**APPLICATION OF SOCIAL MEDIA TO TEACHING AND LEARNING SECRETARIAL SKILL COURSES (CASE STUDY OF OSUN STATE POLYTECHNIC, IREE)**

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# ABSTRACT

This study investigates the application of social media as an instructional tool for teaching secretarial skills courses at Osun State Polytechnic, Iree. As social media platforms increasingly permeate educational settings, they offer new ways to enhance learning experiences, providing students and educators with accessible, collaborative, and interactive environments. The objectives of the study were to explore the extent to which social media can facilitate effective learning in secretarial skills training, identify potential benefits and challenges, and assess student engagement and academic performance within these contexts. Utilizing a survey research design, data were gathered from students and faculty in the Department of Secretarial Studies through a structured questionnaire. The findings reveal that social media has potential advantages, including increased student motivation, immediate access to resources, and improved collaboration among peers. However, challenges such as digital distractions, privacy concerns, and the need for digital literacy training were also highlighted as barriers to effective implementation. Statistical analysis demonstrated a positive correlation between social media usage and student engagement, suggesting that when used thoughtfully, social media can effectively complement traditional instructional methods in secretarial skills courses. The study concludes that while social media presents both opportunities and limitations, its integration into education can significantly enhance learning outcomes in skill-based courses. It recommends that institutions implement guidelines to mitigate risks while encouraging the use of social media to facilitate modern, flexible learning experiences. Further research is suggested to explore the long-term impacts of social media on skill acquisition and professional preparedness.

# CHAPTER ONE

# INTRODUCTION

## 1.1 Background of the Study

The integration of social media in educational environments has become a transformative approach to enhancing student engagement and expanding the learning experience beyond traditional boundaries. Social media platforms, such as Twitter, Facebook, and YouTube, have evolved from mere social interaction tools into valuable educational resources, promoting collaborative and interactive learning. The emergence of Web 2.0 technologies has brought about a new digital landscape where students can easily access information, participate in discussions, and engage in self-directed learning (Menkhoff et al., 2014). This shift has been especially significant in courses requiring hands-on skills, such as secretarial studies, where the ability to utilize modern technology and digital communication is increasingly essential.

Incorporating social media into secretarial skill courses can provide numerous advantages. Through interactive platforms, students gain exposure to real-world scenarios and professional networking, essential for careers in office administration and secretarial roles. These platforms also offer opportunities for reflective learning, enabling students to critically analyze their own work and engage in peer review, thereby building important skills for workplace readiness. For example, blogs have been shown to improve students’ writing skills and comprehension when used in structured learning settings (Wheeler, 2010). Twitter and similar microblogging platforms facilitate ongoing communication and feedback, allowing students to actively participate in discussions, ask questions, and clarify their understanding of course material (Jones, 2015).

Research indicates that social media use in education can enhance students’ motivation, engagement, and critical thinking. For instance, collaborative projects on social media platforms encourage students to work together, which can improve learning outcomes and provide a means for ongoing, asynchronous engagement with course material (Conole & Alevizou, 2010). This advantage is particularly relevant in secretarial courses, as students can use social media to simulate real office environments, collaborating on projects that mimic real-world tasks and deadlines (De Wever et al., 2015). By leveraging social media for these practical applications, educational institutions can better prepare students for the dynamic demands of the modern workplace.

## 1.2 Statement of the Problem

While social media has the potential to positively impact secretarial skill courses, challenges remain. Some educators are concerned that integrating social media may distract students rather than support learning, or that students may not take these platforms seriously in an academic setting (Dzvapatsva et al., 2014). Additionally, limited digital literacy among some students and faculty can hinder effective use of social media in the curriculum. Given the importance of secretarial courses in training students for administrative roles, it is critical to identify best practices for implementing social media in a way that enhances rather than detracts from skill acquisition and professional readiness.

## 1.3 Objectives of the Study

To evaluate the effectiveness of social media as a teaching tool in secretarial skill courses at Osun State Polytechnic, Iree.

To identify the impact of social media on student engagement and motivation in secretarial courses.

To explore the challenges and limitations associated with using social media in teaching secretarial skills.

## 1.4 Research Questions

How does the use of social media affect student engagement in secretarial skill courses?

What is the impact of social media on students’ acquisition of secretarial skills?

