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EXTENT OF SOCIAL MEDIA UTILIZATION IN TEACHING VOCATIONAL SKILLS IN TECHNICAL COLLEGES IN ANAMBRA STATE

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ABSTRACT

This study investigated the extent to which social media is used in teaching vocational skills in technical colleges in Anambra State, Nigeria. Two research questions guided the study, and two null hypotheses were tested at the 0.05 level of significance. A descriptive survey research design was employed. The study population comprised 177 technical teachers from 15 accredited technical colleges in Anambra State. Due to the manageable size of the population, no sampling was conducted. Data were collected using a structured 30-item questionnaire. The instrument was validated by three experts and reliability coefficient of 0.76 was obtained using Cronbach Alpha Method. The data collected were analyzed using mean and standard deviation to answer the research questions while the t-test was the statistical tools used for testing the null hypotheses formulated for the study. The findings revealed, among other things, that social media is used to a low extent in teaching vocational skills in technical colleges in Anambra State. Based on the findings, it was recommended that technical teachers incorporate social media tools in lesson preparation and delivery. Additionally, the government should provide the necessary resources and infrastructure to support the integration of social media platforms into vocational teaching.

Keywords: Skill development, teaching and learning, technical colleges and social media

Introduction

Teaching and learning in contemporary society have taken a new dimension following the introduction of digital technologies. Learning is usually seen as the output of effective teaching and instructional processes that lead to the development of understanding, skills, values, attitudes and preferences. Learning according to Mbah & Umurhurhu (2016) is a behavioural change that takes place at the end of an interaction between a teacher or instructor and the learners. It could be seen as a transformative process of taking in information that when internalized and related to proper experience give rise to change in individual skill, attitude and knowledge. Effective teaching and learning are required for vocational skill development in technical colleges.

Skill is a manipulative ability exercise as an expertise in the performance of task. Mbah et al. (2020) stated that skill is the ability to make purposeful movement that are necessary as it forms the key for individual economic sustenance and social responsibility. Vocational skill development is the practice of learning skills through deliberate, systematic and sustained effort. Mbah (2016) opined that vocational skill development is the process of identifying skill gap, developing and training people to learn the skills in a define process. It is considered as

key for productive society and employment. Skill development has been linked to broader education and development strategies as the technical colleges are meant to provide a formal learning environment for skill development in different areas like engineering, technology, art and social science.

Skill development of students in technical colleges is a task that ensure proper training of students under the ages of 12-18 years on the various trades and servicing skills for sustainable survival in the society. Technical colleges are post primary education programme designed to train craftsmen and master craftsmen in different vocational/career and technical skill areas. Mbah (2016) and Okolie et al. (2019) stated that technical college programmes are aimed at training intermediate workforce with relevant skills for employment in facilities involving machines, information and communication technology, electrical systems, electronic control techniques and materials handling. Technical colleges are vocational training institutions that provide students with technical education programmes aimed at training craftsmen and master craftsmen to competently use tools and materials in both production and service settings.

Further, technical colleges in Anambra State are designed to develop abilities, understanding, work habits and appreciation encompassing knowledge, skills and information needed by workers to enter and make progress in employment on a useful and productive basis. At this technical college level, occupational specific education is provided to students through technical education instructional approaches. The curriculum of technical colleges focuses on crafts, engineering trades and technical skills (Okolie et al., 2019). Amongst the trades offered to students in Nigeria technical colleges include bricklaying, carpentry, plumbing, painting, motor vehicle repair and maintenance, air condition and refrigeration, radio and television maintenance, welding and fabrication, satellite dish installation, computer operation and repairs, computer programming, office management, agricultural science and home economics. The trades are properly planned to equip learners to understand skills to be employable in a specific area. Poor implementation of technical secondary school colleges programmes according to Akegbejo (2016) have hindered the socio-political, technological and economic development of the Nigeria society.

In recent times, technical colleges like other educational institutions are facing a daunting task of using digital technology such as social media to teach their students. Digital technology are electronic tools, system, devices and resources that generate, store or process data. Well known example includes social media platforms such as WhatsApp, YouTube, Facebook, Telegram, Instagram, Twitter, Google Classroom, Zoom, Microsoft Teams, and Google Meet. According to Okeke (2015) digital technologies are referred to as the use of advance and communication technology to collect, store, analyze and share physical information and market information in each link of the product value chain, providing important technical support for innovation in various field. It is the combination of digital technology, e-content and instructional strategies to support teaching and learning activities and tasks online. According to Olaniyi (2022) digital teaching and learning is any type of teaching and learning that is accompanied by digital technologies or by pedagogical approaches that use the technology effectively. Teachers in technical colleges are expected to utilize digital technologies to teach their students in this digital era. One of the digital technologies currently used for both synchronous and asynchronous learning is social media.

