PRE-SERVICE TEACHERS' EXTENT OF UTILISATION OF SOCIAL MEDIA FOR LEARNING IN KWARA STATE, NIGERIA

ADEROJU, Musiliu Adekola
kolaroju@gmail.com

KOLAWOLE, Abdulrasaq Omodolapo
dollyrasaq2013@gmail.com

Department of Educational Technology
University of Ilorin, Ilorin, Nigeria.

Abstract

This study investigated the awareness and use of social media by students in Colleges of Education (COE) in Ilorin, Kwara State, Nigeria. The study was a descriptive research of the survey type. 200 students from the institutions responded to the questionnaire designed to elicit responses regarding the purposes of the study. Frequency count, percentage and t-test were used to analyze the data. The results indicated that colleges of education students were aware of and use social media for learning. Also, colleges of education students interact with and assimilated faster when using Social Media and this influences colleges of education students learning style. There was no significant difference in the awareness of colleges of education students based on gender and, gender does not influence colleges of education students' use of social media. The study concluded that COE students in Ilorin have ample awareness about the use of social media for learning and that the lecturers' role would be to guide the application to learning. It was recommended that the use of social media in teaching and learning in Colleges of Education be encouraged and adequately monitored to avoid abuse.

Key words: Awareness, Use, Social Media, Students, Colleges of Education, ICT

Introduction

Information and Communication Technology (ICT) has the potential to transform teaching and learning processes. Hence, the United Nations Educational Scientific and Cultural Organization (UNESCO) released a guide to measure Information and Communication Technologies (ICT) in Education especially as it concerns teachers in training- the Pre-service teachers. This guide put in place a common set of standardized internationally agreed indicators on ICT in education including a number related to teachers' professional development and usage, which are drawn from administrative sources (Jaco, 2015). This guide emphasized the need for pre-service teachers to be savvy in the use of ICT for their lessons presentations and personal development.

The use of certain Information Communication Technology (ICT) tools like the computer and internet for learning are not strange to the average Nigerian students especially those in higher institutions like the colleges of education; however, the same cannot be said for social media use, as most students use the media for other purposes like chatting and social connections. The world is experiencing a wave of social and technological transformation as the society is becoming more oriented to the usage of ICT most especially with the ubiquitous nature of the internet, mobile phones and social media. The interactivity feature of the social media that enables its users to freely communicate endears its use to young adults from all walks of life including those in the colleges of Education. Today, we live in a society in which instantaneous worldwide communication through social media and internet have become common.

Social media emerged as a term frequently used to describe different types of electronic communication platforms. The availability of high speed internet broadband connection with massive use of desktop computers, laptops, e-readers, tablets and smart phones enable millions of individuals to actively engage in social networking, text messaging, blogging, content sharing, online learning. Qingya, Wei and Yu (2011) defined social media as the relationship that exist between networks of people. Social media are technologies that facilitate collaboration, make possible social interaction and enable deliberation across stakeholders (Bryer & Zavatarro 2011). Kanelechi, Yonlonfoun and Omotere (2014) asserted that social media is primarily internet and mobile-based tools for sharing and discussing information by users.

Social media according to Andreas and Michael (2010:61) refers to "a group of internet-based application 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 is a platform which enables individuals to connect, create account profile, share files and interact with other users on the same platform. In the same light, Kanelechi, Yonlonfoun and Omotere (2014) regarded social media as comprising online applications primarily developed to foster user-centered social interaction. Social media could be regarded as an online platform which allows for interaction and sharing of text, picture, chart, audio and video between two persons or a group of people irrespective of their geographical location, educational background, age, sex, family background and marital status.

Kanelechi, Yonlonfoun and Omotere (2014) categorized social media into eight areas that are inter-dependent by their mode of usage. The areas of categorization and their uses includes: Social Bookmarking and Sharing Tools allow users to save and share citation of academic papers amongst researchers; Social Networking Sites (SNS) allows for connection of people with friends and others who work, study and live around them and even in other country; Blogging and Micro-blogging Tools allow users to post multimedia and other content to a short-form blog; presentation Sharing Tools allows for sharing of information in PowerPoint, keynote, PDF, open office, and so on; Virtual World is a platform where users can socialize, connect and create virtual environment using free voice and text chat; Audio and Video Sharing Tools allow users to view and share pictures and videos with friends; Research and Writing Collaboration Tools allows for capturing of knowledge, sharing of files and managing projects within a secure, reliable virtual environment; and Project management, Meeting and Collaboration Tools allow users to communicate with peers by voice using a microphone, video by using a webcam, and instant messaging over the internet for the purpose of delivering high-quality learning experience to remote students.

