

Social Media Use by Undergraduate Students of Education in Nigeria: A Survey

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Abstract

This research investigates teacher students' perceptions, intentions, experiences, attitudes, opinions, and barriers concerning social media (SM) use and impact of SM on their learning process. The study used a sample consisting of 242 teacher students selected from three higher educational institutions in Gombe State, Nigeria. A stratified sampling technique was applied to draw the sample, and a questionnaire survey method was used to collect the data. Data analysis was by means of simple and inferential statistics. The students widely used mobile phones to access SM, and SM was extremely popular for education, entertainment, and communication among the students. Educational and informational communities were preferred by students to other SM communities. The study further revealed that effective SM usage among students enhanced their different types of skills including learning. However, the study showed some barriers concerning students' SM use, such as unstable electricity connections, security and privacy issues, internet costs, and unreliable internet connections.

The outcome of this study will be a unique contribution because the pertinent literature provides little evidence or research highlights concerning teacher students' and their SM use. The results of the present study may be a useful resource for university administrators, education policy makers, and innovative teachers in universities—especially in developing countries and particularly Nigeria—when considering integration of modern techniques and technologies with university teaching and learning.

Keywords: *Social media use, teacher students, online communication, internet-based learning, media based teaching*