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**UNDERGRADUATE SCIENCE EDUCATION STUDENTS' SOCIAL MEDIA
USAGE IN LAGOS STATE**

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UNDERGRADUATE SCIENCE EDUCATION STUDENTS' SOCIAL MEDIA USAGE IN LAGOS STATE

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Abstract

The use of technology has permeated almost everything we do in the world today including teaching and learning in tertiary institutions. Although social media usage in the among students is increasing over time but the purpose of usage matters. This study, therefore, investigates the Undergraduate science education students' social media usage in Lagos State. Descriptive survey design was adopted with samples drawn from the science education in University of Lagos. The population for the study consisted of all the biology education students. However, 100 students responded to the questionnaire used to gather data. The samples were selected using simple random sampling. Using mean (\bar{x}) as the statistical tool, the study found out that students make use of different social media sites and apps for different purposes and the times spent on the sites varies. The study concluded that students use WhatsApp, zoom, Facebook, Youtube, Snapchat, Instagram, Messenger, TikTok and Twitter as social media tools for learning at the few times and recommended that the government and Private establishment should be encouraged to provide social media to all the schools in Nigeria.

Introduction

Science education is the field concerned with sharing scientific knowledge, and methods with people not considered part of scientific community. Science education has been identified as one of the major bedrocks for the sustainable development of our country, which is seen as knowledge or ideas acquisition relevant to science (Nnamdi, 2014). Baba (2014) opined that no nation can develop without science education. Science is therefore receiving much emphasis in education because of its significance and relevance to life and society. Biology as a branch of science and the pre-requisite subject for many fields of learning contributes immensely to technological growth of the nation. The study of Biology both in tertiary and senior secondary schools can equip the learners with useful concepts,

principles and theories that will enable them face challenges before and after graduation. The importance of biology and biology education for sustainable national development cannot be overemphasized as it finds its way into agriculture, pharmacy, ethnobotany, medicine, biotechnology, and other related fields. Since Biology is seen as a science subject, it can be taught and learnt using the media, but the question is that, are Biology students using it for the right purpose.

Undergraduates use social media for many purposes such as sharing resources and access to information. Students believe that they can acquire more information and have access to learning resources using social media (Al-Sharqi & Hashim, 2016). In the same vein, the use of social media networks has distracted majority of higher institution undergraduates throughout the nation (University of Lagos Education Students Inclusive) as they spend immeasurable hours on social sites and has deflect their focus and concentration from a particular task. Thus, excessive use redirects it towards non-constructive, sometimes unethical, deceptive and/or improper activities.

UNESCO, (2008) and (2011) concluded that ICT is beyond a mere delivery mechanism but also enhances the pedagogy as it changes the nature of teaching and learning. ICT helps to bring abstract concepts to life using images, sounds, movement, animations, and simulations. In any case, a better understanding of ICT and their impact on student outcomes are priorities in all countries, regardless of level of economic development (UNESCO, 2016). In Nigeria, ICT policies is with a mission statement "USE IT" for education and one of the general objectives is to ensure ICT resources are readily available to promote efficient national development (National Information Technology Policy, NITP FRN) (2001) which education through the tertiary institutions.

In view of the expression of the National Policy on Education (FRN, 2013), tertiary institutions shall contribute to national development through high level relevant human power training, it is therefore, mandatory that tertiary institutions lecturers must be active participants in this modern Information and Communication Technology Society (Olumorin, 2008, Olafare, 2014).

ICT in tertiary institutions such as the university has a multiplier effect throughout the education system, by enhancing learning and providing students and the community with new sets of skills; by reaching students with poor or no access (especially those in rural and remote regions); by facilitating and improving the training of lecturers; and by minimizing costs associated with the delivery of instruction (Adeyanju, 2015). Adewumi (2012) identified that ICT is very important to the success of teaching and learning in the present-day university education. It is therefore important for universities in Nigeria to select appropriate ICT tools that can motivate and stimulate the interest of the members of its community. As a results, social media platforms increase students' tendency towards non-instructive, unscrupulous, and inappropriate activities. Students have been found oftentimes utilising social media to while away time and for purposes which disengage them from real academic engagement.

Social networking media with its numerous benefits should not be allowed to drift away the minds of students where in lies the development of Nigeria. Reading empowers everyone, it prepares the mind for societal challenges, therefore there is need to ensure it is back in line to develop and move the Nation forward. Social media has helped and educated students in terms of making scientific research as students and people make use of search engine like Google in searching for knowledge. The utilization of social media helps the Biology Education students academically as it uses has helped and educate students in terms of making scientific research, since students and people make use of search engine like Google in searching for knowledge.

