ATTITUDE TOWARDS SOCIAL NETWORK SITES' UTILISATION FOR

KNOWLEDGE SHARING BY STUDENTS OF KWARA STATE

POLYTECHNIC, ILORIN

By

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CERTIFICATION

This is to certify that this project titled **"*Attitude Towards Social Network Sites'***
Utilisation for Knowledge Sharing by Students of Kwara State Polytechnic, Ilorin" by
Adeboye Wasilat Ayomide meet the regulations guiding the award in National Diploma
in Kwara State Polytechnic Ilorin and is approved.

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DEDICATION

This project is dedicated to Allah (SWT) for being my ultimate source of strength and inspiration. In Him, I derived all powers needed to live, weather the storms and become an embodiment of hope to myself and the people around me.

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ABSTRACT

This study examined attitude towards the attitude towards social network sites' utilisation for knowledge sharing by students of Kwara State Polytechnic, Ilorin, Nigeria. Five research objectives and questions guided this study. The study adopted the descriptive survey design. The population of this study was 685 HND II students of Institute of Information and Communication Technology (IICT). With the use of Krejcie and Morgan table, 248 respondents were selected using simple random sampling technique. Questionnaire was the main data collection instrument. Data collected were analyzed using frequency counts, percentages, mean and standard deviation. The findings of the study showed that the majority of the students has positive attitude toward the utilization of social network. The findings also revealed that most students access social network site at their various home. Study revealed that students make use of social network site for knowledge sharing. Finally, data obtained from the respondents was coded using Statistical Package for Social Science (SPSS) involving the use of Mean, Standard Deviation while t-test was used in testing the Hypothesis. However, findings of the research revealed that students have positive attitude toward social network site for knowledge sharing. It also revealed that social network site (SNS) is a good platform for students to learn, because it is interactive, creative and collaborative in nature.

CHAPTER ONE

INTRODUCTION

1.1   Background to the study

In today's society, technology has a significant impact on the way humans exchange information and communicate with others across the globe. Face-to-face talks, mail, and phone conversations were all common methods of communication in the preceding century. Even though information technology has improved, the Internet allows individuals to communicate and exchange information (Chou & Chou, 2009). In the twenty-first century, an essential feature of education is Internet-based computing, which provides learners with a wide range of technological and logical alternatives. Furthermore, Information and Communication Technology ICT is rapidly gaining favour to advance the educational system.

In the field of education, several studies and investigations emphasize the importance of computers and the Internet in allowing students to communicate with others through Internet-based computers (Weinberger & Fischer, 2006). To put it another way, academics and researchers have tried to join Social Networks Sites (SNS) and research groups in order to connect with others (Krause, 2012). The term "Social Network Sites" refers to a website that enables users to communicate with one another online and exchange images, music, videos, and other personal information. Examples of SNS include Twitter, Facebook, LinkedIn, etc. (Home, 2017). Researchers and academicians have been particularly interested in the function of social networking platforms in teaching and learning, particularly encouraging students to participate actively in the course and associated activities. In addition, academics are attempting to figure out how to utilize social networking sites for academic objectives.

Meanwhile, it has been created and released throughout a few previous years (Özgen, 2012). However, when the phenomena of social networking sites (SNSs)

continue to grow at an alarming rate, it is critical to understand their effect on the educational system and the learning context (Subramani, 2015). SNSs have been an official part of several schools and universities since they are more popular. The opposite view is held by other academics, who believe SNSs should be introduced to students and professors in higher education to understand better their impact on student learning (Ellison, Steinfeld, & Lampe, 2007). Students, teachers, and their classmates' social interactions and activities may significantly impact the teaching and educational experience (Dunlap & Lowenthal, 2009; Hussein et al., 2021; Altun & Sabah, 2021).

Furthermore, according to Dunlap and Lowenthal (2009), university students and faculty members are frequent users of social networking sites for personal, educational, and entertaining objectives. Aside from that, Carosu and Salaway (2009) said that most students use SNS to interact with their peers and colleagues at university, which is a fantastic opportunity to employ it in the process of education. Those interested in communicating and interacting with their instructors throughout their study and lecture using the precise SNS method as colleagues then transferred files and information between them, on the other hand, expressed their desire (Carosu & Salaway, 2009).

Attitude is one of the important concepts of learning. Among learners, it denotes interest or feeling towards studying a particular subject. When motivational factors such as interest, attitude and aspirations are articulated in the learners, they tend to spend more time studying the particular subject. Students understand better when they spend time studying and will therefore achieve expected standard (Twoli, etal., 2007). This is only possible when they have a positive attitude towards a particular subject. Therefore, attitude is the tendency to like or dislike something such as an idea, person, behaviour, action or thing. An attitude is an expression of favour or otherwise towards a person, place, thing or event. Attitude can be formed from a person's past and present. It influences the readiness of one's mind to act or react in a certain way. In addition, attitude of undergraduates towards the use of social media network would be

encompassing. Some would like social media while others will dislike its usage depending on one's disposition.

Attitudes often come in pairs, one conscious and the other unconscious. Undergraduates attitude towards the use of social media is largely conceived in a negative way rather than using it in a positive direction. More often than not, students engage in the use of social media network basically in a negative way such as online dating, watching movies, playing online games, insulting leaders/politicians amongst other frivolous activities rather than for educative purpose. It is also suggested that the gender of the students or people to use the new technology for teaching and learning should be put into consideration. Gender is also a key factor to be well thought-out when adopting a new technology.

Social Networking Sites are a sort of virtual network that has developed massively in prevalence. Through Social Networking Sites individuals can utilize network of online companions and gathering enrolments to stay in contact with current companions, reconnect with old companions or make genuine kinships through comparative intrigue or gatherings. Additionally, setting up social connections, individuals from Social Networking Sites can impart intrigue and their plans to other similarly invested individuals by joining gatherings or discussions. They can likewise take an interest in dialogs through Social Networking Sites. Individuals are refreshed in a split second about their companions and gatherings. So, Social Networking Sites are center point for correspondence, stimulation and data.

Tufekci (2008) found that women are more likely to use either social media such as Facebook or MySpace, in 2015, 73% of online men and 80% of online women used social networking sites. In addition to this, women are more likely to use Facebook or MySpace to compare themselves to others and also to search for information. Men, however, are more likely to look at other people's profile with the intention to find friends. (Haferkamp et al., 2012). Therefore, understanding students' attitudes and expectations regarding utilizing social media technologies to support learning could help

instructors gain better vision of how these digital natives are using such tools for learning purposes. In overall, educators are aware of social media's benefits and high adoption rates (Moran et al., 2011).

Knowledge sharing is the process of coordinating learning activities. It is the process where individuals, mutually exchange their knowledge and jointly create new knowledge. Knowledge sharing is also a process which consists of both, bringing knowledge and getting knowledge and those with limited knowledge benefit from the advantage of knowledge sharing (Den Hooff & De Ridder, 2004; Yang, 2004). Knowledge sharing helps people to learn from the experiences and practices of the other. Knowledge sharing among students is perceived as one of the most convenient and effective way to obtain knowledge.

Knowledge sharing among academics enhances the ability to seek studies related help from one another; it essentially facilitates achieving outcomes of collective learning. Learning and knowledge sharing are intimately connected and the knowing process is a component of sharing, thinking and learning. Managing knowledge has become an important subject facing students in this 21st century, and that it should be focused on the following: effective research and development of knowledge, creation of knowledge bases, exchange and sharing of knowledge among students, speeding up of processing of the implicit knowledge and realization of its sharing. (Shanhong, 2000; Alegbeleye, 2010).

Knowledge sharing helps students solve problems, learn new things and increase understanding. Students can learn from each other and benefit from new knowledge and development by one another. Academic staff and students that are able to share knowledge are more productive and more likely to survive on their academic work. Knowledge sharing activities in a student context have long been of interest as Students could learn to formulate ideas and opinions more effectively by communicating them to

others. Committing to this principle calls for an understanding of what motivates students to share knowledge, and identification of any barriers that prevent them from doing so. Moreover, it calls for an exploration of the influence of particular student-related scenarios e.g. preparing assessed group work, on their knowledge sharing behaviour.

It is on this note that this study is designed to examine the attitudes towards the attitude towards social network sites' utilisation for knowledge sharing by students of Kwara State Polytechnic, Ilorin, Nigeria.

1.2   Statement of the Problem

Social networking sites (SNSs) are an essential part of academic life. They can be a terrific tool for establishing relationships between colleagues and friends and gathering and disseminating information about institution activities (Hussein et al., 2021). However, it raises some problematic considerations about integrating social networking sites into academic life at the university and polytechnic level and students' reactions to utilizing social networking sites. For example, in the Kwara State Polytechnic, Ilorin, Nigeria there is a lack of research about the implementation of SNS sites, which is significant.

Additionally, Social network site (SNSs) provides an ideal chance to incorporate such sites into classroom instruction and learning. Further, academic and social integration may be an essential concept to consider to aid teachers and students in their academic lives at the university and polytechnic level of education.

Nowadays, the use of social media among students has reached high levels and has affected their study time, poor grammar and wrong spellings when socializing on social media as well as diverting their attention from their studies. Often time's students use social media basically for the purpose of making friendship, leisurely entertainment, to watch films, dating, debate/discuss critical political, social, economic, and religious issues to the detriment of their academic pursuit, they do not see it as a tool for teaching

and learning (Altun & Sabah, 2021). Many students cannot go for two to three hours without updating their profile on these social networking sites especially Facebook, WhatsAapp, twitter, Yahoo, Google, YouTube, amongst others.

The perspectives of students about the utilisation of social networking sites for knowledge is not that common again, therefore, this study seeks to determine the attitude towards social network sites' utilisation for knowledge sharing by students of Kwara State Polytechnic, Ilorin, Nigeria.

1.3 Objectives of the Study

The general objective of this study is to examine the attitude towards social network sites' utilisation for knowledge sharing by students of Kwara State Polytechnic, Ilorin, Nigeria.

The specific objectives are to:

1. determine the types of Social Network Sites that is utilised among the students of Kwara State Polytechnic, Ilorin, Nigeria,

2. evaluate the purpose of social network sites utilization by the students,

3. ascertain the students' attitudes towards utilization of social network sites,

4. determine the knowledge sharing practice among the students of Kwara State Polytechnic, Ilorin, Nigeria, and;

5. determine the attitude of Social Network Sites for knowledge sharing among the students of Kwara State Polytechnic, Ilorin, Nigeria.

