



LECTURERS' AND STUDENTS' PERCEPTION OF SOCIAL MEDIA FOR TEACHING AND LEARNING DURING THE COVID-19 PANDEMIC: A CASE STUDY OF ACHIEVERS UNIVERSITY, OWO, NIGERIA

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ABSTRACT

This study examined the perception of lecturers and students of Achievers University, Owo, Nigeria, about the use of social media for teaching and learning during the COVID-19 pandemic. The study, was carried out on 123 lecturers and 487 students from the 4 existing colleges through 5-point Likert scale questionnaires administered online. Data collected were analyzed using t-test and ANOVA in addition to the descriptive statistics. The findings of this study show that, social media was perceived to be useful for teaching by lecturers while students have a negative perception about its usefulness and ease of use. The study recommends that lecturers must be exposed through seminars and conferences to the best practices for developing and delivering online courses to make online teaching very productive and enjoyable for both lecturers and students.

Keywords: Social Media, Technology Acceptance Model (TAM), Online learning, Perceived Usefulness, Perceived Ease of Use, COVID-19

INTRODUCTION

In December 2019, an infectious respiratory disease that had broken out in Wuhan, China, was reported at the China office of the World Health Organization (WHO, 2020a). The disease was later recognized as a novel coronavirus disease and called coronavirus disease 2019 (COVID-19) (Anthony, Lane & Robert, 2020). The Covid-19 has since become a global pandemic as over 100 countries are currently waging war against the disease (WHO, 2020b). It is in recent time, the biggest threat to global health (Anthony, 2020). The pandemic has grounded the social and economic activities of the world. The world is currently witnessing the largest global recession in history (IMF, 2020) as a result of the lock down in one third of the world population (Kaplan, Frias & McFall-Johnsen, 2020). Researchers are digging deep in a bid to find an end to the scourge, appreciable progress has been made and some findings have been promising (Colson, Rolain & Raoult, 2020; Gao, Tian & Yang, 2020; Wang, Drabek, Okba, Haperen, Osterhaus, & Bosch. 2020; Cao, Wang, Wen, Liu, Wang, Fan & Wang C, 2020; Martinez, 2020). As the search for solution continues, governments, organizations, businesses and educational institutions are developing different coping strategies to weather the storm of the COVID-19 pandemic. Educational institutions are forced to make emergency transition to online learning platforms for academic activities to resume (Bao, 2020; Basilaia & Kvavadze, 2020; Zhang,

Wang, Yang & Wang, 2020; Bacow, 2020). The remote learning and teaching presents new challenges to both teachers and students, as the platforms are diverse and quite different from conventional classroom. The choice of teaching platform, how to teach, what to teach, resources required for teaching, feedback modes are some of the immediate concerns of the teachers.

In Nigeria, the first case of the COVID-19 was confirmed on the 27th of February 2020 in Lagos State (BBC News, 2020). As the number of reported cases increases the National University Commission (NUC) the body responsible for regulating universities in Nigeria directed all universities to close with effect from 23rd March 2020 (NUC, 2020). Following the directive by the Education Minister that universities should commence online teaching, Achievers University, Owo, commenced online teaching on the 14th of April 2020 (Punchng, 2020).

Achievers University is a private university established in 2007 and accredited by the National Universities Commission. It is geographically located on latitude 7.174188°N and longitude 5.583249°E in Owo, Ondo State, Nigeria. The university has about 1800 students and 130 academic staff. The university has four (4) colleges, runs twenty-one (21) academic programmes and four (4) postgraduate programmes (Achievers University, n.d.).

Telegram, WhatsApp and Google classroom were the platforms immediately adopted by Achievers University academics for teaching. The emergency transition to online teaching and learning led to the use of social media for learning. Social media are communication applications that can be deployed on smartphones and computers for on the go interactions between users. A large volume of ideas, interest, and information are exchanged daily via this media. The information could be in different forms such as text, audio, image and video. The use of social media for learning is not a new concept. These studies have in time past examined the adoption, its role in learning and its usefulness as a collaborative learning tool (Conway, Munguatosha, Muyinda & Lubega, 2011; Tess, 2013; Li, Helou & Gillet, 2012). However, there are still concerns about gender disparity in usage and the quality of learning that can be achieved via social media. It is important to know how the users feel about the system to be able to measure the quality of teaching and/or learning.

