Adoption and Use of Social Media for Teaching and Learning in Two Universities in North Central Nigeria

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ABSTRACT

This study investigates the use of social media for teaching and learning among the lecturers and students at the University of Ilorin and Al-Hikmah University in Ilorin, Kwara State, Nigeria. The study was aimed at examining the adoption of social media for teaching and learning among lecturers and students' respectively. A total of 430 respondents comprising of both lecturers and students were analyzed using frequency counts and simple percentages. The findings from the study revealed that social media can be adopted and used for lessons. Also, lecturers and students assent that social media can be used to achieve better results if integrated into lessons. However, the results showed that WhatsApp is the most used and most reliable tool for teaching and learning by lecturers and students of the University of Ilorin and Al-Hikmah University, Ilorin. It is thereby recommended that apart from WhatsApp, the lecturers and students of the University of Ilorin, Al-Hikmah University, and other institutions are requested to adopt other social media such as Google+, Skype and YouTube as an educational tool to facilitate the teaching and learning process to achieve better results in their academics.

Keywords: *Social media, Adoption, Use, Teaching, Learning, Universities*

1. INTRODUCTION

Social media are fast becoming very popular means of both interpersonal and public communication in Nigeria and the world at large. Ezeah, Asogwa, and Obiorah (2013) opined that social worlds make provision for modern interactive collaboration and communication channels through which individuals share ideas, experiences, information of interest, and connect. Social media sites such as Facebook, Twitter, Myspace, and so on have fascinated millions of people and become part of their daily lives (Sobaih, Moustafa, Ghandforoush & Khan, 2016).

Currently, there are a plethora of social network sites with various attributes and multimedia contents designed to meet the interests of users or consumers. The usefulness of social media cannot be overemphasized in the 21st-century world of literacy by any stretch of the imagination (Ezeah et al., 2013).

Presently, social media is having a dramatic influence on almost all areas of human activities and one of the areas of such is the educational sector, and hardly can any student acquire new knowledge without the adequate use of social media (Whitney, 2012).

In the past few years, reports have shown that the application of social media has contributed positively to the educational sector such as; enhancing students' and teachers' collaboration, development of online course content, and sharing of course modules via social media platforms (Manca & Ranieri, 2017). Not only that, but these advanced technologies have also transformed the way students relate in and outside the learning environment which encourages and aids peer interaction. Aiding interaction is important because it results in better and even more effective learning and might be an essential way to obtain success (Bannan & Siau, 2016).

More recently, with the global COVID-19 pandemic teaching and learning is gradually moving from onsite to online, and this has proven more significance of social media to education (Robinson & Baryo, 2020). At the end of the day both lecturers and students will have to key into the use of one social media platform or the other for education continuity.

Education plays a key role in the development of a nation and for that reason, it has to keep evolving and non-stop.

Nigeria being a member of the United Nations (UN), deliberated and expanded the Millennium Development Goals (MDGs) to Sustainable Development Goals (SDGs) whose one of its aim by 2030 is to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"; thereby, the adoption of social media for teaching and learning can play a major role in achieving that (Ukaoha, Abdullahi, and Nwankwo, 2019). Siakas and Georgiadou (2016) noted that technology enhances teaching and learning, and most importantly it has become an essential tool in Higher Education in recent years as it provides easy access to services and an electronic learning environment. In the use of social media as a teaching and learning system, it helps to facilitate the sharing of necessary documents, photos, videos, as well as other valuable information as regards class activities as it relates to teaching and learning. This affords every class member to freely participate, contribute, and give their opinion on various class activities and discussions.