1.4   Research Questions

This study sought to answer the following questions:

1. What are the types of Social Network Sites that is utilised among the students of Kwara State Polytechnic, Ilorin, Nigeria?

2. What are the purposes of social network sites utilization by the students?

3. What are the students' attitudes towards utilization of social network sites?

4. What is the knowledge sharing practice among the students of Kwara State Polytechnic, Ilorin, Nigeria?

5. What are the attitudes of Social Network Sites for knowledge sharing among the students of Kwara State Polytechnic, Ilorin, Nigeria?

1.5   Significance of the Study

The study will shed light on the best practices for the use of social media in university and polytechnic education as a form of knowledge sharing avenue. This understanding will guide the proper usage hence influencing the learning environment to the advantage of the students, lecturers, researchers and other stakeholders in the varsity communities.

This study will encourage lecturers to integrate Internet with their teaching methodology in a classroom environment'. Therefore, it is researcher contention that this research will lead to the implementation of policies by the university and Polytechnic management to endorse software monitoring information accessed through the social networking. This research would provide an interesting general insight into the extent to which the Internet is being used and the effect it is having on students. This will enable

the tertiary institution to develop appropriate services (social networking information searching skills) that will integrate emerging services that have been made possible by the rapid new developments in ICT.

1.6   Scope of Study

The study is on the Attribute towards the utilization of social networking sites for knowledge sharing among the students of Kwara State Polytechnic, Ilorin, Nigeria; therefore, to effectively do justice to this subject, Kwara State Polytechnic, Ilorin, Nigeria; are adopted as a case study. This includes the different categories and levels of students learning in the institution.

Therefore, the scope of this study will be limited to Kwara State Polytechnic, Ilorin, Nigeria.

1.7   Operational Definition of Terms

Attitude: This is a settled way of thinking or feeling about social networking sites for knowledge sharing by students of Kwara State Polytechnic, Ilorin, Nigeria.

Utilization: The action of making practical and effective use of social networking sites for knowledge sharing by students of Kwara State Polytechnic, Ilorin, Nigeria.

Social networking sites: These are *websites* and utilised to connect, communicate and share knowledge by students of Kwara State Polytechnic, Ilorin, Nigeria.

Knowledge Sharing: Knowledge sharing is an activity through which knowledge is exchanged on social networking sites by students of Kwara State Polytechnic, Ilorin, Nigeria.

CHAPTER TWO

LITERATURE REVIEW

2.1   Conceptual Review

2.2.1   Concept of Social Network Sites

Since their introduction, social network sites (SNSs) such as MySpace, Facebook, Cyworld, and Bebo have attracted millions of users, many of whom have integrated these sites into their daily practices. As of this writing, there are hundreds of SNSs, with various technological affordances, supporting a wide range of interests and practices. While their key technological features are fairly consistent, the cultures that emerge around SNSs are varied. Most sites support the maintenance of pre-existing social networks, but others help strangers connect based on shared interests, political views, or activities. Some sites cater to diverse audiences, while others attract people based on common language or shared racial, sexual, religious, or nationality-based identities. Sites also vary in the extent to which they incorporate new information and communication tools, such as mobile connectivity, blogging, and photo/video-sharing.

Scholars from disparate fields have examined SNSs in order to understand the practices, implications, culture, and meaning of the sites, as well as users' engagement with them. This special theme section of the *Journal of Computer-Mediated Communication* brings together a unique collection of articles that analyze a wide spectrum of social network sites using various methodological techniques, theoretical traditions, and analytic approaches. By collecting these articles in this issue, our goal is to showcase some of the interdisciplinary scholarship around these sites.

2.2.2   Social network sites: A Definition

We define social network sites as web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of

other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system. The nature and nomenclature of these connections may vary from site to site. While we use the term "social network site" to describe this phenomenon, the term "social networking sites" also appears in public discourse, and the two terms are often used interchangeably. We chose not to employ the term "networking" for two reasons: emphasis and scope. "Networking" emphasizes relationship initiation, often between strangers. While networking is possible on these sites, it is not the primary practice on many of them, nor is it what differentiates them from other forms of computer-mediated communication (CMC).

What makes social network sites unique is not that they allow individuals to meet strangers, but rather that they enable users to articulate and make visible their social networks. This can result in connections between individuals that would not otherwise be made, but that is often not the goal, and these meetings are frequently between "latent ties" (Haythornthwaite, 2005) who share some offline connection. On many of the large SNSs, participants are not necessarily "networking" or looking to meet new people; instead, they are primarily communicating with people who are already a part of their extended social network. To emphasize this articulated social network as a critical organizing feature of these sites, we label them "social network sites."

While SNSs have implemented a wide variety of technical features, their backbone consists of visible profiles that display an articulated list of Friends[1] who are also users of the system. Profiles are unique pages where one can "type oneself into being" (Sundén, 2003). After joining an SNS, an individual is asked to fill out forms containing a series of questions. The profile is generated using the answers to these questions, which typically include descriptors such as age, location, interests, and an "about me" section. Most sites also encourage users to upload a profile photo. Some sites allow users to enhance their

profiles by adding multimedia content or modifying their profile's look and feel. Others, such as Facebook, allow users to add modules ("Applications") that enhance their profile.

The visibility of a profile varies by site and according to user discretion. By default, profiles on Friendster and Tribe.net are crawled by search engines, making them visible to anyone, regardless of whether or not the viewer has an account. Alternatively, LinkedIn controls what a viewer may see based on whether she or he has a paid account. Sites like MySpace allow users to choose whether they want their profile to be public or "Friends only." Facebook takes a different approach—by default, users who are part of the same "network" can view each other's profiles, unless a profile owner has decided to deny permission to those in their network. Structural variations around visibility and access are one of the primary ways that SNSs differentiate themselves from each other.

Social networking sites (SNS) are now a global phenomenon due to the fast rise in their popularity. For the most part, young adults and teens use social networking sites (SNS) to disseminate information, develop relationships with their peers, and publicize aspects of their social and personal affairs (Ellison, 2007). SNSs, according to Wang et al. (2014), might enhance human life. Recently, ICT has been incorporated into their educational systems in a coordinated and integrated manner in several advanced nations, which has had a growing impact on teaching and learning (Keller &Cernerud, 2002). According to Davis et al. (2012), SNS are mobile apps and web-based applications via which businesses and people may develop, involve, and share original material in digital contexts through a variety of communication channels. SNSs are a rapidly evolving online platform that has fundamentally altered and adjusted the wayindividuals interact, observe, and exchange information with other members of that community (Weinberger & Fischer, 2006; Abubakr & Kaya, 2021).

Furthermore, according to Kim et al. (2011), students use SNS primarily for knowledge, social engagement, and friendship. SNSs, on the other hand, provide support

in analyzing and investigating data, making judgments and collaborating on ideas, and sharing expertise with website users (Weinberger & Fischer, 2006; Altun, 2015). Furthermore, with social networking sites, users may create personal profiles comprised of one of the many personal information such as their username, surname, birthdate, email address, location, and interests and hobbies. In addition, users of social networking sites may communicate with their classmates, coworkers, and family members over the Internet. Furthermore, it is used to make new friends, post and share links, photographs, and videos, and communicate with others (Ellison, 2007; Kord, 2008; Barzani, 2021).

In contrast to other virtual societies and platforms, social networking sites (SNSs) distinguish themselves by enabling users to publicize and express their social interactions (Zgen 2012). Furthermore, they differ in terms of their qualities and the sorts of users and members who belong to them (Zgen, 2012). So many SNSs are out there that it might be challenging to know which one is best for you. As a result of this, De la Torre (2009) shows that in today's society, it is appropriate for students and young people to use theInternet, particularly social networking sites (SNSs), to improve their communication and technology skills.

On top of that, teens and young adults make up the majority of computer and Internet users across the globe (Kirschner &Karpinski, 2010). Social, informational, compassionate, and visible benefits were included in Butler et al. (2002)'s classification of the advantages of participating in SNSs. Users of SNSs may virtually administer webinars and seminars using voice and camera software, which is very helpful for facilitating communication and cooperation between parties located all over the globe. By utilizing this platform, educators and students can express themselves, make new connections, and build online portfolios that highlight their skills and expertise (Eke &Odoh, 2014).

In contrast, many factors contribute to students academic success. Therefore, it is still vital and critical that social media impact student achievement, even more so than

external and other elements (Eke &Odoh, 2014). Sánchez et al. (2014) recommended that institutions adopt Facebook as a teaching tool. Teachers and students should also use social networking sites like Facebook to communicate, collaborate, and participate in the educational process. On the contrary, the usage of social networking sites (SNS) was linked to a decrease in a student's grade point average (GPA) (Karpinski et al., 2013). Social media facilitate Student-to-student and student-to-instructor communication in higher education.

Even though most folks are now attempting to communicate and work in an online world, online interaction is still a necessary means of communication and connection (Brady, Holcomb, &Smith, 2010). Additionally, Paul et al. (2012) suggested that academic institutions and teachers increasingly use social media platforms such as Facebook and LinkedIn to communicate with existing and prospective students and offer instructional material.

Lau (2017) stated that upshot of social media use and social media performing various tasks impact the scholarly execution of university students. The exploration found that utilizing social media for scholarly reasons for existing was not an imperative indicator of educational execution as estimated by total review point normal, though utilizing social media for non-academic purposes (video gaming specifically) and social media performs multiple tasks essentially adversely anticipated academic performance.

Kanagarathinam (2014) demonstrated that students utilized a greater amount of Facebook, Skype, WhatsApp and YouTube, anyway Google+ and LinkedIn were the minimum utilized among the respondent. Google is a generally acknowledged vehicle for looking through all or any kind of data through Internet; one can make singular gatherings for point-by-point discourses identifying with all fields of study. Facebook is a prevalent social networking site, and furthermore a helpful instructive device because of its structure and various employments. It furnishes clients with learning openings by method for sharing premiums, trading data, sharing thoughts and talking about points.

While sites such as Facebook and Twitter draw in expansive crowds who socialize. LinkedIn and tribe.net are business situated sites that pull in expert businesspeople who share business thoughts together.

