Influence of Psychosocial Characteristics on Social Media Usage among Continuing Education Learners (Cels) in Kwara State University, Malete, Nigeria

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Abstrak

Sejalan dengan semakin maraknya penggunaan/adopsi media sosial ke dalam proses belajar mengajar, penelitian ini dilakukan untuk memahami karakteristik psiko-sosial peserta didik pendidikan lanjutan dan pengaruhnya terhadap media sosial mereka. Pendekatan desain penelitian kuantitatif menggunakan formulir Google online dengan 388 peserta diadopsi. Statistik deskriptif, uji-t dan ANOVA digunakan. Hasil penelitian menunjukkan bahwa sebagian besar siswa menggunakan Facebook sebagai platform media sosial utama mereka untuk terhubung dengan teman dan keluarga bersama dengan WhatsApp, Twitter, dan Instagram. Selain itu, penelitian ini mengungkapkan bahwa pelajar dengan konsep diri dan status sosial ekonomi yang lebih tinggi lebih cenderung menggunakan media sosial di kalangan CEL. Diyakini bahwa pengetahuan tentang karakteristik psikososial CELs dalam penggunaan media sosial mereka akan menginformasikan perencanaan, desain, dan implementasi kurikulum yang dipesan lebih dahulu dan bertujuan yang mengoptimalkan pencapaian tujuan pembelajaran untuk kelas siswa yang berbeda berdasarkan perbedaan psiko-sosial mereka.

Abstract

In line with the growing incursion/adoption of social media into teaching and learning, this study was conducted to understand continuing education learners' psycho-social characteristics and its influence on their social media. A quantitative research design approach using online Google form with 388 participants was adopted. Descriptive statistics, t-test and ANOVA were used. Results revealed that the students mostly used Facebook as their major social media platform for connecting with friends and family along with WhatsApp, Twitter, and Instagram. In addition, the study revealed that learners with higher self-concept and socio-economic status are more inclined to social media usage among CELs. It is believed that the knowledge of psychosocial characteristics of CELs on their usage of social media will inform a bespoke and purposeful curriculum planning, design and implementation that optimizes the achievement of the learning objectives for different class of the students based on their psycho-social differences.

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INTRODUCTION

Learning is as old as man and education has overtime proven to be an invaluable tool, that its importance cannot be overemphasized. The quest for an alternative platform for higher continuing education has been on the increase in Nigeria (Egunyomi, 2009; Egenti & Omoruyi, 2011). This is because continuing education as an important adult education programme provides a flexible learning arrangement for continuing education learners. Continuing Education is essentially a part-time rather than a full-time learning activity (Hussain, et al. 2013) which is tailored to meet the specific needs of learners. One of such needs is bridging the dichotomy between holders of Higher National Diploma (HND) and University Degree which the employers of labour and the society have created. The discrimination wherein degree holders are placed a notch higher than higher diploma holders is so pronounced that holders of HND feel inferior and worried that their colleagues hold university degrees and their employers do not avail them the same opportunities. This situation breeds low self-esteem, dampened morale, and affects productivity of the workers.

Alluding to this situation, Okoli (2020) remarks that HND holders in Nigeria are not at par with B.Sc. or B.A. holders in most ministries and parastatals, especially at job progression where HND holders are placed on the ceiling of salary Grade Level 13 while their university counterpart can go as high as to the peak. The discrimination is also negatively affecting the admission process for postgraduate degrees of holders of Higher National Diploma (HND) in Nigeria. Stressing this scenario, Okoli (2020) argued that it is also evident that Nigerian's universities do not accept HND as one of the entry qualifications into master's degree unless it is backed up by Post Graduate Diploma (PGD), while first degree is accepted for direct entry to study Second Degree programmes. Similarly, an HND holder cannot rise to the level of Permanent Secretary in most Ministries until his/her qualification is supported by a Post Graduate Diploma.

Universities in Nigeria have risen to the occasion in providing a remedy for the holders of HNDs through the various part-time degree programmes offered at the Continuing Education Centres (CEEs). In Kwara State University, Malete (KWASU), the programme is called 'Top Up Degree' and/ or 'HND Conversion Programme' and it is housed by the University Centre for Professional Studies and Continuing Education. The KWASU HND Conversion programme aims to address the dichotomy between B.Sc. and HND certificate holders. The major focus is to provide a level playing field, by way of a bachelor's degree programme, to HND holders determined to beat discriminations in the world of work. This programme also provides a platform on which a university degree holder, hitherto dissatisfied with his/her class of degree, could "top up" and come out better. In the same vein, a holder of a University degree who may wish to cross into other related disciplines is afforded the opportunity through this programme. Social media is one of the channels adopted by the KWASU-CELs programmes for communication between the teachers, students and among the students as an emergent avenue for communication in education (Froment et al., 2017), thus, assuming a critical role in the process within the programme.

Social media has been defined in different breath by different research interests. However, the definition by Lin, Sidani, Shensa et al. (2016) as a set of internet-based application that allows the creation and exchange of user-generated contents and the applications, make connections with friends, family, classmates, customers, and clients much easier is apt and relevant in this context. Researchers, Subair, et al. (2019) asserted that social media has impacted significantly on students both in their academic and social life as a means of making connections for various purposes. It is becoming more relevant as a valuable educational resource across contexts (Kumar & Nanda, 2020). In addition, social media are seen as technologies that amplifies the social aspects of the internet for communication, collaboration and creative expression (Dabbagh & Kitsantis, 2012).

