

SOCIAL MEDIA HANDLES AND ACQUISITION OF LEARNING RESOURCES AMONG UNDERGRADUATES IN THE UNIVERSITY OF UYO

Comment [e1]: You might want to consider the alternative title as suggested in the review

Abstract

The study examined “Social Media Handles and Acquisition of Learning Resources among undergraduates in the University of Uyo. Ex-post facto research design was adopted for the study. The study was guided by six purposes and six null hypotheses. The population consisted 2,056 final year students in the Faculty of Education, University of Uyo during the 2023/2024 academic session. The sample of the study comprised 200 final year students selected from four Departments in Faculty of Education, University of Uyo, Uyo. The instrument used for data collection was “Social Media Handles and Acquisition of Learning Resources Questionnaire (SMHALRQ)”. The instrument was validated by three experts, and its reliability was determined using Cronbach's Alpha statistics which yielded a coefficient of 0.66. Independent t-test was used to test the null hypotheses at .05 level of significance. Results showed that YouTube, TikTok, Facebook, and WhatsApp significantly influenced the acquisition of learning resources among undergraduates, while Twitter and Instagram did not show significant influence. Based on the findings, it is recommended that educational institutions should integrate effective social media platforms into their teaching and learning strategies, implement digital literacy programs, and develop clear guidelines for the use of social media in academic contexts to enhance students' acquisition of learning resources.

Keywords: Learning Resources, Social Media Handles, Undergraduates

Introduction

The advent of social media has introduced new dynamics into the educational landscape, particularly in the acquisition of learning resources among undergraduates. Social media platforms have become ubiquitous in students' lives, offering unprecedented access to information and opportunities for collaborative learning. The use of social media in education has been explored in various studies (Dennen, Choi, and Word, 2020; Barrot, 2021; Perez, Manca, Fernández-Pascual, and Guckin, 2023) revealing its potential to serve multiple educational purposes, from enhancing communication and collaboration to providing a platform for accessing a vast array of learning resources. Undergraduates are increasingly turning to social media handles as a means to acquire learning resources, leveraging platforms such as Facebook, Twitter, and Instagram to connect with peers, educators, and experts within their fields of study. These platforms facilitate the sharing of academic materials, discussion of ideas, and engagement in knowledge-building activities beyond the traditional classroom setting.

The integration of social media into the educational process presents both opportunities and challenges. According to Umoh (2024), technology integration refers to the use of technology to enhance students' learning experiences; its broadest form includes devices, social media platforms, network applications, the internet, practices and school management systems. Also, Umoh and Etuk (2016) explained that many of the teaching and learning activities that are currently being accomplished through management systems and other technologies can also be accomplished via some social networking systems like Facebook, WhatsApp, YouTube, Twitter, Skype and LinkedIn. While it offers a flexible and dynamic environment for learning, concerns about digital literacy, the quality of information, and the potential for distraction are prevalent. Gudelliwar, Kishor, and Yadav, (2019) noted that social media platforms enable teachers and students to collaborate and access online resources, which can improve students' grades and reduce absenteeism in class. However, while there are several social media handles capable of influencing the acquisition of learning resources among undergraduates, the study focuses on the specific sub-variables namely; Twitter, YouTube, Instagram, TikTok, Facebook, and WhatsApp.

Twitter according to Krutka, Carpenter, and Trust (2016), is a microblogging platform that enables users to engage in succinct, focused conversations. They emphasize that this can be particularly useful in education for sharing resources, networking, and professional development. Twitter facilitates a sense of community and connectedness among students and educators, which can lead to more meaningful educational experiences.

YouTube is one other social handle this study captures. It is defined as a popular video-sharing website where registered users can upload and share videos with anyone able to access the site. These videos can also be embedded and shared on other sites. Developed by former PayPal employees in 2005, YouTube was acquired by Google in 2006. In the context of YouTube's application in education, Maziriri, Gapa, and Chuchu (2020) recognize YouTube as an influential educational tool that significantly impacts student learning. They underscore the platform's perceived usefulness and ease of use, which contribute to positive student attitudes and intentions to adopt YouTube for educational purposes. Similarly, Chitra (2023) explores YouTube's role in education, noting its capacity as a Web 2.0 platform to foster engagement and content creation among students and educators. This view aligns with the notion that YouTube can serve as a dynamic repository for educational content, supporting a wide range of instructional strategies.

Instagram according to Bal and Grieve (2017) is a visually-centric platform that can enhance visual literacy among students. The platform's emphasis on images and videos can be harnessed for educational content, making complex information more accessible and engaging. This visual approach is particularly beneficial in disciplines where visual cues are paramount, such as art, design, and visual communication. In contrast, Greenhow and Lewin (2016) highlight Instagram's potential for creating authentic learning experiences. The authors further suggest that Instagram can bridge the gap between classroom learning and real-world application by enabling students to document and share their learning journeys. This, they believe, fosters a sense of authenticity and relevance in education, as students see the practical implications of their studies. Closely related to Instagram, is TikTok.

