives using a multimedia mix of personal words, pictures, videos and audio, utilizing online platforms while they are connected to the Internet. (Cox & Rethman, 2011).

Since their appearance, social media have changed different aspects of people's lives. Social media that were emerged by the rise of Web 2.0 technologies are characterized by several significant features such as user generated content, online identity creation and relational networking (Margo, 2012). According to Smith (2010), "Social media sites are virtual platforms for interactivity and information exchange where issues are debated and defined. Social media users collaborate in content creation are proactive in searching information and value control in social media participation.

Social media are also defined as "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0 and that allow the creation and exchange of user generated content"(Kaplan & Heanlein, 2010). To consider some context of the ubiquitous nature of social media, Nielsen (2010) argues that social media accounts for nearly one-quarter of all internet activity, and LinkedIn has over 80 million professionals in over 200 countries. Other platforms such as Facebook, Twitter, MySpace and YouTube are available for everyone; it was traditionally created to connect with individuals from all over the world to include employees, friends and families. However, as the number of users increase to millions, organizations are also trying to connect with employees more so than ever. Social Media has changed the way people around the globe communicate with one another. However social networking has existed right from the onset of humanity. The concept of social networking has evolved, much like other innovations, and is becoming increasingly sophisticated with advancements in technology (Edosomwan, Prakasan, Kouame, Watson, & Seymour, 2011).

Currently, there are hundreds of SNSs that can draw millions of people, with diverse technological affordances. Social network sites are web based services that enable individuals to construct a semi-profile within a bounded system, articulate a list of other users with whom they

share connection with, views and go through their list of connections and those made by others within the system, although the nature and nomenclature of these connections has variation Boyd and Ellison, (2007). The ability of making it possible to meet new friends is not the major characteristics of social networking sites, but solely because the social network can be made evident due to the possibility it had been made eloquent. The outcome of these relationships of individuals that would ideally not have met each other is made possible. Although it's not the real aim, and most times new connections are usually between latent ties Hay, (2006), they already knew each other physically. On larger perspectives, on social network sites, members are not online with the intention of discovering new acquaintances but to interact with old friends which already exist on their list. To put in more words, the social networking as an important coordinating property of these sites is titled Social Network Sites (William et al, 2009).

2.1.2 Social Media in Education

Social media in education refers to the practice of using social media platforms as a way to enhance the education of students. Social media is an expression of the 21st century used broadly to define a number of technological tools that stress the social facets in form of a funnel for communication, collaborative learning, and inventive expression; this is also to boost education in higher institution of learning (Dabbagh & Reo, 2011; Al-rahmi & Othman, 2013). Following the 1980s, there was a computer advancement boom that defined the 1990s-2000s, as CD-ROMS were first introduced, and the internet became more user friendly. As of 2018, 95% of teenage students have access to a smart phone and 45% say they are online almost constantly. (Anderson & Monica, 2018). As the use of technology and social media has become more prevalent, some educators and parents argued that Student devices they were too distracting for the classroom

environment. This led to many schools blocking Internet access, including access to social media sites, and even disallowing the use of cell phones in the classrooms (Obringer, John; Coffey & Kent 2007).

These policies proved to be ineffective in some cases, as students continue to bring their phones to class despite the policy, and many even find ways to access social media sites regardless of precautions taken by school administrators. In response to these challenges, many schools have adopted a "Bring Your Own Device" (BYOD) policy to school (Sangani & Kris 2013). This is a policy that allows students to bring their own internet accessing device, such as a phone or iPad, for the purpose of accessing the Internet for research and other in class activities. While the BYOD concept was initially introduced as a way of reducing departmental technology costs, administrators and teachers are realizing other benefits from BYOD policies, such as increased student motivations and engagement and anywhere access to information (Song & Yanjie 2014). On the academic side, the study conducted by Shahzad Khan in 2010, provided that students are using social media more and it is impacting their communication positively. This study did not provide a negative impact on students.

Social media is playing a big role in boosting academic like in social sciences and in education systems as a whole. Many studies have addressed different aspects of using social media at various academic and social levels. The accessible literature on social media provides useful suggestions of its application in higher institutions of education (Hamid et al., 2011). Social media may be applied by academicians in various ways, like Facebook, it was recommended as a way of communication for getting together with students (Mack, 2007). Undergraduate students of IT attest that social media has continuously improved their academic success from 2007 to 2010 (Smith & Caruso, 2010). Most students in higher institutions of learning wish their

institutions alter their means of communication to social networks for strengthening class instruction because it is where they spend most of the time. According to Madge et al., (2009) states that, social media usage enhances educational access and interaction and it fills the learning gap informally between students and the instructors (Bull et al., 2008).

With faculty using a variety of software tools and free web applications to enhance learning, communication, and engagement, the use of social media is on the rise in higher education classrooms. Compared to traditional learning method that provide few opportunities for learners to develop and maintain their own learning activities, learning platforms based on social media place the control of learning into the hands of learners themselves.

A growing number of research efforts have been made to support teaching and learning using a variety of social media tools. Social networking site for college students are been developed aiming at enhancing both collaborative study and social interaction. The research tells that making social media tools a part of traditional learning is attractive to students and can motivate their participation in the learning process.

The social network sites handled the big problem by providing information to the educators in the recent period. However, Social networks have helped to resolve some of these problems, by adding interactive side with a student, and make the participation of the students in the educational process which leads to an increase to attract them toward e-learning and to clarify the reason behind the attraction educated about social network sites.

Conducted studies show that 99% of college students who use social media use Facebook and 35% use Twitter. Facebook and Twitter have become the dominant forms of social media platforms that have successfully grown in popularity (Sponcil, Megan; Gitimu & Priscilla 2013).

Social media platforms such as Twitter, Facebook, and YouTube are widely used by educational institutions to make connecting with students and providing information convenient. Institutions also consider communicating information through the usage of technology a vital part in student success.

Use of social media in education has helped some educators mentor their students more effectively (Schwartz; Rhodes; Liang, et al, 2014). Rather than compete with, or deny access to social media sites, some schools have Social media totally embraced them, and are using them to further students' educations (Raths & David 2012). Parents, students, and teachers are using social media to connect and communicate inside and outside the classroom. Programs like Black Board, School loop, Top Hat, and Moodle have created platforms to enhance the learning experience by increasing communication between all parties. These sites are not necessarily social media websites, but their added communication features such as forums create an experience that is similar to that of social media.

College institutions are adapting many social media platforms into their educational Methods institutions use to communicate systems to improve communication with students and the overall quality of student life (LCIBS, 2017). It provides colleges with an easy fast method of communication and allows them to give and receive feedback to students. Social media usage has skyrocketed over the past decade as present research shows that almost all college students use some form of social networking website. Studies have shown that 96% of students have internet access, as well as access to at least one social media site (Wade & Lori 2018) Teachers are moving away from the no phones at school rule, and are implementing them into their courses to keep students attention in class.

Transparency is the key to communicating with students. Teachers are choosing to use Twitter as a way to talk to their students in a safe and transparent way because it is a social media site where the posts and comments are open to the public. The reason for the usage of social media has been seen from a study done by (Fezilelsik, 2013). It discussed that social media helps faculty to provide good examples and understanding regarding visuals. It has a positive role in providing news update to students and informs them about course activities.

2.1.3 Social Media as a Technology

A software technology such as Microsoft Office has become common within the educational realm and has continued to evolve. In fact, some institutions have come to use their own versions of social media referred to as “**LEARNING MANAGEMENT SYSTEMS**” (LMS). Learning management system are considered to be course management platforms for instructors to design, develop and prepare their classroom to deliver online education to their students (Walker, 2006). They provide instructors with a way to create and deliver content, monitor learners participation, and access performance.

