



### ABSTRACT

*Gender issue generally and particularly in educational industry has become an issue to focus and concern; which demands scholarly pronouncements that will clear sentiments attached to its outcry. In the usage of ICT, social media inclusive, gender as a variable has been identified. The objectives of this study were to investigate*

## **G**ENDER INFLUENCE ON COLLEGES OF EDUCATION LECTURERS' ATTITUDE AND INTENTION TO INTEGRATE SOCIAL MEDIA IN INSTRUCTION IN SOUTH-WEST, NIGERIA

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### INTRODUCTION

**T**he concepts of paperless and penless classroom are emerging as an alternative to the old teaching learning method. Technology has started changing the classroom experience. Information and communication technology (ICT) has made many innovations in the field of teaching and also made a drastic change from the old paradigm of teaching and learning. There is now a democratization of knowledge and the role of the teacher is changing to that of facilitator. Interactivity has paved way for the integration of information and communication technology into the teaching and learning process. Now the rate of imparting knowledge is very fast and education has become easier. With ICT, studies have been made easy in a way that it can be carried out in groups or in clusters



*the influence of lecturers' gender on their attitude and intention towards the use of social media for instructional purposes. The research adopted a descriptive cross-sectional survey method, with samples drawn from ten colleges of education in South-west, Nigeria. Respondents were 1069 lecturers, (660 males, 409 females). Stratified random sampling technique was used to divide lecturers along gender. The questionnaire for the study was adopted online. The reliability was found to be 0.89 and 0.93 for lecturers' attitude and intention respectively. t-test was used to analyze the data for hypotheses one and two. No significant difference was established between male and female COE lecturers in their attitude and intention to use social media for instruction. Thus, lecturers' gender is no barrier for social media use in colleges of education. It was recommended among others that COE lecturers should shift their foci from using social media for fun and entertainment to its use for instructional purposes.*

**Keywords:** Attitude, Gender, ICT, Intention, Instruction, Social Media

(Orunmoluyi, 2012). One can study whenever he wants and wherever one may be. With ICT, people can connect online to do desired task.

According to Brown (2020), ICT is a blanket term encompassing all the technologies and services involved in computing, data management, telecommunications provision, and the internet. These technologies deal with the transmission and reception of information of some kind. ICT permeates all aspects of life, providing newer, better and quicker ways for people to interact, network, seek help, gain access to information and learn. Information and Communications Technology is the infrastructure and components that enable modern computing (Pratt, 2019).

Tinio (2003) opined that the effective integration of ICT into the educational system is a complex, multifaceted process that involves not just technology but curriculum and pedagogy, institutional readiness, teacher competencies and long-term financing, among others. Adeyanju (2012) explained that with increasing globalization, ICT can enable teachers and



students alike to have the access to the best resources available in their field regardless of distance. The advent of ICT, especially in its modern form, has brought about effective and efficient information generation, utilization and dissemination, storage and retrieval.

According to Pratt (2019), ICT encompasses both the internet-enabled sphere as well as the mobile one powered by wireless networks. It also includes antiquated technologies such as landline telephones, radio and television broadcast, all of which are still widely used today alongside cutting-edge ICT pieces such as artificial intelligence and robotics.

The use of ICT in education is now at a particular dynamic stage in Africa with new developments and advancements happening on a daily basis. The Federal Government of Nigeria is convinced that for higher education to make optimum contributions to national development, ICT is an essential ingredient (UNESCO, 2002). Students get a lot of information by visually enriched resources like computers and television that are mostly used in our daily life. These current ways of gaining knowledge by students outside the school environments make teaching them with traditional methods only, an absurd way (Orunmoluyi, 2012). ICT can impact student learning when teachers are digitally literate and understand how to integrate it into curriculum.

ICT is a phrase used to describe a range of technologies for gathering, storing, retrieving, processing, analyzing and transmitting information (Adenegan, 2009). ICT has found its way into different networks of life such as social (facebook, skype, twitter, Hi-5, games, etc.), academic/research, communication and commercial networks. ICT is a new development with tremendous impact and potentials on tertiary education in particular and education in general. To Grover and Stewart (2010), social media is the arena where users can engage in the creation and development of content and gather online to share knowledge, information and opinions using web-based applications and tools.