This study relies on the framework developed by Davis, Bagozi and Warshaw (1989), the Technology Acceptance Model (TAM) for better understanding of lecturers' and students' perception of social media in teaching and learning. TAM is a widely used model and its robustness has been proven over time (Legris, Ingham & Collerette, 2003). It has been used in assessing the adoption of different technologies (Davis, 1989; Amaoko-gyampah & Salam, 2004; Olafare & Fakorede, 2017). TAM relies on two major behavioural beliefs, Perceived Usefulness (PU) and Perceived Ease of Use (PEoU) in determining the possible adoption of an information system or technology. Perceived usefulness, according to Davis, Bagozi and Warshaw (1989), is "the degree to which a person believes that using a particular system would enhance his or her job performance". In the context of this study it is the extent to which the lecturers and students believe that the use of social media in teaching and learning would be beneficial to them. It is believed that the degree of usefulness will determine the frequency of use and possible adoption (Sago, 2013). Perceived ease of use is the extent to which a user believes a system would be effortless (Davis, 1989). The perceived ease of use strongly determines the continued use of a technology. COVID-19 has shown that there is a very important need for alternative approach to learning for continued education and every institution of learning must be ready for this change. Therefore, the essence of this study is to establish the possibility of adopting social media as an alternative to the conventional mode of teaching and learning. Especially, for sustaining formal education during the COVID-19 pandemic and beyond.

In a study by Mourlam (2014), a Facebook group was set up for Social Studies, a junior secondary school subject. Assignments were shared through the group and the use of event feature on Facebook made it easier to send reminders to the students. The perception of the student about their

homework habits was examined based on data gathered over a period of twelve weeks. The instructor's reflection on the Facebook group was also collated. The goal of the study was to examine the perception of the instructor and students about teaching and learning via social media. The result of the study shows that the teacher adapted better after each engagement and 79% of the students found Facebook very useful. The study concluded that there is great potential for social media in education.

Elham, Wafa, and Ali (2014) also examined the adoption of social networking in education. The aim of the study was to justify the need to change the traditional mode of teaching and learning. The result of the study showed that most of the students find learning through social media useful and believed it helped them to understand concepts better. The study concluded that traditional mode of learning should change and online tools should be adopted for teaching and learning.

There is always a concern about gender disparity in technology acceptance. Liaw (2002) indicated that female have less positive perception when it comes to computer usage. In the study by Li, Glass & Records (2008), the acceptance of a mobile e-commerce technology was assessed the result showed that both males and females had similar adoption rates.

In a study by Dzandu, Boateng, Agyemang and Quansah (2016) the PU, PEoU and gender adoption of social media was examined. PU and PEoU played significant role. It was reported that there is no gender disparity in the perception of social media among university students. In recent time there has been an increased demand for the adoption of social media platforms for learning and teaching. This is necessitated by the prolonged lockdown as a result of the COVID-19 pandemic. In a recent survey conducted by Kapasia, et al. (2020) in India to determine the impact of lockdown on learning. The result showed that 70% of the total of 232 undergraduate and postgraduate students that responded to the survey were already involved in e-learning. In another study, Mulenga and Marbán (2020) analyzed how prospective secondary school teachers at Copper Belt University (CBU) would engage mathematics activities via online learning. The study measured the participants' online mathematics learning behaviour using cluster analysis. The cluster analysis revealed that there is a high performance in the cluster (Cluster 2) that engage in more mathematics activities. The study concluded that learning and teaching of mathematics is achievable through online platforms and recommended the inclusion of online learning in the country's curriculum.

In a similar study, Tran, et al. (2020) investigated the learning behaviour of some students in Vietnam during COVID-19. The result showed an increase in the number of hours spent on online learning by students especially those from private schools the study also observed that teachers incorporated new know-how into the online lesson.

