LECTURERS' AWARENESS, READINESS, SELF-EFFICACY AND INTENTION TO ADOPT MICRO-BLOGS FOR TEACHING AMONG UNIVERSITIES IN KADUNA STATE, NIGERIA

BY

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A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF EDUCATION DEGREE IN INSTRUCTIONAL TECHNOLOGY

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DECLARATION

I hereby declare that this dissertation on "Lecturers Awareness, Readiness, Self-Efficacy and Intention to Adopt Micro-Blogsfor Teaching among Universities in Kaduna State, Nigeria" was written by me. It is a result of my own research work and it has not been presented in any previous application for higher degree. All quotations and sources of information are fully acknowledged by means of references.

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Shamsiya ISMAIL **Date**

CERTIFICATION

This dissertation titled "LECTURERS' AWARENESS, READINESS, SELF-EFFICACY AND INTENTION TO ADOPT MICRO-BLOGS FOR TEACHING AMONG UNIVERSITIES IN KADUNA STATE, NIGERIA" BY SHAMSIYA ISMAIL meets the partial requirements governing the awards of Master Degree in Instructional Technology in the Department of Educational Foundation and Curriculum, Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to my late grandmother HajiyaHadizaAbdullahiIyanYabo

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TABLE OF CONTENTS

Title Page i

Declaration ii

Certification iii

Dedication iv

Acknowledgements v

Table of Contents vi

List of Tables x

List of Figures xi

Abstract xii

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study **1**

1.2 Statement of the Problem **4**

1.3 Objectives of the Study **5**

1.4 Research Questions **6**

1.5 Research Hypotheses **7**

1.6 Basic Assumptions of the Study **7**

1.7 Significance of the Study **8**

1.8 Scope and Delimitation of the Study **9**

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction **10**

2.2 Conceptual Framework **10**

2.2.1 The Use of Social Media for Teaching and Leaning **10**

2.2.2 Overview of Blogs **13**

2.2.3 Micro-Blogs **19**

2.2.4 Benefit of Blogs **21**

2.2.5 Problems Associated with the Use of Blogs **22**

2.3 Lecturers' Awareness and Readiness on the Use of ICT **23**

2.4 Lecturers' Self-Efficiency on the Use of ICT **27**

2.5 Lecturer Gender on the Use of Blogs **28**

2.6Lecturers' years of experience on the use of Micro-Blogs **29**

2.6 Lecturers' Academic Qualifications on the use of Micro-Blogs **32**

2.8 Lecturers' Area of Specialization on the use of Micro-Blogs **32**

2.10 Theoretical Framework **33**

2.10.1 Micro Theories **33**

2.10.2 Macro-Theories **37**

2.10.3 Pseudo-Theories **39**

2.9 Empirical Studies **39**

2.10 Summary **48**

CHAPTE THREE: RESEARCH METHODOLOGY

3.1 Introduction **51**

3.2 Research Design **51**

3.3 Population **51**

3.4 Sample and Sampling Technique **52**

3.5 Instrumentation **53**

3.5.1 Validity of the Instrument **54**

3.5.2 Pilot Testing **54**

3.5.3 Reliability of the Instrument **54**

3.6 Procedure for Data Collection **55**

3.7 Procedure for Data Analysis **55**

CHAPTER FOUR: RESULTS AND DISCUSSION

4.1 Introduction **56**

4.2 Analysis of Bio-Data **56**

4.3 Research Questions One **61**

4.4 Research Question Two **63**

4.5 Research Question Three **65**

4.6Null Hypothesis Testing **66**

4.7Summary of Findings **71**

4.8Discussion of Findings **72**

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1Introduction **74**

5.2 Summary **74**

5.3 Contributions to Knowledge **75**

5.4 Conclusion **76**

5.5 Recommendation **76**

5.6Suggestion for further research **76**

5.7 Limitation for the study **77**

References **78**

Appendices **87**

LIST OF TABLES

Table 3.1: Distribution of Lecturers in Kaduna State University **52**

Table 3.2: Sample Size of the Study **53**

Table 4.1: Frequency Distribution of Lecturers according to University **56**

Table 4.2: Frequency Distribution of the Respondents by Gender **57**

Table 4.3: Distribution of Respondents by Area of Specialization **58**

Table 4.4: Distribution of the Respondents by Academic Qualification **59**

Table 4.5: Distribution of Respondents by Year of Experience **60**

Table 4.6: Mean and Standard Deviation of the Respondents on Awareness **62**

Table 4.7: Mean and Standard Deviation (SD) of the Respondents **64**

Table 4.8: Mean and Standard Deviation (SD) of the Respondents **65**

Table 4.9: Mann-Whitney Test results of male and femalelecturers on the awareness of the use of micro-Blogsfor teaching Kaduna Universities **66**

Table 4.10: Mann-Whitney Test results of male and female lecturers on the readiness in using micro-blogs for teaching in ABU, Zaria and KASU **67**

Table 4.11: Mann-Whitney Test results of male and female lecturers' self-efficacy in using- micro-blogs for teaching in Kaduna State Universities **68**

Table 4.12: Kruskal-Wallis test result of lecturers' years of experience on their awareness on the use of micro-blogs for teaching in Kaduna State Universities **69**

Table 4.13: Kruskal-Wallis test result of lecturers' years of experience on their readiness for the use of micro-blogs for teaching Kaduna State Universities **70**

Table 4.14: Kruskal-Wallis test result of lecturers' self-efficacy for the use of micro-blogs for teaching in Kaduna State Universities **71**

LIST OF FIGURES

Figure 4.1: Distribution of Lecturers according to University **56**

Figure 4.2: Distribution of the respondents according to gender **57**

Figure 4.3: Distribution of Respondents by Area of Specialization **58**

Figure 4.4: Distribution of the respondents according to academic qualification **59**

Figure 4.5: Distribution of respondents by year of experience **60**

ABSTRACT

This study was designed to investigate lecturer's awareness, readiness and level of self-efficacy as determinant of micro-blogs use for teaching in Kaduna State universities.The influence of gender and experienced were also analysed. The study had nine specific objectives, nine research questions, and six null hypotheses which were formulated and tested at 0.05 level of significance. A total of 285 lecturers were surveyed, using questionnaires. The results of the survey were analysed using descriptive statistisc, Mann-Whitney and Kruskal-Wallis Test. The results of the survey based on the hypotheses tested revealed that most lecturerswere aware of the use of micro-blogs for teaching in tertiary institution in the State with cumulative mean of (3.11) outweighs the decision mean (2.50). Respondents show readiness in the use of micro-blogs as means of teaching in tertiary institutions as evident as evident from the fact that cumulative mean was (3.8) high. The result also revealed that lecturers self-efficacy was high based on the fact that cumulative mean (3.25) was higher than the decision mean of (2.50). Hypotheses one, two and three revealed that there is no significant difference between male and female lecturers' awareness, readiness and self-efficacy in using micro-blogs for teaching while null hypotheses four, five and six revealed that there was significant differences in lecturers year of experience on the awareness (10.730), readiness (14.778) and self-efficacy (6.541) on the use of micro-blogs for teaching at 0.05% level of significant in the State.The result therefore concluded that gender has no influence on the awareness, readiness and self-efficacy while years of experience influence on the awareness, readiness and utilization on the use of micro-blogs for teaching in tertiary institutions in Kaduna State. Based on the findings, it is recommend that lecturers should be given all necessary assistance that will aid them to identify and exploits the

use of micro-blogs in their subject area as well as enlighten and educating them on its usage by the university stakeholders.

CHAPTER ONE

INTRODUCTION

1.9 Background to the Study

Education has shifted from the traditional form of education towards new methods of teaching and learning through the exploration of Information and Communication Technologies (ICT). The continuous advances in information technology have enabled the realization of a more distributed structure of knowledge transfer through the development of e-learning. The developing countries have embraced ICT and consequently e-learning so as to keep pace with unimaginable speed in the area of technology. The use of ICTs in Nigeria and African countries generally is increasing and dramatically growing.The integration of e-learning in tertiary institutions is witnessing rapid growth in developed countries. Most tertiary institutions in developed countries have websites from which students can take online lectures and participate in other educational activities (Tabisa, 2014).

E-learning is the use of electronic technology to deliver education and training applications, monitor learner's performance and report learners' progress. Hedge and Hayward (2004), defined it as an innovative approach for delivering electronically mediated, well-designed, learner-centered and interactive learning environments to anyone, anyplace, anytime by utilizing the internet and digital technologies in concern with instructional design principles (Adu, Eze, Salako & Nyangechi, 2013).

In Nigeria, the integration of e-learning in tertiary institutions has witnessed slow growth which may be as a result of massive unawareness. Manir (2011) noted that awareness to ICT in Nigeria started gathering momentum two decades ago. The early exposure camethrough lecturers, researchers, academics and students who studied abroad and had opportunities of

attending conferences on ICT. However, Manir(2011) posited that a large number of people are still not aware of the use of these ICTs in education. This is because Nigeria had no specific policy on e-learning until February 2007 when the ICT department of the Federal Ministry of Education was created.

The provision of quality education to millions has been one of the struggles facing developing countries such as Nigeria. Experiences both nationally and internationally have shown that conventional education is extremely hard pressed to meet the demands of today's socio educational milieu especially for developing countries like Nigeria. The limitation of spaces in the universities imposes restrictions on access. If they had their way almost every product of the senior secondary system wants a place in a conventional university (Jimoh, 2013).

Online social networks have become increasingly popular in recent years providing a different and user-friendly way to maintain social connections and share information. Lepi (2014) assert that a shift is taking place in the focus of pedagogical practice on universities all over the world as students across a wide variety of disciplines are learning by making and creating rather than from simple consumption of content. Presently, students are used to social networking resources such as blogs, WhatsApp, twitter, among others.

Weblogs, or blogs, have rapidly evolved to become a popular and influential form of online micropublishingand computer mediated communication (Bruns & Jacobs, 2006). Studies of bloggingare still in their infancy but the available literature suggests that "blogging has the potential to be atransformational technology for teaching and learning" (Williams & Jacobs, 2004). In particular, it isclaimed that blogging is a useful practice for the development of

higher order learning skills, activelearner-centered pedagogy, authentic learning, associative thinking, and interactive learning communities(Farmer, 2006).

During the last couple of years, micro-blogging a kind ofblogging where users publish snippets of information abouttheir daily activities and thoughts has become the newestInternet trend. Online micro-blogging services such asTwitter.com, which provide an alternative communicationand social networking channel, have quickly becomepopular. On Twitter.com, millions of people post short text-basedupdates – known as tweets – about "What I amdoing". Topics range from their personal life and work, tocurrent events, news, and interesting observations andthoughts.The tweets are published on the authors' personalTwitter page and sent to their followers' people whosubscribe to other people's tweets. By following a group ofpeople, users manage awareness of what's happening totheir family, friends, and communities (Farmer, 2006).

This new social medium also has attracted attention from in the universities. Variants of Twitter have begun to appear in the university environment. Micro-blogging,which provides a light-weight and easy tool to post briefupdates about daily activities and thoughts may helpsupport knowledge sharing and communication in universities. However, the relative benefits and liabilitiesof using micro-blogging by university lecturers are not yet fully evident nor is it clears how lecturers should adopt and use micro-bloggingin their teaching activities. Despite a growing body of research concerning the use of micro-blogging services like Twitter, there have only been a few attempts to investigate micro-blogging in a work environment. (Ayinde, 2011).

The greater people perceived their self-efficacy to be, the more active and longer they persist in their effort (Bandura, 1986). Self-efficacy therefore reflects an individual's confidence in his/her ability to perform the behavior required to produce specific outcome and it's thought to directly impact the choice to engage in a task, as well as the effort that will be expended and the persistence that will be exhibited (Sam, Othman & Nordin, 2005)

Hogeth and Kramer (2003) and Ayinde (2011) revealed that gender and academic qualifications of lecturers' do not affect their proficiency in the use if ICT facilities and equipment. There is an adage that experience is the best teacher. Part of this study will investigate how lecturers' awareness, readiness and utilization of blog can influence teaching in tertiary institutions. Lecturers' area of specialization will also be examined to see whether it affects the lecturers' awareness, readiness, and utilization and intention to adopt blogs in teaching. Jiya (2015). Area of specialization is specializing or pursuing a particular line of study or work. Such areas include Sciences, Arts, Social Science, Education and Technology. This study investigated the lecturers' awareness, readiness,self-efficiency and intention to adopt micro-blogs for teaching among universities in Kaduna State.

1.2 Statement of the Problem

Today's students are regarded as "Net–generation students", they only embrace facebook which they use to connect with people and make new friends. The use of social media such as blogs in academic activities is far from adequate. Many lecturers in Nigerian universities are not aware and ready to use competentsocial media as a teaching tool.

Although the use of social media in teaching and learning has become inevitable to produce marketable and employable graduates, many universities in Nigeria suffer from a lack of application or use of appropriate technologies by lecturers. This affects the over-all

set academic objectives and impairs the goal of any existing or new e-learning system as observed by Dalsguard (2008). This has affected today's graduates so much that stressed that employability enhancement and career management among a diverse range of core university processes can be facilitated through the application of social networks (Berg, Berquam & Christoph, 2007).

Most lecturers have not been able to integrate social network such as micro-blogs in the teaching and learning process in universities in Nigeria. The outcome is that students are not living university with the most marketable and industry-relevant skills, thus, many graduates lack the necessary skill to move forward.

In view of the foregoing, thisstudy intends to find out the extent of lecturers awareness, readiness, self-efficacy and intention to adopt micro-blogs for teaching among Universities in Kaduna State.

1.10 **Objectives of the Study**

The study investigates lecturers' awareness, readiness, self-efficacy and intention to adopt micro-blogs for teaching among universities in Kaduna State. Specifically this study will determine the:

i. Lecturers' awareness in the use of micro-blogs for teaching in universities in Kaduna State;

ii. Lecturers' readiness to use micro-blogs for teaching in universities in Kaduna State;

iii. Lecturers' level of self-efficacy to use micro-blogs for teaching in Universities in Kaduna State;

iv. Interaction of lectures'gender on theirawareness of using micro-blogs for teaching in Kaduna State Universities;

v. Interaction of lecturers' gender in their readiness in using micro-blogs for teaching;

vi. Interaction of lecturers' gender on their level of self-efficacy in using micro-blogs for teaching;

vii. Influence of lecturers' experience awareness of using micro-blogs for teaching;

viii. Interaction effect of experience on their readiness in using micro-blogs for teaching;

ix. Influence lecturers' experience on their level of self-efficacy in using micro-blogs for teaching.

1.4 Research Questions

Based on the research objectives, the following research questions arise:

i. What is the extent of lecturers' awareness of the use of micro-blog for teaching in Kaduna State universities?

ii. Are lecturers ready to use micro-blogs for teaching in Kaduna State Universities?

iii. What is the level of lecturers' self-efficacy in using micro-blogs for teaching in Kaduna State universities?

iv. What is the difference between male and female lecturers' awareness on the use of micro-blogs for teaching in Kaduna State universities?

v. What is the difference between male and female lecturers' readiness in using micro-blogs for teaching?

vi. What is the difference between male and female lecturers' on their level of self-efficacy in using micro-blogs for teaching?

vii. What is the influence of teaching experience on lecturers' awareness of micro-blogs for teaching?

viii. What is the influence of teaching experience on lecturers' readiness of micro-blogs for teaching?

ix. What is the influence of teaching experience on lecturers' self-efficacy of using micro-blogs for teaching?

1.5 Research Hypotheses

The following null hypotheses are formulated:

H_{O1}: There is no significant difference between male and female lecturers' awareness of using micro-blogs for teaching in Kaduna State universities.

H_{O2}: There is no significant difference between male and female lecturers' readiness in using blogs for teaching in Kaduna State universities.

H_{O3}: There is no significant difference between male and female lecturers' self-efficacy of using micro-blogs for teaching in Kaduna State universities.

H_{O4}: There is no significant difference between lecturers' years of experience on their awareness on the use of micro-blogs for teaching.

H_{O5}: There is no significant difference between lecturers' years of experience on their readiness on the use of micro-blogs for teaching.

H_{O6}: There is no significant difference between lecturers' years of experience on their levels of self-efficacy on the use of micro-blogs for teaching.