The utilization of social media sites by students have both constructive and antagonistic repercussion on the lives of students showed that SNS began as a side interest for some PC proficient individuals, recently it has turned into a social standard and lifestyle for individuals from everywhere throughout the world. Besides his discoveries uncovered, that about 61% of the respondents utilized social networking sites for downloading music, posting photographs and visiting. While about, 39% utilized the systems administration for research, submitting of task and articles. The vast majority of these students concurred on the way that these sites helped them scholastically in getting instructive materials for their assignments and ventures and for research work. He further clarified that about 26% of the respondents demonstrated that they use SNSs for scholastic purposes like speaking with their lecturers and supervisors (8%), directing scholarly related exchanges (9%), and speaking with companions for scholarly interests (9%), which is not exactly the time they spend on different activities disconnected to scholastic issues.

Li and Sakamoto (2014) stated how aggregate conclusion may impact the apparent honesty and the sharing probability of wellbeing related articulations on social media. It was exposed that, when surveying the unwavering quality of an announcement, members embraced the mutual honesty rating associated with the announcement. In like manner, experimentation two demonstrated that the probability that members would share an announcement pursued the aggregate sharing opportunity associated with the announcement. These social effects were boundless, occurring for explanation suspected as questionable, true and false. This result contributed new experiences into how

individuals perceive and share data on social media and in addition how aggregate conclusion may influence the nature of data on social media.

Salvation and Azharuddin (2014) opined that social system sites (SNS) draws in impressive consideration among adolescents and youthful grown-ups who will in general associate and offer basic intrigue. The investigation was structured in approaches to break down the effect of social system sites on students' scholastic execution in Malaysia, utilizing a theoretical methodology. The investigation presumed that more students incline toward the utilisation of Facebook and twitter in scholarly related exchanges in supplementing ordinary classroom instructing and learning process.

Maria F. Paramo, et al., (2014), dissected the degree to which diverse sources and subjective/emotional parts of apparent social help anticipated explicit regions of change in an example of 300 first-year Spain University students. The example achieved the Social Support Questionnaire (SSQ), the Perceived Acceptance Scale (PAS) and the Student Adaptation to College Questionnaire (SACQ). Relapse examination uncovered that apparent social help was a decent indicator of change to school. The affiliation was tough for companions bolster than family bolster once University section review point normal and gender were controlled for. The association between the quantity of accessible others when required and the fulfilment with accessible help with modification was intermediated by apparent feeling of acknowledgment. Tayseer et al. (2014), in their examination analysed the impact of use of social networks on students' commitment in both scholarly and social viewpoints. The examination uncovered that students utilize social networks for social purposes more than the scholastics. Students consider social media as amusement networks and it lessens pressure and influences them to disregard scholastics.

Mahat (2014) lot of writing is accessible now days on the social networking sites and their effect on the youth of any country, youngsters, adolescence and families as amid the most recent 5 years, utilization of such sites has expanded among preadolescents

and teenagers. Out of 75% of young people owning mobile phones, 25% use them for social media, 24% use them for texting and 54% use them for messaging. Positive out originates from these advances as employments found through LinkedIn or political activities sorted out by means of Facebook.

Geetanjali Naidu &Sunil Agrawal (2013) described that in the present situation social media turned into an exceptionally valuable apparatus in purchasing conduct basic leadership. It is impacting client/shopper in a dynamic way. Presently client/purchaser is taking help of social media with respect to buying of any item. Social media like Facebook, Twitter and Skype will assume an essential job in purchaser/client purchasing conduct basic leadership. Presently in the present situation social media like Blogs, LinkedIn, Facebook, Twitter, Skype, and so on are assuming an imperative job in decision making process of customers' buying behaviour indirectly or directly. In ongoing pattern of development in the management social media turns out to be amazing and cost-free way to deal with elevate item

2.3   Types of Social Network Utilized

Social networks are divided into two types: **vertical and horizontal**. From this first classification, we can subdivide them by theme and purpose.

Vertical social networks

Vertical social networks are those that **gather users around a specific topic or activity**. Their specification makes them attractive to those who are fans of a particular subject and encourages, in turn, interaction among them. There are social networks that focus on athletics, dogs, hiking or even crochet!

Horizontal social networks

Horizontal networks include those **social networks with heterogeneous themes**, where there is room for a little bit of everything, and where the saying "variety is the

spice of life" applies. Instagram or Facebook are examples of horizontal social networks, places where users share content of any kind, driven by personal interests or tastes.

Professional social networks

Vertical or horizontal, are those social networks whose purpose is to **establish work-focused relationships**. Personal promotion based on the exposure of a profile and resume, search for specific personnel of interest, cybernetic networking in which to promote business opportunities and union between different companies or projects.

Entertainment social networks

Unlike professional ones, entertainment social networks are **leisure for leisure's sake**. They offer a window to disconnection (oxymoron) that offers an unfathomable amount of content.

Social Media as a Technology

A software technology such as Microsoft Office has become common within the educational realm and has continued to evolve. In fact, some institutions have come to use their own versions of social media referred to as "LEARNING MANAGEMENT SYSTEMS" (LMS). Learning management system are considered to be course management platforms for instructors to design, develop and prepare their classroom to deliver online education to their students (Walker, 2006). They provide instructors with a way to create and deliver content, monitor learners participation, and access performance. Colleges and universities across the world have been selective in the type of learning management systems they would adopt and implement to deliver online learning to students nationwide and worldwide (Naggy, 2016). Costs and product delivery capabilities are some of the things colleges and universities consider being significant when deciding to invest in learning management systems (Blin & Munro, 2008). Presently there are many popular learning management systems used in higher education

such as; Blackboard, Canvas, Moodle, D2L, Joomlar, eCollege, Sakai, WizIQ, Amazon Web service Talent e.t.c.

However, this study focuses on social media websites that were created outside of educational purposes to see if they provide any benefits to education. These social media websites, Facebook, Twitter, Instagram, Watsapp etc. are still in their formative years.

2.1.4   Social Media Platforms

Facebook is the most popular Social Network system. Mark Zuckerberg, the founder of Facebook launched the website as a Harvard student in 2004 through the company's website. "Facebook mission is to give people the power to share and make the world more open and connected" (Facebook, 2016). Facebook allows people to connect with friends, family members, and acquaintances and gives people the opportunity to post and share content such as photos and status updates (Stec, 2015). The platform has over a billion active daily users and over 1.65 billion monthly active users, with a majority of users accessing it via mobile devices (Facebook, 2016).

About three quarters of Internet users report having a Facebook account, and 7 in 10 users report accessing the site daily, highlighting the habitual and ritualized nature of Facebook use (Duggan, 2015). The majority of young adults (18– 29 years old) report using Facebook (87%), yet this age group experienced a 5% drop in usage rates from 2013 to 2015, however, there was no significant change in Facebook usage rates among Internet adult users (Duggan, 2015; Duggan, Ellison, Lampe, Lenhart, & Madden, 2015). Isham (2014) noted that Facebook is a social media web application that is part of the lives of millions of students; he noted that it can be utilized for "edutainment". This implies that Facebook supports for the sharing of information such as videos, news, images, audio and other

form of entertainment, this has allowed for learning to occur. Facebook has allowed for communication and socialization and hence has become a powerful tool for teaching and learning. Students can receive lessons online and communicate with their teachers and peers. Gogos (2013) opined that Facebook is the "most convenient way to get connected to friends, get updated on existing friends, find new people, build relationships and express identities. Facebook can be utilized as a platform to enhance and support eLearning.

Twitter

Twitter was founded in 2006 by Jack Dorsey. Twitter has been categorized as a micro blogging site, where users interact in "real-time" using 140 character tweets to their followers. Users can converse using mentions, replies, and hashtags (Stec, 2015). Despite reports indicating declining popularity and importance of Twitter amid diminishing investment (Fiegerman, 2016; Tsukayama, 2016), Duggan (2015b) reports no major changes in the percentage of Internet adult users who have active Twitter accounts. One-third of online young adults between the ages of 18 and 29 years reported using Twitter in 2013, compared to 37% who used it in 2014 and 32% in 2015 (Duggan, 2015; Duggan et al., 2015). Over the past few years, data about the number of Twitter users have faced critique over credibility, as Twitter overestimates the number of users by including accounts that have not been active for long periods of time (Bennett, 2011). Nonetheless, recently Twitter released that it has 320 million active users with 1 billion unique monthly visits to sites from embedded tweets (Twitter, 2016).

WhatsApp

Whatsapp is a Smartphone application that runs on most devices which allow people to create groups and communicate within its boundaries. One of the unique features of this application is its ability to enhance communication within a group of people that makes it

the most widely downloaded applications having more than 600 million users globally (Husain & Adamu, 2014). This communication tool has quickly become pervasive and popular among tertiary education students (Yin, 2016). There are various reasons explaining why people adopt WhatsApp as their main communication tool. Bouhnik and Deshen (2014) note the following: The low cost of the application, the ability to send an unlimited number of messages, the immediacy, the desire to feel a part of the trend since their acquaintances have already adopted the application, the capacity to conduct an on-going conversation with many friends simultaneously, the knitting together of a community of friends or family, and a sense of privacy relative to other social networks. Gon and Rawekar (2017) observed that WhatsApp is a free messenger application that supports the sending of multimedia messages and also supports for collaboration. They noted that WhatsApp as an Internet-based application has the following collaborative features which supports learning.

 1. Multimedia: It allows for the exchange of videos, text messages, images and voice notes among users.

2. Group chat: it supports interaction of up to 50-250 members

3. Unlimited messaging: the number of messages you can send on WhatsApp is unlimited

 4. Cross Platform Engagements: WhatsApp supports users with different devices such as tablets, smartphones, iPad and laptop devices.

 5. Offline Messaging: messages are saved automatically when the device is off or outside coverage area. 6. No charges involved: there are no hidden cost involved for using Whatsapp.

7. Pins and usernames: WhatsApp users do not need to remember passwords or usernames since it is solely based on the user phone number. All of these features have enable ease of access, collaboration and learning to take place. Images, videos and audio can be shared via WhatsApp which serves as a means of socialization, entertainment and learning.

