

Application and Utilization of Social Media for Effective Teaching and Learning in Post Basic Schools in Kano State, Nigeria

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Abstract—This research aimed at investigating the application and utilization of social media for effective teaching and learning in post basic schools in Kano state, Nigeria. The study was carried out using a descriptive survey design. The sample of 356 students was randomly selected. A questionnaire was used to collect data using the simple random sampling technique. The analysis was done using statistical analysis such as frequencies, simple percentage, mean and standard deviation. The study revealed that social media is mostly use for learning by post-basic schools' students of Kano state, Nigeria. The study also revealed that students often find it challenging to comprehend lectures delivered in English language. The study further revealed that the type of learning activities engage in using social media, include watching lectures and tutorials. The study finally revealed that students recommend social media as an effective tool for teaching and learning. The study recommended that the school management should take into consideration the positive aspects of social media as an information resource to eliminate any negative habit that it may have cause like addiction and distraction to satisfactory academic performances.

Keywords: Application, Utilization, Social Media and Teaching and Learning

I. INTRODUCTION

A. Background

In recent years technology has tried to fulfill its role in helping humanity leading to the substantial medium of interaction in the social world as well as in teaching and learning. Over the years those in higher education have explored the exiting opportunities, new technologies bring to institutions, educators and students. Technology has changed the way people interact and has

brought about the emergence of an open social platform such as social media that allows the inhabitants of this earth to connect with each other making the world a global village. Social media such as WhatsApp, Instagram, Facebook, Twitter, Google Plus, and Flickr, are being used in learning for the purpose of convenient communication with other students and potentially with others outside the class such as students of the same topic and subject experts. The impact of digital technology on education has taken the act of teaching, learning and research to a greater height (Zakariyya, 2016).

In recent times, the digital aspect of communication has taken a new dimension involving the user of certain digital interface commonly referred to as social media. Social media is a group of internet-based application built on the philosophy of web 2.0 to foster the creation and exchange of user generated content (Kaplan and Haenlein, 2010). Social media plays an essential role in collaborating to share information. One basic aspect of social media is that of creating a highly interactive platform through which individuals and communities share, discuss and modify thoughts or opinions that are crucial to their continued existence. O'rawe (2010) remarked that "social media is online spaces that allow individuals to present themselves, articulate their social networks, and establish or maintain their connections with others". On their own part Friedman and Friedman (2013) reported that "the so called social media technologies often referred to as web 2.0 encompasses a wide variety of web related technologies such as blogs, wikis, online social networking, virtual worlds and other social media forums" (Zakariyya, 2016).

Most of today's younger students can be thought of as "digital natives" a term coined by Prensky (2001) as cited by Zakariyya (2016) to describe individuals who have known nothing but a digital environment since birth, because they are born into a world of digital interaction using cell phones, computers, video games, digital music players and other digitized features. Social media provides

a space to cultivate teacher student relationship which can create a positive learning experience. (Badge 2012; Strotmeyer 2010; Leece and Campbell 2011) reported that incorporating the use of social media into education encourage students to develop connections with peers beyond the four walls of the school environment thereby fostering a virtual community of learners who would ultimately improve their overall learning through critical thinking. The literature shows that works conducted on social media in education are very scanty in Africa. Boyd and Ellison (2007) highlighted that the literature is biased to Africa on issues that has to do with social media and education, it was observed with dismay that out of the numerous researches conducted on social media there is still a gap showing that little is done to portray the use of social media in educational settings in Africa and Nigeria in particular (Zakariyya, 2016).

With the explosive growth in the number and use of social media in everyday communication method for individuals and organizations, there has been a corresponding increase of its incorporation in teaching and learning in Post Basic Education. That is why some school banning the students from using mobile phones during school hours. Many students are found guilty, using their mobile phone during school hours and these are believed to be great danger to the teachers and students classroom management. Some were even using their phone to watch phonograph picture and videos.