Social media brought many positive implications to human life such as making the connection of millions of people from all over the world possible. Also, the study conducted by Maya (2015) in his study achievement scripts, media influences on Blacks students' academic performance, self-perceptions and carrier interests., revealed that media use contribute to lower academic performance, low self-perceptions and less interest in college-oriented carriers. Academic excellence plays an important role in an individual's life; be it in the family, at social gatherings, at workplace, in an institution or even among peers. Much emphasis is placed on academic excellence because of the role it plays in an individual's life as far as a successful life and respect is concerned in every part of the world. Studies have also revealed that social media affects undergraduates' communication skills. They tend to shorten or abbreviate words when chatting with friends and get used to it thereby replicating the same errors during assessment and evaluation (Obi, Bulus, Adamu and Sala'at, 2012). However, there may be some negative characteristics within this medium that requires further study. It is observed that students become distracted because of the amount of time and attention being devoted to these social medias. Often, they are observed using their mobile phones to communicate and do other social activities even during school hours when they are expected to be engaged in meaningful activities.

Thus, this valuable time is used on social media, especially on activities that add no value to them (Ibrahim, 2012). It is on this premise that the researcher is investigating Social Media Usage by Undergraduates Science Students and Science Education Students; A Case Study of University of Lagos

Purpose of the Study

The general purpose of the study was to investigate Social Usage by Undergraduates Science Education Students Lagos State. The specific objectives of the study are to;

1. identify the types of social media sites used among others used by science education students.
2. identify purposes of using the social media for by science education students.
3. Find out how much time science education students spend on social media.

1.4 Research Questions

The following research question is formulated to guide the proposed study:

1. What are the types of social media sites used among others used by science education students?
2. What are the purposes of using the social media for by science education students?
3. How much time science education students spend on social media?

Methodology

The research design for this study was a descriptive design method by eliciting the opinions of respondents on 'Impact of social media on the Academic Achievement of Biology students at University of Lagos, Akoka. The population of this study consisted of Biology Education students (100L, 200L, 300L and 400L) for 2019/2020 academic session in University of Lagos, Akoka, Lagos State. These consist of seven hundred and twenty-nine (729) students in total. Here is a table drawn out to show the number of students in each level for 2019/2020 academic session. Simple random sampling technique was used to select a total of two hundred (100) students out of the whole population as representative of the study. The instrument for data collection was a researcher made questionnaire. The questionnaire was divided into two sections. Section A; focuses on the demography of the respondents which include sex, age, and levels of the student. While section B will contain fifteen (15) items which will be systematically constructed using four point's types of Likert scale to answer the research questions. Participants are expected to indicate their level of agreement or disagreement to the statement; based on the response patterns of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) to the questionnaire to be drawn up according to the research questions.

To ensure the content and face validity of the instrument, the draft copy of the questionnaires was given to experts for review and possible modification. Based on the corrections, the final copy was prepared and used for data collection. The researcher used a test-retest method to ensure the reliability of the research instrument. This was carried out by administering the questionnaire twice to the same set of students (few outside the sample selected as representative of the study) within a given period between the two administrations of which the testees' response was correlated to know whether it is high or low which will determine the correlation co-efficient of the test. This provided an insight to the content of the test in terms of ambiguity. The reliability shows 0.87 which shows the instrument is reliable. The questionnaire for data collection was administered to the respondents or participants directly. Respondents was briefed through the instructions written on the research instrument on how to complete the questionnaire and assured them of the importance and confidentiality of the information to be supplied. The instrument was collected immediately it has been filled for data analysis and interpretation. Percentage was used to analyze the personal information of the participants while mean was used to analyze the research question.

Result

Demographic Data

Table 1: Respondents based on Gender.

Gender	Frequency	Valid Percent
Female	104	78.8
Male	28	21.2
Total	132	100.0

Table 1 above revealed that female respondents are having 104 (78.8%) and male respondents are 28 (21.2%). This implies that female respondents participated more in the study.

Table 2: Respondents based on Age.

Age	Frequency	Percent
15-20	4	3.0
21-25	84	63.6
26above	44	33.3
Total	132	100.0

Table 2 above revealed that respondents of the age range 15-20 (3.0%), 21-25 years of age are 84 (63.6%) and 26 years and above are 44 (33.3%). This implies that respondents between the age range of 21-25 years participated more in the study.

Research Question 1: What are the types of social media sites used by Students.

Table 3: Types of social media sites used by Students.

S/N	Items	Used (%)
1	WhatsApp	100
2	Facebook	78
3	Messenger	51
4	Telegram	38
5	Twitter	56
6	Zoom	100
7	Google Meet	25
8	Instagram	57
9	Snapchat	65
10	YouTube	87
11	My Space	23
12	Baddo	45
13	Triller	22
14	TikTok	62
15	WeChat	45

Table 3 above revealed that 100% of the respondents are using WhatsApp and zoom. 78% are using Facebook, 87% are using youtube, 65% are using snapchat, 57% are using Instagram, 51% are using messenger, TikTok is having 62% and 56% are twitter. WeChat, triller, Baddo, Myspace and google meet are having respondents that are below 50%. This implies that students are not using really using them.

Research Question 2: What are the purposes of using social media by Students.

Table 4: Purposes of using social media by Students.

