



ROLE OF SOCIAL MEDIA IN INSTRUCTIONAL DELIVERY OF TVET COURSES AMONG TVET EDUCATORS IN FEDERAL UNIVERSITIES IN SOUTH-SOUTH, NIGERIA

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Abstract

The study investigate the role of social media in instructional delivery of TVET courses among TVET educators in Federal Universities in South-South, Nigeria. A descriptive survey research design was adopted for the study. Three research questions guided the study. The population for the study consisted of 223 tvet educators, in Federal Universities in South-South, Nigeria. Stratified and simple random sampling technique was used to obtain a sampling size of 150 tvet educators for the study population. The instrument used for data collection was a 30- item questionnaire adapted from (Jebba, & Umaru, 2019) to suit the study. The instrument was validated by two research experts, one from the Department of Vocational and Technical Education Ambrose Alli University, Ekpoma and one in Measurement and Evaluation University of Benin, Benin City both in Edo State. Cronbach alpha reliability was used to determine the reliability of the instrument and a reliability coefficient of 0.81 was obtained. The data collected for this study was analyzed using mean and standard deviation. The findings revealed that TVET educators generally agreed that social media plays a significant role in instructional delivery, particularly in enhancing collaboration, motivation, and learning engagement among students, the extent of social media use for instructional delivery among TVET educators in Federal Universities in South-South Nigeria is generally low and various strategies to enhance the use of social media in instructional delivery, including capacity building programmes, institutional support, and the provision of reliable internet and power supply. Based on the findings of this study, it was recommended that capacity building programmes, regular workshops, provision of reliable internet, power supply, and institutional sponsorships for ICT-based professional development should be made available for TVET educators, in Federal Universities in South-South, Nigeria.

Keywords: *Instructional delivery, Social media, TVET Educators.*

INTRODUCTION

Education is the systematic process of acquiring knowledge, skills, values, attitudes, and habits that enable individuals to develop intellectually, morally, socially, and emotionally. It involves both formal learning that takes place in schools, colleges, and universities, and



informal learning that occurs through life experiences, family, community interactions, and the media. Research has consistently highlighted the intrinsic connection between education and sustainable development of nations (Kopnina, 2020; Shaturaev, 2021; Zhou, Li, Wu, & Zhou, 2020), which has been acknowledged both explicitly and implicitly by scholars (Fagerlind & Saha, 2016). Education is viewed as a pivotal element in national progress, with high quality education being recognized as essential for technological advancements and consequently for the economic growth of any country (Federal Republic of Nigeria, 2014). This understanding likely underpins the global commitment to quality education, as nations allocate a portion of their annual budgets towards educational investment. Over recent years, ensuring and maintaining high standards of education within higher learning institutions has become a central focus of ongoing educational reforms worldwide. Structurally, the Nigerian education system comprises universal basic education (the combination of primary and junior secondary education), senior secondary education (which includes vocational education and training), and higher education. Among the programmes available in Nigerian universities is Technical Vocational Education and Training (TVET).

TVET encompasses a broad spectrum of educational processes, incorporating general education along with the study of technology and related sciences, and the acquisition of practical skills, attitudes, understanding, and knowledge relevant to occupations across varying sectors of the economy and society (FRN, 2014). According to the Federal Republic of Nigeria's education policy document, the goals of TVET in higher education include providing skilled manpower in applied sciences, technology, and business at various levels, delivering the technical knowledge and vocational skills essential for the advancement of agriculture, commerce, and economic development, and training individuals to achieve economic self-reliance. The TVET framework aims to cultivate a workforce skilled enough to contribute to the country's economic progress while addressing the specific needs of diverse industries. It strives to improve individuals' quality of life by equipping them with practical skills that enhance their employability and entrepreneurial prospects. Depending on the resources of each institution, TVET programmes in tertiary education feature a range of offerings that include business, home economics, agriculture, fine and applied art, and industrial technical education.

