

Influence of Social Networking Sites on Creation of Online Entrepreneurship Activities among Business Education Students in Universities in North-Eastern Nigeria

Adamu Isa Alhaji
Bala Mohammed

Abstract:- This research work title Influence of Social Networking sites on Business Education Students Creation of Online Entrepreneurship activities in Universities in North-eastern Nigeria. The Primary objectives of this study is to determine the Extent of Engagement of Undergraduate Business Education Students on the Creation of Online Entrepreneurship activities in Universities in north-eastern Nigeria. The design used in the survey was descriptive survey; a sample size of 148 undergraduates business education students were drawn from the population of 245 from three Universities offering Business Education in the North-Eastern Nigeria. A structured questionnaire titled 'Influence of Social Networking sites on undergraduate business education students on the Creation of Online entrepreneurship activities (ISNSUBESCOEA) was administered. Data gathered were analyzed using Mean and standard deviation. The findings revealed that generally all the students spent much time using social networking sites to connect with families and friends, downloading and uploading of information, making research and other educational related matters. Also they are using social networking sites frequently and that can influence the creation of online entrepreneurship activities, creation of group and pages by the students, making purchases on the social networking sites. Based on the results, it was suggested that lecturers shall accept using social networking sites for creation of online entrepreneurship activities in teaching entrepreneurship course. National universities commission should also plan and redesign syllable that will capture the creation of online entrepreneurship activities using social networking sites, also usable proposal for future research were made.

Keywords:- Influence, Social networking sites, Entrepreneurship, Creation, Online.

I. INTRODUCTION

The creation of Social Networking Site, have rapidly become a permeative way for people to relate and interact online globally. These sites are used widely and internationally linkup millions of people at the same time. Jabr (2011), stated that, social networking is making an enormous result almost in every facet of life. In fact, it had change as a instrument for extending academic learning and connection. Social networking sites are web-based practical application that help individuals to create profile and share data with friends within the group.

According to, Lewis (2008), the determinant of these social networking sites continue to get progressively more permeative, making real and practical realities nearly indistinguishable. Students are talking about the social networking related stuffs nearly all day: this would be an amazement if any student never got engaged in Facebook, twitter, or any other social networking sites today. In education, academic and students are more and more using social networking site to launch and keep social contact, kinship and assist informal learning activities and learning activities, Eden, Tom, Peter, & Martha, (2011). Moreover, social networking sites attract student to joint individual interest, communicate and to help one another in their academic work, building bonds with their schoolmate, and promote supplemental action between them and their teachers (Griffith & Liyanage, 2008). Alhazim & Rahamn (2013) stated that, social networking sites influence different forms of student education, interactive education and informal education. The tremendous growth in the figures of student who use Facebook, as well as the amount of time spent by the students on it, opens chance and create challenges for higher education institution (Alhazim & Rahamn 2013).

The creation of online entrepreneurship activities has become popular in private sector development as a way of creating self employment and decreasing poverty. People increasingly use online social networking sites such as Facebook, whats app e.t.c to connect, share knowledge, to create content, to communicate and to share information with one another. Online social networking site can be fantabulous way in creating entrepreneurship activities by

building online groups around entrepreneurs, where clients and prospective customers can act with like-minded individuals, acquire new customers and retain existing ones. This group provides valuable insight and useful feedback that assist the marketers, modify their products to match the need of their customers. This essential feedback can support in advancing their marketing activity (Mangold & Faulds, 2009 stated that, social media allow an enterprises to relate with the existing and potential customers, act with them and strengthen a sense of community around the organization offering. Both business and consumers are using the social networking sites to share information exchange views, recommendation and exhibit certain consumption behavior (Kotler & Armstrong, 2011).