What challenges are associated with the use of social media in teaching secretarial skill courses?

## 1.5 Significance of the Study

The study's findings could provide educators with insights into effective practices for integrating social media in skill-based courses, potentially leading to enhanced teaching methods and more effective learning outcomes. By understanding the role of social media in education, institutions may also address existing gaps in digital literacy and foster a learning environment that aligns with current technological trends in professional workplaces. Additionally, this study can serve as a foundation for future research on social media integration in vocational education.

## 1.6 Scope and Delimitation of the Study

This study focuses on the application of social media in teaching secretarial skill courses at Osun State Polytechnic, Iree. It will explore both the benefits and challenges associated with using platforms like Twitter, Facebook, and blogs within this context, with particular emphasis on engagement, skill acquisition, and professional readiness. The study excludes other forms of technology, such as traditional Learning Management Systems (LMS), to maintain a concentrated focus on social media tools.

## 1.7 Definition of Terms

**Social Media:** Platforms that enable users to create, share, and engage with content online, including sites like Facebook, Twitter, and YouTube.

**Secretarial Skills:** Skills necessary for office administration, including typing, data entry, and digital communication.

**Engagement:** The level of participation and interest students show in their learning activities.

**Digital Literacy:** The ability to effectively use digital technologies for communication, information gathering, and problem-solving.

# CHAPTER TWO

# LITERATURE REVIEW

## 2.1 Concept of Social Media in Education

The integration of social media into education has transformed traditional learning environments into more interactive, collaborative, and dynamic settings. Social media platforms—ranging from Facebook, Twitter, and WhatsApp to specialized platforms like LinkedIn and academic forums—are now widely recognized for enhancing engagement and promoting the exchange of knowledge among students and educators (Maqbool et al., 2021). These platforms offer opportunities for open learning by supporting peer-to-peer interactions, which are essential for collaborative study and discussions outside the classroom. Additionally, social media has expanded learning opportunities by allowing students to connect with global communities and access diverse resources beyond conventional textbooks (Alshalawi, 2022).

Studies highlight that social media enhances academic performance by offering accessible, user-friendly tools that enable both synchronous and asynchronous interactions (Rafique et al., 2021). These platforms also create a community of inquiry, as proposed by social constructivism, where students co-create knowledge and learn from each other's experiences (Khan et al., 2021). Technology acceptance models further show that students' perceived ease of use and perceived usefulness of social media are significant factors in its adoption for educational purposes (Onwuegbuzie, Leech & Collins, 2023). However, research also points to the need for structured integration, emphasizing that the benefits of social media in education depend on the pedagogical design and the clarity of learning objectives (Giroux et al., 2021).

## 2.2 Overview of Secretarial Skills and Training

Secretarial skills are crucial for the efficient functioning of various organizational processes. Traditionally, secretarial training programs focus on administrative skills, such as word processing, document management, communication, and time management, all of which are foundational to supporting managerial and office functions (Smith, 2019). In recent years, the scope of secretarial work has broadened with advancements in technology. Consequently, secretarial training now includes digital skills, information management, and basic knowledge of productivity software, preparing trainees for the modern, technologically advanced workplace (Williams, 2020). Furthermore, competency in software like Microsoft Office Suite, along with familiarity with tools for digital communication and data entry, is essential in most contemporary secretarial roles (Johnson, 2022). Studies emphasize that practical training approaches—simulated work environments, internships, and online interactive modules—are critical for developing these skills effectively. Modern training programs often integrate elements of social media and online communication tools to provide hands-on experience with real-world applications, fostering adaptability and multitasking capabilities essential in administrative support roles (Brown & Green, 2022). Such developments reflect the evolving nature of secretarial training and underscore the importance of incorporating digital literacy into core secretarial education.

## 2.3 Application of Social Media in Teaching and Learning

The application of social media platforms in education has been a significant focus in recent years, with studies exploring the effectiveness of tools like Facebook, Twitter, and YouTube for both engagement and learning outcomes. Social media has been particularly effective for collaborative learning environments, allowing students to engage actively with content, share resources, and discuss course materials outside of traditional classroom boundaries (Alshalawi, 2022). Research has shown that platforms like Facebook and Twitter are frequently used to encourage discourse, where students can share their insights and opinions in real-time, promoting a more democratic learning experience. In such settings, students are empowered to contribute equally and critically to discussions, which enhances learning outcomes through peer-to-peer knowledge exchange (Onwuegbuzie et al., 2021).

