



THE USE OF SOCIAL MEDIA FOR KNOWLEDGE SHARING AMONG BUSINESS EDUCATION STUDENTS AT THE UNIVERSITY OF ILORIN

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ABSTRACT

It has been observed that social media could be leveraged as a promising tool to support communication and collaboration inside and outside the classroom, which could further facilitate the crossing of physical and virtual borders/barriers through mobility and immediacy. However, it seems these potential advantages are still not being fully maximized in the Nigeria teaching-learning process. Therefore, this paper aims to examine the use of social media for knowledge sharing among business education students at the University of Ilorin. To guide the study six research questions were raised, and one hypothesis was formulated. The research design for this study was an ex-post facto research design. The study population comprised all business education students in the University of Ilorin from 100 level to 400 level. Questionnaire was the main instrument adopted for this study. Stratified sampling technique was adopted to select sample of 200 students as respondents for the study. Descriptive statistics, percentage, mean and standard deviation, and inferential statistics of Pearson Product moment Correlation (PPMC) all at 0.05 level of Significance, were used to analyze data to answer the research questions raised and the hypothesis formulated for the study. Results from the analysis shows that Business Education students at the University of Ilorin use different types of social media virtually every day, ranging from Facebook to Zoom, Business Education students acknowledge the importance of knowledge sharing and exchange, they also acknowledge the importance and usefulness of social media, Business Education in University of Ilorin have intention to use social media for knowledge sharing, Business Education students encountered challenges in using social media for knowledge sharing and there is no significant relationship between the usefulness of social media and experience of using social media by Business Education students in University of Ilorin (calculated r-value of 0.493 is greater than the critical r-value of 0.159 with corresponding p-value of 0.000). The study therefore recommended that Students should be educated on the influence of social media on their academic performance and they should be monitored by teachers and parents on how they use these sites

Keywords: Social media, Knowledge sharing, Business education students

Introduction

The contribution of social media to knowledge sharing and content designs cannot be over-emphasized. It has made

rigorous academic exercise especially in the areas of research writings and collaborations easy with just a click of button. Thousands of scholars at individual and institutional



levels can now connect, make friends, share ideas, solicit supports, and mobilize people with similar interest. Social media has eliminated all barriers that could be limiting access to information sharing and data management.

Online social media have become increasingly popular in the last few years. Social media has become very common among students and the use of social media for knowledge sharing is now a usual practice on different platforms. It is not uncommon to use these social media sites for publishing, photo sharing, audio sharing, and video sharing, among others. Naeem (2019) argues that the objectives of social media and knowledge sharing are similar because both support collaborative interactions for exchanging context-specific knowledge, skills, and experience. The role of social media is vital and has become an effective instrument supporting transfer of knowledge and information from one party to another. Social media applications can be conceptualized through different parameters (Seitz & Misra, 2020). These parameters can be briefly classified as social networking sites (such as Facebook, through which the academics can exchange their knowledge) and instant messaging application platforms (such as WhatsApp), which is useful for real-time knowledge sharing by the academic, stakeholders using text, pictures and so on. Social media has created an ease of retrieving information which often support academic learnings or research. Different Web applications have been developed which are very common in academic environment being used for retrieving, traversing and presenting information as per their

requirements (Giunchiglia et al., 2018). With the help of these parameters, the stakeholders of higher institutions can easily exchange their information, knowledge-content and other academic issues swiftly and cost-effectively (Seitz & Misra, 2020). Although, it seems the potential opportunities of using social media to facilitate knowledge sharing in Nigeria is still not being fully maximized. Ononye and Igwe (2017) argue that the use of social media for knowledge sharing in the Nigerian public sector is not a common practice

Knowledge-sharing involves creating and exchanging know-how, undertakings, opinions or understanding of ideas and hands-on applications, thereby improving learning and expertise (Tate & Igeria, 2020). It is assumed that when the learning and expertise of learners are improved, this will facilitate the attainment of learning goals and objectives. According to Santoro et al., (2018). Knowledge sharing provides organization members with knowledge needed for effective performance (Irizarry, 2020). Social media's potential power to facilitate higher-level learning outcomes via collaborative learning appears evident. This is supported in Literature as revealed in a study that social media and internet hugely contributes to new ways of managing and dispersing knowledge at personal and organizational levels via social-collaborations and networking opportunities (Amidi et al., 2017; Kayode et al. 2019). Furthermore, Cevik et al., (2016) claim that social media, through the Internet and other web-based technologies, has become a means of communication and knowledge-sharing. Knowledge sharing refers to the



dissemination or exchange of explicit or tacit knowledge, ideas, experiences or even skills from one individual to another individual student or group of students (Wei et al., 2012). In so doing, it requires the student or group of students to interact through face-to-face or non-physical contact. While knowledge-sharing practices have been widely adopted and studied in organizations, it is also important that there should be a free flow of knowledge in educational institutions. It is assumed that social media will form a potent tool to be leveraged to achieve this. Knowledge sharing motivates creation of ideas which may birth innovations and inventions in our larger society.

