Full Length Research

Use of Social Media and Mobile Apps for Academic Activities and Resource Sharing Among Postgraduate Students of Covenant University, Canaanland, Ota, Ogun State, Nigeria.

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This study examines the use of social media and mobile apps for information and resource sharing among postgraduate students of Covenant University, Canaanland, Ota, Ogun State, Nigeria.It focused on the -21st -century trends that helps students and researchers in depositing their files, and documents on the cloud and are still able to share them with friends, family and acquaintances time and boundary notwithstanding. Three research objectives and three research questions were formulated to put the paper in the right direction. The descriptive survey research design was adopted for the study. A structured questionnaire was the instrument of data collection. The population of the study was 365 registered postgraduate student of Covenant University (CU), 2017/2018 academic year. The questionnaire responses was analyzed using the Statistical Package for the Social Sciences (SPSS). The data obtained were presented using frequency distribution and percentage. The findings of this study reveals that majority of the postgraduate students of Covenant University uses social media platforms and mobile apps for research and assignment, news and book marking, entertainment and relaxation, online lectures and mobile learning, online dating and romance, evangelism and soul-winning among others. The wrong notion about the use of social media and mobile apps by the teacher, lack of awareness of the use of social media and mobile apps among other were the major challenges. It was recommended that the students should explore webinar, G suite, Mendeley, Google apps, academia.edu and researchgate.net in collaborating with other scholars and researchers in their fields of interest.

Keywords: Social Media, Mobile Apps, Resource Sharing, 21st century trends.

INTRODUCTION

The 21st century is generally regarded as a smart generation (digital age); this was brought about by the rapid outburst of the internet, social media sites and android and smart mobile devices. The combination of these has largely affected the way we live, think, communicate, relate and respond to issues in our contemporary society. Nowadays, people live online, tweet on the go and browse everywhere. Hence, there is a software application available for everything. Unlike, what our forefathers witnessed in the days of yore, nowadays, one does not need to go to the post office to have a mail sent; neither does he/she need to go to the phone booth to have a call directed. The era of waiting for days, weeks or years to receive feedback on a subject of interest has been swallowed up by -21st- century innovations. The ever- increasing mobile apps and social media platforms are geared towards making information and resource sharing easy and possible for all.

