Social media tools for effective instructional delivery among lecturers in Ignatius Ajuru University of Education

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Abstract
This study examines the adoption of social media tools for effective instructional delivery among lecturers in Ignatius Ajuru University of Education. To achieve the purpose of the study, the study developed three objectives of the study, three research questions and three null hypotheses. The study adopted descriptive survey design. The population of the study was eighty three (83) lecturers in Faculty of Education in Ignatius Ajuru University of Education. The sample size of the study is eighty three (83) lecturers hence a census study. This is because of the manageable size of the entire population of the study. A structured questionnaire was used for data collection. The questionnaire items were structured on a four point likert scale including the following values Very High Extent (VHE), High Extent (HE), Low Extent (LE) Very Low Extent (VLE). The research questionnaire was subjected to face and content validation three experts from the Information and Communication Technology and Measurement and Evaluation, Rivers State University. To ascertain the reliability of the study, the researcher adopted the test-retest method. The instrument was administered to 30 university students of Business Administration Department, Faculty of Management Sciences in Rivers State University who were not part of the study respondents for two consecutive times within a week interval. The two test results were collated and analyzed using Pearson Product Moment correlation coefficient. The data collected were analyzed using mean and standard deviation to answer the research questions. The null hypotheses were tested using z-test statistical tool at a significance level of 0.05. Based on the data analyses, the findings of the study revealed that Facebook, WhatsApp, and YouTube have significant effects on instructional delivery among lecturers in Ignatius Ajuru University of Education. However, the study recommends that the management of facebook should upgrade the platform to facilitate teaching and learning because of its positive effects on instructional delivery among lecturers in Ignatius Ajuru University of Education, university management or administration should adopt WhatsApp platform as a teaching tool hence it has positive influence on instructional delivery and that government and Non-governmental organization should organize enlightenment campaign for the lecturers on the uses of You Tube for learning hence it has positive influence on the instructional delivery among lecturers in Ignatius Ajuru University of Education.

Keywords: social media tools, effective instructional delivery, lecturers, facebook, whatsapp, and you tube

Introduction

Social media usage has grown rapidly in recent years as individuals incorporate social networks like Facebook into their daily activities and as teaching and learning tools. Many social media tools, likewise, have applications relevant for teaching and learning. As Internet capabilities and applications have evolved, the tools and technologies have become more sophisticated, increasingly interactive, highly accessible, affordable, and specialized. This evolved state is known as Web 2.0 (O Reilly 2015), a state that made the evolution of social media possible. Web 2.0 is sometimes referred to as the read/write Web and the social Web. It is a broad term used to comprehensively refer to technologies that enable users to consume, contribute, share, and augment content online, often times in the context of social media (Tuten 2018) [18]. Social media are the online means of communication, conveyance, and collaboration among interconnected and interdependent networks. Kaplan and Heinlein (2010) in Wordu, Uchendu and Alabo (2020) [19] define social media as a group of internet based applications that build on the ideological and technological Foundations of user generated content. These capabilities are affecting many areas of life including how businesses are run, how individuals behave, and even how educators teach.

For years now, educational researchers have anticipated that social media would play an increasingly important role in education. The primary social media tools with applications to education include blogs, wikis, social networks, media-sharing sites, and media production services. There are several possible benefits associated with utilizing the tools as educational technologies. First, because the social Web shifts the user experience from one of content consumption (used for reading, receiving, and researching) to one of content production and interaction, students using these tools should learn actively rather than passively.

