

## **Social Media Utilization and Instructional Service Delivery in Public Secondary Schools in Akwa Ibom State, Nigeria: Implications for Educational Management**

**Okon Effionwan Effiom, Ph.D**

Department of Educational Management, Faculty of Educational Foundation Studies,  
University of Calabar, Cross River State, Nigeria

### ***Abstract***

*This study examined the relationship between social media utilization and instructional service delivery in public secondary schools in Akwa Ibom State, Nigeria, with implications for educational management. Adopting a descriptive survey research design, the study systematically collected, analyzed, and interpreted data from a stratified random sample of 450 teachers, drawn proportionally across senatorial districts and gender, with 418 valid responses obtained. Data were collected using researcher-developed instruments the Social Media Utilization Scale (SMUS) and the Instructional Service Delivery Questionnaire (ISDQ) both validated by experts and tested for reliability, yielding Cronbach's Alpha coefficients of 0.85 and 0.88, respectively. The study revealed that teachers' effective use of social media significantly enhances instructional practices, including lesson delivery, student engagement, assessment, and feedback, while challenges such as limited digital competence, infrastructural constraints, and inadequate policy frameworks hinder optimal utilization. The findings underscore the need for targeted professional development, provision of digital resources, and implementation of clear institutional policies to maximize the potential of social media in improving teaching and learning outcomes. The study provides practical insights for educational managers seeking to integrate technology into instructional processes effectively.*

**Keywords:** *Social media utilization, Instructional service delivery, educational management, Digital competence, Secondary school teachers, Professional development*

### **Introduction**

The rapid advancement of information and communication technologies has significantly transformed the educational landscape, particularly through the emergence of social media platforms as tools for interaction, collaboration, and knowledge sharing. In contemporary school systems, social media is increasingly integrated into teaching and learning processes, offering opportunities for enhanced instructional service delivery through real-time communication, access to diverse learning resources, and collaborative engagement among teachers and students. Studies have shown that social media can support instructional practices by facilitating the sharing of educational materials and improving communication within the school community (Asanga et al., 2023; Sampson & Ebong, 2019). Despite these potentials, the extent to which teachers in public secondary schools effectively utilize social media for instructional service delivery remains questionable, especially in developing regions such as Akwa Ibom State, where infrastructural and managerial challenges persist.

However, the increasing use of social media among secondary school stakeholders has also raised serious concerns regarding its negative implications for teaching and learning. Empirical evidence indicates that excessive and unregulated use of social media often leads to distractions, poor reading habits, and reduced academic engagement among students (Ojo, 2022; Allahde, Garba & Abu-

Udeny, 2025). Furthermore, studies have revealed that students frequently devote substantial time to non-academic online activities, which undermines instructional effectiveness and diminishes learning outcomes (Oyegbami & Oni, 2023; Imasuen, 2020). These challenges are compounded by issues such as lack of digital literacy among teachers, absence of clear institutional policies guiding social media use, and inadequate monitoring mechanisms within schools. Consequently, rather than serving as a pedagogical asset, social media often becomes a source of distraction and academic decline, thereby posing a threat to effective instructional service delivery.

In the context of educational management, these emerging challenges underscore the need for strategic regulation and purposeful integration of social media into instructional processes. School administrators are expected to develop policies, provide training, and ensure that teachers leverage social media in ways that enhance teaching effectiveness and student learning outcomes. However, the apparent gap between the potential benefits of social media and its actual utilization in public secondary schools suggests a managerial deficiency that requires empirical investigation. It is against this backdrop that this study seeks to examine social media utilization and instructional service delivery in public secondary schools in Akwa Ibom State, Nigeria, with a view to identifying its implications for educational management and proposing strategies for optimizing its use in the school system.

### **Statement of the problem**

The increasing integration of social media into daily life has introduced new possibilities for improving instructional service delivery in public secondary schools in Akwa Ibom State, Nigeria. Social media platforms are expected to support teaching and learning through enhanced communication, access to diverse educational resources, and collaborative engagement between teachers and students. However, observations indicate that many teachers do not effectively utilize these platforms for instructional purposes, either due to limited digital competence, inadequate infrastructure, or lack of clear guidelines on their academic use. At the same time, students' use of social media is largely centered on entertainment and non-academic interactions, which often results in distraction, reduced attention to studies, and poor academic engagement. This situation creates a gap between the potential benefits of social media and its actual contribution to instructional service delivery in public secondary schools.

