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# USE OF FACEBOOK-BASED LEARNING TO ENHANCE CREATIVITY AMONG STUDENTS IN AKWA IBOM STATE UNIVERSITY

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By

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## **Abstract**

*This study examines the use of facebook based learning among Akwa Ibom State University students. A survey research design was adopted because the study examined variables upon which data were collected through responses to questions. Four research questions were formulated to guide the study. Three hundred and thirty nine students formed the population of the study which comprises of all the students from the five Department of Science Education in Akwa Ibom State University. A sample of 105 year II students was used using purposive sampling techniques because the sample was small to manage and they were those offering Educational Technology course. Data were collected using structured questionnaire tagged "Facebook Usage Questionnaire" (FUQ). The result revealed that facebook-based learning fostered creative learning and interaction among Year II Science Education students in Educational Technology. It was also revealed that Year II Science Education students visited and updated their facebook page on daily basis. It was recommended among others that Lecturers should make a concrete effort to provide more explicit instruction regarding the use and purpose of the facebook page to engage students in creative learning and interaction.*

**Keywords:** Facebook Based Learning, Creativity, Educational Technology and Social Networking.

With the rapid growth and integration of Information and Communications Technology (ICT) into every facet of life, life has radically changed for many. Today's most children as defined by mobile device and internet are called 'digital natives' while their parents, older siblings'; teachers and relatives are called 'digital migrants'. Warschauer (2002) describes the former as those born during and after the digital or ICT revolution while, the latter are born before the revolution. The explosive growth in the popularity of a technology called social networking has generated concerns among different parties. The prevalence and excessive use of facebook among senior secondary

school students is on the high rise and which calls for concerns by many because of its implications and effects. The use of internet facilities gives adequate teacher training, support and can facilitate the transformation of the learning environment into a learner-centered one. Among the vast variety of online tools which are available for communication, facebook have become the most modern and attractive tools for connecting people throughout the world (Aghazamani, 2010). Relative to the general population, adolescents and young adults are the heaviest computer and Internet users, primarily using it for completing school assignments (46%), e-mail and/or instant messaging (36%), and playing computer games (38%); (DeBell & Chapman, 2006).

Facebook is the latest online communication tool that allows users create a public or private profile to interact with people in their networks (Boyd & Ellison, 2008). Social Networking Site incorporates a list of other users with whom individuals share a connection. But unlike any other web service, Social Networking Site allows individuals to make visible their list of connections to others and to traverse their social networks (Boyd & Ellison, 2007). Social Networking Site can be defined 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, and view and traverse their list of connections (Boyd & Ellison, 2008). One such website is facebook, which was created by Mark Zuckerberg to help residential college and university students identify students in other residence halls.

Facebook is at the forefront of the social media craze, with over 500 million active users on its website every month (Ogedebe, Emmanuel and Musa, 2012). Secondary schools students are one of the primary demographics using facebook with features such as photos, wall posts, and status updates becoming seemingly irresistible to those who want to connect with their friends. The student's loves facebook, embraces it and has turned the site into a lifestyle, rather than just a hobby or a fun pastime.

Brownlee (2014) comments that setting up a facebook page in the schools can establish controlled professional presence that allows students to capitalize on this social space in many important ways for learning. Karpinski & Duberster (2009) suggested that facebook use might be related to lower academic achievement in college and graduate school. The report quickly became a media sensation and was picked up by hundreds of news outlets in a matter of days. Researchers examining facebook use from a media effects traditionally have focused either on the social implications of the medium or on the potential risks that users of social networking sites may experience. For instance, a variety of studies have noted that the use of facebook is positively related to social capital (Boyd and Ellison, 2007). On the other hand, researches by Acquisiti and Gross, (2006); Dwyer, Hiltz and Passerini (2007) showed that facebook users underestimate the potential privacy risks of sharing information on the site.

In 2012, researchers at the University of Massachusetts Dartmouth discovered through a Social Media Adoption study that 98 percent of the colleges they studied were also using Facebook to interact with students. A study published by Abilene Christian University in 2010 showed that active Facebook users were more likely to stay in school and college freshmen who continued on to their sophomore year had an average of 27

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more friends and 59 more wall posts than students who dropped out. Research by Etim and Itighise (2015) showed that, there is a significant effect of the use of facebook on academic performance of SS3 Economics students in Mbo Local Government Area. In view of the fact that 79% of students using facebook believed that the time spent on the social media has no impact on their academic performance. The result of the analysis shows that student's positive use of facebook has positive effect on their academic performance. Facebook is a free collaborative learning tool that provides an anxiety free environment where students can speak up their minds and work together instead of being socially held back as happens in the real classroom setting. Pollera and Zhu (2011) Using "Facebook as an Edusocial Space", a case study of a high school science-mentoring program, they discovered that the use of Facebook "positively affected the relationships between mentors and mentees. Pew Internet (2013) comment that 74% of females were users of social networking sites, compared with 62% of male counterparts. Giles & Price (2008) reveals that girls were reported to have been active users of social networking for things like chatting and downloading music. From most studies done on the subject matter, there is no consensus as per the amount of teenage girls and boys who are active users of these social networks (Bonds-Raacke & Raacke, 2008). In a sample of college students, Hargittai (2007) finds few demographic differences between users and non-users of facebook that gender appears as a significant predictor, with females being 1.6 times more to use facebook than males.