Colleges and universities across the world have been selective in the type of learning management systems they would adopt and implement to deliver online learning to students nationwide and worldwide (Naggy, 2016). Costs and product delivery capabilities are some of the things colleges and universities consider being significant when deciding to invest in learning management systems (Blin & Munro, 2008). Presently there are many popular learning management systems used in higher education such as; Blackboard, Canvas, Moodle, D2L, Joomla, eCollege, Sakai, WizIQ, Amazon Web service Talent e.t.c.

However, this study focuses on social media websites that were created outside of educational purposes to see if they provide any benefits to education. These social media websites, Facebook, Twitter, Instagram, Whatsapp etc. are still in their formative years.

2.1.4 Social Media Platforms

2.1.4.1 Facebook

Facebook is the most popular Social Network system. Mark Zuckerberg, the founder of Facebook launched the website as a Harvard student in 2004 through the company's website. "Facebook mission is to give people the power to share and make the world more open and connected" (Facebook, 2016). Facebook allows people to connect with friends, family members, and acquaintances and gives people the opportunity to post and share content such as photos and status updates (Stec, 2015).

The platform has over a billion active daily users and over 1.65 billion monthly active users, with a majority of users accessing it via mobile devices (Facebook, 2016). About three quarters of Internet users report having a Facebook account, and 7 in 10 users report accessing the site daily, highlighting the habitual and ritualized nature of Facebook use (Duggan, 2015). The majority of young adults (18– 29 years old) report using Facebook (87%), yet this age group experienced a 5% drop in usage rates from 2013 to 2015, however, there was no significant change in Facebook usage rates among Internet adult users (Duggan, 2015; Duggan, Ellison, Lampe, Lenhart, & Madden, 2015).

Isham (2014) noted that Facebook is a social media web application that is part of the lives of millions of students; he noted that it can be utilized for "edutainment". This implies that Facebook supports for the sharing of information such as videos, news, images, audio and other

form of entertainment, this has allowed for learning to occur. Facebook has allowed for communication and socialization and hence has become a powerful tool for teaching and learning. Students can receive lessons online and communicate with their teachers and peers.

Gogos (2013) opined that Facebook is the “most convenient way to get connected to friends, get updated on existing friends, find new people, build relationships and express identities. Facebook can be utilized as a platform to enhance and support eLearning.

2.1.4.2 Twitter

Twitter was founded in 2006 by Jack Dorsey. Twitter has been categorized as a micro blogging site, where users interact in “real time” using 140 character tweets to their followers. Users can converse using mentions, replies, and hashtags (Stec, 2015). Despite reports indicating declining popularity and importance of Twitter amid diminishing investment (Fiegerman, 2016; Tsukayama, 2016), Duggan (2015b) reports no major changes in the percentage of Internet adult users who have active Twitter accounts. One-third of online young adults between the ages of 18 and 29 years reported using Twitter in 2013, compared to 37% who used it in 2014 and 32% in 2015 (Duggan, 2015; Duggan et al., 2015). Over the past few years, data about the number of Twitter users have faced critique over credibility, as Twitter overestimates the number of users by including accounts that have not been active for long periods of time (Bennett, 2011). Nonetheless, recently Twitter released that it has 320 million active users with 1 billion unique monthly visits to sites from embedded tweets (Twitter, 2016).

2.1.4.3 Whatsapp

WhatsApp is a Smartphone application that runs on most devices which allow people to create groups and communicate within its boundaries. One of the unique features of this application is its ability to enhance communication within a group of people that makes it the most widely

downloaded applications having more than 600 million users globally (Husain & Adamu, 2014). This communication tool has quickly become pervasive and popular among tertiary education students (Yin, 2016). There are various reasons explaining why people adopt WhatsApp as their main communication tool. Bouhnik and Deshen (2014) note the following: The low cost of the application, the ability to send an unlimited number of messages, the immediacy, the desire to feel a part of the trend since their acquaintances have already adopted the application, the capacity to conduct an on-going conversation with many friends simultaneously, the knitting together of a community of friends or family, and a sense of privacy relative to other social networks.

Gon and Rawekar (2017) observed that WhatsApp is a free messenger application that supports the sending of multimedia messages and also supports for collaboration. They noted that WhatsApp as an internet based application has the following collaborative features which supports learning.

1. Multimedia: it allows for the exchange of videos, text messages, images and voice notes among users.
2. Group chat: it supports interaction of up to 50-250 members
3. Unlimited messaging: the number of messages you can send on WhatsApp is unlimited
4. Cross Platform Engagements: WhatsApp supports users with different devices such as tablets, smartphones, iPad and laptop devices.
5. Offline Messaging: messages are saved automatically when the device is off or outside coverage area.
6. No charges involved: there are no hidden cost involved for using Whatsapp.

7. Pins and usernames: WhatsApp users do not need to remember passwords or usernames since it is solely based on the user phone number.

All of these features have enable ease of access, collaboration and learning to take place. Images, videos and audio can be shared via WhatsApp which serves as a means of socialization, entertainment and learning.

2.1.5 Social Media and Gender

According to Okeke (2009), Gender is a social or cultural determinant that varies from place to place or culture to culture. It has been observed that throughout life (birth and death), human feelings, thought and actions reflect the social definitions that people attach to gender which affects the way the individual's daily activities may either be positively or negatively influenced. Gender has been described as a cultural construct and social positions which members of the society attach to being male or female (Macionis & Genber, 2015).

As gender affects the way people think of themselves, it teaches them to act in normative ways, that is acting and feeling in the manner that the society ascribed to each sex. Connell (2013) maintained that as much as culture defines males as ambitious and competitive and females' differential and emotional, males are expected to aspire to leadership positions while females are expected to be good listeners and supportive observers. This gender role discrimination begins from the family and is later extended to other areas of one's life where a man sees himself as superior in every human endeavor and sees woman in a subordinate position in the educational setting, workplace or other parts of life. In other words, gender is a fundamental category for ranking, and classifying social relations in the world (Evans, 2014).

In educational setting for instance, experience has shown that the curriculum, textbooks and the teaching materials tend to favour males and the females' intellectual potentials are ignored. This gender distinction manifests itself in the courses offered by males and females in the school, for example males are represented in mathematics, science and technology while females are grouped into humanities, education and social science courses (Gaidzanwa, 2010; Cottés, 2013). For example, Babajide (2010) reported that science subjects such as physics and chemistry are given masculine outlook by educational practitioners. Hence, not only in educational setting, family, workplace etc are there gender discrimination but also in social media usage. Several researchers have found that women tend to use social media networks more than men for different and more social purposes.

Many studies have found that women are more likely to use either specific social media network such as Face book or MySpace or instagram than male. In 2015, 73% of online men and 80% of online women used social networking sites. The gap in gender differences has become less apparent in LinkedIn. In 2015 about 26 percent of online men and 25% of online women used the business-and employee-oriented networking site.

Researchers who have examined the gender of users of multiple Social media network sites have found contradictory results. Hargittai's groundbreaking 2007 study examining race, gender, and other differences between undergraduate college student users of Social media network found that women were not only more likely to have used Social media network than men but that they were also more likely to have used many different services, including Facebook, MySpace, and Friendster; these differences persisted in several models and analyses. Although she only surveyed students at one institution the University of Illinois at Chicago. Hargittai selected that institution intentionally as "an ideal location for studies of how different kinds of people use

online sites and services. In contrast, data collected by the Pew Internet and American Life Project found that men were more likely to have multiple Social media network profiles.

