

## Innovation on Social Media Platform as a Tool for Students' Learning in Selected Public Institutions in Oyo State, Nigeria

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### Abstract

*Innovation in the educational sector brings something new to enhance pedagogy using technological tools in teaching and learning globally. This study explored the actual impact of daily use of social media platforms in learning among students in selected institutions in Nigeria. A descriptive research design was utilized to gain an accurate profile of situations. Six hundred (600) University of Ibadan and Emmanuel Alayande College of Education students actively using social media are the respondents of the study. The research respondents cut across 6 faculties in the University of Ibadan and 3 Schools in Emmanuel Alayande College of Education. Summing up, social networks became an integral part of the students' full life and took up most of their free time. Undoubtedly, in social networks, there are also things useful for the development of the students. Social media is the most preferred online learning platform for students across Nigerian institutions. In addition, Students in Nigerian institutions during learning have limited access to free data. Thus, it can be concluded that social media have a dual impact on student achievement, and it is necessary to approach adolescents' use of social networks with ultimate responsibility. The findings of this research can be used to propose effective plans for improving students' learning in such a way that a balance in leisure, information exchange, and students' learning can be maintained. To this end, the researchers recommended that social media be used for educational purposes and Social Networking. Cite should be expanded, and new pages should be created to enhance academic activities and avoid students' learning setbacks.*

**Keywords:** Institution, Social media, Students' learning, Tools, WhatsApp.

### Introduction

The emergence of social media has revolutionized communication and facilitated teaching and learning activities in recent years [1]. Previous researchers stressed that technology has developed immensely and has brought about significant changes worldwide in recent years to the educational paradigm [2]. As a result, there are now Improvements in the integration of information communication technology in education, which has developed the scope of teaching and learning in traditional

methods, which has turned the entire world into a global village [3]. In particular, the internet has created a platform for millions of computer users who visit numerous sites in various countries, belonging to thousands of businesses, governments, research institutions, educational institutions, and other organizations [4]. For instance, face-to-face communication is being reduced through the daily advancement of technology, innovative development of new technological devices, and new mediums are being introduced to connect global audiences,

such as social media platforms. In other words, social media serves as an effective medium of dissemination of information through its social networking sites – telegram, Google meet, twitter, yahoo messenger, facebook messenger, Blackberry Messenger (BBM), WhatsApp messenger, 2go messenger, skype, google messenger, Instagram, iPhone, and Androids [3, 5].

Most people use networking sites to interact with old and new friends and physical or internet colleagues [6, 7]. It closes the gap of distance and eliminates the geographical limitation of space among individuals. Social media is the platform that enables the interactive web by engaging users to participate in, comment on, and create content as means of communicating with their social graph, other users, and the public, which have content formats including text, video, photographs, audio, PDF, and PowerPoint [8, 9]. Therefore, it can be said that social media is the tools, services, and communication facilitating a connection between peers with shared interests to improve knowledge in technology.

Social media applications have become a vital tool for daily human communication and are widely used in the education process worldwide [10]. However, the use of social media for educational purposes has been neglected in Nigeria except for the fairly use by some instructors as a personal initiative. The outbreak of the Covid 19 pandemic inspired the world to implement virtual teaching and learning using social media as an essential tool in the educational setting. The desire for virtual learning might be related to modern technology and adapting to new challenging situations due to Covid-19 [11].

Social media can also be accessed on the web and can be run efficiently on a laptop, phone, and other social media platforms that can engage students to collaborate in their learning. This implies that messages, both incoming & outgoing, are sent by the users (students) and can be displayed on multiple platforms concurrently.

Social media can also be used to conduct a flipped learning mode before the class-based method, as a means of passing information to students, and after the class lecture [3, 12, 13]

These past researchers also collaborated that social media is considered a student-centered asynchronous teaching app that uses online learning resources to facilitate information sharing beyond the constraints of time and place among a network of people and combines self-study with asynchronous interactions to promote learning, and it can be used to facilitate learning physically and virtually.