Social media served as means of communication among the undergraduate students all over the world due to the features that they have. The social media forms the major means of the undergraduate communication irrespective of their sex, age, tribe, state of origin, nationality, and so on. Students in colleges of educations find social media easily accessible, efficient, cost effective and user friendly and because of very high patronage of the available social media sites, so many other social media sites have been designed and developed such that they would serve the needs of the students while some others have been redesigned, redeveloped and incorporated with new functions and features to meet up with the present-day requirements.

These features make easy for the viewing and sharing (sending) of text, pictures, videos, audios, audio-visuals, live chat calls, project materials, research materials and lots more. As a result of the features of social media sites almost all students tend to spend more time on them than their academic works. Ellison, Steinfield, and Lampe (2007) reported that as many as 94% of undergraduates in the United States were users of Facebook. Social media have wide spread among the undergraduate students all over the world and the amount of time they spend on the social media site is on the increase. Glass, Prichard, Lafortune, and Schwab (2013) reported that on the average, Facebook users in the aggregate spend nothing less than 10.5 billion minutes per day on their personal computers logged on to Facebook during January 2012; aggregate minute increased to 57% and average minutes per user per day increased by 14% in January 2012 as compared to January 2011.

Due to the numerous needs of the social media such as to communicate between and among people, surfing the internet for important e-materials, the need for making online business, and so on., the importance and use of social media to the undergraduates cannot be underestimated as it has gone a long way to add negatively or positively to the pre-service academics and moral lives. However, social media is students' primary means of communication and source of getting materials. It was established that a larger percentage of the respondents use social media for the academic works while few use it for making friends (Farzana, Mushahid, & Mahe, 2010).

Recent surveys have revealed that a growing number of young adults including students of higher institutions often referred to as digital natives (those born between 1990 till date) consumed approximately 9 hours of social media per day with most of them using social network sites (SNS) with Blogging and Microblogging tools (Rosen & Cabral, 2011). These students are heavily involved in computer games, email, the Internet, cell phones and instant messaging as parts of their lives (Prensky 2001). To Prensky, this group of students functions best when networked. They prefer games to "serious" work and even consume more time on social media particularly on chatting platforms such as

Facebook Chat, 2GO and Google Chat than they do with their friends Face-to-Face. These generation of students enjoy spending more time on the social media than academic works.

In the same light, Sanusi, Adelabu and Okunade (2014) reported that most of the undergraduates running full time programmes in Nigerian universities spend more time on social media than any other activity of the day, including academic work. Their report revealed that a large percentage of young people check their Facebook Status when they wake up in the morning even before going to the bathroom. This level of undergraduate addiction to the social media could it split students' attention, divide their interest and thereby cause massive decrease in their academic commitment which leads to poor performance (Junco & Cotten 2012).

On the other hand, Caraher and Braselman (2010) revealed that students used social media to connect with classmates, to work on assignments and, to some extent, to connect with faculty. Social media is useful for learners' interactions, which fulfils different cooperative/collaborative purposes, by enabling them to see receiver's reactions and get the results right away. A number of factors have contributed to the rapid growth of social media. These include technological factors such as increased broadband availability, the improvement of software tools, and the development of more powerful computers and mobile devices; social factors such as rapid uptake of social media by younger age groups; and economic factors such as increasing affordability of computers and software and growing commercial interest in social media sites (Selwyn, 2008).

Social media, if properly integrated within the education system, is set to have great impacts on education and the way learners communicate, collaborate, construct their knowledge, and shape their understanding of the world around them. However, for social media to be relevant in education, it is essential for teachers to focus on the pedagogy behind their use and to create and design exciting and meaningful learning in a creative and nurturing context (Kember, 2008). According to Ayannuga et al (2012), social media can lead to innovations in four different dimensions. Firstly, social media allow learners to access vast variety of (often freely available) learning content, which supports learning and professional development in a lifelong learning continuum; contributes to equity and inclusion and puts pressure on Education and training Institutions to improve the quality and availability of their material.

