



The uptake and impact of social media sites (SMS) on open and distance teaching and learning in Zimbabwe: A case study of the Midlands regional campus of Zimbabwe Open University (ZOU)

Thondhlana Saiden^{1*} & Tarumbira Willard²

¹Associate Professor, Faculty of Education, Department of Educational Studies, Zimbabwe Open University

²Department of Library Services

ABSTRACT

The study focused on the uptake and impact of use of social media sites in the **zou** which is an ODL institution related to student's learning and lecturer's learning and teaching. The study used a mixed methodology to gather data. A sample of 70 students and 16 lectures was conveniently chosen. The study revealed that the uptake of use of social media sites was very low for both students and lecturers. Both students and lecturers rated high the use of social media network sites in the improvement of learning and teaching. The study recommended the following among other recommendations that the ZOU could hold social media workshops to improve social media uptake. The ZOU to factor in on fees funds for the purchase of laptops and Smart phones and the ZOU to increase computers at ZOU Regional campus and Wifi coverage at ZOU district centres.

Keywords: *Uptake, Impact, Social Media sites, Student's learning, Lecturer's teaching and learning, Open and Distance education institution, Zimbabwe Open University.*

Citation: Thondhlana Saiden & Tarumbira Willard (2021). The uptake and impact of social media sites (SMS) on open and distance teaching and learning in Zimbabwe: A case study of the Midlands regional campus of Zimbabwe Open University (ZOU). *International Journal of Arts, Humanities and Social Studies*, 3(6), 200-209.

INTRODUCTION

Education is the elementary right of human beings for the development of a person both professionally and personally. With the emergence of technology especially in the field of Open and distance education new horizons have been opened for distance learners. Application of technology in education is not the ultimate goal, instead, we should use it to pursue quality. Information and Communication Technologies (ICT) are potentially powerful enabling tools for educational change and reform. In the education sector, ICT has enormous potential to help countries address issues of access to learning, quality of teaching – learning process and management of systems [1].

In order to ensure the quality of education, the distance education institutions must be careful about the use of proper technologies and media.

The Zimbabwe Open University (ZOU) uses mainly the module as the delivery mode. From my experience of fifteen years as a lecturer and programme co-ordinator modules of the programme have information that is barely the minimum and need to be supplemented by other sources and some are as old as 1995 publications. They have not been reviewed though the review policy of ZOU is every five years. It is in view of the above stated that the students and lecturers have to depend on Open Educational Resources (OER) to obtain current information for the programme courses. Furthermore, ZOU has a policy on the use of Open Educational Resources which seems unknown to the majority of lectures making it difficult for its implementation resulting in none use of Open Educational Resources that include the use of Social media sites. Social media sites that have been found to provide learning and teaching experiences that are of high quality. It is against this background that the researchers have found it pertinent to investigate the uptake and impact of social media sites in aiding the learning and teaching of ZOU's lecturers and the learning of ZOU's students in the various faculties.

Furthermore, the Ministry of Higher Education and Technology has adopted a 5.0 system in the assessment and promotion of its lecturers..This implies apart from assessing teaching, research and university and community services a lecturer is promoted on innovative research and industrialisation. Use of social media information sites is seen by the researchers as leading to the discovery of experiences that might enhance innovation and industrialization.

STATEMENT OF THE PROBLEM

The ZOU has some outdated modules, need information to supplement what is in the modules that contain barely minimum information and has a policy on OERs unknown to most staff members leading to difficult in facilitating the use of social media sites and Open Educational Resources in general. This implies that students and lecturers are

subjected to antiquated information which cannot lead to innovation and industrialization. The only way to go is to get in touch with current information is the use of social media sites. The main research question is “What is the uptake and impact of the use of social media sites in ZOU and what challenges are being experienced by both lecturers and students in the use of social media sites?”

