



## Telegram as a social media tool for teaching and learning in tertiary institutions

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### Abstract

This study was carried out to investigate telegram as a social media tool for teaching and learning. It was conducted at University of Port Harcourt, Rivers state. Two research objectives, two research questions and two research hypotheses guided the study. The population of the study comprised all 400 level students in the Faculty of Education, University of Port Harcourt from three Departments namely: Curriculum Studies/Educational Technology, Educational Foundation and Educational Management. The sample comprised 300 students for the study. Mean scores, standard deviation, Anova and correlation were the statistical tools used in the study. Simple random sampling technique was used for this study and the instrument used to collect data was a structured questionnaire titled Telegram as a social media tool for teaching and learning in tertiary Institution (TSMTTLTI) which consists of 20 questionnaire Items. The instrument was given to experts in the field of Educational Technology to ensure its validity. Test retest was applied to ensure the reliability of the instrument and a reliability coefficient of 0.64 was gotten. The study found that student use telegram for teaching and learning purposes. The study also found that telegram is a valuable extension of the classical learning methods. Based on these findings, the study recommends that the use of telegram should be incorporated into higher institution curriculum to improve Universities education.

**Keywords:** telegram, social media, teaching and learning

### Introduction

The term blended learning is generally applied to the practice of using both and in-person learning experiences when teaching students. In a blended learning course, students might attend a class taught by a teacher in a traditional classroom setting, while also independently completing online components of the course outside of the classroom. In this case, in-class time may be either replaced or supplemented by online learning experiences, and students would learn about the same topics online as they do in class, that is, the online and in-person learning experiences would parallel and complement one another (Edglossary, 2016).

Telegram is a mobile application that allows users to communicate with them using mobile gadget and computer. Telegram can be used for teaching and learning for the following reasons:

1. Multiple platforms: smartphones (Operating system, Android), PC, Laptop, iPad, Tab, and Web.
2. Compatible file format: jpg, audio, movie, pdf, excel, word, PowerPoint.
3. Large files transfer.
4. Grouping facilities: 1000 members, access to old/past messages, members add members.
5. Better storage capacity and management
6. Better memory system and management
7. Better security with the encryption.

Telegram can be run easily on the laptop when engaged with students for a blended learning mode and flipped learning mode. All incoming and outgoing postings or messages that

are posted can be displayed on multiple platforms concurrently. Telegram can be used to conduct a flipped learning mode before the class meeting, during the class meeting, and after the class meeting.

Selamat (2015) opined that the following reasons are used for blended learning:

1. Announcement
2. Forum i.e. whole class discussion
3. Quizzes
4. Open ended question
5. Group project report
6. Listening practice
7. Pronunciation practice
8. Speaking practice
9. Writing practice
10. Audio input/feedback
11. Video input/feedback
12. Problem solving
13. Content/materials sharing
14. PowerPoint presentation.

Telegram gives the ability to send messages and photos with a self-destruct timer, much like another popular app. Like Snapchat, it is still possible to screenshot these images or texts before they disappear within the secret chat. Within a secret chat, documents, videos, locations and searched image can all be shared, last from two seconds from up to a week. The app prides it sides on its enhanced security, which it attributes to time-tested algorithms which combine security with high-speed delivery and reliability (Williams, 2014) <sup>[10]</sup>.

Heba (2015) <sup>[5]</sup>, listed the following advantages of Telegram usage:

1. It has high security as it provides more security than any other messenger app, and the secret chat using encryption technique is an example for security and privacy.
2. Telegram provides extremely fast messaging service; it has instant support as a real time support is available on telegram.
3. It has no ads, and it is completely free.
4. It has unlimited cloud storage.
5. The ordinary chats and the secret chats are in the telegram.

Denis (2017) <sup>[2]</sup>, gave the following benefits of Telegram for teaching and learning:

1. Privacy: Several tests confirmed that Telegram is the safer App in the market. Everything is encrypted from the chat to the calls.
2. Cloud and security: Every conversation and content is saved in the cloud. Therefore, no loss of anything due to a device formatting or change.
3. Password protected conversation: No more messages read by strangers' unwanted users.
4. It makes student chat with any one: students can communicate with someone just searching him/her by the nickname and not necessarily through the phone number saved in their contact list.
5. The Power of groups: Telegram allows student create super groups with up to 5,000 users. And with the next update, they will become even much bigger.