Agarwal and Kaushik (2020) conducted a study to determine student's perception of online learning during COVID-19

pandemic. 87% of the total number of 100 students that responded are pediatric postgraduate students. At least 95% of the students perceived the online learning session as: properly designed to suit their level of learning; interesting and enjoyable; relevant. The study concluded that online teaching is achievable and cheap, and recommended online learning for integration in postgraduate training. Similarly, 92.9% of the students interviewed in a study carried out by Fakorede (2019) believed that social media can be used for teaching and learning.

In Nepal, Subedi, Suvash, Subedi, Shah and Shah (2020) carried out an impact assessment of e-learning on Nursing students and teachers during the COVID-19 pandemic. The result of the study showed that more than 50% of the students were affected by poor internet connectivity and electricity, and almost 50% of the teachers were equally affected by both factors. 54.8% of the students also do not enjoy taking classes from home though majority of the students believed that online classes saves time. The study concluded that for the objective of e-learning to be met associated problems must be solved.

Materials and Method

The research design, method of data collection, participants and ethics consideration and data analysis are discussed in this section. Hence, the various materials and methods applied in order to actualize the various objectives are discussed.

Research Design

In this study questionnaire containing hypothetical questions relating to the topic under investigation and personal questions were asked for responses from lecturers and students of Achievers University, Owo and the options were formulated as a five-point Likert scale that is 1 stands for "strongly Agree, 2 for Agree, 3 for Neutral, 4 for Disagree and 5 for Strongly Disagree. The instrument used for data gathering is an adapted questionnaire developed by Davis (1989).

Data Collection

Data were collected through the use of questionnaires which were administered via Google forms and responses were

downloaded as an excel file for proper analysis. The Google form link was sent to both students and lecturers through their respective WhatsApp groups in order to obtain their individual opinion on the subject matter. A total of 123 lecturers and 487 students responded to the survey across all the colleges in Achievers University, Owo. The questionnaire was distributed after four weeks of teaching via the social media platforms.

Participants and Ethics Consideration

The participants in this study comprised of the University lecturers and students pursuing different degree in the institution. Participants in the survey include lecturers and students from various colleges of the university; College of Engineering and Technology (COET), College of Law (COL), College of Natural and Applied Sciences (CONAS) and College of Social and Management Sciences (COSMAS). In this study lecturers and students participated voluntarily and information retrieved was treated with utmost confidentiality.

Data Analysis

Data were collected in excel format and transferred into Statistical Package for Social Sciences (SPSS) 17.0 version for analysis. The descriptive analyses of the hypothetical questions were displayed using percentage and mean of the 5point Likert scale used in the analysis. Inferential statistics such as t-test for gender were analyzed. Analyses of Variance (ANOVA) was used to test the perceptions on the use of social media for teaching and learning.

Validity and Reliability of the Instrument

The reliability of the instrument was measured using Cronbach's Alpha (α). The reliability test is a measure of internal consistency. The items under a dimension or construct is considered acceptable and reliable if the Cronbach's Alpha (α) value is greater than 0.70 (Dillon & Morris, 1996), therefore, the reliability test result presented in Table 1 showed that the instrument is reliable and as a result valid.

Table 1: Reliability Statistics for Perceived Usefulness (PU) and Perceived Ease of Use (PEoU)

		Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Lecturers'	PU	.846	.851	10
	PEoU	.763	.773	10
Students'	PU	.777	.780	10
	PEoU	.756	.745	7

RESULTS AND DISCUSSION

Demographic Table

The tables and bar charts in this section provide the summary and the descriptive analysis of the respondents involved in this study. Questionnaire was administered to obtain certain information necessary for the purpose of this research work from students and lecturers based on college and platforms of the university and the information was accurately measured.

The distribution of the lecturers according to college (Table 2) shows that 69, 28, 15, 11 respondents were from CONAS, COSMAS, COET and LAW respectively. There are 66 males and 57 females across the colleges.

Table 2. The distribution of the lecturers according to college

Lecturers	COLLEGE				
	CONAS	COSMAS	COL	COET	Total
Male	35	13	12	6	66
Female	34	15	3	5	57
Total	69	28	15	11	123

The distribution of the lecturers according to platforms (Table 3) shows that 29, 21, 65, and 8 respondents use telegram, WhatsApp, More than one platform and Google Classroom respectively for teaching.

