

**PERCEIVED INFLUENCE OF SOCIAL MEDIA USAGE ON CREATIVITY AND
CRITICAL THINKING SKILLS OF BUSINESS EDUCATION STUDENTS IN
COLLEGES OF EDUCATION IN SOUTHWEST NIGERIA**

By

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Abstract

Business students' Skill acquisition through social media Southwest Colleges of Education, Nigeria is not encouraging as students learn more of negative things through social media which has been a thing of concern among stakeholders. In an effort to correct this problem, this study examined social media and Business students' creativity and critical thinking skills. The study adopted descriptive survey design. The consisted the population of 4602 Business students in Colleges of Education. A random sampling technique was used to obtain a sample size of 461 respondents. A self-structured questionnaire tagged: Social Media Usage on Creativity and Critical thinking Skill of Business Education Questionnaire was used for data gathering. The questionnaire was face and content validated by three experts from the Department of Business and Entrepreneurship Education, Kwara State University, Malete. Cronbach Alpha method was adopted to ensure reliability of the instrument with the coefficient of 0.83 which indicated that the instrument for the study was reliable. Two research questions were raised and two hypotheses were tested at 0.05 level of significance. Mean and standard deviation were used to answer research questions, while linear regression analysis was used to test the null hypotheses of the study. The findings revealed that social media usage positively influence creativity skills Business students to a high extent and social media usage positively influences critical thinking skills business students to a high extent. Based on the findings of the study, it was recommended among others that policy to regulate the use of social media outlets for skill acquisition should be put in place by the Government and conscious efforts must be made by the curriculum planners to integrate Business Education curricula with social media. Keywords: Social media, Creativity skills, Critical thinking skills and Business Education.

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Introduction

Social media is used to connect with others for business or commercial purposes, to make new friends and reawaken old friendships (Wetzel, 2010). Social media comprise activities that involve socializing and networking online through words, pictures and videos. Social media tools have been developed in order to maintain, manage and improve social interactions between people, enable people to access and reuse or comment on contents authored by others through social network (Wetzel, 2010). There are various categories of social media sites used in

education which are also useful in Business Education programme for enhancing students' creativity and critical thinking skills. Some examples of social media according to Gupta (2014) include: Facebook, Twitter, LinkedIn, Google+, Internet Forums, Flickr, vimeo, Blogs, Wikis, and social book marking. Hence, for success in today's world, students need necessary skills, part of which are creativity and critical thinking skills.

Creativity is the ability to develop new ideas and discover new ways of looking at problems and opportunities, to enhance or enrich people's life. Ezenwafor (2005) defines creativity as the ability to combine ideas in a unique way or to make unusual association between ideas. Creative skill is a process that indicates a new thought in which an individual tries to find a new relationship and provide answers related to new ways in facing problems. For instance, social media give opportunities to reach a vast number of people and engage them in creative actions on issues. The social networking sites had caused a great infusion in the lives of adults and have in turn caused them to assume creative roles in their social lives in addition to their personal lives.

Thaiposri and Wannapiroon (2015) opined that critical thinking is the process of conceptualizing, applying, analyzing, synthesizing and evaluating information through observation, experience, feedback, reasoning and communication. Critical thinkers usually raise vital questions and problems, formulate them clearly, gather and assess relevant information, use abstract ideas, think open-mindedly, and communicate effectively with others. However, critical thinking skill is an important and necessary skill required in the workplace which helps an individual to deal with mental and spiritual questions (Hatcher & Spencer, 2005).

Business Education is a formal program in tertiary institutions that has the capacity to bring about the required liberation and stimulation of the citizens for national development. According to Nanassy (2011), Business Education is that aspect of the total educational programme that provides the knowledge, skills, understanding and attitudes needed to perform in the business world as a producer and or consumer of goods. Business Education is an academic program intended to inculcate in the students; understanding, values, knowledge, business skills, and technical skills required in the world of work and for teaching other business students (Umoru, 2015).

According to Aliyu (2013), some of the objectives of Business Education include: the provision of specialized instructions to prepare students for career in business, developing in student's fundamental instructions to help them assume their economic roles as consumers, workers and citizens, and equipping them with background instruction to assist them in preparing for professional careers and interest for advanced study. In order to ensure the achievement of the above objectives of Business Education in this era of Information and Communication Technology, acquisition of creativity and critical thinking skills by Business Education students is imperative and can be attained through social media usage. These skills are necessary to operate new technologies that social media platforms depend on, in the real world of work and are required globally by businesses, employees, and individuals.

Social media has become a fact of life in contemporary society attracting obsessive attention of students which can be used to develop creativity and critical thinking skills. It is against this situation, that it becomes necessary for the researcher to conduct this study.

Statement of the Problem

The study focuses on influence of social media on creativity and critical thinking skill of Business Education students in tertiary institutions in Southwest, Nigeria. This became necessary as the use of social media by Business Education students has become distractive to students as they spend more time chatting with friends rather than engaging in research work (Okolocha & Okolocha, 2012).