1.6 Basic Assumptions of the Study

The study assumes that:

i. Lecturers are familiar with the use of mobile devices for social networking.

ii. University lecturers have mobile devices such as android, tablet, smart phones, laptops etc.

iii. Lecturers have existing knowledge on the use of mobile devices for phone calls, text messages etc.

iv. Lecturers are subscribing to social network such as facebook, whatapps, and twitteramong others.

1.7 Significance of the Study

This study could be useful to lecturers, students, government, instructional technology scholars and researchers in the following ways:

The finding of this research work might give insight into the concept of lecturers' awareness, readiness and self-efficacy of using micro-blogs for teaching based on their area of specialization, academic qualification and years of experience. With this exposition, the government, ministry of education and other stakeholders in the education sector may have researcher based facts to decide the next appropriate action to take on the implementation of blogs for teaching in Nigerian universities.

The study would encourage lecturers as well as instructional technology scholars to adopt more teaching method through the use of micro-blogs or ICT. Thus, it will make teaching more efficient and improve academic standard of the universities.

The finding of this research work may also provide useful information for school curriculum developers to identify the useful and beneficial direction of the nation's curriculum as it affects lecturers' education on one hand and the various level of education from primary to tertiary education. It would enable the government to identify the usefulness of blogs in improving teaching in the universities. Adoption of micro-blogs for teachings by the school authorities would empower the lecturers' more. Using micro-blogs for teaching also help students to learn at their own pace: Students can walk through a blog post at their own pace

rather than individuals working or learning together on one activity, technology allows independent completion of work.

The study would also expand the market of ICT, social media, educational technology and educational media entrepreneurs and which may impact positively on the nation economy. Finally, the study would serve as material resources for those who may wish to embark on similar research work.

1.8 Scope of the Study

The study focuses on lecturers' awareness, readiness, self-efficacy and intention to adopt micro-blogs adoption for teaching among universities in Kaduna State. The study targeted lecturers of the universities in Kaduna State, Nigeria. The study is further delimited tothe areas of accessing the awareness, readiness and self-efficacy to use micro-blogs for teaching by the, lecturers in Kaduna Stateuniversities will be addressed.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter focus on review of literature as it relate to this study. In doing so the researcher reviews all the necessary literature needed to carry out the studies, under the following sub-headings:

Conceptual frame work, the use of social media for teaching and learning, overview of blogs, micro-blogs, benefit of blogs,problems associated with the use of blogs, lecturers' awareness and readiness on the use of blogs for teaching, lecturers' self-efficacy on the uses of blogs for teaching and empirical studies.

2.2 Conceptual Framework

2.2.1 The Use of Social Media for Teaching and Learning

As the Internet becomes an increasingly pervasive and persistent influence in people's lives; the phenomenon of the blog stands out as a fine example of the way in which the Web enablesindividual participation in the marketplace of ideas. Teachers have picked up on the creative use of this Internet technology and put the blog to work in the classroom. The education blog can be a powerful and effective technology tool for students and teachers alike.Blogs are set-up like conventional Web sites, with navigation links, and other standard Web site features. Blogs have one standard characteristic, however: the posting. Blog postings are text entries, similar to a diary or journal, which include posting date and may include comments by people other than the author, photos, links, or other digital.Postings are often short and frequently updated. They appear in reverse chronological order and can include archived entries.Although blogs have been around for years, they have

recently gained in popularity and consequently have received more media coverage.Blogs work well for students because they can be worked on at virtually any time, in any place with an Internet-enabled computer. Hence, they can be used by computer savvy teachers to create a classroom that extends beyond the boundaries of the school yard (Farmer Yue& Brooks, 2007).

Fortunately for teachers, blogs are surprisingly easy to use. They require minimum technical knowledge and are quickly and easily created and maintained. Unlike many traditional Web sites, they are flexible in design and can be changed relatively easily. Best of all, students will find them convenient and accessible via home or library computers.

In addition to providing teachers with an excellent tool for communicating with students, there are numerous educational benefits of blogs. Blogs are:

It highly motivates students to learn, especially those who otherwise might not become participants in classrooms, excellent opportunities for students to read and write, effective forums for collaboration and discussion and powerful tools to enable scaffolded learning or mentoring to occur (Farmer *et al.*, 2007).

As an educational tool, blogs may be integrated in a multi-faceted manner to accommodate all learners. Blogs can serve at least four basic functions.

Classroom Management

Class blogs can serve as a portal to foster a community of learners. As they are easy to create and update efficiently, they can be used to inform students of class requirements, post handouts, notices, and homework assignments, or act as a question and answer board.

Collaboration

Blogs provide a space where teachers and students can work to further develop writing or other skills with the advantage of an instant audience. Teachers can offer instructional tips, and students can practice and benefit from peer review. They also make online mentoring possible. For example, a class of older students can help a class of younger students develop more confidence in their writing skills. Students can also participate in cooperative learning activities that require them to relay research findings, ideas, or suggestions(Bartlet-Bragg, 2003).

Discussions

A class blog opens the opportunity for students to discuss topics outside of the classroom. With a blog, every person has an equal opportunity to share their thoughts and opinions Students have time to be reactive to one another and reflective. Teachers can also bring together a group of knowledgeable individuals for a given unit of study for students to network and conference with on a blog (Bartlett-Bragg, 2003).

Student Portfolios

Blogs present, organize, and protect student work as digital portfolios. As older entries are archived, developing skills and progress may be analyzed more conveniently. Additionally, as students realize their efforts will be published, they are typically more motivated to produce better writing. Teachers and peers may conference with a student individually on a developing work, and expert or peer mentoring advice can be easily kept for future reference (Farmer *et al.*, 2007).

2.2.2Overview of Blogs

Duffy & Bruns (2006) definea blog as a website with dated entries, presented in reverse chronological order (so that the mostrecent entry is posted at the top) and publishedon the internet. Users can continuously updatetheir blog pages online and in their own words.

A blog (short for web log) is a specific type of web site that an individual or a group of authors adds entries (posts) to on a regular basis. These entries are displayed in reverse chronological order i.e. the most recent entries first. Where there are many previous entries these are archived and can be accessed via links or a blog search.A blog (sometimes referred to as a weblog) is a Web publishing tool that allows authors to quickly and easily self-publish text, artwork, links to other blogs or Web sites, and a whole array of other content (Duffy & Bruns, 2006).

To reflect on their practice, teacher education students can use blogs as online journals (Herring, Scheidt, Bonus and Wright, 2004). Duffy & Bruns (2006) define a blog as a website with dated entries, presented in reverse chronological order (so that the most recent entry is posted at the top) and published on the internet. Users can continuously update their blog pages online and in their own words. Paquet (2003) identified five features of blogs, namely: personal editorship, hyperlink posting structure, frequent updates, free public access to the content via the internet and archived posting. This suggests that blogs can enable students to continuously up-date their posting and also allows interaction and collaboration among them.

A blogger is someone who creates content on a regularly recurring basis that is typically presented in a reverse-chronological order. Content provided by bloggers may

provide education, information, or entertainment. It may be carefully-edited, professional, and formal, or raw and personal (Deng & Yuen, 2011)

Some theoretical and empirical endeavours have been made to determine the distinct value of blogs (Deng & Yuen 2010). Blogs enrich the learning experience and provide an opportunity for learners to shift from surface to deeper levels of learning (Bartlett-Bragg, 2003). According to Yang (2009), blogs transpire to be helpful tools for teachers to establish an encouraging and nurturing discussion space that enhances students' reflection. Blogs allow students to exchange information without space and time constraints, to broaden their knowledge and to meet personal needs and interest (Yang 2009). Additionally, blogs give students ownership over their own learning and an authentic voice, allowing them to articulate their needs and inform their own learning. Duffy & Bruns (2006) view learning as socially constructed, therefore the use of blogs will facilitate knowledge construction among students and their peers. This will ensure that students are involved in their own learning and view themselves as knowledge creators (Taole, 2013).

Blogging in educational contextsBlogs, that is, web pages used as online journals or diaries, have been around since themid-1990s, but were initially more popular in journalism and business contexts(Bruns, 2007). Since the early 2000s blogs have been embraced in education, andseveral studies have been carried out since then to investigate the effectiveness ofblogs in teaching and learning.Previous research on blogging has included studies on several categories ofstudents: secondary, undergraduate, postgraduate, distance-learners, professionaltrainees. The effectiveness of blogging in facilitating several skills and activitieshas been well demonstrated: for personal reflection

(Xie, Fengfeng,&Sharma 2008), collaborative working (e.g. McLoughlin &Lee 2008), developing writing skills (Warschauer 2010) and flexible usage of blogs to suit theindividual blogger's needs, such as a space for reflection, to seek peer support, orboth (Kerawalla*et al*., 2008).

Challenges in blogging relate to concerns over privacy and ownership of ideas(Armstrong & Franklin, 2008). There are privacy issues if bloggers write under theirtrue identity and are not careful about disclosing personal information, such as wherethey live. Blogging under a pseudonym or being cautious about revealing personalinformation can help minimise these challenges. Also, if a blog is in the publicdomain, it is possible for readers to access ideas and passes them as their own,particularly if some of the readers are blogging anonymously (Ellison & Wu, 2008). There are some limitations in the existing research on blogging in educationalcontexts.Most social software initiatives in education are generally small-scale, led by anindividual educator and situated within a single course or a module (Minocha, 2009). A number of case studies of social software use have been reported in theliterature, but these have involved small samples, often conducted by the researcherwithin their institution (Kirkup, 2010; Mortensen & Walker, 2002; Ward &West 2008). Most of these studies have been conducted in English-speakingcountries, with few exceptions (see reports by Armstrong and Franklin 2008; Sim& Hew 2010).

Studies that have investigated the role of blogging in research have focused on early-career researchers, that is, doctoral and post-doctoral researchers (Ferguson, Clough, & Hosein 2010; Minocha & Kerawalla 2010; Ward & West, 2008). There is still some conservatism in recognising the phenomenon of ‘‘digitalscholarship’’, of which

blogging is a part, towards tenure, promotion and funding(e.g. Cheverie, Boettcher, & Buschman, 2009). There are many different types of blogs, differing not only in the type of content, but also the way that content is delivered or written.

Personal Blogs: - The personal blog is an ongoing diary or commentary written by an individual (Fitzgerald & Steele, 2008).

Micro Blogging: - Micro blogging is the practice of posting small pieces of digital content which could be text, pictures, links, short videos or other media of internet. Micro blogging offers a portable communication mode that fee is organic and spontaneous to many and has captured the public imagination. Farmer (2006) Friends use it to keep in touch, business associates use to coordinate meetings, or share useful resources, and celebrities and politicians (or their publicists) micro blog about concert dates, lecturers', book releases, or our schedules. A wide and growing range of add-on tools enables sophisticated updates and interaction with other applications and the resulting profusion of functionality is helping to define new possibilities for this type of communication. Examples of these include Twitter, Facebook, Tumblr, and by far the largest WeiBo (Farmer, 2006).

Corporate and Organization Blogs: - A blog can be private, as in most cases, or it can be for business purpose. Blogs used internally to enhance the communication and culture in a corporation or externally for marketing, branding or public relation purpose are called corporate blogs. Similar blogs for clubs and societies are called club blogs, group blogs, or by similar names; typical use is to inform members and other interested parties of clubs and member activities (Parr, 2009).

By Genre: - Some blogs focus on a particular subject, such as political blogs, health blogs, travel blogs (also known as travelogs), gardening blogs, house blogs and legal blogs (often referred to as a blawgs) or dream logs. How to/ tutorials blogs are becoming increasing popular. Two common types of genre blogs are art blogs and music blogs (Parr, 2009).

By Media Types: - A blog comprising video called a vlog, one comprising link is called a linklog, a site containing a portfolio of sketches is called a sketch blog or one comprising photos is called a photo blog. Blogs that are written on typewriters and then scanned are called typecast or typecast blogs (Parr, 2009).

By Device: - Blogs can also be defined by which type of device is used to compose it a blog written by mobile device like a mobile phone or PDA could be called a moblog. One early blog was wearable wireless webcam, an online shared diary of a person's personal life combining text, video, pictures transmitted live from a wearable computer and eyetap device to a website. This practice of semi-automated, blogging with live video together with text was referred to as surveillance. Such journals have been used as evidence in legal matters (Parr, 2009).

Reverse Blogs: - A reverse blog id composed by its users rather than single bloggers. This system has the characteristics of a blogs and the writing of several authors. These can be written by several contributing authors on a topic, or opened up for anyone to write. There is typically some limit to the number of entries to keep it from operating like a web forum (Parr, 2009).

When it comes to blog strategy, there is nothing more important than the content element, often misunderstood or even overlooked, content duration is crucial to the establishing

selfless, relevant value in your stream that sparks conversation, engagement, and a positive response with your target audience. When it comes to content posting in blog, there are many components that needs to work together for the best results and we are going to cover those, as well as the most frequent mistakes that cost marketing results (Ferguson *et al*., 2010).

The five most important content strategy components for blog:

Topics: - Before you start posting and sharing content for your blog accounts you should be able to answer a very basic but incredible important question; what are the 3-5 topics your audience is most interested in when on blog? These are the topics that need to dominate your news feeds (Paul, 2003).

Consistency: - No matter when someone steps to the side of the freeway, they need to see you and value coming from your feed. This means EVERY day, ALL day. Consistency increases the speed at which you can make meaningful connections (Paul, 2003).

Frequency: - Think of blog posting as cars on the freeway and your audience as walking on the side of the freeway watching the cars go by. You have enough cars on the road so your cars are seen. Blog users don't stand there watching all day long, they login and logoff with tremendous frequency. Your content duration posts need to be on the freeway all day, every day (Paul, 2003).

Timing: - Do you know what time of the day your audience is most active on blog? You should not only know this, but you should be posting more frequently during those time periods (Paul, 2003).

Content Mix: - Be sure that 80% of the post you are making on the blog is curated content that is yours or about you. 20% of what you share should be your content or posts (Paul,2003).

2.2.3 Micro-Blogs

People use micro-blogging to update their family, friendsand colleagues about their whereabouts, activities, andinteresting thoughts (Gunther*et al.*, 2009). In contrast to traditionalblogging activities, micro-blogging offers a quick and easyway to send a short text message from a computer or mobile device. Barriers to participation haveplummeted because micro-blogging is pervasivelyaccessible and is a low-cost operation, both in terms of time and cognitive load. Consequently, the population ofmicro-bloggers has grown explosively and tremendousamounts of information have been generated (Honeycutt&Herring, 2009). This plethoraof rich social interaction data provides fertile ground forresearch on this new social medium. It is important tounderstand how micro-blogging affects people'sinformational behavior and social interactions, and to askwhether this new social medium can be harnessed to make teaching more effective in tertiary institution (Zhao & Rosson, 2009).

Most early studies on micro-blogging were based onTwitter.com, which is the most popular micro-bloggingservice. Krishnamurthy *et al*. (2008) has crawled publiclyavailable data sets from Twitter to identify different classesof Twitter users and their behaviors, geographic growthpatterns, and the current size of the network. Java *et al*. (2007) have studied the topological and geographical properties ofTwitter's social network (the network of who is followingwhom). Using link analysis, they identified three categoriesof users: information sources, friends, and informationseekers. They also did

some informal manual coding tocategorize users' conversations into the following fourcategories: daily chatter, conversations, sharinginformation/URLs, and reporting news. Another socialnetwork-focused study is Herring*et al*. (2009), whocompared Twitter's "following" network and "friend"network. Recently, Honeycutt & Herring (2009) studied thecorpus of the Twitter messages with a particular focus onanalyzing messages to understand how Twitter's designaffects its potential as a collaboration tool.

Micro blogging is the practice of posting small pieces of digital content which could be text, pictures, links, short videos or other media of internet. Micro blogging offers a portable communication mode that fee is organic and spontaneous to many and has captured the public imagination.Farmer (2006) Friends use it to keep in touch, business associates use to coordinate meetings, or share useful resources, and celebrities and politicians (or their publicists) micro blog about concert dates, lecturers', book releases, or our schedules. A wide and growing range of add-on tools enables sophisticated updates and interaction with other applications and the resulting profusion of functionality is helping to define new possibilities for this type of communication. (Jiya, 2015).

2.2.4 Benefits of Blogs

While the blogging scene has developed over the last decade, the benefits of blogging are still plentiful. Here is a list of reasons why people blogging can benefit your personal or professional life.