Today, most post basic school students possess social media accounts. The reason most of them perform badly in school might not be far- fetched. While many minds might be quick to blame the poor quality of teachers, they might have to think even harder, if they have not heard of the Face book frenzy. Students nowadays are so engrossed in the social media that they are almost 24 hours online. Even in classrooms and lecture theatres, it has been observed that some students are always busy chatting on their social media, while teacher delivering his lesson in classroom. Times that ought to be channeled towards learning, academic research and innovating have been crushed by the passion for meeting new friends online, and most times busy discussing trivial issues. Hence most students' academics suffer setback as a result of distraction from the social media. Base on the foregoing, researches related to social media need to give more attention to find out and understand whether students are using it beyond chatting to socialize with friends. The belief is that social media can make or mar the educational success of a student. Hence, it therefore becomes important to conduct a study of this nature to find out the intentions of students while using social media sites, and by extension look into whether social media has been beneficial or a distraction to their studies.

II. LITERATURE REVIEW

A. Theoretical Review

Social Media

Social media is that means that employs mobile and web based technology to create highly interactive platforms via which individuals and community share, co-create, discuss and modify users' generated content. Social media is a phrase being tossed around a lot. It is a website that does not just give you information. It is a group of internet

based application that allows the creation and exchange of users' generated content (Zakariyya, 2016) .Social media refers to the means of interacting among many people in which they create, share, exchange and comment among themselves in different networks. Andreas and Michael (2010) as cited by Zakariyya (2016) are on the opinion that social media is a group of internet based application that builds on the ideological foundation and allows the creation and exchange of users' generated content. Social media has become one of the major channels of chatting through platforms such as 2go, BB chat, Facebook and blogger. There has been an increase in the mobile social media which has created new opportunity for browsing.

According to Boyd & Ellison (2007), "Social media sites are web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system". Zakariyya (2016), also defined online social media "as virtual communities which allow people to connect and interact with each other on a particular subject or to just "hang out" together online. Social media sites around the globe provide users with a number of options to interact with each other through entertainment, chats, gossips, and games". Through these social network platforms students are able to meet to interact with each other on various topics and interests.

Davis et al (2012), refer to social media technology (SMT) as "web-based and mobile applications that allow individuals and organizations to create, engage, and share new user-generated or existing content in digital environments through multi-way communication". Popular social network platforms on mobile and web applications include Facebook, Twitter, YouTube, Whatsapp, Instagram, snap chat, Google Plus etc. These platforms have specific roles, functions and modes of communication, although their functions are mostly related. This relates to the definition by Kaplan and Haenlein (2010), who defined Social media as "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content". Ayiah and Kumah (2011) summed up the definition of social network as a web platform where people from different settings can connect and interact with each other.

Types of Social Media

Facebook: Facebook is a popular free social networking website that allows registered users to create profiles, upload pictures and videos, send messages and keep in touch with friends, family and colleagues. It is also a social networking service and website founded by Mark Zuckeberg in the year 2000. It aims to make the world more open and connected. People use Facebook to stay connected with their friends and family, to discover what is going on in the world around them, and to share and express what matters to them to people they care about (Zakariyya, 2016).

Twitter: Twitter is a social messaging service for sending and receiving short messages in real time. It is

about sending and receiving group messages. It is also a free microblogging service that allows registered members to broadcast short posts called tweets (Zakariyya, 2016). 2go: 2go is a mobile social network that allows people to chat and share with friends, meet new people, and create your own account! It is also a mobile application that is used for chatting and connecting with friends and family. With 2go chat, one can stay connected and meet new friends online, and can even share his thoughts, pictures, files and software with his friends through 2go chat mobile messenger. It is also having the feature of linking your Facebook and some other social accounts. With this feature one can see who is online in Facebook and some other social networks and chat with them immediately using 2go account. 2go was founded in the year 2008 by a South African Michael S. Egan (Zakariyya, 2016).

