



Enhancing Teacher Effectiveness through the Integration of Social Media Platforms in the Teaching-Learning Process in Cameroon.

Brenda Nachuah Lawyer

Department of Science of education, Higher Teacher Training College for Technical Education, University of Douala.

ABSTRACT

The increasing digitalization of higher education has redefined teacher effectiveness beyond traditional pedagogical competence to include the strategic integration of digital technologies into instructional practice. In resource-constrained contexts such as Cameroon, social media platforms have emerged as accessible tools capable of extending teaching, enhancing student engagement, and supporting collaborative knowledge construction. Grounded in the Technology Acceptance Model (TAM), the Technological Pedagogical Content Knowledge (TPACK) framework, and Rogers' Diffusion of Innovations theory. This study examines how social media integration contributes to teacher effectiveness in higher education institutions in the Southwest Region of Cameroon. A qualitative phenomenological design was adopted to explore the lived experiences of lecturers who actively integrate social media into their teaching. Data were collected through semi-structured interviews and focus group discussions with purposively selected 210 lecturers from 70 higher education institutions in the Southwest Region. The findings indicate that platforms such as WhatsApp, YouTube, Telegram, Facebook, Zoom, Google Classroom, and Kahoot enhance instructional planning, facilitate real-time feedback, promote collaborative learning, and increase student motivation. Lecturers reported improvements in communication efficiency, instructional creativity, and professional networking. However, persistent challenges including inadequate digital infrastructure, high data costs, uneven digital literacy, and the absence of clear institutional policies limit sustained and systematic integration. The study concludes that social media enhances teacher effectiveness in higher education when technological competencies are pedagogically aligned with disciplinary content and supported by enabling institutional frameworks. It recommends structured digital pedagogy training for lecturers, institutional policy development to regulate academic use of social media, and strategic investment in digital infrastructure. By theoretically situating social media adoption within TAM, TPACK, and Diffusion of Innovations, this study contributes to the discourse on digital transformation in African higher education and offers context-responsive insights for strengthening lecturer effectiveness.

ARTICLE'S INFO

Article No.: 040226046

Type: Research

Full Text: [PDF](#), [PHP](#), [HTML](#), [EPUB](#), [MP3](#)

DOI: [10.15580/gjss.2026.1.040226046](https://doi.org/10.15580/gjss.2026.1.040226046)

Accepted: 01/04/2026

Published: 07/04/2026

Keywords: Teacher effectiveness; social media integration; higher education; Technology Acceptance Model; Cameroon

***Corresponding Author**

Brenda Nachuah Lawyer

E-mail: bdiangha@gmail.com

Article's QR code



INTRODUCTION

The rapid digitalization of higher education has fundamentally reshaped instructional practices worldwide. In contemporary universities and higher technical institutions, effective teaching increasingly requires not only disciplinary expertise but also the ability to integrate digital technologies in ways that enhance student engagement, collaboration, and knowledge construction (Ajayi, 2020). Social media platforms, originally designed for social interaction, have gradually evolved into educational tools capable of extending learning beyond physical classrooms and fostering interactive academic communities. In many African contexts, including Cameroon, mobile connectivity has expanded more rapidly than formal educational infrastructure. As a result, platforms such as WhatsApp, YouTube, Telegram, Facebook, Zoom, and Google Classroom have become accessible channels through which lecturers share content, facilitate discussions, provide feedback, and sustain learning continuity (Ateh & Nkweteyim, 2019). The COVID-19 pandemic further accelerated this shift, compelling higher education institutions to experiment with digitally mediated instruction. However, while adoption has increased, structured and pedagogically grounded integration remains uneven (Lawyer, 2020).

The effectiveness of social media in enhancing teaching depends not merely on access, but on how lecturers perceive, adopt, and integrate these platforms into disciplinary instruction. The Technology Acceptance Model (TAM) suggests that perceived usefulness and ease of use influence lecturers' willingness to adopt digital tools (Davis, 1989). The Technological Pedagogical Content Knowledge (TPACK) framework further emphasizes that meaningful integration requires alignment between technological knowledge, pedagogy, and subject content (Mishra & Koehler, 2006). Additionally, Rogers' Diffusion of Innovations theory explains how digital practices spread within institutional communities, shaping patterns of adoption and resistance. Despite growing informal use of social media in Cameroonian higher education, empirical research examining its contribution to lecturer effectiveness remains limited, particularly within the Southwest Region. Much of the existing discourse focuses on access to ICT infrastructure rather than on pedagogical transformation and professional practice. This gap underscores the need to investigate how social media integration influences instructional strategies, student engagement, and lecturer performance within higher education institutions. This study therefore examines how the integration of social media platforms enhances teacher effectiveness in higher education institutions in the Southwest Region of Cameroon. By situating the analysis within TAM, TPACK, and Diffusion of Innovations theory, the study provides a theoretically grounded understanding of how digital adoption

intersects with pedagogical practice in resource-constrained environments.

Context of Teacher Effectiveness in the Digital Age

In the 21st century, the role of a teacher has evolved beyond traditional instruction to include digital facilitation, content curation, and online engagement (Ajayi, 2020). As educational paradigms shift globally toward more interactive, learner-centered approaches, the concept of teacher effectiveness now encapsulates the ability to adapt pedagogical practices to emerging technologies. In Cameroon, like many Sub-Saharan African countries, the integration of Information and Communication Technologies (ICTs) in education has been emphasized through national strategies and policy frameworks (Alela, 2020). However, the focus has often been on hardware provision, with limited attention paid to the pedagogical use of social media tools that teachers and learners already use informally.

Social media platforms have rapidly become part of everyday life and, increasingly, part of formal and informal education systems. Globally, platforms such as Facebook, WhatsApp, YouTube, and Zoom are used for collaborative learning, virtual classrooms, and professional development (Sheneiger, 2014). In Africa, especially in resource-constrained settings, mobile-friendly platforms like WhatsApp have gained prominence due to their low cost and ease of access. In Cameroon, teachers are beginning to explore these tools as alternatives to traditional methods, especially during disruptions like the COVID-19 pandemic and ongoing socio-political challenges that affect classroom attendance and instructional continuity (Nkwetisama & Folefac, 2020).

Teacher Effectiveness

Teacher effectiveness refers to the capacity of educators to produce measurable gains in student learning, engagement, and development. It encompasses a teacher's ability to manage the classroom, deliver content effectively, integrate technology, and build positive relationships with learners (UNESCO, 2020). Teacher effectiveness refers both the quality of teaching and the capability of teachers. It is the teachers' skillful ability to produce learning outcomes and contribute to the improvement of quality education (Tassel-Baska, 2019). According to Stronge (2018), teacher effectiveness is often linked to student achievement, but it also encompasses the teacher's ability to motivate learners, use resources effectively, and engage in continuous professional development (Stronge, 2018). According to Darling-Hammond (2017), effective teachers not only possess subject mastery and pedagogical skills but also show responsiveness to students' diverse learning needs. In the digital age, effectiveness also includes the ability to use modern

tools like social media platforms, to promote collaborative, learner-centered education (Darling-Hammond, 2017). Key attributes of an effective teacher include deep knowledge of subject content, effective communication skills, instructional adaptability, use of technology in pedagogy, continuous assessment and feedback, empathy and classroom leadership (Darling-Hammond, 2017).

