Implications of Primary School Teacher's Levels of Awareness About Social Media Based Instructional Platforms for Extended Learning

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Abstract: This study investigated primary school teachers' levels of awareness about social media based instructional platforms for extended learning. The research design used in this study was a descriptive survey and to achieve this objective, two research questions was formulated to guide the study. A standard questionnaire was used as the main data collection tool. Seventy-six (76) Primary school teachers randomly selected from five public primary schools in Ado Local Government of Ekiti-State, Nigeria. The data collected from respondents were analyzed using Pearson Product Moment Correlation and descriptive analysis. The finding revealed that many of the respondents are aware of various social media platforms used in teaching, there existed a significant relationship between primary school teachers' awareness based on the existence of social media platforms and usage of social media platforms for extended learning (r= 0.0219: p<0.05). It was also indicated that Primary school teachers' level of awareness about social media instructional platform was below average. Teachers are therefore implored to familiarize themselves with these social media platforms and not restrict themselves to the platforms that were for social engagement but rather get used to social platforms specifically designed for learning.

Key Words: Primary school Teachers' Awareness, Social media platforms, Extended Learning

I. INTRODUCTION

In the global world today, social media plays a pertinent role within the ever-transforming learning environment and the relevance of this in an academic setting solely depends on its usage. In an ever-expanding digital world, social media plays a vital role in fast and effective communication and as a medium to get vital and timely information through interconnectivity to various people of various strata across the world (Cardon & Okoro, 2010). Benson, (2010) posited that online social networks have become increasingly popular in recent years providing a different and user–friendly way to maintain social connections and share information. This implies that the benefits of social media in an academic setting cannot be overemphasized, its use, therefore, has extended even the world's academic fraternity. Social media is valuable not only for its importance in the global world but also for the fact that it can be used within a classroom situation to create more value in learning (Fakuade, 2021; Amutha & Kennedy, 2015; Bexheti et al., 2014).

The perceived attitude toward social media can limit its use, especially from the teacher's perspective. Learners seem more willing to interact using social media unlike face-to-face interaction, and it is the duty of the teacher to consciously introduce these platforms as an educational alternative to the student (Cardon & Okoro, 2010). Alternatively, the teacher's awareness of this platform comes to play in his understanding of its usage and benefits, not omitting its challenges. The teacher's understanding of the intricacies involved in using social media which could be suitable or not draws out to a large extent the definite specialty of his skills in its usage to emphasize his competence. A change in teaching method permeates all aspects of growth needed in teaching-learning processes and scientific developments. Aviram et al., (2008) reported that the need of young learners to be effective and function very well in the present-day labour market is no longer being met by the traditional pedagogical approach. Macdonald and Poniatowska (2011) in another study reported that instructors are eagerly making efforts to discover the relevance and usefulness of tools for teaching and learning and to make these tools beneficial for the pedagogical process.

Furthermore, the importance of primary school teachers' awareness of the use of technology for pedagogical processes, problem-solving skills, capacity building, and other related issues in educational programmes cannot be underrated. It is also noteworthy that for teachers to be effective at the primary level of education in this digital era, use the technologies as tools and the function of these tools for the teaching-learning process, then there is a need for an effective awareness of the importance of technology as a means of aiding teaching learning (Amutha & Kennedy, 2015; Madge et al., 2009). Educational goals and purposes remained unchanged, however, the learning environment for which the purposes are being achieved is constantly changing and evolving. It becomes imperative for teachers to be dynamic, and to catch up with these changes by becoming creative, innovative, and adventive technologically. The digital revolution happens to be the main

driver of this change advocacy which has shifted many aspects of the teaching-learning process. It is evident that skills needed in present-day society and to delve into the future are no match with what was required in the last decades. Therefore, it is essential for teachers to be familiar with contemporary social tools or they will simply not be able to effectively meet the needs of their present-day students. (Bexheti et al., 2014; Madge et al., 2009; Morrone et al., 2012).

