



RESEARCH ARTICLE

## Factors Affecting Academics' Use of Social Media Platforms as an Alternative for Content Delivery

Novel Lena Folabit<sup>1\*</sup>, Loyiso Currell Jita<sup>1</sup>

<sup>1</sup>Department of Curriculum Studies and Higher Education, University of the Free State, Bloemfontein, 205 Nelson Mandela Dr, Park West, Republic of South Africa

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#### \*Corresponding Author:

Folabit.N@ufs.ac.za

### ABSTRACT

Initially designed as platforms for social interaction, social media has rapidly expanded its role in educational contexts, providing innovative means for content delivery and interactive learning. This transition has become particularly prominent during and after the COVID-19 pandemic, highlighting the critical need to leverage digital tools to ensure academic continuity. However, several factors affect academics' effective integration of social media as an alternative means of content delivery. This study examined the factors influencing academics' use of social media platforms for content delivery at a university in Cameroon. Guided by the Unified Theory of Acceptance and Use of Technology 2 (UTAUT2), this qualitative case study addresses this gap by exploring the drivers, barriers, and challenges of social media adoption among academics. Through thematic analysis of semi-structured interviews with eight academics, the study identifies four primary themes: accessibility and infrastructure, pedagogical approaches, institutional support, and cultural perceptions. Research shows that infrastructure issues, such as unreliable internet access, irregular power supply, and insufficient digital literacy, impede social media integration. Resistance rooted in perceptions of informality and a lack of academic rigour further constrains adoption. However, participants acknowledged the potential of platforms such as WhatsApp and Facebook to enhance engagement and feedback. The study emphasises the critical role of institutional support, including training and clear policies, in promoting social media use while addressing data privacy and cultural divides. This research contributes to the discourse on technology adoption in education, offering insights for bridging systemic gaps and fostering inclusive, technology-enhanced learning environments.

## INTRODUCTION

The rapid growth of social media in the 21st century has transformed global communication and knowledge exchange, profoundly influencing educational practices. While social media has become a mainstream medium for content delivery, especially during and after the COVID-19 pandemic, its adoption in higher education remains uneven, particularly in contexts like Cameroon, where disparities in access to technology and internet infrastructure persist (Béché, 2020). Although these platforms offer innovative tools to address educational challenges, the limited research on the factors affecting academics' use of social media for delivering content material in classroom practices in resource-constrained environments represents a significant gap. Understanding the factors affecting academics' use of social media for teaching in such settings is critical for developing effective strategies to bridge these gaps.

Social media platforms, including LinkedIn, WhatsApp, YouTube, and TikTok, enable users to create, share, and interact with various types of content, fostering collaboration and knowledge sharing (Lau, 2016; Trang, 2023). Research highlights their potential to enhance academic motivation, engagement, and content delivery by facilitating communication and providing access to diverse resources beyond traditional learning management systems (Folabit & Jita, 2024c; Greenhow et al., 2020). However, in contexts like Cameroon, the benefits of these platforms are often undermined by barriers such as limited digital literacy, the digital divide, and a lack of technological skills among academics (Lau, 2016).

While teaching methods incorporating technology have advanced significantly, with digital platforms and multimedia tools enhancing student engagement and learning outcomes (Lottering, 2020; Sharma et al., 2020; Wang et al., 2021), academics' readiness to adopt these methods varies. For instance, a study in Australia revealed that only 49% of Australian academics utilised social media for teaching, citing its accessibility and efficiency (Sutherland et al., 2020). This suggests that while social media has the potential to enhance teaching and learning, its adoption among academics is not yet widespread, and further efforts may be needed to encourage its integration into educational practices. In Cameroon, however, research predominantly focuses on students' use of social media for learning (Aimé, 2024; Tante & Kamara, 2020) or broader digitalisation efforts in education (Tangmo et al., 2021), leaving a significant gap in understanding how social media impacts academics' professional development. This suggests that the existing literature has not extensively explored the role of social media in the professional growth and development of educators in Cameroon. Therefore, this study sought to address this gap by examining the drivers, barriers, and challenges influencing academics' use of social media for content delivery in Cameroonian higher education. It aims to explore how social media adoption can support innovative teaching strategies while identifying the structural and contextual limitations that hinder its effective integration. By investigating these factors, the study seeks to inform policies and practices that promote the meaningful use of social media in higher education in Cameroon.

