

**AN ASSESSMENT OF THE LEVEL OF ECONOMICS EDUCATION
STUDENTS UTILIZATION OF SOCIAL MEDIA FOR ACADEMICS IN
THE UNIVERSITY OF BENIN. BENIN CITY**

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**A PROJECT: WRITTEN IN THE DEPARTMENT OF
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CERTIFICATION

We, the undersigned hereby certify that this research work was carried out by Daniel Oghenemaga EKWEVUGBE with Matriculation Number: EDU1903932 of the Department of Educational Management, Faculty of Education, University of Benin, Benin City in partial fulfillment of the requirements for the Award of Bachelor Degree (B.Sc.Ed) Honours in Education Economics.

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DEDICATION

This work is dedicated to my parents Dr. and Mrs. Ekwevugbe.

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The researcher sincere gratitude goes to God Almighty, for making this work a success. The researcher's sincere appreciation goes to his project supervisor Dr. Philip Igenegbai whose invaluable insights and timely corrections has contributed greatly and aided the success of this project work. Furthermore his appreciation goes to his course adviser, and other lecturers of the Department of Educational Management for their various contribution throughout his stay in the Department, may God bless them all. The researcher's profound gratitude goes to his parents Dr. Adams O. Ekwevugbe and Mrs. Sandra O. Ekwevugbe, his sister Ogheneruemu Ekwevughe, his uncles and aunties for always being there for him. The researcher wishes to express his heartfelt gratitude to his wonderful neighbours Promise, Rose, Tessy, Esther, Sylvester, Ekene, Favour, Salome and Serena and his friends, Valentine, Mega, Gospel, Hosea, Austin, Victor, Martins, Divine, Destiny, Egwonor for being there throughout the experience.

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ABSTRACT

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The study dealt on the assessment of the level of Educational economics students utilization of social media for academics in the University of Benin, Benin City. To achieve the purpose of the study, four research questions were raised and examined. The sample size for the study was made up of 100 students which were randomly selected from the 100 -400 level economics education students of 2022/2023 session in the Department of Educational Management, Faculty of Education in the University of Benin. The questionnaire was the instrument was the instrument for data collection. The descriptive survey research design was adopted for the study. An analysis of data was done using mean score. Criterion mean score of 2.50 was used as selection criterion.

The findings from the study include that there is high level of education economics students' utilization of social media for academics in the University of Benin, Benin City. It was also concluded that there is high level of education economics students' utilization of social media for assignments, tutorials and course works in the University of Benin, Benin City. It was therefore recommended that education economics students should be encouraged to effectively utilize social media platforms for their academic work

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CHAPTER ONE

INTRODUCTION

Background of the study

Social media has a great effect on people's lives. Social media is the social interaction, which gives the participants the possibility to share opinions, thoughts, and knowledge in a global forum where time and place are insignificant (Carlsson, 2010). Nández and Borrego (2013) believed that social media are amongst the greatest modern advances in the establishment of digital information and communication and help to enhance digital literacies (Misir, 2018).

According to Alvarez-Jimenez, Alcazar-Corcoles, Gonzalez-Blanch, Bendall, McGorry and Gleeson (2014), online social media are defined as “primarily internet- and mobile-based tools for sharing and discussing information between users.” Obar (2014) viewed social media as Internet-based applications developed using a Network 2.0 foundation that permit the formation and interchange of ideas. The technological foundations of social media include blogs, wikis, multimedia distribution tools, interacting platforms, and computer-generated worlds. These social media foundation

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tools foster social interactions or digital communication between users and promote digital literacies.

A large number of scholars suggest that students learn in new ways using social media and educators should envelop these new platforms (Ito et al., 2009; Jenkins, 2006). In his study O’Keffe et al (2011) claimed that social media platforms allow students to bring together outside of class for the intention of collaborating and exchanging ideas about their homework. In addition, on-line social media enhances digital literacy which includes network literacy, media literacy, computer literacy and visual literacy, among others (Aczel, 2014).

It is also evident that many students send emails to each other and their lecturers for studyrelated purposes. In addition, students are staying up-to-date in their areas of interest by accessing news posted on websites by individuals and organisations and are accessing library collections, bibliographic databases and other educational resources, including visual resources on the Web (Parmar and Desai, 2018). What is also evident (from the researcher’s observation and participation) is that while students are using social media to socialise, play games, share news, share pictures and

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videos, among other uses, they are also, seemingly, increasingly using social media for more academic purposes. It was this latter use of social media that prompted the researcher's interest and provided the context in which the study needs to be seen. A positive "spin off" of the use of social media is, as pointed to above, the promotion of (and arguably improvement in) students' digital literacy.

Among the most frequently cited advantages of the use of social media by students is their ability to aid collaborative learning and communication amongst their peers and others in academia (Ketonen-Oksi, Jussila and Kärkkäinen, 2016; Khan, 2017). Further commonly stated benefits of social media are their notable capability to aid digital literacy and information distribution. Among the examples of such media are blogging tools used by many students to circulate information among their peers and persons worldwide (Ahmad, 2014; Aria and Izadpanah, 2017). Other than communication, academics who use Twitter refer to "information distribution" as one of the main advantages of using the medium. Its use has proven popular, particularly in academic conferences (Holmberg and Thelwall, 2014).

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Social media sites benefit students by providing platforms that foster communication and lifelong learning and facilitate access to distance and open education, e-learning resources and e-libraries (Saleh, 2020). Lecturers who impart knowledge to students also benefit from the use of social media by sharing educational materials, exchanging ideas, reading through colleagues' research, getting updated on research trends and, most significantly, establishing their own professional networks (Akram and Kumar, 2017). Social media created precisely for educational audiences provide a distinct opportunity for those audiences to learn and create a robust academic discussion among themselves. They also encourage personal connections that can lead to the establishment of new information and knowledge. Furthermore, social media have the potential to aid more rapid interactions between libraries and their users (Ezeani and Igwesi, 2012) regardless of where the users are located or how they decide to learn about or access the library services and resources.

Jones, Johnson-Yale, Millermaier and Seoane-Perez, (2008) point out that social media activities have become an important aspect of academic life in tertiary institution campuses. The use of social media in tertiary

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institutions is mainly two-fold: the administrative purpose of facilitating registration, support services and socialization (Madge, Meek, Wellens and Hooley, 2009) and the educational purpose (Eteokleous, Ktoridou, Stavrides and Michaelidis, 2012) of fostering the educational outcomes and facilitating the process of teaching and learning (Cassidy, 2006; Chen and Bryer, 2012; Liu, 2010; Madge, Meek, Wellens and Hooley, 2009). Social media/SNSs have increasingly become a new means of communication and collaboration among academia; which has increased its usefulness among students globally (Eteokleous, Ktoridou, Stavrides and Michaelidis, 2012; Madge, Meek, Wellens and Hooley, 2009). In a case study conducted by Nández and Borrego (2013) on the use of social networks for academic purposes, it was revealed that citation indexes, document creation, edition and sharing tools, communication tools, reference management and time management tools are widely used by the students.

Statement of the Problem

The rapid advancement of media technology has had a great impact on the way people communicate on a daily basis. The growing dimension of the use of the social media among the youth of today cannot be over

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emphasized. Over the years, social networking among students has become more and more popular. It is a way to make connections, not only on campus but with friends outside of school. Social networking is a way that helps people feel they belong to a community. Due to the increased popularity of it, economists and professors are questioning whether grades of students will not be affected by how much time is spent on these sites. Many parents and guardians are worried that students are spending too much time on facebook and other social media sites and have not enough time to study. Though parents are worried about students' constant use of the social media sites, many students continue to utilize these sites on a daily basis. It is against this background that this research is being conducted to ascertain the level of education economics students utilization of social media for academics in university of Benin, Benin city.

Research Questions

- 1 What is the level of Education Economics students utilization of social media for academics in the University of Benin?
- 2 What is the level of Education Economics students utilization of social media for assignments in the University of Benin?

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- 3 What is the level of Education Economics students utilization of social media for tutorials in the University of Benin?
- 4 What is the level of Education Economics students utilization of social media for course work in the University of Benin?

Purpose of the Study

- To determine the level of Education Economics students utilization of social media for academics in the University of Benin?
- To Assess the level of Education Economics students utilization of social media for assignments in the University of Benin?
- To Examine the level of Education Economics students utilization of social media for tutorials in the University of Benin?
- To determine the level of Education Economics students utilization of social media for course work in the University of Benin?

Significance of the study

This study would be very useful to educators and academics since it looks at the level of education economics students utilize social media for academic purposes in Uuniversity of Benin, Benin city. This study will also be of great importance to education economics students as to how beneficial

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and destructive social media is to them. Furthermore, it will be beneficial to the tertiary institution lecturers as they will be able to use the social media properly in the lecturing of students.

Scope and Delimitation Of the Study

The scope of this study borders on assessing the level of education economics students utilization of social media for academic purposes such as assignments, coursework and tutorials in University of Benin, Benin city. Hence, the study will be delimited to Education Economics students in University of Benin, Benin City.

Definition of Terms

The following terms are defined as used in the study.

Social Media: Social Media is a computer-based technology that facilitates the sharing of ideas, thoughts, and information through the building of virtual networks and communities

Academic : Academic is used to describe things that relate to the work done in schools, colleges and universities, especially work which involves studying and reasoning rather than practical or technical skills.

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Course work: It is a written or practical work done by a student during a course of study, usually assessed in order to count towards a final mark or grade.

Tutorial: A tutorial is a method of transferring knowledge and may be used as a part of a learning process. More interactive and specific than a book or a lecture. A tutorial seeks to teach certain task by example and supply the information to complete a certain task.

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CHAPTER TWO

REVIEW OF RELATED LITERATURE.

This chapter contains the review of related literature on the assessment of the level of education economics students utilization of social media for academics in the University of Benin, Benin city. The review was done under the following sub-headings:

- Theoretical Framework
- Concept of Social media
- Level of Utilization of Social Media for Academics in Universities
- Level of Utilization of Social Media for Assignments.
- Level of Utilization of Social Media for Tutorials
- Level of utilization of social media for course works
- Summary of Literature Reviewed

Theoretical Framework

The Uses and Gratification Theory

The research is based on Elihu Katz, Jay Blumler, and Michael Gurevitch's Uses and Gratifications theory, which was developed in 1974. (Onabanjo and Osifeso, 2008) According to this idea, viewers are active participants who intentionally seek out specific media and information in order to attain specific outcomes or gratifications that meet their individual

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requirements (Nayyar, 2007). When it comes to using the media to meet one's desires or needs, Daramola (2012) stated that the uses and gratifications theory is concerned. Scholars are currently employing this theory to study issues like as mobile phone use, internet use, and social media use. According to the uses and gratifications idea, a media audience is more likely to be engaged and focused on achieving a certain goal. It's not uncommon for people to choose and use a specific media to meet their personal demands. This theory suggests that individuals actively choose and use media to fulfill their needs and desires, rather than being passive recipients of media messages.