Social media is a computer-based technology that facilitates the sharing of ideas, thoughts and information through the building of virtual networks and communities. By design, social media is internet-based and gives users



quick electronic communication of content (Drury, 2021). The evolving world of internet communication – blogs, tags, podcasts, file swapping etc. offers students radically new ways to research, create and learn. Social networking is the software that allows people to come together around an idea or topic of interest. Wigmore (2020) described social media as a collective term for websites and applications which focus on communication, communication-based input, interaction, content-sharing and collaboration.

According to Carr and Hayes (2015), social media are internet-based, disentrained, and persistent channels of mass personal communication facilitating perceptions of interactions among users, deriving value primarily from user-generated content. They as well defined social media as internet-based channels that allow users to opportunistically interact and selectively self-present, either in real-time or asynchronously, with both broad and narrow audiences who derive value from user-generated content and the perception of interaction with others.

Studies conducted by the Institute for Perspective Technological Studies (IPTS) suggested that the high take up of social media applications outside of formal educational settings provide new opportunities for innovating and modernizing Education and Training Institutions and for preparing learners for the 21<sup>st</sup> century (Redecker, Ala-Mutka, Bacigalupo & Ferrariand, 2009). Anderson and Dron (2011) explained that the responsibility of a teacher is not just to define, generate or assign content, but it is to help learners build learning paths and make connections with existing and new knowledge resources. In order to remain relevant in this information age, colleges of education have to take advantage of the opportunities offered by ICT to enhance teaching, learning and research.

Users engage with social media through the computer, tablet, or smartphone via web-based software or applications. According to Drury (2021), there are more than 3.8billion social media users globally. Social media started as a way to interact with friends and family but was later adopted by businesses that wanted to take the advantage of a popular new communication method to reach out to customers. Social media has the



ability to connect and share information with anyone on earth or with many people simultaneously. Burgess and Poell (2017) explained that social media refers to the digital platforms, services and apps built around the convergence of content sharing, public communication and interpersonal connection.

Olasedidun (2011) conducted a research and found out that colleges of education students are aware of what ICT could be used to do. The research also revealed that they are more into social network like computer games, chatting on Facebook, watching pornography and sending information through e-mail. A very low percentage of them use ICT for academic purposes. He was therefore of the opinion that the social media should be coined into the curriculum for teaching and learning purposes since students are already used to it. If this will be successfully done, the lecturers who are expected to use the social media in conjunction with the learners should be adequately carried along.

Attitude is also important because of the fact that it is the controller of actual behaviour of an individual, consciously or unconsciously (Yusuf, 1998). An attitude is a dispositional readiness to respond to certain institutions, persons or objects in a consistent manner which has been learned and has become one's typical mode of response (Freeman, 2021). According to Cherry (2021), an attitude refers to a set of emotions, beliefs and behaviours toward a particular object, person, thing or event. Attitudes are often the result of experience or upbringing, and they can have a powerful influence over behavior. Psychologists see attitudes as a learned tendency to evaluate things in a certain way. The attitude of a particular person can therefore be influenced by experience, social factors, learning, conditioning and observation (Cherry, 2021).

Positive attitude on the part of the lecturers is very important if social media are to be effectively integrated into the school curriculum. Adetimirin (2008) studied factors affecting the use of technology in higher education. Among the factors that affect the successful use in the classroom are lecturers' attitudes and disbelief in the use of technology. Studies on lecturer's attitude to computer confirmed that lecturers have positive



attitude, yet computers were not being used for instructional purpose (Olumorin, 2008). The national policy on education (FRN, 2004) emphasized the need to use ICT at all levels of education. Lecturers at the college of education should therefore not develop negative attitude to implementation of ICT in general and social media in particular. This is because good ICT-related behaviour among the lecturers would replicate good ICT behaviour on their students (the pre-service or in-service teachers) and consequently, the students that would be taught later in life by these neophyte teachers (Adeyanju, 2012).

However, no matter how positive the attitude may be, if the lecturers do not intend to use social media in teaching, all other efforts will continue to prove abortive. Intention refers to having something in mind as a plan or purpose. It means planning to do something. It is a matter of willingness from the heart. According to Downey (2020), intention is a determination to act in a certain way. An intention is a clear and positive statement of an outcome one wants to experience. Intentions influence activities. It starts with a mental picture of one's goal and it requires focus, action and positive energy to manifest. Intentions provide a framework to set priorities, use time wisely and align with the resources needed to manifest goals.

