Utilization of Social Media for inclusive Quality Instructional Delivery of TVET in Nigeria

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Abstract

This study determined utilization of social media for enhancing inclusive quality instructional delivery of Technical and Vocational Education and Training (TVET) in Nigeria. To achieve this, emerging social media technologies for instructional delivery and social networking platforms for inclusive teaching and learning were examined. Diffusion of innovation theory was used to justify the adoption of social media as a veritable tool to supplement and blend traditional teaching and learning environment. A descriptive survey research was adopted and the population for the study was 3,970. Purposive sampling technique was used to select 400 respondents from four tertiary institutions that offer TVET programmes in Ekiti State, Nigeria. A structured questionnaire tagged 'SMEQID' with reliability index of .77 was used for data collection. Two research questions were answered using mean and two null hypotheses were tested using t-test at 0.05 level of significance. The result of the study revealed that educational social media sites, micro-blogging sites, media publishing tools, media collaboration tools, photo/document sharing sites, video sharing sites and virtual world media that can enhance inclusive quality instructional delivery of TVET in Nigeria were not utilized. The study recommended early adoption of educational technologies embedded in social media that supplement teaching and learning experiences beyond classroom environment as well as online programmes where students can freely interact and collaborate on emerging issues in TVET for inclusive quality instructional delivery.

Keywords: *Utilization, Social Media, Quality, Instructional Delivery, TVET.*

Introduction

Saleable skills provided by technical and vocational education and training (TVET) have become economic rehabilitator, motivator and empowerment to many Nigerian youths. Hence, the federal government of Nigeria in the National Policy on Education (NPE, 2013) stated that one of the main goals of vocational and technical education shall be to give training and impart the necessary skills to individuals who shall be self-reliant economically. This is because skills acquired through formal and informal vocational education and training are capable of opening a lot of opportunities for people to achieve economic diversification particularly at the informal sector without undermining the dignity of academic pursuits and career advancement. However, advocacy for inclusive quality instructional delivery of TVET that blends formal and informal learning environment for adequate participation beyond classroom/workshop setting via social media platforms remains one of the emerging issues that deserve adequate consideration.

The success of TVET programmes depend majorly on the implementation process and its accessibility to all categories of people who needed them anywhere any time. According to Adama (2006), proper and adequate delivery of TVET provides the totality of knowledge, functional skills and methods needed as preparation for work and self-reliance. In addition to general education, TVET is a comprehensive term involving the study of technologies and related sciences, acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life (NPE, 2004). As attractive and promising as TVET programmes are, it is worrisome that only an insignificant number of the Nigerian youths are involved in it perhaps owing to traditional instructional delivery approaches often utilized and characterized by limited awareness and accessibility to million of Nigerians who interact daily on social media platforms for useful information.

Social media refers to the various means of interaction among people whereby they create, share and exchange information and ideas for interactive, informative, educational and promotional purposes (Yahaya, 2014). For example, blogging domain can be created on the social media platforms for update of TVET programmes on emerging issues, technologies, critical policy areas and new skills for greening economy without geographical and time barriers. Egbe (2015) stressed most universities and colleges that interact with students on various online courses they offer through social networking sites that can be used to upload, download and share lectures, tutorial class, modules of practical training, pictures, live video or radio streaming and charting. As social networking makes people turn to the internet for more sophisticated information, utilization of social media platforms are paving way for adequate awareness and accessibility needed to induce peoples' interest for inclusive quality instructional delivery of vocational and technical education courses.

Utilization according to Alabi (2014) is the use of available resources, tools or instruments to achieve a particular purpose. In this study, utilization refers to effective use of social media platforms or networking sites for achieving quality instructional delivery of TVET courses that will guarantee adequate awareness, accessibility and inclusive participation for students and teachers within and outside the classroom. This is because online networking is now the fastest growing and dominant trend in the use of information and communication technology (ICT) in this 21st century. It is conceived that social media as part of emerging ICT applications for instructional delivery of TVET would

broaden the dimension of instructional objectives, materials, methods, teaching and learning processes for inclusive learning experiences. Also, there is a need for instructional delivery beyond traditional classroom to ease the accessibility of TVET locally, nationally and globally on a friendly platform like social media.

