DO SOCIAL MEDIA ENHANCE DELIVERY OF OPEN AND DISTANCE LEARNING PROGRAMMES IN NATIONAL OPEN UNIVERSITY OF NIGERIA?

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Abstract

The study was carried out to investigate the usefulness of social media being used by the National Open University of Nigeria (NOUN) in delivery of ODL programmes to her numerous learners based on survey method A total of 391 NOUN students from 7 study centres in Federal Capital Territory of Nigeria were used as respondents on whom questionnaire instrument was administered. The results of the study showed that the deployment of some social media platforms by NOUN in delivery of ODL programmes is useful as attested to by the learners. The study concludes that the university should intensify its efforts in making social media platforms more effective useful to the learners in order to capture more youths into her learners' population.

Key words: Social Media; Open and Distance Learning; Programmes; Delivery.

INTRODUCTION

The advent of the internet system has led to an increasing initiation and usage of social media platforms. Personal and institutional communication has been enriched with the use of such means of interactions. Furthermore, the social media have also been available for use in deploying educational programmes to the learners at various levels of attainment; primary school level, secondary school level, and tertiary level covering ordinary diploma, higher diploma, degree post graduate and masters' programmes, and even doctoral programmes.

The above implies that social media have constituted a veritable means of disseminating information and delivery of educational programmes. The social media such as YouTube, Facebook, Twitter, and WhatsApp, among a host of others are increasingly popular and very important sources of reaching out to the learners for various educational programmes by various institutions of learning around the world (Manning, 2014; Kim & Sin, 2015).

Open and distance learning (ODL) is all about a flexible learning mode which separates the teacher (the facilitator) from the students (the learners) in space and time. In recent such leaning relies mostly on telecommunication which makes use of all that internet can offer. In related terms, the social media as important aspects of modern internet media have become veritable means of delivering ODL programmes to the learners (Mbati & Minnaar; 2015).

The National Open University of Nigeria (NOUN) operates on the basis of open and distance learning system. The university is home to so many disciplines which are areas that are embedded in wide ranging programmes. In order to deliver courses to the learners, the university deploys a wide range of social media and other modern internet based systems. Such social media being used by NOUN to serve her teeming student population include Facebook, Twitter, YouTube, Telegram, WhatsApp and Instagram. But how useful are these social media to the learners in NOUN? The study involves investigating the utility of such social media to NOUN learners. In order to generate relevant and valuable information for the study, the learners as the students of this institution constitute the respondents. This is juxtaposed with the fact that they (the learners) are in better position to assess the relevance and quality of the social media being utilized by NOUN to reach them.

Background of the Study

The National Open University of Nigeria (NOUN) is a singular mode institution that operates on both physical contact and internet based facilitation. Such dual modes of teaching are used by the facilitators (academic staff) in interacting with the learners. The university hosts so many programmes which cut across wide range of disciplines such as pure sciences, social sciences, management sciences, agricultural sciences, arts, education, law, and health sciences.

Relatedly, since the learners as the students of the institution are not campus based, the need arises for the National Open University of Nigeria to be making use internet based means such as the social media with which to be touch with them. Such social media are in use by the university for purposes such as: passing information to the learners (the students) for matriculation, orientation, convocation, examination time table, facilitation plan; interaction between learners and the Faculties, Departments, PG School & Academic office, among others; interaction between facilitators (lecturers) and lecturers (students); uploading of instructional videos; students feedback and useful information from them such as suggestions, etc.

In addition to such social media, NOUN also makes use of internet based niceties such as Zoom, Video conferencing, and Webcast to reach her learners who are spread all over Nigeria. Presently, the university (a multi campus institution) has more than a hundred study centres including special studies and community study centres, for its operations, in all the nooks and crannies of the country (Jamiu, Aminu & Nebath, 2012; Agbebaku & Majebi 2020). The programmes of the university spheres of sciences and humanities as well as law.

