# STAKEHOLDERS' READINESS FOR ADOPTION OF SOCIAL MEDIA PLATFORMS FOR TEACHING AND LEARNING ACTIVITIES IN SENIOR SECONDARY SCHOOLS IN IBADAN METROPOLIS, OYO STATE, NIGERIA

**Faramade Oluwakemi OLOJEDE**
Department of Science and Technology,
Faculty of Education,
University of Ibadan


**&**


**Adetunmbi AKINYEMI**
Department of Science and Technology,
Faculty of Education,
University of Ibadan

**Abstract**
*Social media is now generally accepted by the masses. The adoption of these social media platforms by the stakeholders in senior secondary schools in Ibadan Metropolis was what this study examined. These stakeholders are the school principals, teachers, parents or guardians and the government (Ministry of Education).The study examined the readiness of stakeholders in the adoption of social media platforms in teaching and learning activities of Senior Secondary Schools. Descriptive survey method was adopted in this study. Five hundred (500) Senior Secondary School teachers and 500 students sampled in Ibadan metropolis from 50 Senior Secondary Schools in Ibadan metropolis.' Readiness for Adoption of social media Platform for Learning Activities Questionnaire (SRAMPLAQ)(r =0.81) and Teachers' Readiness for Adoption of social media Platform for Teaching Activities Questionnaire (TRASMPTAQ) (r =0.73),respectively were used for data collection. Data were analyzed using descriptive survey tools of frequency table, mean and standard deviation (SD) to answer the research questions. The study found that 90.4% of the students who participated in the research used social media platforms like Facebook, Twitter, Linkedin and WhatsApp and so on, meaning that they are ready to adopt the platform for their learning activities. It was in addition discovered that 85.6% of the teachers who participated in the research are ready to use social media platforms in their teaching and learning activities irrespective of their discipline. The study recommended that there should be proper monitoring of the students in the use of social media platforms by both the teachers and their parents. In addition, the Government should organize seminars and workshops to train teachers on the use of social media platforms like, Facebook, WhatsApp for effective utilization in their teaching activities.*

**Keywords:** Stakeholders' readiness, social media platforms, teaching and learning activities.

## Introduction

An area of great interest in incorporating new technologies is the field of learning and teaching. Educational settings involve a wide range of potential users of Information and Communication Technology (ICT) which should support the process of knowledge transfer and

acquisition. In such context, we could question why users decide on the one hand to adopt and accept or, on the other hand, to reject a particular technology.

The increase and rapid growth of technologies and technological tools over the past two decades have been substantial, and the adoption rates cannot be over emphasized. The birth of the digital age has brought wide opportunity for users to explore varied kinds of information, and get connected through the use of the Internet. The Internet provides rich resources of information and data that could be vital for users in business, work, and education and even for staying connected to the world trends. As it continuously grows, the birth of different kinds of websites such as web 2.0, Google, WhatsApp, Facebook etc. have the potential to improve the quality of instruction in education. Some basic features of social media (such has connecting masses together, expressing your view and opinion to group of people at ago etc) could have a great impact on the development of teaching learning process (Benjamin, et al 2017).

Social media has proved to be one of the most vital communication means. It allows for easy communication among people regardless of location/distance in sharing information, files and pictures and videos, create blogs and send messages and to conduct real-time conversations. These systems are referred to as social, because they allow communication with friends, course mates or classmates, teachers, parents or guardians, educationists (policy makers), school administrators. Without mincing words we are in the social media era.

The field of Information System (IS) is concerned with investigation of Information Technologies (IT) impacts on individual, organizational and societal levels (Lucas, al 2013). One of the recent most impactful IT phenomena is the emergence & spread of a sub-set of IT technologies referred to as social media (Kane, et al 2014; Kapoor, et al 2017).The number of Internet users grew at unprecedented rapid rates over the same period. There are many people online all over the continents, & in fact this rapid growth in ICT use has not been restricted to the developed world (Mark & Andy, 2012). Various applications of ICT have an evolutional impact on how we see the world and how we live in it.

In Nigeria, every school activities in public secondary schools are of the conventional approach, thereby reducing teachers' and learners' productivity. Common tasks routinely performed by teachers are still old methods with their associated cost implications and disadvantages, especially in assessing the students' activities.

