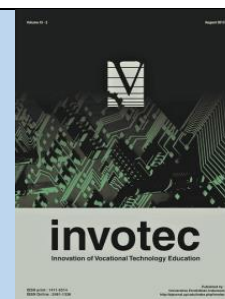




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Social Media: An Online Veritable Link for Students' Employability Skills (A Case of Osun State Technical Colleges, Nigeria)

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ABSTRACT

Social media is an indispensable tool for students to develop and improve their employability skills. This paper reported a survey that investigated the use of Social media (LinkedIn, Youtube, WhatsApp, Facebook, and Twitter) and its influence on students' employability skills in Osun State Technical Colleges. The study adopted quantitative approach of design. The population of the study comprised all 3,029 students of Osun State technical colleges. The sample of 354 students was randomly selected. An instrument titled "Use of Social Media Platform and Students' Employability Skills Questionnaire (SMSESPQ)" was used. Data were analysed using multiple regression statistics at .05 level of significant. The findings showed that the use of Youtube ($\beta = .611$, $P < 0.05$), LinkedIn ($\beta = .571$, $P < 0.05$), Facebook ($\beta = .487$, $P < 0.05$), WhatsApp ($\beta = .452$, $P < 0.05$), and Twitter ($\beta = .343$, $P < 0.05$) were found to be significantly contributed to students' employability skills in Osun State Technical Colleges. The study concluded that the use of Youtube, LinkedIn, Facebook, WhatsApp, and Twitter enhanced and contributed to students' employability skills in Osun State Technical Colleges. The study implicated that students in Osun State Technical Colleges and other Technical Colleges in Nigeria should admire the use of social media such as Youtube, LinkedIn, Facebook, WhatsApp, and Twitter purposely to have access to information, videos, and pictures that will train and improve them to be able to plan, arrange, coordinate, communicate, corporate and execute projects toward achievement of goals.

1. Introduction

The roles of Technical colleges toward manpower development cannot be overemphasized globally. It is category of secondary schools that majorly focus on training of students in various fields to acquire practical skills, knowledge and right attitude that will enable them to be self-dependable and reliance. Boyi (2008) opined that the goals of technical colleges' education are to develop saleable skills that will make the students to be useful for themselves, society and also become marketable assets in the labour market. In accordance with Federal Republic of Nigeria as stated

National Policy on Education (NPE) (Federal Republic of Nigeria, 2014), graduates of Technical Colleges are expected to possess skills in area of mechanical engineering craft practice; electrical installation and maintenance work; painting and decorating, plumbing and pipe fitting; furniture making and upholstery; store-keeping and book-keeping; data processing; foundry craft practice; dyeing and bleaching; shoe making and repair; typewriting; stenography; printing craft practice and cosmetology; auto electrical work; air conditioning and refrigeration; carpentry and joinery; catering craft practice; radio television and electrical work; engineering craft practice; bricklaying and concrete work; automobile engineering practice; and welding and fabrication. Those students that successfully completed above programmers are expected to be employed in the labour market.

National Policy of Education (Federal Republic of Nigeria, 2014) equally stated that trainees completing Technical Colleges' programmers shall secure employment either at the end of the whole course or after completing one or more modules of employable skills. NPE (Federal Republic of Nigeria, 2014) further emphasized that trainees shall be able to set up their own businesses, become self-employed and also able to employ others. Based on this fact, it is believed that trainees (students) who have completed Technical Colleges' programmers are expected to have acquired potential employable skills that would enable them to be employed or self-employed and employed others. This implies that trainees that have successfully completed one or more modules of employable skills have acquired the ability to think, communicate effectively, manage resources to achieve goals, interact with co-workers and superiors, adapt with nature of work and have ability to sustain job through out of life time. Looking at this present 21st century, employability skills are mostly required and needed to get employment in the labour market. According to Smith (2004), one major factor that employers usually considered while searching for new employees is their employability skill. This indicates that that most of the employers if not all will appreciate and eager to employ job seekers who possess employability skills as addition to their technical skills.