Badoo: Badoo is an application that shows the people nearby, and even better, the people you have bumped into in real life at places you love! It is also a dating-focused social networking service founded in 2006, and has its headquarter at Soho, London. Badoo can be used on a computer system or on mobile phones to meet with over 243 million users (Zakariyya, 2016). In a study conducted by Deng & Tavares (2013), social media have become an integral part of students' social life. These networks have become important as they serve as platforms for users to interact and relate with their peers. Social networks are now being seen as learning platforms or communities that could be utilized to enhance student engagement and performance. A number of researchers have found several positive outcomes in online community engagement among students and their peers.

A study by Tiene (2000) showed that "written communication on cyberspace enables students to take part in discussions at a time convenient to them and articulate their ideas in more carefully thought-out and structured ways. In support of Tiene's (2000) findings, Deng and Tavares (2013) also concluded that "Web-based discussions can contribute to the development of students' reflective ability and critical thinking skills. Also, compared to face-to-face interaction, students are more willing to voice their views or even disagreement and are more attuned to others' opinions in online discussions". Students believed that it would be fun for their teachers to use social media. Also, their performance would be better if they could contact their teachers through social media. A number of researchers have outlined a number of student benefits in relation to education as a result of social network participation. Zakariyya (2016), indicates that students gained more vocabulary and improved their writing skills as a result of their participation on social networks such as Facebook and Twitter. Asad, Mamun and Clement (2012) stated the exchange of assignments, resources and discussions on academic work and other issues on social networks among students.

According to Zakariyya (2016), students are able to formulate group discussions to exchange ideas and communicate to their teachers as well as appeal to their friends about assignments on social media. They indicated that teachers share course related materials with their

students and create student groups to collaborate on projects and communicate with their fellow teachers from other schools through social media, thus facilitating teaching and learning process and the enhancement of academic performance. Gewerc et al. (2014) argued that students are already present in social media with their relationship and interests, and this offers opportunity to make learning more attractive by joining informal and formal channels together. Reporting on an experiment with Facebook as a teaching and learning tool with a group of students, Esteves (2012) reveals that: Students initiated and participated in discussions through "Facebook's discussions" asked questions related to their subjects or topics by posting on the group's wall and received answers through "comments" from the other members of the class.

Benefits of Social Media to Teaching and Learning

Social media can be a great way to make connections with people with related interests and goals, like a virtual meeting place where friends hang out. There is evidence of a broad range of benefits to students. These are just some of the several positive things that have contributed to social media popularity among scholars because they can discuss different topics, sharing information and exchange files and pictures. However, the researcher reported that "students are using Facebook and other channels to develop their identities, beliefs and stance on various issues such as politics, religion and economy, as well as to pioneer and develop intimate relationships".

In support of the benefits that social media have on interactions among students and teachers, Wikipedia documents that: "social media focused on supporting relations between teachers and students are now used for learning, educators, professional development, and content. Many for teachers, learn central, teacher-street and other sites are being built to foster relationships that educational blogs, forums and ad hoc communities, as well as communication such as chats and discussion threads, these sites also have content sharing and rating features". Moreover, social media help in schools and universities to leverage and complement formal education activities and enhance learning outcomes. In other words, social media can provide opportunities for new relationships as well as strengthening existing relationships. These are some breakdowns of benefits of using social media. Zakariyya (2016) noted that social media offers much opportunity for learning and interactivity and it is not too hard to see how students and users benefit from using social media. Joseph said that they are learning and adopting to see the world using a relatively new form of communication.

Bandura's Social Learning Theory

This study adopted Bandura's Social Learning Theory (SLT). According to the SLT, three elements, including individual learners, peers, and situations, potentially affect individuals' learning outcomes (Bandura, 1997). Social Learning theory "basically explains how the environmental and cognitive components collaborate to affect an individual learning and behavior pattern". "Social learning theory views learning as a social process that individuals will self-initiate, regulate learning and actively construct

knowledge by acquiring, generating, and structuring information” (Yu et al., 2010).

