



Utilization of Social Networking sites for Collaborative Learning among Business Education Students in Rivers State Universities

¹Dambo, Boma Isabella (Ph.D) & ²Pyagbara, Nancy Ateeje.

^{1,2}Department of Business Education
Faculty of Education

Rivers State University, Port Harcourt, Nigeria

¹dambo.boma@ust.edu.ng/ +2348033415678

²npagbara@gmail.com/ +2348091409707

ABSTRACT

The study investigated utilization of Social Networking Sites for Collaborative learning among Business Education students in Rivers State Universities. Descriptive Survey Research Design was adopted for the study. Five (5) research questions posed and five (5) null hypotheses were formulated to guide the study. The population of the study was 643, Business Education Students in 400 level of Rivers State University and Ignatius Ajuru University of Education. The sample size was 322 which represent 50% of the respondents. The instrument used for data collection was a researcher-developed 31 item questionnaire on a 4-point rating scale titled “Social Networking Sites for Collaborative Learning Questionnaire. The instrument was validated (face and content validity) by three (3) experts, two (2) in the field of Business Education and one (1) in Measurement and Evaluation all in the Faculty of Education in Rivers State University. Test-retest method was used for the reliability test. The reliability was computed using Pearson’s Product Moment Correlation Coefficient which yielded 0.74. Out of the 322 questionnaires distributed, 266 were retrieved 156 was retrieved from Ignatius Ajuru University whereas, 110 was retrieved from Rivers State University. The statistical tools used for testing the research questions was Mean and Standard Deviation while Z-test was used to test the null hypotheses at 0.05 level of significance. The study revealed some uses of Social Networking sites which include a bridge for knowledge gap, an avenue for improving communication among others. The study reported high extent of utilization of some of the social networking sites in view for collaborative learning among Business Education Students. The study therefore recommended among others that students should utilize twitter for collaborative learning considering its unsymmetrical feature and popularity amongst them.

Keywords: Social Networking Sites, Collaborative Learning, Business Education

INTRODUCTION

The process of transferring and sharing knowledge is unique and dynamic. So many have pondered on how learners learn and the best method to transfer knowledge. This has led to many researchers, scientists, psychologists, and educationists propounding theories on how learning takes place. In line with that, Geduld (2014) posited learning as a complex process that has subsequently brought about different theories for effective and meaningful learning. The various learning theories subsumed diverse learning principles of which most are employed in instructional settings in our world today (Pange, Lekka & Toki, 2010). Despite the various learning theories, one cannot help but ask what happens to the learning process

when the teacher is not physically present (Michael, 2012). This will bring to our consciousness the need for collaborative learning amongst students whose importance cannot be overemphasized as learners have the opportunity of relating, co-relating, and peer tutoring one another, all for knowledge transfer and preparation for real-life social and employment situations (Chandra, 2015).

Collaborative learning entails groups of students working together to solve a problem. It refers to a variety of educational approaches whereby joint intellectual efforts are required by students (Khosa & Volet, 2014). It is geared towards proffering solutions to issues, creating a product, or mutually searching for understanding (Patel, Petit & Wilson, 2012). Collaborative learning facilitates communication, management, and development of leadership skills. It promotes interaction as well as increment in student retention, self-esteem, and responsibility (Centre for Teaching Innovation, n.d). Analyzing the definitions of collaborative learning, it is observed that learning is achieved when people relate, interact, share ideas and work together. Collaboration is achieved in learning by dividing students into groups or assigning them to work together in order to achieve a goal in a research or discovery/inquiry process (Khan, 2019).

Social Networking Sites, sometimes referred to as social media has been defined by several professionals. Dabbagh and Reo (2011) refer to it as networked tools or technologies that stress the social facts of the internet like a medium of communication, collaboration, and inventive expression. The definition points to the fact that Social Networking Sites are social interaction tool which involves inter-connecting with people/a group for information and resource sharing. Interestingly, Social Networking Sites empowers users with low technological sophistication in using the web to manifest their creativity, engage in social interaction, contribute their expertise, share content, and disseminate information and propaganda, or network among business peers. Social Networking attracts the interest of so many persons as it provides them an opportunity to share their experiences of life, vent frustration, and offer a reflection on a variety of social issues (Munzel & Kunz, 2013).