### **Problem Statement**

The rapid growth of social media has transformed educational practices, yet its adoption in higher education, particularly in resource-constrained environments like Cameroon, remains uneven. Disparities in access to technology, internet infrastructure, and digital literacy hinder the effective use of social media for teaching. Although platforms like LinkedIn, WhatsApp, and YouTube offer innovative tools for content delivery and academic engagement, research on academics' use of social media in classroom practices is limited, especially in contexts like Cameroon. Existing studies focus on students' use of social media or broader digitalisation efforts, leaving a gap in understanding how these platforms impact academics' professional development. This study explores the institutional and contextual factors influencing academics' adoption of social media for teaching in Cameroon.

### **LITERATURE REVIEW**

Social media emerged in 2003 with Myspace, followed by platforms such as Facebook in 2004, YouTube in 2005, and Twitter in 2006. These developments were spurred by advancements in Web 1.0 and Web 2.0 technologies, which enabled the global sharing of content (Yango et al., 2019). Platforms like Facebook, Instagram, and WhatsApp have gained worldwide popularity and revolutionized education by introducing innovative teaching and learning approaches (Alwi et al., 2014; Béché, 2020; Greenhow et al., 2020; Gichuhi et al., 2020; Yango et al., 2019). Their role became particularly critical during the COVID-19 pandemic, necessitating a transition to online learning and highlighting the importance of effective content delivery through social media (Enyama et al., 2021; Folabit & Jita, 2024c). However, these platforms remain underutilised for educational purposes in Cameroon, representing a missed opportunity to enhance communication, foster collaboration, and enrich learning experiences (Tante & Kamara, 2020; Trang, 2023; Yango et al., 2019). A study that examined "*social science academics' use of social media for scholarly communication at Kuwait University*" found that two-thirds of academics who participated in the study used social media primarily for informal scholarly communication with known colleagues and lack of university

support received the highest score as a factor constraining their social media use for teaching (Al-Daihani et al., 2018). Thus, highlighting a hesitancy to engage in broader academic discussions on these platforms.

Studies show that the government of Cameroon, through the Ministry of Higher Education, has taken significant steps to address these challenges by distributing laptops to university students, exempting taxes on educational technology tools, enacting Higher Education Law No. 2023/007 of 2023 to promote digital integration (Agbor, 2024), and establishing digital development centres at state universities to enhance access and inclusivity (Agbor, 2024; Mbakwa, 2020). However, despite these commendable efforts, financial constraints and resource inadequacies persist, limiting the capacity of social media to bridge educational disparities. These challenges are compounded by issues common to African higher education institutions, such as limited access, insufficient infrastructure, and misaligned technological advancements.

Despite numerous challenges, social media offers significant benefits such as increased student engagement, global networking, and access to diverse educational materials, thereby supporting informal and self-directed learning (Folabit & Jita, 2024c; Lottering, 2020; Trang, 2023). Research indicates that aligning technology use with sound pedagogical practices is essential for effective integration. Successful integration of technology, specifically social media, necessitates balancing pedagogy and technology to ensure that educational practices align with teaching strategies, thereby achieving meaningful outcomes (Loglo & Zawacki-Richter, 2023). Platforms like Facebook can enhance students' motivation, sense of belonging, and independent learning skills (Loglo & Zawacki-Richter, 2023; Oh et al., 2020). However, challenges such as privacy concerns, media multitasking, and divergent perceptions of social media's role in academia hinder its widespread adoption (Lau, 2016; Alwi et al., 2014; Yango et al., 2019). Alwi et al. (2014) noted scepticism regarding the appropriateness of social media for academic purposes. In light of these arguments, this study aims to contribute to the existing body of knowledge by exploring these dynamics, examining how social media usage affects academics' teaching practices, and addressing systemic challenges within Cameroon's higher education landscape.