TikTok is described by Fanbytes (2022) as a transformative platform for Gen Z education, emphasizing its initiative #LearnOnTikTok, which brought together educators and experts to create educational content. The platform's educational push is seen as a way to make learning enjoyable and accessible, especially during the pandemic when traditional education systems faced disruptions. Teachers using TikTok for micro-lessons and brain breaks, find creative ways to engage students. TikTok has been highlighted as a thriving learning community that may represent the future of education. The platform is praised for being fun, engaging, and a space where people show up by choice, driven by a love for the subject matter rather than formal credentials

Facebook is a social media and social networking service that allows users to connect and share with family and friends online. It was created in 2004 by Mark Zuckerberg and his college roommates at Harvard University. Initially designed for college students, it became available to anyone over the age of 13 with a valid email address by 2006 (Shontell, 2011). Facebook is known for its features that enable users to post comments, share photographs, and post links to news or other interesting content on the web, chat live, and watch short-form videos. It's owned by the American technology conglomerate Meta Platforms. Shaw (2015) discusses the potential benefits of using Facebook as an educational tool, highlighting its ability to create a sense of community and promote collaboration among students. The platform can enhance communication between instructors and students, develop computer literacy and language skills, and incorporate current student culture into the learning environment. Facebook, now known as Meta Platforms, is the parent company of WhatsApp.

WhatsApp is an instant messaging (IM) and voice-over-IP (VoIP) service owned by the technology conglomerate Meta. It allows users to send text messages, voice messages, and video messages, make voice and video calls, and share images, documents, user locations, and other content. WhatsApp's client application runs on mobile devices but can also be accessed from computers, requiring a cellular mobile telephone number to sign up. It has become a primary means of internet communication in various regions around the world, with more than 2 billion users as of 2020. Bouhnik and Deshen (2014) noted that WhatsApp serves as a tool that can be harnessed for educational purposes, particularly due to its widespread adoption and ease of use. They argue that WhatsApp facilitates not only immediate communication but also allows for the creation of a learning community that extends beyond the classroom walls. This can be instrumental in promoting collaborative learning and peer support.

From the above, it can be deduced that these social media platforms collectively represent a paradigm shift in how educational and learning content is delivered and consumed. They have become integral to the academic journey of undergraduates, providing a diverse array of learning resources that are reshaping the educational experience. It is against this background that this study is carried out to find out the influence of social media handles on the acquisition of learning resources among undergraduates in the University of Uyo.

Statement of the Problem

The advent of social media has transformed the landscape of information dissemination and communication, particularly among the youth. Platforms such as Twitter, YouTube, Instagram, TikTok, Facebook, and WhatsApp have become ubiquitous in the lives of undergraduates, influencing not only social interactions but also the acquisition of learning resources. While these platforms hold the potential to facilitate access to educational content, enhance collaborative learning, and support peer-to-peer engagement, there is a growing concern about their impact on academic focus, the quality of information shared, and the overall learning experience.

In the context of the University of Uyo, the reliance on social media as a tool for educational resource acquisition raises critical questions about its efficacy and implications. The pervasive use of these platforms may lead to a fragmented approach to learning, where the depth of understanding and critical thinking could be compromised. Furthermore, the informal nature

of these platforms may blur the lines between credible academic resources and user-generated content that lacks scholarly rigour.

Despite the widespread adoption of social media among students, there is a paucity of empirical research that specifically investigates the nuanced effects of these platforms on the acquisition process of learning resources within the Nigerian higher education context. The existing literature often provides a generalized overview, lacking in-depth analysis of individual social media platforms and their distinct roles in educational settings. Moreover, there is a need to explore the balance between the benefits and potential drawbacks of social media use among undergraduates, particularly in terms of acquisition of learning resources from these social media platforms as well as the quality of learning outcomes. This study sought to fill the gap by providing a comprehensive analysis of how each social media platforms: Twitter, YouTube, Instagram, TikTok, Facebook, and WhatsApp contribute to or detracts from the process of acquiring learning resources among undergraduates at the University of Uyo. Hence, this study sought to answer the question; What is the influence of social media handles on the acquisition of learning resources among undergraduates in the University of Uyo?

Purposes of the Study

The study sought to determine:

1. The influence of Twitter on the acquisition of learning resources among undergraduates in the University of Uyo.
2. The influence of YouTube on the acquisition of learning resources among undergraduates in the University of Uyo.
3. The influence of Instagram on the acquisition of learning resources among undergraduates in the University of Uyo.
4. The influence of TikTok on the acquisition of learning resources among undergraduates in the University of Uyo.
5. The influence of Facebook on the acquisition of learning resources among undergraduates in the University of Uyo.
6. The influence of WhatsApp on the acquisition of learning resources among undergraduates in the University of Uyo.

Null Hypotheses

The following hypotheses were formulated to guide the study and were tested at .05 level of significance:

1. There is no significant influence of Twitter on the acquisition of learning resources among undergraduates in the University of Uyo.
2. There is no significant influence of YouTube on the acquisition of learning resources among undergraduates in the University of Uyo.
3. There is no significant influence of Instagram on the acquisition of learning resources among undergraduates in the University of Uyo.
4. There is no significant influence of TikTok on the acquisition of learning resources among undergraduates in the University of Uyo.
5. There is no significant influence of Facebook on the acquisition of learning resources among undergraduates in the University of Uyo.
6. There is no significant influence of WhatsApp on the acquisition of learning resources among undergraduates in the University of Uyo.

