Application Of Social Media Technologies for Research by Final Year University Business Education Students in Universities in Nigeria

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Abstract

This study investigated the application of social media technologies for research by final year university business education students in universities in Nigeria. Four research questions and eight hypotheses guided the study. The study adopted descriptive survey design. The population which served as sample comprised 4,059 final year business education students. A Questionnaire was instrument used for data collection. The questionnaire contained two parts: Part A had 4 items of demographic variables of respondents – name of university, sex, university type (Federal or State), mode of entry. Part B contained 50 items based on the Four Research Questions: Research Question 1 contained 10 items, Research Question 2 contained 11 items, Research Question 3 contained 12 items and Research Question 4 contained 17 items. The questionnaire was structured on a 4-point scale of responses: Very High Extent 4-points, High Extent 3-points, Low Extent 2-points, Very Low Extent 1-point. There was face and content validity of the instrument. The instrument was validated by experts in Computer Science and Measurement and Evaluation at the Delta State University, Abraka. The instrument was subjected to reliability through Cronbach Apha and the result of the four Research Questions are – r=0.82, r=0.87, r=0.89 and r=0.80. A total of 4,059 copies of the questionnaire were administered to 4,059 university final year Business Education students in all universities offering Business Education programmes. 3,896 copies were fully completed and returned indicating a return rate of 95.98%. The data collected were analyzed using mean and standard deviations. The findings were on four major social media websites: web 2.0, WhatsApp, YouTube and Facebook. The study revealed that there is a low extent of use of social media sites for students' research. It was only Facebook that was established as being used to a high extent for students' research. It was therefore recommended that University authorities should train students on adequate use of social media for research, social media should be included in the curriculum of universities, Government should provide internet facilities in schools and students should be encouraged to use the school internet facilities for research rather than their own smart phones that could easily lead to distraction.

Keywords: *Application, Web 2.0, Whatsapp, YouTube, Facebook, Business Education Students, Universities*

INTRODUCTION

Education has been the fountainhead of change and dynamism in society right from the beginning of times. In contemporary societies, education accelerates development, effectuates self reliance, community sociability and national integration. It transforms people by increasing knowledge and inculcating moral values. Education promotes research which leads to technological development and technology brings about advancement in society (Ademiluyi and Ademiluyi, 2022). Business education is education designed with the primary aim of improving one's skills as well as providing individuals with the essential skills to secure gainful employment so as to earn a living and to succeed in life. According to Okoro (2020), Business education is the area of education that a person receives with the main goal of equipping oneself to develop the necessary attitudes, concepts, knowledge and skills in business activities for professionalism and for a career as manager, teacher or whatever else one maybe involved in the business world. Business education is designed to create graduates with the necessary abilities, information and experiences to operate better in both the workplace and in business. Jailani & Wahid (2015) observe that transformation has had an effect on how Business education programme is designed necessitating high levels of technological involvement to enable the students compete on a global scale. Nwanka and Amaefule (2017) point out that if students are given adequate vocational training skills, raw materials, machinery and equipment, Nigeria's social and economic problems will be significantly reduced.

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According to Abdulkarim & Onwucheka (2020), it is expected that graduates in the twenty-first century should be educated and equipped with computer competencies, especially graduates of Business education who are required by design of their curriculum to operate and promote business in today's digitalized commercial environment. Communication is very essential for transferring and accessing information. Communication touches all spheres of human activities at all levels. The world today has become a global village as a result of Information and Communication Technology (ICT), and social media now functions as a connecting factor among people and institutions (Rahman, 2014).

ICT is helping people to be better informed by accessing information about almost anything at anytime and anywhere. Stenger (2013) maintains that social media exist so as to provide communication among people regardless of the distance and other physical barriers. Social media has made it easier for individuals to share information, files, videos, pictures, send messages, create blogs and conduct real time conversations (Boyd, 2007).

Wordu and Alabo (2020) define social media as a group of internet based applications that build on the ideological and technological foundations of user generated content. Social media refer to the applications that allow users to converse and interact with one another; to create, edit and share new forms of textual, visual and audio content, and to categorize, label and recommend existing forms of content (Selwyn, 2010). In line with this, Salter (2012) observes that social media has introduced significant and pervasive challenges to communication between organizations, communities and individuals. With the availability of high speed internet broadband connection with massive use of desktops, laptops, e-readers, text messaging, Facebook, YouTube and smart phones, millions of people have been enabled to actively engage in media content sharing, online learning and much more. Loyd and Ellison in Tariq, Mehboob, Khan and Ullah (2012) state that internet is very crucial for training because there is a large global community, especially among youths, which has adopted internet for educational purposes. Besides, there is a large number of people including many youths and teenagers who use internet almost exclusively for social network activities.

Social media is a form of electronic communication which facilitates interaction motivated by certain interest and characteristics. Cicero, the ancient Roman sage was quoted as saying that if a human being has everything worth having but cannot communicate with others he would choose to abandon life (Ademiluyi, 2006). It is the nature of human beings to socialize and this explains why human beings spend much of their time on the social media, making it one of the most sought after daily activities of contemporary societies. It is sometimes addictive and even infringes on the time allotted for other more productive activities. Students are so seriously engrossed in the use of the internet that they often themselves spending a large chunk of their time on this activity. Social media is not just a source of entertainment but it also has socio-political influence. The way in which Former American President, Donald Trump deployed Twitter as an instrument of political communication and his staggering success in that endeavour has indicated that the influence of social media may be potentially limitless.

