SOCIAL NETWORKING SITES USAGE AS LEARNING PLATFORM FOR BUSINESS EDUCATION STUDENTS IN FEDERALCOLLEGES OF EDUCATION IN N|ORTH EAST, NIGERIA

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Abstract

This study assessed social networking sites usage as a learning platform for business education students in Federal colleges of education in Northeast Nigeria. Descriptive survey research design was adopted a structured questionnaire was used for data collection. The area of the study comprises three Federal Colleges of education in Northeast Nigeria they are: Federal College of education Technical Gombe, Federal College of education Technical Potiskum, and Federal College of education Yola. The population of the study comprised 709 NCE II business education students. 253 students were selected and used as sample of the study Questionnaire was used as instrument for data collection and was validated by three experts. To determine the internal consistency of the instrument, Cronbach alpha technique was used and a reliability coefficient of 0.79 was obtained and found to be reliable. The instrument was administered by the researcher with the help of three research assistants. Mean and standard deviation were used for the analysis of data collected. The Mean statistic and standard deviation were used to answer the research questions. The findings of the study showed that: social networking tools are not used for accessing educational materials among students and the sites has negative effect among students in Federal Colleges of education in Northeast Nigeria. The study therefore, recommended among others that: Students should through various means learn and used social networking tools to access and share different educational materials among themselves, negative usage of social networking sites among students should be avoided.

Key words: Business education, Students, Usage, Social networking Sites, learning platform

Introduction

The world has changed rapidly by the evolution of technology; this lead to its use as a best way to explore the broad area of knowledge. The Internet has become a trusted source of information for all purposes worldwide. The volume of information obtained from the Internet depends on the skills of the user and the extent to which the resources are used on the platforms to search for the information for learning and research (Olubiyyi, 2012). Furthermore, the development of internet technology has led to its use as the best means for communication. Social networking sites (SNSs) are online communities or platforms of Internet users who want to communicate with other users about areas of mutual interest, either from a personal, business or learning perspective (William, Boyd, Densten, Chin, Diamond, & Mergenthaler, 2009). Millions of SNSs have transformed the idea of the globalization into reality in which billions of people communicate via social networking sites. Numerous benefits and knowledge are obtained and acquired through social networking sites including business education skills.

Business Education in view of Anao, (2010) is the total knowledge, skills and attitudes that are required for successfully promoting and administering a business enterprise. Manassy & Ekpenyong in Osharive (2015) stated that Business Education is a course of study or part of the total education program which provides skills, knowledge and understanding for one's participation in the business world either as a producer distributor or consumer. Business education also is an academic program in understanding values, knowledge, business and technical

skills required in the world of work and for teaching other business students. Specifically, the skills to be learned by business education students are online marketing, technical, manipulative and thinking habits. Acquisition of these skills can only be possible if the SNSs can be used as a learning platform.

Google ebook (2019) defined Learning platform as an integrated set of online services that provide teachers, learners, parents and others that involved in education with information, tools and resources to support and enhance learning and educational delivery, learning platforms therefore are social in nature just like SNSs, supporting connections between learners and customization of content based on learners needs. The learner's needs for usage of the platform may be to acquire knowledge and skills or for social interactions. The use of SNSs as a learning platform is in line with FGN (2014) objective on computer education which stated that students at all levels of education system should utilize internet facilities including SNSs to enable them complete their education and successfully enter labour force after graduation. However, despite the availability of SNSs in the hands of majority of students, research has shown that, students of this generation are using the sites for non-learning purposes. This is supported by Karpinski and Duberstein, (2009) in Osharive (2015) who stated that SNSs are still among the various unique distractions of current generation of students. In the same vain Kuppuswamy and Shankar (2010) argued that SNS has attracted the attention of students and then diverts it to non-educational and inappropriate actions including useless chat. While on the other hand, Akhtar (2013) posits that usage of internet especially via SNSs by students had also been associated with physical and mental health as well as can have adverse impact on family life. He further noted that its excessive usage can become addiction especially among students and it can cause academic problem. Observations by the researcher also showed that, the students of now a days prefer its negative usage such as chatting, watching and downloading non educational videos, movies, joining non educational group among others which sometimes affect the students' performance in school.

Whether the emergence of these technologies and the excessive usage of the sites by students of current generation promote learning is the question that needs to be answered. Thus, the problem this study investigates was social networking sites usage as learning platform for business education students in Federal Colleges of education in North East, Nigeria.