Telegram is considered a student-centered asynchronous teaching method that uses online learning resources to facilitate information sharing outside the constraints of time and place among a network of people. Asynchronous learning is based on a student-centered approach that emphasizes the importance of peer-to-peer interactions. This approach combines self-study with asynchronous interactions to promote learning, and it can be used to facilitate learning in traditional on-campus education, distance education and continuing education (Denysiuk, Plavutska & Fedak, 2018) <sup>[3]</sup>.

### Statement of the study

Telegram is a great platform for many fields other than education. It enables many advertising and business companies to promote products and services, create awareness on them and get feedback from users. The issue of whether telegram improves or decreases a student's academic achievement is often expressed in larger issues identified with the overall usage (e.g., its psychological effects, privacy and safety concerns; individual self-discipline and self-regulation concerns; human adaptability concerns). This is also affected by their usage and reasons for using it. This tool can be used by people for collaboration, networking, and production purposes: but they can also be used for less worthy objectives.

Therefore, this study investigated telegram as a social media tools for teaching and learning.

### Aim of the Study

The aim of the study is to investigate telegram as a social media tool for teaching and learning in tertiary Institution.

### Objectives of the study

Specifically, the study intends to:

1. Assess usage of Telegram for teaching and learning
2. Examine students' perception on the use of telegram for teaching and learning

### Research Question

1. What are students' usage of Telegram for teaching and learning?
2. What are students' perception on the use of Telegram for teaching and learning?

### Research Hypotheses

1. There are no significant differences in telegram usage
2. There is no significant relationship between usage of telegram and perception of students.

### Methodology

The study is a descriptive survey research designed to investigate telegram as a social media tools for teaching and learning in the tertiary institution. The population of the study comprised all 400 level students from three departments in the University. The names of the departments are as follows: Curriculum Studies/Educational Technology (EDC); Educational Foundation (EDF); and Educational Management (EDM). A sample of 300 students was used for the study. Simple random sampling techniques were used for the study. The instrument used to collect data from respondents was a structured questionnaire entitled Telegram as a social media tool for teaching and learning in a tertiary institution (TSM TTLTI) with 20 items. To ensure validity, the instrument designed by the researcher was given to experts in the field of educational technology. This was done to help the researcher assess the quality of each item in the context of clarity, ambiguity and generality of the items. Their various comments and assessment gave the researcher the conviction that the instrument is appropriate and valid for the research. To determine the reliability of the instrument, test-re-test was applied; 20 copies of the instrument were administered on some students on two different occasions within three weeks. Their responses to the questionnaire item in the two separate responses were correlated to attain the reliability co-efficient of 0.64. The responses from the questionnaire in section B were weighted on the four-point Likert type scale: Strongly agreed, agreed, disagreed, and strongly disagreed. Data obtained were analyzed using Mean, Standard Deviation, ANOVA and Correlation.

**Presentation of Data**

**Research Question 1:** What are students’ usage of Telegram for teaching and learning?

**Table 1**

S/N	ITEMS Usage of Telegram	Mean	Standard Deviation
1	Telegram allows users to send text messages as well as images and video	3.01	0.64
2	Messages, images, media files and documents are saved on the cloud	3.08	0.65
3	Students can choose whether to compress images and video or send the uncompressed version	3.16	0.66
4	Students can communicate with peers	2.86	0.66
5	Telegram has privacy	3.01	0.64
6	Telegram has voice support	3.05	0.63
7	Students can send any kind of file through Telegram	2.93	0.63
8	Students on telegram can login on multiple devices at the same time and receive messages on every device	3.04	0.68
9	Telegram has a piece of program which is based on AI and Machine learning in small level	3.02	0.68
10	Telegram allows for group chat	3.13	0.62
	Average Mean	3.02	0.64

The table revealed that students accepted all the item as their usage of Telegram for teaching and learning in tertiary institutions. This is because all the item mean was above the

criterion mean of 2.50. Therefore, the table revealed that students use Telegram for teaching and learning purposes.

