# COLLEGES OF EDUCATION LECTURERS' ATTITUDE AND INTENTION TOWARDS USING SOCIAL MEDIA IN INSTRUCTION IN SOUTH-WEST, NIGERIA

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**Abstract**
*Great improvement brought by Social media into the teaching learning process cannot be overemphasized. However, especially among the developing nations, not many countries have adopted its use, hence, this study on colleges of education lecturers' attitude and intention toward using social media in instruction in South-West, Nigeria. The research design was descriptive cross-sectional survey method with sample drawn from ten Federal and State colleges of education in South-West, Nigeria. 1069 lecturers responded to the adapted questionnaire used to gather data. Mean score was used to answer the two research questions formulated. Findings showed that attitude (x = 3.16) and intention (x = 3.14) to use social media in instruction was positive with maximum possible mean being 4. The implication is that Social media will be highly welcomed if integrated in Nigerian colleges of education for instructional purposes. It was therefore recommended among others that colleges of education lecturers should acquire higher skills and develop their proficiency in the utilization of Social media tools.*
**Keywords:**   Social media, Attitude, Intention.

## Introduction

In the design and provision of qualitative education the quest for interactivity has become a necessary goal. Interaction is central to the expectations of teachers and learners in education, and to that extent, it is the primary objective of the educational process (Omoniyi, 2005). This interactivity has paved way for the integration of information and communication technology into the teaching and learning process. Now the rate of imparting knowledge is very fast and education has become easier.  Orunmoluyi (2012) opined that with ICT, studies have been made easy in a way that it can be carried out in groups or in clusters.

The influence of ICT has permeated every aspect of human life and endeavour (Olagunju, 2010). The teaching and learning process have been dramatically altered by the convergence of a variety of technological, instructional and pedagogical developments in recent times (Marina, 2001; Smith, 2002). The coming of technologies has in immense measure, challenged the traditional way of teaching and learning (Kwache, 2007). ICT is an interdisciplinary science primarily concerned with the collection, classification, manipulation, storage, retrieval and dissemination of information. This development has its origin in the common stock of human knowledge (Badmus, 2013). The advent of ICT, especially in its modern form, has brought about effective and efficient information generation, utilization and dissemination, storage and retrieval.

Ifinedo (2005) explained that the impact of ICT in education in Africa is still very low compared with developed world. A good number of researchers have carried out investigations to substantiate why Africa and other developing countries are still backward technologically in this computer age. However, African countries have come to realize that they have to move with the trend of technology globally for the varieties of advantages it offers. Ifinedo (2005) carried out a research to determine the readiness of some African countries which are Botswana, Cote d'Ivoire, Egypt, Ghana, Kenya, Mauritius, Nigeria, South Africa and Tunisia. The result of the research on the readiness of Africa revealed that Africa is right below the ladder in the global networked economy. In recent times, some African countries are making efforts to be

technologically alive. Nigeria launching her first communication satellite on July 7, 2011 is a tremendous effort towards the right direction.

As reported by Orunmoluyi (2012), Nigeria has come to recognize the importance of ICT, and so Nigerian National Policy for Information Technology (IT) was formulated in the year 2001, which states the National Information Technology vision, mission and policy. The vision is to make Nigeria ICT capable country in Africa and a key player in the information society by the year 2005; using ICT as the key engine for sustainable development and global competitiveness; the mission is to use ICT for education, creation of wealth, poverty eradication, job creation and global competitiveness while in policy, the government recognizes IT as a strategic imperative for national development and taking cognizance of its immense benefits, government has resolved to provide considerable national resources, both financial and otherwise for the realization of the National IT vision statement (Njoku, 2006).

Generally, ICT has been described as an umbrella term that includes any communication device or application (encompassing radio, television, cellular phones, computer network, hardware and software, satellite systems and so on). It is a phrase used to describe a range of technologies for gathering, storing, retrieving, processing, analyzing and transmitting information (Adenegan, 2009). ICT has found its way into different networks of life such as social (facebook, skype, twitter, Hi-5, games, etc.), academic/research, communication and commercial networks. ICT is a new development with tremendous impact and potentials on tertiary education in particular and education in general.