2.1.5 Social Media and Gender

According to Okeke (2009), Gender is a social or cultural determinant that varies from place to place or culture to culture. It has been observed that throughout life (birth and death), human feelings, thought and actions reflect the social definitions that people attach to gender which affects the way the individual's daily activities may either be positively or negatively influenced. Gender has been described as a cultural construct and social positions which members of the society attach to being male or female (Macionis & Genber, 2015). As gender affects the way people think of themselves, it teaches them to act in normative ways, that is acting and feeling in the manner that the society ascribed to each sex. Connell (2013) maintained that as much as culture defines males as ambitious and competitive and females' differential and emotional, males are expected to aspire to leadership positions while females are expected to be good listeners and supportive observers. This gender role discrimination begins from the family and is later extended to other areas of one's life where a man sees himself as superior in every human endeavor and sees woman in a subordinate position in the educational setting, workplace or other parts of life. In other words, gender is a fundamental category for ranking, and classifying social relations in the world (Evans, 2014

In educational setting for instance, experience has shown that the curriculum, textbooks and the teaching materials tend to favour males and the females' intellectual potentials are ignored. This gender distinction manifests itself in the courses offered by

males and females in the school, for example males are represented in mathematics, science and technology while females are grouped into humanities, education and social science courses (Gaidzanwa, 2010; Cottes, 2013). For example, Babajide (2010) reported that science subjects such as physics and chemistry are given masculine outlook by educational practitioners. Hence, not only in educational setting, family, workplace etc are there gender discrimination but also in social media usage. Several researchers have found that women tend to use social media networks more than men for different and more social purposes. Many studies have found that women are more likely to use either specific social media network such as Face book or MySpace or instagram than male.

In 2015, 73% of online men and 80% of online women used social networking sites. The gap in gender differences has become less apparent in LinkedIn. In 2015 about 26 percent of online men and 25% of online women used the business-and employee-oriented networking site. Researchers who have examined the gender of users of multiple Social media network sites have found contradictory results. Hargittai's groundbreaking 2007 study examining race, gender, and other differences between undergraduate college student users of Social media network found that women were not only more likely to have used Social media network than men but that they were also more likely to have used many different services, including Facebook, MySpace, and Friendster; these differences persisted in several models and analyses. Although she only surveyed students at one institution the University of Illinois at Chicago. Hargittai selected that institution intentionally as "an ideal location for studies of how different kinds of people use

2.4   Purposes of SNSs Utilization by Students

In the recent years, Social Networking Sites (SNSs) been attributed as the most important genres within social software (Selwyn, 2009). The most popular definition for

SNS was by Boyd and Ellison (2008), who define it as "web-based services that allow individuals to:

• Construct a public or semi-public profile within a bounded system

• Articulate a list of other users with whom they share a connection

• View and traverse their list of connections and those made by others within the system (p.211)

As an example, Facebook is a type of SNS that can be considered a widely famous website for online social networking among students in universities (Kabilan et al., 2010). As reported by Griffith and Liyanage (2008), Facebook was founded on February 4, 2004 as an online communication tool exclusively for Harvard University students. Thereafter, the founders expanded its operation to other institutions, including colleges, universities and other relative organizations (Yadav, 2006). Facebook went public on September 2006. However, there are always opinions on whether Facebook and other SNSs are useful and if it should be used as an educational tool for students. Selwyn (2009). Reported that some educators appreciate the ability of SNSs to re-engage students with their studies.

However, there are worries that these applications may prevent or disrupt students from engaging in the traditional method of receiving education. On the other hand, some educators considered SNSs as an smart education system in the classroom, while others believe it to be an invasion towards students' privacy (Mendezet al., 2009). According to Hosny and Fatima (2012), SNSs are popular among youths that drive the educators to apply it for enhanced learning. Some of the benefits of using SNSs as learning tool for students are to support collaboration and communication between students, enhance learnin(especially that of language), increase students' motivation and provide psychosocial benefits. However, SNSs also introduces several problems for classroom application, namely overuse, privacy issues and the lack of protection for intellectual property. In this study, a complete review will be provided to discuss both the benefits of

using SNSs (Facebook asthe reference) as a learning tool for students and as well as discussing the associated problems of using the SNSs

A framework of investigation over the existing literature on SNSs as the potential candidate for enhancing students' learning is carried out. The critical review of SNSs for integration with the academic world is performed, which covers the area of collaborative benefits via SNSs, learning enhancement and peer engagements and social skills improvement of students' and the associated disadvantages. Through the structured analyses of benefits and disadvantages, it is possible to establish a plan on proposing the steps required for successfully adopting SNSs as the modern method of teaching for students'. The study provides the body of knowledge for the overall concept of SNSs as learning tool. Additionally, the methodology caters new prospective for researchers with interest on the social impact of SNSs and its multidimensional goal in developing and supporting towards the growth of student knowledge.

Collaborative benefit of SNSs

Among students, collaboration and communication is important and SNSs can directly contribute to that aspect. Some of famous SNSs are Facebook and Wiki, which encourage collaboration and foster the creativity of energy to produce shared knowledge that benefits every student (Matthew et al., 2012). Henderson et al. (2010) stated that SNSs are increasingly accepted by educators due to its ability of offering strong communication and collaboration areas for the activities in classes. One of the important features in Facebook is the virtual wall that allows users to easily share ideas and knowledge.

Hence, collaborative learning environment can be established that benefits the user and as well as other students who have access to the posts. According to Hamid et al. (2010), Facebook develops collaborative skills because it encourages collaboration activities among students. Additionally, they also unveiled that students sharing their

work in Facebook will provide the opportunity for the rest of the students to appreciate the new ideas and perhaps lead to new innovation from them as well. Hosny and Fatima (2012) agreed with Hamid et al. (2010), where the authors further suggested that interworking among students from various backgrounds improves the student's problem-solving skills. Healthy relationships between students are also essential in any learning environment.

Therefore, SNSs promote solid relationship among students via active communications, which highly unlikely would occur during offline mode (Sturgeon and Walker, 2009). SNSs for Learning enhancement and peer engagement: Active usage of SNSs will evolve into a learning tool for students that may speed up the learning cycle, especially in the case of language learning. Matthew et al. (2012) conducted a study on 37 students, where the in-class learning tool was SNSs and the purpose of the study was to discover the reaction towards learning via SNSs. The direct response from the students that were involved is that despite some technology hurdles, online classes lead to deeper understanding of the materials.

Additionally, Hosny and Fatima (2012) revealed that learning through Facebook can help students to engage actively in the learning process, while eliminating the traditional lessons taught through presentation materials. Wang (2012) reported that Facebook usage in education introduces comprehensive learning that benefits both the students and teachers. It was also found that students are more serious toward online materials as opposed to conventional materials. Facebook used for student's learning provides a personalized experience, however students expect the websites to be more dynamic (Griffith and Liyanage, 2008). In the case of enhancing language skills, Kabilan et al. (2010) conducted a studyMon 300 undergraduate students from University Sains Malaysia (USM), as a result it was found that Facebook in fact facilitates language learning and that the online environment is actually beneficial. Online group discussions and chat sessions contribute toward the learning of new English words. Additionally,

Kabilan et al. (2010) revealed Facebook provides various applications that support interactions between students, for example, Courses, an application that allow teachers and students to create links to university courses.

Apart from learning enhancement, SNSs are also useful in increasing students' motivation and engagement. Hoffman (2009) stated that adapting SNSs as a learning tool provides a supportive environment and contributes positively on students engagement, motivation and interaction. According to Griffith and Liyanage (2008), the motivation for students is proportional to the amount of information presented on SNSs by their teachers. Hamid et al. (2010) and Griffith and Liyanage (2008) theory, where the authors stated that SNSs improve students' engagement via increasing the eagerness of attending classes among students. Additionally, this method of teaching enhances students' motivation by encouraging them to focus on the finer details of the task and ultimately improve the quality of their work.

The motivation of students in sharing their learning materials proportionally increase the personalization and gratification of the SNS experience (Mazer et al., 2007; Hoffman, 2009). Furthermore, for smooth learning, students' interaction with their teachers and peers are important, where the usage of SNS, namely Facebook provide an excellent virtual space for increased interaction (Wang, 2012). Students social skills improvement with SNSs: There are some psychological benefits for students who use SNSs as a learning tool. Tynes (2007) and Griffith and Liyanage (2008), the two psychological benefits are facilitation of identity exploration and improvement in social cognitive skills. According to Ellison et al. (2007), Facebook utilization as students' learning tool leads to psychological well-being psychological and provide benefits for students with low self-esteem and low levels of self-satisfaction. Hosny and Fatima (2012), agreed with Ellison et al. (2007) that using Facebook for learning provides students, who are shy, an alternative way to participate actively in classes. Beyond that, it also gives the opportunity to express students' ideas through writing on the wall of

Facebook. The authors also pointed out that praises and positive feedbacks from the teachers or colleagues on Facebook can improve self-confidence and self-esteem of students. The SNSs are also beneficial in building healthy relationships between students and teachers, which is necessary in any learning environment. According to Sturgeon and Walker (2009), the connectivity between students and teachers through Facebook leads to better communication, resulting in increased engagement between them and better learning environment.

Furthermore, Facebook allows the students to get to know their teachers on a personal level outside of the classroom. Hewitt and Forte (2006) and Mendez et al. (2009) stated that students' perceptions toward teachers improved due to the active interaction in Facebook. Consequently, the positive perception allowed the students to communicate with their teachers or lecturers both in and out of classes, resulting in creating a better relationship (Hosny and Fatima, 2012). In the case of distance learning, SNSs became a popular medium for attaining higher education. As a result of the advancement in communication technology, students can learn without actually attending tutorials or lectures in universities and colleges. Furthermore, the shortcomings of distance learning are the associated isolation and loneliness.

Furthermore, distance learning increases the complexity for students to access their relatively anonymous teachers or fellow students. Hence, SNSs may bridge the gap and provide an excellent solution to this loneliness. Using SNS for students' learning enhances mutual support through the process of learning, while the learner also able to control his own schedule

(Minocha, 2009a). One of the other benefits of SNSs is "learners' centricity" when used as a learning tool for students. In the cyber space, SNSs allow individuals to interact with others that have similar interests within a subject area. Since SNSs is an online tool, interaction may occur within and beyond students' own institute (Boyd and Ellison,

2008). Apart from individual learning, learning groups, irrespective of online or offline, have proven to be useful. The SNS on the web provides students with the infrastructures as well as the environment to create "informal and borderless learning" groups. Students expressed concern over learning in institutions and some relevant government departments only consider formal learning. As a result, formal learning still Mreceives overemphasis, most notably in funding. Hence, institutions still largely ignore informal learning. This perception towards informal learning can be solved adopting SNS as the learning tool due to its ability in promoting informal learning (Minocha, 2009a).