It can be observed generally that there has been a meteoric rise in social media adoption for teaching and learning. Consequently, Siakas and Georgiadou (2016) noted that the use of social media in education is rapidly expanding in the teaching and learning system. It was further stated that social media can aid in changing the status quo of education from the hierarchical teacher-centered approaches to new pedagogic student-centered approaches through bottom-up approach for supporting learning and teaching activities, these activities provide harnessing of collective intelligence unlike the old teacher-centered approaches (Siakas & Georgiadou, 2016; Bannan & Siau, 2016)

The adoption of social media is effective for all students especially for students with low learning speed and even for those with high learning speed. Social media has no time and place-bound but real classrooms are constrained with this. Instead of just using a whiteboard and PowerPoint presentation for a lecture, interactive materials can come from online videos, photos, blogs, interactive dialogue can also come from discussion boards, online forums, virtual meetings, and recorded text messaging transcripts on social media sites (Schmoker, 2018).

Siakas and Georgiadou (2016) asserted that the need to investigate the adoption and use of social media in education cannot be overemphasized since social media has changed the perspective of lecturers/teachers from the

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traditional means of teaching to the involvement of web 2.0 technologies. Moreover, the adoption and use of social media will bring about the exchange of ideas, social interaction, online learning, sharing of knowledge, and study materials in the educational environment (Al-Mukhaini, Al-Qayoudhi & Al-Badi, 2014).

Despite social media popularity towards entertainment and marketing (Ng, 2016), few studies have a look into its use by lecturers and students for academic purposes (Lenhart, Iryakioglu, Erzurum & Zickuhr, 2010; Chen & Bryer, 2012; Elkaseh, Wong & Fung, 2016; Dumpit & Fernandez, 2017). However, educators are aware of social media's benefits (Moran, Seaman & Tinti-Kane, 2011). This study, therefore, endeavors to examine the adoption and use of social media for teaching and learning amongst the University of Ilorin and Al-Hikmah University Ilorin, Nigeria. These two institutions (Al-Hikmah University and the University of Ilorin) are considered for this study because they are both situated in the core of the city (Kwara State, Nigeria) with a large population of students as well as lecturers and there is need to check for their readiness on the adoption and use of social media for teaching and learning by the lecturers and students respectively.

A. Research Questions

The following research questions were formulated as a guide towards the achievement of the aim of this study:
1. What are the various social media tools that can be adopted and be used in teaching and learning?
2. What are the lecturers' and students' levels of adoption of social media in the teaching and learning system?
3. To what extent do lecturers and students use social media in teaching and learning system?
4. What are the challenges of using social media as a learning tool as perceived by students and lecturers?

2. LITERATURE REVIEW

A similar study carried out in Universiti Utara Malaysia examined the level of social media usage among lecturers for teaching. The study showed that 70% of the lecturers positively agreed and have begun to use social media for teaching purposes; such as conducting online teaching, online discussion, and some academic activities (Hashim & Zamani, 2015).

Siakas, Makkonen, Siakas, Georgiadou, and Rahanu, (2017) carried out a study amongst both lecturers and students in Greece and Finland, a survey instrument was used to get data from all respondents. The result revealed that the Facebook platform is the most preferred tool to enhance students learning. Okereke and Oghenetega, (2014) carried out a similar study on the impact of social media on the academic performance of four different tertiary institutions in Nigeria students. The study shows that undergraduate students mostly make use of social media platforms such as Facebook, WhatsApp, and Skype for various purposes other than academic purposes. The study thereby encourages the use of social media for educational purposes to improve academic performance.

The adoption of social networking technology in the teaching and learning process in Nigeria tertiary institutions was a research carried out by (Ezike, 2015) at Michael Okpara University of Agriculture Umudike. Findings from the study showed that 80% of the respondents affirmed that social media/networking should be adopted for teaching and learning in Nigerian universities as it has a lot of benefits as well as create a strong bond between lecturers and students.

Morrison, Oyedele, Oladunjoye, and Maman, (2017) focused on the utilization of social media in the classroom by business teacher educators in Nigeria. The study confirmed that some of the teacher educators have a negative opinion such as lack of expertise and information towards the integration and use of social media into instructional technology.

