



Role of Social Media on Vocational Skill Development of Agricultural Education Students in Tertiary Institution in Rivers State: Nigeria.

Dr. Nlebem Bernard Soromadu.

Department of Vocational and Technology Education, Faculty of Education, Rivers State University, Nkpolu-Oroworukwo; Port Harcourt

Abstract:

The study examined the role of social media on vocational skill development of agricultural education students in tertiary institutions in Rivers State, Nigeria. Descriptive research design approach was adopted for the study, the area of the study was Rivers State of Nigeria. Four objectives and four research questions guided the study. The population of the study consisted of all the three universities in the state that offer agricultural education with a total population of 216, Rivers state University -42 students, Ignatius Ajuru University of Education -85 students, Federal College of Education (Technical) -89 students respectively. Census sampling technique was adopted to select all the 216 agricultural education students for the study due to its manageable size. The instrument used for data collection was a structured questionnaire titled 'Role of Social Media on Vocational Skill Development of Agricultural Education Students Questionnaire (RSMVSDAESQ). The instrument was subjected to content validation by two experts from the Department of Vocational and Technology Education, Faculty of Education, Rivers State University, Port Harcourt. Test-retest reliability method was used to test the reliability of the instrument using Pearson Product Moment Correlation Coefficient and it gave a value of 0.88. The data collected was analyzed using mean (\bar{x}) and standard deviation (SD) in answering the research questions. The criterion mean was used in scoring the instrument 2.50 and above was used to accept an item while item score below 2.50 was rejected. The result of the analyzes revealed that social blogs are interactive and help the agricultural education students to post their comments for other readers to criticize, online forum help the agricultural education students to gain skill through conservation with their skill trainers or developers. YouTube assisted the students to solve specific skill training problems through questions and answer and social networking help students to build personal and professional social contacts. The study recommended that tertiary institutions in Rivers State should encourage the students to be competent in the use of social blogs, use YouTube since it encourages students to acquire agricultural skills faster among other recommendations.

Keywords: Social media, Vocational skill development, Agricultural education, Students, Tertiary institutions.

Introduction

Social media is an electronic communication such as websites for social networking and micro blogging through which users create online communities to share information, ideas, messages and even videos. Social media in the view of Amedie (2005) is a new forum that brings people to exchange idea, connect with, relate to and mobilize for a course, seek advice and offer guidance. Social media provides academic research to wider audience, allowing people access to previously inaccessible educational resources and social media can help to disarm social stigmas like anxiety or depression.

The group of students' now entering college were born with technology and has used technology as a part of everyday life (Martinez & Wartman, 2009). While many adults are learning about technology, including social media platforms through this younger generation Watkins (2009), current students use communication technologies, like social media, to maintain peer-to-peer communication (Constantinidies & Zinck Stagno, 2011). According to Kuh, Cruce, Shoup, Kinzie and Goyea (2008), when students are mandated to take part in extracurricular activities, they are more likely to continue with their education. In addition, using technology outside of the classroom helps students learn and perform better in the classroom because the use of social media provides the opportunity for students to learn at a faster pace, which is more relatable to a fast-paced society (Rhoades, Irani, Telg & Myers, 2008). In fact, 93% of college students believe that the knowledge of computer skills is important for their futures after college (Hostetler & Deeter, 2012). Social media platforms include Instagram, YouTube, Facebook, Twitters, LinkedIn, Skype, 2go, WhatSapp and blog etc. In a bid to align with the 21st century technology needs, many educators have started using social media in the classroom. Social media platforms could be useful for effective delivery of technology and vocational education and training (TVET) in universities.

Rhoades, Irani, Telg & Myers, (2008) asserted that Online Forum/ Websites are an internet forum or message board, is an online discussion site where people can hold conversations in the form of posted messages. They differ from chat room in that message are often longer than one line of text and are at least temporary. Online Forum are structured around and dedicated to conversation, usually through posting questions, answers and responses that do not happen in real time, such as television discussion, bully wood, celebrity, interview internet radio, fan clubs, debate mansion, sports, books talk, fashion, news discussion, group discussion forum. Hostetler & Deeter, (2012) noted the following as the benefits of You tube: grab the attention of the learners with visuals, help to acquire skill, offer opportunities for communication, sharing of information, expression, knowledge and emotion, learning,

help in building relationship, help in reputation management, a source of public participation and active citizenship, help in emergency and crisis management, collaborate, share, search, find, access, store message, delete, evaluate and protect. It is also used in solving specific problems, can be used as educative material especially in education. YouTube are rich source of online educational videos that effectively affect student learning, assist students to seek information for skill or otherwise help students' digital skill. It make classroom lessons more entertaining and keep students entertained while they are still learning. YouTube gives a real chance for the students to interact in the class and to speak freely and get improved skill development.