Research Sub –Problems

The reach sub-Problems which guided this study were:

- a) What is the uptake of the use of social media sites in the ZOU by students in learning?
- b) What is the uptake of the use of social media sites in ZOU by lecturers in learning and teaching?
- c) What is the impact of the utilisation of social media sites on lecturer learning and teaching?
- d) What is the impact of the utilisation of social media sites on students learning?
- e) What challenges are faced by students and lectures in accessing the social media sites?
- f) How can these challenges be mitigated?

The Purpose of the Study

The study aimed at establishing the uptake and impact of social media sites by ZOU students and lecturers with regards teaching and learning and the impact social media has on operations.

Significance of the study

The study was significant to ZOU as a whole in that it could lead to policies associated with the use of social media sites for enhancement of teaching and learning. The students will benefit in that they will access current information regarding what they are studying and the lecturers as well since the modules are outdated. The society /nation might benefit in that students and lecturers would be innovative and end up industrialising leading to sustainable development.

Limitations of the Study

The study was a case study of the Midlands Regional Campus hence the data collected could not be generalised for the entire ZOU. The recommendations could not be applied to all campuses of ZOU. The limitation was circumvented by triangulation of data gathering techniques

Delimitations of the Study

The study was delimited to the ZOU Midlands Regional Campus. It focused on the uptake, impact and challenges related to use of social media sites with regards to student`s learning and lecturer learning and teaching.

Review of Related Literature

In reviewing related literature the following reviews are made; conceptual framework, theoretical framework and review of empirical literature.

CONCEPTUAL FRAMEWORK

Social Networking Sites

Kumar [2] views social networking as grouping of individuals into specific groups as it occurs in our villages and neighborhood communities. Social networking comprise integral part of the web connecting millions of people through web based.

Pondyselvi [3] refer to social media in education as referring to the practice of using social media platform as a way of enhancing the education of students (a group of internet based applications that build on the ideological and technological foundations of web 2.0 and that allow the creation and exchange of content.

Lakshmi and Mohana [4] define social network as a chain of individuals and their personal connections... expanding ones connections with other people that is expanding the number of one`s business and or social contacts by making connections through individuals often through social media sites such as Facebook, Twitter, Linked In , and Google+

Social networking according to Kumar [2] can be done in three ways namely social networking website, video conferences and creation of messages or contacts enhancing communication skills.

Teaching

Teaching are those symmetric activities by which the teacher helps pupils to learn to do certain things that will help them cope with and improve their environment [5]. Teaching therefore include imparting knowledge, skills, inducing learning, indoctrinating and conditioning.

Learning

Learning is seen by Weithen [6] as a relatively durable change in behaviour or knowledge that is due to experience. The change of behaviour may be shown in the way a person thinks. Learning therefore changes behaviour permanently.

Theoretical Frame Work of the Study

The study was premised on three theories namely the connectionist, Technology Acceptance model (TAM) and constructivism. Connectionism is a pedagogical and epistemological theory of learning that was initiated by Siemens [7] to explain in detail the mechanical dynamic of learning in theory is really analogous to pure net work theory where the connecting lines are replaced by the virtual knowledge connection lines.

The constructivist learning theory postulates that knowledge is developed internally, rather than simply transmitted by an instructor to a passive student. Learning occurs most effectively when the mind filters incoming information and connects that information to past knowledge and current relevance. The learner interacts with content and events thereby understanding ideas and events.

The Technology acceptance model (TAM) that describes that a person`s behavioural intention to use learning is determined by perceived usefulness and perceived ease of use. This can lead to adoption of it.

Empirical Review of Related Literature

This section comprises the empirical review of related literature. It explores such issues as forms of social media sites, challenges of social networking , opportunities of social media, benefits of social media and situations in the various continents regarding OER`s and how beneficial they have been in learning and teaching to lecturers and learning to students in ODL institutions.

Social Media sites

A number of authorities have identified a variety of social media sites and their uses. The following social media sites have been documented; **a)** Google+ that have graphics and themes and have more about a particular lesson, **b)** Facebook for connecting with friends and family, **c)** Twitter that is used as a reminder to students that they need to complete an assignment within a particular due date , **d)** Word Press where teachers set a web of communication and lessons with students and within it chalkboard prepares students for learning and **e)** Skype that connects with anyone, anywhere at any time. Teachers can encourage students to broaden their views of the world here [8].

