



TEACHER TRAINEES' READINESS TO ADOPT SOCIAL MEDIA IN TEACHING-LEARNING PROCESS: CASE STUDY OF FACULTY OF EDUCATION UNDERGRADUATES, UNIVERSITY OF IBADAN, NIGERIA

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The study investigated fifteen social media platforms relevant to teaching-learning process. The participants were 330 undergraduate in the Faculty of Education, University of Ibadan, Nigeria. Descriptive survey research design was adopted. The research instrument for data collection was a questionnaire and Focus Group Discussion Guide (FGDG). The findings revealed that teacher trainees were highly aware of social media useful in teaching-learning process. Whatsapp was the most utilized, followed by Facebook, Wikipedia, Google+, Tube, Ask.com, Instagram, Twitter, Slideshare, WordPress, Viber, Del.icio.us, Printrest and Flickr. Male and female did not differ in the extent of utilization of these social media. Barriers militating against effective use of social media are finance, poor network services, lack of smartphone, erratic power supply, distraction, technical knowhow on the part of students, and lack of encouragement. The study recommended that Faculty Management should ensure that teacher trainees have access to free Wi-Fi to access internet.

Keywords: Teacher trainees, Readiness, Social media, Teaching learning process, Technological development.

Introduction

Realization of laudable goals of development in the 21st century depends on functional education that impacts on individual recipients. Education inculcates worthwhile skills and ensures attitudinal changes required from citizen to survive and contribute meaningfully to societal development. The teaching-learning process facilitates inculcation of appropriate skills, cherished values and worthwhile knowledge. The teaching-learning process that started from informal setting has witnessed different stages of development. The use of chalk and talk has become obsolete with the introduction of white board and white board marker and star-board/electronic board. The face-to-face mode of teaching is now being reduced to the background due to integration of technologies into knowledge management. Nevertheless, the role of teachers as professionals in driving teaching-learning process cannot be over-emphasized. Social media is one of the devices of knowledge management and teachers are expected to utilize and key into the 21st century technological driven learning platform. However, the extent of teachers' readiness to integrate or adopt the social media in the teaching-learning process will determine their relevance in this century. Therefore, the study investigated the readiness of teacher trainees to adopt numerous social media platforms (such as twitter, face book, whatsapp, google classroom etc.) that are germane into the teaching-learning process.

Social media has become potential tool not only a channel of interacting but for teaching-learning process. Bryer and Zavattaro (2011) defined social media as technologies that facilitate social interaction, make possible collaboration, and enable deliberation across stakeholders. From this definition, the use of social media in teaching –learning process allows collaboration and deliberation among teachers and learners. It shows that both parties can seek clarification and add value to the content of the instruction. This must have been the reason why Ahlqvist, Black, Halonen and Heinonen (2008) described social media as the interaction among people in which they create, share or exchange information and idea in virtual communities and network. In essence, social media facilitates users to be proactive, active creators and sharers of online information rather than consuming only accessing and consuming online information.

Some of social media applications are Facebook, YouTube, Twitter, Telegram, WhatsApp, Instagram, LinkedIn, wikipedia. Others are Flickr, Wordpress, Slideshare, Delicious and Pinterest. Halil (2015) categorized some of the social media application thus micro blogging (Twitter), social networking (Facebook, LinkedIn), wikis (Wikipedia), multimedia (YouTube), presence apps (Foursquare). To know how frequent academics visit the sites of these social media, Moran, Seaman and Tinti-Kane (2011) reported that YouTube and Facebook were the most frequently cited in their professional careers.

The use of social media is no more news in education industry. Centre for Marketing Research (2013) remarked that social media that started as personal use has evolved to be used in virtually all domain. It added that almost every college and university in the world has adopted some form of social media, using it for general outreach, to attract potential students, maintain alumni relations and increase institutional reputation and pride. Moran, Seaman and Tinti-Kane (2011) studied the use of social media, learning and sharing by higher education faculty recently and discovered that social media sites can be valuable tools for teaching. In the report of their findings, Bexheti, Ismaili and Chio (2014) submitted that Facebook has been used in university courses to facilitate teacher/student discussion, and wikis and blogs have been used to collaborate on projects. Some courses have also used YouTube as a platform for students to create and share videos for their courses while in other courses students used Twitter to discuss course topics during class with Tweets being displayed on a large screen to encourage cross group communication.