TVET educators bear the critical task of imparting knowledge within TVET disciplines. Their role is vital in providing students with both the theoretical foundations and practical competencies needed in the labor market. They are tasked with developing curricula that align with industry standards and ensuring students acquire hands on experience through workshops, internships, and collaborative projects (UNESCO-UNEVOC, 2023). By establishing connections with local businesses and industries, TVET educators play a key role in bridging educational outcomes with employment readiness, thereby enhancing graduates' job preparedness.

Conversely, International Labour Organization (ILO, 2022) asserted that it is imperative for TVET educators to remain informed about technological advances and emerging industry trends in their respective fields, which necessitates ongoing professional development and interaction with industry specialists. Their capability to tailor instructional approaches to cater to various learning styles is crucial for accommodating all students and optimizing their learning outcomes. Beyond technical expertise, TVET programmes usually emphasize soft skills such as communication, teamwork, problem solving, and critical thinking. Educators weave these competencies into their teaching to equip students for



adaptable workforce environments, thus making significant contributions to workforce development and economic growth. One effective means of achieving these educational objectives is through purposeful and proficient instructional delivery.

Instructional delivery encompasses teaching methodologies that significantly influence a student's intellectual, economic, and social development. This aspect of education is vital for shaping a student's cognitive growth, as the effectiveness of teaching techniques directly impacts knowledge acquisition and retention. Engaging and well organized pedagogical approaches can foster critical thinking, problem solving abilities, and creativity, equipping students with essential cognitive skills for lifelong learning (Mallillin, 2024). From a financial perspective, proficient instructional delivery can considerably affect a student's future earning capacity by imparting the skills and qualifications crucial for success in the job market. A solid educational foundation encourages students to pursue higher education and attain positions that offer better salaries. Socially, the methods of instruction influence student interactions by nurturing collaboration, communication, and empathy through group work and discussions. These social skills are fundamental for building relationships and functioning effectively in heterogeneous environments. Furthermore, inclusive teaching strategies that acknowledge cultural diversity can mitigate biases and promote equity within the classroom. In due course, the modes of instruction not only influence academic performance but also shape students' future opportunities and their capacity to make meaningful contributions to society.

The emergence and rapid proliferation of mobile devices and smartphones, which facilitate access to an abundance of information, have significantly altered the methods and perspectives of teaching and learning globally in the 21st century. This shift, as noted by Jebba, Sanda, and Abdulrahman (2018), has profoundly influenced students' learning preferences, the pedagogical strategies employed by educators, and assessment methods, among others. Researchers have pointed out that the proliferation of Information and Communication Technology (ICT) tools has transcended traditional educational confines, enabling teaching and learning to extend beyond conventional classroom environments. Unlike traditional education systems that rely heavily on face-to-face interactions between educators and learners, the integration of ICT, as highlighted by Bulusson (2017), Kamar, Kubo, and Ibrahim (2016), has made it possible for learners to engage in academic activities remotely, whether at home or while traveling. Furthermore, TVET educators can deliver instruction or communicate with students from various locations, such as their offices, libraries, homes, or while on the go, utilizing multiple ICT platforms (Olamide & Ogunlade, 2023)

One of the most prevalent ICT tools in the 21st century that is gaining significant traction in educational settings is the use of social media platforms, primarily accessed via mobile devices and smartphones. Waheed, Anjum, Rehman, and Khawaja (2017) describe social media as a virtual community that has become integral to contemporary life, as it facilitates interaction and information sharing among users, including profile creation and content upload/download capabilities. In a similar vein, Murray and Waller (2007) conceptualize social media as a virtual space for individuals with shared interests to engage in discussions on relevant topics. This medium is widely utilized by younger demographics to forge and maintain interpersonal relationships. Murray and Waller further assert that social media represents an effective avenue for the academic community to engage in information exchange and mutual learning. Consequently, this potential for social media has drawn the



attention of scholars advocating for its adoption as a viable teaching and learning platform in the 21st century (Olamide & Ogunlade, 2023).