S/N	Actual utilization of e-resources by undergraduates for learning	Mean (\bar{X})	Decision
1.	I use social media for course work and assignment.	2.71	Agreed
2.	Social media provides regular information and assists to get research materials.	2.71	Agreed
3.	I use social media for news update and currents affairs.	2.46	Disagreed
4.	Social media provides a lead for my research work.	0.93	Disagreed
5.	I use social media to receive and send messages online.	2.71	Agreed
6.	Social media archives help to keep my vital information online.	1.49	Disagreed
7.	I use social media as database for references in research work.	1.45	Disagreed
8.	I use social media to access information online.	2.76	Agreed
Grand mean (\bar{X})		2.15	

Table 6 reveals that students use social media to access information online had a mean score of 2.76, undergraduates use social media for course work and assignment, use social media to receive and send messages. Social media provides regular information and assists to get research materials had a mean score of 2.71 respectively. Social media provides a lead to research work for undergraduates had a mean score of 0.93. The mean score of 1.45 affirms that students do not use social media for database for references in research work. A grand mean of 2.15 implies that, students do not really use social media for learning using a benchmark of 2.50.

Research Question 3: What is the Frequency of using social media by Students

Table 5: Frequency of using social media by Students.

S/N	Item	Daily (%)	Weekly (%)	Monthly (%)	Not at all (%)
1.	WhatsApp	43.3	53.8	3.0	0.0
2.	Facebook	40.7	51.5	7.9	0.0
3.	Messenger	5.9	30.5	49.8	13.8
4.	Twitter	9.2	14.8	32.8	43.3
5.	Tiktok	5.6	6.2	46.6	41.6
6.	Zoom	1.6	45.2	53.1	0.00
7.	Youtube	5.9	0.00	23.0	71.1
8.	Instagram	1.6	0.7	19.3	78.4
9.	Snapchat	97.7	2.3	0.00	0.00

Based on the used social media by respondents, table 5 shows that the students use the WhatsApp and Facebook daily and weekly are with percentages of 43.3% and 40.7% for daily respectively and 53.8% and 51.5% for weekly. This was followed by twitter with 43.3% and TikTok with 41.6%. E-resources like the Youtube and Instagram were not frequently used by students with 78.4% and 71.1% respectively. Using a benchmark of 50%, the table revealed that none of the social media are used by students daily, but Zoom was used monthly cause of urgent instructional purpose.

Discussions

The result of the study revealed that students are aware and use social media for learning. This finding is supported by Bull (1999), Cheong and Park (2005) who reported that awareness and use of ICT help to facilitate teaching and learning. The report of EDCL Foundation in (2011) also agreed with this study as it identified three different levels of digital proficiency, skills, and knowledge that an individual possessed. The findings of Kaino (2008) and Laurenti (2011) also support this study with the report that ICT have lots of advantages on the students as it allows for a higher quality lesson through group effort with teachers in planning and preparing resources. Students learn new skills: analytical, including developments in reading comprehension. ICT also develop some writing skills: spelling, grammar, punctuation, editing and re-drafting. Liverpool (2004) also reported that new technologies encourage independent and active learning, and students' duty for their own learning. ICT verifies that students who used educational technology felt more successful in school they are more motivated to learn more and have increased self- confidence and self-esteem.

The report of Med (2012) also supports this study with the report that ICT provides productive teaching and learning to increase people's creative and intellectual resources. This negates the submission of Adeluwa (2012) that Nigeria seems to be living in prehistoric times in the ICT while even developing countries in Africa such as Uganda, Kenya and Tanzania are far ahead in ICT applications. To solve this problem, Adeluwa (2012) recommended that there should be regular seminar and workshop on ICT development for personnel. In addition, Opoola (2012) recommended that training and re-training of Nigerians particularly Nigerian personnel on ICT programme, though a bit expensive should be consistently and vigorously pursued. Opoola (2012) also recommended that staff already on the job enlisted for ICT training should be duly encouraged with valuable incentives and promotion by their employers. However, the finding disproved the finding of Imran (2012) that majority of institutions are now encouraging their workers for in-service training in ICT, hence, making their workers to be better computer oriented.

The finding is in consistent with the finding of Salawu (2012) that social media has been deployed to provide educational services which hitherto were handled manually. In fact, the finding gave credence to digital camera with video capabilities is becoming very popular because a picture is worth a thousand words, and it will make those people that are constrained by literacy to communicate. Further findings revealed that there was no significant difference in the use of social media for teaching by teachers and learning. Social media offers supplements to learners in terms of knowledge acquisition and practice.

Conclusion

From the findings of this study, it was concluded that students use WhatsApp, zoom, Facebook, Youtube, Snapchat, Instagram, Messenger, TikTok and Twitter as social media tools for learning at the few times.

Recommendations

Based on the findings of this study, the following recommendations were drawn:

1. Government and Private establishment should be encouraged to provide social media to all the schools in Nigeria.
2. teachers should be assisted to gain competence in the utilization of ICT related tools like social media in-service training.

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