

Usage of Social Media for Teaching Mass Communication in Higher Institutions in Kaduna State, Nigeria

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Abstract-Social media has been widely adopted and used by personnel in different organizations around the world including students in higher institutions. Consequently, social media utilization helps to create flexible learning process, enables active class participation and communication. However, faculty members in some developing countries like Nigeria are yet to fully inculcate the usage of social media in the teaching of mass communication in higher institutions. Using the Unified Theory of Acceptance and Use of Technology (UTAUT), this study quantitatively examines the behavioral intentions of the faculty members of the Department of Mass Communication on the use social media in the teaching of Mass communication in Kaduna Polytechnic and Kaduna State University, Kaduna, Nigeria. 70 academics from both Kaduna state Polytechnic and Kaduna state university were surveyed using a self-administered questionnaire. The data was analyzed using SPSS and Smart-PLS. Results indicate that performance expectancy and effort expectancy are significant factors affecting behavioral intention. In this study, social influence is reported insignificant and both behavioral intention and facilitating conditions have a significant impact on usage of social media. This study concludes with the implications and recommendations for policy makers and future studies.

Index Terms - Intention, mass communication, social media, teaching.

1 INTRODUCTION

Despite the revolutionary emergence of social media in all aspects of human endeavors, there is however a major drawback in the correlation of such increase and using social media for teaching. Regardless of the relevance of social media, faculty members' willingness to use social media applications for teaching of mass communication is relatively low [4], [19]. In addition, Olasina[31] indicated in his study that professionals in different fields including teachers in Nigeria are using social media but only for entertainment purposes.

Furthermore, previous studies on the usage of social media for teaching and learning has been limited mostly to students hence, to determine the relationship between students' academic performance and social media [1], [11-12], [21], [23-24], [28], [37]. Also the implications of usage of social media on students' academic performance [3], [13], [16], [36]. Most of these studies unanimously conclude that social media applications support students cooperative/collaborative learning, improves students' academic performance by exposing them to good learning materials, flexible learning and modern technological skills. However, Asogwa et al. [8] indicated that there should be an increase and active social media usage among academic staff for teaching in Nigeria. This is because Nigeria, like every other developing country is

yet to witness the full experience of the usage of social media. Rather, social media usage in Nigeria is functional only from what users need to what is innovatively achievable [18]. Corroboratively, lecturers in higher institutions are yet to adopt and use social media for educational purposes [17]. Therefore, this present study intends to examine the behavioral intentions of faculty members to usage of social media in teaching mass communication. Against this backdrop, this study seeks to answer the following research questions;

- 1) What is the relationship between performance expectancy, effort expectancy, and social influence to behavioral intentions of faculty members?
- 2) What is the effect of faculty members' behavioral intentions in relation to the usage of social media for teaching of mass communication?

2 LITERATURE REVIEW

This study relies on Unified Theory of Acceptance and Use of Technology (UTAUT) [44] in proposing the factors that could enhance or inhibit the usage of social media in teaching mass communication. In accordance with the theoretical perspectives of the UTAUT framework, the following hypotheses below:

2.1 Performance Expectancy and Behavioral Intention

This is the degree to which using a technology will provide gains to faculty members, their positive or negative assessment of using social media in performing their job. Performance expectancy has been found as a

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major factor in explaining behavioral intention of accepting to use a particular technology. If seen by faculty members of the department of mass communication on the positive (help control workload, improve their delivery of job designation as teachers in Mass Communication, manage their time and carry out other work related activities faster to enhance productivity) may influence the usage [5], [9], [19], [38], [44]. Furthermore, Echeng et al. [20] and Echeng & Usoro [18] in their study showed that performance expectancy is a strong predictor in adoption and use of technology in Nigerian higher education. Also Oye, Lahad, & Rabin [32], pointed out that among Academic staff of the University of Jos, Nigeria, performance expectancy is the most dominant construct on the usage of technology. Therefore the following hypothesis is proposed; *H₁ There is a positive relationship between performance expectancy and faculty members' behavioral intentions.*