Through the usage of social networking sites one can create online entrepreneurship activities where customers will be familiar with the business world and it will become a more prosperous venture firms and talk with consumers, and invite them to download usable data, the type of consumers who interact with their brand name through their sites. Marketers are capable to act in audience sizing and get to better understand their customer as such companies can promptly add product and change price or descriptions (Kotler & Armstrong, 2011). The usage of social technology give insight, thoughts and view on how to better serve customers and inspire business to conceive innovative ways to conduct business or new product and serve to offer customers (Evans & Mkee, 2010). An information rich websites can assist business to create relationship with customers for providing efficient marketing, new communication and distribution channels, shortened time to market, custom-built product, 24 hours online technical assistance and online technical community.

In order to make new generation of entrepreneurs in the universities who are prepared to initiate develop ideas and take risks in building sustainable and successful entrepreneurship, which will contribute in diversifying the economy and provide employment, creation of online entrepreneurship activities have to be given considerable attention. Creation of online entrepreneurship activities by student in the universities can help tremendously in making the student 'to become entrepreneurs after their graduation, since it encourages active participation, innovation and develop their businesses and these process is a holistic journey which student will learn much about themselves, grow as professional and create new generation of entrepreneurs, which will contribute in diversifying the economy, create employment and reduce poverty among our graduates after completing the university.

➤ *Statement of the Problem*

People are increasingly using social networking sites so much like Facebook, Whats app etc to connect, share knowledge, create content, transmit and to share information with others. Therefore, in order to create new generation of entrepreneurs in the universities, who are willing to initiate, develop business ideas, take risks in building sustainable and successful entrepreneurship through creation of online entrepreneurship activities which will contribute in diversifying the economy through creation of employment opportunities and reduce poverty among our graduate. Creation of online entrepreneurship activities by business education students can help tremendously, but the main problem is under usage of the social networking site by students of business education particularly in the creation of online entrepreneurship activities.

Therefore, this study will try to bridge the gap so that business education student can utilize and used the social networking sites maximally to create online entrepreneurship activities with a view to improve the entrepreneurship learning activities in the universities in North east Nigeria.

➤ *Objectives of the Study*

The objectives of the study are:-

1. To determine the level of engagement on social networking sites by undergraduate business education students in universities in North east, Nigeria
2. To determine the extent of engagement on social networking site influence the creation of online entrepreneurship activities by undergraduate students of business education in north east universities in Nigeria

➤ *Research Questions*

1. What is the level of engagement on the social networking sites by undergraduate business education students in universities in North east, Nigeria?
2. How does the engagement of undergraduate business education students on the social networking sites influence the creation of online entrepreneurship activities in universities in North east, Nigeria?

II. CONCEPTUAL FRAMEWORK

The conceptual framework was developed to state the relationship between the different variables in the study. Variable is anything whose value changes according to situation or with the situation.

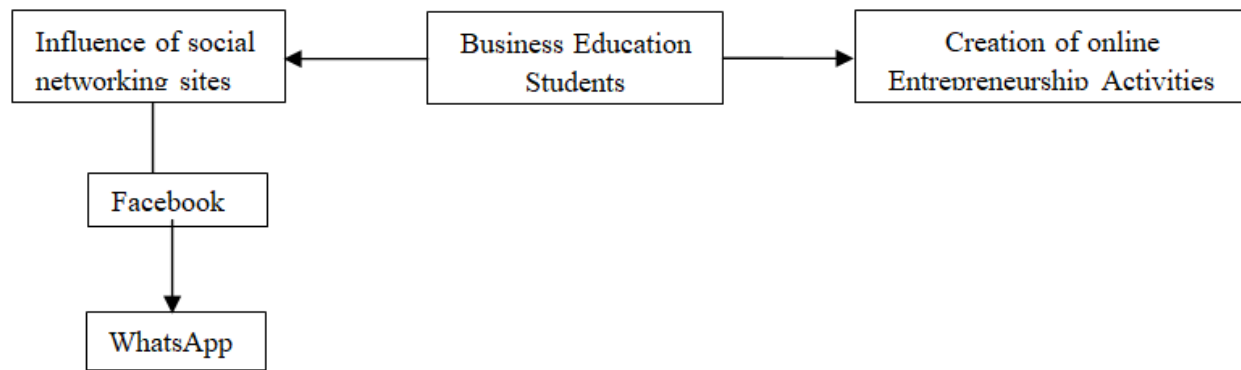


Fig 1:- The Conceptual framework on the Influence of social networking sites on undergraduate business education students creation of Online entrepreneurship activities.

