Chat-Applications Usage among Educational Technology Undergraduate Students in University of Calabar, Nigeria

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Abstract:- The study was designed to examine Chat - Applications Usage among Educational Technology lecturers and Undergraduate Students in University of Calabar. Three research questions and hypotheses guided the study. A descriptive survey research design was employed. The population comprised of all Educational Technology lecturers and students in the Department of Curriculum and Teaching, which was 414 students and all lecturers in 2018/2019 academic session. Purposive sampling technique was used to select year Two students and 11 eleven lecturers in the Department. Questionnaires were used to elicit information from the respondents based on the variables measured. Experts in Educational technology and Test and Measurement Evaluation from the University of Calabar validated the instrument. To test for reliability, the questionnaires were administered to a comparative group outside the sample, and the data obtained was subjected to Cronbach Alpha formula which yielded 0.87 coefficient. Data from the field were statistically analyzed using Independent t-test and mean scores. Results revealed that Educational Technology lecturers and students in University of Calabar frequently used Facebook Messenger, WhatsApp, Telegram, IMO, and Twitter within the University. It is on this note, that the researchers recommend that these Chat-Apps (i.e. Facebook Messenger, WhatsApp, Telegram, IMO, Twitter) should be integrated into the curriculum of Educational Technology; and students should be made to use them frequently not just for social reasons, but also for instructional purposes to enhance their academic performance.

Keywords:- Chat-Apps, WhatsApp, Facebook Messenger, Educational technology, Lecturers, Undergraduates, Integration.

I. INTRODUCTION

A. Background Information

The widespread and increase in need for human and social interactions is on the rise locally and globally. Education which is meant to educate the man and as old as man himself has also been focused on human and social interactions. The increase in connectivity has altered traditional routines and offers new path for communication and interaction. Technological advancement has brought about fast speed of connectivity, interactivity and access to information. In the past few years there have been outburst of communication platforms that has facilitated information access and retrieval. Some of such platforms are Chat-Applications.

Chat applications are free messaging applications used in sending messages individually or in group. It can be used in varieties of electronic devices such as iphone, android, windows phone, blackberry or even personal computer. It enable users call friends and family members at any given time, using voice call and video call features. The most attracting features of chat applications is the availability of stickers and emoticons, ability to share and receive photos and video, drop voice notes, availability of favorite characters, and celebrities to use as expression of their feelings. Chat Applications (Chat Apps) also allows users to share contact and their current geographical location. It also enables users follow the official account of their favorite artist, celebrities, brand and TV shows for news and promotions. It also affords users the opportunity to exchange stories with friends using texts, photos, video and stickers on their timeline, story and status.

Chat applications are also known as mobile social networking apps, Social media platforms, instant messaging application, social networking site; examples of chat applications are Whatsapp, Facebook Messenger, instagram, Myspace, i-chat, Twitter, Yahoo Messenger, Linked-In, Skypechat, Mxit, Goggle talk, Telegram, 2go, Palringo, Blackberry Messenger, E-Buddye.t.c.Chat applications is a internet-based synchronous text chat, with point-to-point communication between users on the same system. A window is dedicated to the conservation, with messages scrolling upward and eventually out of view as the conversation ensues. Chat-apps group chat has features which allow users invite others to join them in a specified group through shared links. In some chat-apps, pictures, videos and uniform resource locators (URL) can be included in the messaging. Colors and fonts are personalizable, online handles (usernames) are displayed, along with indicators of activity (usually a function of input device use) and availability (as inferred by activity and as stated explicitly by user-specified settings), preferred name can be given to the group, brief description about the group is also enabled by some chat apps.

Ajewole and Fasola (2012) reported that there were 1.5 billion users of social media platforms in the world between 1997 and 2010 with Facebook topping the list with over 900 million users. Swartz (2014) in his tweet reported that Facebook tops the list with 1.35 billion users in the world with China topping second with1.367 billion population.

Sesan (2014) tweeted that Nigeria currently have 12.6 million Facebook users (7.4 % of Nigeria population) out of the 1.35 billion users in the world, representing 0.93%. these statistics depict the level of ChatApp usage around the globe.

Asogwa and Ojih (2013) labeled today's youth as the most wired and connected generation in human history. Ulrich and Harris (2003) further labeled today's youth with terminologies like Net kids, Generation X, Generation @, Tweenagers, Netizens and so on. According to Nnamonu (2013) while the internet is the host of Chat Apps, the predominant users are the youths.

