Perceived Strategies to Improve Learning Through Social Media in Federal College of Education Pankshin, Plateau State, Nigeria

Dasar Dyenan[1], Polmi Ibrahim[2], Linda K. Yaro[3] Ph.D, Nokshuwan Emmanuel Jidauna[4] & Jari Ruth Hafsat[5]

[1-4]Department of Social Studies, Federal College of Education Pankshin, Plateau State, Nigeria
[5]Department of Fine and Applied Arts, Federal College of Education Pankshin, Plateau State, Nigeria
Corresponding Author: emmyjiddy@gmail.com

ABSTRACT

The study examined perceived strategies to improve learning through social media in federal college of education Pankshin, Plateau State, Nigeria. The study explored descriptive research design of a survey type. The population comprised all the federal colleges of education students in Pankshin. The sample size of 200 respondents were randomly selected using simple random sampling techniques. Questionnaire was the instrument used to collect data for the study. The instrument was validated by experts. The reliability coefficient of 0.71. The research questions raised were answered using the frequency counts, percentage, and mean scores and hypothesis were tested using t-test. The study revealed that there is no significant different in the mean rating of male and female of male and female on the strategies that can help students to overcome the challenges of learning through social media. It was concluded that educators need to improve and incorporate social media in learning and teaching process. The study recommended among other that Trainings and workshops should be organized for lecturers and students to integrate social media in their lecture room. All the challenges that students are facing in learning through social media should be addressed by the government and college management.
.
Keywords: Perceived Strategies, Improving Learning, Social Media, Federal College of Education Pankshin, Plateau State, Nigeria

1. INTRODUCTION

Quality education has been defined and determined by the availability of social media through educational resources, teaching and learning procedures, suitable and up-to-date materials, and so on. It is impossible to emphasize the importance of quality education in society and its accessibility without the availability of social media. The twenty-first century has provided us with the best resource for obtaining quality learning. Social media is a platform that can be used to create and attract new ways to make learning more attractive, as well as to encourage participation.

Social media has proven to be an effective tool for achieving the key goals of high-quality education, ranging from raising awareness to providing learning opportunities, strengthening interaction, and completing work more quickly. It has become an important tool not only for business and communication, but also for teaching. In general, students use social media to share and receive real-time information, assignments, and problem-solving solutions. Social media learning is the practice of using social media platforms to promote student learning. Kajal (2019) described social media learning as a gathering of websites and applications that allow users to create and share content for social networking, specifically for learning. It is an interactive technology for sharing various ideas, information, career interests, and other forms of expression through communities networking. It is not limited to posting photos, watching films and cartoons, among other things. Boyd and Ellison (2007) outlined "social media" as "technology that facilitates social communication and allows for discussion among its members." Students account for a sizable proportion of users, making them both consumers and providers of media information. In recent years, students' use of social media has increased and become more common.

However, social media provides numerous opportunities for interaction and learning. There are several reasons why children should use internet-based media as a positive tool. Social media is an important part of every learner's activity. Communicating with friends, classmates, teachers, and colleagues has become a simple option thanks to its ability to provide and retrieve a large amount of information. Students and teachers are now better connected while using social media for learning. According to Zahid, Ahmad, Syed, and Faisal (2016), the most widely used social media applications for learning are Facebook, Twitter, Myspace, LinkedIn, Google+, Skype, WhatsApp, and Facebook.

The importance of social media in teaching and learning is very important in our various learning instructions. According to Oladipupo, Oyelekan, and Adedeji (2016), the use of social media for learning is obvious. The use of social media has exploded and taken over virtually everything we do and use at the macro and micro level, and it is also causing changes in all spheres of life. According to Suleiman (2019), social media has gained superior credibility as a trusted source of information and a platform for teachers and students to interact. According to Awingura (2022), sharing information and links to other sites has become extremely simple for students as they share bits of information with their friends, classmates, and other connections. Many schools, colleges, and universities have started providing the ability to connect with a large number of students through the use of social media platforms such as Twitter, and YouTube Suleiman (2014). According to Blessed (2019), social media is an excellent and free medium for students. It can be used for more than just communication. It is also an excellent tool and technology for promoting events, new courses, and various advanced research. As a result, it can be used to improve learning.