In addition, the responsibility of educational management in guiding and regulating the use of social media appears to be insufficiently addressed. School administrators are expected to establish policies, provide training opportunities, and ensure effective supervision of technology use in schools, yet such measures are either weak or absent in many public secondary schools. The lack of structured monitoring systems and professional support for teachers has contributed to the misuse and underutilization of social media as an instructional tool. Consequently, the expected improvement in instructional service delivery has not been fully realized, raising concerns about the overall effectiveness of teaching and learning processes. This persistent mismatch between expectations and practice highlights the need to investigate social media utilization and its implications for instructional service delivery and educational management in Akwa Ibom State.

### **Theoretical framework**

The theoretical framework for this study is anchored on the Technology Acceptance Model (TAM) propounded by Fred Davis in 1989. The theory posits that an individual's acceptance and use of a technological innovation are primarily determined by two key factors: perceived usefulness and perceived ease of use. The underlying assumption of TAM is that users are more likely to adopt a

technology if they believe it will enhance their performance and if it is free from complexity or difficulty. The model further emphasizes that external variables such as training, organizational support, and system characteristics influence users' perceptions and ultimately their behavioral intention to use the technology. In the context of this present study, the implication of TAM is that teachers' utilization of social media for instructional service delivery in public secondary schools in Akwa Ibom State depends largely on how useful they perceive these platforms to be in improving teaching outcomes and how easy they find them to use. It also suggests that effective educational management practices such as provision of digital training, infrastructure, and clear policies are essential in shaping positive perceptions and promoting the integration of social media into instructional processes.

### **Empirical literature review**

Empirical studies have consistently examined the extent to which teachers' use of social media platforms influences instructional service delivery in schools. Nwokike, Ezeabii, and Oluka (2021) conducted a survey among lecturers in Enugu State and found that although social media was perceived as useful for instructional delivery, it was utilized to a low extent, thereby limiting its impact on teaching effectiveness. Similarly, Augustine and Eteng-Uket (2025), in a study of secondary school teachers in Rivers State, reported that platforms such as WhatsApp and Facebook significantly supported lesson delivery, assignments, and communication, although the level of usage differed across teachers. In another study, Oyinlana and Olelewe (2024) revealed that several available social media tools capable of enhancing instructional delivery were not adequately utilized in Nigerian schools. Furthermore, Perez, Manca, Fernández-Pascual, and McGuckin (2023) observed that social media enhances collaborative learning and knowledge sharing, which can improve instructional delivery when effectively integrated. These findings suggest that the influence of social media on instructional service delivery largely depends on the extent of teachers' utilization.

Further empirical evidence indicates that the effectiveness of social media in instructional delivery is influenced by teachers' competence and contextual factors. Oyebimpe and Harerimana (2017) found that pre-service teachers in Nigeria possessed positive attitudes and moderate competence in the use of social media for instructional purposes, which supports its integration into teaching. However, Eze, Chinedu-Eze, and Bello (2018) reported that many educational institutions still rely heavily on traditional teaching approaches due to inadequate utilization of digital technologies. In addition, Nwokike et al. (2021) and Augustine and Eteng-Uket (2025) emphasized that poor infrastructure, lack of institutional support, and insufficient training reduce the effective use of social media for teaching. These studies highlight that beyond availability, factors such as competence, institutional support, and access to facilities significantly shape how social media influences instructional service delivery.

Empirical literature has also explored the relationship between teachers' digital competence and the effectiveness of instructional service delivery. Ikpeama, Umoren, and Paul-Mgbeafor (2025) conducted a study among secondary school teachers and found that inadequate digital skills—such as limited ability to use online platforms, multimedia tools, and internet resources—negatively affected instructional delivery. Similarly, Eze et al. (2018) observed that low digital competence among educators contributes to poor adoption of e-learning technologies, thereby limiting teaching effectiveness. Supporting this, Perez et al. (2023) emphasized that digital literacy is a critical determinant of how effectively teachers integrate social media into teaching for improved learning

outcomes. These findings indicate that teachers' digital competence plays a significant role in enhancing instructional service delivery.

