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## **SOCIAL MEDIA: A PLATFORM FOR EFFECTIVE INSTRUCTIONAL DELIVERY OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) PROGRAMMES**

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**ABSTRACT:** *Social media is significantly paving its way in the classroom and it could be useful for effective instructional delivery of Technical and vocational education and training (TVET) programmes. This study was carried out in Enugu State , Nigeria to determine Social media as a platform for effective instructional delivery of TVET programmes in Public Universities in Enugu State. Survey research design was employed for the study. The population consisted of 97 TVET lecturers teaching in the two public universities offering TVET programmes in Enugu State. The entire population was used. Therefore, no sample was drawn because of the manageable size of the population. Two research questions were answered by the study and two null hypotheses tested at .05 level of significance. The result of the study revealed that social media is a useful platform for effective TVET delivery but TVET lecturers utilize social media to a low extent. From the findings of the study, the researchers recommended among others that TVET lecturers should update their skills in the use of social media and also, TVET institutions should upgrade social media facilities in their various institutions for effective utilization in TVET delivery.*

**KEY WORDS:** TVET, social media, platform, effective instructional delivery

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## **INTRODUCTION**

In this digital era, social media has become a norm for many educators and students in the technology. The use of social media is fast expanding into the field of education. People view about social media in just chatting and connecting to friends do not hold anymore. This collaborates with the view of okoli and idile (2015) that social media is a useful tool for both instructions and promotions of other social science. According to okoli and idele social media

is the interaction among people in which they create, share or exchange information and ideas in virtual communities and networks. Many educators are incorporating social media in the classroom nowadays.

Social media is an electronic communication such as websites for social networking and micro blogging through which users create online communities to share information, ideas, messages and even videos, social media in the view of Amedie (2015), is a new forum that brings people to exchange idea, connect with, relate to and mobilize for a cause, seek advice and offer guidance. Social media is an essential communication tool. Amedie further stressed that social media fosters creativity and collaboration with a wide range of commentators on a number of issues such as education, the economy, politics, race, health, relationship, etc. Social media are web based communication tools that enable people to interact with each other by both sharing and consuming information. Social media in the classroom has its own pros and cons. Hatcher (2017) identified the following pros of social media among others that messaging on social media sites can lead to face to face interaction when plans are made via the sites. Social media provides academic research to wider audience, allowing people access to previously inaccessible educational resources and social media can help to disarm social stigmas like anxiety or depression. Hatcher (2017) equally identified the following as cons of social media, social media posts cannot be entirely deleted, criminals can use social media to commit and promote crimes and students who are heavy social media users tend to have lower grades. Other pros and cons of social media in the classroom include increase in students collaboration, encourage more participation, helps in doing homework and resources can be shared quickly when using social media in the classroom.

In like manner, social media can be a distraction in the classroom, posting of inappropriate content on social media websites are the cons of using social media in the classroom. Yusuf, akintola and odutayo(2018) opined that social media can improve communication between students and instructors, presents instructors opportunity to answer students question, post assignments, lesson notes, send messages, updates, schedule, announce upcoming events, share websites and multimedia contents. Social media is a powerful communication tool in the classroom if actually utilized. Social media platforms include instagram, YouTube, face book, twitter, LinkedIn, Skype, 2go, whatsapp, and blog etc. In a bid to align with the 21<sup>st</sup> century technological needs, many educators have started using social media in the classroom. Social media platforms could be useful for effective delivery of technology and vocation education and training (TVET) in universities.

Technical and vocational education and training is an umbrella term encompassing many programmes. This collaborates with the view of Olorunmaiye (2015) that technical and vocational education and training refers to the programmes that are offered at certificate and diploma level in the tertiary schools. Olorunmaiye further affirmed that tertiary training

institutions cover a variety of programmes that prepares the students for a variety of the world of work. TVET programme in the universities includes: engineering programmes (automotive, mechanical and electrical) civil and building programmes (building) business programmes (accounting, office management, and commerce and co-operative education) a Agricultural education and home economics.

