

**EFFECTS OF SOCIAL MEDIA ON TEACHING OF ADULT LEARNERS IN LITERACY CENTRES OF SOUTH WEST, NIGERIA**

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**ABSTRACT**

The study examined the effect of social media on teaching of adult learners and their performance in selected literacy centres of South-West, Nigeria. It ascertained the extent at which learners depend on social media as a tool to enhance their academic knowledge and gained academic information performance. The researchers employed survey method, questionnaire to elicit data from the respondents. Five research questions were raised for this study. Findings showed that social media, as it is all over the world enabled respondents to engage in interpersonal communication. The effects of information and communication technology on open and distance learning of adult literacy programme is very high. Majority of the learners see social media as a means of acquiring knowledge and also network with other like-minded learners as far as academic related information is concerned. However, poverty, non-availability of power supply was discovered to be a major impediments to adult learners' usage of various social sites to enhance their academic performance.

**Key Words:** Social media, teaching, adult learners, academic performance, literacy centres.

**1. INTRODUCTION**

The new development in the technological world according to Arannel (2009), has made the internet an innovative way for individuals and families to exchange opinion, thought, ideas and information. The dominance of internet on human social life stated since 1990s. It began in the western part of the world and a latter shift to the other part especially the African region has no doubt make facebook, twitter, myspace, youtube, 2go and other networks become the major home of most people, especially students(Harush, and Rivka, 2010).

San diego and California (2009) attest to the fact that technology has allowed people from one end of the globe to communicate and relate with others. The social media sites allow those who use them create personal profiles, while connecting with other users of the site. Users can upload photograph, post what they are doing at any given time and even send personal messages to whosoever they have chosen.

According to Neelamalar and Chitra (2009), social network sites have attracted millions of users, many of who have integrated these sites to their daily practices. The features of these sites varies. While “some support the maintenance of the pre-existing contact, others help strangers connect based on perceived shared interest (Bukola, 2014)”, it also opens others to diverse audiences who share nothing in common.

Facebook, lindedin, bebo, myspace and so on vary in the way they accommodate new tools such as mobile connectivity, blogging and photo/video sharing (Bukola, 2014). Over the past fifteen years, traditional understanding of the role of audience and producers of mass communication has been challenged in the light of the internet and advancement in information and communication technologies (Whiting and Williams, 2013). These developments according to Bukola (2014) have allowed the cyberspace to be crowded with users who continually use social media platforms for several reasons ranging from egocentric (individual needs) and attrucentric (common needs) motivation to intrinsic (personal needs) and extrinsic (social reward) motivation. According to Enraquez (2010) opined that the type of users drawn using these motivating factors are knowledge sharers, community facilitators, information seekers and attention seekers.

Students form a large proportion of users on social media networks. Abedniya and Mahmoudi (2010) found that about 72% of all college students have a social media profile with 45% of them using media sites at least once a day. Many use social media to find solution to academic work or to broaden their knowledge on topics that are of great benefits to their academics.

### **Objective of the Study**

The main objective of this study is to ascertain the influence of social media on the academic performance of adult learners in selected literacy centres of South-West Nigeria. It seeks to know the extent at which learners depend on social media as a tool to enhance their academic knowledge and gain academic information.

Also, this study will examine the extent at which adult learners prefer social media to other media as a source of information. It seeks to know if learners turn to other media aside social media for helpful information about their academic work and how effective are these other media.

With the advent of technology, it is possible for individual and groups to communicate with each other regardless of their geographical locations. This technology combines innovative features of telegraph, telephone, radio and television thus bridges great distance and reaches a mass audience, with novel features such as relative anonymity and virtual platforms to meet others with similar interest and needs. This study therefore seeks to know the extent to which adult learners see social media as a means of entertaining and tension releasing mechanism.