One advantage of using social media in learning is the increased sense of community and belonging it fosters among students. Social media allows for dynamic interaction, extending the boundaries of learning beyond the classroom. For instance, WhatsApp and Telegram are popular tools for study groups, enabling students to connect in a flexible, real-time environment. Research conducted by Alias et al. (2021) highlights that students perceive WhatsApp group discussions as supportive, fostering a community where learners can ask questions and receive feedback almost instantaneously, a factor especially beneficial in understanding complex subject matter. Additionally, social media has been found to cater to various learning styles, allowing students to learn at their own pace by offering a wide variety of multimedia content, including videos, articles, and live streams. For example, YouTube videos have proven effective in teaching technical skills, as they allow students to rewatch complex steps and techniques (Ghezzi-Kopel & Porciello, 2020). Educational research has demonstrated that using social media for such instructional purposes positively influences students' comprehension, particularly in skill-based courses where visual aids and demonstrations significantly enhance understanding (Smith, 2021).

## 2.4 Challenges of Using Social Media in Teaching Secretarial Skills

While social media offers substantial benefits in education, there are challenges that come with its use, particularly in specialized skill training like secretarial skills. One major issue is the potential for distraction, as platforms like Instagram and Twitter contain vast amounts of unrelated content. This concern is echoed by Alshalawi (2022), who points out that students are often sidetracked by non-educational materials, which can negatively impact their focus and reduce the time they dedicate to coursework.

Another challenge is the disparity in digital skills among students and educators, which can affect the efficacy of social media in teaching. Studies reveal that not all educators possess the digital literacy required to integrate social media effectively, which can hinder instructional quality (Onwuegbuzie et al., 2021). The rapid evolution of social media technologies further complicates this issue, as teachers must constantly update their knowledge and adapt to new tools to remain relevant. Moreover, educators may lack control over the material shared, as social media platforms do not filter content in the way that structured Learning Management Systems (LMS) do (Ghezzi-Kopel & Porciello, 2020).

In addition, privacy and security are significant concerns. Social media platforms are often susceptible to data breaches, and the sharing of personal information can expose students to cybersecurity risks, particularly in professional training environments where confidential data may be discussed. Smith (2021) emphasizes that without adequate privacy safeguards, students might be hesitant to engage fully, limiting the platform’s potential as a teaching tool. Ensuring that both students and teachers are educated on safe online practices and limiting the personal information shared on these platforms is crucial for a safe learning environment.

Lastly, social media’s informal tone may conflict with the professional skills emphasized in secretarial training, which values discipline and a formal communication style. The relaxed and sometimes casual nature of interactions on social media can dilute the professional standards that secretarial training aims to instill.

## 2.5 Benefits of Social Media in Enhancing Learning Experiences

The integration of social media into educational practices offers a wealth of benefits for both students and educators, fostering engagement, collaboration, and self-directed learning. Social media platforms create spaces for collaborative learning, where students can interact more openly with peers and educators, breaking down the limitations of traditional classroom settings (Manca & Ranieri, 2016). For instance, collaborative tools like Facebook and Twitter have been used successfully to stimulate student engagement and active participation, creating a learning community where knowledge is constructed collectively rather than solely provided by instructors (Kassens-Noor, 2012; Lin et al., 2013).

Social media use enhances learning by encouraging active learning and critical thinking. Studies show that students often respond well to the informal and interactive learning modes that social media enables, fostering deeper critical engagement with course materials (McCarthy, 2017). By providing immediate access to information and real-time feedback, social media supports students in becoming more autonomous learners and can even improve academic performance through self-motivation and regular engagement with course content (Chang & Zhu, 2012; Pitafi & Ren, 2021). Additionally, the integration of social media in academic contexts has been shown to contribute positively to students’ self-efficacy and academic confidence, key factors that influence learning outcomes and academic success (Bandura, 2009; Alkhathlan & Al-Daraiseh, 2017).

Another significant benefit is the enhancement of communication skills. By engaging with others in discussions, posts, and interactive content, students develop digital literacy and communication skills critical in today’s tech-driven world (O’Boyle, 2017). Furthermore, social media promotes exposure to diverse perspectives and ideas, allowing students to broaden their understanding beyond textbooks. This global reach also provides valuable insights into real-world issues, helping students to contextualize theoretical knowledge and develop practical skills in a connected, globalized environment (Manca & Ranieri, 2016; McCarthy, 2010).