Lau and Bates (2004) opined that primary school teachers exploring this moving landscape will also be able to discover the real potential of social media to transform drastically the pedagogical basis of their teaching experience, giving them tools that they can use in order to create truly adapted and flexible learning experiences for learners. Other research efforts revealed that the use of social media platforms could not just be needed in the classroom but can be integrated into the teaching-learning process both within the classroom and beyond the classroom experience (Draskovic et al., 2013, Fakuade, 2021). Extending learning beyond classroom experience means the primary acquisition of knowledge and skills through instruction or study outside of the traditional classroom methodology, including, but not limited, to community service, independent study, online courses, internships, and performing groups (Fakuade & Ariyibi, 2017).

Extended learning can also mean any educational strategy of the program in place with the intention of increasing the length of time learners spend on their studies in order to improve their academic performance, reduce learning loss, and bridge the teacher-learner interaction gap. Therefore, extended learning could be defined as learner-learning practices that usually take place within and beyond a formal learning room, facilitated by the teacher or designated instructors to further engaged learners (Fakuade, 2021).

The concept could be considered a de facto reform strategy, since learning beyond classroom instruction is typically needed or proposed only when learners are not performing or achieving at expected levels. (Fisher, 1978). This approach can be a strategy for increasing learners' time of receiving instruction; time spent engaging in other learning areas such as sports and arts; learning through non-traditional experiences such as apprenticeships or internships; or time for acquiring academic support while extended learning time may take a wide variety of forms from state to state. Farbman and Kaplan (2019) mentioned that many learners today are seeking additional opportunities to increase their academic growth and chances for success, by taking advantage of extra academic opportunities available within traditional and non-traditional school hours. Learners gain a better perspective in different ways through the use of time and other learning resources. Initiatives that learning beyond the study room facilitated instruction innovation to enhance teaching and learning that give room for more practice and hands-on activities.

Casserly (2007) opined that one-on-one instructions are provided by teachers to students, teaching in longer blocks to emphasize subject content, helping learners to develop their

work portfolios, or utilizing hands-on learning activities such as science labs and projects to help facilitate learning through application. The presence of more in-school time coupled with new and effective instructional strategies can have a great impact on learners' performance. Incorporating extended learning activities into the school experience also helps to address the individual needs of learners by providing them with extra support such as working with specialists and by encouraging participation in engaging activities of interest. But the benefits of extended learning reach beyond improvements in learners' academic performance, personal development, and preparation for adulthood (Cooper et al., 1996). It also serves teachers well by giving them the opportunity to engage learners in high-quality professional development, engage in activities that avail them opportunities for mentoring, and effective planning, and engage in collaborative work with others, and other activities that can enhance teaching-learning and students' performance.

Similarly, Ogunlade, Mustapha, and Fakuade (2020), also stated that teaching-learning helps in providing substantial quality professional development opportunities for teachers resulting in higher-quality education for learners. Schools, also gain from the expansion of learning beyond the classroom by allowing community-based partnerships to play a critical role in the implementation and strengthening of the educational curriculum. Parents and communities are also enthusiastic about the expansion of learning time because of the opportunity for schools to focus on core academic content while engaging learners in enrichment activities both inside and outside of schools. A longer school day or year provides children with a safe, supervised, and rich environment for a greater number of hours while parents are working (Fakuade, 2021). While some efforts to expand learning beyond the classroom have been met with a degree of parental opposition, the Massachusetts experience reveals three important lessons (Rocha, 2007). First, the more parents know about the benefits of additional learning time, the more in favour they are of the strategy. Second, lower-income parents who want their children to have the same academic and enrichment experiences as their more affluent peers are particularly in support of more learning time.

1.1 Concept of Extended Learning

Extended learning means the primary acquisition of knowledge and skills through instruction or studies outside of the traditional classroom methodology, including, but not limited, to apprenticeships, community service, independent study, online courses, internships, performing groups, private instruction (The glossary of education reform; *www.edglossary.org/extended-learning*). Extended learning provides learners with academic enrichment and/or supervised activities beyond the traditional school day and, in some cases, beyond the traditional school year. Well-planned and coordinated extended learning time can support learning while providing safe, positive activities for students and young people to explore their interests and develop their talents. (Council of Chief State School Officers, 2016). Time is the most important factor in considering an extended school day. It

is expected that, by having extra time, teachers have increased opportunities to meet with their learners. Teachers have time to try new strategies or consult other teachers in order to produce the most meaningful learning experiences for the learners (Farbman, 2017). Extra time is helpful not only with academics but also with extracurricular and enrichment activities (Whitehouse, 2009).

