Perception of Pre-Service Teachers on the Integration of Social Media for Learning in Universities in Kwara State, Nigeria

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Abstract

This study accesses the perception of pre-service teachers on the integration of social media for learning in universities in kwara state, Nigeria. The objectives were to determine: (i) the perceived usefulness of social media for learning; (ii) the perceived ease of use of social media for learning; (iii) the intention to integrate social media for learning; (iv) the influence of gender on perceived usefulness; and (v) the influence of gender on perceived ease of use of social media. the study employed a descriptive survey design, addressing research questions and testing two hypotheses. Data were collected from 364 respondents across three selected universities using a questionnaire. Descriptive statistics including mean score frequency counts, and percentage distributions, were used to answer the research questions, while hypotheses were tested using an independent t-test at a 0.05 level of significance. Findings revealed that pre-service teachers had a positive perception of both the usefulness and ease of use of social media for learning and demonstrated a positive intention to integrate it into instruction. Additionally, there was no significant gender difference in perceived usefulness and ease of use. The study recommended that the government provide the necessary support for procuring social media facilities to enhance learning

Keywords: Perception, Usefulness, Ease-of-use, Intention, Social media

Introduction

Information and Communication Technology (ICT) plays a pivotal role in the development of any nation. It has influenced diverse areas of human endeavor and has been an instrument for achieving social, economic, educational, scientific, and technological developments (Das, 2019). ICT has had a significant impact on education, particularly on research, teaching, and learning. In addition, the use of ICT is crucial to education at all levels and is not just stressed in corporate settings and the industrial sector (Allen, 2011).

ICT is generally believed to foster cooperative learning, provide more information and, through simulation, make complex learning experiences easier to understand. Ratheeswari (2018) stated that for ICTs to be successfully employed to enhance learning, certain requirement has to be met. These include teachers' and learners' access to digital technologies and the internet; availability of high quality, significance, and cultural sensitivity digital material to teachers and students and in order to assist all students in attaining high academic standards, teachers must have the knowledge and abilities to use the latest digital tools and resources. Therefore, the use of ICT cannot be ignored either by teachers or by students. Bera and Mohalik (2020) posited that ICT allows teachers to create rich learning environment for students, which are enhanced by the abundance of information and resources available on the Internet, as well as the incorporation of a variety of social media learning elements.

Social media refers to the platforms that make the interactive web possible by encouraging users to engage in communication with their social graph, other users, and the public by posting, commenting on, and creating content in various formats such as text, video, photographs, audio, PDF, and PowerPoint (Cohen, 2011). Therefore, it is possible to define social media as the platform, services, and channels of communication that let peers who share interests interact with each other.

Due to the widespread usage of social media platforms like Facebook, Instagram, WhatsApp, Youtube, LinkedIn, and others, millions of people worldwide now utilize them on a daily basis to communicate with one another, share content, and exchange information. But the introduction of these networks into educational environments has clearly resulted in a paradigm change, and there is now more room for integrating social media to improve students' learning experiences. (Amer & Amer, 2018).

Social networking sites have completely changed the way that teaching and learning activities are facilitated through communication technologies. Social networking has emerged as one of the most important means of interpersonal connection in recent years and it is accessible to a vast number of people via the Internet (Devi, Gouthami, & Lakshmi, 2019). Social media usage is commonplace in classrooms across all educational levels. Social media serves as a conduit between the university classroom and the outside world for students. As a result, social media creates common knowledge by fostering interactions between professors and students as well as group projects and interaction, all of which help students develop their social identities. (Khoza, 2021). According to Durak (2019), Social media networks provide a

chance for self-management of learning for pre-service and in-service teachers alike as well as for them to develop and improve their relationships with the educational community and with each other during the learning process (Torphy et al., 2020).

Pre-service teachers are students who are studying educational courses or learning the art of teaching profession in various higher institutions of learning and the purpose of pre-service experiences is to allow students to practice the strategies and concepts they have been learning in their tertiary education courses (Tukura & Falode, 2020). However, Pre-service teachers' perceptions of the kinds of social interaction surrounding the use of social media have the potential to shape the principles by which knowledge, values, practices, skills, and teaching strategies are negotiated, learned, and applied to teaching/learning activities in real-life situations (Johnson, 2006).

