SOCIO-DEMOGRAPHIC PREDICTORS OF SOCIAL MEDIA-BASED SKILLS ACQUISITION AMONG UNDERGRADUATE STUDENTS IN SELECTED NIGERIAN UNIVERSITIES

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Abstract
Though, social media is primarily known to provide users with alternative communication platforms, emerging literature suggest that

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they adequately serve as platforms for skill acquisition. Skill acquisition forms a strong component of the development process of young people and serves as government strategy for empowering young people. As a result, there have been scholarly arguments encouraging youths to increasingly put the social media to this specific use. Based on the above notions, a survey of a number of issues related to visually-based social media (Youtube, Facebook and Instagram) was conducted among undergraduate students in selected universities in southeast and south-south, Nigeria. The mobile learning perspectives provided a theoretical context for the study. The hypotheses proceeding from the relationships among the variables were tested with relevant statistical models. Findings showed that: (i) majority of undergraduate students were aware that social media are skills learning platforms, (ii) the mean scores showed that undergraduate students' perceive the social media as having potentials for promoting entrepreneurship, (iii) the facebook was the platform mostly related to undergraduate students' skills acquisition needs, (iv) while gender predicted undergraduate students' awareness of social media as a skill learning platform, age did not. The paper concludes that social media (Youtube, Facebook and Instagram) are interactive media that further the communication process of skills acquisition. The paper recommends that policy drive on economic development in Nigeria should use findings as this as baseline data for policy action on social media and economic development in Nigeria.

INTRODUCTION

A lot of skills learning materials in various vocations or enterprises accrue over the years that are pictorial or video-based that teach skills necessary for improving people's expertise in various

professions. Some of these skills include video shooting and editing skills, musical instrument proficiency, electronic engineering dexterity, architectural design abilities, culinary, fashion and design skills. Others include practical nursing, practical arts, dancing and practical chemistry skills, etc. These skills videos and picture formats give people opportunity to be trained in an informal way, different from the formal class room settings. According to Omole (2016), exposure to these vocational and or entrepreneurial skills through these pictorial or video media forms makes such practical vocational subject-matters to stop becoming mystical to the learners. However, these methods of skills learning are less effective because of the limitation of reaching a wider audience of skill seekers (Noer, 2012).

Fortunately, due to the advances in ICTs, these video and visually based training platforms could be found on the internet sphere of diverse social media platforms (Barnes, 2013), suggesting that the social media is not only a communication platform, but also serves as a school (Noer, 2012; Anderson, 2010; Chau, 2010). And thus, affording skill seekers the opportunity to access platforms where they could learn new skills or improve on the ones they already had (Noer, 2012). This is indicative of the diverse value laden potentials of the social media.

The interface between analogue and digital technology has made it possible for practical skills to be discussed, referenced or placed in pictorial and video formats which are then placed on social media video and video sharing sites like Youtube, Facebook and Instagram (Omole, 2016). For instance, before now, fashion designers and fashion business people patronised ovation magazine to know the trend in fashion. Equally, one of this paper's authors was a photographer during his undergraduate studies and he had relied on Ebony magazine (a fashion magazine) to acquire skills on to position his clients in trendy pictures poses. This had paid off well since it assisted him to remain competitive in the photography business. However, now, the practice of keeping abreast of latest information

and skill in such professional businesses has been overtaken by the internet platforms like Youtube, Instagram and Facebook. Those who need to learn such professional or vocational skills could access them online on any of the aforementioned platforms. This practice has strong implications for growing small businesses and on acquiring and improving entrepreneurial skills. That is why Usman (2014) believes that improved skills among small scale businesses can make them remain competitive. Following Usman, Ola (2013), suggests that economic development can be stimulated through improved skills acquisition.

While there have been arguments as to what stimulates economic growth (Onuma, 2016; Umeh, 2009; Sanusi, 2012; Ajide, 2014) the issue of small scale business and their ability to stimulate economic growth has not been given adequate attention. This is despite few evidences suggesting that small scale businesses provide effective means of stimulating indigenous entrepreneurship and enhancing greater employment opportunities (Umeh, 2009; Okunloye and Obeng, 2013; ILO, 2011). It thus follows that small scale businesses stimulate economic growth, especially since they are associated with enhancing employment opportunities. Onuma (2016) and Umeh (2009) suggest that the growth of small businesses is associated with entrepreneurial skill. Further, skill acquisition is a key factor in discussing how small scale businesses keep competitive in their business environments. This has become even more important with the increasing learning opportunity afforded by various social media platforms (Anderson, 2010; Emmanuel and Musa, 2012).