There is a high rate of adoption of social media among Internet users, particularly among those under 30 years of age. Using these tools in the classroom represents a natural extension of how people are already using the Web. Todays students are digital natives, a term used by Prensky (2011) [16] to describe those who have never known a world without semantic websites, blogs, and virtual digital worlds. Thus, their cultural and communication experiences have largely revolved around digital tools and access to digital resources. A recent study by the Pew Internet & American Life Project concluded that 72% of young adults are active on one or more social networking sites and 37% use a service like Twitter for micro blogging. These results were corroborated by a study of more than 36,000 students at 127 post-secondary institutions which found that 93% of students use

at least one social networking site daily. When asked to indicate their confidence in their own digital literacy, 80% of the students rated themselves as either very skilled or at expert level. The digital connectivity of todays student population is perhaps best described by Clarke and Clarke (2019) [2] who wrote, This new generation with lives immersed in multi-tasking in technology rich cultures are assumed to be active experiential learners employing social technologies for accessing information and communicating with others.

The tools offer specific applications for educators such as providing easily accessible content-delivery channels and enhancing the ability for users to collaborate on projects at a distance. Some studies suggest that social media tools aid student learning because they engage students, facilitate peer learning, enhance communication skills and lead to greater teacher effectiveness. Thus, social media tools offer marketing educators solutions to course management problems and opportunities to meet course objectives. At the same time, they offer students engaging and interactive methods of learning, studying, and working.

Concept of social media

Social media is a computer-based technology that facilitates the sharing of ideas, thoughts, and information through the building of virtual networks and communities. By design, social media is internet-based and gives users quick electronic communication of content. They are computer-mediated communication software that enable users to create, share and view content in publicly networked one-to-one, one-to-many, and/or many-to-many communications (Musa, 2012) [12].

Facebook is one of most popularly used social media software among students today and there are vast opportunities for teachers and students in using facebook for teaching and learning. Created in February 2004 by Mark Zuckerberg, Dustin Moskovitz and Chris Hughes as a site for Harvard students only, Facebook has expanded and today a lot of people especially students are on facebook. Between 2005 and 2006, Facebook extended to high school networks, work networks, later, and eventually to internet users in general. As of March 2008, Facebook reported having 67 million active users (those who have returned to the site in the last 30 days), with more than half of them returning daily and spending an average of 20 minutes per day on the site. Like most Social media sites, Facebook provides a formatted web page which each user can enter personal information, including gender, birthday, hometown, political and religious views, e-mail and physical addresses, relationship status, activities, interests, favourite music and movies, educational background and a main personal picture. After completing their profile, users are prompted to identify others with whom they have a relationship, either by searching for registered users of Facebook or by requesting their contacts to join Facebook (usually by g-mail).

Social media is that means that employs mobile and web based technology to create highly interactive platforms via which individuals and community share, co-create, discuss and modifies user-generated content. Social media is a phrase being tossed around a lot. It is a website that does not just give you information but interact with you while giving you information. It is a group of internet based application that allows the creation and exchange of users generated

content. It is easy to confuse social media with social news because we often refer to members of the news as the media.

Social media refers to the means of interaction among people in which they create, share, exchange and comment among themselves in different networks. Andreas and Michael (2010) [1] are of the opinion that social media is a group of internet based application that builds on the ideological foundation and allows the creation and exchange of users generated content. Social media has become one of the major channel of chatting through platforms such as 2go, BB chat, blogger and wiki a. There has been an increase in the mobile social media which has created new opportunity for browsing. The internet usage effect of social media, in views of Nielsen (2012) [13] is that, students continue to spend more time on the social media than any site. The total time spent on social media across mobile devices increased by 37%, 121 billion minutes in July 2012 compared to 88 billion minutes in July 2011.

The term Social media is defined as the application that allows users to converse and interact with each other; to create, edit and share new forms of textual, visual and audio content, and to categorize, label and recommend existing forms of content. As regards the intentions of social media usage, Oye, Adam, and Zairah, (2012) in their study with Malaysian students using social networking site and its influence on their academic performance showed that social networking sites usage for only social and non-academic needs have an adverse effect on academic performance. Social media can also be defined as forms of electronic communication through which users interact among people in which they create, freely share, exchange and discuss information, ideas, personal messages, and other content about each other and their lives using a multimedia mix of personal words, pictures, videos and audio, utilizing online platforms while they are connected to the internet. Lau (2017) [8] asserted that the use of social media for academic purposes was not a significant predictor of academic performance. Whereas the use of social media for nonacademic purposes adversely predicts academic performance. Fenn (2014) [4] reported that the use of the internet including social media for academic and non-academic purposes by university students in the classroom was adversely associated with classroom learning and performance.