Despite of the efforts of technical colleges of education in Nigeria for producing trainees that have acquired employability skills, most of them are still unemployed. The prevalence of unemployment in Nigeria remains a great challenge confronting the government and the people today. The evidence traced to Afolabi, Yusuf, and Idowu (2014) who reported that all the problems facing Nigeria in recent time, none is as virulent, persistent and agonizing as the problems of high unemployment among Nigerian graduates most especially graduates of technical colleges. In same view National Bureau of Statistics (2011) said that more than 50% of youths in Nigeria are jobless, while the World Bank puts the figure at 56%. Base on the above fact it seems that the students are yet to acquire necessary employability skills which call for more investigation. Meanwhile, what 21st century learners seem to want, the changing contexts of technology and the employment marketplace which have created new learning needs. One of the most prevalent needs is that of social media (Mundt & Medaille, 2011).

Nowadays, social media has become veritable tools that are presently used as means of interaction among people. Social media has now regarded as online platform that link people

together all over the world to send and receive information. Selwyn (2012) regarded social media as modern platform that provide avenue for its users to exchange and interact with one another. Selwyn (2012) further referred social media as way to create, edit and share new forms of visual, textual, and audio content to others. Kern (2010) defined social media as platform of modern and electronic communication means through which users open online communities to share ideas, information, personal messages, and other related content messages. This indicates that social media is online technology platform that helps to connect people that are far and near together. With the connection online, the users can communicate with each other, even on different continents, read books, listen to music, save and check relevant photos and much more. Johansson, Kaati, and Shrestha (2013) regarded social media as a way of connection among people in which they share, create, exchange ideas and information in virtual communities and network. Equally Asian described social media as a virtual place where people locate themselves to share vital and relevant information. For the purpose of this study, Social media is referred as an online location where different users can interact to get information which would strength the users to be well informed and have ideas that would improve their employability capacity. Social media could also be known as a platform in which the users (students) would be able to have access to information on actual employability skills needed by the employers. This connotes that accessibility to appropriate information could improve and advance the students to know the needed employability skills required in the labour market for them to develop. Nowadays, the students are expected to be able to develop the skills on better way to plan, organize, coordinate and use resources effective to achieve goals. More also, they are expected to develop the skills to be able to be communicate effective, creative, identify problem and able to provide necessary solution immediate to problem as well as able to work as individual and team. Meanwhile, social media platform seems to have long way to provide information for students on relevant employability skills needed by the employers.

Some Nigerian scholars and researchers have carried out empirical studies and suggested various approaches that would improve employability skills : rendering mentoring roles for graduates to become self-employed (Chukwu & Igwe, 2012), agriculture and tourism as priority sectors for employment generation (Eneji, Mai-Laifa, & Weiping, 2013), empowerment of agricultural sector and encouragement of private sector industries (Ajayi, 2015), entrepreneurship development and venture capital promotion (Adawo, 2013). Despite of researches, the problems still persist. Moreover, Literature provided evidence that students are expected to do more than study and complete their courses in order to be employable upon graduation; additional employability strategies are necessary in order to secure suitable work (Nagarajan & Edwards, 2014; Yorke, 2010). According to the literature, Social media was mentioned as strategies to use. This has created a gap in knowledge which has necessitated this study. Therefore, this study investigated social media and its influence on students' employability skills. The study focused on Technical Colleges of Osun State, Nigeria as a case study.

1.1 Research objective

Specific objective of the study is to investigate the significant influence of social media (LinkedIn, Youtube, WhatsApp, Facebook and Twitter) on students' employability skills in Technical Colleges of Osun State, Nigeria.

1.2 Research hypothesis

H₀: There is no significant influence of social media (LinkedIn, Youtube, WhatsApp, Facebook and Twitter) on students' employability skills in Technical Colleges of Osun State, Nigeria.

2. Literature Review

2.1 Concept of employability skills

Brown, Hesketh, and Williams (2004) defined employability as the ability to secure and sustain different jobs. This is an indication that for someone to secure a job, he/she needs to possess necessary employability skills. Munro (2007) regarded employability skills as the ability to contribute to work efficiency in an organisation combined with good oral, written communication and critical thinking skills which form the foundation of both academic and workplace success. Overtom (2000) suggested that employability skills are necessary for success in the job market regardless of the employee's chosen career path, employment level, or educational background. Employability skill is a group of important skills instilled in each individual in order to produce productive workforce (Kazilan, Hamzah, & Bakar, 2009).