Kuh, Cruce, Shoup, Kinzie and Goyea (2008), observed that Social networking as a means of social media assist people of the same skill interact with each other, stay in touch with current friends and meet prospective skill developers and mentors which may lead to professionalism. Social networking skills are competencies that help in building personal and professional social contacts, it is an essential skill for many individual industries, business development, banking and education. It also allow users to meet new people exchange ideas and find new job opportunities which is a part of vocational skills development.

Nlebem (2022) noted that vocational skills development are usually based on manual or practical activities, traditionally non-academic, related to specific trade, occupation or vacation. It is sometimes referred to as technical education, as the trainee directly develops expertise in a particular group of techniques, (Nanjwan, 2019). Vocational skills are those skills which allow a person to master a particular subject or procedures that is applicable to a career. According to Oni (2007) defines vocational skills as skills that are attained in a hands-on-environment that is typically not in a classroom, Ben (2010) postulated that training of these skills could be in one or more of these areas tailoring, carpentry, weaving (cloths, basket, mats), designing and making of bags, cane chairs, poultry keeping, agriculture, gardening, masonry, cookery and sewing. Vocational skills development can make a decisive contribution to and have a widespread impact on poverty reduction. The aim is to provide people with the skills they need to take part in economic life and open up new opportunities for productive employment and access to appropriate paid work. Vocational training and skills are the training and skills needed for a particular job or profession.

Social media refers to means of interface among people in which they create, share and exchange information and ideas in a virtual environment and networks (Danciu & Grosseck, 2011). Social media is a category of online media where people are talking, participating, sharing, networking and bookmarking online (Jones, 2012). Social media has become one of most popular online activities between students and teachers. Social software, including email, threaded discussion forums; blogs, wikis, collaborative bookmarking and text chat are common examples of social computing technologies that have been used to enhance learning environments (Ellis & Cohen, 2009). A study by Crie (2006) emphasis that blogs are highly motivating to students, excellent opportunities for student to read and write, effective forums for collaboration and discussion, powerful tools to enable learning mentoring to occur (Crie, 2006). In the past 5 years social media, especially many application such as Facebook, Twitter, YouTube and Wikipedia, have come to dominate the ways in which digital technology is now used around the world (Ellis & Cohen, 2009). Social media constitute an increasingly important context where individuals utilize them regularly in their everyday lives. Therefore, this poses a potential benefit in assessments, curriculum and teaching practices in the vocational school today.

In the global context, the agricultural sector is using social media to promote relevant information and knowledge within the industry and to network with other like-minded agricultural professionals. Social media channels enhanced and strengthened the relationships of agricultural-based communities and helped rural workers combat the segregation created by their work. It has crossed geographical boundaries, thereby connecting the peasant communities to manual interest.

So far, blogs have a large presence covering topics on agriculture, animal husbandry, health, education and other topic of general interest. Social media such as Facebook, Twitter, YouTube and blogs are emerging as an appropriate platform to share information and create awareness among various stakeholders to generate and shape the content of the event. These media complement traditional media as a viable source of information and facilitate the marketing of agricultural products using pictures, links and videos. They provide opportunities for users to share and exchange information and to discuss burning issues in agriculture based on their knowledge and experience and to formulate effective solutions to such problems, thus marketing and building networks (Ajay Mamgain, Udit Joshi & Jaidev Chauhan, 2020).

The region is well endowed with abundant agricultural resources that includes crops (arable, vegetable, ornamentals and tree crops), fishery (fin & shell fish in fresh, brackish & salt water), forestry resources (Mangrove swamp forest, Timber and wildfire), and rich mineral deposits and human resources. If the students of this region are given the where withal needed they can contribute immensely to the growth of agriculture. However, for the nation as a whole to enjoy the benefits of agriculture, the youths have to be effectively mobilized through communication which is an important resources to any social organization Oso, (2002), for getting relevant information or messages to farmers will not only create awareness but also foster in them the right kind of attitude, change through knowledge acquisition (Gans, 2003). And communication with and among youths can be enhanced through the social media.