However, from the time of creation, information has always played a vital role in the growth of the human civilization; man has always had a way of sending messages and receiving feedback. History told us that our forefathers received and shared information in various forms (carve on walls, rocks, stones, tree backs, sounds, images, pictogram, smoke signals, beacon of fire, town criers, talking drums and so on) and were still able to pass on these information to their children from generation to generation.
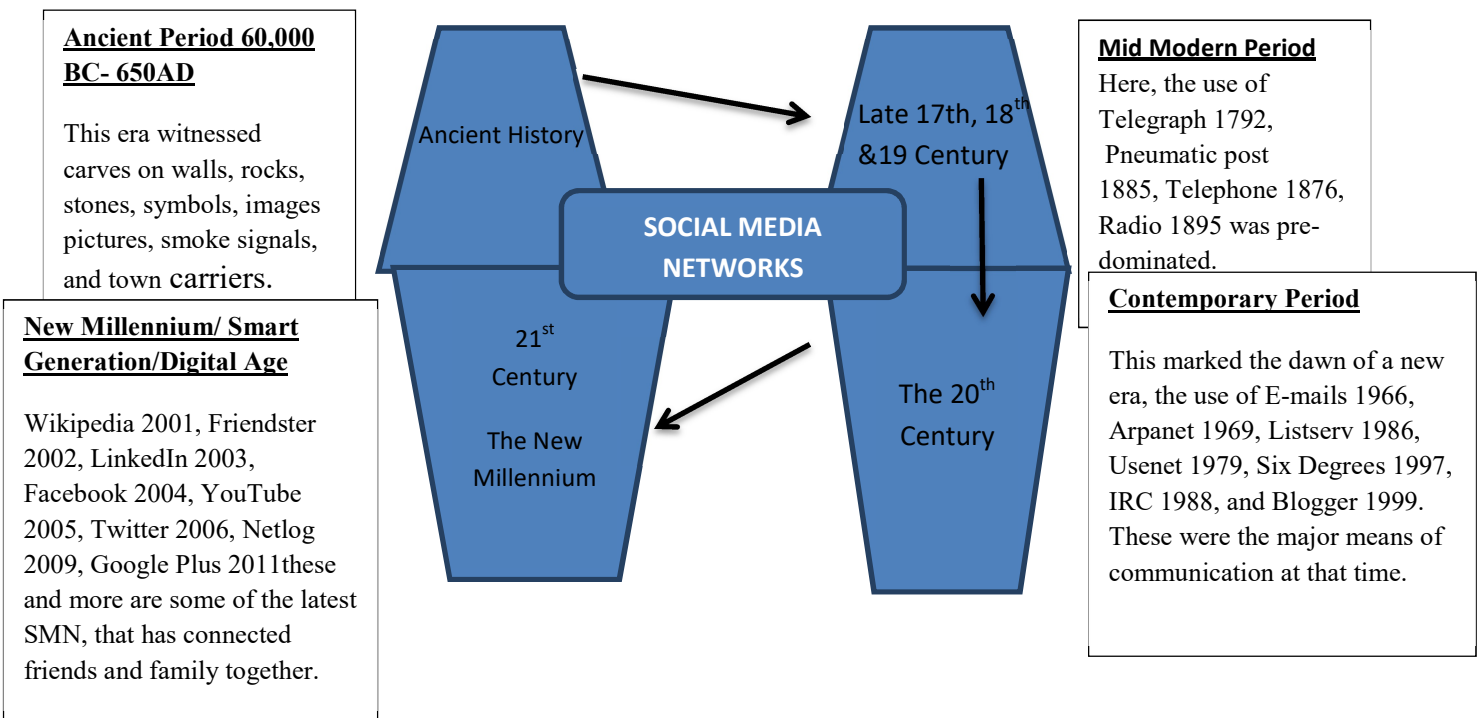
Ancient Period 60,000 BC- 650AD

This era witnessed carves on walls, rocks, stones, symbols, images pictures, smoke signals, and town carriers.

New Millennium/ Smart Generation/Digital Age

Wikipedia 2001, Friendster 2002, LinkedIn 2003, Facebook 2004, YouTube 2005, Twitter 2006, Netlog 2009, Google Plus 2011these and more are some of the latest SMN, that has connected friends and family together.

Ancient History

Late 17th, 18th &19 Century

SOCIAL MEDIA NETWORKS

21st Century

The New Millennium

The 20th Century

Mid Modern Period

Here, the use of Telegraph 1792, Pneumatic post 1885, Telephone 1876, Radio 1895 was pre-dominated.

Contemporary Period

This marked the dawn of a new era, the use of E-mails 1966, Arpanet 1969, Listserv 1986, Usenet 1979, Six Degrees 1997, IRC 1988, and Blogger 1999. These were the major means of communication at that time.

Figure 1. Shows a brief channel of how men circulate information from the ancient time to 21st century (new millennium)

The web/ net has invaded our time and age, the world now looks more real, transparent and closely connected. According to Junco, Heibergert & Loken (2010), social media was derived from the social software movement; it is a collection of Internet websites, services, and practices that support collaboration, community building, participation, and sharing. Bryer & Zavatarro (2011) defined social media as technologies that facilitate social interaction, make possible collaboration, and enable deliberation across stakeholders.

Today millions from various part of the world can connect, participate, collaborate, share (information, file, profile, documents, photos, and videos) and also get involved in real time conversations and receive on the spot feedback on any issue of interest. The use of social media as a learning resource is deemed necessary because according to the data from the Indonesian Internet Service Provider Association (Asosiasi Penyelenggara Jasa Internet Indonesia/ APJII) revealed that of 270 million Indonesian people (Gischa, 2020), 171 million people (Pratomo, 2019) or approximately 15 percent are internet users. The Pew Research Center, (2010 & 2014) stated that the proliferation of smart phones that connect users to the World Wide Web, giving them access to wide array of applications (app) has rapidly grown among the youth. They also believe that mobile devices give them opportunity to stay in touch, share pictures and music, read news and also find new

direction. Also, the use of social media and cloud based tools and apps (mobile apps) facilitate knowledge processes, save time and precision.