Previous studies have investigated either how social media platforms facilitate knowledge sharing or the factors that affect its use (e.g. Bilgihan et al., 2016; Eid and Al-Jabri, 2016; Kwahk and Park, 2016; Oh & Syn, 2015). These areas need more investigation as the research is still in its early stages (Edwards et al., 2017).

Similarly, Al-Bahrani, Patel and Sheridan (2015) suggested incorporating social media in the classroom will make undergraduates make maximum use of Facebook, YouTube, Instagram, and Twitter to exchange knowledge among one another. Other scholars have opined that social media use can promote communal relationships between students and lecturers (Bryer & Zavattaro, 2011; Brooks, 2015; Cooke, 2018). In a related study, Chan, Chu, Lee, Chan and Leung, (2013) found that blogging and Facebook have gained increasing recognition as tools to support online information sharing and management. Conversely, Dabbagh and Kitsantas (2012) recommended that social media should be

seen as a self-regulated teaching support for knowledge sharing.

However, despite the relevance of social media for knowledge sharing, some challenges remain in the quest to ascertain its relevance among students. Moser (2017) argued that sharing of knowledge is associated with cost and benefits. He acknowledged the significant personal cost involves in acquiring knowledge and developing expertise. Hence, the one sharing more may eventually receive fewer benefits, while the one who contributed less may receive more benefits in the end. Accordingly, sharing knowledge amid people can either aid or weaken the performance and effectiveness of the organization at large (Moser, 2017). Hence, the present study seeks to investigate the use of social media for knowledge sharing among business education students in the University of Ilorin

Statement of the Problem

The choice to share knowledge via social media can be recognized as a voluntary behavior where this behavior is governed by the factors that encourage implementing this behavior. Despite numerous advantages that can be gained from sharing knowledge, not everybody is willing to share their knowledge actively with others because of specific circumstances. In some cases, people hesitate to share knowledge because of insecurity. Furthermore, there are limited studies done to investigate how students make use of social media for knowledge sharing purpose amongst each other. While social media presents a new world of opportunities in education, it also presents a new wave of



potential problems in both the short and long-term.

The challenges could span from receiving unsolicited negative comments, abuse of privacy, open security lapses as it is always difficult to perform any kind of background checks on individuals wanting to create an account with a college name. All these and many more raise curiosity about the significance of social media on knowledge-sharing efficacy among students. However, it seems studies have not paid attention to the relationship that exists between the uses of social media for knowledge sharing among business education students in the University of Ilorin. , This study will therefore attempt to investigate the level of utilization of social media in knowledge sharing among business education students in the University of Ilorin.

Research Questions

The researcher has formulated the following research questions to guide the conduct of the study:

- a) How often do business education students at the University of Ilorin use social media?
- b) What are the importance of knowledge sharing/exchange among Business Education students in the University of Ilorin?
- c) How useful or important is social media to Business Education students in the University of Ilorin?
- d) What are the experiences Business Education students of University of Ilorin have in using social media?
- e) What are the intentions of Business Education students of University of

Ilorin in using social media for knowledge sharing?

- f) What are the challenges of using social media for knowledge sharing among Business Education students in University of Ilorin?

Research Hypothesis

- g) **H₀₁:** There is no significant relationship between usefulness of social media and experience of using social media by Business Education students in University of Ilorin.

Research Method

The research design adopted for this study was ex-post facto research design. The population of this study was made up of all business education students in the University of Ilorin from 100 level - 400 level. Stratified sampling technique was adopted to select the sample of 200 students for this study where 50 students were selected from each level. A Questionnaire titled social media usage for knowledge sharing questionnaire among undergraduate students was the main instrument used for data collection for this study. Since the questionnaire was adopted, face and content validity was only carried out to ascertain the validity of the instrument. Moreover, Cronbach Alpha was used to determine the reliability of the instrument. Data collected from respondents were analyzed using descriptive statistics, percentage, mean and standard deviation, and inferential statistics of Pearson Product moment Correlation (PPMC) at 0.05 level of Significance.



Results and Discussions

Research Question One: How often do Business Education students in University of Ilorin make use of social media?