Social media and education

The advent of social network platforms may also be impacting the way in which learners engage with technology in general. For a number of years, Prensky (2011) [16] dichotomy between digital natives and digital immigrants has been considered a relatively accurate representative of the ease with which people of a certain age rate, in particular, those born before and after 1980, use technology.

Social networking and their educational uses are of interest to many researchers. Livingstone & Brake (2010) [9] in their opinion said social networking site, like much else on the internet representing a moving target for researchers and policy makers. Recent trends indicate that 47% of American adults use social network. A national survey in 2009 found that 37% of online teenagers use social networking site which increased to 555% three years later. It has also,

shown that it provides opportunity within professional education but however, there are constraints in such areas.

Statement of the problems
Despite the apparent benefits of using social media tools in the classroom for effective teaching and learning, it appears that lecturers are yet to widely embrace these tools for effective instructional delivery. For instance, in a study by Smith, Salaway, and Borreson (2019) [17] which investigated the college student use of technology and social media for coursework, 27% used social networking sites, 11.3% used Internet-enabled handheld devices, 6% used video-creation software, and less than 6% reported listening to podcasts. The CDW-G 2009 21st Century Campus Report (2019) concluded that only 5% of faculty used Facebook, 4% used instant messaging, and 1% used Twitter for connecting with students. The report concluded that there is a social media gap between college students and faculty.

The educational system in Nigeria is faced with so many challenges which have certainly brought about a rapidly decline in the quality of education and lack of effective instructional delivery. This is as a result of uses of traditional teaching instructional materials. Oye (2012) [14] posited that most of the lecturers and students use social media mainly for socializing activities, rather than for academic purpose. It is a common sight to see a lecturer or student chatting in sensitive and highly organized places like church, mosque and lecture venues even on the high way. This phenomenon has become very worrisome. It is therefore of great importance to explore some of the trending issues facing lecturers and students using social media for socialization instead of as tools for effective teaching and learning. It is against the problems that the study examine the adoption of social media tools for effective instructional delivery among lecturers in Ignatius Ajuru University of Education.

Purpose of the study
The purpose of the study is to examine the adoption of social media tools for effective instructional delivery among lecturers in Ignatius Ajuru University of Education. The specific objectives are to:
1. Ascertain the extent adoption of Facebook enhance effective instructional delivery among lecturers in Ignatius Ajuru University of Education.
2. Examine the extent adoption of WhatsApp enhance effective instructional delivery among lecturers in Ignatius Ajuru University of Education.
3. Ascertain the extent adoption of You Tube enhance effective instructional delivery among lecturers in Ignatius Ajuru University of Education.

Research questions
The following research questions guided the study
1. To what extent does adoption of Facebook enhances effective instructional delivery among lecturers in Ignatius Ajuru University of Education?
2. To what extent does adoption of WhatsApp enhances effective instructional delivery among lecturers in Ignatius Ajuru University of Education?
3. To what extent does adoption of You Tube enhances effective instructional delivery among lecturers in Ignatius Ajuru University of Education?

Hypotheses
The following null hypotheses were tested at 0.05 level of significance.
1. There is no significant difference in the mean ratings of the male and female lecturers on the adoption of Facebook for effective instructional delivery among lecturers in Ignatius Ajuru University of Education.
2. There is no significant difference in the mean ratings of the male and female lecturers on the adoption of WhatsApp for effective instructional delivery among lecturers in Ignatius Ajuru University of Education.
3. There is no significant difference in the mean ratings of the male and female lecturers on the adoption of You Tube for effective instructional delivery among lecturers in Ignatius Ajuru University of Education.