Secondly, Social media allow users to create digital content themselves and publish it online, giving rise to a huge resource of user-generated content from which learners and teachers can mutually benefit, also encouraging more active and pro-active approaches to learning. Thirdly, Social media connect learners with one another, and to experts and teachers, allowing them to tap into the tacit knowledge of their peers and have access to highly specific and targeted knowledge in a given field of interest. Fourthly, Social media support collaboration between learners and teachers on a given project or a joint topic of interest, pooling resources and gathering the expertise and potential of a group of people committed to a common objective (Ayannuga et al, 2012). Note

Statement of the Problem

Buzett (2013) posited that 80% to 90% of students are actively involved with at least one particular social media or the other. Considering the level of addiction of social media by the students, it was reported that most students no longer do the right things at the right time even though they know what to do at the right time. For example, students do not switch off mobile phones, shutdown laptops and palm tops, while class is in progress. Some students log on to these social network sites to soundlessly chat with their friends, check for current notification on their homepage during a formal lecture and during their private studies. This has negatively influenced the learning of such undergraduates in one way.

If properly utilized for learning, Social media could be a powerful tool that could improve learners' performance in their academics. Buzetto-More (2012) carried out a research on social networking in Pre-service teachers in universities, and it was found out that the use of social networking services in education benefit education in many ways by supporting students centered learning, authentic instruction, constructivist teaching practices and as well as supporting social learning. Hence, the need to check the extent of utilisation of social media for learning purposes among students in colleges of education in Kwara State.

Research Questions

The following research questions were raised to guide the study.

1. Are Colleges of education students aware of the use of Social Media for learning?

2. Do Colleges of Education students in Kwara State use social media for learning?
3. Does the use of social media influence colleges of education students' learning based on gender?

Research Hypothesis
The following hypothesis was tested in the study at .05 level of significance
H_{O1}:   There is no significant difference in the use of social media for learning by Colleges of Education students based on gender.

Methodology
        A descriptive research of the survey type was used for this study. The population for the study are all the college of education students in Kwara State. Three colleges of education within Ilorin metropolis purposively selected based on proximity and their location being in the capital territory formed the target population for the study. 200 students were selected randomly from the 3 Colleges of Education in Ilorin, Kwara State. A researcher designed questionnaire validated by educational technology experts from the University of Ilorin was utilized as instrument of data gathering for the study. The questionnaire was designed to elicit responses based on 4 Likert-scale, hence a benchmark of 2.5 was obtained that formed the basis of decision for the results of mean scores and grand means derived from the analysis. Data gathered were analysed using the descriptive statistics of mean to answer the research questions and inferential statistic of t-test to test the hypothesis.

Results

        Table 1 shows the Pre-service teachers in colleges of education students' awareness on the use of Social Media for learning. The analysis shows that generally Pre-service teachers in Kwara state colleges of education were aware of the educational values of social media and the ways they could utilize it for learning

Table 1:

College of Education Students Awareness of Use of Social Media for Learning

S. No.	Questionnaire Items	Mean	Decision
1	Social media is useful for collaborating with my colleagues to get assignments done.	3.5	Agree
2	Useful information regarding lectures and test schedules are easily circulated to class members on social media	3.8	Agree
3	Those considered to be introverts could talk freely in group discussions when on social media	2.4	Disagree
4	Misconceptions about a topic in a course are quickly cleared when discussed on social media	3.0	Agree
5	Aside from connecting and chatting with my friends, social media does not serve any other purpose	1.8	Disagree
6	Course materials and handouts are easily shared among colleagues through social media platforms	3.6	Agree
	Grand Mean	3.02	Agree

        Pre-service teachers in Kwara State Colleges of Education were aware that: Social media is useful for collaborating with my colleagues to get assignments done; Useful information regarding lectures and test schedules are easily circulated to class members on social media and; that Course materials and handouts are easily shared among colleagues through social media platforms with mean values of responses as 3.5, 3.8 and 3.6 respectively. The grand mean of 3.02 on awareness of Pre-service teachers on the use of social media for learning which as above 2.5 benchmark of a 4-point

Likert scale indicated that the students have ample awareness that social media is useful for their academics.