Literature Review

Emerging ICT Platforms for Instructional Delivery

The use of virtual web-based technologies and interactive facilities that enhance the effectiveness and value of social interactions in teaching and learning continue to emerge in recent years. As educators look for ways to engage and motivate students, social media technologies are becoming a viable supplement to the traditional learning environment (Ebner, Lienhardt, Rohs, & Meyer, 2010). This is because global trend in information and communication technology (ICT) is promoting the use of social media technologies for information sharing, collaboration, formation of community learners, participation and extension (Suter, Alexander & Kaplan, 2005). Bryer and Zavatarro (2011) stated that social media technologies and websites such as blogs, wikis, media (audio, photo, video, text) sharing tools, networking platforms and virtual worlds make collaboration and deliberation across students possible. Also, a combination of distance learning delivery with instructional social media provides new approaches to teaching and learning that blend pedagogy and technology (Lee & McLoughlin, 2010; Veletsianos & Navarrete, 2012).

With respect to the traditional classroom environment, George (2011) reported that faculties and instructional designers are on social media technologies for various types of academic activities that include collaborative learning, inquiry-based learning and reflective learning. Despite critics of cyber bullying, faculty and student workloads and technology infrastructure issues as major reasons to censure of social media in education, Chen and Bryer (2012) and Lederer (2012) found out that most studies reported a strong willingness among students to incorporate social media into their learning experiences. The majority of faculty are equally expected to provide course content in a more active and participatory role. As networking platforms for academic practice continues to grow amongst students and institutions of higher learning, Minocha (2009) recommended the use of social technologies that facilitate collaborative authoring such as blogs and wikis; applications that enable sharing of bookmarks, photographs and videos; social networking platforms such as Facebook, Elgg and Ning; and virtual worlds such as Second Life that facilitate synchronous collaboration.

According to Lederer (2012), contemporary students have become habituated to a world where social media is the norm, should be used as an educational tool to enrich learning experiences so as to help students post resumes for employment by researching potential employers. Also, social media as an instructional medium blends informal learning into formal learning environments (George, 2011; Velestsianos and Navarrete, 2012). It facilitates a participatory culture among students as well as providing opportunities for self-expression, self-reflection and social interaction in both traditional and distance learning environments (Lee and McLoughlin, 2010). McCarthy (2009) reported that students were able to develop academic relationships freed from the constraints of the classroom and their own inhibitions, and over the semester, online discussions evolved from formal academic critiques to informal social interactions.

Social Networking Platforms for Inclusive Learning Experience

Social media is redefining instructional objectives, contents and materials, procedures, methods or techniques and delivery with vista opportunities that can be used for inclusive quality learning experience in technical and vocational education programmes. Social networking is one aspect of social media where individuals belong to a community that share ideas, and interests. Social networking platforms will continue to permeate educational practices by combining social networks and education thereby complementing teaching with online social interaction despite some observed disadvantages (George, 2011). According to Alison (2012), several social networking platforms are springing up and given the ubiquity and widespread adoption of social media, they evolved into many new shapes and forms depending on the usage.

In recent time, social media has tremendously strengthened global advocacy and increased the level of awareness of TVET through online sustainable development knowledge platform on how to achieve sustainable development goals (SDGs). According to the report of United Nations Statistical Commission (2016), as countries integrate sustainable development goals into their educational policies and plans, dissemination of reliable and timely information on global indicators for systematic follow-up and progress reviews constitute a tremendous challenge. Thus, online sustainable development knowledge platform through social media is an essential step in establishing where we are now, contributing and collaborating ways forward and making learning experience inclusive beyond classroom. Utilization of social media will facilitate local, national, regional or global discussion and collaboration on how best to make government and individuals more committed to the relevance of TVET towards sustainable development goals.

To avoid issues of unclassified sites, the following major types of social media are based on their relative multitasking functions as follows:

- **Social networking sites**: Facebook, Google Plus, MySpace, LinkedIn, etc.
- **Micro-blogging sites**: Twitter, Sophia, Tumblr, Plurk, Yookos, Whoteaches, etc.
- **Publishing tools**: WordPress, Blogger, Squarespace, Teachstreet, etc.
- **Collaboration tools**: Wikipedia, WikiBooks, Classroom 2.0, Educator's PLN, etc.
- **Rating/Review sites**: Amazon ratings, Angie's List, etc.
- **Photo/document sharing sites**: Flikr, Instagram, WhatsApp, Pinterest, etc.
- **Video sharing sites**: YouTube, Vimeo, Viddler, etc.
- **Personal broadcasting tools**: Blog Talk radio, Ustream, Livestream, etc.
- **Virtual worlds**: Second Life, Learn Central, Farmville, etc.
- **Location based services**: Check-ins, WikiTravel, Foursquare, Yelp, etc.
- **Widgets**: Profile badges, Like buttons, etc.
- **Social bookmarking and news aggregation**: Digg, Delicious, etc.
- **Group buying**: Groupon, Living Social, Crowdsavings, etc.