The use of social media by the KWASU Centre for Professional Studies and Continuing Education in its mandate is borne out of its importance, usefulness, and popularity among different spectrums of the society particularly youths and adults who form the majority of their learners. Despite its emergence as an important communicative tool in higher education, in the context of remedial higher education programs, much is unknown, and certain questions are not clear. Therefore, this paper seeks to unravel the types of social media used by the learners. The frequency at which the learners used social media? And the purposes for which the learners use social media? And to understand how they differ in their social media usage? Despite these concerns, research have shown that What-

Figure 1 Conceptual framework of the study.
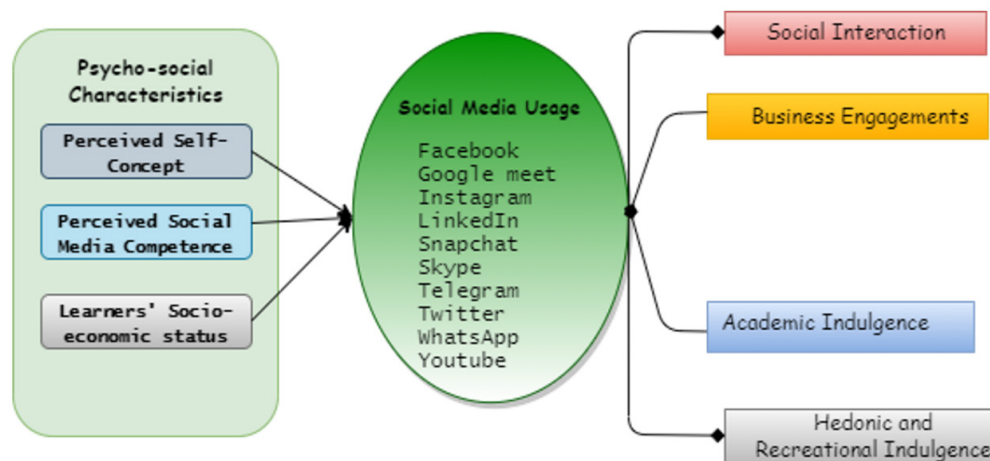
sApp, Facebook, Instagram, YouTube, Twitter, LinkedIn, Google Plus, Snapchat, and Skype are the most popular social media usage among continuing education learners in Nigeria (Oyeboade, 2017; Subair, et al., 2019; Busari & Olawumi, 2019).

Additionally, there is scarcity of literature that addresses these questions, despite the growing acceptance and benefits of social media in advancing knowledge economy. Boateng and Amankwaa (2016) noted that social media promotes knowledge construction in teaching and learning. Social media is used to keep meaningful connections with friends, family, work, and life generally (Grande, 2015). Mostly, learners use it for social interaction (Forgays, et al., 2014), information gathering, and spend approximately four hours per day engaged in social media use (David, Roberts & Christenson, 2017) for their own benefits.

The extent to which continuing education learners (CELs) use social media platforms in Nigeria is reported to differ among the learners and is influenced by several factors (Osazee-Odia, 2017). Factors such as the accessibility to internet, and mobile media (Dube, 2012; Bennett, 2013); psychological characteristics, such as social competence (Ohannessian, 2014; Yang & Brown, 2015; Osazee-Odia, 2017; Zhu, et al., 2018); self-concept (Othman, Apandi & Ngah, 2016; Busari & Olawumi, 2019), socio-economic status (Khan, et al., 2016; Oyeboade, 2017) as well as the purpose for which people use social media (Grande, 2015; Osazee-Odia, 2017; Subair, Adebola & Yahya, 2019). These psychosocial factors put are described in this study as the CELs' psychological and social configuration that tends to affect their disposition to learning. These in-

clude the social competence, self-concept, and socio-economic status of the CELs in KWASU. The result is intended to provide added empirical evidence to the growing body of knowledge on social media usage in a CELs Nigerian/developing context. This evidence might help inform the decision makers of CELs curriculum and consider learners' psychosocial characteristics to optimize the opportunities for satisfying their learning expectations. Against this backdrop, this study seeks to examine the influence of psychosocial characteristics on the usage of social media among continuing education learners in Kwara State University, Malete, Nigeria.

This study was hinged on self-efficacy theory linked to the work of Bandura (1977) and self-concept theory of Robson (1988). *Self-efficacy theory* is about a person's competence to perform certain functions. The theory is based on the belief that people do certain things more and more when they have confidence about their capacity. According to Bandura (1994), people's belief about their competence to produce desired levels of performance that has impact over their affairs is called perceived self-efficacy. In a similar vein, drawing from Bandura (1977) and Hocevar et al., (2014) works, Zhu, et al., (2018), see social media self-efficacy as a person's beliefs about his capacities to perform expected functions within social media environment. The relevance of this theory to the study is that continuing education learners perceived social media competence may influence their usage of social media.

Self-concept theory is a theory that deals with picture one has about oneself (Habeeb, 2017). It involves one's picture about thoughts, feelings, and judgments (Bong & Clark, 1999). According to Habeeb (2017), self-concept theo-

ry is significant in predicting people's behavior in various aspects of their lives, family, social, school, etc. The relevance of self-concept theory to this study is that since one's self-concept is an important predictive factor to one's behaviour as argued by Habeeb (2017), it is not out of place to see how perceived self-concept of continuing education learners influence their usage of social media. This study examined the influence of psychosocial characteristics (social media competence, self-concept, and socio-economic status) of continuing education learners on their social media usage. From the Figure 1 social media usage was dependent variable and psychosocial characteristics being independent variables.