Do undergraduates use social media for academic interaction?
Table 2:
Use of Social Media for learning by College of Education Students

S/N	Items	Mean (X)
1	I use social media disseminate knowledge and information to colleagues	2.55
2	I share and receive pdf materials, instructional videos and pictures with my peers using social media	2.44
3	I frequently use social media for academic interaction	2.36
4	I receive my class timetable and class updates via social media like WhatsApp	2.65
5	Social media has improved my academics interaction	2.30
6	Social media helps in establishing enduring relationships with colleagues and friends.	2.60
7	Social media has the potential of complementing classroom lectures.	2.24
8	I visit educational blogs to update my knowledge.	1.98
9	I use wiki to join intellectual discussions with colleagues.	2.18
10	I download and watch instructional videos from YouTube	2.13
	Grand Mean (X)	2.34

Table 2 shows the mean of responses of colleges of education students' use of social media for learning purposes. With a benchmark of 2.5 for a 4-pint Likert scale of Strongly Agree, Agree, Disagree and Strongly Disagree, Table 2 reveals that the students Agree with statements 1, 4 and 6 with mean scores of 2.55, 2.65 and 2.60 respectively. The table reveals that item 4 has the highest mean value of 2.65 which sought to know if respondents receives class timetable and class updates via social media like WhatsApp. This was followed by item 6 which state that "Social media helps in establishing enduring relationships with colleagues and friends" with a mean score of 2.60. Item 1 which state that "I use social media disseminate knowledge and information to colleagues" have a mean of 2.55.

However, the students disagree with other statements on the table with the mean scores below the benchmark score. Item 8 that suggests students' use of blogsites for learning purposes has the lowest mean score value of 1.98. On the general note, the grand mean score for the respondents use social media for learning purposes was 2.34. Using 2.5 as the bench mark, it could be deduced that the respondents don't use social media for learning purposes as they should.

H_{O1}: There is no significant difference in the use of social media for learning by COE students based on gender.
Table 3:
t-test on Colleges of Education Students' Use of Social Media for Learning

Variable	N	X	SD	Df	t	Sig	Remark
Male	104	2.50	0.66				
				198	0.592	0.653	Not Rejected
Female	96	2.47	0.73				

Table 3 shows that df = 198, t = 0.592, p = 0.653 >.05, this implies that the hypothesis which states that there is no significant difference in the use of social media for learning by COE students

based on gender was not rejected. It is evident from table 1 that both gender have the same disposition towards the use of social media for learning in colleges of education in Kwara State.

Discussion

The study revealed that Colleges of Education Students in Kwara State are aware and agree that social media can be used for learning purposes. This finding is in tandem with the study of Sanusi, Adelabu and Okunade (2014) finding that showed university students in Ile-Ife, Osun State to be aware of social media usefulness in learning situations. Students in Colleges of Education in Kwara State considers social media as useful tool in collaborating and circulating useful learning tips among colleagues. Pre-service teachers in Kwara State Colleges of Education were aware that: Social media is useful for collaborating with my colleagues to get assignments done; Useful information regarding lectures and test schedules are easily circulated to class members on social media and; that Course materials and handouts are easily shared among colleagues through social media platforms with mean values of responses above 2.5 bench for 4-point Likert rating scale.

Another finding of this study shows that the preservice teachers, notwithstanding their awareness of the benefits derivable from the use of social media for learning, doesn't effectively utilize it with the grand mean score for the utilization that is below 2.5 benchmark. The reason for this underutilization could be linked to Okereke (2014) study which revealed that students don't utilize social media for learning because lecturers don't engage the students in learning activities via the social media. Also, the use of social media by the Preservice teachers in the colleges of education could be mainly for social purposes as most of the responses that are favored are those that suggests that the social media is used for social and communication purposes.

Gender disparity was found no-existent in the use of social media for learning among the college of education students in Kwara State. This could be due to the egalitarian nature of the schools in Kwara state where there is no gender bias of any nature (Weiser, 2009); or the ubiquitous nature of social media that transcends any form of gender, ethnic or religious divide (Omoyajowo, Onojah & Aderoju, 2017).

Conclusion and Recommendations

This study concludes that both male and female college of education students in Kwara State are aware of the use of social media for learning but scarcely use it for the purpose. Effective use of Social Media in the teaching and learning process will bring about benefits in the academic and administrative purposes to the students and the instructors, therefore, the use of social media in for learning in Kwara State colleges of Education should be encouraged by the lecturers. Using this technology enables easy sharing and accessibility of academic materials from the educators to the students, from the students to the educators and from the students to the students. It is important for educators to embrace these latest technologies and explore their benefits to the fullest.

References

Andreas K. M., , K. M., & Michael, H. (2010). Users of the World, Unite! The Challenges and Opportunities of Social Media. *Business Horizons, 53*(1), 61.