Statement of the Problem
The evolution of social networking sites has brought about a drastic change in the way people socialize, communicate, learn and collaborate. Unquestionably, the use of these new technologies is very popular among students of current generation. Social networking sites have become a credible source of up-to date information for learning. The use of SNSs as a platform for learning among business education students is in line with the FGN (2014) objectives on computer education which stated that students at all levels of education system should utilized internet to enable them complete their education and successfully enter labor force after graduation. In this circumstance, the SNSs become relevant to business education students to use them effectively as learning platform.

Despite the significance of using this sites as a learning platform. It is observed that many students are engrossed in spending most of their study hours on Facebook, Twitter, Instagram among others using them for non-leaning purposes such as chatting, visiting porn sites, non-educational games, watching and downloading non educational music, videos, movies, joining non educational groups among others with their mobile communication devices. Students become addicted to abuse of the sites to the extent that they spend a sleepless night surfing for non-learning purposes which in turn affect their studies.

Whether the emergence of these new technologies and excessive usage of the sites by students promotes learning is the question that need to be answered. Thus, the problem this study investigates was social networking sites usage as learning platform for business education students in Federal Colleges of education in North East, Nigeria.

Objectives of the Study

The aim and objective of the study is to determine social networking sites usage as a learning platform for business education students in Federal colleges of education in North east Nigeria. Specifically, the study seeks to;

i. Examine the usage of SNSs for accessing educational materials by business education students in Federal Colleges of education in North east Nigeria.

ii. To demine the negative effects of SNSs usage among business education students in Federal Colleges of education in Northeast Nigeria.

Literature Review

Philosophy and Objectives of Business Education

Business Education is an aspect of education which prepares students or recipients for the world of work at the pre-vocational, vocational and professional levels. Many authors have defined business education in various ways with virtually all the views of all the authors are similar in meaning. Aliyu in Nwakego (2015) described business education as the education for the acquisition and development of skills and competencies, attitudes and attributes which are necessary for efficiency of the economic system. Manassy in Ekpenyong (2009) defined business education, as an aspect of the total education programme which promotes skills, knowledge, attitudes and understanding for one's performance in the business world as a final consumer or producer. In his view, Abdullahi (2010) stated that Business Education is concerned with the area of knowledge and competencies needed by an individual – skills, abilities, understanding, and attitudes that enable students to become a worthy human being and effective member of the business community. Furthermore, Obanya, (2010) asserted that business education is an educational programme offered at higher institutions of learning such as universities, colleges of education and polytechnics which prepares students for careers in business by inculcating in them skills, knowledge about or useful in business world. In their view, Okolocha, Ile and Okolocha (2012), stated that business education has such options as accounting, secretarial technology, commerce-cooperative, economics, marketing/management/distributive education; that trains students for office careers or occupations and for management of personal business ventures as entrepreneurs, distributors of goods and services, or users of information. Business education is a course of study which operates base on its philosophy and objectives as identified by National philosophy of education (NPE)

The FGN (2013), identified the following as philosophy and objectives of Business Education:

1. To provide trained manpower in the applied sciences, technology and business, particularly art craft, advanced craft and technical levels.

2. To provide students with the technical knowledge and vocational skills necessary for agriculture, commercial and economic development.

3. To give training and impart the necessary skills to individuals who shall be self-reliant economically;

Business education students undergoing programs in Universities, colleges and other higher institutions of learning shall have three option after completing their programs:

a. Secure employment either at the end of the whole course or after completing one or more modules of employable skills;

b. Set up their own business and become self-employed and be able to employ others.

c. Pursue advanced degree programme in tertiary institutions such as Colleges of Education, Polytechnics, and Universities.

Concept and Definition of Social Network

Social network can be described as a social structure made up of individuals or organization called "nodes, "which are tied connected by one or more specific types of interdependency such as friendship, kinship, common interest, financial exchange, dislike, sexual relationship or relationships, beliefs, knowledge or prestige (Asemah & Edogoh in Ezikiel, Ruth & Leo, 2013). Enang cited in Umoru (2015) noted that social networking sites are applications that enable users to connect by creating personal information profile inviting friends and colleagues to have access to those profiles, and sending e-mail and instant and instant messages between one person to another. These applications

include: Facebook, Twitter, LinkedIn, Google plus +, internet forums, Academic chat room, Project Bamboo, 2go, WhatsApp, Research Gate, Yahoo Messenger, Black Berry Messenger (BBM) Google talk, etc. These sites are used by most people either for learning or to interact with old and new friends, physical or internet friends.