2.2 Effort Expectancy and Behavioral Intention

This is the degree of ease associated with user's use of technology. Faculty members' assessment of easiness to use social media applications to teach mass communication will assist in minimizing the uncertainties associated with the usage of social media. Also the more effort that is perceived by faculty members for using social media, the less likely they would intend to use it [5], [9], [19], [38], [45]. In addition, Arthur, Adu-manu, & Yeboah [7] and Oye et al. [32] confirmed that, effort expectancy has a significant relationship with behavioral intention which is also consistent with Venkatesh et al. [45] study. Although Khechine, Pascot, & Bytha [25] findings show that effort expectancy does not have a salient relationship with intention. Thus the following hypothesis is proposed; *H₂ There is a positive relationship between effort expectancy and faculty members' behavioral intentions.*

2.3 Social Influence and Behavioral Intention

This is the extent faculty members perceive those who (institution, family) they consider their opinion important on the use of a particular technology; which is faculty members' view about those important (institutions stakeholders, colleagues etc). Perception could influence faculty members' usage of social media [5], [9], [19], [38], [44]. According to [18] and [32], the view of people users find as important has an influence on the decision to use a technology. Though, [27] and [29] studies respectively, indicated that social influence has no significant relationship or influence on behavioral intentions. Nonetheless, Lewis et al. [26] indicated that social influence has a stronger effect on women to use a particular technology. Therefore the following hypothesis is proposed; *H₃ There is a positive relationship between social influence and faculty members' behavioral intentions.*

2.4 Facilitating Condition, Social Media Usage and Behavioral Intention

This refers to faculty members' perception of resources and support available to perform a behavior; i.e. faculty members' view on the extent of available technical and organizational infrastructure could enhance the usage of social media or not [5], [9], [19], [38], [44]. Furthermore, the infrastructures, resources and support available to use a technology was significant in the use of web 2.0 for learning in Nigeria [20]. In agreement, [32] affirm that users would use a technology if facilities are available. Although, in [26] study, the facilitating conditions relationship was not significant and was removed from further analysis. Also, in [6] study shows that facilitating conditions was not a predictor of usage behavior.

Apparently, according to [18-20], [25], [26], [34], [35], [41], [45-46]; there is a relationship between performance expectancy, effort expectancy, social influence, facilitating conditions and behavioral intentions, thus in this context the following were hypothesized:

H₄ : There is a significant relationship between behavioral intentions and faculty members' usage of social media.

H₅ : There is a significant correlation between facilitating conditions and faculty members' usage of social media.

3 METHOD

This study employs a quantitative approach by using a survey method through a self-administered questionnaire to faculty members of the department of Mass Communication in Kaduna Polytechnic and Kaduna State University, Kaduna (unit of analysis of this research work). The 7-point Likert scale was used for the measurement of variables, ranging from 1 which illustrates strongly disagree to 7 strongly agree with 4 as neutral [30], [44]. A pilot study was conducted and the internal reliability of the pilot research instrument ranged from 0.625 to 0.840. Hence from the pilot study the variables measured has internal reliability and was found suitable for this research work. The sampling technique used was the one [22] suggested for Partial least square-Structural equation modeling (PLS-SEM) analysis. Cohen's Statistical Power Analysis [15] at 5% significant level to achieve 80% statistical power for identifying R² values at 0.25, 70 observations was used. The researcher used a simple random

4 DATA ANALYSIS

4.1 Demographic Profile of the Respondents

40.0% of faculty members belong to the age range of 35-44years; 28.6% belong to 25-34years; 20.0% belongs to 45-54 years while 11.4% belong to 55-64 years, 57.1% of respondents are male while 42.9% are female. On faculty members educational qualification, 34.3% of faculty members have MSC/MA, 20.0% have BCS/BA. 15.7% have Doctorate also 15.7% have Post Graduate Diploma

while 11.4% have Higher National Diploma and 2.9% have National Diploma as shown in table 4 above. When respondents were asked how many years of teaching experience they have, 61.4% of the faculty members have 1-14 years which is fairly experienced while 38.6% have 15-30 years of teaching experience which is highly experienced. Also, from the response gotten from the faculty members' computer literacy level, 95.7% of the faculty members are computer literate, while 4.3% are not computer literate. 92.9% of faculty members have computer systems while 7.1% do not have a computer system. Finally, when faculty members were asked which institution they teach in, 50.0% teach in Kaduna State University, Kaduna while 50.0% teach in Kaduna Polytechnic, Kaduna.