Literature Review

Twitter and Acquisition of Learning Resources

Twitter's real-time communication capabilities and widespread reach have made it a potent tool for undergraduates seeking to acquire learning resources. Its influence extends across various aspects of education, from facilitating access to information to fostering collaborative learning environments. Twitter's most significant advantage is its ability to provide immediate access to information. Malik, Heyman-Schrum, and Johri (2019) highlight Twitter's high accessibility and real-time format as key factors that make it a useful tool for communication within educational settings. This immediacy allows students to stay updated with the latest research, discussions, and resources relevant to their fields of study.

Again, the platform's unique features, such as hashtags and trending topics, enable students to engage with learning resources that offer content that is directly relevant to their courses. Studies have found a clear positive impact of integrating Twitter within classrooms, leading to improved motivation and engagement. This engagement is crucial for learning, as it encourages students to actively participate in their education. Twitter also supports professional

networking, which is essential for undergraduates looking to build connections within their academic and professional circles. The ability to follow and interact with experts, educators, and peers around the world can lead to opportunities for collaboration and access to a broader range of resources.

While Twitter has been lauded for its positive influence on the acquisition of learning resources among undergraduates, there are also contrary views that highlight potential drawbacks and challenges. One of the primary concerns is the potential for distraction. The brevity and fast pace of Twitter can lead to fragmented attention spans and superficial engagement with content. The platform's design, which encourages rapid scrolling and consumption of bite-sized information, may detract from deep, focused learning experiences. In addition, the open nature of Twitter means that not all shared resources are of high quality or academically rigorous. Students may encounter misinformation or irrelevant content, which can lead to confusion or the propagation of inaccuracies. Twitter's character limit, although expanded, still restricts the depth of conversation. This can be particularly problematic in complex academic discussions that require nuance and detailed explanation. Although some studies have shown positive outcomes, there is a call for more empirical research to substantiate the claims of Twitter's benefits in educational settings. Malik, Heyman-Schrum, and Johri (2019) advocated for further studies focusing on digital trace data and inference, particularly in developing countries, to better understand Twitter's impact.

Junco, Heiberger, and Loken (2010) explored the impact of Twitter, a social networking platform, on college student engagement and grades. The study was structured around eight research objectives, with corresponding research questions aimed at examining the influence of Twitter on educational outcomes. The study sampled 125 college students from a first-year seminar course for pre-health professional majors, with 70 participants in the experimental group and 55 in the control group. The research instrument was a 19-item engagement scale, and the study employed a quasi-experimental design. Data collected through the engagement scale were analyzed using Analysis of Variance (ANOVA) tests to determine the impact of Twitter on student engagement and academic performance. T-tests of adjusted means were utilized to establish differences between the experimental and control groups. The study found that the experimental group, which used Twitter for educational discussions, showed a significant increase in engagement compared to the control group. Additionally, the experimental group

achieved higher semester grade point averages. The findings suggest that Twitter can be an effective educational tool that enhances student engagement and academic success. The study recommends the integration of Twitter into educational practices to facilitate active learning and communication.

YouTube and Acquisition of Learning Resources

YouTube's accessibility to educational videos makes it a viable option for students to receive useful material for learning purposes, whether at home or in a classroom setting. The platform acts as an effective and supplementary tool for teaching and learning, providing students and educators with a means to share knowledge and skills. Furthermore, Chitra (2021) indicates that YouTube's role in education extends beyond just providing information. It also influences academic achievement, particularly in bilingual environments. A study using the Extended Information Adoption Model (IAM) with machine learning predictions found that academic achievement is positively influenced by the information adoption of YouTube as a learning tool. This underscores the platform's potential to support students' academic goals in diverse linguistic settings. Though YouTube is often praised for its educational content and the vast array of learning resources it provides to undergraduates, there are also contrary views and findings that highlight potential drawbacks.

The effectiveness of YouTube as an educational resource is well-documented. A study by Maziriri, Gapa, and Chuchu (2020) found that students perceive YouTube as highly useful for learning and tutorials, with its perceived usefulness having a more significant impact on student perceptions than the perceived ease of use. This suggests that the content quality and relevance are more critical to students than the platform's user-friendliness.

Hussain and AlNoori (2020) investigated the impact of YouTube as an educational tool on students' academic achievement at the University of Baghdad. The study was conducted to analyze the effects of educational videos on university students' academic activities and performance. The researchers formulated a hypothesis that posited a positive correlation between the use of YouTube educational videos and students' academic success. To test this hypothesis, a sample of 20 English for Foreign Learners (EFL) from various levels, ages, and genders within the governorate of Baghdad during the academic year 2020/2021 was surveyed using a semi-structured questionnaire. The instrument used was a questionnaire, adapted from the Students' Attitudes to Meaningful Learning in an Innovative Environment and included 10 items. The

study adopted a quantitative survey design, and data were collected and analyzed using MS Excel. The Pearson correlation was employed to examine the relationship between the independent variables (gender, school, grade level) and the dependent variables (order and organization, clarity, interest, overall satisfaction). The study found that the majority of respondents utilized mobile phones and laptops to access educational content on YouTube, with a preference for short-length and animated videos. The statistical analysis revealed a significant positive effect of YouTube educational videos on students' academic performance.