Nayyar, (2007) outlined key concepts of the Uses and Gratifications Theory as follows; First, the "needs and gratifications" perspective asserts that people are motivated to consume media by meeting some basic psychological requirements. These requirements can be broken down into many different dimensions, such as knowledge, communication, amusement, privacy, and security. The media outlets that people choose are the ones they feel will best meet their own requirements.

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Individuals are seen as active participants in the media-consumption process, according to the theory's central tenet, the active audience. Individual interests and needs drive how users pick, interact with, and understand media. It stresses that people can make their own decisions about what and how much media to consume in order to satisfy their own needs for pleasure.

The third approach, called "goal-oriented media use," suggests that people use the media for specific reasons. They seek for and interact with material that serves their interests and furthers their goals. A student might utilize social media in order to study, connect with friends, or pass the time. The approach acknowledges that different people have varied tastes and requirements, and that these factors influence how they interact with media. It highlights the fact that the effects and pleasures of media are not the same for everyone. The precise pleasures sought and acquired from media use can be influenced by factors such as demography, personality traits, and social setting.

The idea emphasizes the dynamic interaction between audiences and media messages, which brings us to point number five. People aren't passive

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recipients of media; they make choices about what to watch, how to perceive it, and what to do next, which may include sharing or commenting. Users will get the most pleasure out of media when its content precisely meets their wants and needs.

Practical Implications for Understanding How Social Media Affects Students' Grades Students' motivations for using social media and the rewards they expect to receive can be deduced by applying the Uses and Gratifications Theory. To satisfy their informational needs, students may utilize social media to research topics of interest, locate relevant materials, and connect with classmates and teachers. Students' social needs can be met through the use of social media, which can serve as a hub for course-related group work, debate, and emotional support.

During free time, students can satisfy their entertainment demands by using social networking sites like Facebook, Twitter, and Instagram. Students' identities may be influenced by their use of social media, which provides an outlet for them to promote their work, build their reputation, and seek out recognition.

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Students' social media use is influenced by a variety of factors, and the uses and gratifications theory can shed light on these factors and their effects on students' academic achievement. The idea aids academics in determining why and how much students use social media sites, and how that usage impacts their academic success. Students' motivations for using social media should be determined, including if they are primarily interested in gaining knowledge, making friends, having fun, or expressing themselves. This theory also investigates the factors that lead students to favor particular social media sites, and how that preference relates to their educational aims. Twitter and LinkedIn, for instance, can be used for scholarly networking and information sharing, while Instagram and Snapchat can be used for more casual student-to-student communication.

The notion paves the way for studies that examine the relationship between students' enjoyment of social media and their academic performance. The effect of social media on students' academic performance can be better understood, for example, by determining whether or not students use of these platforms provides them with a feeling of community, emotional support, access to educational resources, or an outlet for creative expression.

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Interventions designed to encourage ethical social media use and boost students' academic achievement can be informed by this notion. For instance, therapies may aim to improve information-seeking habits, encourage more constructive social connections, teach better time management techniques, or increase understanding of the risks associated with social media addiction. As a result of this comprehension, educational policies, interventions, and tactics can be developed to take advantage of the benefits of social media while minimizing any detrimental effects on students' performance in the classroom.

Concept of Social Media

Social media continuously keeps changing and as such it is difficult to assign a fixed definition to it as Jacka and Scott (2011), argued that ‘‘there is no single recognized definition for social media’’. However some scholars have defined it in different perspectives over the past years.

Kaplan and Haenlein (2010), defined social media as a group of internet- based applications that build on the ideological and technological foundations of Web 2.0 and allow the creation and exchange of user-generated content. The Oxford dictionary (2011), also defined social media as ‘‘websites and applications used for social networking’’. Another definition of

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social media is that it is a ‘communication channel which is very popular, extremely fast and broad, has proven to be highly effective, as well as trusted by billions of people , to share and discover content concerning individuals, brands, information, entertainment and knowhow’’ (Dearborn, 2014). One theme that all these definitions underpin is that social media involves some form of communication between individuals over the internet.

The emergence of novel forms of media for conveying information is not coincidental. The development of technology was gradual and predictable. What's different, thanks to microprocessors, though, is "the astounding diversity and sophistication of IT, its rising efficiency, reliability, speed, precision, cheapness, portability, and ubiquity" (Soola, 1998). The term "new media" refers to the convergence of computer and telecommunication technologies used to disseminate content to diverse audiences across great distances and time zones. According to Spurgeon (2008), interactivity is a significant criterion for contrasting "old" mass media with "new" digitally networked ones.

Social media are online technological platforms that assist bring people together from far and wide, as stated by Talaue, AlSaad, AlRushaidan,

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AlHugail, and AlFahhad (2018). It's a web-based system that makes use of both mobile and web technologies, giving each user full control over their communication from any electronic device (El Khatib, and Khan, 2017). Our lives have been split in two since the advent of social networking sites like Twitter, Yahoo Messenger, Facebook Messenger, Blackberry Messenger (BBM), WhatsApp, 2go, Skype, Google speak, Google Messenger, iPhones, and androids. Relationships are fostered through the use of social media. They allow for individuals to share information, music, books, images, and more across oceans and countries. Alsaif (2016) argues that providing access to customers and users is the primary function of social media. They can interact with others and make friends in a virtual setting. People can talk about their day-to-day experiences, theories, theories, photos, videos, and links on social media. In addition, people can advertise their own professional and personal skills. Because of its ability to rapidly disseminate useful information, internet networking has quickly become the most popular form of contact.

The classroom and the educational system as a whole have been particularly affected by the rise of social media networking. Even Osharive

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(2015) concedes that students benefit from using social networks since it enhances their educational and personal development. Olubiyi (2012), however, observed that modern-day pupils spend nearly all of their waking hours online. Some students have been seen ping, 2going, or face booking during lectures even in classrooms and auditoriums. The enthusiasm for making new acquaintances online and, most of the time, busy debating unimportant problems, has stifled time that should be devoted to study, academic research, and innovation. As a result, most students' academic progress is hindered because of time spent on social media. University students participate in social networking because they enjoy it. People use the internet for a variety of reasons, including keeping up with friends' whereabouts and activities, sharing images, and finding emotional support.

Students who devote their time and energy to their studies are rewarded with better grades and more opportunities. Both the Internet and textbooks are equally valid resources for learning. The advantages of social media over more traditional forms of communication have led to their widespread adoption. Social media networks can be made safer and more trustworthy with the help of technology (Stergiou et al., 2018). More than 4.95 billion

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people utilize the Internet as of January 2022 (Johnson, 2022) with over 4.62 billion using social media. It has been discovered that young people, and particularly college students, spend a disproportionate amount of time on social networking sites. Social media is an integral part of their daily lives (Laura et al., 2017). In the last two years, various online platforms including Microsoft Teams, Zoom, and Google Meet have surpassed social media as the go-to for hosting webinars, online classes, and other types of virtual gatherings. During the epidemic, this specified user community used these channels to disseminate and share information. Facebook, YouTube, Instagram, WhatsApp, and weblogs are all social media platforms used for public and/or private communication. Before, people simply used social media to keep in touch with loved ones, but now it's one of the most important instruments for education (Dzogbenuku et al., 2019).

Level of Utilization of Social Media for Academics in Universities

Utilization of social media platforms for educational purposes Several scientists have examined the utilization of social media networking in diverse academic and social contexts (Lange-Ros, 2011). Social media platforms

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created for academic purposes have been increasingly popular among scientists in the fields of education and social sciences, offering numerous advantages. Mazman and Usluel (2010) identified educational usage as a significant advantage of social networking platforms. They depicted Facebook, a widely-used social networking platform, as a valuable educational resource because of its organisation and diverse features. These features include facilitating intentional or spontaneous learning experiences by connecting individuals with shared interests, enabling the exchange of information and ideas, promoting discussions, and fostering collaboration. Social networks serve as instructional tools as they enable individuals to connect with others and get social support.

They also facilitate collaborative information finding and sharing, content production, and the aggregation and modification of knowledge and information (Mazman & Usluel, 2010). Advocates claim that modern college students are accustomed to a society where social media is the usual way of communication. Therefore, social media enhances the learning process as an educational tool by enabling students and instructors to share ideas, promote collaboration and discussion, and actively participate and communicate through emerging social platforms (Lederer, 2012; Turkle, 2004). The

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available research on social media provides valuable recommendations for implementation in higher education.

The utilization of social media by university students is a compelling subject of study for educators and social scientists (Al-Rahmi & Othman, 2013). Hamid, Chang, and Kurnia (2009) further stated that the existing literature contains beneficial methods and approaches for using it at the University level. This text outlines the progression of content creation and highlights a reduced emphasis on sharing, interacting, collaborating, and socializing through its utilization. Dabner (2011) said that there are definite advantages to adopting social media networking to connect with present and potential students, as it allows institutions to tap into potential benefits. According to Kear (2010), many institutions have failed to develop plans for leveraging social media before implementing these programmes due to the fast pace of change. Chretien, Greysen, Chretien, and Kind (2009) argue that student engagement refers to the time and effort students invest in educational activities. They also emphasize the importance of peers in influencing student learning and values development. Therefore, educational institutions should actively utilize and shape this influence to enhance

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academic expectations. The full potential of using social media to enhance learning and teaching cannot be realised until there is a deeper understanding of how the social nature of these platforms can be leveraged to engage students who are less involved or disengaged, and encourage them to actively participate in educational activities with their highly engaged peers and teachers. This will contribute to the academic success of a larger number of students (Kuh, Kinzie, Cruce, Shoup&Gonyea, 2007).

There is a significant rise in students' interest in utilizing social media. Presently, adolescents rely heavily on the internet for a significant share of their daily activities and information acquisition, in contrast to previous generations who relied on mediums such as television or newspapers (Lewis, 2012).According to Lenhart and Madden (2013), students heavily rely on social networking websites to maintain communication with peers and gather information. Liccardi (2013) asserts that students establish social connections with one another in order to share their everyday learning experiences and engage in conversations on various themes. Social media platforms facilitate cooperation and conversation by providing a wide range of content, including the ability to post, copy, share, and search utilizing internet tools. In the

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present day, students utilize social media platforms whenever and wherever they have access to the internet in order to fulfil their educational requirements (Dewing, 2012).

Level of Utilization of Social Media for Assignments

According to Raymond and Afua (2016), social media platforms can be utilized for educational purposes such as assignments, and other course-related tasks. It allows students to receive feedback on class schedules, class locations, exchange information with their peers, and discuss concerns relating to their coursework, among other things. Social media functions as a platform for both receiving and generating academic information, which improves learning results. It is crucial for instructors and students to embrace the opportunity of utilizing social media platforms for effective teaching (Walkyria, 2012). Online communities offer a valuable opportunity for young people to access academic help and receive support (Lusk, 2012). Put simply, using social media successfully will result in a favourable learning outcome. Social media has a good influence on pupils by facilitating social interaction, knowledge sharing, self-updating, learning from diverse sources, expressing thoughts and feelings, and communication.