Methodology
In carrying out this research, the descriptive survey design was adopted for this study. Descriptive survey research is designed to solve the existing condition. According to Oye (2012) [14], descriptive survey deals with what is happening at present and it handles situational problems as they are without manipulation of variables and also allows the research to make recommendations based on findings from the data collected and analysed. The population of the study was 83 lecturers in Faculty of Education in Ignatius Ajuru University of Education. The sample size of the study is eighty three (83) lecturers. This is because of the manageable size of the entire population of the study. The sampling technique used was a census method of sampling. The instrument used for data collection was a structured questionnaire. It is patterned in a modified 4 point likert scale. To ensure the face and content validity of the instruments, copies of the questionnaire were given to two (2) experts in the Information and Communication Technology unit and Measurement and Evaluation in Rivers State University. All the corrections made were strictly effected in the final draft of the questionnaires. To ascertain the consistency of the instruments, the test-retest reliability method was adopted. The questionnaire was administered to 30 lecturers outside the study area or population. After a period of two weeks interval, the same instruments were re-administered to the same group. The reliability coefficient was established using Pearson Product Moment Correlation which gave a reliability index of 0.86. The data collected were analysed using weighted mean and standard deviation to answer the research questions. The criterion decision rule is that any mean score that was from 2.50 and above was accepted or agreed while the mean score that was less than 2.50 was rejected or disagreed while the null hypotheses was tested using z-test statistical tool at a significance level of 0.05.level of significance. The decision rule was to accept the null hypotheses where z-calculated value is less than the z-critical value of 1.96 but reject the null hypotheses where z-calculated value is greater than z-critical value of 1.96.

Results
Research question 1
To what extent does adoption of Facebook enhance effective instructional delivery among lecturers in Ignatius Ajuru University of Education?

Table 1: Mean and standard deviation analysis on how adoption of Facebook enhance effective instructional delivery among lecturers in Ignatius Ajuru University of Education.

S/No	Questionnaire Items	Male Lecturers = 50			Female Lecturers =33		
		Mean $\bar{x}$	SD	Remarks	Mean $\bar{x}$	SD	Remarks
1.	Uses of Facebook platform connects the students and lecturers at the same time thereby enhancing effective instructional delivery	2.89	0.85	High Extent	2.95	0.86	High Extent
2.	Lecturers and Students have regular access to the Facebook platform or network thereby enhancing effective instructional delivery.	2.86	0.83	High Extent	2.86	0.84	High Extent
3.	Lecturers and Students have regular access to the Facebook platform or network than visiting the library which improve effective instructional delivery.	2.78	0.83	High Extent	2.91	0.85	High Extent
4.	Facebook platform or network allows lecturers and students to be expose to internet facilities thereby enhancing effective instructional delivery.	2.83	0.84	High Extent	2.82	0.84	High Extent
5.	Facebook network or platform foster lecturers research work hence links them to the internet world.	2.86	0.84	High Extent	2.86	0.84	High Extent
	Grand Total	2.84	0.84		2.88	0.85	

Source: Field Survey, 2023

The analysis in Table 1 above revealed that the respondents agreed on the view that uses of Facebook platform connects the students and lecturers at the same time thereby enhancing effective instructional delivery. The analysis still indicated that the respondents accepted on the point that lecturers and Students have regular access to the Facebook platform or network thereby enhancing effective instructional delivery. It was also observed in the study that the respondents accepted the fact that lecturers and Students have regular access to the Facebook platform or network than visiting the library which improve effective instructional delivery. The analysis still showed that the respondents agreed on the view that facebook platform or network allows lecturers and students to be expose to internet facilities thereby enhancing effective instructional delivery. The study also revealed that the respondents agreed on the view that facebook network or platform foster lecturers research work hence links them to the internet world.