In light of this, the integration of social media into the instruction of TVET courses is gaining momentum due to its engaging and motivational qualities, providing students with the confidence to communicate and learn at their own convenience and pace (Adamu, 2017). This approach makes education significantly more interactive, student centered, collaborative, and flexible. Thus, learning experiences can now occur outside traditional school hours and settings, facilitated both by familiar peers and online colleagues.

Presently, Mallillin (2024) asserts that platforms like Facebook, WhatsApp, Twitter, YouTube, Skype, Instagram, and blogs offer accessible and user-friendly tools for information exchange across a broad array of subjects. These platforms enable 21st-century TVET educators to coordinate, share, communicate, report, and administer assessments to their students effectively. For educators, these social media platforms serve as resources to share insights, conduct research, and stay updated on developments within their fields. As a result, contemporary TVET educators can progress professionally and expand their knowledge through daily discussions and interactions. Importantly, participation in conferences is no longer the sole means for professionals to connect with peers and build academic networks; social media now mitigates this previously prominent challenge.

Adebayo and Adetimirin (2023) advocate for the utilization of social media as a teaching and learning tool, emphasizing its capacity to provide meaningful learning experiences that resonate with students' needs, thus fostering their enthusiasm for learning. Adebola and Eze (2023), identified training and infrastructural support as crucial enablers of ICT and social media integration in Nigerian higher education. Similarly, Obianuju and Musa (2022) emphasized the importance of regular workshops, technical support, and policy frameworks in fostering educators' digital competence and motivation to adopt emerging technologies. Likewise, Agyeman et al. (2021) found that institutional encouragement through conference sponsorships and professional learning communities significantly increases educators' willingness to use social media for teaching. Given the disparity between developed and developing nations regarding social media accessibility, this medium can also be effectively leveraged by educators in technical vocational education and training to enhance higher education in African institutions. This perspective aligns with Yusuf et al. (2022), who recognize social media as a practical resource for TVET educators to adopt in their teaching and learning practices, given its potential to engage and motivate students for effective learning. Khan et al. (2021) indicated that motivated students tend to pursue knowledge more vigorously.

Despite the pressing directive from the National Universities Commission (NUC), which mandates universities in Nigeria to embrace innovative ICT-based teaching methods, including the employment of social media, recent findings suggest that traditional pedagogical approaches remain predominant among TVET educators. For instance, Ibeneme and Nwokolo (2022) indicate that face-to-face teaching strategies continue to be the most common and preferred methods of instruction within Nigerian universities. This exclusive reliance on conventional instructional methods has been frequently criticized for its limitations, including its teacher-centered nature and lack of adaptability concerning when, where, and how learning occurs beyond classroom confines.

Consequently, the sustained reliance on traditional pedagogies for preparing TVET students at the university level overlooks essential elements needed to effectively contribute



to the country's technological advancement (Ibeneme & Nwokolo, 2022). This inadequacy has been recognized by Salisu and Bashir (2021) as a major factor contributing to the persistent deficit in practical skills among TVET students in Nigerian universities, a significant concern due to its adverse implications for achieving the critical goal of generating competent graduates in Nigeria's higher education system. Given the impacts and numerous advantages associated with ICT utilization in education, TVET educators must remain informed about emerging ICT-based instructional delivery methods, especially those involving social media. It is within this framework that the NUC advocates for innovative teaching approaches. Against this backdrop, this paper examines the role of social media in delivering TVET courses among educators in federal universities in South-South Nigeria.