### **Theoretical Framework**

The Unified Theory of Acceptance and Use of Technology 2 (UTAUT2), developed by Venkatesh et al. (2012), offers a framework for understanding technology adoption by integrating utilitarian and experiential factors. It expands on the original UTAUT model by adding constructs like hedonic motivation, price value, and habit, alongside traditional factors such as performance expectancy, effort expectancy, social influence, and facilitating conditions (Strzelecki, 2024; Tamilmani et al., 2019). This framework is pertinent for analysing how academics incorporate social media into their teaching in higher education, considering both personal and contextual influences. Performance expectancy, the belief that a system enhances job performance (Kuřak et al., 2019), supports the use of social media to improve student engagement (Lottering, 2020). Effort expectancy, or perceived ease of use, is critical in resource-limited settings like Cameroon, where technological skills and infrastructure are lacking (Béché, 2020). Social influence, driven by peer support and institutional policies, also encourages the adoption of innovative teaching practices (Greenhow et al., 2020). Facilitating conditions, such as institutional support, are essential for the effective use of social media, though challenges like inadequate training remain (Folabit & Jita, 2024c). Additional UTAUT2 constructs, such as hedonic motivation, habit, and price value, further enrich the model. Price value is especially relevant in Cameroon, where high internet costs and limited device access hinder social media adoption (Béché, 2020). By addressing these factors, UTAUT2 provides a comprehensive lens for analysing the individual, institutional, and contextual elements influencing academics' adoption and use of social media in higher education.

### **RESEARCH DESIGN AND METHODOLOGY**

This study utilised a qualitative case study approach to gain in-depth insights from participants. Qualitative research focuses on understanding processes and human responses to real-world issues,

rather than emphasising outcomes (Ploeg, 1999). A case study involves a detailed examination of a specific subject, such as a university (Fomunyan, 2017). This research focused on a single university in Cameroon. Data were collected through semi-structured interviews (Folabit & Jita, 2024b). Snowball sampling was used, where participants recommended others who could provide relevant insights (Folabit, 2022). Eight participants (four males and four females) with over two years of teaching experience and active use of social media for educational content delivery participated. Interviews were conducted via WhatsApp chats and audio calls, lasting 30–45 minutes, between October and November 2024. Ethical considerations included obtaining the gatekeeper's permission, maintaining participants' anonymity and confidentiality through pseudonyms, obtaining informed consent and member checking for accuracy. The data were analysed using thematic analysis, identifying and interpreting patterns or themes within the data. Recorded interviews and WhatsApp chat transcripts were reviewed to ensure familiarity with the content. Relevant phrases were coded and grouped into broader themes discussed in the findings section to provide deeper insights into the study.

### **Presentation of Findings**

This section presents the findings on the factors affecting academics' use of social media platforms for content delivery at a university in Cameroon. Relevant quotes from the data were categorised to enhance the credibility of this study (Folabit & Jita, 2024a). The participants' narratives are presented verbatim to maintain authenticity. The findings are organised into four main themes: accessibility and infrastructure, pedagogical approaches, institutional support, and cultural perceptions and technology preparedness. These themes address the study's research question: *What factors affect academics' use of social media platforms for content delivery in Cameroon?*

#### **Accessibility and Infrastructure**

Systematic issues can hinder the effective use of technology, particularly in delivering content materials through social media. Higher education institutions may face reputational risks when they cannot support modern teaching practices due to infrastructural inadequacies. This can affect their ability to attract and retain both faculty and students, particularly in a competitive global education market. This study revealed that unreliable internet access and irregular power supply make it extremely difficult, if not impossible, to use social media or other online platforms for teaching effectively. Participants felt excluded from the benefits of digital teaching methods due to these infrastructural challenges, which are compounded by the inadequacies of service providers. These circumstances prevent them from fully participating in the shift toward technology-enhanced education. Attesting to this, a participant noted:

*"The inconsistency of internet access makes it nearly impossible to rely on social media for teaching. If we look at the services providers, irregular power supply, the short supply of these aspects makes it absolutely difficult to manage internet for teaching because we are completely left out due to poor connectivity." (Julius)*

This submits that students in institutions affected by these challenges may receive a lower-quality education compared to peers in regions with better infrastructure and academics may scuffle to incorporate innovative teaching methods or explore emerging technologies, limiting their professional development and ability to stay competitive in a rapidly changing academic landscape. This perpetuates inequalities within the higher education system and disadvantages academics' professional preparedness.