4.2 Internal Consistency Reliability

This study used the composite reliability and also checked the Average Variance Extracted (AVE) which is the measurement of the average variances values between two constructs. The acceptable value for AVE is 0.5 and above. Also for composite reliability a p-value from 0.6 and above is acceptable level in an exploratory study [6], [28], [47]. As shown in Table 1 the AVE values range from 0.543 to 0.717 which is above the accepted level of 0.5. Also the composite reliability values ranges from 0.777 to 0.910 which is also the above the acceptable level of 0.7 [22], [33], [47].

TABLE 1.AVE AND COMPOSITE RELIABILITY

	AVE	Composite Reliability	R Square
Behavioural Intention	0.714	0.909	0.759
Effort Expectancy	0.717	0.910	
Facilitating Conditions	0.623	0.832	
Performance Expectancy	0.716	0.910	
Social Influence	0.656	0.884	
Social Media USAGE	0.543	0.777	0.267

4.3 Internal Consistency Reliability

As one of the criteria for measuring reliability on PLS-SEM, this study used outer loading to assess the reliability of indicator [22], [47]. As depicted in Table 2, all the outer loading rates between 0.904 and 0.625. The proposed level for outer loadings by [22] is 0.708 and recommended that outer loadings between 0.40 and 0.70 should be deleted. However if the loading from the indicator to the construct permits an AVE of 0.50 it can be retained. Thus the indicator of the low loading was retained for usage construct [22].

TABLE 2.INDICATOR RELIABILITY

Variables	Items	Outer Loadings
Behavior Intention	I intend to use social media to teach mass communication if it would positively improve my job performance.	0.904

	I intend to use social media applications to teach mass communication if I find it easy to use.	0.798
	I intend to use social media to teach mass communication if it's the views of relevant stakeholders.	0.864
	I intend to use social media to teach mass communication if there are facilitating conditions.	0.852
Effort Expectancy	I find social media easy to use for teaching mass communication.	0.827
	My interaction with social media is clear and understandable.	0.880
	It is easy for me to become more skillful and creative with social media to teach mass communication.	0.903
	Learning to operate social media is easy for me.	0.805
Facilitating Conditions	There are facilities to support my use of social media to teach.	0.780
	There are equipment needed to support the use of social media to teach.	0.853
	I have the knowledge necessary to use social media in my teaching.	0.743
Performance Expectancy	Using social media strengthen my teaching skills in mass communication.	0.849
	Social media is helpful in facilitating teaching mass communication.	0.876
	Using social media for teaching mass communication increase class discussions.	0.766
	The use of social media enhances flexible learning of mass communication.	0.841
Social Influence	The management who influences my work behavior would think that I should use social media to teach mass communication.	0.781
	The management of my institution is helpful in my use of social media to teach mass communication.	0.835
	My supervisor encourages me to use social media to teach mass communication.	0.871
	My colleagues who are important to me would think I should use social media in teaching mass communication.	0.783
Usage of Social Media	Using social media to teach is a good idea.	0.625
	Social media makes teaching mass communication more interesting.	0.871
	I like teaching mass communication using social media.	0.695

4.4 Validity

The next step after the reliability confirmation is to determine the validity of constructs. This was done through the convergent validity and discriminant validity. From Table 1, the AVE of each constructs is above the accepted level of 0.50 [33], [47]. Also as recommended by Hair et al. [22] which indicates that convergent validity was achieved.

4.5 Multicollinearity Assessment

According to Hair et al. [22] multicollinearity should be done by calculating the tolerance level and variance inflation factor (VIF) to determine the degree of collinearity among the variables when using PLS-SEM method of analysis. Hair et al. [22] further indicated that if the tolerance level is lower than 0.20 and the VIF value is 5.0 or more, it implies the existence of multicollinearity issue. Therefore in this study, by using the linear regression procedure on SPSS the tolerance and VIF value was calculated. From the result in table 3 there are no multicollinearity issues among the variables of this study.