The general purpose of the study is to investigate the role of social media in instructional delivery of TVET courses among TVET Educators in Federal Universities in South-South Nigeria. Specifically, the main purpose of the study is to examine: (1) the role of social media in instructional delivery of TVET courses among TVET Educators in Federal Universities in South-South Nigeria. (2) the extent of social media usage for instructional delivery of TVET courses among TVET Educators in Federal Universities in South-South, Nigeria. (3) strategies to enhance the use of social media in instructional delivery of TVET courses among TVET Educators in Federal Universities in South-South Nigeria.

Therefore the following researcher questions were raised to guide the study: (1) what is the role of social media in instructional delivery of TVET courses among TVET Educators in Federal Universities in South-South Nigeria? (2) to what extent is social media use for instructional delivery of TVET courses among TVET Educators in Federal Universities in South-South, Nigeria? (3) what are the strategies to enhance the use of social media in instructional delivery of TVET courses among TVET Educators in Federal Universities in South-South Nigeria?

METHOD

Descriptive survey research design was utilized for this investigation. The method was viewed as proper in light of the fact that it includes gathering information identifying with the suppositions and frames of mind of the subjects of the investigation. The study participants were selected from the federal universities in South-South, Nigeria. The population for this study comprised of 223 TVET Educators from federal universities in South-South, Nigeria using a stratified and simple random sampling technique so that TVET Educators in all the options were represented in the study. 150 TVET Educators were used as sample size for the study. A structured questionnaire titled: "Role of Social Media in Instructional Delivery of TVET Courses among TVET Educators" (RSMIDTCTE), was used for the study. The questionnaire was adapted from (Jebba, & Umaru, 2019). The 30-items were subjected to content and face validation by two research experts, one in the Vocational and Technical Education Department of Ambrose Alli University, (AAU) Ekpoma and one from Measurement and Evaluation Department, University of Benin (UNIBEN), both from Edo state. Their corrections were incorporated into the final questionnaire. The item articulation of the questionnaire has five choices. The options are: Strongly Agreed, Agreed, Disagreed, Strongly Disagreed and Undecided.

A reliability test was conducted to determine the internal consistency of the instruments, and the results showed coefficients of $\alpha=0.81$ through Cronbach's alpha statistic. This worth was adequate for the unwavering quality of the instrument as certified by



(Uzoagulu, 2011). The technique was carried out by administering copies of the instruments to a group of 15 TVET Educators in Federal University in South-East, Nigeria, which was not included in the target sample. For the method of data collection, questionnaires were personally administered to the respondents, by the author with the help of two trained research assistants. To assess the role of social media in instructional delivery of TVET courses among TVET Educators. Mean and standard deviation were utilized to answer the research questions and it was calculated item by item. Along these lines the interpretation of the Means was depended on the limit of the numbers: 4.00-5.00 (Stronly Agreed), 3.00-3.99 (Agreed), 2.00-2.99 (Disagreed), 1.00-1.99 (Strongly Disagreed), and 0.01-0.99 (Undecided). To decide the degree of acknowledgment, a mean score of 3.00 was picked as the choice point. Therefore, any item with a mean score of 3.00 or more was considered as agreed while responses with a mean score of 2.99 and beneath were regarded as disagreed.

RESULTS

Research Questions one: what is the role of social media in instructional delivery of TVET courses among TVET Educators in Federal Universities in South-South Nigeria?

Table 1: Roles of social media in instructional delivery of TVET courses among TVET Educators

S/n	Item statement	X	S.D	Remark
1	Social media can facilitate exchange of learning activities between lecturers and students.	3.67	.75	Agreed
2	The use of social media can facilitate collaboration among tvet students	3.73	.62	Agreed
3	Tvet educators can use social media to take students on field trip, show practical exercise around the globe without leaving the confines of their classrooms	3.87	.64	Agreed
4	Educative blogs on social media can be used to increase students motivation and enhanced their learning experience	3.91	.65	Agreed
5	Lecture materials uploaded on social media can easily be download and viewed repeatedly to allow students to learn at their own pace, time and convenient location	3.57	.72	Agreed
6	The use of social media provides lecturer with multiple alternatives to convey information on tvet subject matter.	3.68	.68	Agreed
	Tvet educators can use social media to inspire and engaged students effectively in learning activities.	3.71	.67	Agreed
8	Social media can be used in tvet courses to illustrate abstract and complex concepts through animated 3D images.	3.82	.62	Agreed