An infusion model for the adoption of social media in Nigeria tertiary institutions was carried out by (Idowu, Oladejo, Balogun, and Sarumi, 2019). The study revealed the various social media platform used by Nigerian undergraduate students. The results showed that the respondents make use of platforms like Facebook, Twitter, Snapchat, Linkedln, ResearchGate, and Instagram. Though, most respondents commonly use Facebook, Twitter, Snapchat, and Instagram which allows them to share media such as pictures, video, and audio with their friends other than using those meant specifically for academic or entrepreneurial purposes like Linkedln and ResearchGate.

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3. METHODOLOGY

The descriptive survey method was used. A total of 500 respondents were involved, where the simple random sampling technique was used to randomly select 375 students and 125 lecturers representing the entire data population. The distribution is as shown in Tables 1 and 2 respectively. The population of this study comprised of the lecturers and students of four (4) faculties at the University of Ilorin and Al-Hikmah, Ilorin respectively.

The Questionnaire administered to the respondents was made up of two (2) types; Appendix A and B, with the same set of questions but modified to fit the respective groups where Appendix A is for Students and Appendix B for Lecturers.

As stated earlier and as appeared in Table 1 and Table 2, out of the total of 500 questionnaires that were administered to respondents in the University of Ilorin, Ilorin and Al-Hikmah University, Ilorin (375 copies for students and 125 copies for lecturers in both), 458 (91.6%) copies were returned. However, only 430 (86.0%) copies of the questionnaire were filled and returned and validated for the study. Hence, these 430 copies of questionnaires were used for the analysis of this study. Table 3 shows the breakdown of the performance of the questionnaire.

4. RESULTS

Research Question One: What are the various social media tools that can be adopted and be used in teaching and learning?

The data in Table 4 shows that most of the respondents for both lecturers and students believe WhatsApp to be their most reliable educational tool from the list of social media tools investigated in this study for both teaching and learning.

Research Question Two: What is the lecturers' and student's level of adoption of social media in the teaching and learning system?

From the data collected as shown in Table 5, it revealed that most of the respondents use WhatsApp most frequently, followed by Twitter, Facebook, Google Classroom, Blog, and YouTube respectively. This shows that the most frequently used social media tool is WhatsApp. Most of the respondents also believe that the reliable social media tool for education is also WhatApp (as shown in Table 4). As such, it can be adopted for teaching and learning. Other platforms listed and many other ones available like Skype and Google+ aren't left out and can also be tried out as an educational tool as well.

Research Question Three: To what extent do lecturers and students use social media in teaching and learning system?

The data in Table 7 shows the opinion of respondents on social media adoption for teaching and learning. It was deduced from the table that a high percentage of respondents agreed to the use of social media for educational purposes, giving a high percentage of respondents that agreed to easy adoption of social media for teaching and learning.

Research Question Four: What are the challenges of using social media as a learning tool as perceived by students and lecturers

The data in Table 8 indicates that 76 (17.7%) of the respondents strongly agreed that the lack of constant Internet service is a challenge to the adoption of social media for teaching and learning. Also, 120 (27.9%) of the respondents agreed that the epileptic power supply will be a challenge towards the adoption. Furthermore, 125(29.1%) agreed that inadequate knowledge on social media use is a challenge to the adoption, 109 (25.3%) of the respondents agreed that lack of integrity and privacy on social media will be a challenge. While 141(32.8%) of the respondents agreed that distraction will ensue from other social media activities during the teaching/learning period. This shows some of the greatest challenges towards social media adoption for teaching and learning which needs utmost consideration while adopting social media. Table 10 shows that a total of 368 (85.6%) respondents were present on Facebook, 127 (29.5%) on Google Classroom, 351 (81.6%) on Twitter, 190 (44.2%) on WhatsApp, 297 (69.1%) on Blog, and 84 (19.5%) of respondents were present on YouTube. This implies that most of the respondents were present on Facebook.

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5. DISCUSSION OF FINDINGS

From the research question one, it can be deduced that a large number of the respondents are members of one social media site or the other, and more than often they use social media for various purposes. Findings from the study revealed that most of the hours spent on social media are more than 3 hours; this can be seen in Table 6. Moreso, WhatsApp was perceived as the most widely used and reliable social media platform in the study, while it can be seen that the social media site with the most presence is Facebook as seen in table 10. This is in support of the findings of Mitchell and Honore (2007), which found out that social media is reliable and people are heavily present on social media than physical conversation.