Studies conducted by Lampe, Ellison and Steinfield (2008) on Michigan State University (MSU) students, and Johnston, Chen and Hauman (2013) on South Africa University (SAU) students showed responses to the question "I use Facebook to..." were similar. The main uses of Facebook were- "keeping in touch with old friends" and to "check out someone I met socially". Manago, Taylor and Greenfield (2012) posits that on average 21% of university student Facebook friends were close connections, 18% were connections from the past (maintained contacts), 27% were acquaintances, 24% were teammates, classmates etc, 4% were strangers, 2% were online connections, and 4% were classified as other. Thus, only 39% of Facebook friends were close or maintained contacts. It is assumed that the use of Facebook in educational settings is a natural extension of students' already heavy use of social media platforms in their private lives. However, the results of early empirical studies on the integration of Facebook into secondary and tertiary education have been mixed. Merchant (2012) highlighted some perceived difficulties with the introduction of social networking sites into the education sector. These included: the perceived "danger" of open and unfiltered access to online interaction; suspicion of popular culture; a lack of familiarity with online social networking sites, which are still perceived to be the "province of the young"; and the absence of models of best practice to guide educators.

In the study conducted by Roblyer, McDaniel, Webb, Herman, and Witty (2010) into the use of facebook with 120 sample college students, 92.5% used Facebook for socialising with friends, while only 4.2% used it to communicate on class projects. Greenhow & Robelia, (2009) comments in their study that secondary schools students learned technology skills, creativity and communication skills by using MySpace (which

has a similar *wall space* to Facebook) to facilitate their learning, but failed to see a connection between the use of this software and the skills and knowledge valued by their teachers (This may be because of the ways in which students use social media. Madge, Meek, Wellens & Hooley (2009) study showed that a sample of undergraduate students from the United Kingdom used Facebook to establish social relationships at University, which reportedly aided their transition into the University setting. Similarly, Hung and Yuen (2010) found that Facebook had a positive effect on student interaction, which translated into additional learning opportunities and enhanced participation in the face-to-face classroom. The usefulness of Facebook in facilitating social connections may also be significantly more important for those students who would otherwise have difficulty with real world social interaction. For instance, Moore and McElroy (2012) comment that extraverted individuals report significantly less frequent use of Facebook than introverted individuals. This also makes it attractive as an educational tool, as it may provide a means for less active class members to participate. In addition to providing opportunities for collaboration, Baran (2010) found that Facebook was also useful in emphasizing the teacher's availability to students. Similarly, Mazer, Murphy, and Simonds (2009) asserts that "immediate" teachers – that is, teachers who demonstrate emotion, humour and a caring attitude towards their students via their online Facebook pages – were considered more trustworthy and caring by a sample of 129 American undergraduate students. Teachers should, however, be cautious to maintain consistency of self-disclosure in both the virtual and real teaching environments and be cognizant of the potential for unacceptable uses of Facebook pages, which may serve to damage teacher credibility Mazer et al. (2009). Junco (2011) noted that Facebook enable students to interact with one another, build a sense of community, develop content, as well as require students to be active in their own learning through participating, thinking, and contributing. In their studied 900 public high school students between the age of 13 and 16 with the use of an online social network site revealed Facebook create enabling learning environment. Tsukayama (2013) drew upon data collected as a part of a larger study in order to evaluate transformative learning and teaching practices by looking at responses from 262 educators across 22 public higher education institutions in South Africa where 68% used social network sites for sharing resources. The results showed that students learned from one another; students engaged with experts from the professional community; student thinking and learning were extended beyond class time; communication between students and professionals was facilitated; and a learning community was built.