Bsharah, Gasaymeh and Abdulrahman (2014) found that 92.6% of 282 universities in Jordan reported using Facebook. Hamade(2013) found that 89% of 300 students who participate in a study in a university in Kuwait reported using twitter.Karpinski, Kirschner, Ozer, Mellot and Ochwo(2013) found that 100% of 875 students from universities in the united states and in Europe reported using different types of chat application.

Whats App messenger is a popular chat app in different parts of the world. Statistics have shown that there were 1.2 billion active users of Whats App in 2017.These applications have not been used by lecturers and students for academic purposes. Chat applications has the features of creating chat groups, thereby allowing students and their lecturers to discuss and exchange ideas more efficiently at any time, resulting in better learning outcomes (Abrantes, Seabra and Lages 2007). Students can use these chat applications as a part of e-learning tools to improve their higher-order thinking skills, academic achievement and by receiving prompt responses from their teachers. The popularity of chat application usage among university students suggests that they would be suitable and valuable tools which could be used for educational purposes. Chat application have been used to facilitate online and blended education, provide easy and flexible access to educational materials; provide students with administrative information, facilitate communication among students and between students and instructors, replace learning management systems and motivate students (Schroeder and Greenbowe, 2009; Wang, Woo, Quek, Yang and Liu, 2011; Pollara and 2hu, 2011; Meishartal, Kurt2 and Pieterse, 2012; Callaghan and Bower, 2012; Irwin, Ball, Desbrow and Leveritt, 2012). Majority of university lecturers and students owns and know how to use the necessary software/ applications (i.e chat applications such as Whatsapp, Facebook messenger, telegram, linked-in e.t.c.) and hardware (i.e smartphones).

Chat applications such as Whatsapp and Facebook Messenger can be used in higher institution in a number of ways to achieve different educational goals, for instance, Whatsapp can be used to create immediate connections, broadcast course wares, course outline, lecture timetable, practical's, workshops, seminars and debates. Integration of chat apps for educational purposes serves as a supplementary or blended learning strategy which combines traditional classroom learning environment with virtual learning environment such as allowing students to meet the instructor face to face in classes and giving them the ability to contact instructors through chat communication. Students can make use of the application as a more efficient and motivating tools to face lecturers. These chat apps will also afford shy students the opportunity to ask questions in the group chat that ordinarily will be too shy or timid to ask questions in the traditional classroom environment. Students can utilize these chat apps as a part of e-learning tools to improve their academic achievements and familiarizing with their course content and context. Student can formally and informally communicate with teachers using stickers, voice stickers, GIFs, animations, emoticons, text, photo, video, free calls and free video calls. They can convey their tone of voice such as surprise, anger, disappointment, sadness and astonishment utilizing emoticons and stickers. Students use this communication tool to explore their own feelings without being threatened as they might feel in a real face-to-face situation (Van De Bogart and Wichadee, 2015).

Using WhatsApp chat application for example, the lecturer(s) can create whatsApp group for a course, thereby being the administrator and moderator of the group. WhatsApp have moderating features which allows only administrators (teacher) to send messages to the group. Teachers can make ample use of this features by giving out sequentially arranged lecture on the course, dropping corresponding voice notes for explicit explanation, pictures, diagrams, models are also essential as the case may be. This moderating tool is beneficial to both the teacher and the students because it enables the teacher to drop content in the group without any form of distortion or distraction that can tamper the fidelity of the message sent, this features also allows the teacher give ample time to student to assimilate and understand the content, then the teacher can also give room for questioning from the student as well as send prompt answers to questions by highlighting the question being asked and providing suitable answers.

Therefore it cannot be over-emphasized that the use of chat application among university students is common in different parts of the world because it breaks the barrier between distance and time (where and when) that is, they can have immediate access and feedback of information A larger study is needed to get better indication of students Chat Apps usage among universities under graduates. It is against this background that this study seeks to investigate Chat application usage amongst educational technology lecturers and undergraduate students in University of Calabar. To serve this ends, the survey was among educational technology lecturers and undergraduate students in University of Calabar.

