SOCIAL MEDIA AS A TEACHING AND LEARNING TOOL IN HIGHER EDUCATION: A CASE OF DAYSTAR UNIVERSITY SCHOOL OF COMMUNICATION

by

Hilda Kamau

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APPROVAL

SOCIAL MEDIA AS A TEACHING AND LEARNING TOOL IN HIGHER EDUCATION: 
A CASE OF DAYSTAR UNIVERSITY SCHOOL OF COMMUNICATION

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In accordance with Daystar University policies, this thesis is accepted in partial fulfillment of 
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SOCIAL MEDIA AS A TEACHING AND LEARNING TOOL IN HIGHER EDUCATION:
A CASE OF DAYSTAR UNIVERSITY SCHOOL OF COMMUNICATION

I declare that this thesis is my original work and has not been submitted to any other college or university for academic credit.

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<td>Heads of Department</td>
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ABSTRACT

The purpose of this study was to examine the extent to which the School of Communication faculty and students used social media for teaching and learning and how this affected the students’ learning process. Its objectives were to; determine the extent to which social media as a tool for teaching and learning was adopted, evaluate the specific social media platforms used as tools for teaching and learning and examine the role integration of social media into traditional teaching on the students’ learning process.

Exploratory sequential research design was adopted which involved both quantitative and qualitative approaches. The study purposively targeted Daystar University School of Communication undergraduate students, heads of departments and faculty members. Purposive sampling technique was used to select a sample size of 272 respondents. Further, questionnaires and interviews were used in data collection which was analyzed using thematic analysis approach and the statistical package for social sciences (SPSS) version 23. It was established that there was extensive use of social media by students mainly for informal collaborative learning (60.3%), where students gained from fellow students without depending on the lecturer (79.8%), students participated in course discussion with colleagues (20.7%) and shared course content with fellow students (97%). It was also found that a variety of social media platforms were used for academic work, including Google Plus (24.1%), YouTube (20.1%) and WhatsApp (15.5%). Integration of social media into traditional teaching approaches helped in communication, learning ability, collaboration, problem solving, access to information and productivity. The researcher concludes that there was a significant relationship between social media use and effective learning and teaching processes since it improved communication, collaboration, problem solving and teacher productivity. The study recommends that lecturers need to realize students' learning preferences, integrate technological tools, utilize suitable instructional methods, and institute the most appropriate techniques.
DEDICATION

First and foremost, this thesis is dedicated to God for His strength, faithfulness and provision through this journey. Secondly, I dedicate this study to my parents; Mr and Mrs. George Kamau, for their patience and understanding when time, attention and other resources had to be commandeered away from them in order to fulfill the study and for their prayers. I wish to also dedicate this study to my friend Mr. Lawrence Mwaura for his unfailing encouragement and logistical support.
CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

Introduction

Learners joining institutions of higher education today as well as entry level lecturers come from a group referred to as “Millennials”, who were born between 1982 and 2002 (Coomes & DeBard, 2004) and have been brought up exposed to novel technology and digitized media which has essentially changed how this rising generation is reading, learning, processing information, as well as how they solve issues (Howe & Nadler, 2010a). Therefore, you find that everyday student today is using laptops, tablets, e-readers, desktop computers and mobile phones for active engagements to network, text, blog, share information, learn online and a lot more (Cassidy, Britsch, Griffin, Manolovitz, Shen, & Turney, 2011). The result is a generation of students raised in a technology filled environment whose world is internet, mobile phones, video on demand, and laptops.

The above mentioned behavior is evidenced by the increase in use of mobile gadgets and activity on social media and the substantial change in learner demands and characteristics. This, Oblinger & Oblinger (2005) stated is confirmed by the coming into being of what is known as “millennial students” who are experimental, digitally literate communicative and community oriented. Therefore, the transfer of these permeating features into learning management systems is viewed as an augmentation to their daily activities in learning (Jeong & Hong, 2013). This therefore means that for higher education, the most direct implication of social media is the seemingly altering characteristics of students joining university. However, online learning as an idea not so novel since there was also the aspect of e-learning that allowed the distance learning in higher education.
As stated by Tynjälä and Häkkinen (2005), the idea of e-learning is not excessively old in the pedagogical sector since it focused on using electronic techniques to offer learning that was marked by constant growth of technology. Even though majority of higher education professionals use email to send course content and learning management systems, Greenhow, Robelia, and Hughes (2009) posited that the emergence of social media has made provision for an extra avenue for learner-lecturer communication, in addition to providing a teaching and learning tool generally. Scholars such as, Said, Tahir, and Ali (2014) and Nemec, Holb, Burkeljca, and Welzer (2011) further buttressed this argument by stating that social media can be beneficial as online learning environments by supplementing institutional learning management systems.

It is argued that social networking applications have a lot of features desired for formal pedagogical technologies, allowing response from peers as well as corresponding the social settings of education for example the school, university or local community (Mason, 2006). According to Chai-Lee (2013) and Al-rahmi, Othman, and Musa (2014), these social networking platforms are extremely helpful to university students since it modernizes their learning process, how they interact, collaborate and share information. As social media takes on a progressively significant function in society today, its infiltration in educational arena cannot be ignored. This research therefore sought to find out how social media utilization affects the way the millennials are taught now that they spend endless hours online.

Background to the Study

The origin of social media can be traced to 2005 when Tim O’Reilly presented the word “Web 2.0”. Prior to the “Web 2.0” discovery, a time greatly known as “Web 1.0” period, an idea of the web (Kaplan & Haenlein, 2010, p. 61) was mainly premised on publishing of content by inventors of content through individual or institution web sites such as Encyclopedia
Britannica Online. However, Fu, Liu and Wang (2008) posited that Web 2.0 technologies led to more collaboration than previous tools, facilitating self-expression, communication, and interaction via the Internet. Consequently, in a “Web 2.0” age, end-users may use web-based and mobile technologies in sharing, co-creating, discussing and making adjustment to content that is user-generated, through such high creative mediums (Office of Communications, 2008). Moreover, tools of “Web 2.0” enable individuals obtain information fast over the Internet through well-known close associations (Thelwall, 2008).

This advancement of “Web 2.0” has resulted in a shift and growth that has created many opportunities and its use in pedagogical arenas has begun. On the academic context, authors like Brown and Adler (2008) have emphasized that the integration of social media requires a radical change of the pedagogical paradigm with ‘revolutionary’ consequences for academic institutions. Junco (2014) also pointed out how an increased use of social media in higher education would lead to reconnecting academic institutions to the new generations of students. According to Mutula (2013), the restructuring of academic programs is being informed by Web 2.0 which is trending in distant education, globalization, digital literacy skills and collective intelligence.

However, there has been a subject under review to find out if “Web 2.0” is a social media platform or the vice versa. It is certain though that social media was there prior to “Web 2.0” that was invented in 2005 by Tim O’Reilly. For instance, MySpace according to Kaplan and Haenlein (2010) was developed in 2003 but literature characterizes it as almost the same as Web 2.0. Therefore, for the aim of this research, the researcher uses “Web 2.0” is defined as a platform for the evolution of social media, while social media is defined as a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user generated content (Kaplan & Haenlein, 2010).
Since “Web 2.0” and social media allow end-users to generate, change and publish information in a participatory manner, this illustrates the reasons why these two terms are frequently used interchangeably or are said to complement each other. Kwanya et al. (2012) stated that “Web 2.0 is a service for social media”. Similarly, Kaplan and Haenlein (2010) argued that it is difficult to classify diverse social media applications in a systematic manner.

Social networking sites have evolved and expanded quite rapidly in numbers and even types. Examples of the top popular social media platforms as stated by Chawinga and Zinn (2016), Dzvapatsva et al. (2014) and Gikas and Grant (2013) comprise social networking sites (SNS) like Facebook, Twitter, MySpace and LinkedIn; media sharing sites, such as YouTube, Flickr and Tumblr; wikis and blogs and syndication of content through Rich Site Summary (RSS) and one of the latest mobile apps, WhatsApp. Research done by Zanamwe, Rupere and Kufandirimbwa (2013) on use of social networking in Zimbabwe showed that some of the most frequently utilized social networking sites in higher education include Twitter, Facebook, LinkedIn and Myspace. Therefore, because of this growth and expansion of social media, it is important to examine whether using them as teaching and learning tools provides a platform which allows students extended room for creation, collaboration and interactive responses, which then leads to generation of idea and creation of knowledge.

Statement of the Problem

The research sought to find out the role that social media platforms currently play in enhancing learning at Daystar University. Social media platforms have turned out to be an essential component of our daily lives that oftentimes we are unaware of their nature and the needs that they serve. According to Ryan (2014), institutions of higher learning need to capitalize on the benefits of using social media technology to harness the potential derived from
its use in the classroom in empowering students and lecturers to transform themselves in line with the global technological trends. Although it could be the right of the instructor to select the kind of instruction and learning method that he or she wishes to utilize while teaching, learning does not necessarily happen solitarily in prescribed learning setting and in an institution or university lecture rooms. Nonetheless it can be applied anytime and anywhere. Any space therefore, whether virtual or physical, which can afford chances for learning, is essential. The online interactive discussion on social media opens not only a huge potential for enhancing learning and teaching, but also the development of student-oriented, original and interactive learning communities. The researcher hence sought to look into the extent to which the School of Communication (SOC) faculty and students alike utilize social media in teaching and to determine how this affects the students’ learning process. Daystar University, a university premised on communication, cannot overlook the role of social media as a teaching and learning tool. The research therefore focused on the School of Communication because this is where the program is domiciled. An understanding of the extent and the success thereof, of the utilization of social media in teaching and learning at the said school would be helpful for the university’s uptake at large.

Purpose of the Study

The study sought to examine the extent to which the School of Communication faculty and students used social media for teaching and learning and how this affected the students’ learning process.
Objectives of the Study

The research sought:

1. To determine the extent to which social media as a tool for teaching and learning was adopted.
2. To evaluate the specific social media platforms used as tools for teaching and learning.
3. To examine the role integration of social media into traditional teaching on the students’ learning process.

Research Questions

1. To what extent was social media as a tool for teaching and learning adopted?
2. What specific social media platforms were utilized as tools for teaching and learning?
3. What was the role of the integration of social media into traditional teaching on the students’ learning process?

Justification of the Study

The face-to-face conventional teaching method has a strong history, but in spite of its numerous benefits, its reliance on time as well as space \textit{inter alia} is a huge setback. Learning turns out to be significant when it demonstrates competence and increases participation that contributes to a social community (Driscoll, 2002). According to Dzvapatsva, Mitrovic and Dietrich (2014), a selection of social media applications have undergone a fast growth becoming widespread with the ability to augment conventional training methods in institutions of higher learning. “Therefore, significant learning takes place when students participate in active, productive, deliberate, authentic and collaborative learning which is the principal
objective of pedagogy” (Jonassen, 1999). This growth has therefore made it imperative for institutions of higher learning to incorporate social media in academics. With the increasing proof that Internet information and communication technologies are changing society greatly, there is a good reason to be certain that it will define transformative innovation for institutions of higher learning in the 21st century (Garrison & Kanuka, 2004).

This study is therefore important because it will highlight how social media can facilitate learning activities in institutions of higher learning where students are able to share available resources as a group, discuss, analyze vis-à-vis other related materials, or merely comment on materials raised in the courses. In the recent Webometrics ranking (January, 2018), Daystar University was ranked 140th in Africa and 14th in Kenya (Cybermetrics Lab, 2018). Daystar University is an institution that is continuously transforming and with time has improved the provision of reliable full-time internet service within the institution. With the availability of this service and a population of students that are social media savvies; Daystar University presents itself as the perfect institution for such a study. Ultimately, this study will inform scholarship on how social media as a tool for social networking has the capacity to transform teaching and learning method in institutions of higher learning.

Significance of the Study

The research’s importance is in its contribution to the understanding of the utilization of social media platforms as tools of teaching and learning at Daystar University. The study is not only likely to impact faculty and students of Daystar University but also other institutions of higher learning. The study’s findings will be significant since they can assist faculty members at Daystar University to come up with systems that other faculties may adequately utilize in teaching while evading or reducing the negative impacts that can arise out of improper utilization of social media platforms in institutions of higher learning (Chen & Bryer, 2012).
This will assist them to establish the appropriate use, possible benefits, and outcomes of utilizing social media applications in institutions of higher learning.

The results of this research would help administrators in making knowledgeable steps to motivate faculty members to integrate more social media platforms into their teaching. Studies have revealed that since social media applications are user-friendly as all lecturers in higher education utilize them for personal benefits of leisure (Chen & Bryer, 2012, p. 171). The problem however lies in the utilization of social media applications for instructive reasons. Through this study’s findings, faculty members might start utilizing social media platforms in teaching by becoming involved in authentic and purposeful activities. This collaborative relationship can form a mutual connection between lecturers and learners, transforming social communication into the acquisition of knowledge (Tu & Blocher, 2010). Similarly, social media can simplify the communication process, discussion, and partnership among universities (Adamson, 2012; Moran, Seaman, & Tinti-Kane, 2011).

Assumptions of the Study

The researcher assumed that the participants selected for this research would be willing to participate in the study. The researcher also assumed that the non-response rate for the questionnaires would be low because the questionnaires were distributed during lecture hours for students to fill in as part of the lecture.

Scope of the Study

The study presents findings from a case study that researched on the extent to which faculty members and students from the School of Communication utilize social media in teaching and learning respectively along with finding out the kinds of social media that are currently being utilized.
Limitations and Delimitations of the Study

The subjects of the study were limited to Daystar University School of Communication who would be the direct beneficiaries of the outcomes to be adopted. The faculty and students that were included in the sample were those in session during the January-May 2019 semester in Daystar University at the time of the research. The researcher delimited this by ensuring that the sample size of those selected from the staff and students were as representative as possible.

The validity of this research’s findings was greatly influenced by the truthfulness of the respondents’ feedback on the questionnaires and the in-depth interviews. The researcher delimited this by assuring respondents of confidentiality of the information given.

The researcher who is a student of Daystar University would have come on board with subconscious biasness in one way or another which would have been considered a limitation in this research. However, the researcher delimited this by ensuring that the analysis of the study was strictly based on the respondents’ responses to the questionnaires where the researcher avoided subjective questions.

Definition of Terms

It was important to give some working definitions of terms which were used throughout this study.

Collaborative Learning - Klopfer, Osterweil, Groff, and Haas (2009) defined collaborative learning as a social engagement, whereby students create their understanding not only through interacting with the material, but also through collaboratively creating new knowledge with their peers. In this study, collaborative learning means an approach to learning that involves a group of students with a common interest working together to understand a concept, meaning, solve a problem or create a product of learning.
Social media - Flynn (2012) described social media as a group of internet-based resources that make it possible for user participation and user-generated material. In this study social media refers to computer, tablet or smartphone mediated technologies that facilitate the creation, sharing and or exchange of information and ideas among the university students with a common interest.

Social networking - Reuben (n.d) defined social networking as one characteristic of social media whereby individuals exist in communities that share ideas, interests, or are seeking to come across individuals with the same views and interests. Educational networking is also explained on as the utilization of social networking technologies for pedagogical purposes (Brady, Holcomb, & Smith (2010). In this study, social networking refers to an online platform in which students use to build social networks or social relationships with other students and, or lecturers to enable them share information related to a common subject or topic of their study.

Pedagogy - According to Siraj-Blatchford, Sylva, Muttock, Gilden and Bell (2002), pedagogy refers to the teaching methods and approaches that permit learning to take place is also clarified. Indeed, pedagogy refers to the process where lecturer interacts with the student. It is also used to incorporate the facilitation of certain components of the learning environment. In this study, pedagogy refers to how lecturers and students with each other in the teaching or learning process within their specific learning environment.

Higher education - UNESCO (1998) defined higher education as all kinds of studies, training or training for research at the post-secondary level, provided by universities or other educational facilities that are approved as institutions of higher education by the
competent state authorities. In this study, higher education refers to the post-secondary provided by a college or university.

Summary

This chapter has reviewed the influence of social media on teaching and learning. The chapter has articulated the problem being studied, discussed the objectives that the study endeavored to meet; and has presented the questions that the study sought to answer. The chapter has also explores the assumptions of the study, presented the limitations of the study and given solutions for them, and addressed the significance of the study as well as defined key terms. The chapter has also pointed out the contribution that the current research stand to bring to the educational sector.
CHAPTER TWO
LITERATURE REVIEW

Introduction

This chapter examines previous studies and appropriate academic works on social media used as tools of teaching and learning in higher education and theoretical framework. This chapter explores the general literature and empirical literature. The chapter further presents the conceptual framework that indicates the relationship among the concepts in the study. The chapter ends by interpreting and discussing this literature while identifying the gap which needs to be addressed.

Theoretical Framework

The uses and gratification theory pioneered by Katz, Blumler & Gurevitch (1974) was the dominant theory of this study. The study also employed the technology acceptance model as a complimentary theory to study social media use. The theoretical framework section discussed its origin, history, tenets and critiques.

Defining Uses and Gratification Theory

In mass media communication research, the uses and gratification (U&G) theory is viewed as one of the most significant theories (Roy, 2009). Rather than asking what media do to people, uses and gratifications theory asks, what does an active audience do with the media, why, and with what effect? (Lasswell, 1948). Uses and gratifications are the reasons behind why people make use of a specific media and the satisfaction that the people obtain from this choice (Joinson, 2008). In brief, the theory studies why individuals choose certain social media over others and the benefits derived from their choices. It also recognizes that persons can have
different uses for the same media. Therefore, the theory explains why consumers utilize a specific medium and what functions the medium does for them (Katerattanakul, 2002).