Heap&Minocha (2012) identified four benefits of using blogs as follows:

Developing Writing, Self-Discipline, Interpersonal Skills and Networking

Using blogs improve students'skills in presentation and promoting writing and self-discipline, which are important on apersonal and professional level. Blogs helped academics and researchers socially in anumber of ways:

In interacting with and presenting a piece of writing to an audience,in thinking about the audience andhow they could write about issues that would be of value to their audience.

Disseminating Information

Blogs can be effective to disseminate knowledge and maymake an impact on the bloggers'teaching and research. Blogs are perceived asa dissemination mode in a different way as compared to traditional forms ofpublishing. There was agreement on this aspect amongst bloggers who were atdifferent stages of their careers: from the research student to the establishedresearcher, from the digital scholarship advocate to somebody with not muchenthusiasm about using blogs as a form of academic publishing.

Complementarily with Traditional Publishing

Blogs were perceived as complementing traditional forms of dissemination. Established forms of academic dissemination and publication are more rigorous,formal and ensure validity of information[although even this domain often presentschallenges (e.g. Grant 2009), they do not appear to reach the wide audience the blogscan):Several bloggers argued in favour of using blogs to report research inprogress whilst keeping traditional publications for the research outputs.

Complementarily with other Social Software

Complementarily of blogs with other socialsoftware tools such as micro-blogging (e.g. Twitter) and academic-oriented socialnetworks which include an element of blogging. For some academics and researchers, the benefits of bloggingare enhanced when complemented with other social software tools. For example,blogs can be used for longer and deeply thought reflections, and Twitter fordisseminating brief salient pieces of information, such as URLs (Grant, 2009).

2.2.5Problems Associated with the Use of Blogs

Despite the positive reports about the value of blogs for student reflection a number of researchers have highlighted problems or unresolved issues associated with their use. (Heap & Minocha, 2012). The lack of recognition of the blog asa parallel form of dissemination by professional bodies poses a barrier to new forms of scholarship.Another concern for many bloggers is the threat of revealing confidential information, blogs being in the public domain. There could be risks to the reputation of theindividuals or to other people and institutions connected to the individual; hence,some bloggers kept a private or semi-private blog.

Fear of an audience and instances when bloggers felt reluctant about going publicwas also noted among the challenges. This was due to concerns over sharing sensitive information. Some beginner-bloggersalso faced difficulties in finding their own style, and in being spontaneous when pressured by readers to write (Heap & Minocha, 2012).

Finally, concerns over preserving digital content were noted. Some bloggers were worried about vulnerability of the data, others about its permanence on the Web andan inability to remove content at a later stage (Heap & Minocha, 2012).

Challenges in blogging relate to concerns over privacy and ownership of ideas(Armstrong & Franklin 2008). There are privacy issues if bloggers write under theirtrue identity and are not careful about disclosing personal information, such as wherethey live. Blogging under a pseudonym or being cautious about revealing personalinformation can help minimise these challenges. Also, if a blog is in the publicdomain, it is possible for readers to access ideas and passes them as their own,particularly if some of the readers are blogging anonymously (Ellison & Wu, 2008).

There are some limitations in the existing research on blogging in educationalcontexts.Most social software initiatives in education are generally small-scale, led by anindividual educator and situated within a single course or a module (Minocha, 2009). A number of case studies of social software use have been reported in theliterature, but these have involved small samples, often conducted by the researcherwithin their institution (e.g. Kirkup, 2010; Mortensen & Walker 2002; Ward &West, 2008). Most of these studies have been conducted in English-speakingcountries, with few exceptions (see reports by Armstrong & Franklin, 2008; Sim& Hew, 2010).

2.3Lecturers' Awareness and Readiness on the Use of ICT

Awareness means having knowledge of the existence and usefulness ofsomething. University lecturers cannot utilize e-blogs teaching except they areaware of the blogs activities. Teachers and students need to beaware of available e-learning tools including blogs that can be utilized in the teaching/learningprocess.Ian & Stephen (2007) listed some of these tools to include websites, wikis,blogs, Second Life, e-mail, twitters, Course

Management systems, video/audio podcasts, facebook, threaded discussion lists, video/audio text chat,videoconferences software etc. Awareness of the usefulness of these e-learningtools should aid a business education teacher to organize his/her course contentin such a way that will enhance the e-learning experience of the students.As reported by Butzin (2010) e-learninginfrastructure, like digital libraries, computer studio, etc, in the tertiary institutionsof Anambra State has affected students' awareness and utilization of such e-learningtools. Some students have access to e-learning through personalcomputers, computers owned by friends or family members, mobile phones,cyber café, etc. There seems to be a disparity in how students utilize e-learningas a result of what means of access to e-learning tools they have.

Gender can be an influencing factor to the awareness and utilization of e-learning by teachers and students.Agboola(2006) suggested that male students experience less anxiety about ICT andmake more frequent use of it. Also, female students are assumed to show lowerconfidence or knowledge ability than males about using computers.

According to Folorunso (2006), awareness in an information systems context means the knowledge of the existence and importance of a computer based technology. Ferguson *et al*. (2010) see awareness as knowing who is 'around', what activities are occurring and who is talking with whom. Awareness of the recent information and communications technological development will aid the educational system. Agboola (2006) noted that an educational system has to be suited to the demands of the technological age so as to maintain a competitive edge. Learning institutions will have to constantly change and adapt to their environments if they are not going to lag behind.

Ferguson *et al*. (2010) discusses five ways of using blogs in teaching, each with their own pros and cons: standard class web pages (class times, syllabus, etc.); professor-written blogs which cover interesting developments that relate to the theme of the course; organization of in-class discussion; organization of intensive seminars where students have to provide weekly summaries of the readings; and requiring students to write their own blogs as part of their grade. In addition, the following practices relate directly to favouring e-learning practices in HEIs (Higher Education Institutions).

It is commonly said that, 'what you do not know is greater than you'. That means that you cannot manipulate what you are not aware of Vovides, Sanchez-Alonso, Agboola (2006) observed that though e-learning and ICT devices have the potential of improving learning and also developing "students' and educators' meta cognitive skills", they have been underutilized. Agboola outlined the reasons for this underutilization as: scarcity of opportunity to use the computers, lack of experience and training in ICT usage, and lack of confidence in computing skills. Folorunso, Ogunseye andSharma (2006) added that mass unawareness is a contributing factor to the underutilization and acceptability of e-learning in Nigeria.

Manir (2011) pointed out that e-learning awareness in Nigeria started gathering momentum two decades ago and yet there is still a lot about e-learning many do not know. In concordance with Manir (2011), Folorunso, Ogunseye & Sharma (2006) noted that one factor that contributed to Nigeria's unawareness of and slow uptake of e-learning is her inadequate education finance policy. This was also supported by Oye, Salleh & Iahad (2011) who carried out a study to compare the challenges of e-learning

in Nigerian universities based on the experience of four developed countries namely UK, Australia, Korea and France. They noted that the difference between these developed countries and Nigeria is that:

They have vision and action plans for e-learning:

They have good government policies and financial support, they earmark action programs and set committees with sufficient funds to pursue it goals, they believe in research as a fundamental part of e-learning strategy and they embark on awareness, training and motivational programs.

The above views of Nigeria's mass unawareness of e-learning are opposed by Okiki (2011) who noted that currently there is increasing awareness of the use of Information and Communication Technologies (ICTs) in teaching and learning. Also, there is increased government policy on e-learning integration. According to him, the country has a number of initiatives such as:

National Policy on Computer Education;National Policy on Information Technology;Establishment of National Information Technology DevelopmentAgency (NITDA).The key players in the development of ICT in Nigeria are:Nigeria Communication Commission (NCC). National Space Research and Development Agency (NASRDA). The private telecommunication companies/firms such as MTN, Globacom, Zain, Etisalat, etc.

These show that the country is making efforts to upgrade her status to that of thedeveloped countries of the world. The various forms of e-learning will bereviewed ranging from online to off-line, synchronous and asynchronous forms.

2.4 Lecturers' Self-Efficiency on the Use of ICT

Kinzie, Delcourt, and Powers (1994) defined self-efficacy as an individual's confidence in his or her ability, which may impact the performance of tasks. Self-efficacy reflects an individual's confidence in his/her ability to perform the behavior required to produce specific outcome and it's thought to directly impact the choice to engage in a task, as well as the effort that will be expended and the persistence that will be exhibited.

Self-efficacy has been shown to influence choice of whether to engage ina task, the effort expended in performing it, and the persistence shown in accomplishing it (Bouffard-Bouchard, 1990). The greater people perceived their self-efficacy to be, the more active and longer they persist in their effort (Bandura, 1986).

The concept of self-efficacy(Bandura, 1986), used in its broadestsense, refers "to beliefs in one's capabilities to mobilize the motivation, cognitive resources and courses of action needed to meet situational demands" (Bandura , 1986). Self-efficacy is not the same as actual knowledge of a task, and it is not self-esteem, which refers more to feelings of self-worth. Self-efficiency is situational and highly influences "people's "decisions, goals, their amount of effort in conducting a task, and the length of time they persevere through obstacles and difficulties" (Kadel, 2005). A useful definition for computer self-efficacy is "a judgment of one's capability to use a computer" (Compeau & Higgins, 1995).

Miura (1987) has suggested that self-efficacy may be an important factor related to the acquisition of computing skills. Computer self-efficacy is a specific type of self-efficacy. Specific self-efficacy is defined as belief in one's ability to mobilize the motivation, cognitive resources, and courses of action needed to meet given situational demands (Bandura, 1989). Thus, computer self-efficacy is a belief of one's capability to use the computer (Compeau & Higgins, 1995)and participants with little confidence in their

ability to use computers might perform more poorly on computer-based tasks. On the other hand, previous computer experience may lead students to believe computer applications courses are easy. Heightened self-efficacy may cause students to expend little effort toward learning new computer concepts. On the other hand, Brosnan (1998) argued that better computer self-efficacy could increase persistence in studying computing.

2.5 Lecturers' Gender on the Use of Blogs

A number of researchers have written on the issue of genders' role in different perspectives in the educational technology context. Gender differences in terms of lecturers' belief, teacher self-efficacy and attitude towards computers is an important research field (Sang, Valcke, Van-Braak & Tondeur, 2010). Investigating gender difference in computer self-efficacy revealed that women have lower computer self-efficacy than men (Sieverding & Koch, 2009). This is in line with the findings of Koch, Muller and Sieverding (2008) & Ong & Lai (2006). In their work, kung-Teck, Timothy, and Sharon (2012) investigated if any gender difference exists in the effect of the determinants on behavioural intention. Their findings showed that gender did not moderate the effects of perceived usefulness. That is, irrespective of gender, those with higher perceived usefulness, perceived ease of use, and attitude toward computer use had higher levels of intention to use computer than those with lower perceived usefulness, perceived ease of use, and attitude toward computer use.

Factors that may influence lecturers 'productivity have been identified to include lecturers' gender, marital status academic attainment teaching experience and age. On the influence of gender, Deng & Yuen (2010) found that gender interactions between

lecturers' and students have significant effects on students' achievement. However, the studies of Holmlund & Sund (2005) found that lecturers'' gender has no effect on students' outcome. Consequently, there is no consensus in the literature on the influence of gender on lecturers'' productivity. In the background of adoption of information technologies, and particularly from the theoretical perspective of Technology Acceptance model (TAM), the literature recognizes that gender is a key element to understand the differences in perspective of usefulness and ease of use as determinants of technology adoption. In their study on Gender Influence in Perception and Adoption of Blogs, Jorge, Javier & Patricio (2010) found out that no statistically differences between males and females when adopting blogs. The relationship between behaviour intention and use is stronger among males; this suggests a greater willingness of men to a gender use of the platform when behaviour intention exists.

2.6 Lecturers' Year of Experience on the use of Micro-Blogs

Experience, it is said, is the best teacher and that practice make perfect. Experience is built on over consistent and regular practice of an activity and helps one get better in the process. One of the lecturers' significant factors believed to be relevant for students performance is experience. The importance of experience may be clearer in the teaching profession than any other. Teaching experience is built from those relationship, attitudes, skills etc acquired by the lecturers' through his or her participation in instructional activities. This is likely to lead to better students' performance. In a study carried out by Parents across America on 'How lecturers' experience makes a difference, two observable factors were found out to consistently lead higher student achievement. These are class size and teacher experience. A teacher who had been teaching at a

particular grade level for more than 5 years was positively and significantly associated with increased student. Lecturers' constantly improved teaching effectiveness until the 21st year and declined beyond that (Parents Across America, nd).

Commenting on individual's experience Krishnakumar and Rajesh (2011) offered that it has bases in his inner urges, acquired habits, and the environmental influence by which he is surrounded. They said that lecturers' experience has a positive effect on his or her use of blog environments. In another study, lecturers'' perceptions of blog is assumed to be influenced by the lecturers'' teaching experience; learning and teaching approach and their general interest in and opinion about blogging learning among others. The result of bivariate correlation tests revealed that, except for time and teaching experience, all other variables somehow were related to AV (Added Value) and USE (Ease of use). Lecturers'' previous experience with blogging had a rather high positive relationship with the actual use and the perception of the added value of blogging. Besides, no significant relations were found for time and teaching experience. Bjekic, Krneta & Milosevic (2010) contributes that experienced lecturers' must be able to improve their educational technology competencies, and new blogging competencies.

2.7 Lecturers' Academic Qualifications on the use of Micro-Blogs

Lecturers' quality is the most important school related factor influence student's achievement (Jiya, 2015). It is recognized that teacher have a crucial role in improving learning outcomes hence, there has been an increasing emphasis on the impact of teacher qualification on teacher effectiveness. Various researchers have emphasised the

importance of having well qualified/ certified lecturers' in the classroom to improve student outcomes. The perception of some educators is that teacher proficiency and teacher quality are informed by teacher qualification. Since quality differs by teacher, their potential impact on student outcomes may differ. However, measuring teacher quality and its influence on learning has been challenging in educational research. In their paper, Raquel and Meireles (nd) explored the effect of teacher qualification on the rate of learning in Portuguese and mathematics in Brazil. Drawing on longitudinal data from the Piano de Desenvolvimento da Escola (PDE) program from 1999 to 2003 and using a dose-response analysis and a latent trait model, they concluded that teacher qualifications positively influence the pace of learning in Mathematics. The issue of professionalism in teaching has been on course for quite some decades ago. Scholars argued the necessity of skilled lecturers' for effective learning and that the lecturers' quality will inevitably be seen in the citizens tomorrow (Nkwodimah, 2008).

Owolabi and Adedayo (2012) noted that the ability of a teacher to teach is not derived only from one's academic background but it is based upon outstanding pedagogical skill acquired. They worked on Effect of lecturers'qualification on the performance of senior secondary physics students: impact on technology in Nigeria they found out in the hypothesis testing that there is a significant difference in the performance of secondary school Physics students between those taught by lecturers' with high qualification level and those taught by lecturers' with low qualification level. Similarly, in respect of skilled lecturers', there is a significant difference in the performance of students in secondary school Physics between those taught by skilled lecturers' and those taught by unskilled lecturers. They summarized their findings that

lecturers'qualification level has impact on student performance in secondary school Physics.

2.8 Lecturers' Area of Specialization on the use of Micro-Blogs

Regardless of the quantity and quality of technology available in classrooms, the key to how blogs are used is the lecturers' therefore; lecturers' must have the competence and the right attitude towards technology (Kadel, 2005). These attributes include high levels of knowledge, values, skill, personal dispositions, sensitivities and capabilities, and the ability to put those combinations into practice in an appropriate way (Commonwealth Department of Education, Science & Training, 2002). Area of specialization is a key factor in whether lecturers accept Blogs as a teaching tool in their teaching practices. Correspondingly, a number of studies were carried out to determine teacher area of specialization toward blogs. Harrison & Rainer (1992) conducted their research using data compiled from a 1990 survey of 776 knowledge and information workers from a large university in the southern United States. They found that participants with negative computer area of specialization were less skilled in internet use and were therefore less likely to accept and adapt to the use of Blogs than those with positive area of specialization.

2.9 Theoretical Framework

This study reviews major theoretical frameworks which may be applicable to the study and understanding of social media. One can separate these theories into three schools: micro-theories deal with those frameworks studying the dynamics of contribution of information online and communication of individual social actors; macro-theories are

those theories looking at the structure and dynamics of social actors and social media content through global or abstract views; pseudo-theories include the recent conceptual frameworks in marketing and social media proposed mostly by non-academics. Pseudo-theories may make sense intuitively, but have yet to be tested empirically and rigorously with scientific methods. All schools of theories and frameworks might contribute to our understanding of the nature of social media, why people contribute, how they form relationships, and how one candiscover the opinion leaders and valuable social media content.