Independent variable is that who or what influence the dependent variable, while the dependent variable is researcher's aim to translate and expatiate the dependent variable.

In the study two variables were selected:

- i. Influence of social networking sites on undergraduate business education students as dependent variable.
- ii. Creation of online Entrepreneurship Activities as independent variable

➤ Theoretical Framework

According to, Marangunic & Granic (2015), the constant transformation and advancement in technology, particularly ICT affiliated applications, make the choice to determine on matters of acceptance and rejection a perplexity. On this basis, more theories and models were formulated to throw much light on the efficient usage of technology and, among all the models, the Technology Acceptance Model (TAM) stands out in investigating issues concerning users' acceptance of recent technology.

On this basis, the study is anchored to the theory of Technology Acceptance Model (TAM) because it is the most cited model in explaining attitudes towards technology. Its roots can be trace back to the Theory of Reasoned Action of Ajzen & Fishbein's, (1980). Priyanka & Kumar, (2013) stated that, the theory was developed by Fred Davis in 1986, since then it has passed through various changes and determination. The objective of the theory is to exposit constituent that ascertain technology acceptance, information technology utilization conduct and to furnish a penurious theoretical informative model (Bertrand & Bouchard, 2008).

The Technology Acceptance Model (TAM) is an outstanding theory that attempt to examine the concept that determine technology acceptance. Ducey, (2013) stated that, it is a penurious theory of technology acceptance in an organization which look at the various reaction toward a technology which can activate willingness or curio to the usage of technology, which in due course can determined real utilization Aggorowati, Suhartono & Gautama, (2012).

Moreover Ducey, (2013) stated that, TAM reckon Perceived Ease of Use and Perceived usefulness which are the essential determiner of technology acceptance and

individual action. Teo, (2013) also, identifies different element that advance the usage and adoption of technology. He enumerates individual difference of opinion, social influences, idea, attitudes and situational influences as element that support the intention to use technology and advance the ability to accept or reject it. TAM is basically on two fundamental variant of Perceived Ease of Use and Perceived Usefulness which was declared an essential determiner for classroom instructional media acceptance and demonstration and is nearly the most broad, theoretical models applied in the Information System (IS) package. TAM is also one of the all but important and remarkably adoptive theories for explaining an individual's acceptance of information systems (Bagozzi, 2007).

According to, Suki & Suki (2011) stated the two defined thought of Perceived Ease of Use and Perceived Usefulness to a larger degree have straight connection to the attitudes that ascertain the usage of technology. Perceived Usefulness by Pantano & Di Pietro (2012) and Teo, (2013) also stated that, as a personal outlook that particular application systems will raise job performance within a specific establishment, which is also known as "performance expectancy". Wen & Kwon (2010) stated that Perceived Ease of Use is hook on the impression that it would be effortful and trouble free to adopt a specific skill also known as "effort expectancy". Also according to Bagozzi (2007), TAM anticipates that attitudes would have a affirmative influence on the mentality that would train human efforts towards the utilization of technology.

TAM has established to be helpful in revealing positive defect in society. It was revealed that despite the growing of information utilization, indication has shown that there is a evidential decrease among the aged, uneducated, lower income earners than the younger, enlightened and higher income earners. The practical application of TAM has assist to substantiate that years, education, income and race are related with idea in the value of information. These idea can determined attitudes towards the utilization of skills that will improve right to information.