History, tenets and findings of the theory

Lasswell (1948) developed a model that was able to demonstrate the connection between choice of media, its use and the effect it had on the user and this is where uses and gratifications is believed to have originated. This theory therefore remains significant in interpreting why consumers opt to sustain their utilization of a particular medium (Eighmey & McCord, 1998). Katz and Blumler (1973) for example stated that the most common reasons for traditional media usage (TV, radio, newspapers) include i) *Diversion purposes* (which is the desire to achieve emotional release and the need to run away from personal challenges); ii) *Intra-personal relationship* (this is the desire to have company and social interaction); iii) *personal identity* (desire for self-realization and asserting one’s place in society); and iv) *surveillance* (refers to the importance of sourcing useful information likely to impact positively on someone).

Later, Stafford and Schkade (2004) came up with three kinds of gratification that consumers need: i) *content gratifications* which is the fulfillment that a medium give the consumer in terms of information value or worth (for example, information, entertainment); ii) *process gratifications* this entails the ease with which a consumer is able to access the information provided for by a medium (for example, surfing the web); and iii) *social gratifications* this refers to the scope of networking a medium affords a social group (for example, friendship and keeping in touch).

Later on, Miller (2005) stated that gratification should be divided into those that are sought after and those gratifications that are obtained. “By making distinction between
gratifications obtained and gratifications sought, scholars strengthened the society’s understanding of the uses and gratifications theory when they expanded the concept of gratifications” (Kink & Hess, 2008). Gratifications obtained means the actual experience the audience gets by using a specific medium, whereas gratifications sought refer to the audience expectation by use of a particular medium.

Currently, uses and gratifications is deemed to be a key tool used to analyze and understand utilization for internet-based media tendencies (Stafford & Schkade, 2004). The significance of uses and gratifications has been brought about by the appearance of computer-mediated communication. Stassen (2010) pointed out that earlier study posits that gratification derived from social media may be anything from a place for sharing information, a place for feedback, to a platform that promotes institutions or even a chance to take part in a community of connected individuals. As a result of wide adoption of new media like social network sites and virtual worlds, essential fresh study from the uses and gratifications point of view is emerging. However, according to Kaye & Johnson (2002), results from the uses and gratifications television research have found use in Internet research. For example, through a study on 1,715 college students, (LaRose & Eastin, (2004), Ancu & Cozma, (2009); Park, and Kee, & Valenzuela, 2009), identified socialization, information-seeking entertainment and self-status as the key Uses and Gratifications factors of SNS users.

A similar conclusion was drawn by LaRose and Eastin (2004) who argued that entertainment, social needs and information-seeking to be factors that were more prevalent. Asemah (2011), Gallion (2010), and Whiting & Williams (2013), further aver that majority of the individuals used social media to socialize, pass time, entertainment, search and share information, express one’s individuality, education, surveillance and communication. Findings from the above studies highlight the major reasons for using social media.
The theory was however not without criticism. Centered on their literature review Sundar & Limperos (2013) stated that emerging media and their advancement have resulted in new gratifications thus making the existent media different. According to Sundar & Limperos (2013) for example, even though sourcing for information may be viewed to be a fairly recognized gratification, it lacks sufficient details to qualify within new media parlance. Having left out the technologically-driven needs and only focused more on social and psychological motivations, Sundar & Limperos (2013) further criticize the theory claiming that it fails to satisfy new gratifications.

So as to therefore obtain a better perspective of the gratifications available from emerging media, Sundar & Limperos (2013) suggest four new classifications presented by the new media which include: i) modality (which refers to coolness, novelty realism, and being there), ii) agency (which refers to agency-enhancement, bandwagon, community building), iii) interactivity (which refers to receptiveness, dynamic control and relations) and iv) navigability (browsing, play or fun, navigations or scaffolding).

These new classes of affordances illuminated by Sundar & Limperos (2013) take care of the technologically-driven needs. However, this study adopted specific affordances of social media such as agency, interactivity and navigability which will be used to concretize the current study.

Tenets

Three central tenets of the U&G theory identified by Quan-Haase & Young (2010) differentiate it with other theories in mass media and journalism:

1. **Audience conceptualization.** This is looking at the audience as being an active participant in user’s media choices, content selection and dissemination.
2. *Focusing on what people do.* This focuses on what people do with the media, how it becomes relevant in their everyday life, instead of assuming that all consumers engage with the media in the same manner (Katz & Lazarsfeld, 1964).

3. *Media gratifications sought and obtained.* An individual’s choice of a medium is its ability to meet and fulfill his/her need. This is what is referred to as media gratification. Katz et al. (1973) argued that what is important is the distinction between those gratifications sought prior to employing the medium for the first time and those that are obtained after having adopted the medium. It’s clear therefore that the extent to which any medium enjoys prolonged patronage is influenced by how it fulfills its consumer needs.

These three tenets make the uses and gratifications theory appropriate in social media research. In this study, these tenets were important because they helped concretize the research findings by determining whether the SOC choice of social media as well as extensive utilization for academic purposes helps meet their needs and whether there are any gratifications achieved. Researchers contend that, while an individual’s first experience with a medium might be by chance, as a result of curiosity, continued usage would almost be impossible if the medium fails to offer them with definite benefits (Eighmey & McCord 1998).

Similarly, Short et al. (1976) posited that the level of effectiveness of any medium used by the lecturer depends on whether it is visual, acoustic or physical. Thus, as social media platforms continue to increase in diversity and functionality, it was necessary to find out what social media tools Daystar University’s School of Communication employ and how these fit with their traditional in-class learning. Consequently, the research study sought to establish the kinds of social media utilized for teaching purposes within the School of Communication thus
enhancing the learning process of students but it went a step further in ranking up these social media tools with regard to the effectiveness they have on teaching and learning.

The Technology Acceptance Model (TAM)

Technology Acceptance Model (TAM) was established by Davis (1986), to comprehend causal relationships amongst users’ internal beliefs, intentions and attitudes in addition to predicting and explaining acceptance of computer technology (Davis et al., 1989). This theory was grounded on the Theory of Reasoned Action (TRA). A lot of literature published on technology acceptance model shows that it is one of the most adopted because of its strength, simplicity, and applicability in explaining and predicting the elements that affect new technologies adoption behavior by user’s (Lu, Yu, Liu, & Yao, 2003; Marangunić & Granić, 2015; Rauniar, Rawski, Yang, & Johnson, 2014; Venkatesh & Davis, 2000).

The user’s choice of emerging technology in TAM is set on three factors namely: perceived usefulness (PU), perceived ease of use (PEOU), and intention to use (IU). Furthermore, TAM postulates that PEOU has an indirect impact on IU through PU (Davis et al., 1989). It therefore means that consumers will deem systems that are too hard to utilize less likely to be beneficial (Pinho & Soares, 2011). What this means then is that, the simplicity with which an information system is used becomes a more likely reason for choosing a medium.

However, other researchers have expanded the Technology Acceptance Model to include user’s social media usage behavior and attitude. For example, the TAM model was further expanded by Rauniar et al. (2014) to better understand learners’ social media site usage behavior and attitude. The findings suggest that the users’ intent to use a certain social media was influenced by perceived usefulness (PU) as well as trustworthiness (TW), ultimately the choice becomes indicative of the exact utilization behavior of that social media. Therefore, to
be able to understand the intentions to use as well as exact utilization of social media by Daystar University SOC faculty and students for academic purposes, the constructs of technology acceptance model such as perceived usefulness, perceived ease of use, ease of findings, ease of understanding, capability and trustworthiness were important facets for this study. TAM also helped review data collected so as to get a better understanding of different factors affecting the actual usage.

According to Taylor and Todd (2001), several researchers contend that technology acceptance model fails to take into consideration obstacles that would inhibit adoption of a certain technology by individuals. Consequently, Bogozzi (2007) posited that technology acceptance model is very simple and has left out significant variables. However, TAM has been accepted by other researchers as a powerful, valid and highly reliable predictive model that can be used in several contexts (Legris et al., 2003; Sharma & Chandel, 2013). Likewise, Chen and Li (2011) and Galletta (1999) stated that TAM provides a vital theoretical input towards understanding ICT usage and acceptance behaviors. Hence, with regard to the social media, researchers have used technology acceptance model to study the adoption of different technologies and thus making it the most significant theory in this field.

Relevance of the Theories to the Study

According to Brandtzæg & Heim (2009), consumers are viewed as goal-oriented, with motivations for their utilization (and non-utilization) of several media. Borrowing from uses and gratification theory therefore, media consumers will thus be keenly choosing specific social media according to their needs. The research therefore made use of U&G theory, try to find out what constructs Daystar University SOC faculty and students desire to seek out from utilization of social media as a training tool.
This study also sought to find out how the Schools’ faculty members and students utilize specific social media in teaching and learning, with the intention of understanding the uses, gratifications sought and gratifications obtained. Since there was gratification obtained, this study therefore further explored what types of social media the faculty and students employ, why they adopt these specific social media and need satisfaction taking into consideration that any medium cannot satisfy all needs. Therefore U&G was the best theory that was useful in identifying and analyzing what motivates individuals to utilize social media (Whiting & Williams, 2013; Yoo & Kim, 2013).

As a matter of content analysis, applying the Uses & Gratifications theory in this study on social media was significant since these new types of media are to a certain degree new compared to traditional media. Whereas traditional media provided consumers with limited choices, contemporary media have new choices and the theory will help to explain the consumers’ needs and the gratification attained (Gallion, 2010; Matei, 2010).

The study also employed technology acceptance model as a complimentary theory to study social media utilization. Besides the key values of the U&G theory, TAM also helped to study the acceptance and continued utilization of social media for pedagogical purposes. As explained in the constructs of TAM, this research sought to determine factors influencing lecturers’ utilization of social media for instruction thereby enhancing the students’ learning process. Given this, the study targeted Daystar University School of Communication. As in most TAM studies, it was important to find out information about intention to utilize and actual utilization. Specifically, the research intended to find out the SOC’s actual utilization of social media in teaching thereby enhancing the learning process. This study also sought to find out whether TAM constructs like the perceived usefulness [PU], perceived ease of use [PEOU],
and trustworthiness [TW] of social media platforms are key factors that affect actual use of the platforms for academic purposes.

General Literature Review

This section largely lays down an overview of studies undertaken that relate to social media use in institutions of higher learning. In the subsequent segments, the researcher looks at and synthesizes relevant studies to this research.

Pedagogy Before Social Media

Seattler (2004) posited that the historical purpose of pedagogical technology is a process rather than a product. At the start of the twentieth century, blackboard was a tool used for encouraging group work in addition to personal sessions between the learners and teachers (Adelsberger et al., 2008). For many years higher education has been carried out through interactions in lecture rooms. This kind of educational learning is more often than not done in a one-way communicative manner.

According to Andrews (2017); Sequeira (2017), this type of teaching and learning is definitely teacher-centered, where teacher is seen as a purveyor of information at the fount of all knowledge. This method of teaching and learning portrays that students sit in the four walls of the classroom and listen passively to their lecturers talking and disseminating holistic knowledge to them. This model of teaching which is used by most instructors leaves the focus of power with the educator, who has near total control of the presentation of a body of knowledge or set of skills for students to learn, testing, planning and completing the set of material. According to Wei Li (2016) in such settings, the teacher is seen as the only source of information in the classroom. It embraces the idea of a teacher-centered method involving face-to-face interaction, mainly from the teacher to the student, in classroom, focusing exclusively
on students knowing the content of their textbooks and notes. The learners take the role of listening passively to sequenced instructions.

However, in the age of internet, social interaction and engagement has evolved. According to Keller and Cernerud (2002), information and communication technology (ICT) is gradually getting more widespread and utilized in pedagogical process in addition to other organizational sectors. Advocates of Web technologies in pedagogy argue that the technologies advance and enhance the conventionally recognized lesson delivery to learners. In relation to conventional learning, for example, Vygotsky (1980) averred that people learn best if there are some sort of interaction through collaborative learning and group work. Additionally, Bartolomé (2008) added that Web 2.0 assists in tag production, educating anywhere, social construction of knowledge, studying concept of ‘any place, any time’, learning from peers and use of e-learning 2.0 as commercial promotion. The social media era has brought teaching and learning to a whole new level where time and space limitations are no longer barriers hence the coinage of the word “Learning 2.0” referring to a range of all pedagogical methods that depend greatly upon Web 2.0 tools [Facebook, Twitter, blogs, WhatsApp, etc.] and services (Wheeler, 2010).

Empirical Literature Review

Social Media and New Types of Learners

The quick growth of social media applications has infiltrated into the lives of people of all ages who are regularly glued to their personal smart phones, tablets or laptops updating and replying to incoming ‘Tweets’, WhatsApp Chat, Facebook News Feed, and endless threads. Based on statistics, in June 2017 Facebook’s monthly active users passed 2.01 billion worldwide and by June 30, 2017 its daily mobile active users passed 1.32 billion (Mobile
DAU) according to Facebook (2017); from July 2017, WhatsApp declared over 1.3 billion monthly active users globally (Statista, 2017); Twitter reached more than 500 million tweets daily (Aslam, 2017); YouTube hit almost 5 billion views each day (Statistic Brain, 2016).

A major consequence of the web to education is the ever-changing nature of learners who have a high digital literacy, strong appetite for social media and access to virtually every available online resource through mobile computing devices or laptops. As Ulbrich et al. (2011) stated:

Members of the internet generation use the web differently, they network differently, and they learn differently. When they start at university, traditional values on how to develop knowledge collide with their values. Many of the teaching techniques that have worked for decades do not work anymore because new students learn differently too. The internet generation is used to networking; its members work collaboratively, they execute several tasks simultaneously, and they use the web to acquire knowledge.

Nowadays, college students who are made up of Baby Boomers, Generation Xers, and Millennials have all sorts of technologies exposed to them in numerous ways of their lives” (Browning et al., 2011). Learners nowadays are exposed to technology therefore possessing a high level of digital literacy thereby easily accessing social media as well as any available online materials by use of mobile phones or personal computers. Because of this, social media use is therefore understood to mean, for instance, that students ought to be “vital co-producers” of knowledge and not mere “passive consumers” of information, which means then that learning ought to be a “participatory, social process” aiding individual needs and objectives (Lee & McLoughlin, 2010).

Social Media as a Teaching and Learning Platform

According to Mazer, Murphy, and Simonds (2009), the online social networking sites are progressively being utilized not only by university learners, but also by lecturers for diverse reasons. The uses of social networking websites in the classroom are varied, but in recent years,
numerous reports have revealed that these applications contributed in a positive manner to teaching and learning (Edmondson, 2012; Kieslinger, 2009; Rinaldo et al., 2011). For example Facebook which is one of the most often utilized SNS by individuals cutting across all ages (see Hampton et al., 2011; Pew Research Internet Project, 2014); it also has numerous applications that enhance teaching and learning and findings reveal that it cultivates positive learning experiences in addition to enhancing the relationship between the instructors and their learners (Mazer, Murphy, & Simonds, 2007). Studies on tweeting indicate that it is considered a further collaborative and thrilling manner of learning in comparison to the conventional “knowledge transfer tools” for example lectures (Menkhoff et al., 2014). Twitter increases pedagogical value while at the same time generating social networks between instructors and students, producing other means of participating and communicating (Minocha et al., 2010).

In higher education, WhatsApp can also be used for the enhancement of discussions and sharing information among students and their lecturers. Conole and Alevizou (2010) posited that the functionalities supported by WhatsApp can widen opportunities for pedagogical rethinking. Bouhnik and Deshen (2014) also argued that WhatsApp as a fairly new platform in pedagogy, has the same positive features as earlier technological platforms that are applied, but it appears that WhatsApp has various modern features that promote its usage by teacher and students’ thus improving understanding.

Research has shown that social media applications have gained a massive use by some students across a wide variety of university students. For instance, Selwyn (2009) investigated 909 undergraduate learners in a UK university on their Facebook use and the main usage of this platform was for exchanging social support, organizing and managing students’ studies. Likewise, Caraher and Braselman (2010) did a survey of over 1,000 college students in the US which revealed that more than 50% of the sample communicated with classmates about study
or classwork using social media, while a quarter used social media for their assignments and study. A smaller number of the respondents said they even went further to communicate with faculty staff about their study and classwork through social media.

However, whereas the above study showed a number of students utilizing social media tools to organize their studies, some other studies indicate otherwise. A study was done by Hartshorne and Ajjan (2009) on 423 students’ from different academic levels to evaluate student cognizance of the advantages drawn from wikis, blogs, social bookmarking for learning and social networking and to better understand what informs their choice of those social networking tools. The research showed that a greater number of students appreciated academic benefits of utilizing these social networking tools in higher learning institutions. Nevertheless, the study also showed that almost half of the respondents had no intention of using social networks for educational purposes.