Social media has been a major contributor to skill acquisition, as students acquire different skills and knowledge through constant use of social media. Its usage has grown from academic and business purposes to everyday companion. To the researchers' best knowledge, no recent study addressing the influence of social media on creativity and critical thinking skills among NCE students in Southwest Nigeria, has been carried out. There is therefore a gap in knowledge through the use of social media for creativity and critical thinking skills, which the study sought to bridge. Therefore, there is need to determine influence of social media usage on creativity and critical thinking skills of Business Education students in Colleges of Education in South west, Nigeria.

Purpose of the Study

The main purpose of the study was to examine the influence of social media on creativity and critical thinking skills of Business Education students in Colleges of Education in South west, Nigeria. Specifically, the study seeks to:

12. Determine the extent to which social media usage influence creativity skills of Business Education students in Colleges of Education, Southwest Nigeria,
13. Ascertain the extent to which social media usage influence critical thinking skills of Business Education students in Colleges of Education, Southwest Nigeria.

Research Questions

The following research questions guided the conduct of study:

1. To what extent does social media usage influence creativity skills acquire by Business Education students in Colleges of Education Southwest, Nigeria?
2. To what extent does social media usage influence critical thinking skills acquisition by Business Education students in Colleges of Education Southwest, Nigeria?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

- H₀₁: Social media usage has no significant influence on the creativity skills acquired by Business Education students in Colleges of Education Southwest, Nigeria.
- H₀₂: Social media usage has no significant influence on the critical thinking skills acquired by Business Education students in Colleges of Education Southwest, Nigeria.

Methodology

The study adopted descriptive survey design. A total of 4,602 Business Education Students in the twelve public Colleges of Education in Southwest, Nigeria formed the population of the study. 10% totalling 461 respondents were chosen as sample, using simple random sampling technique. A self-structured questionnaire tagged: Social Media Usage on Creativity and Critical thinking Skill of Business Education Questionnaire was used to elicit responses from the respondents. The instrument was validated by three experts in Business and Entrepreneurship Education in Kwara State University, Malete. To establish the reliability of the questionnaire, Cronbach Alpha was used which gave a coefficient of 0.83. The descriptive statistics of mean and standard deviation were used to answer the research questions and mean ratings of 2.50 and above was rated high extent while mean ratings below 2.50 was rated low extent. On the other hand, null hypotheses were tested at 0.05 level of significance using inferential statistics of linear regression analysis.

Results

Research Question 1: To what extent does social media usage influence creativity skills acquired by Business Education students in Colleges of Education in Southwest, Nigeria?

Table 1: Mean Ratings and Standard Deviation on the Extent to Which Social Media Usage Influence Creativity Skills Acquired by Business Education Students In Colleges of Education Southwest, Nigeria

S/N	Items	$\bar{X}$	SD	Remark
1.	I have the ability to analyze and evaluate alternative points of view.	3.28	0.92	High Extent
2.	I have learnt to synthesize and make connections between information and argument	3.23	0.84	High Extent
3.	I have acquired the ability to create new idea easily	3.26	0.89	High Extent
4.	I have learnt wide-range of idea creation techniques	3.13	0.98	High Extent
5.	I have ability to demonstrate originality in idea	3.16	0.92	High Extent
6.	I have ability to show inventiveness in work	3.05	1.00	High Extent
7.	I have acquired skills to utilize appropriate creation tools to come up with new ideas	3.15	1.02	High Extent
8.	I understand the real-world limits to adopting new ideas.	3.16	0.93	High Extent
9.	I have acquired application of entrepreneurial skills to enhance workplace productivity	3.07	0.95	High Extent
10.	I have ability to implement new ideas	3.11	0.97	High Extent
11.	I have ability to solve different kinds of non-familiar problems in both.	2.81	0.77	High Extent
12.	I have ability to think in different angle	3.19	0.98	High Extent
13.	I have ability to demonstrate a keen sense of humour	3.10	0.98	High Extent
Weighted Average		3.13	0.93	High Extent

Table 1 data revealed that the respondents have acquired creativity skills with the mean ratings ranging from 2.81 to 3.28. Also, the standard deviations of all items ranged from 0.77 to 1.02. Based on the findings, Business Education students acquire creativity skills with weighted average of 3.13 and 0.93 for mean and standard deviation, indicating high extent.

Research Question 2: To what extent does social media usage influence critical thinking skills acquired by Business Education students in Colleges of Education in Southwest, Nigeria?