B. Review of Related Empirical Study

Akintola, Bello and Daramola (2016) examined whatsapp as social media platform for educational purpose among undergraduates in kwara state. The research design employed was a descriptive survey. The population is made up of all undergraduates in universities in kwara state while all 300 level undergraduates were target population. 387 undergraduates were proportionately sampled and respond to a researcher designed questionnaire with content validity and 0.87 reliability index. Findings revealed that whatsapp

is the favourite social chat app among undergraduates in kwara state.

Joicy and Sornam (2018) analysed the perception of WhatsApp usage among students of a College of Excellence. The objective of the study was to know the perception of the students towards WhatsApp. A questionnaire was used as research instrument to gather data. A total of 100 questionnaires were distributed among the students and 80 completed questionnaires were received. The response rate was 80% which is considered as very effective. The result shows that WhatsApp is a vital tool of communication used mainly for one to one communication. The results showed that participants had access to smart phones for WhatsApp. The use of WhatsApp was common among participants. Students use WhatsApp for personal and social purposes on a daily basis. The participants perceived the integration of WhatsApp into their education to be easy, fun, and useful. They had positive feelings and intentions about using WhatsApp in their formal learning if it is introduced.

Yeboah and Ewur (2014) examined the use of Facebook messenger by higher education students. Four hundred and eighteen students completed a questionnaire. The results showed that most students are heavy users of Facebook messenger. 96% of students reported using it for more than three hours a day. Most students used Facebook Messenger for social purposes while only 7% reported using it for academic purpose. Yeboah and Dominic (2014) carried out a study on "The Impact of Facebook Messenger Usage on Students Performance in Tertiary Institutions in Ghana". The study used quantitative methods among students from five tertiary institutions. They were interviewed and 500 questionnaires were administered to students from the same institutions. The study showed the negative influence on students such as poor spellings and grammatical construction of sentences, lack of concentration during lectures, inability to balance Facebook activities and academic activities and distraction of students from academic work etc.

Mia, Jansen, Schyff, Josias, Khusu, Gierdien, Leukes, Faltein, Gihwala and Samsodien (2012) assessed the usage of smartphone applications and specifically social networking applications (SNS) amongst University Students. Questionnaires were derived from the literature, and used to assess the frequency and intensity of application usage. The data was analysed looking at key applications and frequency/intensity of usage. It was found that the students that were questioned at this university, spend an average of five hours per day on their smartphones interacting with others via SNS, and remain online for about 16 hours per day. The students that were sampled preferred to communicate using SNS. These students appear to use sms for close friends only, and phone calls for loved ones and family; possibly due to the high cost of sms' and phonecalls in South Africa compared to the low cost of SNS. Students use SNS predominantly for Facebook, Facebook chat and Blackberry Messenger (BB users) in order to update their profiles, chat with friends, and look at their friends' profiles and statuses. Future studies should investigate what motivates students to spend such an inordinate amount of time with SNS apps, and which Apps are long term favourites in the race for market leading SNS App.

Effiong, Ekpo and Udoh (2016) investigated the use of virtual classroom instruction on students' academic performance in Educational Technology in the University of Calabar. Three hypotheses were formulated to guide the study and quasi-experimental research design was employed for the study. A sample of 72 Educational Technology Students was selected for the study using the purposive sampling technique. Thirty six (36) respondents were used for experimental group and remaining thirty six (36) were used as control group. A performance test and questionnaire were used for data collection and independent t-test was used to analyze the data. The result of the analysis indicated that utilization of virtual classroom instruction influenced students' academic performance in Educational Technology. Recommendation were made that the use of virtual classroom instruction should be encouraged to boost instructional delivery and optimize students' academic performance in Educational Technology and other courses in the curriculum.

Hussain, Mahesar, Shah and Memon (2017) investigatedWhatsAppusage among students. Survey technique was used in this study for which 300 students of 1st to 4th years from three categories as BS, MSC and MA programs were selected as samples in university of Sindh. Through data analysis we reached at the result as 220 respondents use while the rest of 60 respondents do not use WhatsApp. According to time spending on using WhatsApp, after leaving 60 respondents not using WhatsApp, it was revealed that major proportion of respondents (100) out of 220 consume time in between 16 and 30 minutes. According to selection of period for using WhatsApp, majority of the respondents (130) select period of night. With regarding the routine of using WhatsApp, the major proportion of the respondents (143) was known to have been using WhatsApp daily. Huge segment of the respondents (125) use WhatsApp in their hostels in terms of placement preferences. Those who use WhatsApp on daily basis were known to have been using their WhatsApp account more than four times a day.