However, the apparatus and styles of communication keep changing; hence Odili (2013) declares that, "this generational dynamism of a collaborative, participatory, democratic user generated-content pattern of communication." The social media are also changing the way people get to know about agriculture and forms opinions about participation in agriculture and food production. The social media remains useful tools in the hands of students in promoting successful agricultural activities in any part of world.

Agricultural activities leads to economic development which is the heartbeat of past and present government of Nigeria. Despite the aspiration, economic downturn, engendered by lack of employment continues to stare the polity in the face. Studies suggest that skill acquisition can stimulate entrepreneurship attitude among young adults, which is associated with economic development, especially since this will create alternative employment opportunities. Lack of entrepreneurial skill is known to promote unemployment of graduates and youth in Nigeria (Adebisi & Oni, 2012, Onumeh, 2016). Onumeh

(2016) highlighted the worrisome state of graduate unemployment in Nigeria. One of the reasons for the absence of relevant entrepreneurial skills among many Nigerian graduates is not unconnected with the pre-independence and post-independence era's system of education which did not place emphasis on entrepreneurial and vocational skills acquisition (Onumeh 2016). Hence, currently the policy thrust in the university educational system, emphasizes vocational and entrepreneurship education in the tertiary education curriculum (Onumeh 2016). The above notion has caused research effects to be directed at how to encourage skill acquisition.

It is also true that as a result of vocational skill acquisition, policy on tertiary education continue to support entrepreneurship and vocational skill acquisition especially in Rivers State Tertiary Institutions (Opukri and Edoumiokumo, 2013, Usman, 2014, Ola, 2013). Despite the importance placed on skill acquisition, there seems to be a gap in understanding how social media tools provide an alternative platform for vocational skill development and how it fosters entrepreneurship, job creation and economic self-reliance. It is against the backdrop the study focused on the roles of social media on vocational skill development of agricultural education students in Rivers State Tertiary Institutions.

Purpose of Study:

The main purpose of the study was to investigate the role of social media on vocational skill development of agricultural Education Students of Tertiary Institutions in Rivers State. Specifically, the study sought to:

1. Examine the role of social blogs on vocational skill development of agricultural education students of Tertiary Institutions in Rivers State.
2. Examine the role of online forum on vocational skill development of agricultural education students of Tertiary Institutions in Rivers State.
3. Examine the role of YouTube on vocational skill development of agricultural education students of Tertiary Institutions in Rivers State.
4. Examine the role of social Networking on vocational skill development of agricultural education students of Tertiary Institutions in Rivers State.

Research Questions: The following research questions guided the study.

1. What are the roles of social blogs on vocational skill development of agricultural education students in tertiary institutions in Rivers State?
2. What are the roles of online forums on vocational skill development of agricultural education students in tertiary institutions in Rivers State?
3. What are the roles of YouTube on Vocational skill development of agricultural education students in tertiary institutions in Rivers State?
4. What are roles of Social Networking on vocational skill development of agricultural education students in tertiary institutions in Rivers State?

Methodology:

The researcher adopted descriptive design, the work was carried out in tertiary institutions in Rivers State, Nigeria. Rivers State is one of the 36 states in the southern Nigeria, positioned in Niger Delta Region. The state have a projected population of 6,966,279 people, (2016) census figure. The population of the study consisted of all the agricultural education students in the three tertiary institutions in the state that offer agricultural education, which include Rivers State University 42 agricultural education students, Ignatius Ajuru University of Education 85 agricultural education students, Federal college of Education (Technical) Omoku 89 agricultural education students, given a total of 216 agricultural education students. The study adopted census sampling technique to use all 216 agricultural education students for the study due to its manageable size. The instrument used for data collection was a structured questionnaire titled 'Role of Social Media on Vocational Skill Development of Agricultural Education Students of Tertiary Institutions Questionnaire (RMVSDAESTIQ). The questionnaire was designed in 4-points modified Likert rating scale of agreement. Strongly agreed (SA), Agreed (A), Disagreed (D), and strongly disagreed (SD), with a numerical values of 4, 3, 2, and 1 respectively. The instrument before use was validated by two experts in the Department of Vocational and Technology Education, Faculty of Education, Rivers State University, Port Harcourt. The instrument also passed the test of reliability, through test –retest method and its result computed using Pearson Product Moment Correlation Technique which yielded a coefficient of 0.88, which was considered adequate for the study. Data collected was analyzed using mean and standard deviation, with a criterion mean value of 2.50 and above as bench mark for agreement and below 2.50 as disagreement.