Teacher effectiveness in higher education has traditionally been associated with disciplinary expertise, instructional clarity, and the ability to facilitate students' achievement. However, in digitally evolving academic environments, effectiveness increasingly encompasses the capacity to integrate technological tools in ways that enhance engagement, collaboration, and knowledge construction. Within this study, teacher effectiveness is conceptualized as a multidimensional construct reflecting lecturers' ability to design coherent instructional experiences, stimulate active participation, provide timely feedback, foster academic interaction, and adapt pedagogical strategies to evolving technological contexts. In resource-constrained settings such as Cameroon, where mobile connectivity often outpaces institutional digital infrastructure, social media platforms have emerged as accessible pedagogical tools. Their integration into teaching practices redefines lecturer performance by extending communication channels, diversifying instructional delivery, and supporting collaborative learning beyond physical classrooms. Teacher effectiveness, therefore, is not treated merely as an outcome variable but as a dynamic construct shaped by technological competence, pedagogical alignment, and institutional conditions.

Social Media Platforms Commonly Used in Education

The integration of Information and Communication Technologies (ICTs) into Higher Education has become a critical driver of teaching, learning, and research worldwide. ICT tools encompass a wide range of digital resources such as communication platforms, content delivery systems, learning management systems (LMS), authoring applications, and assessment technologies, which are designed to enhance knowledge acquisition, collaboration, and administrative efficiency. In higher education, these tools have redefined traditional pedagogical approaches, enabling blended and online learning models, fostering interactive classrooms, and promoting lifelong learning opportunities (OECD, 2015). In Cameroon, the adoption of ICT tools in higher education has been influenced by both global educational reforms and national policies such as the Cameroon Higher Education Vision 2035 and the National ICT Policy Framework. The COVID-19

pandemic further accelerated the shift toward digital instruction, compelling universities and higher technical teachers' training colleges (HTTTCs) to rely on platforms such as Moodle, Google Classroom, and Zoom for course delivery (Yaro & Njobam, 2024). Social media applications like WhatsApp and Facebook also became widely adopted by lecturers and students as informal but effective learning channels (Alela, 2020).

Despite these developments, the integration of ICT tools in Cameroonian higher education faces persistent challenges. Limited access to reliable internet connectivity, high bandwidth costs, and recurrent power outages constrain the consistent use of digital technologies (Tchamyu, 2017). Furthermore, disparities in digital skills among lecturers and students, coupled with institutional resistance to change, hinder full adoption (Ngwa T. A., 2024). These constraints highlight the need for context-specific strategies that not only provide infrastructure but also build pedagogical competence in ICT use.

Thus, ICT tools in higher education in Cameroon represent both a promise and a challenge. On one hand, they provide opportunities for interactive, flexible, and student-centered learning; on the other, they demand significant investment in infrastructure, training, and policy reforms. A systematic understanding of the classification, usage, and challenges of ICT tools is therefore necessary to inform effective integration and sustainable educational transformation in Cameroon's universities and teacher training institutions.

In the contemporary digital landscape, teacher effectiveness is increasingly defined by the ability to strategically integrate social technologies into the pedagogical process to enhance student engagement and academic outcomes. In the Cameroonian educational context, various social media and digital platforms have emerged as essential tools for transitioning from traditional, teacher-centered instruction to more dynamic, learner-centered experiences.

Learning Management Systems and Virtual Environments

Learning Management Systems (LMS) serve as the primary digital infrastructure for managing instructional content and tracking student participation. Google Classroom is widely utilized as a centralized hub that streamlines the distribution of assignments and resources (Ajayi, 2020). Its integration with Google Workspace allows for the creation of multimedia-rich learning experiences and provides teachers with tools for real-time, personalized feedback through built-in commenting and automated grading.

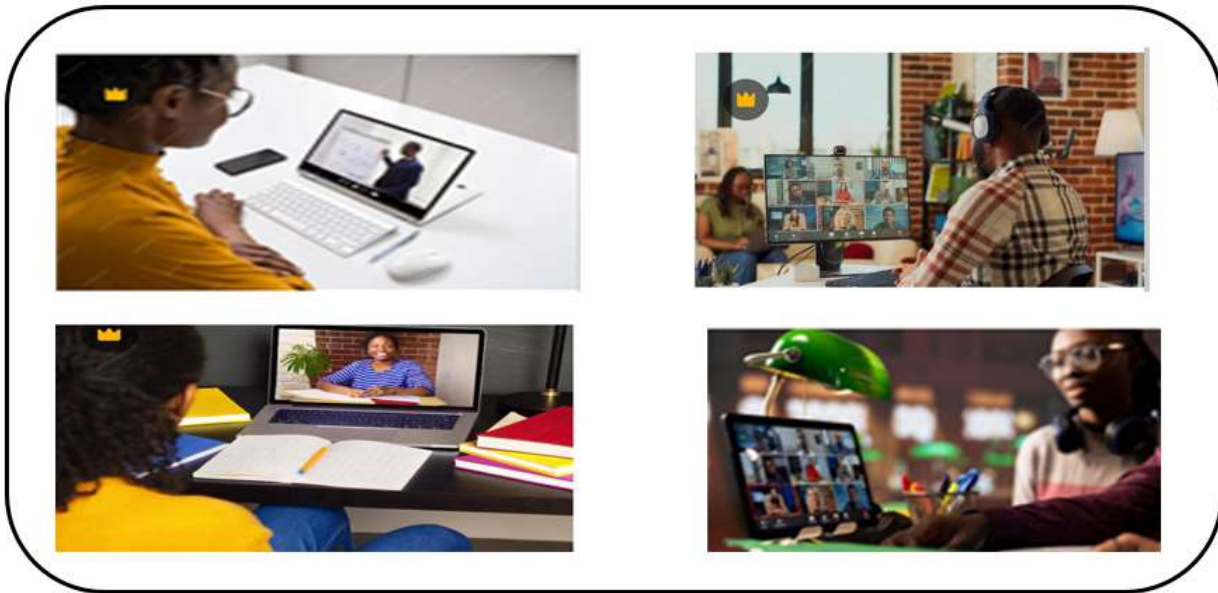


Figure 1: Teaching and learning in a Google Classroom
 Source: Downloaded from Shutterstock, Inc, 2023-2025

Similarly, Moodle provides a highly customizable, open-source environment rooted in social constructivist principles. It facilitates collaborative knowledge construction through interactive features such as discussion forums, wikis, and chat rooms, effectively replicating the social dimensions of a physical classroom in a virtual space (Cole, 2018).