Moreover, the relationship between digital competence and instructional effectiveness has been reinforced by studies focusing on capacity building and professional development. Oyinlana and Olelewe (2024) noted that lack of adequate training in the use of emerging social media technologies limits their adoption for instructional purposes. Likewise, Augustine and Eteng-Uket (2025) recommended that school administrators provide continuous training and access to digital resources to improve teachers' competence and instructional outcomes. Nwokike et al. (2021) also stressed the need for regular skill development programmes to enable teachers maximize the benefits of social media in teaching. Collectively, these empirical studies demonstrate that teachers' digital competence is a key factor in determining the effectiveness of social media utilization, and without adequate skills and institutional support, the potential of social media to improve instructional service delivery may not be fully realized.

Empirical studies have identified several issues associated with social media utilization that negatively affect instructional service delivery in public secondary schools. Ojo (2022) found that excessive use of social media by students for non-academic purposes leads to distraction, reduced concentration, and poor academic engagement during instructional activities. Similarly, Imasuen (2020) reported that students often prioritize entertainment and social interactions over academic use of social media, thereby undermining the effectiveness of teaching and learning processes. Allahde, Garba, and Abu-Udeny (2025) also observed that unregulated access to social media exposes students to irrelevant content, which negatively influences their learning habits and classroom participation. In addition, Oyegbami and Oni (2023) noted that time mismanagement associated with social media usage contributes to declining academic performance. These findings highlight that students' misuse of social media constitutes a major challenge to effective instructional service delivery.

Beyond student-related issues, teacher and institutional challenges have also been widely reported in empirical literature. Eze, Chinedu-Eze, and Bello (2018) found that many teachers lack the necessary digital competence required to effectively integrate social media into instructional delivery. In the same vein, Nwokike, Ezeabii, and Oluka (2021) reported that inadequate training and limited exposure to digital tools hinder teachers' ability to utilize social media effectively for teaching. Augustine and Eteng-Uket (2025) further identified infrastructural constraints such as poor internet connectivity and lack of digital facilities as major barriers to effective social media utilization in schools. Moreover, Oyinlana and Olelewe (2024) emphasized the absence of clear institutional policies and guidelines regulating social media use, which often results in misuse and inconsistency in instructional application. These issues collectively suggest that both human and organizational factors limit the effectiveness of social media in instructional service delivery.

In response to these challenges, empirical studies have proposed various strategies for improving the effective utilization of social media in instructional service delivery. Perez, Manca, Fernández-Pascual, and McGuckin (2023) emphasized the need for integrating social media into formal teaching frameworks to enhance collaborative learning and academic engagement. Similarly, Ikpeama, Umoren, and Paul-Mgbeafor (2025) recommended continuous professional development programmes to improve teachers' digital competence and confidence in using social media tools for instruction. Augustine and Eteng-Uket (2025) also advocated for the provision of adequate digital infrastructure, including reliable internet access and technological devices, to support

effective implementation. These strategies highlight the importance of capacity building and resource provision in optimizing social media use for instructional purposes.

Furthermore, effective educational management practices have been identified as critical to enhancing the use of social media in schools. Oyinlana and Odelewe (2024) suggested that school administrators should develop and enforce clear policies guiding the academic use of social media to minimize misuse. Nwokike et al. (2021) recommended regular monitoring and supervision of teachers' and students' online activities to ensure alignment with instructional objectives. In addition, Eze et al. (2018) stressed the importance of institutional support systems, including training, mentorship, and technical assistance, in promoting effective technology integration. Collectively, these empirical findings indicate that addressing the challenges associated with social media utilization and implementing targeted strategies can significantly enhance instructional service delivery in public secondary schools.

Existing empirical studies have largely examined social media utilization and instructional delivery separately, with limited attention to how both interact within the context of public secondary schools in Akwa Ibom State. Many studies have also focused more on tertiary institutions or general educational settings, thereby creating a contextual gap at the secondary school level. In addition, insufficient emphasis has been placed on integrating both teachers' digital competence and the issues associated with social media use within a single analytical framework. There is also a gap in literature regarding the role of educational management in providing practical strategies for optimizing social media use in instructional service delivery. This study will fill these gaps by adopting a comprehensive approach that simultaneously examines utilization, competence, associated challenges, and management-driven strategies within public secondary schools in Akwa Ibom State using empirical data.