The term "social media" has become inherently connected to the popular YouTube, Flickr, and Facebook websites. Describing media as social implies that it exists in a social space and/or user interact in some way through the media. Grover and Stewart (2010) defined social media as the arena where users can engage in the creation and development of content and gather online to share knowledge, information and opinions using web-based applications and tools. According to Kaplan and Haelein (2010) defined social media as 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.

social media as technologies that facilitate social interaction, make possible collaboration and enable deliberation across stakeholders (Bryer & Zavatarro, 2011). These technologies include blogs, wikis, media (audio, photo, video, text) sharing tools, networking platforms (including Facebook) and virtual words. They (social media) are range of applications that augment group interaction and shared spaces for collaboration, social connections and aggregates information exchanges in a web-based environment. Different media like Facebook, MySpace, Twitter and many others are a new development that can be used to improve learner performance.

Attitude is the controller of actual behaviour of an individual, consciously or unconsciously (Yusuf, 1998). According to Littlejohn (2002), attitude is an accumulation of information about an object, person, situation or experience… a disposition to act in a positive or negative way toward some object. According to this theorist, attitudes toward any object play an extremely important role in influencing subsequent behaviours towards it. Positive attitude on the part of the lecturers is very important if social media are to be effectively integrated into the school curriculum. Adetimirin (2008) studied factors affecting the use of technology in higher education. Among the factors that affect the successful use in the classroom are lecturers' attitudes and disbelief in the use of technology. Studies on lecturer's attitude to computer confirmed that lecturers have positive attitude, yet computers were not being used for instructional purpose (Olumorin, 2008). The National Policy on Education (FRN, 2004) emphasised the need to use ICT at all levels of education. Lecturers at the colleges of education should therefore not develop negative attitude to implementation of ICT in general and social media in particular. This is because good ICT-related behaviour among the lecturers would replicate good ICT behaviour on their students (the pre-service or in-service teachers) and consequently, the students that would be taught later in life by these neophyte teachers (Adeyanju, 2012). However, no matter how positive the attitude may be, if the lecturers do not intend to use social media in teaching, all other efforts will continue to prove abortive. Intention refers to having something in mind as

a plan or purpose. It means planning to do something. It is a matter of willingness from the heart. Adeyanju (2012) reported the observation of Young (1998) that although there are more computers and other information technologies in tertiary institutions nowadays, the use of these technologies has in a large number of cases, not enhanced either individual or institutional level of productivity. The reasons adduced for this include inadequate training in new skills, and / or unwillingness by lecturers themselves to learn new skills.

**Statement of the Problem**

One of the tenets of education throughout the world is the introduction and integration of ICT in education (Jhuree,2005). Social media and networking technologies have significant potential to recreate the learning environment between student and teacher. Learning can be experienced as a uniquely social enterprise; course content can be co-created by a community of learners, where the instructor is a learner along with students. The role of instructor might then transform to become as much facilitator as subject matter expert (Fountain, 2001). According to Crook et al, (2008), Social media tools also provide learners with new opportunities to become independent in their study and research.

However, in Nigerian higher institutions today, not much has been done with social media in the education arena especially in employing them as tools for instruction (Folorunso, Vincent, Adekoya & Ogunde, 2011). Onasanya, Yahya, Akingbemisilu and Ayelaagbe (2013) looked into online social networking and the academic achievement of university students in some selected Nigerian universities. Ayannuga, Olukumoro and Ayannuga (2012) researched on social media as a tool for deploying instruction materials among Nigerian undergraduates. It was reported that generally, students found the technology easy to use and enjoyed getting familiar with emerging technologies while completing their coursework.

For social media to be relevant in education, it is essential for teachers to focus on the pedagogy behind the use (Kember, 2008). Moreover, colleges of education lecturers also occupy important position in transmitting technology culture in instructional delivery to future generations of teachers who will be found in the classroom. Therefore, if social media tools will be relevant within the education context, the lecturers' attitudes and intention towards its usage in teaching should be investigated. This is the gap that the researcher wants to fill to add to knowledge.

**Objective of the of Study**
The purpose of the study examined the attitude of COE lecturers towards using social media in instruction and the intentions of COE lecturers in using social media in instruction.

**Research Questions**
This study attempted to answer the following questions:
1. What attitude do COE lecturers have towards using social media in instruction?
2. Do COE lecturers have the intention of using social media in instruction?

**Methodology**

This study was a descriptive research type utilizing cross-sectional survey method. The dependent variables of the study are attitude and intention of the lecturers to use social media in instruction. The targeted population for the study consists of all the lecturers in Colleges of Education in the South-Western States of Nigeria. Federal government and state-owned colleges of education were used for the study because these are institutions making use of permanent lecturers that can be easily contacted. Many of the lecturers teaching in the private-owned colleges of education are from government-owned colleges of education and universities employed on part-time basis. So, they could not be respondents because they may not be readily available to give adequate information needed for the research and also to avoid duplication of responses.