2.9.1 Micro Theories

A. Word of Mouth/Psychological Ownership Theory and Perceived Control

Historically,tourism researchers have found that advice from friends and relatives is the most frequently obtained and influential source of information used by consumers in their travel decision making(Crotts 1999; Perdue 1993). The information communicated by friends and relatives is construed tobe more credible, honest, and trustworthythan thatgenerated from marketers, since the communicators are not compensated for the referral. Advancements in the Internet andWeb2.0 technologies now allow consumers to access personally meaningful critiques not only from friends and relatives butfromstrangers (e.g.travel blogs, which continue to grow in popularity). As an illustration, TripAdvisor currently purports over 40 million reviews attracting over 50 million unique users each month(Dépêches, 2010).

Asatryan & Oh(2008)applied Psychological Ownership Theory in explaining why former guests are motivated to offer WOM feedbacks. On one level, some customers develop feelingsof connections with firms they are loyal to that manifestinto a sense of

ownership, as evidenced by the ‘mine’, ‘my’, ‘our’ language they use in their reviews. In such circumstances, one would assume that a loyal guest would provide positive feedback toothers, directing their negative feedback to management(Mattila, 2001). However, where no such loyalty exists, the motive to write either a negative or positive review may be a desire to control or influence the business indirectly by communicating with its future potential customers. Loyal consumers' motives in posting positive reviews on travel blogs are attempts to reward firms;the motives of non-loyal customers are based on the satisfaction of being helpful to other consumers. According to Pierce, Kostova,& Dirks (2003), the desire by the consumer to control through such communications may result in feelings of efficacy, intrinsic pleasure, and extrinsic satisfaction in providing such advice to others.

These propositions pointto strategies in which a firm can leverage customer feedback and social media for a firm’s strategic benefit. On one hand, firms shouldenhance the perception of psychological ownership and control among their customer base through loyalty and guest feedback and service recovery programs; they should keep more negative evaluations internal and positive feedback external. On the other hand, firms that do not emphasize customer loyalty or guest feedback should expect customers to both reward and punish their performance through social media.

B. Social Exchange Theory

Given that all social media are dependent on users providing content, an understanding of the motives of why individuals participate appears fundamental. Social exchange theory was originatedfrom sociologystudies exploring exchange between individuals or small groups (Emerson, 1976). The theory mainlyuses cost-benefit

framework and comparison of alternatives to explain how human beings communicate with each other, how they form relationships and bonds, and how communities are formed through communicationexchanges(Homans, 1958).

The theory statesthat individualsengage in behaviors they find rewarding and avoid behaviors that have too high a cost. In other words, all social behavior is based on each actor's subjective assessment of the cost-benefit of contributing to a social exchange. Theycommunicate or exchange with each other contingent on reciprocal actions from the other communicating party (Emerson 1976). The mutual reinforcement could be analyzed through a microeconomic framework, though many times the rewardsare not monetary but social, such as opportunity, prestige, conformity, or acceptance (Emerson 1976). The theory was arguably best summarized by Homans (1958, p. 606) when he wrote:

Hence, the reasons why people engage in a socialexchange have been posited as a) an expected gain in reputation and influence on others; b) an anticipated reciprocity on the part of others; c) altruism; and d) direct reward. Given that participation in the social media isnot compensated, thefirst three reasons appear to have particular relevance to why people participate in social media.

Travel blogsand social media sites have long recognized that there are far more people consuming information than generating. On YouTube, for example, though subscribers have uploaded over 2 billion videos and audiotracksto the social media site since its founding in 2005, the same site is accessed by more than 10 million unique daily visitors indicating there are far more viewers than contributors. Global Web Index (2009)(Li, 2010), which tracks this phenomena, suggests that users of social media can be

segmented into four main groups. They are: watchers (79.8% of the US social media users),who consume content only to help withtheir decision making; sharers (61.2%),who upload and forward information to others in order to help others and demonstrate knowledge; commenters (36.2%),who both review and rate products and comment on those who do in an effort to participate and contribute; and producers (24.2%),who create their own content in an effort to express their identity and recognition. Framed in a social exchange theory, watchers take but do not reciprocate from the exchange suggesting they consider the cost of posting or commentingtoo high,or fearofoffering their opinion or raising their profile.

C. Social Penetration Theory

Similar to social exchange theory, social penetration theory explains how human exchange forms relationships (Altman & Taylor, 1973). However, the latter focuses more on the individual and dyadic levelswhile the former could explainbehavior ataggregated and organizational levels. Social exchange theory states that human beings form close relationships through self-disclosure.Using an analogy ofpeeling of the layers in an onion, one must disclose him or herself through the continuing process of expose one's inner selfand identity. It startswith public, visible, and superficial information, such as gender, clothing preferences, and ethnicity; slowly, as the relationship progresses, one starts to share his or her feelings; in the deepest level, one will expose his or her goals, ambition, andbeliefs(Altman *et al*., 1981).

In the social world online, we may be able to design social networksin a way to separate these different layers of information.By default, certain information will be disclosed to the public, while private and semi-private information could be confidential;

There might be ways to determine the levels of relationships from the mode and frequencies of communication, which could be all tracked online easilythrough online social media sites.A recent privacy lawsuit against Facebook highlightedthe importance following the layered rules of social penetration in order (Gaudin, 2010).

2.9.2 Macro-Theories

A. Social Network Analysis

Social network theory views the community of individuals as connected actors, and usesmathematical models to study its structure, development, and evolution (Wasserman & Faust 1994). Social network analysis treats individual actors in a community as nodes; the communications between those actors are deemed as ties, edges, links, or connections. Social networkscan form in many levels, from individual people, to families, communities, and nations. Those ties could be communication frequency, friendship, kinship, financial exchange, sexual relationships, or common interests or beliefs. Together they form a complex graph structure.

Traditional social network analysis views individuals or organizations as nodes in the network, and the communicationbetween them as edges. However, social media content is exactly the materialization and solidification of the chatter, comments, or reviews. The recent emergence of multi-dimensional social networkframework is crucial in studying the interaction between social actors and information artifacts (Contractor, 2009). By treating social media content as nodes, one can perform mathematical calculation on those information artifacts, such as what are the important pieces shared by many people, how one can connect users through artifacts, where are the structure holesof social mediaby connecting which the network could be more tightly integrated.

B. McLuhan's Media Theory

McLuhan is a Canadian philosopher and educator, the author of the famous quote "the media is the message"(McLuhan, 1995). Heargued that the media itself, rather the actual content of the media, will transform people and society. The actual messages people are communicating won't be any different on the new media; the interactivity and frequency of new communication pattern will change our behavior forever. Thus, the media's effectson society are much greater than the content of the media. He separates media into "cool" media and "hot" media. The former one requires a viewer to exert much effort and participation in understanding the content, such as television, seminars, or cartoons; the latter refers to those media that enhance one sense, so the viewers do not need to exert much effort, such as films, radio, and photography (McLuhan, 1995).

If we use McLuhan's arguments, social media will transform the users not due to the content it contains, but due to the mode of communication it entails. For example, Twitter is only a micro-blogging service with a limitation of 140 characters. Theoretically one can perform all the functions of Twitter through a blog service. However, it is exactly its limiting factor which made Twittermore nimble and real-time. Many breakingnews stories were spread out on Twitter, such as China's Sichuan earthquake and Mumbai's terrorist attack in 2008 (Parr, 2009).

As business managers and consumers, one needs to realize the changing behavior due to the usage of new social media servicesand adopt an attitude of acceptance toward those technologies and behavior.

2.9.3 Pseudo-Theories

Social media landscape is fast changing due to the low cost of innovation in the era of open-source movement. Thedisconnect of academia from the industry and the slow process of formal publishing cycle poses a challenge for researchers in academic institutions. Many social media and online marketing agencies actually are more innovative and ahead of the curve of social media for marketing purposes. This section views two frameworks trying to make sense of social media landscape (Parr, 2009).

2.10 Empirical Studies

Several research studies have shown that student interaction is important, especially in the distance education context (Yang, 2009). A blog, therefore, offers university students an opportunity to interact with and exchange ideas with each other and with their lecturers. Despite a growing body of research concerning the use of micro-blogging services like Twitter, there have only been a few attempts to investigate micro-blogging in a work environment. Ehrlich & Shami (2010) conducted a content analysisand compare the messages of 34 employees in United States posted publicly on Twitter to the ones they posted on an intra-firm micro-blogging platform. They found significant differences in individuals' use of the two systems. Employees used the company-internal systemmostly to engage in "Q&A" and personal, directed interaction, whereas Twitter was mostly used to share information with alarger community.

Semi-structured interviews shed more light on the underlying motivation of employees to use micro-blogging. In particular, communication benefits such as the ability to share information in real-time and to be aware of what colleagues are working on were mentioned by the interviewees. At the same time, employees saw micro-blogging as a way to enhance their reputation.

Zhao and Rosson (2009) interviewed 11 active Twitter users in Berlin and built on theories on interpersonal communication and social psychology to explore potential benefits micro blogging can bring to informal communication at work. Their results hint at relational benefits such as building common ground, managing people perceptions, and creating a sense of connectedness as well as personal benefits such as the acquisition of valuable information.

Similarly, Barnes and Bohringer (2009) used an interpretive approach to investigate the case of a firm's use of an in-housesocial software development in San Francisco that shows close similarities to micro-blogging. They found that employees regarded micro-blogging as a good information source and efficient tool to stay awareof activities in the company. On the flipside, they found hints thatemployees have concerns regarding privacy aspects such as themonitoring of their work.

While these studies hint at use cases and benefits the subject of adoption has received no particular attention. Meanwhile, the results suggest a number of enabling factors as well as potential inhibitors, which are not considered in traditionaltechnology acceptance theories such as the Technology Acceptance Model (Venkatesh &Davis, 2000), or the Unified Theory of Acceptance andUse of Technology (UTAUT) (Venkatesh, Morris, Davis& Davis, 2003).

Günther, Riehle and Schondients (2009) present the results of four focus group sessions onthe adoption of enterprise micro-blogging and argue for modifications and extensions of traditional technology acceptance theory. In the absence of empirically validated research on enterprise micro-blogging, we build on these recommendations and evaluate their respective relevance empirically.

A recent report from the Pew Research Center's Internet and American Life Project (Lenhart, Purcell, Smith, & Zickuhr, 2010) highlights the use of social media in the United States. The findings indicate that 72% of survey respondents use social networking sites with an increase in the number of profiles maintained on multiple sites compared to the prior year. Among profile owners, Facebook is currently the social network of choice (73%), whereas only 48% and 14% maintain profiles on MySpace and LinkedIn, respectively. Additionally, 19% of the survey respondents use Twitter while only 4% use virtual worlds such as Second Life. A number of survey respondents reported participating in content creation activities with 30% "sharing "self-created content such as photos, videos, and artwork; 15% "remixing" material such as songs or images to showcase their artistic abilities; and 11% "blogging" to inform, update, or notify readers about specific topics and/or events.

Liu (2010) investigated students' use of different social media tools and their attitudes and perceptions towards these tools. The author sought to identify the knowledge and trends of using 16 social media tools that included Facebook, Wiki, YouTube, Bulletin Board, LinkedIn, Blogs, Twitter, Podcasts, Virtual Worlds, RSS, StumbleUpon, Netlog, Delicious, Digg, Plurk, and Jaiku. Through an online survey, 221 students were asked to rate their knowledge level of each social media tool using a Likert scale. The results revealed the following: (a) eigty two percent, seventy seven percent and seventy percent were either "very knowledgeable" or "knowledgeable" about YouTube, Wiki, and Facebook, respectively; (b) forty two percent, forty one percent and thirty nine percent were "somewhat Knowledgeable" about podcasts, blogs, and forums,

respectively; and (c) forty two percent, forty percent and twenty five percent were "not at all knowledgeable" about virtual worlds, RSS, and Twitter, respectively.

The study results also revealed the top four reasons why students use social media tools. As reported, eighty five percent use such tools for social engagement, fifty six percent use them for direct communications, forty eight percent use them for speed of feedback/results, and forty seven percent use them for relationship building; however, fewer than ten percent of the students mentioned using social media tools for academic practiceThe study results also revealed the top four reasons why students use social media tools. As reported, eighty five percent use such tools for social engagement, fifty six percent use them for direct communications, forty eight percent use them for speed of feedback/results, and forty seven percent use them for relationship building; however, fewer than ten percent of the students mentioned using social media tools for academic practice.

Deng and Yuen (2010) explored the role of academic blogs in supporting a group of 19 pre-service teachers in Hong Kong. Specifically, the purpose of the study was to investigate the pros and cons of using blogs to support self-expression, self-reflection, social interaction, and reflective dialogue among pre-service teachers. Xanga, a free commercial blogging platform, was used as a means of documenting, sharing, and reflecting on their teaching practice experiences. Quantitative and qualitative data were collected through blog frequency counts, questionnaires and interviews. The investigation revealed that only thirteen pre-service teachers wrote seventy five blogs entries with sixty two comments exchanged; thirteen participants acknowledged the values of blogs with respect to self-expression, self-reflection, and the documentation of

experiences; and twelve pre-service teachers felt more connected through blogging when compared to the teaching practice in the previous year.

Farmer and Yue (2007) reported that blogs offer encouragement and guidance to students, teaching staff maintained their own blog pages and also engaged actively with student blogs through the system's comments function. Periodic feedback sessions were offered in weekly tutorials to canvass any issues or problems that arose for students in their use of the blogging system. By mid-semester, the vast majority of students were blogging proficiently, but it became apparent that a sizeable group approximately twenty to twenty five percent were either still not blogging, or doing so inadequately, so a decision was made to have students present in class a brief 1-2 minute snapshot preview of their blogs as an additional motivating spur. Although use of the system never reached universal cohort penetration, it was used by ninety three percent of the enrolled student cohort; a figure broadly correlative to participation rates in the subject's other assessment exercises. However, only eighty nine point four percent of students blogged with sufficient consistency and/or quality to meet the assessment criteria and pass theexercise, which is slightly below the subject's average rate of assessment success of ninety two point five percent in their study on using blogging for higher orderlearning in large-cohort universityteaching.

Farmer (2006) observed that teaching staff were able to efficiently observe students' blogs online through the administrative functiontools of Culture blogging in New York. These tools included several features aimed at making it easier both forteachers to search and manage a large cohort and for students to find and respond to their colleagues. Itwas set up to only allow logged in users to read and comment, and

students could not override thissetting. This was partly because of the trial nature of the software, and partly to set boundaries that wouldencourage interaction in a smaller group. It was also to avoid any potential copyright infringement issuesby keeping the blogging tool as a strictly intramural learning resource rather than one for public display.

Taole (2013) explores that the use of blogs as an alternative tool to encourage reflective practices among distance education students. The participants were Post Graduate Certificate in Education students enrolled for a one year teacher education programme at the University of South Africa. The results of his findings showed that students 'blog entries were descriptive and haphazard. Although there was interaction among students, there was little indication that students understood reflective practice because they did not reflect on their practice.

Heap & Minocha (2012). identified the academics' andresearchers' motivations for starting a blogCentre for Research in Education and Educational Technology in the Open University, in the United Kingdom; the contribution of blogging to theirpersonal and professional development; and any challenges. The datasets wereanalyzed using different techniques. The findings revealed varied reasons forblogging. Some academics/researchers began a blog for its accessibility to self andothers. Blogging aided the academics and researchers personal and professionaldevelopment in several ways. Bloggers can quickly reach a wider audiencecompared to other forms of academic publishing. Among the challenges, therewere concerns over validity of online content of blog in academia and research. The framework describes how characteristics of digital scholarship such as openness and sharing are manifested throughblogging. The

framework can be used to guide academics and researchers who areinterested in taking up blogging as a scholarly practice.

Some theoretical and empirical endeavours have been made to determine the distinct value of blogs (Deng & Yuen 2010). Blogs enrich the learning experience and provide an opportunity for learners to shift from surface to deeper levels of learning (Bartlett-Brag 2003).

Yang (2009), blogs transpire to be helpful tools for teachers to establish an encouraging and nurturing discussion space that enhances students' reflection. Blogs allow students to exchange information without space and time constraints, to broaden their knowledge and to meet personal needs and interest (Yang, 2009). Additionally, blogs give students ownership over their own learning and an authentic voice, allowing them to articulate their needs and inform their own learning. Duffy & Bruns (2006) view learning as socially constructed, therefore the use of blogs will facilitate knowledge construction among students and their peers. This will ensure that students are involved in their own learning and view themselves as knowledge creators.