Ahmed (2015) stressed that research shows that there is a great potential in using social media in educational settings. The problem of space and time constraints experienced in conventional mode of teaching are minimized by the use of social media. Dawson (2006), DeSchryver, Mishra, Koehler and Francis (2009) reported that many researches in education provided evidence for effectiveness of using social media technologies directly in the context of traditional education. This report addressed usefulness of social media in informal setting of education. However, social media also facilitates effective knowledge transfer in formal setting. Whittaker, Howarth and Lymn (2013) posited that technologies used in learning promote a social constructivist educational approach which is student focused, highlighting open dialogue and collaborative construction of knowledge. Literature had reported that social media impact on teaching and learning more than a decade ago. For instance, Boulos, Maramba and Wheeler (2006) indicated that many studies showed that the integration of such social media tools has a positive impact on teaching and learning by allowing teachers to actively involve learners by creating knowledge, sharing, and collaborating in the learning process. This implied that using social media as an educational tool can lead to increased student engagement. Corroborating this, Nelson Laird and Kuh (2005) reported that students who use information technology for academics also have a higher likelihood of contributing and participating in active, academic collaboration with other students.

There are four dimensions in which social media can lead to innovations in teaching and learning. These are (1) Content accessibility- students are given opportunity to access instructional content relevant to their field of interest thereby adding value to what is learnt in the class; (2) Creation of content – apart from opportunity to access online content by the students, social media encourages them to create content which can be made available for others to access, comment and critique. This makes learners to be proactive; (3) Networking and Connecting – social media provides platforms for easy connection among scholars, students, researchers and stakeholders in education. The introduction of Information and

Communication Technologies has reduced the entire world to a global village where individuals relate and interact; (4) Collaboration – social media facilitates functional collaboration between teachers and learners on instructional related matters. This collaboration provides opportunity to share expertise between teachers and students as well as among students. Couros (2011) highlighted some of the impacts of social media on education to include relatively free, cutting down on isolation, building tolerance and understanding of cultural diversity, amplifying passion and opening up of world of education.

The use of social media in education is not without some challenges. Arnold and Paulus (2010) found that even when social media is used for an educational purpose, students incorporate the technology into their lives in a way that may differ from the intentions of the course instructors. For instance, Lederer (2012) reported that integration of social media for academic practice could be distracting. It was added that there have common complaints among instructors that tools such as Facebook and Twitter divert students' attention from classroom participation and ultimately are disruptive to the learning process. However, this does not mean hundred percent disruption of classroom instruction. Moran, Seaman, Tinti-Kane (2011) said lack of integrity and privacy are the two pressing barriers about faculty use of social media. To minimize the problem of integrating social media into teaching and learning process, educators must be provided with professional development that demonstrates how to incorporate social media into their classroom for it to be used effectively to promote student learning.

Functional education depends to a large extent on teaching workforce. Though teachers were seen as reservoir or custodian of knowledge in the past, whereas they are regarded as facilitators in the 21st century. Teaching and learning process is now driven by technology. The education setting is tagged as 'learning organization' whereby teachers and learners complement each other. The introduction of ICT facilitated the use of social media in information sharing and knowledge dissemination. This development made social media important tools in teaching and learning process. Teachers as facilitators must be resourceful in the use of social media in the discharge of their professional duties. In essence, the integration and adoption of social media during pre-service training of teachers will prepare teacher trainees ahead of their professional practice. The institutions where teachers are trained are Colleges of Education and Faculties of Education in Universities. Therefore, this study investigated extent at which teacher trainees are ready to adopt social media (such as twitter, facebook, whatsapp, google classroom, linkedin and so on) in teaching and learning process in Faculty of Education, University of Ibadan, Ibadan.

Problem Statement

Teachers occupy important position in the curriculum implementation process at all levels of education. Though, there is fast growing computer-aided instruction and several social media platforms for knowledge sharing, the expertise of professional teachers in ensuring transfer of worthwhile knowledge cannot be over-emphasised. Among the questions that demand answers are: to what extent do teacher trainees absorb social media in teaching and learning process? Which of these social media are they willing to utilize in learning process? What are the barriers confronting them in effectively using social media?

Research Questions

The following research questions guided the study:

1. Are teacher trainees' aware of social media such as Whatsapp, Facebook, Google Plus, YouTube, Twitter, Linked In, Flickr, Wordpress, Slideshare, Wikipedia, Del.icio.us, Printerest?
2. To what extent do teacher trainees utilize each of these social media (Whatsapp, Facebook, Google Plus, YouTube, Twitter, Linked In, Flickr, Wordpress, Slideshare, Wikipedia, Del.icio.us, Printerest) in teaching learning process?

3. Do Faculty members encourage teacher trainees to use each of these social media in their various courses?
4. What are the perceived barriers to effective adoption of social media in teaching learning process?

Hypotheses

HO1: Teacher trainees will not significantly differ across level of their programme in the use of social media in teaching and learning process

HO2: Teacher trainees will not significantly differ across gender (male and female) in the use of social media in teaching and learning process

Methodology

The study adopted descriptive research design of *ex-post facto type*. The variables had already existed without manipulation. The population of the study was the entire undergraduates (from 100 to 400 levels) of the Faculty of Education, University of Ibadan for 2015/2016 academic session. The total enrolment for the session was 2158. The proportion to size sampling technique was adopted to sample 15% of the entire enrolment. The sampling technique allowed each of the Departments that offer teacher education programme to be represented. The sampling technique also facilitated representation of each level (i.e. 100 to 400 levels) for possibility of objective generalization of findings. The data for the study was generated through a questionnaire titled "Trainees' Use and Readiness to Adopt Social Media in Knowledge Transfer (TURASMKTQ)" and Focus Group Discussion Guide (FGDG). The data collected was analysed with the use of descriptive statistics (mean, standard deviation, graphs) and inferential statistics (t-test) at 0.05 level of significance.