Learners are being held to high standards; in a 6 ½-hour school day, the first subjects to go are subjects such as art, music, and so forth. With the additional time that an extended day adds, these subjects can be included in the school day (Farbman & Kaplan, 2019). Some schools with extended days have been able to bring in community and/or cultural organizations, as part of their extracurricular and enrichment classes (Farbman, 2007). For older learners, the extra time in school not only allows for academic and extracurricular work but also keeps learners off the streets during afternoon hours when parents work (Whitehouse, 2009). The extra time, if used productively by school leaders, can provide an array of benefits to learners. For example, additional time can be used to focus on teaching core subjects to reach deeper coverage of topics in math, science, and literacy. Teachers can use the extra time to implement more hands-on activities and problem-based learning that can enrich the learning experience. Teachers can provide more small groups and tailored instruction.

Extended enrichment activities will provide learners with diverse opportunities. For teachers, the extra time can provide opportunities for collaboration among colleagues, building 21st-century life skills, and personalizing instruction. Partnerships with community organizations, such as colleges, health centers, and other businesses, provide expertise and resources the school would otherwise not have access to during regular school (Farbman & Kaplan, 2019).

1.2 Concept of Social Media

Kaplan and Haenlein (2010) defined social media as a group of Internet-based applications that allows the creation and exchange of user-generated content. Gross (2010) emphasized that "social media is that means that employs mobile and web-based technology (web 2.o for instance) to create highly integrative platforms via which individuals and community share, create, discuss and modify users' generated content". Sometimes called social networking, social media is collaboratively produced and shared media content to network communities. Umoru (2015) and Enang (2014) further explained that social networking sites are applications that enable users to connect by creating personal information profiles, inviting friends and colleagues to have access to those profiles, and sending e-mails and instant messages to each other. Giving examples of social media, Gupta (2014) enumerated social network sites like *Facebook, Twitter, LinkedIn, Google+, Internet forums, chat rooms* and *message boards* where people meet and discuss topics of interest, *Flickr* and *vimeo, blogs, wikis,* and *social bookmarking*. Thus, Kaplan and Haenlein (2010) categorized social media into five types each indicating the purpose for which it could be utilized:

1. Collaborative projects (Wikipedia);
2. Blogs and micro blogs (*Twitter*)
3. Content communities (*YouTube* and *Daily motion*)
4. Social networking sites (*Facebook*)
5. Virtual game or social worlds (world of *Warcraft* and *second Life).*

Meanwhile, it does seem that a very thin line exists regarding what uses these sites could be put as many of the sites are amenable to multiple applications.

1.3 Primary School Teacher's Levels of Awareness about Social Media

Once the person acquires information or knowledge, this is shared with people around with the intention of disseminating the available information. This is applicable especially in education, as stakeholders make use of available technologies for gathering information. In recent times, the use of social media is becoming popular among educators for teaching-learning purposes. As noted by Murumba et al. (2015), primary school teachers are conscious of social media integration into learning because of the potential of providing learners with better instructional materials, engagement, and motivation. Furthermore, they are also aware that the interaction of learners on a social medial platform developed family involvement, mature interaction, and the skill of converting learning content into the real-life experience (Monopolis, 2014). According to Coffin & Fournier (2015), the opportunities of social media for teaching-learning purposes in primary education include the documentation of learners' reports, and using social media as a learning tool in class and for course-related purposes. Teachers indicate that social media helps them remain connected with their pupils and their institution. However, as the awareness of social medial usage is becoming popular among primary school teachers, there are concerns about users' safeguarded ethical issues as well as misconceptions about social media usage (Fakuade & Ariyibi, 2017). Thus, both primary school teachers and pupils can be said to be both consumers and sharers of information, they do this using social media platforms. In order words, social media has become an integral part of the life and the learning process of today's generation. Social media has redefined the mode of interaction between humans, and their interaction with the immediate environment and organizational systems. It is similar to a dialog that brings people together to discover and share information (Solis, 2018).