Social media sites allow one to share any form of data through and connect to exchange ideas with a person at the other end of the world. Social media is also a tool for learning with potentials for positive result in education. It is an effective tool to help increase collaboration, communication and cooperation skills in students. It provides a channel for teachers and students to become more interactive. Okute & Enang (2018) assert that social media technology provide students with the acquisition of skills in activities of uploading photos and videos, updating status and making friends. Social media sites like web 2.0., Facebook, WhatsApp, YouTube among others have involved millions of users in their day to day services.

Brown & Adlier (2008) opine that the use of web 2.0. technologies encourage and enable teachers and learners to share ideas and collaborate in innovative ways. Richardson (2009) notes that web 2.0 has the potential to create more interactive and powerful learning environments in which learners become knowledge creators, producers, editors and evaluators. Lambert and Kidds (2008) in their view, state that while web 2.0 has the potential for instructions, it is limited in scope, and that vast majority of educators still have little or no experience with these new tools.

WhatsApp has academic advantages such as accessibility of learning materials, teachers availability and continuation of learning beyond class hours, and is rated the most downloaded application in 127 countries (Cohavi, 2013), with an average of 31 million messages being sent everyday (Tzuk, 2013). Kousha, Thelwall and Abdoll (2012) point out that although online videos are increasingly used by academics for informal scholarly communication and teaching, the extent to which YouTube videos are used for research is unknown. Laurier (2013) observes a generally low level of YouTube for research.

Furthermore, (Zhu, 2017) posits that very little attention has been paid to academics' use of YouTube and video sharing services for research purposes. The use of Facebook, according to Ulusu (2010) is time-consuming; leads to procrastination and changing priorities, waste of money spent on surfing and even leads to addiction (Kuss & Griffiths, 2011). However Lam (2012) believes that Facebook is not only a social network service, but also its benefits can help motivate students' learning if properly incorporated in learning. Social media help in research endeavours since most social media communicate with status-message update and exchange data in test picture and video form. Social media networking software/sites allow students to comment on one another's paper and send messages within the network.

Research writing is one of the key requirements for graduating students in all higher institutions in Nigeria. Egbri (2015) notes that there is a high dependence on the use of the internet by researchers to access free online journals, magazines, graphics, voice video, information/illustration and other research information through its numerous resources. The internet has become the most economical, rich, vast, easy and instantly accessed for research information anytime, anywhere even at the confinement of individual's home (Okute & Enang, 2018). Social media tools help researchers to source and obtain viable information, disseminate their work, as well as access the work of others and communicate with one another on scholarly issues. However, it is unfortunate that many university Business education students are not familiar with internet facilities and are therefore unable to utilize them for successful research (Okoro, 2021). Besides, many Nigerian youths spend more time on social interaction and fun than research.

LITERATURE REVIEW

Microenterprises are crucial in fostering economic growth, especially in developing countries. Sawad (2022) states that examing critical entrepreneurial abilities related to entrepreneurial aptitudes, such as saving literacy, entrepreneurial acumen competitiveness, and recognizing micro-enterprise benefits, assure the company's sustainability. Understanding the factors that influence micro entrepreneurs' ability to repay debt is vital for promoting their financial sustainability and overall business success. This study explores the potential impact of saving literacy and knowledge transfer on microenterprises' ability to meet their loan obligations.

A strong foundation in saving literacy can significantly enhance micro entrepreneurs' capacity to manage debts effectively. By knowing about savings mechanisms and planning for future financial needs, entrepreneurs are better equipped to allocate resources (Carlos, Mejía, Gutierrez, & Rodríguez, 2023) efficiently towards debt repayment and business expenses. According to research by (Bernard, 2020) increased savings through proper budgeting positively influences debt servicing rates among low-income households - a finding that can be extended to microenterprise owners.

Knowledge transfer refers primarily to educational interventions aimed at equipping individuals with relevant skills necessary for managing finances efficiently within an entrepreneurial context. Providing training programs focused on budgeting techniques, cash flow management methods, risk assessment strategies, or even accounting principles offers invaluable insights into effective debt repayment practices (Megan Lang, 2022). Empowering micro-entrepreneurs with such transferrable knowledge has been found to be beneficial in reducing default rates and encouraging responsible borrowing behaviour throughout their entrepreneurship journey.

The extremely low level of personal savings paired with the high levels of personal debt among individuals raises concerns because personal savings are the main source of finance entrepreneurs use to launch and expand their businesses. Savings and personal debt are two important factors in determining good personal financial management. Savings significantly encourage investment and boost economic growth (Bernard, 2020).

It is crucial to comprehend whether financial education influences saving literacy and the best educational programs. There is conflicting empirical evidence about the impact of financial education and information provided on saving literacy (Lusardi, 2004). Furthermore, even when studies show a considerable benefit of financial education on savings, the route behind this effect is frequently poorly understood (Anne Karani Iswan, Dr. Robert Arasa, 2020).