According to another participant,

*"You see, the gap between those who can afford and those who cannot is wide such that even when you try to use social media for teaching, internet quality is so unreliable that it disrupts the learning process. It's frustrating. The disparity is eminent." (Massa)*

These findings suggest that institutions that cannot ensure reliable access to technology and connectivity risk being perceived as less competitive or outdated. This could affect their ability to

attract and retain quality faculty and students. Massa highlighted how this gap undermines the effective use of social media for teaching, as unreliable internet disrupts the learning process, hindering the educational experience and making it difficult to achieve inclusive and equitable education. These barriers directly correlate with the effort expectancy and price value components of UTAUT2 (Venkatesh et al., 2012). The infrastructural challenges, including unreliable internet, highlight the significant role of effort expectancy and price value in shaping academics' technology adoption. The difficulties in accessing reliable connectivity increase the perceived effort required to use social media, while high costs undermine its perceived value for teaching purposes

Students who lack consistent access to social media and other digital tools may miss out on developing critical 21st-century skills, such as digital literacy, collaboration, and self-directed learning, putting them at a disadvantage in the workforce. Three participants highlighted the need for systemic interventions to bridge the digital divide. They felt that infrastructure improvements, affordable internet access, and relevant policies are essential when integrating technology into education. This approach would prevent the unintentional marginalization of vulnerable users. Supporting this, a participant voiced that;

*"Social media could be a great tool for education, but if a large portion of students lack access to internet connectivity, then the benefits of these platforms are limited and can exacerbate existing inequalities."*(Joyce)

Importantly, the participants' experience highlights the real-world implications of insufficient infrastructure in digital education. For social media or other online tools to support teaching effectively, foundational improvements in internet infrastructure and connectivity are essential. Institutions must also adopt inclusive strategies that account for these limitations to support educators and learners equitably. A participant noted that,

*"If you access it compared to other countries, the bandwidth is limited here, with breaks in optic fibre. You even hear that we are in 4G or LITE, but the connection is still very poor. Can you imagine that you may have connectivity in your kitchen but not in your living room? Worse, you may have to switch from one service provider to another to be connected. Tell me how you can manage this situation to access the social media platform that will support teaching."* (Self)

In Cameroon, internet connectivity remains a significant barrier. This limited internet infrastructure not only limits the ability of academics to engage with social media but also affects students' access to content delivered through these platforms. Moreover, the quality of internet services varies significantly across different regions, with urban centres experiencing better connectivity compared to rural settings. The disparity in access leads to a digital divide that disproportionately affects students and educators in Cameroon. Consequently, participants expressed concerns regarding the equity of educational delivery when relying on social media platforms, highlighting that social media as an effective educational tool is diminished when a substantial portion of the student body cannot participate.

### **Pedagogical Approaches**

Integrating social media into teaching requires significant adaptation in content delivery and a strong emphasis on academic professional development. Institutions can address barriers, provide resources, and foster a culture that embraces innovative teaching methods while maintaining academic standards. All eight (8) participants collectively highlighted a mix of potential and challenges in integrating social media into teaching. They acknowledged that social media offers opportunities for interactive, student-centred learning, real-time feedback, and fostering engagement. They expressed concerns about shifting from traditional methods, the informal nature of social media, potential distractions for students, and doubts regarding the academic rigour of these platforms. These perspectives underline the need for thoughtful adaptation of teaching methods and addressing academics' reservations about integrating social media effectively in higher education. Peace observation was that;