Some authorities have also identified the following for the following purposes; **f)** Edmodo used mainly for educational purposes by thirteen million people [3] provides greater security for users. It encourages posting assignments, conducting surveys, sharing images and videos, **g)** English Baby for teaching Conversational English, **h)** Live Mocha used in teaching various languages, **i)** Academia. Edu which is science related for scientists and college students. About one million nine hundred thousand people are using it all over the world. It is used to share research papers with other users in the same field. Here contacts are made with experts and users can get help in their research. It also shows accessed papers and reviews [3].

Other authorities have also identified the following sites for the following purposes **j)** Epernius which has been built mainly for scientist and researchers. It does not allow users to share their research papers but allow users to post questions and get answers from recognized experts, **k)** Wikipedia that is repository of informative articles. People can ask questions. Consists of discussion boards and gives feedback and sharing of knowledge from articles, **l)** Course cracker where students, teachers and parents connect with each other resulting in the refining of the learning process, students click network made of different course materials in he filed of science, business, engineering, computing and humanities and **m)** 9th period that allows users who have similar interests to interact with each other without discrepancies [3] yet others the following **n)** The Synapse which concentrates on biology, the molecular forces that focus on physics and chemistry. It acts as a great platform for sharing and asking questions[3] **o)** You Tube that include videos and several sub categories of university scene, business and engineering, **p)** Teacher Tube which is dedicated to all sorts of education, **q)** Instagram that comprise photos and teachers create assignments from photos and **r)** WhatsApp that can be used for a variety of purposes worldwide. [9].

Challenges of Social Networks

A number of challenges of social networking have been documented. These include lack of privacy because information is open to the general public even those who might not need it, taking up time that is sitting for long hours which might cause health problems and leads to lack of motivation, miscommunication, it might lead to difficulties of expression of views and ideas mainly caused by writing, face to face usually provides physical clues and this is lacking in some social network sites, users might also end up inappropriate contact which could be addressed by a comprehensive

technological user policy also some users might resort to profundity, vulgarity, obscenity or language that is harassing, derogatory or otherwise and use of sexually explicit material [10].

Opportunities Provided by Social Media Sites

Social media networking leads to transformation of personal and social changes particularly for young ones between ages of thirteen to twenty five years, can improve communication skills which improve educational processes and can provide facilities that are enriching to learning and teaching processes with text, video, audio material supporting learning process of students and supporting teacher`s teaching and motivation process. [10].

Social media sites provide flexibility in teaching and learning therefore, they offer opportunities for repeatable meetings that offer opportunity for reflection and the information is retrievable. The information can conveniently be accessible, revised, updated and there are opportunities for editing of learning materials [11].

Benefits of Social Media Sites

Social media sites have a number of documented benefits that include education where someone gets educated from others who are experts and professional and it leads to exposure to diverse views.

Social media sites also provide help where there is sharing of issues with community getting help and guidance and sometimes leads to donors giving money or advice.

Social media also provide information and updates about what is happening around the world and social media can lead to welfare activities. Social media networking also creates awareness and innovative ways. People are helped to discover views and innovative stuffs and technological skills are improved. Social media also leads to the development of positive image and increases engagement in learning [3].

Malathy and Nataraf [10] add the following benefits of social media sites; that it is free, it cuts down on isolation and build tolerance and understanding of cultural diversity.

The state of OER uptake and impact in the various countries of the world.

Social media sites provide students and lecturers with OER that aid learning and teaching. It is therefore, pertinent to enumerate the uptake and impact of OERS in various continents.

In the United Kingdom in 2016 a number of students were getting tuition worldwide through OER. The open University has to date over four million students using open access content and boasts of having 5% of materials being OER [12] It makes open educational resources available.