Instagram and Acquisition of Learning Resources

The utilization of Instagram as a pedagogical tool has been increasingly recognized for its potential to enhance the acquisition of learning resources among undergraduates. Smith and Storrs (2023) have highlighted the importance of digital literacies, including those for social media, in the lives and learning of undergraduate students. Their study emphasized the gap between the high-value students place on these literacies and the coverage provided in their education, suggesting a need for institutions to foster these skills more actively. Salomon (2013) provides an insightful perspective on the use of Instagram to connect with undergraduates, noting that the platform has facilitated more successful engagement in teaching and learning than other social networks. The study underscores the platform's reach among a young, urban, and diverse demographic, reflecting the undergraduate population and indicating its effectiveness as a learning resource.

Moreover, the work of Erarslan (2019) noted that Instagram is the most frequently used social media platform among university students for educational purposes. This aligns with the notion that Instagram's interactive and visual features can significantly contribute to language learning and other educational activities. In synthesizing these perspectives, it becomes evident that Instagram's role in education is multifaceted. It not only serves as a repository of information but also as a dynamic space for collaboration and peer-like interaction. The platform's capacity to create an informal learning environment, where students can share resources and engage in discussions, is particularly valuable.

Additionally, the platform's tendency to present information in a concise, visually appealing format may not be suitable for in-depth academic exploration. This could lead to a preference for quick, digestible content at the expense of thorough understanding and analytical thinking. The social aspects of Instagram, such as the pursuit of likes and comments, can also

interfere with educational goals. The pressure to gain social approval may divert attention from learning to networking, thus diminishing the educational benefits of the platform. In essence, while Instagram offers valuable learning opportunities, it is crucial to use it judiciously, acknowledging both its advantages and limitations within the educational sphere.

Pekpazar, Aydın, Aydın, Beyhan and Ari. (2021) examined the role of Instagram addiction on academic performance among Turkish university students, with a focus on the mediating effect of procrastination. The study adopted a correlational research design. The study was conducted to explore the direct and indirect relationships between self-esteem, Instagram addiction, procrastination, and academic performance. A total of 378 university students from Turkey were sampled for the study. The instruments used included the Instagram Addiction Scale (IAS), Procrastination Scale (PS), Self-Esteem Scale (SE), and academic performance measured by GPA. Data obtained from the administered instruments were subjected to structural equation modelling. The results indicated that Instagram addiction significantly affects procrastination but does not directly impact academic performance. However, the relationship between Instagram addiction and academic performance is mediated by procrastination. Additionally, self-esteem was found to have a significant direct effect on Instagram addiction and procrastination and an indirect effect on academic performance through procrastination. The study concludes that Instagram addiction contributes to procrastination, which in turn affects academic performance, and that self-esteem plays a crucial role in this relationship.

TikTok and Acquisition of Learning Resources

The advent of TikTok has significantly influenced the acquisition of learning resources among undergraduate students, marking a shift in the educational landscape. According to Johnson and Lee (2021), this social media platform, known for its short-form videos, has emerged as a powerful tool for microlearning, a method that delivers content in small, specific bursts. The concept of microlearning through TikTok has been evaluated for its uses and potential in higher education, particularly in the context of promoting quality learning through microlearning environments. The integration of TikTok into pedagogical strategies aligns with the digital revolution in education, where internet-based resources have become pivotal. Smith et al. (2022) highlight the platform's ability to support high-quality learning by enhancing competence acquisition and collaborative work. For instance, an initiative to disseminate content

through TikTok in nursing courses showed high levels of student engagement and satisfaction, as well as acceptance of the technology. This underscores the potential of TikTok to facilitate not only engagement but also the integration of new forms of learning into students' everyday lives.

The "TikTok Effect" on students is diverse, fostering creativity, and self-expression, building communities, and providing educational opportunities. By following influencers on TikTok, students can gain valuable insights and broaden their horizons. Additionally, TikTok's self-media creators from various fields share their experiences and practical innovations, thereby broadening students' knowledge horizons beyond conventional classroom instruction.

In conclusion, TikTok's influence on the acquisition of learning resources among undergraduates is profound. It has not only changed how students engage with content but also opened up new avenues for learning that are more aligned with the digital age. The platform's ability to deliver educational content in an engaging and accessible manner has made it a valuable resource for students worldwide, as observed by Martinez and Garcia (2024).

Okpongokong and Bassey (2024) conducted a study to assess the impact of TikTok on the academic performance of mass communication students at Ritman University. The research was driven by the need to understand the influence of this social media platform on students' educational outcomes, as no prior studies had addressed this within the context of Ritman University. The study was structured around three research questions that aimed to explore the extent of TikTok's influence on students' academic performance. The researchers employed a quantitative survey design, selecting a sample size that encompassed the entire population of mass communication students at Ritman University, which totalled 49 individuals. This census approach was chosen due to the manageable size of the population and the convenience sampling principle, given the study's time constraints. The questionnaire, which was the primary research instrument, was meticulously crafted based on the research hypotheses and subsequently validated by experts in the field of communication. Upon collecting the data, the researchers analysed the responses using frequencies and percentages. To test the hypotheses, the Spearman correlation technique was applied. The study's results indicated a strong negative influence of TikTok on the students' academic performance, leading to the recommendation that students should be better informed on how to use TikTok to improve their academic activities.

