

## STUDENTS' PERCEPTION OF THE USE OF SOCIAL NETWORKING WEB-BASED TOOLS FOR INSTRUCTIONAL DELIVERY AMONG UNDERGRADUATE STUDENTS

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**ABSTRACT:** *This paper examined the use of social networking web-based tools for instructional delivery among undergraduate students. Consequently, two hypotheses were formulated to guide the study. The survey study consisted of 200 students drawn from the Open University of Nigeria (NOUN) Calabar Centre. A well validated 10 item questionnaire on a four-point likert scale was the instrument used for data collection. Data collected was analyzed using Pearson product moment correlation coefficient analysis at .05 level of significance. The results show that the use of web-based tools (e-mail, face book) greatly improved the quality of educational interaction and delivery among undergraduate students of NOUN. The paper, therefore, advocates that undergraduate students should be sufficiently exposed to and flexibly utilized these web-based tools to improve the quality of their academic work.*

**KEYWORDS:** Social Networking, Undergraduate Students, NOUN, Email, Facebook.

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### INTRODUCTION

Efficiency and effectiveness of education at all levels (both formal and non-formal settings). According to Yusuf (2012), when tools are constructively and responsibly by used they provide the leading edge that can transform the nature of education system. Little wonder Yeun (1999) concludes that the internet has become a major global infrastructure for professional training, public service, business, education and research.

Reports indicate that instructional delivery with ICT have been yielding positive results by way of improving academic performance in nearly all subject areas. This is because ICT has turned from being a technology of communication and information to a curriculum creation and delivery system for teachers and learners (Kosoko-Oyedeko and Adedaja, 2012. ICT can transform the way and manner education is delivered. The use of ICT enhances democratic interaction and collaboration and makes learning a social process (Yusuf, 2012). He further contended that ICT has the potentials to individualize learning, ensure productive interactive and provides opportunity for access to education irrespective of geographical restriction. In spite of this fluidity, many people are yet to appreciate its value as web-based tool suitable for instructional delivery.

There are several social networking web-based tools suitable for knowledge impartation, instructional delivery and upliftment of the standard of education. These are online services or platforms or sites concerned with building and reflecting social networks or social relations among users (with common interest). They provide occasion for users interact over the internet. They include; e-mail, facebook, mailing lists, new groups, knowledge weblogs, knowledge systems, interactive whiteboard, wiki, twitter, myspace, etc. According to Juneo, Heibergert

and Loken (2012), these social networking have become an integral part of U.S college students lives they allow users ideas, activities, events, and interest within their individual networks.

Kosoko-Oyedeko and Adedoja reported that 60 percent of students using social networking web-based tools talk about education topics. Social networking which focus on supporting relationships between teachers and their students are now used for learning, enhance professional development and content and content sharing.

The two web-based tools for instructional delivery that have given stimulus to this paper are e-mail and facebook.

### **E-mail**

E-mail is a contraction of the term ‘electronic mail’. It is a method of writing, sending and receiving electronic texts en route a computer network. The e-mail is mostly used as a collaborative tool for knowledge sharing or information exchange (either one to one or one to many or many to one) and breaks the barriers of distance and time perspective.

According to strenski (1998), e-mail provides writing practice, easy submission of written work, virtual “field trips” and virtual “guest speakers” it serves as a giant photocopier, easy to distribute and update curriculum/Accounting materials. It further extends classroom discussion, guarantees contact with student and provide unique learning spaces.

### **Facebook**

Facebook is an online social networking service having more than 800 million active users. It creates opportunity for users to share interests, interact with their own personal networks and post comments on the profile page of other users. It is a more popular social networking site for college students as well as serves as a promising teaching tool for educators.

According to Nwosu and Ogbomo (2007), ICT supports learning, encourages interaction and cooperation among students, teachers and experts regardless of location. It models learning done throughout the learner’s lifetime by expanding the learning space to include not just peers but also mentors and experts from different fields. For example, facebook mode of instructional delivery agrees with the collaborative learning theory which assumes that learning emerges through interaction of individuals with others. According to Anderson (2012) learners share ideas, resources and experiences to achieve group goals. Thus, in facebook, learners are with producers and consumers of learning resources (Pro-summers).

This paper examines the relationship between web-based tools (e-mail/facebook) and quality instructional delivery among undergraduate students or the National Open University of Nigeria (NOUN).

### **Statement of Problem**

The National Open University of Nigeria was launched in October 2002 to train professionals in various disciplines through distance learning mode. It provides a choice of qualifications from certificate through diploma to degree through flexible delivery, allowing learners the convenience to choose time, place and what to study. It follows logically that the mode of instructional delivery is more non-face to face.

Given this scenario, students and course facilitators can be able sensitized to maximize the potentials of web-based tools as potent modes for effective instructional delivery among undergraduate students of NOUN. Junco, Heiberger and Loken(2012) admit that social networking web- based tools impact on students learning and engagement in sustained academic activities. These studies of Heri(2007) found a positive correlation between social networking website use and college students engagement.

Kosoko-Oyedeko and Adedoja reported that the use of web-based tools yielded positive results by way of improving academic performance in all subject areas. Besides learning, the teacher can attract students' interest in the learning process and will learn more if they learn by using something that will attract their interest (Lubis, Embi, 2009; Yunus and Wekke, 2009).

The basic question being considered is: to what extent would social networking web-based tools like e-mail and facebook enhance effective teaching and learning among undergraduate students of NOUN?

### **Purpose of Study**

The purpose of this study is to:

- i. Examine the relationship between the use of e-mail and instructional delivery among undergraduates students;
- ii. Examine the relationship between the use of facebook and instructional delivery among undergraduate students.