In the United States of America (USA) the Utah Open Text book project has enabled cutting the cost of text books [13]. OER have been utilized through Massachusetts Institute of Technology, the Open University, John Hopkins, Kyoro University, Notre Dame and Korea University [14]. OER in the USA can be accessed through You Tube and iTube and students are allowed to download content on their mobile phones. USA acclaims the use of OER. The USA has the best educated, best prepared workforce in the world [15].

In Sweden the demand for education is high that the numbers would be adequately accommodated if seven universities were to be opened each week which is not feasible [16]. Some challenges exist with regard to the uptake of OER. Legal aspects in Sweden hinder students from accessing OER to intellectual rights are accorded only to teachers, who are producers of content [16].

Some small islands such as Antigua and Barbuda are developing policies for OER. OERs offer affirmative ways of learning in some cases OER are full courses.

In Brazil, OERs are meant to widen access to education to everybody and to minimize the digital divide [15] Africa has not contributed much content towards OER with only 0,4% of global content and if South Africa is excluded it is only 0,2% [17] Some sub-Saharan universities might be offering content whose quality leaves a lot to be desired [18]. In Tanzania Dudly, Minishi and Majanja [19] found that researchers predominately used open access information. OER is very lowly used with some practioners not being aware of their existence [20].

Kenya has a clear cut policy on OER [21]. Kenya signed the OER Paris declaration and the creative commons Africa. In Ghana some universities like Khame Nkrumah have benefited from OER.

In South Africa (SA), the Cape Town declaration of 2008 made on initiative towards OER. The emergence of OER in SA was necessitated by teaching and learning materials used by tutors.

A study by Fox [22] indicates that efforts are being made towards open education resource use in Zimbabwe through computer society of Zimbabwe, practical action and ubuntu Zimbabwe Team. Though Zimbabwean people use the internet and mobile phones for communication they only access open resource materials and open content for dissemination. Zimbabwe has a national policy on OER but this policy seems not to be known by people who should be aware of it..

METHODOLOGY

The Research Paradigm

The study adopted a mixed methodology. Mixed methodology employ the guiding philosophy of pragmatism. Through the use of mixed methodology the researchers intended to generate better understanding of the phenomena under study. The study wanted to elicit perceptions and feelings. Perceptions are best elicited using a Likert scale that depict issues on a trajectory while feelings require participants to openly express what they feel so the study adopted both a qualitative and quantitative methodology that is mixed methodology .

The Research Design

The research design employed was a Case Study. Researchers used the Case Study design because case studies elicit in-depth understanding of a particular situation [23].

The Research Instruments

Questionnaires were the main instruments of data collection. They had both open ended and closed aspects. The questionnaires had Likert scales that range from three to five areas. Questionnaires were administered to students who came for examinations and had study groups in the campus. Part time tutors who came to make their claims were provided with questionnaires and some were subjected to in-depth interviews. The full time lecturers were given questionnaires at the campus

The Sample

The Midlands Regional Campus has fourteen full time lecturers and 10 part time tutors. The full time lecturers who took part in the study were sixteen (10) and 6 part time tutors. The numbers of students at the campus are one thousand two hundred (1200). The sample was seventy (70) students. These were as stated before conveniently chosen.

Data Analysis

The data collected were analysed through obtaining frequencies. From open ended aspects of the questionnaire emerging patterns were established. The quantitative data were triangulated with qualitative data from open ended sections of the questionnaires and interviews held.

FINDINGS AND DISCUSSION

Initially we had a sample 100 students and those who reacted were 70 which was 70% rate of return.