The process of teaching and learning aims at transmission of knowledge, imparting skills and formation of attitudes, values and behaviour. It is an accepted fact that teachers are not usually born, but made (Sequeira, 2012). Good teachers nurture their knowledge and skills through constant and deliberate efforts. Teaching is the process of attending to needs, experiences and feelings and intervening so that they learn particular things and goes beyond the given attention. Teaching process is the arrangement of the environment within which the students can interact and study how to learn. According to Sequeira, (2012) teachers tend to think that teaching is all about them and their roles. Sequeira noted that, the most important aspects of the educational process are the students and what they learn. While learning is brought about through teaching the particular content according to Sequeira (2012) learning is all about a change. The change brought about by developing a new skill, understanding a scientific law, changing an attitude. Learning is a relatively permanent change in nature (behaviour). There are some factors observed influencing teaching and learning processes. These are (i) Intellectual factor, (ii) Learning factor, (iii) Physical factors,(iv)emotional factors which can be controlled with the help of social media.

Social media platforms have been used to share information among Internet users. Social media has a large presence in news and entertainment. When used in the learning setting for educational purposes, it has the potential to facilitate communication, augmenting the students' experience and improving outcomes by encouraging interaction and engagement among students, nurturing a student-centric learning setting, extending the learning environment beyond the classroom, and facilitating the flow of information between students, faculty and the campus community. In addition, it is a web-based technology that enables the development, deployment and management of social media solutions and services. Social media platforms provide the ability to create social media website e. g web page E-Mail etc and services with complete social media network functionality. It allows people to engage in conversations with one another, and is regarded as the future of communication. It makes the transfer of text, photos, audio, video and electronic information in general easy. There are many social media platforms used by Nigeria. However, this study focuses on Facebook, WhatsApp, YouTube, Twitter and Instagram, which is hoped that stakeholders would adopt and inculcate into the curriculum for the purpose of teaching and learning activities in Senior Secondary Schools.

**Statement of the problem**

As good as social media platforms are, the stakeholders tend to exhibit phobia in adopting and integrating social media platforms into the teaching and learning process. Other challenges are skilled manpower or technological knowhow and availability of these facilities in the various schools may also be their predicament.

Social media platform is very useful and easy to use nowadays especially among the youth of today. Social media application shows that it is very easy to use, interactive and that both teachers and students have positive attitude towards the use of social media platform in their teaching and learning activities (Abuelgasim & Mohammed, 2018). But what type of social media among all should the stakeholders include in the secondary school curriculum? How effective would it be? How would it be properly monitored? All these problems will be solved in this study, despite all its benefits mentioned. It makes education more open even to everybody thus there is need to continuously communicate and connect with, not only the stakeholders but the world of education, to mention but a few (Abuelgasim & Mohammed, 2018). Therefore, this study investigated the level of readiness of Stakeholders in the adoption of social media platforms into teaching and learning activities in senior secondary schools in Ibadan metropolis of Oyo State, Nigeria.

**Research Questions**

The following research questions guided for the study:

1. What is the level of students' readiness to adopt social media platform in their learning activities in the selected secondary schools?

2. Do stakeholders permitted to use social media platforms as instructional tools in the school premises to carry out their teaching and learning activities among secondary schools in Ibadan metropolis?

**Methodology**

Descriptive survey method was adopted in this study. The population consisted of five hundred (500) Senior Secondary School students and five hundred (500) Senior Secondary School teachers in Ibadan metropolis chosen from 50 selected Senior Secondary Schools were used for both teachers and students. 10 schools were randomly selected from five local governments in Ibadan metropolis fifty students in each school were selected randomly. For the teachers in some cases two schools were used before we could get 50 teachers as sample. Two

separate questionnaires were developed for this research, one for students and the other for the teachers the data were collected and analyzed. The researcher administered the instruments with some research assistants in the sampled schools. The respondents were directed to tick necessary information that relates to their demographic properties and tick the option which represents the correct answer to each item on the questionnaire. These were collated for analysis.