Concept of Attitude

An attitude is a set of beliefs that we hold in relation towards an object, person, thing, event or issue. Attitudes can be positive or negative, or we can simply have opinions about issues without any strong emotional commitment. (Gall, Borg, & Gall, 2003) defines attitude as an individual's viewpoint or disposition toward a person, thing or idea. It contains three domains: Affect, Cognition and Connation. Affect is the individuals' feelings about the object. Cognition is the individuals' beliefs and knowledge about the object and Connation is the behaviour which an individual show towards the object (Gall, Borg, & Gall, 2003). These three components of attitude have been taken into consideration in instruments which evaluate attitude. Even though there are various definition of attitude, there is agreement that attitude is a learned disposition to feel, think or behave favourably or unfavourably towards something.

Eagly and Chaiken (1993) define attitudes as a psychological tendency which is shown in the evaluation on certain entities with some degree of favor or disfavor. In an educational settings for instance, when a student as a positive attitude toward an instructor, the student will probably want to take that instructor in several lessons. The student who has a positive attitude toward an instructor might suggest that instructor to

other students. On the other hand, if a student has a negative attitude toward an instructor, the student may not want to take another class with them. The student may not be eager on coming to the instructor's class or be paying special attention in the class. An individual's attitude toward a person or a thing affects how their behavior is toward that person or thing. However, attitude can be changed. (Katz, 1960) writes that, on a psychological level, attitudes are held on or changed based on the function they can perform for the individual. In other words, individuals hold certain attitudes to the extent they benefit from holding that attitude. There are ego-defensive attitudes that are aroused by threats and can be changed by the removal of that threat. There are expressive attitudes that are aroused by individual beliefs and can be changed if the appropriate need for a new belief is shown (Katz, 1960).

2.5   Attitudes towards utilization of SNSs

Before the 60s, social psychology had failed to understand the attitude–behavior relationship, but in 1963, Fishbein addressed this issue in a very progressive manner. His subsequent presentation of theory of reasoned action in 1980 and the theory of planned behavior in 1985, were an attempt to explain the impact of attitude on behavior (Baber et al., 2016). The term "attitude" enjoys a long history and can be traced back to varies definitions. In everyday discourse we use the term 'attitude' to express an opinion, or group of opinions, held by an individual about a specific object (Howarth,2006) According to Eagly and Chaiken (1993), Attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor.

According to Fishbein & Ajzen (1975), Attitudes can be described as a learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object. Attitude is important because of its effect on purchase intention and

behavior. To understand the constitutive role that the social media plays in what is seen as 'individual' behavior, we need a more radical change in terms of perspective.

Despite the many advantages associated with using SNS as a learning mechanism for students, naturally there are always drawbacks in a method. Firstly, the major problem is the abuse of SNSs, where it will be used for social reasons rather than educational ones bystudents. According to the study conducted by Grosseck et al. (2011), majority of students spend long hours in SNSs, Facebook in particular, for social reasons, namely contacting friends and families and sharing photos and videos. However, very little time is spent for learning and academic purposes within SNSs. Junco (2011) conducted a study on a sample of 1,893 college students to investigate the relationship between their uses of Facebook, the time spent preparing for classes and the GPA's earned. The author found that the components are all inverse proportional, where the more time the students spent on the site, the less time will be spent studying and equivalently grades deterioration can be observed. For many students, the time spent maintaining SNSs (updating statuses, chatting, etc.) is enormous and it often detracts from the amount of time they have to devote to school work. One of the examples is, the first thing many students do after arriving home is possibly logging into their favourite sites. The time spent in socializing via these sites may lead to neglecting their homework, ultimately resulting in poor performance (Mislove et al., 2007). The second concern would be the threat towards students' privacy by using SNSs as a learning tool.

According to Griffith and Liyanage (2008), trust, safety and privacy are the major issues related to the usage of SNSs for students' learning and teaching. The information shared between students through SNSs is not secured, hence can be collected and used for illegal purposes. The major illegality could be that young people can be victimized through "cyber bullying" and "sexual harassments". Henderson et al. (2010) stated that the popularity of SNSs among students lead to two types of threats toward their privacy, namely disclosing personal information by the student themselves and personal

information sharing by third party. On the other hand, SNSs allow users to post personal information that are related to others, which include videos, texts and pictures, hence there are possibilities that a teenager may post unwanted images of their friends. Lewis et al. (2008) stated that teenagers and college students upload personal information in SNSs, which are usually viewable by many people, however, Because of the prevalence of mobile devices, the overuse of social networking sites has become a global phenomenon and over use among students.

2.6   Determine knowledge sharing practices among students

Knowledge sharing (KS) is the process by which team members share task-related ideas, information, improvements, and suggestions with one another (Eze et al., 2013). Based on Han et al. (2022), knowledge sharing is a complex social interaction process that draws on formal and informal and mutual learning processes between individuals. It is a behaviour of giving knowledge to others and receiving it from others. Doing so requires the student or group of students to interact with each other through face-to-face or non-physical contact means (Chin Wei et al., 2012). Knowledge sharing is an everyday activity of students because they tend to exchange information through daily personal interactions with their peers and academic instructors (Ong et al., 2011).

As Gamlath and Wilson (2022, p. 6) stated: Recent advances in technology and them increase in the importance of online and blended approaches to learning and teaching have made possible the design of innovative approaches to knowledge sharing within the curriculum. Collaborative learning through group projects and peer assessment is one of the ways universities have integrated knowledge sharing into their curricula. The
knowledge that students create and share through these collaboratively based curricular activities is directly related to the unit's learning objectives, program goals, and graduate attributes and is, therefore very much explicit (Gamlath & Wilson, 2022). In addition,

there are concerns about dysfunctional behaviour in groups and student concerns about the fairness of group assessments. Group assessment tasks are a particular case because they often involve working together with students with different motivation levels and abilities. Assigning a common grade to all group members encourages high-achieving students to take on a non-proportional share of the task load while encouraging group members who are not sufficiently engaged in the topic (Hannaford, 2017). Students' ability to share knowledge is linked to the corporate world's interest in recruiting employees who can communicate information to others in a clear form (Begoña & Carmen, 2011; Ghadirian et al., 2014). Moreover, knowledge sharing is an essential aspect of universities' graduate skills and employability strategy, where the employability of graduates is a significant

determinant of a university's success (Collet et al., 2015).

Knowledge sharing behaviour of university students has been examined in several studies. Hassandoust et al. (2011) examined behavioural factors concerning virtual knowledge sharing among Malaysian Multimedia University students. Findings of the study showed that trust, expected reciprocal relationship and willingness to share knowledge are significant indicators of an individual's intention to share knowledge. Moreover, students who participated in the virtual knowledge-sharing activity were motivated to contribute knowledge to others due to their positive attitude towards knowledge-sharing and institutional factors. Brouwer and Jansen (2019) investigated various determinants of knowledge sharing and their effects on knowledge-sharing among Dutch`s university psychology students. Results of the study showed that altruism, trust, and belongingness indirectly influence the personal benefits of knowledge sharing through social interaction.

2.7   Attitude of students towards utilization of social Network Site for knowledge sharing

Knowledge Sharing (KS)is a social interaction culture, involving the exchange of knowledge, experiences and skills.   Itis an activity through which knowledge (information, skills, or expertise) is exchanged among people, friends, families, communities or organizations. KS is considered the most prominent in the KM process compared to other components because it is very difficult to attain and encourage people to share knowledge (Gupta, 2008). Nonaka (1994) contributed that individuals sharing knowledge with each other is what drives knowledge creation. Wei, Choy, Chew and Yen (2012) explained that Knowledge Sharing is the dissemination or exchange of explicit or tacit knowledge, ideas, experiences or even skills from one individual to another individual; while Cheng, Ho and Lau (2009) posited that KS is about communicating knowledge within a group of people. It is therefore fair to state that Knowledge Sharing is a key element in the survival of any cultural system. Sharing knowledge occurs when people are genuinely interested in helping one another develop new capacities for action; it is about creating learning processes. Generally, a Knowledge Sharing practice isabout communicating knowledge within a group of people (Cheng, Ho and Lau, 2009) Knowledge Sharing (KS) is a social interaction culture, involving the exchange of knowledge, experiences and skills.   Itis an activity through which knowledge (information, skills, or expertise) is exchanged among people, friends, families, communities or organisations. Knowledge Sharing is considered the most prominent in the KM process compared to other components because it is very difficult to attain and encourage people to share knowledge (Gupta, 2008).

Utilization of Social Network sites in education are used to foster learning by allowing for social interactions, active participation and engagements of students in classroom discussion, communication (blended/online courses and social media solutions). Social Network sites, such as like Facebook and Twitter, Yahoo Messenger,

LinkedIn, etc. grew seriously consolidating with different applications focusing on knowledge information, instruction or training. Instant news report and appropriateness makes the aim that could be used speedily and reliable, but the variation disposition makes it hard for school system to keep abreast and offset. Students are able to make use of social media tools in order to increase range and richness of their networks, gather information and nowadays, increasingly organisations are finding ways of integrating social media into their business processes (Gaá́let al., 2015).

Social Network sites tools utilization has become part of everyday activities within higher learning institutions. These tools are used to turn communication into interactive discussions among like-minded people (Hislop, 2013). Individuals and researchers within higher learning institution can formulate various groups, discuss and share knowledge by using the tools. Hence, through the utilization of social media tools, higher learning institutions can easily facilitate flow, transfer, communication and sharing of knowledge. In Nigerian tertiary institutions, social media tools have afforded both students and lecturers lots of opportunities of which they never dreamt of. Lecturers and students can better relate well online without visible contact. Lectures can be conducted online anywhere and at any time at the lecturers' convenience and assignments can also be submitted online without much ado. Results can also be checked online, while students who lack self-confidence or feel shy to ask questions in class can better express him/herself one on one with the lecturer without any fear. In addition, stress of students' registration is reduced, and there is a better forum for lecturer-student relationship. It is therefore vital for higher institutions to leverage social media tools to enhance and improve the quality of their services (Davis et al., 2012).

Social Media in Education

Social media in education refers to the practice of using social media platforms as a way to enhance the education of students. Social media is an expression of the 21st

century used broadly to define a number of technological tools that stress the social facets in form of a funnel for communication, collaborative learning, and inventive expression; this is also to boost education in higher institution of learning (Dabbagh & Reo, 2011; Al-rahmi & Othman, 2013). Following the 1980s, there was a computer advancement boom that defined the 1990s-2000s, as CD-ROMS were first introduced, and the internet became more user friendly. As of 2018, 95% of teenage students have access to a smart phone and 45% say they are online almost constantly. (Anderson & Monica, 2018). As the use of technology and social media has become more prevalent, some educators and parents argued that Student devices they were too distracting for the classroom environment.