It can be seen from the second research question that the most frequently visited social media platform is WhatsApp, then Facebook, Twitter, Google Classroom, Blog, and YouTube accordingly. This implies that the study revealed that WhatsApp is the most frequently used social media site. This might be because WhatsApp is an instant messaging application. The findings of this study corroborated the findings of Cotner (2012) who found that WhatsApp and Facebook have a high rate of social media use. The findings are also quite similar to the findings in the study carried out by Hashim and Zamani (2015) which showed that the most used social media platforms are YouTube and Facebook.

The third research question shows that the use of social media will positively affect educational life and aids interaction, more so it was found that social media as a tool for teaching can be easily adopted by students/lecturer. This is in dissonance with the findings of Brabazon (2007) of who found that social media negatively affects students. The findings here are also contrary to the findings by Hashim and Zamani (2015) which viewed the use of social media as a form of distraction and considered it as not too good for students.

Research question four revealed that there are a lot of challenges bordering on the use of social media by students and lecturers for learning and teaching tool. It was revealed that most of the students have challenges with epileptic power supply, lack of Internet service, integrity and privacy issues on social media, inadequate knowledge, and distraction from other social media activities during the teaching period.

Finally, no effort was made by the researchers to provide some specific distributions. For example, the specific number of male respondents in each of the two institutions sampled was not provided. Ditto number of females. For instance, see Table 3.2. This constitutes limitations of the paper. Further studies may take into account more peculiarities of each institution so as to have more indepth understanding of social media adoption and utilization among tertiary institution students.

6. RECOMMENDATION

Based on the findings of the study, the following recommendations are made:

- Students and lecturers are encouraged to incorporate social media in teaching their students so learning can continue outside the walls of the universities and to create an avenue for lecturers and students to continue interaction so as not to limit themselves to the very little time given for each lesson. Most especially now with the rise of COVID-19 pandemic happening around the globe, various social media and online platforms should be explored for the continuity of teaching and learning.
- The government and institutional management should address the network service to reduce the issue with internet services which are major factors that can limit or hinder the adoption and use of social media among undergraduate students.
- Lecturers and students should improve their knowledge of the use of social media and increase their interest in its adoption and use.
- The power supply which is one of the most effective factors and a challenge towards the adoption and use of social media should be improved and other basic amenities should be addressed to encourage the adoption and use of social media.

7. CONCLUSION

The importance of social media today cannot be over-emphasized in teaching and learning in Universities. In this study, a total of 430 respondents comprising of both lecturers and students were analyzed using frequency counts and simple percentages. The study revealed that social media can be adopted and used for lectures. Lecturers and students assent that social media can be used to achieve better results if integrated into teaching and learning. However, the results showed that WhatsApp is the most used and most reliable tool by both lecturers and students of the University of Ilorin and Al-Hikmah University, Ilorin, Nigeria. Findings from this study established that social media can be adopted and used for teaching/learning purposes.

It was discovered that adoption of social media as a teaching and learning tool will be faced with some challenges such as inadequate power supply, lack of technical know-how among some students and lecturer, poor internet network connection to mention a few; in which with the appropriate intervention and planning from the institution and government at large, such challenges can be mitigated. In essence, this paper has presented a report on the perception of lecturers and students in two universities in North-central Nigeria, concerning the adoption and use of social media for teaching and learning. Numerous social media tools were examined during the research to ascertain the most reliable social media tool to be determined by the two institutions (University of Ilorin and Al-Hikmah University Ilorin).