Students' Readiness for Adoption of social media Platform for Learning activities Questionnaire (SRAMPLAQ) with reliability coefficients of 0.81, which was filled by the students. And Teachers' Readiness for Adoption of Social Media Platform for teaching activities Questionnaire (TRASMPTAQ)with reliability coefficients of 0.73 which was filled by the teachers were the instruments used for the data collection. The data collected were analyzed using descriptive survey tool of percentage, mean statistics and standard deviation (SD) to answer the research questions.

**Results**

**Research Question 1:** What is the level of students' readiness to adopt social media platform into learning activities in the selected secondary schools?

**Table 1: level of students' readiness to adopt different social media platforms for learning in the selected secondary schools**

Key: Strongly Agree (SA)-5; Agree (A)-4; Disagree (D)-2; Strongly Disagree (SD)-1,

| S/N | Item Description | Disagree (%) | Agree (%) | $\overline{x}$ | Rank |
|-----|------------------|--------------|-----------|----------------|------|
| 1 | Do you use Facebook as Social Media platform? | 103(21.2) | 397(78.8) | 1.74 | 1 |
| 2 | Do you use Twitter as Social Media platform? | 108(22.3) | 392(77.7) | 1.88 | 2 |
| 3 | Do you use WhatsApp as Social Media platform? | 110(22.6) | 390(77.4) | 2.45 | 3 |
| 4 | Do you use Instagram as Social Media platform? | 152(31.3) | 348(68.7) | 2.14 | 5 |
| 5 | Do you use You Tube as Social Media platform? | 199(40.9) | 301(59.1) | 2.26 | 6 |
| 6 | Do you use Snap Chat as Social Media platform? | 150(30.8) | 350(69.2) | 2.44 | 4 |
| | **Total** | **137(28.2)** | **363(71.8)** | **2.15** | |

Results in Table1, revealed that 77.4% of the respondents agreed with the construction that they are using WhatsApp as social media platform while 22.6% disagreed with the statement. 78.8% of the respondents agreed they used Facebook as social media platform while 21.2% disagreed with the statement, In addition, 59.0% of the respondents agreed that they used YouTube as social media platform while 41.0% disagree with the statement. In addition, 68.7% of the respondents agreed that the used Instagram as social media platform for learning activities while 31.3% disagreed. Furthermore, 77.7% of the respondents agreed that they used Twitter as social media platform while 22.3% disagreed. In addition, 69.2% of the respondents agreed that they used Snap Chat as social media platform while 30.8% disagreed. It implies that the students have readily adopted social media platform into their learning activities in selected Senior Secondary Schools, as the weighted mean of($\overline{x} = 2.15$).

The study found that students' are ready to adopt social media platform for learning activities in the selected secondary schools. In addition, it allows students for option to select learning materials from large quantity of courses offered online which the students needs and it in addition makes easier distribution of courses material. The Social Media platform helps

students to reduce stress and increase satisfaction among students. It allows each student to study at his/her own pace and speed (self-pacing). The result found from the analysis showed that students are ready to adopt social media platform into their learning activities in senior secondary schools and this answer research question one, the level of students' readiness to adopt social media platform into learning activities in selected secondary schools. The level of use and that of their readiness is high based on the usage of these platforms (Facebook, WhatsApp, YouTube, twitter, Instagram and Snap chat), according to the analysis on table 1.

They are using these platforms (Facebook, WhatsApp, YouTube, etc) to access online information, do their school assignment and to do their class group work. This is in support of the finding of Jain, (2015) that propounded that many colleges stress the importance of the soft skill of working in groups. Having teams work together using social media only strengthens advantage one and two of your educational activities (Dewing, 2010). The results also support the findings of Summak & Samancioglu (2011) that social media is a communication tool that allows users to interact and contribute in online discussions. In addition, the study found that student's are ready to adopt Social Media platforms (such as Facebook, WhatsApp, YouTube, Twitter etc) into their learning activities in selected secondary schools.

The result is in agreement with the study of Callens, (2014) that the first of their kinds, the use of social media platforms like Facebook, Twitter, and a variety of other services are now synonymous with daily social interaction which have great impact on human interaction. According to Turand & Martin (2015),social media can be used to enhance learning, and it can be used to encourage students to think critically about the technology pervading by their world.