Statement of the Problem

Researches indicate that students spend a large proportion of their time on social media engrossed in social interaction and fun rather than research. This affects the quality and quantum of the time they have for study. Social media is a two-sided coin with both negative and positive effects. The challenge of effectively integrating social media into learning activities thereby inhibiting its use for negative activities has become a major concern for teachers, parents, educational administrators and curriculum planners. The extent to which students use social media has also become an issue. Some students visit the social media, reading and answering private messages in the classroom, even while the teacher is with them. Some watch videos while the teacher is delivering his lecture. Some students also use the social media for counter-academic activities like examination malpractice, prostitution and fraud among other vices. Some others are lured into anti-social activities as a result of social media engagement. All these raise several concerns. Despite the vast opportunities provided by social media for academic interaction and acquisition of information, it is unfortunate that university business education teachers and students in Nigeria do not have adequate knowledge of utilization of social media technologies. The problem of the study therefore is the extent of application of social media technologies for research by final year University Business education students in Nigeria.

Purpose of the Study

The purpose of the study is to investigate the extent of application of social media technologies for research by final year University Business Education Students in Nigeria. Specifically, the objectives are:

To find out the application of Web 2.0 for research by final year university business education students.

To assess the application of Whatsapp for research by final year university business education students.

To determine the application of YouTube for research by final year university business education students.

To ascertain the application of Facebook for research by final year university business education students.

Research Questions

The following research questions are raised for the study:

To what extent is the application of Web 2.0 for research by final year university business education students?

To what extent is the application of Whatsapp for research by final year university business education students?

To what extent is the application of YouTube for research by final year university business education students?

To what extent is the application of Facebook for research by final year university business education students?

Hypotheses

The following hypotheses are formulated for the study.

There is no significant difference in the mean ratings between male and female final year university business education students in the application of Web 2.0 for research.

There is no significant difference in the mean ratings between male and female final year university business education students in the application of Whatsapp for research.

There is no significant difference in the mean ratings between male and female final year university business education students in the application of YouTube for research.

There is no significant difference in the mean ratings between male and female final year university business education students in the application of Facebook for research.

There is no significant difference in the mean ratings between Federal and State universities final year business education students in the application of Web 2.0 for research.

There is no significant difference in the mean ratings between Federal and State universities final year business education students in the application of Whatsapp for research.

There is no significant difference in the mean ratings between Federal and State universities final year business education students in the application of YouTube for research.

There is no significant difference in the mean ratings between Federal and State universities final year business education students in the application of Facebook for research.

Review of Related Literature

Business education according to Okoli (2010) is that aspect of the educational programme that inculcates the knowledge, skills, understanding and attitude required to perform effectively in the business world as entrepreneur or consumer of goods and services. Business education is a programme which imparts on the recipients the competencies and skills needed to establish and manage personal business and utilize the services of the business world (Ezeanwafor, 2012).

Okoro (2018) enumerates the objectives of introducing business education at University level as follows:

To produce competent degree graduates who can be self-employed;

To produce competent degree graduates who can teach Business education courses in secondary school and higher institutions;

To produce competent graduates who can inculcate business ideas into the economy;

To produce competent degree graduates who can help in formulating economic policies.

Social Media as a Global Village

Users of social media are connect to one another without any impediment of national boundaries, cultures or religions within fields and across industries (Ranjiha, 2010). The Wikipedia (2010) defined social media as web based and mobile based technologies which transform communication into interactive dialogue among organizations, communities and individuals. Social media is a web of different online platforms and tools that people use to share content, experiences, insights, profiles, and to interact with others. It can simply be referred to as the websites and applications that enable users to create and share content or to participate in social networking. Furthermore, Gupta (2014) maintained that social media includes social networking sites: Twitter, Facebook, Google+, LinkedIn, Chat rooms, Internet forums and message boards where people meet and discuss topics of interest and interact with video and photo sharing sites like YouTube, Wikis, flicker and video blogs and social book marking.

Social media include blogs (political Blog), networks (Facebook, Twitter), video sharing (YouTube) audio sharing (Podcast), mobile sites (2go), image or picture sharing sites (flicker), etc that have the capacity of boosting participation because of openness of conversation and easy connectedness, and textual and audiovisual characteristic appeal (Abubakar, 2011). The common platforms of the social networks have become hubs where people can express and share ideas and experiences with the world. Business educators can use social media in a variety of ways to improve their teaching and learning processes and avail multiple benefits for collaborative professional development (McCulloch, McIlntosh & Barrett, 2011; Menon, 2013). Some of the main benefits include peer networking, reflection and sharing of classroom practices, knowledge sharing, location learning resources, past conference, workshop and training discussions. Social media sites allow teachers adequate time to learn about and share effective practices. It also allows teachers to connect with their peers operating all around the globe in order to share plans, approaches, support and motivation. Social media

helps teachers connect with their students about assignments, upcoming events, useful links, and samples of work outside the classroom. Students can also use it to contact classmates about questions regarding class assignments or examinations as well as collaborate on assignments and group projects. One of the most popular social networking sites currently in use is Facebook.