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Table 1: University of Ilorin				
Faculty	Total population		Sample size	
	Students	Lecturers	Students	Lecturers
Law	860	88	38	21
Communication Info. & Sci	1626	60	49	11
Environmental science	923	41	30	16
Life sciences	3577	87	78	17
Total	**6986**	**276**	**195**	**65**

Table 2: Al-Hikmah University Ilorin				
Faculty	Total population		Sample size	
	Students	Lecturers	Students	Lecturers
Education	698	26	68	15
Management Science	471	29	35	12
Natural science	695	55	45	18
Humanities	652	33	32	15
Total	**2516**	**143**	**180**	**60**

Table 3.1: Copies of the Research Questionnaire				
Administered	Retrieved	Lost	Validated	Invalidated
100% (N =500)	91.6% (n =458)	8.4% (n = 42)	86.0% (n = 430)	5.6% (n = 28)

Table 3.2: Respondent's Gender						
	Students		Lecturers		Total	
Variable	**Number**	**%**	**Number**	**%**	**Number**	**%**
Male	178	53.3	62	64.6	240	55.8
Female	156	46.7	34	35.4	190	44.2
Total	**334**	**100.0**	**96**	**100.0**	**430**	**100.0**

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Table 3.3: Respondents Institution						
	Students		Lecturers		Total	
Variable	**Number**	**%**	**Number**	**%**	**Number**	**%**
University of Ilorin	232	69.5	71	74.0	303	70.5
Al-Hikmah University	102	30.5	25	26.0	127	29..5
Total	**334**	**100.0**	**96**	**100.0**	**430**	**100.0**

Table 4: Frequency and percentage of Respondents' Perception on Reliability of Social Media as an Educational Tool				
	Students		Lecturers	
Variable	**Number**	**%**	**Number**	**%**
Facebook	56	16.8	25	26.0
Twitter	10	3.0	3	3.1
YouTube	24	7.2	16	16.7
Google Classroom	101	30.2	35	36.5
WhatsApp	132	39.5	12	12.5
Others	11	3.3	5	5.2

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Table 5: Frequency and percentage of Social Media Usage										
Variables	Responses									
	Several Times Daily		**Once Daily**		**Several Times Weekly**		**Weekly**		**Occasionally**	
	No	**%**	**No**	**%**	**No**	**%**	**No**	**%**	**No**	**%**
Facebook	156	36.3	129	30.0	55	12.8	52	12.1	38	8.8
Google Classroom	87	20.2	64	14.9	125	29.1	36	8.4	22	5.1
Twitter	149	34.7	121	28.1	48	11.2	37	8.6	75	17.4
WhatsApp	214	49.8	147	34.2	25	5.8	15	3.5	29	6.7
Blog	76	17.7	89	20.7	114	26.5	81	18.8	70	16.3
YouTube	25	5.8	12	2.8	87	20.2	82	19.1	224	52.1

Table 6: Hours spent on Social Media				
	Students		Lecturers	
Variable	**Number**	**%**	**Number**	**%**
0-30 minutes	58	17.3	54	56.3
30 mins-1 hour	80	24.0	15	15.6
1 hour- 1hr30mins	71	21.3	17	17.7
More than three hours	125	37.4	10	10.4

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Table 7: Frequency and percentage of Social Media Adoption										
Variables	Responses									
	Strongly Agreed		Agreed		Neutral		Disagreed		Strongly Disagreed	
	No	%	No	%	No	%	No	%	No	%
Educational purpose	58	13.5	21	4.9	17	4.0	112	26.0	222	51.6
Positive education	73	17.0	51	11.9	19	4.4	135	31.4	152	35.3
Anxiety disorder	11	2.6	15	3.5	51	11.9	179	41.6	174	40.4
Educational life	214	49.8	101	23.5	25	5.8	32	7.4	58	13.5
Good tool for learning	125	29.1	129	30.0	36	8.4	78	18.1	62	14.4
Interaction	287	66.7	102	23.7	12	2.8	15	3.5	14	3.3
Easy adoption	156	36.3	129	30.0	55	12.8	52	12.1	38	8.8
Integration	149	34.7	121	28.1	48	11.2	37	8.6	75	17.4
Communication	76	17.7	89	20.7	114	26.5	81	18.8	70	16.3