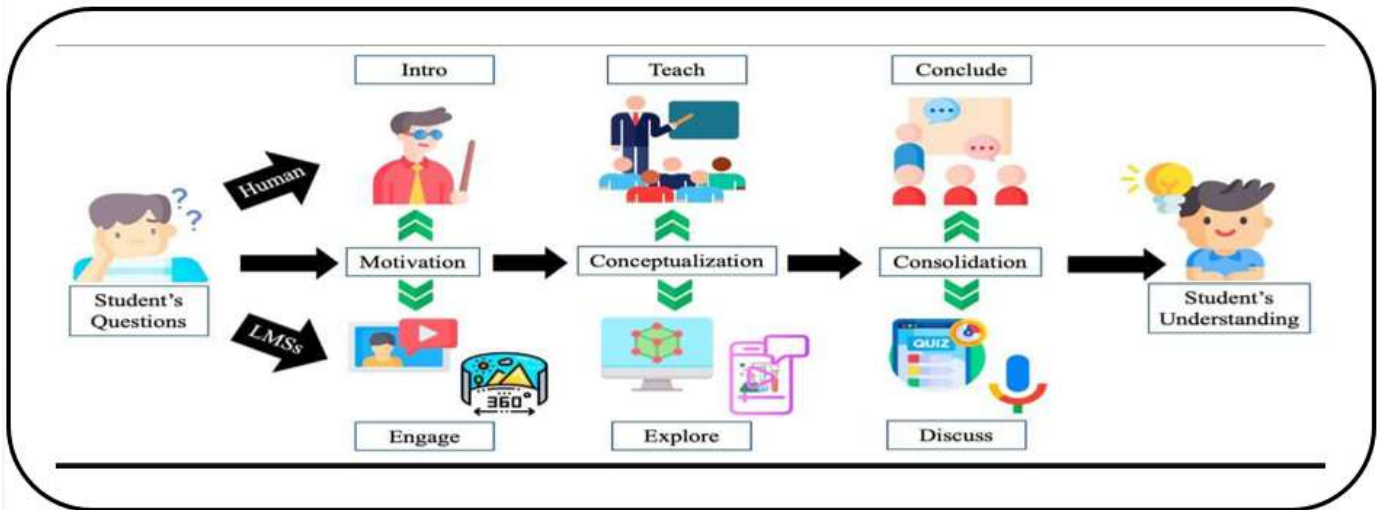


Figure 2: Diagrammatic representation of how Moodle functions as a LMS.
 Source: Moodle LMS, 2025.

Real-Time Communication and Video Conferencing

For synchronous learning, Zoom has become a pivotal platform, particularly in distance and remote education settings. It enables the creation of high-definition virtual classrooms where educators can deliver live lectures, conduct software demonstrations through screen sharing, and facilitate small-group collaboration using breakout rooms (Ajayi, 2020). The platform's recording capabilities further support asynchronous learning by

allowing students to review complex lessons at their own pace.

Messaging and Social Networking Applications

Due to their high accessibility and low data requirements, messaging applications like WhatsApp and Facebook have become powerful informal learning channels in resource-constrained environments (Salzer & Thomas, 2020). WhatsApp allows for rapid communication and the sharing of multimedia resources, such as voice notes

and PDFs, which helps extend learning beyond formal classroom hours. Educators leverage these groups to foster peer collaboration and provide prompt feedback on student queries. Likewise, Facebook groups provide a space for collaborative discussions and the sharing of educational materials, fostering a community of practice among students (Nkwetisama & Folefac, 2020).

Academic Research and Assessment Tools

To bolster academic rigor and research competence, educators and students utilize Online Research Tools such as Google Scholar, JSTOR, and Zotero. These platforms facilitate the identification of peer-reviewed literature and ensure academic integrity through systematic citation management. Furthermore, Assessment and Evaluation Tools like Kahoot, Google Forms, and Quizizz transform the grading process into an interactive experience (Salehi & Amiri, 2019). These platforms allow for instant formative assessment, enabling teachers to identify learning gaps immediately and adjust their instructional strategies accordingly.

While these platforms significantly enhance instructional planning, creativity, and student-teacher relationships, their effectiveness remains contingent upon addressing systemic barriers such as limited digital infrastructure and the need for comprehensive digital literacy training for educators.

Content Delivery and Presentation Tools

These tools are designed to enhance the presentation and explanation of subject matter using multimedia resources. They help teachers to make lessons more engaging, visual, and understandable. They constitute programs like Microsoft PowerPoint, Google Slides, Prezi which are used to design interactive lecture slides; Projectors and multimedia players enable teachers to display videos, animations, and demonstrations to large classes; interactive whiteboards allow teachers to annotate lessons, draw diagrams, and involve students actively in problem-solving meanwhile Podcasts and YouTube provide supplementary audio and video lectures accessible beyond classroom time.

Social Media and Networking Tools

Social media platforms are increasingly adapted for educational purposes, beyond entertainment, to create collaborative and participatory learning environments. Some of the include WhatsApp and Facebook groups wherein they facilitate class discussions and sharing of materials; YouTube which Provides instructional tutorials and recorded lectures (Gimns, 2023). WhatsApp and Facebook have become powerful tools in modern teaching and learning due to their accessibility, popularity, and interactive features. Both platforms support communication, collaboration, and information sharing between teachers and students, making learning more flexible and engaging, especially in contexts where

formal learning management systems are less available. Their widespread use in Cameroon and other developing countries has made them valuable alternatives for online education and blended learning.

WhatsApp, primarily a messaging application, functions as a quick and efficient communication channel between teachers and students. Teachers can create class groups where they share announcements, learning materials, assignments, and reminders. Through text messages, voice notes, and videos, teachers can explain difficult concepts, provide feedback, and guide learners even outside classroom hours. The platform also allows the sharing of documents such as PDFs, PowerPoint presentations, and Word files, making it easy for students to access notes and other resources. Group discussions on WhatsApp encourage interaction among students, fostering peer learning and collaboration. For example, teachers can post a question or topic for discussion, and students can contribute their opinions and ideas in real time. This approach promotes active participation and enhances critical thinking. WhatsApp also supports the use of voice and video calls, which can be used for mini-lessons, question-and-answer sessions, or individual consultations. Teachers who use WhatsApp effectively can track attendance through message participation and submission of work via private chat. Furthermore, the "status" feature can be creatively used to post daily learning tips, short quizzes, or inspirational educational messages, keeping learners engaged and motivated. In remote or resource-limited areas, WhatsApp serves as a cost-effective platform for distance learning because it requires minimal data and is compatible with most smartphones.

