

Influence of Media Psychology and Students' Perception on Electronic Gadgets for Learning in University of Port Harcourt: Faculty of Education Experience

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Abstract: This study was carried out on Influence of Media Psychology and Students' perception on electronic gadgets for learning in University of Port Harcourt, faculty of Education Experience. Three objectives of the study and three research questions were used for the study. The study adopted a descriptive survey design. The population of the study comprised of the entire 400-level undergraduate students in Faculty of Education, University of Port Harcourt for 2019/2020 academic session which is five hundred and thirty-two (532) while the sample of the study was two hundred and fifty-two (252) students using simple random sampling technique. Mean and Standard deviation were the statistical tools used in the study. It was found that there is a positive influence of media psychology on the undergraduate students on the use of electronic gadgets for learning in Faculty of Education. Furthermore, the study also revealed that those undergraduate students in faculty of education have positive perception on the use of electronic gadgets for learning. In terms of electronic gadgets influence, it was found out that there is no significant influence of electronic gadgets on the male and female students in faculty of education who use them for learning. Based on these findings, the study recommends that Media psychology should be introduced as a course at the undergraduate level in Faculty of Education since it has a positive influence on the learners especially when it comes to the utilization of electronic gadgets for learning.

Keywords: Media Psychology, Social Media, Electronic gadgets

I. INTRODUCTION

Modern societies are undergoing social and technological changes in almost all the sectors including educational sector which calls for a paradigm shift in the way learners learn, think and operate in our 21st century classrooms. Media has become one of our important part of our everyday environment and the development and building of our environment for our learners (Jordan, 2014). For learning in the 21st century to be successful there must be presence of media which will facilitate the learning process. This advancement in technology influences human activities and also increases demand for personal and collective effort to shape the personalities of our learners. Media psychology plays a vital role in managing the behaviours of the learners on how they learn with media in their respective learning

environments. It deals with how people perceive, understand, respond and interact in the media saturated world of today.

The undergraduates' students have difference perceptions about electronic gadgets as tools for learning in our 21st century classrooms which has raised various misconceptions among learners. Electronic gadgets serves as supporting tools for effective teaching and learning which gives learners the opportunity of interacting with the tools to explore more in to their various fields of studies (Brutex 2015). Our immediate environments are filled with various forms of media and mediated interactions that their influence cannot be neglected.

Concept of Media Psychology

Recognizing the interactive and dynamic relationship between humans and media is key to a more accurate and useful understanding of the human-media experience that is at the root of effective teaching and learning, assessment, development, and production of media that can make a positive contribution to life and society. Psychology provides a healthy set of tools that allow us to consider the implications of individual differences, group behaviours, and identification of formation, developmental pathways, cognitive styles, visual processing, persuasion, attention, social cognition, and sense of place, self-efficacy, and a whole bunch of other.

Sieger (2016) opined that Media psychology stands for "mediated experience". The mediation can happen through all forms of print, electronic and news media etc. Media psychology is the study of how people perceive, understand, respond and interact in the media saturated world of today. People are not just passive consumers of media but are active participants, producers and distributors of media content as well. Media psychologists concern themselves with identifying the potentials or benefits and threats of media technology. They strive to maximise the benefits and minimize the threats posed by new media technologies. They conduct research and suggest ways in which the Positives of the media are used to enrich democratic and culturally pluralistic societies.

Media Psychology also finds application in the field of publishing. Social media has emerged as a central force of the Internet. This explosion of media technologies has brought with a gamut of disorders as well. The new breed of cyber addicts are a cause of worry to the psychologists. Video games, I-pods and YouTube are some of the applications which have contributed to alterations of the minds of the addicts. At the same time it can be said that media can also be used to negate these issues and used in a positive manner to help the addicts overcome their disorders.

Concept of Social Media

Social media therefore, refers to the means of interactions among people in which they create -share, exchange and comment contents among themselves in virtual communities and networks. Social media employ mobile and web-based technologies to create highly interactive platforms via which individuals and communities share, co- create, discuss and modify user- generated content. It introduces substantial and pervasive changes to communication between organizations, communities and individuals. Kaplan and Haenlein(2010) social media is “a group of internet- based applications that build on the ideological and technological foundations of web 2.0 and that allow the creation and exchange of user-generated content. User generated content (UGC) covers a range of media content available in a range of modern communications technologies. It entered mainstream usage during 2005, having aroused in web publishing and new media content production circles. Its use for a wide range of applications, including problem processing, news, gossip and research, reflects the expansion of media production through new technologies that are accessible and affordable to the general public. Different types of social media include collaborative projects such as Wikipedia, blogs such as blogger, social networking sites like Face book, and Content communities like YouTube, and virtual worlds like second life. Social media has become one of the most powerful sources for news updates through platforms such as Face book, Blogger, Twitter, Word Press, LinkedIn Interest, Google+, Tumblr, MySpace and Wiki. In addition, there has been an increase in mobile social media which has created new opportunities, in particular for business, which is able to utilize social media for marketing research, sales, promotions, and customer relationship development among others. Social media in education is used to foster learning by allowing for social interactions, active participation, and engagements of students in classroom discussion, communication (blended/online courses and social media solutions).