9	Social media has the potentials to stimulate students learning retention in tvet courses.	3.65	.64	Agreed
10	The use of social media allows tvet educators to deliver instructions in tvet courses beond the confines of the traditional teaching.	3.71	.65	Agreed

Key: N = 150, X = Mean

Table 1 shows the average scores and variation in answers from TVET Educators about the role social media in instructional delivery of TVET courses among TVET Educators in Federal Universities in South-South Nigeria. The answers were on a scale of 1 to 5, and the average scores for all ten questions were between 3.57 and 3.91. Since those numbers are all above 3.00, it means TVET Educators generally agreed that social media is a positive thing for teaching TVET courses. To be exact, the educators agreed that social media makes it easier for them to share classwork with students (average 3.67, variation 0.75) and helps students work together better (average 3.73, variation 0.62). They also said it lets them take students on virtual field trips and show real world examples from all over, without leaving the classroom (average 3.87, variation 0.64). They also agreed that educational blogs on social media were really good at getting students excited and making learning better (average 3.91, variation 0.65) that got the highest score of all.

They also agreed that when they put class materials on social media, students can easily download them and review them as much as they want, whenever is best for them (average 3.57, variation 0.72). The results also show that social media gives teachers lots of ways to present TVET courses clearly (average 3.68, variation 0.68), and helps get students interested and involved in what they're learning (average 3.71, variation 0.67). Educators also agreed that social media is great for showing hard to understand ideas with animations and 3D images (average 3.82, variation 0.62), helps students remember what they learn (average 3.65, variation 0.64), and lets them teach outside the usual classroom setting (average 3.71, variation 0.65). The variation in the answers was low (between 0.62 and 0.75), meaning TVET educators generally agreed with each other. The standard deviation values, which range between 0.62 and 0.75, indicate a relatively small spread of responses, meaning there was general agreement among respondents in their view on the role of social media in instructional delivery of TVET courses among TVET Educators in Federal Universities in South-South, Nigeria.

Research Questions two: to what extent is social media use for instructional delivery of tvet courses among TVET Educators in Federal Universities in South-South Nigeria?



Table 2: Social media use for instructional delivery of tvet courses among TVET Educators

S/n	Item statement	X	S.D	Remark
1	Tvet educators interacts with their professional colleagues through video internet chart.	2.56	.56	Disagreed
2	Lecture materials are uploaded on the social media platform for students to access.	2.23	.62	Disagreed
3	Students are given referral task through links to educative on-line website to learn at their own pace.	2.21	.53	Disagreed
4	Practical video demonstration and sounds on social media are used in classroom teaching to explain complex and abstract concepts.	2.41	.58	Disagreed
5	Tvet educators connects to other educators through the social media platforms like Skype or YouTube.	2.31	.65	Disagreed
6	Tvet educators use the blog to post information for tvet students.	2.41	.57	Disagreed
7	Students' interest is stimulated through practical demonstration video posted b tvet educators on social media platform.	2.31	.61	Disagreed
8	Tvet educators use the social media platform to exchange research ideas and view among their colleagues.	2.40	.72	Disagreed
9	Tvet educators use the podcast to communicate with their students frequently.	2.21	.66	Disagreed
10	Social media platforms like whatsapp and facebook are utilized for teaching and learning.	2.24	.65	Disagreed