### **Statement of hypothesis**

The following hypotheses were formulated to guide the study:

- i. There is no significant relationship between the use of e-mail and instructional delivery among undergraduate students.
- ii. There is no significant relationship between the use of facebook and instructional delivery among undergraduate students.

### **METHOD**

The study employed survey design in establishing the relationship among the variables under construction.

#### **Study area**

The study was conducted in the Calabar Centre of the National Open University of Nigeria (NOUN). The institution was established by the Act of National Assembly to provide functional, Cost-effective, flexible learning which promises to add life-long value to quality education through a comprehensive reach that transcends all barriers. Thus, there is a paradigm shift in terms of instructional delivery mode. The programme adopts more of e-learning as against the traditional face-to-face approach.

### **Sample/sampling technique**

The sample consisted of 200 students enrolled in one degree programme or the other in the NOUN. Of this number, one hundred and twenty (120) were males, while the other eighty (80) were females. The students were randomly sampled from the Centre in one of their meeting days.

### **Instrumentation**

The instrument used for data collection was a ten-item utilization of social networking web-based tools for instructional delivery questionnaire (USNWTIDQ). It was developed on a 4point Likert scale to elicit information on the variables of the study. It consisted of sections A and B. section A elicited information on respondents demographic data, while Section B addressed the contextual issues.

### **Validation of instrument**

The instrument was presented to three experts in information and communication technology and educational technology. Ambiguous items were either re-worded or discarded. This accounted for the face and content validity of the instrument.

### **Reliability of instrument**

The ten item questionnaire was trial tested on thirty undergraduate students 15 each from the Departments of Curriculum and Teaching and Accounting of the University of Calabar since they also use ICT in solving their educational problems. The administration of the questionnaire was done twice within an interval of two weeks. The data obtained from the two administrations were subjected to statistical analysis using Pearson product Moment correlation coefficient, and reliability index of 0.78 was obtained.

## **RESULTS AND DISCUSSION**

### **Hypothesis one**

There is no significant relationship between the use of e-mail and instructional delivery among undergraduate students.

The independent Variable is the use of e-mail, while instructional delivery is the dependent variables. Pearson product moment correlation coefficient was used for data analysis as indicated below:

**Table 1: summary of Pearson Product Moment Correlation Analysis of the relationship between the use of e-mail and instructional delivery among undergraduate students (200)**

| Variables              | $\frac{\sum x}{\sum y}$ | $\frac{\sum x^2}{\sum y^2}$ | $\sum xy$ | r-cal |
|------------------------|-------------------------|-----------------------------|-----------|-------|
| Use of e-mail          | 2213                    | 4875                        |           |       |
|                        |                         | 58368                       | 0.58      |       |
| Instructional delivery | 2000                    | 4468                        |           |       |

P> .05 level of significance; df = 198, critical value 0.178

The result in Table 1 shows that the calculated value of 0.58 is greater than the critical value of 0.178 at 198 degree of freedom. This implies that the null hypothesis has been rejected in favour of the alternate. This means the use of e-mail as a social networking web-based tool has significant influence on the instructional delivery process of students.

The result of this study agrees with the findings of Strenski (1998), which state that, e-mail provides writing practice, easy submission of written work, virtual “field trips” and virtual “guest speakers”. It serves as a giant photocopier, easy to distribute and update curriculum materials. It further extends classroom discussion, guarantees contact with individual student and provides unique learning spaces.

### Hypothesis two

There is no significant relationship between the use of facebook and instructional delivery among undergraduate students.

The independent variable is the use of facebook, while instructional delivery is the independent variables. Pearson Product Moment Correlation Statistics was used to test for relationship between these variables and the summary of the result presented below:

**Table 2: Summary of Pearson Product Moment Correlation Analysis of the relationship between the use of facebook and instructional delivery among undergraduate students (N= 200)**

| Variables              | $\frac{\sum x}{\sum y}$ | $\frac{\sum x^2}{\sum y^2}$ | $\sum xy$ | r-cal |
|------------------------|-------------------------|-----------------------------|-----------|-------|
| Use of e-mail          | 2213                    | 4875                        |           |       |
|                        |                         | 57529                       | 0.64      |       |
| Instructional delivery | 2000                    | 4468                        |           |       |

P> .05 level of significance; df = 198, critical value 0.178

The result in Table 2 indicates that the calculated value of 0.64 is greater than the critical value of 0.178 at 198 degree of freedom. From this result, the null hypothesis has been rejected in favour of the alternate, which means that the use of facebook as a social networking web-based tool positively influence the instructional delivery among undergraduate students.

In line with the results, Kosoko-Oyedeko and Adedoja reported that 60 percent of students using social networking (facebook) talk about education topics on line. Social networking which focus on supporting relationships between teachers and their students are now used for learning and to enhance professional development

## CONCLUSION AND RECOMMENDATIONS

The use of social networking web-based tools (especially e-mail and facebook) has reportedly yielded positive result in the area of instructional delivery among undergraduate students of NOUN. These tools offer great benefits in enriching the quality and quantity of educational materials available to undergraduate students as well as teachers. It has created a virtual classroom and a virtual community of constant interaction, and thus engendering effectiveness and efficiency in teaching and learning.

The following are therefore recommended:

1. The Open University of Nigeria, as a matter of urgency, should re-double its effort in the training and re-training of its facilitators and students so as to access and flexibly utilized web-based tools for functional instructional delivery.
2. There should be intranet/internet connectivity in the Centre so that facilitors and students can freely access internet facilities.
3. Some of the instructional modules of students should be connected to e-learning course wares as an indirect strategy to enforce ICT compliance.
4. Computers and its accessories should be made available to students since NOUN de-emphasizes the traditional face to face instructional delivery mode.

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