Facebook is a social networking website launched in February 2004, and it is privately managed by facebook, Inc (facebook, 2004). Facebook was established by Mark Zuckerberg and others when he was a student at Harvard. When the site was initially launched it was restricted to Harvard students only. Later the privilege was extended to high school students and later to everyone that is 13 years old (Boyd, 2007). As of July, 2010, Facebook had more than 500 million active users. Facebook was ranked as the most used social network worldwide in 2009. Paxson (2010) and Abubakar (2011) observed that Facebook is used to keep users connected with those around them and to be abreast of what is happening in the world at any given time. Facebook has been described as one of the most viable social media networks and websites. It is one of the new media networks which provides users with a mix of interpersonal and mass communication capacities that have not existed before, and which place emphasis on interactivity and mobility (Paxson, 2010).

Relevance of Facebook

David (2014) espoused the advantages of Facebook from three distinct standpoints, namely: friends, groups and entertainment.

Friends: Facebook functions primarily to connect and network with friends and family. Using search and connection tools you find it easy to find current or long lost friends and to share content with friends and view content offered by them as well. Content includes anything from a post on your page (known as your wall), from photos to videos and a personal bio. A user has the option to share little or as much with friends as he/she desires. These interactions offer users the opportunity to stay in touch with people, often some of whom the users would not be otherwise connected with on regular basis (David, 2014).

Groups: Users of Facebook can create groups and event pages for special gatherings or topics. The primary purpose of these groups usually is to create (or bring) awareness to causes, such as in the aftermath of natural disasters, to provide information on how to donate money to help victims. A group may also be made up of a circle of friends or as a means to promote an upcoming event or gathering. A user can make his/her created pages private or public to allow the information to be seen by only those he/she prefer or anyone that has access (David, 2014).

Entertainment

Facebook offers many types of games that can be played with friends and other users. Those interactive games may offer a user the opportunity to pretend to run everything from a farm to his own mafia. This can be an interaction to share with current friends, meet new ones or simply pass the time. Many other applications also exist for entertainment purposes that offer everything from surveys to ones biggest fan (David, 2014).

Promotion

Social media including Facebook are being used to promote scholarship by youths in institutions of higher learning across the globe. Overholser (2010), while citing a group of students in Annenberg College of Journalism, quotes: "We at Annenberg have done it patchily by bringing in people to do series of workshops for students and faculty". Social media can be used as an effective tool to help increase collaboration, communication and cooperation skills in students. Social media can provide a way for teachers and students to become more interactive.

Disadvantages of Facebook

However, the following are disadvantages of Facebook as a social medium, they include:

It involves more and more people;

Long distance relationship weakens;

It contributes to wide range procrastination;

It creates terrible addiction;

It makes stalking possible;

Acquaintances are labeled as friends.

Other Forms of Social Media

Blogs: Are a form of online journal. They can have a single author, or several. Most blogs allow readers to post comment in response to articles or posts. Reuben (2014) asserted that blogs are being used by some colleges to post new articles to open conversations about them.

Twitter: Reuben (2014) explains that twitter is a social networking and micro blogging service, utilizing instant messaging, signs, or a web interface enabling its users to send and read messages.

YouTube: YouTube is a popular video sharing website where users can upload, view, and share video clips. YouTube has become an enormously popular form of web 2. New media. A recent article in wired cities revealed an average of 65,000 upload and 100 million videos viewed per day on YouTube (Godwin-Jones, 2007).

MySpace: Is an online community that lets people meet their friends' friends, share photos, journals and interest. Unlike Facebook, MySpace allows users to fully customize their profile by completely changing the appearance, background and format of their pages (Reuben, 2014).

Wiki: Is a group of Web pages that allow users to add content, similar to a discussion forum or blog, but also permits others (sometimes completely unrestrictedly) to edit the content. Arreguin (2004) emphasized that what distinguishes wikis from blogs, discussion form, or other content management systems is that there is no inherent structure hard-coded: wiki pages can be interconnected and organized as required, and are not presented by default in a reverse-chronological, taxonomic-hierarchical, or any other predetermined order. In essence, the wiki offers a vast simplification of the process of creating HTML pages and thus is a very effective way to build and exchange information through collaborative effort (Arreguin, 2004).

Theoretical Framework

Jean Piaget (1975) pointed out that constructivist learning and teaching is based on active processes and the construction of knowledge that originates from learning by doing. Social media brings perception habits that help a constructivist to create new environments. The constructivist theory asserts that technology, especially the Facebook, incisively shapes how individuals think, feel and act and how societies organize themselves and operate. The relevance of the theory to this study cannot be over-emphasized. The constructivist theory has altered our environment to the extent that students have the opportunity to be exposed to other ideas, cultures, and forums on global issues. Students can work on collaborative projects, which may come in the form of a networked writing project, or the building of separate phases of an engineering project that enable them to receive and give instant responses. Students also can now easily share ideas, photos, videos, likes and dislikes and thereby offer to humanity a chance to be engaging one another in study irrespective of distance, culture and social class level. (Shuaibu M.; Ugwu M.S. & Maduri A.M, 2021).

Theoretical Studies

Benefits of Social Media to Business Education Students

The use of social media in business education programme supports sociological constructivism, which claims that social interactions, combined with learner experiences, help to construct new knowledge (Young, 2008). Through social networking, microblogging, and backchannel forums, students are able to provide feedback on course content and lecturers, and they can build on their own understandings through their peers' comments and questions.Social media also enhances cognitive flexibility, a component of a constructivist learning environment (CLE). Since students are able to connect with peers in their classes as well as within and beyond

their communities, they will be exposed to various perspectives on issues (Jonassen, 1999). Another essential part of constructivist learning environments (CLE) is 'rich sources of information' that should be 'learner-selected' and 'Just-in-time' (Jonassen, 1999). Instructors are able to send links to new information via Twitter feeds or posts on social network sites, and students are able to share current and useful sources with peers via social bookmarking sites.