Blogs, that is, web pages used as online journals or diaries, have been around since themid-1990s, but were initially more popular in journalism and business contexts(Bruns, 2007). Since the early 2000s blogs have been embraced in education, andseveral studies have been carried out since then to investigate the effectiveness ofblogs in teaching and learning.

Deng and Yuen (2011) observed that blogs can be used as 'reflective devices' in the way that Farmer, Yue & Brooks (2007) suggest, but argue that there is a second strand of blog applications where they are used as 'interactive devices, enabled through

commenting and linking to other websites or blogs. McLoughlin & Lee (2010) add that "although blogs were originally designed to allow individuals to maintain their own personal journals or diaries and make them available for public viewing, shared or multi-author group blogs have found numerous uses to support learning. While authors such as Nardi, Schiano & Gumbrecht (2004) have listed social benefits of blogs including providing the opportunity to express opinions and seek feedback from others, and as an avenue to release emotional tension, others have speculated about the educational benefits of blogs.

Duffy and Bruns (2006) indicate that blogs allow collaborative content creation, peer assessment, formative evaluation of student work and individual as well as group reflection on learning experiences. Lee (2005) concurs with this emphasis on content creation, reflection and collaboration, On the other hand, Farmer, Yue & Brooks (2007) suggest that possible benefits of blogging for students include allowing them to become subject matter experts, increasing their ownership of learning and enculturating them into a community of practice.

The particular relevance is the benefits of blogs over traditional forms of student journals in a teacher education context. When comparing the quality of student blog postings to written journals, Stiler & Philleo (2003) note that entries were longer and written in ways that indicated that students were considering the bases and motivationsbehind their beliefs rather than merely describing them. Wagner (2003) highlights thebenefits of blogs through the way in which they can provide opportunities for students toshare postings with others and for instructors to monitor student reflections. These articlesprovide support for the idea that blogs might be a more effective medium

than traditionalprint based mediums when encouraging students to reflect on behaviour management issuesin the schools.

Divitini, Haugalokken and Morken (2005) describe a study where student teachers in Norway were encouraged to use a blog to share information and reflect on their learning in undertaking teaching practicums in schools. Use of the blog was optional and only two of 31 students who responded to a questionnaire (from a population of 34) actually used the blog in any meaningful way. In contrast, Farmer, Yue & Brooks (2007) describe the use of a blogging activity in a media studies subject, where the task formed a part of the subject assessment. Of the 220 students in the subject, 211 posted more than one entry, with the average student posting 11 entries. It would appear, then, that making blog use compulsory or assessable is necessary to ensure participation. However, Drabble (2010) reports very high percentages of students choosing to use an online system designed to provide support while on professional teaching placement, despite its use being optional.

Lee and McLoughlin (2010), in reporting on a study in which teacher education students were required to post and comment on blogs as well as sharing voice recordings of critical incidents while on professional placement, indicate that a key issue of concern was how to stimulate students to reflect deeply on their own experiences and comment constructively on the postings and contributions of others. While Drabble (2010) comments that "students appeared to use the online network as a psychological safety net that offered freedom to connect with others, to find and give reassurance and to build trusting relationships", it is not clear whether there was evidence in this study of the level of deep reflection on practice sought, but not found, by Lee and McLoughlin (2010).

` Gaudin (2010) reported on a study of pre-school student teachers' use of a blog for reflective dialogue also highlights substantial variability in the degree to which students engaged in deep reflection, pointing to mismatches between the assessment task and the intended activity as a possible cause.Another issue highlighted by a number of studies regarding the use of blogs for shared reflection and student support is ensuring that all students' postings are read and commented upon by others. For example, Deng & Yuen (2011) in a study of teacher education blog activity note that around half of the blog postings received no feedback from other students.

2.11Summary

This chapter has discussed views and opinions of some eminent educationist as expressed. Efforts have been made to review related literature. Although these opinions are exhaustive, however, the following areas discussed are:

Overview of blogs and its uses in teaching in the universities;other researcher findings on the uses of blogs in teaching and learning process;Theoretical framework of social media.

Micro blogging is the practice of posting small pieces of digital content which could be text, pictures, links, short videos or other media of internet. Micro blogging offers a portable communication mode that fee is organic and spontaneous to many and has captured the public imagination.

The education blog can be a powerful and effective technology tool for students and teachers alike.Awareness means having knowledge of the existence and usefulness of something. University lecturers cannot utilize e-blogs teaching except they are aware of the blogs activities.Self-efficacy refers to the beliefs in one's capabilities to mobilize the motivation, cognitive resources and courses of action needed to meet situational

demands. However, despite the positive reports about the value of blogs for student reflection a number of researchers have highlighted problems or unresolved issues associated with their use. These are lack of recognition of the blog as a parallel form of dissemination by professional bodies, threat of revealing confidential information,Fear of an audience and instances and concerns over preserving digital content.

Previous research on blogging has included studies on several categories of students: secondary, undergraduate, postgraduate, distance-learners, professionaltrainees. The effectiveness of blogging in facilitating several skills and activitieshas been well demonstrated: for personal reflection (Xie, Fengfeng, andSharma, 2008), collaborative working (McLoughlin and Lee, 2008), developingwriting skills (Warschauer, 2010) and flexible usage of blogs to suit theindividual blogger's needs, such as a space for reflection, to seek peer support, or both (Kerawalla, 2008).

This study reviews major theoretical frameworks which may be applicable to the study and understanding of social media. One can separate these theories into three schools: micro-theories deal with those frameworks studying the dynamics of contribution of information online and communication of individual social actors; macro-theories are those theories looking at the structure and dynamics of social actors and social media content through global or abstract views; pseudo-theories include the recent conceptual frameworks in marketing and social media proposed mostly by non-academics. Pseudo-theories may make sense intuitively, but have yet to be tested empirically and rigorously with scientific methods.

CHAPTE THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology adopted in carrying out the research work. The chapter woulddiscussed the research designs, sample and sampling techniques, research instruments, testing, and reliability of instruments, method of data collection and method of data analysis.

3.2 Research Design

This study adopted the descriptive survey research design. A survey is used in studies that have individuals as units of analysis (Babbie, 2001). It allows the researcher to gather information about a target population without undertaking a complete enumeration. It is a research method that is good for both small and large population and it is common research method in social science (Hale, 2011). This design is considered appropriate since the variables of interest have all existed and will be studied as they are.

3.3 Population

The population of this study comprisedall the lecturers in universities in Kaduna State. The universities are Ahmadu Bello University, Zaria (ABU) and Kaduna State University (KASU).ABU has 1963 male and 407 female lecturers while KASU has 290 male and 82 female lecturers. Therefore, ABU and KASU have total of 2370 and 372 lecturers respectively.The total population of lecturers in the universities is 2742as presented in Table 3.1.

Table 3.1: Distribution of Lecturers in Kaduna State University

Universities	**ABU**		**KASU**		
	Gender		**Gender**		
Faculties	Female	Male	Female	Male	**Grand Total**
Administration.	14	116	-	-	**130**
Agriculture	21	109	0	9	**139**
Arts	19	109	7	56	**191**
DAC	26	72	-	-	**98**
Education	30	116	-	-	**146**
Engineering	10	218	-	-	**228**
Environmental Design/Science	27	158	3	19	**207**
IAR	11	37	-	-	**48**
Institute	26	104	-	-	**130**

Law	6	46	-	-	**52**
Library	48	70	8	14	**140**
Medicine	61	235	11	32	**339**
Pharmaceutical Science	30	75	0	8	**113**
Science	43	276	23	92	**434**
Social Science/Mgt Science	18	100	30	60	**208**
Vetenary Medicine	15	107	-	-	**122**
Vet. Teaching Hospital	2	15	-	-	**17**
Grand Total	**407**	**1963**	**82**	**290**	**2742**

Source: Management Information System (MIS), 2014, ABU and KASU 2014/2015 annual report

3.4 Sample and Sampling Technique

A sample size of 285 lecturers was used for the study. Multi stage sampling technique wasused in the selection of sample. Four faculties were purposively selected from the universities in Kaduna State (Ahmadu Bello University, Zaria and Kaduna State University)in the study;the selection was based on highest number of lecturers in the faculties and are available in the two universities.Thereafter, Krejcie and Morgan table was used to select the sample size from the total number of lecturers in the sampled faculties.

Table 3.2: Sample Size of the Study

Faculty	**Sample Frame**	**Sample Size**
Arts	191	
Medicine	339	
Pharmacy	113	
Science	434	
Total	**1,077**	**285**

3.5 Instrumentation

The instrument for data collection of this research was a structured questionnaire. This was on titled: Lecturers Awareness, Readiness, Self-efficacy and Intention to Adopt Micro-Blogs for Teaching in Universities in Kaduna State, Nigeria. The option of questionnaire was considered appropriate because of the high literacy level of the respondents. It was designed under four different sections and harmonize in one single questionnaire; Section A required the respondents' demographic information that includes: gender, year of experience, area of specialization and qualification of respondents',while section B-D contained items on lecturers' awareness, readiness and self-efficacy as determinants of intention to use micro-blogs for teaching in universities in Kaduna State.

3.5.1 Validity of the Instrument

The content validity of the instrument was used by giving the questionnaire to two specialist in the field of educational technology, two from measurement and evaluation and two from English Language Department in Ahmadu Bello University, Zaria.

The judgment and assessment of the specialist was help to improve the instrument. However, based on the comments, corrections and advise of the experts, effort will be made to ensure that the questions are precise, clear and unambiguous. The face validity of the questionnaire in relation to demographic information of

lecturers' (gender, academic qualification, areas of specialization and year experience) was also considered.

3.5.2 Pilot Testing

A pilot test was conducted in Faculty of Art, Ahmadu Bello University, Zariato test the reliability of the instrument. A total number of fifty lecturers of the faculty which represent 10% of the samplesize were selected for the pilot study. These respondents are not within the selected sample respondents which was used for the final study but share similar characteristics in almost all respects. The questionnaire was administered, distributed once and personally retrieved by the researcher. Moreso, faculty of art form part of the population but not part of the sample

3.5.3 Reliability of the Instrument

The Cronbach's Alpha Reliability Coefficient was used to obtain the reliability coefficient of the instrument.The data thus collected from the pilot study was statistically analyzed for purpose of finding the reliability co-efficient. The reliability co-efficient (0.785) was considered adequate for the internal consistencies of the instruments.

According to Fulekar (2009), an instrument is said to be reliable when the reliability can be approximated to one. The choice of this statistical method was informed by its advantage of non-multiple administrations of instruments. The method does not require splitting of items into two halves and sub-scores to obtain a reliability coefficient.

3.6 Procedure for Data Collection

The researcher obtained an introductory letter from the Department of Educational Foundations and Curriculum, A.B.U., Zaria, which was used to facilitate the ease of administration of the questionnaire in the respective faculties. Information was collected with the help of research assistants.

After the initial introduction and briefing in respect of the purpose and nature of the research questionnaires, the research assistants were required to administered it to the participants as well as ascertain that they duly returned by the respondents. The help of some staff in each of the faculty was sought to supervise and complement the effort of the assistants.

3.7 Procedure for Data Analysis

None of the datacollected was interval or ratio scale of measurement as such non parametric test were used to analyze data in this research. Specifically, mean and standard deviation, Mann-WhitneyU-test and Kruskall-Wallis test were used to test the hypotheses.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the analysis of results for data collected from lectures' awareness, readiness, and self-efficacy questionnaire. The bio-data of the respondents were analysed using frequency and percentage, and hypotheses using mean, standard deviation, Man-Whitney test and Kruskal-Wallis non-parametric statistics.

4.2 Analysis of Bio-Data

Table 4.1: Frequency Distribution of Lecturers according to University

Institutions	Frequency	Percent
ABU	201	70.5
KASU	84	29.5
Total	**285**	**100**

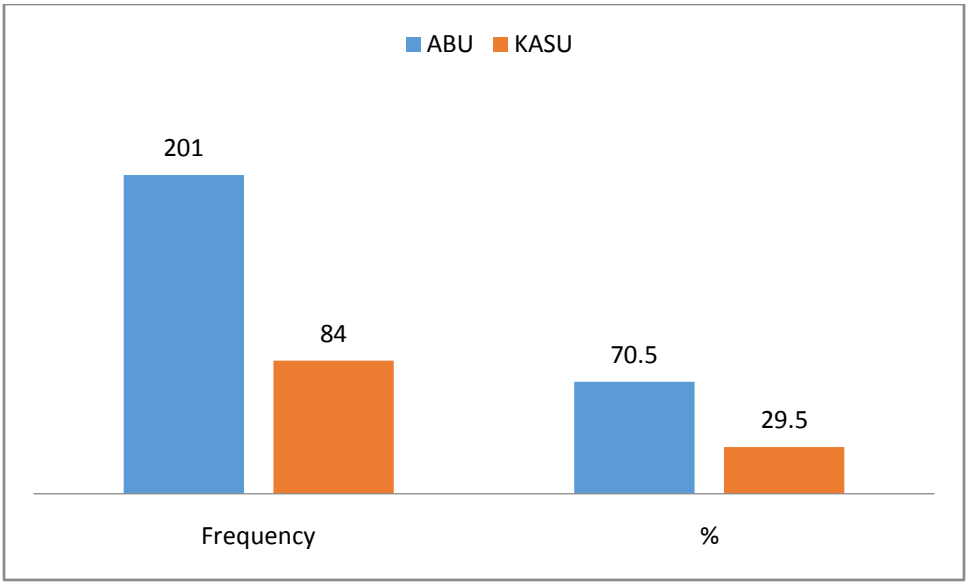


Figure 4.1: Distribution of Lecturers according to Universities

Table 4.1 and (Figure 4.1) present frequency and percentage distribution of the participant lecturers from Ahmadu Bello University (ABU) and Kaduna State University (KASU). A total of 258 lecturers were involved in the study among which 201 (70.5%) were from ABU and 29.5% were from KASU. ABU had more participants due to relative size of the school in terms of work force (lecturers). In addition ABU was established in 1962 while KASU was established in 2004. The former is a federal institution, while the latteris a State government institution.

Table 4.2: Frequency Distribution of the Respondents by Gender

Gender	Frequency	Percent

Male	179	62.8
Female	106	37.2
Total	**285**	**100**

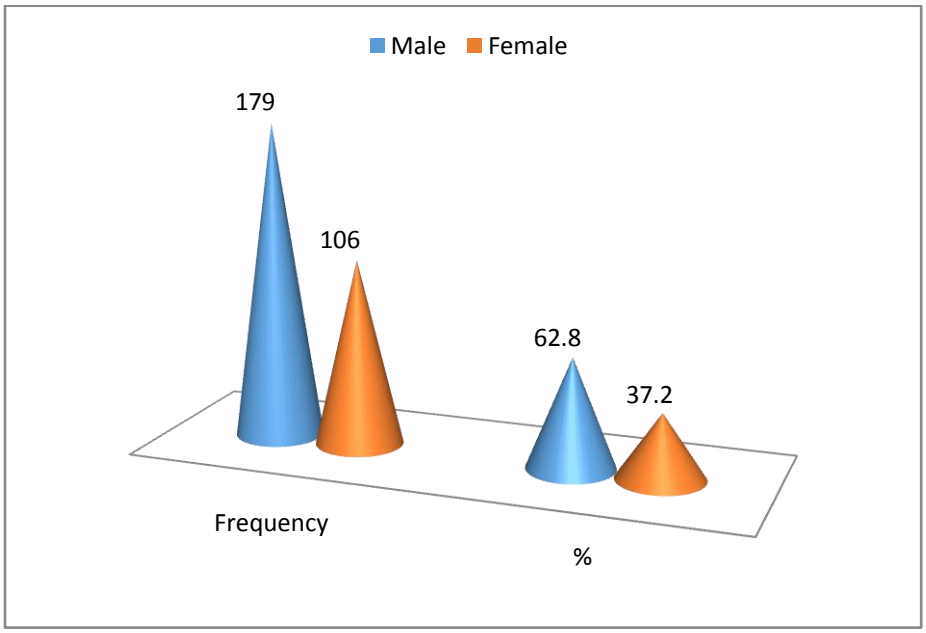


Figure 4.2: Distribution of the respondents according to gender

Table 4.2(Figure 4.2) shows the frequency distribution of the participants. The Table indicates that there are 179 (62.8%) males and 106 (37.2%) females. This shows that male lecturers are more than the females.