Result and Discussion

The results of the study are presented in this section. The result of research question is presented first, followed by hypotheses.

Research Questions

1. Are teacher trainees' aware of social media such as Whatsapp, Facebook, Google Plus, YouTube, Twitter, Linked In, Flickr, Wordpress, Slideshare, Wikipedia, Del.icio.us, Printerest and so on?

Table1. Teacher Trainees' Awareness of Social Media

S/N	SOCIAL MEDIA	YES	NO	REMARK
1	Whatsapp	311 (99)	3 (1)	Aware
2	Facebook	311 (99)	3 (1)	Aware
3	Google+	275 (87.6)	39 (12.4)	Aware
4	Youtube	304 (96.8)	10 (3.2)	Aware
5	Twitter	298 (94.9)	16 (5.1)	Aware
6	LinkedIn	172 (54.8)	142 (45.2)	Aware
7	Flickr	134 (42.7)	180 (57.3)	Not aware

8	Wordpress	152 (48.4)	162 (51.6)	Not aware
9	Slideshare	132 (42)	182 (58)	Not aware
10	Wikipedia	264 (84.1)	50 (15.9)	Aware
11	Del.icio.us	57 (18.2)	257 (81.8)	Not aware
12	Pintrest	99 (31.5)	215 (68.4)	Not aware
13	Instagram	134 (42.7)	180 (57.3)	Not aware
14	Viber	132 (42)	182 (58)	Not aware
15	Ask.com	152 (48.4)	162 (51.6)	Not aware

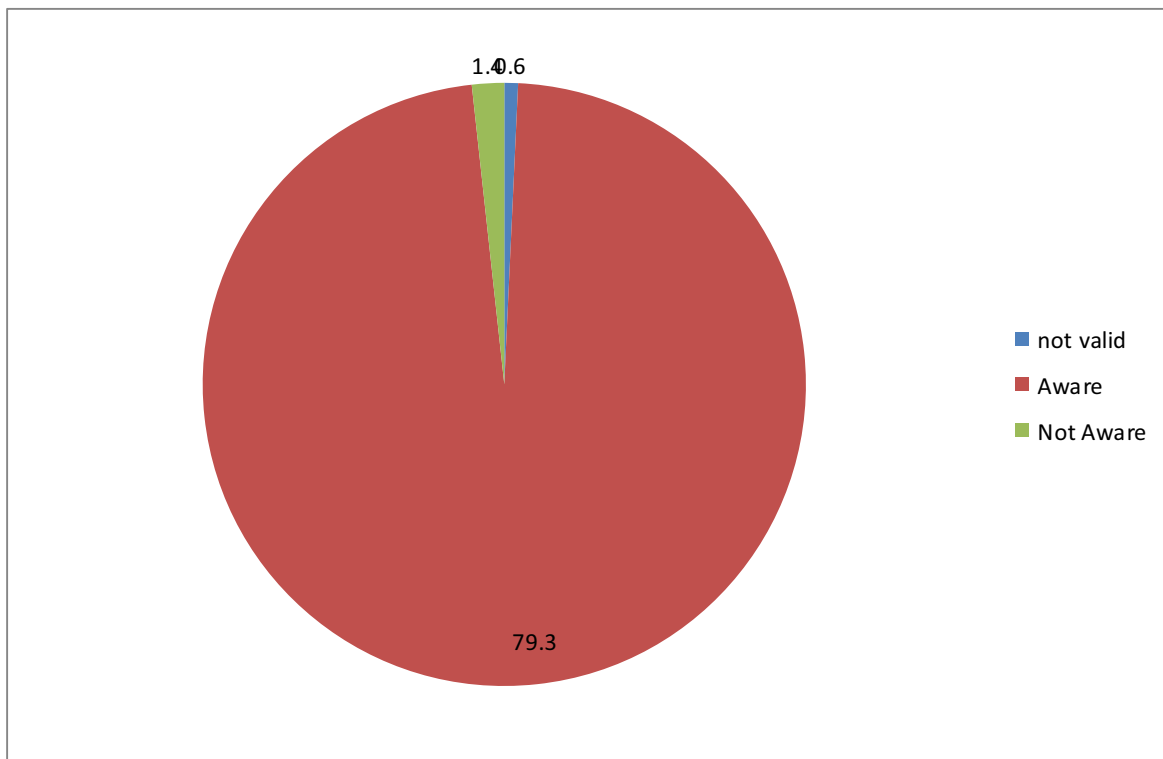


Figure 1. Teacher Trainees' Awareness of Social Media

Table 1 and figure 1 show that teacher trainers are aware of whatsapp (99%), facebook (99%), google+ (88%), youtube (97%), twitter (95%), linkedIn (55%) and Wikipedia (84%) while they are not aware of flickr (57%), wordpress (52%), slideshare (58%), pintrest (68%), Instagram (57.3), Viber (58) and Ask.com (51.6),

2. To what extent do teacher trainees utilize each of these social media (Whatsapp, Facebook, Google Plus, YouTube, Twitter, Linked In, Flickr, Wordpress, Slideshare, Wikipedia, Del.icio.us, Printerist) in learning process?