Despite what appears to be positive aspects of social media, studies have revealed that there are many negative aspects of social media, particularly for teenagers and youths. According to studies, teenagers and youths are negatively impacted by the unrestricted information available on social media. In a review, Ali, Igbal, and Igbal (2017) stated that high Internet exposure by learners carries a risk as in the negative effects of social media on learners which include hacking, identity theft, phishing scams, and exposure to pornographic materials inability of teachers to teach with social media during teaching due to lack of power supply and learning process, data problem, among others.

According to Awingura (2022), the issues with social media use include exposing young students to uneducated and morally corrupt materials, causing students and teachers to miss class due to addiction, supporting exam fraud, and disseminating false information. According to Adeniyi (2022), when used for learning, social media can cause learners to develop antisocial behaviors such as fraudulent habits, depriving learners of reading their books, becoming addicted to social media, and poor study habits, among other things. According to Araoye (2018), "318 (86%) have smart phones, (33,7) 124 are on WhatsApp."

A higher percentage agreed that they spend the majority of their time charting, both in the morning and at night, and some said they chart while lectures are taking place. Methods that can help students overcome the challenges of online learning can be extremely beneficial. According to Sharive (2018), in order for social media learning to be successful, students must be educated about the impact of social media, and teachers must develop the habit of using social media during class. Students' use of social media while learning must be monitored and controlled, and schools must ensure that students only use social media for academic purposes. Distractions in class should be avoided, and social media

platforms should be improved by providing different ways for learners to connect to the internet. Furthermore, Joachim, Moses, Kizito, and Ifenyinwa (2018) emphasized the importance of parents and teachers using social media responsibly in order to set a good example for their students and demonstrate the benefits of social media. Alaric, (2022) (2022) Parents and guardians should also monitor their children's activities at home to ensure that social media platforms are only used for educational purposes. Institutions should provide learning facilities for learning through social media, schools should have consistent power supply, schools should be connected with internet connectivity, and social media users should be given free internet access to enjoy learning on social media.

Furthermore, Oladipupo, Oyelekan, and Adedeji (2016) emphasized that the government should provide adequate technological gadgets to schools, enable teachers to be ICT compliant, and allow social networks to be used as a supplement to traditional teaching methods. Based on a review of related literature on the benefits and drawbacks of social media on learning, our findings are consistent with what we see among students at the Federal College of Education Pankshin, who spend their quality time on social media doing things that are counterproductive to their learning.

Furthermore, previous studies examined perceived strategies for enhancing learning through social media in classrooms, but none addressed issues such as network issues, a lack of reliable power sources, access to Android or smart phones, subscription issues because the majority of students rely on free data to browse, or how to use the various social media platforms, among others.

1.1 Objective of the Study
1. To examine the challenges students are facing in learning through social media in Federal College of Education Pankshin
2. To investigate the strategies that can help students to overcome the challenges of learning through social media in Federal College of Education Pankshin

1.2 Research Questions
1. What are the challenges students are facing in learning through social media in Federal College of Education Pankshin
2. What are the strategies that can help students to overcome the challenges of learning through social media in Federal College of Education Pankshin

1.3 Hypothesis
H_0:   There is no significant difference in the mean rating of male and the female on the challenges student are faced in learning through social media

H_1:   There is a significant difference in the mean rating of male and the female on the challenges student are faced in learning through social media

H_0:   There is no significant difference in the mean rating of male and female on the strategies that can help students to overcome the challenges of learning through social media

H_1:   There is a significant difference in the mean rating of male and female on the strategies that can help students to overcome the challenges of learning through social media

2. METHODS

A descriptive research design was used for the study, because it aided the collection of information from the population. The population comprised all students of Federal College of Education Pankshin. Simple random sampling technique was used to select 200 respondents as sample. A self-design questionnaire titled Perceived strategies to improve learning through social media among Federal College of Education students in Plateau state, Nigeria was used to collect data for the study. Information in the questionnaire were rated with four Likert scale SA, A, D, SD.

To validate the instrument, the questionnaire was given to two experts from Social Studies Education and Test and Measurement of Federal College of Education Pankshin. The reliability of the was ensure using a pilot study and the Cronbach's Alpha method, the reliability coefficient of 0.71 was obtained which means that the instrument was reliable enough. Data Collected were analyzed using frequency, percentage and mean scores, while t-test was used to test the hypotheses at 0.05 level of significance.