Similarly, Facebook serves as a social learning platform that connects teachers and students beyond the classroom walls. Teachers can create private Facebook groups dedicated to a specific class or subject where they post educational materials, assignments, and discussion topics. The comment section under posts allows students to ask questions, share ideas, and interact with peers and teachers in a collaborative environment. The Facebook Live feature enables real-time virtual lessons where teachers can deliver lectures, demonstrate practical activities, or hold discussions while students participate by commenting or reacting. Recorded sessions can be saved and replayed later, allowing students to revise at their own pace.

Facebook's multimedia features such as photo, video, and link sharing also make it a rich environment for interactive learning. Teachers can share educational videos, infographics, or external links to online learning resources, while students can showcase their projects or research findings through posts. The Messenger feature enhances private communication, enabling teachers to provide individual support and guidance. Moreover, Facebook's ability to form learning communities makes it ideal for collaborative projects, where students from

different locations can work together and share knowledge.

Challenges encountered in the utilization of digital teaching tools in technical education

The integration of digital teaching tools into technical education has the potential to enhance learning experiences, bridge gaps between theoretical knowledge and practical application, and prepare students for the demands of the modern workforce. However, the adoption and effective utilization of these tools present multifaceted challenges that encompass technological, pedagogical, infrastructural, and socio-economic dimensions.

Technological Challenges

Technical education often relies on specialized software and hardware to simulate real-world scenarios. The complexity of these tools can pose significant barriers to both educators and students. Issues such as software compatibility, system crashes, and inadequate technical support can disrupt the learning process and hinder the effective use of digital resources (Zou et al., 2025). Furthermore, the rapid pace of technological advancements necessitates continuous updates and training, which can be resource-intensive for educational institutions.

Pedagogical Challenges

Integrating digital tools into the curriculum requires a shift in teaching methodologies. Educators must adapt traditional pedagogical approaches to incorporate digital tools effectively. This transition can be challenging, especially for instructors who are accustomed to conventional teaching methods. The lack of professional development opportunities and resistance to change among educators can impede the successful integration of digital technologies into technical education (Yulin & Danso, 2025).

Infrastructural Challenges

The effectiveness of digital teaching tools is heavily dependent on the availability and reliability of infrastructure. In many regions, especially in developing countries, schools face challenges such as inadequate internet connectivity, outdated hardware, and insufficient technical support staff. These infrastructural deficits can limit access to digital learning resources and create disparities in educational opportunities.

Socio-Economic Challenges

The digital divide remains a significant issue in the adoption of digital teaching tools. Students from low-income backgrounds may lack access to personal devices or reliable internet connections, limiting their

ability to engage with digital learning platforms. Additionally, the cost of acquiring and maintaining digital tools can strain the budgets of educational institutions, particularly in resource-constrained settings.

Ethical and Security Concerns

The use of digital tools in education raises ethical and security issues, particularly concerning data privacy and the potential for misuse of student information. The proliferation of educational apps and platforms has increased the risk of unauthorized data collection and breaches of student privacy. Establishing robust data protection policies and ensuring compliance with privacy regulations are essential to mitigate these risks.

Despite these challenges, there are notable opportunities for progress. While digital teaching tools offer significant advantages in enhancing technical education, their successful integration requires addressing a complex array of challenges. Educational institutions must invest in infrastructure, provide professional development for educators, ensure equitable access for all students, and establish ethical guidelines to safeguard data privacy. By proactively addressing these challenges, technical education can harness the full potential of digital tools to improve learning outcomes and better prepare students for the future workforce. For a better comprehension of the above appraisal, we will continue with a detailed explanation of the concepts under study.

These platforms offer new opportunities for teachers to reach students beyond the traditional classroom, especially in Cameroon, where infrastructural challenges often limit face-to-face instruction. Globally, the use of social media in education has been shown to improve collaboration, communication, and critical thinking (Greenhow & Lewin, 2016). In Africa, studies by Kwet (2020) and Adukaite et al. (2017) highlight how mobile-based platforms are transforming learning in low-resource environments. In Cameroon, informal uses of WhatsApp and Facebook by teachers during the COVID-19 pandemic created opportunities for remote learning and continued engagement with students. However, challenges such as data costs, digital literacy gaps, and lack of training still hinder widespread pedagogical adoption.

Teaching-Learning Process

The teaching-learning process is a dynamic interaction between teachers and learners aimed at knowledge acquisition, skill development, and attitudinal change. It involves curriculum delivery, instructional strategies, feedback mechanisms, and learner participation (Mbiwan, 2021). In modern education, this process extends beyond physical classrooms into blended and online learning environments, where social media platforms play a significant role in promoting active learning and learner autonomy (Mwalongo, 2011). As

digital natives increasingly populate classrooms, the use of social media to enrich the teaching-learning process is not just an innovation but a necessity. For teachers, leveraging these platforms enhances their instructional reach, fosters student-centered learning, and makes education more accessible and relevant.

Theoretical Underpinnings

This study is anchored in three complementary theoretical frameworks being the Technology Acceptance Model (TAM), Technological Pedagogical Content Knowledge (TPACK), and Rogers' Diffusion of Innovations (DOI) theory each providing a critical lens for understanding the processes and determinants influencing teachers' effective integration of social media in instruction. Together, these frameworks offer a holistic foundation for explaining not only whether teachers adopt social media tools, but also how and why such adoption contributes to enhanced teaching effectiveness.

The Technology Acceptance Model (TAM) posits that individuals' adoption of technology is primarily determined by their perceived usefulness and perceived ease of use (Davis, 1989). In educational contexts, teachers are more likely to adopt social media platforms when they believe these tools meaningfully support instructional goals, such as facilitating communication, enriching content delivery, and promoting student engagement, and when the platforms are intuitive and compatible with existing teaching routines. By highlighting these cognitive and motivational determinants, TAM provides insight into the processes that drive teachers' decisions to integrate social media into their pedagogical practices. While TAM explains why teachers adopt technology, effective integration requires intelligent alignment of technological tools with subject content and pedagogical strategies. The TPACK framework emphasizes the interdependent relationships among technological knowledge, pedagogical knowledge, and content knowledge (Mishra & Koehler, 2006). Competent integration requires more than technical skill; it requires teachers to adapt social media tools in ways that engage learners, support disciplinary content, and align with appropriate instructional strategies. When teachers possess high TPACK, they are better able to leverage social media not as an add-on, but as a pedagogical engine that strengthens classroom dialogue, peer collaboration, multimedia presentation, and differentiated instruction core components of effective teaching.