Adeyanju (2012) reported the observation of Young (1998) that although there are more computers and other information technologies in tertiary institutions nowadays, the use of these technologies have in a large number of cases, not enhanced either individual or institutional level of productivity. The reasons adduced for this include inadequate training in new skills, and / or unwillingness by lecturers themselves to learn new skills. Ifinedo (2005) carried out a research to determine the readiness of some African countries which are Botswana, Cote d'Ivoire, Egypt, Ghana, Kenya, Mauritius, Nigeria, South Africa and Tunisia. The result of the research on the readiness of Africa revealed that Africa is right below the ladder in the global networked economy.

In the usage of ICT, social media inclusive, a variable such as gender has been identified. Gender issue generally and particularly in educational industry has become an issue not to be put aside but focused in order to



make scholarly pronouncements that will clear sentiments attached to its outcry (Adeyinka, 2005). Some studies have revealed that females are more negative in their attitude to computer than males (Liu, 1999) while others revealed that females are better off than males. Chen and Tsai (2005) reported that males exhibited more favourable attitudes toward web-based learning than females. However, studies such as those of Tiamiyu, Ajayi and Olatokun (2002); Olumorin (2008) could not find any form of gender influence on lecturers' attitude and use of ICT. Olumorin (2008) explained that the successful integration of ICT into higher education depends not only on awareness and availability but also on the extent to which instructors are willing to use it and able to use it. Hence, the need for this study on attitude and college lecturers' intention towards using social media in teaching.

### **Statement of the Problem**

Social media and networking technologies have significant potential to recreate the learning environment between student and teacher. Learning can be experienced as a uniquely social enterprise; course content can be co-created by a community of learners, where the instructor is a learner along with students. The role of instructor might then transform to become as much facilitator as subject matter expert (Fountain, 2001).

In recent years, the gender gap issue has caught many scholars' attention. Atan, Azli, Rahman and Idris (2002) opined that the absence of gender disparity is obvious when females and males are in learning environment that requires the constant use of specific computer software to support their learning activities. Though, activities such as handling computer hardware and performing computers' maintenance are still seen as masculine in nature, they were of the view that females view technology as a less of threat when they perceive computers as a method of communication and not as computational tools. Chen and Tsai (2005) reported that males exhibited more favourable attitudes towards web-based learning than females.



Therefore, if social media tools will be relevant within the education context, the influence of gender on the lecturers' attitudes and intention towards its usage in teaching should be investigated. This is the gap that the researcher wants to fill to add to knowledge.

### **Research Hypotheses**

The following null hypotheses were tested in this study:

1. There is no significant difference between male and female COE lecturers on their attitude towards the use of social media in instruction.
2. There is no significant difference between male and female COE lecturers on their intention to use social media in instruction.

### **Method**

This study was a descriptive research type utilizing cross-sectional survey method. The targeted population for the study consists of all the lecturers in federal government and state owned Colleges of Education in the South-Western States of Nigeria. Ten federal and state colleges of education in the six states of the South-West of Nigeria were contacted. Stratified random sampling technique was used to divide lecturers along gender and experience so as to obtain clear data for the variables of gender. This was done across all the schools in each of the colleges. These were schools of Arts and Social Sciences, Education, Languages, Sciences, Vocational and Technical Education, Special Education and Business Education as applicable in each of the colleges of education. One hundred and fifty lecturers were randomly selected from each of the ten federal and state colleges of education for the study. In all, the research instrument was distributed to a sample of 1,500 out of which 1069 adequately responded and was analyzed in the study.

The instrument for this study was a questionnaire titled RALPUEAITSSN adapted online from the previous studies of Lin, Chuan-chuan and Lu (2000), Moon, Ji-won and Kim (2001) as adapted by Chang (2004), and Yusuf, Mejabi, Fakomogbon, Gambari, Azuquo and Oyeniran (2013). Based





upon these previous studies, items were selected based upon their relevance to attitudes toward using and intention to use social media in teaching. The questionnaire implemented ten items for each of the variables. The questionnaire contained two major sections. Section I dealt with the lecturers' biographical information such as the respondents' institution, sex, area of specialization, years of teaching experience and so on. Section II was sub-divided into two, based on the variables of attitude and intention. Each of these sub-divisions contained 10 items. The response mode for the items was Likert response modes of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

The instrument was given to computer science lecturers and educational technologists that are ICT literate in colleges of education to determine the relevance and suitability of the instrument. The reliability of the instrument was determined section by section based on the two major variables. For lecturers' attitude and lecturers' intention towards the use of social media in teaching, the value was 0.89 and 0.93 respectively.