2.0 LITERATURE REVIEW

2.1 Conceptualization of Open and Distance Learning

Open and distance is a learning system in which the teacher and the learners are poles apart in terms of space and time.Therefore, there is no physical contacts between the facilitators and their students. Koul (2005) opines that that open and distance learning (ODL) simply involves a scheme of learning whereby the teacher and the learner are separated by distance. Relatedly, Jegede (2005) observes that ODL evolves a simple approach to system of learning based on correspondence

courses of study and invariably devotails into a technology-facilitated, "flexible and learner driven, self directed learning" for learners in locations devoid of establishment. Furthermore, Salawu (2018) posits that ODL refers to learning system that comprises open learning and distance education. In related terms, Salawu (2018) observes that alliance of open learning and distance learning provides the essence of the environment of the ODL; accessible to the alienated groups from formal and campus-based learning, furnishing a larger population with their peculiar learning needs and operating on meaningful economies of scale for the ODL institutions.

The teachers called facilitators in ODL system is physically separated from the learners and communication is two way traffic whereby electronic means such as   e-mails, computer conferencing, telephone, audio conferencing are used for tutorials and facilitation sessions. Furthermore, learning resources are deployed or made available to the learners through printed materials, audio tapes, audio CDs and other electronic based appliances for use at home, office, workplace or while learners are on the move (COL, 2002, 2003; Agbebaku, 2018).

The other variant of ODL is the online learning which is genre which based on distance instructions and self study mainly structured to cater for learners of different ages, races, gender, religions and available across the global village. Hence online learning thrives and exists on the internet based technology (Onasanya, Otemuyiwa & Onasanya, 2020).

2.2 Realm of Social Media

Social media simply refers to the whole gamut of modern versions of electronic media aided by internet technology that makes interactive participation an ultimate possibility (Manning, 2014). The availability of social media enhances electronic learning and ODL system in terms of interactions between learners and tutors, delivery of course of materials, forum discussions and learners' feedback.

Social media refer to the "interactive technologies and digital channels: with which information, ideas, pictures, videos plus other variates of expression can be produced and shared between "virtual communities and networks" (Kietzmann, & Kristopher, 2011; Kietzmann & Kristopher, 2011). Common characteristics of social media include: interactive based applications; user created content (text, posts, comments, videos); interactive online media; created profiles of users hosted by social media entities; enabled online developed social networks (Schivinski, Brzozowska-Woś, Stansbury, Satel, Montag & Pontes, 2020).

2.3 Empirical Review

The findings of a study by Mardiana (2016) indicated indicated that a major educational implication of social media is the apparently changing nature of learners' relationships with information and knowledge. It concludes that social media tools provide learners with new opportunities to become independent in study and research

The study of Mathew & Iloanya (2016) in Botswana indicated that major benefits of using technology for online teaching and learning include interaction and student engagement; access to

latest information; content sharing and communication. The major challenges faced are access of technology, affordability and technophobia.

The work of Anderson (2019) indicated that education has unparalleled opportunity to monitor and improve its own practices through technology-based affordances so as to increase the efficacy of both teaching and learning. Students have new ways to find, retrieve and share their learning products and opportunities. Moreso, continuous monitoring, research and surveillance of the surveillers is of critical importance to the development of educational quality and opportunity.

Ansari & Khan (2020) examined the application and usefulness of social media and mobile devices in transferring the resources and interaction with academicians in higher education institutions across the boundary wall, a hitherto unexplained area of research. The study revealed that online social media used for collaborative learning had a significant impact on interactivity with peers, teachers and online knowledge sharing behaviour as well as a significant impact on students' engagement which consequently has a significant impact on students' academic performance.

2.4 Theoretical Review

Constructivism theory of learning is the theoretic framework of this study. According to Baviskar, Hartle & Whitney (2009), there exists various constructivist criteria which should be complied with in order to make any teaching and learning to be regarded as constructivist such as: "eliciting of prior knowledge", creation of cognitive dissonance for the stimulation of constructivist learning to make the student aware of the difference between his or her prior and new knowledge; application of the knowledge with feedback (the student is required to interpret and modify prior knowledge in the context of new knowledge; and reflection on learning ;integrating the new knowledge permanently by the student to become aware that learning has taken place.