Table 1: Percentile Analysis on how often Business Education students in University of Ilorin make use of social media

S/N	Statement	Everyday	Once a week	Twice a week	Not at all
1	Facebook	177 (88.5%)	12(6.0%)	10 5.0%)	1(0.5%)
2	WhatsApp	173 (86.5%)	23(11.5%)	3(1.5%)	1(0.5%)
3	Twitter	104(52.0%)	61(30.5%)	27 (13.5%)	8(4.0%)
4.	Microsoft Teams	63(31.5%)	72(36.0%)	32(16.0%)	33(16.5%)
5.	Zoom	65(32.5%)	87(43.5%)	24(12.0%)	24(12.0%)
6.	Others	86(43.0%)	66(33.0%)	34(17.0%)	14(7.0%)

As shown in Table 1, the findings showed that Business Education students in the University of Ilorin use different forms of social media platforms. These platforms include; Facebook, WhatsApp, Twitter, Microsoft teams and zoom. The findings corroborate with Eid and Al-Jabri (2016) who opined that the various categories of social media platforms used in knowledge sharing include chatting and online discussion, creating knowledge and information content, file sharing, and

enjoyment and entertainment by students in tertiary institutions. Furthermore, this finding is also in line with Amidi et al., (2017), who concluded that social media is generally useful because they can communicate and share knowledge through these networks.

Research Question Two: What are the importance of knowledge sharing/exchange among Business Education students in University of Ilorin?

Table 2: Percentile Analysis of the importance of knowledge sharing/exchange among Business Education students in University of Ilorin

S/N	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Knowledge sharing/exchange is important and necessary to a student.	118(59.0%)	76(38.0%)	6(3.0%)	0(0%)
2	Knowledge sharing/exchange would improve the overall performances of institutions.	133(66.5%)	62(31.0%)	4(2.0%)	1(0.5%)
3	Knowledge sharing effectively strategizes the practices to achieve success.	120(60.0%)	70(35.0%)	8(4.0%)	2(1.0%)
4.	I can develop my knowledge by getting input through knowledge sharing and exchanging.	102(51.0)	93(46.5%)	5(2.5%)	0(0%)



5.	Knowledge sharing/exchange would improve the overall performances of students.	118(59.0%)	74(37.0%)	7(3.5%)	1(0.5%)
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Results on Table 2 above reveal that Business Education students in the University of Ilorin had the intention to use social media for knowledge sharing. They intend to use social media for academics' discussions, self-study and group discussions. These findings correlate with John (2017) who argued that if student attitudes or intention toward using social media in the classroom are influenced

and the instructor is perceiving it, the students will have a positive attitude toward using social media especially if the participation was voluntary.

Research Question Three: How useful or important is social media to Business Education students in University of Ilorin?

Table 3: Percentile Analysis on the usefulness or importance of social media to Business Education students in University of Ilorin

S/N	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I like the idea of using social media for academic purposes.	113(56.5%)	78(39.0%)	9(4.5%)	0(0%)
2	Social media helps me to acquire the academic knowledge I need	109 (54.5%)	83 (41.5%)	8 (4.0%)	0 (0%)
3	Social media is useful in getting academic feedback, assignment, suggestion etc.	114 (57.0%)	80 (40.0 %)	4(2.0%)	2(1.0%)
4.	I like the idea of using social media for socialization purpose.	107 (53.5%)	78 (39.0%)	15(7.5%)	0(0%)
5.	I like the idea of using social media for Entertainment purpose.	119 (59.5%)	71 (35.5%)	8 (4.0%)	2 (1.0%)

The results above reveal that social media is important or useful to business education students in University of Ilorin. The first statement on the table reveals that 113 (56.5%) of the respondents strongly agreed that they like the idea of using social media for academic purposes. On all the items on the table, the percentage of those that agree to the usefulness or importance of social media to Business Education students in University of Ilorin far outweighs those that disagree to

this research question. This findings support the view of Chan, Chu, Lee, Chan and Leung, 2013) found that blogging and Facebook have gained increasing recognition as tools to support online information sharing and management.

Research Question Four: What are the experiences Business Education students of University of Ilorin have in using social media?



Table 4: Percentile Analysis of the experiences Business Education students of the University of Ilorin have in using social media

S/N	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I can acquire adequate knowledge to use social media for academic purposes.	128(64.0%)	67(33.5%)	3(1.5%)	2(1.0%)
2	My social media experience for knowledge sharing would help a lot academically.	111 (55.5%)	79 (39.5%)	8 (4.0%)	2(1.0%)
3	My institution encourages me to use social media.	119 (59.5%)	74 (37.0%)	5 (2.5%)	2(1.0%)
4.	Learning becomes easier and more interesting by using social media.	110 (55.0%)	83 (41.5)	5(2.5%)	2(1.0%)

Table 4 reveals the level of experiences of Business Education students of University of Ilorin have in using social media. Results on this table showed that the students are experienced in their use of social media. This result support the findings of Alexa (2017) that the most popular and commonly known social media sites (SMSs) in the western world are Facebook, Whatsapp, Twitter,

Instagram, Snapchat, Youtube, and Google and students are found using all these platforms for different purposes.

Research Question Five: What are the intentions of Business Education students of University of Ilorin in using social media for knowledge sharing?