This study covered Ten State and Federal Government owned colleges of education in the South-West geo-political zone of Nigeria. This comprises Oyo, Ogun, Ondo, Osun, Lagos and Ekiti States. Lecturers were sampled from all the schools in each of the colleges of education. In all, 1069 lecturers responded to the instrument and the data collected was finally processed. The dependent variables of concern were the lecturers' attitude and intention towards using Social media. The colleges include Emmanuel Alayande College of Education (EACOED), Oyo; Federal College of Education (FCE) (Special), Oyo; Federal College of Education (FCE), Osiele, Abeokuta; Michael Otedola College of Primary Education (MOCPED), Epe, Lagos; Adeniran Ogunsanya College of Education (AOCOED), Ijanikin, Lagos; Federal College of education (FCE) (Technical), Akoka, Lagos; Adeyemi College of Education (Adeyemi COE), Ondo; College of Education (COE), Ilesa; Osun State College of Education (OSSCE), Ila and College of Education (COE), Ikere-Ekiti.

One hundred and fifty lecturers were randomly selected from each of the ten Federal and State colleges of education for the study. In all, the research instrument was distributed to a sample of 1,500 out of which 1069 adequately responded and was analyzed in the study.

The instrument for this study was a questionnaire titled CELAISSSN adapted online from the previous studies of Lin, Chuan-chuan and Lu (2000), Moon, Ji-won and Kim (2001) as adapted by Chang (2004), and Yusuf, Mejabi, Fakomogbon, Gambari, Azuquo and Oyeniran (2013). Based upon these previous studies, items were selected based upon their relevance to attitudes toward using and intention to use social media in teaching. The questionnaire implemented ten items for each of the variables. The instrument was given to computer science lecturers and educational technologists that are ICT literate in colleges of education to determine the relevance and suitability of the instruments for the study. The essence of giving out the instrument for validation was to make necessary modifications based on their comments and suggestions. The reliability of the instrument was also determined section by section based on the two major variables. For lecturers' attitude and lecturers' intention towards the use of social media in teaching, the value was 0.89 and 0.93 respectively.

The researcher personally administered the copies of the questionnaire to the lecturers in all the ten sampled institutions with the help of research assistants. Two research assistants were recruited in each of the ten institutions to assist with questionnaire administration. The questionnaires were given to the lecturers and research assistants helped to collect the completed questionnaire. The analysis and interpretation of data obtained through the questionnaire was done using descriptive and inferential statistics. The frequencies were converted to means and percentages to answer the research questions. Section II was ranked 4 for Strongly Agree, 3 for Agree, 2 for Disagree and 1 for Strongly Disagree for questionnaire items that were positively worded and vice versa for items that were negatively worded. For Attitude, Strongly Agree was 401 (37.4%), Agree was 501 (46.9%), Disagree was 115 (10.8%) while Strongly Disagree was 52 (4.9%). For Intention, strongly agree was 380 (35.5%), Agree was 517 (48.4%), Disagree was 124 (11.6%) and Strongly Disagree was 48 (4.5%).

**Research Question 1:** What attitude do COE lecturers have towards using Social media in instruction?

Table 1
Attitude of Respondents towards using Social Media in Instruction.

| S/N | Attitude towards using Social Media | Mean ($\bar{X}$) |
|---|---|---|
| 1. | Social media are for young boys and girls. | 3.12 |
| 2. | The use of social media will hinder my professional development. | 3.20 |
| 3. | Social media are not relevant to my discipline. | 3.18 |
| 4. | I think positively about using social media. | 3.06 |
| 5. | I will never take a job that will force me to use ICT tools. | 3.29 |

| 6. | Social media are not meant for teaching and learning but only for social engagements. | 3.22 |
|----|----|----|
| 7. | I wish that computer and ICT were not as important as they are | 3.27 |
| 8. | Using the social media has been a pleasant experience. | 2.99 |
| 9. | Social media will make lecturers to become lazy. | 3.16 |
| 10. | The use of social media in teaching will make many students to fail. | 3.14 |
| | Grand mean ($\overline{X}$) | 3.16 |

Table 1 reveals that item 5 which sought to find out whether the respondents will never take a job that will force them to use ICT tools has the highest mean score of 3.29, meaning that the use of social media will never be a problem in taking any job. This was followed by the mean score of 3.27 which revealed that the respondents do not care that computer and ICT were as important as they were. The respondents were also of the opinion that social media are not only for social engagements but are also meant for teaching and learning and that the use of social media will not hinder their professional development with mean score of 3.22 and 3.20 respectively. Other responses followed the same pattern. The lowest mean score was 2.99 whereby the respondents were of the opinion that social media has been a pleasant experience. On the whole, the grand mean score on attitude towards the use of social media in instruction was 3.16. Using a benchmark of 2.0, it could be inferred that the respondents generally had a positive attitude towards the use of social media in instruction.