Several studies have shown that social media are great tools of skill acquisition (Schein, 2014; Anderson, 2010; Noer, 2012). Noer (2012) referred to the Youtube as the largest school in the world. Shein (2014) has observed that social media tools are blurring the lines between informal and formal learning methods. As a result, recent studies suggest integrating social media platforms within formal learning processes (Onyeka, Sajoh and Bulus, 2013; Ogadebe,

Emmanuel and Musa, 2012). Park (2011) and Moor (2007) support the view that the social media should be incorporated into formal schooling. Park and Moor have advocated what they called mobile learning perspective which focuses on technology mediated learning as a way to complement classroom learning. Keskin & Metcalf (2011) suggest that the mobile nature of emerging communication technologies have provided great potentials for enhancing learning through and with mobile devices.

Several studies indicate that the social media have great potentials as tools of skill acquisition (Onyeka, Sajoh and Bulus, 2013; Ogadebe, Emmanuel and Musa, 2012). few In spite of this, studies have also shown that students rarely use the social media for educational purposes and skill acquisition (NwangwYonlonfoun and Omotere 2014; Oluwatoyin, 2011; Olowu, 2012, Farzana, Mushahid and Mahe, 2010). These studies however did not examine skill learning intentions or behaviour among undergraduate students who use these social media tools. Our study addressed this gap. (To understand these patterns of usage across the new generations, as compared to the older generations, see the works of Bunco 2011; Cabral, 2011; Wang, Chen and Liang, 2011).

Given the importance of small-scale businesses to stimulate economic growth and development, and the emphasis on entrepreneurship education in Nigeria, we examined how skill acquisition and its encouragement by policy and practice will ensure a steady growth of entrepreneurial attitude among undergraduates. As a result, the paper seeks to analyse undergraduate students' skills learning habits like. It seeks to ascertain whether undergraduates are aware that social media afford skill-learning opportunities, and whether they are putting social media to specific purposes of skill acquisition, (this draws on the literature suggesting that skill acquisition is achievable via exposure to certain social media tools). (To gain more insight into how users are putting information

communication technologies to specific uses other than communication and socializing purposes see: Odoemelam, Okorom and Okwudiogor, 2016, Park, 2011; Anderson, 2010).

In addition, the study seeks to ascertain the social media platforms that are mostly associated with users' skill acquisition purposes. Finally, the psychographic and demographic factors that are associated with the use of social media for skill acquisition was analysed. Previous studies (Akpotohwo and Ehimen, 2014; Murain et al, 2012; Badekele, 2008; European Union Report, 2006; Bunco 2011; Cabral, 2011; Hart, 2009; Firster, 2011) have argued that age and gender predict skills acquisition, we ascertained whether there exist significant differences among these variables in relation to skills acquisition.

STATEMENT OF PROBLEM

Economic development is the heartbeat of past and present governments of Nigeria. Despite this 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 and 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 (Onuma, 2016). Hence, currently the policy thrust in the University educational system, emphasises vocational and entrepreneurship education in the tertiary education curriculum (Onuma, 2016).

The above notion has caused research efforts to be directed at how to encourage skill acquisition. It is also true that as a result of the above, policy on tertiary education continue to support entrepreneurship and vocational skill acquisition especially in Nigerian universities (Opukri and Edoumiekumo, 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 skill learning platform and how it fosters entrepreneurship, job creation and economic self-reliance. This is against the backdrop that social media provide economic growth potentials (Anderson, 2010 and Noer, 2012) and that a sustained entrepreneurship policy focus has the ability to yield economic growth. It is not clear whether undergraduate students in Nigerian universities use social media platforms to learn and improve professional and vocational skills that would enable them become job creators, business owners and become self-reliant. Also lacking, is documented evidence showing the socio – demographic variables that are related to undergraduate students' use of social media for skill acquisition. Hence this study was undertaken to provide answers to the issues raised above. To understand the issues measured in this study we have below, provided a clarification of the concepts of social media and skill acquisition.

