

Awareness, Competencies and Use of Social Media in Teaching by Lecturers in Higher Institutions In South –East Of Nigeria

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ABSTRACT

The paper is on awareness, competencies and use of social media in teaching by lecturers in higher institutions in south –east of Nigeria. Social media are networked tools that support and encourage individuals to learn together while retaining individual control over their time, space, presence activity, identity and relationship. The study adopted descriptive survey design. Simple sampling technique was used for the study. The Population of the study are lecturers in various higher institutions in faculty of education in both federal and state universities in south-east of Nigeria. A total of eighty (80) questionnaires were distributed to lecturers, fifty-eight (58) was duly completed and returned. Simple percentage was used for the calculation. Some findings showed that lecturers in south-east universities do not use social media for teaching and learning process in the 21st century. Other findings include- 8(13.79%) agree and 50(86.20%) of the responses disagree. This shows that social media are used mostly for social life. This shows that highest number use of facebook is more than any social media in the world. The researcher made some recommendations for lecturers in Nigeria.

Keywords: Social Media, Awareness, Competencies, Higher Institution and Lecturers

Introduction

Social media are networked tools that support and encourage individuals to learn together while retaining individual control over their time, space, presence, activity, identity and relationship (Anderson, 2005). They are tools used in new e-learning systems such as Web 2.0, Wikis, Blogs etc. Wankel (2010) points out that social media are technologies that bring learners collaboratively together with the world.

According to Benson, Filippaios and Morgan (2010) online social networks have become increasingly popular in recent years providing a different and user–friendly way to maintain social connections and share information. To effectively extend e-learning system to incorporate other activities outside the traditional academic system, institutions are expected to modularize their applications in such a way that can be integrated into larger systems and can also be used/re-used by other applications. It has become very necessary to stress the need to raise the awareness of lecturers in the use of social networks to enhance teaching and learning processes. A shift is taking place in the focus of pedagogical practice on university campuses all over the world as students across a wide variety of disciplines make use of social networks (Lepi, 2014). Aviram, Romen, Somek, Winer & Sarid, (2008) have reported that the traditional pedagogical approach is no longer meeting the needs to prepare young learners to function effectively in today’s hectic labour market. Since online social network has become increasingly popular in Nigerian universities, it is necessary to exposé this net-generation to students while in school, to increase the chances of their employability at the end of their academic pursuit.

The proliferation of e-learning system in learning institutions has contributed a lot to the acquisition and application of new skills. (Awodele, Idowu, Anjorin, Adedire & Akpore 2009). Dalsguard (2008) states that the idea of using social media is to provide students with a variety of tools for independent work, reflection, construction and collaboration. It also provides learners with value resources for using the web as a tool in order to develop their understanding and solve problems, whether in school, at work, or in their private lives. The level of e-learning is still in its infancy or even non-existent especially in Nigerian universities and other developing countries, basically because of the poor application of ICT by lecturers and other social factors that inhibit the implementation of information technologies.

Although today’s students are regarded as “Net–generation students”, they only embrace facebook which they use to connect with people and make new friends. The use of social media in academic activities is far from adequate. Many lecturers in Nigerian universities are not competent in the use of social media as a teaching tool. Most Nigerian university lecturers are failing students by not understanding what they need to be able to do to

succeed in business. (Berg, Berquam, & Christophy 2007). Although the use of social media in teaching and learning has become inevitable to produce marketable and employable graduates, many universities in Nigeria suffer from a lack of application or use of appropriate technologies by lecturers. This affects the over-all set academic objectives and impairs the goal of any existing or new e-learning system (Dalsguard 2008). This has affected today's graduates so much that Berg et al (2007) stressed that employability enhancement and career management among a diverse range of core university processes can be facilitated through the application of social networks.

Based on this, the researcher intends to find out the extent of awareness, competency and use of social media among lecturers in Nigerian universities.

Statement of the Problem

Online social networks have become increasingly popular in recent years providing a different and user-friendly way to maintain social connections and share information. Leki (2014) assert that a shift is taking place in the focus of pedagogical practice on universities all over the world as students across a wide variety of disciplines are learning by making and creating rather than from simple consumption of content. The proliferation of e-learning systems in learning institutions has contributed a lot to the acquisition and application of new skills (Awodele, Idowu, Anjorin, Adedire & Akpore 2009).

Dalsguard (2008) states that the idea of using social media is to provide students with a variety of tools for independent work, reflection, construction and collaboration. Social network also provides learners with value resources for using the web as a tool in order to develop their understanding and solve problems, whether in school, at work, or in their private lives.

The problem of the study is that lecturers have not been able to integrate social network in the teaching and learning process in universities in the South East zone of Nigeria. The outcome is that students are not living university with the most marketable and industry-relevant skills, thus, many graduates lack the necessary skill to move forward.

Purpose of the Study

The main purpose of this study is to find out the extent of awareness, and use of social media among lecturers in teaching and learning in universities in the South East zone of Nigeria. Specifically, the study intends to find out the extent:

- (i) Lecturers in universities in the South East zone of Nigeria are aware of the need to improve teaching and learning through the use of different social media.
- (ii) Lecturers in universities in the South East zone of Nigeria are capable of using social media to help students learn better.

Research Questions

The following research questions guided the study:-

- (1) To what extent are lecturers in universities in the South East zone of Nigeria aware of the need to improve teaching and learning by the use of social media?
- (2) To what extent are lecturers in the South East zone of Nigeria capable of using social media in teaching?

Research Method

The research work adopted descriptive survey design. Simple sampling technique was used for the study. The Population of the study are lecturers in various higher institutions in faculty of education in both federal and state universities in south-east of Nigeria. A total of eighty (80) questionnaires were distributed to lecturers, fifty-eight (58) was duly completed and returned. This shows 72.5% return rate. Simple percentage analysis was based on this number. The universities used for the study and populations include:

Section A: Names of universities in south-east of Nigeria.

