

THE PERCEPTION OF COLLEGES OF EDUCATION LECTURERS TOWARDS INTEGRATING SOCIAL MEDIA IN INSTRUCTION IN SOUTHWEST, NIGERIA

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Abstract

The study sought to find out the perception of colleges of education (COE) lecturers towards integrating social media in instruction in Southwest, Nigeria. The target population was lecturers from Federal and State owned Southwest COE. 150 respondents were selected using stratified random sampling along gender and experience in each of the institutions. In all, 1069 lecturers responded. A questionnaire adapted online was used to collect data. The validity of the instrument was established and cronbach's alpha values of 0.86 and 0.77 for reliability of the two major sections of the instrument. Three research questions were raised and the data collected was analysed using simple percentages and means. The result indicated that Facebook topped the list of social media subscribed to by COE lecturers and they positively perceived the usefulness and ease of use of social media in instruction. It was recommended among others that all stakeholders in the education industry (especially, COE), should see the integration of social media as a new innovation which must be welcomed and should thus do all within their capacity to support and sustain its usage.

Keywords: Perception, Lecturers, Social media, Colleges of Education.

Introduction

Most students still experience instruction that is largely lecture-based and extensive national education investments in technology have not yet resulted in widespread transformation of learning opportunities. However, the quest for interactivity has become a necessary goal in the design and provision of qualitative education. This interactivity has paved way for the integration of information and communication technology (ICT) into the teaching and learning process. With ICT, studies have been made easy in a way that it can be carried out in groups or in clusters (Orunmoluyi, 2012). With ICT, people can connect online to do desired task.

Yusuf (2005) noted that ICT provide opportunities for student teachers, academic and non-academic staff to communicate with one another more effectively during formal and informal teaching and learning. ICT is affecting the way education is delivered and how researches are conducted. Observers have predicted that with ICT, the role of teachers will change from being 'transferers' of a predefined body of knowledge to being 'mentors' and 'managers' of the learning environment (Mcintosh, Oliveras, Sullivan & Whitson, 1996). Many are of the opinion that ICT will enable academics to teach large numbers of students in a more effective manner. This will allow them (academics) to concentrate their limited time on research activities (Pritchard, 1996). Technologies like computer, ipod, I-phone and mobile phone could bring new opportunities for teachers to connect with students who are already spending large amount of time in these activities in creating a more collaborative learning environment (Ayonote-Yusuf, 2012).

ICT 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 development with tremendous impact and potentials on tertiary education in particular and education in general.

Social media has been defined in different ways. Bryer and Zavatarro (2011) saw it as technologies that facilitate social interaction, make possible collaboration and enable deliberation across stake holders. These technologies include blogs, wikis, media (audio, photo, video, text) sharing tools, networking platforms (including Facebook) and virtual worlds. Kaplan and Haenlein (2010) defined social media as a group of internet-based applications that builds on ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content. That is, social media are social software which mediates human communication.

If social media tools will be relevant within an education context, the lecturers' perception of the usefulness and ease of use in teaching must be looked into. Anderson and Dron (2011) explained that the responsibility of a teacher is not just to define, generate or assign content, but it is to help learners build learning paths and make connections with existing and new knowledge resources. In order to remain relevant in this information age, colleges of education have to take advantage of the opportunities offered by ICT to enhance teaching, learning and research. Student teachers that will use computers and ICT in later teaching practice must have observed their teachers using computers (Jegede, 2009; Jegede & Adelodun, 2003).

The word perception is the process of attaining awareness or understanding of sensory information. It can also be defined as the process by which organisms interpret and organise sensation to produce a meaningful experience of the world (Falade, 2011). The perception of lecturers on the integration of social media into the teaching and learning process will go a long way in its easy adoption. Perceived usefulness, according to Davis (1989), is the degree to which a person believes that using a particular system would enhance his or her job performance while perceived ease of use is the degree to which a person believes that using a particular system would be free from effort.

The origin of colleges of education in Nigeria dates back to the 1950s. That was in the report of Ashby commission of 1959 with emphasis placed on the need to provide middle level manpower to meet Nigerian needs. In the report, it was observed that many teachers were uncertificated and untrained (Taiwo, 1980). This observation was followed by a suggestion for greater expansion of intermediate education for intermediate teachers targeted at upgrading the existing teaching force. The commission recommended the establishment of Advanced Teacher Training College (ATTC) in Nigeria. This led to the establishment of ATTC at Owerri, Ondo, Lagos and Zaria between 1961 and 1962; Kano and Abraka in 1964 with the name colleges of education in 1968 (Eheazu, 1988). According to Isiyaku (2007), the ATTC in the 1960s turned out graduates who were holders of the Nigeria Certificate in Education (NCE), a non-degree but qualitative professional certificate in education. These ATTCs are the progenitors of the present colleges of education.

The primary duties of teachers in the world are research and teaching and lecturers are important group of users who play vital role in the successful implementation of new information technology (Akegbejo, 1998). Olumorin (2008) explained 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 able to use it. This study

therefore looks into the perception of colleges of education lecturers towards integrating social media in instruction in Southwest, Nigeria.