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In addition to permeating every aspect of student life, social media has begun to permeate every aspect of academic work. Students are coming up with creative uses of these platforms to improve their learning and teamwork. Utilization is a crucial component in research. Students can engage with professionals and classmates on educational forums and Twitter, allowing them to obtain varied opinions and reputable sources. Joining a Facebook group that is solely focused on a certain subject can help you learn more about it through conversation and the sharing of materials.

Collaborating on projects is another benefit of social networking. Instant messaging, ideation, and project management are all possible via group conversations on services like Discord and WhatsApp. Some platforms have collaborative capabilities that let students work on documents or presentations at the same time, which makes the process much easier. Social media also provides pupils with an opportunity to showcase their creativity. To make learning more interactive and memorable, one might use platforms like YouTube or Instagram to create visually interesting lectures or films.

Nevertheless, one must not overlook the possible downsides. Important worries include diversions and the propagation of false information. Social

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media's constant flow of updates and notifications can make it hard to concentrate, and using material that isn't validated can cause students to turn in erroneous work for school. Students require digital literacy skills such as source evaluation and time management in order to utilize technology responsibly.

If students want to get the most out of their education and work together on projects, social media is a great resource. Students may use these platforms to their advantage to succeed academically in exciting and new ways if they know how to use them and avoid common mistakes. One way to improve education is to include social media into classroom activities. As a form of cutting-edge technology, social networking sites (SNSs) can help students adapt to new ways of learning and different cultures. A greater propensity to use social media may accompany an over-reliance on interpersonal contact. Cooperation through social media, on the other hand, can, depending on its application, foster an atmosphere conducive to learning. There is a robust relationship between social networking apps and numerous constructivist pedagogical features, according to Ferdig's (2007) research. Active learning, social learning, and communities of practice and learning are

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pedagogical methodologies that he believed these technologies support. Two studies that have shed light on the potential benefits of social media for education are Mazman and Usluel (2010) and Cortijo, Arteaga, and Javed (2013).

Among these are the following: supplying social benefits; facilitating knowledge sharing; encouraging active involvement; fostering engagement; and promoting cooperation. Blogs (like Huffington Post), networks (like Facebook, Twitter, LinkedIn, ResearchGate, etc.), video sharing (like YouTube), audio sharing (like Podcast), mobile sites (2go, etc.), and image or picture sharing (like Instagram, Flickr) are all examples of social media platforms that are known to foster these qualities. This is because of the open and conversational nature of the platforms, the connectivity they provide, and the appealing textual and audiovisual characteristics.

Collaborative platforms on social media enable individuals to rethink the production of energy and intelligence, in contrast to the traditional paradigm of learning that places an emphasis on individual learning processes. Collaborative power content solutions are those that allow users to come up with a common goal, share that goal with their peers, and then

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publish their work in a form that allows for further revisions and revisits. As compared to other instructional methods, research shows that students learn more and retain more information when they are actively participating in the process, and that students work in groups. In a group setting, students are able to work together to find better solutions to problems. With the use of social media, students can collaborate on projects that would be impossible for any one of them to complete alone. Wikis are an example of a collaborative social media tool; they are online communities where numerous people can edit and contribute to a single body of text.

Level of Utilization of Social Media for Tutorials

Research has demonstrated that among many factors, good communication between instructors and their students is crucial to the proper execution of any learning process. Both instruction and student understanding will suffer in the absence of effective two-way communication. That is why it is crucial for educators to keep a close eye on their students so they can identify any difficulties they may be facing. Teachers are more likely to facilitate rapid and high-quality learning when they develop strong relationships with their students. Here, a lot of schools are griping about how

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their students act erratically right now. Because students make up the bulk of internet users and rely on social media to stay in touch with loved ones and coworkers, it's crucial to investigate the ways in which these platforms might serve as useful resources for contemporary classroom instruction.

Facebook, MySpace, and Twitter, to mention a few, can function as backchannels for communication between students and between instructors and students both in and out of class, greatly improving the communication between all parties involved in the educational system. as well as notify students of upcoming guest speakers, panel discussions, and special lectures. Interaction between teachers and students will undoubtedly aid in comprehending and resolving a range of interconnected learning challenges more quickly. Both student-to-student and student-to-teacher communication can be enhanced through the use of social media. The second group can coordinate study sessions for forthcoming tests and projects by utilizing online social networks. They can ask other students for specific information regarding the test's content or the requirements of a particular assignment. Students who are struggling with a certain subject can find and follow other students on social media for advice and support. In a similar vein, this

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collaborative tool can effectively enhance student interaction through the usage of blogs that incorporate contributions from various users.

Platforms such as YouTube, Facebook, wikis, and blogs offer an extensive array of content covering a diverse variety of topics. Consequently, students have the option to utilize any of these resources for tutorials in a bid to obtain more explanations or clarifications. Studies have demonstrated that the utilization of technology in universities can effectively enhance students' motivation in their coursework (Jones et al., 2008). Enhanced student motivation frequently leads to a favourable influence on student engagement, academic performance, and personal psychological factors (Imhof, Vollmeyer, & Beierlein, 2007).

Virtual tools like Moodle, The Student Room, Elearners, Easyclass, and Academia.Edu facilitate communication and collaboration among students and teachers in core academic activities. These tools provide a participatory environment where educational material is readily accessible to all users, regardless of time or location. Within this particular setting, individuals, particularly children, have the opportunity to pose inquiries and concerns, which will then be addressed by their peers or educators. The

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integration of social media into class assignments has empowered teachers to inspire students to engage and learn efficiently both in and out of the classroom (Roblyer, et.al., 2010, Junco, Elavsky, & Heiberger, 2012). Teacher-student engagement often occurs in person, but peer assessment, discussions, and collaborative work are typically conducted using social networks (Liccardi et al., 2007). These pedagogical methods can contribute to the establishment of a favourable educational setting for students, hence enhancing the process of acquiring knowledge (Roblyer et al, 2010; Kirschner & Karpinski, 2010; Lenhar et al, 2010 Jones, Johnson-Yale, Millermaier, & Seoane Perez, 2008).

Nevertheless, studies have shown that numerous educators are hesitant to integrate social media technology into their instructional methods (Roblyer et al., 2010) primarily because of their limited proficiency in technology (Conlon and Simpson, 2003) and the perception that new technologies are unnecessary and do not contribute to favourable learning results (King, Duke-Williams & Mottershead, 2009). This study aims to investigate students' viewpoints on the integration of social media technology into their learning process, as well as how their instructors have embraced this

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technology. It is worth noting that empirical evidence suggests that 64% of university students in the United States are willing to read a blog authored by a professor (Junco & Cole-Avent, 2008).

The use of social media for educational purposes, especially the discovery of tutorials, is on the rise among students. Social media's accessibility and ease of use are the primary factors propelling this change. You may find a wealth of instructional videos on sites like YouTube and TikTok, ranging from quick explanations to comprehensive guides to various courses. There are tutorials available for almost any subject, so students may pick one that works for them and helps them improve in areas where they're weak.

Another reason for their appeal is the casual and interesting style of social media lessons. Learning may be made interesting and memorable by many creators through the use of humour, relatable examples, and interactive components. Students may find this very different from the dry and intimidating nature of textbooks and lectures. A feeling of belonging is another benefit of social networking. Learners can connect with others going through the same things they are by leaving comments, asking questions, and

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sharing experiences. This kind of engagement has the potential to inspire and facilitate a more thorough comprehension of the subject matter.

When it comes to finding tutorials, social media networks are a great and flexible resource for students. The opportunity for engagement, interesting presenting techniques, and diverse content can make learning much more enjoyable. To be sure they're using credible sources for their schoolwork, kids should be wary and work on their critical thinking abilities.

Level of Utilization of Social Media for Coursework

Most social networking services have a profile, a list of contacts, comments, and private messaging that are all identical. As Boyd and Ellison point out, the people on these lists may not actually be friends with the user; the system allows individuals to assert relationships with other people on the network. Users have a list of connections or relationships with other SNS users, and these connections are sometimes called “friends.” Individuals can connect with friends they currently have in real life or make new ones through the sites. In addition to these, there are dozens of other social networking sites (SNS),

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some of which focus on a specific theme while others are purely social in nature.

Even if they don't speak up much in class, students who struggle to engage with their teachers and classmates can find a voice and a community on social media platforms like Facebook, Twitter, and YouTube. Google Apps for Education and similar programmes will make it possible for pupils to access high-quality educational materials whenever and wherever they need them.

The administrative and financial burdens of supplying pupils with supplementary learning materials in conventional classrooms are substantial. The use of social media, however, has the potential to improve

educational opportunities. Students would spend more time on their homework and related school assignments if teachers encourage them to take part in the many learning activities posted on social learning platforms. It can also be utilized to engage or re-engage shy or bored students, which is useful because many students complain about being bored with social media sites.

Instead of only consuming material, students can take an active role in creating it through the use of collaborative and participatory platforms such as wikis, blogs, and Google Docs. According to multiple studies, students frequently point to uninteresting or irrelevant course material as the main

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reason they hate school. But some bored students blamed the teacher's lack of engagement as the main reason they weren't learning. Teachers report the highest levels of satisfaction with instructional strategies that encourage student collaboration and group work. Social media platforms can be utilised to create engaging and social learning activities (such as group projects, debates, and conversations) that can overcome classroom boredom and boost behavioural engagement. Because of this, kids will be able to connect with people outside of school and learn from one other. Social media not only facilitates communication amongst students, but it also allows them to communicate with their teachers more frequently, regardless of their physical location or the time of day. Because of this, kids will have plenty of chances to speak up, share their thoughts, and receive criticism. Because of this, students will have more chances to form positive relationships with their educators.

It is imperative to note that these platforms offers a wide array of services that are useful for students in their course work. Examples of such platforms used by students for course work are mentioned below;

Wikipedia

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Founded in 1994, Wikipedia enables users to post articles or profiles of individuals. As an example of a successful non-profit user-generated content initiative that has drawn a large number of contributors and millions of regular readers, Wikipedia allows users to view and modify information, facilitating knowledge sharing and exchange (Trevino 2011). Having the ability to contribute and arrange knowledge online makes the web potentially empowering for both individuals and communities.

Facebook

In terms of popularity, Facebook is the most widely accepted and widely used social networking platform online. Over one billion people from all over the world have already signed up for the platform's free services at this point. Individuals are able to create an online profile, add friends, and interact with each other by publishing comments and photographs to their pages in order to see what their friends are up to on Facebook (Boyd and Ellison, 2009). Members of Facebook can also join virtual groups based on shared interests, check what classes they have in common, send offline and online instant messages, and learn about each other's interests. With this

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network's interface, students can share ideas around important academic issues, enhancing educational connectedness and sustaining academic discourses (Mukhongo, 2014).

