UNDERGRADUATES' ACUITY TOWARDS THE USE OF FACEBOOK FOR LEARNING

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ABSTRACT
This study examined undergraduates' perception on the use of Facebook for learning with reference to gender and specialization. A researcher designed structured questionnaire which was validated by three experts was used for data collection from 300 undergraduate students. Mean and percentage for research questions. Hypotheses 1 was tested using independent t-test while hypotheses 2 was tested using ANOVA at 0.05 level of significance.The findings of this study showed that: (i) Undergraduates have the right perception towards the use of Facebook for learning (2.94). (ii) There was no significant difference between male and female perception towards the use of Facebook for learning [t= 0.635, p>0.05]. (iii) There was no significant difference among undergraduates based on course of study on use of Facebook for learning [$F_{(2,99)}$ 1.46, p>0.05]. The study concluded that undergraduates have positive perception towards the use of Facebook for learning. The study recommends that the government should include the use of social media applications among the methods of lesson delivery.
Keywords: Perception, Facebook, Learning, Gender, Course of Study

INTRODUCTION

Background of the Study

Information and communication technology is technique for data capturing, data storing, data processing, data transmission, information retrieval and information display and communicated the results either in the form of model or attribute or in combined form through computers (Prasad & Prasad, 2018). Thus, the information and communication technology is a collective form to combine field of computers and various information systems to find out the desired solutions to the users. It has affected every walk of the human life at local, national and global level. ICT provides a considerable benefit in supporting learning. By using technology in their learning, the students can be active learners. They will be aware of what information they need, why they need it, and how they can get that information. As noted by Huffaker (2018), an active learning allows the students to decide when they require a particular information and whether they have already understood that information or not. This active learning also implies an independent learning.

Social media features include interconnections with other users through links and news feeds, and sharing of user-generated content (for example photos, ratings, tags). Pages can be dynamically updated and content embedded (for example embedding a video). Examples of social media include social network sites (for example Facebook); wikis (for example wiki spaces); media-sharing services (for example YouTube); blogging tools (for example Blogger); micro-blogging services (for example Twitter); social bookmarking (for example Delicious); bibliographic management tools (for example Zotero); and presentation-sharing tools (for example Slideshare)

(Gruzd, Staves & Wilk, 2012). Asides social (fun), commercial (marketing) and governmental (citizens welfare etc.) usage, the ubiquity of social networking sites in our daily lives can be exploited in academia as well. SNSs can be used to create an interactive and transparent learning environment between teachers and their students, where they can easily communicate and exchange information.

A Social Networking Site (SNS) is a type of websites with individual user profiles, forming a traversable networked community for social interaction. A user profile contains personal information about each member, such as: name, gender, age, interests, etc. Social Networking Sites (SNSs) bring people together and allow them to communicate by making new friends, exchanging ideas and engaging in similar interests. These sites in general provide tools for posting messages, sharing photos, creating personal pages and groups. Asides communicating with friends, social networking sites are increasingly being used for business, advertisement or entertainment. They are also currently used to connect government entities with people by posting announcements, taking votes and sharing opinions. Boyd and Ellison (2008), defined social networking as a web based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system.

On the other hand, there is still significantly less use of digital technologies in 'formal contexts' and the kinds of use do not always take account of the richness of some, but not all learners' experiences outside institutions (Erstad & Sefton-Green, 2013). Appropriation of technologies by educators is often used to replicate traditional approaches and is thus at odds with the creative practices in participatory digital cultures (Warschauer & Matuchniak, 2010). Clark, Logan, Luckin, Mee, Oliver, (2009), suggested that the intersection between digital cultures and institutional ICT practices is a space dominated by 'digital dissonance' with both educators and learners unable to recognize the potential benefits of social media for formal education. As several researchers have noted, stemming this disconnect between institutional digital practices and what some learners experience out of school may become especially important to addressing educational inequities; for example, for children in rural or low-income areas inside school spaces may be their only opportunities to access technology-rich informal learning opportunities (Mardis, 2013).

Facebook was established in 2004 and has grown exponentially to become not only the most popular SNS in the world (Mazman & Usluel, 2010), Facebook is the most prominent social-networking tool of the past decade for students' online learning (Omar, Embi, & Yunus, 2012). According to Facebook, there are over one billion users worldwide and almost 80% of those users are from outside the United States and Canada (Facebook, 2012). Among the rankings by country, Japan the location where this study takes place ranks sixteenth in the world for the total number of Facebook users and fifth among Asian countries. It was initially limited to college students at Harvard with a university email address. Later, it spread like wild fire and became the most popular and most visited website.