Moreover, computer-mediated communication through social media can help to build communities of learners (COLS), as there is 'an atmosphere of individual responsibility coupled with communal sharing', (Barab and Duffy, 2000). Students are able to construct their knowledge and undergo restriction of ideas while working with others and achieve similar understandings of issues. Communities of learners (COLS) can be further developed by having students apply online research skills and then share their information through bookmarking sites. This can help to develop new understanding and a common mind and voice. Specifically social media contributes enormously in furtherance of educational development in the following ways: (Shuaibu M.; Ugwu M.S. & Maduri A.M, 2021).

Cost-effective: Many social media platforms are free of charges to use for schools and districts

Students have the chance to develop intercultural awareness: having the opportunity to connect with peers all over the world will allow students to build tolerance and develop attitudes, knowledge, concepts, and skills as they learn about their own and others' social, national and ethnic cultures (IBO, 2008).

Allows education to be more open: Social media not only promotes open communication between students and teachers, but also between teachers and administrators, teachers and parents, and amongst educators (Couros, 2011).

Effect of Social Media on Students' Academic Performance

The Metropolitan School of Business and Management (2013) established that social networking communities are here to stay because since the last decade, the popularity of the social networking sites have increased rapidly and tremendously. In many ways, social media has led to positive changes in the way people share information and communicate. This is not to say that there are no negative sides to the use of social media. In fact the negative effects outweigh the positive ones. With most social media platforms having well over 200 million users, there is no doubt that students are actively engaged in these networking sites. It has been proven that students who are actively engaged in social media networking sites perform more poorly than other students who are not.

A study by Oyedele and Oladeji (2016) revealed that electronic social media have greatly enhanced teaching and learning and have also increased the level of students' enthusiasm in learning activities which included the business education in Nigerian Universities. It is however detrimental that through the use of social media, students spend a lot of time away from studying. It is speculated that an average Nigerian Youth spends about six to seven hours on the internet daily with some even browsing all night. Empirical studies have shown that students who use Facebook had grade point averages (GPA) between 3.0 and 3.5 while non-users had grade point averages (GPA) between 3.5 and 4.0. Users of social media spend one to five hours a week studying while non-users study eleven to fifteen hours per week (Kapinski & Kirschner, 2011).

It is easier to get distracted by the various social media networking sites. Business education students are more likely to be faced with the temptation of surfing the web, chatting with friends and visiting the various social media websites rather than focus on getting their school work done in time. For a business education student, the negative effects of social media networking sites on academic performance include:

Decrease in Productivity: Social media networking sites decrease productivity as so many students end up spending the better part of their study hours checking those sites. Rather than get their assignments done, they spend the whole time tweeting or posting messages on Facebook. There is bound to be a reduction in students focus of attention when they are studying and at the same time trying to get involved in activities on these social sites. This oftentimes causes a drastic downturn in their academic performance.

Encourages Poor Grammar Usage: Not only does the active involvement in the social sites breed   and spread the poor use of grammar but also spellings, as students mostly use slang or shortened forms of words. Using twitter as an example, twitter limits its users to the use of 140 characters. Therefore users have no other option than to abbreviate their words to the limit of information that can be obtained in140 characters. While the option to dig deeper may be present through embedded links in Tweets, for example, there may be little reward in pursuing those connections for students. As a result of theexcessive use of abbreviated words and slang by students on social networks, they start to rely on thecomputer grammar and spell checkers on their devices. This results in the reduction of their command over English Language and also their writing skills (David, 2014).

Reduction in Research Capabilities: Learning and research capabilities have experienced drastic low reduction as a result of students relying more on the information accessible easily on these social networking sites and web in general. **Addition:** Constant visitation to social sites can become very addictive and this is not a good thing because it is sure to affect one's academic performance. A greater part of students' time is spent on the social sites and they do not even have time for themselves let alone their studies. Being addicted to social sites turn students mind from important things like studies to trivial ones and this tells on their grades as they are most likely to experience a drastic drop in their grade. And it will certainly leads to bad academic performance.

Reduction in Real Human Contact: Students spend so much time on social sites that they begin to spend little or no time at all socializing in person. As a result of this, students are not able to effectively communicate in person. It should be known that effective communication skills are key to the general communication skills of graduates.

Olubiyi (2012) lamented that Nigerian students (business education students in particular) are so engrossed in the social media that they are almost 24 hours online. Even in classrooms and lecture theatres. Oubiyi observed that some students are always busy pinging, 2 going or Facebooking, while lectures are on. Times that ought to be channeled towards learning, academic research and innovative endeavours have been crushed by the passion for meeting new friends online, and most times they are busy discussing trivial issues. Hence most students' academics suffer setback as a result of distraction from the social media. In the study of Obi, Bulus, Adamu and Sala (2012), it was observed that the use of these sites also affected students' Use of English and Grammar. The students are used to short forms of writing words in their chat rooms; they forget and use the same in the classrooms.