Table 4.3: Distribution of Respondents by Area of Specialization

	Frequency	**Percentage**
Science	114	40
Art	71	24.9
Pharmacy	28	9.8
Medicine	72	25.3

Total	**285**	**100**

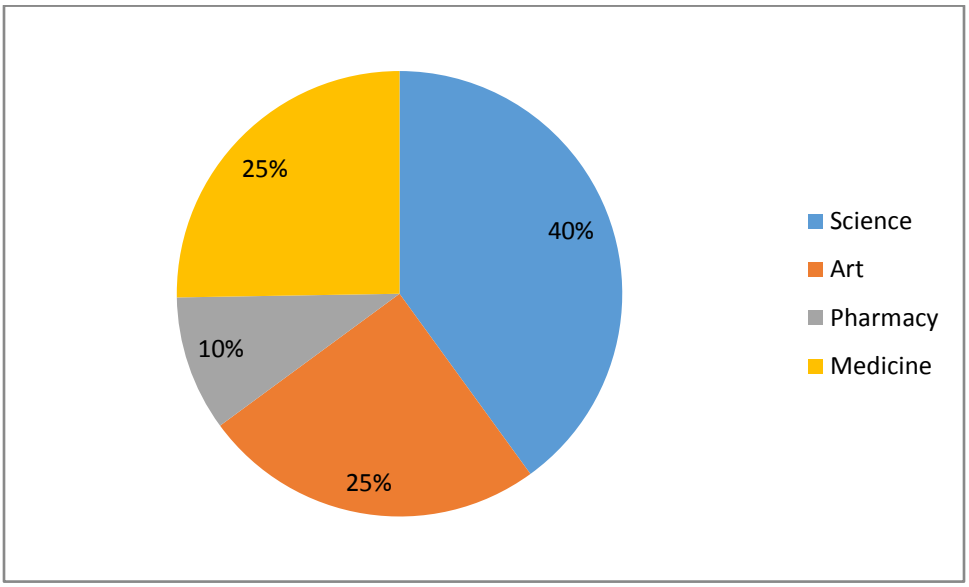


Figure 4.3**:** Distribution of Respondents by Area of Specialization

Table 4.3(Figure 4.3) shows the distribution of respondents based on the area of academic specialization. There were 4 areas of specialization namely, Science (114 lecturers), Art (71 lecturers), Pharmacy (28), and Medicine (72) with compositions as 40%, 24.9%, 9.8% and 25.3% respectively. The composition from Sciences was the highest followed by almost the same number from Art and Medicine while Pharmacy makes the least number.

Table 4.4: Distribution of the Respondents by Academic Qualification

Qualification	**Frequency**	**Percentage**
First degree	67	23.5
Master degree	158	55.4
Doctoral degree	53	18.6
Professor	7	2.5
Total	**285**	**100**

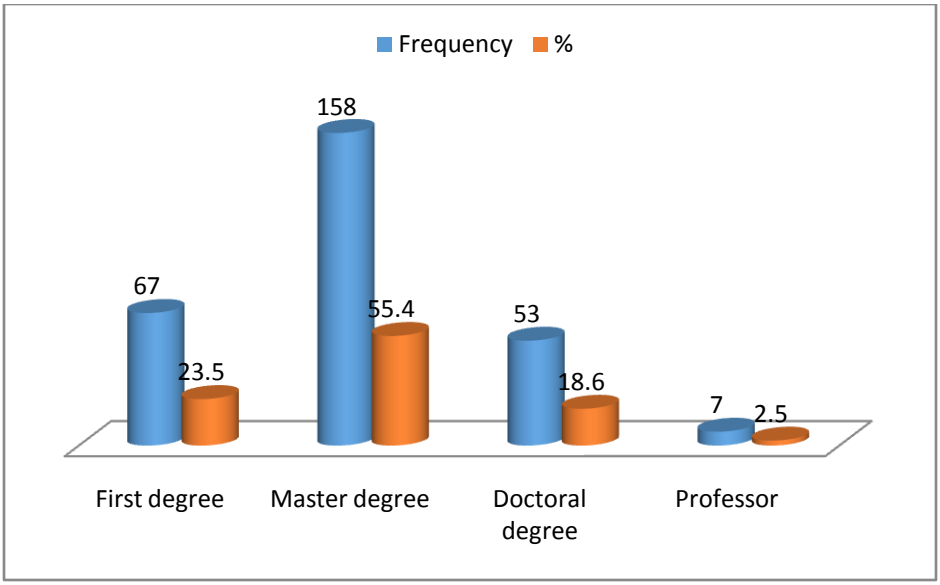


Figure 4.4: Distribution of the respondents according to academic qualification

Table 4.4 and Figure 4.4, shows presents the academic qualification of the participants. One hundred and fifty eight (158) Lecturers with the qualification of Master Degree were more than other qualifications put together (127). This result could be explained in another ways to represent a somewhat perfect normal distribution. The research of Badmus (2017) also testified to this high number of master degree holder among the other degree or qualifications in the academics.

T**able 4.5:** Distribution of Respondents by Year of Experience

Years	**Frequency**	**Percentage**
1-10	147	51.6
11-20	84	29.5
21-35	38	13.3
36 above	16	5.6

Total	**285**	**100**

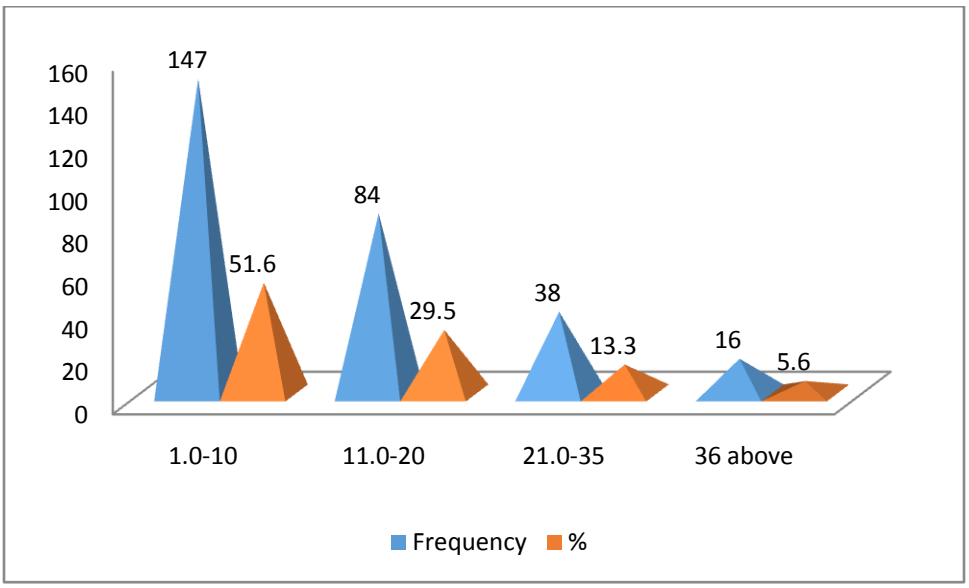


Figure 4.5**:** Distribution of respondents by year of experience

Table 4.5 and figure 4.5 are the distribution of respondents based on their years of experience in service. The Table shows that the participants within the year group of 1 – 10 were 147 (51.6%) were more than the other years of experience put together (138 with 48.4%). With the 84 (29.5%), 38 (13.3%) and 16 (5.6%) have 11-20, 21-35 and 36 and above respectively.

4.3 Research Questions One

Research Questions One: What is the extent of lecturers' awareness of the use of micro-blog for teaching in Universities in Kaduna? This research question is answered using mean and standard deviation. Summary of the analysis presented in Table 4.6.

Table 4.6:Mean and Standard Deviation of the Respondents on Awareness

S/No	Items	Mean	SD	Decision
1	I am aware about the knowledge of using micro-blogs	3.16	0.87	Aware
2	I am aware that Adoption of micro-blogs could be used for teaching in tertiary institutions	3.27	0.76	Aware
3	I am aware that micro-blogs can assist me in teaching my students	3.17	0.74	Aware
4	I am aware that micro-blogs adoption could be used to arouse my students' interest during teaching process	3.10	0.76	Aware
5	I am aware that micro-blogs adoption could be an effective means of receiving information on the level of comprehension of students during the class	3.07	0.81	Aware

6	I am aware that micro-blogs can be used to post questions on the board during the class.	3.01	0.83	Aware
7	I am aware that micro-blogs can provide the hearing impaired students with a complimentary sensory stimuli	3.00	0.88	Aware
8	I am aware that micro-blogs can be used to create more interaction between lecturers and students	3.09	0.77	Aware
9	I am aware that Micro-blogs could be used to solve some misconception problems in teaching and learning	3.11	0.77	Aware
10	I am aware that micro-blogs could help to provide better learning experience and opportunity for students in higher institution	3.11	0.76	Aware
11	I am aware that micro-blogs could be used for collaborative learning	3.11	0.77	Aware
12	I am aware that micro-blogs can provide immediate feedback to learning activities	3.05	0.81	Aware
13	I am aware micro-blogs are very efficient in monitoring student's progress.	3.17	0.78	Aware
	Cumulative mean	**3.11**		

Decision = 2.50

Table 4.6 shows the opinion of participant lecturers on awareness on the usage of micro-blogs for teaching in KASU and ABU. The table reveals that the lecturers agree with the fact that they are aware of the usage of micro-blogs for teaching in tertiary institutions. This is because cumulative mean of (3.11) outweighs the decision mean of (2.50).

4.4 Research Question Two

Research Question Two: Are lecturers ready to use micro-blogs for teaching in Kaduna State Universities?This research question is answered using mean and standard deviation. Summary of the analysis presented in Table 4.7

Table 4.7: Mean and Standard Deviation (SD) of the Respondents

S/No	Items	Mean	SD	Decision
1	I am interested in adopting micro-blogs for teaching	3.26	0.83	Ready
2	I will like to use micro-blogs to teach when I have the facilities	3.25	0.87	Ready
3	I will like to learn about using micro-blogs for teaching	3.35	0.75	Ready
4	I am ready to attend workshops and seminars on the use of micro-blogs for teaching	3.36	0.77	Ready
5	I am ready to use micro-blogs for sending questions to students during the class	3.16	0.85	Ready
6	I am ready to interact with my students via micro-blogging	3.14	0.87	Ready
7	I will like to use micro-blogs for arousing students attention in the class	3.14	0.89	Ready

8	I am ready to provide immediate feedback to my students request through micro-blogging	3.16	0.90	Ready
9	I will like to use micro-blogs for monitoring my students progress	2.93	0.96	Ready
10	I am ready to use micro-blogs for students group work	3.01	0.96	Ready
	Cumulative mean	**3.18**		

Decision mean = 2.50

Table 4.7 present the lecturer readiness to use micro-blogs for teaching in tertiary institutions. The table revealed that all the lecturers agree to all the questions involving readiness to use micro-blogs as a means of teaching in tertiary institution. This is evident in the fact that the cumulative mean was 3.18 while the decision mean was 2.50.

4.5Research Question Three

Research Question Three: What is the level of lecturers' self-efficacy in using micro-blogs for teaching among universities in Kaduna State? This research question is answered using mean and standard deviation. Summary of the analysis presented in Table 4.8

Table 4.8: Mean and Standard Deviation (SD) of the Respondents

S/N	ITEMS	Mean	SD	Decision
1.	I can communicate effectively with my students and co-lecturers via Whatsapp/Twitter, Telegram etc.	3.46	0.62	Agree
2.	I have enough competency in the use of micro-blogs for teaching and learning	3.13	0.78	Agree

3.	I can send and received relevant information/materials from the Internet via micro-blogs	3.24	0.68	Agree
4.	I can interact with my students and co-lecturers via micro-blogs	3.23	0.64	Agree
5.	I can post a video tutorial and other academic videos from YouTube to my students via micro-blogs to download	3.15	0.74	Agree
6.	I can upload assignment to my students using micro-blogs	3.21	0.70	Agree
7.	I can have group discussion with my students and co-lecturers using micro-blogs	3.25	0.76	Agree
8.	I can upload and share my lecture presentations using micro-blogs	3.22	0.77	Agree
9.	I can upload and share my course outline using micro-blogs	3.28	0.74	Agree
10.	I can collaborate with reputable scholars via micro-blogs.	3.30	0.77	Agree
	Cumulative mean	**3.25**		

Decision mean = 2.50

Table 4.8 relates to lecturer's self-efficacy on the use of micro-blogs for teaching in tertiary institution. There is an indication that the lecturer's self-efficacy was high. This is evident in the fact that the cumulative mean (3.25) was higher than the decision mean (2.50). Therefore, lecturers are efficient (self-efficacy) in the use of micro blogs for teaching in tertiary institution.

4.6 NullHypothesis Testing

H_{O1}: There is no significant difference between male and female lecturers' awareness of using micro-blogs for teaching in universities in Kaduna.

Table 4.9: Mann-Whitney Test results of male and female lecturers on the awareness of the use of micro-Blogs for teaching Kaduna Universities

Test variable	N	Mean Rank	Sum-of Ranks	X^2	P-value
Male	177	140.61	24888.00		
Female	108	146.92	15867.00	9135.00	0.531
Total	285				

Table 4.9 shows the Mann-Whitney test with mean ranking of 140.61 and 146.92 for male and female lecturers' awareness of the use of micro-blogs for teaching in ABU, Zaria and KASU. The result showed that there is no significant differences between male and female lecturers on the awareness of use of micro-blogs for teaching in ABU, Zaria and KASU. The P-value is at 0.531 which greater than 0.05, which is the set alpha value of significance. Therefore, null hypothesis is thereby not rejected.

Hypothesis Two

H_{O2}: There is no significant difference between male and female lecturers' readiness in using blogs for teaching in universities in Kaduna State.

Table 4.10: Mann-Whitney Test results of male and female lecturers on the readiness in using micro-blogs for teaching in ABU, Zaria and KASU

Test variable	N	Mean Rank	Sum-of Ranks	X^2	P-value
Male	177	141.22	24995.50		
Female	106	143.31	15190.50	9242.500	0.835
Total	283				

Table 4.10 shows the Mann-Whitney test with mean ranking of141.22 and 143.31 for male and female lecturers' perception on the readiness in using micro-blogs for teaching in ABU, Zaria and KASU.

The revealed that presents that there is no significant difference in the perception of the male and female lecturers' readiness in using micro-blogs for teaching in ABU, Zaria and KASU. This indicated by P-value of 0.835 which is greater than 0.05 alpha value of significance.Therefore the null hypothesis and the alternative one is not rejected.

Hypothesis Three

H_{O3}: There is no significant difference between male and female lecturers' self-efficacy in using micro-blogs for teaching in Kaduna State universities.

Table 4.11 Mann-Whitney Test results of male and female lecturers' self-efficacy in using-micro-blogs for teaching in Kaduna State Universities

Test variable	**N**	**Mean Rank**	**Sum-of Ranks**	**X^2**	**P-value**
Male	177	144.62	25597.00		
Female	106	137.63	14589.00	8.918	0.486
Total	283				

Table 4.11 shows the Mann-Whitney test with mean rankings 144.62 and 137.63 for male and female lecturers' perception on self-efficacy in using micro blogs for teaching in ABU, Zaria and KASU.

The result presents no significant difference in the perception of the male and female groups of lecturers in terms of self-efficacy in using micro blogs for teaching in KASU. This fact is indicated by P- value (0.486) which is higher compared to the 0.05 alpha value of significance. This hypothesis is therefore not rejected.

Hypothesis Four

H_{O4}: There is no significant difference between lecturers' years of experience on their awareness on the use of micro-blogs for teaching.

Table 4.12: Kruskal-Wallis test result of lecturers' years of experience on their awareness on the use of micro-blogs for teaching in Kaduna State Universities

Test variable	N	Mean rank	X^2	P-value
Low (1-10 years)	147	133.22		
Medium (11-20 years)	84	167.62		
Average (21-35)	38	129.55	10.730	0.013
High (36 years & above)	16	135.50		
Total	285			

Table 4.12 shows Kruskai-Wallis test with the mean rankings regarding the respondents' years of experience on the awareness of the use of micro-blogs for teaching. Their mean rankings for the group years of experience of 1-10 years, 11-20 years, 21-35 years and 36 years & above were 133.22, 167.62, 129.55 and 135.50 respectively. The calculated significant (p) value of 0. 013 is lesser than 0.05 alpha value of significance, indicating that there is difference in the awareness of the lecturers based on their years of experience. The awareness ranges from low to high level of awareness as the group years of experience also increases from 1-10 years to 36 years and above. Therefore, the null hypothesis which states that there is no significant difference between lecturers' teaching experience on the awareness of micro-blogs for teaching, is hereby rejected.

