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The role of social media in reshaping the academic activities of vocational and technical education lecturers in Nigeria

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Article Info		ABSTRACT

The use of social media is one of the predominant features in the average daily life of students and lecturers across tertiary institutions in Nigeria. It was against this backdrop that this study was carried out to determine the role of social media in reshaping the future of academic activities among lecturers of Vocational and Technical education in Nigeria. The purpose of this study was to determine the role of social media in reshaping the future of academic activities of vocational and technical education lecturers in Nigeria. Descriptive survey research design was used for the study. A structured questionnaire containing 40- items was prepared by the researcher for data collection. The reliability of the instrument was determined using Kuder Richardson (KR20) formula which yielded 0.85. The population of the study comprised lecturers from the two Colleges of Education in Niger State. Four research questions guided the study. The findings discovered among others that social media is a technological tool that can reshape the future of teaching Vocational and Technical education as it brings with it new opportunities which is capable of promoting collaborative teaching and learning as well as the potential to promote and reshape the future of higher education in institutions of learning. Furthermore, the trend according to the findings of this study revealed that the overwhelming patronage is in terms of making new friends (online), playing games, exchange of affectionate/love messages, online chatting, sharing selfies, spreading false information, hate speeches, and even quarrelling with virtual friends.

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1. INTRODUCTION

The advent and subsequent exponential growth of mobile devices and smartphones which allows easy access to unlimited information has brought about a change in perspective in the style and approach with which teaching and learning is directed universally in the 21st century. This change in perspective, as indicated by [1] is responsible for the colossal change in students' learning styles and approach, the teachers' teaching strategies and systems, just as in procedure for appraisal and leading exploration among others. It is in such manner that researchers affirmed that the rise of Information and Communication Technology gadgets has moved teaching and learning past the bounds of the conventional physical school setting and classroom circumstance. Therefore, unlike the customary school framework which expects up close and personal association between the teacher and the student, the approach of Information and Communication Technology (ICT) as indicated by [2, 3] has now made it feasible for students at home or even on travel to take an interest in ordinary scholastic movement. So also, the teacher can convey guidance or show his students from the solace of his office, library, house or even while on travel utilizing any of the various ICT stage.

One of the most well known 21st century ICT tool which is increasing colossal exposure in teaching and learning include the utilization of social media sites which is usually access through mobile devices and smart phones. Perhaps, it is in this regard that [4] defined social media as a virtual community which has become not just a trend but part of the life of the present generation because it allows the user to connect and interact with others through sharing of information, making profiles, uploading as well as downloading of pictures and statuses among others. Similarly, [5] defined social media as a virtual community for individuals who are interested in a particular subject and communicate related issues of common interest among themselves. Thus, it is commonly used by the younger people to initiate and sustain relationships with one another. Perhaps, it is in this regard that Murray and Waller affirmed that social media is arguably one of the most appropriate avenues for the academic community to exchange information and learn from each other. This particular functionality of social media has attracted the interests of scholars to promote social media as an effective teaching and learning platform for the 21st century. Along these lines, it could be insisted that the utilization of social media in teaching and learning is picking up force due to the recognition that the stage isn't just captivating and inspiring however it likewise give students the certainty to impart and learn at their own pace, time and from advantageous area [6]. Thus, teaching and learning is ordinarily intuitive, student focused, cooperative and on request. In this manner, teaching and learning is getting substantially more social as it would now be able to happen outside of school hours, in non-formal settings and progressively distributed by means of both physically known companions and online associates.

The possibilities of social media makes it a crucial instrument for teaching and learning in the 21st century as it makes education to be significantly more social. In support of this statement, [7] recognized that social media can be viewed as a basic 'tool for teachers' in foundations of learning to catalyze, open up and move the learning of the youthful age. From changing the teaching of subjects over the educational program inside the classroom, to the enormous potential for utilizing social media for out of school hours learning in breakfast clubs, noon, after school, end of the week, occasion exercises just as a few other non-formal school learning exercises; from the more youthful age 'preferring' each other's work on a Facebook Group/Page, to making, making and curating their own substance and learning; to other comparative ways by which social media can be bridled to draw in youngsters in both formal and casual learning inside the virtual network set up.