**Research Question 2:** Do stakeholders permitted to use social media platforms as instructional tools in the school premises to carry out their teaching and learning activities among secondary schools in Ibadan metropolis?

**Table 2: Stakeholders (Students and Teachers) permission to use social media platforms as instructional tools to carry out their teaching and learning activities.**
**Key: Strongly Agree (SA)-4; Agree (A)-3; Disagree (D)-2; Strongly Disagree (SD)-1,**

| S/N | Item Description | Agree (%) | Disagree (%) | $\bar{x}$ | Rank |
|---|---|---|---|---|---|
| 7 | I can use social media to do my assignment. | 423(84.6) | 77(15.4) | 3.32 | 1 |
| 8 | I use social media to ask questions and to solve problems. | 424(84.8) | 76(15.2) | 3.26 | 2 |
| 9 | My school has internet and other E-learning tools necessary for adoption of social media platform for teaching and learning activities. | 349(69.8) | 151(30.2) | 3.01 | 8 |
| 10 | My school culture influences support for the adoption of social media platform into teaching and learning process. | 347(69.4) | 153(30.6) | 2.87 | 9 |
| 11 | Social media platform can be incorporated into teaching and learning process. | 386(77.2) | 114(22.8) | 3.06 | 7 |
| 12 | Adoption of social media platform for teaching and learning activities can be easily implemented in my school. | 392(78.4) | 108(21.6) | 3.08 | 6 |
| 13 | Social media platform is suitable for extra curriculum activities especially during the school holidays. | 417(83.4) | 83(16.6) | 3.22 | 3 |
| 14 | I like to use social media platform for my learning activities. | 394(78.8) | 106(21.2) | 3.12 | 5 |
| 15 | It is a pleasure for me to use social media platform for classroom activities. | 397(79.8) | 103(20.2) | 3.17 | 4 |
| | Average total | 392(78.4) | 108(21.6) | 3.12 | |

Table2 presented results on students' and teachers' permission on the use of social media platforms as instructional tools to carry out their teaching and learning activities in selected secondary schools and findings showed that: Majority 84.6% of the respondents agree that they can use social media to do their assignment while 15.4% disagreed with the statement. In addition, 84.8% of the respondents agree that they use Social Media platforms to ask questions and to solve problems while 15.4% disagreed with the statement. Further, 83.4% of the respondents agreed that social media platform is suitable for extra curriculum activities especially during the school holidays while 16.6% disagreed. On the other hand, 79.8% of the respondents agreed that they have a pleasure to use social media platform for classroom activities while 20.2% disagreed with the statement. Furthermore, 78.8% of the respondents agreed that they like to use social media platform for their learning activities while 21.2% disagreed with the statement. In addition 78.4% of the respondents agreed that adoption of social media platform for teaching and learning activities can be easily implemented in their school while 21.6% disagreed

with the statement. In addition, 77.2% of the respondents agreed that they social media platform can be incorporated into teaching and learning process while 22.8% disagreed. In addition, 96.4% of the respondents agreed that their school has internet and other E-learning tools necessary for adoption of social media platform for teaching and learning activities while 3.6% disagreed. Further, 69.4% of the respondents agreed that their school culture influences support for the adoption of social media platform into teaching and learning process while 30.6% disagreed. However, It implies that the school authority and government policy have an impact on the use of social media platforms as an instructional tools in senior secondary schools with the statement.

**Discussion of Findings**

The study found that students are ready to adopt social media platform into their learning activities in the selected secondary schools. The result support the finding of Cheong (2002),Summak & Samancioglu (2011) and Turand & Martin (2015) that the social media platform is easy and quick in term of students accessing accessibility, reviewing literatures, updating, and editing learning material needs anytime and anywhere by students. In addition, it allows students for option to select learning materials from large quantity of courses offered online which the students needs and it also makes easier distribution of courses material. The social media platform helps students to reduce stress and increase satisfaction among students. It allows each student to study at his/her own pace and speed (self-pacing). The result found from the analysis showed that students are ready to adopt social media platform into their learning activities in senior secondary schools and this answer research question one, the level of students' readiness to adopt social media platform into learning activities in selected secondary schools. The level of use and that of their readiness is high based on the usage of these platforms (Facebook, WhatsApp, YouTube, twitter, Instagram and Snap chat), if compared the percentages which tables 1 and 2 explained respectively.