Hypothesis Five

H_{O5}: There is no significant difference between lecturers' years of experience on their readiness on the use of micro-blogs for teaching.

Table 4.13: Kruskal-Wallis test result of lecturers' years of experience on their readiness for the use of micro-blogs for teaching Kaduna State Universities

Test variable	N	Mean rank	X^2	P-value
Low (1-10 years)	147	134.00		
Medium (11-20 years)	84	170.58		
Average (21-35)	38	131.39	14.778	0.002
High (36 years & above)	16	108.44		
Total	285			

Table 4.13 shows Kruskai-Wallis test with the mean rankings regarding the respondents' years of experience on their readiness for the use of micro-blogs for teaching. The mean rankings for the group years of experience were 1-10 years, 11-20 years, 21-35 years and 36 years and above were 134.00, 170.58, 131.39 and 108.44 respectively. The calculated significant (p) value of 0.002 is less than 0.05 alpha value of significance, indicating that there is significant difference in the readiness of the lecturers to use micro blogs for teaching in tertiary institutions based on their years of experience. The readiness ranges from low to high level of readiness as the years of experience also increases from 1-10 years to 36 years and above. Therefore, the null hypothesis which states that there is no significant difference between lecturers' teaching experience on the readiness for the use of micro-blogs for teaching, is hereby rejected.

Hypothesis Six

H_{O6}: There is no significant difference between lecturers' levels of self-efficacy on the use of micro-blogs for teaching.

Table 4.14: Kruskal-Wallis test result of lecturers' self-efficacy for the use of micro blogs for teaching in Kaduna State Universities

Test variable	N	Mean rank	X^2	P-value
Low (1-10 years)	147	140.92		
Medium (11-20 years)	84	159.19		
Average (21-35)	38	120.80	6.641	0.088
High (36 years & above)	16	129.81		
Total	285			

Table 4.14 shows Kruskai-Wallis test with the mean rankings regarding the respondents' perceptions of lecturers' self-efficacy of the use of micro-blogs for teaching. The mean rankings for the 21-35 years and 36 years and above were 140.92, 159.19, 120.80 and 129.81 respectively. The calculated significant (p) value of 0.088 is greater than 0.05 alpha value of significance, indicating that there is no significant difference in terms of lecturers' self-efficacy of the use of micro blogs for teaching in tertiary institutions based on their years of experience. Therefore, the null hypothesis which states that there is no significant difference between lecturers' teaching experience on their self-efficacy for the use of micro blogs for teaching, is hereby not rejected.

4.4 Summary of Findings

The following are the summary of the major findings of the study:

1. There is no significant difference on the awareness of male and female lecturers' awareness of the use of micro-blogs for teaching in tertiary institutions;
2. There is no significant difference in the perception of the male and female lecturers of their readiness in using micro-blogs for teaching in ABU, Zaria and KASU;
3. There is no significant difference between male and female lecturers' self-efficacy in using micro-blogs for teaching in ABU, Zaria and KASU;
4. There is significant difference in the awareness of the lecturers based on their years of experience in using-micro blogs for teaching in ABU, Zaria and KASU.
5. There is significant difference in the readiness of the lecturers to use micro-blogs for teaching in tertiary institutions based on their years of experience;
6. There is no significant difference in terms of lecturers' self- efficacy of the use of micro-blogs for teaching in tertiary institutions based on their years of experience.

4.5 Discussion of Findings

Research question one sought to know if lecturers are aware of the use of micro-blogs for teaching in tertiary institutions in Kaduna State. The results of the study revealed that respondents agree positively to the items. This indicates that most respondents are aware of the use of micro-blogs for teaching in tertiary institution the State. This is in agreement with the finding of Smith and Doyle (2002) who noted that new ICT tools provide a channel through which lecturers' can enrich their awareness of blogs for teaching in United States of America.

The findings which sought to know the lecturers readiness and self-efficacy in using micro-blogs for teaching in tertiary institutions with high positive means, indicating that the lecturers are ready and also show high self-efficacy for the use of micro blogs for teaching in tertiary institutions in line with the findings of Mudi (2013) & Jiya (2015).

Findings revealed that there is no significant difference between male and female lecturers' awareness, readiness and self-efficacy of using micro-blogs for teaching in tertiary institutions in Kaduna State. This agreed with the finding of Mudi, (2013) and Jiya (2015) who reported that there is no significant difference between male and female teachers on the awareness, readiness, and self-efficacy of social media in Nigeria schools.

There is significant difference in lectures year of experience on the awareness, readiness and self-efficacy on the use of micro-blogs for teaching. This research agrees with Jiya (2015) who argued that there is significant difference in the years of experience of lecturers' on the usability (self-efficacy) of ICT/social media. The present study disagrees with the work of Mumtaz and Wang, (2010) who noted that there is no significant difference in the years of experience of lecturers' on the awareness in the use of social media.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusion and recommendations of the study. The chapter was discussed under the following sub headings: Summary, contributions to knowledge, conclusion, recommendations, and suggestions for further research andlimitation for the study

5.2 Summary

This research work was on lecturers' awareness, readiness, self-efficacy and intention to adopt micro-blogs for teaching among universities in Kaduna State, Nigeria. The study had nine specific objectives, nine research questions, and six null hypotheses. The researcher adopted

descriptive survey research design for the study. The total population of the study was two thousand seven hundred and forty two lecturers in the two Universities of Kaduna State in the year 2014/2015 annual report. A sample size of two hundred and eighty five lecturers were selected using Krejcie and Morgan table.A self-constructed questionnaire titled 'Lecturers' Awareness, Readiness, Self-Efficacy and Intention to Adopt Micro-blogs for Teaching in Universities in Kaduna State, Nigeria' which designed under four (4) different sections and harmonized in one single questionnaire; Section A contained respondents demographic information while section B-D contained items on lecturers' awareness, readiness, self-efficacy and intention to use micro-blogs for teaching among Universities in Kaduna State. The nine research questions were analyzed using non-parametric test such as mean and standard deviation. Null hypotheses one to three were tested using Mann-Whitney U-test while null hypotheses four to six were tested using Kruskall-Wallis at 0.05 alpha level. The study revealed that: (i) there is no significant difference on the awareness of male and female lecturers' awareness of the use of micro-blogs for teaching in tertiary institutions; (ii) there is no significant difference in the perception of the male and female lecturers of their readiness in using micro-blogs for teaching in Universities in Kaduna State; (iii) there is no significant difference between male and female lecturers' self-efficacy in using micro-blogs for teaching in Universities in Kaduna State ; (iv) there is significant difference in the awareness of the lecturers based on their years of experience in using-micro blogs for teaching in Universities in Kaduna State; (v) there is significant difference in the readiness of the lecturers to use micro-blogs for teaching in tertiary institutions based on their years of experience in the State; and (vi) there is no significant difference in terms of lecturers' self- efficacy of the use of micro-blogs for teaching in tertiary institutions based on their years of experience.

5.3 Contributions to Knowledge

1. There is no significant difference on the awareness of male and female lecturers' awareness of the use of micro-blogs for teaching in tertiary institutions in Kaduna State (p= 0.531).
2. There is no significant difference in the perception of the male and female lecturers of their readiness in using micro-blogs for teaching in Universities in Kaduna State (p= 0.835).
3. There is no significant difference between male and female lecturers' self-efficacy in using micro-blogs for teaching in Universities in Kaduna State (p= 0.486).
4. There is significant difference in the awareness of the lecturers based on their years of experience in using-micro blogs for teaching in Universities in Kaduna State (p= 0.013).
5. There is significant difference in the readiness of the lecturers to use micro-blogs for teaching in tertiary institutions based on their years of experience (p= 0.013).
6. There is no significant difference in terms of lecturers' self- efficacy of the use of micro-blogs for teaching in tertiary institutions based on their years of experience (0.002).

5.4 Conclusion

The following conclusion was drawn regarding the study:

Lecturers are aware of the use of micro-blogs for teaching. Lecturers are ready and also show high efficacy for the use of micro-blogs. Gender has no influence on the awareness, readiness and self-efficacy of the use of blogs for teaching in tertiary institution. Years of experience has an influence on the awareness, readiness and utilization of the use of micro-blogs for teaching in tertiary institutions in universities in Kaduna State.

5.5 Recommendations

Based on the finding of this research, the following recommendations are made:

i. Lecturers' should be given all necessary assistance to identify and exploit the use of micro-blogs in their subject area.

ii. Lecturers' should engage themselves with the use of micro-blogs to understand the implication and how to utilize the micro-blogs for efficient teaching in tertiary institution.

iii. Conferences, seminars and workshops should be organized by university management to enlighten and educate lecturers' on the use of micro-blogs to teach.

5.6 Suggestion for Further Study

The researcher hereby recommends the following suggestions for further research

i. A similar study of this kind should be carried out in other tertiary institutions in Nigeria, since this study was limited to ABU and KASU, this would help realize the full weight of the awareness, readiness and self-efficacy in the use of micro-blogs in tertiary institutions in Nigeria.

ii. The researcher only survey the awareness, readiness and utilization of micro-blogs for teaching in tertiary institutions, further study should be carried out on academic achievement on the use of micro-blogs for teaching in north-central zone of Nigeria.

5.7Limitation of the Study

The following limitation were observed regarding the study:

This study was carried out in two institutions in Kaduna State. It may not be misleading use the findings in a general manner for the entire Nigeria without further investigation.

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APPENDIX

Appendix I

Introduction Letters

DEPARTMENT OF EDUCATIONAL FOUNDATION AND CURRICULUM

Faculty of Education

AHMADU BELLO UNIVERSITY, ZARIA
Email: efceduc@abu.edu.ng

Vice-Chancellor: **Professor Abdullahi Mustapha,** *B.Sc (Hons) Pharm (ABU). Ph.D (London), FPSN*
Ag. Head of Department: **Dr. Bashir Maina,** *B.Ed (Unimaid), M.Ed., Ph.D (ABU)*

Our Ref: DEFC/S.25

Date: 22/01/2015.

Dear Sir,

LETTER OF INTRODUCTION

The bearer, SHAMSUTT ISMAEL, with Registration Number P13EDFC8011, is a student in this department. He /She is carrying out research, being part of requirement for graduation, in Dept of Educational Foundations/Curriculum. He/She needs certain information in your organization. Kindly, allow him/her have access to information in your organization. The information obtained will be used for research purpose only. The topic of his/her research is

An investigation of lecturers awareness, Readiness and self efficiency as determinants of micro blogs adoption for teaching among universities in Kaduna States.

Thanks in anticipation of your kind response.

Yours sincerely,

22/01/15

Dr. Bashir Maina
Head of Department

Dept. of Educational Foundations & Curriculum
A. B. U Zaria

DEPARTMENT OF EDUCATIONAL FOUNDATION AND CURRICULUM
Faculty of Education
AHMADU BELLO UNIVERSITY, ZARIA
Email: efceduc@abu.edu.ng

Vice-Chancellor: **Professor Abdullahi Mustapha,** *B.Sc (Hons) Pharm (ABU). Ph.D (London). FPSS*
Ag. Head of Department: **Dr. Bashir Maina,** *B.Ed (Unimaid). M.Ed., Ph.D (ABU)*

Our Ref: DEFC/S.2

Date:26th January, 2016

The Registrar,

Kaduna State University,

Kaduna

Dear Sir,

LETTER OF INTRODUCTION

The bearer, **SHAMSIYA ISMAIL** with Registration Number **P13EDFC8011**, is a student in this department. She is carrying out research, being part of requirement for graduation in **M.Ed Instructional Technology.** She needs certain information in your organization. Kindly, allow her have access to information in your organization. The information obtained will be used for research purpose only. The topic of her research is:

"An Investigation of Lecturers Awareness, Readiness and Self Efficiency as Determinants of Micro Blogs Adoption for Teaching among Universities in Kaduna State".

Thanks in anticipation of your kind response.

Yours sincerely,

Head of Department
Dept. of Educational Foundations
Curriculum
A. B. U. Zaria

Dr. Bashir Maina
Head of Department

Appendix II

DEPARTMENT OF EDUCATIONAL FOUNDATION & CURRICULUM
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA

Instrument Validation Form

Dear Sir/Ma,

The bearer is a postgraduate student of Educational Foundation and Curriculum Department, Ahmadu Bello University Bello, Zaria. He /She is conducting a research and you have been selected as one of experts to validate his/her research and you have been selected as one of the experts to validate his/her instrument. Please, kindly grant him/her all necessary assistance to improve the quality of the work.

Shami
.....
Head of Department (Signature, Date & Official Stamp)

Student's Surname:..... **Other Names** .....

Registration Number:..... **Programme**.....

Title of the Instrument .....

Please comment on the following:

1. Appropriate of the instrument for research work: Good.
2. Clarity and simplicity of the language used Adequate
3. Suitability of the instrument for level of respondents: Good
4. The extent in which the items cover the topic it meant to cover well Covered
5. Is the instrument structured in line with objectives and research questions? Yes
6. Others (grammatical errors, spelling errors and others) little grammatical and Spelling errors
7. General overview of the instrument Good.

Comments/ suggestions for improving the quality of the instrument

1. Use Simple and understandable language.

2. .....

3. .....

4. .....

.....

ATTESTATION SECTION

I hereby testify that the above named student brought his instrument for validation

Name of Attester: Dr. Sulaiman A Zubairu

Designation: Lecturer 2

Name and Adress of Institution: ABU, Zaria

Phone No: 08029573340 E-mail: sazubairu@gmail.com

.....

Signature and Date

Appendix III

Lecturers' Awareness, Readiness Self-Efficacy and Intention to Adopt Micro-Blogs for Teaching among Universities in Kaduna State, Nigeria

I, Shamsiya Ismail (P13EDFC8011) of Science Educational Foundations and Curriculum Department, Ahmadu Bello University, Zaria, carrying out a research on "Lecturers' Awareness, Readiness, and Self-Efficacy as Determinants of Micro-Blogs Adoption for Teaching among Universities in Kaduna State, Nigeria". Please, kindly read carefully and provide information on your opinion on each item stated below. The information you provided shall be treated with utmost confidentiality. Thanks for your anticipated cooperation.

What is Micro-Blogs: It is a kind of blogging where users publish snippets of information about their daily activities and thoughts. It is a discussion or informational side published on the World Wide Web and consisting of discrete entries (posts) typically displayed in reverse chronological order.

SECTION 'A' BIO-DATA

Name of Institution:.....

Gender: ☐ ☐

Male Female

Year of Teaching Experience: ☐ ☐ ☐ ☐

0 - 10 years 11 – 20years 21 – 35 years 36 and above

SECTION B: Questionnaire on Awareness on the Usage of Micro-Blogs

Note: FA (Fully Aware); A (Aware); NFA (Not Fully Aware); NA (Not Aware)

S/No	Items	FA (4)	A (3)	NF (2)	NA (1)
I am aware that:					
1	I am aware that knowledge of using micro-blogs				
2	I am aware that micro-blogs adoption could be used for teaching in tertiary institutions				
3	I am aware that knowledge of using micro-blogs would assist me in teaching my students				

4	I am aware that micro-blogs could be used to arouse my students' interest during teaching process				
5	I am aware that micro-blogs could be an effective means of receiving information on the level of comprehension of students during the class				
6	I am aware that micro-blogs can be used to post questions on the board during the class.				
7	I am aware that micro-blogs will provide the hearing impaired students with a complimentary sensory stimuli				
8	I am aware that micro-blogs create more interaction between lecturers and students				
9	I am aware that micro-blogs could be used to solve some misconception problems in teaching and learning				
10	I am aware that micro-blogs could help to provide better learning experience and opportunity for students in higher institution				
11	I am aware that micro-blogs could be used for collaborative learning				
12	I am aware that micro-blogs can provide immediate feedback to learning activities				
13	I am aware that micro-blogs are very efficient in monitoring student's progress.				