Bennett (2006) argued that employability skills included not only the attributes that are desired from prospective employees but also the basic requirements that an individual needs to be considered for employment. Clarke (2007) divided the employability skills into categories such as interpersonal skill, personal qualities, system and technology skill, basic skill, information skill and resources skill. In addition, Zinser (2003) equally identified employability skills such as problem-solving, communication, team work, acquiring and retaining of job, interpersonal skill and managing resources. Meanwhile, from above clarification, employability skills is the ability and actions that enable the job seeker to get employment and with the attitude to sustain the job through of life time. The employability skills are expected to be well known and taught while the trainees are still in the schools. Meanwhile, Caleb and Udofia (2013) have suggested that Technical colleges in Nigeria need to prepare its students with skills that go beyond getting immediate employment.

Therefore, in this context, employability skill regarded as employable skills that students develop while in the schools so as to connect or get sustainable job in the future. This implies that students are to develop and acquire employable skills that would convince the employers for them to be employed when the time arises. Such skills that will enable the students to plan, organize, arrange and execute work purposely to achieve goals. Equally, students are also expected to

develop the skills that will make them to be skillful, creative, have ability to provide solution to problem of any task given and have the ability to work as individual and as a team as well as able to communicate effectively. Therefore, what type of online platform that will assist students to improve their employability skills?

2.2 Concept of social media

The world has become a global village through which people connect to each other via internet. This has enable people from different countries to connect to one another. This has equally made it possible to get access to information from different places (far or near). Today, social media has become a relevant platform where people connect to create and share message, picture, video, and other information that crucial to their life. Boyd and Ellison (2007) regarded social network sites as public web-based services which allowed all it users to develop their personal profile; send and receive messages either privately or publicly; and read and react to postings made by other users on the site. This definition made it clear that individuals may choose to send private messages, write on other user's walls, organize social activities, and keep informed about other user's daily activities. To Adaja and Ayodele (2013), social media is a web-based and mobile tool that used to turn communication into interactive dialogue between communities, organization, and individuals. For the purpose of this study, Social media is recognized as online platform where different users can have access and develop skills through messages, photos, video and other information. Users can easily get information through social media which would enable them to develop their employability skills. The most recognized social media tools in Nigeria are Blackberry messenger, WhatsApp, Facebook, Myspace, Twitter Skype, 2go, Friendster, and so on (Hamat, Embi, & Hassan, 2012). But for the purpose of the study, the social medial limited to, LinkedIn, WhatsApp, Youtube, Twitter and Facebook.

2.3 LinkedIn

LinkedIn is known as professional networking sites which are important resource for users and also provide an opportunity to showcase accomplishments, acquire skills, and brand oneself professionally (McFadden, 2014). Historically, LinkedIn was founded by Reid Hoffman and his team members in December 2002 but properly launched in 2003 and it currently has more than 300 million members worldwide (Novet, 2015). The sites give room for users to connect to others and also allow for expansion of network. Kelkar and Kulkami (2013) said that most of the people seeking for jobs are young adult ranging from age Of 18-29. The most of these young adult that are about to enter into a competitive labour market can benefit from LinkedIn to acquire skills and what they can offer to the labour market.

LinkedIn allows individuals to create a profile which outline personal information, academic qualification, skills acquired/experience, and career interest. It is also necessary to keep the profile up to date which can be used to acquire skills and showcase competency as well as highlight

individual strengths. It is easy to connect to people already know on the platform. It is not common to invite people that have never met on the platform but it can easily be done through asking those in contact to introduce user or recommend. Therefore, the students can get relevant information of skills that will enable them to be employable. This can be done when students read profile of individuals and able to connect for opinion that will enable them to develop their own employability skills.

2.4 Youtube

YouTube can be regarded as a visual platform which allows users to view and post related videos. YouTube contains an extensive array of video content such as television clips, movie clips, music videos and educational videos. Going through the history, YouTube was founded in 2005 as the world's most popular online video community, where millions of people can share, discover and watch originally created videos. According to Graham (2005), it was founded by Steve Chen, Jawed Karim and Chad Hurley. YouTube is currently most popular online video community where millions of people can share and watch originally-created videos. YouTube provides a forum for people to inform, connect, and inspire others across the globe. According to ComScore (2012), YouTube has ranked at the top of video Internet viewing sites. Over 800 million users watch videos on YouTube each month, with over 4 billion hours of video being viewed. The registered users can create and upload their own videos while unregistered users can only view most of the videos and content on YouTube. In addition, registered YouTube users can create their own channel, or YouTube page, that includes a short personal description along with videos. YouTube users can subscribe to other users' channels, which connect the users into a social network.