Ubulom and Dambo (2016) posited Business Education as an educational training directed towards equipping individuals with business and vocational skills. They further buttress that Business Education is concerned with equipping students with various approaches for teaching and acquisition of abilities needed in industries as well as skills necessary to be self-employed and employers of labour. This connotes the collaborative nature of the programme as students are trained to fit into either the industrial sector or the educational sector. Koko (2010) opined Business Education as specialized training or retraining rendered in tertiary institutions. The tertiary institutions include colleges, polytechnics, and universities. The programme (Business Education) is aimed at preparing individuals to be qualified graduates in Business, Managers of businesses of their own, other firms and business teachers.

The interactive feature of Social Networking Sites makes it a suitable platform for academic activities to be carried out and an avenue to establish a collaborative group of knowledge-sharing communities where learners can interact and also undertake group tasks. As Social Networking Sites continue to grow and their users increase, one cannot help but ponder on their educational implications. Upon considering the features of Social Networking Sites, similarities in the courses offered among Business Education Students in Rivers State University and the Ignatius Ajuru University of Education, and the geographical location of the institutions mentioned, the researchers deemed it necessary to investigate the extent of utilization of Social Networking Sites among the students of both universities for collaborative learning. The Social Networking Sites considered in this study are Facebook, WhatsApp, Telegram, Instagram, and Twitter.

Facebook for collaborative learning

Facebook is the most popular social networking site. According to statista.com, it has over 2.7 billion active users monthly as of the second quarter of 2020. The features of Facebook make it a conducive platform for collaborative learning. Khalid (2017) noted that students found Facebook as an attractive platform for collaborative learning as they received instant support and replies as well as enhancing their communal interaction and collaboration. Furthermore, relevant materials can be shared among participants, thereby spurring active learning among students. Volungeviciene, Tereseviciene, and Meseryternarkeviciene (2015) opined that Facebook stimulates communication and collaboration in a social network environment, teaching, and learning, openness and provides dissemination of informed

discussion, receiving of information, and information delivery. Mahmud and Wong (2018) reported that Facebook incorporates an online peer assessment and collaborative learning environment which enhances students' interest and motivation.

WhatsApp for collaborative learning

WhatsApp is a Social Networking Site that enables connection with people utilizing their smartphones. WhatsApp is one of the most regularly used social networking applications on a mobile device. Akpan and Ezinne (2017) opined that WhatsApp is an effective collaboration tool that can be utilized in the teaching process in this 21st century. They noted that it will be beneficial to both instructors and students and utilization of the app for collaborative learning will make the learning process interesting. Abdullah and Lim (2014) revealed that young people perceive WhatsApp as a convenient communication tool in their day-to-day lives.

Telegram for collaborative learning

Telegram messenger is the software utilized for communication; it was created in August 2013. The means through which communication is carried out in Telegram includes instant messaging, voice or video calls, most importantly; this social networking site is a web-based collaborative learning platform (Scientific world, 2019). Adesope and Nwaizugbu (2018) revealed that Telegram is an extension of classical learning methods. They recommend the utilization of Telegram for teaching. Similarly, Ikzan and Saufian (2017) noted that learning using Telegram increased students' participation in the study. They further opined that using Telegram is more contextual and significant because, at the end of the teaching and learning process, all students can achieve the learning objectives. Most recently, Muhammad, Hussain, Abdulsalam, Khalid, Abdulraof, Mohammed, and Mona (2020) opined that Telegram offers more functionality and fewer potential drawbacks for studying compared to other applications.

Instagram for collaborative learning

Instagram is an online photo-sharing and social networking service that gives users the privilege of taking pictures and adding digital filters to make the pictures more appealing to viewers. Jason (2013) mentioned ways in which the use of Instagram can benefit the educational process. They include spatial intelligence, linguistic intelligence, logical-mathematical intelligence, interpersonal intelligence, and intrapersonal intelligence. Owing to the pictorial nature of the social networking site: Instagram, students will get a better understanding of topics and would want to show their pictures which will subsequently lead to interaction among students thus facilitating collaborative learning. Instagram can be used to develop writing skills among students as the pictures seen can be a source of inspiration to them to write. It is in line with this that Ayuni, Al-amin, and Shaidatul (2017) revealed students high positive perception and views towards using Instagram in improving their writing. Interestingly, students utilize Instagram more compared to other Social Networking Sites (Ali, 2019) this is significant as it shows that most students enjoy visual information sharing.