Research Question 2

To what extent does adoption of WhatsApp enhance effective instructional delivery among lecturers in Ignatius Ajuru University of Education?

Table 2: Mean and standard deviation analysis on how adoption of WhatsApp enhances effective instructional delivery among lecturers in Ignatius Ajuru University of Education.

S/No	Questionnaire Items	Male Lecturers= 50			Female Lecturers=33		
		Mean $\bar{x}$	SD	Remarks	Mean $\bar{x}$	SD	Remarks
6.	Lecturers through WhatsApp messages can get reading or study material from one another which improve effective instructional delivery.	2.86	0.84	High Extent	2.91	0.85	High Extent
7.	Video and audio messages are shared via WhatsApp link for lecturers to improve their study habit thereby enhancing effective instructional delivery.	2.83	0.84	High Extent	2.95	0.86	High Extent
8.	WhatsApp link helps the lecturers to have access to pictures and image as an instructional materials or a resource which enhances their study habit.	2.97	0.86	High Extent	2.98	0.86	High Extent
9.	Lecturers have unlimited access to study materials now as a result of access to WhatsApp network thereby enhancing effective instructional delivery.	2.94	0.86	High Extent	2.99	0.86	High Extent
10.	WhatsApp link contribute immensely to the effective instructional delivery.	2.92	0.85	High Extent	3.00	0.87	High Extent
	Grand Total	2.90	0.85		2.97	0.86	

Source: Field Survey, 2023.

The data analysis in Table 2 above indicated that the respondents accepted the point that lecturers through WhatsApp messages can get reading or study material from one another which improve effective instructional delivery. The analysis also showed that the respondents agreed on the view that video and audio messages are shared via WhatsApp link for lecturers to improve their study habit thereby enhancing effective instructional delivery. It was still noticed in the study that the respondents agreed on the fact that WhatsApp link helps the lecturers to have access to pictures and image as an instructional materials or a resource which enhances their study habit. The analysis also revealed that the respondents accepted the view that lecturers have unlimited access to study materials now as a result of access to WhatsApp network thereby enhancing effective instructional delivery. The analysis indicated that the respondents agreed on the fact that WhatsApp link contribute immensely to the effective instructional delivery.

Research Question 3

To what extent does adoption of You Tube enhance effective instructional delivery among lecturers in Ignatius Ajuru University of Education?

Table 3: Mean and standard deviation analysis on how adoption of You Tube enhances effective instructional delivery among lecturers in Ignatius Ajuru University of Education.

S/No	Questionnaire Items	Male Staff = 353			Female Staff = 373		
		Mean $\bar{x}$	SD	Remarks	Mean $\bar{x}$	SD	Remarks
11.	YouTube is an online video-sharing platform that help the lecturers in their study thereby enhancing effective instructional delivery.	2.89	0.85	High Extent	2.95	0.86	High Extent
12.	YouTube platform allows lecturers to upload and view documents which enhance effective instructional delivery	2.86	0.83	High Extent	2.86	0.84	High Extent
13.	YouTube increase lecturers' lecturing skills and research capabilities thereby enhancing effective instructional delivery.	2.78	0.83	High Extent	2.91	0.85	High Extent
14.	YouTube helps lecturers in searching their course material or content online and course outline thereby enhancing effective instructional delivery.	2.83	0.84	High Extent	2.82	0.84	High Extent
15.	YouTube has help lecturers positively in area of study materials and collaboration study through internet facility.	2.86	0.84	High Extent	2.86	0.84	High Extent
	Grand Total	2.84	0.84		2.88	0.85	

Source: Field Survey, 2023

The analysis in Table 3 above revealed that the respondents agreed on the view that YouTube is an online video-sharing platform that helps the lecturers in their study thereby enhancing effective instructional delivery. The analysis still indicated that the respondents accepted on the point that YouTube platform allows lecturers to upload and view documents which enhance effective instructional delivery. It was also observed in the study that the respondents accepted the fact YouTube increase lecturers lecturing skills and research capabilities thereby enhancing effective instructional delivery. The analysis still showed that the respondents agreed on the view that YouTube helps lecturers in searching their course material or content online and course outline thereby enhancing effective instructional delivery. The analysis also revealed that the respondents agreed on the view that YouTube has help lecturers positively in area of study materials and collaboration study through internet facility.