The students can easily download related video on YouTube purposely to learn more skills that will help them to be employable and also assist them to acquire more practical skills of their job. They can also download video to find out more about companies of their interest, this will enable them to get relevant information on employability skills needed to develop about the organization.

2.5 Whatsapp

Whatsapp is well known as mobile tool which is currently used for instant messaging which had downsized the use of normal phone short messages (SMS) because it has capacity to send and receive large volume of messages as well as media files among the users unlike the SMS. According to Church and de Oliveira (2013), WhatsApp application allows users to exchange information using a variety of media including text, audio messages, videos and images. This is an indication that users that using the platform can easily send audio, images, video media and messages. By tracing the history, Whatsapp came into existence in the year 2009 by Brian Acton and Jan Koum. Today, site has become the most popular social media applications that are currently used by mostly the young people to get related information. Whatsapp is usually installed from an apple store into smart or Google play store, window or android phones. It can also be accessed directly from web using the

window PC or laptop. Once Whatsapp application is installed, users can then create their personal WhatsApp account which will be visible to other whatsapp users in their phone contact lists upon synchronization. Whatsapp enables two people to chat and make video or voice call. It also allows groups of people to make group chat using internet/Wi-Fi connection or data charges.

Student can use any android or window phones to create their WhatsApp account. All number saved on the phone would automatically display. They can also connect with other through adding more numbers to their phone. Mostly, students can use Whatsapp as means of getting related information. The users are entitled to create different related job group and add known employers to the group. This may give the group member to have access to require skills needed to develop and acquire.

2.6 Facebook

Facebook is known as one of the current social networks that provide users with maximum interpersonal communication capabilities that have never happened before and which place emphasis on mobility and interaction (Paxson, 2010). Facebook is a social networking website that was launched in February 2004 which is currently privately managed and operated by Facebook. According to Boyd and Ellison (2007), Facebook was founded by Mark Zuckerberg and others when they were students at Harvard. Facebook was restricted to Harvard students only when the site was initially launched but later extended to high school students. The study of Arteaga, Cortijo, and Javed (2014) found out that adoption of Facebook had positive effects for the purposes of using it. This is an indication that all users are really enjoyed the purpose of usage and it added meaningful reasons to it uses. Convenient to navigate Facebook makes it to retain its popularity. Facebook functions included messages, news feed, timeline, groups, photos, pages, subscriptions and video calling. The Facebook timeline allows users to customize their Facebook page. The news feed depicts pictures, status updates, links, wall posts, and more based on what the people in one's network are posting. Facebook members are able and free to post pictures, messages, links, blogs and videos on the walls and timelines of those in their network.

Student can use Facebook site to connect with many friends as well as using the site to find out more companies of their interest. Some of these companies advertise their vacancies on the Facebook. By liking the companies on Facebook page would allow the users (students) to receive news feeds which will keep them up to date with relevant posting of the companies. This will helps and enable students to be free to see pictures, messages, links, blogs and videos on the walls and timelines of those in their network which might improve them individually to learn employable skills needed.

2.7 Twitter

Twitter is known as online micro blogging and social networking service that enables users to read and send "tweets" that contains text messages limited to 140 characters. Twitter was

established in 2006 by Jack Dorsey (Rodrigues, Sabino, & Zhou, 2011). Twitter gained popularity because it offered more different options such as micro blogging and mostly used by some celebrities (Jasra, 2010). Registered users of Twitter can post and read tweets, but those users that have not registered can only read messages. Users access Twitter through the text messages sent directly to/from a cell phone or mobile device app as well as through website interface. Twitter gives avenue to users to interact and communicate freely with each other. Twitter users are able to follow other users and the tweets serve as a source to disseminate and receive information.

The uniqueness of twitter sites is that, it allows the users to following people weather they are known or not. In this way as students, you can engage with people from related job, build relationship with then to get noticed. It is the joining in conversation and building relationship with other that maximize the opportunity to extent your network. This will give avenue for you to sell yourself to people. Haythornthwaite (2016) regarded twitter as among the top tools which educators have expressed inclination to use in their future classrooms. Tang and Hew (2017) reported that most beneficial used Twitter for educating purpose. According to Tang and Hew (2017), instructor used twitter to send important course information, homework assignments and test deadlines to students, as well as that of a platform for peer interaction. Meanwhile engaging different people on the platform would enable students to improve their own employability skills.