Social media platforms, such as face book and twitter, are becoming steadily more integrated within a variety of applications targeted at learning. Real- time news feeds and instant accessibility make them a tool that can be used quickly and efficiently- but due to its changeable nature, it can be difficult for school systems to keep up and compensate. Most of our students in the tertiary institutions today are on social networking platforms, and these services are already tools that

they are generally comfortable with- and they can probably show you a thing or two in return. By learning how to use these platforms as a teacher, you are making yourself more aware of issues surrounding students today

Concept of Electronic Gadgets

Williams (2015) defined electronic gadgets as appliances which works on technology or electronic technology example laptops, calculators, Smartphone, computer, electronic board, interactive whiteboard, video recorder, radio, television, CCTV camera, multimedia projector, interactive television etc. Electronic gadgets are all forms of electronic tools such as machines that have a particular function. All digital media technologies are included, such as question- answer databases, digital video, blogging, podcasting, forums, review-sites, social networking, social media, mobile phone, photography and wikis. In addition to these technologies, user- generated content may also employ a combination of open source, free software such as modular object oriented dynamic learning environment (MOODLE), and flexible licensing or related agreements to further reduce the barriers to collaboration, skill-building and discovery. UGC has also gained in popularity over the last decade, as more and more users have begun to flock to social media and “content-based” sharing sites.

II. STATEMENT OF THE PROBLEM

Electronic gadgets have come to stay in educational sector as a result of the advancement in science and technology in the world. Media psychology was introduced to the field of education to bridge the gap between educational media and psychology as our 21st century learners get engaged with the technological tools for their learning. However, researches sounding our 21st century learners have revealed different perception on the use of electronic gadgets for learning among undergraduate students and the psychological effect on the learners. Therefore this study intends to find out the influence of media psychology on undergraduates students and their perception on electronic gadgets for learning in university of Port Harcourt, faculty of education experience

Objectives of the study

This study aimed at investigating the influence of media psychology and students’ perception on electronic gadgets for learning in university of Port Harcourt, faculty of education experience. Specifically the study intends to;

1. Find out the influence of media psychology on students learning with electronic gadgets in faculty of Education.
2. Ascertain the perception of students on the use of electronic gadgets for learning in faculty of Education.
3. Find out the influence of electronic gadgets on male and female students in faculty of Education.

Research Questions

1. What is the influence of media psychology on students learning with electronic gadgets in faculty of Education?
2. What is the perception of students on the use of electronic gadgets for learning in faculty of Education?
3. What is the influence of electronic gadgets on male and female students in faculty of Education?

III. METHODOLOGY

This study adopted a descriptive survey design. The population of the study consisted of all the 400 level undergraduate students in Faculty of Education for the 2019/2020 academic session in University of Port Harcourt which is five hundred and thirty two (532). The sample size of this study consists of two hundred and eighty-nine (252) students in the Faculty of Education, University of Port Harcourt. A random sampling technique was used in selecting the sample for the study. The instrument used for data collection was Students Perception on Electronic Gadgets Questionnaire (SPEGQ) consisting fifteen (15) items. The instrument was subjected to face and content validity by experts in Educational Measurement and Evaluation and the reliability co-efficient was obtained. The data collected were analysed using mean and standard deviation.

IV. RESULTS AND DISCUSSION

Research Question 1: What is the influence of media psychology on students learning with electronic gadgets in faculty of Education?

Table 1.1: Influence of media psychology on students

S/n	Influence on media psychology	Mean score	Standard deviation	Remark
1	Media psychology has influence my engagement with media technology.	3.56	0.55	Agree
2	I do experience cyber bullying when using electronic gadgets for learning.	2.34	0.81	Disagree
3	Media psychology enhances my communication skills.	3.64	0.48	Agree
4	Use of electronic gadgets promotes learning.	3.73	0.44	Agree
5	Media psychology introduces new system of learning with technology.	3.53	0.50	Agree
	Over all mean	16.80	2.78	

Research Question 2: What is the perception of students on the use of electronic gadgets for learning in faculty of Education?

