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BUSINESS EDUCATION STUDENTS UTILIZATION OF SOCIAL SOFTWARE TECHNOLOGIES FOR SELF-REGULATED LEARNING IN SOUTH-SOUTH NIGERIA

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Abstract

The study focused on business education student's utilization of social software technologies for self regulated learning in south-south Nigeria. The study is a descriptive survey research design. 180 final year students from the Universities and 120 final year students from colleges of education were selected using the simple random technique, from a population of 620 students from 4 universities and 4 colleges of education in South-South Nigeria that offers business education progamme. A questionnaire which was validated by three experts in the field of Business Education and Measurement and Evaluation was used for data collection. The reliability of the instrument was established using pilot study and Cronbach Alpha Method was used for analysis which yielded correlation co-efficient of 0.88. Mean and standard deviation were used for data analysis of the 268 questionnaire retrieved from respondents and t-test analysis was used to test null hypothesis at 0.05 level of significance. Findings indicated that students of Business Education in the Universities and colleges of education in South-South Nigeria are not utilizing social software technologies to self-regulate their learning. It was recommended among others that institutions of higher learning should develop curriculum that will focus students on using social software technology for self regulated learning. Also institutions and lecturers in South-South Nigeria should create environment that can encourage students in using social software technologies for self-regulated learning.

Key Words: *Business education, Social software technologies, self-regulated Learning.*

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Introduction

Business education is a programme of study that equips recipients with basic business knowledge, functional skills, and attributes for vocations that enable them become an employee, employer and entrepreneur. Nwosu and Okoro (2018) stated that Business education programme parades a wide range of options, such as accounting, office technology and management, distributive, marketing, and entrepreneurship education. It is an integral part of general education as well as a component unit of vocational practices. Hence it is generally regarded as a utilitarian education. Amoor in Ofodile (2013) stated that business education consists of a group of related occupationally focused and general education courses, and that the relevant skills and knowledge derived from business education empowers recipients to function optimally in dual capacity – as an employee (in an office/school environment) or as an employer. Business education is therefore beneficial to all, irrespective of age or social status.

Technology according to Njoku (2006) is the application of the scientific method of solving problems in our daily life. This is why the world has gone technological and this has pervaded every field of endeavor including education. Education according to Offorma in Ikelegbe (2020) is the deliberate systematic and sustained effort to transmit, evoke or acquire knowledge, values, skills and sensibilities, while Akuma (2016) stated that education turns around positively the life of members of any society by providing manpower that can be productive in any of its economic sectors, stimulate modern behaviours and ideological re-orientation in citizens. It is the vehicle for advancing the frontiers of knowledge, it is a vital tools for social change and national development. Okolocha and Nwaukwa (2020), stated that education plays an important role in maintaining the socio-economic growth and development of a country and that, every nation is striving to adopt the best educational delivery systems to transmit knowledge for a sustainable future development. They added that currently, the field of education is undergoing vital changes in the areas of teaching and learning because of the advent of digital technologies.

Digital technologies according to Barnacki, Aguilar and Byrness (2011) represent an open gateway to new learning alternatives, and favours acquisitions of practical skills. Okolocha and Nwaukwa (2020) describe digital technologies as electronic devices that provide opportunities for individualized instruction, accelerate students acquisition of knowledge in active self-directed and constructive ways. Digital technologies include; computer, internet technologies, multimedia and mobile phones and social software technologies and many others.

According to Igi-global.com, social software is a genetic term used to describe various types of software that enable people to collaborate and create and join online communities. The tools can promote various types of communication, synchronous one-to-one (instant messaging). Synchronous one-to-many (wikis), or synchronous many-to-many (feed aggregators). These tools allow users to share and create content, collaboratively create and edit content and/or manage content. Social software is equally described as the range of applications that augments group interactions and shared spaces for collaborations, social connections and aggregates information exchange in a web based environment. Social software is considered as a major component of current web 2.0 applications. They include facebook, twitter, youtube, skype, Wikipedia among others.

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Yot-Domingnez and Marcelo in Okolocha and Nwaukwa (2020) stated that software technologies and digital technologies make collaboration, social interaction and feedback possible for students, they added that social software technologies are communication and interactive tools such as WhatsApp, line, Skype, Google Talk, Twitter, Facebook among others that can be used in enhancing learning.

The importance of social software technologies as affirm by Beeland (2017) is that, they facilitate students' academic learning and achievement when effectively utilized. He further stated that students' motivation can be improved through effective utilization of social software technologies. Also social software technological provide multiple opportunities for team work collaborations using web 2.0 and 3.0 online applications that allow text-based documents and presentations to be uploaded and accessed from any computer with a connection to the internet collaboratively edited (Gillen & Barton in Okolocha & Nwaukwa, 2020). This according to the authors would enable a group of students to work on the same document even when not in the same physical space at the same time. Social technology help students to share ideas, enter into negotiation due to their participation in collaborative group work. Devishobha (nd) averred that technology can be use to engage students better in learning by involving them, getting them to present abstract concepts by using education apps like the imovie which will allow students to record every phase of assignment given, the video will then be edited by the students themselves and presented to a bigger audience or the class. He added that the teacher can make the students to encapsulate their learning by tweeting the lesson or by having a website where students can post their ideas, also the students can make use of web quests which enable students to search for specific information on their internet very effectively. This will enable better academic outcomes than comparable classrooms that did not include technology.