Although the sample sizes of the two surveys are comparable 1,650 Internet users in the Pew survey compared with 1,060 in Hargittai's survey. The data from the Pew survey are newer and arguably more representative of the entire adult United States population.

A study focused on the influence of gender and personality on individuals' use of online social networking websites such as Facebook, reported that men use social networking sites with the intention of forming new relationships, whereas, women use them more for relationship maintenance. (Muscanell & Guadagno, 2012). In addition to this, women are more likely to use Facebook or MySpace to compare themselves to others and also to search for information. Men, however, are more likely to look at other people's profiles within the intention to find friends. (Haferkamp et al., 2012).

Considering the findings of different people above, it is clear that there is not yet a consensus as to whether gender have influence on social media usage or not. Some are of the opinion that females uses social media more often than, while others are of the opinion that both gender uses social media but for different purposes.

2.1.6 Concept of Perception

Perceptions and sensing represent a unique source of how to experience something at all (Demuth, 2013). Perception equally refers to the organization, identification, and interpretation of information in order to represent and understand the environment. It is basically how people feel towards a thing or system. In this sense, the way people react or accept a circumstance or object is determined partly by their perception.

We know that humans perceive data, but we are not as sure of how we perceive. We know that visualizations present data that is then perceived, but how are these visualizations perceived? How do we know that our visual representations are not interpreted differently by different viewers? How can we be sure that the data we present is understood? We study perception to better control the presentation of data, and eventually to harness human perception. There are many definitions and theories of perception. Most define perception as the process of recognizing (being aware of), organizing (gathering and storing), and interpreting (binding to knowledge) sensory information. According to Davis (1989), users' acceptance of a given technology is affected by their perceptions on the usefulness and ease-of-use of that technology. TAM was initially designed by Davis (1989) for Information Technology systems within the context of organizational job performance but it has been used to study different types of technologies including social media.

Perceived usefulness was defined by Davis (1989) as “the degree to which a person believes that using a particular system would enhance his or her job performance” (Davis, 1989) and perceived ease-of-use of a system was also defined by Davis (1989) as “the degree to which a person believes that using a particular system would be free of effort” (Davis, 1989, Chrysostomou & Mousoulides, 2009, Jones, 2004). Perception has been seen as a major determinant of new technologies adoption by professionals in various disciplines. How people perceive a system to be useful and easy to use majorly affect their attitude towards the system and this determine whether they will adopt it or not. When considering adoption of a new technologies the technical aspects are critically considered, and this is sum up in perceived ease of use. Until a group of people perceive a system to be easy to use they may likely not take the decision to adopt it. Perceived ease of use deals with the technical requirement of using a new

system. It refers to how a person feels a new system will be easy to use. This may have nothing to do with reality but research has shown that if a person feels a system will be difficult to use, they will most likely will not adopt the system. Perception has been generally believed to be a person's feeling towards a system or an object. Perceptions therefore represents a unique source of how to experience something at all. (Demuth, 2013). Perceptions plays important roles in understanding the reasons people use or refuse to use of social media (Seegaard, 2015). In terms of technology, the concept of perception was primarily first research (Davis 1985).

The study led to the development of the Technology Acceptance Model (TAM) which was latter reviewed in 1989 and has since become the most used model in studying factors affecting technology acceptance. In building the TAM, Davis (1989) divided perception into two, that is, perceived ease of use and perceived usefulness. According to him, perceived ease of use deals with the technical requirement of using a new system. It refers to how a person feels a new system will be easy to use while perceived usefulness refers to the degree to which a person believes that using a particular system would enhance his or her job performance.

Thus, situating perception as key variable in understanding the underlying reasons people use or refuse emerging technologies. According to the TAM, a user's perceptions about a system's usefulness and ease of use result in an intention to use or not use the system (Venkatesh, 2000). This has been found to be true by several studies (Picardo, 2011, Elkaseh, Wong & Fung, 2016). Smith and Spiers (2009) reported extensively how perception affects adoption of new system using an e-commerce setting. All these studies re-iterate the theoretical assumption of TAM. As noted by Chan-Otmsted, Cho and Lee (2013), users' perceptions of a system play key role its adoption and use irrespective of the setting. The relevance of perceived usefulness in the

adoption of new technologies has been widely studied in various sectors (Guriting & Ndubisi, 2006; Laforet & Li, 2005). Several studies have re-iterated the fact that perceived ease of use is the extent to which a person accepts as true that using a new system will not be difficult to understand, learn or operate. This confirms Sago (2013) who noted that Perceived usefulness and perceived ease of use has been found to also be a determinant of adoption and acceptance of technology.

Therefore what will be the student's perception if social media is used to as a tool to for teaching and learning in the classroom? As such this study tends to investigate the students' perception and attitude towards social media utilization for teaching and learning in Federal University of Technology Minna, Niger State of Nigeria.

2.1.7 Concept of Attitude

An attitude is a set of beliefs that we hold in relation towards an object, person, thing, event or issue. Attitudes can be positive or negative, or we can simply have opinions about issues without any strong emotional commitment.

(Gall, Borg, & Gall, 2003) defines attitude as an individual's viewpoint or disposition toward a person, thing or idea. It contains three domains: Affect, Cognition and Connation. Affect is the individuals' feelings about the object. Cognition is the individuals' beliefs and knowledge about the object and Connation is the behaviour which an individual show towards the object (Gall, Borg, & Gall, 2003). These three components of attitude have been taken into consideration in instruments which evaluate attitude. Even though there are various definition of attitude, there is agreement that attitude is a learned disposition to feel, think or behave favourably or unfavourably towards something.

Eagly and Chaiken (1993) define attitudes as a psychological tendency which is shown in the evaluation on certain entities with some degree of favor or disfavor. In an educational settings for instance, when a student has a positive attitude toward an instructor, the student will probably want to take that instructor in several lessons. The student who has a positive attitude toward an instructor might suggest that instructor to other students. On the other hand, if a student has a negative attitude toward an instructor, the student may not want to take another class with them. The student may not be eager on coming to the instructor's class or be paying special attention in the class. An individual's attitude toward a person or a thing affects how their behavior is toward that person or thing. However, attitude can be changed.

(Katz, 1960) writes that, on a psychological level, attitudes are held on or changed based on the function they can perform for the individual. In other words, individuals hold certain attitudes to the extent they benefit from holding that attitude. There are ego-defensive attitudes that are aroused by threats and can be changed by the removal of that threat. There are expressive attitudes that are aroused by individual beliefs and can be changed if the appropriate need for a new belief is shown (Katz, 1960).

2.1.7.1 The Theory of Planned Behavior

One of the more prominent theories regarding attitudes and behavior is the Theory of Planned Behavior (TPB) proposed by Icek Ajzen (Ajzen, 1985). The TPB helps to understand how the behavior of people can be changed. This theory attempts to predict deliberate behavior, because behavior has the potential to be deliberate and planned. According to the TPB there are three considerations that can affect human action. First, there are attitudes. Attitudes are the individual's opinions toward performing a given action. Second, there are the normative beliefs. Normative beliefs are "the perceived social pressure to perform or not to perform the behavior"

(Ajzen, 1991). The last consideration that can affect human action are control beliefs. Control beliefs are beliefs about the presence of factors that may facilitate or hinder the performance of the behavior.

Looking at these beliefs separately, attitudes can produce either a favorable or unfavorable intention toward a behavioral action. Normative beliefs can affect social pressure. Control beliefs can increase perceived behavioral control. The combination of all three of these factors can lead to the creation of a behavioral action. A general rule is that the more favorable an attitude and subjective norm (societal pressure), and the greater the perceived control toward a behavior, the stronger the intention will be for the behavior to be performed.