Results from a recent study by Huang et al. (2013) however contradicted those of Hartshorne and Ajjan (2009). In their study of 432 students Huang et al. (2013) found that the students perceived using social networking sites as enjoyable. In their findings, respondents did not acknowledge the benefits of social media platforms in enhancing their learning. Social media use for academic purposes is however not confined to students only. Kelly (2008) stated that besides students’ engagement in social media, these social media platforms also finds use by faculty members in a wide range of areas like administration, support and for academic purposes. For example, Chen and Bryer (2012) through telephone interviews reported the experiences and opinions of 57 teaching staff from 28 universities all over US regarding social media. The results showed that 100% utilized social media for either private, research, pedagogic or professional functions, with a lot of them on Facebook for individual interaction and LinkedIn for work-related connections.
Further questioning regarding the usage of social media for pedagogic purposes showed that activities were designed to support lecture room teaching in an open, informal, and self-regulated manner. That is to say, involvement in these activities was optional and the usage of traditional evaluation for example in tests and quizzes) was missing. The main concerns barring further use of social media for educational purposes include limitations of time and faculty workloads, privacy issues and cyber security, cyber bullying, and assessment plans.

In a study done by Ajjan and Hartshorne (2008), besides the main factors stated for adoption like compatibility, usefulness, ease of use as well as the limited use of tools usage was also influenced by other factors such as self-efficacy (training). Another study of 31 lecturers was conducted by Seechaliao (2014) using diffusion of innovation theory to find out instructors’ beliefs and behaviors about social media usage in colleges and universities. The results revealed that a greater number of lecturers believe that social media helps support collaborative learning and consider tools such as videos, podcasts and wikis to be valuable for teaching.

The utilization of social media to augment teaching and learning has been somewhat low in Africa. Research conducted on 25 African countries showed that nearly 46% (out of 358 responses) of participants utilized Learning Management System (LMSs) for teaching and uploading material less regularly than once a month, and a mere 9% claimed to do so every day. Among students, the findings were diverse, as 28% claimed to access their LMS every day, and only 35% doing so less frequently than once a month (Unwin et al, 2010). Research done at the Egyptian tourism of higher education likewise revealed that most universities had put up the necessary e-learning infrastructure. Nonetheless; in the universities under survey, its’ use was limited because of the scarce numbers of experienced Egyptian lecturers to take part efficiently in the e-learning process (Afifi, 2011).

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Another research of 74 lecturers done at the University of Ghana revealed that 66.2% of lecturers had no knowledge of the e-learning facility (Dadzie, 2009). About 33.8% of the respondents who knew about e-learning, only 10.8% had knowledge of accessing it because of lack of skills, awareness and time (Dadzie, 2009). The research results reveal that the enhanced investment on e-learning systems notwithstanding, actual usage of these technologies for teaching and learning is rather low in Africa because of numerous reasons for instance time, lack of training and opposition to change towards e-learning issues.

The literature review demonstrates that students and lecturers have a different view of their use of social media for academic purposes. Whereas on one hand, some learners’ awareness of academic advantages of the utilization of social media for learning is not the only reason influencing their use and adoption, other learners do not and have no intention of utilizing social media for learning purposes notwithstanding their awareness of the advantages of social media in academics. Likewise, a bulk of the research reviewed shows study conducted around social media use by lecturers gives similar results. The findings show that in spite of some lecturers being positive about social media use to supplement traditional face-to-face learning, there still lacks information on what effects the integration of social media for educational purposes has on students’ and lecturers’ learning and teaching experience respectively. Most of the literature about social media use by lecturers dealt largely on what they think and their utilization of the social media for pedagogical purposes.

This research however finds relevance to the current study because besides establishing that students’ have awareness of academic benefits of using social media for learning, there are other elements besides academic benefits that influence students’ choice and utilization of social media in their academic work. Similarly, a bulk of the literature on lecturers largely concentrated on lecturers’ view of social media, their intention to utilize social media and their
utilization of social media for academic purposes only. Therefore, it is interesting to find out using Technology acceptance model the circumstances and the factors causing faculty as well as students to take up new technology to enhance their classroom learning.

Moreover, besides Technology acceptance model, the Uses and Gratifications theory (U&G) is also a popular theory used to understand individual’s acceptance and adoption of social media (Cheung et al, 2011, Brandtzæg & Heim, 2009). Therefore, using U&G theory, the study sought to understand what motivates different faculty and students in Daystar University SOC to utilize social media for academic purposes and the gratifications received from continued use.

Conceptual Framework

A conceptual framework is a diagrammatic presentation of theoretical threads that show the inter-relatedness of concepts (Sinclair, 2007). Concepts are terms that refer to the characteristics of events, situations, groups, individuals that we are studying (Chandran, 2004). Additionally, Chandran (2004) stated that defining the concepts is a necessary step for the researcher in coming up with operational definitions of the concepts. Figure 2.1 provides a schematic conceptual framework using the U&G theory and technology acceptance model:
According to Littlejohn (1996), uses and gratifications theory purports that audiences actively look for media that offers them gratification to an extensive range of needs in a goal-focused manner. However, research demonstrates that gratifications obtained are a better predictor of media use than gratifications sought and that if a medium meets or exceeds the gratifications sought by a user, recurrent use will occur (Palmgreen & Rayburn, 1979). Therefore, taking into consideration the large increase of competing platforms and services, an analysis of why consumers adopt a particular social media platform can explain what characteristics and features individuals believe to be beneficial and suitable with their social and information requirements (Papacharissi & Mendelson, 2011).

Courtesy of this, the conceptual framework sought to understand the gap between these two kinds of gratifications (gratifications sought and obtained). The theory was
important for studying how faculty and students utilize various types of social media, their expectations and the gratifications that they get from their exposure to varied number of social media applications. Likewise, using TAM the research also sought to gather information about intention to utilize and actual utilization of social media by Daystar University School of Communication faculty and students in teaching and learning.

According to Ephraim (2013), social media has become progressively popular in Africa, especially amongst the younger segment of the population. Closer home, it can be proposed that its use has exponentially increased over the years in Kenya. Macharia (2015) posited that Kenya has been defined as one of the leading countries in social media use, especially regarding to networking sites. As discussed before, social media has also received much recognition and its use in pedagogic settings has begun (see Dalsgaard, 2006). Therefore, a study on the utilization of social media as a teaching and learning tool in Kenya, particularly Daystar University can be considered to be both relevant and timely.

This research therefore sought to explore social media use as a teaching and learning tool in Daystar University using the two theories thus highlighting this in an African context. According to Wyche et al. (2013), the speedy rise in the number of internet and social media consumers in Kenya notwithstanding, there appears to be little study done on the consumers’ opinions and experiences in the country. To contribute to the understanding of the utilization of social media for academic purposes in institutions of higher learning in Kenya and to address the gaps in earlier studies, this research focused on the extent to which Daystar University’s SOC faculty and students utilize social media in teaching and learning and the practices and views of the faculty and students. The goal of the research was to use the two theories to study the types of social media faculty utilize and the reasons for using them. Additionally, the study
sought to find out whether the social media platforms have an impact on the overall learning process of the students.

Summary

This chapter has presented a literature review by discussing the history, tenets and criticism of uses and gratifications theory which is the dominant theory of the study followed by an overview of Technology Acceptance Model which is the complementary theory. It then moved on to a general literature review that looked at literature on the various concepts of the study. An empirical literature review of previous relevant studies then followed. This chapter has also presented the conceptual framework. The literature review chapter has all through centered discussions on the overall aim of the thesis.
CHAPTER THREE
RESEARCH METHODOLOGY

Introduction

This chapter explains the methods and procedures the researcher used to collect data from the target population for analysis. The chapter also explains in details the research design that was used, the target population, sample size and sampling procedure, data collection methods and data analysis plan as well as the ethical considerations.

Research Design

This study adopted exploratory sequential research design. The research design involves an initial stage of qualitative data collection and examination, followed by a subsequent stage of quantitative data collection and analysis that builds on the findings of the initial qualitative stage (Creswell, 2009). Since this study aimed at first exploring using in-depth interviews the extent to which Daystar University School of Communication (SOC) used social media as learning and teaching platform following up with faculty and students’ questionnaires, the exploratory sequential research design thus became the best option.

The research design was also best suited for this research since, unlike the sequential explanatory approach for example, which explains and interprets relationships, the main purpose of the exploratory research design is to initially explore an issue. Creswell, Plano, Gutmann, and Hanson (2003) stated that the design best suits an exploration of a phenomenon since it begins with a qualitative method. The researcher was therefore able to explore the case using a few participants during the first phase, which allowed the researcher to better comprehend in depth the dynamics of the phenomenon so that through this, the researcher was able to generate propositions accordingly which were thereafter tested in the second phase using a larger sample. The researcher also had the ease of revising the quantitative phase
questions based on the outcome obtained from the qualitative stage to maintain the objectivity of the study.

Still, another advantage is the generalization of the research findings. According to Morse (1991), sequential exploratory research design is also suitable when a researcher wishes to generalize findings to diverse groups. Therefore, since this study was focusing on Daystar University SOC only, this research design became appropriate because the findings can be generalized to the entire Daystar University fraternity.

The Exploratory Sequential Design

![Figure 3.1: The Exploratory Sequential Design](source: Creswell and Clark (2007))

This study examined the extent to which Daystar University SOC utilized social media in teaching and learning. The exploratory mixed method was used, and it involved collection of quantitative data after a qualitative phase in order to get more insight into the qualitative data. The first qualitative stage of the study, in-depth interviews was conducted with the SOC Heads of Departments (HODs) to find out whether there are any institutional policies that lead to utilization of social media in teaching.

The second quantitative phase, the questionnaire instrument was utilized in data collection from both faculty and students guided by the U&G theory and technology.
acceptance model with the intention of explaining the extent to which the SOC utilizes social media in teaching (independent variable) thereby enhancing student learning (dependent variable).

Population of the Study

Kumar (2011) describes a study population as the people from whom the required information to obtain answers to the study questions is obtained. Chandran (2004) on the other hand described population as the whole set of persons, events or objects that have a uniform observable characteristic. The research was carried out in Daystar University Nairobi Campus. The representativeness of the millennials by Daystar University students provides the blend of characteristics most relevant to this study that is age, exposure to social networking sites, and varied access and interest in different social media tools among others. The lecturers have also been inevitably caught up with the ever-evolving technological advances and therefore are a resourceful component of the research. The location of the research therefore, within an institution of higher learning with internet connectivity in its own way also helped to safeguard population validity.

Target Population

In a lot of the situations, it is usually impossible to gather data from every member of target population of a research inquiry (Mack, Woodsong, Macqueen, Guest, & Namey, 2005). The authors further noted that the use of purposive sampling involves classifying subjects according to the ex-ante identified criteria based on the research problem. They further stated that the sample size is therefore mainly a function of accessible resources, time limitation and goals of a researcher’s study. This infers that sample size may or may not be fixed ex ante prior to data collection.
As such, the characteristics that were most relevant to this research were the age range of the population, faculty members that have experience in the use of social media in their course work, as well as ownership of a mobile phone capable of accessing the internet and downloading social media applications. Consequently, the study purposively targeted Daystar University school of communication undergraduate students aged 18-35 years, HODs and faculty members as the target population. The undergraduates between 18-35 years were selected because this age group consists of heavy users of internet and social networking sites. The SOC of the other hand was chosen because it is the oldest within the institution with the largest number of student population (http://www.daystar.ac.ke/SCLPA-programs.html). Also the involvement of the School in remote learning through one of the Head of the department of Communication who has been at the fore front pioneering the remote learning program made it the best choice since more insights would be obtained regarding the extent to which social media has been utilized in teaching to aid the learning process.

Sample Size

In line with the arguments advanced by several researchers for generating a sample size where the respondents are less than 10,000 (Baya, 2015; Mugenda & Mugenda, 2003), this research used a sample size of 244 respondents. According to Mugenda & Mugenda (1999) when the population is more than 10,000 individuals, 384 of them are recommended as the desired sample size. The accessible population in this research was 667 Communication undergraduate students.
Mugenda and Mugenda recommend the formula:

\[ nf = \frac{n}{1+\left(\frac{n}{N}\right)} \]

for calculating samples size.

Where:

- \( nf \) = the desired sample size (when the population is less than 10,000)
- \( n \) = the desired sample size (when the population is more than 10,000) = 384
- \( N \) = the estimate of the population size = 1000

The sample size therefore will be:

\[ nf = \frac{384}{1+\left(\frac{384}{667}\right)} = \frac{384}{1.576} = 243.6 \]

rounded to 244 students

The sample size for the research therefore was 244 students. This was a rather large sample size and therefore enhanced the representativeness of the sample, thus potentially increased the accuracy as well as the validity of the research results (Kothari, 2004). Additionally, the research targeted to achieve all the 25 faculty members from the SOC. The study also included the 3 Heads of Departments (HODs) in the school. The rationale behind interviewing the HODs was to try and find out whether there were any institutional policies supporting the use of social media as a teaching tool to aid the learning process within the School.

**Sampling Technique**

Sampling has been defined as selecting the case or cases for study from the basic unit of study where it is not feasible to cover all instances of that unit (Miller & Brewer, 2003). As
such, the study adopted a purposive sampling approach. In the both phases purposive sampling was used to select participants limited to the faculty and students in the SOC as they were the most probable to have experience in social media use to enhance their classwork. Wimmer and Dominick (2014) stated that purposive sampling is often utilized when mass media researchers are seeking for respondents to respond to some particular questions on how they use medium of communication. Likewise, Maxwell (2013) suggested that this sampling method provides data that is principally significant to the research questions and objective that cannot be obtained as well from other choices. Therefore, this study used purposive sampling because the study involved research on the extent to which the SOC utilizes social media as a teaching and learning platform.

The aim of purposive sampling was to have a selection of participants limited to the faculty and students within the SOC as they were assumed to be most likely to have experience in the use of social media for the enhancement of their classwork. As earlier mentioned Daystar University is a communication university and therefore the SOC was selected because this is where the program is domiciled.

In the first (qualitative) phase the three HODs from the SOC were targeted thus there was no sampling needed. The second (quantitative) phase comprised of all the 25 lecturers from the SOC. The researcher purposively selected all the SOC lecturers as the sample for this study because calculating a sample out of the 25 lecturers would not have been representative of the population. The student-participants however were the faculty participants’ corresponding students. The faculty respondents were requested to allow the researcher to administer the questionnaires during one of their classes.
Sampling Error and Sampling Bias

*Sampling error* is the tendency to choose some individuals over others in the sample group whereas sampling bias is when there is variance in data obtained from your sample group (Laxton, 2004). The problem of sampling particularly when referring to sampling bias in research can be dealt with by using some research strategies. Tuckett and Stewart (2004) explained that applying diverse data collection methods helps to deal with the problem brought about by biasness in sample selection. Therefore, this study tried to mitigate sampling error and sampling bias by applying different sampling methods as earlier explained. “Every data collection techniques has its distinctive strengths and weakness and by using multi-method research approach, the reliability and validity of the research is reinforced” (Mason 2000; Sekaran 2000; Saunders et al. 2003).

Data Collection Instruments

According to Kothari (2004), sound measurements must meet the tests of validity, reliability and practicality as these are the three major considerations one should use in evaluating a measurement tool. In light of this therefore, the study made use of in-depth interviews to collect qualitative data in the first phase while questionnaires were used for data collection in the second phase. Johnson and Turner (2003) posited that one of the advantages of carrying out mixed methods research as opposed to two different studies is that the methods should be combined to offer complementary strengths and non-overlapping weaknesses.

Therefore, in the first phase the study specifically focused on obtaining in-depth perspectives from the SOC HODs through in-depth interviews. Interviews provide researchers with rich and detailed qualitative data for understanding participants’ experiences, how they describe those experiences, and the meaning they make of those experiences (Rubin & Rubin,
In this research then, in-depth interviews were viewed as the best method for this study because they give the researcher access to interviewees’ thoughts, reflections, motives, experiences, memories, understandings, interpretations and perceptions of the topic under considerations (Seidman, 2013). Thus it was seen as an appropriate method to collect comprehensive answers about factors that led respondents to adopt and utilize social media at their institutions. According to Hair et al. (2003) an in-depth interview is useful since it makes it possible for the respondent to be at ease and therefore honest in their views and usually the information received has depth and is comprehensive. Similarly, according to Stokes & Bergin (2006) if the respondent has opinions that are at variance, they are most likely to share them in an in-depth interview. Additionally, making use of a semi-structured method guarantees an investigative interview, while at the same time leaving room for follow up questions where deemed necessary (Olubunmi 2013).

In in-depth interviews, the researcher has better control on the selection of respondents (Stokes & Bergin 2006; Cooper & Schindler 2006). Cooper and Schindler (2006) further posited that in in-depth interviews, respondents are chosen on the basis of their knowledge, experience and opinions on the subject matter. Therefore, this gave the researcher a deeper insight on the extent to which Daystar University SOC utilized social media in teaching and learning. The stated benefits of in-depth interview validated its utilization in this research.

The second phase of the study involved collection of data from both faculty and students within the SOC using questionnaires. According to Kothari (2004), the questionnaire proves to be a valid instrument first because it gives each respondent the freedom to score well. Gay (1992), Kothari (2003) and Orodho (2002), all agree that questionnaires are free from bias, are cost effective and give respondents adequate time to give well thought answers. Therefore, through the use of questionnaires there is little opportunity to introduce bias into the results.
Likewise, Gledhill, Muligan, Saffrey, Sutton, and Taylor (2007) stated that questionnaires are mostly fit whenever one is collecting a huge amount of data from big groups.