Results and Discussion:

Research Question 1: What are the roles of social blogs on vocational skill development of agricultural education students in tertiary institutions in Rivers State?

Table 1: Respondents Mean Responses on the Role of Social Blogs on Vocational Skill Development of Agricultural Education Students in Tertiary Institution in R/S

S/N	Male Students = 104	Female Students = 112
-----	---------------------	-----------------------

	Items Statements: The following are the role of social blogs in students skill devt.	Male Students = 104			Female Students = 112		
		x	SD	Decision	x	SD	Decision
1	Consist of various agricultural articles that develop agricultural skill	3.31	0.75	Agreed	3.31	0.75	Agreed
2	To reflect on what they have learnt through interactive questions	3.45	0.91	Agreed	3.45	0.91	Agreed
3	To monitor and assess students' skill development	3.23	0.77	Agreed	3.23	0.77	Agreed
4	For skill trainers to receive feedback from students	3.19	0.89	Agreed	3.19	0.89	Agreed
5	To presents new operational skills in agriculture to students	3.13	0.89	Agreed	3.13	0.89	Agreed
6	To help students interact together on different skills	3.56	1.19	Agreed	3.08	1.10	Agreed
7	To help parents encourage their children agricultural skill development	2.86	0.87	Agreed	2.79	0.94	Agreed
8	To interact with other agricultural skill development agencies	2.75	0.92	Agreed	2.83	0.89	Agreed
	Grand Mean	3.24		Agreed	3.21		Agreed

Source: Researchers Field Work 2022

Data in Table 1 showed that the respondents agreed that social blogs have roles to play on vocational skill development of agricultural education students in tertiary Institution in Rivers State as their mean scores are above the criterion mean score of 2.50. Such as consist of various agricultural articles that develop agricultural skill (3.31 & 3.31), to reflect on what they have learnt (3.45 & 3.16), to monitor and assess students' skill development (2.86 & 2.86), to receive feedback from students (3.19 & 2.96), to presents new operational skills in agriculture to students (3.13 & 3.06), to help students interact together (2.76 & 2.70), to help parents encourage their children agricultural skill development (2.86 & 2.79), and to interact with other agricultural skill development agencies (2.75 & 2.83). Also the standard deviation of the male students ranges from (0.75 to 1.10) while that of the female students' ranges from (0.75 to 1.12) which shows homogeneity and closeness in the opinion of the respondents. The findings of this study corroborates with the work of Martinez, & Wartman, (2009), in their work titled 'Online Social Networking on Campus'. They stated that social blogs play roles on vocational skill development of student in tertiary institutions such as students reflecting on what they have learnt in classroom, teachers monitor and assess students' skills development, present new operational skills to student among others.

Research Question 2: What are the roles of on-line forum on vocational skill development of agricultural education students in tertiary institutions in Rivers State.?

Table 2: Respondents Mean Responses on the Roles of On-line Forum on Vocational Skill Development of Agricultural Education Students in Tertiary Institutions, Rivers State.

S/N	Items Statements: following are the roles of Online forum in students skill development	Male Students = 104			Female Students = 112		
		x	SD	Decision	x	SD	Decision
1	Help showcase vocational skills in agriculture	2.60	0.64	Agreed	2.54	0.63	Agreed
2	Provide relevant information and guidance on vocational career choice	2.84	0.86	Agreed	2.90	0.87	Agreed
3	Use for discussion and conservation on vocational skills development	3.00	0.62	Agreed	3.00	0.64	Agreed
4	Use for questions and answers on vocational skill development	2.80	0.85	Agreed	2.84	0.87	Agreed
5	Post can be used by other users at any time to exchange ideas on skill development	2.70	0.76	Agreed	2.76	0.83	Agreed
6	Use to create dialogue for other users to participate	2.84	0.62	Agreed	2.94	0.85	Agreed
	Grand Mean	2.65		Agreed	2.56		Agreed