Blogs

In a blog, users can publish messages that are saved chronologically, and other users can comment on these messages. It is an online diary that has a public character and thus breaks down the barrier between private and public information. In addition to their significance in the 2005 French referendum on Europe's constitution and the Iraq War protests (war blogs), blogs have also had a political role during the 2004 and 2008 presidential elections in Iran and the United States, where they communicated political dissent. The internet itself can be transformed by these activities, leading to phenomena like political blogs that create a "dynamic new arena of politics and culture" (Kahn and Kellner, 2004). Web logs, or "blogs," are a type of website where users can write personal reflections and share their expertise with others.

Having grown up with the internet, today's students are at ease utilizing various forms of social media for both personal and academic purposes. This

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comfort level, however, follows them throughout their academic pursuits. There are an unexpectedly large number of academic advantages to using social media platforms. Promoting teamwork is a major perk. Students can remotely collaborate on projects, share materials, and discuss ideas in closed groups on sites like Facebook or study channels on Discord. When working on group projects or taking classes online, this can be really helpful.

Another useful use for social media is as a research tool. Students can stay informed about what's happening in their subject and what other researchers are finding by using Twitter feeds and hashtags. Reddit and similar educational communities and forums offer a wealth of information and viewpoints on a wide range of topics. Additionally, students can use social media to network with working professionals and specialists in their field. Students are able to ask questions and obtain a better grasp of course material thanks to the active social media presences of many academics and teachers.

Although some social media use may be helpful for schoolwork, it's vital to keep this in mind overall. Staying focused and productive might be made more difficult by the continual barrage of updates and notifications.

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Information shared on social networking platforms is not always reliable or accurate. Improving one's ability to think critically is crucial for navigating the internet and distinguishing between trustworthy and untrustworthy sites.

Summary of Literature Reviewed

The objective of this chapter was to examine the use of social media by university students for assignments, academic activities, coursework, and tutorials. An extensive examination of literature has demonstrated that online social media effectively improves communication and engagement among students, as well as between teachers and students. Social media is a very efficient platform for fostering student engagement, facilitating the sharing of ideas, and enabling the expression of viewpoints in a more comfortable manner. Nevertheless, it is crucial to bear in mind that not all the attractive aspects of social media translate into valuable academic content. The accessibility can also result in an abundance of information that may be of uncertain accuracy. It is essential for students to cultivate their critical thinking abilities in order to assess the trustworthiness of the information they receive. Prior to depending on social media tutorials for academic work, it is

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crucial to verify information from reliable sources and seek out creators with appropriate skills.

Social media platforms provide a great and flexible resource for students looking to enhance their study. The diverse range of content, captivating presentation styles, and opportunity for involvement can greatly enhance the learning experience. Nevertheless, by adopting a discerning approach and prioritizing trustworthy references, students can harness the potential of social media to actively engage in their own learning.

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CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents the methodology to be used in carrying out the study under the following sub-headings:-

- Research Design
- Population of the Study
- Sample and Sampling Techniques
- Research Instrument
- Validation of Instrument
- Reliability of Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

The research design considered most suitable for this research was the descriptive survey research design. The descriptive survey is a design that collects data on a given population. The design is suitable for study because it helps to assess the level of economic education Students utilization of social Media for academics .

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Population of the Study

The population of this study comprised of the 270 Economics Education student from 100- 400 level 2022/2023 session in the Department of Educational Management Faculty of Education University of Benin

Sample and Sampling Technique

The sample size comprised of 100 students, which will be randomly selected from 270 students. With the aid of the simple proportionate sampling technique, 25 students each from 100 - 400 level proportionately selected thus making a total sample size of 100 respondents.

Research Instrument

The instrument that was used for the data collection is a structured questionnaire titled level of education economics students' utilization of social media for academics Questionnaire (LEESUSMAQ)". The questionnaire was divided into two sections, A and B. Section A focuses on the demographic or personal data of the respondent while section B contains information which bothers on the problem of this research.

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Validity of the instrument

The constructed questionnaire was validated by the project supervisor to confirm for content validity. Suggestions made by the supervisor was incorporated into the final draft of the work before administration.

Reliability of the Instrument

The test re-test method was used to determine the reliability of the instrument. The questionnaire was administered to a group of 20 respondents which did not constitute part of the study. The instruments were given to the students to fill and the data obtained were analyzed using Pearson's Product Moment Correlation Coefficient. A reliability coefficient of 0.81 was obtained, indicating that the instrument is reliable for the study.

Method of Data Collection

The researcher personally administered the instrument to the respondents and also waited to collect the instrument on the spot to ensure a high return rate.

Method of Data Analysis

In analyzing the data the researcher will make use of mean score and standard deviation to compute the findings from the research. The four

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research questions for the study will be analyzed using mean score and standard deviation.

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CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter entails the presentation of results and discussion of findings.

Four research questions were raised and answered in the study.

Research Question 1: What is the level of Education Economics students' utilization of social media for academics in the University of Benin?

Table 1: Mean analysis on the level of Education Economics students' utilization of social media for academics in the University of Benin

S/N	Items	N	\bar{x}	DECISION
1.	Assignment	100	3.55	High
2.	Tutorial	100	3.62	High
3.	Course work	100	3.54	High
	Grand Mean		3.57	High

The analysis of data in Table 1 revealed the responses of the respondents on all items at a grand mean of 3.57 which is above the criterion mean of 2.50.

The analysis of data in the above table therefore implies that there is high level of Education Economics students' utilization of social media for academics in the University of Benin.

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Research Question 2: What is the level of Education Economics students’ utilization of social media for assignments in the University of Benin?

Table 2: Mean analysis on the level of Education Economics students’ utilization of social media for assignments in the University of Benin

S/N	Items	N	X	\bar{x}	Decision
1.	I frequently find information or data for Economics assignments using social media platforms.	100	348	3.48	High
2.	Social media collaboration tools (e.g., shared documents) are helpful for working on Economics assignments with classmates.	100	362	3.62	High
3.	Using social media to share resources and ideas with classmates has improved the quality of my assignments.	100	357	3.57	High
4.	The time spent collaborating on assignments via social media is a worthwhile investment in my learning.	100	346	3.46	High
5.	The use of social media for assignments has helped to improve my grades.	100	366	3.66	High
6.	Finding reliable information for Economics coursework can be easier on social media compared to traditional library resources.	100	351	3.51	High
Grand Mean				3.55	High

The analysis of data in Table 2 revealed the responses of the respondents on all items at a grand mean of 3.55 which is above the criterion mean of 2.50.

The analysis of data in the above table therefore implies that there is high level of Education Economics students’ utilization of social media for assignments in the University of Benin.

Research Question 3: What is the level of Education Economics students' utilization of social media for tutorials in the University of Benin?

Table 3: Mean analysis on the level of Education Economics students' utilization of social media for tutorials in the University of Benin

S/N	Items	N	X	\bar{x}	DECISION
1.	I follow social media channels (e.g., YouTube channels) that offer Economics tutorials or lectures.	100	356	3.56	High
2.	The explanations and examples provided in social media tutorials are clear and easy to understand.	100	369	3.69	High
3.	Social media tutorials allow me to learn at my own pace and revisit topics when needed.	100	363	3.63	High
4.	Compared to traditional classroom lectures, social media tutorials offer a more engaging learning experience for Economics.	100	358	3.58	High
5.	I utilize social media tutorials as a regular supplement to my learning in Economics courses.	100	354	3.54	High
6.	Social media helps me connect with classmates for discussing Economics course material.	100	367	3.67	High
7.	Participating in online discussions about Economics helps me gain a deeper understanding of the subject matter.	100	365	3.65	High
	Grand Mean	3.62	High		

The analysis of data in Table 3 revealed the responses of the respondents on all items at a grand mean of 3.62 which is above the criterion mean of 2.50.

The analysis of data in the above table therefore implies that there is high

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level of Education Economics students’ utilization of social media for tutorials in the University of Benin.

Research Question 4”:What is the level of Education Economics students’ utilization of social media for course work in the University of Benin?

Table 4: Mean analysis on the level of Education Economics students’ utilization of social media for course work in the University of Benin

S/N	Items	N	X	\bar{x}	Decision
1.	Social media has been an effective tool for finding relevant articles or research papers for Economics coursework.	100	344	3.44	High
2.	I am confident in the credibility of the information I find on social media for my Economics coursework.	100	342	3.42	High
3.	Social media helps me stay updated on current economic issues relevant to the topics covered in my coursework.	100	355	3.55	High
4.	The information I find on social media helps me to develop strong arguments and supporting evidence for my Economics coursework	100	348	3.48	High
5.	Social media is a valuable resource for enhancing my learning experience in Economics at the University of Benin.	100	357	3.57	High
6.	I use social media groups or pages related to my Economics studies on a regular basis.	100	364	3.64	High
7.	Social media has been a valuable source of information or resources for my Economics studies.	100	371	3.71	High
	Mean		Grand	3.54	High

The analysis of data in Table 4 revealed the responses of the respondents on all items at a grand mean of 3.54 which is above the criterion mean of 2.50.

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The analysis of data in the above table therefore implies that there is high level of Education Economics students' utilization of social media for course work in the University of Benin.

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CHAPTER ONE

INTRODUCTION

Background of the study

Social media has a great effect on people's lives. Social media is the social interaction, which gives the participants the possibility to share opinions, thoughts, and knowledge in a global forum where time and place are insignificant (Carlsson, 2010). Nández and Borrego (2013) believed that social media are amongst the greatest modern advances in the establishment of digital information and communication and help to enhance digital literacies (Misir, 2018).

According to Alvarez-Jimenez, Alcazar-Corcoles, Gonzalez-Blanch, Bendall, McGorry and Gleeson (2014), online social media are defined as “primarily internet- and mobile-based tools for sharing and discussing information between users.” Obar (2014) viewed social media as Internet-based applications developed using a Network 2.0 foundation that permit the formation and interchange of ideas. The technological foundations of social media include blogs, wikis, multimedia distribution tools, interacting platforms, and computer-generated worlds. These social media foundation

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tools foster social interactions or digital communication between users and promote digital literacies.

A large number of scholars suggest that students learn in new ways using social media and educators should envelop these new platforms (Ito et al., 2009; Jenkins, 2006). In his study O’Keffe et al (2011) claimed that social media platforms allow students to bring together outside of class for the intention of collaborating and exchanging ideas about their homework. In addition, on-line social media enhances digital literacy which includes network literacy, media literacy, computer literacy and visual literacy, among others (Aczel, 2014).