In the present 21st century, [8] attested that the utilization of social media like Facebook, WhatsApp, Twitter, Youtube, Skype, Imo, Instagram, Blogs, Google+, Palmchart LinkedIn, Reddit, among others offer the most least expensive, simplest and easy to understand foundation of trading information on a wide scope of subjects. They are in this manner roads that the 21st century teachers can use to arrange, share, convey, report and even allot test/evaluation for students. To associates, they are stages that can be utilized to share thoughts, research and remain momentum with issues and updates in their individual fields. Consequently, the teachers of the present age would now be able to develop expertly and extend their insight as there is an incredible discussion happening each day. Most importantly, it could likewise be affirmed that for the 21st century teachers, going to gatherings and courses are never again the main road to meet individual partners and construct proficient learning systems as the nearness of social media has now change this recent difficulty.

Advocates of social media locales as a teaching and learning device contend that the utilization of social media gives an important and substantial learning experience for the students, along these lines speaking to their needs with the point of empowering and invigorating their enthusiasm to learn. In view of its agreeableness among the created countries versus its accessibility among the creating nations in Africa, the utilization of social media can similarly be fittingly utilized by instructors of professional and specialized education to reshape the future of advanced education in organizations over the creating nations in Africa. This view concurs with that of [9, 10] that the utilization of these foundation of guidance crosswise over establishments in Africa has been recognized as a reasonable apparatus that speakers of professional and specialized education can embrace in teaching and learning exchange related courses due to the observation that the stage is prepared to do viably captivating and persuading students, which as indicated by [11] is constantly a key factor for effective learning. This is on the grounds that reviews have indicated that when students are inspired to learn, they will in general find out additional.

Notwithstanding the essential requirement by the National Commission for Colleges of Education (NCCE) (the authoritative body for checking and coordinating academic activities of Colleges of Education in Nigeria) according to [12] that scholars in Colleges of Education should grasp innovative ICT based teaching strategies, for instance, those that incorporates the use of social media, in any case progressing disclosures revealed that the conventional technique for teaching remains the mind-boggling approach used by the educators. Concentrates, for instance, those of [13] and [14] affirmed that the eye to eye system for tending to remain the most standard and great strategy used by the speakers in Nigerian Colleges of Education. The sole determination of this method for direction has been reprimanded severally for its inadequacies which

consolidates how it isn't simply teacher-centered at this point likewise needs versatility to the extent when, where and how teaching and learning occurs past the limits of the classrooms and school days.

Thus, the relentless usage of the ordinary system for getting ready students of Vocational and Technical Education at NCE level isn't good in setting them up to train and contribute completely to the innovative movement of the nation [15]. This inadequacy has moreover been recognized by [16] similarly as [17] as one of the major contributing segments for the tireless dull appearing the extent that aptitudes verifying by the students of Vocational and Technical Education in Nigerian Colleges of Education. This has been a critical wellspring of stress for the country by virtue of its genuine outcomes which is the non-accomplishment of the much needed objective of getting ready and making proficient graduated class from Colleges of Education in Nigeria [18].

In the light of the effects and various advantages related with the utilization of ICT in the field of education, it in this manner becomes basic that for the instructors of Vocational and Technical Education to play out their activity successfully, they ought to be stayed informed concerning the developing ICT based, innovative teaching approaches, for example, those of the social media. The teachers are along these lines expected to investigate the utilization of social media by expanding the various possibilities through powerful use with the perspective on making aptitudes procurement preparing important and fascinating. Maybe, it is along this thinking the NCCE reliably advocates for the utilization of innovative teaching procedures. It is against this foundation that this examination is supporting for the utilization of social media as a methods for reshaping the future of academic exercises of professional and specialized education teachers in Nigeria.