Facebook and Acquisition of Learning Resources

Facebook's ubiquity in the lives of undergraduates has led to its adoption as a tool for higher education courses. Its widespread acceptance among "digital natives" has transformed it into a platform that not only facilitates social interaction but also serves as a repository and conduit for educational materials. A study by Duncan and Barczyk (2022) found that students enrolled in Facebook-enhanced business courses experienced a more positive sense of community, learning, and connectedness compared to those in non-Facebook-enhanced courses. This suggests that Facebook can foster a supportive learning environment that extends beyond the physical classroom.

Furthermore, Yotyodying, Dettmers, Erdal, and Onkmann (2022) explored the educational usage of Facebook and its impact on academic achievement among distance university students. Their findings revealed that while there was no direct association between different types of educational usage of Facebook and academic achievement, the connection was fully mediated by the satisfaction of competence needs. This indicates that Facebook's influence on learning is nuanced and may depend on how it meets students' intrinsic needs. The same study highlighted that educational usage of Facebook for resource sharing, such as posting relevant links or study material summaries, mediated the connections between students' adoption of Facebook and their educational usage of the platform. This points to Facebook's role as a valuable resource-sharing tool that can enhance students' access to learning materials.

On the contrary, Kshirsagar and Kulkarn (2015) argue that Facebook can be a significant distraction for students. Frequent use of social media during study time may divert attention away from academic tasks, leading to reduced focus and productivity. A study by Kirschner and Karpinski (2010) found that students who used Facebook while studying had lower GPAs compared to those who did not engage in such multitasking. Additionally, the constant notifications and updates on Facebook can disrupt students' concentration, affecting their ability to acquire learning resources effectively. Similarly, critics (Leelathakul and Chaipah, 2013) contend that Facebook interactions tend to be shallow and fragmented. While students may share links or resources, the depth of engagement is often limited to brief comments or likes. In-depth discussions and critical analysis are less likely to occur within the Facebook environment. A

study by Junco (2012) found that students who spent more time on Facebook had lower academic performance, suggesting that excessive use of social media might lead to superficial learning. By adopting these strategies, undergraduates can leverage Facebook as a positive tool for acquiring learning resources while mitigating potential drawbacks.

WhatsApp and Acquisition of Learning Resources

The mobile instant messaging application, WhatsApp, has become a ubiquitous form of communication among adolescents, particularly university students. Its increasing use as a collaborative learning tool in higher education is attributed to its popularity and potential to support teaching and learning processes. A study by Lee, Chern, and Azmir, (2023) at Sunway University, Malaysia, highlights the impact of WhatsApp on students' perceived academic performance and team effectiveness. The research reveals that WhatsApp is extensively used for social and educational purposes due to its perceived ease of use and usefulness in enhancing academic performance and fostering team collaboration. Despite its advantages, the use of WhatsApp in educational contexts is not without challenges. The study by Lee et al. (2023) acknowledges that while WhatsApp is a powerful collaborative tool with a positive impact on academic performance, it has a limited impact on the cohesion and openness of team effectiveness. This suggests that while WhatsApp can facilitate the exchange of information, it may not always promote the deeper levels of engagement necessary for effective team dynamics. In order to mitigate the challenges associated with WhatsApp's use in education, a diverse set of strategies is required. It is important to give guidelines on digital literacy programs to help students navigate the use of WhatsApp effectively. Additionally, the implementation of school-wide policies that promote the ethical use of digital resources can help reduce the negative influences of the platform.

Research by Chitanana (2023) indicates that WhatsApp groups can significantly influence the academic choices of undergraduates. The ease of sharing and accessing learning materials through the app often leads students to rely on it as a primary source of information. This reliance is particularly noticeable among students who are highly attuned to the convenience and efficiency that WhatsApp provides. Baishya and Maheshwari (2019) discovered that WhatsApp could influence a range of learning behaviours, from the sharing of scholarly articles to the organization of study groups. In other words, WhatsApp's role extends beyond

group discussions, shaping individualized learning experiences that allow students to learn at their own pace. The platform's affordances for interactive collaboration and knowledge sharing contribute significantly to building a sense of community within higher education settings. Students leverage WhatsApp for exchanging scholarly information, which not only aids in their academic pursuits but also cultivates a collaborative spirit among peers.

Research Methodology

Expost-facto research design was adopted for the study. The population of the study consisted of all 2,056 final year students (400 level) in the Faculty of Education, University of Uyo for 2023/2024 academic session. The sample of the study consisted 200 students from four (4) Departments randomly selected from the 9 Departments of the same faculty. Fifty (50) students were afterward selected from each of the four Departments to give a sample size of 200 respondents. The instruments used for data collection was "Social Media Handles and Acquisition of Learning Resources Questionnaire (SMHALRQ)". The instrument (SMHALRQ) was divided into two sections, A and B. Section A elicited information on students involvement in the various social media handles, while section B elicited information on acquisition of learning resources. To establish the validity of the instrument, the instrument SMHALRQ was given to three experts to vet; one in Curriculum and Instruction and two in Test and Measurement all in Faculty of Education, University of Uyo. Their comments and corrections were incorporated to produce the final instrument for the study. The reliability of the instrument was carried out by administering the instrument to 20 final year students in the Faculty of Education, University of Uyo who were not part of the study sample. Data collected was subjected to reliability test using Cronbach alpha statistics which yielded reliability coefficient of 0.66 indicating that the instrument was reliable. Independent *t*-test was used in testing the hypotheses at .05 level of significance.