### **Research Questions**

The following questions guided this study:

1. To what extent do adult learners view social media as a means of enhancing their academic performance?
2. To what extent do adult learners prefer social media to other media as a source of information?
3. To what extent do learners see social media as entertainment and tension release mechanism?
4. Which of the social media sites do adult learners visit most?
5. How helpful has the social media sites visited been as far as academic related information is concerned?

## 2. LITERATURE REVIEW

### Social Media

Taprial and Kanwar (2012) observe that the emergence of social media began in the early days of internet use, as people began to share information and communicate with each other. Although, the number of people using the platforms at first was small because it required some level of expertise, it has overtime given enough room for people without any technology background. People now fully participate by creating their own content, sharing it with others, responding to people and collaborating with them.

The social media has various definitions. Bruns and Bahnisch (2009) define the social media as websites which build on Web 2.0 technologies to provide space for in-depth, social interaction, community formation, and the tackling of collaborative projects. In simpler terms, Oxford Dictionaries (2013) defines social media as websites and applications that enable users to create and share contents or to participate in social networking. Merriam Webster dictionary (2013) also defines it as forms of electronic communication as websites for social networking and micro-blogging, through which users create online communities to share information, ideas, personal messages and other contents like videos. Going by these definitions, social media “encompasses all the services that facilitate creation, sharing and exchange of user-generated content... Each type of media has its own benefits and there is something for everyone”. (Taprial and Kanwar, (2012)

The virtual community through which people communicate and interact online is known as the social media. Examples are Instagram, Google+, Facebook, LinkedIn, Flickr, BBM, Hi5 and Twitter, to mention a few. They are also commonly referred to as social network sites. These sites are web-based services that allow individuals to construct public or semi-public profile within a bounded system; articulate a list of other users with whom they share a connection; and view and tranverse their list of connections and those made by others within the system (Boyd and Ellison 2007). People use these social networks for a number of reasons. It is used to maintain relationships, start new relationships, share life events and stories, live events and stories (news), as well as for humor and escapism (Leonard and Lisha, 2013). The social media because of its numerous features according to Sponcil and Gitimu (2014), is a phenomenon that has gained popularity over the last decade especially among the youth. It allows them to create personal profiles, while connecting with other users of the site. Users can upload photographs,

post what they are doing at any given time and send personal or public messages to whoever they choose.

No doubt, the social media has empowered people to express their thoughts and opinions and share them with others. People are now very active in designing and deciding contents. This further buttresses Katz, Blumler and Gurevitch's (1974) proposition about the audience as being active rather than passive consumers of media contents. They really do not have to depend on contents created by media houses; you can get heard, and gather reactions and followers; mobilize people and start a movement and encourage participation. Nagarajan and Chitra (2009) see the social media and its role in modern society as fascinating. At the heart of this fascination is the ability for users to participate, collaborate, consume, create and share content via a variety of platforms such as blogs, email, instant messaging services, social network services, collaborative wikis, social bookmarking sites and multimedia sharing sites.

## Properties of Social Media

One major factor that has increased the popularity of the social media is the innovation of smart phones technology, where users can log in to social sites and update their statuses at any given time. "Most social sites are already integrated with the smart phones along with mobile websites and specially designed mobile applications to cater for sharing, gaming, collaborating, sending messages, networking, uploading/downloading media files (music and movies) and a lot more." (Taprial and Kanwar, 2012). They identified inherent properties of the social media that serves as an edge as follows:

**Accessibility:** It is easy to use without any special skill. Anyone with an online access can use the social media to start or contribute to conversations.

**Speed:** The contents created are easily accessed as soon as it is published online. Reactions and responses can come in the next minutes and can reach a large audience within a short time.

**Interactivity:** Users can rub minds, talk about their interests and make share their viewpoints on controversial or contemporary issues with people.

**Longevity/Volatility:** The nature of the medium gives room for editing/updating messages. Messages also can remain accessible for a very long time.