Thus, it was much more convenient for working with a relatively large sample of 269 respondents (244 students and 25 lecturers). The questionnaire aimed at determining the extent to which Daystar University SOC uses social media in teaching and learning. Munn and Drever (2004) suggested that questionnaires can make use of a progressive approach whereby each question and lines of follow-up leads to further in-depth probing. This follow-up process responded to the study questions on the ways through which the specific social media affects the students learning experiences in the courses where social media is utilized to one where social media is not used while it sought to establish how the use of social media influences the teaching experience of the faculty.

Types of Data

This study included both primary and secondary data. Secondary data is provided through literature review gathered from published research articles related to the study. Also, since the study made use of exploratory sequential mixed method research design, it involved collection of qualitative data in the first phase while the quantitative data was collected in the second phase. Therefore, the primary data constitutes data from in-depth interviews in the first phase as well as data from questionnaires in the second phase.

Data Collection Procedures

According to Creswell and Clark (2007), the sequential exploratory research design has two variants: the instrument development model and the taxonomy development model. Creswell and Clark (2007) further stated that, the first variant is used when a researcher wishes to develop and apply a quantitative instrument built on qualitative results whereas the second is employed when the former qualitative stage has been carried out to identify important
variables, develop a classification system (taxonomy) or to develop an emergent theory. As such, this study first explored the research topic with a few participants in the qualitative phase and then more emphasis was placed on the quantitative phase. The study therefore made use of the instrument development model illustrated in Figure 3.2 below:

![Figure 3.2: Instrument Development Model](image)

Source: Creswell and Clark (2007)

The First Phase of Interviews: This level of the study was a qualitative exploration with the Heads of Departments (HODs) for which in-depth interviews were used to collect data. Before conducting the in-depth interviews the researcher contacted the HODs on e-mail to explain the nature of the study and to request for time to visit so that we could conduct the interview at their convenient time schedules and location. Stacks (2002) notes that, notifying the respondents earlier through e-mail may be regarded to as the first in a six-step program aimed at enhancing response rates, while the last step, the final contact, must always be through non-Internet methods. Therefore after receiving their feedback the researcher went ahead and conducted the in-depth interviews.

The second phase of questionnaires: This phase was quantitative whereby data collection was from both faculty and students through questionnaires. Before issuing the faculty questionnaires, the researcher contacted several faculty members within the SOC on email to describe the nature of the research and request them to fill in the questionnaires. However, email communication with the faculty members elicited only a few responses and it
therefore necessitated the researcher to initiate face to face contact after which they responded and agreed to take part in this research. They were then issued with the questionnaires. The students who took part in the study were those that were faculty participants’ corresponding students. All the questionnaires were administered in the researcher’s presence during normal classroom lessons, similar to an examination situation. Each of the students was given an opportunity to fill in the questionnaires and return them to the researcher before leaving the classroom. This enabled the researcher to receive the responses immediately. This also prevented questionnaires from being misplaced or lost. This method of distributing the questionnaires was very effective since the students had no time to consult with one another and influence each other’s perceptions about the extent to which social media was being utilized as a teaching and learning tool in the institution and their experiences. Similarly, the researcher’s presence was important as they were in a position to clarify anything that the respondents did not understand and thus was able to ensure that the questionnaires were filled in correctly (Cohen et al., 2007).

**Pretesting**

Pretesting of the questionnaire was carried out at Riara University with the aim of improving the questionnaire by identifying and correcting potential problems. A conveniently identified number of faculty members from the same university were used as the pilot sample to fill in the questionnaires with the purpose of improving the questionnaire by identifying and correcting potential problems. The pilot sample from a conveniently identified class for the students was also used with the assistance of a willing facilitator who allowed the researcher to issue the questionnaires to be filled in during their lesson.
Data Analysis Plan

This part discusses the data analysis plan for both the quantitative and qualitative components of this research including how the two components will be combined.

The Qualitative Data

Qualitative data was analyzed in the first stage. The qualitative data from a few participants who comprised of one of the SOC Heads of the three departments was transcribed and coded into common themes that were afterwards used in operationalizing the construct that were studied. The researcher then described the results through narratives to support the themes, therefore completing the qualitative part which was the first phase of the study.

The Quantitative Data

The second phase entailed analysis of quantitative data. In this phase, the researcher developed faculty and students’ questionnaires using themes developed out of the first qualitative stage of the study, then entered for computer analysis using SPSS software. Afterwards, inferential statistics were then used to interpret the quantitative data obtained on variables relevant to the study objectives and research questions. Data from the two stages was then combined in the ultimate examination to give an absolute description of the extent to which Daystar University SOC utilizes social media in teaching to aid learning process.

Ethical Considerations

This study was designed and was conducted in accordance with Daystar University’s Research Policies and Ethics, particularly part 1 (Human Subjects) (Research Policies and Ethics, Human Beings, 2015). All the respondents were informed that the study is a component of the researcher’s Masters Degree. Informed consents of all respondents were obtained before
they were involved in the study. Participants of the sample group were not subjected to coercion in any way. Privacy of the research participants was safeguarded, ensuring that no private information was collected from respondents.

Respondents were briefed about the goals and objectives of the research before initial data collection commenced. Communication about the respondents’ role was also provided in good time. Therefore, although the student questionnaires were distributed as part of class activity, the lecturer in-charge of any particular class was briefed about the questionnaire distribution beforehand so that they too could adequately inform the students in due time. Although the questionnaires were distributed in a class set up, the students were informed of their freedom to not respond to the questionnaires to eliminate the feeling of coercion. Permission to carry out the research was sought from the National Commission for Science, Technology and Innovation (NACOSTI) and the Ministry of Education. Written consent from Daystar University was sought for permission to conduct the research at the institution which was in further compliance with Daystar’s research policies.

Summary

The exploratory sequential research design has been discussed and illustrated through a design diagram in this chapter. The chapter has also expounded on the sampling procedures, target population and sample size, data types and data collection instruments and procedures as well as an overview of the data analysis plan. This chapter has finally explained the ethical considerations for the proposed study.
CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Introduction

This chapter details the results of the research starting with primary demographic data with regards to the respondents. The information was gathered during the January-May semester of 2019. The Head of department interview was done face to face, an online survey software — Survey Monkey, a well-known online survey platform— was used to collect the lecturers’ data, an email invitation to participate in the study was sent to most full time School of Communication lecturers whereas the students’ questionnaires were distributed in class.

The chapter is made up of three parts: A part explaining insights from the in-depth interview is presented in the chapter. The other parts outline findings from the questions on social media utilization and the questions related to social media use for academic purposes from students’ perspective. The section further outlines the social media platforms used for teaching, the motivation behind the use of social media for teaching and how its use has improved the learning environment from the lecturers’ perspective. It reports mainly on the quantitative data, although, some qualitative data is offered to strengthen the quantitative results.

Qualitative Phase

General Information about the Interviewees

This section presents some of the results from the interview part of the study. Within the scope of this study interviews were utilized to provide further insights into the survey. This section presents interview data that offered new information. While the three heads of
departments were invited, only one responded and was eventually interviewed. The questions (see Appendix A), are outlined below and like questions are put together into one category. The categories are presented using general headings and the original numbers of the interview questions.

Social media Utilized to Support Learning

The interviewee’s experience in the use of social media for educational purposes was examined by asking if and which social media platforms they use for educational purposes and the frequency of use. The interviewee mentioned email, Survey Monkey and Kahoot as social media utilized for educational purposes. Emails are used to send and receive students’ assignments and reading articles or having discussions with the students, although the interviewee admits that it is not the ideal method for teaching. However, the interviewee makes use of Survey monkey and Kahoot to do click fun quick quizzes that makes the class more interactive. The interviewee further stated

In my classes I often ask my students to carry their laptops in class and we do online research for example looking for articles or if we are critiquing a certain story, we usually look for it online that way we have brought technology into class.

When questioned about the major motivations for the use of social media within the School of Communication, the interviewee pointed out that although there is no requirement to use social media for academic purposes; lecturers are however utilizing social media for the same. The interviewee stated that the lecturers that utilize social media for academic purposes do so out of their own volition. The interviewee further stated that this willingness is based on the recognition that “social media offers more interactivity amongst students and lecturers, ease of reach in terms of accessibility of reaching students and sending work to them”.
Concerns about Social Media Utilization in the School of Communication

Although lecturers utilize social media for academic purposes, the extent to which it is being used was not that much. As the interviewee stated, “I would like to encourage lecturers to use social media more since it offers more interactivity amongst students and lecturers, ease of reach in terms of accessibility of reaching students and sending work to them”. However, the interviewee further acknowledged that in order for this to succeed, the University needs to offer stable platforms. The interviewee stated that;

There was a platform that was established but it was quite unstable and a lot of people pulled their work from there and even students complained that it was difficult to post work there. I would really hope to see moving forward the University establish more stable online platforms so that it can encourage interactivity with the students especially outside the classrooms”.

Policies at Daystar University that encourage and support the use of social media for academic purposes

When asked whether there were any administrative and educational policies at Daystar University that encourage and support use of social media for academic purposes, the interviewee stated that there were no set policies and guidelines on social media use of as a teaching and learning tool. This was further confirmed by the Assistant Director of the University’s Quality Assurance Office. However, the Head of Department said that there are avenues through which the lecturers can utilize social media for teaching.

Quantitative Phase

Students demographic Profile

Table 4.1 presents the demographic data of the respondents. In the first stage of the research, paper-based questionnaires were given out to 244 respondents with 174 responding to the study where 43.7% were males (n=76) and 56.3% were females (n=98). Their ages varied
from 17-18; 2.3% (n=4), 19–20; 18.4% (n=32), 21-22; 47.7% (n=83), 23-24; 27% (n=47), 24 and 24 and above; 4.6% (n=8).

<table>
<thead>
<tr>
<th>Age bracket</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-18</td>
<td>4</td>
<td>2.3</td>
<td>2.3</td>
</tr>
<tr>
<td>19-20</td>
<td>32</td>
<td>18.4</td>
<td>18.4</td>
</tr>
<tr>
<td>21-22</td>
<td>83</td>
<td>47.7</td>
<td>47.7</td>
</tr>
<tr>
<td>23-24</td>
<td>47</td>
<td>27.0</td>
<td>27.0</td>
</tr>
<tr>
<td>24 and above</td>
<td>8</td>
<td>4.6</td>
<td>4.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>174</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Social Media Usage Pattern

The respondents were required to identify the social media they preferred in connection to social media they frequently used in their free time. In Table 4.2, WhatsApp emerged as the most frequently used social media at 21.8%; YouTube came in second with 6.9% of the students indicating they use it, while Twitter and Facebook received the least percentage with 2.3% respectively. However, other students chose a combination of different social media platforms with WhatsApp and YouTube emerging as top two frequently used social media by students during their free time with a percentage of 17.8%, WhatsApp, Twitter and YouTube (9.8%), Facebook, WhatsApp and YouTube (7.5%) while Facebook, WhatsApp, Twitter and YouTube (6.3%). On their choice for other, Table 3, Appendix I, majority of students indicated Instagram as the other most frequently used social media in their free time at 17.2%.
Table 4.2: Social Media Frequently Used

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>WhatsApp</td>
<td>38</td>
<td>21.8</td>
<td>22.6</td>
<td>22.6</td>
</tr>
<tr>
<td>Facebook, WhatsApp, Twitter, YouTube</td>
<td>13</td>
<td>7.5</td>
<td>7.7</td>
<td>30.3</td>
</tr>
<tr>
<td>WhatsApp, YouTube</td>
<td>31</td>
<td>17.8</td>
<td>18.5</td>
<td>48.8</td>
</tr>
<tr>
<td>YouTube</td>
<td>12</td>
<td>6.9</td>
<td>7.1</td>
<td>55.9</td>
</tr>
<tr>
<td>Facebook, WhatsApp, YouTube</td>
<td>11</td>
<td>6.3</td>
<td>6.5</td>
<td>62.4</td>
</tr>
<tr>
<td>Facebook, WhatsApp, Google Plus, YouTube</td>
<td>6</td>
<td>3.4</td>
<td>3.6</td>
<td>66.0</td>
</tr>
<tr>
<td>Facebook, WhatsApp, Google Plus, Twitter, YouTube</td>
<td>6</td>
<td>3.4</td>
<td>3.6</td>
<td>69.6</td>
</tr>
<tr>
<td>WhatsApp, Google Plus</td>
<td>1</td>
<td>.6</td>
<td>.6</td>
<td>70.2</td>
</tr>
<tr>
<td>Facebook</td>
<td>4</td>
<td>2.3</td>
<td>2.4</td>
<td>72.6</td>
</tr>
<tr>
<td>WhatsApp, Twitter</td>
<td>5</td>
<td>2.9</td>
<td>3.0</td>
<td>75.6</td>
</tr>
<tr>
<td>Facebook, WhatsApp, Tumblr, Twitter, YouTube</td>
<td>1</td>
<td>.6</td>
<td>.6</td>
<td>76.2</td>
</tr>
<tr>
<td>Twitter, YouTube</td>
<td>1</td>
<td>.6</td>
<td>.6</td>
<td>79.2</td>
</tr>
<tr>
<td>WhatsApp, Google Plus, YouTube</td>
<td>5</td>
<td>2.9</td>
<td>3.0</td>
<td>79.2</td>
</tr>
<tr>
<td>Facebook, WhatsApp, Twitter, YouTube</td>
<td>17</td>
<td>9.8</td>
<td>10.1</td>
<td>89.3</td>
</tr>
<tr>
<td>Twitter</td>
<td>4</td>
<td>2.3</td>
<td>2.4</td>
<td>92.9</td>
</tr>
<tr>
<td>WhatsApp, Tumblr, YouTube</td>
<td>1</td>
<td>.6</td>
<td>.6</td>
<td>93.5</td>
</tr>
<tr>
<td>Google Plus</td>
<td>1</td>
<td>.6</td>
<td>.6</td>
<td>94.0</td>
</tr>
<tr>
<td>Twitter, YouTube</td>
<td>3</td>
<td>1.7</td>
<td>1.8</td>
<td>95.8</td>
</tr>
<tr>
<td>WhatsApp, Google Plus, Twitter, YouTube</td>
<td>1</td>
<td>.6</td>
<td>.6</td>
<td>96.4</td>
</tr>
<tr>
<td>Twitter</td>
<td>6</td>
<td>3.4</td>
<td>3.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>174</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Through combining responses in Table 4, Appendix II, respondents who responded “I use social media for socializing with friends, entertainment and to read information from the outside world, searching for knowledge for example. answers to questions, information sharing, communicating with friends and search for information and getting instant messages” (62.6%)
and “I use social media to do assignments, ask questions and to solve problems, learning/studying, and search for knowledge for example answers to questions (37.4%)” when asked to express reasons on their choice of “other” in order to give a description of what they use the social media for during their free time, respondents listed a variety of reasons which could be grouped into the given groups. Four students, for example, chose “other” but listed their reasons as passing time, another responded campaigning for an individual, another stated to market her business while the other stated marketing and reviewing online product. By way of contrast one can see that a majority of respondents (62.6%) frequently use social media for recreation as opposed to searching for knowledge or studying (37.4%) during their free time. The finding for recreation, nonetheless, should not be surprising considering the development of social media platforms devised for the recreational purposes such as WhatsApp, Facebook, Twitter, Instagram and YouTube.

Similarly, the respondents when asked to specify the time they spend on social media, results from figure 4.0 show that, 48.9% of respondents reported to spend 3 hours and above on social media daily, 20.1% reported spending 1 hour to 2 hours daily on social media daily, 17.8% reported spending 2 to 3 hours daily on social media daily, while 12.6% and 0.6% reported to spend 1 to 60 minutes or no time respectively on social media daily.
Social Media Use for Academic Purposes

Students were asked on their utilization of social media platforms for academic work. From the findings, 1.7% of the respondents stated that they had never used social media for academic work, 37.9% indicated that they rarely used social media for academic work, while 60.3% stated they often used social media for academic work. It is clear that only 39.6% of respondents indicated they preferred they did not or rarely used social media utilization in their academic work, while over 60% stated that they often utilized social media for academic work. This is at variance with results that Tan (2009) found in her research where almost more than 60% of research respondents characterized themselves as low to non-users in learning environments.

There is a widespread inclination towards the utilization of social media platforms for learning activities apart from just utilizing social media platforms for recreation. In order to find out if the male and female students in this research differed in their use of social media for educational work, an independent sample t-test was done (Table 6). The independent sample t-
test indicates that in this sample, female students appear to use social media more for educational work with a mean of 2.67 more than male students (2.47).

**Table 4.3: Group Statistics**

<table>
<thead>
<tr>
<th>Gender of respondent</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of SM for educational work</td>
<td>Male</td>
<td>76</td>
<td>2.47</td>
<td>.553</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>98</td>
<td>2.67</td>
<td>.493</td>
</tr>
</tbody>
</table>

However, there was need to find out if the difference cited above is significant. A ‘p-value’ smaller than 0.05 shows a significant difference between the means of the dimension tested. Table 7 below shows that the F-Value (7.94) is significant at (0.005) which means the variances in the two subgroups are not equal; therefore, the second t-value was taken. The t-value -2.477 is associated with the P-Value (0.014) which is greater than 0.005 indicating that the difference here is not significant. Therefore, male and female students in this sample do not significantly vary in their use of social media for educational work.