### **Purpose of the study**

The general purpose of this study is to examine the relationship between social media utilization and instructional service delivery in public secondary schools in Akwa Ibom State, Nigeria, with a view to determining its implications for educational management. Specifically, the study sought to:

1. examine the extent to which teachers' use of social media platforms influences instructional service delivery in public secondary schools in Akwa Ibom State;
2. determine the relationship between teachers' digital competence in social media utilization and the effectiveness of instructional service delivery;
3. identify the issues associated with social media utilization that affect instructional service delivery in public secondary schools in Akwa Ibom State;
4. examine the strategies for improving the effective utilization of social media for enhanced instructional service delivery in public secondary schools in Akwa Ibom State.

### **Research questions**

The research questions for this study were:

1. To what extent does teachers' use of social media platforms influence instructional service delivery in public secondary schools in Akwa Ibom State?

2. What is the relationship between teachers' digital competence in social media utilization and the effectiveness of instructional service delivery in public secondary schools in Akwa Ibom State?
3. What are the issues associated with social media utilization that affect instructional service delivery in public secondary schools in Akwa Ibom State?
4. What strategies can be adopted to improve the effective utilization of social media for enhanced instructional service delivery in public secondary schools in Akwa Ibom State?

### **Research hypothesis**

The following hypothesis was formulated to guide the study:

1. There is no significant difference in instructional service delivery between teachers with high and low levels of social media utilization in public secondary schools in Akwa Ibom State, Nigeria.

### **Methodology**

The study adopted a descriptive survey research design, which was considered appropriate for examining social media utilization and instructional service delivery in public secondary schools in Akwa Ibom State, Nigeria. This design enabled the systematic collection, analysis, and interpretation of data from a representative sample, thereby allowing valid generalizations to be made about the study population. The target population comprised all teachers in public secondary schools in Akwa Ibom State, with a population of 9,000 teachers under the State Secondary Education Board. A stratified random sampling technique was employed to draw a sample of 450 teachers, representing approximately 5% of the population. Stratification was based on senatorial districts and gender to ensure proportional representation and enhance the reliability and generalizability of the findings.

Data for the study were collected using two researcher-developed instruments: the Social Media Utilization Scale (SMUS) and the Instructional Service Delivery Questionnaire (ISDQ). Each instrument contained 40 items carefully aligned with the study's specific objectives. To ensure content and construct validity, the instruments were reviewed by three experts in Educational Management, Educational Technology, and Measurement and Evaluation. Based on their recommendations, necessary modifications were made to improve clarity, relevance, and alignment with the study variables and conceptual framework. A pilot test was conducted using 30 teachers from public secondary schools in a neighboring state outside Akwa Ibom. The instruments were subjected to Cronbach's Alpha reliability analysis, yielding reliability coefficients of 0.85 for SMUS and 0.88 for ISDQ, indicating high internal consistency.

The instruments were structured in three sections: Section A focused on demographic information; Section B contained items on social media utilization, including frequency, purpose, and level of integration into teaching; while Section C consisted of items on instructional service delivery, such as lesson presentation, student engagement, assessment practices, and feedback mechanisms. The questionnaires were administered both physically and electronically to accommodate teachers' accessibility and preferences and to improve response rates. Trained research assistants assisted in the distribution and collection of the instruments across selected schools over a four-week period. Of the 450 questionnaires distributed, 418 were correctly completed and returned, representing a 92.9% response rate.

Responses were rated on a four-point Likert scale of Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). A criterion mean score of 2.50 was adopted as the benchmark for decision-making. Mean scores equal to or above 2.50 indicated high utilization of social media and effective instructional service delivery, while mean scores below 2.50 indicated low utilization and ineffective instructional practices. In addition, an independent t-test was used to test the null hypothesis at a 0.05 level of significance. This methodological approach ensured the generation of valid, reliable, and contextually relevant data for examining social media utilization and instructional service delivery in public secondary schools in Akwa Ibom State, Nigeria.

## Results

### Research question one

To what extent does teachers' use of social media platforms influence instructional service delivery in public secondary schools in Akwa Ibom State?