The concept of Social Media

There is no consensus at to the definition of social media among scholars (Berthon, Pett and Campbel, 2008; Okazaki, 2009; Regner, 2007; Bond, Ferraro, Luxton and Sands, 2010; Kaplan and Haelein, 2009) however, in this study, we adopt the definition proffered by Kaplan and Haelein, (2009) because of the relevance of the variables their definition mentioned. According to Kaplan and Haelien, social media are internet based applications that help consumers share opinions, insights experience and perspectives. Based on social media specific function and applications, the authors segmented, social media into collaborative projects (wikipedia); blogs

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content communities (Youtube, Instagram); social networking sites (facebook); virtual social worlds (second life); and virtual game worlds (world of Warcraft). (Kaplan and Haelein 2010; Dond et al, 2010). In this study we concentrate on those social media that are audio, text and visually based (Youtube, Instagram and Facebook), through which demonstrable learning process can take place in a real – time – like communication.

The Concept of Skill

On the other hand, skill is defined as professional or business abilities, which individuals acquire, to enable them function effectively in the turbulent and highly competitive business environment as an entrepreneur or a self-employed (Thom-Otuya, 2008). To Enudi, Okagbare and Akpere (2008), skill is individual ability to perform specific task or assignment successfully. Akphotohwo and Ehimen (2014) remind readers that before one could be referred to as having good skills in an area, the individual need to acquire basic training or knowledge levels related to the assignment to be performed, through formal training or informal training. Skill acquisition through the youtube, facebook or Instagram, fall within the slot of the informal pattern of training because usually, individuals are not monitored or evaluated systematically to assess what they have learnt on the social media as is done in formal class room settings (Barnes et al, 2013).

OBJECTIVES OF THE STUDY

The under-listed objectives motivated this study:
  i. Ascertain the extent to which undergraduate students are aware of the skill learning potentials of the social media.
  ii. Examine whether undergraduate students use the social media to acquire entrepreneurial skills.

iii.   Discuss undergraduate students' perception of social media based skill learning as a platform for fostering entrepreneurship.
iv.   Identify specific social media platforms that are related to undergraduate students' skill acquisition needs.
v.   Analyse undergraduate students' perception of the utility of social media-based skill acquisition in entrepreneurial growth

Research Hypotheses

1. H_{o1}: Awareness of social media as a skill learning platform among undergraduate students is independent of gender.
2. Ho_2: Age is an insignificant factor in the extent of the use of social media for skill learning among undergraduate students.
3. H_{o3} Undergraduate students do not differ significantly in age with regard to the social media platform that mostly serves their skill acquisition needs.
4. Ho_4: Social media platform that mostly serve skill acquisition needs of undergraduate students is independent of gender.

THEORETICAL FRAMEWORK
Mobile Learning Theory, Park 2011

The theoretical framework for this study is the mobile learning theory. The mobile learning theory was propounded by (Park, 2011). The mobile learning perspective provides a strong theoretical context for discussing social media related skill acquisition among undergraduate students. The perspective defines the critical concepts of distance learning, which is separate from the formal learning setting (Park, 2011). A major variable in discussing the mobile learning framework, is the emphasis on technology-mediated communication and learning which is ancillary to the class room (Moor, 2007). Keskin & Metcalf suggest that the mobile nature of emerging communication technologies have provided great potentials for enhancing learning with mobile devices (2011), hence, the conversation among

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researchers has yielded considerable body of research that examine its theoretical underpinning.

Park (2011) sees mobile learning as the use of mobile learning devices for the purpose of learning. Some of the devices in this context include communication technologies like smartphones palmtops, laptops, ipdas, iphones. Technology is a strong driver of this mode of learning and knowledge sharing. This mode of learning aligns well with the tenets of the technological determinism theory. The technological determinism perspective suggest that technology will be the sole ingredient upon which human communication will be based (Mcluhan, 1965, cited in Odoemelam et al, 2016) According to Peters (2007), recent innovations in programme applications that are based on web 2.0 technologies, make mobile devices very promising for learning purposes.

Among the sets of mobile learning perspectives (behaviourism, cognitivism, constructivism, situated learning, problem-based learning, etc) (Keskin Metcalf, 2011), problem-based learning serves the context of this study most. According to Koschmann et al (1996), the problem based learning theory of mobile perspective suggests that learning aims to develop students' critical thinking skills by giving them an ill-defined problem that is reflective of what they would encounter as a practising professional. In the main, this perspective envisions collaborative social interaction (e.g the type offered by social media assisted-learning platforms like youtube) and problem based context and solved based context that are dependent on mobile learning devices (e.g smartphones, ipods ipads etc). Some of the learning that can take place in this context includes, business education, medical education, engineering and technological simulation (Keskin Metcalf, 2011).