The use of social media is found to be a routine among different levels of learners (Busari & Olawumi, 2019). For example, Continuing Education Learners (CELs) spend an average of 2-3 hours daily on social media (Subair, et al., 2019; Oche, et al., 2019), and their purposes of social media usage include: socialization, information, academic, business, and entertainment (Oyeboade, 2017; Subair, et al., 2019; Oche, et al., 2019; Busari & Olwumi, 2019). The study of Othman, et al. (2016) revealed that the average time spent daily on online with social media network by undergraduate learners was quite high up to 8 hours per day. Although the rising use of the internet/social media by continuing education learners is apparent (Grande, 2015; Pew Research Centre, 2015; Ibidapo, 2016; Kazeem, 2016; Pew Research Centre, 2017; David, Roberts, & Christenson, 2017; Subair, et al., 2019), some learners tend to use it more often than others or not at all (Zickhur & Madden, 2012). The extent of usage of social media is believed to be differed and influenced by some factors including psychosocial features (social competence, self-concept, and socio-economic status) of users (Osazee-Odia, 2017) of users.

Social competence is referred to as skillful social behaviour which is linked with the construct of social efficacy (Bandura, 1977). It measures how users of social media see their effectiveness in social interaction with their peers or any other person they meet on an online platform (Heim, et al., 2007). In the context of social media usage, it is defined as an individual's capacity to use social media appropriately as a means to send messages, engage with others, and encourage conversation and participation in a community (Alber, et al., 2015). The use of social media by students is influenced by the user's social media competence (Zhu, et al., 2018). The

study of Jenkins (2006) revealed that social media competence enables a social media user to filter through social media content and extract the appropriate meanings, instead of merely absorbing information. Similarly, Gillin (2009), reported that college students are more prone to go astray in an information society without social media competence. In the study of Desjarlais and Willoughby (2010) social competence moderates the relationship between internet or technology use and psychosocial well-being. Corroborating the findings of the earlier studies the Ohannessian longitudinal study (2014) on the relationship between media use and self-competence during adolescence revealed that adolescent self-competence consistently predicted media usage. It is indeed a crucial factor in understanding social network sites use (Yang & Brown (2015)).

Self-concept is referred to how individual continuing education learners judge their confidence in the more general domains of life, such as academic competence (assessing how well learners believe they are performing at school and how quickly they can complete their academic work); social acceptance (assessing how popular learners feel themselves to be and if they believe that they have a lot of friends and colleagues) (Heim, et al., 2007). This is understood in the context of self-concept theory developed by Robson (1988). Some studies (Othman, et al., 2016) have reported how self-concept influences social media usage. For example, the results of correlation test conducted by Othman, et al. (2016) showed there were significant relationships between the social media usage and self-concept variables.

Similarly, the result obtained by Busari and Olawumi (2019) shows reported that self-esteem positively correlated with social media usage. In contrast, Jan, et al., (2017) reported negative relationship between self-esteem and social media usage. Sari, Siswadi and Sriati (2018) examined use of social media with self-concept and social adjustment of adolescents at SMPN 2 Singingi Hilir Riau. Results showed that majority of adolescent who use social media at SMPN 2 is low; most of them have positive self-concept and are quite good in social adjustment. The result of the correlation analysis shows that variables of social media usage have weak relationship between self-concept variable and social adjustment variable. Based on result of canonic analysis, self-concept is a dominant factor in case in social media relation.

In this study, socio-economic status is

measured in terms of occupational, education-al, income, and expenditure status of individuals was also based on socio-economic status as a critical intervention variable in social media utilization (Khan, et al., 2016; Oyeboade, 2017). Oyeboade (2017) conducted a study on the socio-economic status, peer pressure and use of social media by undergraduates in the University of Ibadan, Nigeria. The findings show that socio-economic status has significant relationship with use of social media; peer pressure significantly has relationship with use of social media; socio-economic status and peer pressure jointly and significantly influence the use of social media by the undergraduate students; and socio-economic status and peer pressure has joint effect on use of social media by the undergraduate students. Socio-economic status that contributes more to the undergraduates' use of social media include: parental occupation, parental educational qualification, among others.

Khan, Rahman and Qazi (2016) investigated the relationship between internet usage, socioeconomic status, subjective health and social status. The findings of the survey report a higher use of internet among young people as compared to aged people. Furthermore, higher income class within the sample is found to be a major user of internet, and having an online job increases the internet usage hours by manifolds. In addition, the findings of the study also depict that youngsters are more inclined towards the use of social websites which is also a source of social satisfaction for its users.

The review of literature shows that there have been different studies (Alber, et al, 2015; Othman, et al, 2016; Khan, et al, 2016; Oyeboade, 2017; Zhu, et al, 2018) carried out on the factors influencing the extent of usage of social media by continuing education learners. However, there is a paucity of literature that focused on the psychological and social characteristics of CELs in Nigeria. It is on this gap in literature that it became imperative to examine the extent to which continuing education learners (CELs) in KWASU differed in the use of social media based on their psychosocial characteristics. The study sought to answer the following research questions, (1) what are the types of social media used by continuing education learners in Kwara State University, Malete, Nigeria, (2) what are the purposes for which social media is used by the CELs, and (3) the differences among the CELs on using the social media. Regarding the main topic of this research, this article will contribute to the field of educational technology, specifically related to the use of social media as the learning media.