3. RESULTS

Tale 1: Mean Rating of the Challenges Students face in Learning through social media in Federal College of Education Pankshin

S/N	Statement	SA	A	UD	D	SD	Mean	Decision
1	Charting through social media deprive me the opportunity to read my books	80 (40%)	80 (40%)	4 (2%)	32 (16%)	4 (2%)	4.00	Agreed
2	Poor study habit among students because of addiction to social media	108 (54%)	68 (34%)	16 (8%)	8 (4%)	0 (0%)	4.38	Agreed
3	Poor knowledge of importance of social media to learning	32 (16%)	80 (40%)	40 (20%)	36 (18%)	12 (6%)	2.88	Disagree
4	Inappropriate use of social media for learning among students	68 (34%)	92 (46%)	12 (6%)	20 (10%)	8 (4%)	3.96	Agreed
5	Poor network connectivity within the school campus	68 (34%)	92 (46%)	8 (4%)	20 (10%)	12 (6%)	3.92	Agreed
6	High cost of android/smart phones	72 (36%)	72 (36%)	24 (12%)	20 (10%)	12 (6%)	3.86	Agreed
7	Inability of teachers to teach with social media during teaching and learning process	68 (34%)	52 (26%)	28 (14%)	40 (20%)	12 (6%)	3.36	Agreed
8	Problem of quick exhaustion of data	68 (34%)	80 (40%)	24 (12%)	12 (6%)	16 (8%)	3.86	Agreed
9	Lack of constant power supply hinders me from using social media	40 (20%)	72 (36%)	68 (34%)	20 (`10%)	0 (0%)	3.66	Agreed
10	Inadequate technological facilities in the school campus	60 (30%)	64 (32%)	28 (14%)	40 (20%)	80 (40%)	4.00	Agreed

From table 1 above, the mean of 4.00 indicated that charting through social media deprive me the opportunity to read my books. While mean score of 4.38 respondents accepted that, poor study habit among students because of addiction to social media. The mean score of 2.88 respondents rejected that poor knowledge of importance of social media is a challenge to a use of social media in learning. While mean of 3.96, indicate that inappropriate use of social media for learning among students as a challenge. In addition, 3.92 responded agreed that another challenge faced by students is poor network connectivity within the school campus, 3.86 connotes that high cost of android/smart phones aggravates the challenge of using social media in learning. It further shows that inability of teachers to teach with social media during teaching and learning processes as indicated by mean score of 3.36 as challenged.

The mean score of 3.86 agreed that problem of quick exhaustion of data affects the use of social media in learning. 3.66 indicated that Lack of constant power supply hinders students from using social media. The mean score of 4.00 indicated that inadequate technological facilities in the school campus/offices served as a challenged students face in learning through social media in Federal College of Education Pankshin.

Table 2: Mean Rating of the strategies that can help Students to overcome the Challenges of Learning through social media in Federal College of Education Pankshin

S/N	Statement	SA	A	UD	D	SD	Mean	Decision
1	The institution needs to buy smart phones for all their students.	44 (22%)	52 (26%)	16 (8%)	40 (20%)	48 (24%)	3.02	Agreed
2	Constants power supply needs to be available to help students learn through social media.	64 (32%)	80 (40%)	28 (14%)	12 (6%)	16 (8%)	3.82	Agreed
3	The college library should be functional with internet connectivity.	100 (50%)	60 (30%)	12 (6%)	16 (8%)	12 (6%)	4.00	Agreed
4	The institutions must have a customized application that can function on a smart phone.	44 (22%)	84 (42%)	44 (22%)	16 (80%)	12 (6%)	3.66	Agreed
5	lecturers and students need to be given free access to the internet to enjoy learning on social media.	72 (36%)	68 (34%)	28 (14%)	32 (16%)	0 (0%)	3.90	Agreed
6	The institution needs to organize seminars and workshops to broaden the knowledge of the learners on the use of social media for learning.	52 (26%)	92 (46%)	28 (14%)	20 (10%)	8 (2%)	3.80	Agreed
7	Lectures needs often use social media for teaching on campus.	36 (18%)	88 (44%)	24 (12%)	32 (16%)	20 (16%)	3.44	Agreed
8	There is a need to provide effective and timely feedback from lectures to students.	32 16%	108 (54%)	16 8%	28 14%	16 8%	3.56	Agreed
9	There is a need to establish a contact method and hours for teaching and learning on social media.	36 (18%)	76 (38%)	24 12%	28 14%	16 8%	3.14	Agreed
10	Lecturers need to often provide directions in various ways	52 (26%)	100 (50%)	28 14%	20 10%	20 10%	4.02	Agreed
11	Network connectivity should be provided to the learners	56 (28%)	76 (38%)	20 (10%)	32 (16%)	16 (8%)	3.62	Agreed