Google eBook (2019) defined Learning platform as an integrated set of online services that provide teachers, learners, parents and others that involved in education with information, tools and resources to support and enhance learning and educational delivery, learning platforms therefore are social in nature just like SNSs, supporting connections between learners and customization of content based on learners needs. The learner's needs for usage of the platform may be to acquire knowledge and skills or for social interactions

Federal colleges of education are tertiary institutions in Nigeria established by federal Government of Nigeria to provide training for those who aspire to become teachers at primary and secondary school level. They are designed to provide training in various field including business education to enable the students acquire academic, vocational and pedagogical knowledge and skills that will enable them perform well in the field of education. Graduates of federal and state colleges of education spent three to four years of study leading to the award of Nigerian certificate in education NCE (FGN in NPE 2004).

Research Methodology

Descriptive survey research design was adopted for the study. The area of the study is Northeast Nigeria, the population of the study comprises 709 NCE II business education students, 253 students were randomly selected to form the sample size of the study, and the instrument for data collection was a questionnaire which was validated by 3 experts from the department of Vocational and technology education ATBU Bauchi. Cronbach alpha technique was used to ascertain the internal consistency of the

instrument and a reliability coefficient of 0.79 was obtained and found to be reliable. The instrument was administered by the researcher with the help of 3 research assistants. Mean, Standard and deviation were employed for the analysis and interpretation of data.

Data Presentation and Analysis

The section presents the data collected, the analysis carried out and the discussions of the result obtained. The analysis is presented in two tables. The sections present the answers to research question 1and 2 using mean and standard deviation. The summary of the major findings was also highlighted before the discussions of the findings.

Results

Research Question One: Does business education students use social networking sites for accessing educational materials in Federal Colleges of education in Northeast Nigeria?

The analysis of the questionnaire items used to answer research question one as presented in table one shows the mean responses of students of business education student's usage of SNSs educational material. The mean responses of item 1-7 ranged from 0.89-1.45 with standard deviation of 0.22-0.36 and item 9-11 with mean score ranged from 1.70-1.68 with standard deviation of 0.42, 0.40, and 0.42 respectively, these revealed that, the respondents disagreed that business education students are not using SNSs for accessing educational material. However, the responses on the table also revealed that, item 8 and 12 with mean score of 2.60 and 2.59 with standard deviation of 0.55 and 0.54 respectively, was agreed by the students. The cumulative mean score for all the 12 items is 1.51 with a standard deviation value of 0.34, which is less than the 2.5 index score for agree. Based on the result, it was concluded that business education students are not using the sites for accessing educational materials in Federal Colleges of Education in Northeast Nigeria.

Table 1: Descriptive statistics on business education students' usage of social networking sites for accessing educational materials in Federal Colleges of Education in Northeast Nigeria

S/N	Items	Mean	S D	Decision
1.	Social networking usage enables me identified sites that are educationally oriented	0.89	0.22	Disagreed
2.	I download educational materials through SNSs	0.87	0.22	Disagreed
3.	I share educational materials using SNSs	1.02	0.25	Disagreed
4.	Social networking usage helps me listen to educational, lectures or series	1.21	0.30	Disagreed
5.	Social networking sites allows me receive materials from multiple sources	1.16	0.29	Disagreed
6.	The materials obtain from SNSs complement what I have been taught in class	1.20	0.30	Disagreed
7.	Social networking usage helps me obtain related materials to prepare my notes without waiting for lecturers	1.45	0.36	Disagreed
8.	Social networking usage allows me obtain videos clips on various topics	2.60	0.54	Agreed
9.	Material accessed via SNSs makes me do my assignment with ease	1.70	0.42	Disagreed
10.	The use of materials gathered through SNSs sites has improve my performance in class	1.61	0.40	Disagreed
11.	Accessing of educational materials via SNSs has improved my vocabulary, reading, kills	1.68	0.42	Disagreed
12.	Social networking usage enables me watch videos on various teaching strategies	2.59	0.55	Agreed
	Grand mean	**1.51**	**0.34**	**Disagreed**