In recent, Olowo, Alabi, Okotoni, and Yusuf (2020) investigated the use of social media such as Facebook, Whatsapp, Twitter and Youtube on students' academic performance of secondary schools. Meanwhile, their study only focused on students' academic performance of secondary schools. However, adequate attention has not been paid to students' employability skills. Hence the study.

3. Methods

3.1 Research design

The study adopted quantitative approach of design. The design was appropriate for the study because the research data collected were to determine the influence of social media such as LinkedIn, Youtube, WhatsApp, Facebook and Twitter on students' employability skills. Moreover, the study focused on two variables, multiple regressions was adopted for the analysis.

3.2 Research population and sampling

The population of the study consisted of 3029 students of the nine Technical Colleges in Osun State. The sample comprised 354 (11.7% of total population of Technical College students in the Osun State) students using Taro yamane's formula to determine the sample size. The Taro yamane's formula is $n = N / [1 + (Ne^2)]$ (where, n=Sample size N=Total population, e=0.05 (constant)) (Yamane, 1967). Simple random sampling technique was used to select six Technical colleges from

all the nine Technical Colleges in Osun State. From each of the Technical College, 56 students were selected using simple random sampling technique.

3.3 Research instrument

The instrument titled “Use of Social Media Platform and Students’ Employability Skills Questionnaire (SMSESPQ)” was used to gather relevant information from the respondents. The questionnaire was divided into three sections. Section A gathered information on respondent’s profiles. Section B contained 20 items (four items each from LinkedIn, Youtube, WhatsApp, Facebook and Twitter) that collected information on the use of social media among students and section C contained 10 items (2 items encompassed on each from Planning and Organization; Communication; Initiative and Enterprise; Team works; Problem Identification and Solution) that collected information on employability skills of the students. The questions raised on employability skills were assessed based on the skills acquired by students from the schools and during internship. For SMSESPQ, 4-point Likert scale of Strongly Agree (SA) = 4, Agree (A) =3, Disagree (D) =2 and Strongly Disagree (SD) =1 was used to rate section B and C.

3.4 Validity and reliability of the instrument

Face and content validity of the instrument were established through experts’ review in the field of Educational Management, Obafemi Awolowo University, Ile-Ife. Comments and suggestions were corrected before the questionnaires were administered to respondents. Internal consistency reliability was tested and ascertained. This was done through administration of questionnaires on 36 students who were selected outside of the sample of the study but within the population. The data collected were analyzed through Pearson product-moment correlation. Meanwhile, Statistical Packages for the Social Science (SPSS) was used to analyze. The coefficient of Pearson correlation was .858. The results on the scale of reliability indicated a very high positive relationship among the respondents.

Table 1. Reliability test results

Sections	No of Items	Pearson Correlation	Status
B	20	.865	Reliable
C	10	.851	Reliable
Scale of Reliability	30	.858	Reliable

3.5 Data collections techniques

Permission was granted by each of the school heads in the sampled Technical colleges to administer questionnaires to the students. The researchers administered the instrument in three weeks. The questionnaire was handed over to individual student in each of the schools. Some students filled the instrument immediately while some were collected back in the later of the day. All

the questionnaires administered were retrieved. Though, the students were assured their responses would be kept confidential and only be used for the purpose of this research.

3.6 Data analysis process

The data collected were analysed inferentially. Inferential statistics of multiple regression was used to analyse the hypothesis. The hypothesis was tested at 0.05 level of significance. Statistical Packages for the Social Science (SPSS) was the tool that used to analyse the data.

4. Findings and Discussion

4.1 Research hypothesis

H₀: There is no significant influence of social media (LinkedIn, Youtube, WhatsApp, Facebook and Twitter) on students' employability skills in Technical Colleges of Osun State, Nigeria.