Source: Researchers Field Work 2022

Data in Table 2 showed that the respondents agreed that online forum play roles on vocational skill development of agricultural education students in Tertiary Institutions, Rivers State, for instance. Help showcase vocational skills in agriculture (2.60 & 2.54), Provide relevant information and guidance on vocational career choice (2.84 & 2.90), Use for discussion and conservation on vocational skills development (3.00 & 3.00), Use for questions and answers on vocational skill development (2.80 & 2.80), Post can be used by other users at any time to exchange ideas on skill development (2.70 & 2.60) Use to create dialogue for other users to participate (2.80 & 2.76). Also the standard deviation of the male students ranges from (0.46 to 0.72) while that of the female students' ranges from (0.54 to 0.88) which shows homogeneity and closeness in the opinion of the respondents. The findings are in agreement with the works of Adegbija, Fakomogbon, & Adebayo, (2013), in their work Roles of Broadcast media for instructional delivery in open and distance learning. Nigeria as a case study. They observed that online forum play strong roles such as showing different types of skills to learners, Provide relevant information and guidance on vocational career choice, Use for discussion and conservation on vocational skills development, Use for questions and answers on vocational skill development among others.

Research Question 3: what are the roles of YouTube on vocational skill development of agricultural education students in tertiary institutions in Rivers State?

Table 3: Respondents Mean Responses on the Role of YouTube on Vocational Skill Development of Agricultural Education Students

S/N	Items Statements; following are the roles of YouTube in students skill development	Male Students = 104		Female Students = 112			
		x	SD	Decision	x	SD	Decision
1	Students grab the attention of the trainers through visuals	3.80	0.37	Agreed	2.90	0.87	Agreed
2	Help students to acquire agricultural skills faster	3.00	0.56	Agreed	2.85	0.86	Agreed
3	Offer opportunities for communication, sharing information, and experiences	2.70	0.75	Agreed	3.00	0.56	Agreed
4	Help students participate in public agricultural skill training for active citizenship	3.28	0.83	Agreed	3.26	0.84	Agreed
5	Use in solving specific agricultural skill problem	3.48	0.63	Agreed	3.36	0.64	Agreed
6	Make agricultural skill training more entertaining and keep students entertained while still learning	3.00	0.56	Agreed	2.96	0.84	Agreed
7	Give students real chance to interact and speak freely during skill training	3.00	0.56	Agreed	2.96	0.84	Agreed
8	Help students fellow step by step of the skill training process	3.26	0.79	Agreed	3.28	0.71	Agreed
	Grand Mean	2.94	0.84	Agreed	2.90	0.93	Agreed
		2.71		Agreed	2.67		Agreed

Source: Researchers Field Work 2022

Data in Table 3 showed that the respondents agreed that YouTube play roles on vocational skill development of agricultural education students in Tertiary Institutions, Rivers State, for instance. Students grab the attention of the trainers through visuals (3.80 & 2.90), Help students to acquire agricultural skills faster (3.00 & 2.85), Offer opportunities for communication, sharing information, and experiences (2.70 & 3.00), Help students participate in public agricultural skill training for active citizenship (3.28 & 3.26), Use in solving specific agricultural skill problem (3.48 & 3.36), Make agricultural skill training more entertaining and keep students entertained while still learning (3.00 & 2.96), Give students real chance to interact and speak freely during the training (3.26 & 3.28), Help students fellow step by step of the skill training process (2.94 & 2.90).

Also the standard deviation of the male students ranges from (0.37 to 0.84) while that of the female students' ranges from (0.56 to 0.87) which shows homogeneity and closeness in the opinion of the respondents. The findings are in agreement with the works of Chtouki, Harroud, Khalidi, & Bennami, (2012). The impact of YouTube videos on the students' learning. They observed that YouTube, help Students grab the attention of the trainers through visuals, Help students to acquire agricultural skills faster, Offer opportunities for communication, sharing information, and experiences, Give students real chance to interact and speak freely during the training among others.

Research Question 4: What are the roles of social networking on vocational skill development of agricultural education students in tertiary Institutions Rivers State?