RESEARCH METHODOLOGY

3.1 Area of Study

The area of study for this research work is the Federal Capital Territory of Nigeria (Figure I below), which is home to many Study Centres of the NOUN. Such study centres include: Abuja Model Study Centre (Bwari Area Council); NPF Special Study Centre (Abuja Municipal Area Council); NIS Special Study Centre (Gwagwalada Area Council); Nigeria Correctional Services (NCS) Special Study Centre, Sauka (Gwagwalada Area Council); Nigeria Security & Civil Defence Corps (NSCDC) Special Study Centre, Sauka (Gwagwalada Area Council); National Union of Road Transport Workers (NURTW) Special Study Centre, Garki (Abuja Municipal Area Council); and VITT Special Study Centre, Kwali (Kwali Area Council).

These study centres have large student population (more than 19,000), which is next to that of all the study centres in Lagos, Lagos state of the country. This informs the choice of the territory (FCT), which makes them them accesssible to the researchers to minimize cost of frequent visits

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for questionnaire administration and collection. This, considering the fact these study centres are proximate to the Headquarters of the University where the researchers are based.

Figure I: Area Map of FCT, Nigeria.

Source: Google Map.

3.2 Research Method

I) This study was based on a survey method relying on the administration of a questionnaire instrument. Relatedly, the hard copies of the questionnaire were distributed through the various study centres of the sampled learners (students) of the National Open University of Nigeria (NOUN) within the Federal Capital Territory in order to make it conveniently available for them to pick and fill as they were at the centres for one engagement or the other. The study centres involved in this research are shown in Table 3.1 below.

The population of learners (students) for all the study centres involved in the study (presented in Table 3.1 below) within the Federal Capital of Nigeria is 1,7936.

Table 3.1

S/N	NAME OF CENTRE	STUDENT POPULATION	TOTAL
1	Abuja Model	9933	9933
2	Nigeria Correctional Services, Sauka	457	10390
3	Nigeria Immigration Services, Gwagwalada	1022	11412
4	Nigeria Police Force	891	12303
5	NSCDC, Sauka	1843	14146
6	NURTW, Garki	3756	17902
7	VITT Special, Kwali	34	17936

Source: Data generate by the Researchers, 2022.

The sample size for the study is determined using Taro Yamane Formula is as follows:

Formula: $n = \dfrac{N}{1 + N\,(e)^2}$

Where:

n=   Sample Size
N=   Total Population
1=   Constant
e=   Level of Significance

Hence, for this study, the sample size is given below.

$$n = \frac{N}{1 + N\,(e)^2}$$

$$n = \frac{17936}{1 + 17936\,(0.05)^2}$$

$$n = \frac{17936}{1 + 17936(0.0025)}$$

$$n = \frac{17936}{45.84}$$

$$n = 391$$

A three hundred and ninety one (391) students from the seven (7) Study Centres of NOUN in the Federal Capital Territory of Nigeria were sampled. Distribution of the questionnaire in terms of the number of learners (students) for each of the sampled study centres in the territory is determined through the following calculations as shown in Table 3.2.

Table 3.2

S/N	NAME OF CENTRE	STUDENT POPULATION	TOTAL	NO. OF LEARNERS SAMPLED
1	Abuja Model	9933	9933	66
2	Nigeria Correctional Services, Sauka	457	10390	55
3	Nigeria Immigration Services, Gwagwalada	1022	11412	65
4	Nigeria Police Force	891	12303	55
5	NSCDC, Sauka	1843	14146	65
6	NURTW, Garki	3756	17902	65
7	VITT Special, Kwali	34	17936	20

Source: Data generate by the Researchers, 2022.

Findings and Discussion

The findings of the study are presented in various Tables laced with percentages and discussed below.

The findings revealed that NOUN uses social media such as twitter, YouTube, WhatsApp, Facebook, Instagram, and Telegram for delivery of programmes to the learners.