Table 5: Percentile Analysis on intentions of Business Education students of University of Ilorin in using social media for knowledge sharing

S/N	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I intend to use social media for academic discussion.	132(66.0%)	61(30.5%)	5(2.5%)	2(1.0%)
2	I intend to use social media for self-study purpose.	113 (56.5%)	77 (38.5%)	8(4.0%)	2(1.0%)
3	I intend to use social media for group discussions.	113 (56.5%)	82 (41.0%)	5(2.5%)	0(0%)
4.	I intend to use social media for knowledge sharing.	117 (58.5%)	76 (38.0%)	4(2.0%)	3(1.5%)

Table 5 reveals the intention of students of business education, University of Ilorin in using Social media for knowledge sharing. Statistics as shown on the table revealed that 66% of them use social media for academic discussion, also, 56% of them use social media for self-study purpose. It therefore means that these students has the intention of

using social media for academic purpose. This support the view of Valdez (2020) who restated that students make use of social media on a regular basis. Adebola and Yahya (2019) also supported the fact in their findings that undergraduate students of Obafemi Awolowo University make use of social media in their day-to-day activities.



Research Question Six: What are the challenges of using social media for knowledge sharing among Business Education students in University of Ilorin?

Table 6: Percentile Analysis on challenges of using social media for knowledge sharing among Business Education students in University of Ilorin

S/N	Statement	Strongly Agree	Agree	Disagreed	Strongly Disagree
1	Addiction to negative use of social media.	125 (62.5%)	69(34.5%)	6(3.0%)	0(0%)
2	Expensive cost of internet access.	112 (56.0%)	77 (38.5%)	11(5.5%)	0(0%)
3	Unavailability / bad network coverage for gaining access to the internet.	117 (58.5%)	70 (35.0%)	13 (6.5%)	0(0%)
4.	Use of social media for fraudulent practices.	103 (51.5%)	75 (37.5%)	22 (11.0%)	0(0%)
5.	Poor knowledge and usage of social media for knowledge sharing.	83 (41.5%)	83 (41.5%)	32(16.0%)	2 (1.0%)

Statistics on table 6 reveals that challenges being faced by business education students of university of Ilorin in the use of social media for knowledge sharing. As shown on the table, 63% of them rated addiction to negative use of social media, 56% strongly agreed to expensive use of the internet and 59% strongly agreed to Unavailability / bad

network coverage for gaining access to the internet. This finding corroborate the findings of Hashem, & ElBadawy (2015) noted that writing and spelling skills deficiency and anti-social behavior of colleagues are some factors militating against knowledge sharing among undergraduate students.

Testing of the Hypothesis

H₀₁: There is no significant relationship between usefulness of social media and

experience of using social media by Business Education students in University of Ilorin.

Table 7: Mean, Standard Deviation and Pearson Product Moment Correlation of the Respondents' Expression on Relationship between usefulness of social media and experience of using social media by Business Education students in University of Ilorin

Variables	N	Mean	SD	Df	r-value Calculated	r-critical	p-value	Remarks
Usefulness	200	17.55	2.012	198	.265	0.159	.000	H₀ rejected
Experience	200	14.16	1.894					

P<0.05 @ 0.05 alpha level

Table 8 indicates that the calculated r-value of 0.493 is greater than the critical r-value of

0.159 with corresponding p-value of 0.000 which is less than 0.050 level of significance.



Since the calculated r-value is greater than the critical r-value, the hypothesis which states that there is no significant relationship between usefulness of social media and experience of using social media by Business Education students in University of Ilorin is therefore rejected. The findings of this study are in agreement with Lampe et al. (2011) who opined that undergraduate student used Facebook to engage in classroom related collaborative activities, such as arranging study groups and learning about course processes. The findings of this study corroborate with Hung, and Yuen (2010) who explored that social networking technology can be used to supplement face-to face courses as a means of enhancing student's sense of community and, to promote classroom communication practice in the context of higher education.

Conclusion and Recommendations

The result from the findings of this study showed that, though social media have negative effects on teenagers such as lack of privacy, distracting students from their academic work, taking most of their productive time, and such like, they also have benefits and can be used appropriately, there was significant relationship between usefulness of social media and experience of using social media by Business Education students in the University of Ilorin.

In the light of the findings of this study, the following recommendations are made:

1. Students should be educated on the influence of social media on their academic performance.
2. Students should be monitored by teachers and parents on how they use these sites.

3. Teachers should ensure they use the social media as a tool to improve the academic performance of students in schools.

4. Students should better manage their study time in and prevent distractions that can be provided by the social media. There should be a decrease in the number of times spent by students when surfing the net.

5. Social Networking Sites should be expanded, and new pages should be created to enhance academic activities and avoid setbacks in the students' academic performance.

6. The students should create a balance between chit-chatting and academic activities. More attention should be directed to research.

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