Self-regulated learning according to Schunk and Zimmerman (2003), is a process of learning that results to students cognitive control and achievement. It encompasses goal directed activities which allow the learners to actively engage in the learning practices rather than remain passive recipients of knowledge poured by their teachers. They further stress that self regulated learning assists the students in managing their thoughts, behaviours and emotions in order to successfully navigate their learning experience. It enables the students to set learning objectives to be successful learners.

Harris and Graham (1999) stated that self-regulated learning refers to one's ability to understand and control one's learning environment. They added that self-regulation learning include abilities to set goals, self-monitor, self-instruction and self-reinforcement. Important characteristics of self-regulated learning according to Wikipedia include;

- Self-observation (monitoring one's activities) seen as most important.
- Self-judgment (self-evaluation of one's performance) and
- Self-reactions (reactions to performance outcomes)

A self-regulated learning according to Wikipedia.org "monitors, directs and regulates actions towards goals of information acquisition, expanding expertise and self improvement. Self-regulated learners are cognizant of their academic strengths and weaknesses and they have a repertoire of strategies they appropriately apply to tackle the day-to-day challenges of academic tasks. Self-regulated learners take on challenging

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tasks, practice their learning, develop a deep understanding of subject matter, exert effort which will give rise to academic success, this is the reason self-regulated learners exhibit a high sense of self-efficacy(Harris & Graham 1999)

Okolocha and Nwaukwa (2020) position that developing self-regulated learning by business education students could befacilitated by using social software technologies. Students could utilize communication technologies such as WhatsApp, Skype and Google to exchange academic information, solve self-doubts, and carryout online discussions with course maters. They could also utilize repository technologies such as slide share, Instagram, prininterest, Issuu, Calameo, YouTube and iTunes to review specific material obtained for students. Production and storage technologies (wikis & blogs, drop box, Google+) could be use for collaboration while multimedia technologies such as podcast and video could be used to listen to the previously recorded lesson. Making use of these social software in higher institutions can help students further their subject knowledge, apply existing knowledge to their learning and to understand how software technologies can be used appropriately upon graduation and when engage in paid employment.

Statement of the Problem

The major purpose of business education programmein Nigeria is to contribute to national development, provide high quality career counseling and lifelong learning programmes that prepare students with the knowledge and skills for self reliance. These goals are achieve through quality teaching and learning, high standards in quality of facilities, services and resources, staff welfare development and through provision of more practical based curriculum relevant to the needs of the labour market. However, with the breakthrough of technology in education, educational institutions in many countries have embrace technology in teaching and learning. More also, with the Covid'19 pandemic which has kept so many economies lockdown against businesses and educational sector, many institutions embrace different software technology in order to continue to provide learning to their students thereby encouraging self-regulated learning habits. It is however worrisome that, many tertiary institutions in Nigeria did not embrace the digital technologies in order to make use of the social software technologies available for students in order to enrich their academic abilities. This, no doubt has affected students negatively throughout their stay at home. The study is therefore interested in determining business education students' utilization of social software technology for self-regulated learning in South-South Nigeria.

Research Question

The following research question guided the study.

1. To what extent are social software technologies utilized by business education students for self-regulated learning in South-South States of Nigeria?

Hypothesis

The following null hypothesis was tested as 0.05 level of significance.

1. Business education students in Universities and colleges of education do not differ significantly in their mean ratings on their utilization of social software technologies for self-regulated learning in South-South States of Nigeria.

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Method

The study was a descriptive survey research design and was carried out in State-South, Nigeria. The population of the study consists of 620 final year Business Education students in Universities and colleges of education in South-South Nigeria. The sample size for the study was 300 students which was made up of 280 students from the Universities and 120 students from colleges of education. The instrument for the study was a questionnaire design by the researcher and validated by three experts in the field of business education and measurement and evaluation.

The reliability of the instrument was established using pilot study and Cronbach Alpha method was used for analysis which yielded correlation co-efficient of 0.88. The instrument was structured on a four point rating scale of very highly utilized (3.50-4.00) highly utilized (2.50-3.49), slightly utilized (1.50-2.49) and not utilized (0.50-1.49).Statistical mean and standard deviation were used to analyze 268 research questions retrieved from respondents and to determine the homogeneity or otherwise of respondents' views, while t-test was used to test the hypothesis at 0.05 level of significant. Null hypothesis was accepted if t-calculated was less than the table value or if otherwise rejected. The statistical package for social statistics (SPSS) was used to perform the analysis.

Result

2. Research Questions 1: To what extent are social software technologies utilized by business education students for self-regulated learning in South-Southof Nigeria?

Table 1: Mean and standard deviation on the extent social software technologies are utilized by business education students for self-regulated learning.