In a nutshell, TVET activities target the following set of individuals

- School leavers who wish to acquire demonstrable practical skills to secure employment or generate employment
- Persons without time for full time study but desire to enhance their skills themselves
- Person seeking for career path that do not need university, degree or higher educational qualification
- University and other graduates seeking skills needed for employment  
( Olorunmaiye 2015).

In the view of Nwokike (2018), technical and vocational education and training (TVET) targets a wide range of unemployed youths as well as those that attended technical schools or universities that offer TVET programmes and equip them with practical skills and experience required in different trades related to their areas of study or interest. According to Federal Republic of Nigeria (2014), the objectives/goals of technical and vocational education and training (TVET) are to:

- Provide trained manpower in applied science, technology and business particularly at craft, advance and technical levels
- Provide technical knowledge and vocational skills necessary for agriculture, commerce and economic development
- Give training and impart the necessary skills to individual who shall be self-reliant economically.

The goals and objectives of TVET can only be achieved through effective educational delivery through the use of social media platforms. Effectiveness of TVET depends on the achievement of its goals/objectives. Effective educational delivery means using appropriate educational resources/technologies in imparting the required skills. This collaborates with Babal (2017), that effective teaching means making use of the appropriate pedagogies to transmit the knowledge and skill to students. Nwokike (2018) opined that TVET plays significant role in providing people with specific skills and knowledge to be self-employed as an entrepreneur, teach in TVET institutions as a TVET teacher or work in industries as an effective office worker. TVET lecturers include male and female individuals teaching in the public universities offering TVET programmes in Enugu State.

Enugu State is one of the 36 states in Nigeria located in the South East with 17 Local Government Areas. Enugu is the capital of Enugu State. An empirical study of this kind should be anchored on a theory. The study was anchored on social learning theory. The usefulness of social media platforms for effective delivery of TVET programmes and the extent of utilization of social media platforms by TVET teachers is yet to be established in Enugu State and this triggered the researchers to carry out this study. It is against this back drop that the researcher seeks to determine the usefulness of social media platforms as a tool for effective institutional delivery of TVET programmes in Enugu State.

### **Statement of the problem**

Thanks to technology notably social media. Students can now have access to new resources for learning and inspiration. Teachers can longer confide their teaching in the four walls of the classroom. The use of social media technology is a means of skilling students in preparation for 'real world' in order to be able to cope with many authentic challenges (Oyedele & Oladeji 2015). Appreciating the usefulness of social media and utilizing it in instructional delivery of TVET programmes in Universities could produce graduates with sealable skills for real world of work

### **Purpose of the study**

The major purpose of the study is to determine social media as a platform for effective instructional delivery of TVET programmes in public universities in Enugu State. Specifically, the study sought to determine the:

1. social media useful for effective instructional delivery of TVET programme in public universities in Enugu state
2. extent of utilization of social media platforms for effective instructional delivery by TVET lecturers in public universities in Enugu state.

### **Research questions**

The following research questions were answered by the study

- 1 What are the social media platforms useful for effective instructional delivery of TVET programmes in public universities in Enugu State?
- 2 What is the extent of utilization of social media platforms for effective instructional delivery by TVET lecturers in public universities in Enugu State

### **Null Hypotheses**

The following null hypotheses were tested at .05 level of significance

H<sub>01</sub>: There is no significant difference between male and female TVET lecturers on the social media platforms useful for effective instructional delivery of TVET programmes in public universities in Enugu State.

H<sub>02</sub>: Significant difference did not exist between the mean ratings of male female TVET lecturers on the extent of utilization of social media platforms for effective instructional delivery in public universities in Enugu State.