Results

Hypothesis 1

There is no significant influence of Twitter on the acquisition of learning resources among undergraduates in the University of Uyo.

Table 1: Result of independent t-test analysis of the influence of Twitter on the acquisition of learning resources among undergraduates

Variables	Twitter	N	X	SD	df	t-cal	t-crit	Decision
Acquisition of Learning Resources	Positive	111	25.81	7.60	198	1.73	1.96	Accepted
	Negative	89	24.53	6.38				

Not Significant at 0.05 alpha level.

Results in Table 1 shows that the calculated t-value of 1.73 is less than the critical t-value of 1.96 at 0.05 alpha levels with 198 degrees of freedom. This revealed that the null hypothesis which postulated that there is no significant influence of Twitter on the acquisition of learning resources among undergraduates in the University of Uyo is retained. The inference is that Twitter does not significantly influences the acquisition of learning resources among undergraduates in the University of Uyo.

Hypothesis 2

There is no significant influence of YouTube on the acquisition of learning resources among undergraduates in the University of Uyo.

Table 2: Result of independent t-test analysis of the influence of YouTube on the acquisition of learning resources among undergraduates

Variables	YouTube	N	X	SD	df	t-cal	t-crit	Decision
Acquisition of Learning Resources	Positive	142	27.60	5.94	198	4.91*	1.96	Rejected
	Negative	58	22.74	6.27				

*=Significant at 0.05 alpha level.

Results in Table 2 shows that the calculated t-value of 4.91 is greater than the critical t-value of 1.96 at 0.05 alpha levels with 198 degrees of freedom. This revealed that the null hypothesis which postulated that there is no significant influence of YouTube on the acquisition of learning resources among undergraduates in the University of Uyo is rejected and alternative retained. The inference is that YouTube significantly influences the acquisition of learning resources among undergraduates in the University of Uyo.

Hypothesis 3

There is no significant influence of Instagram on the acquisition of learning resources among undergraduates in the University of Uyo.

Table 3: Result of independent t-test analysis of the influence of Instagram on the acquisition of learning resources among undergraduates

Variables	Instagram	N	X	SD	df	t-cal	t-crit	Decision
Acquisition of Learning Resources	Positive	106	25.01	6.24	198	0.82	1.96	Accepted
	Negative	94	25.33	6.11				

Not Significant at 0.05 alpha level.

Results in Table 3 shows that the calculated t-value of 0.82 is less than the critical t-value of 1.96 at 0.05 alpha levels with 198 degrees of freedom. This revealed that the null hypothesis which postulated that there is no significant influence of Instagram on the acquisition of learning resources among undergraduates in the University of Uyo is retained. The inference is that

Instagram does not significantly influences the acquisition of learning resources among undergraduates in the University of Uyo.

Comment [e3]: Close this gap

Hypothesis 4

There is no significant influence of TikTok on the acquisition of learning resources among undergraduates in the University of Uyo.

Table 4: Result of independent t-test analysis of the influence of TikTok on the acquisition of learning resources among undergraduates

Variables	TikTok	N	X	SD	df	t-cal	t-crit	Decision
Acquisition of Learning Resources	Positive	85	26.12	6.81	198	2.03*	1.96	Rejected
	Negative	115	24.21	6.37				

*=Significant at 0.05 alpha level.

Results in Table 4 shows that the calculated t-value of 2.03 is greater than the critical t-value of 1.96 at 0.05 alpha levels with 198 degrees of freedom. This revealed that the null hypothesis which postulated that there is no significant influence of TikTok on the acquisition of learning resources among undergraduates in the University of Uyo is rejected and alternative retained. The inference is that TikTok significantly influences the acquisition of learning resources among undergraduates in the University of Uyo.

Hypothesis 5

There is no significant influence of Facebook on the acquisition of learning resources among undergraduates in the University of Uyo.

Table 5: Result of independent t-test analysis of the influence of Facebook on the acquisition of learning resources among undergraduates

Variables	Facebook	N	X	SD	df	t-cal	t-crit	Decision
Acquisition of Learning Resources	Positive	56	21.90	7.03	198	6.51*	1.96	Rejected
	Negative	144	28.43	6.19				

*=Significant at 0.05 alpha level.

Results in Table 5 shows that the calculated t-value of 6.51 is greater than the critical t-value of 1.96 at 0.05 alpha levels with 198 degrees of freedom. This revealed that the null hypothesis which postulated that there is no significant influence of Facebook on the acquisition of learning resources among undergraduates in the University of Uyo is rejected and alternative retained. The inference is that Facebook significantly influences the acquisition of learning resources among undergraduates in the University of Uyo.

Hypothesis 6

There is no significant influence of WhatsApp on the acquisition of learning resources among undergraduates in the University of Uyo.