Name of Institutions	Sample size	Returned number of questionnaires
Nnamdi Azikiwe University, Awka Anambra State	10	6
Michael Okpara University of Agriculture Umudike- Umahia Abia State	10	10
Federal University Nufu-Alike Ikwo Abakiliki Ebonyi State	10	10
University of Nigeria, Nsukka, Enugu State	10	5
Abia State University, Umahi Abia State	10	7
Anambra State University Uli, Anambra State	10	8
Imo State University, Owerri, Imo State	10	8
Ebonyi State University, Abakiliki, Ebonyi State	10	4
Total	80	58

SECTION B

Role social media play in teaching and learning process in the 21st century.

Role of social media	Responses	Percentage (%)
Yes	47	81.03
No	11	18.96
Total	58	100%

The result in Table 1 revealed that social media play major role in teaching and learning process in the 21st century in our higher institutions. The responses showed that 47(81.03%) agreed and while 11(11.96%) disagree.

Use of social media in private research

Used of social media for research	Responses	Percentage (%)
Yes	8	13.79
No	50	86.20
Total	58	100%

The result in Table 2 indicated that despite the role of social media in teaching and learning process, many lecturers do not use them for private research but for social activities and disseminating information about daily life. Findings showed that 8(13.79%) agree and 50(86.20%) of the responses disagree. This shows that social media are used mostly for social life.

Competent of social media by lecturers

Competent of social media	Responses	Percentage (%)
Yes	9	15.51
No	49	84.48
Total	58	100%

The result in Table 3 indicated that many lecturers are competent with the use of social media. Findings showed that 9(15.51%) said Yes while 49(84.48%) of the responses said No. This shows that lecturers do not have time to surf the Internet.

Type of social media always used by lecturers for teaching and learning process

Type of social media	Responses	Percentage (%)
Web 2.0	-	-
LinkedIn	-	-
Facebook	50	86.20
Google +	-	-
Twitter	-	-
Blogs	8	12.06
Wikis	-	-
Total	58	100%

The result in Table 4 indicated that social media always used by lecturers are Facebook 50(86.20%) and Blogs 8(12.06%). The other social media like Wikis, Web 2.0, Google +, Twitter, LinkedIn are not used by lecturers. This shows that the highest number of users of Facebook is more than any social media in the world.

Awareness of social media by lecturers in South-east

Awareness of social media	Responses	Percentage (%)
Very high extent	18	31.03
High extent	27	46.55
Low extent	5	8.62
Very low extent	8	13.79
Total	58	100%

The result in Table 5 showed that social media awareness by lecturers very high extent 18(31.03%), high extent 27 (46.55%), low extent 5 (8.62%) and very low extent 8(13.79%). This showed that lecturers are aware of social media but they are not interested to use them for teaching and learning in the 21st century.

Teaching and learning made easy with social media

Teaching and learning with social media	Responses	Percentage (%)
Strongly agree	8	13.79
Agree	7	12.06
Disagree	5	8.62
Strongly disagree	38	65.51
Total	58	100%

The result in Table 6 showed that 38(65.51%) strongly disagree that teaching and learning will not made easy with social media, 5(8.62%) disagree, strongly agree 8(13.79%) and 7(12.06%) agree. This showed that lecturers in south-east universities strongly disagree with use of social media for teaching process.

Level of competencies in social media usage by lecturers in South-east

Level of competencies in social media	Responses	Percentage (%)
Very high level	7	12.06
High level	8	13.79
Low level	8	13.79
Very low level	35	60.34
Total	58	100%

The result in Table 7 showed that 35(60.34%) of the lecturers have very low level of competencies in using social media, while high level and low level among them 8(13.79%). This showed that lecturers are not good in using social media networking in south-east universities.

DISCUSSION OF FINDINGS

The article work was on awareness, competencies and use of social media in teaching by lecturers in higher institutions in south –east of Nigeria. Some major findings showed that lecturers in south-east universities do not use social media for teaching and learning process in the 21st century. Other findings include- 8(13.79%) agree and 50(86.20%) of the responses disagree. This shows that social media are used mostly for social life. This shows that highest number use of facebook is more than any social media in the world. The result in Table 5 showed that social media awareness by lecturers very high extent 18(31.03%), high extent 27 (46.55%), low extent 5 (8.62%) and very low extent 8(13.79%). This showed that lecturers are aware of social media but they are not interested to use them for teaching and learning in the 21st century. Another finding showed that lecturers in south-east universities strongly disagree with use of social media for teaching process. Finally, lecturers are not good in using social media networking in south-east universities.

Conclusion/ Recommendations

The article work was on awareness, competencies and use of social media in teaching by lecturers in higher institutions in south –east of Nigeria. Social media are networked tools that support and encourage individuals to learn together while retaining individual control over their time, space, presence activity, identity and relationship. The purpose of the study is to find out lecturers in universities in south-east zone of Nigeria are aware of the need to improve teaching and learning through the use of social media and their competencies as well as levels of social media. In this study some findings showed that lecturers in south-east universities do not use social media for teaching and learning process in the 21st century. Other findings include- 8(13.79%) agree and 50(86.20%) of the responses disagree. This shows that social media are used mostly for social life. This shows that highest number use of facebook is more than any social media in the world. Based on the above findings the researcher which to recommend the following:

- Lecturers at all levels should try to learn about social media tools that will enable them meet (students).
- Lecturers should create their own blog and post some information that will be of benefits to their students.
- Lecturers should try as well to create blog in academia. edu websites, through these students will be reached through teaching and learning.
- Lecturers should try to attend social media conferences or workshops (21st century skills conference/ training).

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