With regards to social media, education, and student attitude, understanding student opinions is an important area in Education and can help instructors implement social media to be more effective in their courses. (Bicen, Ha and Shin, *et al* (2014), noted that social media generally has a positive effect in student learning when used as a tool in the classroom.

Hence, there are a multitude of factors that can influence a student's attitude on school, education, and instructors. The type of attitudes that students can have goes beyond just a positive and a negative attitude toward school. For example, if students are unfamiliar with contemporary technology, they may have anti-technology attitudes in classrooms and find the implementation of technology in the classroom an obstacle to their learning. Student attitudes are also influenced by the use of technology in classrooms. Students who use technology are allowed the opportunity to control their own learning. Technology provides the opportunity for students to learn at their own pace or even expand on the opportunities already offered to them. It allows for students to constantly engage in education, rather than assume education happens only in a

classroom (United States Department of Education National Education Technology Plan, 2010). Given this opportunity, students have shown to hold positive attitudes toward encouraging technology implementation in classrooms as a learning tool. This has resulted in an increase in higher-order thinking, writing, and problem solving (Ross, Morrison, & Lowther, 2010).

2.1.8 Advantages of Social Media in Teaching and Learning

Social media sites such as blogs complement formal Educational activities and enhance learning outcomes (Brennan 2001, 2003, Notley, 2010). Social platform sites can facilitate learning and skill development outside formal learning environments by supporting peer-to-peer learning of knowledge and skills, collaboration, diverse cultural expression, the development of skills valued in the modern workplace, and a more empowered conception of citizenship (Lto,et.al.,2006; Jenkins, 2007).

Creative content sharing practices (such as blogs, animations, videos photos and digital collages) form an increasing integral part of young people's communicative exchange and play a significant role in young people developing sense of identity an community. Creative content production and sharing powers of young people through the following benefits;

Fostering the development of literacy and technical skills (Notley & Tacchi, 2010);

Developing a sense of aspiration, personal achievement and self-worth, and fostering further creativity and self-expression (Notley & Tacchi, 2005);

Encouraging exploration and experimentation with new or different aspect of their identity (Coleman & Rowe, 2005); and

Reinforcing aspects of identity, such as ethnicity or cultural backgrounds (Blanchard, et.al. 2008).

2.1.9 Challenges faced in the Utilization of Social Media in Teaching and Learning.

A common saying amidst education technology advocates is that, “it ain’t what you got it’s what you do with it”. The blitz of social media provides many tools that have inspired a host of innovative educational activities and models. As these tools are emergent and regularly adding new capacities it is nearly impossible to generalize effects across multiple tools and contexts in which they are used. However, it is easily seen that social media affords continuing opportunity for teachers to experiment both within and outside of the pedagogy that inspired the tools’ developers. The learning activities that teachers choose, design and implement are also varied and emergent. These choices reflect and support the teachers’ institutional and discipline language and culture. For example, a science teacher will likely design different ways to use social media tools than those chosen by a history teacher. However, designing and building online takes time and energy. It further relies on the technical expertise of teachers. Research tends to show that the expertise the teacher brings to the tool inspires different applications (Chen & Bryer, 2012).

Access to computers, the Internet, or online programs is another barrier that students are facing when intending to utilize social media for learning purposes. Seo (2013) argued that students must have good equipment and high speed Internet access that has little to no interruptions in service. In one of Seo’s case studies, Terri pointed out that free online programs often alter access privileges or shift to a fee-based model once the program has obtained its success. Terri stated, “The issue of access to free programs is a problem. You will use one and then it’s taken

down, or they start charging you to use it. You have to be flexible and knowledgeable about emerging technologies”.

Students and instructors are using social media as a teaching and learning tool. Several studies point to the fact that instructors are using social networking technologies as a teaching and learning tool to blend informal learning into formal learning environments. In addition to that, currently most students are using social media in higher education even though it is believed that the media pose some challenges to students. Farkus, George, et al. claim that some of the challenges associated with use of Social Networking Sites stem from the risks inherent in student internet usage.

They went on to argue that internet exposes students to inappropriate material, unwanted adult interactions, and bullying from peers. Similar remarks were made by that, Web 2.0 is also a source of concern regarding issues such as, privacy, authorship and ownership rights, digital divide in the classroom or time management issues. Additionally, Benito-Ruiz (2009) cites information overload as another challenge whereas, A. Keen (2010), laments quality of content as a major concern. Since social networking sites are part of Web 2 technologies the challenges raised here are also true of social networking sites.

Further supporting evidence is presented by Klopfer, Osterweil, Groff, and Haas (2009) who argue that, popular social networking sites like MySpace, Facebook, and Bebo have received intense criticism from schools which are fearful for the online safety of students using these sites, and also the concern that students will misuse them during instructional time. Brady, Holcomb and Smith (2012) conclude that Social Networking Sites challenges include privacy and safety issues in which similar results were found by Totter, Stutz, and Grote (2006) that the educational

community has been noticeably reluctant in allowing teachers to adopt social networking sites in their classrooms mainly due privacy and safety concerns involving students.

This is further affirmed by Simon (2012) who claims that many school districts, colleges, and universities have actively taken steps to ban the use of Social Networking Sites in school facilities. Even though these institutions went to extremes by completely banning use of social networking sites, it can be read from these bans that the social networking sites were posing some challenges to students. There is overwhelming evidence that social networking sites are posing some challenges to learners in higher education as evidenced by findings in Conn, and Brady (2012) who claim that the most commonly cited reasons for not allowing students to use social networking sites in educational environments include preconceptions associated with exposing students to inappropriate online content, fears of online sexual predators, and student based cyber bullying, or online student harassment.

Three more challenges were cited by Lederer (2012). The first challenge is that social media can be a distraction in that they divert learner's attention from classroom participation and finally are disruptive to the learning process. The second challenge is that cyberbullying can be used as a weapon for malicious behaviour. Lastly, social media discourages face-to-face communication. In another empirical investigation on use of social media in four universities in the UK involving 76 questionnaire participants and 14 interviews with students, Jones, Blackey, Fitzgibbon, and Chew, (2010) found out that five challenges of social software for learning are; separation of life and studying; originality and copyright issues; sense of information flooded; time constraint, and lecturers are not upto-date and may not know how to integrate and make use of social software.

A closer analysis of foregoing challenges reveals that different researchers in different parts of the world came up different challenges even though there appears to be some common ground. Previous studies like Zanamwe, Rupere, and Kufandirimbwa (2013) demonstrated beyond any reasonable doubt that social networking sites are very much useful in educational settings and should be incorporated in the learning process. Given this background, it is necessary to rank these challenges so that measures are taken to minimize the most important challenges while using social networking sites in higher education rather than to completely abandon them because of the inherent challenges associated with their use in higher education.

2.2 Theoretical Framework of the Study

In understanding the reason people accept new technologies or reject them, several factors have been identified. As reported by several studies Angel and Sexsmith, 2009; Boyd and Ellison, (2007), these factors are both internal and external. In a bid to understand how these factors interconnect and relate to predict or determine attitude towards technology and acceptance of technology has given birth to several theories that now serve as guide for studies in the area of technology acceptance. This study adopted Technology acceptance model (TAM) to understand the role perception and attitude plays in the adoption and utilization of social media for information service.

Davis (1989) proposed TAM to explain why a user accepts or rejects information technology by adapting Theory of Reasoned Action. TAM provides a basis with which one traces how external variables influence belief, attitude, and intention to use. Two cognitive beliefs are posited by TAM are; perceived usefulness and perceived ease of use.