Furthermore, Davis (1989), the initiator of the Technology Acceptance Model (TAM), the two essential variables, Perceived Ease of Use (PEOU) and Perceived Usefulness (PU), influence the conceptualization

determining the acceptance of technology and are revealing of individual intent to create new skills. The level of the acquiring new skills can be stirred importantly by both extrinsic and intrinsic motivations (Davis 1989). Extrinsic motivation mean the carrying out of an activity because it is perceived to be of help in achieving specific outcomes that are contrary to the activity itself (Davis, 1989). In comparison, intrinsic motivation, Davis further refers, to the demonstration of a task for no evident reinforcement other than the process of performing the act per se. The two essential concept of TAM, Perceived Ease of Use (PEOU) and Perceived usefulness (PU). The Technology Acceptance Model form obtainable a concise method to model the effect of extrinsic variables on peoples’ ideas, attitudes, and aim. Extrinsic variables mean the level that is outside of an individual, for example, training, computer experience, quality of systems, etc. the external factors basically lead to mental attitude towards the usage of a specific technology and the ultimate utilization of the technology.

➤ *Perceived Usefulness (PU)*

Access to information offers the expectation for better human ability. Lombardi (2007) stated that, the acquiring of capacity to access genuine information is prevented by users’ unwillingness to acquire and exercise available plan of action and skillfulness to access the information. Perceived usefulness, also according to Davis (1989), is the level to which a individual accept that utilizing a specific method or technique would ameliorate his or her job performance or everyday responsibility. This conceptualization, he state, is supported on the condition that the capacity acquired will strengthen performance.

Moreover, Davis (1989) conceive that people are by nature improved for better performance by praises, promotions, incentive, and other rewards. TAM beyond any doubt presents value to many researchers because it has effectively demonstrated how such value can better users’ job performance. Perceived Usefulness has proved to be a very crucial element for technology acceptance in most recent studies Yeh & Teng, (2012).

➤ *Perceived Ease of Use (PEOU)*

Moreover, Davis (1989) stated that, perceived ease of use is the level to which an individual believe that making use of a particular system would be effortful and trouble free; in other words, ease of use means freedom from

complexness and hassle. Thus, an application that is perceived to be easier to use is broadly acceptable and used by many people. Also, Zhu, Linb & Hsu (2012) stated that, Perceived Ease of Use indicate the level to which an individual accepts that using certain technology would be effortful and trouble free. Nanthida (2011) identify some definite factors that may determined the ease of usage of modern resources such as characteristics of information resources, the job experience, technological equipment and reinforcement, etc. The* following are the factors to regard when evaluating Perceived Ease of Use: computer self-efficacy, perception of external control, internet self efficacy, computer anxiety, information anxiety, perceived enjoyment and objective, as well as usability.

Therefore, from the above discourse on the theory of technology acceptance model TAM we can see that it is supported on the two fundamental variables of perceive ease of use and perceived usefulness and is anchored to this study on perception of undergraduate students of business education on the use of social networking sites for entrepreneurship activities. Because perceived usefulness increase and strengthen job performance and the perceived ease of use is supported on the thought that it would be effortful and trouble free to develop a specific skill known as effort expectancy.

➤ *The Design of the Study*

The research design used for this study was descriptive survey research design. Descriptive survey is a study which used the sample of a data in any systematized research to expatiate and explicate what is existing or non-existing on the existing condition of a development being analyzed.

➤ *Area of Study*

The area of the study is north-eastern Nigeria. North-east is a Geo-political zone of Federal Republic of Nigeria. And is located on latitude of 9.082 and longitude of 8.6752 the area comprise; Adamawa State, Borno State, Bauchi State, Gombe State, Taraba State and Yobe State.

➤ *Population of the study*

The population of the study is 245 final year undergraduate business education students that have already undertaken entrepreneurship as a course. The population of this study is presented in the table 2 on the next page.

S/N	Universities	State	Number of Final year Students
1	Abubakar Tafawa Balewa University, Bauchi.(ATBU)	Bauchi	107
2	ModibboAdama University of Technology, Yola.(MAUTECH)	Adamawa	88
3	University of Maiduguri	Borno	50
TOTAL			245

Table 2: Number of final year Business education students and their various universities
Source: Academic units of the respective Universities, (2019).

