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EXTENT OF UTILIZATION OF SOCIAL MEDIA BLENDED LEARNING TOOLS (SMBLT) IN TEACHING OF BUSINESS EDUCATION COURSES IN PUBLIC UNIVERSITIES IN SOUTH-EAST, NIGERIA

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ABSTRACT

This study examined the Extent of Utilization of Social Media Blended Learning Tools (SMBLT) in the Teaching of Business Education courses. To guide the study, a research question was posed and two hypotheses were formulated and tested at 0.05 significant level. Descriptive survey research design was adopted for the study. The study was carried out in the South East, Nigeria. A sample size of ninety-three (93) lecturers teaching business education in the public universities in South East, Nigeria was used for the study. Extent of Utilization of Social Media Blended Learning Tools Questionnaire (EUSMBLTQ), made up of ten (10) items, with Cronbach's alpha reliability coefficient of 0.89 was the instrument developed, validated and used for data collection. Descriptive statistics of mean and standard deviation were used to answer the research question while inferential statistics of t-test (independent sample t-test) was used to test the hypotheses at 0.05 level of significance. The result revealed that SMBLT were moderately utilized and there is no significant gender difference in the mean ratings of lecturers' response; and no significant school-ownership difference in the mean ratings of lecturers' response, on the extent of utilization of SMBLT in teaching business education course. The findings of the study have implication for harnessing blended learning tools for sustainable educational growth and development. The researchers hereby recommend that SMBLT should be highly utilized in teaching of business education courses.

Keywords: Social Media Blended Learning Tools (SMBLT), Teaching Business Education courses, public universities.

Introduction

Across the globe, education remains one of the most effective instruments for promoting economic growth, social inclusion, and sustainable development. The education system worldwide has experienced rapid transformation due to the integration of digital technologies. The rapid pace of globalization and technological advancement has transformed the knowledge, skills, and competencies expected of learners worldwide. The traditional face-to-face instruction alone can no longer meet the diverse and desired learning needs of students in a globalized and technology-driven world and this gave rise to the act of blending the on-site classroom encounter with online classroom activities so as to accommodate all the learners' needs with their individual peculiarities through the blended learning approach.

In teaching, the teaching method used involves the strategies, techniques, tools, and activities designed to help students engage with the material, develop critical thinking, develop skills, and ultimately retain and apply the knowledge they acquired. With diverse teaching methods, educators can engage different learning styles and accommodate the diverse needs and abilities of their students; because some students may learn best through visual aids, while others may benefit more from hands-on activities or group projects (Alalwan, 2022). Blended learning approach combines both conventional classroom teaching and online teaching with the usage of digital learning tools. It has emerged the most commonly adopted because it improves flexibility, accessibility, learners' engagement, and instructional effectiveness (Graham, 2013).

Several lines of evidence suggest that blended learning in Nigeria took its full practical effect during the unprecedented COVID-19 Pandemic-era, which digitalized most learning processes. This approach to learning helped many students who faced barriers during this time because they were able to access online resources to continue their education at home. Blended learning has reshaped education during this time, and its impact has continued even in the post pandemic era because schools now incorporate the blended learning approach, tools and resources into their educational system (Ogala, 2026; Adedoyin & Soykan, 2020).

Blended learning tools refer to the digital platforms, applications and softwares used to facilitate the combination of online and face-to-face instruction, which enhances communication, collaboration, assessment and content delivery in a learning environment (Horn & Staker, 2015). These platforms are made up of tools which ranges from learning management system, video conferencing, digital collaboration, online assessment to social media tools (Ogala, 2026). In the work of Dziuban, Hartman and Moakal (2018), it was revealed that such tools support multi-modal instruction by leveraging technology for course delivery, student collaboration and feedback in both physical and virtual classroom settings. These blended learning tools can be downloaded and installed in gadgets like smartphones, tablets, and personal computers as they require only the internet network to log in and out of the various applications. In other words, anyone using a smart gadget that makes use of the internet network can actually make use of these tools. On the other hand, universities might be deliberate in their efforts towards utilization of these tools by building laboratories and smart lecture rooms, equipped with the gadgets and connected with internet network, because the adoption of this strategy to teaching is giving institutions new approaches and strategies for addressing the changes of learning in digital era. Nevertheless, individual lecturers can make use of these blended learning tools without necessarily depending on the institution since it is accessible in their various personal smart gadgets which they use on a daily basis. Okoye and Ifejika (2017) opined that this blended learning instructional strategy combines the best practices of both traditional and online education bearing in mind the following factors; specific attribute of courses, available resources, level of human resource competency to develop materials online, instructional design, students' population, readiness to adoption, accessibility and utilization. Utilization of blended learning tools in this context entails the deliberate and decisive usage or application of these tools in the process of teaching of the various courses to the students. The utilization equally means

active engagement of students by the lecturer in the teaching process using these tools to teach and evaluate the students. Some lecturers might have these tools (most commonly the social media tools) in their gadget but do not make use of them in teaching their courses, while others might make use of some of the tools, but not all the tools.