Diffusion of Innovation Theory

The diffusion of innovation theory was propounded by Rogers in a book 'Diffusion of Innovation' in 1962 to support the adoption of innovations among individuals and organizations by explaining how, why, and at what rate new ideas and technologies spread over time through a specific population or participants in a social system (Rogers, 2003). Rogers proposed that the spread of a new idea or technology depends on the innovation itself,

communication channels, time, and a social system. The effect of diffusion is that people as part of a social system adopt new idea, behaviour and approach to do something differently from what they had been previously to achieve better result. Rogers categorized innovation adopters as follows: innovators (2.5%), early adopters (13.5%), early majority (34%), late majority (34%), and laggards (16%) depending on innovativeness and the perceived cost-benefits (Rogers, 2003; Shipan & Volden, 2008). The proponents of this theory give credence to the diffusion of social media as an innovative strategy to enhance inclusive quality instructional delivery in TVET as follows:

- **Innovators (2.5%)**: They are people who want to be the first to try the innovation and highly venture some into new ideas. Government, opinion leaders, TVET policy makers, curriculum planners, lecturers, educators, teachers and facilitators are to be in the forefront of adoption by engaging in activities that lead to further diffusion of social media sites for TVET.
- **Early Adopters (13.5%)**: These are people who represent opinion leaders who are aware of the need to embrace change opportunities in new ideas and technologies. This category includes schools, TVET curriculum planners, lecturers, educators, teachers, facilitators and students who feel very comfortable adopting social networks to attract those who need TVET programmes any where any time for fast diffusion.
- **Early Majority (34%)**: These are people who need little persuasion and deliberation before adopting a new idea and technology before the average stakeholders. They include school management, TVET lecturers, educators, teachers, facilitators and students are to adopt social networks without unnecessary ado or delay. Positive mindset is very important to actualize the prospects of adopting social media platforms in TVET.
- **Late majority (34%)**: The people in this category oftentimes approach an innovation with a high degree of scepticism and wait till early majority of the stakeholders have done so. TVET lecturers, educators, teachers and students are no longer expected to be spectators and backward on emerging innovations in TVET, otherwise, people who are not TVET experts will continue to hijack it.
- **Laggards (16%)**: They are the last group of individuals to adopt innovations and in most cases, pessimistic that a new idea or technology might fail. This category of individuals has an aversion to change-agents by focusing on traditional approach. TVET stakeholders should avoid unhealthy resistance to innovations. Some innovations spread quickly than others, so with time, social media will be adopted as an interactive technology for teaching and learning beyond classroom environment.

Statement of the Problem

Traditional teaching approaches are becoming less applicable globally in this digital era and have to be complemented with highly interactive online learning platforms. As a result, the use of social media platforms where lecturers, educators, teachers, facilitators and students can freely exchange interaction, communication and collaboration beyond classroom setting have been prominently featured on the use of technology to support and amplify educational endeavors (Veletsianos & Navarrete, 2012). Despite the potential contributions of social networking sites to educational endeavours, available empirical studies were not extended to the use of social media for inclusive quality instructional

delivery of TVET in Nigeria. This creates a gap in the literature which this study intends to fill by showcasing social media platforms that can be utilized to enhance adequate awareness and participation by all categories of people who need TVET programmes any where any time in Nigeria.

Purpose of the Study

The purpose of this study was to determine the utilization of social media for enhancing inclusive quality instructional delivery of Technical and Vocational Education and Training (TVET) in Nigeria. Specifically, the study sought to:

1. identify the social media platforms that can be utilized for inclusive quality instructional delivery of TVET.
2. determine the extent of utilization of social media platforms for inclusive quality instructional delivery of TVET.

2.6 Research Questions

The following research questions guided the study:

1. What are the social media platforms that can be utilized for inclusive quality instructional delivery of TVET?
2. What is the extent of utilization of social media platforms for inclusive quality instructional delivery of TVET?

