

Students' Attitudes towards the Use of Educational Media for Learning

Ayogoke Babatunde FABEKU

*Department of Educational Technology,
University of Ilesa, Osun State.
ayogoke_fabeku@unilesa.edu.ng*

Victor Abiodun LIJOFI

*Department of Educational Foundations and Counselling,
University of Ilesa, Osun State.
victor_lijofi@unilesa.edu.ng*

Isaac Adewuyi OLALEKAN

*Department of Educational Management
University of Ilesa, Osun State.
isaac_olalekan@unilesa.edu.ng*

&

Ibraheem Olanrewaju YUSUF

*Department of Curriculum Studies and Educational Technology,
Kwara State College of Education, Ilorin, Kwara State.
ibraheemlanre@gmail.com*

Abstract

The study looked into undergraduates' opinions about using educational media for learning. In Osun State, Nigeria, at Obafemi Awolowo University in Ile-Ife, it was carried out. To explore the study, two goals and a null hypothesis were employed. Three faculties of undergraduate students at Obafemi Awolowo University in Ile-Ife, Osun state, Nigeria, made up the population. 518 students from three faculties made up the sample, which was chosen at random. The study employed stratified sampling approaches, and a 15-item structured questionnaire named Students Attitude Towards the Use of Educational Media for Learning Purposes (SATUSMLP) served as the data collection instrument. ANOVA and the mean score served as the study's statistical instruments. To guarantee its validity, the tool was shown to professionals in the field of educational technology. A reliability confidence of 0.84 was attained when test-retest was used to

verify the instrument's dependability. In terms of rapid knowledge and information expansion, it was discovered that instructional media are utilized for educational objectives.

Keywords ; Facebook ;Twitter; Whatsapp; Skype; Youtube; Opera mini, Wechat

Introduction

By enabling educational contact, student participation, and active engagement in class discussions and communication, educational media are utilized in the classroom to promote learning (Media solutions and blended/online courses). Similar to social media, the educational media platform has grown significantly, combining various applications that emphasize knowledge, training, or instruction. Quick and dependable use of the goal is made possible by instant news reports and appropriation. However, the educational system finds it difficult to keep up and offset because of the varying dispositions. Nowadays, the majority of students in higher education use networking devices. These devices are valuable gadgets that they mostly love using, and that might expose a few things that need to be changed. Learning to use these platforms as a teacher increases your awareness of today's kids' concerns, according to Zdnet.com (2017). How can you look into a student's claims that a classmate is "tweeting" them on Twitter if you don't know how to look through profiles and send messages yourself? The internet offers a plethora of free resources, both owned and connected, such as the most recent news feeds, the ability to follow well-known figures, learning a fresh language, or improving your computer skills. If you're looking for a debate, footage, or an observation based on a recent news piece, Facebook and Twitter are helpful and free resources thanks to their search options. These days, being able to locate data on the internet is a crucial job skill that can be taught through education specific to social media platforms. Zdnet.com (2017). ICTs have developed quickly in a society that is well-suited to such expansion. Personnel make up one of the pillars of the knowledge society. Although, an easy-to-use technology plays a major role in the implementation, education, and training of basic skills. ICTs are becoming more prevalent in daily life, which affects how students feel about educational media.

Similarly, educational institutions and other grounds are controlled by rapid advancements in science and technology. Information can be introduced into educational institutions to raise educational standards (Akkoyunlu & Tugrul, 2002; Aktumen & Kacar, 2003). But incorporating

technology into academic schedules is a challenging task (Cooper, 1998). It requires exploring a wide range of socio-technical factors, such as how ICTs are used in the classroom, the technological infrastructure of the institution and its surrounds, teachers' computer proficiency, and their reliance on and viewpoint on social media (Papanastasiou, 2008). Every area of education has made use of modern technology. Students can learn independently thanks to computers, which also help them overcome the disadvantages of their individual differences. As a result, computers provide quick and long-lasting educational elements, including sound and animation. The internet also makes it easier to divide and access news (Varol, 1999), which promotes the integration of ICTs, especially the internet. In both practically developed and rapidly emerging countries, higher educational training and instruction are crucial (Li & Kirkup, 2007). According to Smerdon, Cronen, Lanahan, Anderson, Lannotti, and Angeles (2000), early use of ICTs provides teachers and students with a contemporary educational exploration of how they understand such redesigned achievement. Their ideas and involvement in ICTs, their school of thought to instructional approach, and their assumptions are important components of the scenario for expanding ICTs in education. Effective integration of computers into educational settings depends on a serious degree of instruction and learners' perspectives toward ICTs, which must be integrated into the curriculum. According to research by Caputi (2000), instructors' attitudes about computer technologies and computer education can be classified as either positive or negative. Networking sites emerged, combining instant messaging capabilities, personal profiles, and bulletin board functions. Students who had previously embraced the sites used them to stay in touch with friends, preserve current friendships, and create a support system for themselves. When Facebook first launched, students were open to experimenting, interacting, and sharing their network online, and friends expanded the goals of what these spaces could accomplish. Teachers and librarians accompanied students into these areas, offering hands-on training and experimenting with different types of interaction. Higher education institutions employ YouTube, Twitter, blogs, wikis, and Facebook as teaching tools and technology. Most significantly, Mare Prensky (2001) ascribed this to generational reasons; Students have close relationships with peers and community organizations and are very motivated.