**Table 4.4: Independent Sample Test**

<table>
<thead>
<tr>
<th>Use of SM for educational work</th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td>7.9</td>
<td>.00</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>40</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>2.47</td>
<td>1.4</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>38</td>
</tr>
</tbody>
</table>
Social Media Used to Improve Pedagogy

The respondents were asked to indicate the social media that they usually used to improve their academic work. The results are depicted in Table 4.8 show a variety of social media platforms were used. At 24.1%, respondents indicated they used Google Plus for academic work, 20.1% of them indicated they used YouTube and 15.5% of the respondents used WhatsApp. Other students indicated using various platforms like Google Plus and YouTube, WhatsApp and YouTube and WhatsApp and Google Plus for academic work (12.1%, 6.3% and 6.3% respectively). Findings from the study also shows that Tumblr was seldom used for academic work at 0.6%. These findings demonstrate a relatively high utilization of various social media platforms with an inclination towards using them largely for learning.
Table 4.5: Social Media Normally Used for Academic Work

<table>
<thead>
<tr>
<th>Social Media</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>WhatsApp</td>
<td>27</td>
<td>15.5</td>
</tr>
<tr>
<td>Facebook, WhatsApp, Twitter, YouTube</td>
<td>1</td>
<td>.6</td>
</tr>
<tr>
<td>WhatsApp, YouTube</td>
<td>11</td>
<td>6.3</td>
</tr>
<tr>
<td>YouTube</td>
<td>35</td>
<td>20.1</td>
</tr>
<tr>
<td>Facebook, WhatsApp</td>
<td>1</td>
<td>.6</td>
</tr>
<tr>
<td>YouTube</td>
<td>11</td>
<td>6.3</td>
</tr>
<tr>
<td>Facebook, Google Plus, YouTube</td>
<td>3</td>
<td>1.7</td>
</tr>
<tr>
<td>WhatsApp, Google Plus</td>
<td>11</td>
<td>6.3</td>
</tr>
<tr>
<td>Facebook</td>
<td>1</td>
<td>.6</td>
</tr>
<tr>
<td>Google Plus, YouTube</td>
<td>20</td>
<td>11.5</td>
</tr>
<tr>
<td>WhatsApp, Google Plus</td>
<td>9</td>
<td>5.2</td>
</tr>
<tr>
<td>YouTube</td>
<td>1</td>
<td>.6</td>
</tr>
<tr>
<td>Tumblr</td>
<td>1</td>
<td>.6</td>
</tr>
<tr>
<td>YouTube, Google Plus</td>
<td>1</td>
<td>.6</td>
</tr>
<tr>
<td>Google Plus, Tumblr, YouTube</td>
<td>1</td>
<td>.6</td>
</tr>
<tr>
<td>Google Plus</td>
<td>42</td>
<td>24.1</td>
</tr>
<tr>
<td>Google Plus, Ted ED</td>
<td>2</td>
<td>1.1</td>
</tr>
<tr>
<td>Google Plus, Twitter, YouTube</td>
<td>2</td>
<td>1.1</td>
</tr>
<tr>
<td>WhatsApp, Google Plus, Twitter, YouTube</td>
<td>2</td>
<td>1.1</td>
</tr>
<tr>
<td>Facebook, Twitter</td>
<td>1</td>
<td>.6</td>
</tr>
<tr>
<td>Total</td>
<td>172</td>
<td>98.9</td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
<td>1.1</td>
</tr>
<tr>
<td>Total</td>
<td>174</td>
<td>100.0</td>
</tr>
</tbody>
</table>

When asked to explain why they preferred those particular social media platforms for academic work, 5.73% of the respondents stated they that they were cheap and easy to use. 55.17% stated that social media helped a lot in research and enabled them access all the necessary information regarding their academic work. Only a very small percent of students...
indicated that they lacked interest in learning with social media (0.57%). The students stated that social media has advanced their ability to find related documents, existing journals, e-books and papers through social media.

According to the students “Google Plus is a good resource to get general information about a course and getting hints on what to search about in the articles”. The students further stated that social media helps them acquire a mass of appropriate and reliable information easily. “Students access their desired related information and obtain a broader learning view about various aspects of a topic”. Other students indicated that social media grants them access to educational online videos (14.94%) which assist them in understanding a specific subject or course better rather than reading books. As one student mentioned, “watching related video-based tutorials from YouTube is an easier and faster way of acquiring knowledge rather than reading books.” Through use of social media, students avoid the obligation of one-on-one group work meetings. As one student stated, “The main advantage is time saving.”

Other significant reasons quoted by students were convenience, affordability, and large scale sharing of information, flexibility, quick, frequent updates and collaboration, efficiency, time to figure out and respond independently. Others pointed out that social media platforms such as WhatsApp enabled them to make closed class groups which helped them organize group meetings, share ideas or the newest versions of the documents, and give feedback on each other’s work (17.81%). Further, 5.72% of the respondents stated that SM helped them interact with their lecturers which allowed them to ask questions and receive feedback which helped in learning (5.72%)

These findings imply that SM provided flexibility in studying and communicating with their colleagues and lecturers and his was the main reason that influenced learners to use social
media for academic purposes. These results concur with Amry (2014) and Conradie et al. (2013) who argued that utilizing WhatsApp in pedagogy enhances the efficiency of learning and teaching. Amry arrived at the conclusion that online learning enabled learners to form a learning community and to share information with their peers in the WhatsApp group through instant messaging.

**Benefit of social media to students learning process**

Using a 5-point Likert-type scale, where 1 = strongly agree and 5 = strongly disagree, respondents were asked to rate their agreement about the benefits of social media to their learning process. Table 4. Illustrates the findings.

<table>
<thead>
<tr>
<th>Table 4.6: Benefits of Social Media to Students’ Learning Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
</tr>
<tr>
<td>Helps Students gain from fellow students without depending on the lecturer</td>
</tr>
<tr>
<td>F: 40 Strongly agree 99 Agree 14 Neutral 17 Disagree 4 Strongly disagree</td>
</tr>
<tr>
<td>%: 22.9 56.9 8 9.8 2.3</td>
</tr>
<tr>
<td>Helps students participate in course discussion with colleagues</td>
</tr>
<tr>
<td>F: 16 Strongly agree 20 Agree 5 Neutral 10 Disagree 6</td>
</tr>
<tr>
<td>%: 9.2 11.5 2.9 5.7 3.5</td>
</tr>
<tr>
<td>Enabled students share course content with fellow students</td>
</tr>
<tr>
<td>F: 84 Strongly agree 86 Agree 2 Neutral 2 Disagree 0</td>
</tr>
<tr>
<td>%: 48 49 1 1 0</td>
</tr>
<tr>
<td>Enabled students receive immediate feedback from lecturers</td>
</tr>
<tr>
<td>F: 34 Strongly agree 83 Agree 24 Neutral 27 Disagree 6</td>
</tr>
<tr>
<td>%: 19.5 47.7 13.8 15.5 3.4</td>
</tr>
<tr>
<td>Helped students receive course content from lecturers</td>
</tr>
<tr>
<td>F: 70 Strongly agree 87 Agree 6 Neutral 10 Disagree 1</td>
</tr>
<tr>
<td>%: 40 50 3.4 5.7 1</td>
</tr>
<tr>
<td>It helps me post urgent questions and seek answers</td>
</tr>
<tr>
<td>F: 49 Strongly agree 41 Agree 4.6 Neutral 4.6 Disagree 1</td>
</tr>
<tr>
<td>%:</td>
</tr>
</tbody>
</table>
From the findings, 139(79.8%) of the respondents agreed that social media helped the students gain from fellow students without depending on the lecturer, while 21(12.1%) disagreed. Also, 36(20.7%) indicated that social media helped them to participate in course discussion with colleagues, while 16(9.2%) disagreed. Further, 170(97%) of the respondents agreed that social media enabled them to share course content with fellow students as 2(1%) disagreed. Similarly, 117(67.2%) of the respondents agreed that social media enabled them to receive immediate feedback from lecturers, while 33(18.9%) disagreed with the statement. Also, 157(90%) of the respondents were in agreement that social media helped the students receive course content from lecturers and 11(6.7%) disagreed. At 157(90%), respondents were in agreement that that social media helped them post urgent questions and seek answers, while 9(5.6%) disagreed.

The results evidently show a significant emphasis on the advantages of social media platforms have in promoting a closer relationship among learners and between them and their lecturers, as they were updated on course content on a regular basis. Most of the respondents regard social media to be a suitable means for deliberations or communication among themselves and between them and their lecturers. This sentiment shows that the usage of social media platforms as a collaborative learning platform enhanced communicative skills and built stronger connection, while still integrating the capability of social media to afford lecturers a platform for ‘easy and positive interaction with students’ that could advance learning. These results are in line with those of Cress and Kimmerle (2008), Schroeder, Minocha and Schneider (2010) and Dunn (2012) who found that social media enhanced learning experience by increasing student motivation and engagement, enhancing student-to-student and student-to-lecturer interaction and providing the students with skills most marketable in helping them get employment and increase their levels of satisfaction.
Students’ utilization of social media for collaborative learning

The researcher sought to examine how social media network sites were utilized in collaborative learning. Table 4.7 illustrates the findings.

<table>
<thead>
<tr>
<th>Social Media</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook</td>
<td>2</td>
<td>1.1</td>
</tr>
<tr>
<td>Facebook, Google Plus, YouTube</td>
<td>1</td>
<td>.6</td>
</tr>
<tr>
<td>Facebook, WhatsApp, Google Plus</td>
<td>1</td>
<td>.6</td>
</tr>
<tr>
<td>Facebook, WhatsApp, Google Plus, Twitter</td>
<td>1</td>
<td>.6</td>
</tr>
<tr>
<td>Google Plus</td>
<td>2</td>
<td>1.1</td>
</tr>
<tr>
<td>Google Plus, Twitter, YouTube</td>
<td>1</td>
<td>.6</td>
</tr>
<tr>
<td>WhatsApp, Google Plus</td>
<td>1</td>
<td>.6</td>
</tr>
<tr>
<td>WhatsApp, Google Plus, Twitter</td>
<td>16</td>
<td>9.2</td>
</tr>
<tr>
<td>YouTube</td>
<td>4</td>
<td>2.3</td>
</tr>
<tr>
<td>Total</td>
<td>174</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Table 4.7: Utilization of Social Media in Collaborative Learning*
Findings show that WhatsApp was the top most used social media for collaborative learning as 68.4% of the students reported to having a WhatsApp account and being in a class WhatsApp group. This was followed by a combination of WhatsApp and Google Plus (9.2%) and WhatsApp and YouTube (5.2%). On the other hand, YouTube on its own was not preferred as a platform for collaborative learning (2.3%) while Telegram was the least preferred (0.6%) among the other social media. These findings from the responses concur with Bansal and Joshi (2014 who found that students perceived learning through WhatsApp to be very interesting and pedagogically useful. Additionally, they found that WhatsApp is helpful in increasing their social interactions with their colleagues and lecturers. Furthermore, most of the respondents who participated in that study considered learning through WhatsApp a team-based learning experience. Thus, it can be explained that WhatsApp seemed to be a preferred platform by students’ for collaborative learning.

The researcher also asked the study participants to indicate how well the use of social media in class helped them reach their learning goals. Figure 4.1 illustrates the findings.

![Figure 4.1: How Social Media Helped in Academics](image-url)
The results show that a majority of the respondents (62.6%) stated that use of social media considerably helped them reach their learning goal, 21.3% stated that use of social media exceeded their expectation in helping them reach their learning goals, 14.9% stated that use of social media somewhat helped them reach their learning goals while 1.1% stated that the utilization of social media did not in any way help them attain their learning goals. In this regard therefore, social media enables students to have the convenience of individualistic learning whereby, the interaction between the student and the information being learnt becomes rather intimate. This means that the students can be self-directing by utilizing online resources and available online content. Similarly, using social media, students either on their own or with their colleagues are able to find new materials relating to the course. In this way therefore, they are capable of organizing their own interactions with the information gathered, their lecturers, and other students for purposes of supporting their learning.

The respondents were further asked to explain on their response as to how social media helped them in academics. According to one student, “Through social media, students have access to the lecture notes, assignments, and coursework”. Other students’ further stated that accessing lecture notes was an advantage since students can download and pre-study the notes in advance to the lectures. One print media student stated that, “WhatsApp made it easier and faster to access coursework from lecturers and colleagues making learning more productive”. The students also appreciated communication with lecturers through social media. However, this does not in any way suggest that they do not appreciate student-student communication but rather they valued communication with lecturers in the sense that they felt their learning goals had a higher possibility to be fulfilled through interactions with their lecturers than with other students. The utilization of WhatsApp groups amongst learners is very frequent; this is because they consider them to be significantly helpful. Students consider the groups useful because they
are able to get course guidelines, lecture notes and other information regarding courses. In addition, one participant indicated that they utilized WhatsApp groups as a way of communicating synchronously and asynchronously with their classmates which has made their communication efficient. Forming private groups through social media platforms such as WhatsApp is cited by most students as an advantage because it helps them to send documents or tasks and discuss course topics in collaborative learning. WhatsApp is also utilized for learner-instructor as well as learner-learner interactions. A public relations and electronic media student indicated, “It facilitates our discussions and sharing of content with one another easily”.

Some of the students believed that synchronous communication on social media was significant in supporting their collaborative learning. Students’ communicate on WhatsApp enabled them to plan group appointments while working on a group assignment. Additionally, besides social media enabling them to send their sub-tasks to other group members it also enabled them to send the latest versions of their works which is then accessible by other group members from anywhere and at any time. Social media as the students mentioned also supported collaborative learning. This is because it enabled them to work independently in different places and also consult with each other from a distance while still getting direct reply or new ideas. According to a student, “at times is it hard to get time for group work meetings and through WhatsApp, we are able to discuss and write our paper effectively”. A public relations student said, “For the classes where notes are posted on social media, I get to study on the go without having to constantly have my notebook”. This means that students are motivated to learn more since they can access their notes and learn on social media anytime and everywhere.
By looking at these respondents’ perspective, it is evident that collaboration among students is regarded as one of the key advantages that can be obtained through social media. Students are able to support each other and engage in sharing information and experiences. “This affirms how important it is to make use of active learning as an instruction technique, because it mainly focuses on the students themselves being in charge of their learning” (Bonwell and Eison, 1991). From a pedagogical perspective, it is important for faculty members to persuade learners to be more proactive and do more than what they are taught; they should rather be urged to do more reading, writing, have discussions, and engage with their colleagues to solve problems. Social media can greatly play an immense part in improving active learning methods among students if they are inspired by their lecturers to do so in a pragmatic and collaborative way.

Students also mentioned that utilization of social media assisted them to access available information and resources. Most students cited Google plus, since they believed it assisted them to get a broader view, and to better put into context the topics taught. “Google Plus provides referenced academic books, documents, journals and papers”. They also mentioned that YouTube enabled them to watch academic video-clips thus improving their mastery of content.

Additionally, the students sometimes used video-clips during presentations to aid their colleagues to understand the course. For example, one student explained his experience thus, “when I do not understand a course, YouTube makes my learning easier and broadens my perspectives”. As another student mentioned, “watching related video-based tutorials from YouTube is an easier and faster way of acquiring knowledge rather than reading books”. Still another student mentioned “through watching videos on YouTube, I was able to get an A in a class where the lecturer did not attend class.” It is important however to mention that use of
social media is not necessarily a replacement of face to face learning and that lecturers should not miss class. This response echoes Pursel & Xie (2014) and Tower et al.’s (2014) statements that in some direct occasions, the utilization of social media has given rise to higher scores, efficacy or mastery of task. Further, students mentioned that Facebook can be a useful platform for finding and follow experts on the course they are taking. As one student mentioned; “I was able to follow experts who share their materials on the course I am doing”.

Therefore, the question here is what benefits and opportunities could be enabled and made available by using social media platforms in pedagogy so as to enhance learning and teaching activities. Social media platforms can aid connectivity between diverse sources (for example exchanging links, video-clips, audio, discussions, et cetera) instantaneously. This factor was a reason that motivated respondents to utilize social media in learning. Thus, integrating social media into pedagogical activities can aid learners to access numerous materials and independently obtain the necessary information, compare and discuss with likeminded learners through these social media platforms.

On this specific matter, these respondents stated that sharing links to other resources and giving extra material about topics discussed during lectures were beneficial techniques for students, because it enabled them to access different sites to look for the exact information or to learn a specific skill in any course. Additionally, these social media applications can turn the role of learners from being receivers of information to being active participants in creating and sharing academic material, which would further promote lifelong learning among students. Such measures offer students a chance to enhance their learning techniques and increase their options of learning to be independent of their inner circles that is fellow students or lecturers.
Students’ Perceptions on Social Media Utilization for academic purposes

The respondents were asked to indicate whether social media use had any negative side effects to students’ academic learning, findings of which are indicated in Figure 4.2.

![Figure 4.2: Whether Social Media Had Negative Effects on Academics](image)

A majority of students as indicated in Figure 4.2 stated that social media had a negative effect on their learning at 54.6%, while 45.4% indicated there were no negative effects.