➤ *Sample and Sampling Technique*

Sample size for this survey is 148 final year business education students that have already undertaken entrepreneurship as a course. They are drawn from the population of 245 students. Based on Krejcie & Morgan, (1970), an estimated populations above 240 and close to 250 should have a sample size of 148. Therefore, sample was selected using proportionate random sampling technique. At

first instance three universities offering business education in the study area were already formed the strata; i.e. (Abubakar Tafawa Balewa University, Bauchi, Modibbo Adama University of Technology Yola, and University of Maiduguri). A proportion of 60.4% was used to select sample of respondents from each stratum, which gives a total sample of 148. (See table 3 on the next page).

S/N	Universities offering Business Education in North-East Nigeria	Population from each university	60.4% drawn	Sample Size from each university
1	ATBU, BAUCHI	107	60.4	65
2	MAUTECH, YOLA	88	60.4	53
3	UNIMAID, MAIDUGURI	50	60.4	30
	TOTAL	245		191

Table 3; Percentage of Sample Size Drawn from the Population

Source: Field Survey, (2019)

➤ *Instrument for Data Collection*

The instrument used in this study for the data collection was Influence of social networking sites on undergraduate business education students creation of Online entrepreneurship activities (ISNSUBESCOEA), the measurement instrument were constructed and developed by the researcher. The instrument was developed based on the content analysis. The questionnaire consists of one section and has two (2) sub-sections and each sub-section presents items addressing a particular research question. Sub-section One addresses research question one, the level of engagement of undergraduate business education students on social networking sites with ten (10) items i.e. 1 to 10 , sub-section Two addresses research question two, How does the engagement of undergraduate business education students on the social networking sites Influence creation of online entrepreneurship activities with ten (10) items i.e. 11 to 20, The questionnaire consists of a number of items written in a defined order using 5points Likert scale of measurement, the subjects are guided to answer all item thus: SA-Strongly Agree; A- Agree; U- Undecided, SD Strongly Disagree; D- Disagree.

➤ *Validity of Instrument*

The instruments used in this study were subjected to face and content validation by four specialist, three from Business Education Department of Vocational and Technology Education of Abubakar Tafawa Balewa university Bauchi where meaningful corrections on face and content of the instrument were made, and one expert from languages department of Federal University Kashere also made meaningful corrections on face validity in terms of spellings and grammatical errors. After the validation, the updated version of the questionnaire 148 was produced and administered.

➤ *Reliability of the Instrument*

A pilot test was conducted to assess the items consistency or homogeneity of the test items through administering the questionnaire by the research worker with the aid of assistant to selected respondents in Ahmadu Bello University Zaria (ABU) that have similar characteristics to the universities under study but outside the study area.

Reliability of the instrument was determined on the data collected using Cronbach’s Alpha and reliability coefficient of 0.833 was realized, which indicates that the instrument is highly reliable and the result of the pilot test was utilized to determine the reliability of the instruments.

➤ *Method of Data Collection*

The researcher sought four research assistants and briefs them on the objective of the study their role on meeting the objectives was also stated for the purpose of data collection. The researcher with the help of research assistants distributed 148 questionnaires to the respondents, which after a week of distribution of the questionnaires 136 were returned out of 148 that were distributed to the respondents that is representing 92%.

➤ *Method of Data Analysis*

The data collected was analyzed using mean and standard deviation. This is because mean and standard deviation has the greatest reliability than other measures of central tendency (Uzuoagulu, 2012).

Decision rule of upper and lower limit are used, the lower limit for strongly disagree is 1.00 and the upper limit is 1.50, the lower limit for disagree is 1.51 and the upper limit is 2.50, the lower limit for agree is 2.51 and the upper limit is 3.50, while the lower limit for strongly agree is 3.51 and the upper limit is 4.00.

Therefore 2.50 being the lower limit of 3 were considered as the decision point. And anything above 2.50 is considered as agree or positive while anything below 2.50 is considered as disagree or negative.