It is also evident that many students send emails to each other and their lecturers for studyrelated purposes. In addition, students are staying up-to-date in their areas of interest by accessing news posted on websites by individuals and organisations and are accessing library collections, bibliographic databases and other educational resources, including visual resources on the Web (Parmar and Desai, 2018). What is also evident (from the researcher’s observation and participation) is that while students are using social media to socialise, play games, share news, share pictures and videos,

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among other uses, they are also, seemingly, increasingly using social media for more academic purposes. It was this latter use of social media that prompted the researcher's interest and provided the context in which the study needs to be seen. A positive "spin off" of the use of social media is, as pointed to above, the promotion of (and arguably improvement in) students' digital literacy.

Among the most frequently cited advantages of the use of social media by students is their ability to aid collaborative learning and communication amongst their peers and others in academia (Ketonen-Oksi, Jussila and Kärkkäinen, 2016; Khan, 2017). Further commonly stated benefits of social media are their notable capability to aid digital literacy and information distribution. Among the examples of such media are blogging tools used by many students to circulate information among their peers and persons worldwide (Ahmad, 2014; Aria and Izadpanah, 2017). Other than communication, academics who use Twitter refer to "information distribution" as one of the main advantages of using the medium. Its use has proven popular, particularly in academic conferences (Holmberg and Thelwall, 2014).

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Social media sites benefit students by providing platforms that foster communication and lifelong learning and facilitate access to distance and open education, e-learning resources and e-libraries (Saleh, 2020). Lecturers who impart knowledge to students also benefit from the use of social media by sharing educational materials, exchanging ideas, reading through colleagues' research, getting updated on research trends and, most significantly, establishing their own professional networks (Akram and Kumar, 2017). Social media created precisely for educational audiences provide a distinct opportunity for those audiences to learn and create a robust academic discussion among themselves. They also encourage personal connections that can lead to the establishment of new information and knowledge. Furthermore, social media have the potential to aid more rapid interactions between libraries and their users (Ezeani and Igwesi, 2012) regardless of where the users are located or how they decide to learn about or access the library services and resources.

Jones, Johnson-Yale, Millermaier and Seoane-Perez, (2008) point out that social media activities have become an important aspect of academic life in tertiary institution campuses. The use of social media in tertiary

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institutions is mainly two-fold: the administrative purpose of facilitating registration, support services and socialization (Madge, Meek, Wellens and Hooley, 2009) and the educational purpose (Eteokleous, Ktoridou, Stavrides and Michaelidis, 2012) of fostering the educational outcomes and facilitating the process of teaching and learning (Cassidy, 2006; Chen and Bryer, 2012; Liu, 2010; Madge, Meek, Wellens and Hooley, 2009). Social media/SNSs have increasingly become a new means of communication and collaboration among academia; which has increased its usefulness among students globally (Eteokleous, Ktoridou, Stavrides and Michaelidis, 2012; Madge, Meek, Wellens and Hooley, 2009). In a case study conducted by Nández and Borrego (2013) on the use of social networks for academic purposes, it was revealed that citation indexes, document creation, edition and sharing tools, communication tools, reference management and time management tools are widely used by the students.

Statement of the Problem

The rapid advancement of media technology has had a great impact on the way people communicate on a daily basis. The growing dimension of the use of the social media among the youth of today cannot be over emphasized.

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Over the years, social networking among students has become more and more popular. It is a way to make connections, not only on campus but with friends outside of school. Social networking is a way that helps people feel they belong to a community. Due to the increased popularity of it, economists and professors are questioning whether grades of students will not be affected by how much time is spent on these sites. Many parents and guardians are worried that students are spending too much time on facebook and other social media sites and have not enough time to study. Though parents are worried about students' constant use of the social media sites, many students continue to utilize these sites on a daily basis. It is against this background that this research is being conducted to ascertain the level of education economics students utilization of social media for academics in university of Benin, Benin city.

Research Questions

- 1 What is the level of Education Economics students utilization of social media for academics in the University of Benin?
- 2 What is the level of Education Economics students utilization of social media for assignments in the University of Benin?

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- 3 What is the level of Education Economics students utilization of social media for tutorials in the University of Benin?
- 4 What is the level of Education Economics students utilization of social media for course work in the University of Benin?

Purpose of the Study

- To determine the level of Education Economics students utilization of social media for academics in the University of Benin?
- To Assess the level of Education Economics students utilization of social media for assignments in the University of Benin?
- To Examine the level of Education Economics students utilization of social media for tutorials in the University of Benin?
- To determine the level of Education Economics students utilization of social media for course work in the University of Benin?

Significance of the study

This study would be very useful to educators and academics since it looks at the level of education economics students utilize social media for academic purposes in Uuniversity of Benin, Benin city. This study will also be of great importance to education economics students as to how beneficial

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and destructive social media is to them. Furthermore, it will be beneficial to the tertiary institution lecturers as they will be able to use the social media properly in the lecturing of students.

Scope and Delimitation Of the Study

The scope of this study borders on assessing the level of education economics students utilization of social media for academic purposes such as assignments, coursework and tutorials in University of Benin, Benin city. Hence, the study will be delimited to Education Economics students in University of Benin, Benin City.

Definition of Terms

The following terms are defined as used in the study.

Social Media: Social Media is a computer-based technology that facilitates the sharing of ideas, thoughts, and information through the building of virtual networks and communities

Academic : Academic is used to describe things that relate to the work done in schools, colleges and universities, especially work which involves studying and reasoning rather than practical or technical skills.

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Course work: It is a written or practical work done by a student during a course of study, usually assessed in order to count towards a final mark or grade.

Tutorial: A tutorial is a method of transferring knowledge and may be used as a part of a learning process. More interactive and specific than a book or a lecture. A tutorial seeks to teach certain task by example and supply the information to complete a certain task.

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CHAPTER TWO

REVIEW OF RELATED LITERATURE.

This chapter contains the review of related literature on the assessment of the level of education economics students utilization of social media for academics in the University of Benin, Benin city. The review was done under the following sub-headings:

- Theoretical Framework
- Concept of Social media
- Level of Utilization of Social Media for Academics in Universities
- Level of Utilization of Social Media for Assignments.
- Level of Utilization of Social Media for Tutorials
- Level of utilization of social media for course works
- Summary of Literature Reviewed

Theoretical Framework

The Uses and Gratification Theory

The research is based on Elihu Katz, Jay Blumler, and Michael Gurevitch's Uses and Gratifications theory, which was developed in 1974. (Onabanjo and Osifeso, 2008) According to this idea, viewers are active participants who intentionally seek out specific media and information in order to attain specific outcomes or gratifications that meet their individual

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requirements (Nayyar, 2007). When it comes to using the media to meet one's desires or needs, Daramola (2012) stated that the uses and gratifications theory is concerned. Scholars are currently employing this theory to study issues like as mobile phone use, internet use, and social media use. According to the uses and gratifications idea, a media audience is more likely to be engaged and focused on achieving a certain goal. It's not uncommon for people to choose and use a specific media to meet their personal demands. This theory suggests that individuals actively choose and use media to fulfill their needs and desires, rather than being passive recipients of media messages.

Nayyar, (2007) outlined key concepts of the Uses and Gratifications Theory as follows; First, the "needs and gratifications" perspective asserts that people are motivated to consume media by meeting some basic psychological requirements. These requirements can be broken down into many different dimensions, such as knowledge, communication, amusement, privacy, and security. The media outlets that people choose are the ones they feel will best meet their own requirements.

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Individuals are seen as active participants in the media-consumption process, according to the theory's central tenet, the active audience. Individual interests and needs drive how users pick, interact with, and understand media. It stresses that people can make their own decisions about what and how much media to consume in order to satisfy their own needs for pleasure.

The third approach, called "goal-oriented media use," suggests that people use the media for specific reasons. They seek for and interact with material that serves their interests and furthers their goals. A student might utilize social media in order to study, connect with friends, or pass the time. The approach acknowledges that different people have varied tastes and requirements, and that these factors influence how they interact with media. It highlights the fact that the effects and pleasures of media are not the same for everyone. The precise pleasures sought and acquired from media use can be influenced by factors such as demography, personality traits, and social setting.

The idea emphasizes the dynamic interaction between audiences and media messages, which brings us to point number five. People aren't passive

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recipients of media; they make choices about what to watch, how to perceive it, and what to do next, which may include sharing or commenting. Users will get the most pleasure out of media when its content precisely meets their wants and needs.

Practical Implications for Understanding How Social Media Affects Students' Grades Students' motivations for using social media and the rewards they expect to receive can be deduced by applying the Uses and Gratifications Theory. To satisfy their informational needs, students may utilize social media to research topics of interest, locate relevant materials, and connect with classmates and teachers. Students' social needs can be met through the use of social media, which can serve as a hub for course-related group work, debate, and emotional support.

During free time, students can satisfy their entertainment demands by using social networking sites like Facebook, Twitter, and Instagram. Students' identities may be influenced by their use of social media, which provides an outlet for them to promote their work, build their reputation, and seek out recognition.

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Students' social media use is influenced by a variety of factors, and the uses and gratifications theory can shed light on these factors and their effects on students' academic achievement. The idea aids academics in determining why and how much students use social media sites, and how that usage impacts their academic success. Students' motivations for using social media should be determined, including if they are primarily interested in gaining knowledge, making friends, having fun, or expressing themselves. This theory also investigates the factors that lead students to favor particular social media sites, and how that preference relates to their educational aims. Twitter and LinkedIn, for instance, can be used for scholarly networking and information sharing, while Instagram and Snapchat can be used for more casual student-to-student communication.

The notion paves the way for studies that examine the relationship between students' enjoyment of social media and their academic performance. The effect of social media on students' academic performance can be better understood, for example, by determining whether or not students use of these platforms provides them with a feeling of community, emotional support, access to educational resources, or an outlet for creative expression.

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Interventions designed to encourage ethical social media use and boost students' academic achievement can be informed by this notion. For instance, therapies may aim to improve information-seeking habits, encourage more constructive social connections, teach better time management techniques, or increase understanding of the risks associated with social media addiction. As a result of this comprehension, educational policies, interventions, and tactics can be developed to take advantage of the benefits of social media while minimizing any detrimental effects on students' performance in the classroom.

Concept of Social Media

Social media continuously keeps changing and as such it is difficult to assign a fixed definition to it as Jacka and Scott (2011), argued that ‘‘there is no single recognized definition for social media’’. However some scholars have defined it in different perspectives over the past years.

Kaplan and Haenlein (2010), defined social media as a group of internet- based applications that build on the ideological and technological foundations of Web 2.0 and allow the creation and exchange of user-generated content. The Oxford dictionary (2011), also defined social media as ‘‘websites and applications used for social networking’’. Another definition of

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social media is that it is a ‘communication channel which is very popular, extremely fast and broad, has proven to be highly effective, as well as trusted by billions of people , to share and discover content concerning individuals, brands, information, entertainment and knowhow’’ (Dearborn, 2014). One theme that all these definitions underpin is that social media involves some form of communication between individuals over the internet.