## LITERATURE REVIEW

The researchers deemed it necessary to review some of the social media platforms mostly used in education industry such face book, youtube, instagram, twitter, Blogs and skype and their relevance in TVET delivery

**Face book:** Face book began in 2004 as a school based social network at Havard University. It was created by mark Zukerberg along with Edward savenin. Face book is a social networking website and service where users can post comments, share photograph, play games, chat, stream life video and link to new or other networking contact on the web .Mazman (2010) found that the primary usage of face book for educational purposes are communication, collaboration and sharing resources or materials. Besides the primary usage of face book for educational purpose, Thao (2017) identified distraction, ineffective collaboration and communication as particular problems of using face book in education. This can be used by TVET lecturers posting videos, photos, documents and other resources on the group wall so that students can access them before the lecture.

**Youtube:** You tube is a social media that can be used to enhance teaching/learning. According to Oyedele & Oladeji (2015), You tube is the leader in online video and the premier destination to watch and share original videos worldwide through the web and allow people to easily upload and share video clips across the internet through web sites, mobile devices blogs, and e-mail. With you tube, teachers can post videos that explain how to do specific homework/assignments. Students can create and post videos for one another to view instead of processing it orally in the class.

**Instagram:** Instagram is a social networking site used for sharing photos. It was created by Kevin Systrom and Mike Krieger and launched in October 2010. The application allows users to upload photos and videos to the service which can be edited with various filters and organized with tags and location information. (<https://en.wikipedia.org/wiki/instagram>). Alotagbe & Oyenirain (2015) averred that one of the reasons educators are embracing instagram is to share information and connect with their students parents and other educators. Teachers can use instagram to announce, homework assignments, share classroom experiences with the help of pictures. (Oyeniran & Alotaybe 2015).

**Twitter:** Twitter was founded by Evan Williams and Biz stone in 2009. It is an online Micro blogging service for distributing short messages among group of recipients via personal computer or mobile phone. Teachers can use twitter to facilitate online discussions about course materials likewise students can ask teachers questions about difficult course materials.

**Blogs:** Blogging is really fun activity for higher education students of all ages students can reflect what they have learnt through blogs. In the view of Oyedele and Oladeji (2015) blogs are used by some colleges to post new/articles to open conversation about them.

**Skype:** Skype is a social media and an online tool for teaching and learning. Skype provides a lot of educational for classroom such that the students can connect with other students, increase their knowledge and internet with other peoples culture. This social media platform can be used to present speeches by guest speakers in the classroom.

### **Theoretical framework of the study**

This study can be anchored on social learning theory. Social learning theory was propounded by Bandura in 1977. Bandura's social learning theory posits that people learn from one another through observation, imitation, and modeling. The theory states that learning is a cognitive process that takes place in a social context and can occur purely through observation or direct institution even in the absence of direct reinforcement. This study can be based on this theory because students learn best when they learn from each other through social media platforms. Several studies have found out that when students study together they earn wider grades, become more engaged and more motivated.

### **METHOD**

The researchers adopted descriptive survey research design. The researchers considered the design appropriate because it elicited status quo information from TVET lecturers in public universities in Enugu State on the usefulness of social media platforms for effective TVET delivery and the extent of utilization by the lecturers. The study was carried out in the two universities offering TVET programmes in Enugu State. The population comprised 97 TVET lecturers. No sample was drawn because of the manageable size of the population. Therefore the entire population was utilized for the study. Structured questionnaire developed by the researchers was used for data collection. The instrument was validated by the experts from Faculty of Education, Enugu State University of Science and Technology. Necessary corrections suggested by the experts were incorporated before the final draft of the instrument. The instrument was distributed to the respondents with the help of research assistant who is also a TVET lecturer from UNN and retrieved completely. Mean and standard deviation were utilized to test the null hypotheses formulated and tested at 0.05 level of significance .For decisions to be reached regarding the mean for research question one, any item below 2.50 is regarded as not useful whereas for research question two, items with 3.50-4.00 are utilized to very high extent, 2.50-3.49(high extent), 1.50-2.49(low extent) and 1.00-1.49(low extent)

### **RESULTS**

Research question: What are the social media platforms useful for effective instructional delivery in TVET programmes?