METHOD

This study adopted descriptive survey design. It assessed the application of social media technologies for research by final year university business education students in Universities in Nigeria. The population which served as sample comprised 4,059 final year business education students in universities offering business education programmes in the universities in Nigeria. There was no sampling since the population was manageable. A 54 item Questionnaire was the instrument used for data collection. The questionnaire contained two parts: Part A had 4 items of demographic variables of respondents – name of university, sex, university type (Federal or State), mode of entry. Part B contained 50 items based on the Four Research Questions: Research Question 1 contained 10 items, Research Question 2 contained 11 items, Research Question 3 contained 12 items and Research Question 4 contains 17 items. The questionnaire was structured on a 4-point scale of responses: Very High Extent 4-points, High Extent 3-points, Low Extent 2-points, Very Low Extent 1-point. There was face and content validity of the instrument. The questionnaire constructed was given to three (3) experts in the Department of Computer Science and three (3) experts in measurement and evaluation at the Delta State University, Abraka. The experts made appropriate corrections which were effected before the final copy of the questionnaire was written. To ensure internal consistency of the instrument, 108 copies of the questionnaire were administered to university final year business education students at Ahmadu Bello, University, Zaria which was not part of the study. The data collected were subjected to Cronbach alpha which yielded the following reliability coefficient results: Research question 1 ($r = 0.82$), Research question 2(0.87), Research question 3(0.89) and Research question 4(0.80). A total of 4,059 copies of the questionnaire were

administered to university final year business education students in the three universities offering Business Education Programmes. With the help of 3 research assistants in each of the universities, a total of 3,896 were fully completed and returned within a period of six (6) weeks. There was return rate of 95.98%. The data collected were analyzed using mean and standard deviations. In decision rule any item with a mean score of 2.5 and above is regarded as High Extent while any item below 2.5 is regarded as Low Extent. In hypotheses testing, if t-calculated is less than T-critical, hypothesis is retained or accepted; if t-calculated is greater than T-critical, hypothesis is rejected.

RESULTS

Research Question 1: To what extent is the application of Web 2.0 for research by final year university business education students?

Table 1: Mean Ratings of respondents on application of Web 2.0 for research by final year university business education students N = 3,896

S/N	Items on extent of application of Web 2.0	Mean	SD	Dec
1	Get information for academic and research purpose	3.12	0.81	High extent
2	Collaborate with other students for research	3.01	0.86	High extent
3	Access educational information for research	2.44	0.77	Low extent
4	Access research materials from institutions	2.47	0.79	Low extent
5	Encourage group study among students for research	2.77	0.80	High extent
6	Enhance interaction among students for research	2.44	0.96	Low extent
7	Communicate with supervisor for research purpose	2.48	0.82	Low extent
8	Bridge the gap between lecturer and students for research purpose	2.42	0.90	Low extent
9	Obtain data from respondents for research purpose	2.41	0.91	Low extent
1	Get research materials from online library	2.46	0.89	Low extent
	Grand Mean	**2.42**	**0.83**	**Low extent**

On table 1: Item 1 Get information for academic and research purpose, item 2 Collaborate with other students for research and Item 5 Encourage group study among students for research are to a high extent while items 3,4,6,7,8,9 and 10 are to a low extent.

Research Question 2: To what extent is the application of Whatsapp for research by final year university business education students?

Table 2: Mean Ratings of respondents on application of Whatsapp for research by final year university business education students N = 3,896

S/N	Items on extent of application of Whatsapp	Mean	SD	Dec
1	Get approval from supervisor on research topic	2.41	0.78	Low extent
2	Communicate with supervisor for corrections of research topic	2.38	0.71	Low extent
3	Submit research work to supervisor	2.44	0.77	Low extent
4	Obtain research information from respondents	2.47	0.79	Low extent
5	Request for research information from other students	3.09	0.92	High extent
6	Retrieve research information from supervisor	2.44	0.96	Low extent
7	Send research questionnaire for validation	2.48	0.82	Low extent
8	Administer research questionnaire on respondents	2.42	0.90	Low extent
9	Retrieve research questionnaire from respondents	2.39	0.72	Low extent
1	Communicate with students on issues that bother on research work	2.71	0.86	High extent

1 Share research contents for public view and criticism	2.46	0.89	Low extent
Grand Mean	**2.45**	**0.86**	**Low extent**

On table 2: Item 1 Request for research information from other students and Item 10 Communicate to students on issues that bother on research work are to a high extent while items 1,2,3,4,6,7,8,9,11 are to a low extent.

Research Question 3: To what extent is the application of YouTube for research by final year university business education students?