With regards to mobile learning and technology (IPods, MPS players' podcasting Java quizzes, PDA's media collection using camera) Adegbija, Fakomogbon, and Adebayo (2013) suggest that they provide opportunities for learners at anytime, anywhere, the

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chance to brush up on facts by using mobile technological devices such as cell phones, laptops, that accommodate wireless communication. They further note that the scenarios in vogue with the digitization syndrome will in no time open up opportunities as they are being integrated in conventional school setting. These help to break the barriers of communication across geographical distance (Adegbija et al, 2013). Consequent on the above, we examine skill acquisition (entrepreneurial, vocational and professional) practices among undergraduate students who are exposed to social media platforms.

METHOD

The study was carried out among undergraduate students in three selected Universities in south-east and south-south geo-political zones in Nigeria, namely: Igbinedion university, Edo state; Nnamdi Azikiwe university Anambra state and University of Nigeria Enugu state. Our data depended on a sample of 453 respondents. A sample is representative of the population from which it is taken if the characteristic of the sample mimic those of the population (Wimmer and Domminick, 2010). To ensure representativeness, all the categories or traits of the studied population were given opportunity to be selected.

Table 1: Population Distribution

S/N	University	G.zone	State	Population
1	Nnamdi Azikiwe University	Southeast	Anambra	34,546
2	Igbinedion University	South-south	Edo	6000
3	University of Nigeria	South-east	Enugu	15,000
	Total			55,546

The Australian calculator technique was used to arrive at the size of the sample. This technique involves supplying the values for

the required fields. The following required variable fields were supplied:

Confidence level = 95%
Proportion = 0.5
Population = 55,546
Confidence Interval = 0.05

The calculation produced the value of 385 as minimum sample size. Presented below is the calculation for contingency by Bertlett, Kotrlik and Higgins (2001 p.46)

$$n_2 \quad = \quad \frac{\text{Minimum sample size}}{\text{Anticipated response rate}}$$

Where anticipated return rate = 85%
n_2= sample size adjusted for response rate
Minimum sample size = 385
Therefore:

$$n_2 \quad = \quad \frac{\text{Minimum sample size}}{\text{Anticipated response rate}} \quad = \quad \frac{385}{85\%}$$

$n_2 \quad = \quad 385/0.85 = 452.94117647$

By approximation, the sample size after adjustment for contingencies was 453.

A three stage sampling technique was adopted. In stage one, Bowley's Proportionate Stratification (BPS) technique was used to select participants from each of the universities. The equation below was adopted:

$$n_h = (N_h / N) * n$$

Where n_h is the sample size for stratum h, N_h is the population size for stratum h, N is total population size, and n is total sample size (Stat Trek, 2014 p 1).

$$Sample1$$
$$PopulationTotalpopulation \times$$
$$BPST =$$

N_h = Population Size = for each stratum
N = Total Population = 55, 546
n_h = Sample Size = 453

The sample size for each stratum was determined thus:
Nnamdi Azikiwe University
$\frac{34546}{55546}$X $\frac{453}{1}$= 281.73654269
Approximately = 282

Igbinedion University:
$\frac{6000}{55546}$X $\frac{453}{1}$ = 48.932416376
Approximately = 49

University of Nigeria:
$\frac{15000}{55546}$X $\frac{453}{1}$ = 122.33104094
Approximately = 122

Total = n_1 + n_2 + n_3 + = n=S. size.

i.e. 282+49+122 = 453 as sample size

Stage two, involved the stratification of the university according to faculties or colleges. At the third stage, the simple random technique was used to select each respondent from each stratum without criteria (Tomjack, 2015; Mba, 2015).