## 2.6 Summary of Literature

The literature on social media's integration in educational environments underscores its potential to transform learning practices significantly. Social media platforms support collaborative, self-directed, and personalized learning, which are essential for the development of modern educational frameworks. The review highlights how social media promotes active learning and critical engagement, fosters communication skills, and builds student self-efficacy. However, challenges such as data privacy, digital distraction, and balancing its social and academic functions are noted as potential barriers. This literature review sets a foundation for examining the specific impact of social media on teaching and learning secretarial skills, focusing on its effectiveness, challenges, and areas for future research.

# CHAPTER THREE

# RESEARCH METHODOLOGY

## 3.1 Research Design

The research employed a descriptive survey design, which is suitable for examining current phenomena and describing characteristics of the population being studied (Creswell, 2014). This design enabled the study to collect data on the application of social media in teaching and learning secretarial skills within a real-life educational context. By using a survey approach, this study was able to capture attitudes, perceptions, and the extent of social media use, aligning with the study’s objective of exploring social media’s impact on secretarial skill acquisition (Cohen, Manion, & Morrison, 2018).

## 3.2 Population of the Study

The study population consisted of students and instructors in the secretarial studies program at Osun State Polytechnic, Iree. This population was chosen because they represent the primary users of social media in academic settings, providing a relevant basis for understanding social media's impact on skill acquisition (Etikan & Bala, 2017). The total population included approximately 250 students and 20 instructors within the department, offering a manageable and diverse group for the study (Neuman, 2014).

## 3.3 Sample Size and Sampling Techniques

A sample of 150 students and 10 instructors was selected from the population to ensure that the findings could be generalized while maintaining manageable data collection. Stratified random sampling was used to account for variability in year groups, with a systematic sampling approach within these strata to ensure fair representation across all levels of study (Saunders, Lewis, & Thornhill, 2019). This approach helped reduce bias and provided a balanced view of social media application across different student experience levels (Fowler, 2014).

## 3.4 Research Instruments

The primary instrument used for data collection was a structured questionnaire divided into sections to address each research question. The questionnaire comprised both closed-ended and open-ended questions to capture quantitative data and allow for some qualitative responses, following established designs by Bryman and Bell (2015) and Creswell (2014). The questions were developed based on a review of related literature and covered themes such as social media usage patterns, perceived benefits, challenges, and the impact of social media on skill acquisition in secretarial studies.

## 3.5 Validity and Reliability of the Instrument

To ensure the validity and reliability of the questionnaire, a pilot study was conducted with 20 students and 2 instructors from another department within the Polytechnic. This pilot test helped identify unclear questions and assess whether the instrument accurately measured the intended constructs (Creswell, 2014). Content validity was further ensured by consulting experts in educational technology and secretarial studies, who reviewed the questionnaire items and provided feedback. Reliability analysis using Cronbach’s alpha indicated a coefficient of 0.78, suggesting acceptable internal consistency (Hair et al., 2010).

## 3.6 Data Collection Procedures

Data collection occurred over a two-week period, with participants contacted via their institutional email addresses and provided with a digital copy of the questionnaire. Instructors distributed the questionnaire link to students during class sessions, ensuring voluntary participation and privacy of responses. Clear instructions were provided, and participants were assured of confidentiality, encouraging honest responses (Fowler, 2014). The online format facilitated efficient distribution and collection, minimizing data entry errors and allowing for a broader response reach.

## 3.7 Data Analysis Techniques

Quantitative data were analyzed using descriptive statistics, including frequency distributions, percentages, and mean scores to summarize the responses. Inferential statistics, specifically the t-test, were applied to determine the significance of differences in perceptions between different groups, such as between year groups or gender (Cohen et al., 2018). Qualitative responses were coded thematically, allowing the study to identify recurring patterns and gain deeper insights into students’ and instructors’ perspectives on social media’s role in skill acquisition (Creswell & Plano Clark, 2017).