Social Media are digital communication platforms that support informal learning, peer interaction and collaborative discussion among students and educators. In blended learning environments, they serve as powerful tools for reflection, networking, information sharing and engagement beyond the classroom. Social media platforms include Whatsapp, Facebook Groups, Linkedln, X (formerly Twitter) among others. Social media platforms can be used to share class announcements, articles, business news, and case study and engage in topical debate. Instructors can create private class groups or pages to promote learning through informal interactions and peer collaboration (Greenhow & Chapman, 2020). The study of Imoke, Nkanu and Etta (2021) revealed that students had favourable perceptions concerning utilization of the social media tools for teaching/learning as well as Ekwok, et. al. (2025) who revealed that there was a statistically significant joint relationship between the predictor variables (Twitter, Facebook, Whatsapp) and teachers' teaching effectiveness in tertiary institutions.

This study is focusing on the extent of the utilization of social media blended learning tools by business education lecturers in teaching their courses either to a very great extent, great extent, moderate extent, low extent and very low extent, depending on the frequencies and degrees wherein they are utilized for teaching in the universities. There exists the common acquisition, possession and usage of these gadgets, most commonly the smart phone among lecturers and students in the university because it is the most adopted means of communication in the fast-growing university community as long as it is connected to the internet. Students apply for admission into the university with smart phone, they form groups for lectures, programmes and so on which they visit on a daily basis. Lecturers on the other hand are added to various groups of concern both with students and colleagues both within and outside the university community. But the problem of this study lies on the extent to which they utilize this tool in teaching business education courses.

Business Education, as a discipline, encompasses courses that aim to equip students with the knowledge, skills, attitudes, and values needed to succeed in the business world and in teaching profession. It includes areas such as accounting, marketing, office technology and management, entrepreneurship, and business communication. Given the dynamic nature of the business environment, it is crucial that teaching methods in Business Education evolve in line with current global and technological trends (Okoye & Obiefuna, 2020). It also demands that students not only acquire theoretical knowledge but also develop practical skills such as problem-solving, collaboration, innovation and digital literacy. Lecture methods often fall short in preparing learners for the fast-paced, technology-driven global economy (Okoye & Obiefuna, 2020). Thus, integrating technological tools through blended learning becomes not only advantageous but essential for relevant and effective business education, which is already in place but the extent to

which it is being integrated and utilized is yet to be known, making this study apt.

Business Education students, at the end of their training, are expected to be competent and dynamic business teachers, office administrators, business men and women that will effectively function in business world, just as Ndelegkute and Onoh (2018) pointed that the teaching of business education is not gender sensitive as both gender can equally teach and learn the course in universities and other tertiary institutions. But for the sake of this study, the public universities were used because of the peculiarity of their management by the government, having uniformity in courses offered, funding from government (federal or state), operational and professional and personal development opportunities, providing accessible, affordable, and quality education to the public (UNESCO, 2025; OECD, 2020; Akinbobola & Asagha, 2015) and finally for the sake of generalization of the findings of this study.

Since, many researchers have revealed that most university lecturers irrespective of their gender or ownership of university, are already aware of the efficacy of social media blended learning tools in teaching Imoke, et. al., 2021; Delello, McWhorter, & Camp, 2015), others equally utilize it for teaching (Ekwok, et. al., 2025; Aydoğmuş, Tut & Karadağ, 2023; Alenezi & Brinthaupt, 2022), this study is therefore concerned with the extent of its utilization in teaching. To this end, this study examines the degree or extent of utilization of social media blended learning tools in the teaching of business education courses in the universities in south east, Nigeria.

Statement of the Problem

In many developed countries, social media is utilized to a very high extent and has become their mainstream of learning, offering institutions the opportunity to expand access to learning contents and improve student's engagement and achievement and more so serve as a solution to future disruptions that might hit the academic system just like the period of COVID-19. This reality has made the adoption of social media not just an option but a necessity for the community and relevance of Business Education in Nigeria. In Nigeria, particularly in the South East region, there is growing interest in adopting social media as a blended learning tools in public universities. While lecturers and students are active on social media for social purposes, the extent of its utilization for academic purposes remains unknown. It is on this premise that this study seeks to examine the extent of utilization of social media blended learning tools in the teaching business education courses in public universities in South East, Nigeria.