Lecturers in the initial sample were 24 and those who reacted were 16 which is 66%

Below are the findings and discussions of the findings

Table 1: Frequencies of biographical data of students N=70

1 Gender		Male		Female			
		30		40			
2 Age		Below 20years	20-24	25-30	31-35	36-40+	
		4	13	12	21	20	
3 level of study		Year 1	Year 2		Year 3	Year 4	
		17	13		15	25	
4 Faculty	Education	Arts	Science	Agriculture	Technology	Commerce	Social science
	10	5	9	9	12	10	15

Table 1 shows frequencies of biographical data of students; they are 30 males and 40 females which mean there is gender balance. There are 4 students below 20years, 13 in the range between 20 and 24, 12 between 25 to 30, 21 between 31 to 35, and 20 are between 36 -40+

The following levels of students shows that 17 were in year one, 13 were in year two, 15 were in year three, 25 in year 4. Faculty of education had 10 students; Arts had 5, Science 9, Agriculture 9, Technology 12, Commerce 10 and Social Science 15. The table reflects we obtained views from almost the same number of males and females. Their age ranges

are from the young to the old an indication of views across age ranges. The students belongs to various levels of study from first to fourth year. An indication views were obtained from across levels of study. Views were obtained from all faculties in the university.

Table 2: Frequencies of biographical data of Lecturers N= 16

1 Gender	Male			Female					
	9			7					
2 Age	30		31-40	41-49			50-59	60+	
	0		2	3			8	3	
3 Qualification	First Degree		Masters	PhD				Other	
	0		11	5				0	
4 Status	Lecturer		Senior Lecturer	Associate Professor		Full Professor			
	11		2	2		1			
5 Experience	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	40+
	2	9	3	2	0	0	0	0	0

Table 2 shows frequencies of biographical data of lecturers. They are 9 males 7 females which mean there is gender balance. There are 2 lecturers between 31 and 40, 3 between 41 and 49, 8 between 50 and 59 and 3, 60+ years. Their qualification range from 11 masters holders to 5Phd holders. Their statuses are 11 lecturers, 2 senior lecturers, 2 Associate Professor, and 1 Full Professor. Their experiences range from 2 between 1and 5 years, 3 between 11 and 15 years 2 between 16 and 20years.The table shows there were balanced from both gender groups. Their ages range from 31 to 60+ which means from young to old lecturers. Their statuses reflect views from a junior lecturer to Full Professors. Their experiences range from 1 to 5 years to 16 to 20 years which means we obtained views from cross various levels of experiences,

Table 3: Uptake of social media networks by students N= 70

6 Type of social media sites	Facebook	Twitter	YouTube	Blogger	WhatsApp	Google +	Wikipedia	iTunes	MySpace	Flickr	World press	Teacher tube	instagram
	10	5	10	4	11	20	6	0	2	0	0	1	2
7 Frequency of use of social media sites	Every day			Rarely				Not at all					
	48			17				5					

Table 3 shows uptake of social media net works by students. The table reflects 10 Facebook users, 5 Twitter users , 10 YouTube users , 4 Blogger users , 20 Google + users , 6 Wikipedia users, 0 iTunes users, 2 MySpace users, 0 Flickr users, 0 Word press,1 Teacher tube user,2 Instagram users and 11 WhatsApp users. The frequency of use of these social media networks is as follows; 48 everyday users, 17 rare users and 5 who do not use them. In reality the use of social media networks range from those who use1 up to those who use 5 sites. Those who use 1 are 3, those who use 2 are 3, those who use 3 are3, and those who use 4 are 3 .There is an indication of low uptake for social media network sites use in the various faculties . These findings corroborate views by Fox (2012) who indicates low up take of OERS in Zimbabwean universities.

Table 4: Uptake of social media networks by Lecturers N=16

6 Type of social media sites	Facebook	Twitter	YouTube	Blogger	WhatsApp	Google +	Wikipedia	iTunes	MySpace	Flickr	World press	Teacher tube	instagram
	3	2	12	3	12	10	3	0	0	0	0	0	0

7 Frequency of use of social media sites in teaching	Every day	Rarely	Not at all
	10	6	0

Table 4 shows uptake of social media network sites by lecturers. The table reflects 3 Facebook users, 2 Twitter users, 12 YouTube users, 3 Blogger users, 10 Google+ users, 3 Wikipedia users, 0 iTunes users, 0 MySpace users, 0 Flickr users, 0 WordPress, 0 TeacherTube users, 0 Instagram users and 12 WhatsApp users. The frequency of use of these social media networks is as follows; 10 everyday users, 6 rare users and 0 who do not use them. In reality the use of social media network sites range from those who use 1 up to those who use 5 sites. Those who use 1 are 4, those who use 2 are 2, those who use 3 are 4 and those who use 4 are 3. There is an indication of low uptake for social media network sites use by the various lecturers. This finding corroborates views by Fox [22] who indicates low uptake of OERS in Zimbabwean universities.