The study used the survey research design. The instrument for data collection was the questionnaire. The questionnaire was adopted

and manipulated based on extant literatures (Chau, 2010; Barnes et al, 2105; Onuma, 2016). The instrument comprised five sections: Section one measured whether undergraduate students were aware of the skill learning potentials of the social media and the extent to which they use the social media for skill learning (Items 5, 6, 7 and 8). For item 5 and 6 measured the types of skills respondents were exposed to. Measurement was based on ordinal scales of 'Yes', 'No', 'Not sure'; while items 7 and 8 measured the extent respondents used/would use social media for skill learning on an interval scale of 'A lot'; 'Somewhat'; 'A little', and 'Not at all'. Section two had six items (items 9, 10, 11, 12, 13 and 14) and it measured undergraduate students' perception of social media-based skill learning as a platform for fostering entrepreneurship on a five point likert scale of 'strongly agree' to 'strongly disagree'.

Further, section three had one item (item 15) which measured social media platforms that are mostly related to undergraduate skill acquisition needs on a nominal scale based on simple majority. Four items (16, 17 and 18) constituted section 4, which measured undergraduate students' perception of the utility of social media-based skill acquisition in economic independence of entrepreneurs. A five point likert scale of 'strongly agree' to 'strongly disagree' was used to determine the outcome. Section five had items addressing the demographic characteristics of participants. There were four items in the section (1, 2, 3 and 4). They items were measured on nominal scale and values were determined based on simple majority of the frequencies. The demographic data were further manipulated and used to test certain assumptions (hypotheses) related to undergraduates and social media-based skill acquisition (see Onyejelem et al, 2015; Barnes et al, 2105; Umunadi, 2014). The tests/analyses were:

i.   Test of independence of awareness of social media as a skill learning platform and undergraduate students' gender.
ii. Analysis of variance of undergraduate students' age and the extent of their use of social media for skill learning.

iii. Test of independence of social media platform that mostly serve skill acquisition needs and undergraduate students' gender.

iv. Analysis of variance of age and the social media platform that mostly serve undergraduate students' skill acquisition needs.

The total number of items included in the questionnaire was 19. The likert scale was value that was equal to or above (M=3.0) determined by ascertaining the average value of the likert scale 5+4+3+2+1=15/5=3.0. Consequently M=3.0 served as the baseline for acceptance or rejection of an assumption. Three undergraduate students who served as data collection facilitators were recruited to assist the researchers during the field work.

The population consisted of undergraduate students in purposively selected Universities in the south-east and south-south Nigeria. A criterion for their selection was that they were the universities in which the researchers were teaching staff members. Therefore, two universities, University of Nigeria, Nsukka, Enugu and the Nnamdi Azikiwe University, Awka, Anambra, were selected from the south-east, while the Igbinedion University Okada, Edo state was selected from the south-south region. It is possible to assume bias in this selection process, but the convenience in the collection of data due to proximity, was a strong motivation. Bias in the data collection process was eliminated by random selection of respondents and by the use of field assistants in the process.

DATA PRESENTATION AND ANALYSIS

(i) **Undergraduate students' awareness of the skill learning potentials of the social media.**

Section B of the instrument addressed respondents' awareness of skill acquisition and the social media. Analyses of the kind of skills respondents are exposed to, showed the following distribution: Fashion (n=66, 15.3%), Music (n=84, 19.5%), Catering (n=36, 13%);

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Designing (n=44, 10.2%); Drawing (26, 6%); Writing (n=61, 14.2%); Broadcasting (n=61, 14.2%); oratory (n=9, 2.1%). Other categories indicated by the respondents were, automobile skills, electronic skills, photography and consultancy skills. This category constituted six percent of the respondents.

On whether respondents were aware of the social media as a platform for skill learning, majority (n=388, 90%) indicated that they were aware, while twenty six, which represents six percent of the respondents, said they were not aware, as against 17 (3.9%) who were not sure.

Those who indicated that they were aware of the potentials of the social media as platform for skill learning and acquisition further indicated the extent to which they use social media for skill learning. Those who said they use the platform a lot were in the majority (n=242, 56.1%). Fifty five, representing 13% percent of the respondents said they use it 'somewhat'. Those who said 'a little' were (n=84, 19.5%). The least (n=10, 2.3%) were those who said they do not use it at all.

In the same vein, among those who did not know, or were not sure of the potentials of the social media for skill learning, three percent said they would use the social media 'a little' for skill learning, if they knew of the potentials. Those who indicated 'somewhat', and those who indicated 'not at all', had the same frequency (n=11, 2.6%) respectively. On the other hand, three percent of the respondents affirmed that they would use the social media 'a lot' if they knew of its potentials.