From table 2 the strategies that can help Students to overcome the Challenges of Learning through social media in Federal College of Education Pankshin above, the mean score of 3.02 indicates that the institution needs to buy smart phones for all their students. Constants power supply needs to be available to help students learn through social media with mean score of 3.82 was accepted. In addition, the mean score of 4.00 indicated that the collage library should be functional with internet connectivity. The mean score of 3.66 indicated that the institutions must have a customized application that can function on a smart phone. 3.90 showed that lecturers and students need to be given free access to the internet to enjoy learning on social media.

Similarly, denotes that the institution needs to organize seminars and workshops to broaden the knowledge of the learners on the use of social media for learning with the mean score of 3.80. The mean score of 3.44 lectures needs to be using social media for teaching on campus often. The mean score 3.56 agrees that there is a need to provide effective and timely feedback from lectures to students. 3.14 mean score notes that there is a need to establish a contact method and hours for teaching and learning on social media. While 4.02 mean score saw lecturers need to often provide directions in various ways in teaching using social media. Lastly mean score of 3.62 indicates that network connectivity should be provided to the learners.

Hypothesis Testing

HO₁: There is no significant difference in the mean rating of male and the female on the challenges student are faced in learning through social media.

Table 3: T-test showing difference in the mean rating of male and the female on the challenges student are faced in learning through social media

Variables	N	Mean	St.D	df	t-cal	p.value	Decision
Male	127	3.5827	1.2500	198	1.714	0.088	Not
Female	73	3.2877	1.0203				Significant

P>0.05 level of significance

The result in Table 3 shows that there was no significant difference in the mean rating of males (M = 3.5827, SD = 1.2500) and females (M = 3.2877, SD = 1.0203); $t(198)= 1.714$, $p = 0.088$. Therefore, the null hypothesis which state that there is no significant difference in the mean rating of male and the female on the challenges student are faced in learning through social media is accepted.

HO₂: There is no significant difference in the mean rating of male and female on the strategies that can help students to overcome the challenges of learning through social media

Table 3: T-test showing difference in the mean rating of male and female on the strategies that can help students to overcome the challenges of learning through social media

Variables	N	Mean	St.D	df	t-cal	p.value	Decision
Male	127	3.4016	1.0409	198	1.301	0.195	Not
Female	73	3.2055	0.9994				Significant

P>0.05 level of significance

The result in Table 4 shows that there was no significant difference in the mean rating of males (M = 3.4016, SD = 1.0409) and females (M = 3.2055, SD = 0.9994); t (198) = 1.301, p = 0.195. to this end, the null hypothesis which states that difference in the mean rating of male and female on the strategies that can help students to overcome the challenges of learning through social media is accepted.

4. DISCUSSION OF THE FINDINGS

The findings revealed that there is no significant difference in the mean rating of male and the female on the challenges student are faced in learning through social media. This means that students are facing challenges in learning through social media in Federal College of Education Pankshin. This corroborate with the research conducted by Ali, Igbal and Igbal (2017) who found that high exposure to the internet by the learners carries with it a risk that is the negative impacts of social media on the learners, which include hacking, identity theft, phishing scams, and exposure to pornographic materials, inability of teachers to teach with social media during because of lack of constant power supply and learning process, problem of data, among others.

The outcome of the study is similar to Awingura (2022) who revealed that the problems with the use of social media include exposing young students to uneducated and morally corrupt materials, causing students and teachers to miss class due to their addiction, supporting exam fraud, and disseminating false information. Adeniyi, (2022) who observed that social media when use for learning can make learners acquired antisocial behaviours such as fraudulent habit, deprive learners reading their books, becoming addicted to social media, poor study habits among others. In contrast the findings disagree that poor knowledge of importance of social media does not pose a challenge to Students learning through social media in Federal College of Education Pankshin.