Table 3: Mean Ratings of respondents on application of YouTube for research by final year university business education students N = 3,896

S/N	Items on extent of application of YouTube	Mean	SD	Dec
1.	Watch educational videos for research	3.15	0.92	High extent
2.	Learn guidelines on research without my supervisor	3.08	0.89	High extent
3.	Acquire relevant information for research purpose	2.98	0.93	High extent
4.	Get more understanding on research through videos	2.82	0.95	High extent
5.	Watch educational research platform from other institutions	3.00	0.98	High extent
6.	Improve academic performance for research purposes	2.48	0.74	Low extent
7.	Make learning more interesting and encouraging during research work	2.46	0.76	Low extent
8.	Learn with YouTube than attending lectures	2.38	0.75	High extent
9.	Enhance education research for final presentation	2.94	0.97	High extent
10.	Obtain good knowledge of business education and research	2.41	0.77	High extent
11.	Learn how oral presentations are made during research	2.44	0.91	Low extent
12.	Demonstrate how to write good research	2.37	0.88	Low extent
	Grand Mean	**2.71**	**0.87**	**High extent**

On table 3: Item 1 Watch educational videos for research, Item 2 Learn guidelines on research without my supervisor, Item 3 Acquire relevant information for research purpose, Item 4 Get more understanding on research through videos, Item 5 Watch educational research platform from other institutions, Item 8 Learn with YouTube than attending lectures, Item 9 Enhance education research for final presentation and Item 10 Obtain good knowledge of business education and research are to a high extent while Items 6,7,11,12 are to a low extent.

Research Question 4: To what extent is the application of Facebook for research by final year university business education students?

Table 4: Mean Ratings of respondents on application of Facebook for research by final year university business education students N = 408

S/N	Items on extent of application of Facebook	Mean	SD	Dec
1.	Obtain education materials for research	3.05	0.94	High extent
2.	Connect with friends for research purpose	2.46	0.82	Low extent
3.	Access academic materials through Facebook pages	2.87	0.92	High extent
4.	Get academic materials from other students	2.95	0.88	High extent
5.	Contact my supervisor for correction of research work	2.38	0.81	Low extent
6.	Connect with friends to get research materials	2.42	0.91	Low extent
7.	To distribute information on my research work	2.37	0.87	Low extent
8.	Create group with other students for research purpose	2.45	0.89	Low extent

9.	Collaborate with course mates for research purpose	2.54	0.86	Low extent
10.	To submit research materials to supervisor	2.48	0.95	Low extent
11.	Create pages and share information with audience for research	2.39	0.93	Low extent
12.	Communicate information with people of like interest for research	2.46	0.88	Low extent
13.	Share information with people of like interest for research	2.44	0.85	Low extent
14.	Chat with persons and obtain information for research purpose	2.43	0.90	Low extent
15.	Participate in video chat for research	2.38	0.89	Low extent
16.	Share information for research	2.45	0.94	Low extent
17.	Exchange messages between people for research purposes.	2.36	0.97	Low extent
	Grand Mean	**2.52**	**0.88**	**High extent**

On table 4: Item 1 Obtain education materials for research, Item 3 Access academic materials through Facebook pages, Item 4 Get academic materials from other students are to a high extent while items 2,5,6,7,8,9,10,11,12,13,14,15,16,17 are to a low extent.

Testing of Hypotheses

There is no significant difference in the mean ratings between male and female final year university business education students in the application of Web 2.0 for research.

Table 5.1: t-test result of mean ratings between male and female final year university business education students in the application of Web 2.0 for research

Variables	N	Mean	SD	Df	t-cal	t-crit	level of sign	Remark
Male	2,017	2.87	0.92	3,894 1.38 1.96 0.05				NS
Female	1,879	2.73	0.86					

On the table t- calculated 1.38 is less than t-critical of 1.96 at 0.05 level of significance. The hypothesis which states that there is no significant difference in the mean ratings between male and female final year university business education students in the application of Web 2.0 for research is therefore retained.

There is no significant difference in the mean Ratings between male and female final year university business education students in the application of Whatsapp for research,

Table 5.2: t-test result of mean Ratings between male and female final year university business education students in the application of Whatsapp for research.

Variables	N	Mean	SD	Df	t-cal	t-crit	level of sign	Remark
Male	2,017	2.95	0.84	3,894 1.22 1.96 0.05				NS
Female	1,879	2.89	0.91					

On the table t- calculated 1.22 is less than t-critical of 1.96 at 0.05 level of significance. The hypothesis which states that there is no significant difference in the mean Ratings between male and female final year university business education students in the application of Whatsapp for research is therefore retained.

There is no significant difference in the mean Ratings between male and female final year university business education students in the application of YouTube for research.

Table 5.3: t-test result of mean Ratings between male and female final year university business education students in the application of YouTube for research.

Variables	N	Mean	SD	Df	t-cal	t-crit	level of sign	Remark
Male	2,017	2.88	0.94	3,894 1.32 1.96 0.05				NS
Female	1,879	2.97	0.85					

On the table t- calculated 1.32 is less than t-critical of 1.96 at 0.05 level of significance. The hypothesis which states that there is no significant difference in the mean Ratings between male and female final year university business education students in the application of YouTube for research is therefore retained.

There is no significant difference in the mean Ratings between male and female final year university business education students in the application of Facebook for research.

Table 5.4: t-test result of mean Ratings between male and female final year university business education students in the application of Facebook for research.

Variables	N	Mean	SD	Df	t-cal	t-crit	level of sign	Remark
Male	2,009	2.96	0.89	3,894 1.25 1.96 0.05				NS
Female	1,887	2.84	0.90					

On the table t- calculated 1.25 is less than t-critical of 1.96 at 0.05 level of significance. The hypothesis which states there is no significant difference in the mean Ratings between male and female final year university business education students in the application of Facebook for research is therefore retained.