Twitter for collaborative learning

Utilizing Twitter for educational purposes makes users avoid cumbersome words and give a direct representation of points to be made thus enabling an explicit sharing of ideas. Interestingly, people from different spheres of life use Twitter to communicate. Journalists, actors, politicians, important leaders, sportspeople, etc. use Twitter to get across to their audience. (Norman, 2016). Anat and Galit (2012) posited that Twitter is an effective learning tool. This goes to say that Twitter supports the learning process if utilized. Similarly, Ying and Khe (2017) in their research on using Twitter for education revealed that Twitter was commonly used for communication and assessment purposes.

Statement of the Problem

The hunger for knowledge in today's world is ever increasing. This is evident in the number of people seeking admission into higher institutions despite derogatory statements about the falling standards of education. The increase in the number of persons seeking admission implies an increase in the number of admitted students.

Being admitted however, is not a guarantee for a smooth learning process. This is because classrooms could be over-crowded resulting to some students assimilating little or nothing of what is being taught. Lecturers could be unavoidably absent; or a possible outbreak of a pandemic like we are currently

experiencing with Covid-19 could lead to learning gaps among students. All these will result to a reduction in the number of course work to be covered which will subsequently result to production of poor quality graduates in the society.

To bridge this gap, collaborative learning becomes an option to be considered where students can be shared into groups and assigned knowledge based tasks to achieve and also interact amongst them to share ideas and knowledge. The issue of the best method by which collaborative learning can be achieved comes to play. We live in a time when technology is the order of the day and most students have smart phones which they spend most of their time surfing through various Social Networking Sites in a bid to be abreast with recent happenings and trends.

These pleasure-affording yet time-consuming activities of theirs can be channeled towards academic achievements. The interesting interactive feature and information surfing links of these media if utilized for collaborative learning can help in actualizing course work which will lead to students' academic development. The researchers therefore carried out the research to determine Social Networking Sites utilization for collaborative learning particularly among Business Education students in Rivers State Universities.

Purpose of the Study

The purpose of the study is to determine the extent Business Education Students in Rivers State Universities utilize Social Networking Sites for Collaborative Learning. Specifically, the study sought to:

1. Determine the extent to which WhatsApp is utilized for collaborative learning among Business Education Students in Rivers State Universities.
2. Determine the extent to which Facebook is utilized for collaborative learning among Business Education Students in Rivers State Universities.
3. Determine the extent to which Telegram is utilized for collaborative learning among Business Education Students in Rivers State Universities.
4. Determine the extent to which Instagram is utilized for collaborative learning among Business Education Students in Rivers State Universities.
5. Determine the extent to which Twitter is utilized for collaborative learning among Business Education Students in Rivers State Universities.

Research Question

1. To what extent is Facebook utilized for Collaborative Learning among Business Education Students in Rivers State Universities?
2. To what extent is WhatsApp utilized for Collaborative Learning among Business Education Students in Rivers State Universities?
3. To what extent is Telegram utilized for Collaborative Learning among Business Education Students in Rivers State Universities?
4. To what extent is Instagram utilized for Collaborative Learning among Business Education Students in Rivers State Universities?
5. To what extent is Twitter utilized for Collaborative Learning among Business Education Students in Rivers State Universities?

Hypotheses

The following null hypotheses were formulated and were tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of Business Education Students in Rivers State University and Ignatius Ajuru University of Education on the extent to which Facebook is utilized for Collaborative learning.
2. There is no significant difference in the mean ratings of Business Education Students in Rivers State University and Ignatius Ajuru University of Education on the extent to which WhatsApp is utilized for Collaborative learning.
3. There is no significant difference in the mean ratings of Business Education Students in Rivers State University and Ignatius Ajuru University of Education on the extent to which Telegram is utilized for Collaborative learning.

4. There is no significant difference in the mean ratings of Business Education Students in Rivers State University and Ignatius Ajuru University of Education on the extent to which Instagram is utilized for Collaborative learning.
5. There is no significant difference in the mean ratings of Business Education Students in Rivers State University and Ignatius Ajuru University of Education on the extent to which Twitter is utilized for Collaborative learning.

METHODOLOGY

The area of the study was Rivers State. Descriptive Survey Research Design was adopted for the study. The population of the study comprised of 643 final year students of Business Education in Rivers State University and Ignatius Ajuru University of Education.

Table 1. Population Distribution Table.