Key: N = 150, X = Mean

Table 2 presents data on the extent to which TVET educators use social media platforms for instructional delivery of tvet courses among TVET educators in Federal Universities in South-South Nigeria. The mean scores of the ten items range from 2.21 to 2.56, all of which fall below the acceptable decision benchmark of 3.00. This indicates that respondents generally disagreed with the statements, suggesting that the use of social media for instructional delivery among TVET educators is low. Specifically, the respondents disagreed that TVET educators interact with their professional colleagues through video internet chats such as Zoom or Google Meet ($X = 2.56$, $SD = 0.56$), and that lecture materials are regularly uploaded on social media platforms for students' access ($X = 2.23$, $SD = 0.62$). Furthermore, respondents disagreed that students are given referral tasks through links to online educational websites to enhance self-paced learning ($X = 2.21$, $SD = 0.53$).The



findings also reveal that respondents disagreed with the statement that practical video demonstrations and sound clips shared via social media are used in classroom teaching to explain complex and abstract concepts ($\bar{X} = 2.41$, $SD = 0.58$). Also, the respondents disagreed that TVET educators frequently connect with other educators through social media platforms such as Skype or YouTube ($\bar{X} = 2.31$, $SD = 0.65$), or that they use blogs to post instructional materials for students ($\bar{X} = 2.41$, $SD = 0.57$).

Furthermore, the respondents disagreed that TVET educators use practical demonstration videos posted on social media to stimulate students' interest ($\bar{X} = 2.31$, $SD = 0.61$) and that they utilize social media platforms for exchanging research ideas and opinions with colleagues ($\bar{X} = 2.40$, $SD = 0.72$). They also disagreed that TVET educators use podcasts to communicate frequently with students ($\bar{X} = 2.21$, $SD = 0.66$) or that platforms such as WhatsApp and Facebook are commonly used for teaching and learning ($\bar{X} = 2.24$, $SD = 0.65$). The standard deviation values, which range between 0.53 and 0.72, indicate a relatively small spread of responses, meaning there was general agreement among respondents in their view that social media is not yet being widely used for instructional delivery of tvet courses among TVET Educators in Federal Universities in South-South Nigeria.

Research Question three: what are the strategies to enhance the use of social media in instructional delivery of TVET courses among TVET Educators in Federal Universities in South-South Nigeria?

Table 3: Strategies to enhance the use of social media in instructional delivery of TVET courses among TVET Educators

S/n	Item statement	X	S.D	Remarks
1	Capacity building programme should be organized to train tvet educators to understand the concept of social learning.	3.41	.51	Agreed
2	Regular workshops should be mounted to keep tvet educators abreast with the latest technology on social networking.	3.52	.43	Agreed
3	Institutional support in terms of high speed internet connectivity services should be readily available and accessible in the campus.	3.61	.39	Agreed
4	Provision of dependable power supply by the electricity authority.	3.32	.41	Agreed
5	Provision of substitute solar powered system for ICT facilities.	3.43	.43	Agreed
6	Tvet educators should be trained to utilize the social media more for teaching and learning to guide students to use it effectively.	3.51	.47	Agreed
7	Stead sponsorship to national and international conference and seminars on advanced ICT based teaching and learning instructional delivery.	3.31	.38	Agreed



8	Tvet educators should encourage students to make meaningful use of social media b incorporating them into their classroom lessons.	3.41	.45	Agreed
9	Tvet educators should introduce the students to social networking sites that are strictly for educational purposes.	3.34	.47	Agreed
10	Institutions should regulate posting on school based social media platform and should constantly watch out for cyberbullying and posting of offensive types of images article.	3.35	.38	Agreed

Key: N = 150, X = Mean

Table 3 presents data on the strategies identified by respondents for enhancing the use of social media in the instructional delivery of TVET courses. The mean values of all ten items range from 3.31 to 3.61, which are all above the criterion mean of 3.00. This indicates that respondents agreed with all the listed strategies as effective measures for improving social media integration into TVET teaching and learning. Specifically, the respondents agreed that capacity building programmes should be organized to train TVET educators to understand the concept of social learning ($X = 3.41$, $SD = 0.51$). They also agreed that regular workshops should be carried to keep educators abreast of the latest technologies and developments in social networking ($X = 3.52$, $SD = 0.43$). Furthermore, the respondents strongly agreed that institutional support, especially in providing high-speed internet connectivity on campus, is essential for effective social media utilization ($X = 3.61$, $SD = 0.39$), which recorded the highest mean score among all the items.