There is no significant difference in the mean ratings between Federal and State universities final year business education students in the application of Web 2.0 for research

Table 5.5: t-test result of mean ratings between Federal and State universities final year business education students in the application of Web 2.0 for research

Variables	N	Mean	SD	Df	t-cal	t-crit	level of sign	Remark
Federal	2,009	2.75	0.92	3,894 1.39 1.96 0.05				NS
State	1,887	2.68	0.87					

On the table t- calculated 1.39 is less than t-critical of 1.96 at 0.05 level of significance. The hypothesis which states that there is no significant difference in the mean ratings between Federal and State universities final year business education students in the application of Web 2.0 for research is therefore retained.

There is no significant difference in the mean Ratings between Federal and State universities final year business education students in the application of Whatsapp for research.

Table 5.6: t-test result of mean Ratings between Federal and State universities final year business education students in the application of Whatsapp for research.

Variables	N	Mean	SD	Df	t-cal	t-crit	level of sign	Remark
Federal	2,009	2.69	0.98	3,894 1.32 1.96 0.05				NS
State	1,887	2.73	0.83					

On the table t- calculated 1.32 is less than t-critical of 1.96 at 0.05 level of significance. The hypothesis which states that there is no significant difference in the mean Ratings between Federal and State universities final year business education students in the application of Whatsapp for research is therefore retained.

There is no significant difference in the mean Ratings between Federal and State universities final year business education students in the application of YouTube for research.

Table 5.7: t-test result of mean Ratings between Federal and State universities final year business education students in the application of YouTube for research.

Variables	N	Mean	SD	Df	t-cal	t-crit	level of sign	Remark
Federal	2,009	2.78	0.86	3,894	1.37	1.96	0.05	NS
State	1,887	2.65	0.79					

On the table t- calculated 1.37 is less than t-critical of 1.96 at 0.05 level of significance. The hypothesis which states that there is no significant difference in the the mean Ratings between Federal and State universities final year business education students in the application of YouTube for research is therefore retained.

There is no significant difference in the mean Ratings between Federal and State universities final year business education students in the application of Facebook for research.

Table 5.8: t-test result of mean Ratings between Federal and State universities final year business education students in the application of YouTube for research.

Variables	N	Mean	SD	Df	t-cal	t-crit	level of sign	Remark
Federal	2,009	2.81	0.90	3,894	1.34	1.96	0.05	NS
State	1,887	2.76	0.84					

On the table t- calculated 1.34 is less than t-critical of 1.96 at 0.05 level of significance. The hypothesis which states that there is no significant difference in the mean Ratings between Federal and State universities final year business education students in the application of Facebook for research is therefore retained

DISCUSSION

This study investigated the application of social media technologies for research by final year university business education students in universities in Nigeria. It focused on social media platforms such as web 2.0, WhatsApp, YouTube and Facebook and drew 436 final year business education students from the three universities offering the programmes in in Nigeria. The results showed that the respondents affirmed that the social media platforms assessed are all vital tools for research inspite of their numerous negative effects outside research. The issue is the extent to which the students actually utilize them for research. On web 2.0, the findings from Research Question 1, hypothesis 1 and hypothesis 5 showed a low extent of use of this social media platform for students' research. This finding is consistent with the study of Lambert and Kidds (2008) which pointed out that while web 2.0 has the potential for instructions, it is limited in scope and a vast majority of educators still have little or no experience with these new tools. On WhatsApp, Research Question 2, hypothesis 2 and hypothesis 6 also revealed that its utilization for research is to a low extent and the two null hypotheses are retained. This finding corroborates the earlier study of Kapinski & Kirschner (2011) which revealed that although most Nigerian youths spend about six to seven hours daily on social media, much of this time is spent on social interaction, rather than academic engagements. Although Research Question 3 on YouTube, showed a high extent of use, one is not able to determine whether the respondents understood that the focus was on research. This is because the two null hypotheses on YouTube are also retained indicating that adequate use has not been made of YouTube for students' research. This finding is in line with the study of Kousha Thelwall and Abdoll (2012) which pointed out that although online videos are increasingly used by academics, the extent to which YouTube videos are used for research is unknown and the study of Laurier (2013), which observed a generally low level of use of YouTube for research. It is only Facebook that majority of the respondents affirm that its

use for research is to a high extent. This finding is in consonance with the studies of Paxson (2010) and Abubakar (2011) which affirmed that Facebook has kept users connected with what is happening around the world and is one of the most valuable social media websites.

CONCLUSION

This study assessed the application of social media technologies for research by final year university Business education students. The study drew participants from the three universities offering Business education programmes in Nigeria. On the whole, the findings showed low extent of utilization of social media platforms for research by final year Business education students, especially for web 2.0, WhatsApp and YouTube. The study also revealed that this situation is attributable to inadequate grasp of how to use the social media platforms for research, limited scope of some of the social media sites as well as excessive focus on social interaction and fun by users. It is only Facebook that this paper is able to establish its high extent of utilization for students' research.

Recommendations

Based on the findings of the study, the following recommendations are made: University authorities should give attention to training of students on how to adequately utilize the social media websites for research, especially in final year project work.

The National Universities Commission (NUC) should ensure the inclusion of social media in the curriculum of all programmes at the University.

Governments should increase funding for universities to be able to provide internet facilities for students within the school premises.

With internet facilities available in the schools, students should be discouraged from spending too much time with their personal smart phones so they could be properly guided on use of social media for research.

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