**Reach:** The internet offers unlimited reach. Anyone can access from anywhere and share with anyone they want to.

## Categories of Social Media

Kaplan and Haelein, cited in Taprial and Kanwar (2012) identified six categories of social networks. They include:

- Collaborative Projects (e.g. Wikipedia)
- Blogs and Microblogs (e.g. Twitter)

- Content communities (e.g. Youtube)
- Social Networking Sites (e.g. Facebook)
- Virtual Game Worlds (e.g. World of Warcraft)
- Virtual Social Worlds (e.g. Second life)

Neelamalar and Chitra (2009) mentioned some features that endear people to the social media. The first is Scrapping. According to them, youths like this feature because it satisfies their socialization needs to participate in and join communities with like-minded people. The second is profile setting and the third is photo sharing. The former allows people to exhibit their personal identities, the way they want to be perceived by people who view their profiles.

A lot of factors also motivate social media users and determine the way the media is put to use. Bruns and Bahnisch (2009) noted that two types of social media use. They are the instrumental and social uses of the mass media. According to him, instrumental users who desire to be informed or entertained, while social users are the active and committed participants. The two major determinants or sources of motivation include the needs and wants which users identify in themselves and secondly, the rewards and gratifications which they are likely to receive or achieve as a consequence of constructive participation. This paper dwells more on the gratification a user seeks to get by using the social media. Escapism finds its roots in and fits perfectly into the diversion category of needs as the entertainment contents on social media plus its construction of an unreal community can serve as an escape route for people.

## Basic features of the social media

Neelamalar and Chitra (2009) as cited by Bukola 2014 view the social media as serving good in many ways. Most social networking websites also offer additional features. In addition to blogs and forums, members can express themselves by designing their profile page to reflect their personality. Three motivations for creating content on the social media are mentioned below as presented by Grannel (2009).

**Identity Management:** The ability to create an independent space of your own really amounts to something. People who are media savvy and use UGC understand the importance of image management. It is good to feel important in a world where most media assets are packaged and arguably controlled. Getting heard increases one's self esteem and makes one feel needed.

**Knowledge Management:** The diary-like capabilities of most UGC distinguishes it from static material. UGC meets the need for temporal structuring and integrating of past and present experiences. Where diary keeping was common place before the internet, this motivation seems to drive people's behaviour.

**Social Connection:** The appeal of connectedness obtainable online is a major propeller. The online world seems perfect for this in its design. It is easier to be known for something, maintain current connections and create new ones. Staying in touch with a hundred of contacts becomes so easy. Just the upload of a picture for instance can send a message to all loved ones around at no time and effort.

### **Functional Use of Media**

Researchers on mass media in the past concentrated on the effects of media messages or contents on the audience. That is, what media do to people or how the media affects the audience's attitude or behaviour. Then, the audience are seen as been passive and defenseless and are made to react the way the media want (Baran, 2004).

However, there was a rethink by some scholars who maintained that audience are not always passive but active as they decide what to do with the media, not allowing media to direct their attitude, or influence them into behaving in a certain way.

Severin and Tankard (2001) citing Gaunson, et al. (1992) opine that the term "audience" be replaced with an active "reader" of mass communication contents. According to them, this is because mass media content is rich in meaning and open to multiple reading.

These days, mass media audiences are now seen as being active and have control over the media influence. The big question now is to what extent is the influence of the mass media on its audience? According to a communication scholar, Bitner (1989) citing Elihu Katz (1960) opine that:

...we have so far failed to consider the interactive qualities of our media-audience relationship. We have been asking the question, "what do the media do to people" instead of "what do people do with media".

Scholars have highlighted the reasons people expose themselves to media or what they (audience) use the media for. Robin (1994) as cited by Severin and Tankard (2001) noted that audience engaged in the activity of choosing the media for the purpose of satisfying their needs. Some of these needs include fun – entertainment, relaxation or escape from boredom, escape from problem, for social utility, convenience, for social extension etc.