In relation to the SLT as stated by Bandura (1997), the use of the social networks (by the individual or student) with friends (peers) on various social network platforms (situations) affect his or her academic performance (learning outcomes). According to this theory individuals' cognition and behavior are influenced through observation and interacting with peers and the situations (e.g., learning the environmental norms, cultures, policies). It is the individuals' interaction with the environment that causes their behavioral consequences”. Therefore, individual interaction with peers, social support from peers and their understanding of situations are important factors which affect individual learning outcome” (DeAndrea, Ellison, LaRose, Steinfeld, & Fiore, 2012). Therefore, when students interact with peers on social media platforms through observations, interactions and other activities, these may result in a behavioral outcome which might affect the academic performance positively or negatively.

III. RESEARCH METHODOLOGY

Research Design

This study is been carried out using a descriptive survey design. A descriptive survey research design can be seen as a way of describing attitudes, behaviors, situations, opinions or characteristics of people which is relevant to the study at hand. This design helps the researcher to collect the relevant data used to discuss issues extensively about the target population.

Population of the Study

The population for this study covered four (4) Selected Post Basic Education Government Day Secondary School, Rogo/ Ruma, and Government Senior Day Secondary School Zarewa, Government Day Secondary School, Bari, Government Day Secondary School, Yanoko with a population of five thousand, one hundred and sixty two (5,162) all together and six (6) teachers.

Table 1 Population Distribution

Name of Schools	Students
Government Day Secondary School, Rogo/ Ruma	1,118
Government Senior Day Secondary School Zarewa	1,107
Government Day Secondary School, Bari	2,113 824
Government Day Secondary School, Yanoko	
Total	5,162

Fieldwork, 2025

Sample Size

Four (4) post basic schools were selected for the study. The schools selected were; Government Day Secondary School Rogo/Ruma, Government Senior Day Secondary

School Zarewa, Government Day Secondary School Bari and Government Day Secondary School Yanoko. The four (4) schools have a total number of five thousand one hundred and sixty-two (5,162) students. The researcher considered 5.0% of the total population of the study, as a result of which three hundred and fifty-six (356) students would be considered to participate in the study according to Research Adviser 2006.

Sampling Techniques

Sampling technique is a way of specifying how elements are drawn from the population. A simple random sampling technique was adopted in the study to derive 356 post basic school students from the four (4) post basic schools. The researcher distributed the questionnaire randomly by dividing it to each row of the students, so as to pick one and pass the rest to the others.

Data Collection Instrument

For the purpose of collecting data for this research, a developed questionnaire was used for collecting data for the study. The questionnaire titled “Utilization of Social Media for Teaching and Learning Questionnaire (USMTLQ). The instrument consists of five sections. Section A deals with demographic data of the respondents while section B to E consist of 19 different items on the variables of the research topic.

Method of Data Analysis

There are various methods that a researcher can use to analyze data collected in every educational based research. But, the choice of the methods of data analysis must be based on the form or type of data collected and used in the study as well as the objectives or hypotheses (if any) formulated in the study. Therefore, the data obtained from this study were subjected to statistical analysis. Frequency, simple percentage, mean and standard deviation were used to enumerate the total number of respondents who correctly completed the questionnaires and answer the research questions.

IV. RESULTS AND DISCUSSION

Research Question 1: What is the Nature of Utilizing Social Media Platforms for Effective Teaching and Learning at Post Basic Schools in Kano State, Nigeria?

Table 1: Nature of Utilizing Social Media Platforms

	N	Mean	Std. Deviation	Ranking
Social media are platforms use for learning.	356	1.5741	.73883	3 rd
Frequency of using social media for learning.	356	1.6667	.72344	2 nd
Social media is mostly use for learning.	356	1.8333	.71695	1 st

Table 1 shows how the nature of utilizing social media platforms for effective teaching and learning at post basic schools in Kano State, Nigeria. It presents that item three ranked first, which says social media are platforms use for

learning (Mean = 1.8333; SD = .71695). Item two ranked second which says frequency of using social media for learning (Mean = 1.6667; SD = .72344). And item one ranked third which says social media is mostly use for learning (Mean = 1.5741; SD = .73883). Therefore, the above analysis showed that, social media is mostly use for learning (Mean = 1.8333; SD = .71695) is the nature of utilizing social media platforms.