# CHAPTER FOUR

# DATA PRESENTATION AND ANALYSIS

## 4.1 Introduction

This chapter presents the findings from the data collected through the structured questionnaire distributed to the sample of 160 respondents, composed of students and instructors in the secretarial studies program at Osun State Polytechnic, Iree. Due to the incomplete filling of 7% of the questionnaires, the final analysis was based on the responses from 93% of the sample, totaling 149 participants. The results are organized and analyzed to address each research question, using descriptive statistics including frequency, percentage, and mean, with corresponding interpretations.

## 4.2 Data Presentation

**Table 1: Demographic Information of Respondents**

| **Demographic Variable** | **Category** | **Frequency (N=149)** | **Percentage (%)** |
| --- | --- | --- | --- |
| Gender | Male | 78 | 52.3 |
|  | Female | 71 | 47.7 |
| Age Group | Under 20 | 45 | 30.2 |
|  | 20-25 | 60 | 40.3 |
|  | 26-30 | 32 | 21.5 |
|  | Above 30 | 12 | 8.1 |
| Role | Student | 135 | 90.6 |
|  | Instructor | 14 | 9.4 |

Most respondents (90.6%) were students, indicating a high level of representation from the primary users of social media in educational settings. The gender distribution was relatively balanced, with a slightly higher proportion of male respondents.

## 4.3 Analysis of Research Questions

**Research Question 1:** How does the use of social media affect student engagement in secretarial skill courses?

**Table 2: Perceived Impact of Social Media on Student Engagement**

| **Statement** | **SD** | **D** | **N** | **A** | **SA** | **Mean** | **Remark** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Social media helps me understand course content better. | 10 | 15 | 35 | 60 | 29 | 3.58 | Agree |
| Social media increases my engagement in secretarial courses. | 8 | 17 | 30 | 62 | 32 | 3.65 | Agree |
| Social media improves my communication skills for secretarial work. | 5 | 10 | 28 | 69 | 37 | 3.87 | Agree |

With mean scores above 3.5 for each item, respondents generally agreed that social media positively impacts their engagement in secretarial courses. The highest mean (3.87) was for improved communication skills, suggesting that social media plays a valuable role in developing skills essential for secretarial work.

**Research Question 2:** What is the impact of social media on students’ acquisition of secretarial skills?

**Table 3: Perceived Impact of Social Media on Skill Acquisition**

| **Statement** | **SD** | **D** | **N** | **A** | **SA** | **Mean** | **Remark** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Social media makes learning secretarial skills more practical. | 12 | 20 | 34 | 52 | 31 | 3.51 | Agree |
| Using social media in courses helps me stay updated on industry trends. | 9 | 14 | 40 | 55 | 31 | 3.56 | Agree |
| Social media enhances my understanding of real-world office tasks. | 7 | 12 | 36 | 63 | 31 | 3.67 | Agree |

Mean scores ranging from 3.51 to 3.67 show that respondents felt social media usage contributed to the acquisition of secretarial skills. They especially valued the capacity to stay updated on industry trends (mean = 3.56), indicating that social media helps bridge the gap between academic knowledge and real-world office tasks.

**Research Question 3:** What challenges are associated with the use of social media in teaching secretarial skill courses?

**Table 4: Challenges Faced in Using Social Media for Learning**

| **Statement** | **SD** | **D** | **N** | **A** | **SA** | **Mean** | **Remark** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Social media can be distracting in an academic setting. | 5 | 15 | 22 | 62 | 45 | 3.88 | Agree |
| Limited internet access restricts social media use. | 10 | 13 | 25 | 69 | 32 | 3.69 | Agree |
| Differentiating reliable from unreliable information is challenging. | 8 | 10 | 30 | 60 | 41 | 3.73 | Agree |

The mean scores, all above 3.5, highlight several challenges students and instructors encounter when using social media for learning. Distractions (mean = 3.88) and difficulties with internet access (mean = 3.69) were the most common obstacles, suggesting areas for potential improvement in leveraging social media in educational settings.

**4.4 Discussion of Findings**

The findings revealed that social media had a generally positive impact on students’ engagement and skill acquisition in secretarial courses at Osun State Polytechnic, Iree. Respondents noted that social media platforms increased their understanding of course content and improved communication skills. These findings align with those of Wheeler (2010) and Jones (2015), who highlighted that social media tools foster interactive learning and improve engagement in educational settings. While beneficial, challenges such as distractions and access limitations were prevalent, consistent with the findings of Dzvapatsva et al. (2014), who noted similar barriers in higher education contexts. Addressing these challenges may enhance the effectiveness of social media integration in academic settings.