III. RESULT

The purpose of the study is to investigate the influence of social networking sites on business education students creation of online entrepreneurship activities. Analysis of data that answer the research questions in the survey was presented under this chapter. It also presents the findings of the survey and discussion on the findings. The data generated are analyzed using mean and standard deviations and the results are presented based on research questions.

➤ *Research Question One*

What is the level of engagement of undergraduate business education students on the social networking sites in universities in North east, Nigeria?

Mean and standard deviation were computed on the data collected from the field to answer research question 1; the result is presented in table 4.

The results on the table below for the respondents showed all the 10 items have the means score ranging from (2.87 to 3.13) which indicates that all the respondents have agreed. The table shows the responses for all the items has the mean that is above the cut-off point for the study, thus, the discussion to agree or disagree on the table meaning that greater respondents agree with the items as the level of engagement on social networking sites as perceived by respondents.

S/N	Questionnaire Items	Mean	SD	Decision
1	Social networking sites are frequently visited to connect with families and friends	2.87	1.630	Agree
2	Social networking sites are logged between 5 to 10 times per day for about 30 minutes to 1hour to checked for messages	2.89	1.630	Agree
3	Social networking sites are used in recognizing changes in technological aspects	2.95	1.652	Agree
4	Social networking sites are used for sharing academic research and educational related matters.	3.06	1.637	Agree
5	Social networking sites are used for loading and uploading of information	3.08	1.627	Agree
6	Social networking sites are used for disseminating and sharing of information	3.10	1.674	Agree
7	Social networking sites are used for discussion and sharing with other students learning materials	3.13	1.588	Agree
8	Social networking sites are used in downloading of films and watching video's	3.02	1.602	Agree
9	Social networking sites are used in connecting with lecturers for further learning help	3.11	1.583	Agree
10	Social networking sites are used in arranging group discussion among students colleagues	3.05	1.661	Agree

Table 4: Mean Responses on the Level of engagement on the Social Networking Sites

Source: Field Survey, 2019

➤ *Research Question Two*

How does the engagement of business education students influence the creation of online entrepreneurship activities by undergraduate students of business education in universities in North east Nigeria?

Mean and standard deviation are computed on the data collected from the field to answer research question 2; the result is presented in the table 5 on the next page.

From Table 5 the respondents for all the 10 items have the mean scores ranging from (2.92 to 3.10) which indicates that all the respondents have agreed. The table shows the responses for all the items and they have the mean that is above the cut-off point for the study, thus, the decision to agree or disagree on the table meaning that greater respondents agree with all the items as the social networking sites influence creation of online entrepreneurship activities as perceived by respondents.

S/N	Variable	Mean	SD	Decision
11	The time spend and frequent usage of social networking sites can influence the creation of online entrepreneurship activities	3.07	1.607	Agree
12	The group and pages created on social networking sites can influence creation of online entrepreneurship activities	3.03	1.583	Agree
13	Resource sharing i.e interchange of documents and multimedia resources on social networking sites can influence creation of online entrepreneurship activities	2.98	1.553	Agree
14	Making transaction on the social networking sites can influence creation of online entrepreneurship activities	3.07	1.560	Agree
15	Communication with friends, colleagues and lecturers on social networking sites can influence creation of online entrepreneurship activities	3.02	1.563	Agree
16	Providing 24hours online transactions on social networking sites can influence creation of online entrepreneurship activities	2.93	1.522	Agree
17	Social networking sites help in reaching various companies online and that can influence creation of online entrepreneurship activities	2.98	1.511	Agree
18	Social networking sites help in giving prompt feedback when making online transaction and that can influence creation of online entrepreneurship activities	2.92	1.531	Agree
19	Social networking sites help in creating platform for the creation of new ventures and that can influence creation of online entrepreneurship activities	3.02	1.516	Agree
20	Company's and individual advertised their products sale and services on social networking sites and that can influence creation of online entrepreneurship activities	3.10	1.531	Agree