2. METHOD

Descriptive survey research design was utilized for this investigation. The method was viewed as proper in light of the fact that it includes gathering information identifying with the suppositions and frames of mind of the subjects of the investigation. The investigation was carried out in the two Colleges of Education in Niger state, Nigeria. The popuation for this study comprised of 450 lecturers from these Colleges of Education from where purposive testing strategy was utilized to choose 225 lecturers. A structured questionnaire titled: The Role of Social Media in Reshaping the Future of academic activities of vocational and technical education lecturers in Nigeria was developed by the researcher. The 40-item was subjected to content and face validation by experts from the Department of Industrial and Technology Education, Federal University of Technology Minna and Niger State College of Education. Likewise, the Kuder-Richardson (KR20) formula was utilized to dictate the reliability of the instrument and the result acquired was 0.85. This worth was adequate for the unwavering quality of an instrument as certified by [19]. The item articulation of the survey has five choices. The options are: Strongly Agreed, Agreed, Disagreed, Undecided and Strongly Disagreed. Mean was utilized to answer the research questions and it was calculated item by item. Along these lines the interpretation of the Means depended on the limit of the real numbers: 4.00-5.00 (Stronly Agreed), 3.00-3.99 (Agreed), 2.00-2.99 (Disagreed), 1.00-1.99 (Strongly Disagreed), and 0.01-0.99 (Undecided). To decide the degree of acknowledgment, a mean score of 3.00 was picked as the choice point. Therefore, any item with a mean score of 3.00 or more was considered as agreed while responses with a mean score of 2.99 and beneath were regarded as disagreed.

3. RESULTS AND DISCUSSION

The results and findings of this study is presented and discussed according to the research questions presented and analysed in the tables.

Research question 1: What is the role of social media in reshaping academic activities among Vocational and Technical education lecturers in Nigeria in tertiary institutions?

The results of Table 1 discovred that all the items had mean scores over the basis mean of 3.00. This means the lecturers' agreed that the item articulations are roles of social media in reshaping academic exercises among Vocational and Technical Education lecturers.

The analysis in Table 1 uncovers that the lecturers agreed that social media can assume a crucial job in reshaping academic exercises among Vocational and Technical Education lecturers. The outcomes uncovered that the utilization of social media platform can encourage the exchange of research thoughts among lecturers and their colleagues over the globe. Besides, the outcome shows that social media can be utilized to start and support joint efforts between institutions at lower cost.

This investigation likewise uncovered that Lecturers can utilize social media to take students on field trip far and wide without leaving the bounds of their classroom. This discovering was upheld by [20] that with the utilization of online life like Skype, instructors can take their class "far and wide" on a field trip without

leaving the four corners of the regular study hall. One other astonishing component of Skype, as per [20] is that it enables the lecturer to get an associate, a specialist, or even a well known visitor speaker to the class and collaborate with the students yet without the lecturer stepping in physically into the nation or the classroom condition. This is notwithstanding the way that the lecturers can utilize the medium to start and trade examine thoughts and other institutional based coordinated effort over the media.

Table 1. Mean responses of lecturers' opinion on the role of social media in reshaping academic activities.

S/N	ITEMS	Mean (x)	Remark
1	Social media can facilitate exchange of research ideas between lecturers and professional colleagues across the globe	3.8	Agreed
2	The use of Social media can facilitate collaborations between higher institutions at lower cost	3.5	Agreed
3	Lecturers can use social media to take students on field trip around the globe without leaving the confines of their classrooms	4.5	Agreed
4	Educative blogs on social media can be used to increase students motivation and enhanced their learning experience	4.0	Agreed
5	Lecture materials uploaded on social media can easily be downloaded and viewed repeatedly to allow students to learn at their own pace, time and convenient location	4.0	Agreed
6	The use of social media provides lecturers with multiple alternatives to convey information on specific subject matter	4.5	Agreed
7	Lecturers can use social media to inspire and engaged students effectively in learning activities	3.5	Agreed
8	Social media can be used to illustrate abstract and complex concepts through animated 3D images	3.7	Agreed
9	Social media has the potentials to stimulate students learning retention	4.0	Agreed
10	The use of social media allows lecturers to deliver instructions beyond the confines of the traditional 4 walls of classrooms	4.5	Agreed

Research question 2: To what extent is social media used for academic activities?
        Data in Table 2 discloses that all the items had mean scores underneath the criterion mean of 3.00. This indicates that all the lecturers agreed with the item statements that the use of social media for academic doings is very insignificant.