METHOD

A quantitative research design using descriptive survey was employed in this study to describe the types, frequency and purposes of social media usage among continuing education learners, as well as to examine how continuing education learners differ in their usage of social media usage based on their psychosocial characteristics in KWASU. Specifically, hypotheses as: (1) there is no significant difference in social media usage among continuing education learners based on their social competence, (2) there is no significant difference in social media usage among continuing education learners based on their self-concept, and (3) there is no significant difference in social media usage among continuing education learners based on their socio-economic status were raised. Descriptive survey is deemed appropriate based on the focus and the objectives of the study to obtain data on the opinion and views of a subset of the population (Fowler, 2008; Creswell, 2014).

Social Media Usage and Psychosocial Characteristics Scale (SMUPCS) was used for data collection. The Scale was adapted from previous validated instruments (Ohannessian, 2014; Oche et al., 2019; Subair, et al., 2019; Zhu, et al., 2018; Robson, 1988). The instrument was validated by the experts in Instructional Technology and Continuing Education at Faculty of Education and Extension Services, Usmanu Danfodiyo University, Sokoto, Nigeria. The experts made their observations regarding the contents and item construction. Subsequently, the observations were incorporated before the instrument was trial tested for its reliability at another University that has similar characteristics of the study sample.

The scale included demographic profile of the respondents in terms of age, gender, marital status, and academic level of continuing education learners. In addition, the instrument has a component that measures the **social media usage** of the respondents in terms of the types, frequency of usage, and purpose of the social media usage with 14 items. The response scale was 1 = none, 2 = less than one hour, 3 = about one hour, 4 = about 2 hours, 5 = about three hours, and 6 = 4 or more hours. This component was adapted from the studies of (Ohannessian, 2014; Oche et

al., 2019; Subair, et al., 2019) with their validity and reliability coefficients established. In the present sample, Cronbach alpha coefficient was found to be 0.731.

Another sub-component of the Scale (SMUPCS) measures **Social Media Competence**, an adapted version of Zhu, et al. (2018) Social Media Competence Scale has 8 items of four (4) dimensions: technical usability, content interpretation, content generation and anticipatory reflection. The subcomponent is presented in a five-point likert scale of 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree. Prior study (Zhu, et al., 2018) has supported its validity and reliability. In the present study, Cronbach alpha coefficient was found to be 0.753. The Scale is classified as follows: High Perceived Social Competence (26 -40), Moderate Perceived Social Competence (14-25) and Low Perceived Social Competence (8 - 13).

Self-Concept Scale adapted from a self-report scale measuring self-concept (Robson, 1988) formed another subcomponent in the SMUPCS used to measure the self-concept of the respondents. It has items such as "I have control over my life," "I feel emotionally mature," "I can like myself even if others don't" measure in 5 likert scale of strongly disagree, disagree, neutral, agree and strongly agree. The items are based on five (5) components of self-esteem, adapted from Robson (1988). It is interpreted as High Self-concept (18 – 35) and Low Self-concept (7 – 17). This scale has a good reliability and validity (Habeeb, 2017). In the present study, Cronbach alpha coefficient was found to be 0.522.

Socio-economic status scale is another subcomponent in the SMUPCS used to measure the socio-economic status of the respondents. This scale was developed by the researchers. It has items that revolve around occupation, monthly personal income and monthly expenditure of the respondents. A high score of (8- 15) was interpreted as high socio-economic status while a low score of (3 – 7) represents low socio-economic status. The Cronbach alpha reliability coefficient was to found to be 0.630. The general Cronbach alpha reliability coefficient of the instrument, Social Media Usage and Psychosocial Characteristics Scale (SMUPCS) was found to be 0.784. According to Hinton, Brownlow, McMurvay, and Cozens (2004), a reliability coefficient range between 0.70 – 0.90 is high and the instrument is highly reliable. This means that the SMUPCS was reliable.

The data were collected through the use of the Social Media Usage and Psychosocial Characteristics Scale (SMUPCS) prepared on Goggle Form and administered through the snowballing method otherwise referred to as network sampling (Apuke et al., 2020) between October to December 2020. The researchers sought the consent of the participants before sending them the web link to the survey through the learners' WhatsApp groups with the help of eleven (11) Coordinators of the various programs run by the Centre. The coordinators were briefed about the study and they agreed to serve as research assistants. Constant reminders were sent to the respondents in order to stimulate their effective and timely participation. By the middle of December, precisely on 16th December 2020, 386 participants had responded to the survey which was found to be above the recommended sample size of 299 using the Raosoft sample size calculator, at 95% confidence level. The response collection was locked from the backend of the survey having attained 386 responses, which were good enough to yield reliable research findings/outcomes. Moreover, compared to random sampling technique, online sampling technique is cost effective and has no geographical limitations (Baltar& Brunet, 2012).

Descriptive statistics of frequency and percentages were used to analyze the demographic data and the responses to the research questions. While the hypotheses were analyzed using the independent t-test and analysis of variance (ANOVA) on the IBM SPSS statistical analysis software version20.Details of the results are discussed in the subsequent section.