Actually, it was Katz's efforts in 1949 after interviewing people about what they missed during a two-week newspaper strike in United States of America, that he was able to find out the purposes of media to people, or what audience really missed in the newspaper. Katz's findings revealed that people missed the newspaper because it informs them about world affairs.

### **Students' Academic Performance**

Adachie (2001) citing Kinsler and Robinson (1990) define performance as "the actual functioning of possessed structures and processes reflected through environmental factor which moderate the manifestation of pure competence in a problem solving situation. They go further to state that such moderation may come not only from the environment but also from the individual variables in the form dispositional factor or influence, attitudinal states and cognitive inclination.

Scholars such as Russell and Pietric (1992), Johnson (2000), Noguera (2001) and Aremu (2001) have indicated several factors that affect academic performance either positively or negatively. The factors include:

**(i) Individual Factor**

The individual learner is at the centre of academic action and decision. This individual, during the course of his learning, is confronted with some intervening factors. His academic acquisition, retention and output is measured with some criteria of excellence determined by teachers, examiners, parents and other factors such as: (a) Cognitive skills: which has to do with the ability of the person to acquire the skills of perception, conception, memory, language reasoning and creativity, and apply them to his or her studies. These skills will improve the student's academic performance. (b) Physical and health factor, psycho-emotional factors, lack of interest in school programme (Russell and Piteric, 1992; Aremu, 2001). Also, factors within the individual factor which will affect the individual's academic performance are Motivational Orientations and Self-esteem or Self-efficacy expectations.

Aremu (2001) states that "for a child to succeed in a school programme, he has to be well motivated. Absence of this may necessitate truancy, gangsterism, cultism, night clubbing and other social vices which are anti-academic success".

Adachie (2001) citing Burke, Midkiff and Williams (1985) reveal that "students with positive self-concept or esteem tend to internalize success more (and failure less) than students with negative self-concept."

**(ii) Family Factor**

Aremu (2001) stresses the important role the family plays in influencing the academic performance of students as he states that "the family values and interest come to play very significantly in the life's quest of an individual child. He therefore lists all other factors inherent in the family. They include Cognitive Stimulation/Basic Nutrition during the first two years which include adequate breast feeding of a child which gives the infants more protection from diseases and promotes mother-infant relationship. Type of parental discipline to a child at home, lack of role model at home, that is, educated role models like doctors, lawyers, engineers who could inspire children to greater academic height.

**(iii) School Factor**

Sub-factors under school factor such as school location, physical building, quality of reading staff, interpersonal relationship among the school personnel, school environment/atmosphere and quality of school in general will in great way determine the academic results of students or learners (Russell and Petrie, 1992; Aremu, 2001).

Noguera (2001) citing Sizemre (1988), Murphy and Hallington (1985) who carried out a research study on the qualities of effective schools, found out that such a school should possess the following qualities:

(1) a clear sense of purpose, (2) core standards within a vigorous curriculum, (3) high expectations, (4) commitment to educate all students, (5) safe and orderly environment, (6) strong partnership with parents, (7) a problem solving attitude.

Aremu (2001) maintains that if a school is located in such places like market, industries areas, filthy areas, airport etc...they will constitute an unmotivating and unfriendly academic environment for learners, which consequently lure students into truancy, loitering and playing of games.

**(iv) Societal factor**

Aremu (2001) says that “what a society looks like and what operates therein could affect academic achievement of learner positively or negatively.” According to him, no meaningful learning takes place where there is crisis. Other sub-factors within the societal factor which affect academic performance are: Anti-Intellectual Disposition of Groups in the Society, that is, a society that frowns against education and instead embraces materialism, and Class Differences in the areas of family academic background and economic status among parents or families.

**(v) Causations Resident in the Government**

Aremu (2001) identifies instability of educational policy, underfunding of education sector, leadership and job losses inherent in the government as factors which affect students’ academic performance.