This trend has helped -21st-century man to concealed his files, profile, documents, certificates, pictures, videos the cloud. For example, Google Drive (5GB space), box.net (5GB space), bitcasa (10GB space), dropbox (2GB space), iCloud (5GB space), mega (50GB space), sky drive (7GB space) etc. All these do not only give one the opportunities to store but also share them with friends, family and acquaintances anywhere, any time and wherever. Other mobile apps and software such as xender, instashare, bluetooth, snote, wifi direct, emails and all kinds of social media networks are -21st -century social platforms that help -21st -century man to create, store and share information and information resources.

Problem Statement

The ever-changing nature of the communication environment offers challenges for students, learners and their teachers. The rate at which information communication technology is advancing and the demands for social media platforms and mobile apps has necessitated access to information. The above stated drove our interest to seek access to the use of social media networks and mobile apps for information and resource sharing among the postgraduate students of Covenant University.

Objectives of Study

1. To identify the primary purpose for which the postgraduate students of Covenant University use social media and mobile apps.
2. To determine the types of social media and mobile apps the postgraduate students of Covenant University use for information and resource sharing.
3. To ascertain the factors affecting the use of social media and mobile apps for information and resource sharing among the postgraduate student of Covenant University.

Research Questions

The following research question will be answered.

1. What are the primary purpose to which the postgraduate students of Covenant University use social media and mobile apps?
2. What types of social media and mobile apps does the postgraduate student of Covenant University uses more often for information and resource sharing?
3. What are the factors affecting the use of social media

and mobile apps for information resource sharing among the postgraduate students of Covenant University?

Literature Review

Information and resource sharing connotes the means or process through which information circulates within individuals, groups or organizations. Also, it could entail the process of transferring messages, exchanging ideas and information between individuals and groups in society to create awareness, caution or providing a solution to the temporary issues or challenges of life. Information sharing according to Talja (2006) is about sharing already acquired information, incorporating both active and explicit and less goal-oriented and implicit information exchanges. Wilson (2010) stated that Information sharing is considered to be a complex phenomenon with many dimensions and differs from context to context. Talja (2002) identified types of information sharing to document retrieval in academic communities, including strategic information sharing, paradigmatic information sharing, directive information sharing, and social information sharing. The levels of information sharing existing in academic communities were super-sharing, temporary-sharing, occasional-sharing, and non-sharing. Sonnenwald (2006) investigated challenges in sharing information effectively in command and control and barriers to effective information sharing were identified, these includes: recognizing differences in the meanings of shared symbols; sharing implications of information; interpreting the emotions used in sharing information; and re-establishing trust after incorrect, critical information is shared.

Browning, Gerlich, & Westermann, (2011) reviewed college students (which consist of Baby Boomers, Generation Xers, and Millennials) and discovered that they were all exposed to all types of technologies in many aspects of their lives. Cassidy, et.al (2011) supported the claims of Browning and Co by emphasizing that daily instructors and learners use desktop computers, laptops, e-readers, tablets, and cell phones to actively engage in social networking, text messaging, blogging, content sharing, online learning, and much more. Liu (2010) investigated students' use of different social media tools and their attitudes and perceptions towards these tools. He sought to identify the knowledge and trends of using 16 social media tools that included Facebook, Wiki, YouTube, Bulleting Board, LinkedIn, Blogs, Twitter, Podcasts, Virtual Worlds, RSS, StumbleUpon, Netlog, Delicious, Digg, Plurk, and Jaiku. Through an online survey, 221 students were asked to rate their knowledge level of each social media tool using a Likert scale of 1-4 (1=not at all knowledgeable, 2=somewhat knowledgeable, 3=knowledgeable, and 4=very

knowledgeable). The results revealed the following: (a) 82%, 77%, and 70% were either "very knowledgeable" or "knowledgeable" about YouTube, Wiki, and Facebook, respectively; (b) 42%, 41%, and 39% were "somewhat knowledgeable" about podcasts, blogs, and forums, respectively; and (c) 42%, 40% and 25% were "not at all knowledgeable" about virtual worlds, RSS, and Twitter, respectively. The study results also revealed the top four reasons why students use social media tools. As reported, 85% use such tools for social engagement, 56% use them for direct communications, 48% use them for speed of feedback/results, and 47% use them for relationship building; however, fewer than 10% of the students mentioned using social media tools for academic purposes and practice. The report of Liu (2010) revealed that, students are slow to utilize social media technologies for academic purposes and practices.