*"For me, using social media for teaching requires rethinking our methods entirely. Even though social media platforms like WhatsApp, LinkedIn etc. can promote discussion and creativity, the lack of academic rigour in these platforms makes me question whether they are appropriate for higher education, especially Facebook, Twitter etc. where you find faceless profiles that are even Internet bullies..."*

The teaching methods employed by educators play a crucial role in the effective use of social media for content delivery. Participants in this study viewed social media not only as a tool for disseminating information but also as a platform that enables interaction, discussion, and feedback. However, some individuals expressed hesitance in using social media due to concerns about its appropriateness for educational purposes. Many participants in this study are accustomed to traditional methods and worry that social media may introduce distractions in the learning environment if used as an alternative for delivering course materials. They interpret social media as an informal environment lacking the rigour of traditional academic discourse, which may impede its adoption. This perception is supported by a study indicating that two-thirds of social science academics use social media primarily for informal scholarly communication with known colleagues, highlighting a hesitancy to engage in broader academic discussions on these platforms (Al-Daihani et al., 2018). While participants acknowledged the potential for social media to enhance student engagement and collaboration, aligning with UTAUT2's performance expectancy, hesitancy among some academics stemmed from a lack of hedonic motivation (Strzelecki, 2024; Tamilmami et al., 2019). Younger academics viewed the platforms as engaging and interactive, while older colleagues often perceived them as informal and unsuitable for rigorous academic discourse. Successful technology integration requires balancing pedagogy and technology, ensuring educational practices align with teaching strategies to achieve meaningful outcomes (Loglo & Zawacki-Richter, 2023).

### **Institutional Support**

Institutional support emerges as another significant factor influencing the use of social media in academic settings to deliver content material. Institutions that actively promote and provide training on using social media for educational purposes tend to have higher rates of adoption among their faculty. Seraphine felt that without institutional support, using social media for content delivery is like navigating uncharted waters because *"the lack of clear guidelines leaves many of us unsure about the best practices or even the boundaries of what's acceptable."*

For Peace,

*"It's difficult to embrace social media for teaching when the institution does not provide any formal training, support or guidelines. We are left to figure out everything on our own, which makes it risky and discouraging."*

The government of Cameroon, through the Ministry of Higher Education, has made notable efforts to address challenges related to the digital divide. Initiatives include distributing laptops to university students, exempting taxes on educational technology tools, enacting Higher Education Law No. 2023/007 to promote digital integration (Agbor, 2024), and establishing digital development centres at state universities to enhance access and inclusivity (Agbor, 2024; Mbakwa, 2020). These measures enhance academics' self-confidence in utilising social media platforms for innovative teaching practices. However, participants in this study highlighted that public universities in Cameroon lack clear policies or support mechanisms, which may unintentionally hinder the integration of social media for educational content delivery. Six participants reported receiving minimal support in their attempts to use social media for this purpose, leading to uncertainty and hesitation. Additionally, they expressed concerns about academic integrity and the potential for misinformation on social media, which further discourages them from using these tools in their teaching practices. The absence of institutional policies, training, and peer encouragement underscores the critical role of facilitating conditions and social influence in technology adoption (Folabit & Jita, 2024c). Without clear guidelines or support structures, academics are less likely to perceive social media as a viable tool for educational delivery.

## Cultural Perceptions and Technology Preparedness

Traditional academics' views prioritise face-to-face, formal teaching, with social media often perceived as informal, frivolous, or unprofessional, especially by older academics. Consequently, generational differences shape perceptions, with younger academics seeing its potential to connect with students, while older colleagues are more sceptical. Additionally, concerns about the reliability of the information on social media contribute to hesitancy, as it is often associated with entertainment rather than serious academic work. The participants expressed a mix of cultural, generational, and trust-related reservations about using social media in education. In the following excerpt, Massa, Faith and Self respectively alluded these sentiments:

*"In our culture, education has always been rooted in face-to-face interaction and formal methods. Social media is often seen as something informal or even frivolous, which makes many of us hesitant to integrate it into our teaching. There's a fear that it might undermine the seriousness of academic work."*