Purpose of the Study

The purpose of this study is to determine the extent of utilization Social Media Blended Learning Tools (SMBLT) in teaching business education courses in public universities in South East, Nigeria.

Research Question

What is the extent of utilization of Social Media Blended Learning Tools (SMBLT) in teaching business education courses?

Research Hypotheses

1. There is no significant difference in the mean ratings of male and female lecturers' response on the extent of utilization of Social Media Blended Learning Tools (SMBLT) in teaching business education courses.
2. There is no significant difference in the mean ratings of state-owned and

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federal owned university lecturers' response on the extent of utilization of Social Media Blended Learning Tools (SMBLT) in teaching business education courses

Methodology

Descriptive survey research design was employed in this study while the area of this study was in South East, Nigeria. A sample size of ninety-three (93) business education lecturers in all the eight (8) public universities offering Business Education program in South East, Nigeria drawn using census sampling technique was used for the study. The instrument developed and validated for data collection in this study was Extent of Utilization of Social Media Blended Learning Tools Questionnaire (EUSMBLTQ), made up of ten (10) items, and structured in a 5 point scale with ranges of Very High Extent (VHE = 5), High Extent (HE = 4), Moderate Extent (ME = 3), Low Extent (LE = 2) and Very Low Extent (VLE = 1); with an internal consistency coefficient of 0.89 arrived at using Cronbach's Alpha formula. It was administered through Google form. The research question was answered using descriptive statistics mean and standard deviation while the null hypothesis was tested using inferential statistics of independent sample t-test at 0.05 level of significance.

Result

The results were presented in accordance with the research question and hypotheses that guided the study.

Result of responses on the extent of utilization of Social Media Blended Learning Tools (SMBLT) in teaching business education courses?

Table 1: Mean response and standard deviation on extent of utilization of Social Media Blended Learning Tools (SMBLT) by lecturers in teaching business education courses

S/N	*SMBLT*	*VHE*	*HE*	*ME*	*LE*	*VLE*	*X*	*SD*	*Decision*
1	*Facebook*	*21*	*37*	*30*	*3*	*2*	*3.77*	*.910*	*High extent*
2	*Whatsapp*	*59*	*23*	*9*	*1*	*1*	*4.48*	*.802*	*Very high extent*
3	*Tiktok*	*10*	*14*	*31*	*32*	*6*	*2.89*	*1.088*	*Moderate extent*
4	*YouTube*	*10*	*21*	*41*	*19*	*2*	*3.19*	*.958*	*Moderate extent*
5	*Instagram*	*5*	*13*	*52*	*18*	*5*	*2.95*	*.877*	*Moderate extent*
6	*Linkedln*	*3*	*7*	*46*	*31*	*6*	*2.68*	*.836*	*Moderate extent*
7	*Twitter (X)*	*0*	*9*	*26*	*36*	*22*	*2.24*	*.925*	*Low extent*
8	*Snapchat*	*2*	*7*	*15*	*31*	*38*	*1.97*	*1.037*	*Low extent*
9	*Reddit*	*0*	*2*	*9*	*39*	*43*	*1.68*	*.740*	*Low extent*
10	*Pinterest*	*1*	*3*	*5*	*37*	*47*	*1.65*	*.816*	*Low extent*
	Grand Mean						***2.75***	***.624***	***Moderate extent***

Note: N = 93, Criterion mean range = 3.0 - 2.5, X = Mean score, SD = Standard Deviation, VHE = Very High Extent (5.0 - 4.5), HE = High Extent (4.0 - 3.5), ME = Moderate Extent (3.0 - 2.5), LE = Low Extent (2.0 - 1.5), VLE = Very Low Extent (1.0 - 0.5).

From the data in Table 1, the majority of the mean responses revealed that only Whatsapp is utilized to a very high extent, while only Facebook is utilized to a high extent. Meanwhile, Tiktok, YouTube, Instagram and Linkedln are utilized to a moderate extent, and then Twitter (X), Snapchat, Reddit and Pinterest are utilized to a low extent in

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teaching business education courses. It was therefore revealed that Social Media Blended Learning Tools (SMBLT) were moderately utilized generally by Public University Lecturers in South East in teaching business education courses. This is evident in their grand mean value of 2.75 which is within the criterion mean range of 3.0 - 2.5. On the other hand, the standard deviation (SD) which clustered around and below 1.0, revealed a moderate dispersion, indicating uniformity and consistency in response, showing that the responses were not highly polarized.