Table 2. The Extent of Teacher-trainees Utilization of Each of the Social Media

S/N	ITEMS	Not at all	Very little extent	Some extent	Large extent	Mean	Std.d	Rank
1	I use WhatsApp social media in my course of study	12 (3.8)	21 (6.7)	63 (20.10)	218 (69.4)	3.55	.783	1
2	I use FaceBook social media in my course of study	41 (13)	39 (12.4)	75 (23.9)	159 (50.6)	3.11	1.084	2
3	I use Google+ social media in my course of study	68 (21.6)	43 (13.7)	65 (20.7)	130 (43.9)	2.84	1.245	4
4	I use YouTube social media in my course of study	69 (22)	56 (17.8)	88 (28)	101 (32.2)	2.69	1.163	5
5	I use Twitter social media in my course of study	126 (40.1)	78 (24.8)	58 (18.5)	52 (16.6)	2.10	1.136	8
6	I use LinkedIn social media in my course of study	181 (57.6)	61 (19.4)	44 (14)	28 (8.9)	1.72	1.032	11
7	I use Flickr social media in my course of study	213 (67.8)	60 (19.1)	25 (8)	16 (5.1)	1.47	.883	13
8	I use WordPress social media in my course of study	180 (57.4)	56 (17.8)	44 (14)	34 (10.8)	1.75	1.084	10
9	I use Slideshare social media in my course of study	170 (54.1)	42 (13.4)	46 (14.6)	56 (17.8)	1.94	1.216	9
10	I use Wikipedia social media in my course of study	76 (24.2)	29 (9.2)	70 (22.3)	139 (44.3)	2.85	1.245	3
11	I use Del.icio.us social media in my course of study	230 (73.2)	35 (11.1)	21 (6.7)	28 (8.9)	1.47	.999	13
12	I use Pintrest social media in my course of study	220 (70)	48 (15.3)	26 (8.3)	20 (6.4)	1.47	.939	13
13	I use Instagram social media in my course of study	134 (42.7)	63 (20.1)	44 (14)	73 (23.2)	2.17	1.230	7
14	I use Viber social media in my course of study	191 (60.8)	47 (15)	44 (14)	32 (10.2)	1.70	1.081	12
15	I use Ask.com social media in my course of study	128 (40.8)	53 (16.9)	55 (17.5)	78 (24.8)	2.25	1.256	6

Table 2 and Figure 2 show that the extent of teacher trainees utilization of social media. The detailed analysis is as follows: WhatsApp (mean = 3.55), FaceBook (mean = 3.11), Wikipedia social (mean = 2.85), Google+ (mean = 2.84), YouTube (mean = 2.69), Ask.com (mean = 2.25), Instagram (mean = 2.17), Twitter (mean = 2.10), Slideshare (mean = 1.94), WordPress (mean = 1.75), LinkedIn (mean = 1.72), Viber (mean = 1.70) , while Del.icio.us (mean = 1.47), Pintrest (mean = 1.47), and Flickr (mean = 1.47) were rated not at all.