Students who indicated that social media had negative effect on their learning were asked to further explain why they perceived social media to have a negative effect. From the findings, 61% cited that social media to be a major distraction during their learning process be it in class, group discussions or even during their individual studies, 17.89% stated that a considerable amount of time was spent on social media sites that are not course work related eating away a lot of valuable time that can be used for productive activities. Laziness which
accounted for 6.31% had also crept in with many students opting to search for answers online rather than researching or going through books. Further, 4.21% of the respondents confessed that they were addicted to a number of social media platforms to an extent that they visit the sights during lectures and group discussions, while 10.58% of the respondents had varied negative effects like false information; face to face interactions are dying, plagiarism among others.

Lecturers’ Responses

The sample for this study contained faculty members from the School of Communication at Daystar University. In this study, questionnaires were used as a tool for data collection. The questionnaires included a mixture of open and closed questions. A questionnaire was mailed to 23 faculty members through an online survey platform known as Survey Monkey. Out of the total sample, 14 participants successfully answered resulting a response rate of 60.86%. The close-ended questions were check boxes where the lecturers could choose one response from a variety of likely answers, whereas the open-ended questions enabled them to fill in a text box with as much information as they wanted. The questionnaire was divided into two parts. The first part gathered some general information about the profile of the respondents such as departments and teaching experience. The second part included detailed questions regarding specific social media used for teaching, the motivation for using them and their importance in improving teaching and learning, their concerns while using the social media platforms and comments.
Lecturers’ demographic profile

Respondents’ Departments

This section required respondents to indicate the department from which they came and the findings are illustrated in Figure 4.3.

![Figure 4.3: Respondents’ Departments](image)

Findings show that the strategic and organizational communication departments was the most represented at 50%, while 28.57% of the lecturers were from the media and film studies departments and 21.43% were from the language and performing arts department. Figure 4.4 presents these findings.

Years of Teaching Experience

The respondents were required to indicate the number of years they had been teachings, findings of which are illustrated in Figure 4.4.
From the findings, a majority of respondents had years of experience falling between 9 years and above (57.14%), followed by 6 to 9 years and 2 to 5 years (35.71% and 7.14% respectively).

Premised on the fact that social media is more or less a contemporary issue, the study wanted to find out using a regression test whether contemporariness influences the difference between utilization of social media as a teaching tool and years of teaching experience. When examined by experience in teaching, lecturers’ responses demonstrated that there is no significant difference in the utilization of social media because the significance level 0.964 was greater than the P-value of 0.005. What this means is that, irrespective of their teaching experience, the level of utilization of social media among lecturers was nearly the same. There was no major variation on the level of usage of social media in teaching on account of the years of teaching experience. The study showed that lecturers with more teaching experience were equally taking up the utilization of the social media platforms in their teaching (Table 12) just like the lecturers with less teaching experience.
### Table 4.8: Table 12: ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>.004</td>
<td>1</td>
<td>.004</td>
<td>.002</td>
<td>.964b</td>
</tr>
<tr>
<td>Residual</td>
<td>21.211</td>
<td>12</td>
<td>1.768</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>21.214</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: How often you use social media  
b. Predictors: (Constant), Years of teaching experience

### Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>3.263</td>
<td>1.577</td>
<td>.141</td>
<td></td>
</tr>
<tr>
<td>Years of teaching experience</td>
<td>.026</td>
<td>.013</td>
<td>.046</td>
<td>.964</td>
</tr>
</tbody>
</table>

a. Dependent Variable: How often you use social media

---

### Usage of Social Media by Faculties

This part sought to examine the usage of social media by lectures and the findings are presented in Figure 4.5.

![Figure 4.5: Social Media Used for Educational Purposes](image)

*Figure 4.5: Social Media Used for Educational Purposes*
Findings indicate that the majority of lecturers used WhatsApp (42.86%) for educational purposes and 35.71% reported that they made use of YouTube for pedagogy purposes. Other social media platforms used for academic purposes by lecturers were Twitter, e-learning and Ted Talks (21.43%). According to these findings, particular social media platforms have been employed more than others with a majority of respondents utilizing WhatsApp for educational purposes.

Taking into consideration its features, the participants perceive WhatsApp as an ideal platform, because of its ease of use, particularly when there is need to different groups of students and individuals; WhatsApp also has a variety of choices one can use to send and disseminate material and most importantly it offers a considerable degree of privacy protection. These benefits can be regarded to as some of the main reasons that have driven lecturers to use WhatsApp in particular. These advantages can further justify why WhatsApp had the highest percentage (42.86%) among the social media platforms that were utilized by the respondents in this research.

The lecturers were further asked to indicate how frequent they used social media platforms for teaching, findings of which are presented in Figure 4.6.
Figure 4.6: Frequency of Social Media Use in Teaching

From the findings, 50% of the faculty members indicated that they utilized social media frequently for teaching purposes, 7.14% indicated that they utilized social media for teaching less often. These findings imply that a majority of lecturers had a positive outlook regarding integrating social media into their traditional teaching methods. They perceived social media as helpful and valuable platforms that can be incorporated into pedagogy to enhance learning and improve teaching methods, in addition to facilitating interaction between faculty members and learners.

Reasons for Using Social Media for Academic Purposes

Here, the lecturers were required to indicate the reasons as to why they used social media and Figure 4.7 illustrates the findings.

Figure 4.7: Motivation for Using Social Media for Academic Purposes
The findings shows the 35.71% of the respondents reported their primary motivation for using social media for teaching as ease of use, 28.57% cited their motivation for using social media as teaching tool was personal initiative, while another 28.57% indicated their motivation to be students, and 7.14% indicated their motivation to be convenience. One objective this research attempted to probe was the extent of social media utilization for educational purposes by lecturers at Daystar University’s School of Communication. The findings show that there were several factors which could play a part in defining which social media faculty members use and also in which way they interact with them while teaching. The purpose for utilizing social media, type of involvement, individual personal predispositions, can be regarded to as important reasons in this study for social media utilization in teaching, as some respondents pointed out. Analyzing gathered information indicates that the respondents who took part in this study recognize that social media platforms are capable of eliciting a lot of interest, particularly from students. The respondents indicated that students use a lot of time on social media while interacting with their friends and peers. For this reason, lecturers believed that by the mere fact that students were already on social media was a motivating factor for lecturers to use them in pedagogy and apply their attributes in teaching and learning processes. Therefore, various lecturers who participated in this research concurred with the potential of social media platforms to draw consumers.

Utilization of Social Media for Academic Purposes and Its Impact on Content Delivery

The respondents were asked to indicate the impact that social media use had in their teaching purposes and the findings are presented in Figure 4.8.
Findings indicate that 35.7% of lecturers indicated that the use of social media had made teaching more relevant thus enhancing mastery of content by students, 28.6% of the respondents stated that social media enabled students’ to access them and get more information while another 28.6% were of the opinion that it had made teaching more interactive and participatory and 7.1% of the respondents indicated that social media helped them connect with students in real time thus making the classes exciting.

Faculty members experience on the use of social media to support teaching
Using a 5-point Likert-type scale, where 1 = strongly agree and 5 = strongly disagree, further details on what the lecturers’ experience of utilizing social media to assist their teaching had been was also explored and the findings are presented in Figure 4.9.

![Figure 4.9: Lecturers’ Motivation for Using Social Media for Academic Purposes](image)

*Figure 4.9: Lecturers’ Motivation for Using Social Media for Academic Purposes*
When asked whether the information sharing feature of social media significantly improved students’ learning experience, 50% of the lecturers agreed to the statement versus 7.14% who strongly disagreed. Further, 64.29% strongly agreed to the statement that social media enables them to discuss or communicate with their students on course-related matters with only 7.14% disagreeing. Similarly, 64.29% agreed with the statement that social media platforms allow them to post assignments for their students with those that disagreed or were not sure tying at 7.14%. A significant number (64.29%) also agreed that social media enables them to find and share educational materials with their students, however 7.14% are not sure and another 7.14% disagree with the statements.

Although the respondents in this study still used the traditional teaching method as the main technique, the findings illustrate that integrating social media platforms into teaching has contributed to enhancing teaching processes and diversifying learning chances unlike the traditional teaching method which heavily relies on time and space. To explain, the gathered information reveals that faculty members have diverse opinions in regards to experience of using social media to support teaching. Some respondents revealed that the time allocated for lectures may not at all times be sufficient to complete all important points that they wish to discuss. Therefore, through social media, they have the chance to further enhance their topics after conducting their regular lectures, by providing comprehensive information or send links for extra sourcing of material relevant to the topics taught in class, as some participants pointed out. In this regard, a number of respondents further stated that sharing links for students to access more materials and extra information about topics covered during lectures were helpful approaches for learners, which enables them to visit several sites to look for detailed information or to acquire a specific skill in whichever discipline. Furthermore, sustaining a direct and continuous connection with learners to respond to their questions, hold discussions,
and share course materials on social media was valued by participants. These features were a motivation that inspired faculty members to use social media for educational purposes. The integration of social media platforms in traditional teaching instead of the dependence on books and lecture notes only as is the case in face-to-face lectures, will go further and help improve students’ comprehension and give the subjects covered additional clarification since lessons are not anymore restricted to face-to-face interaction during lessons, as stated by Jabr (2011).

 Faculty Members Concerns on Social Media Utilization in Pedagogy

The researcher sought to assess the concerns on the use of social media for pedagogical purposes by lecturers. Using a 5-point Likert-type scale, where 1 = strongly agree and 5 = strongly disagree, respondents were requested to value their agreement on their concerns on whether lecturers should make use of social media to reach their students. They were also asked to rate their agreement about concerns that use of social media platforms for tutoring purposes can become too time intensive. In addition, respondents were requested to rate their agreement about concerns on whether it is sometimes overwhelming by the overabundance of information shared, whether there is need for institutional regulations governing what and how social media should be used for educational purposes and whether privacy issues should be considered when utilizing social media for academic purposes. Figure 4.10 illustrates the findings.
In response to the statement measuring whether lecturers should make use of social media to reach students, 50% of the respondents strongly agreed, while 7.14% were not sure and 35.71% of lecturers concurred with the statement that utilization of social media platforms for teaching could be too time intensive. Further, 42.86% of the respondents agreed with the statement that it was sometimes overwhelming by the overabundance of information shared. Strong agreement on whether there is need for institutional regulations governing what and how social media should be used for educational purposes was reported by 35.71% of the lecturers. Also, 50% strongly agreed that privacy issues should be considered when using social media for academic purposes with only 7.14% of the respondents disagreeing with the statement.

Figure 4. 10: Concerns about Social Media Use for Academic Purposes
Privacy was one of the problems which faculty members were concerned about regarding utilization of social media platforms. With the frequent advancements in soft wares and applications, it is now very easy to manipulate photographs or information on social media. Most of the respondents in this research (50%) had problems with privacy issues. Protection of Privacy is very important, especially in our community, any action, whether good or bad, done by someone is normally mirrored not only on the person but sometimes also to members of their family. This means that, the entire family may be honored or embarrassed by what their relatives attain or do. Thus, the privacy matter is regarded not just as an individual issue for the consumer, but also a societal bother. So long as these percentages of faculty members continue to worry about protecting their privacy, it is then important to consider how they present themselves in online settings.

For example, issues of hacking, impersonating, theft of information and other kinds of privacy matters can arise on social media platforms. According to Gross and Acquisti (2005) 89% of consumers use their actual names, and 61% post their photos on social networking sites, which makes it easy to identify consumers. For example, profile photographs on various kinds of social media platforms can be compared which makes it easy for one to be identified. Undeniably, divulging information to a huge group of people can be a legitimate concern, particularly if it comprises of private information such as a phone number, physical or postal address, besides an actual name and photograph. The problem is how to get maximum benefits out of what is shared on these social media forums without putting the respondents’ personal information at risk. It is evident that privacy was one of the most outstanding issues among faculty members who took part in this research.

Therefore, in order to deal with this issue, institutions of higher learning and Daystar University in particular can take an active responsibility in enlightening users and increasing
their level of knowledge in order to build up a community of social media users that is cognizant and informed. Users could for example be informed on the importance of securing their accounts on social media by selecting strong passwords and changing them regularly. Changing security settings frequently ought to be adopted as one of the most important precaution in this concern. Users could also be made aware that as soon as they use untrusted computers, they should remember to reject the feature of remembering passwords. Turning on the option of getting alerts when somebody signs into their account is also a significant move towards protection of privacy on these platforms. This option enables the user to receive notifications immediately and take appropriate measures and precautions right away.

To deal with such concerns faculty members can also be advised for example to have different accounts with specific uses. They should not use private and family accounts for academic purposes. This kind of distinction would allow lecturers to engage on their social accounts comfortably with no connection to their teaching career, for instance being a lecturer or head of department in a particular institution of higher education. An additional advantage of having distinct accounts would be the ability to choose the suitable methodology and language of communication that is suitable for audiences being addressed, which should not be the same for individual and academic accounts. For example, interaction between faculty members and students should be official even though it is done on an online platform.

Through following such considerable guidelines, faculty members can safeguard their social media accounts or in some ways reduce the possibility of being hacked or accessed. All lecturers and students should be firmly urged to do what is required and to pay attention to the recommendations prescribed by social media platforms to safeguard their privacy. This can offer both lecturers and students a safe environment in which to communicate with each other formally or informally.
In the same vein, 35.71% of the participants illustrated concerns on the need for there to be institutional regulations governing what and how social media should be used for educational purposes. The University and School of Communication in particular have not yet issued policies such as these. Thus, as Shimanoff (1988) stated, it is important for there to be provision of regulations that should be adhered to, and such rules should rise above diverse ethnic backgrounds for users and shape the mode of communication among them.

Analyzing participants’ responses reveals that various faculty members are concerned by the amount of time and energy used on social media. They are of the opinion that one has to be an active participant in these groups and this demands a lot of time and energy. Additionally, there was a concern by a number of them on the utilization of social media as an extra amount of work to their usual academic engagements because of so much information sent on such platforms. Although the respondents are aware of the benefits of social media some claim not to have sufficient time to utilize them because of their pedagogical, administrative and research responsibilities. In this regard, some participants believe that social media platforms take up a lot of time since they have to keep on checking, reading and responding. These concerns could be some of the significant factors preventing some faculty members from utilizing social media platforms in teaching, or lessening their involvement.

However, the paramount consideration when working with these platforms efficiently is to put into place distinct guidelines. For example, faculty members can clarify to their students that questions that have to do with the courses should be submitted on WhatsApp either directly or in the group. The use of groups would also deal with the concerns of social media being time intensive and overwhelming. Through social media groups, students can discuss problems together and get assistance about research and issues related to their courses, and this can assist them and enrich their pedagogic work. Since class time is short, and the student numbers are
huge, social media platforms are a more suitable and effective way of communicating with groups instead of individual contact. Appointing a student representative to every group would help ease the burden from the lecturers, as those representatives will help lecturers to use less time and energy. Such rules when set will make it easy for both faculty members and students to participate.

In conclusion, it can be recognized that above concerns have an effect on faculty members’ perceptions regarding integration of social media platforms in pedagogy. Daystar University could be instrumental in providing practical solutions or incentives to issues associated with the large number of learners a lecturer attends to, time used on social media responding to questions related to their subjects and taking into account the energy used by lecturers to be part of their academic work.

How Use of Social Media Improves Teaching Environment

Here, the respondents sought to assess how social media improved the teaching environment and the findings are illustrated in Figure 4.11.
Even though lecturers had some concerns about the integration of social media into their teaching, still they find significant benefits in the use of social media platforms for improvement of teaching and learning. The findings show that more than 80 percent of faculty members agreed that the involvement of social media has significantly improved the learning environment versus 14.3% who were of the opinion that involvement of social media had somewhat improved the learning environment.

The integration of social media into pedagogy has offered faculty members the chance to advance their ways of teaching and draw learners’ attention by utilizing these platforms in teaching. The utilization of social media in teaching has provided additional pedagogical practices and has elicited lecturer–to–student and student–to–student consultations online after they are through with the traditional face-to-face lecturing.

Some respondents integrate social media in their traditional face-to-face teaching sessions as a component in teaching, whereas some utilize them just to offer additional
information related to the course, so as to improve students’ learning opportunities. For example, some respondents indicated that integration of YouTube into teaching has been effective and an inspiring instructional approach because it supports and clarifies knowledge practically, and also teaches new concepts. According to other respondents, they use WhatsApp for instructional purposes because this particular platform has the advantage of creating closed groups. Through these groups, the lecturer is able to help by holding discussions, answering questions, sharing curriculum materials, and sending links of more information that relates to the course. From a different perspective, a number of respondents mentioned the likelihood of getting indirect feedback from their students on the topics being studied. Therefore, engaging in groups on social media has helped faculty members to keep track of their students’ interactions, which in turn helps them gauge whether or not the students have completely grasped what they have been taught. It is worth noting that all of these activities carried out through social media platforms can be instrumental in improving students learning and interaction between lecturers and their students in a collaborative way.

Ways Through Which Social Media Could Better Support Classwork

This section explore to understand the ways through which social media could be used to support classwork and Figure 4.12 presents the findings.
Although lecturers continued to utilize social media platform for teaching, they still believed that there were a number of issues which hindered or prevented use of social media which if addressed would fully boost the utilization of social media for pedagogical purposes. Findings indicated that over 35 percent reported that lack of institutional good will and support and proper structures as a major barrier, and another 35.7% said that lecturers should be encouraged to use social media while 28.6% stated that students should also be motivated to use social media for learning and research.”