**(vi) Peer Group**

This is a group of friends or mates which a student associates himself or herself with. This could either positively or negatively affect one’s academic performance.

Johnson (2000) states that:

Having friends in school allows the child to learn a host of skills: group interaction, conflict resolution, and trust building, among others. Without positive group interactions, serious social problem may develop. Peer rejection in early childhood and early adolescence, for example, is a good predictor of social and academic problems later.

Johnson goes ahead to say that personal academic development is not only made possible by peer group, but also teachers, parents, and other people somebody may come in close contact with them.

**Research Method**

**Research Design**

The descriptive research design of the survey type was used for this study. This was adopted in order to accurately assess facts gathered from the respondents.

**Population**

The target population for this study comprises of adult learners in South West Nigeria. The data were collected with the use of structured questionnaire.

**Sample**

Simple random sampling technique was used in selecting samples among the respondents. The sample of this study was made up of 150 respondents selected randomly from the population, this is due to the large respondents available in the study area to attend to the questionnaire.

**Instrument**

The instrument used for the collection of data was a 25 item questionnaire developed by the researchers.

**Data Collection**

The researchers were able to explain certain items on the questionnaire to the respondents so that the questionnaire will be properly filled. The questionnaire was administered to the researcher face to face to the respondents with the help of four research assistants and were collected on the spot.

**Data Analysis**

The Statistical Package for Social Science (SPSS) was used for the analysis. Descriptive statistics were used to analyse the quantitative data.

**3. RESULTS AND DISCUSSION**

**Research Question 1: Does adult learners’ view social media as a means of enhancing their academic performance?**

**Table 1: mean responses of the respondents on adult learners’ view social media as a means of enhancing their academic performance**

S/N	I T E M S	S A A	S D D	TOTAL	
1	Social media encourages learners in class	7 0 46.7%	5 1 34.0%	9 2 6.0% 13.3%	1 5 0 100%
2	Social media activities always motivate learners to learn	6 7 44.7%	7 1 47.3%	- 1 2 8.0%	1 5 0 100%
3	information seekers are familiar with educative sites	9 8 65.3%	4 2 28.0%	- 1 0 6.7%	1 5 0 100%
4	learners spent more time on social media to read effectively	2 9 19.3%	6 7 44.7%	3 4 2 9 22.7% 19.3%	1 5 0 100%
5	it provide for the need of learners in term of research	7 3 48.7%	6 7 44.7%	1 0 - 6.7%	1 5 0 100%

Source: Field Survey, 2019

Table 1 above indicate the respondents response on research question one which stated adult learners’ view social media as a means of enhancing their academic performance, the result shows that 46.7% of the respondent strongly agreed and 34.0% agreed to item one which says that Social media encourages learners in class while 6.0% strongly disagreed as 13.3% disagreed, 44.7% and 47.3% strongly agreed and agreed respectively with item 2 which states that social media activities always motivate learners to learn while 8.0% disagreed, 65.3% of the respondent also strongly agreed with Items 3 which states that information seekers are familiar with educative sites and 28.0% agreed as 6.7% disagreed, 13.3% strongly agreed and 44.7% agreed to item 4 which stated that learners spent more time on social media to read effectively while 22.7% and 19.3% strongly disagreed and disagreed, 48.7% strongly agreed and 44.7% agreed to item 5 which says it provide for the need of learners in term of research while 6.7% of the respondent disagreed. It is clear from the result that adult learners agreed that social media activities encourages and motivate learner in class. Learners spend time on social Medias and educative sites to read effectively and it also provide for the needs of learners in terms of research.