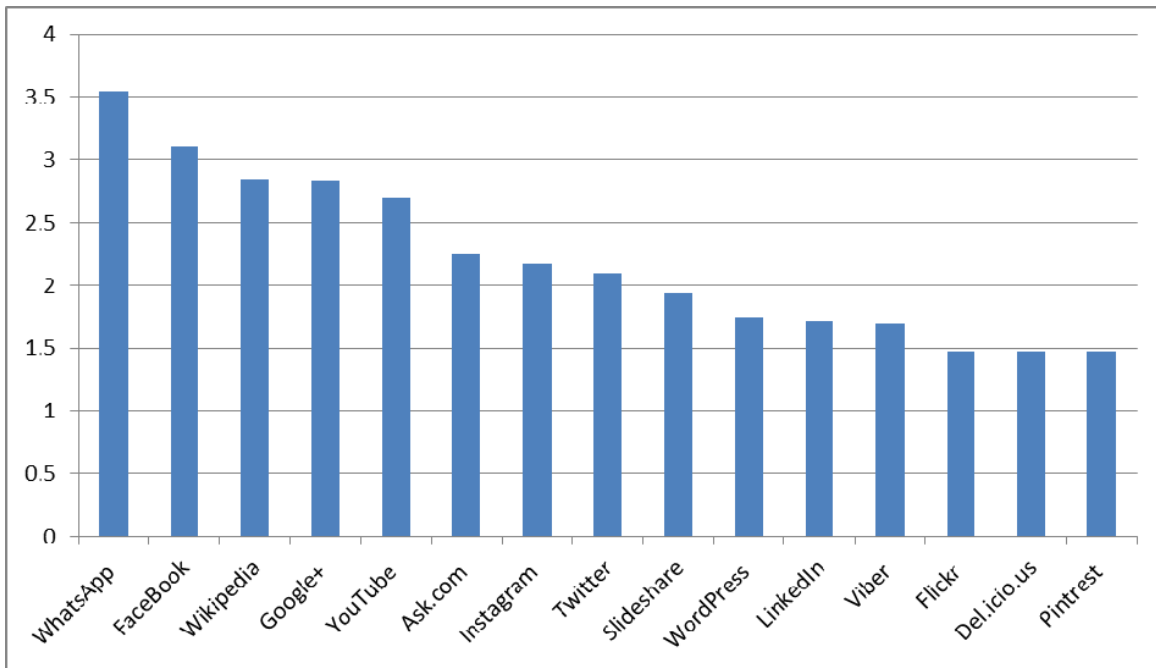


Figure 2. Extent of Teacher-Trainees Utilization of Social Media

Therefore, Whatsapp social media is the most utilized platform among teacher-trainees while Flickr, Del.icio.us, and Pinterest (Mean – 1.47 respectively) are the least utilized platforms. In other words, Facebook ranked second followed by Wikipedia, Google+ ranked 4th while You Tube was next as 5th with Ask.com ranked 6th. Generally, the extent of the utilization of the 15 highlighted social media is low among the teacher-trainees because only five of the media are being utilized to some extent by them.

3. Do Faculty members encourage teacher trainees to use these social media in their various courses?

Table 3. Showing Level of Encouragement of Teachers Trainees to Use Social Media

S/N	ITEMS	Not all	at Very little extent	Some extent	Large extent	Mean	Std.d
1	My lecturer encourages me to use Whatsapp in my course of study	49 (15.6)	23 (7.3)	71 (22.6)	171 (54.5)	3.15	1.128
2	My lecturer encourages me to use Facebook in my course of study	82 (26.1)	57 (18.2)	72 (22.9)	103 (32.8)	2.61	1.219
3	My lecturer encourages me to use Google+ in my course of study	74 (23.5)	43 (13.7)	66 (21)	131 (41.7)	2.78	1.258
4	My lecturer encourages me to use Youtube in my course of study	98 (31.2)	53 (16.9)	77 (24.5)	86 (27.4)	2.46	1.225
5	My lecturer encourages me to use Twitter in my course of study	155 (49.3)	78 (24.8)	46 (14.6)	35 (11.1)	1.85	1.069
6	My lecturer encourages me to use LinkedIn in my course of study	199 (63.4)	50 (15.9)	46 (14.6)	19 (6.1)	1.59	0.999

7	My lecturer encourages me to use Flickr in my course of study	214 (68.1)	51 (16.2)	37 (11.8)	12 (3.8)	1.47	0.894
8	My lecturer encourages me to use Wordpress in my course of study	175 (55.8)	53 (16.9)	53 (16.9)	33 (10.5)	1.78	1.111
9	My lecturer encourages me to use Slideshare in my course of study	161 (51.3)	47 (15)	58 (18.5)	48 (15.3)	1.93	1.205
10	My lecturer encourages me to use Wikipedia in my course of study	98 (31.2)	34 (10.8)	58 (18.5)	124 (39.5)	2.63	1.329
11	My lecturer encourages me to use Del.icio.us in my course of study	217 (69.1)	46 (14.6)	31 (9.9)	20 (6.4)	1.49	0.957
12	My lecturer encourages me to use Pintrest in my course of study	216 (68.8)	47 (15)	32 (10.2)	19 (6.1)	1.49	0.953
13	My lecturer encourages me to use Instagram in my course of study	174 (55.1)	65 (20.7)	41 (13.1)	34 (10.8)	1.77	1.070
14	My lecturer encourages me to use viber social media in my course of study	209 (66.5)	47 (15)	37 (11.8)	21 (6.7)	1.54	0.985
15	My lecturer encourages me to use Ask.com social media in my course of study	138 (43.9)	45 (14.3)	53 (16.9)	78 (24.8)	2.20	1.282

Weighted Average = 2.05 (51.3%)