(ii)   Undergraduate students' use the social media to acquire relevant business skills.

With regard to skill learning, section C of the research instrument examined respondents' view on social media as a platform for improving skills (*shown in table 2 below*). The categories were 'strongly agree' to 'strongly disagree' five point likert scale. The

distribution shows: Strongly agree (n=223, 51.7%); Agree (n=154, 35.7%); Undecided (n=32, 7.4%), Disagree (n=14, 3.2%); Strongly disagree (n=8, 1.9%). With regard to social media as sources of knowing what respondents ought to know in their profession, data showed: Strongly agree (n=139, 32%); Agree (n=221, 51.3%); Undecided (n=12, 2.8%); Strongly disagree (n=8, 2.8%). Further, with regard to social media as providing opportunity for knowing what others know in your profession, respondents indicated: Strongly agree (n=202, 46.9%); Agree (n=159, 36.9%); Undecided (n=51, 11.8%); Disagree (n=14, 3.2%); strongly disagree (n=5, 1.2%). Social media as providing platform for learning new skills, data showed: strongly agree (n=157, 36.4%); Agree (n=199, 46.2); Undecided (n=52, 12.1%); Disagree (n=10, 2.3%); strongly disagree (n=13, 3.0%).

Also, with regard to social media as improving expertise, respondents expressed the following views: Strongly agree (n=180, 41.8%); Agree (n=166, 38.5%); Undecided (n=66, 15.3%); Disagree (n=10, 2.3%); Strongly disagree (n=9, 2.1%). On social media as a medium of updating one's self on new skills in one's profession, responses showed: Strongly agree (n=160, 37.1%); Agree (n=198, 45%); Undecided (n=49, 11.4%); Disagree (n=11, 2.3%); Strongly disagree (n=13, 3%). (See table 2 below).

Table 2: perception of social media based skill learning as a platform for fostering entrepreneurship.

Variables	Mean	Std. Dev.	Decisions
Platform for improving skills	4.3225	.88682	Accepted
Sources of knowing what respondents ought to know	4.0953	.84331	Accepted
Providing opportunity for knowing what others know in your profession	4.2506	.87196	Accepted
Platform for learning new skills	4.1067	.91638	Accepted
Social media as improving expertise	4.1555	.91064	Accepted
Medium of updating one's self on new skills in one's profession	4.1160	.92031	Accepted

(iii) Specific social media platforms that are related to undergraduate students' skill acquisition needs.

In section D of the research instrument, respondents indicated the social media that served their skill acquisition needs most. Based on video and pictorial characteristics, four options were provided with the fourth option, as 'other'. Thus, those whose option were not in the categories enumerated, had the privilege to select 'other'. As Analysis show, majority (n=192, 44.5%) of the respondents, indicated that facebook platform served their skill acquisition needs most. This was followed by Youtube (n=150, 34.8%). Instagram was the least (n=44, 10.2%). Those whose option were not in the categories (those who indicated 'other') were 45, representing 10.4% of the respondents.

(iv) Undergraduate students' perception of the utility of social media-based skill acquisition in entrepreneurial growth

In section E of the instrument, based on skill acquisition and economic growth, undergraduates were asked to express their views on a set of issues measured on a five point likert scale of strongly agree to strongly disagree. First, on improving respondents' skill as a factor to being confident to practice their profession or trade, 292 (68%) of the respondents indicated strongly agreed. Analysis further showed: Agree (n=115, 26.7%); Undecided (n=14, 3.2%); Disagree (n=2, .5%); strongly disagree (n=8, 1.9%).

With regard to improved skills guaranteeing gainful employment or job independence, respondents expressed the following views: Strongly agree (n=168, 39%); Agree (n=197, 46%); Undecided (n=42, 9.7%); Disagree (n=15, 3.5%); Strongly disagree (n=9, 2.1%). On improved skill and competeness as an entrepreneur, majority (n=225, 52%) indicated strongly agree. One hundred and fifty one, representing 35%, indicated agree. Undecided were 33 (7.7%); those who indicated disagree and strongly disagree were 11 (2.6%) respectively. Similarly, majority (Strongly agree: n=138, 32%; and

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agree: n=184, 43%) support the statement that social media helps respondents to remain competitive. Sixteen percent (n=68) were undecided. Those who disagree (n=25, 15.8%) and those who strongly disagree were the least (n=16, 3.7%).