TABLE 3. MULTICOLLINEARITY TEST

	Collinearity Statistics	
	Tolerance	VIF
(Constant)		
Performance Expectancy	.551	1.814
Effort Expectancy	.515	1.942
Social Influence	.536	1.865
Facilitating Conditions	.588	1.700
Social Media Usage	.933	1.071
Dependent Variable: BI		

Note: the tolerance is above 0.20 and VIF is below 5.0

4.6 Hypotheses testing- Path Coefficient and analysis of relationships

The result of the direct relationships between constructs as hypothesized is presented in this section of the research. As suggested by Hair et al. [22] the structural model relationship was tested with $p < 0.10$ significant level and standard beta values represented the results of the relationships.

The hypotheses were tested using multiple regressions and the effects were bootstrapped. Hair et al. [22] suggested that bootstrap sample number should not be less than the valid samples number in the data thus, 5,000 retrial times was used in this research and 70 cases to obtain an empirical sampling distribution and standard error [14], [22]. Additionally, one-tailed distribution was used to assess the t-value significant level, since t-statistics was used to estimate the path coefficients thus the standards used for t-value is 2.326 equal to or more at 1%, 1.645 equal to or more at 5% and 1.282 equal to or more at 10% significant level [14].

TABLE 4. DIRECT RELATIONSHIP HYPOTHESES

H.	Path coefficient	Beta	Std. Error	T-Value	Decision
H1	PE -> BI	0.579	0.097	5.570	***
H2	EE -> BI	0.361	0.102	3.530	***
H3	SI -> BI	0.015	0.650	0.234	N/S
H4	BI-> USAGE	0.338	0.180	2.512	***
H5	FC-> USAGE	0.279	0.122	2.237	**

Note: The t-value at *** = 1%; ** = 5% & * = 10% significant level of all items, thus most of the hypotheses were supported.

4.7 Analysis of the Effect Size F²

As depicted on Table 5, the direct relationship hypotheses using the developed guide by Cohen ([10],[15],[43]), shows the ratings of the effect size of each relationship. Performance expectancy has a large effect size (f^2) on faculty members behavioral intention, Effort expectancy has a medium effect size (f^2) on faculty members behavioral intention, Social influence has a no effect size (f^2) on faculty members behavioral intention, behavioral intention has a small effect size (f^2) on usage of social media and Facilitating conditions has a small effect size (f^2) on usage of social media.

TABLE 5. EFFECT SIZE

H.	Path Coefficient	R2 incl.	R2 Excl.	F2	Decision
H1	PE -> BI	0.759	0.588	0.710	Large
H2	EE -> BI	0.759	0.697	0.257	Medium
H3	SI -> BI	0.759	0.759	0.000	None
H4	BI-> USAGE	0.267	0.229	0.052	Small
H5	FC-> USAGE	0.267	0.207	0.082	Small

The ratings of the effect size of each correlations

5 FINDINGS AND DISCUSSION

H₁ There is a positive relationship between performance expectancy and faculty members' behavioral intentions.

The results of this hypothesis with a ($\beta = 0.579$, $t = 5.570$, $p < 0.1$) shows that performance expectancy has a positive relationship with behavioral intention of faculty members of the Department of Mass Communication. This result is consistent with the result of Venkatesh et al. [44] which is the original UTAUT studies showing that performance expectancy and behavioral intention having the largest path coefficient. According to Venkatesh et al. [45] performance expectancy is a strong predictor of behavioral intention. However, in Tibenderana & Ogao [42] findings there is no significant predictive relationship between behavioral intentions with performance expectancy.

Notwithstanding, this study produced results which corroborate the findings of a great deal of the previous work of Echeng et al. [20]; Echeng & Usoro [18] and Oye et al. [32] which indicates that performance expectancy is a strong predictor in adoption and use of technology in Nigeria higher education. Also the result is consistent with Taiwo & Downe's [40] results with performance expectancy and behavioral intention having the largest effect size (f^2) as it consistent in this research.