Table 1.2: Perception of students on the use of electronic gadgets for learning

S/n	Perception of students on the use of electronic gadgets for learning	Mean score	Standard deviation	Remark
6	I feel engaged when learning with electronic gadgets.	3.60	0.59	Agree
7	Electronic gadgets involvements in earning motivate me to learn.	3.75	0.54	Agree
8	Learning with electronic gadgets is innovative.	3.60	0.59	Agree
9	I can further explore topics of interest through use of electronic gadgets.	2.20	0.46	Disagree
10	Electronic gadgets make me more creative while learning.	2.32	0.67	Disagree
	Over all mean	15.47	2.85	

S/n	Influence of electronic gadgets on the male and female students	Mean score	Standard deviation	Remark
11	Electronic gadgets influence male students than female students while learning.	3.58	0.52	Agree
12	Female students use electronic gadgets for learning than male students.	3.49	0.61	Agree
13	Male students have deeper understanding on the use of electronic gadgets for learning than female students within and outside classroom.	2.29	0.75	Disagree
14	Electronic gadgets improved my confident in learning.	3.84	0.39	Agree
15	Male students have different orientation from female students on the use of electronic gadgets for learning	3.70	0.48	Agree
	Over all mean	16.93	2.69	

Research Question 3: What is the influence of electronic gadgets on male and female students in faculty of Education?

Table 1.3: Influence of electronic gadgets on the male and female students

V. DATA PRESENTATION AND ANALYSIS

Entries in Table 1.1 shows that respondents agreed that Media psychology has influence their engagement with media technology (mean=3.56; SD=0.55), Also they disagreed that they experience cyber bullying when using electronic gadgets for learning (mean=2.34; SD=0.81). Respondents agreed that media psychology enhances their communication skills (mean 3.64; SD=0.84), Respondents Agreed that the use of electronic gadgets promotes learning (mean3.73; SD=0.44). Respondents also agreed that Media psychology introduces new system of learning with technology (mean=3.53; SD=0.55).

Entries in table 1.2 revealed that respondents feel engaged when learning with electronic gadgets (mean=3.74; SD=0.43). Electronic gadgets involvements in earning motivate me to learn (mean=3.75; SD=0.54). Learning with electronic gadgets is innovative (mean=3.60; SD=0.59). Also that they further explore topics of interest through use of electronic gadgets (mean=3.53; SD=0.54). Respondents also disagreed

that electronic gadgets make them more creative while learning (mean=2.29; SD=0.75).

Entries in table 1.3 reveals that Electronic gadgets influence male students than female students while learning (mean=3.58; SD=0.52). Female students use electronic gadgets for learning than male students (mean=3.62; SD=0.49). Also respondents disagreed that Male students have deeper understanding on the use of electronic gadgets for learning than female students within and outside classroom (mean=2.29; SD=0.75). They agreed that electronic gadgets improved their confident in learning (mean=3.74; SD=0.45). Also that Male students have different orientation from female students on the use of electronic gadgets for learning (mean=3.70; SD=0.48).

VI. DISCUSSION OF FINDINGS

From the above analysis in table 1.1, it is clear that there is a positive influence of media psychology on the undergraduate students on the use of electronic gadgets for learning in Faculty of Education with the overall mean = 16.80 and SD= 2.78. The result of this study is in agreement with those of Tasir and Lim (2012) who opined that students' are familiar with the concept of social media thereby prompting them to show positive satisfaction with the use of social media tools for learning. Sieger (2016) found that People are not just passive consumers of media but are active participants, producers and distributors of media content as well.

Moreover, in table 1.2 the result reveals that undergraduate students in faculty of education have positive perception on the use of electronic gadgets for learning as revealed by the overall mean= 15.47 and SD=2.85. This result is in agreement with that of Akbari et al (2012) who found out electronic tool like smart phones, interactive Television, video players etc can be useful in learning since communication and sharing of knowledge can be achieved. Also the findings discordant with that of Munoz, Caroline, Towner, and Teri (2011) who argued that the use of electronic gadgets for learning will gets students involves in uploading of private information publicly and people believe that sharing private information is an opening into privacy. It is also accepted that this outflow of distinguish information on social networking sites gives room for sexual predators, cyber bullying and cyber stalking among students.

Furthermore, result in table 1.3 revealed that there is no significant influence of electronic gadgets on the male and female students in faculty of education who use them for learning. The findings is in agreement with that of William & Surjono (2015) who reported that there is no difference in the extent of usage of electronic gadgets by male and female users irrespective of their age. The findings also disagreed with the findings of Simonsson (2014) who reported that female

students easily get influence by electronic gadgets than the male students

VII. CONCLUSION

Psychology of media is concerned with the wide swath of human behavior especially in this increasing media dominated society. It explores the media as they exert influence on social, educational and information communication technology. Media psychology bridges the gap between the users of electronic gadgets and social media which in turn shaped their behaviour and perceptions for learning.

VIII. RECOMMENDATIONS

Based on the results of this study, the following recommendations are put forward

1. Media psychology should be introduce as a course at the undergraduate level in Faculty of Education since it has a positive influence on the learners especially when it comes to the utilization of electronic gadgets for learning.
2. Students perception should be put into consideration by instructors on the type of electronic gadgets to be used for content delivery
3. Gender should not be over emphasized by the instructors since it does not predict the outcome of learning.

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