Table 2. Regression model summary of influence of social media (LinkedIn, Youtube, WhatsApp, Facebook and Twitter) on students' employability skills in technical colleges

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	DF	Sig.
1	.957 ^a	.812	.718	.493	22.273	4, 22	.001 ^b

In Table 2, the R value .957^a showed the correlation coefficient of social media (LinkedIn, Youtube, WhatsApp, Facebook and Twitter) on students' employability skills. The R Square 0.812 indicated how much of variation in the students' employability skills that could be accounted for by the social media. This implies that 81.2% of variance in the students' employability skills can be accounted from social media in this study. The F value was 22.273 and Degree of Freedom (DF) was 4, 22 (that is Regression was 4 and Residual was 22). The significant level of (.001^b) implies that the combination use of social media significantly ($P < 0.05$) contributed to students' employability skills. Therefore, social media significant contributed to students' employability skills.

Table 3. Regression coefficients of influence of social media (LinkedIn, Youtube, WhatsApp, Facebook and Twitter) on students' employability skills in technical colleges

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	1.137	.817		1.121	.001
LinkedIn	.140	.052	.571	3.260	.012
Youtube	.572	.091	.611	3.270	.014
WhatsApp	.185	.069	.452	2.680	.010
Facebook	.372	.082	.487	3.221	.002
Twitter	.233	.089	.343	2.203	.013

Table 3 presents statistical estimated of standardized coefficients and p-values of the contributors that is, social media (Youtube, LinkedIn, Facebook, WhatsApp, and Twitter) on students' employability skills. A critical view of Table 3 indicates that Youtube ($\beta = .611$, $P < 0.05$) was found to be highest significantly contributed to students' employability skills in Technical Colleges. This is an indication that Youtube contributed more to the employability skills than other social media in the study. This could be because the students have access to download the necessary video and easy for them to practice while watching the video which may become part of them in the future. Again, LinkedIn ($\beta = .571$, $P < 0.05$) was second to be found significantly contributed to students' employability skills. This could be because LinkedIn was design for professional and it is avenue for students to build their own competency and skills that would make them to be employable. Also, Facebook ($\beta = .487$, $P < 0.05$) was found as third contributor that has found to be significantly contributed to students' employability skills. Though, Facebook has many users and it is platform that accommodates many users to post different information, thereby, helps students to have more access to information that may improve their employability skills. Findings in the table further indicated that WhatsApp ($\beta = .452$, $P < 0.05$) was found to be forth contributor that has found to be significantly contributed to students' employability skills. The last variable, Twitter ($\beta = .343$, $P < 0.05$) was equally found to be a significant contributed to students' employability skills. As shown in the Table, it can be inferred that regression analysis indicated that the combined social media (LinkedIn, Youtube, WhatsApp, Facebook and Twitter) significantly contributed to students' employability skills of Technical Colleges.

4.2 Discussion of the findings

According to the findings, F value in Table 2 was 22.273 and P value at 0.001 was less than Critical value at 0.05 which implies that the combination use of social media were significantly contributed to students' employability skills. It was also showed that that 81.2% of variance in the students' employability skills was accounted from social media in the study area. This implies that social media contributed to students' employability skills. Given this empirical indications, it therefore suggested that social media contributed and improved students' employability skills. It becomes imperative for students to see the platform as means of acquiring and improving their employability skills. The findings of the study concurred with the opinion of Boyd and Ellison (2007) who disclosed that social network sites serves as means for users to develop their personal profile, connect with other, react to postings made by other users on the site as well as send and receive messages either privately or publicly. The study also concurred with the findings of Olowo et al. (2020) who reported that the use of social media such as Facebook, Whatsapp, Twitter and Youtube among teachers and students had positive contributions to students' academic performance of secondary schools.

The study further indicated that among the social media, Youtube was found to be the highest that contributed to the students' employability skills. This indicates that the students that used

Youtube were able download videos purposely to learn more about employable skills would be able to know better on how to plan, organize, coordinate and execute resources to actualize goals. It also implies that students in the study area that watched video on Youtube purposely to develop their skills have been able to know better way to carry out research and select relevant information to solve problems that they may encounter in the future in the organization. It is therefore necessary to use Youtube to download necessary video that would improve their employability skills. The finding corroborated the findings of Duncan, Yarwood-Ross, and Haigh (2013) who disclosed the importance of video sharing sites and argued that YouTube is valuable to practical, education, and research. The study also in the same line with the opinion of Lange (2007) who recognized YouTube as a video-sharing website that allows users to view and post videos while developing and interacting social relationships which bring learning.