**Research Question 2:** What are students’ perception on the use of Telegram for teaching and learning?

**Table 2**

S/N	ITEMS Perception of students’ usage of Telegram	Mean	Standard Deviation
1	Telegram is a great tool to help students improve communication skills	3.02	0.65
2	It improves personalized learning	3.01	0.65
3	Students can easily record their assignment	2.88	0.72
4	Telegram is particularly useful outside the online classroom to encourage additional practice and skills development	3.06	0.66
5	With Telegram, chats help students become autonomous learners as they begin noticing their own mistakes and self-correct sooner.	2.81	0.65
6	Telegram environment is enjoyable and interesting to learn with	3.07	0.56
7	Telegram is a valuable extension of the classical learning methods	3.11	0.69
8	I am satisfied with telegram application	3.08	0.67
9	I recommend Telegram in future courses	2.86	0.68
10	Telegram improves blended learning and flipped learning	2.65	0.57
	Average Mean	3.00	0.65

The table revealed that students accepted all the item as their perception towards the usage of Telegram for teaching and learning. This is because all the item mean was above the criterion mean of 2.50. Therefore, the table revealed that Telegram is a valuable extension of the classical learning methods.

significant at 0.05 levels.

**Research Hypothesis**

**Hypothesis 1:** There are no significant differences in telegram usage

**Table 4:** There are no significant differences in telegram usage

Institutions	N	Mean
Educational Management (EDM)	82	101.35
Educational Foundation (EDF)	100	103.66
Curriculum Studies/Educational Technology (EDC)	101	130.43

Mean scores are significant at 0.05 levels.

**Table 3:** ANOVA of differences in Telegram usage

Source	Sum of Sq	Df	M <sub>n</sub> S <sub>q</sub>	Fcal	Ftab
Btw group	47195.666	2	23597.833	105.53*	3.07
Within group	62610.016	280	223.607		
Total	109805.582	282			

The result of one-way ANOVA reveals significant difference exist in Telegram usage across the 3 departments since the Fcal value of 105.53 is greater than Ftab of 3.07. The result is

The Scheffe model helps to separate means and show where actually the differences in Telegram usage lie. From the Scheffe model, a significant difference exists in Telegram usage between Educational Management and Curriculum Studies/Educational Technology respondents (Mean for EDM= 101.35; Mean for EDC = 130.43). Also significant difference exists between EDF and EDC (M EDF= 103.66; M EDC= 130.43).

**Research Hypothesis 2:** There is no significant relationship between usage of telegram and perception of students.

**Table 5:** Correlation Analysis

	Mean	SD	r-cal	r-tab
Usage	112.25	19.73	-0.025 NS	0.139
Perception	49.643	3.67		

The table shows an inverse relationship between usage of telegram and perception towards telegram. The relationship is however not significant at 0.05 level. The implication is that usage level does not necessarily influence perception.

### Discussion of Findings

**Research Question 1:** What are students' usage of Telegram for teaching and learning?

The study found that students use telegram for teaching and learning purposes. The result of the present study is in agreement with those of Tole, Lina, Deris, Munawar & Imam (2016) <sup>[9]</sup> who found that telegram offers a completely free open-source platform without any ads, a clean interface and security.

Also, the result of the present study is in agreement with those of Cosimo, Massimo, & Marco (2017) <sup>[11]</sup> who found that telegram provides various forms of secured individual and group communication, by mean of which both textual and non-textual messages can be exchanged among users as well as voice calls.

**Research question 2:** What are students' perception on the use of telegram for teaching and learning?

The study found that Telegram is a valuable extension of the classical learning methods. The result of the present study is in agreement with those of Rubi & Shyamal (2018) <sup>[6]</sup> who found that telegram is a cloud-based messenger with seamless synchronization as a result people can access their messages from several devices at one.

Also, the result of the present study is in agreement with those of Shima & Saeed (2018) <sup>[8]</sup> who found that teaching vocabulary through telegram stickers could lead to outstanding advantages for learners.

### Conclusion

The following conclusions were made by the researchers:

1. It was found that students use telegram for teaching and learning purposes
2. It was found that telegram is a valuable extension of the classical learning methods.

### Recommendations

Based on the conclusion, the researchers recommend that:

1. Telegram should also be incorporated into higher institution curriculum to improve Universities education.

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