S/N	The following social media platforms are useful for effective TVET delivery	Male N=54		Female N=43		Overall		Dec.
		$\bar{X}_1$	SD <sub>1</sub>	$\bar{X}_2$	SD <sub>2</sub>	$\bar{X}_G$	SD <sub>G</sub>	
1	Instagram	2.69	1.01	2.42	1.07	2.56	1.04	useful
2	Youtube	2.74	0.96	3.14	0.86	2.92	0.93	useful
3	Facebook	2.87	0.80	2.88	0.79	2.88	0.79	useful
4	Twitter	2.67	0.80	2.81	0.88	2.73	0.84	useful
5	LinkedIn	2.89	0.86	3.06	0.87	3.03	0.96	useful
6	Google hangouts	2.74	0.97	3.02	1.01	2.87	1.00	useful
7	Blog	3.30	0.79	3.23	0.92	3.27	0.85	useful
8	E-mail	3.56	0.66	3.42	0.93	3.50	0.79	useful
9	2go	2.31	1.02	2.53	1.08	2.41	1.05	Not useful
10	Whatsapp	3.06	0.86	3.00	1.05	3.03	0.94	useful
11	Blackberry messenger	2.30	0.79	2.35	0.99	2.32	0.88	Not useful
12	Google talk	2.76	1.06	2.81	1.10	2.78	1.07	Useful
13	Skype	3.26	1.01	3.05	1.15	3.16	1.08	Useful
14	Myspace	2.00	0.91	2.49	1.12	2.21	1.03	Not useful
15	Flicker	1.69	0.86	2.16	1.13	1.89	1.02	Not useful
Grand Mean		2.72	0.89	2.82	0.99	2.77	0.95	Useful

**Table 1: Mean ratings of male and female TVET lecturers on the social media platforms Useful for effective TVET delivery.**

Table 1 shows that out of the 10 items, four social media platforms are not useful for effective instructional delivery of TVET programmes. They are items 2, 11, 14 and 15 with corresponding mean of 2.41, 2.32, 2.21 and 1.89. Generally, the grand mean of 2.72 is an evidence that social media platform is useful for effective instructional delivery of TVET programme.

**Hypothesis one:** There is no significant difference between male and female TVET lecturers on the social media platforms useful for effective instructional delivery of TVET programmes in public universities in Enugu State.

**Table 2: t.test analysis of male and female TVET lecturers on social media platforms useful for effective delivery of TVET programme in universities in Enugu State.**

Variables	N	t	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	Dec.
Male	54	0.288	95	0.201	3.06891	2.38323	NS
Female	43						

Table 2 shows that the t-value at 0.05 level of significant and 95 degree of freedom for 15 items is 0.288 with a significant value of 0.201. Since the significant value of 0.201 is more than the 0.05 level of significant, the null hypothesis is not significant. This invariably means that there

is no significant difference with the regard to the 15 items in the mean responses of male and female lecturers on social media platform useful for effective delivery of TVET programme. Hence the null hypothesis is not significant.

**Research Question 2:** What is the extent of utilization of social media platforms for effective instructional delivery by TVET lecturers in Universities in Enugu State?

**Table 3: Mean ratings of male and female TVET lecturers on the extent of utilization of social media platforms for effective instructional delivery by TVET lecturers in Universities in Enugu State.**