Chen and Bryer (2012) through telephone interviews documented their perceptions and experiences regarding social media of 57 faculty members from 28 universities across the United States. The results indicated 100% use of social media either for personal, academic, research, or professional purposes, with the majority using Facebook for personal communication and LinkedIn for professional connections. The findings of Nwosu et.al (2011) revealed the same pattern in Nigeria as those revealed in the US on reasons for the use of social media, with 170 of the 200 sample respondents using social media as a platform for chatting, dating, e-mailing, photo/video sharing, and connecting with friends, while the remaining 30 said they sometimes use it to search for information besides connecting with friends. In particular, higher institutions students form a large proportion of users on social media networks. Lenhart, Purcell, Smith, & Zickuhr, (2010) highlighted the use of social media in the United States. A cohort of 2,253 adults (18 and older) was surveyed in September, 2009. Their findings indicated that 72% of survey respondents use social networking sites with an increase in the number of profiles maintained on multiple sites compared to the prior year. Among profile owners, Facebook was currently the social network of choice (73%), whereas only 48% and 14% maintain profiles on MySpace and LinkedIn, respectively. Additionally, 19% of the survey respondents use Twitter while only 4% use virtual worlds such as Second Life. Several survey respondents reported participating in content creation activities with 30% "sharing" self-created content such as photos, videos, and artwork; 15% "remixing" material such as songs ornImages to showcase their artistic abilities; and 11% "blogging" to inform, update, or notify readers about specific topics and/or events.

Chen & Bryer (2012); Tiryakioglu & Erzurum (2010) agreed that similar to student use, faculty members are using social media technologies for personal communication, information sharing, and professional connections. In our contemporary society today, people have become so addicted to a world where social media is the social norm. Lederer (2012) stated that social media is an educational tool that enriches the learners learning experience by allowing students and instructors to exchange ideas, foster collaboration and discussion, and engage and interact using such emerging social platforms.

Some researchers, educators and instructional designers believe that social media technologies are not always neither appropriate nor right vehicles for teaching, learning and information sharing Waycott, et.al (2010) and Lederer (2012) suggested that social media could be a distraction, a common complaint among instructors is that tools such as Facebook and Twitter divert students' attention from classroom participation and intimately are disruptive to the learning process. Many experts argue that efforts to suppress misinformation through fact-checking become "failure" (Levin, 2017), and misinformation as a whole "becomes unstoppable" (Ghosh & Scott, 2018). While social networking sites provide ways for students and instructors to connect, Lederer (2012) argues that cyber bullying can be used as a weapon for malicious behavior. Lederer (2012) also argues that social media discourages face-to-face communication, that is, "while real-time digital stream may create a safe harbor for students who are uncomfortable expressing themselves, students are missing valuable lessons in real-life social skills"

Picard (2009) MacMillan (2009) Gordon (2009) Hagerty (2009) in Ufuophu-Biri & Iwu, (2014) all stated that social media play significant roles in societal interconnectivity. They bring the users together for mutual supply and utilization of information thereby providing a platform for social interaction between the audience and the users. They further noted, that unlike the conventional media, there is no control, no code of ethics and no gatekeeping; these shortcomings have created room for vices such as falsification, incredibility, lack of professionalism, falsehood, sedition, blackmail, pornography, invasion of privacy, and other unacceptable media practices.