C. Theoretical Framework

The study can best be explained using the following theories:
   a) Media Richness Theory
   b) Media dependency Theory

   a) MEDIA RICHNESS THEORY (Richard and Robert 1986)

Media richness theory (MRT), also known as to as information richness theory, is a framework used to describe acommunication mediums' ability to reproduce the information sent over it. The theory as proposed by Richard L. Daft and Robert H. Lengel in 1986 states that "all communication media vary in their ability to enable users communicate and to change understanding". The degree of its' ability is known as mediums' richness. MRT places all

communication media on a continuous scale based on their ability to adequately communicate a complex message. Media richness is a function of characteristics including the following
- Ability to handle multiple information cues simultaneously
- Ability to facilitate rapid feedback
- Ability to establish personal focus
- Ability to utilize natural language

This theory is related to this study in that media users should select a medium of appropriate richness to communicate the desired message or fulfill specific tasks and the more learning activities can be pumped through a medium, the richer the medium.

> b) **MEDIA DEPENDENCY THEORY (Ball-Rokeach and DeFluer 1976)**

The media dependency theory was first proposed by Sandra Ball- Rokeach and Melvin DeFleur in 1976 and consists of a complex system in which the media, individuals, their personal environment and the social environment have dependency relationship with each other. Media dependency theory is a relationship in which the capacity of individuals to attain their goals is contingent upon the information resources of the media system. According to Baran and Davies (2009), media dependency theory assumes that the more a person depends on having his or her needs met by media use, the important will be the role that the media play in the person's life and therefore the more influence the media will have on the person. This theory implies that it is an unarguable fact that since most people depend on media to meet their particular needs,it is important to make ample use of communication media to meet student learning needs.

D. Statement of the Problem
As the world becoming a becoming a global village, chat applications usage has rapidly been entering into every sphere of life. Students are now using these different chat applications for various purposes, since our undergraduates are digital natives versed in the usage of evolving contemporary technologies and it has been observed that most students spend more time on their phones connecting with friends far and wide using different chat applications such as WhatsApp, Facebook messenger, Twitter etc. it has also been observed that students spend addictive and unproductive time chatting and interacting through these ChatApps. There is also a great digital divide between undergraduate students(digital natives) and their lecturers (digital immigrants).
Lecturers also use these ChatApps for their personal and social needs not considering the potentials embedded in these ChatApss if properly utilized and integrated, hence the need to investigate the extent of usage of these ChatApps among students and lecturers in the University of Calabar.

E. Purpose of the Study
The general purpose of the study is to find out the place of Chat application usage among Educational technology lecturers and undergraduate students in University of Calabar. The specific purpose of this study is to:

- Examine the usage of WhatsApp among Educational technology undergraduate students and lecturers in the University of Calabar
- Examine the usage of Facebook messenger chat application among Educational technology Lecturers and undergraduate students in University of Calabar.
- To examine the correlation between frequent usage of different Chat Apps among Educational technology Lecturers and undergraduate students in University of Calabar.

F. Research Questions
The following research questions are formulated to guide the study:
1. To what extent do lecturers and educational technology undergraduate students use the whatsapp chat application?
2. To what extent do lecturers and educational technology undergraduate students use Facebook messenger chat application?
3. To what extent does frequent usage of different Chat applications among Lecturers differ with Educational Technology undergraduate students in theUniversity of Calabar?

G. Research Hhpotheses
Ho_1 There is no significant difference between and Educational Technology Undergraduate Students and Lecturers on the use of Whatsapp in the University of Calabar.

Ho_2 There is no significant difference in the usage of Facebook Messenger chat application among Educational Technology lecturers and undergraduate students in University of Calabar

Ho_3 There is no significant difference in the frequent usage ofChat applications among Educational Technology Lecturers and undergraduate students in the University of Calabar.

H. Significance of the Study
The findings of this research work will be beneficial to the students, lecturers and administration of University of Calabar as it will show the level of lecturers and students usage of chat applications. It will help to understand how best to sustain the students attention on using chat applications.

The findings of this study will be beneficial to lecturers as it will keep them abreast of the potentials embedded in using ChatApps for instructional delivery.