Table 3. The distribution of the lecturers based on teaching platforms

Lecturers	Platforms				
	Telegram	WhatsApp	More than one platform	Google Classroom	Total
Male	17	11	33	5	66
Female	12	10	32	3	57
Total	29	21	65	8	123

Table 4 shows the distribution of the students according to college. 402, 36, 26, and 23 respondents were from CONAS, COSMAS, COET and LAW respectively.

Table 4. The distribution of the students according to college

Students	COLLEGE				
	CONAS	COSMAS	COL	COET	Total
Male	110	18	6	10	144
Female	292	18	20	13	343
Total	402	36	26	23	487

The distribution of the students according to platforms (Table 5) shows that 97, 57, 312, 21 respondent uses Telegram, WhatsApp, More than one platform and Google Classroom respectively for learning.

Table 5. The distribution of the students based on learning platforms

Students	Platforms				
	Telegram	WhatsApp	More than one platform	Google Classroom	Total
Male	30	17	88	9	144
Female	67	40	224	12	343
Total	97	57	312	21	487

Data Analysis Result

This session presents the analysis of lecturers' and students' perceived usefulness and perceived ease of use of social media. The responses are measured on five rank Likert scale hence, strongly agree, Agree, Neutral, Disagree and Strongly Disagree.

Table 6. Lecturers' perceived usefulness of social media

S/N	Lecturers' perceived usefulness of social media	Strongly Agree%	Agree%	Neutral%	Disagree%	Strongly Disagree%	Mean
1.	I have greater control over my courses while teaching via social media	21.1	30.1	19.5	18.7	10.6	2.67
2.	Teaching via social media improved my academic productivity	8.9	34.1	19.5	20.3	17.1	3.02
3.	Although it might be helpful teaching via social media it is not appropriate for my course	22.0	30.9	13.0	26.8	7.3	2.67
4.	There are usually no distractions that constitute a nuisance when delivering a lecture on social media	10.6	17.9	5.7	42.3	23.6	3.50
5.	I get better feedback during or immediately after the class	9.8	19.5	22.8	39.0	8.9	3.18
6.	Attentions are undivided while teaching via social media.	8.9	30.1	8.1	37.4	15.4	3.20
7.	If teaching via social media were not mandatory, I would still use it.	9.8	27.6	18.7	35.0	8.9	3.06
8.	I need an experienced person nearby when I use social media for teaching.	7.3	18.7	9.8	24.4	39.8	3.71
9.	It is easier to take attendance when using social media	9.8	29.3	14.6	29.3	17.1	3.15
10.	It is easier to teach my courses through social media	13.0	14.6	12.2	37.4	22.8	3.42

The result in Table 6 showed that lecturers believed that they have greater control over their courses while teaching via social media. Also, 43%, and 37.4% of lecturers agreed and disagreed respectively that teaching via social media improved their academic productivity. In the same vein, 52.9% of lecturers Agreed and 34.1% disagreed that although it might be helpful teaching via social media it is not appropriate for their course. 28.5% of lecturers agreed while 65.9% disagreed that there are usually no distractions that constitute a nuisance when delivering lecture on social media. Furthermore, 29.3% of lecturers agreed while 47.9% disagreed that they get better feedback during or immediately after the class. 39% of lecturers agreed while 52.8% disagreed that attentions are undivided while teaching via social media. 37.6% of lecturers agreed while 43.9% disagreed that If teaching via social media were not mandatory, they would still use it. 26% of lecturers agreed while 64.2% disagreed that they need an experienced person nearby; when using social media for teaching. 39.1% agreed while 46.4% disagreed that It is easier to take attendance when using social media. Lastly, 27.6% of lecturers agreed and 60.2% disagreed that it is easier to teach their courses through social media.