In practice, educational institutions, especially in Nigeria, still rely mainly on traditional learning systems which do not fully utilize the potential of social media to participate in global collaboration and learning networks. Leveraging social medium platforms for educational purposes can enhance student engagement, facilitate knowledge dissemination, and foster a sense of community among learners (Ahmed, Ahmad, Ahmad, & Zakaria, 2019). As a matter of fact, Soluade and Ogunbiyi (2020) opined that numerous subjects within the educational curriculum have examined the use of social networks as a method to enhance academic performance. Also, mobile messaging applications have been used to push students to think at higher levels of abstraction, improve their progress in a variety of subjects, and change the nature of instruction to create a more student-centered, differentiated learning environment. However, adopting social media as a teaching tool can help pre-service teachers in Kwara State gain valuable digital skills that will help them in their future teaching professions in addition to enhancing their educational experiences.

While studies like Tukura and Falode, (2020), have explored pre-service teachers' attitudes towards social media integration in education, there is a need for research that specifically focuses on the context of kwara state, Nigeria. Therefore, by examining the perception of pre-service teachers on the integration of social media for learning in universities in kwara state, this study aims to contribute valuable insights to the existing literature and inform educational practices in the local context.

Purpose of the Study

The main purpose of this study was to investigate the perception of pre-service teachers on the integration of social media for learning in Kwara State, Nigeria. Specifically, the study:

1. determined pre-service teachers perceived usefulness of social media for learning;
2. determined pre-service teachers' perceived ease of use of social media for learning;
3. determined the pre-service teachers' intention to integrate social media for learning.
4. examined the Influence of gender on pre-service teachers' perceived usefulness of social media for learning.

5. examined the influence of gender on pre-service teachers' Perceived ease of use of social media for learning.

Research Questions

The following questions were raised to guide this research study:

1. How do pre-service teachers' perceived usefulness of social media for learning in Kwara-State?
2. How do pre-service teachers' perceived ease of use of social media for learning in Kwara-State?
3. What is the pre-service teachers' intention to integrate social media for learning in Kwara-State?
4. What is the influence of male and female pre-service teachers' on perceived usefulness of social media for learning in Kwara-State?
5. What is the influence of male and female pre-service teachers' on their Perceived ease of use of social media for learning?

Research Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance.

H_{o1}: There is no significant difference between male and female pre-service teachers' perceived usefulness of social media for learning in Kwara-State.

H_{o2}: There is no significant difference between pre-service teachers' perceived ease of use of social media for learning in Kwara-State.

Methodology:

The study employed a descriptive survey design which enables the researcher to gather large amount of information about the integration of social media for learning from the respondents. The population for the study comprises of all pre-service teachers in Kwara state, Nigeria. The target population for the study consisted of all pre-service teachers from Faculty of Education in Kwara state, Nigeria. Al-Hikmah University was selected because it's the only private University that offers Educational courses in Kwara State. Three hundred and sixty five (364) sample of respondents were drawn from three selected Universities in Kwara State, Nigeria. Research Advisors' Model (2006), proportional sampling was used to determine the appropriate sampling size for the study based on the population of Faculty of Education in each of the selected University. The instrument for this study was a researcher-designed questionnaire. The data collected from the participants for the study was analised using descriptive and inferential statistics.

Data Analysis

The analysis and interpretation of data obtained through the questionnaire was done using descriptive and inferential statistics. The frequency counts, means and percentages were used to answer the research questions. For hypotheses testing the following statistical tools were used. Hypotheses 1 and 3 were tested using independent *t*-test with the aid of statistical package for social science (SPSS version 20.0). All hypotheses were tested at 0.05 level of significance.

Results and Discussion:

A total number of 364 copies of questionnaires were administered to the pre-basic teachers for the study which cut across the entire three selected University in Kwara State.

Table 1: Demographic Data of Respondents by Gender

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	108	29.90	29.70	29.70
Female	256	70.10	70.30	100.00
Total	364	100.00	100.00	

Table 1 presents the respondents demographic status on gender with absolute respondents of 364 this implies that majority of the respondents are female with 256 (70.1%), while the rest are male with 108 (29.9%).

Table 2: Demographic Data of Respondents by Institution

Institution	Frequency	Percent	Valid Percent	Cumulative Percent
University of Ilorin	301	82.50	82.70	82.70
Kwasu	47	12.90	12.90	95.60
Al-Hikman	16	4.40	4.40	100.00
Total	364	100.00	100.00	

Table 2 illustrate the demographic information of respondents by institution. It revealed that 301 (82.5%) of the respondents were pre-service teachers from university of Ilorin, 47(12.9%) were pre-service teachers selected from Kwara State University. Furthermore the least of the respondents were pre-service teachers selected from Al-Hikman University with frequency and percentage of 16 (4.4%) respectively.