SECTION C: Questionnaire on Lecturers' Readiness to Use Micro-Blogs for Teaching

Note: FR (Fully Ready); PR (Partially Ready); R (Ready); NR (Not Ready)

S/No	Items	FR (4)	PR (3)	R (2)	NR (1)
1	I am interested in adopting micro-blogs for teaching				
2	I will like to use micro-blogs to teach when I have the facilities				
3	I will like to learn about using micro-blogs for teaching				
4	I am ready to attend workshops and seminars on the use of micro-blogs for teaching				

5	I am ready to use micro-blogs for sending questions to students during the class				
6	I am ready to interact with my students via micro-blogging				
7	I will like to use micro-blogs for arousing students attention in the class				
8	I am ready to provide immediate feedback to my students request through micro-blogging				
9	I will like to use micro-blogs for monitoring my students progress				
10	I am ready to use micro-blogs for students group work				

SECTION D: Questionnaire on Self-Efficacy on the use of Micro-Blogs for Teaching

Note: SA (Strongly Agree); A (Agree); D (Disagree); SD (Strongly Disagree)

S/N	**ITEMS**	**SA**	**A**	**D**	**SD**
1.	I can communicate effectively with my students and co-lecturers via Facebook/Whatsapp/Twitter, etc				
2.	I have enough competency in the use of micro-blogs for teaching and learning				
3.	I can send and received relevant information/materials from the Internet via micro-blogs				
4.	I can interact with my students and co-lecturers via micr-blogs				
5.	I can post a video tutorial and other academic videos from Youtube to my students via micro-blogs to download				
6.	I can upload assignment to my students using micro-blogs				
7.	I can have group discussion with my students and co-lecturers using micro-blogs				
8.	I can upload and share my lecture presentations using micro-blogs				

9.	I can upload and share my course outline using micro-blogs				
10.	I can collaborate with reputable scholars via micro-blogs.				

Thank you

Shamsiya Ismail

Appendix IV

Reliability of Results

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	50	100.0

	Excluded[a]	0	.0
	Total	50	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.780	.785	40

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.680	2.020	3.360	1.340	1.663	.152	40
Item Variances	.883	.433	1.592	1.159	3.676	.060	40
Inter-Item Correlations	.084	-.426	.623	1.049	-1.462	.030	40

Scale Statistics

Mean	**Variance**	**Std. Deviation**	**N of Items**
107.2000	147.633	12.15042	40

Item Statistics

RES. QUEST.	**Mean**	**Std. Deviation**	**N**
RQ1	3.3600	.74942	50
RQ2	2.7200	.92670	50
RQ3	3.3400	.65807	50
RQ4	3.0200	.79514	50
RQ5	3.0600	.81841	50
RQ6	2.9000	.86307	50
RQ7	2.4000	.75593	50
RQ8	2.7400	.77749	50
RQ9	2.7600	.87037	50

RQ10	2.7000	1.18235	50
RQ11	2.4200	.92780	50
RQ12	2.3200	.93547	50
RQ13	2.2200	.88733	50
RQ14	2.2400	.98063	50
RQ15	2.3400	.93917	50
RQ16	2.3000	.97416	50
RQ17	2.6000	.90351	50
RQ18	2.4400	1.07210	50
RQ19	2.4000	1.10657	50
RQ20	2.1000	1.03510	50
RQ21	2.6800	1.05830	50
RQ22	2.4800	.93110	50
RQ23	2.4000	1.03016	50
RQ24	2.4600	.86213	50
RQ25	2.5000	.97416	50
RQ26	2.1600	.91160	50
RQ27	2.0200	.93656	50
RQ28	2.3200	.97813	50
RQ29	2.3200	1.01900	50
RQ30	2.6000	1.26168	50
RQ31	2.6200	1.17612	50
RQ32	3.1800	.94091	50
RQ33	2.9400	1.09563	50
RQ34	2.8400	.81716	50
RQ35	3.1000	.83910	50
RQ36	3.1200	.84853	50
RQ37	3.3000	.83910	50
RQ38	3.2000	.90351	50
RQ39	3.2800	.83397	50
RQ40	3.3000	.83910	50

Appendix VI

Analysis of Results

Research Question One: ……

Table 4.3: …

S/No	Items	Mean	SD	Decision
1	knowledge of using micro-blogs	3.16	0.87	Aware
2	Micro-blogsadoption could be used for teaching in tertiary institutions	3.27	0.76	Aware
3	Knowledge of using micro-blogs would assist me in teaching my students	3.17	0.74	Aware
4	Micro-blogsadoption could be used to arouse my students' interest during teaching process	3.10	0.76	Aware
5	Micro-blogs adoption could be an effective means of receiving information on the level of comprehension of students during the class	3.07	0.81	Aware
6	Micro-blogs can be used to post questions on the board during the class.	3.01	0.83	Aware
7	Micro-blogs adoption will provide the hearing impaired students with a complimentary sensory stimuli	3.00	0.88	Aware
8	Adoption of micro-blogs for teaching create more interaction between lecturers and students	3.09	0.77	Aware
9	Micro-blogs adoption could be used to solve some misconception problems in teaching and learning	3.11	0.77	Aware
10	Micro-blogs adoption could help to provide better learning experience and opportunity for students in higher institution	3.11	0.76	Aware
11	Micro-blogs adoption could be used for collaborative learning	3.11	0.77	Aware
12	Micro-blogs adoption can provide immediate feedback to learning activities	3.05	0.81	Aware
13	Adoption of micro-blogs are very efficient in monitoring student's progress.	3.17	0.78	Aware

Research Question Two: ……

Table 4.4

S/No	Items	Mean	SD	Decision
1	I am interested in adopting micro-blogs for teaching	3.26	0.83	Ready
2	I will like to use micro-blogs to teach when I have the facilities	3.25	0.87	Ready
3	I will like to learn about using micro-blogs for teaching	3.35	0.75	Ready
4	I am ready to attend workshops and seminars on the use of micro-blogs for teaching	3.36	0.77	Ready
5	I am ready to use micro-blogs for sending questions to students	3.16	0.85	Ready

	during the class			
6	I am ready to interact with my students via micro-blogging	3.14	0.87	Ready
7	I will like to use micro-blogs for arousing students attention in the class	3.14	0.89	Ready
8	I am ready to provide immediate feedback to my students request through micro-blogging	3.16	0.90	Ready
9	I will like to use micro-blogs for monitoring my students progress	2.93	0.96	Ready
10	I am ready to use micro-blogs for students group work	3.01	0.96	Ready

Research Question Three: ……

Table 4.5:…..

S/N	ITEMS	Mean	SD	Decision
1.	I can communicate effectively with my students and co-lecturers via Facebook/Whatsapp/Twitter, etc	3.46	0.62	Agree
2.	I have enough competency in the use of micro-blogs for teaching and learning	3.13	0.78	Agree
3.	I can send and received relevant information/materials from the Internet via micro-blogs	3.24	0.68	Agree
4.	I can interact with my students and co-lecturers via micr-blogs	3.23	0.64	Agree
5.	I can post a video tutorial and other academic videos from Youtube to my students via micro-blogs to download	3.15	0.74	Agree
6.	I can upload assignment to my students using micro-blogs	3.21	0.70	Agree
7.	I can have group discussion with my students and co-lecturers using micro-blogs	3.25	0.76	Agree
8.	I can upload and share my lecture presentations using micro-blogs	3.22	0.77	Agree
9.	I can upload and share my course outline using micro-blogs	3.28	0.74	Agree
10.	I can collaborate with reputable scholars via micro-blogs.	3.30	0.77	Agree

Research Question Four: ……

Group Statistics

	Gender	N	Mean	Std. Deviation
MeanAWA	Male	177	3.16	.477
	Female	108	3.17	.546

Research Question Five

Group Statistics

	Gender	N	Mean	Std. Deviation
MeanRED	Male	177	3.17	.632
	Female	106	3.19	.633

Research Question six

Group Statistics

	Gender	N	Mean	Std. Deviation
MeanEff	Male	177	3.27	.484
	Female	106	3.20	.588

Research Question seven

Descriptives

MeanAWA

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Low	147	3.09	.520	.043	3.01	3.18	1	4
Medium	84	3.31	.455	.050	3.21	3.41	2	4
Average	38	3.11	.442	.072	2.96	3.26	2	4
High	16	3.09	.593	.148	2.78	3.41	2	4
Total	285	3.16	.504	.030	3.10	3.22	1	4

Research Question Eight

Descriptives

MeanRed

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Low	147	3.12	.630	.052	3.02	3.22	1	4

Medium	84	3.38	.582	.063	3.26	3.51	2	4
Average	38	3.08	.684	.111	2.85	3.30	2	4
High	16	2.96	.550	.138	2.67	3.25	2	4
Total	285	3.18	.631	.037	3.11	3.26	1	4

Research Question Nine

Descriptives

MeanEPP

					95% Confidence Interval for Mean			
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
Low	147	3.23	.524	.043	3.15	3.32	1	4
Medium	84	3.36	.492	.054	3.25	3.46	2	4
Average	38	3.12	.552	.090	2.93	3.30	2	4
High	16	3.16	.619	.155	2.83	3.49	2	4
Total	285	3.25	.528	.031	3.19	3.31	1	4

Hypothesis One

Mann-Whitney Test

Ranks

	Gender	N	Mean Rank	Sum of Ranks
MeanAWA	Male	177	140.61	24888.00
	Female	108	146.92	15867.00
	Total	285		

Test Statistics[a]

	MeanAWA
Mann-Whitney U	9135.000
Wilcoxon W	2.489E4
Z	-.627
Asymp. Sig. (2-tailed)	.531

a. Grouping Variable: Gender

Hypothesis Two

Mann-Whitney Test

Ranks

	Gender	N	Mean Rank	Sum of Ranks
MeanRED	Male	177	141.22	24995.50
	Female	106	143.31	15190.50
	Total	283		

Test Statistics[a]

	MeanRED
Mann-Whitney U	9242.500
Wilcoxon W	2.500E4
Z	-.208
Asymp. Sig. (2-tailed)	.835

a. Grouping Variable: Gender

Hypothesis Three

Mann-Whitney Test

Ranks

	Gender	N	Mean Rank	Sum of Ranks
MeanEff	Male	177	144.62	25597.00
	Female	106	137.63	14589.00
	Total	283		

Test Statistics[a]

	MeanEff
Mann-Whitney U	8.918E3
Wilcoxon W	1.459E4
Z	-.697
Asymp. Sig. (2-tailed)	.486

a. Grouping Variable: Gender

Hypothesis Four

Kruskal-Wallis Test

Ranks

	YearEPR	N	Mean Rank
MeanAWA	Low	147	133.22
	Medium	84	167.62
	Average	38	129.55
	High	16	135.50
	Total	285	

Test Statistics[a,b]

	MeanAWA
Chi-Square	10.730
df	3
Asymp. Sig.	.013

a. Kruskal Wallis Test

b. Grouping Variable: YearEPR

Hypothesis Five

Kruskal-Wallis Test

Ranks

	YearEPP	N	Mean Rank
MeanRED	Low	147	134.00
	Medium	84	170.58
	Average	38	131.39
	High	16	108.44
	Total	285	

Test Statistics[a,b]

	MeanRED
Chi-Square	14.778
df	3
Asymp. Sig.	.002

a. Kruskal Wallis Test

b. Grouping Variable: YearEPP

Hypothesis six

Kruskal-Wallis Test

Ranks

	YearEPP	N	Mean Rank
MeanEPP	Low	147	140.92
	Medium	84	159.19
	Average	38	120.80
	High	16	129.81
	Total	285	

Test Statistics[a,b]

	MeanEPP
Chi-Square	6.541
df	3
Asymp. Sig.	.088

a. Kruskal Wallis Test

b. Grouping Variable: YearEPP

Appendix VII

Krejcie & Morgan Table & Statistics of Lecturers in Kaduna State Universities

TABLE 1

Table for Determining Sample Size from a Given Population

N	*S*	*N*	*S*	*N*	*S*
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size.
S is sample size.

Management Information System (MIS) Unit
Institute of Computing & ICT
Ahmadu Bello University, Zaria

Staff Statistics by Faculty and Gender (As at December 2014)

Count of SEX	Column Labels						
	Academic		Academic Total	Non-Academic		Non-Academic Total	Grand Total
Row Labels	F	M		F	M		
Administration	14	116	130	16	39	55	185
Agriculture	21	109	130	28	71	99	229
Arts	19	109	128	13	29	42	170
Bursary				73	222	295	295
Centre	23	132	155	123	558	681	836
DAC	26	72	98	115	536	651	749
Education	30	116	146	16	55	71	217
Engineering	10	218	228	21	180	201	429
Environmental Design	27	158	185	23	115	138	323
IAR	11	37	48	78	504	582	630
Institute	26	104	130	127	799	926	1056
Law	6	46	52	9	14	23	75
Library	48	70	118	127	230	357	475
Medicine	61	235	296	152	335	487	783
Pharmaceutical Sciences	30	75	105	13	68	81	186
Registry				24	143	167	167
School	4	4	8	147	352	499	507
Science	43	276	319	48	190	238	557
Social Sciences	18	100	118	10	36	46	164
Vet. Medicine	15	107	122	17	122	139	261
Vet. Teaching Hospital	2	15	17	4	71	75	92
Vice-Chancellor's Office		7	7	206	1327	1533	1540
Grand Total	**434**	**2106**	**2540**	**1390**	**5996**	**7386**	**9926**

ANNUAL Report

Table 2.1: Full-Time Academic Staff by Faculty, Sex and Rank for 2013/2014

Faculty/ Programme	Professors & Readers		Senior Lecturers		Lecturers I & Below		Sub-Total		Total	%
	M	F	M	F	M	F	M	F	M & F	
Faculty of Art										
Arabic	0	0	0	0	13	0	13	0	13	3.5
CRS	0	0	3	0	4	1	7	1	8	2.2
English	2	0	3	0	3	4	8	4	12	3.2
French	0	0	2	0	1	0	3	0	3	0.8
Hausa	1	0	0	0	7	1	8	1	9	2.4
History	2	0	1	0	6	1	9	1	10	2.7
Islamic Studies	1	0	2	0	5	0	8	0	8	2.2
Sub-Total	**6**	**0**	**11**	**0**	**39**	**7**	**56**	**7**	**63**	**16.9**
Faculty of Science										
Biochemistry	1	0	2	0	9	2	12	2	14	3.8
Biology	2	0	1	0	7	6	10	6	16	4.3
Chemistry	1	0	1	0	13	3	15	3	18	4.8
Geography	3	0	1	0	9	4	13	4	17	4.6
Mathematics	1	0	1	0	10	0	12	0	12	3.2
Comp. Science	0	0	0	0	9	3	9	3	12	3.2
Microbiology	1	0	1	1	8	4	10	5	15	4.0
Physics	1	0	2	0	8	0	11	0	11	3.0
Sub-Total	**10**	**0**	**9**	**1**	**73**	**22**	**92**	**23**	**115**	**30.9**
Faculty of Social and Management Sciences										
Accounting	1	0	4	0	5	5	10	5	15	4.0
Bus. Admin.	1	0	0	1	1	10	2	11	13	3.5
Economics	2	0	3	0	15	3	20	3	23	6.2
Mass Comm.	0	0	0	1	5	3	5	4	9	2.4
Pol. Science	1	0	3	0	10	1	14	1	15	4.0
Sociology	1	0	0	2	8	4	9	6	15	4.0
Sub-Total	**6**	**0**	**10**	**4**	**44**	**26**	**60**	**30**	**90**	**24.2**
Faculty of Medicine										
Medicine	3	0	5	0	24	11	32	11	43	11.6
Faculty of Pharmaceutical Sciences										
Pharmacy	2	0	1	0	5	0	8	0	8	2.2
Faculty of Agriculture										
Agriculture	2	0	2	0	5	0	9	0	9	2.4
Faculty of Environmental Sciences										
Architecture	2	0	0	0	3	1	5	1	6	1.6
Env. Mgt.	1	0	0	1	4	1	5	2	7	1.9
Estate Mgt.	1	0	1	0	3	0	5	0	5	1.3
Quantity Surv.	0	0	0	0	4	0	4	0	4	1.1
Sub-Total	**4**	**0**	**1**	**1**	**14**	**2**	**19**	**3**	**22**	**5.9**
Library	1	0	0	0	13	8	14	8	22	5.9
Total	34	0	39	6	217	76	290	82	372	100.0
Percentage	9.1	0.0	10.5	1.6	58.3	20.4	78.0	22.0	100.0	100.0