Social media comprises of activities that involve socializing and networking online through words, pictures and video. Ugwu (2019) define social media as a group of internet-based applications that build on the ideological and technological foundation of web 2.0, and that allows the creation and exchange of user-generated content. It depends on mobile and web-

based technologies to create highly interactive platforms through which individuals and communities share, co-create, discuss and modify user-generated content. In line with this Okeke (2019) stated that social media introduced substantial and pervasive changes to communication between organizations, communities and individuals. These changes are the focus of the emerging field of techno-self-studies. Social media's most distinctive aspect is its potential to shift from merely pushing out content to facilitating conversation, exchanging information, and driving transformative changes at individual, industrial, societal, and even global levels. The availability of high-speed internet broadband, along with the widespread use of desktop computers, laptops, e-readers, Facebook, YouTube, and smartphones has enabled millions of people to actively engage in social media, text messaging, content sharing, online learning, and more. Victoria (2015) observed that since technology is ruling the world in all disciplines and activities, the modern teaching approaches ranks highest in innovation development and use of the ever-changing technologies requiring adequate integration of information and communication technology (ICT) in teaching students.

The use of social media in technical colleges remains uncertain due to various human related challenges associated with the adoption of digital technologies in teaching and learning. Despite a growing demand for the use of social media to positively engage students and enhance their learning experiences, many students continue to rely on traditional, face-to-face teaching methods. This is particularly concerning given that students increasingly devote their time, talent, and attention to social media platforms. After regular classroom and workshop sessions, students often turn to social media, which if properly utilized could significantly improve their academic performance. Therefore, this study seeks to determine the extent to which social media is used in teaching vocational skills in technical colleges in Anambra State.

Statement of the Problem

In the rapidly evolving digital age, technical colleges programmes must adapt by integrating modern technologies particularly social media into teaching and learning processes. Social media platforms offer significant potential for enhancing the delivery of market-driven vocational skills, which are essential for sustainable technological, social, and economic development. Despite the increasing availability of digital devices and internet access in many technical colleges, a considerable number of students predominantly engage in non-academic and unproductive online activities. These trends reflect a disconnect between the availability of digital tools and their effective utilization for educational and skill development purposes. If this pattern persists, it may hinder the acquisition of relevant vocational competencies, ultimately reducing the employability of graduates and weakening the overall objectives of technical and vocational education. Moreover, there appears to be limited evidence of strategic or pedagogically sound use of social media by technical teachers in technical colleges. Without deliberate efforts to integrate these platforms into instructional methodologies, students may continue to misuse digital tools, thereby diminishing the transformative potential of vocational education in preparing youths for the demands of the 21st-century labour market. Therefore, it is important to determine the extent to which social media is being use in teaching vocational skills in technical colleges in Anambra State.

Purpose of the Study

The main purpose of the study was to determine the extent of use of social media in teaching vocational skills in technical colleges in Anambra State. Specifically, the study sought to determine:

1. social media useful for effective instructional delivery in technical colleges in Anambra State.
2. extent of utilization of social media platforms for effective instructional delivery by technical teachers in technical colleges in Anambra State.

Research Questions

The following research questions guided the study:

1. What are the social media platforms useful for effective instructional delivery in technical colleges in Anambra State?
2. What is the extent of utilization of social media platforms for effective instructional delivery by technical teachers in technical colleges in Anambra State?

Hypotheses

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

Ho_1 There is no significant difference between the mean ratings of male and female technical teachers on the social media platforms useful for effective instructional delivery in technical colleges in Anambra State.

Ho_2 Significant difference did not exist between the mean ratings of male and female technical teachers on the extent of utilization of social media platforms for effective instructional delivery in technical colleges in Anambra State.