Research Hypotheses

The following null hypotheses were tested at 0.05 probability level of significance.

Ho_1: There is no significant difference in the mean responses of students and lecturers on the social media platforms that can be utilized for inclusive quality instructional delivery of TVET.

Ho_1: There is no significant difference in the mean responses of students and lecturers on the extent of utilization of social media platforms for inclusive quality instructional delivery of TVET.

Method

Descriptive survey research design was adopted for the study in line with Osuala (2005) because it is suitable for public opinion on existing phenomena with the intent to determine the current conditions or practices and make better plan for improvement. The study was carried out in Ekiti State, south-west of Nigeria. The population was 3,770 and a purposive sampling technique was used to select 400 respondents (40 lecturers and 360 students) from four public tertiary institutions that offer TVET programmers. A questionnaire tagged Social Media for Inclusive Quality Instructions Delivery (SMCQID)' was developed for data collection for the study by the researchers based on relevant literatures reviewed. The instrument was face validated by three experts in TVET and a reliability index of .77 was obtained using Cronbach Alpha technique. It contained 20-item in four-response rating options to elicit responses from the respondents in line with the research questions.

The responses to questionnaire items 1-13 were rated strongly agree, agree, disagree and strongly disagree; while items 14-20 were rated much utilized, utilized, slightly utilized and not utilized. The researcher engaged the service of two assistants to administered 400 copies of the questionnaire to the respondents and were duly completed and returned. The data collected were analyzed using mean to answer the research questions. For questionnaire items 1-13, mean responses from the limit numbers of 3.50-4.00 indicated strongly agree, 2.50-3.49 indicated agree, 1.50-2.49 indicated disagree and 0.50-1.49 strongly disagree. Also, for items 14-20, mean responses from the limit numbers of 3.50-4.00 indicated much utilized, 2.50-3.49 indicated utilized, 1.50-2.49 indicated slightly utilized and 0.50-1.49 indicated not utilized. Two null hypotheses were analyzed at 0.05 level of significance using t-test.

Results

What are the social media platforms that can be utilized for enhancing inclusive quality instructional delivery of TVET?

Table 1

Mean Responses on the Social Media Platforms that can be Utilized for Enhancing Inclusive Quality Instructional Delivery of TVET

S/N	Social Media Platforms	X_1	SD_1	X_2	SD_2	$\bar{X}_C$	SD_C	Rem
1	Social networking sites like Facebook, Google Plus, MySpace and LinkedIn.	3.84	.54	3.66	.63	3.75	.57	SA
2	Media micro-blogging sites like Twitter, Sophia, Tumblr and Whoteaches.	3.62	.76	3.70	.46	3.66	.66	SA
3	Media publishing tools like Blogs, WordPress, Squarespace and Teachstreet.	3.76	.46	3.64	.81	3.70	.63	SA
4	Media collaboration tools like Wikipedia, WikiBooks, Class- room 2.0 and Educator's PLN.	3.62	76	3.64	.56	3.71	.57	SA
5	Media rating/review sites like Amazon ratings, Angie's List.	166	.96	1.08	.88	1.37	.92	SA
6	Photo/document sharing sites WhatsApp, Instagram, Flikr and Pinterest	3.86	.36	3.42	.54	3.64	.45	SA
7	Video sharing sites like YouTube, Vimeo and Viddler.	3.42	.43	2.49	.63	2.95	.53	SA
8	Personal broadcasting tools like Blog Talk radio, Livestream and Ustream.	1.14	.35	1.72	.67	1.43	.51	SD
9	Virtual world media like Second Life, Learn Central or Farmville.	3.39	.88	3.58	.66	3.49	.77	A
10	Media for location based services like Check-ins, Yelp, WikiTravel and Foursquare.	1.09	.18	1.17	.24	1.13	.21	SD
11	Media Widgets like Profile badges and Like buttons.	1.06	.16	1.11	.28	1.09	.22	SD
12	Social bookmarking and news like Digg and Delicious.	1.30	.89	1.42	.76	1.36	.83	SD
13	Media group buying like Groupon, Living Social and Crowdsavings	1.35	.61	1.17	.44	1.24	.53	SD