However, it has been argued that Nigerian Institutions need to encourage the use of social media platforms alongside with face-to-face classroom-based teaching and learning [14, 7, 3]. Due to this increased popularity of many platforms in social media, there are growing concerns over the possible influences the use of social media could have on students' learning and academic activities among the students in Nigeria. This study attempted to identify the Innovation on Social Media Platform as a Tool for Students' Learning in Selected Public Institutions in Oyo State, Nigeria.

### **Research Objective**

The main aim of the research is to investigate social media as a tool for teaching and learning in tertiary institutions in Nigeria. With the following objectives:

1. To determine the social media platform students mainly used to receive lectures in tertiary institutions in Oyo State, Nigeria.
2. To determine the availability of data connectivity during learning among students in tertiary institutions in Oyo State, Nigeria.
3. To examine the challenges students, face during the learning process using social media platforms in tertiary institutions in Oyo State, Nigeria.

### **Research Questions**

1. What social media platform do students mostly use to receive lectures among

- students in the University of Ibadan and Emmanuel Alayande College of Education?
2. How well is the free availability of data connectivity during learning among students at the University of Ibadan and Emmanuel Alayande College of Education?
  3. What challenges do students face during the learning process when using social media platforms among students in the University of Ibadan and Emmanuel Alayande College of Education?

## Literature Review

The use of technology tools has become part of life transformation, and social media are ICTs compliant with the usage of devices and networks such as computers, mobile phones and the internet. Previous studies focus on various approaches to Social Media platforms as a tool in technology that allow traditional teaching and learning to create a group chat and group forum. Students improve their learning and collaborate together [3, 7]. The paradigm shift from the traditional classroom to teaching and learning includes Web 2.0 internet knowledge, e-learning and online learning, and experience real-time communication on difference platforms to access relevant information online [15, 9, 16, 17].

Social media are Web 2.0 technologies that facilitate social interaction and collaboration and foster teaching and learning in a sense of community, and social media is often used to refer to the new forms of media that involve interactive participation [18, 19]. The birth of the media word saw it being almost centralized with one body: radio, television, and studio [3]. Prior research exposed that social media, since its emergence, has become one of the most impactful Information Technology (IT) phenomena. The use of Information Communication Tools or digital equipment has positively influenced the educational environment [20, 21].

Furthermore, it was stated that the term social media relates to the many easy-to-use services

that anybody can use to interact with other people online, such as WhatsApp, Facebook, YouTube, Blog, Twitter, and so on and so on [22-24]. Therefore, using social media's accessible services enables us to create an online presence as quickly as signing up for Facebook and Twitter accounts, subsequently creating our content on the web within minutes [22, 24].

Social Media has also been defined as websites that allow profile creation and visibility of relationships between users and web-based applications which provide functionality for sharing, relationships, groups, conversation, and profiles [25]. [26], said that social media is use as "social networking sites" or a set of information technologies that ease collaboration and networking. Other studies explained that a taxonomy of social media is into 6 distinctive categories (Blogs, Social Networking Sites, Collaboration Projects, Content Communities, Virtual Social Worlds, and Virtual Game Worlds) introduced. [27].

The generation of students in Nigeria today is much more using and very motivated to use social media as blended learning to their face-to-face classroom-based. As noted by [28] that students these days are so occupied in social media that they are almost online for 24 hours with their learning positively enhance their academic performances.

In recent times during Covid 19, it has been observed that students have unlimited access to the internet and social media to kill dullness during the pandemic and make learning easy by avoiding physical contact to curb the spread of the virus [3]. Despite the frequency of use of social media among undergraduate students in various universities in Nigeria, have been hindered by the lack of free availability of data connection with Wifi in the campuses and some many challenges face on campuses during their teaching and learning. The need to expand this situation should be an urgency solution to the unavailability of Wifi, low internet bandwidth facilities, and unstable electricity in academia in most campuses in Nigeria.