Table 2. Mean responses of lecturers' opinion on the extent of usage of social media for academic activities.

S/N	ITEM	Mean (X)	Remark
1	Lecturers interacts with their professional colleagues through Video internet chart	2.5	Disagreed
2	Lecture materials are uploaded on the social media platform for students to access	2.3	Disagreed
3	Students are given referral task through links to educative on- line websites like how stuff works, do it yourself, etc	2.0	Disagreed
4	Animated cartoons, graphic images and sounds on social media are used in classroom teaching to explain complex and abstract concepts	1.5	Disagreed
5	Lecturers connects to other academics through the social media platforms like Skype or YouTube	2.5	Disagreed
6	Lecturers use the blog to post information for students	2.0	Disagreed
7	Students interest is stimulated through animated cartoons posted by lecturers on social media platform	2.0	Disagreed
8	Lecturers use the social media platform to exchange research ideas and views among their colleagues	2.0	Disagreed
9	Lecturers use the podcast to communicate with their students	1.5	Disagreed
10	Social media platforms like WhatsApp and Facebook are utilized for teaching and learning	1.0	Disagreed

        The analysis in Table 2 uncovered that the lecturers agreed that the utilization of social media for academic doings is inconsequential. This discovering was verified by comparable investigations led by [21] which found that lecturers in south-east Universities of Nigeria don't employ social media for teaching and learning process in the 21st century. As indicated by this investigation, the degree of e-learning is still in its early stages in most Nigerian colleges and other creating nations, fundamentally as a result of the low degree of mindfulness and poor use of ICT by lecturers in teaching and learning . This discovering was additionally

couple with the perspectives on [22] which showed that the utilization of social media in academic doings is a long way from adequate in light of the fact that most lecturers in Nigerian institutions of learning don't utilize the social media as a teaching and learning instrument.

Research question 3: What is the trend in the usage of social media among the Lecturers?

The results of Table 3 reveals that all the items but 1, 3 and 6 had mean scores beyond the cutoff point of 3.00. This is indicates that the lecturers' agreed that social media is predominantly used for socialization and other non-academic activities like spreading of false information and hate speeches.

Table 3. Mean responses of lecturers' opinion on the trend in the usage of social media

S/N	ITEM	Mean (X)	Remark
1	I use the social media to link up with professional colleagues	1.5	Disagreed
2	I use the social media for online socialization and charting	3.5	Agreed
3	I use the social media to conduct academic research	2.0	Disagreed
4	I use the social media to make new friends online	4.5	Agreed
5	I use the social media for playing online games	3.0	Agreed
6	I use the social media for sharing Selfie	2.5	Disagreed
7	I use the social media to exchange affectionate messages	3.5	Agreed
8	The social media provides avenue for inciting hate speeches	3.5	Agreed
9	The social media provides avenue for spreading false information	4.0	Agreed
10	The social media provides avenue for disagreeing and arguing with virtual friends	4.2	Agreed

The results of Table 3 shows that the lecturers agreed that social media is predominantly used for socialization and other non-academic activities like spreading of false information and hate speeches. Thus the trend in the usage of social media among the lecturers is predominantly for socialization. This revelation is in tandem with the views of [9, 23, 24] that the trend in terms of social media usage among academic in tertiary institutions in Nigeria revealed that the overwhelming patronage is in terms of making new friends (online), playing games, exchange of love messages, online charting, sharing Selfies, spreading false information, hate speeches, and even quarrelling with virtual friends. Thus, the teachers just like their students can spend endless hours on Facebook profiles, Whatsapp, Twitters or YouTube among several other social media platforms.

Research question 4: What strategies can enhance the use of social media for academic activities among Vocational and Technical education lecturers?