RESULT AND DISCUSSION

The socio-demographic characteristics of the respondents are depicted in Table 1.

Table 1 shows that most of the respondents 86.0% (332) were males and only 14.0% (54) of them were females. This shows that majority of respondents were male. It is also noted in Table 1 that the high-est number of respondents 76.7% (296) were between 31-40 years while 16.6% (64) of respondents were be-tween 21-30 years and 6.7% (26) of respondents were between 41 years and above. However, 22.5% (87) of respondents were single, 71.0% (274) of respondents were married while 4.4% (17) of respondents were divorce and 2.1% (8) of respondents were widowed. This implies that majority of respondents were married.

Table 1 Socio-demographic data of the respondents

Variable	Frequency	Percentage (%)
Gender		
Male	332	86.0%
Female	54	14.0%
Total	**386**	**100**
Age		
21- 30 years	64	16.6%
31- 40 years	296	76.7%
41 years and above	26	6.7%
Total	**386**	**100**
Marital Status		
Single	87	22.5%
Married	274	71.0%
Divorce	17	4.4%
Widowed	08	2.1%
Total	**386**	**100**
Level		
200 level	81	21.0%
300 level	210	54.4%
400 level	95	24.6%
Total	**386**	**100**
Social Competence		
High	194	50.3%
Moderate	138	35.8%
Low	54	13.9%
Total	**386**	**100**
Self-Concept		
High Self-concept	307	79.5%
Low Self-concept	79	20.5%
Total	**386**	**100**
Socio-economic Status		
High	153	39.6%
Low	233	60.4%
Total	**386**	**100**

Table 1 also reveals that 21.0% (81) of the respondents were in 200 level while 54.4% (210) of re-spondents were in 300 level and 24.6% (95) respondents were in 400 level. This depicts that more than half of the respondents were in 300 level. Table 1 equally shows that majority of the respondents 50.3% (194) were classified to have high social competence, 35.8% (138) of them have moderate social competence and 13.9% (54) have low social competence. On the issue of self-concept, the scores of the respondents indicat-

ed that majority of the respondents' self-concept 79.5% (307) was seen to be high while only 20.5% (79) self-concept was found to be low.

A. The Types of social media Used by Continuing Education Learners and Its Purposes

This section will reveal our finding related to the various types of social media used by continuing learners and its purposes. Figure 2 suggests the types and frequency of social media usage among continu-ing education learners in KWASU.

In research conducted by Orusha *et al.* (2012),Figure 2 shows the types and frequency of social media usage among CELs. The results revealed that Facebook is the most used social network among the CELs with most of the learners 85% (328) spending between two to four hours on the platforms. This is followed by WhatsApp where 61.7 (238) of the learners spending between two to four hours on the platform. While Twitter can be ranked to be the next frequently) used among the learners as 30.9% (119) of the learners spend two to four hours on the platform. Figure 2 further reveals that Telegram is the least type the of social media used by CELs as only 8% (32) of the learners spend two to four hours on platform.

Moreover, figure 3 below depicts the varieties of the social media purposes by the CELs.

On the purpose of social media usage, 46(14.5%) of respondents never use social media for social interaction, 73(18.9%) of respondents sometime use social media for social interaction while 257(66.6%) of respondents always use social media for social media interaction. This indicates that highest number of Continuing Education Learners in Kwara State University is purposely using social media for social interaction. Figure 3 also shows that 198(51.3%) of respondents never use social media for business opportunities while 56(14.5%) of respondents sometime use social media for business opportunities and 106(27.5%) of respondents always using social media for business opportunities. This depicts that more than half of the respondents were not using social media for business opportunities.

Moreover, 21.8% (N= 84) of respondents never use social media for academic activities while 65(16.8%) of respondents sometime using social media for academic activities and 61.4% (N= 237) of respondents always using social media for academic activities. It is observed that

Table 2 ANOVA summary of social media usage based on social competence of CELs

Usage of Social Media	Sum of Square	Df	Mean Square	F-value	Sig.
Between Groups	680.586	2	340.293		
Within Groups	51954.284	383	135.651	2.509	.083
Total	**52634.870**	**385**			

Table 3 Summary of the independent sample t-test on the differences in social media usage based on self-concept of CELs (N=388)

Variable	N	Mean	Std. Deviation	df	t-value	P-value
High Self-concept	307	18.30	11.94			
Low Self-concept	79	10.37	8.03	384	5.582	0.03
Total	**386**					

Table 4 Summary of the independent sample t-test on the differences in social media usage based on socio-economic status of CELs (N=388)

Variable	N	Mean	Std. Deviation	df	t-value	P-value
High Socio-economic	153	17.33	3.19			
Low Socio-economic	233	16.24	14.82	384	0.898	0.00
Total	**386**					

Table 5 Summary of the independent sample t-test on the differences in social media usage based on socio-economic status of CELs (N=388)

Variable	N	Mean	Std. Deviation	df	t-value	P-value
High Socio-economic	153	17.33	3.19			
Low Socio-economic	233	16.24	14.82	384	0.898	0.00
Total	**386**					

more than half of the respondents were using social media for academic activities. Conclusively, 48(12.4%) of respondents never use social media for entertainment and sporting activities while 137(41.0%) of respondents sometime use social media for entertainment and sporting activities and 201(52.1%) of respondents always use social media for entertainment and sporting activities. This implies that more than half of the respondents using social media for entertainment and sporting activities.