Table 6: Result of independent t-test analysis of the influence of WhatsApp on the acquisition of learning resources among undergraduates

Variables	WhatsApp	N	X	SD	df	t-cal	t-crit	Decision
Acquisition of Learning Resources	Positive	74	23.55	7.32	198	2.85*	1.96	Rejected
	Negative	126	26.78	6.48				

*=Significant at 0.05 alpha level.

Results in Table 6 shows that the calculated t-value of 2.85 is greater than the critical t-value of 1.96 at 0.05 alpha levels with 198 degrees of freedom. This revealed that the null hypothesis which postulated that there is no significant influence of WhatsApp on the acquisition of learning resources among undergraduates in the University of Uyo is rejected and alternative

retained. The inference is that WhatsApp significantly influences the acquisition of learning resources among undergraduates in the University of Uyo.

Comment [e4]: Close this gap

Discussion of Findings

Twitter and Acquisition of Learning Resources

The results of the findings as indicated in Table 1 indicates that Twitter does not significantly influence the acquisition of learning resources among undergraduates in the University of Uyo. This finding is somewhat surprising given the potential of Twitter as an educational tool. It may be attributed to several factors. Firstly, the brevity and fast-paced nature of Twitter communication might not be conducive to in-depth learning and resource acquisition. As noted in the literature review, the platform's design encourages rapid scrolling and consumption of bite-sized information, which may detract from deep, focused learning experiences. The character limit on Twitter, although expanded, still restricts the depth of conversation. This can be particularly problematic in complex academic discussions that require nuance and detailed explanation. Secondly, the quality and reliability of information shared on Twitter can vary greatly, potentially leading to confusion or the propagation of inaccuracies among students. The open nature of Twitter means that not all shared resources are of high quality or academically rigorous. Students may encounter misinformation or irrelevant content, which can lead to confusion or the propagation of inaccuracies. Moreover, the potential for distraction on Twitter is significant. The platform's design, which encourages rapid scrolling and consumption of bite-sized information, may detract from deep, focused learning experiences. This aligns with concerns raised in the literature review about Twitter's impact on attention spans and the depth of engagement with content.

However, this result contradicts the observation of Malik, Heyman-Schrum, and Johri (2019) who noted that Twitter's high accessibility and real-time format as key factors that make it a useful tool for communication within educational settings. They emphasized Twitter's ability to

provide immediate access to information, allowing students to stay updated with the latest research, discussions, and resources relevant to their fields of study.

The discrepancy between these findings and the current study's results suggests that the effectiveness of Twitter as a learning resource may depend on various factors such as how it is integrated into the educational process, the nature of the subject matter, and the specific ways in which students engage with the platform. It's possible that while Twitter has potential as an educational tool, its impact may be limited without proper guidance and integration into the learning process.

YouTube and Acquisition of Learning Resources

The findings in Table 2 shows that YouTube significantly influences the acquisition of learning resources among undergraduates in the University of Uyo. This finding aligns with the observation of Maziriri, Gapa, and Chuchu (2020) who established that students perceive YouTube as highly useful for learning and tutorials. Their study found that students perceive YouTube as highly useful for learning and tutorials, with its perceived usefulness having a more significant impact on student perceptions than the perceived ease of use. This suggests that the content quality and relevance are more critical to students than the platform's user-friendliness.

The platform's ability to provide visual and auditory content makes it a powerful tool for explaining complex concepts and demonstrating practical skills. This multimodal approach to learning can cater to different learning styles and enhance understanding, particularly for visual and auditory learners. Furthermore, the accessibility of educational videos on YouTube makes it a viable option for students to receive useful material for learning purposes, whether at home or in a classroom setting. The significant influence of YouTube on learning resource acquisition could be attributed to several factors. Firstly, YouTube offers a vast array of educational content across numerous subjects, allowing students to find resources tailored to their specific learning needs. Secondly, the platform's features such as pausing, rewinding, and replaying videos enable students to learn at their own pace, reinforcing understanding of complex topics. Moreover, as highlighted by Chitra (2021), YouTube's role in education extends beyond just providing information. Their study using the Extended Information Adoption Model (IAM) with machine learning predictions found that academic achievement is positively influenced by the information adoption of YouTube as a learning tool. This underscores the platform's potential to support students' academic goals in diverse linguistic settings.

Instagram and Acquisition of Learning Resources

The results in Table 3 reveals that Instagram does not significantly influence the acquisition of learning resources among undergraduates in the University of Uyo. This aligns with the concerns raised by Masroma, Busalim, Griffiths, Asadi, and Ali (2023) about the potential negative impacts of heavy Instagram usage on academic outcomes. Their research linked Instagram overuse to negative academic outcomes, emphasizing the risks of relying too heavily on Instagram for educational purposes. They discovered that while Instagram can be enjoyable and socially rewarding, it may also encourage users to escape from reality, which was the strongest indicator of overuse linked to negative academic outcomes.

This finding is at variance with the observation of Erarslan (2019) who noted that Instagram is the most frequently used social media platform among university students for educational purposes and that the platform's interactive and visual features were thought to contribute significantly to language learning and other educational activities. It is at variance with the opinion of Salomon (2013) who noted that Instagram has facilitated more successful engagement in teaching and learning than other social networks, underscoring the platform's reach among a young, urban, and diverse demographic.