S/N	Item Description	Male N=54		Female N=43		Overall		Dec.
		$\bar{X}_1$	SD <sub>1</sub>	$\bar{X}_2$	SD <sub>2</sub>	$\bar{X}_G$	SD <sub>G</sub>	
1	Instagram	2.14	0.98	2.21	1.01	2.18	0.99	LE
2	YouTube	2.69	1.02	2.67	0.92	2.68	0.97	HE
3	Face book	2.96	0.82	2.67	0.87	2.84	0.85	HE
4	Twitter	2.39	0.83	2.41	0.82	2.40	0.82	LE
5	Linkedin	2.44	0.72	2.40	0.85	2.42	0.76	LE
6	Google Hangouts	2.39	0.66	2.53	0.91	2.45	0.78	LE
7	Blog	2.98	0.86	2.77	0.97	2.88	0.91	HE
8	E-mail	2.68	0.82	2.93	0.99	2.79	0.90	HE
9	2GO	2.12	0.97	2.30	0.83	2.21	0.91	LE
10	Whatsapp	2.68	1.13	2.81	1.10	2.74	1.11	HE
11	Blackberry Messenger	1.85	0.88	2.28	0.93	2.04	0.92	LE
12	Google Talk	2.24	1.11	2.49	0.96	2.35	1.05	LE
13	Skype	2.96	1.01	2.58	1.18	2.79	1.09	HE
14	MySpace	1.65	0.76	1.84	0.89	1.73	0.82	LE
15	Flicker	1.37	0.65	1.84	0.97	1.58	0.84	LE
<b>Grand Mean</b>		<b>2.37</b>	<b>0.88</b>	<b>2.45</b>	<b>0.95</b>	<b>2.41</b>	<b>0.85</b>	<b>LE</b>

**Hypothesis 3:** There is no significant difference between male and female TVET lecturers on the utilization of social media platforms effective instructional delivery of TVET programmes in public universities in Enugu State.



**Table 4: t.test analysis of male and female TVET lecturers on the extent of utilization of social media for effective delivery of TVET programme in universities in Enugu.**

Variables	N	t	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	Decision
Male	54	0.635	95	0.527	1.17011	1.84360	NS
Female	43						

The result of analysis in Table 4 shows that the t value at 0.05 level of significant and 95 degree of freedom for 15 items is 0.635 with a significant value of 0.527. Since the significant value of 0.527 is more than the 0.05 level of significant the null hypothesis is not significant. This implies that there is no significant difference in the mean responses of male and female TVET lecturers on the extent of utilization of social media platforms for effective instructional delivery of TVET programmes in Universities in Enugu State. Therefore the null hypothesis is not significant.

## DISCUSSION OF FINDINGS

Table one revealed that social media platforms are useful effective TVET delivery. The findings collaborates with the conclusion drawn by Atolagbe and Oyeniran(2015) that notable social media platforms like face book and twitter have become part and parcel of many educational institutions. Reuben 2014 cited by Oyedele and Oladeji (2015) identified face book, myspace, youtube, flicker, Blogs, Twitter and Del.icio.us as social media platforms with educational value. Equally, Atolaybe & Oyeriran (2015) identified linkedin, Edmodo, Google handouts, you tube, facebook, twitter and instagram as social media sites with educational offerings and applications.

Table 3 showed that TVET lecturers utilize social media platform to a low extent. The finding of the study tallied with Marlene (2015) who stated that instructors at Western Carribbean University use technology in the instructional process but rarely use social media tools for teaching and learning. Equally, Umoru(2015) opined that appropriate use of social media for instructional purposes reinforces the role of teachers in Nigeria universities to prepare graduates for global workforce better. Umoru later concluded that the use of social media will enhance user generated content for bringing the classroom experience in line with workplace. Edumedic staff (2018), opined that if a teacher want to bring real world into the classroom, he should consider integrating social media into lessons.

Finally, the result of the two null hypotheses showed that significant difference did no exist between the mean ratings of female and male TVET lecturers on the social media platforms useful for effective TVET delivery and on the extent of utilization of the social media platform for effective instructional delivery.

## CONCLUSION

From the findings of the study, it is emphatically clear that social media platforms such as instagram, youtube, face book, twitter, linkedin, google hangout, blog, e.mail, whatsapp and skype are useful tool for effective TVET delivery in Universities in Enugu State but the utilization by the lecturers is low. With the use of social media, TVET lecturers can no longer confide their teaching in the four walls of the educational classroom but can teach anywhere any time.

## Recommendations

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

1. TVET lecturers should up-skill themselves on how to use social media in the classroom bearing in mind the usefulness of it in TVET delivery.
2. TVET institutions need to train and re-train TVET lecturers on how to utilize social media in the classroom for effective instructional delivery.

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