B. The Differences Among the CELs on Using social media

In this part we try to elucidate the differences among the CELs on using social media according to their social competence, self-concept, and socio-economic status. In order to count the differences according to the CELs' social competence we make a hypothetical statement (Ho1) that there is no significant difference in social media usage among continuing education learners based on their social competence.

Table 2 shows the test for statistical differences amongst the groups based on social competence. From the Table 2, the significance value of the groups is p = 0.083, which is above the common significance value of p <0.05. Thus, we fail to reject the null hypothesis. This implies that there is no a statistically difference in the social media usage of CELs based on their social competence.

Afterwards, as a means to answer what is the difference among the CELs according to their self-concept, we also pose a hypothetical statement (H_{02}) that there is no significant difference in social media usage among continuing education learners based on their self-concept.

In this regard, table 3 shows that on average, that high self-concept CELs social media usage is higher (X = 18.30) compared to the low self-concept CELs social media usage (X = 10.37). This difference was significant at t-value (5.582), p (0.03) < .05 significant level at 384 degrees of freedom. Thus, the null hypothesis that states there is no significant in social media usage

Figure 2 Types and Frequency of social media usage among CELs in KWASU

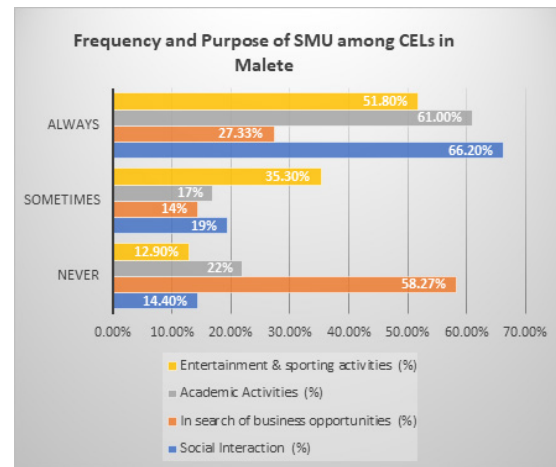**Figure 3** Statistics of SMU and purposes for it is used
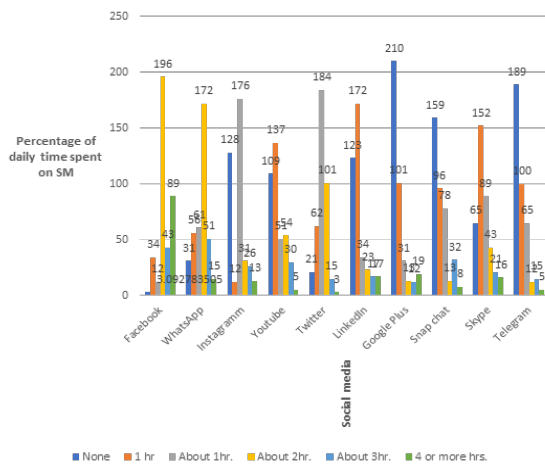
among continuing education learners based on their self-concept is rejected. Hence, there is a significant difference in social media usage among continuing education learners based on their self-concept and the difference is in favour of those learners that have high self-concept. This shows that high self-concept learners used social media more than low self-concept learners in Kwara State University, Malete.

Moreover, on answering the third sub-question about the differences among the CELs on social media usage according to their socio-economic status we make a hypothetical statement (H_{o3}) that there is no significant difference in social media usage among continuing education learners based on their socio-economic status.

Table 4 shows that on average, that high socio-economic CELs social media usage is higher (X = 17.33) compared to the low socio-economic CELs social media usage (X = 16.24). This difference was signifi-cant at t-value (0.898.582), p (0.00) < .05 significant level at 384 degrees of freedom. Thus, the null hypoth-esis that states there is no significant in social media usage among continuing education learners based on their socio-economic status is rejected. Hence, there is significant difference in social media usage among continuing education learners based on their socio-economic status and the difference is in favour of those learners that have high socio-economic. This shows that high socio-economic status learners used social media more than low socio-economic status learners in Kwara State University, Malete, Nigeria.

C. Discussion

Stemming from the preponderance of studies on social media in conventional higher education contexts as inferred from review of related literature, this study focused on the con-tinuing education learners of the Kwara State University Malete in Nigeria as a case study to understand how the psycho-social characteris-tics of the learners influence their social media usage, the purposes for which the students use the different social media platforms at their dis-posal, and the time spent on the different plat-forms based on the students reports. The study sought to add this perspective to the growing body of research on social media and to fill the gap on the paucity of research in the domain of remedial higher education learners.