According to TAM, one's actual use of a technology system is influenced directly or indirectly by the user's behavioral intentions, attitude, perceived usefulness of the system, and perceived ease of the system. The primary assumption of TAM is that a person's intention to use technology is a function of his attitude to towards the particular technology. This attitude as noted by Davis (1991) is a function of two beliefs: perceived usefulness and perceived ease of use. Perceived ease of use has causal effect on perceived usefulness. Also system design features have a direct effect on perceived ease of use and perceived usefulness; and an indirect effect on attitude. Theory of Acceptance Model (TAM) basically "posits that perceived usefulness and perceived ease of use determine an individual's intention to use a system with intention to use serving as a mediator of actual system use" (Venkatesh et al., 2003).

TAM was deemed suitable for this study because it effectively measures perception and attitude as it relates to technology utilization. TAM has been shown to successfully explain utilization behavior of different information systems and technologies including social media (Al-Rahimi, Othman & Musa, 2013, Park, Kee; Valenzuela, 2009, Park, 2009, Awa, Emecheta & Ukoha 2014).

2.3 Empirical Studies

Iker Yakin and Ilke Evin Gencil (2013) also conducted a research on the utilization of social media for informal learning activities among the CEIT students of Mersin University and Mart University, Turkey. A descriptive survey method was used in the study. The participants were 3587 undergraduates' students in the Department of CEIT in a State University. Data were collected through a survey questionnaire developed by the researchers. 18 popular social media tools and 6 major informal activities were selected and integrated into the questionnaires so as to identify the social media tool to the students. The results were presented with frequencies and

percentage tables. The findings indicated that Facebook is an important social media tool preferred by the majority of the students to fulfill their academic learning activities. This study also point out that besides facebook, other social media tools are used for different purpose. In the light of the study results, some methodological and practical suggestions are made for further studies regarding the utilization of social media tools for informal learning activities.

Hargittai's groundbreaking 2007 study examining race, gender, and other differences between undergraduate college student users of Social media network found that women were not only more likely to have used Social media network than men but that they were also more likely to have used many different services, including Facebook, MySpace, and Friendster; these differences persisted in several models and analyses. Although she only surveyed students at one institution the University of Illinois at Chicago. Hargittai selected that institution intentionally as "an ideal location for studies of how different kinds of people use online sites and services. In contrast, data collected by the Pew Internet and American Life Project found that men were more likely to have multiple Social media network profiles. Although the sample sizes of the two surveys are comparable 1,650 Internet users in the Pew survey compared with 1,060 in Hargittai's survey. The data from the Pew survey are newer and arguably more representative of the entire adult United States population.

Aaron. Fewkes & Mike McCabe (2014) carryout a research on facebook to know if it's a "learning tool or distraction"? in which the article explore how selected sample of secondary school students in Ontario have been using facebook since it has become accessible to them and whether or not this use "supports the learning agenda" of classrooms as school boards have envisioned. The researcher collected both quantitative and qualitative data from 63 Ontario high school students via a questionnaire distributed through facebook. Stating many examples of use

for educational purposes, 73% of respondents reported having used facebook for educational purposes. Out of the students surveyed only 27% said that at least one teacher had found ways to include facebook in their lessons and further 77% of the students believed that teachers do not support facebook being unblocked. The result of the research point to a need for the better utilization of facebook in classrooms and the need for school boards who choose to embrace the increasing popularity of social media to implement programs that better ensure teachers to feel comfortable enough to embrace this informal teaching tool.

Abdullahi Al-Bahrani, Darshak Patel and Brandon Sheridah (2015) conducted a research on Engaging students using social media (“The students perspective”) using the students in the department of Economics taking principles of Microeconomics and Macroeconomics courses. In the study they examine the students view in incorporating social media in the classroom. The survey was administered at three academic institutions namely; Kentucky University, United States, North Central College, United States and Gatton College of Business and Economics University of Kentucky, United States. The results were based on the survey administered to students in principles of Order. Students have the strongest presence, in decreasing order, on Facebook, Youtube, Instagram and Twitter. However, based on their utilization preferences, these mediums are ranked as follows: Instagram, Facebook, Twitter and Youtube. The results indicate that students are concerned with privacy but are more willing to connect with faculty if the connection is “one – way” and participate if social media is a voluntary part of class. Therefore Twitter, Youtube and Instagram, or Facebook pages or groups are potentially better mediums for faculty to use in economics classrooms. The survey also indicates that students use their social media accounts more frequently than email or Learning Management Systems and

therefore, social media may also be a more effective tool for spontaneous communication for many students.

James M., John O, Prof Oladunjoye and Joshua M. conducted a study on the Utilization of social media in the classroom by business teacher educators in Nigeria to determine how frequently social media is being utilized by business teacher educators in Nigeria and for what purpose. the survey were Received from 69 business teacher educators situated in 5 states in Nigeria of which 41 were from Polytechnic Institutions, 22 from Colleges of Education, 5 from Universities. The findings indicate that social media is only being marginally implemented in Business teacher education in Nigeria. However, a significant number of Business Teacher Educators would like to see the use of social media expanded by becoming more informed as instructional alternatives.

Stacy and Linda T. Z (2015) conducted a research to explore Students perceptions of social media as an effective pedagogical tool. Undergraduate students in a Midsized, Private University taking marketing course were surveyed about their social media usage and preferences as well as their perception regarding the use of social media in higher education. Additional qualitative data collection with students probed into motivations for social media use in education as well as instructor and university perceptions. Findings reveal that openness to using social media use in education, uncover interactive and information motives for its use, and offer theoretical and pedagogical implications. Most importantly, they offer insights into how educators can strategically incorporate social media tools into the classroom as well as how the use of social media can potentially affect student's view of the instructor and the University.

Hanan A. and Elsayyed S. (2016) carried out a research at Al-Ghat College of Humanities, Majmaah University to examine EFL students' perceptions and attitudes towards Facebook as an educational learning tool. Participants used were 28 undergraduate female students who are exposed to teaching and learning through facebook while others used classroom and face-face sessions. The researcher, in other to collect data, prepared and used two instruments; the first was face-to-face interview, while the second was Facebook Perception and Attitudes Questionnaire. Having conducted interviews, and administered the Facebook Perception and Attitudes Questionnaire, data were analyzed quantitatively and qualitatively. The findings revealed that students had high and positive perceptions of Facebook and its activities as a learning environment. Also, students had good and favourable attitudes towards using Facebook on teaching and learning.

2.4. Summary of Reviewed Literature

The literature review was grouped as conceptual framework, theoretical framework and empirical studies. In conceptual Framework, the Concept of Social Media, Social Media in Education, Social Media as a Technology, Social Media Platforms, Social Media and Gender, The Concept of Perception, Concept of Attitude, Advantages of Social Media in Teaching and Learning and also challenges faced in the Utilization of Social Media in Teaching and Learning were discussed. Also, in theoretical framework, the study adopted the Technology Acceptance Model (TAM) because it has successfully explain utilization behavior of different information systems and technologies including social media and also effectively measures perception and attitude as it relates to technology utilization. Lastly in this study, the Empirical study reviewed some works that were conducted by previous researchers that were related to this study.

Hence, for the purpose of this research project, the researcher will examine the Perception and Attitude of students in Utilization of Social Media for Teaching and Learning. And at the conclusion of this research project, it is hoped that at the end of this research work, there will be a better understanding regarding Undergraduate Students in Federal University Minna, on how they feel about making Social Media a Technology for Teaching and Learning.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 INTRODUCTION

This chapter outlines the Research design, Population of the study, the sample and sampling techniques, Research instrument, Validation of the instrument, Method of data collection, and Method of Data analysis.