Table 4: **Respondents Mean Responses on the Role of Social Networking on Vocational Skill Development of Agricultural Education Students in tertiary Institutions Rivers State;**

S/N	Items Statements; following are the roles of social networking in students skill development	Male Students = 104			Female Students = 112		
		x	SD	Decision	x	SD	Decision
1	Help students stay in touch with current trends and meet prospective skill developers	3.60	0.64	Agreed	2.54	0.54	Agreed
2	Help students professionalize in the skill	2.84	0.86	Agreed	2.90	0.87	Agreed
3	Help students build personal and professional social contacts with people on the same skill	3.00	0.62	Agreed	3.00	0.64	Agreed
4	Help students meet new people and exchange ideas on the skill	2.80	0.80	Agreed	2.84	0.86	Agreed
5	Help students get career advisers and supporters on the chosen skill	2.76	0.84	Agreed	2.98	0.85	Agreed
6	Help students build confidence on the skill acquired	2.70	0.54	Agreed	2.60	0.80	Agreed
7	Help students have long lasting personal relationship with skill developers	2.80	0.84	Agreed	2.76	0.83	Agreed
8	Help students get an answer to every question on the skill	3.00	0.64	Agreed	2.54	0.54	Agreed
	Grand Mean	2.63		Agreed	2.56		Agreed

Source; research's Field Work 2022

Data in Table 4 showed that the respondents agreed that Social Networking play roles on vocational skill development of agricultural education students in Tertiary Institutions, Rivers State, for instance help students stay in touch with current trends and meet prospective skill developers (2.60 & 2.54), help students professionalize in the skill (2.84 & 2.90), help students build personal and professional social contacts with people on the same skill (3.00 & 3.00), Help students meet new people and exchange ideas on the skill (2.80 & 2.84), help students get career advisers and supporters on the chosen skill (2.76 & 2.98), Help students build confidence on the skill acquired (2.70 & 2.60), help students have long lasting personal relationship with skill developers (2.80 & 2.76), help students get an answer to every question on the skill (3.00 & 2.54). Also the standard deviation of the male students ranges from (0.54 to 0.86) while that of the female students' ranges from (0.53 to 0.87) which shows homogeneity and closeness in the opinion of the respondents. The findings are in agreement with the works of Constantine's & Zinck Stagno, (2011), in their work Potential of the social Media as instruments in higher education marketing they argued that social networking play roles in helping students stay in touch with current trends and meet prospective skill developers, help students professionalize in the skill, help students build personal and professional social contacts with people on the same skill, among others.

Conclusion:

From the findings of the study, it was discovered that social blogs, online forum, YouTube, and Social Networking have roles to play on vocational skill development of agricultural education students in tertiary institutions in Rivers State. They help the students interact together on different skills acquisition, showcase vocational skills in agriculture, give students real chance to interact and speak freely during skill training, students get an answer to every question on the skill among other roles.

Recommendations:

From the findings of the study the following recommendations were made:

1. Tertiary institutions in Rivers State should encourage the students to be competent in the use of social blogs to enable them benefit from the roles social blogs play in vocational skill development of the students.
2. The tertiary institutions in Rivers State that offer courses on agricultural skill development should make it mandatory for the trainers to use online forum side by side their training to enable them interact meaningfully with them since online forum encourages question and answer.
3. Tertiary institutions in Rivers State should encourage the use of YouTube by students since it encourages them to acquire agricultural skill faster, help in solving specific agricultural problem.
4. Tertiary institutions in Rivers State should encourage the use of social networking by the students for professionalism on the acquired skills through interacting with others professionals.