**Research Question 2:** Do COE lecturers have the intention of using Social media in instruction?

Table 2.
Intention of Respondents in using Social media in Instruction.

| S/N | Intention to use Social Media | Mean ($\overline{X}$) |
|----|----|----|
| 1. | I wish I never have anything to do with social media | 3.31 |
| 2. | I plan on using the social media on a regular basis in the future. | 3.00 |
| 3. | It will take me time before I can think of using social media in Teaching. | 3.03 |
| 4. | I will rather leave teaching job than to use social media in teaching. | 3.41 |
| 5. | Atrocities that students perform on social media will never make me to use it in teaching. | 3.18 |
| 6. | It's too late for me to begin to use social media in teaching. | 3.30 |
| 7. | I will always prefer to stand in the class teaching. | 2.64 |
| 8. | I can never be convinced to use social media in teaching. | 3.20 |
| 9. | I hesitate to use social media for fear of making errors difficult to correct. | 3.10 |
| 10. | The fear of students that know more of computer applications than me will never make me use social media. | 3.23 |
| | Grand mean ($\overline{X}$) | 3.14 |

Table 2 reveals clearly that item 4 has the highest mean value of 3.14, meaning that the use social media in teaching can never make the respondents to leave teaching job. This was noted to be followed by mean score of 3.31 against the statement that they wish they never had anything do with social media. The respondents also believed that it was not too late for them to begin to use social media in teaching, this having a mean score of 3.30. Furthermore, it was revealed that the fear of students who know more of computer than the respondents was not a criterium for them never to use social media in teaching with a mean score of 3.23. This was closely followed by a mean score of 3.20 against the statement that they can never be convinced to use social media in teaching. However, item 7 which revealed that some of the

respondents still prefer to stand in the class teaching had a mean score of 2.64. On the general note, the grand mean score for the intention of the respondents to use social media in teaching was 3.14. Using 2.0 as the bench mark, it could be deduced that the respondents generally have the intention of using social media in teaching.

**Discussion**

Research question 1 sought to find out whether the attitude of COE lecturers towards using social media in instruction will be positive or otherwise. The result of the mean value showed that the responses of the respondents were on the positive side. In support of this finding, Adetimirin (2008) studied factors affecting the use of technology in higher institutions. He reported that among the factors that affect the successful use in the classroom are lecturers' attitude and disbelief in the use technology. Yusuf (1998) also explained that attitude is important because of the fact that it is the controller of actual behaviour of an individual, consciously or unconsciously. Conversely, Olumorin (2008) revealed that studies on lecturers' attitude to computer confirmed that lecturers have positive attitude, yet computers were not being used for instructional purpose. From the findings, it could be deduced that integrating social media into teaching in the colleges of education will be a welcomed idea. Efforts to make it work should therefore be made by all stakeholders at the college of education level. The intention of COE lecturers to use social media in instruction was examined by research question 2. Such intention includes planning on using the social media on a regular basis. The result of the mean score established that COE lecturers had positive intention to use social media in instruction. This finding aligned with that of Olumorin (2008) that the successful integration of ICT into higher education depends not only on awareness and availability but also on the extent to which instructors are willing to use it and are able to use it. Adeyanju (2012) also reported the observation of Young (1998) that although there are more computers and other Information Technologies in tertiary institutions, the use of these technologies had in a large number of cases enhanced either individual or institutional level of productivity because of inadequate training in new skills, and/or unwillingness by lecturers themselves to learn new skills. By implication, COE lecturers are willing and ready to use social media in teaching. Encouragement and enabling environment should therefore be created so that this dream can see the light of the day.

**Conclusion**

This research explored the lecturers' attitude and intention towards social media in South-West Nigeria. The findings in the research established that COE lecturers had a positive attitude towards using social media in teaching. Also, the intention of COE lecturers to use social media in instruction was found to be positive.

**Recommendations**

Based on the findings and conclusions of this study, the following recommendations were made:
1. Colleges of education lecturers should acquire higher skills and develop their proficiency in the utilization of social media tools;
2. colleges of education lecturers should improve their skills by making use of social media for instructional purpose and shift their foci from using it for fun and entertainment;
3. lecturers should embrace student-centered learning approach in the teaching and learning process so that an instructional strategy approach like social media will be known to various stakeholders in education.

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