The non-significant result in this study suggests that while Instagram may be widely used among students, its impact on the acquisition of learning resources may be limited or variable. This could be due to several factors. Firstly, the platform's focus on visual content and brief captions may not always align with the depth required for academic resource acquisition. The tendency to present information in a concise, visually appealing format may not be suitable for in-depth academic exploration. Secondly, the social aspects of Instagram, such as the pursuit of likes and comments, can interfere with educational goals. The pressure to gain social approval may divert attention from learning to networking, thus diminishing the educational benefits of the platform. This aligns with the concerns raised in the literature about the potential for distraction and superficial engagement on social media platforms. Moreover, the non-significant result might reflect a lack of structured educational use of Instagram within the university context. Without proper guidance on how to leverage the platform for learning, students may primarily use Instagram for social purposes rather than as a tool for acquiring learning resources.

Tiktok and Acquisition of Learning Resources

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The results in Table 4 shows that TikTok significantly influences the acquisition of learning resources among undergraduates in the University of Uyo. This finding aligns with the observation of Johnson and Lee (2021) who established that TikTok has emerged as a powerful tool for microlearning, delivering content in small, specific bursts. The concept of microlearning through TikTok has been evaluated for its uses and potential in higher education, particularly in the context of promoting quality learning through microlearning environments. It also supports the work of Smith et al. (2022) who highlighted that the platform's ability to support high-quality learning by enhancing competence acquisition and collaborative work. For instance, an initiative to disseminate content through TikTok in nursing courses showed high levels of student engagement and satisfaction, as well as acceptance of the technology. This underscores the potential of TikTok to facilitate not only engagement but also the integration of new forms of learning into students' everyday lives.

The significant influence of TikTok on learning resource acquisition could be attributed to several factors which include the platform's short-form video format aligns well with the concept of microlearning, which can be particularly effective for certain types of content. This format allows for quick, digestible pieces of information that can be easily consumed and retained by students. Secondly, TikTok's popularity among young users may make it a more engaging and accessible platform for educational content compared to traditional resources.

Facebook and Acquisition of Learning Resources

The results in Table 5 reveals that Facebook significantly influences the acquisition of learning resources among undergraduates in the University of Uyo. This finding aligns with the findings of Duncan and Barczyk (2022) who found that students enrolled in Facebook-enhanced business courses experienced a more positive sense of community, learning, and connectedness compared to those in non-Facebook-enhanced courses. The platform's ability to foster a supportive learning environment that extends beyond the physical classroom may contribute to its significant influence on learning resource acquisition.

The significant influence of Facebook on learning resource acquisition could be attributed to several factors. Firstly, Facebook's ubiquity in the lives of undergraduates has led to its adoption as a tool for higher education courses. Its widespread acceptance among "digital natives" has transformed it into a platform that not only facilitates social interaction but also serves as a repository and conduit for educational materials. Secondly, Facebook's features such

as groups, pages, and the ability to share various types of content (text, images, videos, links) make it a versatile platform for sharing and accessing learning resources.

WhatsApp and Acquisition of Learning Resources

The results in Table 6 shows that WhatsApp significantly influences the acquisition of learning resources among undergraduates in the University of Uyo. The finding aligns with those of Lee, Chern, and Azmir (2023) who noted that WhatsApp is extensively used for social and educational purposes due to its perceived ease of use and usefulness in enhancing academic performance and fostering team collaboration. Chitanana (2023) indicated that WhatsApp groups can significantly influence the academic choices of undergraduates, which is consistent with the current finding. The ease of sharing and accessing learning materials through the app often leads students to rely on it as a primary source of information. This reliance is particularly noticeable among students who are highly attuned to the convenience and efficiency that WhatsApp provides. The platform's ability to facilitate the exchange of information and promote collaborative learning seems to be reflected in this study's results. The significant influence of WhatsApp on learning resource acquisition could be attributed to its increasing use as a collaborative learning tool in higher education is attributed to its popularity and potential to support teaching and learning processes. Its mobile nature allows for easy and quick sharing of various types of content, including text, images, videos, and documents, making it a versatile platform for exchanging learning resources.

Conclusion

The study has shown that social media handles have varying degrees of influence on the acquisition of learning resources among undergraduates in the University of Uyo. This means that the use of different social media platforms affects students' ability to access and utilize educational materials differently.

Recommendations

Based on the findings of this study, the following recommendations are proposed:

1. Integration of effective social media platforms: Educational institutions, particularly the University of Uyo, should consider integrating YouTube, TikTok, Facebook, and WhatsApp into their teaching and learning strategies. This could involve creating official channels or groups for sharing educational content and resources.

2. Digital literacy programs should be implemented to help students effectively navigate social media platforms for academic purposes.
3. Guidelines for social media should be developed for the use of social media in academic contexts.
4. Faculty training should be provided for faculty members on how to effectively leverage social media platforms in their teaching. This could include creating engaging educational content for platforms like YouTube and TikTok.

COMPETING INTERESTS DISCLAIMER:

Authors have declared that they have no known competing financial interests OR non-financial interests OR personal relationships that could have appeared to influence the work reported in this paper.

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