Although early studies of Facebook focused mainly on its inclusion in a first educational environment, some research has investigated how Facebook can be utilized in learning. Numerous studies on Facebook's inclusion in learning education environments have reported positive influences on student motivation, engagement, and attitudes. Among the studies conducted, Facebook has been shown to have an impact on motivation among students in higher education (Suthiwartnarueput & Wasanasomsithi 2012). Most notably, Mazer, Murphy and Simonds (2007) suggest that student motivation and participation are greatly enhanced when engaging course material is presented through more personalized platforms, something Facebook and other SNS provide. Similarly, Ziegler (2007) stated that Facebook has the ability of motivating students as engaged learners rather than learners who are primarily passive observers of the educational process.

Yunus and Salehi's (2012) study also revealed similar conclusions that coincide with the claims made by Mazer, Murphy, Simonds and Ziegler (2007), regarding the perceived value of language learning through Facebook. Yunus and Salehi (2012) postulated that students felt their motivation and confidence improved through participating in activities within Facebook. Specifically, the majority of students reported that instant interaction and feedback increased motivation, while informal interactions such as when fellow students liked comments helped improve their confidence. Findings from the studies above indicated that Facebook's integration into education has had positive effects on student motivation.

Several studies examined how students generally perceive Facebook for language learning or how Facebook's integration into traditional learning environments has affected or changed student attitudes toward it (Akbari, Eghtesad, & Simmons, 2012). Shih (2011), Students' writing skills improved and they had the positive attitudes and motivation to participate in the class. Collectively, the researchers reported an increase in positive student

attitudes toward using Facebook. Specifically, Akbari, Eghtesad, Simmons, Suthiwartnarueput and Wasanasomsithi (2012), reported that students considered Facebook a relevant and purposeful educational tool for language learning.

Researchers noted that gender occupied a special place in understanding people's decisions in the adoption and use of new technologies (Volkovich, Laniado, Kappler & Kaltenbrunner, 2014). Few research on the gender differences in usage patterns of Social Networking Sites (SNS) highlighted that the male gender used social networking sites for networking, making new friends, and seeking out potential dates and playing games; while female used it for relationship maintenance (Rousseau & Puttaraju, 2014) and posting public message (Muscanell & Guadagno 2012). Another related study averred that females used Social Networking Sites predominantly to look for old friends and keep in touch with the existing ones while, at the same time, hiding their identities and personal information for privacy purposes (Mazman & Usluel, 2011). As averred by Venkatesh Thong, and Xu (2012), while men are more driven by contributory factors such as perceived usefulness, women are more motivated by process and social factors.

The influence of course of study (Educational Technology) on the use of Facebook for learning, there are varieties of courses in Educational Technology that can be learnt using Facebook. First is the case of communication, the case of instructional materials, instructions, assignments giving out and submission, and distance education. With the use of Facebook, students and their teachers can have their meetings inside and outside the four corners of the classroom, the teacher can guide and counsel disturbed children during off-school hours without getting to move down to their places or they going over to the teacher's place.

Overloaded by information, outsmarted by smartphones, overtweeted and facebooked out, welcome to the world of a technology savvy student owning a tablet with every app and a smartphone for every latest communication craze. What we are witnessing on campus is swiftly taking over the world – the digital dependency (Kaplan & Haenlein, 2010). While many are far from the state of technology addiction, people are finding themselves reaching for their never-too-far iPhone first thing in the morning before even brushing their teeth. The good news is that the positive impact of information technologies, including social media, outweighs its negative aspects (Benson & Morgan, 2014). This explains why there are fewer publications on the adverse effects of technology, however the 'dark-side' should not be ignored.

Statement of the Problem

Education encompasses both teaching and learning. Learning has always been done conventionally, students come to class, receive lectures, ask questions in class and then head home, on getting home, they learn on their own, and if there are any questions relating to what they were taught in school, they write them down and wait for the next day of the next lecture, before presenting it to their lecturers. With Facebook, each class will have their respective group chat, with the lecturers as the admins of the groups, then they can post their questions immediately when they arise, and they get their answers from their lecturers. Among undergraduates, the common problems Facebook for learning would be tackling are;

Wrong Perception of undergraduates on the use of Facebook for learning, basically, educational purpose was not part of the purposes Facebook was established on. Most undergraduates find it strange using Facebook for learning, since its primary purpose is to serve as a media for having fun and chatting with friends that are both nearby and faraway. Little do they know that if used as a learning platform, it would improve the rate at which undergraduates learn, both in classroom and outside classroom.

Bridging the distance gap between home and school, utilizing Facebook for learning would help in bringing the school home. Bringing the school home in the essence that students interaction with their lecturers would not be limited to the four-walls of the classroom, when there is a question that needs to be answered by the lecturer, instead of waiting to bring it to class the following day, the students can ask their questions immediately from their lecturers and can get replies almost immediately if the lecturer is online to answer, but later if the lecturer is not online. Contributions to the question can also be done by their fellow colleagues who have more understanding on the subject matter. Hence the problem of gap between home and school would be tackled efficiently.