This led to many schools blocking Internet access, including access to social media sites, and even disallowing the use of cell phones in the classrooms (Obringer, John; Coffey & Kent 2007). These policies proved to be ineffective in some cases, as students continue to bring their phones to class despite the policy, and many even find ways to access social media sites regardless of precautions taken by school administrators. In response to these challenges, many schools have adopted a "Bring Your Own Device" (BYOD) policy to school (Sangani & Kris 2013). This is a policy that allows students to bring their own internet accessing device, such as a phone or iPad, for the purpose of accessing the Internet for research and other in class activities. While the BYOD concept was initially introduced as a way of reducing departmental technology costs, administrators and teachers are realizing other benefits from BYOD policies, such as increased student motivations and engagement and anywhere access to information (Song & Yanjie 2014). On the academic side, the study conducted by Shahzad Khan in 2010, provided that students are using social media more and it is impacting their communication positively. This study did not provide a negative impact on students. Social media is playing a big role in boosting academic like in social sciences and in education systems as a whole. Many studies have addressed different aspects of using social media at various academic

and social levels. The accessible literature on social media provides useful suggestions of its application in higher institutions of education (Hamid et al., 2011). Social media may be applied by academicians in various ways, like Facebook, it was recommended as a way of communication for getting together with students (Mack, 2007). Undergraduate students of IT attest that social media has continuously improved their academic success from 2007 to 2010 (Smith & Caruso, 2010). Most students in higher institutions of learning wish their institutions alter their means of communication to social networks for strengthening class instruction because it is where they spend most of the time. According to Madge et al., (2009) states that, social media usage enhances educational access and interaction and it fills the learning gap informally between students and the instructors (Bull et al., 2008).

2.8   Theoretical Framework and Uses and Gratification Theory
2.8.1   Social Network Theory (SNT)

The Social Network Theory (SNT) as an area of work or study in the fields of social sciences deals with modeling the complex relationships between people (Yang, Yang, Zhang, & Spyrou, 2010) and relates to human communities varying between small numbers of individuals to the whole population (Ethier, 2006). Beginning with the early 1930s, SNT has evolved mainly from psychology, anthropology, and mathematics (Hatala, 2006). These days, researchers have utilized SNT and its concepts as a promising research approach in different branches and fields (Quatman & Chelladurai, 2008)The word "network" appeared initially for the career advancement contacts in the 1970s. Afterwards, network has started to refer to the television. Computer systems adopted this term from the television in parallel with their formation. Nonetheless, the term "network"

has already been adapted into social sciences for decades referring to mapping human relationships (Rosen, 2007). Siemens (2004) describes a network "as a connection between entities" (p.4). A set of objects (nodes) and a mapping or description of relations between these objects is the main elements of a network (Kadushin, 2004). As for Ethier's (2006) definition, network is "a set of objects, or nodes, and a mapping or description of the relationship between the objects" (p.1). He continues by saying that in the event of social networks, people or groups of people are considered as objects.

An approach of describing the everyday practices of social interaction occurring in the communities could be definition of the social networking (Merchant, 2012). Moreover, a social network is the ultimate aim of establishing an incorporated whole by connecting different people. Social networking studies have been triggered by the following question; 'if there were a set of N people, what would the probability of each member among N people connected to another member via k_1, k_2, k_3...k_n links' be. Social psychologist, Stanley Milgram, answered this research question by an empirical research study called "Small World Experiment" (Kelty, 2005). Milgram calculated the average number of connections as 5.5 where this number became an expression in the following years as "six degrees of separation" also known as "human web". Basically, the concept refers to the power of established connections on a small world where people must take advantage of these connections (Rosen, 2007). In other words, individuals and their relationships as nodes of graph and edges of the graph respectively are displayed by SNT (Madey, Freeh, & Tynan, 2002).

In general, SNT is employed by the researchers to investigate the mappings linking one person to the others so as to assess the social capital of that person (Ethier, 2006). The concept of social capital is the most popular connection and notable applications of SNT (Hatala, 2006; Quatman & Chelladurai, 2008). Social

capital, the number of friends a person has on a social network, is also important for online communities. As the personal and social capitalincrease, active participation and trust to the online community increases (Ellison, Steinfield, & Lampe, 2007). To illustrate, the number of friends for Facebook members is a strong indicator of belongingness to an online community. In other words, the individual might manage more knowledge, influence and power if that individual has more connections and mappings in his/her social network (Ethier, 2006).

In the last decade, the network concept is extended toward social networking. Social networks, in general, have existed since the time of the first human beings where social relationship was established (Coyle & Vaughn, 2008). Although social networking websites are well known in the society, the term "social networking" is ambiguous for the users. The concept of "social network" is not easy to describe, since there are many different examples in its current use (Lange, 2007).

There are many ways in whichpeople could socialize and create networks in their lives. With the latest developments of Internet and related tools, real life has transferred to online settings (Hinduja & Patchin, 2008). Therefore, it is possible to claim that social networking might be described as a new paradigm which enables researchers to improve and alter pre-existing relations (Merchant, 2012). These characteristics may lead to the fact that social networks as a research topic can be utilized in many different fields (Ethier, 2006).

There is a slightly important difference between a community and a network. A community is organized around an interest with shared and joint manners, whereas a network is organized around individuals (Dalsgaard, 2008). In that sense, the communitystructure forms the most illustrative characteristics of social networks (Yang et al., 2010). With the latest developments in technology, it was observed that people start to be competent as a result of

their established contacts with other people. Thus, networks have become the most essential learning elements of the modern era (Marhan, 2006). Besides, networks could work like a filtering mechanism in the information creation process (Siemens & Tittenberger, 2009). In doing so, people have a chance to create more social connections within their communities than the people who belong to other communities (Yang et al., 2010). With the highly complicated modern life, individuals cannot be held the entire processes of any activity. Hence, we ought to distribute the complex tasks dealt with into different entities (Siemens, 2006). Later, we can connect these different entities to each other in order to form a network. For example, learning, as an active process, should be networked among instructors and learners. Moreover, interactions among learning networks must be provided with an effective information acquisition (Palloff & Pratt, 2007).

For Storsul et al. (2008), social networking resembles to four human daily activities; meeting at a café, taking part in a festival, playing games in a park, and spending time in a big shopping center. Storsul et al. (2008) states that the motives for attending these four activities explain the reasons of people's attention on using social networking during the last decades. With using the principles of SNT, many particular connections and relations such as communication, instrumental, power, and interpersonal can be estimated within the studied group of people (Hatala, 2006).

2.8.2 Uses and Gratification Theory (U&G THEORY)

Uses And Gratification Theory

The uses and gratification theory (U&G) was developed by the functionalist theorists such as Jay Blumler and Elihu Katz (Siraj, 2007). Many concepts and labels have been used to explain U&G; to illustrate, a media use paradigm (Luo, Chea, & Chen, 2011), a theoretical framework (Smock, Ellison, Lampe,

&Wohn, 2011), a psychological communication perspective, and an axiomatic theory (KoCho, & Roberts, 2005). The U&G is based on the premise that media can affect people if they have some use for those tools or their messages to being transmitted (Mondi, Woods, & Rafi, 2008). Beginning with the 1940s, researchers tried to understand why users were involved in different forms of media (Ruggiero, 2000).

In general, U & G has been used for investigating how traditional media and social media are utilized to satisfy the needs of users with different aims (Ko et al., 2005; Smock et al., 2011). Therefore, it is possible to assert that U&G can be used as a framework for the research studies dealing with the study of Internet and new media communication (Ruggiero, 2000). The history of the uses and gratification researches goes back to the first mass communication devices. As a sub-tradition of media effects research, U&G has been grounded on the approach pointing out the attractions and gratifications while audiences deal with the media, and their social and psychological needs (Ruggiero, 2000). The audiences of communication process have certain needs; which sometimes could be defined by Maslow's hierarchy of needs theory. In order to fulfill these needs, audiences, as active participants in the process, utilize tools and perceive a certain level of gratification or dismay. The scientific approach which conducts studies on the audiences about the usage processes and feeling regarding to these context is basically called as the uses and gratification research (Katz, Blumler, & Gurevitch, 1974).

Basically, the uses and gratification approach deals with the reality that different users of the same communication tool might have different reasons for using it(Severin & Tankard, 1997). U&G focuses on scientific explanations of how people use any communication tool to fulfill their personal needs. Through a scientific scrutiny, scholars reveal the possible advantages and disadvantages of

utilization of any communication tools (Nyland & Near, 2007). In that sense, a vital part of U&G is users' activities and their motivations which are the key factors of personal utilization of the tools (Luo et al., 2011).

Furthermore, U&G concentrates on what sources of motivation people use the tools and what satisfaction people experience from their utilization. Gratification issues can be categorized as content satisfaction dealing with what a tool offers and process satisfaction relating to what experiences the tool offers (Joinson, 2008). While people are actively participating into online communities, they demand certain gratifications, values and benefits from the communities. Hence, how people's characteristics affect their gratifications is an essential scientific pursuit (Farfaglia, et al., 2006).

The fundamental contribution of U&G is its remarks on active consumers and audiences in the context of communication (Nyland & Near, 2007). U&G approach might be utilized to investigate baseline questions about gratifications for using social media (Smock al., 2011). The uses and gratification research is important for commercial purposes as well, since the producers want to offer most satisfactory tools for communication to the society (Severin & Tankard, 1997). Therefore, it can be inferred that exploring customers' adoption decision might be simplified by U&G with offering a new approach (Luo et al., 2011).

The uses and gratification research is typically based on survey research design. Effective uses and gratification research must stem from or get support of the following disciplines as much as possible; psychology, sociology, philosophy, linguistics, computer sciences, and research methods (Severin & Tankard, 1997). More specifically, the experimental or quasi-experimental traditions dominated the media effects researches in the past by manipulating the conditions (Ruggiero, 2000).

To conduct a more interpretive media research, qualitative methodologies should also be employed in a holistic approach (Ruggiero, 2000). Therefore, social and cognitive terminologies could be utilized for media's uses and gratifications studies (LaRose &Eastin, 2004). The uses and gratification approach is also crucial for understanding new descriptive variables in relation to new media and its new gratifications. In general, individuals' choices regarding the adoption of information technology depend on the motivational factors directed by their needs (Luo et al., 2011).