Table 3.3: Facebook medium enhances delivery of NOUN programmes to the Learners

Options	Frequency	Percentage
Strongly Agreed	73	18.67
Merely Agreed	129	32.99
Undecided	59	15.09
Merely Disagreed	74	18.93
Strongly Disagreed	56	14.30
Total	**391**	**100**

Source: Field Survey, 2022.

The above Table 3.1 portrays the varied responses from the sampled NOUN learners fro the study. The above responses indicate that majority (52%) of the learners believed that the deployment of Facebook enhances the delivery of NOUN programmes to them. Relatedly, the result of the econometric test indicates that correlation is significant at 0.5 level (2-tailed). (See the Appendix).

Table 3.4: Telegram medium enhances feedback interaction between Learners and NOUN

Options	Frequency	Percentage
Strongly Agreed	83	21.22

Merely Agreed	131	33.50
Undecided	56	14.32
Merely Disagreed	64	16.37
Strongly Disagreed	55	14.06
Total	**391**	**100**

Source: Field Survey, 2022.

The above Table 3.2 portrays the varied responses from the sampled NOUN learners fro the study. The above responses indicate that majority (55%) of the learners believed that the deployment of Telegram enhances feedback interaction between them and the university. Relatedly, the result of the econometric test indicates that correlation is significant at 0.1 level (2-tailed). (See the Appendix).

Table 3.5: YouTube medium enhances delivery of instructional videos to NOUN Learners

Options	Frequency	Percentage
Strongly Agreed	77	19.69
Merely Agreed	135	34.53
Undecided	62	15.85
Merely Disagreed	57	14.58
Strongly Disagreed	60	15.36
Total	**391**	**100**

Source: Field Survey, 2022.

The above Table 3.2 portrays the varied responses from the sampled NOUN learners fro the study. The above responses indicate that majority (54%) of the learners believed that the deployment of YouTube enhances delivery of instructional videos to the learners. The result of correlation test confirms above response by he learners. (See the Appendix).

Conclusion

The study has revealed that social media being deployed by NOUN for delivery of her programmes to the learners are effective as attested to by the learners themselves. The implies that social media are useful in the operations of open and distance teaching, learning and generating feedback from the learners.

Recommendation

It is hereby recommended that NOUN should rest on its oars as regards improving on the delivery of facilitation videos, constant and effcetive communication and encouraging timely feedback from the learners.

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APPENDIX

Reliability

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	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
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Total	391	100.0

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Reliability Statistics

Cronbach's Alpha	N of Items
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Item-Total Statistics

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QT1	16.3913	4.167	.440	.575
QT2	16.6368	3.729	.364	.605
QT3	16.5448	3.941	.332	.618
QT4	16.4399	3.606	.493	.537
QT5	16.3708	3.911	.368	.600

Reliability

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Syntax			RELIABILITY
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Scale: ALL VARIABLES

Case Processing Summary

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	Excludedª	0	.0

14

Total	391	100.0

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procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.820	5

Item-Total Statistics

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QW1	16.1432	6.631	.688	.762
QW2	16.3043	6.105	.731	.746
QW3	16.2020	6.654	.650	.773
QW4	16.2430	7.431	.534	.806
QW5	16.5192	7.389	.466	.826

Reliability

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Case Processing Summary

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Item-Total Statistics

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QA5	16.1867	5.501	.323	.580

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COMPUTE QW_MEAN=MEAN(QW1,QW2,QW3,QW4,QW5).
EXECUTE.
COMPUTE QA_MEAN=MEAN(QA1,QA2,QA3,QA4,QA5).
EXECUTE.
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CORRELATIONS

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Correlations

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	Elapsed Time	00:00:00.00

Correlations

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	Sig. (2-tailed)		.721	.022
	N	391	391	391
QW_MEAN	Pearson Correlation	-.018	1	.290**
	Sig. (2-tailed)	.721		.000
	N	391	391	391
QA_MEAN	Pearson Correlation	.116*	.290**	1
	Sig. (2-tailed)	.022	.000	
	N	391	391	391

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Notes

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