The emergence of novel forms of media for conveying information is not coincidental. The development of technology was gradual and predictable. What's different, thanks to microprocessors, though, is "the astounding diversity and sophistication of IT, its rising efficiency, reliability, speed, precision, cheapness, portability, and ubiquity" (Soola, 1998). The term "new media" refers to the convergence of computer and telecommunication technologies used to disseminate content to diverse audiences across great distances and time zones. According to Spurgeon (2008), interactivity is a significant criterion for contrasting "old" mass media with "new" digitally networked ones.

Social media are online technological platforms that assist bring people together from far and wide, as stated by Talaue, AlSaad, AlRushaidan,

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AlHugail, and AlFahhad (2018). It's a web-based system that makes use of both mobile and web technologies, giving each user full control over their communication from any electronic device (El Khatib, and Khan, 2017). Our lives have been split in two since the advent of social networking sites like Twitter, Yahoo Messenger, Facebook Messenger, Blackberry Messenger (BBM), WhatsApp, 2go, Skype, Google speak, Google Messenger, iPhones, and androids. Relationships are fostered through the use of social media. They allow for individuals to share information, music, books, images, and more across oceans and countries. Alsaif (2016) argues that providing access to customers and users is the primary function of social media. They can interact with others and make friends in a virtual setting. People can talk about their day-to-day experiences, theories, theories, photos, videos, and links on social media. In addition, people can advertise their own professional and personal skills. Because of its ability to rapidly disseminate useful information, internet networking has quickly become the most popular form of contact.

The classroom and the educational system as a whole have been particularly affected by the rise of social media networking. Even Osharive

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(2015) concedes that students benefit from using social networks since it enhances their educational and personal development. Olubiyi (2012), however, observed that modern-day pupils spend nearly all of their waking hours online. Some students have been seen ping, 2going, or face booking during lectures even in classrooms and auditoriums. The enthusiasm for making new acquaintances online and, most of the time, busy debating unimportant problems, has stifled time that should be devoted to study, academic research, and innovation. As a result, most students' academic progress is hindered because of time spent on social media. University students participate in social networking because they enjoy it. People use the internet for a variety of reasons, including keeping up with friends' whereabouts and activities, sharing images, and finding emotional support.

Students who devote their time and energy to their studies are rewarded with better grades and more opportunities. Both the Internet and textbooks are equally valid resources for learning. The advantages of social media over more traditional forms of communication have led to their widespread adoption. Social media networks can be made safer and more trustworthy with the help of technology (Stergiou et al., 2018). More than 4.95 billion

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people utilize the Internet as of January 2022 (Johnson, 2022) with over 4.62 billion using social media. It has been discovered that young people, and particularly college students, spend a disproportionate amount of time on social networking sites. Social media is an integral part of their daily lives (Laura et al., 2017). In the last two years, various online platforms including Microsoft Teams, Zoom, and Google Meet have surpassed social media as the go-to for hosting webinars, online classes, and other types of virtual gatherings. During the epidemic, this specified user community used these channels to disseminate and share information. Facebook, YouTube, Instagram, WhatsApp, and weblogs are all social media platforms used for public and/or private communication. Before, people simply used social media to keep in touch with loved ones, but now it's one of the most important instruments for education (Dzogbenuku et al., 2019).

Level of Utilization of Social Media for Academics in Universities

Utilization of social media platforms for educational purposes Several scientists have examined the utilization of social media networking in diverse academic and social contexts (Lange-Ros, 2011). Social media platforms created for academic purposes have been increasingly popular among

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scientists in the fields of education and social sciences, offering numerous advantages. Mazman and Usluel (2010) identified educational usage as a significant advantage of social networking platforms. They depicted Facebook, a widely-used social networking platform, as a valuable educational resource because of its organisation and diverse features. These features include facilitating intentional or spontaneous learning experiences by connecting individuals with shared interests, enabling the exchange of information and ideas, promoting discussions, and fostering collaboration. Social networks serve as instructional tools as they enable individuals to connect with others and get social support.

They also facilitate collaborative information finding and sharing, content production, and the aggregation and modification of knowledge and information (Mazman&Usluel, 2010). Advocates claim that modern college students are accustomed to a society where social media is the usual way of communication. Therefore, social media enhances the learning process as an educational tool by enabling students and instructors to share ideas, promote collaboration and discussion, and actively participate and communicate through emerging social platforms (Lederer, 2012; Turkle, 2004). The

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available research on social media provides valuable recommendations for implementation in higher education.

The utilization of social media by university students is a compelling subject of study for educators and social scientists (Al-Rahmi & Othman, 2013). Hamid, Chang, and Kurnia (2009) further stated that the existing literature contains beneficial methods and approaches for using it at the University level. This text outlines the progression of content creation and highlights a reduced emphasis on sharing, interacting, collaborating, and socializing through its utilization. Dabner (2011) said that there are definite advantages to adopting social media networking to connect with present and potential students, as it allows institutions to tap into potential benefits. According to Kear (2010), many institutions have failed to develop plans for leveraging social media before implementing these programmes due to the fast pace of change. Chretien, Greysen, Chretien, and Kind (2009) argue that student engagement refers to the time and effort students invest in educational activities. They also emphasize the importance of peers in influencing student learning and values development. Therefore, educational institutions should actively utilize and shape this influence to enhance

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academic expectations. The full potential of using social media to enhance learning and teaching cannot be realised until there is a deeper understanding of how the social nature of these platforms can be leveraged to engage students who are less involved or disengaged, and encourage them to actively participate in educational activities with their highly engaged peers and teachers. This will contribute to the academic success of a larger number of students (Kuh, Kinzie, Cruce, Shoup&Gonyea, 2007).

There is a significant rise in students' interest in utilizing social media. Presently, adolescents rely heavily on the internet for a significant share of their daily activities and information acquisition, in contrast to previous generations who relied on mediums such as television or newspapers (Lewis, 2012).According to Lenhart and Madden (2013), students heavily rely on social networking websites to maintain communication with peers and gather information. Liccardi (2013) asserts that students establish social connections with one another in order to share their everyday learning experiences and engage in conversations on various themes. Social media platforms facilitate cooperation and conversation by providing a wide range of content, including the ability to post, copy, share, and search utilizing internet tools. In the

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present day, students utilize social media platforms whenever and wherever they have access to the internet in order to fulfil their educational requirements (Dewing, 2012).

Level of Utilization of Social Media for Assignments

According to Raymond and Afua (2016), social media platforms can be utilized for educational purposes such as assignments, and other course-related tasks. It allows students to receive feedback on class schedules, class locations, exchange information with their peers, and discuss concerns relating to their coursework, among other things. Social media functions as a platform for both receiving and generating academic information, which improves learning results. It is crucial for instructors and students to embrace the opportunity of utilizing social media platforms for effective teaching (Walkyria, 2012). Online communities offer a valuable opportunity for young people to access academic help and receive support (Lusk, 2012). Put simply, using social media successfully will result in a favourable learning outcome. Social media has a good influence on pupils by facilitating social interaction, knowledge sharing, self-updating, learning from diverse sources, expressing thoughts and feelings, and communication.

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In addition to permeating every aspect of student life, social media has begun to permeate every aspect of academic work. Students are coming up with creative uses of these platforms to improve their learning and teamwork. Utilization is a crucial component in research. Students can engage with professionals and classmates on educational forums and Twitter, allowing them to obtain varied opinions and reputable sources. Joining a Facebook group that is solely focused on a certain subject can help you learn more about it through conversation and the sharing of materials.

Collaborating on projects is another benefit of social networking. Instant messaging, ideation, and project management are all possible via group conversations on services like Discord and WhatsApp. Some platforms have collaborative capabilities that let students work on documents or presentations at the same time, which makes the process much easier. Social media also provides pupils with an opportunity to showcase their creativity. To make learning more interactive and memorable, one might use platforms like YouTube or Instagram to create visually interesting lectures or films.

Nevertheless, one must not overlook the possible downsides. Important worries include diversions and the propagation of false information. Social

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media's constant flow of updates and notifications can make it hard to concentrate, and using material that isn't validated can cause students to turn in erroneous work for school. Students require digital literacy skills such as source evaluation and time management in order to utilize technology responsibly.

If students want to get the most out of their education and work together on projects, social media is a great resource. Students may use these platforms to their advantage to succeed academically in exciting and new ways if they know how to use them and avoid common mistakes. One way to improve education is to include social media into classroom activities. As a form of cutting-edge technology, social networking sites (SNSs) can help students adapt to new ways of learning and different cultures. A greater propensity to use social media may accompany an over-reliance on interpersonal contact. Cooperation through social media, on the other hand, can, depending on its application, foster an atmosphere conducive to learning. There is a robust relationship between social networking apps and numerous constructivist pedagogical features, according to Ferdig's (2007) research. Active learning, social learning, and communities of practice and learning are

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pedagogical methodologies that he believed these technologies support. Two studies that have shed light on the potential benefits of social media for education are Mazman and Usluel (2010) and Cortijo, Arteaga, and Javed (2013).

Among these are the following: supplying social benefits; facilitating knowledge sharing; encouraging active involvement; fostering engagement; and promoting cooperation. Blogs (like Huffington Post), networks (like Facebook, Twitter, LinkedIn, ResearchGate, etc.), video sharing (like YouTube), audio sharing (like Podcast), mobile sites (2go, etc.), and image or picture sharing (like Instagram, Flickr) are all examples of social media platforms that are known to foster these qualities. This is because of the open and conversational nature of the platforms, the connectivity they provide, and the appealing textual and audiovisual characteristics.

Collaborative platforms on social media enable individuals to rethink the production of energy and intelligence, in contrast to the traditional paradigm of learning that places an emphasis on individual learning processes. Collaborative power content solutions are those that allow users to come up with a common goal, share that goal with their peers, and then

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publish their work in a form that allows for further revisions and revisits. As compared to other instructional methods, research shows that students learn more and retain more information when they are actively participating in the process, and that students work in groups. In a group setting, students are able to work together to find better solutions to problems. With the use of social media, students can collaborate on projects that would be impossible for any one of them to complete alone. Wikis are an example of a collaborative social media tool; they are online communities where numerous people can edit and contribute to a single body of text.

Level of Utilization of Social Media for Tutorials

Research has demonstrated that among many factors, good communication between instructors and their students is crucial to the proper execution of any learning process. Both instruction and student understanding will suffer in the absence of effective two-way communication. That is why it is crucial for educators to keep a close eye on their students so they can identify any difficulties they may be facing. Teachers are more likely to facilitate rapid and high-quality learning when they develop strong relationships with their students. Here, a lot of schools are griping about how

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their students act erratically right now. Because students make up the bulk of internet users and rely on social media to stay in touch with loved ones and coworkers, it's crucial to investigate the ways in which these platforms might serve as useful resources for contemporary classroom instruction.

