Chapter 1

Adoption and Use of YouTube to Enhance Teaching and Learning of Research Methodology at the Postgraduate Level in Nigeria Universities

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ABSTRACT

The chapter investigates the adoption and use of YouTube to enhance teaching and learning of research methodology in Nigeria universities. Using a correlational survey research design, the study adapts the theory of reasoned action to present an ICT-literacy model to enhance the use of YouTube in the teaching and learning of research methodology in the university system. The questionnaire was used to obtain information from the respondents and was subjected to validation, and data obtained were analyzed quantitatively using the frequency and percentage; and the regression analysis at 0.05 level of significance was used to test the hypotheses of the study. The result of the study shows that the level of knowledge of, ICT literacy, subjective norms, and the cognitive ability in the use of YouTube was low. The level of knowledge, subjective norms, and ICT literacy were good predictors of use of YouTube in teaching and learning of research methodology.

DOI: 10.4018/978-1-5225-5915-3.ch001
INTRODUCTION

Research and development is so paramount in the educational sector that it is been taught in most tertiary institutions as core course or subject. On a general perspective, the teaching and learning system in most education system have received drastic transformation with the advent of Information and Communication Technology (ICT). Different teaching methods have been adopted and used to enhance teaching and learning in classroom experience which could also be adopted in the teaching of research methodology in the university system. According to the Educational Development in the Centre for Lifelong Learning (2017), teaching methods are strategies used in conjunction with learning approaches that promote, engage and enhance student learning. Coherence, developing autonomy and progression in student learning are key considerations when selecting appropriate teaching methods.

Pedagogically speaking, there has been shift from the teachers’ to learners’ centred approach even in the teaching of research methodology in the university system. This is because of the constant evolving of the understanding of the nature of learning and, in particular with the adoption of theories of learning and the deployment of ICT in the educational system (Barraket, 2005; Educational Development in the Centre for Lifelong Learning, 2017). The traditional teaching approaches are generally teacher-directed and followed cookbook steps of activities and demonstrations and may not provide students with valuable skills or even with a body of knowledge that lasts much beyond the end of the term (Udovic, Morris, Dickman, Postlethwait and Wetherwax, 2002; Harris and Johnson, n.d.). In the students-centred approach, students are involved and seen as active participants in the class such as in the research methodology class.

However, a greater challenge in the teaching of research methodology to students in most institutions is that, while students may found it easy to cope with the various contents of the courses they applied for, such as psychology, sociology, library and information science, education, economics, among others, the reverse is the case in the teaching of research methodology to students (Schober, Wagner, Reimann, Atria, and Spiel, 2006). The teaching of research methodology to students in institutions is highly relevant for all students irrespective of courses applied for both during their course of stay in the institution and their professional life. In addition, it has been affirmed that the popularity and esteem for research methodology in general, is significantly lower than those for areas of more substantial content such as the courses students applied for (Schober et al., 2006; Ryan, Saunders, Rainsford and Thompson, 2013). Thus, there is a discrepancy between the relevance and acceptance of research methodology and courses students applied for in tertiary institutions and this has attracted deliberate effort and attention on possible alternative teaching models to deploy to enhance the teaching and learning of research methodology among students in institutions of learning to ensure research proficiency.

Many theories to this end have been deployed to enhance the teaching and learning experience of research methodology in institutions especially with respect to new innovations such as theories based on motivational and instructional psychology (Pintrich and Schunk, 1996); constructivist theories (Hein, 1991); theory of planned behavior (Ajzen,1991); theory of reasoned action (Fishbein and Ajzen,1975; 1980); technology acceptance model (Davis, 1989); unified theory of acceptance and use of technology (Venkatesh, Morris, Davis, and Davis, 2003); diffusion of innovations theory (Rogers, 1962); among others. In this study, the theory of reasoned action of Fishbein and Ajzen (1975; 1980) was adapted. With regards to the theory of reasoned action, attitude towards and the subjective norms in the use of certain innovation is paramount to understanding the behavioural intention of users to such innovation which in this study is conceptualized as referred to as the use of YouTube in teaching and learning of