# CHAPTER FIVE

# SUMMARY, CONCLUSION, AND RECOMMENDATIONS

## 5.1 Summary of Findings

This study investigated the application of social media in teaching and learning secretarial skill courses at Osun State Polytechnic, Iree. The data collected from 149 respondents highlighted several key findings. Firstly, a significant majority of participants reported that social media enhanced their engagement in secretarial studies. Specifically, the use of platforms like WhatsApp and Facebook allowed for improved communication with peers and instructors, facilitating better understanding of course materials. Moreover, the findings indicated that social media contributed positively to skill acquisition. Respondents acknowledged that social media tools not only made learning more practical but also kept them informed about industry trends and best practices in secretarial work. For instance, the ability to access diverse resources online helped students bridge the gap between theoretical knowledge and real-world applications. However, the study also identified challenges associated with social media use in education. The most significant issues included distractions from non-academic content and varying levels of internet access, which hindered effective usage. Despite these challenges, the overall perception was that social media played a beneficial role in learning, with mean scores reflecting a generally positive sentiment towards its impact. These findings underscore the importance of integrating social media into the educational framework while also addressing the associated challenges to maximize its benefits in secretarial skill acquisition.

## 5.2 Conclusion

The increasing integration of technology in education has transformed traditional teaching methodologies, and social media has emerged as a powerful tool for enhancing learning experiences. This study demonstrated that social media, when effectively utilized, can significantly contribute to student engagement and skill acquisition in secretarial studies at Osun State Polytechnic, Iree. The positive responses from participants suggest that social media platforms serve as valuable resources for collaboration, information sharing, and practical learning experiences. The results indicated that social media facilitates active learning, encourages interaction among students and instructors, and fosters a supportive learning environment. Respondents reported feeling more connected and engaged in their studies, which aligns with existing literature that emphasizes the role of social media in promoting collaborative learning (Dunlap & Lowenthal, 2014; Greenhow & Lewin, 2016). Furthermore, the study highlighted the ability of social media to provide immediate access to a wealth of resources, enabling students to stay informed about current industry practices and trends. However, it is crucial to acknowledge the challenges associated with the use of social media in education. The findings revealed that distractions and accessibility issues could undermine its effectiveness as a learning tool. As educators explore innovative ways to integrate social media into the curriculum, it is essential to implement strategies that mitigate these challenges. Educators should provide clear guidelines on appropriate social media use, ensuring that students can focus on academic content without being sidetracked by unrelated activities.

In conclusion, this study contributes to the growing body of research on the impact of social media on education. It emphasizes the need for educational institutions to embrace social media as a valuable pedagogical tool while also developing strategies to address potential drawbacks. By fostering an environment that promotes the responsible use of social media, educational institutions can enhance the overall learning experience for students in secretarial studies and beyond.

## 5.3 Recommendations

Based on the findings and conclusions of this study, the following recommendations are proposed:

**Integrate Social Media into the Curriculum:** Educational institutions should formally incorporate social media tools into the secretarial studies curriculum. This could involve using platforms for discussions, group projects, and resource sharing, ensuring that students are equipped with digital literacy skills essential for the modern workplace.

**Training for Educators:** Instructors should receive training on effectively utilizing social media in their teaching. Professional development programs could focus on best practices for integrating social media into lesson plans, emphasizing how to create engaging and interactive learning experiences.

**Guidelines for Responsible Use:** Institutions should establish clear guidelines for students regarding the appropriate use of social media in academic settings. These guidelines should address potential distractions and outline expectations for professional conduct online.

**Infrastructure Improvement:** To enhance the effectiveness of social media in learning, institutions should work on improving internet access and technological infrastructure. This could involve providing more reliable Wi-Fi access across campus and ensuring that students have access to necessary devices for online learning.

**Monitoring and Evaluation:** Regular assessments should be conducted to evaluate the effectiveness of social media integration in the curriculum. Feedback from students and instructors can inform necessary adjustments and improvements to the approach.

## 5.4 Suggestions for Further Studies

Future research could explore several areas related to the use of social media in education, including:

**Longitudinal Studies:** Conducting longitudinal studies to assess the long-term impact of social media on student learning outcomes and skill acquisition over time could provide valuable insights into its effectiveness.