References

- Adegbija, M. V, Fakomogbon, M. A & Adebayo, M. A (2013). Roles of Broadcast Media for Instructional Delivery in Open and Distance Learning. Nigeria as a Case Study. *European Scientific Journal*. Vol 9, No. 23 e-ISSN 18577431.
- Adebisi R. Y. & Oni (2002) Turning into YouTube in the Classroom: Improving Assessment Scores through Social Media. Reports Retrieved June 20, 2019. From <https://eric.ed.gov/?id=ED543108>.
- Anaeké, C. M. (2007). Basic research methods and statistics in Education and social sciences. Sofie publicity and printy ltd. Onitsha, Nigeria. 978-35100-9-6.
- Ajay, H. K. Mangan, F. G. Udit J. & Jaidey C. (2020) Hours of Video Uploaded to YouTube Every Minute. Statista.com. Retrieved June 20/2019, from <https://www.statista.com/statistics/259477/hours-of-videosuploaded-to-you-tube-every-minute>
- Ben, G. U. (2010). Engaging the YouTube Goggled-eyed Generation: Strategies for using web 2.0 in Teaching and Learning. *Electronic Journal of E-learning*, 6(2) 119-130.
- Constantine's E. & Zinck Stagno, M. C. (2011). Potential of the Social Media as Instruments in Higher Education Marketing: A Segmentation Study. *Journal of Marketing for Higher Education*. 3(5) 324-328
- Crie, M. (2006). *Using Blogs to Integrate Technology in the Classroom*, in *Teaching Today*, Glencoe/McGraw-Hill Publishing House.
- Chtouki, Y., Harroud, H, Khalidi, M., & Bennami, S. (2012). The Impact of YouTube Videos on the Students' Learning. In: *International Conference on Information Technology Based Higher 21 (1)*, 7-24. Retrieved from [Http://dx.doi.org/10.1080/08841241.2011.573593](http://dx.doi.org/10.1080/08841241.2011.573593).
- Danau, A. H. & Grossek S. D. (2011) the Impact of YouTube Videos on the Students' Learning. In: *2012 International Conference on Information Technology Based Higher 21(1)*, 7-24. Retrieved from [Http://dx.doi.org/10.1080/08841241.2011.573593](http://dx.doi.org/10.1080/08841241.2011.573593)
- Ellis, T. J., & Cohen, M. S. (2009). Forums and Wikis and Blogs, oh my: Building a Foundation for Social Computing in Education, 2009 39th *IEEE Frontiers in Education conferences*, 1-2.
- Hostetler, K. M., & Deeter, L. M. (2012). Computer Usage and Perceptions of Incoming Students at a 2-Years Agricultural School. *North America Colleges and Teachers of Agriculture*, 56 (3), 2-5.
- Jones, R. C. (2012). Facebook ads: E100,000 bill for government-good value? Retrieved August 28, 2012, from <http://www.bbc.co.uk/news/technology19396785>.
- Kuh T. Cruce E. T. Shoup D. E. Kinzie, E. A. & Goyea A. T (2008), Finding High Quality Content in Social Media. In Proceedings of the 2008 International Conference on Web Search and Data Mining (Pp. 183-194). ACM
- Martinez, A. M., & Wartman, K. L. (2009). *Online Social Networking on Campus*. (1st ed) Marceline, M. O: Walworth Publishing Company;
- Nanjvan S. G. (2019). The Comparison of the Opinions of University Student on the Usage of Blog and Wiki for their Courses. *Educational Technology & Society*, 15 (2), 194-205.
- Nlebem, B. S. (2022), Capacity Building Needs of Farmers on Snail Production for Food Security in Omuma Local Government Area of Rivers State, Nigeria. *International Journal of Research Publication and Reviews*. www.ijrpr.com vol. 3(12) 1307-1312. ISSN 2582-7421
- Ola A. T. (2013) The Use of YouTube in Teaching English Literature: the Case of Al-magma'ah University (case study). *International Journal of Linguistics*, 4 (4), 515-525.
- Oni, C. (2007). Development Vocational Skills through Computer Literacy in Nigeria: Education & Information Technology Digital Library.
- Opukiri, C. and Edoumiekumo, G.S. (2013). Economics Growth factor in Nigeria: The Roles of Global Trade. *American Journal of Humanities and Social Sciences*, Vol 1 No 2. Pp.5155
- Rhoades, D. N. Irani, H. T. Tela P. & Myers (2008) Using Blogs to Enhance Critical Reflection and Community of Practice. *Educational Technology & Society*

Usman, I. C. (2014). Skill Acquisition and Youth Empowerment in Nigeria. *Global Journal of Commerce and Management Perspectives (1)* Pp. 51-54.

Walkins, B. F. (2009), How Web Video Powers Global Innovation. <https://en.wikipedia.org/wiki/social> Impact of YouTube. Retrieved 23/8/2016.