Nathara and Joseph (2015) mentioned teachers, most especially at the primary level of education should be conversant with many social media networks available for learning or for facilitating learning. It is equally important for them to know the pros and cons of social media so as to be able to effectively use it for educational purposes. Their knowledge of social media can be improved upon by consulting various such as books, expert advice, articles, and so on, so as to be able to properly engage learning in using social media for effective learning purposes. In order to experience an appreciable increase in the use of social media for educational purposes, there is a need for teachers to be sufficiently aware of the

inherent benefits and how to use them most efficiently and effectively.

Nevertheless, in Nigeria, many teachers lack awareness of the vast benefits of the use of social tools despite the explosive growth in the number and use of social media in everyday communication methods for individuals and organizations. There has been a corresponding increase in its incorporation in teaching and learning at the preschool level of education. With respect to the availability of computing resources, not all learners have access to computing resources and internet connectivity. This presents a major challenge to learners who cannot afford these resources or do not have access for some reason. Most teachers lack competence in new technology applications as a result of which they face their work with fear and trepidation. Another contrary situation is that while the learners of this generation are adept and superbly familiar with new technologies, especially social media platforms, most teachers are not. This situation compounds teachers' problems as they are challenged more to adapt and as a result, they become isolated and confused. On the other hand, social media sites have caused many problems. There is a statistically significant negative relationship between time spent by learners on online social platforms and their academic performance. As a result, such learners' academic performance goes down. Studies have shown that only a few learners use social media websites to discuss their academic issues formally and informally and also to interact with their instructors, teachers, and professors without measurable progress as some of these instructors, teachers, and professors are not even aware of these social media platforms. On the other hand, some who are aware, are not positively inclined towards it. Therefore, the main focus of this paper was to examines primary school teachers' awareness of social media instructional platforms for extended learning in Ekiti State, Nigeria. This included the following research questions:

RQ1: What is the level of primary school teachers' awareness of various social media platforms in Ekiti State, Nigeria?

RQ2: What is the level of awareness of different devices used to access social media platform by primary school teachers in Ekiti State, Nigeria?

II. METHODOLOGY

The research design adopted for this project was descriptive survey research that is quantitative in nature to investigate teachers' awareness of social media instructional platforms for extended learning. The target population of this study consists of all primary school teachers in Ado Ekiti, Ekiti State, Nigeria. A structured questionnaire titled Primary School Teachers' Awareness of Social Media Instructional Platform for Extended Learning was used in the study to gather facts on how familiar and updated teachers are on the adoption of social media in facilitating instruction. The questionnaire was divided into two sections: Section A (which entails the gathering of demographic information of respondents on sex, age, teachers' qualifications, and the likes) and Section B on the other hand with non-demographic data and other research questions which

is split into 2 sub-sections. Part 1 of section B is to gather information on teachers' awareness of different social media using a three- Likert scale and Part 2 of section B involves the rating of some statements based on the usage of the social media they are aware of which contain the use of a four-Likert scale. A four-Likert scale that consists of Strongly Agree (SA) with 4 points, Agree (A) with 3 points, Disagree with 2 points, and Strongly Disagree with 1 point for positively structured items was adopted and for negatively structured items, the reverse was the case. The face and content validity was carried out by experts in the field of primary education before its administration. Similarly, in order to ascertain the reliability of the questionnaires, the instruments were subjected to a pretest by twenty (20) primary school teachers outside the sample group. This provides a means of ascertaining the suitability of the administered questions for obtaining valid as well as concrete responses. Thus, a Cronbach coefficient of 0.808 was obtained to ascertain the reliability.

Data gathered were analyzed by extracting responses from the administered questionnaires using descriptive statistics such as Pearson Product Moment Correlation (PPMC) and descriptive analysis via frequency tables. Pie charts, graphs, and averages to determine the primary school teachers' awareness of the usage of social media instructional platforms for extended learning. Hence, this study is limited to primary school teachers' levels of awareness about social media-based instructional platforms for extended learning.