Research Question 1: How do pre-service teachers' perceived usefulness of social media for learning in Kwara-State?

Table 3: Pre-service Teachers' Perceived Usefulness of Social Media for Learning

S/N	Questionnaires Item	Sum	Mean	Std. Deviation
1	The use of Social Media will make my study more difficult	1145	3.15	.756
2	Using Social media to learn will be frustrating	1132	3.11	.826
3	The use of social media will take more of my time than necessary	1133	3.11	.831
4	Using social media are effortless	1179	3.24	.743
5	Network problem will hinder lessons using social media	1193	3.28	.641
6	I can use social media for learning without written instructions	1189	3.27	.658
7	Social media usage is always cumbersome	1207	3.32	.690
8	Social media are easy to navigate	1198	3.30	.600
9	It is easy to become skillful using social media for learning	1193	3.28	.702
10	Social media utilization in learning will be too complex	193	3.21	.741
	Grand Mean		**3.22**	

Table 3 reveals that Social media usage is always cumbersome was ranked highest having the mean score of 3.32 out of 4. This was followed by Social media are easy to navigate, that network problem will hinder lessons using social media, and that is easy to become skillful using social media for learning having the means of 3.30, 3.28 and 3.2 respectively. The lowest mean score was 3.11 with the statement that Using Social media to learn will be frustrating and that the use of social media will take more of my time than necessary. However, the grand mean score for perceived usefulness was found to be 3.22. Using 2.5 as the average benchmark, it can then be inferred that pre-service teachers' perceived the usefulness of social media in learning positively. Research question 2 examined pre-service teachers' perceived ease of use of social media for learning in Kwara-State.

Research Question 2: How do pre-service teachers' perceived ease of use of social media for learning in Kwara-State?

Table 4: Pre-service Teachers' Perceived Ease of Use of Social Media for Learning

S/N	Questionnaires Item	Sum	Mean	Std. Deviation
1	Social media are for young boys and girls only	1186	3.26	.620
2	The use of social media will hinder my professional development	1200	3.30	.607
3	Social media are not relevant to my discipline	1193	3.28	.658
4	I think positively about using social media	1161	3.19	.704
5	I will never take a course that will force me to use ICT tools	1161	3.19	.688
6	Social media are not meant for learning but only for social engagements	1092	3.00	.000
7	I wish that computer and ICT were not as important as they are Using the social media has been a pleasant experience	1158	3.18	.617
8	Social media will make students to become lazy	1198	3.30	.600
9	The use of social media in learning will make many students to fail	1193	3.28	.702
10	Using the social media has been a pleasant experience	1193	3.24	.711
	Grand Mean		3.27	

It could be noted from table 3 that the respondents were of the opinion that the use of social media will hinder my professional development and that Social media will make students to become lazy as the mean score were 3.30 and 3.30 respectively. Moreover, it was revealed that Social media are not relevant to my discipline than necessary with a mean score of 3.28. On the other hand, the respondents perceived

Social media are for young boys and girls only with a mean score of 3.26. Also, it was perceived that the respondents will never take a course that will force me to use ICT tools and Using the social media has been a pleasant experience with mean score of 3.19and 3.18 respectively. On the final analysis, the grand mean score for Social media are not meant for learning but only for social engagements was found to be 3.0 With 2.05 as the benchmark, it means that the respondents have positive perception towards the ease of use of social media in instruction. Research question 4 investigated pre-service teachers' intention to integrate social media for learning in Kwara-State?

Research Question 3: What is the pre-service teachers' intention to integrate social media for learning in Kwara-State?