Table 5: Impact of social media sites on students learning N=70

8: Help social media has given me in my studies	Yes	Not much	Very much
	40	5	25
9: Has social media increased my participation in learning	Agree	Strongly agree	Disagree
	25	18	27
10: The influence of social media on my learning	Agree	Strongly agree	Disagree
	45	11	14

Table 5 shows impact of social media sites on student's learning. The reactions of the students regarding the help social media has provided them is as follows; 40 saying yes, 5 saying not much and 25 saying very much. The reaction of the students regarding their participation in learning is as follows; 25 saying agree, 18 saying strongly agree and 27 disagreeing. The reactions of students on the influence social media has on their learning is as follows; 45 agreeing, 11 strongly agreeing and 14 disagree. What the above shows is that students agree that social media has impact on their learning a view supported by Malathy and Nataraf [10] and Jarnadhana and Reddy [11].

Table 6: The impact of social media on lecturers N=16

8: Help social media has given me in my Teaching	Agree	Neutral	Disagree
	12	4	0
9: How is social media offering innovative teaching	Agree	Neutral	Disagree
	10	6	0
10: Social media is the way to go in ODL	Agree	Strongly agree	Disagree
	7	9	0
11: Role of social media in facilitating student-lecturer discussion and collaboration	agree	Strongly agree	Neutral
	4	10	2
			0

Table 6 shows impact of social media sites on lecturers learning and teaching. The reactions of the Lecturers regarding the help social media have provided them is as follows; 12 saying agree, 4 are neutral and nobody disagreeing. The reaction of the lecturers regarding How social media offers innovative teaching is as follows; 10 saying agree, 6 are neutral and nobody disagreeing. The reactions of the lecturers on the idea that social media is the way to go in ODL is as follows; 7 agreeing, 9 strongly agreeing and nobody disagreeing. The reactions of lecturers on the role social media plays in facilitating student-lecturer discussion and collaboration is as follows; 4 agreeing, 10 strongly agreeing, 2 are neutral and nobody disagreeing. The above information point to the fact that lecturers agree that social media is useful in their learning and teaching corroborates views of Pondyselvi [3].

11 and 12 Challenges met by students and lecturers regarding social media use

The students pointed out the following challenges regarding the use of social media in their learning; Limited access to internet facilities, data bundles are expensive; problem of electricity load shading, lack of gadgets to use and lack of electricity in some rural areas and the lack of computer skills of some of the students. The following excerpts reflect the above challenges;

“Some of us have a problems of unavailability of wifi in our areas”

“We do not have money to buy data bundles “
“Internet is not reliable; load shading is there every day”
“Most students do not have skills to use these social media sites”

The lecturers pointed out the following challenges;

No facilities to use social media, lack of training on the use of social media, poor network, failure to reach some student in remote areas for an example Gokwe North , some gadgets are not compatible , not user friendly and unable to explore the sites.

The following excerpts reflect the above challenges;

“Not all students have access to social media”
“Use of social media tends to generalise issues and students divert from core educational issues to posting unnecessary items not related to the use of school learning ”
“Lack of smart phones as well as expensive data bundles”
“Yes, unable to explore it fully”
“Lack of thorough training on effective use of social media”
“Connectivity: some students reside in remote areas without internet/network connectivity”

12 and 13. How challenges can be mitigated?