The findings of this study will also be beneficial to information communication technologies or information communication specialist on providing them with statistics as to the extent of usage on different chat applications. Similarly, the findings of this study will provide facts and data that will enable the ministry of information communication technology to be abreast with the effect of lecturers and students usage of chat application.

These findings will also be beneficial to researchers and scholars, as will add to the existing literatures on chat application usage among lecturers and undergraduates of educational technology.

II. METHODOLOGY

A. Research Design

The research design for this study is the descriptive survey design. A descriptive survey design seeks to find out certain facts concerning an existing phenomenon. This design is suitable for this study because it enables the researcher obtain information from educational technology lecturers and undergraduates in University of Calabar on their chat app usage and extent of usage on different chat applications.

B. Area of Study

The area of study is the University of Calabar. The choice of area was for proximity and to ensure effective distribution and collection of data through the use of questionnaire.

C. Research Design

The research design for this study is the descriptive survey design. A descriptive survey design seeks to find out certain facts concerning an existing phenomenon. This design is suitable for this study because it enables the researcher obtain information from educational technology undergraduates in University of Calabar on their chat app usage and extent of usage on different chat applications.

D. Population

The population of the study comprised of all educational technology Lecturers and students in the department of curriculum and teaching, Faculty of Education, University of Calabar, 2018/2019 academic session with a total number of 414 students and 11 Lecturers.

E. Sample and Sampling Technique

The selection was done using purposive sampling technique. The 2018/2019 year two students of educational technology with a total number of 169 students were purposively sampled and used for the study while the 11 lecturer were purposively used for the study.

F. Instrumentation

The instrument for this study is a researcher developed questionnaire. The questionnaire consisted of four sections that were designed to collect the following data: 1. Demographic information. 2. Students and Lecturers use of WhatsApp chat application usage. 3. Students and Lecturers use of Facebook messenger chat application. 4. Frequency of use of Chatapps among educational technology Lecturers and undergraduate students. The options for response in the use of WhasApp and Facebook Messenger ChatApp section were: agreed, strongly agree, disagree and strongly disagree. The options for response in the frequency of use section were: never used, once a month, once a week, and every day. The instrument was validated by experts to test for the reliability, the questionnaires were administered to a comparative group from the sample, the data was subjected to Cronbach Alpha formula which yielded 0.87 coefficient.

III. DATA ANALYSIS AND RESULTS

S/N	Items	Agree	Strongly Agree	Disagree	Strongly disagree	Agree	Strongly Agree	Disagree	Strongly Disagree
		Students				Lecturers			
		N	X	SD	Decisions	N	X	SD	Decisions
1.	I use whatsapp for communicating and interacting.	169	12.68	4.56	Accepted	20	9.75	3.41	Accepted
2.	I use WhatsApp for leisure and for personal socialization	169	11.81	4.41	Accepted	20	8.67	3.38	Accepted
3.	I share and receive instructional videos on WhatsApp	169	7.32	3.21	Accepted	20	7.45	3.32	Accepted
4.	I belong to academic group chats on Whatsapp	169	10.63	3.47	Accepted	20	9.54	3.30	Accepted
5.	I make live videos to connect with friends	169	11.27	4.30	Accepted	20	10.87	3.43	Accepted
6.	I enjoy dropping voice notes for my friends rather than text	169	8.29	3.04	Accepted	20	7.32	3.21	Accepted
7.	It's fun using WhatsApp features such as stickers, emojis, smileys,	169	8.77	3.35	Accepted	20	8.34	3.31	Accepted
8.	I enjoy WhatsApp because of the secret encrypted end-to-end features	169	5.26	2.13	Rejected	20	6.45	2.96	Rejected
9.	I enjoy using my choice of chat window to make my background chat colourful	169	9.62	3.58	Accepted	20	10.76	3.42	Accepted
10.	I enjoy adding to my story on Whatsapp Messenger	169	8.58	3.12	Accepted	20	9.50	3.52	Accepted

Total	94.23	35.17			`88.65	30.19	
Cluster Mean	9.40	3.50			8.9	3.02	

Table 1 : Whatsapp usage among educational technology lecturers and students

Table 1: contains the Mean and Standard of WhatsApp Usage among Educational Technology Lecturers and Undergraduate Students in the University of Calabar. The Mean and Standard deviation ranged from 10.87 to 6.45 and 3.43 to 2.96 for the Lecturers, 13.04 to 5.32, and 4.93 to 2.18 for the students showed a high degree of usage among the lecturers and students except on item 8. The low response could be because of lecturers and students' choices when it comes to the use of using secret end-to-end encryption for communication. Therefore, it is important that teachers/ lecturers use Whatsapp chat to deliver their instructions to students.