Table 2: Mean Ratings and Standard Deviation on the Extent to Which Social Media Usage Influence Critical Thinking Skills Acquired by Business Education Students in Colleges of Education

S/N	Item Statements	$\bar{X}$	SD	Remark
1.	I have acquired the ability to brainstorm	3.32	0.88	High Extent
2.	Ability to make accurate inferences	2.92	0.94	High Extent
3.	Ability to easily figure out meaning from context	3.10	0.96	High Extent
4.	Ability to generalize ideas over situation	2.43	1.11	Low Extent
5.	Ability to draw relevant conclusion on issues	2.95	1.04	High Extent
6.	I have acquired the skill of visualizing ideas	2.50	1.12	High Extent
7.	I have ability to memorize concepts	3.29	0.93	High Extent
8.	I have acquired skill of logically clarifying ideas	3.27	0.91	High Extent
9.	I have ability to predict future event	2.71	1.17	High Extent
10.	I have ability to define problems	2.83	1.05	High Extent
11.	I have acquired the skills to logically find solutions to problems	2.56	1.05	High Extent
12.	I have ability to classify ideas	2.85	1.01	High Extent
Weighted average		2.89	1.01	High Extent

Table 2 data revealed the extent to which social media usage influence critical thinking skills acquired by Business Education students in Colleges of Education, Southwest Nigeria. Based on the findings, the mean ratings ranged from 2.43 to 3.32 and standard deviation ranged from 0.88 to 1.17. In summary, Table 8 shows that respondents acquired critical thinking skills with weighted average of .89 and 1.01 for mean and standard deviation, indicating it is to a high extent.

Test of Hypotheses

H₀₁: Social media usage has no significant influence on the creativity skills acquired by Business Education students in Colleges of Education Southwest, Nigeria.

Table 3: Summary of Regression Analysis of the Influence of Social Media usage on Creativity Skills acquired by Business Education Students in Colleges of Education

Model	N	R	R Square	Adjusted R Square	F-cal.	P-value
1	461	0.68	0.46	0.46	384.48	0.00

Dependent Variable: Creativity Skills

Table 3 summarized the regression analysis on the influence of social media usage on creativity skills acquired by Business Education students. The result showed that there is a high positive correlation between social media usage and creativity skills of Business Education students ($R = 0.68$); while R-squared is 0.46 which means that the independent variable (social media usage) explained 46% variations of the dependent variable (creativity skills). This is a reflection that, social media usage significantly influence creativity skills of Business Education students ($F_{1,459} = 348.48$, $p = 0.00$).

H₀₂: Social media usage has no significant influence on the critical thinking skills of Business Education students in Colleges of Education.

Table 4: Summary of Regression Analysis of the Influence of Social Media Usage on the Critical Thinking Skills of Business Education Students in Colleges of Education

Model	N	R	R Square	Adjusted R Square	F-cal.	P-value
1	461	0.40	0.16	0.16	89.37	0.000

Dependent Variable: Critical Thinking Skills

Table 4 summarized the regression results of the influence of social media usage on the critical thinking skills of Business Education students. The result showed that there was a positive correlation between social media usage and the critical thinking skills of Business Education students ($R = 0.40$) while R-squared is 0.16 which means that the independent variable (social media usage) explained 16% variations of the dependent variable (critical thinking skills). Thus, it is a reflection that, social media usage significantly influences the critical thinking skills of Business Education students ($F_{1,459} = 89.37$, $p = 0.000$).

Discussion of Findings

The study examined the influence of social media usage on creativity and critical thinking skills by Business Education students in Colleges of Education, Southwest Nigeria. The result showed that social media usage positively influenced creativity skills of Business Education students in Colleges of Education, Southwest Nigeria to a high extent. The finding showed that among others, social media helps students to analyze and evaluate alternative points of view, create new ideas easily, learn to synthesize and make connections between information and argument and demonstrate originality in idea. This finding is in line with the findings of Tapscott and Williams (2008) who stated that technology and social media collectively enable students to produce creative thought, external knowledge, resources, and talents on a scale that was previously impossible. Social media give opportunities to reach a vast number of people and engage them in creative action on environmental issues.

The study found out that social media usage positively influence critical thinking skills of Business Education students in Colleges of Education, Southwest Nigeria to a high extent. This means that social media help students to brainstorm, memorize concepts, and acquire skills of logically clarifying ideas. The findings corroborate the findings of Thaiposri and Wannapiroon (2015) who stated that learning activities consisted of three main steps; pre-teaching and learning preparation, enhancement of students' critical thinking skills and learning by inquiry-based learning activities using social network.

Conclusion

Based on the findings of the study, which revealed that social media is used by Business Education students to a high extent in Colleges of Education and that social media has positive influence on creativity and critical thinking skills of Business Education students. The implication here is that, Business Education programmes in Colleges of Education will enhance graduate students with requisite skills to perform in the 21st century world of work.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. Government should put in place strategy that will regulate and control the utilization of media outlets.
2. Teachers should encourage students to carry out different activities on social media in order to enhance their critical thinking skills.
3. Conscious efforts must be made by the curriculum planners to integrate Business Education curricula with the social media.

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