Purpose of the Study

The main purpose of this study was to;

i. examine undergraduates' perception on the use of Facebook for learning in educational technology at the University of Ilorin.
ii. determine the influence of gender on undergraduates' perception on the use of Facebook for learning in educational technology in the University of Ilorin.

iii. investigate the influence of undergraduates' course of study on the perception on the use of Facebook for Learning.

Research Questions

The following research questions were answered in this study;

i. what is undergraduates' perception on the use of Facebook for learning?
ii. what is the influence of gender on undergraduates' perception on the use of Facebook for learning?
iii. what is the influence of undergraduates' course of study on their use of Facebook for learning?

Research Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance in this;

H_{o1}: there is no significant difference between male and female undergraduates' perception on the use of Facebook for learning.

H_{o2}: there are no significant differences among undergraduates based on their course of study on use of Facebook for learning.

METHODOLOGY

Research Design

This study was a descriptive study of the survey type because it afforded the researcher the opportunity to collect large information from large number of respondents.

Population, Sample and Sampling Techniques

The population of the study consisted of all undergraduate students in Kwara State. The target population comprised of all undergraduate students from the University of Ilorin, Ilorin. Simple random sampling techniques was adopted to draw sample for the study. The sample consisted of randomly selected students from 100, 200, 300 and 400 level of the Department of Educational Technology, Faculty of Education, and University of Ilorin, Nigeria. In total, 300 undergraduates were the participants in the study. The selected sample consisted of both male and female students from the Department of Educational Technology.

Research Instrument

The instrument was a researcher-designed questionnaire titled "Undergraduates' Perception towards the Use of Facebook for Learning in University of Ilorin". The questionnaire was structured in order to help attain appropriate responses from the respondents. In constructing the questionnaire items, efforts were made to see that the instruction was clear, precise and unambiguous to the respondents. The questionnaire was divided into two sections (A&B). Section A obtained information on the personal data of respondents which included department, course of study, gender while Section B obtained information on undergraduates' perception of the use Facebook for leaning in University of Ilorin and contained items each with four response mode thus; Strongly Agree (SA), Agree (D), Disagree (D) and Strongly Disagree (SD).

Validation of the Research Instrument

The questionnaire was validated by the five lecturers in the Department of Educational Technology, University of Ilorin, for face and content validity. Their comments, corrections and modifications were used to produce the final draft of the instrument.

Procedure for Data Collection

The researcher obtained consent from each respondent before the administration of the instrument. The respondents were met with face to face to ensure accurate information was obtained and to avoid delay. The completed copies of the questionnaire were collected immediately from the respondents for analysis. The respondents were allowed to participate voluntarily since best results can only be obtained when there is no form of pressure on them. Anonymity was maintained, that is the respondents' identity and the results were kept confidential. All information gathered during the course of this study were handled with ethical confidentiality, that is details and the response of the respondents were kept secret.

Data Analysis Techniques

Data gathered was analysed using frequency count, mean and percentage for research questions. Hypotheses 1 tested using independent t-test while hypotheses 2 was tested using ANOVA at 0.05 level of significance.

DATA ANALYSIS AND RESULTS

Introduction

This Chapter dealt with collation, analysis and interpretation of data collected in relation to the research to the objectives. This chapter is sub-divided into demographic characteristic, answering of research questions, testing

of research hypotheses and summary of research findings. Three research questions were raised and two hypotheses was postulated in this study. Research question one was answered using summated mean rating, while research questions two, and three that have corresponding hypotheses was tested using t-test statistical tool at 0.05 level of significance. All analyzed data are represented on tables.

Demographic Attribute of the Respondent

Percentage was used to describe personal information of the undergraduate that participated in the study. The variables used include gender, department and academic level.

Table 1: Distribution of Respondents Based on Gender

Gender	Frequency	Percentage (%)
Male	177	59
Female	123	41
Total	300	100

Result in Table 1, revealed that 177 (59.0%) of the respondents were males while 123 (41.0%) where females. This show that there were more male respondents than female respondents in the study.

Table 2: Distribution of the Respondents Based of the Program

Program	Frequency	Percentage (%)
Educational Technology	105	35
Computer Science Education	63	21
Technology Education	132	44
Total	**100**	**100**

Table 2 indicates that 105 (35.0%) respondents were Educational Technology students, 63 (21.0%) respondents were Technology Education students, 132 (44.0%) respondents were Computer Science Education students.

Analysis of Research Questions

Research Question 1:

What is undergraduates' perception on the use of Facebook for learning in educational technology in the University of Ilorin.