Test of hypotheses
Hypothesis 1
There is no significant difference in the mean ratings of the male and female lecturers on the adoption of Facebook for effective instructional delivery among lecturers in Ignatius Ajuru University of Education.

Table 4: Z-test Analysis of significant difference in the mean ratings of the male and female lecturers on the adoption of Facebook for effective instructional delivery among lecturers in Ignatius Ajuru University of Education

Status	N	Mean $\bar{X}$	SD	Df	z-cal	z-crit	Decision
Male lecturers	50	2.84	0.84				
				81	1.29	1.96	Accepted
Female lecturers	33	2.88	0.85				

The analysis on Table 4 revealed that the z-cal of 1.29 is less than the z-crit of 1.96. Therefore, the calculated z-ratio is not statistically significant at a 0.05 level of significance since it is smaller than the given critical value of z-ratio. So, the hypothesis 1 is thus accepted and the conclusion is that significant difference in the mean ratings of the male and female lecturers on the adoption of Facebook for effective instructional delivery among lecturers in Ignatius Ajuru University of Education.

Hypothesis 2

There is no significant difference in the mean ratings of the male and female lecturers on the adoption of WhatsApp for effective instructional delivery among lecturers in Ignatius Ajuru University of Education.

Table 5: Z-test Analysis of significant difference in the mean ratings of the male and female lecturers on the adoption of WhatsApp for effective instructional delivery among lecturers in Ignatius Ajuru University of Education

Status	N	Mean $\bar{X}$	SD	Df	z-cal	z-crit	Decision
Male lecturers	50	2.90	0.85				
				81	1.24	1.96	Accepted
Female lecturers	33	2.97	0.86				

The analysis on Table 5 indicated that the z-cal of 1.24 is less than the z-crit of 1.96. Therefore, the calculated z-ratio is not statistically significant at a 0.05 level of significance since it is less than the given critical value of z-ratio. Therefore, the hypothesis 2 is thus accepted and the conclusion is that there is no significant difference in the mean ratings of the male and female lecturers on the adoption of WhatsApp for effective instructional delivery among lecturers in Ignatius Ajuru University of Education.

Hypothesis 3
There is no significant difference in the mean ratings of the male and female lecturers on the adoption of You Tube for effective instructional delivery among lecturers in Ignatius Ajuru University of Education.

Table 6: Z-test analysis of significant difference in the mean ratings of the male and female lecturers on the adoption of You Tube for effective instructional delivery among lecturers in Ignatius Ajuru University of Education

Status	N	Mean $\bar{X}$	SD	Df	z-cal	z-crit	Decision
Male Lecturers	50	2.84	0.84				
				81	1.19	1.96	Accepted
Female Lecturers	33	2.88	0.85				

The analysis on Table 6 revealed that the z-cal of 1.19 is less than the z-crit of 1.96. Therefore, the calculated z-ratio is not statistically significant at a 0.05 level of significance since it is smaller than the given critical value of z-ratio. So, the hypothesis 3 is thus accepted and the conclusion is that there is no significant difference in the mean ratings of the male and female lecturers on the adoption of You Tube for

effective instructional delivery among lecturers in Ignatius Ajuru University of Education.