Table 7. Lecturers' perceived ease of use of social media

S/N	Lecturers' perceived usefulness of social media	Strongly Agree%	Agree%	Neutral%	Disagree%	Strongly Disagree%	Mean
1.	Technical problems like a power outage, network connection problems with teaching on social media are controllable	22.8	9.8	6.5	26.0	35.0	3.41
2.	I am not in complete control when I use social media for teaching	26.8	12.2	6.5	19.5	35.0	3.24
3.	Using social media for teaching is often frustrating	32.5	30.1	10.6	22.0	4.9	2.37
4.	Generally, social media are easy to use	27.6	40.7	10.6	4.9	16.3	2.42
5.	Teaching via social media does not require a lot of mental effort.	8.1	33.3	15.4	16.3	26.8	3.20
6.	My students find it easier to use social media for learning	6.5	14.6	21.1	39.8	17.9	3.48
7.	Teaching via social media requires more technical skills that I do not have	8.1	22.8	14.6	22.0	32.5	3.48
8.	Due to ease of use, I will use social media for my courses in the future	8.1	19.5	23.6	28.5	20.3	3.33
9.	It is too expensive to use social media for teaching regularly	42.3	42.3	4.9	7.3	3.3	1.87
10.	The features available on the social media platform enhances teaching	7.3	38.2	17.1	22.8	14.6	2.99

It can be observed from Table 7 that 32.6% lecturers agreed while 61% disagreed that technical problems like a power outage, network connection problems with teaching on social media are controllable. Also 39%, and 54.5% of lecturers agreed and disagreed respectively that they are not in complete control when they use social media for teaching. In the same vein, 62.6% of lecturers agreed and 26.9% disagreed that using social media for teaching is often frustrating. 68.3% of lecturers agreed while 21.2% disagreed that generally, social media are easy to use. Furthermore, 41.4% of lecturers agreed while 43.1% disagreed that teaching via social media does not require a lot of mental effort. 21.1% of lecturers agreed while 57.7% disagreed that students find it easier to use social media for learning. 30.9% of lecturers agreed while 54.5% disagreed that teaching via social media requires more technical skills that they do not have. 27.6% of lecturers agreed while 48.8% disagreed that due to ease of use, they will use social media for my courses in the future. 84.6% agreed while 10.6% of lecturers disagreed that it is too expensive to use social media for teaching regularly. Lastly, 45.5% of lecturers agreed and 37.4% disagree that the features available on the social media platform enhances teaching.

Table 8. Students' perceived usefulness of social media

S/N	Students' perceived usefulness of social media	Strongly Agree%	Agree%	Neutral%	Disagree%	Strongly Disagree%	Mean
1.	Receiving lectures via social media is better than conventional classroom teaching	7.6	8.6	11.9	26.5	45.4	3.93
2.	Concepts are better understood when it is taught via social media	3.9	6.6	14.2	30.8	44.6	4.06
3.	My academic performance will improve if teaching is conducted via social media	1.8	7.6	15.4	30.2	45.0	4.09
4.	Receiving lecture via social media enhance your interaction with your course mate	6.0	17.5	20.5	23.6	32.4	3.59
5.	It is easier to submit assignments via social media	13.8	34.7	16.2	16.4	18.9	2.92
6.	It is easier to revisit the class discussions when teaching is done via social media	30.2	38.0	12.9	8.0	10.9	2.31
7.	I rarely become confused when I use social media platforms	10.7	19.3	21.6	26.3	22.2	3.30
8.	I get information from my course mate faster via social media	12.3	41.7	18.9	15.2	11.9	2.73
9.	I feel too relaxed receiving lectures via social media	27.3	34.9	15.8	9.9	12.1	2.45
10.	It is easier to learn through social media	3.9	14.2	19.7	27.3	34.9	3.75

The result in Table 8 showed that 71.9% of students disagreed while 16.2% agreed that receiving lectures via social media is better than conventional classroom teaching. Also, 75.4%, 10.5% of students disagreed and agreed respectively that concepts are

better understood when taught via social media. In the same vein, 75.2% of students disagreed and 7.6% agreed that their academic performances will improve if teaching is conducted via social media. 23.5% of students agreed while 56% disagreed that receiving lecture via social media enhance interaction with course mate. Furthermore, 48.5% of students agreed while 35.3% disagreed that it is easier to submit assignments via social media. However, 68.2% of students agreed while 18.9% of them disagreed that it is easier to revisit the class discussions when teaching is done via social media. 54% of students agreed while 21.1% disagreed that information could be gotten from course mate faster via social media. 18.1% of students agreed while 62.2% disagreed that it is easier to learn through social media.