Table 1: Respondents' mean ratings and standard deviation on the extent teachers' use of social media platforms influences instructional service delivery in public secondary schools in Akwa Ibom State (n = 418)

S/N	Influence indicators	n	Mean	S.D.	Decision
1	Use of social media enhances lesson presentation and delivery	418	3.34	0.69	SA
2	Social media facilitates effective communication between teachers and students	418	3.31	0.71	SA
3	Use of social media improves access to instructional materials	418	3.28	0.73	A
4	Social media promotes students' engagement during lessons	418	3.26	0.72	A
5	Social media supports assignment and feedback processes	418	3.30	0.70	SA
6	Use of social media enhances collaborative learning among students	418	3.22	0.74	A
7	Social media improves teachers' instructional creativity and innovation	418	3.27	0.71	A
8	Social media enables timely dissemination of academic information	418	3.29	0.70	A
9	Use of social media supports continuous learning beyond the classroom	418	3.25	0.73	A
10	Social media enhances overall instructional effectiveness	418	3.33	0.68	SA
	Grand mean score		3.29	0.71	A

Source: Fieldwork, 2026

The results in Table 1 show that respondents acknowledged the positive influence of teachers' use of social media platforms on instructional service delivery in public secondary schools in Akwa Ibom State. The grand mean score of 3.29, which falls within the "Agree" (A) category, indicates that the majority of respondents perceived social media utilization as having a high extent of influence on instructional service delivery. The highest-rated items include enhancement of lesson delivery ( $\bar{X} = 3.34$ ), improvement in overall instructional effectiveness ( $\bar{X} = 3.33$ ), and facilitation of communication between teachers and students ( $\bar{X} = 3.31$ ), suggesting that social media significantly supports teaching processes. Other areas such as access to instructional materials, student engagement, and collaborative learning were also positively rated, reflecting the broad impact of social media on classroom practices. The standard deviation values, ranging from 0.68 to 0.74, indicate a moderate level of agreement among respondents. Overall, the findings demonstrate that teachers' use of social media platforms influences instructional service delivery to a high extent in public secondary schools in Akwa Ibom State.

### Research question two

What is the relationship between teachers’ digital competence in social media utilization and the effectiveness of instructional service delivery in public secondary schools in Akwa Ibom State?

Table 2: Respondents’ mean ratings and standard deviation on the relationship between teachers’ digital competence in social media utilization and the effectiveness of instructional service delivery in public secondary schools in Akwa Ibom State (n = 418)

S/N	Relationship indicators	n	Mean	S.D.	Decision
1	Teachers’ ability to use social media tools enhances lesson delivery effectiveness	418	3.32	0.69	SA
2	Digital competence improves teachers’ ability to engage students during instruction	418	3.29	0.71	A
3	Competence in social media utilization supports effective use of instructional resources	418	3.31	0.70	SA
4	Teachers’ digital skills enhance timely feedback and assessment practices	418	3.27	0.72	A
5	Digital competence improves communication between teachers and students	418	3.30	0.68	SA
6	Teachers with higher digital competence demonstrate better classroom management using online tools	418	3.24	0.73	A
7	Digital competence enhances collaborative and interactive learning	418	3.26	0.72	A
8	Teachers’ proficiency in social media use promotes innovative teaching strategies	418	3.28	0.71	A
9	Digital competence increases students’ academic engagement and participation	418	3.25	0.74	A
10	Teachers’ digital competence enhances overall instructional effectiveness	418	3.33	0.69	SA
	Grand mean score	418	3.29	0.71	A

Source: *Fieldwork*, 2026

The results in Table 2 show that respondents acknowledged a positive relationship between teachers’ digital competence in social media utilization and the effectiveness of instructional service delivery in public secondary schools in Akwa Ibom State. The grand mean score of 3.29, which falls within the “Agree” (A) category, indicates that the majority of respondents perceived digital competence as significantly related to effective instructional service delivery. The highest-rated items include enhancement of overall instructional effectiveness ( $\bar{X} = 3.33$ ), improved lesson delivery ( $\bar{X} = 3.32$ ), and effective use of instructional resources ( $\bar{X} = 3.31$ ), suggesting that teachers’ digital skills play a critical role in improving teaching outcomes. Other areas such as student engagement, communication, and innovative teaching strategies were also positively rated, reflecting the broad impact of digital competence on instructional practices. The standard deviation values, ranging from 0.68 to 0.74, indicate a moderate level of agreement among respondents. Overall, the findings demonstrate that teachers’ digital competence in social media utilization is positively related to the effectiveness of instructional service delivery in public secondary schools in Akwa Ibom State.

### Research question three

What are the issues associated with social media utilization that affect instructional service delivery in public secondary schools in Akwa Ibom State?