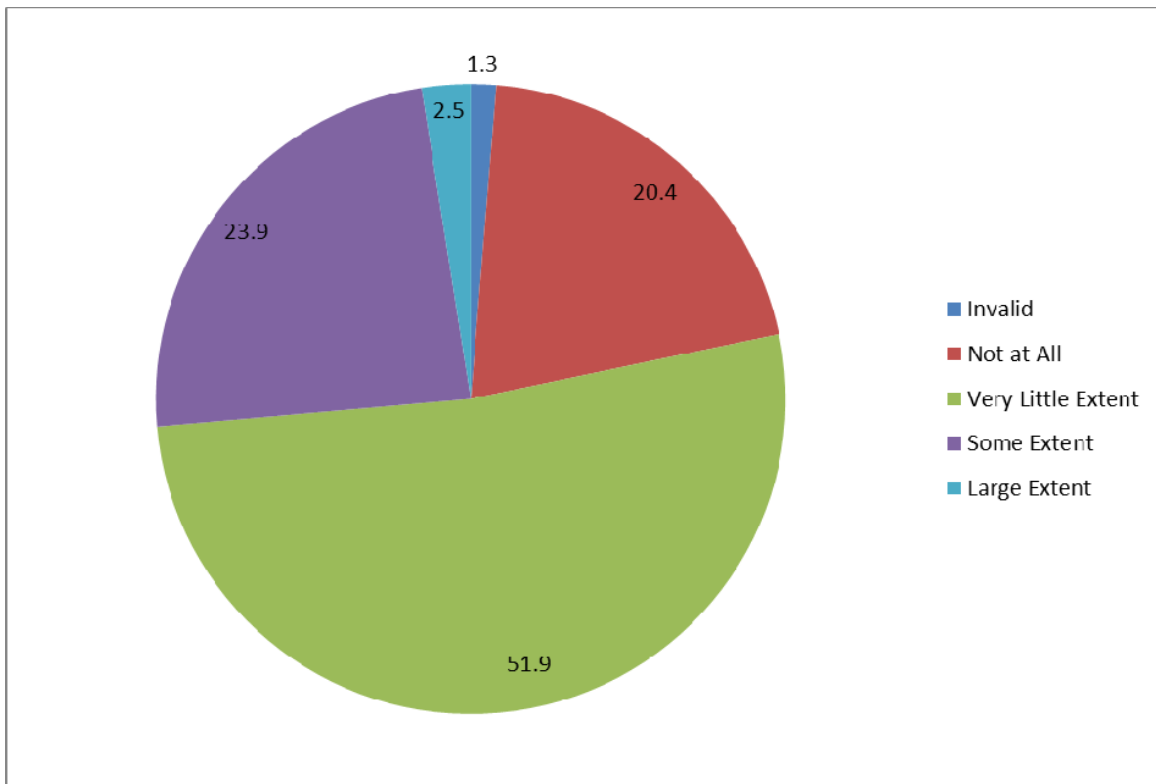


Figure 3. Extent of Encouragement by Faculty Members to Use Social Media

Table 3 and figure 3 show that the level of encouragement by staff on teachers trainees to use social media in their various courses is low (WA = 2.05). The detailed analysis on the extent of encouragement is as follows: Whatsapp (mean = 3.15), Google+ (mean = 2.78), Wikipedia (mean = 2.63), Facebook (mean = 2.61), Youtube (mean = 2.46), Ask.com (mean = 2.20), Slideshare (mean = 1.93), Twitter (mean = 1.85), Instagram (mean = 1.77), LinkedIn (mean = 1.59), Viber (mean = 1.54) Pintrest (mean = 1.49), Del.icio.us (mean = 1.49), and Flickr (mean = 1.47) .

The inference from the result indicated that Faculty members encourage teacher-trainees to use social media to a very little extent (weighted average mean = 2.05).

4. What are the perceived barriers to effective adoption of social media in teaching learning process?

Table 4. Perceived Barriers to Effective Use of Social Media in Teaching-Learning Process

Items	Mean	Std. Deviation	Rank
<i>Lack of Smartphone</i>	3.17	1.126	3
<i>Financial constraint</i>	3.37	.980	1
<i>Poor network services</i>	3.34	.996	2
<i>Technical knowhow</i>	2.51	1.123	7
<i>Lack of encouragement by the course lecturer</i>	2.39	1.134	8
<i>Erratic power supply</i>	3.15	1.083	4
<i>Time constraint</i>	2.95	1.030	5
<i>Distraction constitutes</i>	2.89	1.105	6