Facebook, MySpace, and Twitter, to mention a few, can function as backchannels for communication between students and between instructors and students both in and out of class, greatly improving the communication between all parties involved in the educational system. as well as notify students of upcoming guest speakers, panel discussions, and special lectures. Interaction between teachers and students will undoubtedly aid in comprehending and resolving a range of interconnected learning challenges more quickly. Both student-to-student and student-to-teacher communication can be enhanced through the use of social media. The second group can coordinate study sessions for forthcoming tests and projects by utilizing online social networks. They can ask other students for specific information regarding the test's content or the requirements of a particular assignment. Students who are struggling with a certain subject can find and follow other students on social media for advice and support. In a similar vein, this

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collaborative tool can effectively enhance student interaction through the usage of blogs that incorporate contributions from various users.

Platforms such as YouTube, Facebook, wikis, and blogs offer an extensive array of content covering a diverse variety of topics. Consequently, students have the option to utilize any of these resources for tutorials in a bid to obtain more explanations or clarifications. Studies have demonstrated that the utilization of technology in universities can effectively enhance students' motivation in their coursework (Jones et al., 2008). Enhanced student motivation frequently leads to a favourable influence on student engagement, academic performance, and personal psychological factors (Imhof, Vollmeyer, & Beierlein, 2007).

Virtual tools like Moodle, The Student Room, Elearners, Easyclass, and Academia.Edu facilitate communication and collaboration among students and teachers in core academic activities. These tools provide a participatory environment where educational material is readily accessible to all users, regardless of time or location. Within this particular setting, individuals, particularly children, have the opportunity to pose inquiries and concerns, which will then be addressed by their peers or educators. The

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integration of social media into class assignments has empowered teachers to inspire students to engage and learn efficiently both in and out of the classroom (Roblyer, et.al., 2010, Junco, Elavsky, & Heiberger, 2012). Teacher-student engagement often occurs in person, but peer assessment, discussions, and collaborative work are typically conducted using social networks (Liccardi et al., 2007). These pedagogical methods can contribute to the establishment of a favourable educational setting for students, hence enhancing the process of acquiring knowledge (Roblyer et al, 2010; Kirschner & Karpinski, 2010; Lenhar et al, 2010 Jones, Johnson-Yale, Millermaier, & Seoane Perez, 2008).

Nevertheless, studies have shown that numerous educators are hesitant to integrate social media technology into their instructional methods (Roblyer et al., 2010) primarily because of their limited proficiency in technology (Conlon and Simpson, 2003) and the perception that new technologies are unnecessary and do not contribute to favourable learning results (King, Duke-Williams & Mottershead, 2009). This study aims to investigate students' viewpoints on the integration of social media technology into their learning process, as well as how their instructors have embraced this

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technology. It is worth noting that empirical evidence suggests that 64% of university students in the United States are willing to read a blog authored by a professor (Junco & Cole-Avent, 2008).

The use of social media for educational purposes, especially the discovery of tutorials, is on the rise among students. Social media's accessibility and ease of use are the primary factors propelling this change. You may find a wealth of instructional videos on sites like YouTube and TikTok, ranging from quick explanations to comprehensive guides to various courses. There are tutorials available for almost any subject, so students may pick one that works for them and helps them improve in areas where they're weak.

Another reason for their appeal is the casual and interesting style of social media lessons. Learning may be made interesting and memorable by many creators through the use of humour, relatable examples, and interactive components. Students may find this very different from the dry and intimidating nature of textbooks and lectures. A feeling of belonging is another benefit of social networking. Learners can connect with others going through the same things they are by leaving comments, asking questions, and

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sharing experiences. This kind of engagement has the potential to inspire and facilitate a more thorough comprehension of the subject matter.

When it comes to finding tutorials, social media networks are a great and flexible resource for students. The opportunity for engagement, interesting presenting techniques, and diverse content can make learning much more enjoyable. To be sure they're using credible sources for their schoolwork, kids should be wary and work on their critical thinking abilities.

Level of Utilization of Social Media for Coursework

Most social networking services have a profile, a list of contacts, comments, and private messaging that are all identical. As Boyd and Ellison point out, the people on these lists may not actually be friends with the user; the system allows individuals to assert relationships with other people on the network. Users have a list of connections or relationships with other SNS users, and these connections are sometimes called “friends.” Individuals can connect with friends they currently have in real life or make new ones through the sites. In addition to these, there are dozens of other social networking sites (SNS), some of which focus on a specific theme while others are purely social in nature.

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Even if they don't speak up much in class, students who struggle to engage with their teachers and classmates can find a voice and a community on social media platforms like Facebook, Twitter, and YouTube. Google Apps for Education and similar programmes will make it possible for pupils to access high-quality educational materials whenever and wherever they need them. The administrative and financial burdens of supplying pupils with supplementary learning materials in conventional classrooms are substantial. The use of social media, however, has the potential to improve educational opportunities. Students would spend more time on their homework and related school assignments if teachers encourage them to take part in the many learning activities posted on social learning platforms. It can also be utilized to engage or re-engage shy or bored students, which is useful because many students complain about being bored with social media sites.

Instead of only consuming material, students can take an active role in creating it through the use of collaborative and participatory platforms such as wikis, blogs, and Google Docs. According to multiple studies, students frequently point to uninteresting or irrelevant course material as the main reason they hate school. But some bored students blamed the teacher's lack of

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engagement as the main reason they weren't learning. Teachers report the highest levels of satisfaction with instructional strategies that encourage student collaboration and group work. Social media platforms can be utilised to create engaging and social learning activities (such as group projects, debates, and conversations) that can overcome classroom boredom and boost behavioural engagement. Because of this, kids will be able to connect with people outside of school and learn from one other. Social media not only facilitates communication amongst students, but it also allows them to communicate with their teachers more frequently, regardless of their physical location or the time of day. Because of this, kids will have plenty of chances to speak up, share their thoughts, and receive criticism. Because of this, students will have more chances to form positive relationships with their educators.

It is imperative to note that these platforms offers a wide array of services that are useful for students in their course work. Examples of such platforms used by students for course work are mentioned below;

Wikipedia

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Founded in 1994, Wikipedia enables users to post articles or profiles of individuals. As an example of a successful non-profit user-generated content initiative that has drawn a large number of contributors and millions of regular readers, Wikipedia allows users to view and modify information, facilitating knowledge sharing and exchange (Trevino 2011). Having the ability to contribute and arrange knowledge online makes the web potentially empowering for both individuals and communities.

Facebook

In terms of popularity, Facebook is the most widely accepted and widely used social networking platform online. Over one billion people from all over the world have already signed up for the platform's free services at this point. Individuals are able to create an online profile, add friends, and interact with each other by publishing comments and photographs to their pages in order to see what their friends are up to on Facebook (Boyd and Ellison, 2009). Members of Facebook can also join virtual groups based on shared interests, check what classes they have in common, send offline and online instant messages, and learn about each other's interests. With this

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network's interface, students can share ideas around important academic issues, enhancing educational connectedness and sustaining academic discourses (Mukhongo, 2014).

Blogs

In a blog, users can publish messages that are saved chronologically, and other users can comment on these messages. It is an online diary that has a public character and thus breaks down the barrier between private and public information. In addition to their significance in the 2005 French referendum on Europe's constitution and the Iraq War protests (war blogs), blogs have also had a political role during the 2004 and 2008 presidential elections in Iran and the United States, where they communicated political dissent. The internet itself can be transformed by these activities, leading to phenomena like political blogs that create a "dynamic new arena of politics and culture" (Kahn and Kellner, 2004). Web logs, or "blogs," are a type of website where users can write personal reflections and share their expertise with others.

Having grown up with the internet, today's students are at ease utilizing various forms of social media for both personal and academic purposes. This

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comfort level, however, follows them throughout their academic pursuits. There are an unexpectedly large number of academic advantages to using social media platforms. Promoting teamwork is a major perk. Students can remotely collaborate on projects, share materials, and discuss ideas in closed groups on sites like Facebook or study channels on Discord. When working on group projects or taking classes online, this can be really helpful.

Another useful use for social media is as a research tool. Students can stay informed about what's happening in their subject and what other researchers are finding by using Twitter feeds and hashtags. Reddit and similar educational communities and forums offer a wealth of information and viewpoints on a wide range of topics. Additionally, students can use social media to network with working professionals and specialists in their field. Students are able to ask questions and obtain a better grasp of course material thanks to the active social media presences of many academics and teachers.

Although some social media use may be helpful for schoolwork, it's vital to keep this in mind overall. Staying focused and productive might be made more difficult by the continual barrage of updates and notifications.

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Information shared on social networking platforms is not always reliable or accurate. Improving one's ability to think critically is crucial for navigating the internet and distinguishing between trustworthy and untrustworthy sites.

Summary of Literature Reviewed

The objective of this chapter was to examine the use of social media by university students for assignments, academic activities, coursework, and tutorials. An extensive examination of literature has demonstrated that online social media effectively improves communication and engagement among students, as well as between teachers and students. Social media is a very efficient platform for fostering student engagement, facilitating the sharing of ideas, and enabling the expression of viewpoints in a more comfortable manner. Nevertheless, it is crucial to bear in mind that not all the attractive aspects of social media translate into valuable academic content. The accessibility can also result in an abundance of information that may be of uncertain accuracy. It is essential for students to cultivate their critical thinking abilities in order to assess the trustworthiness of the information they receive. Prior to depending on social media tutorials for academic work, it is

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crucial to verify information from reliable sources and seek out creators with appropriate skills.

Social media platforms provide a great and flexible resource for students looking to enhance their study. The diverse range of content, captivating presentation styles, and opportunity for involvement can greatly enhance the learning experience. Nevertheless, by adopting a discerning approach and prioritizing trustworthy references, students can harness the potential of social media to actively engage in their own learning.

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CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents the methodology to be used in carrying out the study under the following sub-headings:-

- Research Design
- Population of the Study
- Sample and Sampling Techniques
- Research Instrument
- Validation of Instrument
- Reliability of Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

The research design considered most suitable for this research was the descriptive survey research design. The descriptive survey is a design that collects data on a given population. The design is suitable for study because it helps to assess the level of economic education Students utilization of social Media for academics .

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Population of the Study

The population of this study comprised of the 270 Economics Education student from 100- 400 level 2022/2023 session in the Department of Educational Management Faculty of Education University of Benin

Sample and Sampling Technique

The sample size comprised of 100 students, which will be randomly selected from 270 students. With the aid of the simple proportionate sampling technique, 25 students each from 100 - 400 level proportionately selected thus making a total sample size of 100 respondents.

Research Instrument

The instrument that was used for the data collection is a structured questionnaire titled level of education economics students' utilization of social media for academics Questionnaire (LEESUSMAQ)". The questionnaire was divided into two sections, A and B. Section A focuses on the demographic or personal data of the respondent while section B contains information which bothers on the problem of this research.

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Validity of the instrument

The constructed questionnaire was validated by the project supervisor to confirm for content validity. Suggestions made by the supervisor was incorporated into the final draft of the work before administration.