S/N	Universities	Option	No. Of students
1.	Rivers State University	Accountancy	45
		Management	150
		Marketing	13
		Office Management Technology	5
2.	Ignatius Ajuru University of Education	Accountancy	118
		Management	173
		Marketing	78
		Office Management Technology	61
	Total		643

50% of the population size which is 322 was used for the study. Out of the 322 questionnaires distributed to the respondents, 266 questionnaires were retrieved which is 82.61 percent retrieval. The researchers developed 32 item structured questionnaires titled “Social Networking Sites for Collaborative Learning Questionnaire (SNSFCLQ)” for data collection. The questionnaire was subjected to face and content validation by three experts. Two experts from Business Education and one expert in Measurement and Evaluation, all from the Faculty of Education in Rivers State University. The study adopted a 4 point rating scale, with span options of Very High Extent (VHE) 4points, High Extent (HE)3 points, Moderate Extent (ME)2 points and Low Extent (LE) 1point. Pearson Product Moment Correlation coefficient (PPMCC) statistical tool was used to determine the reliability of the instrument and a co-efficient of 0.74 was obtained. Research questions were answered using mean and standard deviations, while Z-test was used to test the hypotheses at 0.05 level of significance at the relevant degree of freedom. Any item with a mean rating of greater than or equal to 2.50 was accepted as a high extent, otherwise, it was considered a low extent. A computed Z-value less than a critical value at the given degree of freedom led to the acceptance of the null hypotheses, otherwise, it was rejected.

Research question 1: *To what extent is Facebook utilized for Collaborative Learning among Business Education Students in Rivers State Universities?*

Table 2: Mean Ratings and Standard Deviation on the Extent to which Business Education Students in Rivers State Universities Utilize Facebook for Collaborative Learning. (N=266)

S/N	Item	RSU (N=110)			IAUE (N=156)		
		\bar{X}	SD	Rmks.	\bar{X}	SD	Rmks
1.	Facebook facilitate interaction for collaborative learning.	2.81	0.96	H.E	2.96	1.13	H.E
2.	Group work is best achieved through Facebook as the number of participants encourages collaborative learning.	2.18	1.02	L.E	2.73	1.19	H.E
3.	The comment section of Facebook makes it a great platform for collaborative learning.	3.23	0.99	H.E	2.49	1.10	L.E
4.	Facebook facilitates debate among students thus encouraging even participation of students in a collaborative learning	3.45	0.99	H.E	3.23	0.96	H.E
5.	Facebook incorporates an online peer assessment and collaborative environment.	2.94	0.85	H.E	3.29	0.98	H.E
Grand Mean & SD		2.92	0.93	H.E	2.94	1.07	H.E

H.E. = High Extent. L.E. =Low Extent.

Table 2 shows the respondents responses as regards the utilization of Facebook for collaborative learning. With a grand mean of 2.92(SD=0.93) for Rivers State University and. 2. 94(SD=1.07) for Ignatius Ajuru University of Education indicated a high extent of utilization of Facebook for collaborative learning among Business Education Students in Rivers State Universities.

Research question 2: *To what extent is WhatsApp utilized for Collaborative Learning among Business Education Students in Rivers State Universities?*

Table 3: Mean Ratings and Standard Deviation on the Extent to which Business Education Students in Rivers State Universities Utilize WhatsApp for Collaborative Learning. (N=266)

S/N	Item	RSU (N=110)			IAUE (N=156)		
		\bar{X}	SD	Rmks	\bar{X}	SD	Rmks
6.	WhatsApp encourages sharing of files in word, audio and video thus making collaborative engaging.	3.51	0.76	H.E	3.50	0.82	H.E
7.	Group seminars are achieved through WhatsApp collaboratively with my course mates.	3.06	0.89	H.E	3.50	0.82	H.E
8.	Reference could be made to ideas shared during a collaborative learning session on a WhatsApp created group.	3.67	0.35	H.E	3.10	0.93	H.E
9.	The number of participants in a WhatsApp created group for collaborative learning encourages exchange of diverse ideas.	2.93	1.14	H.E	3.22	1.16	H.E
10.	Collaboratively learning through WhatsApp saves cost as the rate of data consumption is relatively cheap.	3.37	0.75	H.E	3.25	1.01	H.E
11.	WhatsApp enhances collaborative learning as the application is available on almost all smartphones.	3.81	0.53	H.E	2.88	0.99	H.E
12.	The status feature of WhatsApp attracts comments among students thus making it a convenient platform for collaborative learning.	2.23	0.95	L.E	3.46	0.89	H.E
13.	There is no limit in the number of words to be used; hence participants in a collaborative learning group can express their opinion freely.	3.32	0.67	H.E	2.69	0.96	H.E
14.	WhatsApp is a convenient communication tool among students and as such, a great platform for collaborative learning.	3.70	0.64	H.E	3.10	0.93	H.E
15.	The smileys on WhatsApp encourage participation among students for collaborative learning.	2.64	1.11	H.E	3.27	1.02	H.E
Grand Mean/ SD		3.22	0.78	H.E	3.18	0.95	H.E

H.E = High Extent, L.E =Low Extent.