**Research Question 2: Does adult learner prefer social media to other media as a source of information?\**

**Table 2: Responses of the respondents to adult learner prefer social media to other media as a source of information**

S/N	I T E M S	S A A	S D D	TOTAL	
6	it is accessible without any skill	8 3 55.3%	6 4 42.7%	3 - 2.0%	1 5 0 1 0 0 %
7	social media contents are easily accessed	9 4 62.7%	5 6 37.3%	- -	1 5 0 1 0 0 %
8	sharing of idea with other people	3 9 26.0%	1 1 1 74.0%	- -	1 5 0 1 0 0 %
9	social media gives room for editing and updating of messages	1 0 2 68.0%	4 5 30.0%	3 - 2.0%	1 5 0 1 0 0 %
1 0	internet offers unlimited reach for learners	9 8 65.3%	2 7 18.0%	- 2 5 16.7%	1 5 0 1 0 0 %

**Source: Field Survey, 2019**

Table 2 above indicates the respondent’s response on research question two which stated does adult learners prefer social media to other media as a source of information, the result revealed that 55.3% and 42.7% of the respondent strongly agreed and agreed respectively with item 6 that says It is accessible without any special skill while 2.0% strongly disagreed, 62.7% and 37.3% of the respondent strongly agreed and agreed respectively to item 7 that stated that social media content are easily accessed while none of the respondent strongly disagreed nor partially disagreed, 74.0% of the respondent strongly disagreed to item 8 which says that sharing of idea with other people while 26.0% agreed, none of the respondent disagreed, 68.0% and

30.0% strongly agreed and disagrees respectively to item 9 that states that social media gives room for editing and updating of message while 2.0% strongly disagreed, 65.3% and 18.0% of the respondent strongly agreed and agreed respectively to item 10 that says internet offer unlimited offer for learners while 16.7% The result reveals that adult learners prefer social media to other media as a source of information because it is easily accessible and it allows users to edit and update ideas mostly for research and educating purpose

**Research Question 3: Does learners see social media as entertainment and tension release mechanism?**

**Table 3: responses of the respondents on learners see social media as entertainment and tension release mechanism**

S/N	I T E M S	S A A	S D D	TOTAL	
1 1	Most learners use print media for social entertainment	4 7 31.3%	4 1 27.3%	9 5 3 6.0% 35.3%	1 5 0 1 0 0 %
1 2	Learners enhance adequate learning from social media entertainment programme	2 5 16.7%	8 3 55.3%	- 4 2 28.0%	1 5 0 1 0 0 %
1 3	there are room for facilitators and learners communication on social media	8 0 53.3%	7 0 46.7%	- -	1 5 0 1 0 0 %
1 4	Effective use of social medias always help learners to think fast	6 7 44.7%	7 4 49.3%	- 9 6.0%	1 5 0 1 0 0 %
1 5	Learners keep and remember easily through social media	5 3 35.3%	9 4 62.7%	- 3 2.0%	1 5 0 1 0 0 %

**Source: Field survey, 2019**

Table 3 above indicate the respondents response on research question three which stated learners see social media as entertainment and tension release mechanism, the result shows that 31.3% of the respondent strongly agreed and 27.3% agreed to item 11 that says most learners use print media for social entertainment while 6.0% strongly disagreed and 35.3% disagreed, 16.7% of the respondents strongly agreed to item 12 that state Learners enhance adequate learning from social media entertainment programme as 55.3% agreed while 28.0% disagreed and, 53.3% and 46.7% strongly agreed and agreed respectively to item 13 which state there are room for facilitators and learners communication on social media while none of the respondent disagreed nor strongly disagreed, 44.7% and 49.3% strongly agreed and agreed to item 14 that says Effective use of social medias always help learners to think fastas 6.0% disagreed. 35.3% and 62.7% strongly agreed and agreed respectively to item 15 that says Learners keep and remember easily through social mediawhile 2.0% it is clear from the result that adult learners see social media as an entertainment and enhances adequate learning from social media entertainments and there is always room for learners and facilitators to communicate on social media, social media enhances learners to think fast and also remember easily what they have learnt.