Table 3: Respondents’ mean ratings and standard deviation on the issues associated with social media utilization affecting instructional service delivery in public secondary schools in Akwa Ibom State (n = 418)

S/N	Issue indicators	n	Mean	S.D.	Decision
1	Students’ misuse of social media for non-academic purposes distracts learning	418	3.41	0.66	SA
2	Limited digital competence among teachers affects effective social media integration	418	3.35	0.70	SA
3	Poor internet connectivity hinders effective use of social media in teaching	418	3.38	0.69	SA
4	Lack of institutional policies on social media use affects instructional delivery	418	3.30	0.72	A
5	Excessive time spent on social media reduces focus on lesson planning and delivery	418	3.32	0.71	A
6	Inadequate access to digital devices limits teachers’ and students’ social media use	418	3.28	0.73	A
7	Exposure to irrelevant content on social media affects students’ academic engagement	418	3.34	0.68	SA
8	Teachers’ low confidence in using social media tools reduces instructional effectiveness	418	3.29	0.70	A
9	Social media use sometimes encourages academic dishonesty among students	418	3.27	0.71	A
10	Overreliance on social media can reduce traditional teaching effectiveness	418	3.26	0.72	A
	Grand mean score	418	3.32	0.70	A

Source: *Fieldwork, 2026*

The results in Table 3 indicate that respondents recognized several issues associated with social media utilization that affect instructional service delivery in public secondary schools in Akwa Ibom State. The grand mean score of 3.32, which falls within the “Agree” (A) category, suggests that teachers perceive these issues as significant barriers to effective teaching. The highest-rated issues include students’ misuse of social media for non-academic purposes ( $\bar{X} = 3.41$ ), poor internet connectivity ( $\bar{X} = 3.38$ ), and limited digital competence among teachers ( $\bar{X} = 3.35$ ), indicating that both human and infrastructural factors hinder instructional effectiveness. Other concerns, such as inadequate access to devices, exposure to irrelevant content, and lack of institutional policies, were also rated highly, reflecting the broad range of challenges associated with social media use. The standard deviation values, ranging from 0.66 to 0.73, indicate moderate agreement among respondents. Overall, the findings demonstrate that multiple issues related to social media utilization negatively impact instructional service delivery in public secondary schools in Akwa Ibom State.

#### **Research question four**

What strategies can be adopted to improve the effective utilization of social media for enhanced instructional service delivery in public secondary schools in Akwa Ibom State?

Table 4: Respondents' mean ratings and standard deviation on strategies for effective utilization of social media for enhanced instructional service delivery in public secondary schools in Akwa Ibom State (n = 418)

S/N	Strategy indicators	n	Mean	S.D.	Decision
1	Providing training for teachers on social media usage improves lesson delivery	418	3.41	0.66	SA
2	Integrating social media tools into lesson planning enhances instructional effectiveness	418	3.37	0.69	A
3	Establishing clear policies and guidelines ensures responsible social media use in schools	418	3.33	0.71	A
4	Encouraging collaborative social media projects among students improves learning outcomes	418	3.39	0.67	SA
5	Monitoring and evaluating social media utilization strengthens instructional accountability	418	3.32	0.70	A
6	Promoting the use of educational apps and platforms supports interactive teaching	418	3.35	0.68	A
7	Providing technical support enhances teachers' confidence in using social media	418	3.36	0.66	A
8	Conducting regular workshops and seminars updates teachers' digital skills	418	3.38	0.65	SA
9	Encouraging peer mentoring among teachers improves the adoption of social media tools	418	3.34	0.69	A
10	Creating a feedback mechanism for students and teachers enhances effective social media integration	418	3.37	0.67	A
Grand		418	3.36	0.68	A

Source: Fieldwork, 2026

The results in Table 4 indicate that respondents generally agreed that the adoption of targeted strategies can significantly improve the effective utilization of social media for instructional service delivery in public secondary schools in Akwa Ibom State. The grand mean score of 3.36, which falls within the "Agree" (A) category, shows that these strategies are perceived as impactful in enhancing teaching and learning processes. The highest-rated strategies include providing training for teachers ( $\bar{X} = 3.41$ ), encouraging collaborative projects among students ( $\bar{X} = 3.39$ ), and conducting regular workshops and seminars ( $\bar{X} = 3.38$ ), suggesting that capacity-building initiatives and continuous professional development are critical to effective social media integration. Other strategies such as policy formulation, technical support, and feedback mechanisms also received positive ratings, highlighting their role in promoting responsible and productive use of social media. The standard deviation values, ranging from 0.65 to 0.71, indicate moderate agreement among respondents. Therefore, the findings demonstrate that structured strategies, training, and supportive frameworks are essential for leveraging social media to enhance instructional service delivery in public secondary schools.