Table 9. Students' perceived ease of use of social media

S/N	Students' perceived ease of use of social media	Strongly Agree%	Agree%	Neutral%	Disagree%	Strongly Disagree%	mean
1.	I assimilate better when I receive a lecture through social media.	3.3	4.7	17.5	32.4	42.1	4.05
2.	It is cost-effective to use social media for learning.	38.8	26.7	10.7	8.2	15.6	2.35
3.	More efforts are required to learn through social media	29.8	47.0	10.1	7.8	5.3	2.12
4.	The availability of electricity affects your ability to attend classes via social media.	61.0	22.8	6.2	6.8	3.3	1.69
5.	The method adopted by some lecturer consumes more data	44.6	34.1	13.6	5.7	2.1	1.87
6.	The poor communication network makes learning via social media difficult.	58.1	27.9	5.3	5.3	3.3	1.68
7.	The features available on the social media platform enhances learning.	4.1	26.7	22.0	24.2	23.0	3.35

Table 9 showed that 76.5% of students disagreed while 8% agreed that they assimilate better when lectures are received through social media. Also 65.5%, 23.8% of students agreed and disagreed respectively that it is cost-effective to use social media for learning. In the same vein, 76.8% of students agreed and 13.1% disagreed that more efforts are required to learn through social media. 83.8% of students agreed while 10.1% disagreed that the availability of electricity affects ability to attend classes via social media. Furthermore, 78.7% of students agreed while 7.8% disagreed that the method adopted by some lecturer consumes more data. Also, 86% of students agreed while 8.6% disagreed that poor communication network makes learning via social media difficult. 30.8% of students agreed while 47.2% disagreed that the features available on the social media platform enhances learning.

Research Hypothesis 1

H₀: there is no significant difference in lecturers' perceived usefulness of social media for learning at Achievers University based on gender.

Table 10. Significance test of lecturers' perceived usefulness of social media for teaching based on gender

Variable	N	Mean	SD	df	t	Sig	Remark
Male	66	2.999	0.746	121	-0.065	0.736	Do not reject
Female	57	3.008	0.736				

Table 10 indicates that there is no significant difference between male and female lecturers' perceived usefulness of social media for learning in Achievers University. The null hypothesis cannot be rejected since $pvalue = 0.736 > 0.05, df(121), t = -0.065$. the mean value of male (2.999) lecturers is not significantly different from the mean value of female (3.008) lecturers which implies that both male and female lecturers have the same perception of usefulness of social media.

Research Hypothesis 2

H₀: there is no significant difference in lecturers' perceived ease of use of social media for learning at Achievers University based on gender.

Table 11. Significance test of lecturers' perceived ease of use of social media for teaching based on gender

Variable	N	Mean	SD	df	t	Sig	Remark
Male	66	2.916	0.584	121	-0.307	0.886	Do not reject
Female	57	2.948	0.579				

The result in Table 11 shows that there is no significant difference between male and female lecturers' perceived ease of use of social media for learning in Achievers University. The null hypothesis is accepted since $pvalue > 0.05, df(121), t = -0.307$. the mean value of male (2.916) is not significantly different from the mean value of female (2.948) which implies that both male and female lecturers have the same perception on the ease of use of social media for teaching in Achievers University, Owo.

Research Hypothesis 3

H₀: there is no significant difference in lecturers' perceived usefulness of social media for learning in Achievers University based on College.