III. DATA INTERPRETATION

The questionnaires were administered to 76 respondents which comprised of 40 males and 36 females. The 36 females constituted 47.4% while the 40 males' respondents constituted 52.6%. An elaborate depiction of this can be seen in Fig 4.1.
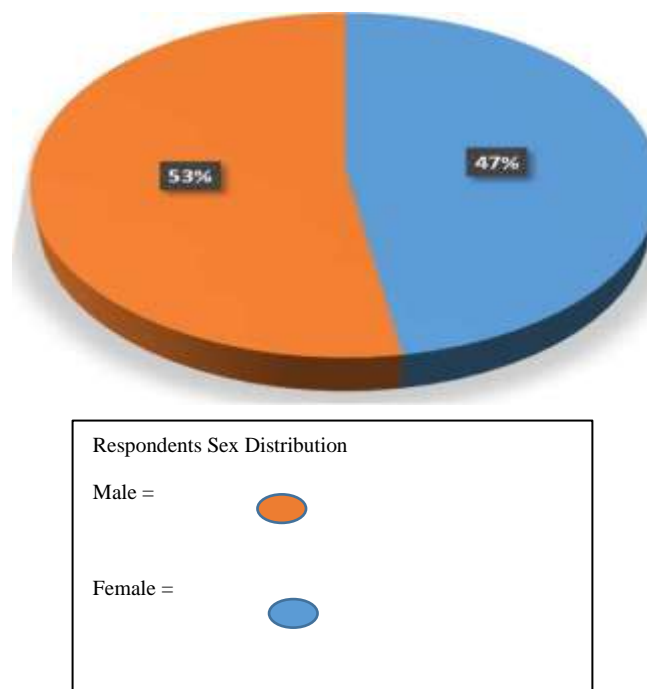

Respondents Sex Distribution

Male =

Female =

Figure 3.1 The Respondent Population Chart

Table 3.1: Years of Experience of Respondents

YEARS OF EXPERIENCE	FREQUENCY	PERCENTAGE
0-5	34	44.7
6-10	24	31.6
11-15	8	10.5
16-20	6	7.9
21 and above	4	5.3
Total	76	100

Table 3.1 shows the frequency and the percentage of years of experience of the respondents. The years of experience is grouped into five. The first group (0-5) has 34 participants which constituted 44.7% of the whole population, the second group (6-10) has 24 participants which constituted 31.6% of the total population. The third group (11¬-15) has 8 participants which constituted 10.5%. The fourth group has 6 participants while the fifth group has participants. The table further indicated that the first group (0-5) has the highest number of participants while the last group (21 and above) has the smallest number of participants.

Research Question 1: What is the level of primary school teachers' awareness of various social media platforms for extended learning in Ekiti State?

Table 3.2 Participant Awareness of Various Social Media Platforms

| S/N	PLATFORMS	Aware	Not Aware	Mean	ST. D
1.	Facebook	72 94.7%	4 5.3%	0.95	0.225
2.	Whatsap	74 97.4%	2 2.6%	0.97	0.161
3.	Instagram	60 78.9%	16 21.1%	0.79	0.410
4.	You tube	70 92.1%	6 7.9%	0.92	0.271
5.	Edmodo	24 31.6%	52 68.4%	0.32	0.468
6.	Yahoo	66 86.8%	10 13.2%	0.87	0.340
7.	Linkedin	34 44.7%	42 55.3%	0.45	0.501
8.	Google +	60 78.9%	16 21.1%	0.79	0.410
9.	Badoo	22 28.9%	54 71.1%	0.29	0.457
10.	Pinterest.com	24 31.6%	52 68.4%	0.32	0.468
11.	Schoology	16 21.1%	60 78.9%	0.21	0.410
12.	Podcast	38 50%	38 50%	0.50	0.503
13.	My space	28 36.8%	48 63.2%	0.37	0.486
14.	Twitter	56 73.7%	20 26.3%	0.74	0.443
15.	Flickr	36 47.4%	40 52.6%	0.47	0.503
16.	Skype	52 68.4%	24 31.6%	0.68	0.468
17.	2go	56 73.7%	20 26.3%	0.74	0.443
18	Wiki	50 65.8%	26 34.2%	0.66	0.478
19	Netlog	16 21.1%	60 78.9%	0.21	0.410
20	Blog	46 60.5%	30 39.5%	0.410	0.61
21	Palmchat	58 76.3%	18 23.7%	0.76	0.428
	Weighted mean	0.59			

