

SOCIAL AND ELECTRONIC MEDIA AS CORRELATES OF OBSERVATIONAL LEARNING AMONG JUNIOR SECONDARY SCHOOL STUDENTS IN RIVERS STATE

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ABSTRACT: *The study investigated social and electronic media as correlates of observational learning among junior public secondary school students in Rivers State. Four research questions with corresponding null hypotheses guided the study. A correlational research design was used. The population of the study comprised all the 97,570 junior secondary school students in the 282 public secondary schools in the 23 L.G.As in Rivers State. The sample size was 2948 students. A simple random sampling technique using 20% of the 23 L.G.As gave 5 L.G.As 55 schools. The 55 schools have 7,374 students. The 40% of 7,374 students gave the sample size of 2,948 students. Four self designed instruments titled Whatsapp Use Scale (WUS), Facebook Use Scale (FUS), Television Use Scale (TUS), Radio Station Use Scale (RSUS) and Observational Learning Scale (OLS) were used for data collection. The instrument has two parts. Part A consists of the demographic factors while part B contains non cognitive and non standardized 50 items. WUS, FUS, TUS, RSUS and OLS have 10 items each. Face and content validities were ensured. The Cronbach alpha was used to establish internal consistency reliability of 0.89 for WUS, 0.81 for TUS, 0.78 for RSUS and 0.92 for OLS respectively. Pearson Product Moment Correlation was used to answer the research questions while the hypotheses were subjected to critical probability level of 0.05 alpha level. It was recommended among others that students should make adequate use of facebook applications to model after worthwhile behaviours and activities posted on the platform instead of for frivolities, Conferences should be held for the teachers/students by IT specialists on how to make effective use of whatsapp application through the download of educational events in order to achieve learning objectives.*

KEYWORD: Facebook, WhatsApp, Television, Radio and and Observational Learning

INTRODUCTION

Observational learning is a type of learning that has to do with modeling after an individual on the qualities and characteristics that distinguish such an individual and at same time intrigues the observer. Observational learning requires direct experience of the functional attributes of the model. Observational learning describes the process of learning through watching others, retaining the information, and then later replicating the behaviors that were observed (Cherry 2016). Bandura in Cherry (2016) highlighted some factors that can necessitate observational learning to include:

- People we perceive as warm and nurturing.
- People who receive rewards for their behavior.
- When you have been rewarded for imitating the behavior in the past.

- When we lack confidence in our own knowledge or abilities.
- People who are in an authoritative position over our lives.
- People who are similar to us in age, sex, and interests.
- People who we admire or who are of a higher social status.
- When the situation is confusing, ambiguous, or unfamiliar.

Observational learning can take the form of positive or negative imitation depending on what has interested or intrigued the observer. Some students tend to model after the way their teacher speaks, dresses, walks, smiles, laughs, or even, the way he/she demonstrates while teaching. Some students also model or at times observe their classmates, seniors or juniors and exhibit such learnt behaviours unknowingly. Observational learning is demanding in the sense that the observers must have keen interest on the observed and at the same time follow after almost all of the observed activities in order to be well acquainted. Albert Bandura demonstrated observational learning in his meritorious work on Bobo-doll in the year 1961. In this demonstration, children who saw adults hit a doll aggressively were shown to have learned the aggressive behavior. In the same platform, children are seen assembling their juniors under the teaching and learning patterns of their teachers. Less-Wrong (2014) submitted that several skills such as writing, speech craft and social skills are different from more procedural skills in that they are best learned by observational learning. Observational learning outside the ones learnt from the teachers, parents and friends can be learnt from different social and electronic media like face-book, Whatsapp, television and radio stations. There are different platforms of social networks, these platforms are summarized by Asam and Edegoh (2012) to include: Twitter, Yahoo messenger, Facebook messenger, blackberry messenger, Whatsapp messenger, 2go messenger, Instagram, Wechat, Skype, google talk, google messenger, amebo, etc.