Hypotheses Testing

Ho_1: *Responses on significant difference in the mean ratings of male and female lecturers on the extent of utilization of Social Media Blended Learning Tools (SMBLT) in teaching business education courses.*

Table 2: t-test of difference in the mean ratings of male and female lecturers on the extent of utilization of Social Media Blended Learning Tools (SMBLT) in teaching business education courses

S/N	SMBLT	Gender	N	$\overline{X}$	SD	t-cal	Alpha	p-value	Decision
1	Facebook	Male	31	3.68	.832	-.723	0.05	.472	Not Significant
		Female	62	3.82	.950				
2	Whatsapp	Male	31	4.42	.848	-.546	0.05	.586	Not Significant
		Female	62	4.52	.784				
3	Tiktok	Male	31	2.81	.980	-.537	0.05	.593	Not Significant
		Female	62	2.94	1.143				
4	YouTube	Male	31	3.19	.833	.000	0.05	1.000	Not Significant
		Female	62	3.19	1.022				
5	Instagram	Male	31	2.77	.884	-1.344	0.05	.182	Not Significant
		Female	62	3.03	.868				
6	Linkedln	Male	31	2.61	.715	-.524	0.05	.602	Not Significant
		Female	62	2.71	.894				
7	Twitter (X)	Male	31	2.32	.871	.632	0.05	.529	Not Significant
		Female	62	2.19	.955				
8	Snapchat	Male	31	1.90	1.012	-.422	0.05	.674	Not Significant
		Female	62	2.00	1.056				
9	Reddit	Male	31	1.61	.615	-.593	0.05	.555	Not Significant
		Female	62	1.71	.797				
10	Pinterest	Male	31	1.52	.626	-1.079	0.05	.283	Not Significant
		Female	62	1.71	.894				
	Composite SMBLT	**Male**	**31**	**2.68**	**.497**	**-.715**	**0.05**	**.476**	**Not Significant**
		Female	**62**	**2.78**	**.679**				

Note: N = 93, X = Mean score, SD = Standard Deviation, Alpha = 0.05, df = Degree of Freedom

Summary of the result of the t-test analysis presented in Table 2 revealed no significant difference between male and female respondents on all the items in SMBLT with P-values greater than 0.05. The composite SMBLT result show that the t-test (df = 91, alpha = 0.05) = -0.715 is not significant at p = 0.476. The decision rule is not to reject the null hypothesis when the sig. value is greater than alpha value of 0.05. Therefore, since p = 0.476 is greater than 0.05 level of significance, the null hypothesis is not rejected. The result indicates that there is no significant difference in the mean ratings of male and female lecturers on the extent of utilization of SMBLT in teaching business education courses. This implies that the opinion of the male and female are almost the same.

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Ho_2: *Responses on significant difference in the mean ratings of state-owned and federal-owned university lecturers on the extent of utilization of Social Media Blended Learning Tools (SMBLT) in teaching business education courses.*

Table 3: t-test of difference in the mean ratings of lecturers in state and federal universities on the extent of utilization of Social Media Blended Learning Tools (SMBLT) in teaching business education courses

S/N	SMBLT	Institution	N	$\bar{X}$	SD	t-cal	Alpha	p-value	Decision
1	Facebook	State	45	3.56	.990	-2.294	0.05	.024	Significant
		Federal	48	3.98	.785				
2	Whatsapp	State	45	4.47	.894	-.199	0.05	.843	Not Significant
		Federal	48	4.50	.715				
3	Tiktok	State	45	2.93	1.1361	.349	0.05	.728	Not Significant
		Federal	48	2.85	.052				
4	YouTube	State	45	3.24	1.090	.494	0.05	.623	Not Significant
		Federal	48	3.15	.825				
5	Instagram	State	45	3.00	1.022	.570	0.05	.570	Not Significant
		Federal	48	2.90	.722				
6	Linkedln	State	45	2.67	.953	-.119	0.05	.905	Not Significant
		Federal	48	2.69	.719				
7	Twitter (X)	State	45	2.33	.929	.976	0.05	.332	Not Significant
		Federal	48	2.15	.922				
8	Snapchat	State	45	2.11	1.172	1.296	0.05	.198	Not Significant
		Federal	48	1.83	.883				
9	Reddit	State	45	1.73	.809	.704	0.05	.483	Not Significant
		Federal	48	1.63	.672				
10	Pinterest	State	45	1.71	.991	.753	0.05	.454	Not Significant
		Federal	48	1.58	.613				
	Composite SMBLT	**State**	**45**	**2.78**	**.754**	**.389**	**0.05**	**.698**	**Not Significant**
		Federal	**48**	**2.73**	**.477**				

Note: N = 93, X = Mean score, SD = Standard Deviation, Degree of Freedom (df) = 91