Furthermore, the respondents agreed that a dependable power supply ($X = 3.32$, $SD = 0.41$) and the provision of alternative solar-powered systems for ICT facilities ($X = 3.43$, $SD = 0.43$) would enhance the continuous use of social media in instructional delivery. In addition, they affirmed that TVET educators should be trained to utilize social media more effectively for teaching and learning in order to guide students on its meaningful and responsible use ($X = 3.51$, $SD = 0.47$). The respondents also agreed that educators should be sponsored to attend national and international conferences and seminars on advanced ICT based teaching and learning ($X = 3.31$, $SD = 0.38$), and that educators should encourage students to make productive use of social media by incorporating it into classroom activities ($X = 3.41$, $SD = 0.45$). Moreover, the respondents agreed that TVET educators should introduce students to educationally focused social networking sites ($X = 3.34$, $SD = 0.47$) and that institutions should regulate postings on school based social media platforms to prevent cyberbullying and inappropriate content ($X = 3.35$, $SD = 0.38$). The standard deviation values, which range between 0.38 and 0.51, are relatively low, indicating high consistency in the responses of the participants on strategies to enhance the use of social media in instructional delivery of TVET courses among TVET Educators in Federal Universities in South-South, Nigeria.



Discussion of Finding

The results of this study revealed that TVET educators generally agreed that social media plays a significant role in instructional delivery, particularly in enhancing collaboration, motivation, and learning engagement among students. This is so because of the increasing recognition of social media as a transformative tool in education. Social media platforms such as Facebook, YouTube, WhatsApp, and blogs have been shown to promote learner engagement, enhance interaction, and support self-paced learning, which aligns with the collaborative and practical nature of TVET education and also reflects the global shift toward digital and student-centered pedagogies, where learning extends beyond the traditional classroom through virtual communication and content sharing.

This finding is consistent with the work of Mallillin (2024), who reported that social media platforms such as Facebook, WhatsApp, and YouTube provide dynamic learning environments that promote interaction, reflection, and continuous feedback between teachers and learners. Similarly, Olamide and Ogunlade (2023) found that social media enhances teaching effectiveness by allowing educators to share course materials, demonstrate technical concepts using multimedia, and extend learning beyond traditional classroom boundaries. These findings align with Yusuf et al. (2022), who emphasized that social media tools promote participatory learning, enabling students to take ownership of their educational experiences and develop digital communication competencies.

However, the findings of this study slightly contrast with those of Salisu and Bashir (2021), who observed that while educators recognize the instructional potential of social media, its pedagogical use remains limited due to institutional restrictions and lack of structured integration into curricula. This suggests that while educators acknowledge the transformative role of social media, its full potential in TVET education may not yet be fully realized due to contextual challenges.

The findings from Table 2 revealed the extent of social media use for instructional delivery among TVET educators in Federal Universities in South-South Nigeria is generally low. This is so due to several contextual and infrastructural challenges commonly faced in Nigerian higher education. Despite recognizing the educational potential of social media, many educators lack adequate digital competence and institutional support to effectively integrate these tools into teaching. Furthermore, Poor internet connectivity, irregular power supply, and insufficient access to technological resources remain major obstacles to consistent online instructional engagement and their usage become minimal due to limited training opportunities and the absence of formal institutional policies encouraging digital pedagogy.