Demographic factors (age and gender) that define undergraduate students' use of social media for skill acquisition.
Section A of the instrument captured respondents' demographic details. The gender distribution of respondents shows that, females were in the majority (n:245, 56.8%), with males, constituting 186, representing 43.2 percent of the respondents. The age distribution shows that those within the age category of 16-25 years were significantly in the majority (n=276, 64%) those within the age parameters of 26-35 (n=112, 26%). The least was those within 46-100 (n=9, 2.1%). Those within 36-45 were (n=34, 7.9%). This outcome was not surprising since the study's focus was among undergraduate students. This therefore explains the heavy concentration of respondents among the younger age categories. In the marital status, those who were single were (n=314, 72.9%). Married were (n=99, 23%). Divorced (n=12, 2.8%); widowed (n=6, 1.4%). (See table 3 below).

Table 3: Frequency and mean distribution of Demographic Data

Variable	Frequency	Percent	Mean	Std. Dev.
GENDER				
Male	186	43.2	1.5684	.49587
Female	245	56.8		
AGE				
16-25	276	64	1.4803	.73069
26-35	112	26		
36-45	34	7.9		
46-100	9	2.1		

MARITAL STATUS				
Single	314	72.9	1.3209	. 58678
Married	99	23		
Divorced	12	2.8		
Widowed	6	1.4		
EMPLOYMENT STATUS				
Business/Working	203	41.7	1.5336	.51323
Full Time Students	227	52.7		

Hypotheses

5. $H_{o1:}$ Awareness of social media as a skill learning platform among undergraduate students is independent of gender.

T-test showed strong dependence (t=2.408, df =403, P <.05) on gender with regard to awareness of social media as a skill learning platform among undergraduate students. Post adhoc analysis showed that the dependence weighed in favour of the female gender. This suggests that awareness of social media as a skill learning platform was significantly predominant among females. While studies in Kenya (Murgor, 2013) and in Nigeria (Muraina, 2012; Akpotohwo & Ehimen, 2014) found skill acquisition and ICTs' savviness predominant among males, our study found otherwise. The reason for this difference is not clear and requires further empirical investigation to clarify this outcome (see table 4 below).

Table 4: Test of independence of awareness of social media as skill learning platform and undergraduate students' gender.

Sex	N	Mean	Std. Dev.	Std. Error	T	Df	Sig.	95% Conf Int. Lower Upper
Female	245	1.5876	.49290	.12191	2.408	403	.003	05385 .53318
Male	186	1.2941	.46967	.11663				.04807 .53896

Note: (t=2.408, df =403, P <.05).

6. Ho2: Age is an insignificant factor in the extent of the use of social media for skill learning among undergraduate students.
   Analysis of variance showed no significant difference (F=.628), df=390, P >.05) in the extent of the use of social media for skill acquisition across the age categories of the undergraduate students. (see table 5 below).

Table 5: ANOVA of age and the extent of the use of social media for skill learning

	Sum of Sq.	Df	Mean Sq.	F	Sig.	Decision
Between Groups	1.536	3	.512	.628	.598	Accepted
Within Groups	315.758	387	.816			
Total	317.294	390				

Note. (F=.628), df=390, P >.05).

7. Ho3 Undergraduate students do not differ significantly in age with regard to the social media platform that mostly serves their skill acquisition needs.

Analysis of variance showed that undergraduate students differed significantly (F=5.290), df=430, P <.05) in age in the social media that mostly served their skill acquisition needs. (see table 6 below).

Table 6: ANOVA of age and the social media platform that mostly serve skill acquisition needs

	Sum of Sq.	Df	Mean Sq.	F	Sig.	Decision
Between Groups	10.207	3	3.402	5.290	.001	Rejected
Within Groups	274.660	427	.643			
Total	284.868	430				

Note. (F=5.290), df=430, P <.05).

8. Ho4: Social media platform that mostly serve skill acquisition needs of undergraduate students is independent of gender.

The t-test showed that the social media that mostly served undergraduate students' skill acquisition needs was independent (t=-2.104, df =340, P <.05) of gender. (see table 7 below).

Table 7: Test of independence of social media platform that mostly serve skill acquisition needs and undergraduate students' gender.