**Presentation of the findings**

Based on the result of the findings, the level of Stakeholders' Readiness in Adopting social media Platforms into teaching and learning is very high. The use of social media platforms in teaching and learning process would both ease the teachers' work and as well improve the students' performance and expose them to other benefits online. That is giving and marking the students' assignment via social media. The use of social media platforms in teaching and

learning enhanced collaborative learning. Social media platforms usage and readiness have not yet been fully explored due to the fact that not all the students can afford web enable phone and even some of the students in less cities (rural areas) have no privilege.

## Conclusion

The study concluded that the higher the level of stakeholders(teachers in particular) involvement in providing care, monitoring and advice on usage of social media platforms (Facebook, WhatsApp, YouTube etc) on educative materials and information in senior secondary schools, the greater the level of their readiness and performance towards the adoption of social media platform.

## Recommendations

Based on the findings of this study:

i.   Students should be allowed to bring phones and other electronic media devices to school for academic activities alone, and they should be monitored by both the teachers and the parents.

ii.  There should be stated policy that will guide the use of these social media platforms and the android phones with adequate supervision.

iii. Secondary schools in Ibadan metropolis should be digitalized, computerized and locally connected with LAN (Local Area Network).

iv.  Stakeholders are encouraged to adopt social media platforms at secondary school levels to ease the teachers' activities and improve the students' academic performance.

## References

Anderson, H. (2018). Social media apps are 'deliberately' addictive to users. Bbc. Retrieved from https://www.bbc.com/news/technology-44640959

Anderson, T. (2019). Challenges and opportunities for use of social media in higher education. *Journal of learning for development,* 6(1), 6-19.

Anderson, T., & Dron, J. (2017). Integrating learning management and social networking systems. Italian *journal of educational technology, 25(3)*. Http://ijet.itd.cnr.it/article/view/950

Berners-lee, T. (2018). One small step for the web…. Medium. Https://medium.com/@timberners_lee/one-small-step-for-the-web-87f92217d085

**Boyd, D. &Ellison, N. B. (2007). 'Social network sites: definition, history, and scholarship'. *Journal of computer mediated communication*, 13/2: 210-230.968.**

Brown, C., Czerniewicz, L., &Noakes, T. (2016). Online content creation: looking at students' social media practices through a connected learning lens. *Learning, Media and Technology, 41*(1), 140-159.

**Brydolf, C. (2007). Minding MySpace: balancing the benefits and risks of students' online social networks.** *Education digest, 73*(2), 4-9.

**Bryer, T. &Zavattaro, S. (2011). Social media and public administration: theoretical dimensions and introduction to symposium.** *Administrative theory and praxis*, **33(3), 325-340.**

Bullock, L. (2018). The biggest social media fails of 2018. Forbes.

Callens, M. V. (2014). "Using Bloom's Taxonomy to teach course content and improve Social Media literacy". *Journal of Interdisciplinary Studies in Education*, 3(1), 17-25.

Chan, F. M., (2002). "Development information literacy in the Malaysian smart schools: resource-based learning as a tool to prepare today's students for tomorrow's society". In: Singh, Diljit et al., (Eds.), School libraries for a knowledge society. Paper presented at 31st. IASL Annual Conference and 6th International Forum on research in school librarianship, 5-9 August, at Petaling Jaya, Malaysia.

Chen, B., & Bryer, T. (2012). Investigating instructional strategies for using Social Media in formal and informal learning. The International Review of Research in Open and *Distributed Learning*, 13(1), 87-104.

Cheong, C. (2002). "E-learning—a provider's prospective", internet and Higher Education, 4 (2002) 337–352.

Cheung, C. M. & Lee, M. K. (2010). A theoretical model of intentional social action in online social networks. Decision Support Systems, 49, 24-30.

Cohen, L., Manion L. (1989). Research methods in education. (3[rd]Ed), London: Routledge.