Table 3.2 shows an average weighted mean of 0.59 out of a maximum obtainable score of 1.00 and higher than the standard/minimum weighted mean of 0.50. This shows that primary school teachers' awareness of the listed social media platform is above average. Out of 21 social media platforms used in the survey, only 9 had weighted means below the standard/minimum required level while the remaining 12 had mean values above or equal to the standard mean. This implies that teachers' within Ekiti State are aware of the following social media platforms; Facebook, WhatsApp, Instagram, Youtube, Yahoo, Google+, Podcast, Twitter, Skype, 2go, Wiki, Palmchat. And are not aware of the following social media platform; Edmodo, Linkedin, Badoo, Pinterest, Schoology, Myspace, Flickr, Netlog, Blog.

Research Question 2: What is the level of awareness of different devices used to access social platform by primary school teachers in Ekiti State, Nigeria?

Table 4.3: Respondents' Awareness of Various Devices use to access Social media platforms

Items	Android	iPhone	Laptop	Tablet	Cafe	Computer	Internet Usage
Aware	76%	62%	74%	62%	64%	72%	76%
Not Aware	0	14%	2%	14%	36%	4%	0

Fig. 3.2 shows the frequency result of teachers' awareness of various social devices. From the data revealed below, it was evaluated that all the respondents were fully aware of Android devices (76%) followed by laptops (74%).

AWARENESS OF DIFFERENT DEVICES
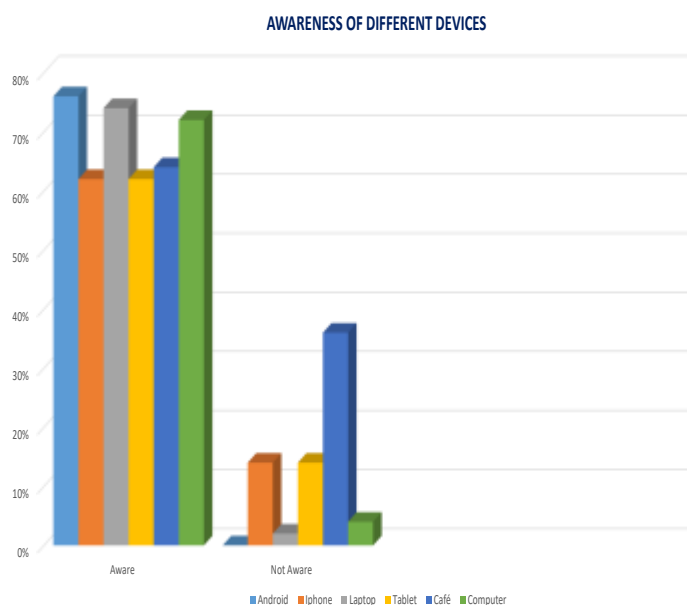
The graph indicates teachers' awareness of various devices used to access social platforms. The figure depicted that all the respondents were aware of android while 62 of the respondents agreed that they are aware of Iphone. More so, 74 of the respondents agreed that they aware of laptop, 62 of the respondents also agreed that they are aware of tablet, 64 of the respondents agreed that they are aware of cafe, and 72 respondents agreed that they are aware of computer. Succinctly, most of the respondents are fully aware of the various social media.