Research Methodology

The descriptive survey research design was adopted for the study. A structured questionnaire was the instrument of data collection. The population of the study was 365 registered postgraduate student of Covenant University (CU), 2017/2018 academic year. The questionnaire sought information on the primary purpose of using social media and mobile apps for information sharing, types of social media and mobile apps use for information sharing and the factors that negate the use of social media and mobile apps for information sharing. The questionnaire was administrated to the entire postgraduate student during their first-semester examination. This was to capture the entire population, they were encouraged to

complete and return the questionnaires immediately. 365 questionnaires were administered and there were all completed, returned and was all found useful for the study, giving a response rate to 100%. The questionnaire responses were analyzed using the Statistical Package for the Social Sciences (SPSS). The data obtained were presented using frequency distribution and percentage.

Presentation of Findings

Table 1. Presents findings on the purpose of using social media and mobile apps among the Postgraduate Students of Covenant University. Note that SD means strongly disagree, D means disagree, U means undecided, A means agree and SA means strongly agree.

S/N	Items	SD		D		U		A		SA	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1.	Assignment and Research	6	1.6	5	1.4	12	3.3	127	34.8	215	58.9
2.	Online Lectures and Mobile Learning	18	4.9	29	7.9	18	4.9	152	41.6	148	40.5
3.	Online Dating and Romance	7	1.9	12	3.3	21	5.8	160	43.8	165	45.2
4.	Watching Movies, Entertainment and Relaxation	9	2.5	19	5.2	22	6.0	133	36.4	182	49.9
5.	Searching Employment and Job	13	3.6	35	9.6	24	6.6	116	31.8	177	48.5
6.	Blogging, Advertising and Marketing	36	9.9	45	12.4	103	28.2	81	22.2	100	27.4
7.	News and Bookmarking	7	1.9	11	3.0	17	4.7	124	34.0	206	56.4
8.	Uploading and sharing photos and videos	26	7.1	44	12.1	29	7.9	125	34.2	141	38.8
9.	Viewing pornography and nude pictures	113	31.0	120	32.9	35	9.6	49	13.4	48	13.2
10.	Tutorials and Group Discussion	18	4.9	58	15.9	22	6.0	137	37.5	130	35.6
11.	Connecting with Old Friends and meeting new ones	85	23.3	43	11.8	13	3.6	111	30.4	113	31.0
12.	Cheating and Defrauding People	104	28.5	135	37.0	23	6.3	37	10.1	66	18.1
13.	Evangelism and Soul Winning	35	9.6	13	3.6	23	6.3	117	32.0	177	48.5

Table 1 reveals the purpose to which the postgraduate students of Covenant University use social media and mobile apps. It was discovered that the largest number of the respondents 342 (93.7%) engages it as a tools for research and assignment against 11(3.0%) and 12(3.3%) were undecided. 330 (90.4%) engages it as platform for news and book marking against 18(4.9%) while 17 (4.7%) were undecided. 315(86.3%) uses it for watching movies, entertainment and relaxation against 28(7.7%) while 22(6.0%) were undecided. 300(82.1%) uses it for online lectures and mobile learning, 47(12.8%) disagreed while 18 (4.9%) were undecided. Another 300 (82.1%) engages it as a platform for online dating and romance against 47(12.8%) while 21(5.8%) were undecided. 294(85.5%) uses it as a medium of evangelism and soul-winning against 48(13.2%) while 13(3.6%) were undecided. 293 (80.3) engages it for job searching and employment, 48 (23.2%) and 24(6.6%) were undecided. 266 (73%) uses it for uploading and sharing of pictures and videos against 70(19.2%) while 29(7.9%) were undecided. 267 (73.1%) uses it as a platform for tutorials and group discussion against 76(20.8%) and 22 (6.0%) were undecided. 224 (61.4%) uses it to connecting with old friends and meeting new ones against 128(35.1%) while 13 (3.6) were undecided. 181 (49.6%) uses it for blogging, advertising and marketing against 81(22.3%) while 103 (28.2%) were undecided. 103 (28.2) accepted that they uses it as a medium to cheat and defraud people against 239 (65.5%) and 23 (3.6%) were undecided. 97(26.6%) agreed that they use it to view pornography and nude pictures against 233 (63.9%) while 35 (9.6%) were undecided