*"As a younger academic, I see social media as a way to connect with students in ways that traditional methods cannot. But I've noticed that some of my older colleagues view it as unprofessional or even a distraction from real learning. It's clear that these generational differences shape how we perceive its usefulness in education."*

*"While social media has potential, the lack of trust in the accuracy of information shared on these platforms makes it hard for some of us to fully embrace them for teaching. There's a perception that they're more suited for entertainment than serious academic work."*

Cultural perceptions regarding social media significantly influence academics' willingness to adopt these platforms for educational purposes. In Cameroon, where traditional values and norms heavily influence societal behaviours, there is often scepticism about the legitimacy of social media as a credible educational resource. Academics and students may hesitate to use social media for academic purposes due to concerns about the reliability of information shared on these platforms. Younger academics, being more familiar with digital technologies, tend to embrace social media more readily than their older counterparts. This generational gap indicated in this study shows that younger faculty members are more likely to view social media as a valuable tool for enhancing their teaching and engaging with students. The entrenched reliance on traditional academic practices reflects the low habitual integration of social media into teaching. As UTAUT2 suggests, the absence of habitual use limits the likelihood of adoption, particularly in a cultural context where face-to-face interaction is highly valued. These findings partially corroborate Sutherland et al.'s (2020) study in Australia, which revealed that only 49% of Australian academics used social media for teaching, citing its accessibility and efficiency. As such, this study argues that while different contexts exhibit generational differences in social media adoption, the cultural and societal perceptions unique to Cameroon may present additional barriers to integration, underscoring the importance of tailoring digital education strategies to specific regional and cultural contexts.

## DISCUSSIONS OF FINDINGS

This study examined the factors affecting academics' adoption of social media platforms as an alternative for content delivery in Cameroonian higher education. According to studies, social media platforms like LinkedIn, WhatsApp, YouTube, and TikTok, enable users to create, share, and interact with various types of content, which fosters collaboration and knowledge sharing (Lau, 2016; Trang, 2023). However, as evidenced in research conducted by Béché (2020) and Tangmo et al. (2021), there are inequities in technological access in Cameroon's higher education institutions. While the UTAUT2 framework's construct of facilitating conditions underscores the importance of reliable infrastructure in enabling technology adoption (Venkatesh et al., 2012; Jam et al., 2011), the first finding of this study demonstrates accessibility and infrastructure challenges such as unreliable internet access and irregular power supply. According to the participants, these challenges are significant barriers to the effective use of social media for delivering content materials, highlighting the worsening digital divide, which limits inclusive educational practices. Without foundational

improvements in connectivity, academics' ability to effectively integrate social media remains constrained.

The second finding discusses pedagogical approaches that social media platforms hold in transformative interactive and student-centred learning. Participants acknowledged that platforms such as WhatsApp and Facebook facilitate real-time feedback and enhance engagement, aligning with studies by Oh et al. (2020), Greenhow et al. (2020), and Lottering (2020). However, resistance to social media adoption persists, rooted in its perceived informality and lack of academic rigour. These concerns echo findings by Alwi et al. (2014), who noted scepticism regarding the appropriateness of social media for academic purposes. The study reinforces the need to balance pedagogical goals with technological integration to ensure meaningful educational outcomes, as highlighted by Loglo and Zawacki-Richter (2023).

This study aligns with the findings of Sutherland et al. (2020), which emphasise the importance of institutional support in promoting technology adoption in higher education. Institutional support was identified as a crucial factor influencing the use of social media. Participants expressed uncertainty and risk due to a lack of formal training, clear policies, and institutional guidelines. This situation contradicts the UTAUT2 model, highlighting the need for institutional support and comprehensive policies addressing concerns about data privacy, misinformation, and academic integrity (Venkatesh et al., 2012). The absence of these supportive conditions undermines efforts to build confidence among academics that encourage the broader adoption of social media for teaching purposes. Cultural norms and generational differences also significantly influenced academics' perceptions of social media. Younger academics were more receptive to its use, viewing it as a valuable tool for connecting with students, whereas older faculty often perceived it as informal or unprofessional. These generational divides align with Trang's (2023) study, which identified technology receptiveness variations based on familiarity and attitudes. Furthermore, concerns about the reliability of information on social media reflect Lau's (2016) findings on misinformation and media multitasking, which can detract from its educational utility. Tailored strategies that address these cultural and trust-related reservations are essential for building acceptance of social media as a legitimate educational resource.