Table 5: Mean Responses on the extent of engagement by business education students on Social Networking Sites influence creation of online Entrepreneurship Activities
Source: Field Survey, 2019

➤ Findings of the Study

The major findings from the result of the data analysis of the study are:

1. The study reveals that all the respondents, responded to the items positively or agreed that undergraduate business education students are highly engaged on social networking sites and their mean scores was above the cut-off point for the study.
2. The study shows that all the respondents responded to the items positively or agreed that the extent of engagement of undergraduate business education students on social networking sites influence creation of online entrepreneurship activities and their mean score was above the mean cut-off point for the study.

IV. SUMMARY

The study seeks to determine the Influence of social networking sites by undergraduate business education students creation of Online entrepreneurship activities in North using three Nigerian universities from the North-East. The research work contains preliminaries, chapter one to five, references. Chapter one is the introduction which contain the background of the study, the statement of the problem, the purpose of the study, the research questions, the significance of the study, and the scope of the study. The chapter two of the study is literature review; the relevant literature were reviewed under the following sub-headings, theoretical framework and conceptual framework. The Chapter three of the study is the methodology which described; the design of the research, area of the study, scope of the study, population, sample and sampling technique, instruments of data collection, validity of

instruments, reliability of the instruments, method of data collection and method of data analysis. In Chapter four of the study the data obtained were analyzed and presented based on the research questions; the findings of the survey and discussion of the survey were also presented.

V. CONCLUSION

The results obtained from the findings revealed that all or most of the undergraduate business education students of north-eastern universities spent much period of time on the social networking sites connecting with families and friends, downloading and uploading of information, and making research and other educational related matters etc. The findings also revealed that undergraduate students of business education used social networking sites frequently and that can influence creation of online entrepreneurship activities, creation of groups and pages, making online purchases can also influence the creation of online entrepreneurship activities etc. Therefore, based on this findings relevant bodies such as Policy makers, National Universities Commission, Lecturers, Students and Researchers, be involve in ensuring that undergraduate business education students use the social networking sites for entrepreneurship activities. On this basis, the relevant authorities should take measures to ensure the students utilized the social networking sites for entrepreneurship activities in order to be prepared as entrepreneurs after graduation.

RECOMMENDATIONS

The following recommendations have been made based on the findings and conclusions of the study;

1. Lecturers and all stakeholders who handle all entrepreneurship education courses are encouraged to adopt the creation of online social networking sites for entrepreneurship activities in teaching entrepreneurship as a course because from the findings of the study shows all the respondents agreed that undergraduate business education students spent much time on social networking sites.
2. The findings of the research study also revealed that all the respondents agreed that undergraduate students of business education frequently use of social networking sites. Therefore, the university's academic planning unit should plan and redesign entrepreneurship syllable to include creation of online entrepreneurship activities on social networking sites by undergraduate business education students.