The demographics of the students show that about three-quarter of the learners were fall between the age range of 31- to-40 years, suggesting they fall within the baby boomer's generation(Rosen et al., 2013) and may not be as 'technologically savvy' as the millennial (people born after 1980). Also, most of the respondents were in the 3rd year of their study. In terms of the frequency and type of social media usage the results revealed that Facebook is the most used social network among the CELs with most of the learners spending between two to four hours on the platforms. This is followed by WhatsApp and Twitter. Furthermore, this outcome reinforces the assertion that Facebook affordances, its ease of application, enabling social connection, blog-ging, sharing, and tagging makes it the most subscribed social media in the world. As of 2018,

Figure 4 Projected Number of Smartphone users in Nigeria 2014-2025. (Source: Statista 2019)
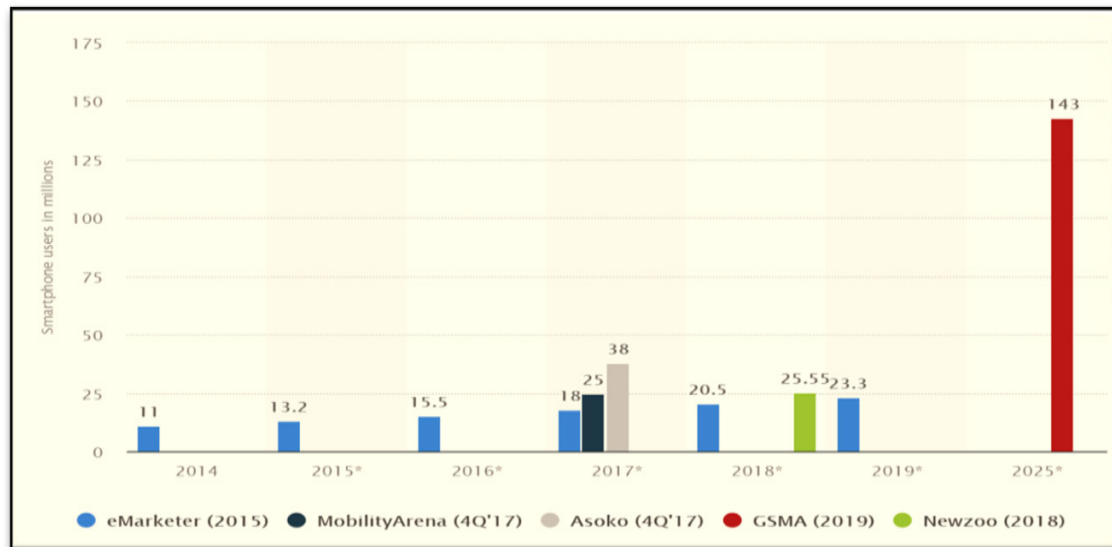
there are over 2 billion Facebook users across the globe (Statista, 2018).

Also, Facebook ability for instantaneous messaging, voice note, and video sharing functionalities makes it the most subscribed social network among the younger generation of students in higher education (Kumar and Nanda, 2020). Based on these results we may infer that Facebook usage has become significant part of the daily lives of continuing education learners, specifically in KWASU, Nigeria. The Statista (2017) reported that young students across the world spend 223 minutes of their daily lives on social media while the CEL learners in Malete about 74% of them reported spending up to an average of 240 minutes of their time on social media. Potentially, social media is an efficient tool.

In regard to the purposes for which the learners used social media, the results show that most of the learners reported using social media more for interaction than for academic purposes. Followed by academic activities and entertainment, the least purpose for which the learners used social media was for seeking business opportunities. The outcome is encouraging given that studies have reported that learners seldom used social media for academic activities. Kumar & Nanda, (2020) argued that students dedicate more time on social media than studying. Nonetheless, since they use it for interaction amongst themselves, it may be inferred that they also use it informally, albeit unconsciously for academic collaboration, and sharing of learning contents. The findings also support the argument that

since social media was not primarily made for teaching and learning, institutions and curriculum developers can leverage on its ubiquity, mobility, and penetration into the education process to enhance interaction within the system, among academics, students, and other relevant stake holders in the system (Dyson,Vickers, Turtle, Cowan, & Tassone, 2015). The present study contradicts the findings of Subair et al., (2019) and Oche et al., (2019) who reported that continuing education learners spend an average of 2 to 3hrs of their daily lives on social media. But aligns with the authors findings in respect of the type of social media and purpose for which they used the media.

In terms of the use of social media among the CELs and their differences according to social competence, the result showed no significant differences. This outcome may not be far-fetched given that mobile phone, smartphones, or mobile technologies have become pervasive and common place across the world and the growth is phenomenal in Nigeria (Statista, 2019). Social media is becoming more synonymous with mobile technologies and smartphones. In a recent statistic, (Statistica, 2019) there are 40 million mobile phone users in Nigeria and it wasprojected that this growth will escalate to about 145 million by 2025 (Statistica, 2019; refer to Figure 4). Given this growth, it may be safe to say that most higher education students are potential smartphone owners and are likely to feel confident and express competence in social media usage. Additionally, Nigeria is the most populous and the biggest economy in Africa (O'Dea, 2021) with the largest social media followers in the

continent. Relatively, the study aligns with the study by Desjarlais and Willoughby (2010) who found that self-competence determines IT usage and psychosocial well-being. Also, the studies by Ohannessian (2014); and Zhu et al., (2018) have similar findings. In this regard, more research is needed to have more understanding of the role of social competence on learners' social media usage in a remedial higher education context.

Regarding learners' self-concept and so-cial media usage in the study context, the results revealed that majority of the learners possessed high self-concept. And the learners with higher perception of self-concept used more of the so-cial media for interaction and for academic ac-tivities within the study. Since self-concept is about innate drive, motivation, and self-efficacy (Bong & Clark,1999; Habeeb, 2017) one prob-able reason that may be advanced for this out-come is that students who feel confident about the use of technologies in their interactions and daily engagements in the school are more dis-posed to use social media. Thus, confirming the proposition that individual self-concept shapes and defines individual behaviours. It is impor-tant therefore that the managers and curriculum designers of the continuing education program factor these variables into the design of the cur-ricula. This result corroborates the findings of Grande, 2015; Habeeb, 2017; Osazee-Odia, 2017; Busari & Olawumi, 2019).