Davis, C.H.F., Canche, M. S. G., Deil-Amen., Rios-Anguilla, C. (2012). Social Media in high education. Aliteraturereviewand research directions. Arizona: The Centre for the study of Higher Education at the University of Arizona and Claremont Graduate University.

Dewing, M. (2010). *Social Media: An Introduction* (Vol. 1). Library of Parliament.

Dholakia, U.M., Bagozzi, R.P., &Pearo, L. K. (2004). A social influence model of consumer participation in network and small-group based virtual communities. *International Journal of Research in Marketing, 21 (3),* 241–263.

Dobrzañski, Brom & Brytan, T.O. (2007). "Teaching of material science matters using e-learning techniques", *International Scientific Journal, Volume 28*, Issue 11, November 2007,Pages 691-694.

Ellison, N. B. (2007). Social network sites: Definition, history, and scholarship. *Journal of Computer-Mediated Communication, 13(1), 210-230*.

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, 1143-1168*.

E-skills U. K. (2004). IT Insights: Trends and UK Skills Implications. European Commission:

Fakeye, D.O. (2009). Open and distance Learning Students Perception of E-learning; *Journal of Sociology and Education in Africa, 8(2), 23-29.*

Fraenkel, J. R. & Wallen, N.E. (2002). How to design and evaluate research in education (5thEd.). Boston: McGrawHill.

Kane, G. C., Alavi, M., Labianca, G., & Borgatti, S. P. (2014). What's different about Social Media networks? A framework and research agenda. *MIS Quarterly, 38*(1), 275-304.

Kapoor, K. K., Tamilmani, K., Rana, N. P., Patil, P., Dwivedi, Y. K., &Nerur, S., (2017). Advances in Social Media Research: Past, Present and Future. *Information Systems Frontiers*, 1-28.

Lucas Jr, H. C., Agarwal, R., Clemons, E. K., El Sawy, O. A., & Weber, B. W., (2013). Impactful Research on Transformational Information Technology: An Opportunity to Inform New Audiences. *MIS Quarterly, 37*(2), 371-382.

Martellini, L. (*2012). The Future of Education Conference Proceedings 2012, Simonelli Editore, Florence, Italy,* pp. 43-48.

Martins, N., & Ungerer, L. M. (2015). Virtual teaching dispositions at a South African open distance learning university. *Procedia-Social and Behavioral Sciences,* 171, 929-936.

Roblyer, M. D., McDaniel, M., Webb, M., Herman, J. & Witty, J.V., (2010). Findings on Facebook in higher education: A comparison of college faculty and student uses and perceptions of social networking sites. *Internet and Higher Education*, 13, 134-140.

Sequeira A. H. (2012). Introduction to concept of teaching and learning (September 21,2012) available at SSRN: https://ssm.com/abtract=21050166 or https://dx.doi.org/10.2139/ssm.2150166.

Steinfield, C., Ellison, N. B., & Lampe, C. (2008). Social capital, self-esteem, and use of online social network sites: a longitudinal analysis. *Journal of Applied Developmental Psychology, 29*(6), 434–445.

Stevenson, M., & Liu, M. (2010). Learning a language with Web 2.0: Exploring the use of social networking features of foreign language learning websites. *CALICO Journal, 27*(2), 233-259.

Tur, G. G., & Marín, V. V. (2015). "Enhancing learning with the Social Media: Student teachers' perceptions on Twitter in a debate activity". *Journal of New Approaches in Educational Research*, 4 (1), 46-53.

Vickers, R., Field, J., & Melakoski, C. (2015). "Media Culture 2020: Collaborative teaching and blended learning using Social Media and cloud-based technologies". *Contemporary Educational Technology*, *6*(1), 62-73.

Wall, D. S. (2018). How big data feeds big crime. *Current History, 117*(795), 29-34.

Wang, Q., Chen, W., & Liang, Y. (2011). "The Effects of Social Media on College Students" (2011).MBA Student Scholarship. Paper 5. http://scholarsarchive.jwu.edu/mba_student/5.

Watts, C. (2011). Social Cognitive Theory Applications for the Acquisition of Information Literacy Skills.