Discussion of findings

The findings in research question one: To what extent does adoption of Facebook enhance effective instructional delivery among lecturers in Ignatius Ajuru University of Education revealed that adoption of Facebook enhance effective instructional delivery among lecturers in Ignatius Ajuru University of Education. This finding is in collaboration with Lau (2017) [8], who observed that uses of Facebook platform connects the students and lecturers at the same time thereby enhancing effective instructional delivery. The analysis still indicated that the respondents accepted on the point that lecturers and Students have regular access to the Facebook platform or network thereby enhancing effective instructional delivery. It was also observed in the study that the respondents accepted the fact that lecturers and Students have regular access to the Facebook platform or network than visiting the library which improve effective instructional delivery. The analysis still showed that the respondents agreed on the view that facebook platform or network allows lecturers and students to be expose to internet facilities thereby enhancing effective instructional delivery. The study also revealed that the respondents agreed on the view that facebook network or platform foster lecturers research work hence links them to the internet world.

The findings in Research Questions two: To what extent does adoption of WhatsApp enhance effective instructional delivery among lecturers in Ignatius Ajuru University of Education indicated that adoption of WhatsApp enhance effective instructional delivery among lecturers in Ignatius Ajuru University of Education. This study is in the same view with the Fenn (2014) [4], who noted that lecturers through WhatsApp messages can get reading or study material from one another which improve effective instructional delivery. The analysis also showed that the respondents agreed on the view that video and audio messages are shared via WhatsApp link for lecturers to improve their study habit thereby enhancing effective instructional delivery. It was still noticed in the study that the respondents agreed on the fact that WhatsApp link helps the lecturers to have access to pictures and image as an instructional materials or a resource which enhances their study habit. The analysis also revealed that the respondents accepted the view that lecturers have unlimited access to study materials now as a result of access to WhatsApp network thereby enhancing effective instructional delivery. The analysis indicated that the respondents agreed on the fact that WhatsApp link contribute immensely to the effective instructional delivery.

The findings in Research Question three: To what extent does adoption of You Tube enhance effective instructional delivery among lecturers in Ignatius Ajuru University of Education showed that adoption of You Tube enhance effective instructional delivery among lecturers in Ignatius Ajuru University of Education. The study is in the same view with Musa (2012) [12], who in his study admitted that YouTube is an online video-sharing platform that helps the lecturers in their study thereby enhancing effective instructional delivery. The analysis still indicated that the respondents accepted on the point that YouTube platform allows lecturers to upload and view documents which enhance effective instructional delivery. It was also observed in the study that the respondents accepted the fact YouTube increase lecturers lecturing skills and research capabilities thereby enhancing effective instructional delivery. The analysis still showed that the respondents agreed on the view that YouTube helps lecturers in searching their course material or content online and course outline thereby enhancing effective instructional delivery. The analysis also revealed that the respondents agreed on the view that YouTube has help lecturers positively in area of study materials and collaboration study through internet facility.

Conclusion

Based on the findings of the study, the researcher concludes that, Facebook, WhatsApp, You Tube, have positive and significant effects on instructional delivery among lecturers in Ignatius Ajuru University of Education. The researcher still concludes that social media is a computer-based technology that facilitates the sharing of ideas, thoughts, and information through the building of virtual networks and communities. The study also deduced that the most common social media platforms currently in use are; Facebook, Twitter, Whatsapp, YouTube, etc., however, the study also deduced that WhatsApp as a social media enables lecturers and users to share text messages, videos, images, and audio messages via internet connection. WhatsApp is superior to SMS messaging, which can be very costly when used in foreign countries due to roaming charges; WhatsApp, in contrast, relies on the active Wifi network.

Recommendations

Based on the findings of the study, the following recommendations are hereby put forward to ensure that this study achieve its objectives.

1. Management of facebook should upgrade the platform to facilitate teaching and learning because of its positive effects on instructional delivery among lecturers in Ignatius Ajuru University of Education.
2. University management or administration should adopt WhatsApp platform as a teaching tool hence it has positive influence on instructional delivery.
3. Government and Non-governmental organization should organize enlightenment campaign for the lecturers on the uses of You Tube for learning hence it has positive influence on the instructional delivery among lecturers in Ignatius Ajuru University of Education.

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