The researcher personally administered the copies of the questionnaire to the lecturers in all the ten sampled institutions with the help of research assistants. The analysis and interpretation of data obtained through the questionnaire was done using inferential statistics. The hypotheses were tested using t-test to find out significant differences between male and female lecturers. All hypotheses were tested at 0.05 level of significance.

## **Results**

**Research Hypotheses 1:** There is no significant difference between male and female COE lecturers on their attitude towards the use of social media in instruction.

In an attempt to determine whether there is any significant difference between male and female COE lecturers' attitude towards the use of social media in instruction as indicated in research hypothesis one, t-test was used for the null hypothesis.



Table 1: t-test of Male and Female COE Lecturers on their Attitude towards the use of Social Media in Instruction.

Gender	No	X	SD	Df	T	Sig. (2-tailed)
Male	660	31.53	6.15	1067	-.58	.56
Female	409	31.76	5.93			
Total	1069					

Table 1 reveals that  $t(1067) = -.58, p = .56$ . This means that the stated null hypothesis is accepted. This was as a result of the t-value of  $-.58$  resulting in  $.56$  significance value which was greater than  $0.05$  alpha value.

By implication, the stated null hypothesis is established thus: There is no significant difference between male and female COE lecturers on their attitude towards the use of social media in instruction.

**Research Hypothesis 2:** There is no significant difference between male and female COE lecturers on their intention to use social media in instruction. In determining whether there is any significant difference between male and female COE lecturers' intention to use social media in instruction as indicated in hypothesis two, the null hypothesis was tested by using t-test. This is shown in Table 2.

Table 2: t-test of Male and Female COE Lecturers on their Intention to use Social Media in Instruction.

Gender	No	X	SD	Df	T	Sig. (2-tailed)
Male	660	31.27	5.34	1067	-1.21	.23
Female	409	31.67	4.89			
Total	1069					

Table 2 indicates that  $t(1067) = -1.21, p = .23$ . That is, the result of the t-value of  $-1.21$  resulting in  $.23$  significance value was greater than  $0.05$  alpha value. This means that the stated null hypothesis was accepted.



By implication, the stated null hypothesis was established thus: There is no significance difference between male and female COE lecturers on their intention to use of social media in instruction.

### **Discussion**

The influence of colleges of education gender on their attitude and intention to use social media in instruction was examined by research hypotheses 1 and 2. The results of the t-test established no significant difference between male and female colleges of education lecturers' attitude as well as their intention to use social media in instruction.

These findings supported the earlier findings of Tiamiyu, Ajayi and Olatokun (2002) as well as Olumorin (2008) who could not find any form of gender influence on lecturers' attitude and use of ICT. It also supported the findings of Atan, Azli, Rahman and Idris (2002) which revealed that the absence of gender disparity is obvious when females and males are in learning environment that requires the constant use of specific computer software to support their learning activities. However, the results contradicted the findings of Liu (1999) which revealed that females are more negative in their attitude to computer than males. It also contradicted that of Chen and Tsai (2005) that reported that males exhibited more favourable attitudes toward web-based learning than females.

It can therefore be established from the findings of this study that there was no significant difference between male and female college of education lecturers on their attitude and intention to use social media in instruction. Gender should therefore not be considered as a major criterion in the integration of social media in instruction.

### **Conclusion**

This study revealed that there was no significant difference between male and female college of education lecturers on their attitude and intention to use social media in instruction. This showed that females are also coming up in matters concerning ICT and so should not be discriminated against.



Appointments that will involve the use of social media can thus be given to anybody without gender bias.

### **Recommendations**

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

1. Colleges of education lecturers should develop their proficiency in the utilisation of social media tools;
2. Colleges of education lecturers should shift their foci from using social media for fun and entertainment to its use for instructional purposes; and
3. All stakeholders in the education industry should see the integration of social media as a new innovation which must be welcomed and supported.

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