For instance; the habit strength is a good variable in the uses and gratifications studies. Besides, gratifications should be defined as expected outcomes (LaRose & Eastin, 2004). More specifically, Luo et al. (2011) categorized the users' motivations of technology use into intrinsic (undertaking an action or an operation out of pleasure and satisfaction) and extrinsic (undertaking an action or an operation to acquire something outside the function). Likewise, the quality of the system is a significant predictor for members' gratifications and the underlying reason of intentions for using the system (Lin & Lee, 2006). It is widely supposed that users decide and use suitable media for gratifying their conscious needs (Ko et al., 2005).

The content of the media, the ways of interaction with media and the social frameworkof using the media are the different vital causes of users' gratifications on communication (Katz, Blumler, & Gurevitch, 1974). Precision on information, whenever and wherever there is an access opportunity for information, the value of information and the different types of customizable information define the quality of the information which is a significant indicator of the member satisfaction in an online community (Lin & Lee, 2006). U&G provides researchers with extensive beneficial opportunities in terms of a better interpretation of users' actions, outcomes and comprehension while they are involved with media (Smock et al.,

2011). Considering a social networking website, designers must remember that different people utilize these websites in totally different ways and different people perceive different satisfaction from those websites. Because different users utilize social network sites such as Facebook for different aims, these reasons might be linked to different types of use (Smock et al., 2011). To illustrate, "convenience, information seeking, interpersonal utility, pass time, entertainment, escapism, peer identity, and social interaction" (Luo et al., 2011, p. 22) are the main motivational factors of the internet utilization. To comprehendindividuals' motivational factors concerning the utilization to traditional media and the internet, U&G theory might be a very useful approach (Luo et al., 2011). In other words, U&G can be employed to different conditions and cases, most notably virtually to every kind of mediated communication tools (Ko et al., 2005). In order to make headway, it is important to validate the results obtained from recent studies with regard to traditional media and the internet utilization. It is important to realize thatthe model provides U&G theorists with a theoretical perspective when they try to understand the role of new communication tools and technologies (Siraj, 2007). However, as Mondi et al. (2008) stated, there is a need to study the users' motivations for e-electronic media in instructional purposes. Therefore, researchers must conduct studies on understanding different uses and gratifications of social networking websites. To conclude, the traditional model of U&G might provide the necessary guidelines for researchers to investigate the use of both the internet and the new media communication (Luo et al., 2011).

Empirical Studies

Aaron. Fewkes & Mike McCabe (2014) carryout a research on facebook to know if it's a "learning tool or distraction"? in which the article explore how selected sample of secondary school students in Ontario have been using facebook since it has become

accessible to them and whether or not this use "supports the learning agenda" of classrooms as school boards have envisioned. The researcher collected both quantitative and qualitative data from 63 Ontario high school students via a questionnaire distributed through facebook. Stating many examples of us for educational purposes, 73% of respondents reported having used facebook for educational purposes. Out of the students surveyed only 27% said that at least one teacher had found ways to include facebook in their lessons and further 77% of the students believed that teachers do not support facebook being unblocked. The result of the research point to a need for the better utilization of facebook in classrooms and the need for school boards who choose to embrace the increasing popularity of social media to implement programs that better ensure teachers to feel comfortable enough to embrace this informal teaching tool

. Abdullahi Al-Bahrani, Darshak Patel and Brandon Sheridah (2015) conducted a research on Engaging students using social media ("The students perspective") using the students in the department of Economics taking principles of Microeconomics and Macroeconomics courses. In the study they examine the students view in incorporating social media in the classroom. The survey was administered at three academic institutions namely; Kentucky University, United States, North Central College, United States and Gatton College of Business and Economics University of Kentucky, United States. The results were based on the survey administered to students in principles of Order. Students have the strongest presence, in decreasing order, on Facebook, Youtube, Instagram and Twitter. However, based on their utilization preferences, these mediums are ranked as follows: Instagram, Facebook, Twitter and Youtube. The results indicate that students are concerned with privacy but are more willing to connect with faculty if the connection is "one – way" and participate if social media is a voluntary part of class. Therefore Twitter, Youtube and Instagram, or Facebook pages or groups are potentially better mediums for faculty to use in economics classrooms. The survey also indicates that students use their social media accounts more frequently than email or Learning Management Systems

andtherefore, social media may also be a more effective tool for spontaneous communication for many students.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter is concerned with the methods adopted in carrying out the study. The chapter is presented under the following sub-heading:

3.2   Research Design

3.3   Population of the Study

3.4   Sampling Technique and Sample Size

3.5   Instrument for Data Collection

3.6   Validity of the Instrument

3.7   Data Collection Procedure

3.8   Method of Data Analysis

3.2   Research Design

The systematic plan that was employ in this study is survey design, which involves the analysis of data gathering systematically from samples or from population through some objective random-gathering device.

The survey method involves drawing up a set of questions on the subject to seek balanced opinion of the selected members of a population to react. For the purpose of this research work, this method is believed to obtain the opinions of students of Kwara State Polytechnic, Ilorin, Nigeria on attitude towards the utilization of social network sites for knowledge sharing.

3.3   Population of the study

The research population can be described as the total number of individuals or units in the area of the study which forms part of the research universe. The population of the study consist of the HND students of Institute of Information Communication Technology (IICT) which consisted Mass Communication, Office Technology Management, Computer Science and Library and Information Science. The population of Mass Communication 400, O.T.M 350, Computer Science 350, LIS 65. The total population of the students are 685.see the table below for more details

S/N	DEPARTMENT	NO OF STUDENTS
1	MASS COMMUNICATION	400
2	O.T.M	350
3	COMPUTER SCIENCE	350
4	L.I.S	65
	TOTAL	**685**

3.3   Sampling Size

For the fact that the whole population cannot be studied, Krejcie and Morgan table was used to select the samples. The table advised selection of 248 respondents from the overall population

3.4   Sampling Technique

Simple random sampling technique was used to select the respondents. The simple random sampling technique will allow the researcher to allow all the HND students to be considered as participants in the study.

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3.5   **Instrument for data Collection**

The main instrument for this research work was questionnaire. The questionnaire was designed in a way that will make the respondents to answer the researcher based question appropriately and with all sense of belonging. The questionnaire comprises of two part i.e Section A and section B. section A contain personal data about the demographic data of the respondents which section B are questions to solicit answer to the research questions set earlier.

3.6   **Validity of the instrument**

The questionnaire will pre-tested with a view to make corrections where necessary. This is to ensure the validity and reliability of the study.

3.7   **Data Collection Procedure**

The questionnaire was administered to the respondents personally by the researchers using questionnaires. The essence of the study was explained by the researchers to the respondents so as to achieve a reliable and accurate response from them for a standardized data.

3.8   **Method of Data Analysis**

Upon the retrieval of the administered questionnaires, data collated will be analyzed using the Statistical Product and Service Solutions (SPSS). Descriptive statistics such as frequency counts, percentages, mean, and standard deviation were used to analyze each item in the questionnaire for the purpose of answering the research questions.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION OF THE FINDINGS

4.1 Introduction

This chapter presents the presentations of results, analysis and the interpretation of data gathered from the responses on the administered questionnaire for this study.

4.2 Questionnaire administration and response rate

A total of 685 questionnaires were administered to the Students in Institute of information communication Technology Kwara State Polytechnic, Ilorin, Nigeria out of which 200 questionnaires were retrieved giving a response rate of 86.5%.

Table 4.1

Age		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18 -21 years	12	6.0	6.0	6.0
	21 —25 years	98	49.0	49.0	55.0
	25 — 30 years	90	45.0	45.0	100.0
	Total	200	100.0	100.0	

Source: Field Survey, 2024

The above table shows that 6% of the respondents are in the age bracket of 18-21 years while 490% are within 21 – 25 years of age and the other 45% are within 25-30 years old.

Table 4.2

Sex			
Frequency	Percent	Valid Percent	Cumulative Percent

Valid	male	69	34.5	34.5	34.5
	Female	131	65.5	65.5	100.0
	Total	200	100.0	100.0	

Source: Field Survey, 2024

Table 4.2 shows that 34.5% are males while the majority of them represented by 66.5% are females.

Table 4.3

Religion

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Christianity	46	23.0	23.0	23.0
	Islam	72	36.0	36.0	59.0
	Others	82	41.0	41.0	100.0
	Total	200	100.0	100.0	

Source: Field Survey, 2024

Table 4.3 indicated that 23% of the respondents are Christians while 36% practice islam and the other 41% practice other religion.

Table 4.4

Department

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mass Comm	61	30.5	30.5	30.5
	OTM	68	34.0	34.0	64.5
	Comp Sci	29	14.5	14.5	79.0
	Lib Info Sci	42	21.0	21.0	100.0
	Total	200	100.0	100.0	

Source: Field Survey, 2024

Table 4.5

Duration of use of social networking sites (SNSs)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3-5yrs	30	15.0	15.0	15.0
	6-8 yrs	96	48.0	48.0	63.0
	9 years and above	74	37.0	37.0	100.0
	Total	200	100.0	100.0	

Source: Field Survey, 2024

Table 4.5 shows that 15% of the respondents chose the "3-5 years' while 48% chose '6-8 years' and the other 37% choose the '9 years and above' option.

Table 4.6

Types of Social Networking Sites (SNSs) Used by Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Facebook	38	19.0	19.0	19.0
	Twitter	29	14.5	14.5	33.5
	Instagram	16	8.0	8.0	41.5
	Whatsapp	81	40.5	40.5	82.0
	YouTube	36	18.0	18.0	100.0
	Total	200	100.0	100.0	

Source: Field Survey, 2024

Table 4.6 shows that 19% of the respondents chose the "Facebook' option, 14.5% chose twitter, 8% chose 'instagram' while 40.5% chose 'whatsapp' and the other 18% choose the 'Youtube' as their option.

Table 4.7

Time spent while using SNSs in a day

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Les than 2 hrs	4	2.0	2.0	2.0
	3-6 hours	51	25.5	25.5	27.5
	7-8 hours	85	42.5	42.5	70.0
	More that 8 hours	60	30.0	30.0	100.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	Total	200	100.0	100.0	

Source: Field Survey, 2024

Table 4.7 shows that 2% of the respondents chose the "less than 2 hours' option, 25.5% chose '3-6 hours' while 42.5% chose '7-8 hours' and the other 30% choose the 'more than 8 hours' as their option.