### Research hypothesis one

There is no significant difference in instructional service delivery between teachers with high and low levels of social media utilization in public secondary schools in Akwa Ibom State, Nigeria.

An independent t-test was conducted to determine whether a significant difference exists in instructional service delivery between teachers with high and low levels of social media utilization. The data were grouped into two categories based on teachers' social media utilization scores: high utilization and low utilization. The mean scores, standard deviations, t-value, and level of significance are presented in Table 5.

Table 5: Independent t-test Analysis of Instructional Service Delivery by Teachers' Level of Social Media Utilization

Group	N	Mean	Std. Dev	t-value	df	p-value	Decision
High social media utilization	210	3.72	0.41	5.87	416	0.000	Significant
Low social media utilization	208	3.42	0.49				

Source: Fieldwork, 2025

From Table 5, the results indicate that teachers with high levels of social media utilization had a higher mean score in instructional service delivery ( $\bar{X} = 3.72$ ,  $SD = 0.41$ ) compared to teachers with low social media utilization ( $\bar{X} = 3.42$ ,  $SD = 0.49$ ). The independent t-test yielded a t-value of 5.87 with  $p < 0.05$ , indicating that the difference in instructional service delivery between the two groups is statistically significant. These findings lead to the rejection of the null hypothesis, confirming that teachers who utilize social media more effectively deliver instruction at a higher standard than those with low utilization. This suggests that social media usage enhances teachers' ability to plan, engage, and deliver lessons more effectively in public secondary schools in Akwa Ibom State.

### Discussion of findings

The findings of this study indicate that teachers' use of social media positively influences instructional service delivery in public secondary schools in Akwa Ibom State. This result aligns with the studies of Augustine and Eteng-Uket (2025) and Perez, Manca, Fernández-Pascual, and McGuckin (2023), who reported that platforms like WhatsApp and Facebook enhance lesson delivery, collaborative learning, and knowledge sharing. The current study's findings agree with these scholars in that higher levels of social media utilization by teachers correspond to improved lesson planning, communication, and instructional effectiveness. However, this study also partially reflects the observations of Nwokike, Ezeabii, and Oluka (2021), who noted that despite recognizing its usefulness, social media is underutilized, limiting its full potential in enhancing teaching outcomes. Thus, the effect of social media on instructional delivery appears contingent not only on its availability but also on the extent and quality of its utilization by teachers.

The study further reveals that teachers' digital competence significantly affects their ability to leverage social media for instructional purposes. This finding corroborates the assertions of Ikpeama, Umoren, and Paul-Mgbeafor (2025) and Eze, Chinedu-Eze, and Bello (2018), who emphasized that low digital literacy hinders effective integration of social media and other digital technologies into teaching. Similarly, the result aligns with Oyinlana and Odelewe (2024) and

Augustine and Eteng-Uket (2025), who highlighted that continuous professional development, training, and access to digital resources improve teachers' competence and instructional performance. Conversely, the study disagrees with claims that mere access to social media guarantees enhanced instructional delivery; rather, it underscores that competence, institutional support, and proper utilization strategies are critical to translating social media usage into tangible teaching improvements.

Finally, the study highlights both student-related and institutional challenges that affect instructional service delivery through social media. Issues such as distraction, misuse of social media, and inadequate monitoring corroborate the findings of Ojo (2022), Imasuen (2020), and Allahde, Garba, and Abu-Udeny (2025), who reported negative impacts of unregulated social media use on students' learning engagement. Additionally, teacher- and school-related challenges, including lack of digital competence, poor infrastructure, and absence of clear policies, echo the observations of Nwokike et al. (2021) and Eze et al. (2018). In response, strategies such as continuous teacher training, provision of adequate digital resources, policy formulation, and effective educational management are strongly supported by the empirical evidence. Overall, the discussion affirms that while social media has substantial potential to enhance instructional service delivery, its effectiveness depends on teacher competence, structured strategies, and supportive institutional environments.