The result of Table 4 uncovered that all the items had mean scores beyond the cutoff point of 3.00. This is indicates that the lecturers agreed that all the item statements are techniques that can be employed to improve the use of social media for academic activities.

Table 4. Mean ratings of lecturers' opinion on strategies to enhance the use of social media for academic activities

S/N	ITEM	Mean (X)	Remark
1	capacity building programme should be organized to train the teachers to understand the concept of social learning	4.5	Agreed
2	regular workshops should be mounted to keep lecturers abreast with the latest technology on social networking	4.0	Agreed
3	Institutional support in terms of high speed internet connectivity services should be readily available and accessible in the campus	4.5	Agreed
4	Provision of dependable power supply by the electricity authority	4.8	Agreed
5	Provision of substitute solar powered system for ICT facilities	4.7	Agreed
6	Lecturers should be trained to utilize the social media more for academic activities and also guide students to use it effectively.	3.5	Agreed
7	Steady sponsorship to national and international conferences and seminars on advanced ICT based teaching and learning method	4.5	Agreed
8	The lecturers should encourage students to make meaningful use of social media by incorporating them into their classroom lessons.	4.0	Agreed
9	Lecturers should introduce the students to social networking sites that are strictly for educational purposes.	4.2	Agreed
10	Institutions should regulate postings on school- base social media platform and they should constantly watch out for cyberbulling and posting of offensive types of images/articles.	4.5	Agreed

The outcome of Table 4 uncovers that every one of the things had mean scores over the cutoff purpose of 3.00 which means that the lecturers concurred that all the thing articulations are systems that can be utilized to upgrade the utilization of social media for academic exercises among Vocational and Technical education lecturers. Sorting out limit building system to prepare the teachers to comprehend the idea of social learning just as mounting of customary workshops to keep lecturers side by side with the most recent technology on social systems administration destinations are among the top techniques proposed by the respondents. Different procedures incorporate the arrangement of dependable, continuous power supply and fast web availability. These recommendations are pair with comparable discoveries of [25, 26] that arrangement of steady and stable power supply by the power authority, arrangement of 4G fast web network and administrations inside the school premises, customary and periodical limit building workshop on ICT utilization and arrangement of well-prepared ICT focus by the school the executives best the rundown of procedures required to energize the reception of social media by the lecturers. Other key procedures, as indicated by [27, 28] incorporates: Provision of free/financed I cushions, Tablets, and workstations for lecturers, Provision of savvy/intelligent sheets and power point projectors in the staffroom and auditoriums just as customary sponsorship to national and global gatherings and classes on innovative ICT based teaching and learning stages like the utilization of social media.

4. CONCLUSION

The 21st century students in most developing countries, Nigeria inclusive are already very much at home with social media usage outside the formal school system, consequently there is the need to incorporate its usage into the main stream of academic work because it can help the students learn best practices for its usage in addition to offering them exciting new twist in academic activities. Thus, the need for the present crop of Vocational and Technical education lecturers in tertiary institutions to embrace and tap into the potential of using social media in complementing the current conventional learning process cannot be overemphasized. Above all, research findings revealed that social media is a technological tool that can reshape the future of teaching Vocational and Technical education related courses as it brings with it new opportunities in academia which is capable of promoting collaborative teaching and learning as well as the potential to promote and reshape the future of higher education in institutions of learning.

The following recommendations are proffered on the basis of the findings of this study: Capacity building programme should be organized to train the teachers as this will help them understand the concept of social learning and also keep abreast with the latest technology of social networking. Similarly, Institutional support is essential to overcome challenges related to internet connectivity services and challenges of essential amenities such as availability of constant electricity. Furthermore, the Students should also be trained to utilize the social media more for academic activities and also guided to use it effectively. The teachers on their part should encourage students to make meaningful use of social media by incorporating them into their classroom lessons. This can be done by introducing the students to social networking sites that are strictly for educational purposes. Finally, the institutions should regulate students' postings on school- based social media platform and they should constantly watch out for cyberbulling and posting of offensive types of images/articles.

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