REFERENCES

- [1]. Aggorowati, M. A., Suhartono, N. I & Gautama, H (2012) Restructuring and expanding Technology Acceptance Model structural equation model and Bayesian approach. *American Journal of Applied sciences*. 9(4)
- [2]. Ajzen, I., & Fishbein, M. (1980). *Understanding attitudes and predicting social behavior*. Englewood Cliffs, NJ: Prentice - Hall.
- [3]. Alhazmi, A. K. & Rahamn. A. A. (2013) facebook in higher education: students use and perceptions. *As advances in information science and service* 5, 32-41
- [4]. Alhazmi, A. K. & Rahamn. A. A. (2013). Social networking sites in higher education: potential advantages for student learning. *International journal of Research in Education Methodology*, 4(2), 493-499.
- [5]. Bagozzi, R. 2007. The legacy of the technology acceptance model and a proposal for a paradigm shift. *Journal of the Association for Information Systems*, 8(4), 244-254.
- [6]. Bertrand, M. & Bouchard. S (2008) Applying the technology acceptance model to VR with people who are favourable to its use. *Journal of Engineering and Technology (IJET)*. 4(3).responses. New media and society, 11(3), 395-416 retrieved July, 27, 2013. From: <http://www.nms.sagepub.com/content/11/3/395>.
- [7]. Davis F. D. (1989). Perceived usefulness, perceived ease of use and user acceptance of information technology. *MIS Quarterly*, 13(3): 319 - 339.
- [8]. Ducey. Adam J., "Predicting Tablet Computer use: An Extended Technology Acceptance Model" (2013). *Graduate Thesis and Dissertations*. Retrieved on 01/03/2015, from <http://scholarcommons.USF.edu/etd/447.1>
- [9]. Eden, D. B., peter, G. & Martha, v. (2011). *The ECAR national according to of undergraduate students and information technology EDUCAUSE Centre for applied research*.
- [10]. Evans D. & Mckee, J. (2010) social media marketing : The next generation of Business of Business engagement. Wiley publishing, inc. Indiana
- [11]. Griffith, S. & Liyanage, L. (2008). An Introduction to potential of social networking sites in Education Emerging Technologies (2008).
- [12]. Kotler, P. & Armstrong, G. (14th ed.) (2011). Principles of marketing. Pearson Prentice Hall.
- [13]. Krejcie, R. V. & Morgan, D.W. (1970). Determining sample size for Research Activities. Educational and Psychological Measurement Available: [http://www.pewinternet.org/ppf/r/198/report-display.asp-\(February-12,-2011\)](http://www.pewinternet.org/ppf/r/198/report-display.asp-(February-12,-2011))
- [14]. Lewis, S. (2008) where young adults intend to get news in five years.
- [15]. Lombardi, M. M. (2007). Authentic learning for the 21st century: An overview. Educate learning Initiative Retrieved 02/16/2015 from <http://net.educause.edu/ir/library/pdf/ELI3009pdf>.
- [16]. Mangold, W. G & Faulds D. J. (2009). Social media: The new hybrid element of the Promotion Mix. *Business Horizons* 52: 537-365
- [17]. Marangunic, N. & Granic, A. (2015) Technology acceptance model: a literature review from 1986 to 2013. University Access Information Society. P.14:81-95
- [18]. Nanthida J. B. (2011) Altering user perception of Applications: How Systems Design can Impact playfulness and Anxiety. Retrieved 16/01/2014. From <http://idealsillinois.edu/bitstream/handle/2142/24139/BarranisNanthida.pdf?sequence=1>
- [19]. Pantano, E. & Di Pietro, L (2012) understanding consumer's Acceptance of Technology - Based Innovations in Retailing. *Journal of Technology Management and Innovation*, volume 7,(4)
- [20]. Priyanka & Kumar, A. (2013) understand the evolution of Technology acceptance model. *International Journal of Advance Research in Computer Science and Management students*,1(6).
- [21]. Suki, N. M & Suki N. M (2011) Exploring the Relationship Between perceived usefulness, perceived Ease of use, Perceive Enjoyment, Attitudes and Subscribers Intention Towards Using 3G mobile services. *Journal of Information Technology Management*. 12(1)
- [22]. Teo, T. (2013). A comparison of non-nested models in explaining teachers' intention to use technology, *British Journal of Educational Technology*, 44 (3), E81-E84. doi: 10.1111/j.1467-8535.2012.01350.x
- [23]. Uzuoagulu, A. E. (2012). Practical guide to writing research projects reports. Enugu. John Jacob Classic publisher's limited
- [24]. Wen, Y & Kwon. O (2010) An Empirical study of the factors affecting social network service use. *Computer in Human Behavior*.

- [25]. Yeh, R. K & Teng T. C. (2012) Extended conceptualization of perceived usefulness: Empirical test in the context of information system use continuance. *Behavior and information technology*, 31(5).
- [26]. Zhu, D. Linb, C. T & Hsu, Y (2012) Using the Technology Acceptance Model to Evaluate User Attitude and Intention Of Use for Online Games. *Total Quality Management V23, No,8*.