H₂ There is a positive relationship between effort expectancy and faculty members' behavioral intentions.

From the result of this hypothesis with a ($\beta=0.361$, $t=3.530$, $p<0.1$), it indicates that effort expectancy has a significant relationship with faculty members' behavioral intentions to use social media. This result is consistent with the study of Arthur et al. [7]; Oye et al. [32] and Venkatesh et al. [45] which asserts that when user of a particular technology applications find it easy to use the more likely they would be interested in using it. Likewise, Lewis et al. [26] findings indicated that male are more charge with goals accomplishments that women when it comes to using technology therefore effect of effort expectancy is stronger in men. Feasibly, it could be why the relationship between effort expectancy and behavioral intention is significant in this study, 57.1% are male while 47.9% are female.

H₃ There is a positive relationship between social influence and faculty members' behavioral intentions.

Based on the result of this hypothesis with ($\beta=0.015$, $t=0.234$, $p<0.10$), this hypothesis was not supported in this study. This result is not consistent with the findings of [7], [19], [32] and [45] which stated that the people user view as important influences user intentions to use a particular technology. Also in affirmation, Sumak et al. [39] studies shows that social influence impacts user behavioral intentions significantly.

Although, these results differ from the published studies mentioned above, but they are consistent with those of [27] and [29]. In their respective studies indicated that social influence has no significant relationship or influence on behavioral intentions. Equally, [42] in their finding indicated that there is no salient predictive relationship between behavioral intentions with social influence.

Similarly, [26] showed from their findings that social influence effects are stronger on women to use a particular technology. The result of this study on the relationship between social influence and behavioral intentions could be attributed to the composition of the demographics profile of sampled respondents, 47.9% are female while 57.1% are male.

H₄: There is a significant relationship between behavioral intentions and faculty members' usage of social media.

Between behavioral intentions and faculty members' usage of social media there is a significant relationship with ($\beta=0.338$, $t=2.512$, $p<0.1$). This result is consistent with [4], [41], [45] which states that behavioral intentions has significant correlation with use behavior. Also the findings of the present study corroborates [20] and [32] studies which affirms that the infrastructures, resources and support available to use a technology is significant with behavioral intentions.

H₅: There is a significant correlation between facilitating conditions and faculty members' usage of social media.

The result of the relationship between facilitating conditions and faculty members' usage of social media shows a significant correlation ($\beta=0.279$, $t=2.237$, $p<0.5$). This result supports previous research by Tan (2013) and Venkatesh et al. [45] which shows that facilitating conditions has a significant relationship with user behavior. Also, Oye et al. [32] suggests that facilitating conditions supports usage of a technology. However, the result did not corroborate with Al-Qeisi et al. [6] which indicated that usage behavior is not determined by facilitating conditions.

6 CONCLUSION

Conclusively, this study has found an empirical proof to the assumption that faculty members in the department of Mass Communication in higher institutions in Kaduna State are likely to use social media for teaching of Mass Communication based on the significance of the various relationships tested even though they have the impression that their usage of social media for teaching of Mass Communication is not valued by the people who are important to them. The findings provide various important benefits to policy drivers, the regulatory bodies of the higher institutions in Nigeria that is, National Board for Technical Education (NBTE) and National Universities Commission (NUC) and the management of educational institutions in Kaduna state, Nigeria and other parts of the country in the usage of social media in higher education. It is expected that findings reported in this study would encourage the implementation of social media adoption and application in the department of Mass Communication and encourage faculty members to inculcate social media as a means to facilitate pedagogical processes.

The original UTAUT studies used a longitudinal approach to measure its construct and this research used a cross-sectional approach. Therefore, future studies could be conducted using a longitudinal approach in a developing nation. This research also used a quantitative method of data collection. Subsequent method such as mixed method or qualitative method could be applied to have an in-depth understanding of faculty members' behavioral intention to use social media for their teaching. Future studies can also introduce other variables such as culture on the UTAUT model, using the same environment. This is because of the diversity in the Nigerian cultural heritage.

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