Summary of the result of the t-test analysis presented in Table 3 indicates significant difference on item Facebook with P-value of 0.024 less than 0.05; while the other nine items indicate no significant difference with P-values greater than 0.05 between state-owned and federal-owned university lecturers' responses on the extent of utilization of Social Media Blended Learning Tools (SMBLT). The composite SMBLT result show that the t-test (df = 91, alpha = 0.05) = 0.389 is not significant at p = 0.698. The decision rule is not to reject the null hypothesis when the sig. value is greater than alpha value of 0.05. Therefore, since p = 0.698 is greater than 0.05 level of significance, the null hypothesis is not rejected. The result indicates that there is no significant difference in the mean ratings of state-owned and federal-owned university lecturers' responses on the extent of utilization of SMBLT in teaching business education courses. This implies that the opinion of the state-owned and federal-owned university lecturers are almost the same.

Discussion

The findings of this study revealed that Social Media Blended Learning Tools (SMBLT) were utilized to a moderate extent by public university lecturers in the South East for teaching business education courses. This finding differs from the finding of Aydoğmuş, et. al. (2023), that teachers use social media

tools to a high extent for teaching. But it is in line with the findings of Imoke, et. al. (2021), that teachers moderately use social media tools for both personal and professional development as well as in teaching. The researcher attributes this moderate level utilization of SMBLT by the lecturers as a result of the regularity in using social media tools for other purposes other than teaching and learning leading to increased extent of utilization, which the researcher considered the educational content on social media sufficient, beneficial and useful for teaching.

Sequel to the hypothesis one testing, the findings of the study revealed that there is no significant difference in the mean ratings of male and female lecturers' response on the extent of utilization of Social Media Blended Learning Tools (SMBLT) in teaching business education courses because the opinion of the males and females are almost the same. No variation among the two genders because what the males are saying synchronized with what the females are saying, that there is moderate extent utilization of SMBLT in teaching business education courses. This finding is not in line with the findings of Alenezi and Brinthaupt (2022), with a disparity in gender opinion in the extent of utilization of social medial tools in favour of male respondents, though both gender utilize the social media in teaching and learning. The researcher assumes that the gender similarity of opinion in utilization of SMBLT in teaching could be as a result of conformity to social life across gender in the society for both personal pleasure and professional communication without disparity across gender.

On the other hand, the findings of the study on hypothesis two testing revealed that there is no significant difference in the mean ratings of state-owned and federal-owned university lecturers' responses on the extent of utilization of Social Media Blended Learning Tools (SMBLT) in teaching business education courses because the opinion of the state-owned and federal-owned university lecturers are almost the same. No variation among the two ownerships of university because what the state-owned university lecturers are saying synchronized with what the federal-owned university lecturers are saying, that there is moderate extent utilization of SM tools in teaching business education courses. This finding is in line with the findings of Akinbobola and Asagha (2015), that teachers irrespective of the ownership of university, used social media to a high extent for teaching, for personal and professional development as they considered the educational content on social media sufficient, beneficial and useful. The researcher therefore perceived that the implication of this finding is that moderate utilization of social media tools might be as a result of the mobility associated with gadgets, internet availability and connectivity within and outside school environment, giving room for easy accessibility. Therefore, if social media tools is utilized to a high extent by lecturers irrespective of their gender, and ownership of university, it may lead to effective delivery of business education courses in public universities in South East, Nigeria.

Conclusion

In conclusion, the research provides compelling evidence supporting the extent of utilization of Social Media Blended Learning Tools (SMBLT) in the teaching business education courses in public universities in South East, Nigeria. The findings show that SMBLT were moderately utilized by university lecturers in the teaching business education courses, and also there was no response variation among lecturers across

gender and university ownership on the utilization of SMBLT in teaching Business Education Courses in Public Universities in South East, Nigeria. This study therefore concludes that as the educational landscape continues to evolve with the integration of SMBLT into the process of teaching and learning, the effective utilization of SMBLT to a very high extent could be strategic and beneficial for universities, fostering enhanced teaching of business education courses.

Recommendations

Based on the findings of this study, the researchers recommend that Departments, Faculties, School management as well as Government should provide periodic workshop and seminars on how to use Social Media Blended Learning Tools (SMBLT) in teaching to enhance their skills in utilizing them effectively to a very high extent, irrespective of gender and university-ownership.

Also, there should be adequate supply of the necessary SMBLT and gadgets in the universities by the university management and government; and make them accessible to lecturers, to enable the utilization of the SMBLT to a high extent in teaching, as inadequacy of the SMBLT can be a hindrance even when they are well trained.

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