Ayannuga, O. O., Olukumoro, S. O. &Ayannuga, O. M. (2012).Social media: A tool for deploying instructional materials among Nigerian undergraduates. A paper presented at the 33rd Annual convention and international conference of the Nigeria Association for Educational Media and Technology held at Emmanuel Alayande College of Education, Oyo, October 8-12, 2012

Bryer, T., & Zavatarro, S. (2011). Social Media and Public Administration: Theoretical Dimensions and Introduction to Symposium. In *Administrative Theory & Praxis* (p. 33 (3)).

Buzetto-More , A. N. (2012). Social Networking in Undergraduate Education.

Caraher, K., & Braselman, M. (2010). The 2010 21st-Century Campus Report: Campus 2.0. 2010 CDW Government LLC. Retrieved July 26, 2010 from http://webobjects.cdw.com/webobjects/media/pdf/newsroom/CDWG-21st-Century-Campus-Report-0710.pdf

Ellison, N. B., Steinfield, C., & Lampe, C. (2007). The Benefits of Facebook "Friends" Social Capital and College Students' Use of Online Social Network Sites. *Journal of Computer Mediated Communication, 12*(4). Retrieved from http://jcmc.indiana.edu/vol12/issue4/ellison.html

Farzana, S., Mushahid, A., & Mahe , B. (2010). *Exploitation of Social Media among University Students: A Case Study*. Retrieved from Webology: http://www.webology.org/2010/v7n2/a79.html. Date: 27/1/2014

Filiz, T., & Funda, E. (2011). Use of Social Networks as an Educational Tool. *Unpublished Thesis*.

Glass, R., Prichard, J., Lafortune, A., & Schwab, N. (2013). The Influence of Personality and Facbook Use on Student Academic Performance. *Unpublish Thesis*.

Jaco, D. T. (2015). *Teacher training and usage of ICT in education: New directions for the UIS global data collection in the post 2015 context.* Montreal: UNESCO Institute for Statistics.

Junco, R., & Cotten, S. (2012). The relationship between multitasking and academic performance. *Computers & Education, 59*(2), 505-514.

Kanelechi, C. K., Yonlonfoun, E., & Omotere, T. (2014). *Undergraduates and their use of social media: assessing influence on research skills.*

Kember, D. (2008). A four-category scheme for coding and assessing the level of reflection in written work. *Assessment and Evaluation in Higher Education. 33(4),* 369-379

Kord, R. (2013). Students' Involvement in the Use of Social Media for Learning: A Pilot Study of Karitas Mambola University. *Unpublished Thesis*.

Moreno, M., & Kota, R. (2013). *Children, Adolescent and the Media: Social Media.*

Ogedebe, P. M., Emmanuel, J. A., & Musa, Y. (2012). A Survey on Facebook and Academic Performance in Nigeria Universities. *International Journal of Engineering Research and Applications (IJERA), 2*(4).

Okereke, E. C. (2014). Awareness, Competencies and Use of Social Media in Teaching by Lecturers in Higher Institutions in South –East Of Nigeria. European Journal of Business and Management, 6(36), 149-155. 2222-2839

Oluwatoyin, E. A. (2011). ICT, CGPA: Consequences of Social Networks In An Internet Driven Learning Society. *International Journal of Computer Trends and Technology, 2*(2).

Onyeka, N. C., Sajoh, D. I., & Bulus, L. D. (2013). The Effect of Social Networking Sites Usage on the Studies of Nigerian Students. *The International Journal Of Engineering And Science (IJES), 2*(7), 39-46.

Prensky, M. (2001). *Digital Natives Digital Immigrants, in on the Horizon.* Lincoln:: NCB University Press.

Qingya , W., Wei, C., & Yu , L. (2011). *The Effects of Social Media on College Students.* Retrieved from http://scholarsarchive.jwu.edu/mba_student/5

Rosen, M., & Cabral, J. (2011). Is Generation Y Addicted to Social Media? *Elon Journal of Undergraduate Research in Communications, 2*(1), 5-14.

Sanusi, B., Adelabu, O, Okunade, J.(2014). Adapting social media for formal learning in Nigeria: Challenges and Prospects. Arabian Journal of Business and Management Review (OMAN Chapter) Vol. 3, No.9; April. 2014

Selwyn, N. (2008). An investigation of differences in undergraduates' academic use of the internet. Active Learning in Higher Education, 9, 11–22

Aderoju M. A. & Kolawole, A. O.