**Research question 4: What social media do adult learners visit most?**

**Table 4: responses of the respondents on what social media do adult learners visit most?**

S/N	I T E M S	S A A	S D D	TOTAL		
1 6	Learners frequently visits facebook because of my online learning	2 0 13.3%	4 7 31.3%	3 7 24.7%	4 6 30.7%	1 5 0 1 0 0 %
1 7	Whatsapp is one of the easy social media site to access for learners	5 2 34.7%	8 0 53.3%	-	1 8 12.0%	1 5 0 1 0 0 %
1 8	Instagram is usually used for downloading our learning materials	3 2.0%	2 6 17.3%	8 0 53.3%	4 1 27.3%	1 5 0 1 0 0 %
1 9	Twitter is one of the social media sites visited by students	7 1 47.3%	6 0 40.0%	1 0 6.7%	9 6.0%	1 5 0 1 0 0 %
2 0	Youtube is usually used by student to download video lectures.	8 7 58.0%	6 3 43.0%	-	-	1 5 0 1 0 0 %

**Source: Field survey, 2019**

Table 4 above indicate the respondents response on research question four which stated what social media do adult learners visit most?, the result shows that 13.3% of the respondent strongly agreed and 31.3% agreed to item 16 that says Learners frequently visits facebook because of my online learning while 24.7% strongly disagreed and 30.7% disagreed as well, 34.7% of the respondents strongly agreed to Item 17 which stated that What Aapp is one of the easy social media site to access for learners as 53.3% agreed while 12.0% disagreed, 2.0% strongly agreed and 17.3% agreed to item 18 that states Instagram is usually used for downloading our learning materials while 53.3% and 27.3% strongly disagreed and disagreed, 47.3% strongly agreed and 40.0% agreed to item 19 that says Twitter is one of the social media sites visited by students while 6.7% and 6.0% strongly disagreed and disagreed, 58.0% and 42.0% strongly agreed and agreed respectively. The result shows that adult learners’ visit social media for online classes while some to make enquiries on researches or odd topics and also for educating interactions. Adult learners also visit social medias like youtube to download/watch video classes.

**Research question 5: How helpful has the social media sites visited been as far as academic related information is concerned?**

**Table 5: Respondents response on how helpful has the social media sites visited been as far as academic related information is concerned?**

S/N	I T E M S	S A A	S D D	TOTAL		
2 1	social media site visited help learners to have more time with friends	4 5 30.0%	9 2 61.3%	-	1 3 8.7%	1 5 0 1 0 0 %
2 2	social media site visited help learners to think deeply	5 8 38.7%	7 6 50.7%	3 2.0%	1 3 17.3%	1 5 0 1 0 0 %

2 3	it enables users to create and share contents	1 2 4 82.7%	2 6 17.3%	-	-	1 5 0 1 0 0 %
2 4	it makes learner participate in social networking	1 2 4 82.7%	1 7 11.3%	-	9 6.0 %	1 5 0 1 0 0 %
2 5	social media has empowered people to express their thought and opinions and share them with others	1 3 4 89.3%	1 6 10.7%	-	-	1 5 0 1 0 0 %

Source: Field survey, 2019

Table 5 above indicate the respondents response on research question five which stated what how helpful has the social media sites visited been as far as academic related information is concerned?, the result shows that 30.0% of the respondent strongly agreed and 61.3% agreed to item 21 that says social media site visited help learners to have more time with friends while 8.7% disagreed, 38.7% of the respondents strongly agreed to Item 22 which stated that social media site visited help learners to think deeply as 50.7% agreed while none of the respondent disagreed nor strongly disagreed, 82.7% strongly agreed and 17.3% agreed to item 23 that states it enables users to create and share contents while, 82.7% strongly agreed and 11.3% agreed to item 24 that says it makes learner participate in social networking while 6.0% disagreed, 89.3% and 10.7% strongly agreed and agreed respectively to item 25 which says social media has empowered people to express their thought and opinions and share them with others while none of the respondent disagreed nor strongly disagreed. It is clear from the result shows that visiting social media helps learner deeply to create contents and participate in social networking to share their contents and gain more idea.