Method

This study adopted descriptive survey design. Descriptive survey is one in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered to representative of the entire group using questionnaire or interview (Nworgu, 2015). The study was conducted in Anambra State Nigeria. Anambra State is located in the south-east geopolitical zone of Nigeria. The study was carried out in 15 accredited technical colleges in Anambra State. The population consisted of 177 technical teachers from technical colleges in Anambra State. The entire population was used because the size was manageable. A structured questionnaire with 30 items altogether in two clusters was used for data collection. The instrument was on four (4) point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). It was administered to 10 respondents who were not part of the population of the study in technical colleges in Enugu State. The scores obtained were subjected to internal consistency reliability test using Cronbach's Alpha method. The reliability yielded 0.76 which was considered adequate for the study. This in-line with Uzoagulu (2011) that reliability index of 0.60 to 1 shows that the instrument is highly reliable. A total of 192 copies of the questionnaire were personally administered to the respondents by the researcher with the help of 15 research assistants who were briefed on the purpose of the study. The total number of copies retrieved was 177 copies representing 100 percent return. The data collected were analyzed using mean and standard deviation to answer the research questions. For decisions to be reached regarding the mean for research question one, any item below 2.50 is regarded as not useful whereas for research question two, items with 3.50-4.00 (very high extent), 2.50-3.49 (high extent), 1.50-2.49 (low extent) and 0.50-1.49 (very low extent) were

used. Standard deviation values were used to determine the level of homogeneity among the respondents. T-test was used to test the hypotheses at 0.05 level of significance. The null hypothesis was not rejected where calculated t value was less than the table value but was rejected where calculated t value was greater than or equal to the table value.

Results

The results of the study were presented below:

Research Question 1: What are the social media platforms useful for effective instructional delivery in technical colleges in Anambra State?

Table 1: Mean ratings of the respondents on the social media platforms useful for effective instructional delivery in technical colleges in Anambra State. N=177

S/N	Items	$\overline{X}$	SD	Decision
1	Instagram	2.56	1.04	Useful
2	YouTube	2.92	0.93	Useful
3	Facebook	2.88	0.79	Useful
4	Twitter	2.73	0.84	Useful
5	Telegram	3.03	3.03	Useful
6	Google classroom	2.87	1.00	Useful
7	TikTot	3.27	0.85	Useful
8	Pinterest	2.41	1.05	Not useful
9	LinkedIn	2.21	1.03	Not useful
10	WhatsApp	3.03	0.94	Useful
11	Zoom	2.78	1.07	Useful
12	Google meet	3.16	1.08	Useful
13	Skype	2.32	0.88	Not useful
14	Microsoft teams	3.03	0.96	Useful
15	Edmodo	1.89	1.02	Not useful
	Cluster Mean	**2.77**	**0.95**	**Useful**

The results in Table 1 show that out of the 15 items, four social media platforms are not useful for effective instructional delivery in technical colleges in Anambra State. They are items 8, 9, 13 and 15 with corresponding mean of 2.41, 2.21, 2.32, and 1.89. Generally, the cluster mean of 2.72 is evidence that social media platform is useful for effective instructional delivery in technical colleges in Anambra State.

Research Question 2: What is the extent of utilization of social media platforms for effective instructional delivery by technical teachers in technical colleges in Anambra State?

Table 2: Mean ratings of the respondents on the extent of utilization of social media platforms for effective instructional delivery by technical teachers in technical colleges in Anambra State. **N=177**

S/N	Items	$\overline{X}$	SD	Decision
16	Instagram	2.18	0.99	Low Extent
17	YouTube	2.14	0.98	Low Extent
18	Facebook	2.40	0.82	Low Extent
19	Twitter	2.42	0.76	Low Extent
20	Telegram	2.45	0.78	Low Extent
21	Google classroom	2.79	1.09	Low Extent
22	TikTot	2.44	0.72	Low Extent

23	Pinterest	2.21	0.91	Low Extent
24	LinkedIn	2.04	0.92	Low Extent
25	WhatsApp	2.35	1.05	Low Extent
26	Zoom	1.73	0.82	Low Extent
27	Google meet	1.58	0.84	Low Extent
28	Skype	1.65	0.76	Low Extent
29	Microsoft teams	1.85	0.88	Low Extent
30	Edmodo	2.12	0.97	Low Extent
	Cluster Mean	**2.16**	**0.89**	**Low Extent**

The results in Table 2 show that all 15 items indicate a low extent of social media platform utilization for effective instructional delivery by technical teachers in technical colleges in Anambra State. Furthermore, the standard deviation which ranged from 0.76 to 1.09 indicates closeness in the opinions of respondents.

Hypothesis 1: There is no significant difference between the mean rating of male and female technical teachers on the social media platforms useful for effective instructional delivery in technical colleges in Anambra State.

Table 3: Summary of t-test analysis of mean ratings of male and female technical teachers on the social media platforms useful for effective instructional delivery in technical colleges in Anambra State.