Table 8: Challenges of Adopting Social Media										
Variables	Responses									
	Strongly Agreed		Agreed		Neutral		Disagreed		Strongly Disagreed	
	No	%	No	%	No	%	No	%	No	%
Internet service	76	17.7	32	7.4	32	7.4	112	26.1	178	41.4
Electronic gadget	23	5.4	35	8.1	42	9.8	169	39.3	161	37.4
Power supply	120	27.9	153	35.6	23	5.3	49	11.4	85	19.8
Knowledge	125	29.1	129	30.0	36	8.4	78	18.1	62	14.4
Integrity and privacy	109	25.3	98	22.8	15	3.5	117	27.2	91	21.2
Distraction	141	32.8	112	26.1	19	4.4	82	19.1	76	17.6

Note: SA+A=A, SD+D=D

Haroon-Sulyman, Janet, Kadiri and Tunde (2020). Adoption and Use of Social Media for Teaching and Learning in Two Universities in North Central Nigeria

Table 9: Social Media Used Frequently				
	Students		Lecturers	
Variable	**Number**	**%**	**Number**	**%**
Facebook	53	15.9	16	16.7
Twitter	76	22.8	16	16.7
YouTube	18	5.4	5	5.2
Google Classroom	42	12.5	19	19.8
WhatsApp	85	25.4	40	41.6
Blog	45	13.5	-	0.0
Others	15	4.5	-	0.0

Table 10: Presence on Social Media				
	Students		Lecturers	
Variable	**Number**	**%**	**Number**	**%**
Facebook	279	83.5	89	92.7
Google Classroom	102	30.5	25	26.0
Twitter	304	91.0	47	49.0
WhatsApp	125	37.4	65	67.7
Blog	201	60.2	96	100.0
YouTube	72	21.6	12	12.5

APPENDICES

APPENDIX A

UNIVERSITY OF ILORIN, ILORIN, KWARA STATE
FACULTY OF COMMUNICATION AND INFORMATION SCIENCES
DEPARTMENT OF INFORMATION SND COMMUNICATION SCIENCE

TOPIC: THE ADOPTION AND USE OF SOCIAL MEDIA FOR TEACHING AND LEARNING IN ILORIN UNIVERSITIES.

Dear Respondent,

This questionnaire is designed to collect data for my degree project in the above department. The questionnaire solicits your views and opinions on the **Adoption and Use of Social Media in Teaching and Learning** in Ilorin universities. Your respective response would be highly appreciated. Thanks in anticipation for your contribution.

Thanks.

Yours' faithfully,

FOR STUDENTS

Section A
DEMOGRAPHIC PROFILE

1. Age: 16-20( )   21-25( )   26-30( )   30 and above ()

2 .Gender: Male () Female ( )

3. Institution: University of Ilorin ( ) Al-hikmah University ( )

4. Faculty: 100L ( )   200L ( )   300L( )   400L( ) 500L ( )   600L( )

5. Department: . …………………………………………………….

Section B

1. **Social Media Use Pattern**

1. **Are you a member of a social media site?**

   Yes [ ] No [ ]

2. **How often do you use social media?**

   Daily [ ] Often [ ] Weekly [ ] Rarely [ ] Occassionally [ ]

3. **What social media site do you use most frequently?**

   Facebook [ ] Twitter [ ] Youtube [ ] Google classroom [ ] Whatsapp [ ]Blog[ ]

   other_____

4. **How many hours do you spend on social media daily?**

   0-30mins [ ] 30mins-1hr [ ] 1hr-1hr30mins [ ]more than three hours [ ]

5. **How many social media sites are you a member of?**

   None [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] other [ ]

6. **How do you access your social media account?**

   Desktop [ ] Laptop [ ] Smartphone [ ] Ipad [ ]

7. **Why do you use Social media sites?(You can choose more than one one choice)**

   To find information [ ] To play games [ ] To make friends [ ] for entertainment [ ]

   Studying [ ] others [ ]

8. **How often do you update your status on social media?**

   Always [ ] Everyday [ ] Once in a while [ ] Not at all [ ]

9. **Do you use social media to communicate with your lecturers?**

   Yes [ ] No [ ]

10. **Have you ever used social media as an educational tool?**

    Yes [ ] No [ ]

11. **If you answered Yes in the above question, please signify the social media used**

    …………………………………………………………….