The lecturers pointed out the following ways of mitigating the challenges; The university need to provide the necessary resources, to provide access to social media sites to both staff and students, the university to have policies regarding use of social media, the university needs to include the provision of smart phones as fees for all first year students and availing internet access to students at all district centres.

Below are some of the statements from lecturers that reflect the above ways of mitigating challenges;

“Provide the necessary resources to carry out this programme”
“Train students and staff on how to properly use the sites ”
“Continue with well planed training for staff and students ”
“ZOU must have a policy of providing smart phones or laptops as part of lecturer support material “
“Availing internet access to students at district centres”

The students pointed out the following ways of mitigating the challenges

Improve network efficiency, providing ZOU Wi-Fi at every district centre, and providing gadgets like laptops and smart phones.

Below are some of the sentiments of the students regarding the above stated issues;

“Availing internet access to students at district centres”
“ZOU must provide WIFI at all district centres “
“Providing gadgets like Smart phones and laptops to students”

13 and 14 .General comments

The students passed the following general comments;

Social media is sometimes biased, the university should provide more computers at regional centres, having equal access to social media sites, it is useful for distance learning and introduction of social media throughout the university,

Below are some of statements that support the above views;

“media is bias depending on the topic under study”
“Social media is effective if all students can have equal access to the media “
”useful for distance learning”
“no complain wifi is always connected at the Midlands Regional Campus “

The above ways of mitigating challenges have been pointed out by Ossilannilsson [16].

The lecturers passed the following general comments;

Social media can be a source of misinformation, increase class participation and motivation among students, create effective members of an online community, more funds should be channeled towards capacity building that is workshops,

The above ideas have also been advanced by authorities like Malathy and Nataraf [10] and Pondyselvi [3].

CONCLUSIONS

The following conclusions can be drawn from the findings of the study;

- a) That there is low uptake of the use of social media sites in ZOU.
- b) That students and lecturers see the necessity of use of the social media sites in learning and teaching in ZOU and
- c) That a number of challenges that are related to ICT in education impinge on the use of social media in the ZOU.

RECOMMENDATIONS OR WAY FORWARD

The following recommendations can be proffered from the conclusions;

- a) The ZOU could hold training workshops on social media sites to improve uptake,
- b) The ZOU to factor in on fees funds for the purchase of laptops and smart phones,
- c) The ZOU to increase computers at Regional Campus Centres and
- d) That ZOU should have WIFI facilities at the district centres.
- e) Further study on the issues investigated could be undertaken in other ZOU Regional Campus Centres.