3.1 Research Design

The research design adopted for the study is descriptive survey. It was design to investigate the students' perception and attitudes towards social media utilization for teaching and learning in Federal University of Technology Minna, Niger State.

3.2 Population of the Study

There are Two (2) campuses in Federal University of Technology in Minna Metropolis, comprising Gidan Kwano and Bosso campus. For the purpose of this study, Bosso Campus was used. The total population of the study comprising of all students of Educational Technology and Science Education Department totally One Thousand and Four (1004) students and the target population of the study comprise of all 300 level Educational Technology and Science Education totaling Two Hundred and Forty (240) Students. See table below;

Table 3.1 Demographic Distribution of the Population

Group	Total	Male	Female	Total
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Science Education	520	320	200	520
Educational Technology	484	326	158	484
Total	1004	646	358	1004

Source: Exam's Offices (2021)

3.3 Sample and Sampling Techniques

The samples of 300 level students from Science Education Department and Educational Technology Department were used for the study. The simple random sampling technique was used to select One Hundred and Twenty (120) students. For equal representation of male and female from the sample, 30 males and 30 females were randomly selected from 300 level students of Science Education and Educational Technology departments respectively, making a total of one hundred and twenty (120) students from a total population of one thousand and four (1004) students in the level selected for the study. See table 3.2 below;

Table 3.2 Sample size for the Study

Group	Total	Male	Female	Total
Science Education(300Level)	155	30	30	60
Educational Technology(300Level)	85	30	30	60
Total	240	60	60	120

Source: Exam's Offices (2021)

3.4 Research Instrument

The Instrument developed for data collection is questionnaire titled (Perceptions and Attitudes of Students towards Social Media Questionnaire (PASTSMQ)). The questionnaires is divided into four (A-D) sections, section A consist of the demography of the respondents such as (Gender, Departments and Level) while as section B contain vital information's on Perception of Students towards Social Media Utilization for Learning, section C is based on Attitudes of Students towards Social Media Utilization for learning and section D is concerned with information's on different Social Media Platforms.

Four (4) Point Rating Scale of Strongly Agreed (SA), Agreed (A), Disagreed (D), and Strongly Disagreed (SD) with value 4, 3, 2, and 1 respectively was used. This scale is best suitable since it gives respondents the assertion for strong impact or not.

3.5 Validation of Research Instrument

The instrument was validated by two (2) Lecturers from Educational Technology Department. They all examined the instrument in terms of level of language of expression, ambiguity, duplication of statement, relevance of items to research purpose and research questions and the adequacy of the items among others. The comments and suggestions of the Validators were used in the production of the final copy of the instrument for data collection.

3.6 Reliability of Research Instrument

The test-retest reliability method is one of the ways of testing the stability and reliability of an instrument over time. Test-retest approach was adopted by the researcher in establishing the reliability of the instrument. In doing this, twenty (20) copies of the questionnaire were administered on twenty (20) randomly selected respondents in Ibrahim Babangida University, Lapai, Niger State which were not part of the schools sampled for the study. The response of the subjects was scored after the first and second administration of the test. The scores obtained were then computed using Kuder Richardson (KR-20) which gave a reliability co-efficient of $r=0.78$, 0.81 and 0.62.

3.7 Method of Data Collection

The researcher visited the stated Departments for the research and sought for permission from the Head of Department for collection of data. The Head of Department introduced the Researcher to the students who served as the target population for the study. Purposive sampling technique was used to select all 300 level students of Science Education and Educational Technology Department Students of Federal University of Technology Minna, Bosso Campus. Random sampling method was used to select one hundred and twenty students (120) from the total population of One Thousand and Four (1004) students from the departments selected for the study. An equal sampling method was used to select sixty students from Science Education and Educational Technology Department comprising of 30 Male Student and 30 Female Students respectively that were randomly selected making 60 Male Students and 60 Female Student from Science Education and Educational Technology Department and gives a total of One Hundred and Twenty (120) students selected for the study. 120 questionnaires were distributed in both Departments by means of direct contacts which is face-to-face with the respondents. The

students' were required to fill the questionnaire on the spot, and it was collected back from the respondents by the researcher for data analysis.

3.8 Method of Data Analysis

The data collected was coded through the use of Statistical Package for Social Sciences (SPSS). Mean and Standard Deviation was used in answering the research questions stated in chapter one while t-test was used to test the hypotheses at 0.05 significance level. The nominal values assigned to the different scaling items used are as follows,

$$\text{SA} = 4, \text{A} = 3, \text{D} = 2 \text{ and } \text{SD} = 1; \quad \text{X} = \frac{4+3+2+1}{4} = 2.5 \quad \text{Mean Decision}$$

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

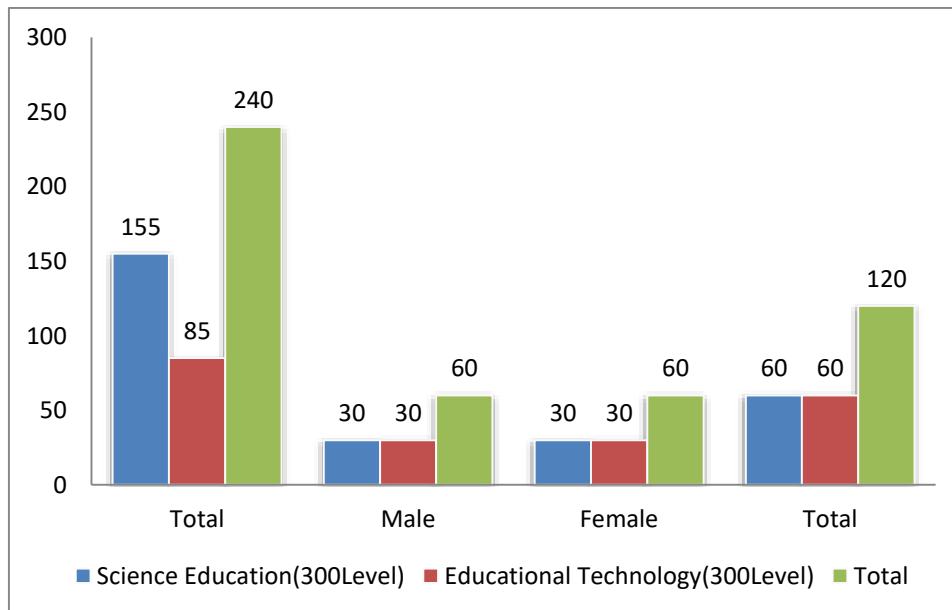
4.1 Introduction

The chapter presents the data analysis presentation of results and discussion of results based on the responses of undergraduate students to the questionnaire administered to them

The data was analyzed using Statistical Package for Social Sciences (SPSS). The Four research questions were analyzed using mean and standard deviation and also the two hypotheses formulated were tested using t-test at 0.05 level of significance.

4.1.1 Demographics of Respondents

4.1.2 Department, Level and Gender of Respondents



4.2 Research Questions

4.2.1 Research Question One: What are the perceptions of undergraduate students towards social media utilization for teaching and learning?

Table 4.1: Mean and Standard Deviation showing the Mean Response of Respondents' on the Perception of Undergraduate Students towards Social Media Utilization for Teaching and Learning.