Facebook messenger is a social network platform that allows the use of instant text messaging, video and voice communication. Dean (2014) saw facebook as a popular free social networking website that allows registered users to create profiles, upload photos and video, send messages and keep in touch with friends, family and colleagues. Eler (2012) is of the opinion that facebook is an accepted means of communication. Facebook users like to share photos and write short updates on their life (Andrus 2012). It is therefore necessary to note that people who are connected to the facebook have a high chance of mimicking some of the postings they come across in the net. Andrus (2012) further stressed that facebook is a great way to see the everyday lives of friends and family that you cannot see every day.

Rouse (2013) stated that WhatsApp Messenger is a cross-platform instant messaging application that allows iPhone, BlackBerry, Android, Windows Phone and Nokia smartphone users to exchange text, image, video and audio messages for free.

WhatsApp can provide a channel through which teachers can achieve faster and more seamless communication with their students. It can also increase the level of communication between students and create another venue for learning (Ketineni, 2016, 1).

Gachago (2015) opined that WhatsApp's has the capacity for bridging boundaries between formal and informal learning, between academic and social life, between the classroom and informal learning spaces, between professions and between geographical locations. Makanda

(2015) opined that when he first introduced the use of whatsapp in his mathematics class it was very interesting in the beginning because he could take pictures of some methods of how to work out certain problems and post them. He also allowed students to respond certain questions asked by their peers providing an interactive forum.

Western Governors University (2014) argued that all of these elements such as: comedy, music, etc., can be found in educational television programs that children watch at home. Early childhood exposure to television violence predicted aggressive behaviour for both males and females in adulthood (Huesmann, Moise-Titus, Podolski, & Eron, 2003). It is a fact that by the time most Americans are eighteen years old, they will have spent 15,000 hours in front of a television set, about 4,000 hours more than they have spent in school, and far more than they have spent talking with their teachers, their friends, or even their parents (Minnow & LayMay in Eric, Dubow, Rowell & Dara, n.d). A radio is an electronic device that produces voice either as a record, file or live. Wikipedia the Free Encyclopedia (2017) stated that a radio device is an electronic device that receives radio waves and converts the information carried by them to a usable form. Wikipedia further stated that devices that contain radio receivers include television sets, radar equipment, two-way radios, cell phones, wireless computer networks, GPS navigation devices, satellite dishes, radio telescopes, bluetooth enabled devices, garage door openers, and baby monitors.

Statement of the Problem

Every institution of learning's primary concern is on how to achieve its noble goals and objectives to the best interest of the students, school and the society at large. In order to achieve this, various teaching techniques has been used to ascertain the best measure. Students are increasingly becoming social and electronic consumers. Researches and personal experience has shown that majority of students can operate electronic gadgets more than their learned parents. This goes a long way to show that they pay greater and keen attention to social and electronic platforms than they do to their textbooks thereby causing their parents to be unsettled with such developments. Some of the behaviours that these students who are under the strict protection and tutelage of their parents and teachers are seen most of the times exhibiting shows that they are not learnt within the purview of the school and immediate environment where they frequently visit. There is no gainsaying that some of this observed/learnt bad behaviour could be detrimental to the overall wellbeing of these students with an attendant consequence that will throw the society into pandemonium. Therefore, the researchers are bothered whether social and electronic media are correlates of observational learning among junior secondary school students in Rivers State, Nigeria.

Aim and Objectives

The study investigated social and electronic media as correlates of observational learning among junior secondary school students in rivers state. Specifically put, the study sought to:

1. Find out the relationship between the use of facebook and observational learning in junior secondary schools in Rivers State, Nigeria.
2. Ascertain the relationship between the use of whatsapp and observational learning in junior secondary schools in Rivers State, Nigeria.
3. Establish the relationship between the use of television station and observational learning in junior secondary schools in Rivers State, Nigeria.

4. Investigate the relationship between the use of radio station and observational learning in junior secondary schools in Rivers State, Nigeria.