Research Question Two: What are the negative effects of social networking sites among business education students in Federal Colleges of Education in Northeast Nigeria? The result presented in table two answered research question two on the negative effect of SNS among business education students, the result showed agreed with the weighted mean of 3.84-3.70 for items 1-8 and item 10-12 with mean values of 3.94-3.92 and standard deviation ranged from 0.96-093 and

0.99-0.98 respectively. Only item 9 with mean score of 2.47 and standard deviation of 0.92 is found to be disagreed by the students. However, the cumulative mean score for all the 12 items is also found to be greater than the benchmark for agree. (3.72>2.5). The result therefore showed that SNSs has negative effect among business education students in Federal Colleges of Education in Northeast Nigeria.

Table 2: Descriptive statistics on negative effect of Social networking sites among business education students in Federal Colleges of Education in Northeast Nigeria

SN		Mean	S D	Dec.
1.	Use of SNSs sometimes affects my concentration in the class	3.84	0.96	Agreed
2.	Use of social networking sites has negative effects on my study habit	3.96	0.99	Agreed
3.	Social networking sites provide avenue for promoting hate speeches	3.90	0.97	Agreed
4.	There is tendency of being a victim of cyber crime	3.65	0.91	Agreed
5.	Using SNSs accidentally makes me watch pornographic videos	3.65	0.91	Agreed

6.	There is a tendency of losing vital information in using SNSs through the activities of hackers	3.71	0.93	Agreed
7.	Use of social networks encourages cyber crimes	3.97	0.99	Agreed
8.	Social networking usage makes me waste a lot of my time	3.70	0.93	Agreed
9.	Social networking usage encourages begging	2.47	0.92	Disagreed
10.	Social networking usage encourages defamation of character	3.94	0.99	Agreed
11.	Use of SNSs encourages malpractice among students	3.93	0.98	Agreed
12.	Use of SNSs affect students spelling	3.92	0.98	Agreed
	Grand mean	**3.72**	**0.96**	**Agreed**

Major Findings

The findings from this study were:

i.   Business education students are not using social networking sites for accessing educational materials in Federal Colleges of education in Northeast Nigeria.

ii.   Social networking sites have negative effect among business education students in Federal College of education in Northeast Nigeria.

Discussions of Findings

The result obtained from research question one as presented in table one revealed that business education students are not using SNSs for accessing educational materials. The result is indicating no usage of the sites from the students' for accessing educational materials, this may be because most student are using SNSs for their enjoyment, it may also be as a result of lack of exposure from the site of the students. The findings however, is in line with that of Lau (2013) who found that most students use SNSs for social reason, rather than for learning purposes, the findings is also in consensus with the findings of Vidyakala & Nithbakala (2017) who pointed out that majority of students visit SNSs to message, chart and connect with their old and new friends online. The finding is however not in agreement with Tavares, in Mingle and Adams, (2015) who stated that SNSs usage has become an integral part of students' academic activities, they use it as a learning platform for sharing of educational experience with their colleagues.

The result obtained from research question two, as presented in table two indicated that SNSs has negative effect among business education students in Federal collages of education in Northeast Nigeria. This negative effect may be as a result of the availability and easy access to non-educational sites on the network by students, it may also be as a result of lack of well-designed policies that will regulate the use of the sites especially its negative usage. The finding is in consensus with Quing, Wee, & Yu (2011) cited in Ms scholor, Msscholor, & Ahmed (2015) who concluded that SNSs has negative effect on college students because of the excessive usage of the sites and too much time spend on the plat form, this finding is also in agreement with Waqas, Madiha, & Faseehullah, (2012) who found that educational activities and future of students are negatively affected by consuming time on the SNSs.

Conclusion

The evolution of Technology especially social networking sites in this present computer age have change and revolutionaries the way students communicate, work, socialize and learn. Going by the finding of this study for instance, students of tertiary institutions are among those who embrace and intensify the usage of SNSs especially for non-learning purposes. As such there is need for adoption and application of the sites in to the teaching and learning process so that students can utilize and use it for acquisition of knowledge.

Recommendations

The following recommendations were made based on the findings of the study:

i.   Students should through various means learn and used the social networking sites to access and share different educational materials among them.

ii.   Negative usage of social networking sites should be avoided among students.

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