S/N	Items	N	Mean	Std. Dev	Decision
1	University students can connect to social media platforms.	120	3.74	0.47	Agreed
2	Social media tools can enable me to create and participate in group discussions.	120	3.67	0.47	Agreed
3	Social media platform can help students to improve on their learning.	120	3.57	0.59	Agreed
4	The use of social media platform for learning has changed the teacher's role to a facilitator.	120	3.26	0.65	Agreed
5	I can control my learning environment if social media is used as an e-learning platform.	120	3.32	0.68	Agreed
6	The use of social media for learning will increase my creativity and interactivity.	120	3.47	0.70	Agreed
GRAND MEAN			3.51		

Table 4.1 shows the mean response of the perception of undergraduate students toward the utilization of social media for teaching and learning. The mean response of undergraduate students in item 3 (Social media platform can help students to improve on their learning.) is 3.57 which shows that social media can help student improve in there learning process and item 4 (The use of social media platform for learning has changed the teacher's role to a facilitator.) is 3.26 which shows that social media has help to change the role of teacher to a facilitator in

teaching and learning process. Item 6 show that social media increase creativity and interactivity in learning as its mean response was 3.47. The mean response of undergraduate student in all 6 items is above 2.50 while the average mean of undergraduate student responses of all the items is 3.51. This indicates that undergraduate student agreed that the social media has a great influence or impact in shaping their learning process and social media is interactive and creative.

4.2.2 Research Question Two: What are the attitudes of undergraduate students towards social media utilization for teaching and learning?

Table 4.2: Mean and Standard Deviation showing the Mean Response of Respondents' on the Attitudes of Undergraduate Students towards Social Media Utilization for Teaching and Learning.

S/N	Statement	N	Mean	Std. Dev	Decision
1	I like to use social media for learning purposes.	120	3.49	0.54	Agreed
2	Social media is very important in supporting my learning activities.	120	3.44	0.57	Agreed
3	The use of social media improves my social interaction with my colleagues and teachers.	120	3.48	0.59	Agreed
4	I enjoy my learning activities when using social media.	120	3.32	0.66	Agreed
5	I prefer attending class where the instructor is using social media for teaching.	120	3.13	0.73	Agreed
6	I like to engage myself with my classmates in collaborative projects using social media.	120	3.38	0.72	Agreed
Grand mean			3.37		

Table 4.2 shows the mean response of the attitude undergraduate students possess towards the utilization of social media for teaching and learning. The mean response of undergraduate students in item 1 (I like to use social media for learning purposes) is 3.49 which shows that

undergraduate student often use social media during learning and item 5 (I prefer attending class where the instructor is using social media for teaching) is 3.13 which shows that undergraduate students prefer to attend class where instructor uses social media for teaching. Item 6 shows that social media is collaborative in nature when it comes to project management as its mean response was 3.38. The mean response of undergraduate student in all 6 items is above 2.50 while the average mean of undergraduate student responses of all the items is 3.37. This indicates that undergraduate student attitude towards the use of social media is positive, they prefer to use social media for learning most of the time and also for project management with fellow colleagues in class because it's collaborative in nature.

4.2.3 Research Question Three: Will there be gender difference on undergraduate student's perception towards social media utilization?

Table 4.3: Mean and Standard Deviation showing the Mean Response of Respondents' on the Perception of Undergraduate Students towards Social Media Utilization for Teaching and Learning base on gender.

Statement	Gender	N	Mean	Std. Dev	Std. Error Mean
Perception of undergraduate based on gender	Male	60	3.45	0.42	0.05
	Female	60	3.55	0.26	0.03
Marginal mean			0.09		

Table 4.3 shows the mean and standard deviation of undergraduate student perception on the utilization of social media for teaching and learning based on gender. Mean response of male students is 3.46 and S.D 0.43, while the mean response of female students is 3.56 and S.D 0.26. The marginal mean is 0.09. Therefore, the mean response of the female students is greater than that of the male students, this means that the female gender have little higher perception toward

the utilization of social media in learning than the male. Though base on the marginal mean there was just a little difference between the male and female perception towards the utilization of social media for teaching and learning. This finding answers research question three.

4.2.4 Research Question Four: Will there be gender difference on undergraduate student's attitude towards social media utilization?

Table 4.4: Mean and Standard Deviation showing the Mean Response of Respondents' on the Attitude of Undergraduate Students towards Social Media Utilization for Teaching and Learning base on gender.

Statement	Gender	N	Mean	Std. Dev	Std. Error Mean
Attitude of Undergraduate student base on gender	Male	60	3.30	0.44	0.05
	Female	60	3.43	0.29	0.03
Marginal mean			0.12		

Table 4.4 shows the mean and standard deviation of undergraduate student attitude on the utilization of social media for learning based on gender. Mean response of male students is 3.31 and S.D 0.45, while the mean response of female students is 3.43 and S.D 0.29. The marginal mean is 0.12. Therefore the mean response of the female students is greater than that of the male students, this means that the female gender have higher positive attitude toward the utilization of social media in learning than the male. Though base on the marginal mean there was just a little difference between the male and female based on their attitude toward the utilization of social media for teaching and learning. This finding answers research question four.

4.3 Research hypotheses

4.3.1 Hypothesis One (HO₁) There is no significant difference on undergraduate student's gender perception towards social media utilization

In testing the hypothesis, t-test statistics was used in analyzing the mean response of male and female perception toward the utilization of social media for learning.

Presented in table 4.5 is the Summary of the Analysis.

Table 4.5: T-test Analysis on Perception of Undergraduate Students on the Utilization of Social Media for Teaching and Learning based on their Gender

Gender	N	Mean	Std. Dev	Df	t-value	p-value	S= Sign ifica nt at P<0. 05 level
Male	60	3.4556	.42505	119	1.467	0.006	
Female	60	3.5500	.26092				

Table 4.5 presents the analysis of perception of undergraduate students on the utilization of social media for learning based on gender using t-test statistics in SPSS. The average mean responses of male and female students are 3.46 and 3.55 respectively. The p-value of 0.006 was significant at 0.05 level. This reveals that there is a significant difference in the mean rating of undergraduate students based on their gender ($t = 1.467$, $df = 119$, $p = 0.006 < 0.05$). Hence, there was a significant difference on their perception based on gender as they are not equal in their entry level. Therefore, the null hypotheses was rejected.

4.3.2 Hypothesis Two (HO₂): There is no significant difference on undergraduate student's gender attitude towards social media utilization

In testing the hypothesis, t-test statistics was used in analyzing the mean response of male and female attitude toward the utilization of social media for learning. Presented in table 4.6 is the summary of the analysis.

Table 4.6: T-test Analysis on Attitude of Undergraduate Students on the Utilization of Social Media for Teaching and Learning based on their Gender

Gender	N	Mean	Std. Dev	Df	t-value	p-value
Male	60	3.3083	.44555	119	6.966	0.009
Female	60	3.4333	.29305			

S= significant at P<0.05 level

Table 4.6 presents the analysis of the attitude undergraduate students possess toward the utilization of social media for learning based on gender using t-test statistics in SPSS. The average mean responses of male and female undergraduate students are 3.31 and 3.43 respectively. The p-value of 0.009 was significant at 0.05 level. This reveals that there is a significant difference in the mean rating of undergraduate student’s attitude based on their gender ($t = 6.966$, $df = 119$, $p = 0.009 < 0.05$). Therefore, the null hypothesis was rejected.

4.4 Discussion of the Results

After a careful analysis of the responses of undergraduate student on the questionnaire administered to them, it was found that social media is a good platform for students to learn and also it is interactive, creative and collaborative in nature, undergraduate students will be able to learn and handle project with their course mates through the use of social media better when instructors introduce social media into classroom to enhance teaching and learning process.

The findings also suggest that social media tools can be very useful for being used as educational tool. Student's perceptions and attitudes towards social media tools and its use in education are positive.