S/N	Extent of Social Software Technology Use	Mean	SD	Decision
1.	Instant messaging	2.48	0.75	Slightly utilized
2.	Email	2.85	0.71	Highly utilized
3.	Internet forums	1.25	1.09	Not utilized
4.	WhatsApp	3.60	0.65	Very highly utilized
5.	Social cast	1.35	0.68	Not utilized
6.	Wikis (web pages allowing editing by viewers)	2.48	0.81	Slightly utilized
7.	Web blogs	1.40	1.02	Not utilized
8.	Social bookmaking	1.28	0.98	Not utilized
9.	Wechat	1.20	1.07	Not utilized
10.	Tumbir	1.00	1.06	Not utilized
11.	Twitter	2.45	0.78	Slightly utilized
12.	Facebook	3.71	0.60	Very highly utilized
13.	Qzone	1.22	1.08	Not utilized
14.	Pinterest	1.18	1.07	Not utilized
15.	Youtube	2.46	0.83	Slightly utilized
16.	Periscope	1.15	1.05	Not utilized
17.	Instagram	2.22	0.86	Slightly utilized
18.	Linkedin	1.33	1.15	Not utilized
19.	Google+	2.40	0.81	Slightly utilized

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20.	Skype	1.08	1.11	Not utilized
21.	Calameo	1.18	1.12	Not utilized
22.	ITunes	1.09	1.11	Not utilized
23.	ExamTime	1.80	1.16	Not utilized
24.	Podcast	1.43	0.90	Not utilized
25.	Translators	3.65	0.58	Very highly utilized
26.	Dropbox	1.15	1.02	Not utilized
27.	Dictionaries	3.50	0.56	Very highly utilized
28.	Apps like whiteboard lite and evernote	1.26	0.92	Not utilized
29.	Cloud	1.26	0.94	Not utilized
30.	Videos	2.58	0.89	Highly utilized
31.	Ref works	1.16	1.13	Not utilized
32.	TikTok	1.08	1.11	Not utilized
33.	Slideshare	1.43	0.82	Not utilized
34.	Snapchat	1.22	1.38	Not utilized
	Mean of Mean	**1.78**	**0.96**	**Not utilized**

Data in table 1 indicate that out of the 34 social software technologies listed, items, 4, 12, 25 and 27 were rated very highly utilized with mean rating of 3.60, 3.71, 3.65 and 3.50 respectively. Items 2 and 30 were rated highly utilized with mean rating of 2.85 and 2.55. Items 1,6,11,15,17, and 19 were rated slightly utilized with mean rating of 2.48, 2.46, 2.46, 2.22 and 2.40. All other items listed for the study were rated not utilized. With the mean of mean calculated, which is 1.78, it could be deduced that business education students do not use social software technologies for self-regulated learning in South-South States of Nigeria. The standard deviation analyzed which is between 0.60 - 1.38 indicated that respondents are homogeneous in their ratings.

Test of Hypothesis

Ho_1: Universities and colleges of education students do not differ significantly in their mean rating on the extent of use of social software technologies for self-regulated learning inSouth-South States of Nigeria.

Table 2: Summary of t-test analysis of the responses of university and colleges of education students on the extent of utilization of social software technologies for self-regulated learning.

Source	N	X	SD	Df	@	t-cal	t-crit.	Decision
University students	260	3.22	0.70					
				366	0.05	0.56	1.96	Not significant
Colleges of education students	108	3.16	0.64					

The result in table 2 reveals that t-calculated value of 0.56 is less than the t-critical table value of 1.96 at 0.05 level of significance and 366 degree of freedom. The hypothesis is therefore accepted. This means that there was no significant difference in the mean rating of universities and colleges of education students.

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Discussion

Findings of the study revealed that only 6 items which include whatsApp, Facebook, translator, email, videos and online dictionaries are utilized by university and polytechnic students as they were rated very highly utilized and highly utilized respectively. All other items listed for the study were rated not utilized. The hypotheses tested at 0.05 level of significance shows that there was no significant difference between the mean responses of universities and colleges of education students on the extent social software technologies are used for self-regulated learning. The findings agreed with Okolocha and Nwaukwa (2020) when they found that whatSapp, Facebook, Wikipedia and online dictionaries are most utilized by business education students. The findings is also in agreement with the views of Marriahi and Alonzo (2015) that the type of digital technologies that students utilized for enhancing their learning has remain unchanged over the years.

Conclusion

In conclusion, universities and colleges of education students do not use social software technologies for self-regulated learning. This is not to say they are totally unaware of the technologies in place because most of the technologies are used by students for their social life. The findings have shown that there is a gap between students learning and self-regulated learning in this digital technology age.

Recommendations

The following recommendations are made based on the findings and the gap created in the use of social software technologies for self-regulated learning as follows:

1. There is the need for business education programmes to develop curriculum that will focus students on the use of social software technologies for self-regulated learning in order to stimulate students interest to be involve in self-regulated learning adequately.
2. Lecturers/instructors in business education should endeavor to use social software technologies to engage students in their study in order to encourage self-regulated learning even in the absence of the lecturers/instructors.
3. Tertiary institutions and lecturers should create an environment that can encourage students in using social software technologies for self-regulated learning in order to narrow the gap created in the present post Covid'19 era.

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