Table 2. Type of Social Media and Mobile Apps more often for resources sharing

S/N	Items	SD		D		U		A		SD	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1.	LinkedIn	64	17.5	89	24.5	20	5.5	91	24.9	101	27.7
2.	YouTube	34	9.3	47	12.9	2	0.5	-	-	282	77.3
3.	Mandalay	116	31.8	127	34.8	25	6.8	38	10.4	59	16.2
4.	Telegram	126	34.5	113	31.0	27	7.4	36	9.9	63	17.3
5.	Academia.edu	133	36.4	133	36.4	28	7.7	36	9.9	35	9.6
6.	Facebook	39	10.7	26	7.1	38	10.4	89	24.4	173	47.4
7.	Instagram	58	15.9	61	16.7	33	9.0	88	24.1	125	34.2
8.	G suite/ Google Apps	123	33.7	154	42.2	19	5.2	43	11.8	26	7.1
9.	Twitter	88	24.1	68	18.6	28	7.7	91	24.9	99	24.7
10.	Researchgate.net	63	17.3	103	28.2	48	13.2	80	21.9	71	19.5
11.	Xender	16	4.4	90	24.7	24	6.6	140	38.4	95	26.0
12.	Bluetooth	-	-	114	31.2	3	0.8	141	38.6	107	29.3
13.	e-mails	-	-	-	-	-	-	209	57.3	156	42.7
14.	Webinar	74	20.0	160	43.8	-	-	50	13.7	81	22.2
15.	Skype	115	30.8	125	32.8	28	9.8	38	10.4	59	16.2

The above table shows the types of social media platform and mobile apps used more often for information and resource sharing and it was discovered that 365 (100%) of the respondents agreed to use emails more often for information sharing. 282 (77.3%) uses YouTube most often against 71 (22.2%) while 2(0.5%) were undecided. 262 (71.8%) agreed to use Facebook more often against 65(17.8%) 38(10.4) were undecided. 248(67.9%) uses Bluetooth more often against 114(31.2%), 3(0.8%) were undecided. 235 (64.4%) uses xender more often against 106 (29.1%), 24 (6.6) were undecided. 213 (58.3%) uses Instagram more often against 119(32.6%) and 33(9.0%) were undecided. 198 (52.6%) uses LinkedIn more often against 153 (42%) and 20 (5.5%) were undecided. 190 (49.6) uses Twitter more often against 156 (47.7) while 28(7.7 %) were undecided. 151(41.4%) uses Researchgate.net more often against 166 (45.5%) and 48(13.2%) were undecided. 131(35.9) uses Webinar more often than 234(63.8%). 99(27.2%) uses telegram against 239 (65.5%), 27 (7.4%) were undecided. 97(26.6%) uses Mendeley more often against 243(80.6%) and 25 (6.8%) were undecided. Another 97 (26.6%) uses Skype more often against 240 (63.6%) while 28 9.8% was undecided. 71(19.5%) uses Academia.edu more often against 266 (72.8%), 28 (7.7%) were undecided. 69 (18.9) uses G Suite and Google apps often against 277 (75.9%), while 19 (5.3) were undecided.

Table 3. Challenges of Using Social Media and Mobile Apps

S/N	Items	SD		D		U		A		SA	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1.	Inadequate funds for data subscription	55	15.1	110	30.1	-	-	153	41.9	47	12.9
2.	Fake news and spreading rumors	104	28.5	107	29.3	1	0.3	94	25.8	59	26.2
3.	Wrong notion about the use of social media and mobile apps by the teacher, parents and school administrators	44	12.1	44	12.1	20	5.5	133	36.4	124	34.0
4.	Lack of awareness	28	7.7	95	26.0	5	1.4	149	40.8	88	24.1
5.	Network Problems	147	40.3	141	38.6	12	3.3	36	9.9	29	7.9
6.	Fraud and Prostitution	101	27.7	132	36.2	2	0.5	55	15.1	75	20.5
7.	Laziness and addiction	28	7.7	141	38.6	10	2.7	140	38.4	46	12.6
8.	Social media is a distraction and can lead to unnecessary waste of time	136	37.3	84	23.0	7	1.9	45	12.3	93	25.5