The t-test statistic for the gender analysis shows that the female gender has a little higher perception on why social media should be used in teaching and learning as the p-value was less than the 0.05 level of significance. Although, the differences in their perception was just a slight one. In other words, male and female undergraduate students have almost same high perception toward the utilization of social media for teaching and learning.

Also, the t-test statistic for the gender analysis reveals that there is a significant difference in the mean rating of undergraduate student's attitude based on their gender as the p-value was less than the 0.05 level of significance and the null hypotheses was rejected.

Hence, we can conclude that the undergraduate students of Federal University of Technology Minna, Niger State have a positive perception and attitude towards the utilization of social media for teaching and learning.

This finding is in support of Hargittai's (2007) findings that stressed that women were not only more likely to have used Social media network than men but that they were also more likely to have used many different services, including Facebook, MySpace, and Friendster; these differences persisted in several models and analyses. Although she only surveyed students at one institution the University of Illinois at Chicago. In contrast, data collected by the Pew Internet & American Life Project found that men were more likely to have multiple Social media network profiles.

Although the sample sizes of the two surveys are comparable 1,650 Internet users in the Pew survey compared with 1,060 in Hargittai's survey. The data from the Pew survey are newer and arguably more representative of the entire adult United States population.

This research is also in support of Zanamwe et al. (2013) who demonstrated beyond any reasonable doubt that social networking sites are very much useful in educational settings and should be incorporated in the learning process.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter explores Summary of the Study, Conclusions, Recommendations and Suggestions for Further Studies.

5.1 Summary of the study

This study investigated the perception and attitudes of undergraduate students towards social media utilization for teaching and learning in Federal University of Technology Minna, Niger

State. The total population of the study comprising all students of Educational Technology and Science Education Department totaling One Thousand and Four (1004) students and the target population of the study comprise of all 300 level Educational Technology and Science Education totaling Two Hundred and Forty (240) Students. The samples of 300 level students from Science Education Department and Educational Technology Department were used for the study. A Simple random sampling technique was used to select One Hundred and Twenty (120) students. For equal representation of male and female from the sample, 30 Boys and 30 girls were randomly selected from 300 level students of Science Education and Educational Technology departments respectively, making a total of one hundred and twenty (120) students from a total population of one thousand and four (1004) students in the level selected for the study.

The Instrument developed for data collection is questionnaire titled (Perceptions and Attitudes of Students towards Social Media Questionnaire (PASTSMQ) and it was validated by two (2) lecturers in Educational Technology Department.

Test-retest approach was adopted by the researcher in establishing the reliability of the instrument. In doing this, twenty (20) copies of the questionnaire were administered on twenty (20) randomly selected respondents in Ibrahim Babangida University, Lapai, Niger State which were not part of the schools sampled for the study. The response of the subjects was scored after the first and second administration of the test. The scores obtained were then computed using Kuder Richardson (KR-20) which gave a reliability co-efficient of $r=0.78$, 0.81 and 0.62 .

Four aim and objectives, four research questions were raised and two hypotheses were formulated. Data collected were coded using statistical package for social sciences (SPSS) using Mean and Standard Deviation to address the Research Questions and t-test to test the hypothesis at 0.05 significance level.

The result obtained shows that, students in Federal University of Technology, Minna shows positive Perception and Attitude towards Social Media Utilization for Teaching and Learning and also from the result it revealed that there was a significant difference on undergraduate student's gender Perception and Attitude towards Social Media Utilization for Teaching and Learning in Federal University of Technology Minna.

5.2 Conclusion

From result of the data obtained from the data analyzed in chapter four, it was established that social media tools can be very useful if used as educational tool. Student's perception and attitudes towards social media tools and its use in education are positive.

The findings indicate that undergraduate student agreed that the social media has a great influence or impact in shaping their learning process and social media is a good platform for students to learn because it is interactive, creative and collaborative in nature.

It was also established that undergraduate students will be able to learn and handle project with their course mates better through the use of social media when instructors introduce social media into classroom to enhance teaching and learning process.

Hence, it could be concluded that the undergraduate students of Federal University of Technology Minna, Niger State have a positive Perception and Attitude towards the Utilization of Social Media for Teaching and Learning.

5.3 Recommendations

Based on the findings of this study, the following recommendations were made;

1. Lecturers should adopt new strategies by conducting assignments or discussions on social media platforms to help instill the habit of using social media platforms for academic purposes.
2. The Faculty should provide training opportunities for both lecturers and students to enhance their skills/competencies on the efficient use of mobile phones, and particularly the social media platforms such as WhatsApp, Facebook, Twitter etc.
3. The lecturers should as a matter of priority engage the students academically by constantly giving them assignments through the use of social media platform.
4. Lastly and most importantly, the faculty and the university at large should organize workshops, seminars and orientations on the use of social media platforms in teaching and learning process.

5.4 Suggestions for Further Studies

This study serves as a basis for further research study on:

1. Perception and attitude on social media platforms for teaching and learning in tertiary institutions in Niger State
2. The impact of social media on academic achievement and retention of undergraduate students in Minna, Metropolis.
3. Government and private schools could be compared in relation to how well they learn with the emerging technologies (social media) in teaching and learning.
4. Similar studies should be conducted in other States of the Federation so as to bring about implementation of social media platforms for teaching and learning and also their academic performance on students through the use of social media platforms.

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**FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA
SCHOOL OF SCIENCE & TECHNOLOGY EDUCATION
DEPARTMENT OF EDUCATIONAL TECHNOLOGY**

**PERCEPTIONS AND ATTITUDES OF STUDENTS TOWARDS SOCIAL MEDIA
QUESTIONNAIRE (PASTSMQ).**

Dear Respondent,

The purpose of this study is to determine the perception and attitude of undergraduate students towards social media utilization for teaching and learning in Federal University of Technology Minna, Niger State.

While responding to the items in the questionnaire please read carefully and ensure that you tick (✓) the option that truly represent your view. All information gathered shall be used purely for research purpose and shall be treated with confidentiality.

Section A. Bio Data

1. Name of the Institution.....
2. Gender Male Female
3. Department Edu-Tech Sci.Edu
4. Level.....

Section B: Student’s Perception towards utilization of Social Media for Learning
 (please tick the option for each of the statement)

Strongly Agreed for SA, Agreed for A, Disagreed for D and Strongly Disagreed for SD.

S/N	Statement	SA (4)	A (3)	D (2)	SD (1)
1	University students can connect to social media platforms.				
2	Social media tools can enable me to create and participate in group discussions.				
3	Social media platform can help students to improve on their learning.				
4	The use of social media platform for learning has changed				

	the teacher's role to a facilitator.				
5	I can control my learning environment if social media is used as an e-learning platform.				
6	The use of social media for learning will increase my creativity and interactivity.				

Section C: Students Attitude towards utilization of Social Media for Learning

(please, mark the option for each of the statement)

SA: Strongly Agree: A: Agree: D: Disagree, SD: Strongly Disagree

S/N	Statement	SA (4)	A (3)	D (2)	SD (1)
1	I like to use social media for learning purposes.				
2	Social media is very important in supporting my learning activities.				
3	The use of social media improves my social interaction with my colleagues and teachers.				
4	I enjoy my learning activities when using social media.				
5	I prefer attending class where the instructor is using social media for teaching.				
6	I like to engage myself with my classmates in collaborative projects using social media.				

Section D: Social Media and Social Networking Sites (please, mark the option for each of the statement)

1= Never Use, 2= Rarely Use, 3= Sometimes, 4= Frequently

S/N	Statement	1	2	3	4

1	Facebook				
2	Twitter				
3	Whatsapp				
4	Others				