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12. If you answered No, then would you be interested in using social media as an educational tool?

Yes [ ] No [ ]

13. Which of these social media sites would you suggest as a reliable learning tool?

Facebook [ ] Twitter [ ] Youtube [ ] Google classroom [ ] Whatsapp [ ]

other_____

14. **Please give your reason** …………………………………………………………………………..

15. Do you think you and your peers will achieve better results if social media is integrated into lessons?

Yes [ ] No [ ]

Please indicate your presence on the following social media site by ticking your answer.

Social media	Yes	No
Facebook		
Google classroom		
Twitter		
Whatsapp		
Blog		
YouTube		

Others, specify:

……………………………………………………………………

2. Frequency of usage of social media

This section asks about the frequency of usage of social media. For each statement, please tick the column that best represents your view using the following scale, 1= Several times daily (S.T.D), 2=Once daily (O.D),3= Several times weekly (STW),4= Weekly(W),5=Occasionally(O)

No	Social media sites	STD	OD	STW	W	O
1.	Facebook					
	Google classroom					
2.	Twitter					
3.	Whatsapp					

4.	Blog					
5.	YouTube					

Others, specify: …………………………………………………………

Section C

This section asks about your view on social media adoption. For each statement, please tick the column that best represents your view using the following scale, 1. = Strongly agree (S.A), 2= Agree (A), 3=Neutral (N), 4= strongly disagree (S.D), 5=Disagree (D)

No	Social Media Adoption	SA	A	N	SD	D
1.	I use social media for educational purposes					
2.	Social media affects my education positively					
3.	Too much time on social media causes anxiety disorder.					
4.	The use of Social media affects my Educational life					
5.	Social media can be a good tool for teaching and learning in universities					
6.	It is easier to interact with peers and lecturers on Social media rather than face to face interaction					
7.	Social media as a tool for teaching/learning can be easily adopted by students/lecturers					
8.	Students will achieve a better result if social media is integrated into lessons					
9.	Social media is the best way for students to reach lecturers					

Others, specify: ………………………………………………………….

Section D

This section asks about your view on the Challenges of the adoption of social media. For each statement, please tick the box that best represents your view using the following scale, 1. = Strongly agree (S.A), 2= Agree (A), 3=Neutral (N), 4= strongly disagree (S.D), 5=Disagree (D)

No	Challenges of adopting social media	SA	A	N	SD	D
1.	Lack of constant Internet service					
2.	Lack of electronic gadgets for social media access					
3.	Epileptic power supply					
4.	Inadequate knowledge of the use of social media					
5.	Lack of integrity and privacy on social media					
6	Distraction from other social media activities during the learning period					

APPENDIX B

UNIVERSITY OF ILORIN, ILORIN, KWARA STATE
FACULTY OF COMMUNICATION AND INFORMATION SCIENCES
DEPARTMENT OF INFORMATION SND COMMUNICATION SCIENCE

TOPIC: THE ADOPTION AND USE OF SOCIAL MEDIA FOR TEACHING AND LEARNING IN ILORIN UNIVERSITIES.

Dear Respondent,

This questionnaire is designed to collect data for my degree project in the above department. The questionnaire solicits your views and opinions on the **Adoption and Use of Social Media in Teaching and Learning** in Ilorin universities. Your respective response would be highly appreciated. Thanks in anticipation for your contribution.

Thanks.