Although lecturers continue to utilize social media platform for teaching, they still believe that there are a number of issues which hinder or prevent use of social media which if addressed would fully boost the utilization of social media for pedagogical purposes. Over 35 percent report that lack of institutional good will and support and proper structures as a major barrier, and another 35.7% said that lecturers should be encouraged to use social media, while
28.6% indicated that students should also be motivated to use social media for learning and research.

With the growing integration of social media in university education, lecturers are faced with the challenge regarding how to shift their conventional instructional approaches in such a manner that they can be used on these online platforms but in a more technologically advanced way. In reality, they need to gain vital digital skills while at the same time utilizing their instructive skills. According to Palloff and Pratt (1999) the lecturer must be adequately skilled to not only use the technology in pedagogy, but to also change and advance the manner in which they can organize and deliver content successfully.

Consequently, possessing these skills that make it possible for lecturers to integrate social media platforms into pedagogy effectively will result in attaining the requisite degree of quality in teaching on social media. That being the case therefore, lecturers should equip themselves with the skills that help them achieve the quality of what they deliver in face-to-face lectures on online platforms settings. In this view, Yang and Cornelious (2005) underscored that lecturers need to realize students’ learning preferences, integrate technological tools, utilize suitable instructional methods, and institute the most appropriate technique for specific groups or individuals.

Analyzing participants’ responses shows that over 35% of respondents in this research pointed out the importance of offering lecturers with the support and proper structures required for the utilization of social media effectively in teaching. They stated that the lack of institutional good will and support through such things as training and proper structures can be a main cause that makes some faculty members hesitant towards and unenthusiastic about integrating social media platforms in the pedagogic setting. It can be observed that these perceptions are similar with the results of Al-Khalifa and Garcia’s (2013) study about the
significance of providing lecturers with the awareness they require so that they are cognizant of the benefits and challenges of utilizing social media in teaching. As Al-Khalifa and Garcia proposed, organizing seminars and workshops would be helpful to guide lecturers on the right utilization and behavior when employing social media, especially those lecturers that may be unenthusiastic or undecided about the practicality of its incorporation in teaching.

Thus, it can be established that faculty members require organizational support to improve their skills and expertise. Consequently, such tutoring can lead to attainment of two key goals. Number one is to make faculty members be aware of the suitable strategies and platforms so that they would be able to incorporate them into teaching effectively, whereas the second is to inform them of their disadvantages and how to avoid them. Offering both lecturers and students with proper information on the positives and negatives of using social media in institutions of higher learning is important on these two levels, social and pedagogical. Therefore, it is presumed that the administration at Daystar University should take up the part of bringing up to date their faculty members’ knowledge and equipping them with the necessary skills to cope with these online spaces effectively.

Summary of Key Findings

Findings indicated that there was extensive use of social media by students mainly for informal collaborative learning. This was evidenced by 60.3% of the respondents who stated they often used social media for academic work. Further, 79.8% of the respondents agreed that social media helped the students gain from fellow students without depending on the lecturer. 20.7% indicated that social media helped them to participate in course discussion with colleagues, 97% stated that social media enabled students share course content with fellow students and 67.2% indicated that social media enabled them to receive immediate feedback
from lecturers, while 90% of the respondents were in agreement that social media helped the students receive course content from lecturers.

A variety of social media platforms were used, where 24.1% of the respondents indicated they used Google Plus for academic work, 20.1% of them indicated they used YouTube and 15.5% of the respondents used WhatsApp. Other students indicated using various platforms like Google Plus and YouTube, WhatsApp and YouTube and WhatsApp and Google Plus for academic work (12.1%, 6.3% and 6.3% respectively). Findings from the study also show that Tumblr was seldom used for academic work at 0.6%. These findings demonstrate a relatively high utilization of various social media platforms with an inclination towards using them largely for learning.

Integration of social media into traditional teaching approaches helped in communication, learning ability, collaboration, problem solving, access to information and productivity. The findings show that 80% of the respondents agreed that the involvement of social media had significantly improved the learning environment by offering faculty members the chance to advance their ways of teaching and draw learners’ attention by utilizing these platforms in teaching (76%). The utilization of social media in teaching also provided additional pedagogical practices and elicited lecturer–to–student and student–to–student consultations online after they are through with the traditional face-to-face lecturing (83%). Respondents justified these assertions by stating that the integration of YouTube into teaching had been effective in inspiring instructional approach because it supported and clarified knowledge practically and also taught new concepts. Other respondents stated they used WhatsApp for instructional purposes because this particular platform has the advantage of creating closed groups. Through these groups, the lecturer was able to help by holding discussions, answering questions, sharing curriculum materials, and sending links of more
information that relates to the course. From a different perspective, a number of respondents mentioned the likelihood of getting indirect feedback from their students on the topics being studied. Therefore, engaging in groups on social media has helped faculty members to keep track of their students’ interactions, which in turn helps them gauge whether or not the students have completely grasped what they have been taught.

Summary

This chapter has presented data, analyzed it and then delved into an interpretation of the same. The researcher presented data in form of charts and tables through descriptive statistics. Thematic analysis and SPSS version 23 was used in the process of organizing and the analyzing the data collected. The next chapter gives the discussion of the findings, recommendations and conclusions of the study.
CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter deals with discussion of the findings, conclusions drawn, and the recommendations made. The content herein is based on the three objectives which guided the study. These objectives were to; determine the extent to which social media as a tool for teaching and learning was adopted, evaluate the specific social media platforms used as tools for teaching and learning and examine the role integration of social media into traditional teaching on the students’ learning process.

Extent to Which Social Media was Utilized

Findings indicated that there was extensive use of social media by students mainly for informal collaborative learning. This was evidenced by 60.3% of the respondents who stated they often used social media for academic work. Further, 139(79.8%) of the respondents agreed that social media helped the students gain from fellow students without depending on the lecturer, 36(20.7%) indicated that social media helped them to participate in course discussion with colleagues, 170(97%) stated that social media enabled students share course content with fellow students and 117(67.2%) indicated that social media enabled them to receive immediate feedback from lecturers, while 157(90%) of the respondents were in agreement that social media helped the students receive course content from lecturers.

Communication between learners and faculty members using social media can be classified into three main categories: student-to-student, students-to-lecturer and lecturer-to-students. Whereas the communication between learners and faculty members on social media is
minimal, there is excessive interaction amongst the students with their classmates on social media.

The robust student-to-student communication through social media may be because of numerous group work, the course they are taking, or motivation by lecturers requiring students to work and collaborate with each other. With regards to student-to-lecturer communication, some of the students indicated that they seldom utilized social media to approach their lecturers. These students stated that they are somewhat apprehensive about utilizing social media to interact with lecturers because they think that it would inconvenience them.

Regarding lecturer-to-student, their communication is confined to sending course related information or responding to student queries. However, one lecturer perceived lecturer-to-students interaction important because it is easy for students to access her and get more information which extends class time. Another lecturer also believes that this interaction helps connect with students in real time making the classes exciting. The minimal or lack of interaction between students and lecturers may be as a result of less use of social media for teaching and learning in class. From the data analysis however, students thought positively about the lecturers’ utilization of social media to communicate and interact with them. They believe that utilization of social media with lecturers would help their studies and enhance their learning experience. Whereas face-to-face interactions are still sustained, with the utilization of social media, students consider their levels of interaction and likelihood of receiving feedback from their lecturers significantly higher. This shows that social media use offers students an extra chance to be in constant contact with their lecturers regardless of time or location.

Social media platforms are basically considered helpful in solving temporal geographical restrictions in communication while at the same time cuts-off the “emotional barriers” that the students may encounter with their lecturers in traditional modes of teaching.
and learning. In this regard, these respondents’ perceptions towards lecturers’ utilization of social media to communicate and interact with them echoes Rennie and Morrison (2013) argument that achieving successful interaction between students and their lecturers is vital and important in educational settings. By using these informal online settings, they are capable of having discussions that relate to the topics they cover in their coursework; interact with them with the sole aim of helping them assimilate knowledge, not to directly furnish them with the knowledge without them working hard to get it.

Social Media Platforms Utilized for Academic Purposes

From the findings, 24.1% of the respondents indicated they used Google Plus for academic work, 20.1% of them indicated they used YouTube and 15.5% of the respondents used WhatsApp. Other students indicated using various platforms like Google Plus and YouTube, WhatsApp and YouTube and WhatsApp and Google Plus for academic work (12.1%, 6.3% and 6.3% respectively). These findings demonstrate a relatively high utilization of various social media platforms with an inclination towards using them largely for learning.

The key activities for social media utilization in class are to communicate, discuss, send instant messages, share documents, ideas and information, post questions, announcements, reminders, collaborate and search for information. This goes to show that learners utilize varied platforms for diverse purposes and activities for their coursework. The factors that drive learners to utilize social media platforms are also diverse and are dependent on their course requirements, projects or assignments. These are factors that are similarly buttressed by literature which states that social interaction factor of the uses and gratification theory considerably affects intention to use social media (Brandtzæg & Heim, 2009; Cheung et al., 2011).
The study results also indicate that learners do not utilize social media to support collaborative learning only, they also use the platforms for their own personal learning. Google Plus and YouTube for example are the most utilized platforms for personal learning. With the utilization of YouTube and Google Plus in individual learning and WhatsApp for collaborative learning, most of the students expressed that the platforms enable them access various resource materials in diverse forms. As a result, this becomes a channel for accessing and retrieving information. Students mentioned that the resources and materials accessed on social media such as YouTube and Google Plus are rich, straightforward, and easy to understand unlike reading textbooks and publications. One student also stated that the rich information available on YouTube in form of videos, if used by faculty members could make the lectures much more appealing and interesting as opposed to power point presentations. In terms of pedagogical benefits, some of the respondents proposed that making use of video-clips and images in teaching is more appealing and captivating than making use of text only. In this regard, utilization of YouTube is an approach that many students seem to prefer. Integrating it in teaching would be a beneficial academic approach to support and explain knowledge in practice, and to teach new things.

For lecturers, the social media platforms utilized for academic purposes were WhatsApp, YouTube, Twitter and TedTalk. The key reason for using these platforms were to facilitate class deliberations, deliver course content and for class illustrations. However, the utilization of social media for teaching has not been entirely integrated into the traditional class. For example, WhatsApp utilization by most of the lecturers was only as an informal discussion platform where students can ask questions and get answers or a platform where they can clarify information whereas YouTube is only utilized as a teaching resource. Lecturers’ choices of social media platforms used for teaching in some way correspond to the choices of platforms
utilized by students for learning. One lecturer stated that they chose WhatsApp as a platform for informal discussion since it is most utilized and popular amongst students and they are fond of it. Another lecturer stated that she chose YouTube because it offers updated information that relates to the course they are teaching; thus, improving students’ mastery of concepts.

Results from this study indicate that perceived usefulness, critical mass of users, and the capability of social media seem to be the main factors that influence lecturers’ and students’ utilization of particular social media platforms in their coursework. These findings are echoed by Brown, (2010) who states that the increasingly universal access, ease of use, functionality, and flexibility of social technologies have made them appealing as flexible learning tools to be adopted in higher education.

With regard to teaching and learning on social media, results emerging from this research show that social media platforms have increased teaching and learning opportunities. Some features have motivated lecturers and students to incorporate social media into teaching, learning and communication activities in pedagogical environments. The practical participation of students, for example, brought an active involvement with course content and more heightened collaboration with their peers and faculty members. This has enabled learners to develop analytical and reflective thinking.

Creation of WhatsApp groups for pedagogical purposes was one of the practical ways that most of the respondents used and supported. As faculty members explained, being part of these social media groups could assist lecturers to survey their students’ application of ideas, which can help them gauge whether or not their students have entirely comprehended the delivered content. Furthermore, formation of these pedagogic groups on social media can play a part in to creation of a learning community. Using these groups, the faculty members and students work on what they have learnt, and ask for suggestions regarding their learning
problems or academic difficulties from lecturers and also their peers. It is noteworthy that these activities performed through social media can play a part in improving learning and teaching between faculty members and their students in a collaborative way.

The Role Integration of Social Media into Traditional Teaching on the Students’ Learning Process

Findings revealed that social media in course work helped in the learning process such as interaction, association, exchange of views, explanations and access to and retrieval of information. The fining further showed that the utilization of social media to support academic work helped facilitate learning activities such as communication, collaboration, discussion, seeking clarification, and information access and retrieval.

Social media platforms had offered several means and broadened the opportunity for both lecturers and students to voice their points of view openly and exchange limitless ideas. However, a number of respondents in this research were bothered by some undesirable aspects around how these social media platforms were being used and for what purposes. One of these noteworthy concerns is the challenge to control or manage social media platforms. According to a number of respondents, some users disseminate unnecessary content which is annoying hence distracting. Reviewing participants’ responses indicates that unnecessary content can be disseminated in diverse forms. For example, one respondent stated that one of the distracting activities on social media is the huge number of replicate texts or numerous video-clips received repeatedly. The respondent further stated that, as a result of the huge number of duplicate information on social media, many lecturers and students alike are hesitant to follow up and respond to what is shared on these platforms.
From a different perspective, most lecturers indicated that some students utilize the groups meant for academic reasons to discuss matters and topics that are not course related. One lecturer for example indicated this concern clearly: “One of the major concerns is that when groups are created on social media for particular courses; some students discuss irrelevant topics which divert those groups from their primary educational objectives”. However, according to another respondent, these platforms require some rules to control, to some extent, and secure them for users. But as he asserted, “such rules must not affect the opportunity of freedom of expression, which is enhanced by these social media platforms”. Therefore, when lecturers and students utilize social media for educational purposes, they should first set regulations and directions to keep these groups for what they were originally created for. For example, lecturers or student group leaders can sort out this problem by having students discuss non-academic matters in private or in other forums, instead of doing so in their academic groups.

Results from this research indicate that utilization of social media to aid academic work can improve the students’ learning experience, given that most of the students utilize social media more for non-formal collaborative learning and personal learning. Having proper academic integration, social media can further benefit both students and instructors.

The effects of social media utilization for learning can be categorized into five themes which are: learning ability, collaboration, problem solving, access to information and productivity. These effects are likewise buttressed by existing literature which state that some of the academic benefits of utilizing social media for learning are a higher number of student involvement, improved interaction and effective collaborative learning (Ajjan & Hartshorne, 2008; Gikas & Grant, 2013; Shih, 2011; Webb, 2009).
Learners’ selection of social media platforms vary as a result of supporting and facilitating various needs of their official and non-official learning processes. The most frequently debated effect of social media utilization in improving learning environment is improved classroom communication. Although there is restriction of online interaction with regard to emotional expression, social media enables there to be continuous connectivity. This indicates that interaction amongst students and lecturers is not any more limited by space, time or within classrooms. The main use of social media is the fact that it offers synchronous communication which makes the availability of the recipient almost instant. With social media offering easy communication and connectivity, a large number of learners alluded that communication with their lecturers and peers was often without limitation of time or space.

Furthermore, the results show that utilizing social media for teaching helps learners develop a rapport with their peers which makes them bond with each other. This ultimately enhances face-to-face interaction since the students are fond of communicating with each other on the social media platforms; they become acquainted with each other from the social media groups. However, as earlier stated in the previous chapter dealing with large numbers of students on social media can sometimes be time-consuming for lecturers. In order to deal with issues of students reaching out to their lecturers at a time that is not appropriate, lecturers can set rules so that the students know how and which platforms to use. It is important therefore, that to achieve efficacy and efficiency in the use of these platforms, clear guidelines have to be established and adhered to by the users.

Moreover, this ease of communication makes it possible for students to discuss and exchange views, points, and course related material. For example, majority of students are motivated to use WhatsApp for group work, discussing and organizing study, sharing information related to assignments since they can interact with each other anytime they are
online. Students prefer to utilize the social media platforms that have no limitations and technical problems. And one et al. (2006b) stated that social media mostly comprise of two common benefits for the users namely, immediacy and control over the environment. Andone et al. further discussed that what students want is “the ability to choose what to do and when and they are demanding it now”. As a result, they seek for social media with good technological backing for easier interaction and avoid encountering setbacks. This advances the students ability to work together, get constructive answers, views, and analysis, which brings about a great team work experience. Having connectivity and no difficulties in communication, most of the learners cited that they are in a position to send questions to a large number of students simultaneously within their circles, and in addition, they have the alternatives of posting the questions to the group or sending them through instant messages. Thus, this provides diverse ways of asking for help from their peers and lectures, and the response is almost instantaneous.

Since social media offers improved interactivity, interconnectivity, improved participation, analysis and instant access to information, learners’ productiveness is significantly improved because whenever learners have challenges with their academic work, they can liaise and seek help from their classmates at any given time and receive feedback promptly. Most of the students mentioned that utilization of social media for academic work affect their productiveness in terms of saving time, enhanced working speed, and change of learning style. According to Ito et al. (2009), engaging in various types of social media has also been associated with positive outcomes such as increased ‘communication, social connection and even technical skills’. Nearly one fourth believe that social media is a good way of communication, since it is affordable and quick, and this is viewed as a huge desirable feature for most learners. Over a quarter of those that responded considered time saving as an
important matter since it makes their communications more efficient, although it may not always be more effective. However, effectiveness in asynchronous communication is also a major feature, because it offers students time to reflect on their questions or answers and they get a chance to communicate regularly.