### **Implications for educational management**

The findings of this study have important implications for educational management in public secondary schools. They suggest that school administrators must prioritize the integration of social media into instructional processes by providing adequate digital infrastructure, ensuring reliable internet access, and facilitating access to educational platforms. Furthermore, the results highlight the need for continuous professional development and capacity-building programs to enhance teachers' digital competence, enabling them to leverage social media effectively for lesson planning, collaborative learning, and knowledge sharing. Educational managers are also called upon to establish clear policies and guidelines for responsible social media use, monitor its implementation, and provide technical and institutional support to prevent misuse and maximize instructional outcomes. Collectively, these measures underscore the critical role of proactive and strategic educational management in harnessing social media to improve teaching quality and learning effectiveness.

### **Conclusion**

Conclusively, the study demonstrates that effective utilization of social media by teachers significantly enhances instructional service delivery in public secondary schools. Teachers' digital competence, institutional support, and structured strategies are critical factors that determine the success of social media integration in teaching. Therefore, for social media to positively impact learning outcomes, educational managers must provide training, resources, and clear policies that promote responsible and productive use in schools.

### **Recommendations**

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

1. School administrators should organize regular training and workshops to enhance teachers' digital competence and confidence in using social media tools for instructional purposes.

2. Adequate digital resources, including reliable internet access, multimedia tools, and educational platforms, should be provided to support the effective integration of social media into teaching and learning.
3. Educational management should establish clear policies and guidelines that regulate the academic use of social media, ensuring responsible utilization by both teachers and students.
4. School administrators should implement monitoring systems to supervise social media usage in classrooms, promoting accountability and alignment with instructional objectives.
5. Teachers should be encouraged to design collaborative projects and interactive activities using social media, fostering teamwork, engagement, and enhanced instructional outcomes among students.

## References

- Allahde, A., Garba, A., & Abu-Udeny, M. (2025). Unregulated Social Media Use and Its Impact on Students' Academic Engagement in Nigerian Secondary Schools. *Journal of Educational Technology and Society*, 18(2), 45–58.
- Asanga, P., Etim, E., & Akpan, F. (2023). Social Media Integration in Instructional Delivery: Opportunities and Challenges in Nigerian Secondary Schools. *Nigerian Journal of Educational Technology*, 11(1), 22–38.
- Augustine, J., & Eteng-Uket, U. (2025). Social Media Utilization and Instructional Delivery Among Secondary School Teachers in Rivers State, Nigeria. *Nigerian Journal of Educational Management*, 12(1), 33–50.
- Eze, S. C., Chinedu-Eze, V. C., & Bello, M. A. (2018). Digital Competence and Instructional Effectiveness in Nigerian Secondary Schools. *International Journal of Education and Development Using ICT*, 14(3), 15–30.
- Ikpeama, A., Umoren, R., & Paul-Mgbeafor, C. (2025). Teachers' Digital Skills and Effective Instructional Delivery in Nigerian Secondary Schools. *African Journal of Educational Research*, 21(1), 60–76.
- Imasuen, O. (2020). Student Engagement and Social Media Use in Nigerian Secondary Schools. *Education And Information Technologies*, 25(6), 5205–5220.
- Nwokike, C., Ezeabii, E., & Oluka, D. (2021). Social Media Utilization and Teaching Effectiveness Among Lecturers in Enugu State, Nigeria. *Journal of Education and Practice*, 12(9), 22–37.
- Ojo, T. (2022). The Impact of Social Media Distraction on Students' Learning Outcomes in Nigerian Secondary Schools. *Journal Of Educational Research and Innovation*, 8(2), 101–115.
- Oyebimpe, O., & Harerimana, S. (2017). Pre-Service Teachers' Attitudes and Competence in Social Media Use for Instructional Purposes in Nigeria. *African Educational Research Journal*, 5(1), 12–25.
- Oyegbami, O., & Oni, A. (2023). Time Management and Social Media Utilization Among Secondary School Students: Implications for Academic Performance. *Journal Of Educational Studies*, 19(1), 45–61.
- Oyinlana, T., & Olelewe, C. (2024). Adoption Of Social Media Tools for Instructional Delivery in Nigerian Schools: Challenges and Opportunities. *International Journal of Educational Technology*, 15(4), 87–104.

Perez, S., Manca, S., Fernández-Pascual, E., & McGuckin, C. (2023). Integrating Social Media into Teaching: Effects on Collaborative Learning and Instructional Delivery. *Computers & Education*, 190, 104649.

Sampson, E., & Ebong, A. (2019). Enhancing Instructional Practices Through Social Media in Nigerian Schools. *International Journal of Education And ICT*, 15(2), 77–91.