Reliability of the Instrument

The test re-test method was used to determine the reliability of the instrument. The questionnaire was administered to a group of 20 respondents which did not constitute part of the study. The instruments were given to the students to fill and the data obtained were analyzed using Pearson's Product Moment Correlation Coefficient. A reliability coefficient of 0.81 was obtained, indicating that the instrument is reliable for the study.

Method of Data Collection

The researcher personally administered the instrument to the respondents and also waited to collect the instrument on the spot to ensure a high return rate.

Method of Data Analysis

In analyzing the data the researcher will make use of mean score and standard deviation to compute the findings from the research. The four

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research questions for the study will be analyzed using mean score and standard deviation.

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CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter entails the presentation of results and discussion of findings.

Four research questions were raised and answered in the study.

Research Question 1: What is the level of Education Economics students' utilization of social media for academics in the University of Benin?

Table 1: Mean analysis on the level of Education Economics students' utilization of social media for academics in the University of Benin

S/N	Items	N	\bar{x}	DECISION
1.	Assignment	100	3.55	High
2.	Tutorial	100	3.62	High
3.	Course work	100	3.54	High
	Grand Mean		3.57	High

The analysis of data in Table 1 revealed the responses of the respondents on all items at a grand mean of 3.57 which is above the criterion mean of 2.50.

The analysis of data in the above table therefore implies that there is high level of Education Economics students' utilization of social media for academics in the University of Benin.

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Research Question 2: What is the level of Education Economics students' utilization of social media for assignments in the University of Benin?

Table 2: Mean analysis on the level of Education Economics students' utilization of social media for assignments in the University of Benin

S/N	Items	N	X	\bar{x}	Decision
1.	I frequently find information or data for Economics assignments using social media platforms.	100	348	3.48	High
2.	Social media collaboration tools (e.g., shared documents) are helpful for working on Economics assignments with classmates.	100	362	3.62	High
3.	Using social media to share resources and ideas with classmates has improved the quality of my assignments.	100	357	3.57	High
4.	The time spent collaborating on assignments via social media is a worthwhile investment in my learning.	100	346	3.46	High
5.	The use of social media for assignments has helped to improve my grades.	100	366	3.66	High
6.	Finding reliable information for Economics coursework can be easier on social media compared to traditional library resources.	100	351	3.51	High
Grand Mean				3.55	High

The analysis of data in Table 2 revealed the responses of the respondents on all items at a grand mean of 3.55 which is above the criterion mean of 2.50.

The analysis of data in the above table therefore implies that there is high level of Education Economics students' utilization of social media for assignments in the University of Benin.

Research Question 3: What is the level of Education Economics students' utilization of social media for tutorials in the University of Benin?

Table 3: Mean analysis on the level of Education Economics students' utilization of social media for tutorials in the University of Benin

S/N	Items	N	X	\bar{x}	DECISION
1.	I follow social media channels (e.g., YouTube channels) that offer Economics tutorials or lectures.	100	356	3.56	High
2.	The explanations and examples provided in social media tutorials are clear and easy to understand.	100	369	3.69	High
3.	Social media tutorials allow me to learn at my own pace and revisit topics when needed.	100	363	3.63	High
4.	Compared to traditional classroom lectures, social media tutorials offer a more engaging learning experience for Economics.	100	358	3.58	High
5.	I utilize social media tutorials as a regular supplement to my learning in Economics courses.	100	354	3.54	High
6.	Social media helps me connect with classmates for discussing Economics course material.	100	367	3.67	High
7.	Participating in online discussions about Economics helps me gain a deeper understanding of the subject matter.	100	365	3.65	High
	Grand Mean	3.62	High		

The analysis of data in Table 3 revealed the responses of the respondents on all items at a grand mean of 3.62 which is above the criterion mean of 2.50.

The analysis of data in the above table therefore implies that there is high

level of Education Economics students' utilization of social media for tutorials in the University of Benin.

Research Question 4”:What is the level of Education Economics students' utilization of social media for course work in the University of Benin?

Table 4: Mean analysis on the level of Education Economics students' utilization of social media for course work in the University of Benin

S/N	Items	N	X	\bar{x}	Decision
1.	Social media has been an effective tool for finding relevant articles or research papers for Economics coursework.	100	344	3.44	High
2.	I am confident in the credibility of the information I find on social media for my Economics coursework.	100	342	3.42	High
3.	Social media helps me stay updated on current economic issues relevant to the topics covered in my coursework.	100	355	3.55	High
4.	The information I find on social media helps me to develop strong arguments and supporting evidence for my Economics coursework	100	348	3.48	High
5.	Social media is a valuable resource for enhancing my learning experience in Economics at the University of Benin.	100	357	3.57	High
6.	I use social media groups or pages related to my Economics studies on a regular basis.	100	364	3.64	High
7.	Social media has been a valuable source of information or resources for my Economics studies.	100	371	3.71	High
	Mean		Grand	3.54	High

The analysis of data in Table 4 revealed the responses of the respondents on all items at a grand mean of 3.54 which is above the criterion mean of 2.50.

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The analysis of data in the above table therefore implies that there is high level of Education Economics students' utilization of social media for course work in the University of Benin.

Discussion of Findings

The study revealed that there is high level of Education Economics students' utilization of social media for academics in the University of Benin. In support of the findings, Madden (2013) found out that there is high level of students' utilization of social media for academics in tertiary institutions.

The study revealed that there is high level of Education Economics students' utilization of social media for assignments in the University of Benin, Benin City. In support of the findings, Raymond and Afua (2016), found out that social media platforms can be utilized for educational purposes such as assignments, and other course-related tasks as it allows students to receive feedback on class schedules, class locations, exchange information with their peers, and discuss concerns relating to their coursework, among other things.

The study shows that there is high level of Education Economics students'

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utilization of social media for tutorials in the University of Benin, Benin City.

In line with the findings, Jones (2018) found out that social media platforms such as YouTube, Facebook, wikis, and blogs offer an extensive array of content covering a diverse variety of topics through which students have the option to utilize any of these resources for tutorials in a bid to obtain more explanations or clarifications.

The study indicated that there is high level of Education Economics students' utilization of social media for course work in the University of Benin, Benin City. This findings is in agreement with Kahn (2014) who in his study found out that there is a significant high extent of students' utilization of social media for course work in tertiary institutions.

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

This study dealt on the level of education economics students' utilization of social media for academics in university of Benin, Benin City. To achieve the purpose of the study, three research questions were raised and answered. The population of this study comprised of the 270 Economics Education student from 100- 400 level 2022/2023 session in the Department of Educational Management Faculty of Education University of Benin. The sample size comprised of 100 students which were randomly selected from 270 students. With the aid of the simple proportionate sampling technique, 25 students each from 100 -400 level proportionately selected thus making a total sample size of 100 respondents. The descriptive survey research design was adopted for the study. An analysis of data was done using mean score. Criterions mean score of 2.50 was used as selection criterion.

Findings from the study include:

- That there is high level of Education Economics students' utilization of social media for assignments in the University of Benin, Benin City.

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- That there is high level of Education Economics students' utilization of social media for tutorials in the University of Benin, Benin City.
- That there is high level of Education Economics students' utilization of social media for course work in the University of Benin, Benin City.

Conclusion

The study dealt on level of education economics students' utilization of social media for academics in university of Benin, Benin City. Based on the findings of the study, the researcher concluded that there is high level of education economics students' utilization of social media for academics in university of Benin, Benin City. It was also concluded that there is high level of Education Economics students' utilization of social media for assignments, tutorials and course work in the University of Benin, Benin City.

Recommendations

Based on the findings and conclusion drawn, the following recommendations were put forward:

1. Education Economics students should be encouraged to effectively utilized social media platforms for doing their assignment.

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2. The University of Benin school management should put policies in place which will help sustain the high level of Education Economics students' utilization of social media for tutorials.
3. Education Economics students should be continually encouraged to continually use social media platform to undertake their course work.

Suggestions for Further Studies

The study dealt on the analysis of the level of education economics students' utilization of social media for academics only in university of Benin, Benin City. Similar research should be carried out across other tertiary institutions in Nigeria for a better generalization of the study.

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**DEPARTMENT OF EDUCATIONAL MANAGEMENT
FACULTY OF EDUCATION
UNIVERSITY OF BENIN**

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**LEVEL OF EDUCATION ECONOMICS STUDENTS UTILIZATION
OF SOCIAL MEDIA FOR ACADEMICS QUESTIONNAIRE
(LEESUSMAQ)**

Dear Respondents,

I am a final year student of the above department. I am writing a research work on the topic “**An Assessment of the level of education economics students utilization of social media for academics in the University of Benin, Benin city**” The research is purely for academic purposes, any information received from you will be treated with utmost confidentiality. I would appreciate if you can help by filling this questionnaire accurately with sincerity.

Thank You for your Cooperation.

Section A: Demographic Data

1. Gender: Male () Female ()

2. Level of Study: 100 Level () 200 Level () 300 Level () 400 Level ()

Section B: Data on Questionnaire

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Instruction: Please indicate the extent to which you agree or disagree.

Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

S/N	ITEMS	SA	A	D	SD
A	Level of Utilization of Social Media for Assignments				
1	I frequently find information or data for Economics assignments using social media platforms.				
2.	Social media collaboration tools (e.g., shared documents) are helpful for working on Economics assignments with classmates.				
3	Using social media to share resources and ideas with classmates has improved the quality of my assignments.				
4	The time spent collaborating on assignments via social media is a worthwhile investment in my learning.				
5.	The use of social media for assignments has helped to improve my grades.				
6	Finding reliable information for Economics coursework can be easier on social media compared to traditional library resources.				
B	Level of Utilization of Social Media for Tutorials				

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7	I follow social media channels (e.g., YouTube channels) that offer Economics tutorials or lectures.				
8.	The explanations and examples provided in social media tutorials are clear and easy to understand.				
9	Social media tutorials allow me to learn at my own pace and revisit topics when needed.				
10.	Compared to traditional classroom lectures, social media tutorials offer a more engaging learning experience for Economics.				
11.	I utilize social media tutorials as a regular supplement to my learning in Economics courses.				
12	Social media helps me connect with classmates for discussing Economics course material.				
13	Participating in online discussions about Economics helps me gain a deeper understanding of the subject matter.				
C	Level of utilization of social media for Course Works				
14	Social media has been an effective tool for finding relevant articles or research papers for Economics coursework.				
15	I am confident in the credibility of the information I find on social media for my Economics coursework.				

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16	Social media helps me stay updated on current economic issues relevant to the topics covered in my coursework.				
17.	The information I find on social media helps me to develop strong arguments and supporting evidence for my Economics coursework				
18	Social media is a valuable resource for enhancing my learning experience in Economics at the University of Benin.				
19	I use social media groups or pages related to my Economics studies on a regular basis.				
20	Social media has been a valuable source of information or resources for my Economics studies.				