Since the students are geographically dispersed, social media has acted like a bridge making interactions possible despite the distances. More than half of the respondents stated that utilization of social media has enabled students and lecturers to access and communicate with each other at anytime from anywhere. What this signifies for instance students need not to be present physically in a particular geographical location for group work because social media has made that possible by means of convenient physical platforms. Using social media platforms makes it possible to access information that students require irrespective of where they are.

Nonetheless, there are some worries about too much dependence on social media because it can cause there to be less face-to-face communication since students can opt to make communication, interaction and discussions online using social media platforms. Some participants indicated difficulties in being in contact with their colleagues and also in receiving their immediate response. Furthermore, these platforms eliminate the benefit of observing verbal and body language reactions especially in the lecturing and learning processes. According to one respondent it is sometimes hard for both the source and the recipient to send and interpret the information in plain text.

An interesting concern was brought forth by the respondents about their inability to see their fellow students and identify their body expression through these virtual communications on social media, which can assist in comprehending their corresponding messages. Nevertheless, this is also one of the benefits stated of utilizing social media in pedagogy, since
the utilization of social media gives students diverse means to engage and take part in class projects since certain learners shy away from face-to-face interactions, and would prefer not to engage or play a part in class, but would be unexpectedly good in their presentation, articulation and writing on social media. One lecturer explained that even shy students, who have a problem sharing ideas or asking questions in class, are able to express themselves more confidently on social media. This might improve students’ participation since such students would not be left out of class discussions.

Rennie and Morrison (2013) averred that getting non-formal communication between students and their lecturers is necessary and important in improving classroom discussions and getting withdrawn students particularly involved. Building on the concept that students are currently in a position to participate and engage the class in various ways because they are able to exchange and discuss their views on social media, thereby preparing them for classes. These will subsequently enhance discussions during classes because students are ready and at ease to share their perspective to the class having done so on their online platform with their fellow students. Hence, it would appear that use of social media to aid learning produces a conducive and friendly surrounding for students to share and add to class discussion, whether online or in class. Generally lecturers and students demonstrated that the most important feature of social media for teaching and learning is that there are enough people participating to make it useful.

Conclusions

The study made the following conclusions;

There was a significant relationship between social media use and effective learning and teaching processes since it helped in communication, learning ability, collaboration, problem solving, access to information and productivity.
That widespread social media interaction took place between students but was minimal between them and their lectures. Seven themes on the effects of social media on lecturers teaching and students’ learning were observed including ease of teaching, ease of disseminating information to students, students learning ability, collaborative learning, solving problems, accessing information, and productivity.

The most commonly utilized social media were Google Plus, YouTube, and WhatsApp. The primary uses were for non-formal collaborative learning with fellow students, assisting their academic work, searching for information and personal learning. Among faculty members, only YouTube and WhatsApp were utilized to facilitate course discussions, send course content and illustrations. Interaction between learners and faculty members using social media is somewhat minimal because of the limited utilization of social media for formal teaching and learning. In spite of that, there is a lot of communication between the students and their classmates on social media. Despite the fact that there was less interaction between learners and faculty members on social media, the faculty members and learners stated that the utilization of social media helps enhance student learning and teaching experience.

Social media choice by students to support coursework affected their learning abilities, improved their communication and collaboration and helped in information access. Further, choice of social media in teaching by faculty members offered them a chance to enhance their teaching techniques and draw students’ attention. For example, one of the ways social media has enhanced teaching is when lecturers utilize them as supplementary platforms during and after face-to-face lectures to enhance students’ understanding and give the topics studied more explanations.
Recommendations

With the growing integration of social media in university education, lecturers are faced with the challenge regarding how to shift their conventional instructional approaches in such a manner that they can be used on these online platforms but in a more technologically advanced way. The study therefore recommends that lecturers need to equip themselves with digital skills that will enable them achieve the quality of what they deliver in face-to-face lectures on online platforms settings. The lecturer must be adequately skilled to not only use the technology in pedagogy but to also change and advance the manner in which they can organize and deliver content successfully. Consequently, possessing these skills will make it possible for lecturers to integrate social media platforms into pedagogy effectively.

The study found out that there is a positive and significant link between social media use and teaching and learning processes. The study recommends that the Daystar University should robustly invest in social media platforms in providing educational programs and activities.

The lecturers need to realize students' learning preferences, integrate technological tools, utilize suitable instructional methods, and institute the most appropriate technique for specific groups or individuals. Daystar University should take up the part of bringing up to date their faculty members’ knowledge and equipping them with the necessary skills to cope with these online spaces effectively.

Recommendations for Further Studies

The study recommends an in-depth analysis on the variations of social media utilization and choices of lecturers and students from different Schools in Daystar University. Furthermore, a research to investigate whether post-graduate students regularly utilized social media to support their academic work could also be explored.
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APPENDICES

Appendix A: questionnaire

Finding out whether integration of social media into traditional teaching enhances student engagement and academic experience.

Dear Respondent, My name is Hilda Kamau, an MA student at Daystar University. Thank you for being part of this research. As part of my MA studies, I request you to please complete the following questionnaire on the extent in which social media enhances learning. Your responses will be handled confidentially without including your identity in the compilation of the research report. Please answer truthfully.

Tick (√) or cross (∕) your answers, unless you are required to explain your choice.

Interviewee's information:

1. 
<table>
<thead>
<tr>
<th>Gender:</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age:</td>
<td>17-18</td>
<td>19-20</td>
</tr>
</tbody>
</table>

2. What’s your major?

3. Among the following, tick against the social media you frequently use in your free time?
   - [ ] Facebook
   - [ ] WhatsApp
   - [ ] Google Plus
   - [ ] Tumblr
   - [ ] Twitter
   - [ ] YouTube
If your choice is other, please list down which social media you use and why you prefer them.

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

4. Select THREE of the following reasons which you feel best describe what you use the social media for:

☐ Socializing with friends
☐ Entertainment
☐ Read information from the outside world
☐ Get instant messages
☐ Communicate with friends and search for information
☐ Information sharing
☐ Learning/ Studying
☐ Doing assignments
☐ Ask questions and to solve problems
☐ Search for knowledge e.g. answers to questions
☐ Other

If your choice is other, please describe what you use the social media for.

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

5. Indicate the time you spend daily on social media?

☐ None
☐ 1 to 60 minutes
☐ 1 hour to 2 hours
☐ 2 hours to 3 hours
☐ 3 hours and above
6. Do you use social media to do educational work?
   Never  
   Rarely  
   Often

7. Which of the following social media do you normally use to improve on your academic work?
   - Facebook
   - WhatsApp
   - Google Plus
   - Tumblr
   - Twitter
   - YouTube
   - Other

   For the social media you use to improve on your academic work, could you explain why you like them.

   ______________________________________
   ______________________________________
   ______________________________________
   ______________________________________
   ______________________________________
   ______

   If your choice is other, please list down which social media you use and why you prefer them.

   ______________________________________
   ______________________________________
   ______________________________________
   ______________________________________
   ______

8. i) To what degree does the use of social media benefit you in your learning process?
### Benefits of Social Media Platforms

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not Sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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</thead>
<tbody>
<tr>
<td>It helps me benefit from fellow students without depending on the lecturer</td>
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<tr>
<td>It helps me participate in course discussion with colleagues</td>
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<tr>
<td>It helps me share course content with my fellow students</td>
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<tr>
<td>It helps me communicate instantly with the lecturers</td>
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<tr>
<td>It helps me receive immediate feedback from lecturers</td>
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<tr>
<td>It helps me receive course content from a lecturer</td>
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<tr>
<td>It helps me post urgent questions and seek answers</td>
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</table>

ii) Could you elaborate on your answer to Question 8?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

9. In your view which social media enhances your collaborative learning (For example in doing group work or assignments)?

- Facebook
- WhatsApp
- Google Plus
- Tumblr
- Twitter
- YouTube
☐ Other
If your choice is other, please list down which social media you use and why you prefer them.
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

10. For the class(es) in which you made use of social media, how well did the social media help you reach your learning goals?

Not at all ☐ Somewhat ☐ Considerably ☐ Exceeded my expectations ☐

11. Could you elaborate on your answer to Question 10?

12. Does the use of the social media that you use have any negative sides to your academic learning? ☐ Yes ☐ No

If Yes, explain.
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

___
Social Media and Teaching Lecturers Questionnaire

Exploring the extent in which social media enhances teaching

Hello (respondent’s name),
My name is Hilda Kamau, and I am a Masters student at Daystar University. I am carrying out a research as a part of my thesis project to explore the extent to which Daystar University is utilizing social media as a teaching and learning tool.

I am pleased to invite you to take part in this research. Although your involvement is voluntary, it will help me in completing this research. I will appreciate your time taken to fill out this questionnaire. I will be asking you questions about your use of social media as a teaching and learning tool and your motivation for utilizing the social media in teaching. Thank you for your time.

Demographic information

- Your department
  - □ Media and Film Studies
  - □ Strategic and Organizational Communication
  - □ Languages and Performing Arts

- Years of teaching experience?
  - □ 1 year or less
  - □ 2 to 5 years
  - □ 6 to 9 years
  - □ 9 and above
1. Apart from using them as examples in teaching, do you use social media for educational purposes?
   If yes, which of the following social media do you use and in what way do you use them?
   - Facebook
   - WhatsApp
   - Google Plus
   - Tumblr
   - Twitter
   - YouTube
   - Other
   If your choice is other, please list down which social media you use:
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   ______

2. How often do you use social media for teaching?
   - Most frequently
   - Frequently
   - Often
   - Less often
   - Never

3. What is your primary motivation for using those social media for academic purposes?
   - Personal Initiative
   - Ease of use
   - Convenience
   - Colleagues at my institution
   - Students
   - Administration
4. How has the utilization of social media impacted your content delivery?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

5. Experience of social media use to support academic work

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not Sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>It allows me to discuss or communicate with my students about course-related topics</td>
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<tr>
<td>It allows me to post assignment for students</td>
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<tr>
<td>It allows me to find and share educational materials</td>
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<tr>
<td>The information-sharing feature of social media significantly improves students’ learning experience</td>
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<tr>
<td>Students are able to participate in collaborative work due to the interactive nature of social media</td>
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</tbody>
</table>

6. Please describe how your experience of social media use to support your training has been?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
7. Concerns about the use of social media for academic purposes:

<table>
<thead>
<tr>
<th>Concerns</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not Sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturers should make use of social media to reach students</td>
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<tr>
<td>Use of social media tools for teaching can become too time intensive</td>
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<tr>
<td>It is sometimes overwhelming by the overabundance of information shared</td>
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<tr>
<td>There is need for institutional regulations governing what and how social media should be used for educational purposes</td>
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</tr>
<tr>
<td>Privacy issues should be taken into account when using social media for academic purposes</td>
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</tbody>
</table>

8. Could you elaborate your concerns for question 8 above?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

9. For the class (es) where you use social media, has the involvement of social media improved the learning environment?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

10. Can you suggest ways social media could better support classwork?
Appendix B: Interview Guide

SOCIAL MEDIA AND TEACHING HODs INTERVIEW GUIDE QUESTIONS

Exploring the extent to which Daystar University utilizes social media as a teaching and learning tool

Hello (respondent’s name),

My name is Hilda Kamau, and I am a Masters student at Daystar University. I am carrying out a research as a part of my thesis project to explore the extent to which Daystar University is utilizing social media as a teaching and learning tool.

Thank you for choosing to participate in this in-depth interview. My questions are related to the use of social media as a learning tool within the School of Languages and Performing Arts. Taking part in this study is voluntary and we will have a face-to-face recorded interview taking between half an hour to one hour.

1. Do you use social media for educational purposes?

   If yes, which one and how often do you use it?

2. What are the major motivations for using social media in the SCLPA and what changes have you noticed in the utilization of social media for teaching and learning purposes?

3. How have the faculty members at SCLPA embraced social media utilization as forms of teaching and learning tools?

4. What are the greatest concerns about social media utilization in the SCLPA and what solutions would you suggest to address those concerns in order to encourage faculty members to use social media in academics?

5. Are there any administrative and educational policies at Daystar University that encourage and support use of social media for academic purposes?
Appendix C: Ethical Clearance

Daystar University Ethics Review Board

Our Ref. DU-ERB/10/12/ 2018 /00214

Date: 10-12-2018

Hilda Kamau

Dear Hilda,

SOCIAL MEDIA AS A TEACHING AND LEARNING TOOL IN HIGHER EDUCATION: A CASE OF DAYSTAR UNIVERSITY SCHOOL OF COMMUNICATION, LANGUAGE AND PERFORMING ARTS

Reference is made to your request dated 25-10-2018 for ethical approval of your proposal by Daystar University Ethics Review Board.

We are pleased to inform you that ethical review has been done and approval granted. In line with the research projects policy, you will be required to submit a copy of the final research findings to the Board for records.

This approval is valid for a year from 10-12-2018

This approval does not exempt you from obtaining a research permit from the National Commission for Science, Technology and Innovation (NACOSTI).

Yours sincerely,

[Signature]

Mrs. Purity Kiambi,
Secretary, Daystar University Ethics Review Board

"...until the day down and the daystar
rise in your heart.
2 Peter 1.19 KJV"
Appendix D: Research Authorization

Hilda Wanjiku Kamau  
Daystar University  
P.O Box 44400-00100  
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Social media as a teaching and learning in higher education: A case of study of Daystar University School of Communication, Language and Performing Arts” I am pleased to inform you that you have been authorized to undertake research in Nairobi County for the period ending 31st January, 2020.

You are advised to report to the County Commissioner and the County Director of Education, Nairobi County before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a copy of the final research report to the Commission within one year of completion. The soft copy of the same should be submitted through the Online Research Information System.

GODFREY P. KALERWA MSc., MBA, MKIM  
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.
Appendix E: Research Permit

THIS IS TO CERTIFY THAT:
MISS. HILDA WANJIKU KAMAU
of DAYSTAR UNIVERSITY, 128-625
Nairobi, has been permitted to conduct research in Nairobi County
on the topic: SOCIAL MEDIA AS A TEACHING AND LEARNING IN HIGHER EDUCATION: A CASE OF STUDY OF
DAYSTAR UNIVERSITY SCHOOL OF COMMUNICATION, LANGUAGE AND PERFORMING ARTS
for the period ending: 31st January, 2020

Permit No.: NACOSTI/P/19/96875/2790
Date of Issue: 31st January, 2019
Fee Received: Ksh 1000

Applicant’s Signature

Director General
National Commission for Science, Technology & Innovation
Appendix F: Ministry of Education Approval

Republic of Kenya

MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telegram: "SCHOOLING", Nairobi
Telephone: Nairobi 020 3353699
Email: rce@nairobi.gov

REGIONAL COORDINATOR OF EDUCATION
NAIROBI REGION
NYAYO HOUSE
P.O. Box 74639 – 00200
NAIROBI

When replying please quote

Ref: RCE/NRB/RESEARCH/1/64/VOL.1

Date: 1st February, 2019

Hilda Wanjiku Kamau
Daystar University
P. O. Box 44400-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

We are in receipt of a letter from the National Commission for Science, Technology and Innovation regarding research authorization in Nairobi County on “Social media as a teaching and learning in higher education. A case of study of Daystar University School of Communication, Language and Performing Arts”.

This office has no objection and authority is hereby granted for a period ending 31st January, 2019, as indicated in the request letter.

Kindly inform the Sub County Director of Education of the Sub County you intend to visit.

RHODA MWEI
FOR: REGIONAL COORDINATOR OF EDUCATION
NAIROBI

Copy to: Director General/CEO
National Commission for Science, Technology and Innovation
NAIROBI
Daystar University Ethics Review Board

Our Ref. DU-ERB/10/12/ 2018 /00214

Date: 10-12-2018

Hilda Kamau

Dear Hilda,

SOCIAL MEDIA AS A TEACHING AND LEARNING TOOL IN HIGHER EDUCATION: A CASE OF DAYSTAR UNIVERSITY SCHOOL OF COMMUNICATION, LANGUAGE AND PERFORMING ARTS

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We are pleased to inform you that ethical review has been done and approval granted. In line with the research projects policy, you will be required to submit a copy of the final research findings to the Board for records.

This approval is valid for a year from 10-12-2018

This approval does not exempt you from obtaining a research permit from the National Commission for Science, Technology and Innovation (NACOSTI).

Yours sincerely,

[Signature]

Mrs. Lucy Kiambi,
Secretary, Daystar University Ethics Review Board

[Scripture Reference]

"...and let the grace of our Lord Jesus Christ be with you."

2 Peter 1:2

www.daystar.ac.ke
## Appendix H: Anti-Plagiarism Report

### Hilda Kamau 2

<table>
<thead>
<tr>
<th>Similarity Index</th>
<th>Internet Sources</th>
<th>Publications</th>
<th>Student Papers</th>
</tr>
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<tr>
<td>11%</td>
<td></td>
<td>11%</td>
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</tbody>
</table>

#### Primary Sources


2. **Stacy Neier, Linda Tuncay Zayer.** "Students’ Perceptions and Experiences of Social Media in Higher Education", *Journal of Marketing Education*, 2015


4. **Hamid, Suraya, Jenny Waycott, Sherah Kurnia, and Shanton Chang.** "Understanding students’ perceptions of the benefits of online social networking use for teaching and learning", *The Internet and Higher Education*, 2015.