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). 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).

Kember (2008) noted that for social media to be relevant in education, it is essential for teachers to focus on the pedagogy behind the use. 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' perception of its usefulness and ease of use in instruction should be investigated. This is the gap that the researcher wants to fill to add to knowledge.

Research Questions

This study sought answer to the following questions:

- (i) What are the categories of social media COE lecturers subscribed to?
- (ii) What is the perception of colleges of education lecturers towards the usefulness of social media in instruction?
- (iii) What is the perception of COE lecturers towards the ease of use of social media in instruction?

Methodology

This study was a descriptive research type utilizing cross-sectional survey method. The targeted population for the study consists of all the lecturers in Federal government and state owned colleges of education in the Southwestern states of Nigeria. Ten Federal and State colleges of education were contacted. 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 (MOCPE), 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. Stratified random sampling technique was used to divide lecturers along gender and experience across all the schools in each of the colleges. One hundred and fifty lecturers were randomly selected from each of the 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 adapted online from the previous studies of Lin, Chuan-chuan and Lu (2000), Chang (2004), and Yusuf, Mejabi, Fakomogbon, Gambari, Azuquo and Oyeniran (2013). The questionnaire contained three major sections, Sections I, II and III. Section I dealt with the lecturers' biographical information. Section II sought to find out the social networking sites the respondents subscribed to. It contained

the battery of the social networking sites and the respondents were to tick the one(s) they subscribed to. Section III was sub-divided into two (A & B). Each of these sub-divisions contained 10 question items. The response mode for the items was Likert response modes of Strongly Agree (SA = 4), Agree (A = 3), Disagree (D = 2) and Strongly Disagree (SD = 1).

The instrument was given to computer science lecturers and educational technologists that are ICT literate in colleges of education for validity. The reliability of this construct was previously demonstrated in the study by Lin, et al (2000) with a Cronbach's alpha value of 0.85, and a Cronbach's alpha value of 0.93 from Chang (2004). For this study, the reliability of the instrument was determined section by section based on the two major variables. For perceived usefulness of social media in teaching, the Cronbach's alpha value was 0.86 while that of perceived ease of use was 0.77. The researcher personally administered the copies of the questionnaire to the lecturers in all the ten sampled institutions with the help of research assistants. The analysis and interpretation of data obtained through the questionnaire was done using descriptive and inferential statistics. The frequencies were converted to percentages and means to answer the research questions. Section III 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.

Results

Research Question 1: What are the categories of social media COE lecturers subscribed to?

Table 1: Percentage distribution of respondents by social media subscribed to

S/N	Social Media	No. of Respondents	%
1.	Facebook	883	82
2.	Flicker	18	1.7
3.	Technorah	3	0.3
4.	Linkedin	104	9.7
5.	Orkut	2	0.2
6.	Twoo	31	2.9
7.	Google Plus	409	38.3
8.	You Tube	211	19.7
9.	Scribd	20	1.9
10.	Xing	15	1.4
11.	Myspace	32	3.0
12.	Slideshare	19	1.8
13.	To Go	278	26.0
14.	Digg	7	0.7
15.	Rogo	5	0.5
16.	Bebo	13	1.2
17.	Blogger.com	10	0.9
18.	Vimeo	9	0.8
19.	Twitter	303	28.3
20.	Delicious	2	0.2
21.	Hi5	42	3.9
22.	Friendster	11	1.0
23.	Ning	2	0.2
24.	Whatsapps	203	19.0

Table 1 reveals that Facebook, with 883 (82.6%) gained wide acceptance among the respondents. This was followed sequentially by Google plus 409 (38.3%), Twitter 303 (28.3%), To Go 278 (26.0%), YouTube 211 (19.7%), Whatsapps 203 (19.0%) and LinkedIn with 104 (9.7%) number of users respectively among the respondents. Other social media like Orkut, Delicious and Ning seemed not yet popular with only 2 (0.2%) users each. Technorah had only 3 (0.3%) users and all others had less than 45 users each among the respondents.

Research Question 2: What is the perception of colleges of education lecturers towards the usefulness of social media in instruction?