REFERENCES

1. Parveen, A. B. (2018). The role of ICT in Open and Distance Education . In National Conference on integration of ICT into Education, 22nd and 23rd March 2018. Published for Development of Education, Annamalai University Department of Education, Annamalai Naajar -608002. Tanul Nedheli India.
2. Kumar, S. (2018) Social networking sites in Education and Learning. In National Conference p37-40 Department of Education Annamalai University. Annamalai Nagar-608002, Tamid Nagar -60800, Tamil nadu, India. Proceedings of the CIETR National Conference on Integration of ICT in Education 22nd and 23rd March 2018, Conference Department of Education, Annamali University, Annamalai Nagar, March 2018. ISBN978-93-5300-703-4 Published JCERI Publications. Chidambaram.
3. Pondyselvi, S. (2018) Social networks in Education p. 60-64 Department of Education Annamalai University. Annamalai Nagar-608002, Tamid Nagar -60800, Tamil Nadu, India. Proceedings of the CIETR National Conference on Integration of ICT in Education 22nd and 23rd March 2018, Conference Department of Education, Annamali University, Annamalai Nagar, March 2018. ISBN978-93-5300-703-4 Published JCERI Publications Chidambaram.
4. Lakshmi, K. and Mohana, D. (2018). Social networking Education p78-85. National Conference Department of Education Annamalai University. Annamalai Nagar-608002, Tamil Nagar -60800, Tamil nadu, India, Proceedings of the CIETR National Conference on Integration of ICT in Education 22nd and 23rd March 2018, Conference. Department of Education, Annamali University, Annamalai Nagar, March 2018. ISBN978-93-5300-703-4 Published JCERI Publications. Chidambaram.
5. Mpfu , E. (1994). *Towards successful Teaching*, H.....Books for Africa Publishing.
6. Weithen, N. (2005) *Psychology: Themes and variations*. New York: Nadworh learning language
7. Siemens, G. (2005) *Connectinism Learning as Network creation*, <http://www.learning space.org/social network> Retrieved 2/03/19.
8. Panyadharshini, K. L. (2018) Social media tools for Education Social media social network platforms are part of student and teacher learning p52-54 National conference India
9. Chitra, P and Balakrishnan, V. (2018) Social Network in Education p591-National conference.
10. Malathy, M. and Nataraf, P.N. (2018) Social media- a tool for Teaching and learning Process p43-48. Department of Education Annamalai University. Annamalai Nagar-608002, Tamid Nagar -60800, Tamil nadu, India. Proceedings of the CIETR National Conference on Integration of ICT in Education 22nd and 23rd March 2018, Conference Department of Education, Annamali University, Annamalai Nagar, March 2018. ISBN978-93-5300-703-4 Published JCERI Publications. Chidambaram.
11. Jarnadhana, P. and Reddy, K. (2018). The use of social networking in Education: challenges and oportuities p150-154 Department of Education Annamalai University. Annamalai Nagar-608002, Tamid Nagar -60800, Tamil Nadu, India. Proceedings of the CIETR National Conference on Integration of ICT in Education 22nd and 23rd March 2018, Conference. Department of Education, Annamali University, Annamalai Nagar, March 2018. ISBN978-93-5300-703-4 Published JCERI Publications. Chidsmbaram.
12. The Open University (2016), The Open University Prospectus
13. The Office of Admissions, University of Utah (2016). The University of Utah Prospectus
14. Caswell, T, Henson, S. Jensen, N. and Wiley D. (2008) Open Educational Resources: Enabling Universal Education; IRRDL, 9(1).
15. Sabadie, J.M.A., Munoz, J.C. & Puni, Y. (2014) OER: A European policy perspective. Journal of Interactive mecha in Education, Resources. Open for learning. Special issue.
16. Ossilannilsson, I (2013). Bench marking e-learning in Higher Education lessons learned from international profeds. Doctoral dissertation university of Oulu graduate school. Faculty of technology, Department of industrial Engineering and management
17. Kwanwar, A. Kodhandraman, B. and Umar A. (2011). if content is king , why are OER still uncrowre j A developing world perspective, proceedings at 61k P AN- Commonwealth Forum on Open learning, Lg meeochen w chi, India, 24-28 Novemrber 2011. Htt://wikeedulator og, images/a7iasha.Kamwar retrieved 11/03/19

18. Mulder, F. (2008). A global Combi OER and Open, Flexible and distance learning (Final report ICDEGlobal. <http://www.icole.org/final-report-from-the-COER-Task-force-91>) IR&G4: ip. Retrieved on 29 August, 2018.
19. Dullay, F.W., Minishi and Majanja, M.K. (2009). Researchers' perspective on Open access scholarly communication in Tanzanian public Universities. <https://sajuman.nd.zaindexphe/sain/article/download/413/405>. Retrieved on 28/08/18
20. Mtebe, J, S. and Rassamo, R. (2014). Investigating barriers to use of open Educational Resources in Higher Education in Tanzania. IRRODL 15(2) p43-60
21. Rejas-muslera, R. J. (2010), Open Education Resources in E- learning. In International Journal of Open sources software and Process (JOSSP) 2(4) WW.IGI-global. Com/article/open-educational-resources-learning-153874 accessed 11/04/2019
22. Fox, K, (2012). The limitations of accessed alone moving towards open processes in Education technology, Open praxis 5(1) p.21-29
23. Fisher, C. (2004). *Researching and Writing a Dissertation for Business Learners*. Harlow: Pearson Education Ltd.