The above table shows the distribution of respondents according to the challenges they encounter when using social media and mobile apps of resource sharing. 257 (70.4%) of the respondents were of the view that wrong notion about social media by the teacher, parents and school administrators as a problem against 88(24.4%) 20 (5.5%) was undecided. 237 (64.9%) agreed that lack of awareness of the use of social media and mobile apps against 123(33.7%) while 5(1.4%) were undecided. 233(63.9%) agreed that it promotes fraud and prostitution against 130(35.6%) while 2 (0.5%) where undecided. 200(54.8%) agreed that inadequate funds for data subscription are problem against 165(45.2%). 186 (51%) agreed that it leads to laziness and addiction against 168(46.3%) while 10(2.7%) were undecided.153 (52%) sees fake news and spreading rumors as the major problems against 211(58.8%) while 1(0.3%) were undecided. 138(37.8%) stated that social media and mobile apps are distraction and can lead to unnecessary waste of time against 220(60.3%) and 7(1.9%) were undecided. 65(17.8%) noted that internet access and poor network connections is major problem against 288 (78.9%) and 12 (33.0%) were undecided

Discussion of Findings

The findings of this study revealed that the majority of the postgraduate students of Covenant University uses social media platforms and mobile apps for the right reasons. That is, for research and assignment, news and book marking, entertainment and relaxation, online lectures and mobile learning, online dating and romance, evangelism and soul-winning, job searching and employment, uploading and sharing of pictures and videos, tutorials and group discussion, connecting with old friends and meeting new, blogging, advertising and marketing, and few percentage of the respondents uses it for the wrong reasons such as cheating, defrauding people and pornography. This finding was in agreement with the findings of Nwosu (2011) which revealed that 170 of the 200 sample respondents were using social media as a platform for chatting, dating, e-mailing, photo/video sharing, and connecting with friends, while the remaining 30 said they sometimes use it to search for information besides connecting with friends.

On the types of social media platform and mobile apps used more often for information and resource sharing, it was discovered that the respondents uses emails, YouTube, Facebook, Bluetooth, xender Instagram, LinkedIn Twitter more often and others such as researchgate.net, webiner, telegram, Mendeley, Skype, academia.edu, G Suite and Google apps were less used. The findings are also in agreement with the submission of Lenhart, Purcell, Smith, & Zickuhr, (2010). They highlighted the use of social media in the United States in 2009 and their findings indicated that Facebook,

MySpace and LinkedIn were often more currently used.

On the challenges encounters when using social media and mobile apps for information and resource sharing, according to the report of the respondents, tha wrong notion about the use of social media by the teacher, parents and school administrators, lack of awareness of the use of social media and mobile apps were the major challenges others were; promoting fraud, spreading of fake news and rumors, promote prostitution and sharing of nude photos, inadequate funds for data subscription, leads to laziness and addiction, a distraction and can lead to unnecessary waste of time, internet access and poor network connections. These findings are in line with the reports of Picard (2009) MacMillan (2009) Gordon (2009) and Hagerty (2009) in Ufuophu-Biri & Iwu, (2014) where they noted that there are no control, no code of ethics and no gatekeeping; and so could give room for vices such as falsification, incredibility, lack of professionalism, falsehood, sedition, blackmail, pornography, invasion of privacy, and other unacceptable media practices.

Conclusion and Recommendations

The majority of the students are using platforms like E-mails, YouTube, Facebook, Bluetooth, Xender, Instagram, LinkedIn, Twitter to their advantages. Other platforms like Mendeley, G Suite, webinar, Google apps, academia.edu and researshgate.net should be explored to facilitate collaboration with other scholars and researchers in their fields of interest. The use of social media and mobile apps should be adopted in teaching and learning. Librarians and information scientist should appropriate social media platform and mobile apps in discharging services to users; lecturers should make video clips of their lectures, conferences and workshops available on YouTube and other social media platforms. Students should be encouraged to engage in academic group discussion and collaboration on social media with their colleagues; lectures, parents. Academic experts should change the notion about the use of social media and mobile apps and begin to encourage mobile learning with the use of social media platforms and mobile apps.

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