Table 5: Pre-service Teachers' Intention to Integrate Social Media for Learning

S/N	Questionnaire Item	Sum	Mean	Std. Deviation
1	Using social media will enhance effectiveness in my study	1186	3.26	.620
2	Social media usage will give me control over learning	1200	3.40	.607
3	Social media support the critical part of my tasks	1193	3.11	.658
4	The use of social media in learning will make my lesson more diverse	1161	3.20	.704
5	Social media usage will increase my daily productivity in learning	1161	3.19	.688
6	The use of social media will be counter-productive due to insufficient technical resources	1092	3.17	.000
7	Social media usage will reduce stress and tension inherent in normal classroom learning	1158	3.18	.617
8	Social media will eliminate eye contact and reduce my seriousness	1179	3.24	.743
9	Social media will make me finish the content of my course quickly	1193	3.28	.641
10	The learning process will become more easy with the use of social media	1178	3.22	
	Grand Mean		**3.31**	

Table 5 reveals clearly that item 2 has the highest mean value of 3.40, meaning that Social media usage will give me control over learning. This was noted to be followed by mean score of 3.28 against the statement that social media will make me finish the content of my course quickly. The respondents also believed that using social media will enhance effectiveness in my study, this having a mean score of 3.26. Furthermore, it was revealed that social media will eliminate eye contact and reduce my seriousness with a mean score of 3.24. This was closely followed by a mean score of 3.22 against the statement that the learning process will become easier with the

use of social media. However, item which revealed that social media support the critical part of my tasks had a mean score of 3.11. On the general note, the grand mean score for the intention of the respondents to use social media in learning was 3.31. Using 2.05 as the bench mark, it could be deduced that the respondents generally have the intention of using social media for learning. Research Question 4 determined the influence of male and female pre-service teachers' on perceived usefulness of social media for learning in Kwara-State.

Results of Hypotheses Testing

Research Hypothesis One: There is no significant difference between male and female pre-service teachers' perceived usefulness of social media for learning in Kwara-State.

Table 6: *t*-test of Male and Female Pre-Service Teachers Perceived Usefulness of Social Media for Learning

Gender	No	X̄	SD	Df	T	Sig. (2-tailed)
Male	108	2.93	.504	362	.20	.818
Female	256	2.94	.367			
Total	364	2.94				

Table 6 indicates that t (362) = .20, p >0.05 this means that the stated null hypothesis was not rejected. This was because of the t-value of .20 resulting in 0.818 significance value, which was greater than 0.05 alpha value. By implication, the stated null hypothesis was established thus: there was no significant difference between male and female pre-service teachers' perceived usefulness of social media for learning in Kwara-State.

Research Hypothesis Two: There is no significant difference between male and female pre-service teachers' perceived ease of use of social media for learning in Kwara-State.

Table 7: *t*-test of Male and Female Pre-Service Teachers Perceived Ease of Use of Social Media for Learning

Gender	No	X̄	SD	Df	T	Sig. (2-tailed)
Male	108	3.19	.504	362	.426	.282
Female	256	3.22	.367			
Total	364	3.21				

Table 7 indicates that t (362) = .426, p >0.05 this means that the stated null hypothesis was not rejected. This was because of the t-value of .426 resulting in 0.282 significance value, which was greater than 0.05 alpha value. By implication, the stated null hypothesis was established thus: there was no significant difference between male and female pre-service teachers' perceived ease of use of social media for learning in Kwara-State.

The following are summary of the findings from the study:

1. the Pre-service teachers had positive perception towards the usefulness of social media for learning

2. the Pre-service teachers also positively perceived the ease of use of social media in instruction
3. in addition, the Pre-service teachers had positive intention to use social media for learning
4. there was no significant difference between male and female pre-service teachers' perceived usefulness of social media for learning in Kwara-State.
5. there was no significant difference between male and female pre-service teachers' perceived ease of use of social media for learning in Kwara-State

Discussions

Research question one examined the perception of Pre-Service teachers' towards the usefulness of social media in instruction. Such usefulness includes Using social media will enhance effectiveness in my study, Social media will make me finish the content of my course quickly among others. The result of the mean score established that pre-service teachers positively perceived the usefulness of social media for learning. This finding agreed with the earlier findings of Sari and Wahyudin (2019) whose findings revealed that even outside of the classroom, learning may be facilitated by using an online learning environment to develop skills, confidence, motivation, and attitude. According to the author, social media platforms may connect instructors and students through a course connection, enabling them to participate in video conferences, leave comments for the class, and upload tasks, notifications, materials, and suggestions for discussion. This statement aligns with the research conducted by Reinhardt (2019), which posited that social media's dynamic nature renders it suitable for acquiring functional and grammatical language skills, such as writing, vocabulary, and reading. On the other hand, Adebayo, Ibrahim, and Adeleke (2023) found that excessive usage of social media may be distracting and lead to privacy concerns, hesitation, and diverting attention.