Table 3 shows the respondents responses as regards the extent of utilization of WhatsApp for collaborative learning. a grand mean of 3.22(SD=0.78) for Rivers State University and 3.18(SD=0.95) for Ignatius Ajuru University of Education indicated a high extent of utilizing WhatsApp for collaborative learning among Business Education Students in Rivers State Universities since the mean score is above 2.50 which is the score for acceptance..

Research Question 3: *To what extent is Telegram utilized for collaborative learning among Business Education Students in Rivers State Universities?*

Table 4: Mean Ratings and Standard Deviation on the Extent to which Business Education Students in Rivers State Universities Utilize Telegram for Collaborative Learning. (N=266)

S/N	Item	RSU (N=110)		Rmks	IAUE (N=156)		Rmks
		SD	\bar{X}		\bar{X}	SD	
16.	The large number of participants permitted in a Telegram group makes it a reliable platform for collaborative learning.	0.91	2.75	H.E	1.28	2.65	H.E
17.	Students can refer back to points made during a collaborative learning session through Telegram.	1.08	2.76	H.E	0.69	3.22	H.E
18.	Group work is best achieved collaboratively with course mates through Telegram.	0.90	2.09	L.E	1.01	2.62	H.E
19.	Student participation is high collaboratively learning through Telegram.	1.16	2.07	L.E	0.87	2.15	L.E
20.	Audio and jpeg files can be shared through Telegram for collaborative learning.	0.94	2.50	H.E	0.78	2.97	H.E
21.	Students who do not like much words can express themselves through Telegram smileys during a collaborative session.	0.93	2.37	L.E	1.14	2.09	L.E
Grand mean/ SD		0.99	2.42	L.E	0.96	2.62	H.E

H.E =High Extent, L.E =Low Extent.

Table 4 shows the respondents responses on utilization of Telegram for collaborative learning. The grand mean of 2.42(SD=0.99) for Rivers State University and 2.62 (SD=0.92) for Ignatius Ajuru university of Education. These indicated low extent of utilization for Rivers state University and high extent for Ignatius Ajuru University of Education.

Research Question 4: *To what extent is Instagram utilized for collaborative learning among Business Education Students in Rivers State Universities?*

Table 5: Mean Ratings and Standard Deviation on the Extent to which Business Education Students in Rivers State Universities Utilize Instagram for Collaborative Learning. (N=266)

S/N	Item	RSU (N=110)		Rmks	IAUE (N=156)		Rmks
		\bar{X}	SD		\bar{X}	(SD)	
		22.	The pictorial feature of Instagram makes collaborative learning interesting and engaging.		2.51	0.88	
23.	Interacting with course mates during a collaborative learning session is easier through Instagram.	1.91	0.99	L.E	1.78	0.88	L.E
24.	The number of participants encourages collaborative learning.	1.77	1.04	L.E	2.21	0.88	L.E
25.	Discussions on the group platform can easily be referred to by participants who were absent during a discussion.	1.68	0.71	L.E	1.56	0.89	L.E
Grand mean		1.97	0.89	L.E	1.93	0.88	L.E

H.E = High Extent, L.E = Low Extent.

Table 5 shows the respondents responses for the extent to which Instagram is utilized for collaborative learning. Grand mean of 1.97 (SD=0.89) For Rivers State University and 1.93 (SD=0.88) for Ignatius Ajuru University of Education indicated low extent of utilizing Instagram among Business Education Students of Rivers State Universities.