S/N	Items	Agree	Strongly Agree	Disagree	Strongly disagree	Agree	Strongly Agree	Disagree	Strongly disagree
		Students				Lecturers			
		N	X	SD	Decisions	N	X	SD	Decisions
1.	I use Facebook messenger to communicate with friends and family	169	12.68	4.56	Accepted	20	12.56	4.47	Accepted
2.	I enjoy playing instant games on my Facebook messenger	169	11.81	4.41	Accepted	20	11.53	4.45	Accepted
3.	I enjoy using stickers to express my feelings	169	7.32	3.21	Accepted	20	7.46	3.33	Accepted
4.	I belong to an educational group on my Facebook messenger	169	10.63	3.47	Accepted	20	10.50	3.40	Accepted
5.	I share and receive educational, recreational and entertaining videos using Facebook messenger	169	11.27	4.30	Accepted	20	11.32	4.22	Accepted
6.	I share and receive audio, photos and texts file using Facebook messenger	169	8.29	3.04	Accepted	20	8.35	3.10	Accepted
7.	I enjoy live streaming using Facebook messenger.	169	8.77	3.35	Accepted	20	7.68	3.56	Accepted
8.	I enjoy following voice prompts from automated bots	169	5.26	2.13	Rejected	20	5.97	2.48	Rejected
9.	I enjoy using my choice of chat window colour to make my background colourful	169	9.62	3.58	Accepted		9.35	3.67	Accepted
10.	I enjoy adding to my story on Facebook Messenger	169	8.58	3.12	Accepted		8.79	3.32	Accepted
	Total		94.23	35.17			93.51	36	
	Cluster Mean		9.40	3.50			9.40	3.60	

Table 2: Facebook Messenger Usage among Educational Technology Lecturers and Students

Table 2 reveals that predominantly used tool is Facebook. The Mean value ranged from 12.56 to 5.97 for Lecturers and 12.68 to 5.26 for students whereas the Standard deviation ranged from 4.47 to 2.48 for lecturers and 4.45 to 2.13 for students. Therefore, voice prompts from automated bots is not frequently used.

S/N	Items	Never	Monthly	Weekly	Daily	Never	monthly	Weekly	Daily
		Students				Lecturers			
		N	X	SD	Decisions	N	X	SD	Decisions
1.	Facebook messenger	169	10.63	3.47	Accepted	20	10.78	3.51	Accepted
2.	WhatsApp	169	12.01	4.00	Accepted	20	13.21	4.95	Accepted
3.	Skype	169	5.28	2.13	Rejected	20	5.57	2.34	Rejected
4.	Viber	169	4.30	2.01	Rejected	20	4.98	2.24	Rejected
5.	Telegram	169	10.31	3.21	Accepted	20	11.42	4.64	Accepted
6.	Linked-in	169	5.32	2.18	Rejected	20	5.78	2.45	Rejected
7.	Imo	169	7.38	3.24	Accepted	20	8.65	3.56	Accepted
8.	Google talk	169	9.63	3.61	Accepted	20	9.70	3.72	Accepted
9.	Twitter	169	10.31	3.21	Accepted	20	11.42	4.64	Accepted
10.	Badoo	169	7.74	3.58	Accepted	20	7.82	3.59	Accepted

11.	i-chat	169	7.29	3.08	Accepted	20	7.95	3.60	Accepted
12.	Instagram	169	10.61	3.42	Accepted	20	9.40	3.41	Accepted
	Total		94.17	35.85			99.27	40.04	
	Cluster Means		7.17	2.99			8.38	3.34	

Table 3: Frequent Usage of Different ChatApps among Educational Technology Lecturers and Students

Table 3 shows that the predominantly used ChatApps are Facebook, WhatApp, Telegram, Imo, Google Talk, Twitter, Badoo, iChat and Instagram. The Mean value ranged from 13.21 to 4.95 for lecturers and 12.01 to 3.67 for students whereas the Standard Deviation Ranged from 4.95 to 2.03 for lecturers to4.00 to 1.92 to students. Therefore, Skype, Linked in and Viber are not frequently used.