Table 2 shows the roles of social media for the enhancement of teaching and learning at post basic schools in Kano state, Nigeria. It presents that item one ranked first, which says social media enhances teaching and learning (Mean = 74.28; SD = 5.86). Item three ranked second which says social media have main benefits for learning (Mean = 66.51; SD = 6.27). Item two ranked third which says my teachers encourage the use of social media for learning (Mean = 50.12; SD = 4.67). And item four ranked fourth which says I experienced improvements in my language proficiency due to social media use (Mean = 45.87; SD = 5.04). Therefore, the above analysis showed that, the social media enhances teaching and learning (Mean = 74.28; SD = 5.86) is the role of using social media in enhancing teaching and learning.

Research Question 3: What are the Types of Teaching and Learning Activities Use Social Media at Post Basic Schools in Kano State, Nigeria?

Table 3: Types of Teaching and Learning Activities Uses Social Media

The type of activities engage in using social media, include watching lectures and tutorials.
 The forms of social media content find most useful for learning include video, audio and audio recording
 I have participated in learning groups on social media

Source: Fieldwork, 2025

Table 3 shows the type of activities engage in using social media, include watching lectures and tutorials (Mean = 2.1944; SD = 1.24148). Item two ranked second which says the forms of social media content find most useful for learning include video, audio and audio recording (Mean = 2.1759; SD = 1.17472). And item three ranked third which says I have participated in learning groups on social media (Mean = 2.2130; SD = 1.10268). Therefore, the above analysis showed that, the type of activities engage in using social media, include watching lectures and tutorials (Mean = 2.1944; SD = 1.24148) is the type of teaching and learning activities use social media at Post Basic schools in Kano state, Nigeria.

Research Question 4: What Are the Importance of Social Media for Effective Teaching and Learning at Post Basic schools in Kano State, Nigeria?

Table 4: Importance of Social Media for Effective Teaching and Learning

Items	Std.			Ranking
	N	Mean	Deviation	
I think social media should be integrated into teaching and learning at post basic schools.	356	45.87	5.04	4 th
I face different challenges while using social media for learning	356	50.12	4.67	3 rd
In my opinion social media is better utilized for teaching and learning	356	66.51	6.27	2 nd
I recommend social media as an effective tool for teaching and learning	356	74.28	5.86	1 st

Source: Fieldwork, 2025

Table 4 shows the importance of social media for effective teaching and learning. It presents that item four ranked first, which says I recommend social media as an effective tool for teaching and learning (Mean = 74.28; SD = 5.86). Item three ranked second which says, in my opinion social media is better utilized for teaching and learning (Mean = 66.51; SD = 6.27). Item two ranked third which says I face different challenges while using social media for learning (Mean = 50.12; SD = 4.67). And item one ranked fourth which says I think social media should be integrated into teaching and learning at post basic schools (Mean = 45.87; SD = 5.04). Therefore, the above analysis showed that, students recommend social media as an effective tool for teaching and learning (Mean = 74.28; SD = 5.86) is the importance of social media for effective teaching and learning.

Summary of the Findings

The following are the summary of the study:

1. The finding of the study showed social media is mostly use for learning by post-basic schools' students of Kano state, Nigeria.
2. The finding of the study showed that post basic students often find it challenging to comprehend lectures delivered in English language.
3. The finding of the study showed that the type of activities engage in using social media, include watching lectures and tutorials.
4. The finding of the study showed that post basic students recommend social media as an effective tool for teaching and learning.

V. CONCLUSION

The use of social media is a relatively a recent phenomenon in this part of the world, so the growth and influence users experience between offline and online contexts has not been explored yet in great detail in literature. Social media is one of the transformative communications technologies of the present information age, and one in which students are immersed with connecting, updating, tweeting, texting, poking and posting almost throughout their academic days. Many studies have been conducted in the bid to understand the whole idea and concept of social media. This can be seen in the amount of academic studies on social media since its inception yet a handful of students in the senior secondary school studied in so many ways cannot relate it to their studies; that is bound to suffer at the long run

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