Research question 5: *To what extent is Twitter utilized for Collaborative learning among Business Education Students in Rivers State Universities?*

Table 6: Mean Ratings and Standard Deviation on the Extent to which Business Education Students in Rivers State Universities Utilize Twitter for Collaborative Learning. (N=266)

S/N	Item	RSU (N=110)		Rmks	IAUE (N=156)		Rmks
		\bar{X}	SD		\bar{X}	SD	
		26.	The word limitation on Twitter, makes it a conducive platform for collaborative learning as points would be made directly.		2.64	1.02	
27.	The unsymmetrical feature of Twitter encourages collaborative learning among students.	2.49	0.95	L.E	2.34	0.86	L.E
28.	Collaboratively learning among students utilizing Twitter, enhances interaction among students.	2.41	0.85	L.E	2.82	1.06	L.E
29.	The pictorial feature of Twitter makes collaborative learning entertaining and educating.	2.32	1.02	L.E	2.12	1.01	L.E
30.	A unique hash tag (#) on Twitter attracts even participation of students for collaborative learning.	2.59	0.89	L.E	2.06	0.99	L.E
31.	The “tweet- retweet” feature in Twitter makes collaborative learning fun.	2.37	0.77	L.E	2.15	1.08	L.E
Grand mean/ SD		2.46	0.92	L.E	2.20	1.01	L.E

H.E = High Extent, L.E=Low Extent.

Table 6 shows the respondents' responses as it concerns the extent to which Twitter is utilized for collaborative learning. The grand mean of 2.46(SD=0.92) for Rivers State University and 2.20(SD=1.01) for Ignatius Ajuru University of Education indicated a low extent of utilization of Twitter for collaborative learning among Business Education Students in Rivers state Universities.

Hypothesis 1: There is no significant difference in the mean ratings of Business Education Students in Rivers State University and Ignatius Ajuru University of Education on the extent to which Facebook is utilized for Collaborative learning.

Table 7: Z-test Analysis of Mean Responses of Business Education Students in Rivers State University and Ignatius Ajuru University on the Utilization of Facebook for Collaborative Learning.

Respondents	N	\bar{X}	SD	α level	Z-cal	Z-crit	Decision
RSU	110	2.92	0.93	0.05	-0.17	1.96	Accepted
IAUE	156	2.94	1.07				

Table 7 reveals the Z-calculated value of -0.17 at 0.05 level of significance, while the Z-critical value of 1.96. Since the calculated value of -0.17 is less than the Z-critical value of 1.96 the null hypothesis was therefore accepted.

Hypothesis 2: There is no significant difference in the mean ratings of Business Education Students in Rivers State University and Ignatius Ajuru University of Education on the extent to which WhatsApp is utilized for Collaborative learning.

Table 8: Z-test Analysis of Mean Responses of Business Education Students in Rivers State University and Ignatius Ajuru University on the Utilization of WhatsApp for Collaborative Learning.

Respondents	N	\bar{X}	SD	α level	Z-cal	Z-crit	Decision
RSU	110	3.22	0.78	0.05	0.36	1.96	Accepted
IAUE	156	3.18	0.95				

Table 8 shows the z-test analysis for hypothesis 2. The value of z-calculated was 0.36 at 0.05 level of significance with the z-critical value of 1.96. The hypothesis was accepted owing to the fact that the z-calculated was less than the z-critical. It implies that the difference on the mean ratings on the utilization of WhatsApp for collaborative learning among Business Education Students of Rivers State University and Ignatius Ajuru University of Education is not significant.

Hypothesis 3: There is no significant difference in the mean ratings of Business Education Students in Rivers State University and Ignatius Ajuru University of Education on the extent of utilization of Telegram Collaborative learning.

Table 9: Z-test Analysis of Mean Responses of Business Education Students in Rivers State University and Ignatius Ajuru University on the Utilization of Telegram for Collaborative Learning.

Respondents	N	\bar{X}	SD	α level	Z-cal	Z-crit	Decision
RSU	110	2.42	0.99	0.05	-1.67	1.96	Accepted
IAUE	156	2.62	0.96				

Tables 9 disclosed the Z-test analysis for hypothesis 3. The value of Z-calculated was -1.67 at 0.05 level of significance with the z-critical value of 1.96. The hypothesis was accepted because the z-calculated was less than the z-critical.

Hypothesis 4: There is no significant difference in the mean ratings of Business Education Students in Rivers State University and Ignatius Ajuru University of Education on the extent of utilization of Instagram for Collaborative learning.

Table 10: Z-test Analysis of Mean Responses of Business Education Students in Rivers State University and Ignatius Ajuru University on the Utilization of Instagram for Collaborative Learning.

Respondents	N	\bar{X}	SD	α level	Z-cal	Z-crit	Decision
RSU	110	1.97	0.89	0.05	0.36	1.96	Accepted
IAUE	156	1.93	0.88				

Table 10 reveals the z-test analysis for hypothesis 4. The value of z-calculated was 0.36 at 0.05 level of significance with the z-critical value of 1.96. The hypothesis was accepted owing to the fact that the z-calculated was less than the z-critical.