Table 3: Undergraduates' Perception on the use of Facebook for Learning

S/No	Item	Mean
1.	Facebook is used for chatting alone.	2.45
2.	Facebook is viewed as a learning platform.	3.02
3.	Facebook interface is boring	2.49
4.	Facebook has improved communication between myself and my lecturers.	2.85
5.	Facebook has helped me learn outside the four walls of the classroom.	3.10
6.	Facebook is a good place to post writing assignments like short stories or essays.	3.08
7.	Facebook is a good place to post and respond to surveys.	3.18
8.	Facebook is a good place to listen to audio files and take notes to prepare for next class.	2.99
9.	Facebook is a good place to peer review or peer edit classmates' writing assignments.	3.10
10.	Facebook would improve my learning	3.17
	Grand Mean	**2.94**

Table 3, Presents the mean on undergraduates' perception on the use of Facebook for learning in educational technology in the University of Ilorin. Because 7 out of the items covered by the study had mean scores that were higher than the benchmark of 2.50 and the grand mean is 2.94. Therefore, undergraduates have a positive perception towards the use of Facebook for learning in educational technology in the University of Ilorin

Hypothesis Testing
Hypothesis One:
There is no significant difference between male and female undergraduates' perception on the use of Facebook for learning.

Table 4: Significant Difference between Male and Female Undergraduates' Perception on the Use of Facebook for Learning

Gender	N	X	SD	Df	*T*	Sig (2tailed)	Remark
Male	177	2.91	.467	298	-.635	.527	Accepted
Female	123	2.97	.448				

From Table 4, it can be deduced that there was no difference between male and female undergraduates' perception on the use of Facebook for learning. This is reflected in the findings of the hypotheses tested df (298), t= -.635, p>0.05. Thus, the hypothesis which states that "there is no significant difference between male and female undergraduates' perception on the use of Facebook for learning" is accepted.

Hypothesis Two:
There is no significance difference among undergraduates based on course of study on use of Facebook for learning.

Table 5: ANOVA Analysis on the Significance Difference among Undergraduates Based on their Course of Study on Use of Facebook for Learning

Groups	Sum of Square	Df	Mean Square	F	Sig
Between Groups	817	2	.409	1.461	.237
Within Groups	27.123	297	.280		
Total	27.940	299			

Table 5 revealed the ANOVA analysis of the Significance difference among undergraduates based on their course of study on use of Facebook for learning. The result revealed that "there was no significance difference among undergraduates based on course of study on use of Facebook for learning ($F_{(2,299)}$- 1.46, p>0.05). Thus, the hypothesis which states that "there is no significance difference among undergraduates based on course of study on use of Facebook for learning" is accepted.

Summary of Findings
The result of the demographic data of respondents in Table 1 shows that the highest respondents were male 177 (59%), while female respondents were 123 (41%). From Table 2 majority of respondents were from the program of Technology Education with 132 (44%), followed by 105 (35%) respondents from the program of Educational Technology, and 63 (21%) Computer Science Education respondents. The summary of the research questions and research hypotheses are presented as follows;

i. The study revealed that undergraduates have the right perception towards the use of Facebook for learning in educational technology in the University of Ilorin.
ii. There was no significant difference between male and female undergraduates perception on the use of Facebook for learning.
iii. There was no significant difference among undergraduates based on course of study on use of Facebook for learning.

Conclusion of Findings

The research determined the perception of undergraduates towards the use of Facebook for learning in University of Ilorin. The results obtained from data gathered and analyzed in this study indicated that undergraduates' perception on the use of Facebook for learning is positive, Also, there was no significant difference between male and female undergraduates' perception on the use of Facebook for learning. and no significant difference exists among Computer Science Education, Educational Technology and Technology Education undergraduates in the use of Facebook for learning.

Limitations of the Study

the following limitations were observed regarding the study:

1. The findings of this study should not be generalized to other departments and faculties within the Universities that were not sampled.
2. Also, the findings should not be generalized to other universities in Africa and other continents.
3. The study was purely on determinants of perception of learners towards the use of Facebook for learning. Thus, it did not intend to study the effectiveness of its usage.

Recommendations

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

i. Availability of adequate power supply, this can be achieved when the school administrative staffs meet with the government on how to better the power supply system in the school, hence students will not be scared of their mobile devices turning off anytime lectures are going on Facebook.
ii. Strong internet coverage should be made available for undergraduates. Schools should make preparations for bandwidth services on the campus ground, even though students will be charged a token before they can access the bandwidth service.
iii. Lecturers should be exposed to the methods of utilizing Facebook to teach. Orientation should be given to lecturers on how to make judicious use of Facebook for teaching their courses. Orientations could be sponsored either by the parent institution or the government.
iv. The government should include the use of social media applications for example; Facebook, Twitter, LinkedIn and so on among the methods of lesson delivery, this will prompt lecturers that do not want to be technologically inclined to make themselves technology literates.

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