Complementing TAM and TPACK, Rogers' Diffusion of Innovations (DOI) theory situates technology adoption within social and organizational contexts. Innovations diffuse through a social system over time via early adopters, opinion leaders, and professional networks (Rogers, 2003). Within schools, teachers who are early adopters of social media platforms can act as change

agents, modelling effective practices and legitimizing innovation for their peers. The rate of adoption is influenced by perceptions of relative advantage, compatibility with teaching goals, and observability of benefits. DOI helps explain variations in adoption and why some innovations become widespread while others remain isolated, highlighting the importance of professional learning communities in promoting effective use.

Together, these three frameworks provide a multi-level explanation of social media integration in education: TAM explains the psychological drivers of individual acceptance, TPACK describes the instructional competencies required for meaningful integration, and DOI elucidates how practices spread within professional communities. This integrated foundation moves beyond descriptive accounts of technology use to provide a theoretically rigorous understanding of how social media platforms can enhance teacher effectiveness through adoption, competent instructional integration, and systemic diffusion of innovative practices. It directly informs the study's design, analysis, and interpretation, linking theory to the enhancement of teaching quality.

Global Insights on Social Media Integration in Teaching

International research highlights the growing use of social media to promote collaborative learning, student engagement, and teacher innovation. According to Manca and Ranieri (2016), platforms like Facebook, Edmodo, and Twitter are increasingly used in Western education systems to create blended learning environments. These tools allow teachers to share content, provide feedback, and extend learning beyond classroom walls (Ranieri & Manca, 2016). Greenhow and Lewin (2016) assert that when used strategically, social media promotes digital literacy and supports learner autonomy, both of which are components of 21st-century teacher effectiveness. A systematic review by Tang and Hew (2017) shows that teachers who use social media report improved interaction with students and higher satisfaction with their teaching practices. However, concerns about distraction, cyberbullying, and over-dependence on digital tools also persist, calling for thoughtful policy frameworks and training (Tang & Hew, 2017).

African Perspectives on Social Media and Education

In Africa, the proliferation of mobile technology has opened new opportunities for using social media in classrooms. Adukaite, Van Zyl, and Cantoni (2017) note that in Sub-Saharan Africa, mobile-based platforms such as WhatsApp and Facebook are often used in both formal and informal educational settings to bridge communication gaps between teachers and learners. Kwet (2020) observes that social media fosters inclusive learning, especially where traditional infrastructure is

weak. For instance, in South Africa, WhatsApp has become a practical tool for continuous learning, providing teachers with access to professional learning networks and instructional content. Nevertheless, limited access to internet, lack of training, and low digital literacy rates among teachers remain major barriers across African schools (Lwoga, 2014). As a result, integration is uneven and often limited to urban or better-resourced areas.

Literature from Cameroon: Current Trends and Gaps

In Cameroon, the use of social media in education gained significant traction during the COVID-19 pandemic when face-to-face instruction was suspended. Research by Mbodiam (2021) indicates that many teachers resorted to WhatsApp groups to disseminate learning materials, give assignments, and provide remote support to students (Mbodiam, 2021). A study by Ngwa and Ndifor (2022) highlights that secondary and higher education teacher in urban zones like Yaoundé, Douala, and Buea use platforms like Telegram, Facebook, and YouTube for student engagement and content sharing. These tools not only enhance communication but also encourage personalized learning. However, in rural and conflict-affected regions, usage remains minimal due to infrastructural challenges. Fon and Awasom (2022) argue that the integration of digital tools, including social media, is hampered by poor network coverage, unreliable electricity, and the absence of institutional policies guiding their use in pedagogy.

Statement of the Problem

Despite the availability and popularity of social media platforms, there remains a gap in their structured integration into the teaching-learning process in Cameroon. Many teachers use these tools informally without pedagogical guidance or institutional support, leading to inconsistent outcomes. There is limited empirical research documenting how social media platforms are used to enhance teacher effectiveness and what challenges teachers face in doing so. Without such evidence, education stakeholders cannot develop informed strategies to support and regulate the educational use of these platforms. This study arises from the urgent need to explore how social media can be systematically integrated to enhance teacher effectiveness in the Cameroonian context. Therefore, the article seeks to examine the extent to which social media platforms are being integrated into the teaching-learning process; investigate the impact of this integration on teacher effectiveness; and provide context-specific recommendations to support the digital transformation of teaching practices.

Aim and Objectives of the Study

This study aims to explore how the integration of social media platforms can enhance teacher effectiveness in

the teaching-learning process in Cameroon. Specifically, it seeks to:

1. Identify commonly used social media platforms among Cameroonian teachers.
2. Examine the impact of these platforms on teaching strategies and student engagement.
3. Investigate challenges and limitations faced by teachers in integrating these platforms.
4. Recommend practical strategies and institutional frameworks for maximizing the benefits of social media in education.

METHODOLOGY

The study adopted a qualitative phenomenological research design, which is particularly suited for exploring the lived experiences, perceptions, and practices of teachers regarding the use of social media in the teaching-learning process. This design enabled the researcher to uncover in-depth insights into how lecturers interpret, adopt, and implement social media tools to enhance instructional effectiveness.

Population and Sampling

The target population consisted of lecturers from higher education institutions in the Southwest Region of Cameroon, including universities, higher technical colleges, and teacher training colleges. To ensure a representative sample, purposive sampling was employed to select lecturers who actively integrate social media platforms such as WhatsApp, Facebook, Telegram, YouTube, Zoom, and Google Classroom into their teaching practices. The study focused on 70 higher education institutions, with 3 lecturers selected from each institution, resulting in a total of 210 participants. This sampling strategy ensures both depth and breadth in capturing diverse experiences and perspectives.

The inclusion criteria were:

A minimum of three years of teaching experience;
Active use of at least one social media platform for instructional purposes; and
Willingness to participate in interviews or focus group discussions.

Data Collection Methods

To capture authentic experiences, the study employed semi-structured interviews and focus group discussions: Individual Interviews ($n \approx 150\text{--}160$): Conducted face-to-face or virtually via Zoom/WhatsApp, each lasting 30–45 minutes. Interviews explored participants' experiences with social media use, perceived benefits, challenges, and support needs.

Focus Group Discussions ($n \approx 20\text{--}25$): Each group consisted of 5–7 lecturers, providing collaborative

dialogue on social media's impact on pedagogy, student engagement, and professional development.

An Interview guide was developed based on the conceptual framework and literature review. All interviews and focus group discussions were audio-recorded and transcribed verbatim to ensure accurate representation of participants' perspectives.

Data Analysis

Thematic analysis was employed to analyse the qualitative data. Transcripts were coded manually and with the assistance of NVivo 12 software to identify patterns and emerging themes. The analysis followed Braun and Clarke's six-phase framework: familiarisation with data, generating initial codes, searching for themes, reviewing themes, defining and naming themes and producing the report. Emerging themes were then mapped against the theoretical frameworks (TAM, TPACK, and DOI) to explain patterns of adoption, integration, and the impact of social media on teaching effectiveness.