This finding aligns with previous studies indicating limited integration of social media for instructional purposes among educators in developing contexts. For instance, Adebayo and Adetimirin (2023) found that although Nigerian university lecturers recognize the potential of social media for improving teaching effectiveness, its actual usage remains minimal due to inadequate institutional support, digital literacy gaps, and unstable internet connectivity. Similarly, Ibeneme and Nwokolo (2022) reported that most vocational educators still rely heavily on traditional face to face teaching methods, despite acknowledging the benefits of social media in fostering collaborative and student centered learning.



However, this result contrasts with findings from studies conducted in developed regions, such as Khan et al. (2021), which showed high levels of social media adoption among educators in Asian higher institutions, primarily for virtual collaboration and interactive teaching. The discrepancy between these findings suggests that contextual factors such as infrastructural limitations, professional training, and institutional policy frameworks significantly influence the extent to which social media is integrated into instructional delivery among TVET educators in Nigeria.

The findings from Table 3 showed that respondents strongly agreed on various strategies to enhance the use of social media in instructional delivery, including capacity building programmes, institutional support, and the provision of reliable internet and power supply. The finding can be justified by the growing recognition that successful technology integration in education requires both human capacity development and institutional support. Capacity building programmes and continuous professional development are essential for equipping educators with the digital competencies and pedagogical skills necessary to effectively utilize social media tools for teaching and learning. The respondents' emphasis on institutional support, such as reliable internet connectivity and stable power supply, reflects infrastructural challenges that have long hindered digital innovation in Nigerian universities.

This finding is in line with that of Adebola and Eze (2023), who identified training and infrastructural support as crucial enablers of ICT and social media integration in Nigerian higher education. Correspondingly, Obianuju and Musa (2022) emphasized the importance of regular workshops, technical support, and policy frameworks in fostering educators' digital competence and motivation to adopt emerging technologies. Furthermore, Agyeman et al. (2021) found that institutional encouragement through conference sponsorships and professional learning communities significantly increases educators' willingness to use social media for teaching. These findings corroborate the present study's results, which underscore the need for continuous professional development and institutional investment in ICT facilities to promote the effective use of social media for TVET instructional delivery. Collectively, these studies highlight that sustainable integration of social media in education requires a systemic approach one that addresses both human capacity and infrastructural challenges.

CONCLUSION

The study investigated the role of social media in the instructional delivery of TVET courses among TVET educators in Federal Universities in South-South Nigeria. The findings revealed that TVET educators generally recognized the significant role of social media in enhancing instructional effectiveness, promoting collaboration, and improving student motivation and engagement. However, the extent of actual usage of social media platforms for instructional purposes was found to be low. This underutilization is largely attributed to challenges such as poor internet connectivity, irregular power supply, inadequate institutional support, and insufficient digital competence among educators. Despite these limitations, the study also established several effective strategies for improving the use of social media in teaching and learning. These include capacity building programmes, regular workshops, provision of reliable internet and power supply, and institutional sponsorships for ICT-based professional development.



Recommendation

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

1. **Capacity Building and Digital Literacy Training:** Federal universities should organize regular capacity building programmes, seminars, and workshops to enhance TVET educators' digital literacy and pedagogical competence in using social media for instructional delivery.
2. **Institutional Support and ICT Infrastructure:** University management and the Federal Government should invest in robust ICT infrastructure, including reliable internet connectivity and stable power supply, to support the continuous use of social media in teaching and learning activities.
3. **Integration of Social Media into Curriculum:** The National Universities Commission (NUC) should formulate and enforce policies that integrate social media tools and digital technologies into the national TVET curriculum to foster technology driven learning environments.
4. **Professional Development and Incentives:** TVET educators should be regularly sponsored to attend national and international conferences on digital education and instructional technology to keep them abreast of emerging innovations in social media pedagogy.
5. **Development of Institutional Guidelines and Policies:** Universities should establish clear institutional guidelines regulating the educational use of social media to ensure responsible usage, protect academic integrity, and prevent cyberbullying or misuse of digital platforms.

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