Hypothesis 5: There is no significant difference in the mean ratings of Business Education Students in Rivers State University and Ignatius Ajuru University of Education on the extent of utilization of Twitter for Collaborative learning.

Table 11: Z-test Analysis of Mean Responses of Business Education Students in Rivers State University and Ignatius Ajuru University on the Utilization of Twitter for Collaborative Learning.

Respondents	N	\bar{X}	SD	α level	Z-cal	Z-crit	Decision
RSU	110	2.46	0.92	0.05	2.17	1.96	Rejected
IAUE	156	2.20	1.01				

Table 11 indicated a rejection of the hypothesis 5. This is because the z-calculated of 2.17 is higher than the z-critical of 1.96.

DISCUSSION OF FINDINGS

The findings revealed that the extent to which Business Education Students in Rivers State Universities utilized Facebook for collaborative learning is high. This is in agreement with Volungeviciene et al. (2015) who opined Facebook as platform that stimulates communication, collaboration and further facilitates debate among students. Also, the extent of utilizing WhatsApp among Business education students was revealed to be high. This agrees with the findings of Annie and Syamim (2014) who revealed that young people utilize WhatsApp as it is a convenient communication tool. This supports the current research as the findings affirms that students utilize WhatsApp for collaborative learning as it is an application on virtually all smart phones which students access on a regular basis. As regards utilizing Telegram for collaborative learning among Business Education students in Rivers State Universities, there was a disparity as Rivers State University revealed a low extent of utilizing the Social Networking Site while Ignatius Ajuru University of Education revealed a high extent. The findings from Ignatius Ajuru University of Education agrees with Adesope and Nwaizugbu (2018) who revealed that Telegram is an extension of classroom learning methods. Never the less, Muhammad et al.(2020) are of the opinion that Telegram has fewer potential drawbacks and offers different learning options when compared to other applications. The extent of utilizing Instagram and Twitter for collaborative learning was low. Despite the benefits of Instagram in Education process as mentioned by Jason (2013), the application has not been adopted by the respondents for collaborative learning. Regardless of the visual information sharing feature of Instagram which makes it attractive for students to engage in collaborative learning (Ali, 2019), this study disagrees with it being utilized for collaborative learning. This finding on Twitter is

also not in agreement with Anat and Galit (2012) who posited Twitter as an effective learning tool. This further contradicts the opinion of Vezina (2014) who stated that most students share their ideas and opinion on Twitter.

CONCLUSION

According to the study, Facebook, WhatsApp and Telegram are highly utilized for collaborative learning while Instagram and Twitter are lowly utilized for collaborative learning among Business Education students in Rivers State Universities. It will be advisable for students to capitalize on the availability of Social Networking Sites especially owing to their availability on mobile phones which is a daily communication tool among them. Their adaptation of Social Networking Sites for collaborative learning will subsequently help in bridging academic gaps that may occur in course of learning.

RECOMMENDATIONS

Based on the results of the findings, the researchers recommend the following:

1. Explore social networking features: considering the unsymmetrical feature of twitter and its popularity among students, they should utilize it for collaborative learning. Furthermore, the pictorial and less writing feature of Instagram should be capitalized and utilized for collaborative learning among students of Business Education.
2. Adoption by policymakers: policymakers, curriculum planners, the National University Commission (NUC), and proprietors of private universities should make adequate provision for utilizing social networking sites for teaching and learning activities.