The study also found out that LinkedIn was found to be a significant contributor to students' employability skills. This implies that students in the study area that were using LinkedIn to develop themselves were able to have access to information that has improved their employability skills. This further indicates that the use of LinkedIn by the students purposely to develop their skills were enabled to have access to information which have contributed to their skills to plan, coordinate, organize, and implement certain project to achieve goals. It is therefore imperative for students to know that LinkedIn is a platform for them to have access to information that will equip them with required employability skills. The finding concurred with the findings of McFadden (2014) who found out that LinkedIn has been professional networking sites which are acceptable resource for learners as a means of acquiring skills and brand oneself professionally.

Also, the study showed that Facebook was significant contributor to students' employability skills. This implies that students that use the platform purposely easily get access to pictures, messages, links, blogs and videos on their walls and timelines of others which have assisted them to develop and map out ideas to plan, innovate, and create. It further denotes that checking information on Facebook by students to develop their communication skills might have helped to improve in their writing and reading. It is therefore worthwhile for the students to know that Facebook is a platform which can assist them to be more creative, innovative, and able to develop their communication skills. The finding concurred with the findings of Arteaga, Cortijo, and Javed (2014) who found out that adoption of Facebook has positive effects for the purposes of use.

Findings in the Table further showed that the use of WhatsApp platform among the students contributed to their employability skills. This implies that students that were using the platform might have enabled them to get necessary information which has contributed to their skills to plan and how to work as an individual and as a group. It equally implies that using the platform have provided avenue for the students to connect to all contact to have instant feedback which have helped in their communication ability in such a way to be able to write, speak, and present clearly ideas to others. It further implies that the platform have assisted the students to develop them to be patiently listen to others ideas while waiting for them to respond to their message or voice. It is therefore imperative

for students to know that WhatsApp platform in an online platform where to develop communication skills and to get useful information. The study concurred with the findings of Fawzi (2015) who disclosed WhatsApp has become the most popular social media applications that usually used by mostly the young people to get information. The study was in consonance with the study of Bansal and Joshi (2014) who reported that WhatsApp has created a great positive impact on regular users.

Lastly, the use of Twitter platform among the students contributed to students' employability skills. The reason for it to be the last could be because the Twitter platform mostly used by some celebrities. However, the platform still contributed to students' employability skills. This means that the used of twitter by students would have contributed to their communication skills, gave them initiative ideas to be more creative through sharing information with others and equally able to develop their team skills, communication skill and able to be more creative. It is therefore advocates for the students to use the platform as a link to improve their employability skills. The study concurred with the study of Haythornthwaite (2016) who regarded twitter as among the top tools which educators have expressed inclination to use in their future classrooms. The study equally corroborated study of Tang and Hew (2017) who reported that most beneficial used Twitter for educating purpose.

5. Conclusion and Recommendations

Social media cannot be over-emphasized as an indispensable tool for students to develop their employability skills. The study has empirically disclosed that social media such as Youtube, LinkedIn, Facebook, WhatsApp, and Twitter were contributed to students' employable skills in the study area. This can be deduced that the students that are using social media purposely to improve their employability skills will be better than those who do not use it or use it for the purpose. This makes it imperative for students of Technical Colleges to aware that the social media platform is a means of accessing information that would improve their varieties of employability skills. Therefore, students of Osun State technical colleges including other technical colleges in Nigeria are expected to know that the social media platforms will enable them to have access to information, videos, and pictures which may assist and enhance their ability to plan, arrange, coordinate, communicate, cooperate and execute projects toward achievement of goals. Therefore, the researchers advocate that students should make use of social media platform to improve their employability skills. The study implicated that the students of technical colleges should admire the use of social medial such as Youtube, LinkedIn, Facebook, WhatsApp, and Twitter that will enhance and equip them with employability skills needed. Base on the findings of the study, the following recommendation were made: Students of technical college should learn how to use social media such as Youtube, LinkedIn, Facebook, WhatsApp, and Twitter; Students should equally see the social media as a platform to develop their employability skills and not for ordinary chatting or having friend alone; Students should also create groups on social media platform for their counterpart as a place to share knowledge

among themselves on proper way to improve their employability skills. However, it is not encourage for students to use the platform outside of their academic purpose.

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