Fig. 3.3 Internet Usage

INTERNET USAGE
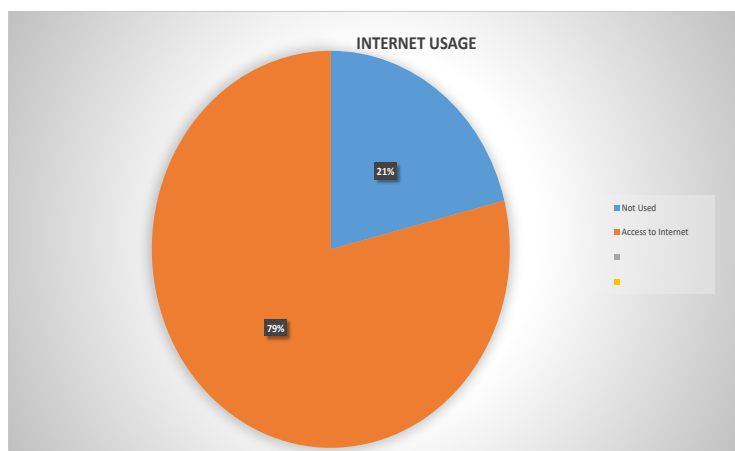
Out of the respondents who agreed to be aware of various devices, 16 of the respondents which constituted 21.05% agreed that they do not use internet access for any of the social media devices. While 60 of the respondents which constituted 78.95% agreed that they make use of internet access with any of the social media devices they have access to.

IV. DISCUSSION

The results of these findings show that a large percentage of the respondents are very much aware of various devices. Dias and Victor (2017), tablets and iPads help users of social media platforms feel more confident in their learning after participating in technology-driven activities by promoting active learning. Teachers could engage learners in the online discussion by linking all computers. The teachers can then take part in the discussion by writing on the screen. Dias and Victor (2017) emphasized that teachers, learners, and parents report that the multiple communication features, routine availability, and easy accessibility of tablets in the classroom and in learners' homes make communication between teachers - pupils, and school and home easier and routine. Mobile devices have the capacity to connect learners and instructors and create more active discussions and more constructive reflection (Morrone et al., 2012), which includes teacher-teacher, learner-learners, and teacher-learners what they discover is possible with the device. With a device, the classroom is always at the learners' and teachers' fingertips with thousands of educational apps available to download. Similarly, Arastoopour, Vega, Adisa, & Bailey (2022), also assert that children used tools to construct learning as well as to develop their knowledge most especially machine learning embedded with mobile learning apps. Ironically, it is teachers who are playing catch up and are at the mercy of their local school districts as to how many social media and mobile technology will be allowed in the schools to keep pace with today's learners (Richtell & Stone, 2009).

Moreover, the use of technology devices for social media by teachers as a medium of communication could make the process of advice, support, and instruction more transparent and simpler. Instead of traditional "office hours", teachers could openly be using their devices pupils beyond the classroom, this could help break traditional barriers of time and space. Social devices can be used to "showcase" work done by learners and faculty, or to invite comments upon research as well as efficiently and effectively gather data for research. Instead of creating distance between learners and teachers, it has the potential to create closer and stronger relationships (Thomas & Thomas, 2012).

V. CONCLUSION

This study revealed that primary school teachers in Ekiti State are aware of various social media platforms and social devices. They recognize its existence and the utilization of these platforms and devices. They have access to them via the internet. However, they do not use them for extended learning and even those that use them do not incorporate them fully into their teaching methods. This study showed how necessary it is for teachers to integrate the utilization of various social media platforms in the teaching and learning process. This comes with the familiarity of various social devices and social media platforms not only in the classrooms but outside the classroom so as to make learning extended for more learning engagement and acquisition of skills. The use of social media makes learning more refined and promotes collaboration as well as active participation amidst peers. Furthermore, it is very important for teachers to have the needed understanding that

these platforms can be fully employed for educational purposes and it is key for primary school teachers to become acquainted with these social media devices and platforms to make their teaching more practical. This will help them on the other hand to build their confidence, boost their morale, and meet up with the global world even as a teacher. Learners become more responsible as they learn via social media because this promotes greater learner engagement.

VI. RECOMMENDATIONS

The findings of this study necessitate that the following be made to the potential beneficiaries of the study.

Primary school teachers should familiarize themselves with social devices and help learners make meaningful use of them in the forms of assignments, quizzes, and group discussions.

The use of social media platforms should be integrated into their teaching where learners' academic needs can be adequately met.

There should have a functioning app that can be utilized for academic purposes where learners can log in to download materials e.g. Schoology.

Primary school teachers should attend social media conferences so they can improve their skills in the use of social media platforms and devices.

Government should organize seminars and symposiums where teachers will be educated on the use of these platforms and devices, especially in teaching.

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