Table 4.8

Frequency of using SNSs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Everyday	40	20.0	20.0	20.0
	Only sometimes	41	20.5	20.5	40.5
	Once a week	81	40.5	40.5	81.0
	occasionally	38	19.0	19.0	100.0
	Total	200	100.0	100.0	

Source: Field Survey, 2024

Table 4.8 shows that 20% of the respondents chose the "everyday' option, 20.5% chose 'only sometimes' while 40.5% chose 'once a week' and the other 19% choose the 'occasionally' option.

Table 4.9

Tools used for accessing SNSs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PC	3	1.5	1.5	1.5
	laptop	24	12.0	12.0	13.5
	Mobile	148	74.0	74.0	87.5
	IPOD	25	12.5	12.5	100.0
	Total	200	100.0	100.0	

Source: Field Survey, 2024

Table 4.9 shows that 1.5% of the respondents chose the "PC' option, 12% chose laptop while 74% chose 'Mobile' and the other 12.5% IPOD option.

Table 4.10

Problems faced while using SNSs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Lack of time	42	21.0	21.0	21.0
	low internet speed	73	36.5	36.5	57.5
	Lack of security & privacy	85	42.5	42.5	100.0
	Total	200	100.0	100.0	

Source: Field Survey, 2024

Table 4.10 shows that 21% of the respondents chose the "lack of time' option while 36.5% chose the 'low internet speed option and the other 42.5% chose the option lack of security and privacy.

Table 4.11

Do you agree that Social Network Site Enables Rapid Exchange of Knowledge

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	101	50.5	50.5	50.5
	Strongly disagree	23	11.5	11.5	62.0
	Neutral	33	16.5	16.5	78.5
	Agree	43	21.5	21.5	100.0
	Total	200	100.0	100.0	

Source: Field Survey, 2024

Table 4.11 shows that 50.5% of the respondents strongly agreed, 11.5% strongly disagreed while 16.5% were neutral and the other 21.5% agreed.

Table 4.12

Do you agree that Social Network Sit Acts as a Platform for Sharing Knowledge and Creative Ideas.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	98	49.0	49.0	49.0
	Strongly disagree	24	12.0	12.0	61.0
	Neutral	34	17.0	17.0	78.0
	Agree	44	22.0	22.0	100.0
	Total	200	100.0	100.0	

Source: Field Survey, 2024

Table 4.12 shows that 49% of the respondents strongly agreed, 12% strongly disagreed while 17% were neutral and the other 22% agreed.

Table 4.13

What attitude ascribe to the utilization of social networking sites for knowledge sharing among students?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good attitude	118	59.0	59.0	59.0
	Bad attitude	16	8.0	8.0	67.0
	Undecided	66	33.0	33.0	100.0
	Total	200	100.0	100.0	

Source: Field Survey, 2024

Table 4.13 shows that 23.5% of the respondents chose the "time spending' option while 45.5% chose the 'isolation' option and the other 31% were neutral.

Table 4.14

What are the attitude of students in utilizing Social network sites as a tools that enable create and participate in group discussions and knowledge sharing?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Positive	96	48.0	48.0	48.0
	Negative	23	11.5	11.5	59.5
	Undecided	81	40.5	40.5	100.0

Total	200	100.0	100.0	

Source: Field Survey, 2024

Table 4.14 shows that 48.% of the respondents chose the "positive' option while 11.5% chose the 'negative' option and the other 40.5% were undecided.

Table 4.15

What are the negative and positive attitude ascribe to the utilization of social networking sites for knowledge sharing among students?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Time Spending	47	23.5	23.5	23.5
	Isolation	91	45.5	45.5	69.0
	neutral	62	31.0	31.0	100.0
	Total	200	100.0	100.0	

Source: Field Survey, 2024

Table 4.15 shows that 23.5% of the respondents chose the "time spending' option while 45.5% chose the 'isolation' option and the other 31% were neutral.

Table 4.16

Does Attitude towards the utilization of social networking sites for knowledge sharing among the students of Osun State Polytechnic increase their creativity and interactivity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	95	47.5	47.5	47.5
	No	71	35.5	35.5	83.0
	Not really	34	17.0	17.0	100.0
	Total	200	100.0	100.0	

Source: Field Survey, 2024

Table 4.16 shows that 47.5% of the respondents responded yes while 35.5% responded no and the other 17% do not really respond. This result indicated that Attitude towards the utilization of social networking sites for knowledge sharing among the students of

Osun State Polytechnic increase their creativity and interactivity since m,ajority of the respondents agreed by choosing the 'yes' option.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1   Summary of the findings

5.2   Conclusion

5.3   Recommendations.

5.1   SUMMARY

1.   It can be said that participants who use social networks for a longer period tend to use it for sharing content. The research found that users with a high level of experience are more likely to share more photos and comment as well as having more friends on Facebook.

2.   Similarly, in the study conducted uses of SNSs was associated with spending time, using frequency, sharing contents and photos with true friends. Therefore, it can be said that participants with more experience in social networks are mostly used to share content.

3.   In this study, participants reported they use mostly WhatsApp and Instagram (88% of respondents). This finding is consistent with the findings of Yesil and Fidan (2017). According to Yesil and Fidan (2017), individuals in the generation Y prefer more WhatsApp environment

than individuals in generation X. However, according to the study of Sendurur et al. (2015), the most widely used social networking sites are Facebook and Google+.

4.   Therefore, it can be thought that the social network environment used among Osun State Polytechnic students may differ in different environments at different times, because Facebook is a widely used social network (Lenhart et al.,2010).

5.2   CONCLUSION

Social Networking Sites like Facebook, LinkedIn, Instagram, YouTube, Twitter etc. have become popular among the users. The study investigated the use of Social Networking Sites (SNSs) by the students of Kwara State Polytechnic, Ilorin, Nigeria. The findings indicated that all the respondents are fully aware of SNSs and a majority of the students were heavily using Facebook, YouTube, and Instagram respectively. This is all because the use of technology is an essential part of modern youngsters. Many of the youngsters are using Social Networking Sites (SNSs) to extend the learning opportunities and exchange learning values (educational factors) (Jan, 2017). SNSs plays a crucial role in the academic life of teenagers, college students and gives opportunities in career building. Majority revealed that students are using SNSs for entertainment purpose, it is suggested that the students of CIT, Kokrajhar must be given guidance and instructions about the safe use of personal information posted on the sites. It is to be noted that Social Networking Sites needs of tight security to avoid misuse of one's personal information. The users should be very careful while accessing those sites and giving blind trust on websites needs to be minimized. Though it is very helpful for academicians but at the same time needs to be meticulous.

5.3   RECOMMENDATIONS
Based on the findings of this study, the following recommendations were made;

1. Lecturers should adopt new strategies by conducting assignments or discussions on social media platforms to help instill the habit of using social media platforms for academic purposes.
2. The Faculty should provide training opportunities for both lecturers and students to enhance their skills/competencies on the efficient use of mobile phones, and particularly   the social media platforms such as WhatsApp, Facebook, Twitter etc.

3. The lecturers should as a matter of priority engage the students academically by constantly   giving them assignments through the use of social media platform.

4. Lastly and most importantly, the faculty and the university at large should organize   workshops, seminars and orientations on the use of social media platforms in teaching and learning process.

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Questionnaire

Dear Sir/Ma

I am conducting a research study on the topic titled "**Attitude Towards Utilization Of Social Networks Sites For Knowledge Sharing Among The Students Of Kwara State Polytechnic, Ilorin, Nigeria**"

Kindly fill in the attached questionnaire as applicable to you. All your responses to the questions asked would be treated with utmost confidentially. Please feel free to express your opinion while answering the questions.

Thanks for your anticipated co-operation

Yours Faithfully,

APPENDIX II

Questionnaire

Section A: BIO-DATA

Kindly Tick ( ) the appropriate answer to the question below;

1.   Age;   (a) 18 -21 years (   ) (b) 21 —25 years (   ) (c) 25 — 30 years ( )

2.   Sex: (a) Male ( )   (b) Female(   )

3.   Religion: Christianity   (   )   Islam   (   )   Others   (   )

4.   Department (a) mass com [ ] (b) OTM [](c)Computer Science [] (d)LIS [ ]

Section B: RESEARCH QUESTIONS

5. Duration of use of social networking sites (SNSs)
(a) 3-5 yrs [   ]   (b) 6-8 yrs [   ] (c) 9 yrs & above [   ]

6. Types of Social Networking Sites (SNSs) Used by Respondents

(a) Facebook[   ] (b)Twitter[   ] (c)Instagram[   ](d)WhatsApp[   ](e)YouTube [   ]

7. Time spent while using SNSs in a day
(a) Less than 2 hours [   ](b) 3-6 hours [   ](c)7-8 hours[   ] (d)   More than 8 hours [ ]

8.   Frequency of using SNSs
(a) Everyday [   ](b) Only sometimes [   ](c) Once a week [   ](d)Occasionally[   ]

9. Tools used for accessing SNSs
(a) PC [   ](b) Laptop [   ](c)Mobile [   ](d)Ipod [   ]

10. Problems faced while using SNSs
(a) Lack of time[   ](b)low internet speed [   ] (c)Lack of security & privacy [   ]

11. Do you agree that Social Network Site Enables Rapid Exchange of Knowledge

(a) Strongly agree[   ] (b)Strongly disagree[   ] (c)Neutral[   ] Agree [   ]

12.Do you agree that Social Network Sit Acts as a Platform for Sharing Knowledge and   Creative Ideas.
(a) Strongly agree[   ](b)Strongly disagree[   ](c)Neutral[   ](d)Agree [   ]

13. What attitude ascribe to the utilization of social networking sites for knowledge sharing among students?
(a)Good attitude[   ] (a)Bad attitude [   ]   (a) Undecided [   ]

14. What are the attitude of students in utilizing Social network sites as a tools that enable   create and participate in group discussions and knowledge sharing?

(a)Positive [   ] (a)Negative [   ]   (a) Undecided [   ]

15. What are the negative and positive attitude ascribe to the utilization of social networking sites for knowledge sharing among students?

(a)Time spending[   ] (a)Isolation [   ]   (a) [   ]

16. Does Attitude towards the utilization of social networking sites for knowledge sharing among the students of Osun State Polytechnic,increase their creativity and i nteractivity
.
(a)Yes [   ] (b)No [   ]   (c) Not really [   ]