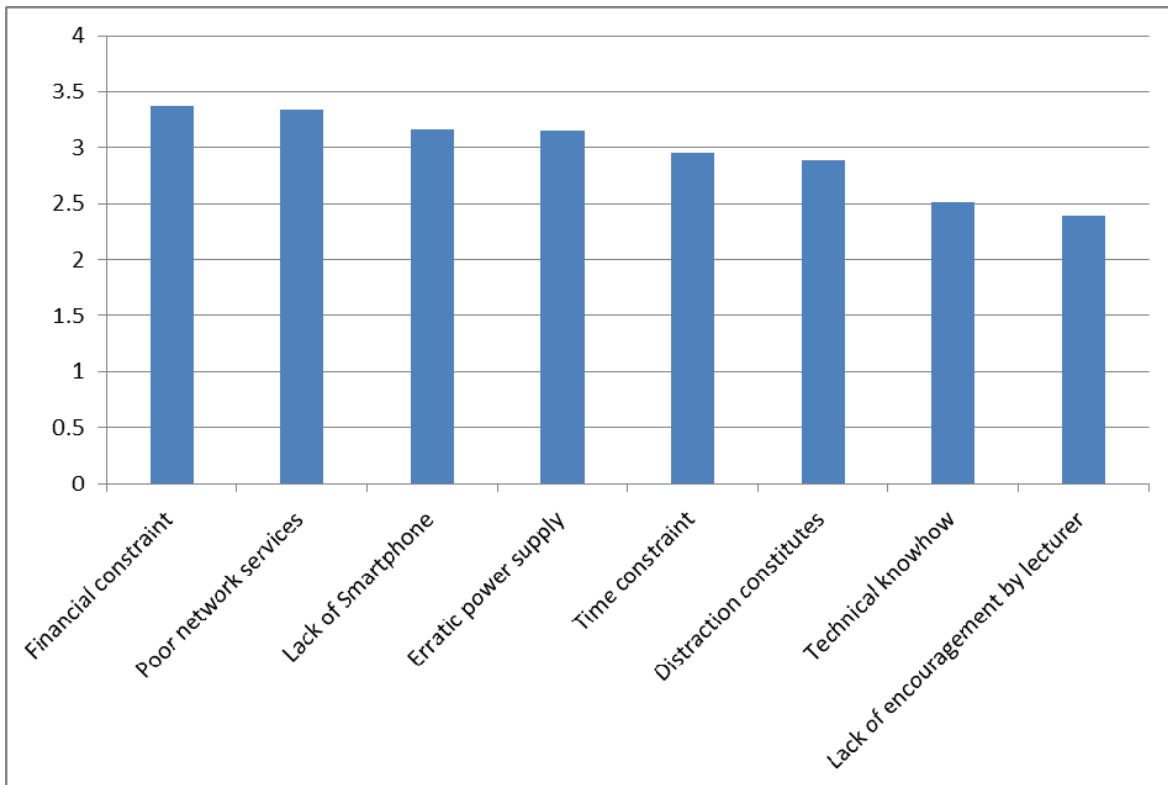


Figure 4. Perceived Barriers to Effective Adoption of Social Media by Trainees

Table 4 and figure 4 contain result on perceived barriers to effective use of social media in teaching-learning process in this order 'financial constraint for data plan (1st), *poor network services* (2nd), *Lack of Smartphone* that are not internet compliant (3rd), *Erratic power supply* (4th), *Erratic power supply* (5th), *Distraction* (6th), *Technical knowhow on the part of students* (7th) while *Lack of encouragement by the course lecturers is the least out of* barriers that constitute barriers to effective use of social media in teaching and learning.

Test of Hypotheses

HO1: Teacher trainees will not significantly differ across level of their programme in the use of social media in teaching and learning process

Table 5. Differences in the Level of Utilization by Teacher-Trainees across Different Programmes

Programme	N	Mean	Std.d	F	Df	Sig.	Remark
Adult Education	52	2.29	0.696				
Guidance and Counseling	41	2.02	0.612				
Educational Management	50	2.18	0.523				
Human Kinetic and Health Education	33	2.39	0.556	3.146	7,306	0.003	Significant
Teacher Education	42	2.29	0.636				
Special Education	43	2.07	0.593				
LARIS	38	2.45	0.724				
NI	15	1.80	0.676				
Total							

Table 5 shows that there is a significant difference between teachers level of programme and their utilization of social media in teaching and learning process ($F_{(7, 306)} = 3.15$; $P < 0.05$). Therefore, hypothesis 1 is rejected. Therefore, teacher-trainees significantly differed across departments on the use of social media in teaching and learning process.

HO2: Teacher trainees will not significantly differ across gender (male and female) in the use of social media in teaching and learning process

Table 6. Difference between Male and Female Use of Social Media in Teaching and Learning Process

Variables	N	Mean	Std.d	t	df	Sig.	Remark
USE OF SOCIAL MEDIA							
Male		2.30	0.637				
	104			1.64	291	0.102	
Female		2.17	0.647				Not significant
	189						

Table 6 shows that there is no significant difference between male and female in the use of social media in teaching and learning process ($t = 1.64$; $df = 291$; $p > 0.05$). Therefore, hypothesis 2 is not rejected.

Discussion

The finding of the study indicated that teacher trainees are aware of social media relevant to teaching-learning process. This confirmed the submission of Centre for Marketing Research (2013) that social media that started as personal use has evolved to be used in virtually all domain. It was added that every college and university in the world has adopted one form of social media, using it for general outreach, to attract potential students, maintain alumni relation and increase reputation and pride. This indicates that social media appear to be most popular in academic institutions. Therefore, the level of awareness of social media by teacher trainees was not a surprise.