Concerning socio-economic status and social media usage, the results show that there is significant difference in social media usage among continuing education learners based on their socio-economic status. Consequently, learners with high socio-economic background had the most significant score in the use of so-cial media. This outcome is not surprising given that the relationship between socio-economic variable, educational, geographical location and wealth acquisition has been well established and documented in the literature and in different contexts (Sudiapermana &Muslikhah, 2020). For instance, in Health-related education or infor-mation seeking behavior, which is quiet relevant here, researchers (Kroeger, 1983; Lorence, Park& Fox 2006) all noted the role of socio-economic factors along with gender, cultural affiliation and other demographics as significant determinants of information seeking behavior among indi-viduals. The result resonates with that by Oye-boade, (2017) and that of Khan et al., (2016) who reported the significant influence of individual socio-economic status on social media usage.

And individuals in the higher income brackets as most users of the internet related technolo-gies. This study added to the growing literature in that regard given the lack of research in the specific focus of the study.

D. Limitations and Future direction

Despite its contribution to the evolving body of knowledge regarding the influence of social me-dia in the educational spectrum, this study has its unique limitations. First, the study focused on continu-ing education students in a singular university context in Nigeria. This po-tentially limits the generalizabil-ity or extrapola-tion of the findings to a wider context (Sadler et al., 2010). Therefore, future study might want to extend the scope beyond a single university and consider the comparative use of social media for learning amongst different demographics of stu-dents in two or more universities or higher edu-cation in-stitution(s).

Secondly, this study is a cross-sectional study which is susceptible to common method bias result-ing from the structure of the study. Therefore, future studies should consider a lon-gitudinal study that will yield more data and po-tentially provide more robust findings. Thirdly, our study investigated the influence of the psy-cho-social characteristics on the students' social media usage. Future research could investigate how the demographic characteristics such as gender, age, experience, and employment status of the stu-dents moderate the influence of the psychosocial influences on social media usage to better understand the roles of these moderating variables.

Fourthly, the sample used in this study though significant but could potentially provide a more robust statistical outcome with a larger sample. In that sense, future studies might want to consider a sig-nificantly larger sample. In con-clusion, the present study utilized the quantita-tive research design ap-proach with online sur-vey questionnaire (Google Form) as the medium of data collection limiting the data to self-report-ing bias, however, future studies could consider a mixed method study wherein interview data, FGD, or key informant data may be collected to consolidate the quantitative data for a more ro-bust and reliable outcome.

From the theoretical perspective, the fo-cus of the study on the psycho-social character-istics of the learners in a continuing education context is a valid contribution to social media

learning theories, specif-ically adapting the self-efficacy and self-concept theory to understand the influence of learners' psycho-social characteristics on social media usage for diverse purposes.

CONCLUSION

Over the years, studies on social media usage in education were mostly focused on conventional education system and its different facets, and these studies are mostly concentrated in developed countries. In contrast, this study focused on the influence of psycho-social demographics of CELs in a university in Nigeria to provide better understanding of the how and for what purposes the learners use social media. It is believed that this understanding/ knowledge will inform a bespoke and purposeful curriculum planning, design and implementation that optimizes the achievement of the learning objectives for different class of the students based on their psycho-social differences.

The study draws on the self-efficacy theory (Bandura, 1 977), self-concept theory (Robson,1988) and utilized established psycho-social scales to evaluate CELs' usage of social media based on their reported perceptions. Based on our findings we can conclude that the use of social media platforms for academic purposes among the CEL learners is very low. Consequently, this provided valuable insights and opportunity to explore the effectiveness of social media as a tool to enhance the academic performance of this category of learners. In addition, differences exist in the use of social media based on the socio-economic status of the learners hence in adapting social media for learning in that context, the socio-economic backgrounds of the learners must be considered to achieve optimal learning outcomes when social media is deployed. However, more studies are required using the variables within this study on a wider and deeper scope to understand the disparate use of social media and its academic efficacy.

Drawing on the findings of this study, it is recommended that learners' socio-economic characteristics and self-concepts should be factored into the curriculum design, development, and the pedagogy of the continuing education learners. By so doing, opportunity for achieving the ultimate learning goals may be optimized. Also, incentives and subsidies for internet enabled devices, data, and internet services should be provided to capture the students from low socio-economic background who may be constrained in using social media due to their socio-economic status in furtherance to the "inclusive education paradigm".

Furthermore, as the use of social media for education is on the ascendance in Africa (Agbo et al., 2020) it is important for institutional leaders and teachers across the educational landscape, to incorporate and encourage the use of social media as an alternate learning management system (technology-mediator) in the light of the recent experiences with the COVID-19 disruptions of academic activities across the world, Nigeria in particular (Yunusa et al., 2021), given that social media platforms such as Facebook, Instagram, and Twitter were discovered to be very critical resources for research, teaching and collaborations in times of crisis (Aduba & Mayowa-Adebara, 2020; Alonge, 2020; Altam, 2020; Utunen et al., 2020).

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