Statement of the problem

The way students obtain information and interact with course material has changed as a result of the widespread use of educational media in classrooms. However, students' feelings about using these services hugely impact on how effective they are. Even if digital resources are becoming more widely available, it is still necessary to investigate how students see the usefulness, accessibility, and worth of educational media in augmenting their educational experiences. The goal of the research is to determine how students feel about using educational media for learning in order to pinpoint potential benefits, challenges, and growth prospects.

The research specifically aims to answer the following queries: How do students view the value of instructional media in aiding their education? What influences students' choices and how do they like to interact with instructional media? What are the advantages and disadvantages of adopting educational media for learning, and how do these opinions affect academic results? Teachers and policymakers can create specific approaches to maximize the usage of these tools and enhance learning results by knowing how students feel about educational media.

Research Objectives

The main objectives of the research include

1. To ascertain the attitude of students towards the use of educational media
2. To identify the preferred educational media sites used by students in the educational process

Research Questions

1. What is the attitude of students towards educational media for improved learning?
2. What are the preferred educational media sites used by students?

Methodology

This descriptive survey study aims to ascertain students' attitudes regarding the use of instructional media for learning. The study's population consisted of students in undergraduate programs from three faculties at Obafemi Awolowo University in Ile-Ife, Osun State, Nigeria. 300 pupils were used as a sample for the study. The study used simple random stratified sampling techniques.

Information from respondents was gathered using a 15-item structured survey known as Undergraduates' Attitude towards the use of social media for learning purposes (SATUSMLP). To ensure its validity, the study's instrument was shown to experts in instructional technology. By doing this, the researcher was better able to evaluate each item's quality in light of its generality, ambiguity, and clarity. The researcher is convinced that the instrument is suitable and reliable for the study based on the diverse remarks and evaluations. To assess the instrument's reliability, a test-retest procedure was used. Fifteen copies of the instrument were given to a subset of students, and the correlation between their two distinct replies yielded a reliability coefficient of 0.84. Using a four-point Likert scale—Strongly Agree, Agree, Strongly Disagree, and Disagree. The questionnaire results were weighted. The mean score and ANOVA were used to analyze the collected data.

Results

Table 1. Attitude of students Using Educational Media for Educational purposes Attitude of students Mean standard

	The use of Educational Media for Educational	Mean	Std
1	The advancement of communication and information technology is being utilized to capitalize on the changing perceptions of students.	3.32	0.51
2	Science and technology are rapidly advancing thanks to ICT, which has affected the school system and other domains.	3.40	0.53
3	In order to raise educational standards, ICT has incorporated new technologies into the educational system.	3.40	0.55
4	Social media makes learning on the internet more beautiful.	1.05	0.22
5	Students who are proficient with computers benefit from educational material.	3.33	0.58
6	Technology has helped manage change	3.39	0.51

7	Social media technology has aided in change management.	3.40	0.20
8	Students are highly motivated by the need to locate and establish connections with new acquaintances and possible social groups.	2.05	0.27
9	Social media brings friends back together.	3.40	0.51
10	Due to the extensive usage of tools and technologies	3.47	0.50
11	ICT provides pupils with new learning opportunities.	3.46	0.55
12	Using a variety of channels to obtain books and study materials is a positive trend.	3.41	0.21
13	Social media sites	3.49	0.56
14	Students are competent and eager to try new things, interact with others, and exchange ideas.	3.53	0.55
15	Online learning makes learning impressive	3.44	0.70

The table showed that the majority of the items were accepted by the students as reflecting their attitude toward utilizing social media for learning. The reason for this is that every item's mean is higher than the criterion means. 3.50

Table 2 ANOVA

Source	variation	sum of square (SS)	Df	Mean of score (ms)	F-cal	F-tab
Between	Group	48195.66	2	23597.83	105.53	3.07
Within	Group	62610.16	297	223		.607

Significant @ .05 level Decision; F-cal > F-tab. null hypotheses is rejected

Research Question 2;

what are the preferred educational media sites used by students?

Table 3

s/n	Student-favorite media websites	Mean	Std.
1	Facebook	3.75	0.46
2	Twitter	3.40	0.70
3	WhatsApp	3.33	0.22
4	Skype	3.15	0.48
5	Youtube	3.05	0.58
6	Opera mini	2.97	0.99
7	WeChat	2.96	0.94
8	Badoo	2.45	0.20
9	Google	2.42	0.95
10	Wiki	2.18	0.90
11	Eskimo	1.87	0.01
12	MySpace	2.41	0.88
13	Second life	1.61	0.56
14	Word press	1.46	0.81
15	Linkedin	2.00	0.39

The figure shows that only a few of the items were chosen by students as their preferred social networking sites. This is because most of the websites are out of date, not being used in this part of the country. As a result, each item's mean was lower than the threshold means. 3.00

Conclusion

The conclusion made by the researcher is:

- i. Students can research topics that interest them by using internet social media sites.
- ii. WeChat, YouTube, Opera Mini, Skype, WhatsApp, Facebook, and Twitter are all used by students to learn.

Recommendations

- i. Universities should incorporate the different types of educational networking into their curricula.
- ii. Improving communication abilities ought to be required.
- iii.

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