FINDINGS

The study explored the experiences, perceptions, and practices of 210 lecturers from 70 higher education institutions in the Southwest Region of Cameroon regarding the use of social media platforms in teaching. Data analysis revealed several interrelated themes that illuminate how these platforms enhance teacher effectiveness, as well as the challenges lecturers face in integrating them. These themes are discussed in relation to the theoretical frameworks underpinning the study.

Perceived Usefulness of Social Media in Teaching

A dominant theme that emerged from both interviews and focus group discussions was the perceived usefulness of social media platforms in enhancing instructional delivery. Lecturers reported that platforms such as WhatsApp, Zoom, and Google Classroom improved communication with students, enabled timely feedback, and facilitated access to instructional resources. One participant remarked, "With WhatsApp, I can share notes, answer questions, and even conduct small quizzes. It has reduced the gap between classroom sessions and learning support." This finding aligns closely with the TAM framework, which posits that perceived usefulness is a key determinant of technology adoption. Lecturers who recognized that social media platforms directly improved teaching efficiency, student engagement, and assessment practices were more likely to integrate them consistently into their instructional routines.

Ease of Use and Technological Competence

Another significant theme was ease of use. Many lecturers emphasized that platforms that were user-friendly, intuitive, and compatible with their existing teaching workflows were adopted more readily. Lecturers reported that prior familiarity with social media in personal life increased confidence and reduced the learning curve for professional use. As one lecturer noted, "I was already using Facebook and WhatsApp personally, so using them for teaching was not difficult. It felt natural to integrate them into my lessons." This reinforces the TAM proposition that perceived ease of use positively influences adoption. Lecturers' technological competence also influenced how creatively they used the platforms. Those with advanced skills were able to design interactive learning activities, embed multimedia content, and facilitate asynchronous discussions, demonstrating a high level of technological knowledge (TK) as outlined in the TPACK framework.

Pedagogical Integration and Content Alignment

The study revealed that while most lecturers could operate social media platforms technically, effective integration required alignment with pedagogy and content. Lecturers who planned activities thoughtfully such as structuring discussion prompts on WhatsApp or creating quizzes on Google Classroom reported greater student participation and deeper learning outcomes. One participant explained, "I plan discussion questions in advance and link them to the lecture content. This ensures students are not just chatting, but thinking critically about the topics." This illustrates the interdependence of technological, pedagogical, and content knowledge emphasized in TPACK. Lecturers who combined these domains were more successful in using social media to facilitate active learning, collaborative problem-solving, and critical thinking. Conversely, some lecturers reported limited pedagogical creativity, using platforms mainly for information dissemination, which resulted in minimal student engagement.

Professional Collaboration and Peer Influence

Another prominent theme was the role of professional networks and peer influence. Early adopters of social media platforms often acted as mentors to colleagues, sharing strategies and demonstrating effective practices. Participants highlighted that observing successful peer practices motivated them to adopt similar approaches. A lecturer noted, "Seeing my colleague effectively use Zoom for interactive lectures encouraged me to start using it too. We now share tips and best practices regularly." This finding reflects Rogers' Diffusion of Innovations theory, which emphasizes that adoption is influenced by social interactions, opinion leaders, and observable advantages. Professional learning communities in institutions facilitated knowledge sharing, technical support, and gradual diffusion of innovative teaching practices.

Challenges and Barriers

Despite the benefits, lecturers reported several challenges that limited the full integration of social media in teaching. These included inconsistent internet connectivity, high data costs, lack of institutional policies, and limited formal training. Some participants expressed concerns about student distractions and difficulties in monitoring engagement in virtual spaces. One lecturer stated, "Sometimes students are online but not focused on the task. It's hard to track their participation fully, especially in large classes." These challenges indicate that while perceived usefulness and ease of use are strong motivators, structural and contextual factors such as infrastructure, institutional support, and policy guidance also significantly affect adoption and effectiveness.

Impact on Teaching Effectiveness

Overall, the integration of social media platforms enhanced teaching effectiveness in several ways:

Improved communication: Immediate interaction with students outside classroom hours. On enhanced student engagement, it was realised that platforms facilitated collaborative discussions, peer feedback, and interactive learning activities. Similarly, on flexible content delivery, lecturers could share multimedia resources and conduct virtual tutorials, accommodating diverse learning needs on professional development, participation in online academic groups and communities enabled lecturers to share resources and pedagogical strategies. Lecturers with high TPACK competence reported the most substantial gains in teaching effectiveness, suggesting that successful integration is not only about access to technology but also about how lecturers apply it pedagogically and link it to curriculum content.

DISCUSSION OF FINDINGS

Social Media Use and Teacher Effectiveness

The study demonstrates that social media platforms have become integral tools for teaching in higher education institutions in the Southwest Region of Cameroon. Lecturers overwhelmingly reported using platforms such as WhatsApp, Zoom, and Google Classroom, citing improved communication, timely feedback, and access to instructional resources. However, popularity does not automatically imply pedagogical effectiveness. While WhatsApp remains the most widely used platform due to its simplicity and low learning curve, it offers limited opportunities for structured assessments, tracking student progress, or fostering higher-order thinking skills. In contrast, platforms like Google Classroom and Zoom, though less commonly adopted, provide superior functionalities for

aligning instructional activities with curriculum content and promoting interactive learning, consistent with the TPACK framework's emphasis on the integration of technological, pedagogical, and content knowledge.

The analysis reveals that lecturers' technological competence significantly influences the degree to which social media enhances teaching effectiveness. Those with advanced skills were able to create interactive learning experiences, integrate multimedia resources, and facilitate asynchronous discussions, thereby supporting active learning and collaborative problem-solving. Conversely, lecturers who primarily relied on WhatsApp for content dissemination often observed minimal student engagement, highlighting that platform selection must be guided by pedagogical affordances rather than convenience or familiarity. This insight underscores the critical role of professional development in equipping educators to exploit the full potential of diverse digital tools.

Professional collaboration and peer influence emerged as pivotal factors in the adoption of social media platforms. Early adopters acted as opinion leaders, mentoring colleagues and modeling innovative practices, a pattern explained by Rogers' Diffusion of Innovations theory. Observing effective peer use of platforms like Zoom motivated others to explore more interactive and structured teaching methods, demonstrating that social learning among lecturers can accelerate technology integration and enhance overall teaching quality. Despite these benefits, contextual challenges such as inconsistent internet connectivity, high data costs, lack of institutional policies, and difficulty monitoring student engagement constrained the effective use of social media. These structural barriers illustrate that perceived usefulness and ease of use, as highlighted in the Technology Acceptance Model (TAM), are necessary but insufficient for sustained and effective adoption. Institutional support, clear guidelines, and resource allocation remain critical for translating platform use into measurable improvements in teaching effectiveness.