Ho_1 : There is no significant difference between educational technology lecturers and the undergraduate students on the use of Whatapp in the University of Calabar.

Variables	N	X	SD	df	t-cal.	t-crit.
Lecturers	20	5.46	1.76			
	187	4.38*	1.96			
Students	169	12.89	6.32			

Table 4: Independent t- test of WhatApp Usage between Edcational technology lecturers and
Under graduate students in the university of Calabar.

Table 4 indicated that the calculated t-value (4.38) is greater than the Critical t-value (1.98) at df= 187 and 0.05 level of significance. Based on this, the null hypothesis that stated there is no significant difference between Educational Technology Lecturers and the undergraduate students on the use of Whatapp in the University of Calabar is therefore rejected. This implies that the difference is statistically significant.

Ho_2 : There is no significant difference in the usage of Facebook messenger chat application among Educational Technology Lecturers and undergraduate students in university of Calabar.

Variables	N	X	SD	df.	t-cal	tcrit.
Lecturers	20	5.76	3.45	187		
	4.52*	1.98				
Students	169	11.98	5.23			

Table 4: Independent t- test of Usage of Facebook Messenger Chat Application of
Educational Technology Lecturers Undergraduate Students in the University of Calabar.

Table 4 showed that the calculated t-value (4.52) is greater than the critical t- value (1.98) at df =187 and 0.05 level of significance. Based on this, the null hypothesis that stated that there is no significant difference in the usage of Facebook messenger chat application among Educational Technology Lecturers and undergraduate students in the University of Calabar is therefore rejected. This implies that the difference is statistically significant.

Ho3: There is no significant difference in the frequent usage of different ChatApps among Educational Technology Lecturers and undergraduate students in the University of Calabar.

Variables	N	X	SD	df	t-cal.	t- cri
Lecturers	20	6.02	3.48	187		
					4.58 *	1.98
	169	12.61	5.90			
Students						

Table 5: showed that the calculated t- value of 4.58 is greater than the critical t- value of 1.98 at df= 187
and 0.05 levels of significance.

Therefore, the hypothesis of no significant difference in the frequent usage of different chat applications among lecturers and Educational Technology undergraduate students in the university of Calabar is rejected. This implies that the difference is statistically significant.

IV. DISCUSSION OF FINDINGS

Findings of this study revealed that there is a high degree of Whatsapp usage among educational technology lecturers and students in the university of calabar. This findings is in line with Joicy and Sornam (2018)who analysed the perception of WhatsApp usage among students of a College of Excellence. The result showed that the use of Whatsapp was common among participants.

The outcome of the analysis of this study also revealed that there is also high degree Facebook messenger usage among educational technology lecturers and undergraduate students for personal and social interactions, this findings is in consonance with the findings of (Yeboah and Erwur 2014) who examined higher education students use of Facebook

Messenger. The result showed that students were heavy users of Facebook Messenger and that more than 96% of the participants reported using it more than three hours a day.

Another findings of this study revealed that the predominantly used ChatApp among lecturers and students are Facebook Messenger, Whatsapp, Telegram and Twitter and that Whatsapp is the frequently used ChatApp amongst others. This findings is in line with Akintola, Bello and Daramola (2016) who examined social media platform among undergraduates in Kwara State, findings revealed that Whatsapp is the frequently used and favorite ChatApps among undergraduates in Kwara State.

V. CONCLUSION

The findings from this study have shown that a significant number of educational technology lecturers and students use chatapps for their personal and social interaction and their use for educational purposes was limited. The advantages of chatapps popularity suggests that it could be used to support students learning. The use of whatsapp for example does not require costly infrastructure as the students and lecturers have the required software and hardware in their hands all the time. This will afford learners the opportunity to access instructional content on-the-go, facilitate collaborative learning through the formation of educational group chats.

VI. RECOMMENDATIONS

Consequent upon the findings of the study, the following recommendation were put forward:

- Lecturers should create whatsapp group for instructional purpose since lecturers and students spend reasonable time on this platform.
- Students who are heavy usersof facebook messenger should moderate its use and create a balance between the social benefits and educational benefit of using Facebook messenger.
- Lecturers should be abreast with evolving technologies that students use frequently, and suggests possible way to integrate teaching-learning process through this platforms.

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