Research Questions

The following research questions guided the study

1. What is the relationship between the use of facebook and observational learning in junior secondary schools in Rivers State, Nigeria?
2. What is the relationship between whatsapp use and observational learning in junior secondary schools in Rivers State, Nigeria?
3. What is the relationship between the use of television and observational learning in junior secondary schools in Rivers State, Nigeria?
4. What is the relationship between radio station and observational learning in junior secondary schools in Rivers State, Nigeria?

Hypotheses

The following null hypotheses were tested at 0.05 significant alpha level.

1. There is no significant relationship between the use of facebook and observational learning in junior secondary schools in Rivers State, Nigeria.
2. There is no significant relationship between the use of whatsapp and observational learning in junior secondary schools in Rivers State, Nigeria.
3. There is no significant relationship between the use of television and observational learning in junior secondary schools in Rivers State, Nigeria.
4. There is no significant relationship between the use of radio station and observational learning in junior secondary schools in Rivers State, Nigeria.

METHODOLOGY

The study adopted a correlational research design. The population of the study comprised all the 97,570 junior secondary school students in the 282 public secondary schools in the 23 L.G.As in Rivers State. The sample size was 2948 students. A simple random sampling technique using 20% of the 23 L.G.As gave 5 L.G.As 55 schools. The 55 schools have 7,374 students. The 40% of 7,374 students gave the sample size of 2,948 students. Four self designed instruments titled Whatsapp Use Scale (WUS), Facebook Use Scale (FUS), Television Use Scale (TUS), Radio Station Use Scale (RSUS) and Observational Learning Scale (OLS) were used for data collection. The instrument has two parts. Part A consists of the demographic factors while part B contains non cognitive and non standardized 50 items. WUS, FUS, TUS, RSUS and OLS have 10 items each. This section is structured after the modified Likert four points rating scales of Strongly Agree (4-points), Agree (3-points), Disagree (2-points) and Strongly Disagree (1-point). Face and content validities were ensured. The Cronbach alpha reliability was used to establish internal consistency reliability of 0.89. Pearson Product

Moment Correlation was used to answer the research questions while the hypotheses were subjected to critical probability level of 0.05 alpha level.

RESULTS

The results of findings of the study are presented as shown below.

Research Question One

What is the relationship between the use of facebook and observational learning in junior secondary schools in Rivers State, Nigeria?

Hypothesis One

There is no significant relationship between the use of facebook and observational learning in junior secondary schools in Rivers State, Nigeria.

Table 1: Pearson Product Moment Correlation Statistics of the relationship between facebook use and observational learning

Category	N	R	Sig.	Remark
facebook	2948	0.98	0.03	Statistically significant
Observational learning				

Table 1 revealed that the Pearson Product Moment coefficient r is given as 0.98. This implies that there is a high positive relationship between facebook use and observational learning among junior secondary school students in Rivers State, Nigeria. The calculated probability value of 0.03 is less than the critical probability p -value of 0.05, therefore, the null hypothesis is rejected. By implication, there is a significant relationship between the use of facebook and observational learning in junior secondary schools in Rivers State, Nigeria.

Research Question Two

What is the relationship between whatsapp use and observational learning in junior secondary schools in Rivers State, Nigeria?

Hypothesis Two

There is no significant relationship between the use of whatsapp and observational learning in junior secondary schools in Rivers State, Nigeria.

Table 2: Pearson Product Moment Correlation Statistics of the relationship between whatsapp and observational learning

Category	N	R	Sig.	Remark
Whatsapp	2948	0.79	0.04	Statistically significant
Observational learning				

Table 2 revealed that the Pearson Product Moment coefficient r is given as 0.79. This implies that there is a high positive relationship between whatsapp use and observational learning in

junior secondary schools in Rivers State, Nigeria. The calculated probability value of 0.04 is less than the critical probability p-value of 0.05, therefore, the null hypothesis is rejected. By implication, there is a significant relationship between the use of whatsapp and observational learning in junior secondary schools in Rivers State, Nigeria.

Hypothesis Three

What is the relationship between the use of television and observational learning in junior secondary schools in Rivers State, Nigeria?