## Methodology

The descriptive survey research design was adopted for the study. The population of the study consisted of full-time undergraduates in the University of Ibadan and Emmanuel Alayande College of Education, Oyo State, Nigeria. The students' population strength as at the 2020/2021 session has about 35000 students across the faculties in the University of Ibadan and about 15000 students across the schools in Emmanuel Alayande College of Education. Purposively total sample size of 300 students in each Institutions University of Ibadan and Emmanuel Alayande College of Education, making 600 students, was randomly selected. A well-constructed and self-developed questionnaire titled "Social Media Platforms and Students' Learning Questionnaire (SMPSL)" was used to get the desired information from the students. The Pearson Correlation Coefficient was used to determine the reliability of the instrument. A co-efficient value of 0.75 indicated that the research instrument was reliable. Responses from the questionnaire were analyzed using the descriptive statistics of frequency counts and percentage, and inferential

statistics of t-test statistics and Spearman's Rank-Order Correlation were used to test the hypotheses that were formulated at 0.05 level of significance. Descriptive statistics of frequency counts and percentages were used in analyzing demographic variables and research questions, while the inferential statistics of t-test statistics and Spearman's Rank-Order Correlation was also used to test the stated hypotheses at 0.05 level of significance.

## Results and Discussion

Table 1 shows the analytical result of the most preferred platform students used during lectures in Nigerian institutions. The result revealed that a vast number (65%) of the respondents choose social media as the most preferred online platform students used during lectures in Nigerian institutions, 18% choose Email, 13% sided with search engines, whereas only a minute portion (4%) of the respondent considered other online learning platforms as the most preferred across Nigerian institutions. This shows that social media is the most preferred online learning platform for students across Nigerian institutions.

**Table 1.** Respondents according to the Social Media Platform Students Mainly used to Receive Lectures

<b>Social Media Platforms</b>	<b>Frequency</b>	<b>Percentage</b>
Email	108	18.0
Search Engines	78	13.0
Social Media	390	65.0
Others	24	4.0
<b>Total</b>	<b>600</b>	<b>100.0</b>

Table 2 reveals the level of free availability of data connectivity during learning among students in the institution in Oyo State, Nigeria. The result interpreted that students in Nigerian institutions during learning have limited access to free data and school Wi-Fi when using social media even when their schools made provision for free data connectivity for students' learning, couldn't afford data subscriptions, and their school didn't make provision for larger free data

or Wi-Fi as majority (55% and 58.3% respectively) of the respondents disagreed they have access to free data and school Wi-Fi when using social media for learning whereas majority (48.3% and 46% respectively) likewise agreed their school provides free data connectivity for students' learning; and they couldn't afford data subscription and their school didn't make provision for it.

**Table 2.** Availability of Data Connectivity and Students' Learning.

Items	SA	A	U	D	SD	Total
I have access to free data when using social media for learning	25.0	15.0	5.0	33.5	21.5	100
I have access to school Wi-Fi when using social media for learning	19.2	12.5	10.0	32.0	26.3	100
My school provides free data connectivity for students' learning	12.3	36.0	6.0	28.5	17.2	100
I couldn't afford data subscription and the school didn't make provision for it	14.5	31.5	15.0	24.5	14.5	100

Table 3 shows the Challenges faced by Students during the learning process when using social media platforms among students in institutions in Oyo State, Nigeria. The result is evident that Poor network connections, Poor electricity, much consumption of data by the social media platforms, inability to afford data subscription as the school would not also make

available and limited access to data subscription constitute challenges faced by Students during the learning process when using social media platforms among students in the institution in Oyo State, Nigeria. Majority of the respondents agreed with percentage responses of 88.5%, 91.5%, 76.3%, 51.7% and 71% respectively.