Variables	N	t	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	Decision
Male	94	0.426	175	0.670	0.29310	0.68797	NS
Female	83						

The result of t-test analysis in Table 3 shows that the t-value at 0.05 level of significance and 175 degree of freedom for the 15 items is 0.426 with a significant value of 0.670. Since the significant value of 0.670 is more than the 0.05 level of significance the null hypothesis is not significant. This means that there is no significant difference between the mean ratings of male and female technical teachers on the social media platforms useful for effective instructional delivery in technical colleges in Anambra State.

Hypothesis 2: Significant difference did not exist between the mean ratings of male and female technical teachers on the extent of utilization of social media platforms for effective instructional delivery in technical colleges in Anambra State.

Table 4: Summary of t-test analysis of mean ratings of male and female technical teachers on the extent of utilization of social media platforms for effective instructional delivery in technical colleges in Anambra State.

Variables	N	t	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	Decision
Male	94	0.523	175	0.601	0.33308	0.63626	NS
Female	83						

The result of t-test analysis in Table 4 shows that the t-value at 0.05 level of significance and 175 degree of freedom for the 15 items is 0.523 with a significant value of 0.601. As the significant value of 0.601 is more than the 0.05 level of significance the null hypothesis is not significant. This means that significant difference did not exist between the mean ratings of male and female technical teachers on the extent of utilization of social media platforms for effective instructional delivery in technical colleges in Anambra State.

Discussion

The results presented in Table 1 revealed that social media platforms are useful tools for effective instructional delivery in technical colleges in Anambra state. These findings align with the conclusions of Atolagbe & Oyeniran (2015)**,** who noted that prominent social media platforms such as Facebook and Twitter have become integral to many educational institutions. Similarly, Reuben, as cited by Oyedele & Oladeji (2015), identified Facebook, YouTube, and twitter as platforms with significant educational value. Moreover, Atolagbe & Oyeniran (2015) also listed LinkedIn, Google Classroom, Google Meet, Zoom, Microsoft Teams, YouTube, Facebook, Twitter, and Instagram as platforms offering various educational applications. These platforms support content dissemination, real-time communication, student collaboration, and multimedia engagement, which are essential in delivering vocational education effectively.

However, the findings in Table 2 indicated that the extent of utilization of these social media platforms for teaching vocational skills in technical colleges in Anambra State is low. This outcome is consistent with the observations of Okeke (2019), who noted that social media tools are not given the necessary attention for promoting sustainable educational development in the 21st century. He emphasized the need for in-service training for teachers on how to effectively use social media to enhance instructional delivery, particularly in remote or underserved areas. Similarly, Ugwu (2019) observed that incorporating video-based teaching through social media platforms allows educators to stay current with technological trends and experiment with innovative teaching methods. He further explained that using social media in teaching enables educators to extend the reach of their instruction, potentially attracting students from rural or remote areas who may otherwise have been excluded from traditional classroom settings. This form of blended or distance learning also increases flexibility and inclusivity in vocational education.

Finally, the result of the two null hypotheses showed that significant difference did not exist between the mean ratings of male and female technical teachers on the social media platforms useful for effective instructional delivery and on the extent of utilization of the social media platform for effective instructional delivery in technical colleges in Anambra State. This suggests a gender-neutral perception and engagement with social media tools among educators in the technical education sector.

Conclusion

The findings of this study clearly indicate that social media platforms such as Instagram, YouTube, Facebook, Twitter, Telegram, Google Classroom, TikTok, Pinterest, LinkedIn, WhatsApp, Zoom, Google Meet, Skype, Microsoft Teams, and Edmodo are valuable tools for enhancing instructional delivery in technical colleges in Anambra State. Despite the proven potential of these platforms to support flexible, interactive, and accessible teaching, their level of utilization by technical teachers remains relatively low. The integration of social media into vocational education offers an opportunity to transcend the traditional classroom setting, enabling teaching and learning to occur anytime and anywhere. To fully harness these benefits, there is a need for increased awareness, training, and support for technical teachers in the effective use of these digital tools.

Recommendations

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

1. Technical teachers should upgrade their skills in using social media platforms effectively for classroom instruction, recognizing the value of these tools in enhancing teaching and learning.
2. Anambra State Government and the State Ministry of Education should organize regular training and retraining programmes for technical teachers on the effective integration of social media in instructional delivery.
3. Technical teachers should incorporate social media tools into their lesson planning and instructional materials to enhance student engagement and content delivery.
4. Government should provide necessary infrastructure and resources to support the use of social media platforms in teaching, such as internet access, digital devices, and software.
5. School administrators should develop monitoring strategies to support, supervise, and evaluate the use of social media in teaching and learning activities.

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