REFERENCES

- Abdullah, A.D., & Lim, S. (2014). Convenience or Nuisance? The WhatsApp dilemma. *Procedia-Social and Behavioral Sciences*.155.10.1016/j.sbspro.2014.10.278
- Adesope, R.Y., & Nwaizugbu, N.Q. (2018). Telegram as a Social Media tool for Teaching and Learning in Tertiary Institution. *International Journal of Multidisciplinary Research and Development*.
- Akpan, K.P., & Ezinne, A. (2017). Effectiveness of WhatsApp for Collaborative Learning among Undergraduates.
- Ali, E. (2019). Instagram as an Educative Platform for EFL learners. *The Turkish online Journal of Educational Technology*.
- Anat, C., & Galit, D. (2012). The Usage Characteristics of Twitter in the Learning Process.
- Ayuni, A., Al-Amin, M., & Schaidatul, A.K. (2017). Student's perception and attitudes towards the use of Instagram in English language writing. *Malaysian Journal of Learning and Instruction*.
- Centre for Teaching Innovation. (n.d). Retrieved from <https://teaching.cornell.edu/teaching.resources/engaging-students/collaborative-learning>
- Chandra, R. (2015). Collaborative Learning for Educational Achievement. *International Journal of Research & Method in Education*.
- Dabbagh, N., & Reo, R. (2011a). Back to the Future. Tracing the Roots and Learning Affordances of Social Software, in M.J.W Lee & C Meloughlin (edds) web 2.0 based e learning: Applying Social Informatics for Tertiary Teaching (pp. 1-20) Hershey, PA: IGI Global.
- Geduld, B. (2014). Rethinking the Value of Learning Theories to Develop Self-Directedness in Open-Distance Students. *Journal of Educational and Social Research*.10.5901/jesr.2014.v4n6p11.
- Iksan, Z.,& Saufian, S. (2017). Mobile learning: Innovation in Teaching and Learning Using Telegram. *IJPTE: International Journal of Pedagogy and Teacher Education*. 1.10.20961/ijpte.v1i1.5120
- Jason, D. (2013). Using Instagram in an Educational Context. Retrieved September 7, 2020, from <https://www.google.com/amp/s/www.emergingedted.com/2013/02/using-Instagram-in-an-educational-context/amp/>
- Khalid, F. (2017). Understanding University Students use of Facebook for Collaboration Learning. *International Journal of Information and Education Technology* 7-595-600. 10.18178/iJiet.2017.7.8.938

- Khan, A. (2019). Collaborative Classroom-Definition, Elements and Characteristics. Retrieved August 15, 2020, from <https://www.toppr.com/bytes/collaborative-classroom/>
- Khosa, D.K., & Volet, S.E.(2014). Productive Group Engagement in Cognitive Activity and Metacognitive Regulation during Collaborative Learning: Can it Explain Differences in Students Conceptual Understanding? *Metacognition and learning* 9(3), 287-307.<https://doi.org/10.007/s11409-014-9117-2>
- Koko, M.N. (2010). Business Education: A Historical perspective. Port Harcourt: Harey Publications coy.
- Mahmud, M.,& Wong, S.F. (2018). Facebook and collaborative learning: An Empirical Study on online Assessment. *International Journal of Learning and Teaching*.
- Michael, K. (2012). What happens to Student Learning When Teachers are Absent? Retrieved August 2, 2020, from <https://schoolleadership20.com/profiles/blogs/what-happens-to-student-learning-when-teachers-are-absent>
- Muhammad, Z.I., Hussain, I.A., Abdusalam, A.A., Khalid, H.A., Abduraouf, M.A., Mohammed, T.A., & Mona, H.A. (2020). Telegram as a Tool to Supplement Online Medical Education During covid-19 crisis.
- Munzel, A., & Kunz, W.(2013). Sharing Experiences Via Social Media as Integral part of the Service Experience. *SSRN Electronic Journal*.
- Norman, S. (2016). 15 ways to use Twitter in education (for students and teachers alike). Retrieved August 14, 2020, from <https://www.google.com/amp/s/elearningindustry.com/15ways-Twitter-in-education-students-teachers/amp>
- Pange, J.P., Lekka, A. & Toki, E. (2010). Different learning theories applied to diverse learning subjects a pilot study. *Procedia-social and Behavioral Sciences*.
- Patel, H., Pettitt, M., & Wilson, J.R. (2012). Factors of collaborative Working: A Framework for a Collaboration Model.
- Scientific World.(2019). How to use Telegram messenger as an e-learning tool for teaching and learning. Retrieved September 22, 2020, from <https://www.scientificworldinfo.com/2019/10/how-to-use-Telegram-messenger-as-an-e-learning-tool.html?m=1>
- Ubulom, W.J., & Dambo, B.I. (2016). An Evaluation of the objectives of undergraduate Business Education Degree Programmes in some Nigerian Universities. Evaluation and programme planning. *International Journal of Innovative Social Science Education Research*.
- Volungeviciene, A., Tereseviciene .M., & Mejeryte-Narkeviciene, K. (2015). Facebook Phenomenon for Collaborative Learning for University Studies. *Applied Research in Health and Social Sciences interface and interaction*.
- Ying, T., & Khe, H. (2017). Using Twitter for Education: beneficial or simply a waste of time? *Computers & Education*.