**Table 3.** The Challenges faced by Students during Learning process when Using Social Media Platform

Items	SA	A	U	D	SD	Total
Poor network connections usually make learning on social media difficult for me	58.5	30.0	3.0	5.0	3.5	100
Poor electricity usually affects the effectiveness of my learning via social media platforms	39.0	52.5	3.0	4.0	1.5	100
The consumption of data by the social media platforms is much thereby making it difficult to learn via the platforms	45.3	31.0	15.2	6.5	2.0	100
I couldn't afford data subscription and the school didn't make provision for it	21.2	30.5	17.8	25.0	5.5	100
Limited access to data affected my learning on social media because sometimes I was logged out of class when data finished	39.3	31.7	11.0	12.0	6.0	100

### Hypothesis

The research hypotheses formulated were tested and the following results were obtained:

**Decision rule:** If P-value < 0.05, reject the null hypothesis otherwise accept.

Spearman Rho: 0 to -1, negative correlation.

0 to +1, positive correlation.

Hypothesis 1 (Table 4) reveals the Spearman's Rank-Order Correlation between Age and usage of social media among students in Nigerian Institutions. The table showed a weak positive correlation (+0.066 at  $p < 0.05$ ). This shows that there is no significant relationship between age and usage of social media among students in Nigerian Institutions. Therefore, the null hypothesis was rejected.

**Table 4.** Ho1-There is no Significant Relationship between Age and Usage of Social Media among Students in Nigerian Institutions

<b>What is the most available or utilized social media platform for e-learning in your institution/faculty</b>		
	<b>Pearson Correlation</b>	<b>Sig.</b>
Age	.066	.108

Hypothesis 2 (Table 5) shows t-test Statistical difference in social media usage among students across different universities, which revealed a significant value of 0.00 (at  $p < 0.05$ ).

This shows that, there is a significant difference in social media usage among students across different universities. Therefore, the null hypothesis was rejected.

**Table 5.** Ho2-There is no Significant Difference in Social Media Usage among Students across Different Institutions

<b>Institution</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Sig.</b>
University of Ibadan	300	2.99	2.637	0.00
Emmanuel Alayande College of Education	300	2.60	2.280	

### Summary of the Findings

In this study, the following findings were made:

1. Social media is the most preferred online learning platform for students across Nigerian institutions.
2. There is no significant relationship between social media usage and students perception among students in Nigerian institutions. Though Social media enable students across Nigerian institutions to have easy access to online material, share information with classmates easily, follow the latest developments and trends in their courses, learn at their pace, and improve their academic performance.
3. During learning, students in Nigerian institutions have limited access to free data and school WiFi when using social media even when their schools made provision for free data connectivity for students' learning, couldn't afford data subscriptions, and their school didn't make provision for larger free data or WiFi.
4. There is a significant difference in social media usage among students across different

universities. There is no significant relationship between age and usage of social media among students in Nigerian Institutions, as WhatsApp is the most utilized social media platform for e-learning among students in institutions in Oyo State, Nigeria.

5. Poor network connections, Poor electricity, much consumption of data by the social media platforms, inability to afford data subscription as a school would not also make available and limited access to data subscription constitute challenges faced by Students during the learning process when using social media platforms among students in the institution in Oyo State, Nigeria.

### Recommendations

In accordance with the findings of this study, the following recommendations are made:

1. Students should be educated on the influence of social media on their Academic activities.
2. Students in all tertiary institutions should be encouraged and increased in their practical aspect of learning by their lecturers in the

use of a Social Media Platform that relates to their academic performance.

3. Students should better manage their study time in and prevent distractions that social media can provide. There should be a considerable decrease in students' time spent when surfing on the internet.
4. Nigeria government and each institution's Management should expand the medium of WiFi connectivity on the campus. This should also be made free of charge for the students on the various campuses in Nigeria.

### Suggestion for further Studies

Further research should be carried out on the impacts of social media as a tool for students

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learning in other states in Nigeria apart from Oyo. The study can also be replicated in other institutions in other states in the country to give room for generalization.

### Conflict of Interest

There is no Conflict of Interest, and it was self-sponsored.

### Acknowledgment

We appreciate the support of the participants, and we are grateful for their sincere participation during the course of this research study.

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