The findings show that there is no significant difference in the mean rating of male and female on the strategies that can help students to overcome the challenges of learning through social media. The implication is that the strategies relieved in this study can help students to overcome the challenges of learning through social media in Federal College of Education Pankshin agreed with the work of Sharive (2018) that in order for social media learning to be successful, students must be educated about the influence of social media, teachers should form the habit of using social media during teaching, learners use of social media while they are learning must be monitored and controlled, and schools must make sure that students use social media exclusively for academic purposes.

Distractions during class should be avoided, and social media platforms should be improved by providing in various ways and learners should always have access to network connectivity. Alaric, (2022) also supported the findings that parents and guardians should also keep an eye on their children's actions at home to make sure that social media platforms are only utilized for educational purposes, institution needs to provide learning facilities for learning through social media, constants power supply needs to be available to schools, schools should be connected with internet connectivity, and social media users need to be given free access to the internet to enjoy learning on social media.

5. CONCLUSION AND RECOMMENDATIONS

Based on the findings of the study, it was concluded that students are facing many challenges in learning through social media in Federal College of Education Pankshin. These include poor network connectivity, high cost of android/smart phones, inability of teachers to teach with social media, quick exhaustion of data, lack of constant power supply and inadequate technological facilities. Furthermore, strategies like constants power supply, customized application that can function on a smart phone, free access to the internet, organize seminars and workshops and network connectivity should be provided to the learners can make learning through social media easy.

It was also concluded that educators need to improve and incorporate social media in learning and teaching process. It is therefore recommended that:
❖ Guidelines and modalities should be spelt out for lecturers and students about the appropriate use of social media in teaching and learning
❖ Network connectivity should be provided at various locations and offices for effective usage of social media in learning
❖ Trainings and workshops should be organized for lecturers and students to integrate social media in their lecture room.
❖ The government should provide power supplies and other technological gadgets for lecturers and students to curb the challenges of low batteries and a lack of phones and other items.
❖ All the challenges that students are facing in learning through social media should be addressed by the government and college management.

REFERENCES

1. Adeniyi A., O. (2022) social media; negative effect on academic performance of secondary school students in Nigeria, *British Journal of Education, 10*(3)126-131
2. Alaric, A., A (2022) Benefits and challenges associated with the use of social media applications in education at the basic education Level in the Bolga–East District of Ghana, West Africa: *European Journal of Education and Pedagogy 3*(1), 111-114.
3. Ali A, Igbal A, Igbal K (2017) Effect of social media on youth: a case study in University of Sargodha. *International Journal of Advanced Research* V: 4.
4. Araoye, O (2018) Effects of social media on students' academic performance in higher institutions of learning in Nigeria: *International Research Journal of Advance Engineering and Science 3*(3), 58-62.
5. Awingura, A (2022) Benefits and challenges associated with the use of social media applications in education at the basic Education Level in the Bolga–East District of Ghana, West Africa Alaric: *European Journal of Education and Pedagogy: 3*(1):111-114
6. Blessed F., N. (2019) Effect of social media on teenagers and youths: A study of rural Nigerian teenagers and youths in secondary schools: *Global Media Journal, 17* (32),1-6.
7. Boyd, D. and Ellison, N., (2007). Social network sites: Definition, history, and scholarship. *Journal of Computer-MediatedCommunication,13*(1), 1-11.
8. Joachim, C. Moses, E. Kizito, C. Ifenyinwa, M. (2018) categories and dangers of social network among Nigerian in school adolescent: *International Journal of Applied Engineering Research: 13*(6), 3533-3539.

9. Oladipupo, A: Oyelekan, C: Adedeji, B (2016) The influence of social media on teaching and research in Nigeria higher institutions. *Journal of advances in linguistics* 7(2); 119-1197.

10. Sharive, P., (2018). Social media and academic performance of students in university of Lagos. A B.A(Ed), Research Project. Faculty of Education, University of Lagos,

11. Suleiman A. A., (2014). Social networking site usage as tool for social capital and academic adjustment in the Nigerian Context. Presented On 17th -18th March 2014 at 21st CAF 2014 in Harvard University USA.

12. Suleiman A. Ahmad (2019) social media and students' academic performance in Nigeria: 07(01), *Asian Journal of Education and e-Learning:* 29-36

13. Zahid A., Ahmad M., Syed R. H. and Faisal H. (2016). Impact of social media of Student's Academic Performance. *International Journal of Business and Management Invention,* 5(4). 22-29