Yours' faithfully,

LECTURERS

Section A

DEMOGRAPHIC PROFILE

1. Gender: Male ( ) Female ( )

2. Age: 21-30 ( ) 31-40 ( ) 41-50 ( ) 50 and above ( )

3. Institution: University of Ilorin ( ) Al-hikmah University ( )

4. Academic Position: G A [ ] A L [ ] L II [ ] L I [ ] S L [ ] Ass. Prof [ ] Prof [ ]

Section B

I.   Social Media Use Pattern

16. Are you a member of a social media site?

Yes [ ] No [ ]

17. How often do you use social media?

Daily [ ] Often [ ] Weekly [ ] Rarely [ ] Occassionally [ ]

18. What social media site do you use most frequently?

Facebook [ ] Twitter [ ] Youtube [ ] Google classroom [ ] Whatsapp [ ]

other_____

19. How many hours do you spend on social media daily?

 0-30mins [ ] 30-1hr [ ] 1hr-1hr30mins [ ]more than three hours [ ]

20. How often do you update your status on social media?

Always [ ] Everyday [ ] Once in a while [ ] Not at all [ ]

21. How many social media sites are you a member of?

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None [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] other [ ]

22. How do you access your social media account?

Desktop [ ] Laptop [ ] Smartphone [ ] Ipad [ ]

23. Do you use social media to communicate with your Students?

Yes [ ] No [ ]

24. Have you ever used social media in teaching?

Yes [ ] No [ ]

25. If you answered Yes in the above question, please signify the social media used

…………………………………………………………….

26. If you answered No, then would you be interested in using social media as a teaching tool?

Yes [ ] No [ ]

27. Which of these social media sites would you suggest as a reliable teaching tool?

Facebook [ ] Twitter [ ] Youtube [ ] Google classroom [ ] Whatsapp [ ]

other_____

28. **Please give your reason** ………………………………………………………………………..

………………………………………………………………..…………………………………

29. Do you think the students will achieve better results if social media is integrated into lessons?

Yes [ ] No [ ]

Please indicate your presence on the following social media site by ticking your answer.

Social media	Yes	No
Facebook		
Google classroom		
Twitter		
Whatsapp		
Blog		
YouTube		

Others, specify: ………………………………………………………………

2. Frequency of usage of social media

This section asks about the frequency of usage of social media. For each statement, please tick the column that best represents your view using the following scale, 1= Several times daily (S.T.D), 2= Once daily (O.D),3= Several times weekly,4= Weekly(W),5= Occasionally(O)

No	Social media sites	1	2	3	4	5
1.	Facebook					
2.	Google classroom					
3.	Twitter					
4.	Whatsapp					
5.	Blog					
6.	YouTube					

Others, specify: ………………………………………………………………

Section C

This section asks about your view on social media adoption. For each statement, please tick the column that best represents your view using the following scale, 1. = Strongly agree (S.A), 2= Agree (A), 3=Neutral (N), 4= strongly disagree (S.D), 5=Disagree (D)

No	Social Media Adoption	1	2	3	4	5
1.	I use social media for educational purposes					
2.	Social media will affect the students' education positively					
3.	The use of Social media will affect the students' Educational life					

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4.	Social media can be a good tool for teaching and learning in universities					
5.	It is easier to interact with students on Social media rather than face to face interaction					
6.	Social media as a tool for teaching can be easily adopted by students/lecturers					
7.	Students will achieve a better result if social media is integrated into lessons					
8.	Social media is the best way for students to reach lecturers					

Others, specify: ……………………………………………………………….

Section D

This section asks about your view on the Challenges of the adoption of social media. For each statement, please tick the box that best represents your view using the following scale, 1. = Strongly agree (S.A), 2= Agree (A), 3=Neutral (N), 4= strongly disagree (S.D), 5=Disagree (D)

No	Challenges of adopting social media	1	2	3	4	5
1.	Lack of constant Internet service					
2.	Lack of electronic gadgets for social media					

	access					
3.	Epileptic power supply					
4.	Inadequate knowledge of the use of social media					
5.	Lack of integrity and privacy on social media					
6	Distraction from other social media activities during the teaching period					

Others, specify: …………………………………………

THANK YOU