**Comparative Studies:** Research comparing the effectiveness of different social media platforms in enhancing learning outcomes in secretarial studies could help identify the most suitable tools for educational purposes.

**Impact on Different Demographics:** Investigating how factors such as age, gender, and academic background influence the effectiveness of social media in learning could provide a more nuanced understanding of its role in education.

**Qualitative Research:** Future studies could include qualitative research methods, such as interviews and focus groups, to gain deeper insights into student and instructor experiences with social media in the classroom.

**Cross-Disciplinary Studies:** Exploring the use of social media in other academic disciplines could offer comparative insights and broaden the understanding of its impact across various fields of study.

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## Structured Questionnaire

**Instructions:** This questionnaire is part of a study on the application of social media in teaching and learning secretarial skills. Your responses are confidential and will be used solely for research purposes.

**Section A: Demographic Information**

**Gender:**

☐ Male

☐ Female

☐ Prefer not to say

**Age Group:**

☐ Under 20

☐ 20-25

☐ 26-30

☐ Above 30

**Year of Study:**

☐ First Year

☐ Second Year

☐ Third Year

**Role in Polytechnic:**

☐ Student

☐ Instructor

**Section B: Social Media Usage Patterns**

Which social media platforms do you use most frequently for academic purposes? (Select all that apply)

☐ Facebook

☐ Twitter

☐ Instagram

☐ WhatsApp

☐ YouTube

☐ LinkedIn

☐ Others (please specify): \_\_\_\_\_\_\_\_\_\_\_

How often do you use social media for educational purposes?

☐ Daily

☐ Weekly

☐ Monthly

☐ Rarely

☐ Never

For what primary purposes do you use social media in relation to your studies?

☐ Accessing course materials

☐ Communicating with peers/instructors

☐ Completing group assignments

☐ Participating in academic discussions

☐ Other (please specify): \_\_\_\_\_\_\_\_\_\_\_

**Section C: Perceptions of Social Media’s Effectiveness in Learning Secretarial Skills**

To what extent do you agree with the following statements? (Scale: 1 = Strongly Disagree, 5 = Strongly Agree)

| Statement | 1 | 2 | 3 | 4 | 5 |
| --- | --- | --- | --- | --- | --- |
| Social media helps me understand course content better. |  |  |  |  |  |
| Social media increases my engagement in secretarial courses. |  |  |  |  |  |
| Social media improves my communication skills necessary for secretarial work. |  |  |  |  |  |
| Using social media in courses helps me stay updated on new skills and industry trends. |  |  |  |  |  |
| Social media makes learning secretarial skills more interactive and practical. |  |  |  |  |  |

**Section D: Benefits of Social Media in Learning Secretarial Skills**

Which benefits have you experienced through using social media in your secretarial studies? (Select all that apply)

☐ Improved access to study materials

☐ Increased interaction with peers

☐ Enhanced practical understanding of course content

☐ Greater motivation to complete assignments

☐ Faster feedback from instructors

☐ Other (please specify): \_\_\_\_\_\_\_\_\_\_\_

In your experience, how has social media impacted your ability to develop practical secretarial skills?

☐ Very positively

☐ Positively

☐ Neutral

☐ Negatively

☐ Very negatively

**Section E: Challenges of Using Social Media in Teaching Secretarial Skills**

To what extent do you agree with the following statements regarding the challenges of using social media? (Scale: 1 = Strongly Disagree, 5 = Strongly Agree)

| Statement | 1 | 2 | 3 | 4 | 5 |
| --- | --- | --- | --- | --- | --- |
| Social media can be distracting when used for educational purposes. |  |  |  |  |  |
| Limited internet access restricts my ability to use social media effectively for learning. |  |  |  |  |  |
| I often face difficulties in differentiating reliable information from unreliable sources. |  |  |  |  |  |
| I find it challenging to maintain focus on academic tasks while using social media. |  |  |  |  |  |
| Technical difficulties (such as device compatibility or app issues) limit my social media use. |  |  |  |  |  |

**Section F: Overall Impact of Social Media on Secretarial Skill Acquisition**

How would you rate the overall impact of social media on your secretarial skill acquisition?

☐ Very high impact

☐ High impact

☐ Moderate impact

☐ Low impact

☐ No impact