Keys: *X_1 = Students, X_2 = Lecturers, $\bar{X}_C$ = Combine Mean, SD_C = Combine Standard Deviations, SD = Strongly Agree, A = Agree, SD = Strongly Disagree.*

Table 1 shows that the combine mean ratings of 3.75, 3.66, 3.70, 3.71, and 3.64 were within the limit numbers of 3.50-4.00 indicating that both the students and lecturers strongly agreed that the social media platforms in items 1, 2, 3, 4 and 6 can be utilized to enhance inclusive quality instructional delivery in TVET. Also, the mean ratings of 2.95 and 3.49 were within the limit numbers of 2.50-3.49 indicating that they agreed on items 7 and 9. However, the mean ratings of 1.37, 1.43, 1.13, 1.09, 1.36 and 1.24 were within the limit numbers of 0.50-1.49 indicating that they strongly disagreed on items 5, 8, 10, 11, 12 and 13.

Research Question Two

What is the extent of utilization of social media platforms that can enhance inclusive quality instructional delivery of TVET?

Table 2

Mean Responses on the Extent of Utilization of Social Media Platforms that can Enhance Inclusive Quality Instructional Delivery of TVET

S/N	Social Media Platforms	X1	SD1	X2	SD2	$\bar{x}_C$	SDC	Rem
14	Social networking sites like Facebook, Google Plus, MySpace and LinkedIn.	1.78	.74	1.61	.66	1.70	.70	SU
15	Media micro-blogging sites like Twitter, Sophia, Tumblr and Whoteaches.	1.35	.57	1.39	.69	1.37	.63	NU
16	Media publishing tools like Blogs, WordPress, Squarespace and Teachstreet.	1.48	.66	1.36	.58	1.42	.62	NU
17	Media collaboration tools like Wikipedia, WikiBooks, Class- room 2.0 and Educator's PLN.	1.32	.46	1.26	.82	1.29	.64	NU
18	Media rating/review sites like Amazon ratings, Angie's List.	1.42	. .65	1.35	.46	1.39	.56	NU
19	Photo/document sharing sites WhatsApp, Instagram, Flikr and Pinterest	1.29	.86	1.23	.60	1.26	.73	NU
20	Video sharing sites like YouTube, Vimeo and Viddler	1.33	.59	1.61	.63	1.47	.61	NU

Keys: *X_1 = Students, X_2 = Lecturers, $\bar{X}_G$ = Grand Mean, SD = Standard Deviations,, SU = Slightly Utilized, NU = Not Utilized*

Table 2 shows that the combine mean ratings of 1.37, 1.42, 1.24, 1.39, 1.26 and 1.40 are within the limit numbers of 0.50-1.49 indicating that both the students and lecturers strongly agreed that the social media platforms in items 15, 16, 17, 18, 19 and 20 were not utilized to enhance inclusive quality instructional delivery in TVET. However, the mean rating of 1.70 was within the limit numbers of 1.50-2.49 indicating that only item 14 was slightly or scarcely utilized.

Null Hypothesis One

Ho_1: There is no significant difference in the mean responses of students and lecturers on the social media platforms that can be utilized for enhancing inclusive quality of instructional delivery of TVET.

Table 3

Summary of t-test Analysis of Difference on the Social Media Platforms that can be Utilized for Enhancing Inclusive Quality Instructional Delivery of TVET

Respondents	N	$\bar{x}$	SD	t-cal	t-tab	DF	P-value	Remarks
STUDENTS	360	3.65	0.54	1.29	1.96	398	.146	NS
LECTURERS	40	3.51	0.66					

***Keys**: N = Number of Respondents, $\bar{X}$ = Mean Ratings (items 1, 2, 3, 4, 6, 7 and 9 that can be utilized), SD = Standard Deviation, t-cal = Calculated Value, t-tab = Table Value, DF = Degree of Freedom, P-value = 2-tailed Significant value, NS = Not Significant (p>0.05).*

Table 3 shows that the result of the t-test was not significant. The calculated value (1.29) at 398 degree of freedom is less than the table value (1.96) and 0.05 level of significance is less than the p-value of .146 (1.29<1.96; p=.146>0.05). Consequently, the null hypothesis was accepted as postulated. This means that no significant difference existed in the mean responses of the respondents on the social media platforms that can be utilized for enhancing inclusive quality instructional delivery of TVET.