Importantly, this study reflects the lecturers' perspective, which, while valuable, is only one dimension of educational effectiveness. Triangulating these insights with student experiences would provide a more balanced and robust understanding of how social media platforms impact learning outcomes. Future research should therefore include learners' voices to assess usability, engagement, and satisfaction allowing a fuller evaluation of teacher effectiveness from the standpoint of those directly receiving instruction.

Recommendations

Based on the findings and conclusions of this study, the following recommendations are proposed to enhance teacher effectiveness through the integration of social media platforms in the teaching-learning process:

For Teachers: Practical Steps

1. **Continuous Digital Training:** Teachers should seek ongoing professional development in digital literacy, focusing on how to use platforms like WhatsApp, Google Classroom, Zoom, and YouTube pedagogically rather than socially.
2. **Collaborative Content Creation:** Teachers should form subject-based networks to co-develop and share relevant digital content, quizzes, and multimedia resources via social media.
3. **Pedagogical Adaptation:** Educators must align social media use with curriculum objectives and student needs, ensuring that platforms serve as complementary teaching tools, not distractions.
4. **Reflective Practice:** Teachers should adopt a culture of regular reflection to assess how social media integration is impacting their teaching strategies and learners' outcomes.

For Institutions and Education Stakeholders

1. **Policy Development:** Ministries of Education and school administrators should develop clear guidelines and frameworks for the responsible and pedagogically sound use of social media in classrooms.
2. **Infrastructural Investment:** Governments and educational bodies should invest in digital infrastructure, including school Wi-Fi, tablets, and learning management systems to support blended and virtual learning.
3. **Recognition and Incentives:** Institutions should acknowledge and reward innovative use of social media in teaching as part of teacher appraisal and professional growth systems.
4. **Monitoring and Evaluation:** Educational authorities should integrate tools to evaluate the effectiveness of social media use, ensuring it aligns with national education goals.

For Future Research

Longitudinal Studies: There is a need for longitudinal research to examine the sustained impact of social media use on both student learning outcomes and teacher professional development. Such studies would provide evidence of long-term benefits or challenges that are not captured in cross-sectional analyses.

Platform-Specific Impact Studies: Research focusing on individual platforms, such as Telegram, Facebook, and TikTok, would offer nuanced insights into their unique affordances, limitations, and potential risks in educational contexts. Understanding which platforms best support different pedagogical strategies is critical for informed technology integration.

Student Perspectives and Engagement: Future research must actively include students' voices to evaluate their experiences, perceptions, and engagement with social-media-mediated learning. Investigating students' usability preferences, challenges, motivation, and actual learning outcomes will provide a balanced assessment of teaching effectiveness. Triangulating lecturer and learner perspectives will ensure that findings reflect the realities of the classroom and help identify platforms and strategies that truly enhance learning. By prioritizing the student perspective, future research can move beyond teacher-centered narratives, producing actionable recommendations for designing, implementing, and assessing social media integration in higher education.

CONCLUSION

This study examined the experiences, perceptions, and practices of lecturers in the Southwest Region of Cameroon regarding the use of social media platforms in teaching. The findings demonstrate that social media can significantly enhance teaching effectiveness by improving communication, fostering student engagement, and enabling flexible content delivery. However, widespread adoption does not automatically translate into pedagogical quality. While WhatsApp is the most commonly used platform due to its simplicity and familiarity, more structured tools such as Google Classroom and Zoom offer superior capabilities for content alignment, interactive learning, and assessment, highlighting the importance of deliberate platform selection.

Lecturers' technological competence, pedagogical planning, and content knowledge were critical determinants of successful integration, confirming the relevance of the TPACK framework. Additionally, peer influence and professional collaboration facilitated adoption, consistent with Rogers' Diffusion of Innovations theory. Contextual barriers, including limited infrastructure, high data costs, and inadequate institutional support, continue to constrain the full potential of social media in higher education, illustrating that systemic factors must accompany individual motivation for sustainable impact.

The study underscores that effective use of social media in teaching is not solely about accessibility or convenience but about aligning technology with pedagogy and content, supported by professional development and institutional frameworks. Future research should integrate students' perspectives to evaluate learning outcomes more comprehensively and guide evidence-based interventions. By strategically leveraging user-friendly yet pedagogically robust platforms, higher education institutions can transform social media from a communication tool into a powerful driver of teaching