The study further revealed that out of fifteen social media investigated whatsapp was mostly utilized followed by Facebook. This finding supported part of Moran, Seaman and Tinti-Kne (2011) report that You Tube and Facebook were most frequently used by academics in their career. In addition, the finding confirmed that of Bezheti, Ismaili and Chio (2014) that Facebook has been used in university courses to facilitate teacher/student discussion. However, only five out of the fifteen social media covered in this study were utilized to some extent while the remaining ten were utilized by teacher trainees to a little extent. Infact, Flickr, Del.icio.us, and Pintrest were the least utilized of all the fifteen social media covered. This means, these two social media are not popular among the teacher trainees. This does not imply that the two social media are the least important in teaching-learning process. It may be attributed to the low level of their awareness of these social two social media. Moreover, male and female teacher-trainees do not differ in their use of social media in teaching- learning. Some of the reasons that could be adduced for this is that, they are in the same Faculty, taught by the same set of lecturers and undergoing similar training. Nevertheless, the teacher trainees differed across departments. Teacher Trainees in departments of Adult Education and Teacher Education were better (Mean = 2.29, sd= 0.696 and Mean=2.29, sd = 0.636 respectively) than teacher-trainees in other departments in the utilization of social media. It could be argued that teacher trainees in Teacher Education department have the advantage of a Faculty course tagged 'Education Technology' domiciled in their department. The course exposed teacher trainees to different media or learning platforms. Although all students take part in the course, the Teacher Education Trainees might have been more serious with the course. This might be the reason for being at advantage in the use of social media.

Further, the revelation from the study as to whether teacher trainees are being encouraged by faculty member to utilize these social media in teaching-learning process indicated that it was to a very little extent. It could be inferred from this finding that poor utilization of most of these social media by teacher trainees could be attributed to little encouragement from the Faculty members to do so. This is because the role of faculty members as facilitators in teaching-learning process goes a long way in setting pace to what learners need to know and do.

Barriers to effective use of social media as revealed in the study are: financial constraint for data plan. This was rated as the first barrier. It could be said that most of the teacher trainees come from low income families. Not only that, it confirms that the Faculty does not provide free access to internet to teacher trainees. Therefore, they have to buy data to be able to access internet. Poor network services was reported as the next barrier to financial constraint. It means that, even if they struggle to buy data to access social media the speed is slow. This problem is attributed to service providers' negligence or poor service delivery. The third barrier is also connected to financial problem. This is lack of smartphones that are internet compliant. It is not possible to access social media on mobile phones that are not internet compliant. This will hinder teacher trainees who are willing to use social media in teaching-learning process. Erratic power supply was reported as the fourth barrier. This is another serious problem which frustrates teacher trainees in using their smartphones to connect to internet for social media usage. Distraction caused by the use of social media was noted as barrier in the study. This confirms Lederer (2012) who reported that integration of social media for academic practice could be distracting. In particular, Facebook and Twitter cited as examples in the study. Other social media such as You Tube, Whatsapp, too can be distracting if learners do not exercise caution. Technical know-how on the part of students is another problem. If teacher trainees are ignorant or illiterate in the use of any of the media, he

will find it difficult to apply such media in learning. Finally, lack of encouragement by the course lecturers was the least rated of all the barriers that could militate against effective use of social media in teaching-learning process.

Conclusion

The conclusion drawn from the study includes among others, that teacher trainees are already aware of different social media under consideration. They have been utilising the fifteen social media to some extent. However, whatsapp and Facebook are mostly used frequently. Ten out of the fifteen social are utilised to a very little extent which could be attributed to little encouragement given to trainees by the Faculty members in using these social media in teaching-learning process. Apart from the little encouragement by the Faculty members, other reasons or factors that serve as barriers to effective utilisation of social media by teacher trainees in teaching-learning include financial constraint for data plan, poor network services, lack of smartphone that are internet compliant, erratic power supply, distraction and technical knowhow on the part of students.

Recommendations

Based on the findings, the following recommendations are made :

The Faculty Management should ensure that teacher trainees have access to free Wi-Fi to be able to connect to internet. This will facilitate utilisation of social media at reduced cost by the teacher trainees.

Encouragement of teacher trainees to utilise social media by the Faculty members in various courses they teach. This is necessary because they are facilitators. Instruction and encouragement given by them will go a long way in facilitating effective use of social media in teaching-learning process.

The incorporation of the use of social media and other technological platforms into education course tagged 'Educational Technology'. This will solve the problem of technical know-how of computer, smartphones, iPhones and the likes that facilitate the use of social media.

Reorientation for students on the use of social media to avoid distraction. If the teacher trainees are not taught to discipline themselves in the use of social media, there is tendency of abuse.

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