Null Hypothesis Two

Ho_2: There is no significant difference in the mean responses of students and lecturers on the extent of utilization of social media platforms that can enhance inclusive quality instructional delivery of TVET.

Table 4

Summary of t-test Analysis of Difference on the Extent of Utilization of Social Media Platforms that can Enhance Inclusive Quality Instructional Delivery of TVET

Civil Servants	N	$\bar{x}$	SD	t-cal	t-tab	DF	P-value	Remarks
STUDENTS	360	1.43	0.65	.285	1.96	398	.762	NS
LECTURERS	40	1.40	0.63					

***Keys**: N = Number of Respondents, $\bar{X}$ = Mean Ratings, SD = Standard Deviation, t-cal = Calculated Value, t-tab = Table Value, DF = Degree of Freedom, P-value = 2-tailed Significant value, NS = Not Significant (p>0.05).*

Table 4 shows that the result of the t-test was not significant. The calculated value (0.285) at 398 degree of freedom is less than the table value (1.96) and 0.05 level of significance is less than the p-value of .762 (0.285<1.96; p=.762>0.05). Consequently, the null hypothesis was accepted as postulated. This means that no significant difference existed in the mean responses of the respondents on the extent of utilization of social media platforms that can enhance inclusive quality instructional delivery of TVET.

Discussion

Table 1 revealed that both the lecturers and students indicated that social media platforms in items 1, 2, 3, 4, 6, 7 and 9 can be utilized to enhance inclusive quality instructional delivery of TVET while those in items 5, 8, 10, 11, 12 and 13 cannot be utilized. This implies that not all the social media platforms can be used to enhance interactive digital in teaching and learning of TVET. Hence, the results show that the following social media platforms can be utilized to enhance inclusive quality instructional delivery of TVET: social networking sites like Facebook, Google Plus,

LinkedIn, MySpace; micro-blogging sites like Twitter, Sophia, Whoteaches; media publishing tools like Blog, WordPress; media collaboration tools like Wikipedia, WikiBooks; photo/document sharing siteslike WhatsApp, Instagram, Pinterest; video sharing sites like YouTube, Vimeo, Viddler and virtual world media. The findings of this study is in line with that of Veletsianos and Navarrete (2012) that networking sites can be used as a core technological component in the fully online course and as a supplement component in the hybrid of academic courses.

Table 2 however, revealed that the extent of utilization of social media platforms in items 1, 2, 3, 4, 6, 7 and 9 were not utilized for enhancement of inclusive quality instructional delivery of TVET. This implies that teaching and learning of TVET in Nigeria is yet to take advantages of emerging educational technologies embedded in social media platforms to supplement the traditional learning environment. The credence of these findings is in line with the submission of Chen and Bryer (2012) who found out that despite the popularity of social media, however, a low percentage of students and faculty use them for academic practice; and George (2011) that many educators have been slow to utilize social media technologies on the grounds that they invite violations of privacy. Also, the results of hypotheses tested in Table 3 and Table 4 revealed that both the lecturers and students had similar views ($p=.146>0.05$) in line with the submission of Ebner, Lienhardt, Rohs, and Meyer (2010) on relevance of social media platforms. No significant difference existed in their mean responses ($p=.762>0.05$) on their utilization to enhance inclusive quality instructional delivery of TVET. Hence, the null hypotheses were accepted.

Conclusion

The study found that there were social media platforms that can be effectively utilized for inclusive quality instructional delivery of TVET in Nigerian tertiary institutions but they are not being utilized. This explains one of the reasons why instructional delivery approaches in the Nigerian school setting is still limited to the traditional learning styles which does not provide adequate participation for those who need them any time anywhere.

Recommendations

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

1. TVET stakeholders particularly curriculum planners, lecturers, educators, teachers and facilitators should be actively involved in emerging technologies that have positive educational implications on the quality of learning experience.
2. TVET stakeholders should avoid naive resistance to social media innovations that can be used to supplement teaching and learning beyond traditional classroom environment as well as creating public awareness on emerging issues in technical and vocational education and training.
3. Every department and faculty offering TVET programmes should take advantages of educational technologies embedded in social media to create online courses where the students can freely interact and collaborate on how TVET programmes can be used to achieve sustainable development goals in Nigeria.
4. Schools and curriculum planners, lecturers, educators, teachers, facilitators and students should feel comfortable to adopt social networks to attract those who need TVET programmes anywhere and anytime.

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