REFERENCES

- Adukaite, A., Zyl, V., & Cantoni, L. (2016). the Role of ICT in tourism Education: a case of South African Secondary Schools. *EReview of Research* .
- Ajayi, L. (2020). Teachers' use of social media in classrooms: Practices, perceptions, and challenges. *Journal of Educational Technology & Society*, 23(3), 56-67.
- Alela, B. N. (2020). Social media integration in Cameroonian secondary education: A study of teachers' practices in the Southwest Region. *International Journal of Educational Development in Africa*, 9(1), 21-35.
- Ateh, M., & Nkweteyim, N. (2019). Integration of ICT in Teaching in Cameroon;s Teacher Education: Policy-Practice Gap. *International Journal of Education and Development using ICT*, 15(2), 32-45.
- Borup, J., West, R. E., & Graham,. (2012). Improving online social presence through asynchronous video. *The Internet and Higher Education*, 195–203. Retrieved from <https://doi.org/10.1016/j.iheduc.2012.01.002>
- Braun, V., & Clarke, V. (2006). Using Thematic Analysis in Psychology. *Qualitative Research in Psychology*, 3(2), 77-101. Retrieved from <https://doi.org/10.1191/1478088706qp063oa>
- Cole, C. (2018). *The Consciousness' Drive: Information Need and the Search for Meaning*. Springer International Publishing. Retrieved from <https://doi.org/10.1007/978-3-319-92456-4>
- Darling-Hammond, L. (2017). *Empowered Educators: How High-Performing systems shape teaching quality around the worl*. Jossey - Bass.
- Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *Management Information Systems - Quarterly*, 13(3), 319-340. Retrieved from <https://doi.org/10.2307/249008>
- Donelan, H. (2016). Social Media for Professional Development and Networking Opportunities in Academia. *Journal of Further and Higher Education*, 40(5), 706-729. Retrieved from <https://doi.org/10.1080/0309877x.2015.1014321>
- Fombong, F. T., & Ngwana, T. (2020). Exploring ICT in Cameroon Teacher education Institutions. *African Education Research Journal*, 8(2), 251-259.
- Ghavifefr, S., & Rosdy, W. A. (2015). Teaching and Learning with Technology: Effectiveness of ICT Intergration in schools. *International Journal of Research in Education and Science(IJRES)*, 1(2), 175-195.
- Gimns, A. (2023). *Microsoft Office: An Overview (Vol. 1)*. Heslington, . York: University of York, Heslington, : York, YO10 5DD, UK.
- Green, S. (2015). *The History of the Classroom Blackboard*. . (C. O. Education, Ed.) Concordia. Retrieved from [Retrieved from education.cu-portland.edu/blog/reference-material/the-history-of-the-classroom-blackboard/](https://education.cu-portland.edu/blog/reference-material/the-history-of-the-classroom-blackboard/)
- Greenhow, C., & Lewin, C. (2016). Social Media and Education: Reconceptualizing the boundariesof Formal and informal learning. *Learning Media Technology*, 41(1), 6-30. Retrieved from <https://doi.org/10.1080/1743988.2015.1064954>
- Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge? *Contemporary Issues in Technology and Teacher Education*, 9(1), 60-70.
- Komba, W. L. (2021). Exploring teachers' attitudes and readiness towards integrating digital tools in Tanzanian secondary schools. *African Journal of Educational Studies*, 12(2), 45-62.
- Kwet, M. (2020). The 'smart' classroom: A new frontier in the age of the smart university. *Teaching in Higher Education*. Retrieved from <https://doi.org/10.1080/13562517.2020.1734922>
- Lin, H. (2025). The Role of Social Media in Enhancing Collaborative Learning in Online Education. *Journal of Education Humanities and social Sciences*, 51, 65-70. doi:10.54097/07fqa170
- Lwoga, E. T. (2014). Critical Success Factor for adoption of Web based Learning Management Systemsin Tanzania. *International Journal of Education and Development Using Information Communication and Technology*, 10(1), 4-21.
- Mbiwan, C. B. (2021). Teachers' Digital Literacy and the Use of ICT in Teaching Secondary Schools in the South West Region of Cameroon. *African Journal of Education and Technology*, 11(3), 38-52.
- Mbodiam, D. (2021). Hybrid education, Pedagogical Continuity, and Instructional Efficiency amid the COVID 19 pandemic in Cameroon Universities. *International Journal of Research and Innovation in Social Sciences*, 5(6), 559-572.
- Mishra, P., & Koehler, M. (2006). Technological pedagogical content knowledge: a framework for teacher knowledge. *Teachers College Record*, 108(6), 1017–1054.
- Mwalongo, A. (2011). Teachers' perceptions about ICT for teaching, professional development, administration, and personal use. *International Journal of Education and Development using ICT*, 7(3), 36-49.
- Ngwa, E. N., & Nchinda, T. (2021). Enhancing Technical Teacher education through ICT integration:A Case Study of Cameroon's Higher Technical institutions. *African Journal of Educational Studies*, 18(2), 88-101.
- Ngwa, G. ..., & Tume, G. (2022). Digital Divide and the Use of ICT in Secondary Education in Cameroon: Issues and Perspectives. *International Journal of Educational Technology*, 9(1), 45-59.
- Ngwa, T. A. (2024). ICT integration and teaching/learning practices in secondary schools in Cameroon: An approach to generate critical and creative minds. *International Journal of Scientific Advances*, 5(6),

- 33-45. Retrieved from <https://doi.org/10.51542/ijscia.v5i6.10>
- Nkwetisama, N., & Folefac, P. (2020). The impact of social media on the teaching of English in Cameroon secondary schools.
- Ranieri, S., & Manca, M. (2016). Facebook and the others: Potentials and obstacles of Social Media for teaching in higher education. *Computers & Education*, 216 - 230. Retrieved from <https://doi.org/10.1016/j.compedu.2016.01.012>
- Rogers, E. M. (2003). *Diffusion of innovations* (5th ed.). Free Press.
- Salehi, H., & Amiri, B. (2019). Impacts of Using Microsoft Word (MS) Software on Iranian ELF Grammar Lecturer's Knowledge. *International Journal of Research in English Education*, 4(1), 1-7.
- Salzer, M. S., & Thomas, E. (2020). *Fundamentals of Community Inclusion and Participation: Examples and Implications for Coordinated Specialty Care*.
- Sheneiger, E. (2014). *Ernest Sheneiger*. Corwin Press.
- Stronge, J. H. (2018). *Qualities of Effective Teachers* (3rd Edition ed.).
- Tang, Y., & Hew, K. (2017). Using Twitter for education: Beneficial or simply a waste of Time? *Computers and education*, 97, 97-118. Retrieved from <https://doi.org/10.1016/j.compedu.2016.12004>
- Tassel-Baska, J. L. (2019). Do Teachers who are Differentiating show evidence of their own giftedness?: A review of recent Findings . In *Identifying, Describing and developing Teachers who are Gifted and Talented* (pp. 23-43). Hershey, PA: IGI Global - scientific Publishing . doi:10.4018/978-1-52225-5879-8.ch016
- Tchamyou, V. S. (2017). The Role of ICT in African Education performance: A cross country analysis. *Knowledge Management & E-Learning*, 9(3), 354-379. Retrieved from <https://doi.org/10.34105/j.kmel.2017.09.022>
- Tenopir, C., King, D. W., Christian, L., & Volentine, R. (2015). Scholarly article seeking, reading, and use: A continuing evolution from print to electronic in the sciences and social sciences. *Information Technology and Libraries*, 34(1), 6-23. Retrieved from <https://doi.org/10.1087/20150203>
- UNESCO. (2020). Embracing a culture of lifelong learning: Contribution to the Futures of Education Initiative. UNESCO Publishing. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000374112>
- UNESCO. (2021). *UNESCO Science Report: The race against time for smarter development*. Retrieved from <https://doi.org/10.15220/978-92-3-100463-4>
- Uygun, E. A., & Altan, T. (2017). Examining pre-service teachers' use of technology in lesson planning: TPACK framework. *Technology, Pedagogy and Education*, 26(3), 255-270. Retrieved from <https://doi.org/10.1080/1475939X.2017.1313837>
- Yaro, L., & Njobam, C. (2024). E-learning and students' academic performance in Cameroon's state universities. *American Journal of Online and Distance Learning*, 3(1), 37-57. Retrieved from <https://doi.org/10.47672/ajodl.1882>
- Yulin, N., & Danso, S. (2025). *Assessing Pedagogical Readiness for Digital Innovation: A Mixed-Methods Study*. arXiv. Retrieved from <https://doi.org/10.48550/arXiv.2502.15781>
- Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory to Practice*, 41(2), 64-70. Retrieved from https://doi.org/10.1207/s15430421tip4102_2

Cite this Article: Lawyer, BN (2026). Enhancing Teacher Effectiveness through the Integration of Social Media Platforms in the Teaching-Learning Process in Cameroon. *Greener Journal of Social Sciences*, 16(1): 8-20. <https://doi.org/10.15580/gjss.2026.1.040226046>.