

PhD Thesis Abstract

Perception of Postgraduate Students on the Integration of Social Media in Learning in South-West, Nigeria

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Social media is a technology, which came into existence out of curiosity for social interaction to connect people but has evolved to become an influential tool for teaching and learning globally. However, despite its usefulness and relevance to learning, the perception, Ease of Use (EoU), Perceived Usefulness (PU), Self-efficacy (Se), and intention to integrate social media into learning by postgraduate students have not been substantially established. Therefore the objectives of this study were to: (i) identify the social media used by postgraduate students; (ii) investigate postgraduate students' PU, EoU, Se and intention to use social media for learning; (iii) investigate the relationships among postgraduate students' PU, EoU, Se, and the intention to use social media for learning; (iv) examine the influence of postgraduate students' gender on their PU, EoU, Se, and intention to use social media for learning; and (v) determine the influence of postgraduate students' discipline on their PU, EoU, Se, and the intention to use social media for learning.

The study was a descriptive research of a cross-sectional survey method, and purposive sampling was used to sample 2,458 postgraduate students across the universities in South-west, Nigeria. Stratified sampling technique was used to select postgraduate students along with gender and area of study. The adapted questionnaire was administered to 2,458 postgraduate students (1530 males and 928 females). Mean scores were used to answer research questions one to five, while multiple regression analysis was used to test research hypothesis one. Research hypotheses two to five were

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tested using t-test statistical analysis, while Analysis of Variance (ANOVA) was used to test hypotheses six to nine. All the hypotheses were tested at 0.05 level of significance.

The findings of the study were that:

- (i) postgraduate students used LinkedIn, Technorah, Blogger, Flickr, Myspace, Instagram, YouTube, Whatsapp, Facebook and Google+ as social media,
- (ii) postgraduate students had positive perception towards social media in the area of PU, EoU, Se and intention to use for learning;
- (iii) there were significant relationship between the postgraduates students' integration of social media for learning: PU, $F(3,2454)=431.91, p<0.00$. EoU, $F(3,2454)=515.84, p<0.00$. Se, $F(3,2454)=490.06, p<0.00$, and Intention to use $F(3,2454)=217.30, p<0.00$;
- (iv) there were no significant differences between postgraduate students to use social media for learning based on their gender; EoU, $t(2,2456)=5.93; p>0.05$. PU, $t(2,2455)=0.07; p>0.05$. Se, $t(2,2454)=0.56; p>0.57$, and intention to use $t(2,2454)=0.66; p>0.02$, and
- (v) there were significant relationships among postgraduate students' to use social media for learning based on their area of study; PU, $F(2,2455)=0.07; p>0.05$. EoU, $F(2,2455)=0.79; p>0.05$. Se, $F(2,2455)=0.15; p>0.05$, and intention to use $F(2,2455)=0.32; p>0.05$.

The study concluded that postgraduate students' intention was encouraged due to the positive perception they had towards usefulness and ease of use of social media. This implies that students' boldness, confidence, interaction, and involvement in collaborative learning will be encouraged if social media is incorporated into teaching and learning. It was, however, recommended that the use of social media should be encouraged in facilitating learning irrespective of students' gender and area of study.

Keywords: *area of study, gender, learning, social media, teaching*

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