Based on the results, it can be concluded that incorporating social media into university courses will be a good idea. Therefore, all parties involved at the university level should collaborate to make it work.

Research question two examined the pre-service teachers' perception of the ease of use of social media for learning. Based on the mean values of the findings, it was established that pre-service teachers positively perceived ease of use of social media for learning. Nonetheless, even though some respondents thought social media was mainly for social interactions and that it would make students lethargic, the grand mean score revealed a positive perception. This finding was in agreement with Gloria and Oluwadara (2015) whose findings revealed that ease of use of social media is 83%, which means that the pre-service teachers find social media easy to use for the teaching and learning process. This showed that the majority of pre-service teachers are not likely to have problems if social media should be integrated into teaching at the university level.

The intention of pre-service teachers to use social media for learning was examined by research question 3. Such intention includes Social media usage will reduce stress and tension inherent in normal classroom learning. The result of the mean score established that pre-service teachers had positive intention to use social media for learning. This finding was in agreement with that of Fishbein and Ajzen (2006) who

posited that one's behavior is determined by his or her intentions, which in turn, are determined by one's attitude toward the behavior and the subjective norm concerning the behavior. Lin et al. (2008) pointed out that subjective norm is an important determinant of technology acceptance and behavioral intentions; in addition, individuals tend to consider significant referents' opinions when assessing a technology's usefulness. By implication, pre-service teachers are willing and ready to use social media in teaching. Encouragement and enabling environment should therefore be created so that this dream can see the light of the day.

The influence of pre-service teachers' gender on their perceived usefulness and ease of use of social media in instruction was examined by research questions 4-5 and hypotheses 1and 2. The results of the t-test established no significant difference between male and female pre-service teachers' perceived usefulness, as well as ease of use of social media in instruction.

The gender results align with the previous research by Adebayo, Ibrahim, and Adeleke (2023), which showed that there is no discernible gender gap when both males and females are in learning environments where using specialized computer software is necessary to support instruction.

However, this present findings refute the earlier findings of Jackson, Erving, Gardener and Schmih (2001) whose findings on gender and the internet reported that while females used e-mail more than males, the latter used the web more. Chen and Tsai (2005) also reported that males exhibited more favourable attitudes towards web-based learning than females. The findings contradicted technology acceptance model (TAM), Venkatesh and Morris (2000) who reported that perceived usefulness was more salient for men while perceived ease of use was more salient for women. According to Adebayo (2020) and Baderinwa (2021), preservice teachers perceived usefulness and ease-of-use to be positive , and there was no gender difference in their opinions.

Consequently, it can be concluded that there was no significant difference between male and female pre-service teachers perceived usefulness and ease of use of social media in instruction. Therefore, when it comes to integrating social media for learning, gender shouldn't be a deciding factor.

Conclusion

The result obtained from data gathered and analyzed in this study indicated that the perception of pre-service teachers toward the usefulness of social media for learning was positive. It also showed that the pre-service teachers positively perceived the ease of use of social media in learning.

The study's conclusions also showed that pre-service teachers' attitudes toward utilizing social media for learning were positive. Furthermore, it was shown that pre-service teachers had positive intentions when it came to using social media in their instruction. In addition, there was no significance difference in the pre-service teachers' perceived usefulness as well as the ease of use of social media for learning between male and female participants. This shows that females are also involved in ICT-related problems, and as such, they shouldn't face discrimination. As a result, appointments involving the usage of social media may be made for everyone, regardless of gender.

Recommendations

Based on the findings and conclusions of this study, the following recommendations were made:

1. the study recommended that necessary supports on the procurement of all needed social media facilities should be given by the government to higher institutions.;

2. Social media use should be incorporated into university teacher education curricula by the government and education policy makers so that both instructors and students may utilize it for learning;

3. pre-service teachers' should ensure that social media is not only used for pleasure and entertainment but also for educational purposes.;

4. The government should create practical ICT policies that are supportive of all educational program types and levels, including universities;

5. researchers in education should further develop a keen interest in researching social media. Such research, if empirically based, would go a long way in establishing their findings with clearly stated recommendations. This would thus contribute to the existing knowledge; and

6. governments and curriculum designers ought to adopt a student-centered learning approach in the classroom so that different education stakeholders are aware of an instructional method like social media.

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