Table 12. Significance test of lecturers' perceived usefulness of social media for teaching based on colleges

	Sum of Squares	df	Mean Square	F	Sig	Remark
Between Groups	4.362	3	1.454	2.783	0.044	Reject
Within Groups	62.180	119	0.523			
Total	66.542	122				

It is important to test whether perception on usefulness differs based on colleges. The result in Table 12 reveals that there is a significant difference between lecturers' perceived usefulness of social media in various colleges (CONAS, COSMAS, COET and COL) in Achievers University Owo. $Fvalue = 2.783, Pvalue < 0.05$ established that H₀ be rejected, therefore, the study concludes that lecturers have different perceptions on the use of social media across colleges in Achievers University. Since it was confirmed that there's a significance difference between lecturers' perceived usefulness of social media, a pairwise comparison analysis was carried out to know which colleges are significantly different from each other using turkey post hoc test as presented in Table 13.

Table 13. Post hoc test result for pairwise comparison of colleges

COLLEGE	N	Subset 1
COL	11	2.700
COSMAS	28	2.787
COET	15	2.881
CONAS	69	3.164
Sig		0.195

It can be deduced from Table 13 that there is no significant difference between lecturers' perceived usefulness of social media based on college since all the means are in the same homogeneous subset. P-value = 0.195, p-value > 0.05 which negates the decision made based on the result of the ANOVA test in Table 12.

Research Hypothesis 4

H₀: there is no significant difference in lecturers' perceived ease of use of social media for learning in Achievers University based on College.

Table 14. Significance test of lecturers' perceived ease of use of social media for teaching based on colleges

	Sum of Squares	df	Mean Square	F	Sig	Remark
Between Groups	0.204	3	0.068	0.198	0.897	Do not reject
Within Groups	40.776	119	0.343			
Total	40.979	122				

Table 14 reveals that there is no significant difference between lecturers' perception on ease of use of social media in various colleges (CONAS, COSMAS, COET and COL) in Achievers University Owo. $F - value = 0.198, P - value > 0.05$ established the assertion made by H₀. Therefore, it is concluded that lecturers have the same perception on the ease of use of social media across colleges in Achievers University.

Research Hypothesis 5

H₀: there is no significant difference in students' perceived usefulness of social media for learning at Achievers University based on gender.

Table 15. Significance test of students' perceived usefulness of social media for learning based on gender.

Variable	N	Mean	SD	df	t	sig	remark
Male	144	3.32	0.40	485	0.47	0.48	Do not reject
Female	343	3.30	0.41				

Table 15 indicates that there is no significant difference between male and female students' perceived usefulness of social media for learning in Achievers University.

The null hypothesis is accepted since $pvalue > 0.05, df(485), t = 0.47$. the mean value of male (3.32) students is not significantly different from the mean value of female (3.30) students which implies that both male and female students have the same perception on the usefulness of social media for learning.

Research Hypothesis 6

H₀: there is no significant difference in students' perceived ease of use of social media for learning at Achievers University based on gender.

Table 16. Significance test of students' perceived ease of use of social media for learning based on gender

Variable	N	Mean	SD	df	t	Sig	Remark
Male	144	2.69	0.37	485	1.06	0.39	Do not reject
Female	343	2.64	0.40				

The result in Table 15 shows that there is no significant difference between male and female students' perceived ease of use of social media for learning in Achievers University. The null hypothesis cannot be rejected since $pvalue > 0.05, df(485), t = 1.06$. the mean value of male (2.69) is not significantly different from the mean value of female (2.64) which implies that both male and female students have the same perception on the ease of use of social media.

Research Hypothesis 7

H₀: there is no significant difference in students' perceived usefulness of social media for learning at Achievers University based on College.

Table 17. Significance test of students' perceived usefulness of social media for learning based on colleges

	Sum of Squares	df	Mean Square	F	Sig	Remark
Between Groups	0.146	3	0.049	0.285	0.836	Do not reject
Within Groups	82.580	483	0.171			
Total	82.726	486				

Table 17 reveals that there is no significant difference between students' perception of usefulness of social media for learning in various colleges (CONAS, COSMAS, COET and COL) in Achievers University Owo. $F_{value} = 0.285, P_{value} > 0.05$ established that H_0 cannot be rejected therefore, it is concluded that students have the same perception on the use of social media across colleges in Achievers University.