This study revealed some contradictions, not only with previous research but also with certain principles of the UTAUT2 framework. For example, while the performance expectancy from the UTAUT2 model was reflected in participants' recognition of social media's potential to enhance engagement and feedback—consistent with Lottering (2020)—the effort expectancy posed challenges. Issues such as inadequate training and gaps in digital literacy hindered academics' ability to utilise these platforms effectively (Béché, 2020; Jam et al., 2016). Furthermore, facilitating conditions, including improved infrastructure and institutional support, are essential for overcoming these barriers. Social influence, driven by peer encouragement and institutional policies plays a crucial role in shaping academics' willingness to adopt social media for teaching (Greenhow et al., 2020). Yet participants reported inadequate institutional support.

## **Recommendations**

To overcome the challenges limiting social media integration in higher education, a comprehensive approach is essential, commencing with enhancing digital infrastructures. Governments and higher education institutions should prioritise the development of reliable infrastructure, including stable internet connectivity and power supply, particularly in underserved regions, to address the digital divide. Effective, hands-on training programmes should be established to enhance academics' confidence and skills in using social media for educational purposes. Institutions should create clear policies to regulate social media use, addressing key issues like data privacy, misinformation, and academic integrity to reduce risks and promote adoption. Without effective monitoring mechanisms, these policies may fail to achieve their intended outcomes. Implementing robust monitoring systems ensures compliance, identifies potential risks, and allows for timely interventions to mitigate issues. For example, social media monitoring can help institutions identify and address negative content or misinformation before it escalates, thus protecting their reputation. Cross-generational mentorship



programmes should be introduced to foster collaboration between younger, tech-savvy academics and their older counterparts, bridging cultural and generational divides in technology adoption. Lack of mentorship can result in lower morale, reduced productivity, and higher turnover rates of academics.

### Limitations of the Study

The study's sample size, limited to eight participants constrains the generalisability of findings across all universities in Cameroon. This small sample provides a limited view of the diverse experiences and perspectives of academics. Furthermore, the single-case study approach, centred on one institution, overlooks regional differences in infrastructure and cultural contexts that could impact social media adoption. Moreover, the research was conducted in the post-COVID-19 period, potentially limiting its ability to reflect long-term trends and changes in the use of social media for educational purposes. Future research should expand to include multiple universities and adopt quantitative methodologies to validate these findings and assess their broader applicability. This expanded approach would provide a more comprehensive understanding of the factors influencing social media adoption in diverse educational settings.

### CONCLUSION

This study explored the factors affecting academics' use of social media for delivering content material at a Cameroon university. The findings highlight a complex mix of opportunities and challenges shaped by infrastructural limitations, pedagogical shifts, institutional support, and cultural perceptions. Social media was recognised for its potential to foster interactive, student-centred learning, improve communication, and create collaborative environments. However, barriers such as unreliable internet access, power supply, inadequate digital literacy, and a lack of formal policies and training persist. These challenges are exacerbated by the digital divide, which affects economically disadvantaged students. Additionally, cultural and generational perceptions influence adoption, with younger academics more receptive to social media in teaching, while older faculty members view it as informal. Aligned with the Unified Theory of Acceptance and Use of Technology 2 (UTAUT2), the study emphasises facilitating conditions, performance expectancy, and social influence in driving technology adoption. However, limited infrastructure, affordability challenges, and lack of institutional support constrain social media's potential. To harness its benefits, the study argues that efforts are needed to improve infrastructure, provide training, and develop supportive policies, enabling effective social media integration in teaching and promoting inclusive, equitable education.

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