Sex	N	Mean	Std. Dev.	Std.E	T	Df	Sig.	95% Conf Int. Upper Lower
Female	245	1.5067	.50163	.04096	-2.104	403	.003	-.21886 -.00739
Male	186	1.6198	.48671	.03513				-.21929 -.00696

Note: (t=-2.104, df =340, P <.05).

DISCUSSION OF FINDINGS

The result indicating that majority of the respondents in this study knew the potentials of the social media as a skill learning platform has very important implications for policy drive on economic development in Nigeria. Meanwhile, Umunadi (2014) reminds readers that the need to expand individual abilities to analyse their own occupational skills in order to create and expand the present economic base is critical for a sustainable economic growth. Skill acquisition is very vital to desired positive entrepreneurial attitude, which according to Onuma (2016) is correlated with economic growth. Therefore, it is pertinent to leverage on this baseline information for policy action on social media and economic development in Nigeria.

In the study, the demography showed that majority of the participants were relatively within the teenage age of 16-25 years, and thus suggested a higher concentration of respondents among those who were single. This is not surprising, given the age distribution. In a related previous study, Agbogo, Azih and Udama (2011) found that marital status was one of the social factors that affect acquisition of vocational skills in Cross River state, Nigeria, with married women constituting a higher percentage of those in one skill learning point or the other. That finding contrasts with this study because the single marital status were among the majority who had entrepreneurial inclinations and who were aware of the skills related potentials of social media. This suggests that policy should target this demography.

We found strong dependence on gender with regard to awareness of social media as a skill learning platform among undergraduate students. Post adhoc analysis showed that the dependence weighed in favour of the female gender. This suggests that awareness of social media as a skill learning platform was significantly predominant among females. While studies in Kenya (Murgor, 2013) and in Nigeria (Muraina, 2012; Akpotohwo & Ehimen, 2014) found skill acquisition and ICTs' savviness predominant among males, our

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study found otherwise. The reason for this difference is not clear and requires further empirical investigation to clarify this outcome

Also there was no significant difference in the extent of the use of social media for skill acquisition across the age categories of the undergraduate students. According to Nwangwa (2014) younger people are more likely to be associated with social media than their older counterparts. As a result, we had assumed that there would be significant differences in the extent of the use of social media for skill acquisition. The main assumption was that the younger age categories would predict the extent of use of social media for skill acquisition. Our study found that age category did not influence the extent of use of social media for skill acquisition among undergraduate students. One plausible reason for this outcome could be because the intervals among the age categories were not far from each other, especially being that undergraduate students were within the young age group. As it were, this finding has implications for policy on reaching younger people in promoting economic development with the social media as a springboard

Further, undergraduate students differed significantly in age in the social media that mostly served their skill acquisition needs. This suggests that the use of a specific type of social media (youtube, facebook, Instagram) was based on gratification. In line with extant literature, our assumption had been that younger age categories would predict greater use of the youtube, especially due to youtubes combination of visual (motion and still), textual and audio advantages. Thus, our finding confirms previous information in this regard and further shows that, youtube as an interactive communication platform, assumes the status of a school, howbeit, informal. For instance, Schein (2014) who found that the youtube was the most favoured social media platform for learning purposes among teenage age groups 15-25 years

Gender is known to predict social media usage, so we sought to know whether social media that mostly served undergraduate students' skill acquisition was dependent on gender. In the end, the

social media that mostly served undergraduate students' skill acquisition needs was independent of gender. Meanwhile previous studies (Murgor, 2013) have suggested gender as a strong predictor of social media use, especially in learning. But the contrary was observed in our study with regard to skill acquisition and the extent to which the social media is used for skill acquisition.

CONCLUSION

The social media (youtube, facebook and Instagram) are interactive media that further the communication process of skill acquisition. In the same vein, skill acquisition is emphasised by policy because of its correlation with self-reliance, job creation and economic growth. These factors provided a context for the examination of the demographic traits (age, gender and employment status) that are associated with undergraduate students' use of social media for skill acquisition.

RECOMMENDATIONS

The finding that majority of undergraduate students are aware that the social media are skills learning platform, has overarching implications for policy drive on economic development in Nigeria. The paper recommends that policy drive on economic development in Nigeria should use evidence-based studies on social media skills acquisition as baseline data to drive policy actions on social media and economic development in Nigeria.

In addition, the need to use the social media as a key platform for targeted messages promoting entrepreneurship among the youth population, has become imperative as a practically effective policy direction.

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