Research Hypothesis 8

H_0 : there is no significant difference in students' perceived ease of use of social media for learning at Achievers University based on Colleges.

Table 18. Significance test of students' perceived ease of use of social media for learning based on colleges

	Sum of Squares	df	Mean Square	F	Sig	Remark
Between Groups	0.484	3	0.161	1.036	0.376	Do not reject
Within Groups	75.283	483	0.156			
Total	75.767	486				

Table 18 reveals that there is no significant difference between students' perception on ease of use of social media for learning in various colleges (CONAS, COSMAS, COET and COL) in Achievers University Owo. $F_{value} = 1.036, P_{value} > 0.05$ established that H_0 cannot be rejected therefore, it is concluded that students have the same perception on the ease of use of social media across colleges in Achievers University.

DISCUSSION

Findings from this study revealed that there is no significant difference in lecturers' and students' perceived usefulness and perceived ease of use of social media for learning in Achievers University Owo based on gender and college. This is in agreement with the finding of Dzandu et al., (2016) which corroborates the fact that gender does not play significant role in the adoption of social media for teaching and learning. However, both lecturers and students agreed that receiving lectures via conventional classroom is better than receiving lectures via social media platform this is in line with the result of the study by Subedi, et al. (2020), but contrary to findings in many related studies (Mourlam, 2014; Elham, et al., 2014; Argawal & Kaushik, 2020; Mutarubukwa & Mazana, 2020) where result shows that perceived usefulness and perceived ease of use is positive, social media learning/teaching is preferred and respondents are highly enthusiastic about the adoption of social media for learning and teaching. The lecturers' perception is that social media is useful for teaching as it would improve their productivity while the students' perception is that it is not useful for learning as their academic performance will not improve as a result of learning through it. Although, both lecturers and students considered social media generally useful but the unwillingness to adopt social media for teaching and learning by the students and lecturers of Achievers University can be connected to some of the challenges such as change management issue, technical issues (Almaiah, Al-Khasawneh, & Althunibat, 2020) and other factors (Subedi, et al., 2020) encountered during the engagement and the lecturers been unaware of the available e-

learning tools needed to develop and deliver online teaching that conforms to global standards. The summary of the research questions further revealed the following.

1. Lecturers perceived that use of social media for teaching enhances greater control over their courses.
2. Lecturers perceived that teaching via social media would improve their academic productivity.
3. Lecturers perceived that attentions are often divided while teaching via social media
4. Lecturers perceived there's no need for an experienced person nearby when teaching is conducted via social media
5. Lecturers perceived that it is not easier to teach their courses through social media
6. Lecturers perceived technical problems like a power outage, network connection problems with teaching on social media are uncontrollable
7. Lecturers perceived the ease of use of social media as having total control when they conduct lecture through the social media platforms.
8. Generally, lecturers expressed that social media is easy to use.
9. Lecturers expressed that teaching via social media requires a lot of mental effort.
10. Lecturers perception is that they may never use social media for teaching their courses in the future as it requires a lot of effort.
11. Students perceived that concepts are not better understood when it is taught via social media.

12. Students perceived that if teachings are conducted via social media academic performance will not improve.
13. Students opined that it is easier to revisit the class discussions when teaching is done via social media.
14. Students opined that they feel too relaxed receiving lectures via social media.
15. Students concluded that it is cost-effective to use social media for learning.

CONCLUSION

This study examined the perception of lecturers and students of Achievers University Owo about the use of social media for teaching and learning. In this study, social media was perceived to be generally useful. However, the perception of lecturers is that it is useful for teaching while students' perception is that it is not useful for learning and in terms of ease of use it is perceived to require a lot of effort to use by both lecturers and students. The students agree that poor network makes learning via social media difficult. The findings of this study show that, social media was perceived to be useful for teaching by lecturers while students have a negative perception about its usefulness and ease of use. The general conclusion drawn based on the result of this study is lecturers and students prefer the traditional teaching and learning mode and are unwilling to adopt social media. The study therefore, recommends that lecturers must be exposed through seminars and conferences to the best practices for developing and delivering online courses to make online teaching very productive and enjoyable for both lecturers and students.

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