### Discussion of finding

From research question one which stated that what is effects of information and communication technology on open and distance learning of adult literacy programme, availability of power supply would help learners acquire passion for learning and funding of such ICTs will allow learners gain access to necessary equipments of learning, ICT lack of skills to design course wares as well as bad internet connectivity will deny learners access to facilitators. This is in line with Kanwar(2012) observe that the emergence of social media be gained in the early days of internet use, as people began to share with each other. Although, the number of people using the platform at first was small because it required some level of expertise, it has over time given enough room for people without any technology background. People now fully participate by creating their own content, sharing it with others, responding to people and collaborating with them.

Social media has impacted new modes of learning that has influenced method used for learning that has helped develop global social learning and reshaped universities. Social media has progressed on the achievement of open and distance learning programme by empowering the relationship of learners and facilitators and it has also encouraged flexibility in learning that has provided educational opportunities needed by anyone and makes learner finish course quickly and it has also provide increased educational opportunities to larger population. Also this correspond with the work of Neelamalar and Chitra (2009) mentioned some features that endear

people to the social media. The first is Scrapping. According to them, youths like this feature because it satisfies their socialization needs to participate in and join communities with like-minded people.

Social media has a significant importance in distance learning in helping learners to acquire knowledge in developing new skill and assist them in creativity and ability to learn fast even without guidance from teachers and finally it helps learner learn at a speed rate in the class.

#### **4. CONCLUSION**

In conclusion, the absence of recent time series study to provide empirical proof of the contribution of social media to the academic performance of adult learners, this study was undertaken to actually bridge this gap in the literature. The key outcome of the study is the proof of a positive time series connection between social medias and adult learners. Scholars have highlighted the reasons people expose themselves to media or what they (audience) use the media for. Robin (1994) as cited by Severin and Tankard (2001) noted that audience engaged in the activity of choosing the media for the purpose of satisfying their needs. Some of these needs include fun – entertainment, relaxation or escape from boredom, escape from problem, for social utility, convenience, for social extension etc.

Actually, it was Katz's efforts in 1949 after interviewing people about what they missed during a two-week newspaper strike in United States of America, that he was able to find out the purposes of media to people, or what audience really missed in the newspaper. Katz's findings revealed that people missed the newspaper because it informs them about world affairs. Past efforts at diversifying the productive base of Nigeria in the direction of non-oil sector through the implementation of policies like import substitution and export promotion strategies failed because of bad and poor implementation of these policies, and a show of lack of commitment and political will by successive regimes in Nigeria. The study revealed the role of Non-Oil Export on Economic growth of Nigeria and examine the relationship between non-oil export and economic growth. It also revealed that the impact of non-oil export on the economic growth was moderate and not all heartening as a unit increase in non-oil export impacted positively by 29% on the productive capacity of goods and service in Nigeria during the period. It should also be noted that there are relationship between non-oil export and gross capital formation in Nigeria. The study also examine an insight into the impact of the growth of non-oil export on economic development of Nigeria.

#### **Recommendation**

Based on the findings of this study, the following recommendations were suggested:

1. The development of the capital base of social media both in depth and capacity through the implementation of carefully thought-out initiative of public private partnership (PPP) of the key sectors of the economy. PPP will be the tonic needed to stimulate and invest into the growth and development of social medias and emphasize more on making social medias educative and not for entertainment alone.

2. The study has empirically set a benchmark for assessing future claims of improvement in the adult learning scheme with respect to social media influencing positively to the adult learners.
3. Improvement in the Domestic Output: The study has shown that there exist a positive and significant influence of social media on academic performance of adult learners. Therefore there is the need to improve on the media use for adult learners so as to achieve standard performance.

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