In the study of Kirschner and Karpinski (2010), the result showed a significant negative relationship between Facebook use and academic performance. Facebook users reported lower mean GPAs and reported spending fewer hours per week studying on average than Facebook nonusers. Junco (2011) studied the relationship between Facebook usage and student engagement, a construct related to positive college outcomes. Facebook was found negatively correlated with engagement scale score and positively correlated with time spent in co-curricular activities. The Ohio report shows significant lower Grade Point Averages among students who use Facebook than those

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who didn't use the site. 79 percent students using Facebook believed that the time spent on site had no impact on their academic performance. In an information and communication technology era, it is believed that shifting paradigms in teaching function has come to stay. In regards to Facebook's mobile usage Johnston, Chen & Hauman (2013) reports that there are 192 million Android users, 147 million iPhone users, 48 million iPad user, 56 million messenger users, and 604 million mobile phone facebook users. Similarly, Collie and Cassidy (2014) comment in their work that there are 66% mobile phone users, 15% tablet users, 5% Desktop computer users and 15% laptop users of facebook.

In December 2014, a report from Frank N. Magid and Associates found that the percentage of teens aged 13 to 17 who used Facebook fell to 88% in 2014, down from 94% in 2013 and 95% in 2012 (Kramer, Guillory & Hancock, 2014). The use of facebook is still in its infancy in the Nigeria schools which is due to limited infrastructure and attendant high cost of accessibility especially in the rural area of some State. Research by Boyd and Ellison (2007) revealed that students spent up to 8 hours a day on the social website creating profile and updating information. It is against this background that this paper examines the use of facebook-Based learning in enhance creativity among Akwa Ibom State Univeristy students.

### **Statement of the Problem**

With the rapid growth and integration of Information and Communication Technology (ICT) into every facet of life, life has radically changed for many. However, students lack comprehensive knowledge of facebook application and how they can use it to improved their academic performance and also be creative in various aspect of their academic achievement. Students are paying more attention to the social aspect of facebook rather than utilizing facebook for academic purposes. As observed in first semester 2013/2014 academic session in Educational Technology examination result, only 18% of the students obtained "A" grade score. It has also bewen observed that 95% of the students make use of facebook in their daily interaction. The question now is: Can facebook usage enhanced creativity among year II science education students. The fundamental problem of the study therefore is to investigate the extent to which facebook uage enhance creative learning among science education student in Akwa Ibom State University.

### **Objective of the Study**

The study essentially seek to

1. Examine the extent to which facebook usage enhances creative learning among Year II Science Education students in Akwa Ibom State University.
2. Assess how often Year II Science Education student access their facebook page.
3. Examine the medium which Year II Science Education students use to access their facebook pages.

### **Research Questions**

The study sought to answer the following research questions:

1. To what extent does facebook usage enhance creative learning among Year II Science Education students in Akwa Ibom State University.
2. How often do Year II Science Education students make use of facebook page for creative learning and interaction?
3. What medium do Year II Science Education students use in assessing their facebook page for creative learning and interaction?

### **Methodology**

The survey research design was adopted in the study. Three hundred and thirty nine students from the five Departments of Science Education in Faculty of Education, Akwa Ibom State University constituted the population of the study. A sample of 105 Year II students made up of 47 male and 58 female was selected through purposive sampling technique. Data were collected using structured questionnaire tagged "Facebook Usage Questionnaire" (FUQ). The instrument was constructed by the researcher and validated by two lecturers in the Department of Educational Technology and Library Science, University of Uyo. The reliability of the instrument was determined using the cronbach alpha method, Reliability index of 0.78 was obtained. The questionnaire was administered on the respondents by the researcher with the aid of two research assistants. The data collected were treated using descriptive statistics of percentage and bar charts.

### **Results and Discussion of Findings:**

#### **Research Questions One**

To what extent does facebook usage enhances creative learning among Year II Science Education student in Akwa Ibom State University.

**Table 1: Mean Responses on Facebook Usage in Creative Learning and Interaction.**

S/N	FACEBOOK CREATIVE USAGE	$\bar{X}$	SD	REMARK
1	It aid in creative writing for effective teaching and learning process	3.88	1.22	Agreed
2		4.08	1.14	Agreed
3	Aid in creative academic problem solving	3.75	1.35	Agreed
4	It is use creatively in producing innovative educational tools for effective learning	2.35	0.75	Disagreed
5	It is use to ask lecturers questions based on course content	3.76	1.33	Agreed
	Connect to friend for academic group work in relation to educational technology course content			

As table 1 indicate, the mean response of all the items excess 3.00. Implying that majority of the respondents used in the study agreed on the listed item as being