Hypothesis Three

There is no significant relationship between the use of television and observational learning in junior secondary schools in Rivers State, Nigeria.

Table 3: Pearson Product Moment Correlation Statistics of the relationship between television and observational learning

Category	N	R	Sig.	Remark
Television	2948	0.73	0.01	Statistically significant
Observational learning				

Table 3 revealed that the Pearson Product Moment coefficient r is given as 0.73. This implies that there is a high positive relationship between television use and observational learning in junior secondary schools in Rivers State, Nigeria. The calculated probability value of 0.01 is less than the critical probability p-value of 0.05, therefore, the null hypothesis is rejected. By implication, there is a significant relationship between the use of television and observational learning in junior secondary schools in Rivers State, Nigeria.

Research Question Four

What is the relationship between radio station and observational learning in junior secondary schools in Rivers State, Nigeria?

Hypothesis Four

There is no significant relationship between the use of radio station and observational learning in junior secondary schools in Rivers State, Nigeria.

Table 4: Pearson Product Moment Correlation Statistics of the relationship between radio and observational learning

Category	N	R	Sig.	Remark
Radio	2948	0.65	0.00	Statistically significant
Observational learning				

Table 4 revealed that the Pearson Product Moment coefficient r is given as 0.65. This implies that there is a high positive relationship between radio use and observational learning in junior secondary schools in Rivers State, Nigeria. The calculated probability value of 0.00 is less than the critical probability p-value of 0.05, therefore, the null hypothesis is rejected. By implication, there is a significant relationship between the use of radio and observational learning in junior secondary schools in Rivers State, Nigeria.

DISCUSSION OF FINDINGS

The findings of this study are as presented under the subheadings below:

Relationship between Facebook Use and Observational Learning

It was shown that there is a significant positive high relationship between facebook and observational learning among junior secondary school students in Rivers State, Nigeria. Facebook is a good means of observational learning because it supports the posting of photos and videos that have informative endowment. In line with the finding, Eler (2012) opined that facebook is an accepted means of communication. This assertion is corroborated by Andrus (2012) when he submitted that Facebook users like to share photos and write short updates on their life

Relationship between Whatsapp Use and Observational Learning

It was shown that there is a significant positive high relationship between whatsapp and observational learning among junior secondary school students in Rivers State, Nigeria. Gachago (2015) opined that WhatsApp's has the capacity for bridging boundaries between formal and informal learning, between academic and social life, between the classroom and informal learning spaces, between professions and between geographical locations.

Relationship between Television Use and Observational Learning

It was shown that there is a significant positive high relationship between television and observational learning among junior secondary school students in Rivers State, Nigeria. Less-Wrong (2014) submitted that several skills such as writing, speech craft and social skills are different from more procedural skills in that they are best learned by observational learning. Supporting the finding is Western Governors University (2014) when they argued that all of these elements such as: comedy, music, etc., can be found in educational television programs that children watch at home.

Relationship between Radio Use and Observational Learning

It was shown that there is a significant positive high relationship between Radio and observational learning among junior secondary school students in Rivers State, Nigeria. Wikipedia the Free Encyclopedia (2017) reported that the terms *radio* and *radio receiver* are often used specifically for receivers designed to reproduce the audio (sound) signals transmitted by radio broadcasting stations. This can aid observational learning in the students when they begin to take to the voices that are being transmitted.

CONCLUSION

It is concluded based on the findings that social (facebook and whatsapp) and electronic (television and radio) media have a high positive relationship with observational learning. That is, increase in the independent variable leads to increase in the dependent variable.

Recommendations

Based on the findings of this study, it was recommended that:

1. Students should make adequate use of facebook applications to model after worthwhile behaviours and activities posted on the platform instead of for frivolities.
2. Conferences should be held for the teachers and students by internet specialists on how to make effective use of whatsapp application through the download of edutainment events in order to achieve desired school learning objectives.
3. Some of the desirable behaviours required by the students can be telecasted to the students under an ideal school condition for mimicking.
4. Some of the phonics and tonality of students' tones can be played through tape recorder for proper modeling.

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