Table 2: Perception of the respondents towards the usefulness of social media in instruction

S/N	Perceived Usefulness of Social Media	Mean (\bar{X})
1.	Using social media will enhance my effectiveness in the teaching job.	3.39
2.	Social media usage will give me control over my work.	2.99
3.	Social media support the critical part of my tasks.	3.00
4.	The use of social media in teaching will make my lesson more diverse.	3.08
5.	Social media usage will increase my daily productivity.	3.11
6.	The use of social media will be counter-productive due to insufficient technical resources.	2.61
7.	Social media usage will reduce stress and tension inherent in teaching large class.	3.22
8.	Social media will eliminate eye contact and reduce students' seriousness.	2.47
9.	Social media will make me finish the content of my lesson quickly.	2.90
10.	The teaching learning process will be easier with the use of social media.	3.20
Grand mean (\bar{X})		3.00

Table 2 reveals that enhancing effectiveness in the teaching job using social media was ranked highest having the mean score of 3.39 out of 4. This was followed by the use of social media helping to reduce stress and tension inherent in teaching large class, that the teaching learning process will become more easy with the use of social media and that the use of social media will increase daily productivity having the means of 3.22, 3.20 and 3.11 respectively. The lowest mean score was 2.47 (approximately 2.5) with the statement that social media will eliminate eye contact and reduce students' seriousness. However, the grand mean score for perceived usefulness was found to be 3.00. Using 2.0 as the average benchmark, it can then be inferred that colleges of education lecturers perceived the usefulness of social media in teaching positively.

Research Question 3: What is the perception of COE lecturers towards the ease of use of social media in instruction?

Table 3. Perception of respondents towards the ease of use of social media in instruction

S/N	Perceived Ease of Use of Social Media	Mean (\bar{X})
1.	The use of Social Media will make my lessons more difficult.	3.17

2.	Using Social media to teach will be frustrating.	3.15
3.	The use of social media will take more of my time than necessary.	2.94
4.	Using social media are effortless.	2.19
5.	Network problem will hinder lessons using social media.	2.40
6.	I can use social media in teaching without written instructions.	2.41
7.	Social media usage is always cumbersome.	2.84
8.	Social media are easy to navigate.	2.64
9.	It is easy to become skillful at using social media in teaching.	2.84
10.	Social media utilization in teaching will be too complex.	2.91
	Grand mean (\bar{X})	2.75

It could be noted from Table 3 that the respondents were of the opinion that the use of social media will not make their lessons more difficult and that using social media to teach will not be frustrating as the mean score were 3.17 and 3.15 respectively. Moreover, it was revealed that the use of social media will not take more of the respondents' time than necessary with a mean score of 2.94. On the other hand, the respondents perceived using social media as not effortless with a mean score of 2.19. Also, it was perceived that network problem will hinder lessons using social media and that they cannot use social media in teaching without written instructions with mean score of 2.40 and 2.41 respectively.

On the final analysis, the grand mean score for perceived ease of use of social media in teaching was found to be 2.75. With 2.0 as the benchmark, it means that the respondents have positive perception towards the ease of use of social media in instruction though the perception was not on the very high side.

Discussion

The result of the study as examined by research question 1 showed that if social media will be integrated into the teaching learning process, especially in the colleges of education, it could start with facebook which has gained wide acceptance among the lecturers. This will enable smooth integration. This finding corroborated that of Kaplan and Haenlein (2010) that in the year 2010, social media became one of the most powerful sources for news updates through platforms like Twitter and Facebook.

The perception of COE lecturers towards the usefulness of social media in instruction was examined using research question 2. The result of the mean score established that colleges of education lecturers positively perceived the usefulness of social media in instruction. This finding corroborated the earlier findings of Falade (2013) that stakeholders' perception of the usefulness of ICT integration into distance learning in Nigeria was positively on the high side. However, Clark (1983) as explained by Orunmoluyi (2012) claimed that technologies are merely vehicles that deliver instruction but do not themselves influence the teaching learning process. Kozma (2001) also argued that it is not the computer per se that influences the teaching learning process but the design of the real-life models and simulations which students interact with. By implication, since the perceived usefulness of social media in instruction had gained the attention of the COE lecturers, efforts need to be made on the training and retraining of lecturers to become experts in the use of social media. Moreover, materials needed for smooth implementation should be made available both for the lecturers and the students.

Based on the mean values of the results of the COE lecturers' perceived ease of use of social media in instruction, the respondents' perception was positive. Though some were of the opinion that network problem will hinder lessons and that they cannot use social media in

teaching without written instructions, the grand mean score showed positive perception. This finding supported that of Falade (2013) who revealed that the stakeholders' perceived ease of use of ICT integration into distance learning in Nigeria was positively on the high side. This showed that majority of the lecturers are not likely to have problem if social media should be finally integrated into teaching at the colleges of education level. Capacity building of lecturers as well as administrators and managers will therefore play a major role.

Conclusions

This research explored the perception of colleges of education lecturers towards integrating social media in instruction in South-West Nigeria. The result obtained from data gathered and analyzed in this study indicated that the perception of COE lecturers toward the usefulness of social media in instruction was positive. It also showed that the lecturers positively perceived the ease of use of social media in instruction.

Recommendations

Based on the findings and conclusions of this study, the following recommendations were made:

- (i) Colleges of education lecturers should acquire higher skills and develop their proficiency in the utilisation of social media tools;
- (ii) lecturers should seek for more knowledge on the utilization of social media for instruction by making themselves available for workshops, seminars and conferences within and outside the country; and
- (iii) all stakeholders in the education industry should see the integration of social media as a new innovation which must be welcomed and should thus do all within their capacity to support and sustain its usage.

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