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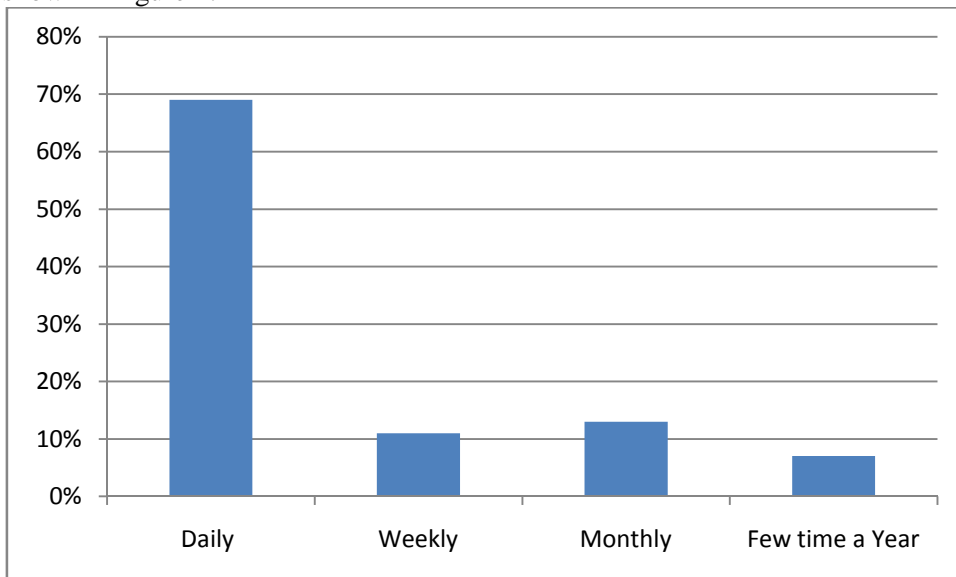
extent to which facebook usage enhance creative learning and interaction among Year II Science Education students in Akwa Ibom State University.

The result in table 1 revealed that most Year II Science Education students use facebook for creative writing, academic problem solving and as innovative educational tools for learning. This study is supported by the work of Ogedebe, Emmanuel and Musa (2012) that facebook is an important medium of teaching and learning process which teachers and students can use to post learning videos, assignments or other information from the classroom. In the same vein Junco (2011) noted that facebook enable students to interact with one another, build a sense of community, develop content, as well as require students to be active in their own learning through participating, thinking, and contributing.

### **Research Questions Two**

How often does Year II Science Education students make use of facebook page for creative learning and interaction.

The analysis of the questionnaire on assessing the frequency of the usage of facebook by Year II Science Education students for creative learning and interaction revealed that 69% update their facebook page daily with academic lessons and images, 11% update weekly, 13% update monthly while only 7% update few time a year as shown in figure 1:



**Figure 1: Percentage of students facebook page usage.**

Hence majority of the students update their facebook page on daily basis. It is therefore essential that lecturer can make use of facebook social network to deliver the course content to the students as creative learning which adequately influence students' academic performance. This study is supported by the work of Boyd and Ellison (2007)

that students spent up to 8 hour a day on facebook site creating profile and updating information.

### **Research Questions Three**

What medium do Year II Science Education students use in assessing their facebook page for creative learning and interaction.

The analysis of the questionnaire on the medium Year II Science Education students used to assess their facebook page for creative learning and interaction revealed that 49.52% use mobile phone to daily facebook update. Other medium is shown on table 2

**Table 2: Medium of Facebook Usage**

<b>User (%)</b>	<b>Medium</b>	<b>N</b>	<b>Facebook</b>
	Desktop Computer	0	0
	Laptop computer	24	22
	Mobile phone	52	50
	Ipad	29	28
		105	100%

Hence, the study revealed that the highest medium for Year II Science Education student's facebook update, sharing of resource for creative learning was their mobile phone followed by Ipad and Laptop computer. This finding also support the research works of Johnston, Chen and Hauman (2013) that there are 192 million Android users, 147 million iPhone users, 48 million iPad users, 56 million messenger users and 604 million mobile phone users of facebook. Similarly, Collie and Cassidy (2014) comment in their work that there are 66% mobile phone users, 15% tablet users, 5% Desktop computer users and 15% laptop users of facebook.

### **Conclusion**

Based on the findings of the study it could be concluded that facebook-based learning is effective in fostering creative learning and interaction among Year II Science Education students in Educational Technology. It was also noted that 69% of Year II Science Education students visited and updated their facebook page daily which is an effective medium for lecturers to use in communicating the lesson content and create a relax environment of effective learning.

### **Recommendations**

Based on the findings the following recommendations are made:

1. Lecturers should make concrete efforts to provide more explicit instructions regarding the use and purpose of the facebook page to engage students in creative learning and interaction.
2. Lecturers should also use facebook to communicate with students in the more immediate and personal capacity for teaching and learning purposes.



3. Lecturers should engage students in reading course contents and some aspect of the lesson contents on their facebook pages.
4. Students should make use of facebook as collaborative learning tools to improve their academic performance by interacting with friends and lecturers on educational purposes.

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