

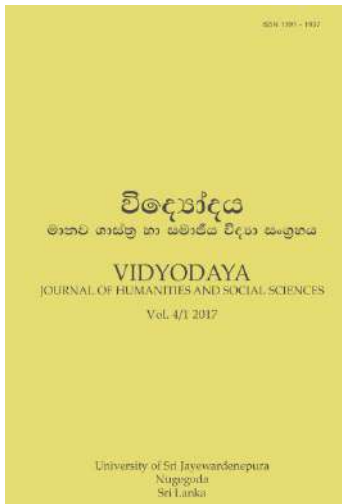


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Articles

ලංකාවේ ප්‍රාග් බෞද්ධ ආගමික විශ්වාස

S. Paranavitana

 PDF

Processing of Active Sentences with Different Accusative Markers /ta/ Accusatives vs. /va/ Accusatives in Spoken Sinhala language

A. B. Prabath Kanduboda

 PDF

Querying the Queer: A Study of the Queer Identity in the Sri Lankan English Novel

D. Siriwardena

 PDF

Alcoholism and Social Evils in 19th century Sri Lanka: Some Insights from Contemporary Sinhala Poetry

Ven. Dr. Olaganvatte Candasiri

 PDF

An Overview of Nigerian Universities' Presence on Social Media Platforms

I.O.O. Amali, M.B. Bello, Mubarak Akintola, S.L Tilakasiri

 PDF

Jhaya and Bariya: A Case in the Early BrÁhmÍ Inscriptions of Sri Lanka

Raj Somadeva, Laleendra Amarasinghe, Anusha Wanninayake, Dinesh Devage

 PDF

Pre-Buddhist Religious Beliefs in Ceylon.

S. Paranavitana

 PDF

[Open Journal Systems](#)

Information

[For Readers](#)

[For Authors](#)

[For Librarians](#)



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An Overview of Nigerian Universities' Presence on Social Media Platforms

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Abstract

This study is an online survey on the presence of Nigerian universities on social media platforms. The purpose of the paper was to examine the level of presence of Nigerian Universities on five social media platforms which include: Face book, Twitter, YouTube, LinkedIn and Google+. Three research questions were generated and one null hypothesis was formulated for this study. In the methodology, the internet served as the primary source of data, while Nigerian universities' websites were used as secondary sources. All 129 accredited Nigerian Universities by the National Universities Commission were sampled for this study. Descriptive statistics (Percentage, Mean Rating and Standard Deviation) were used to answer research questions 1 and 2 while inferential statistics (Chi-Square) was used to test and analyse the null hypothesis. Report of Micaiah (2014) on Social Media Awareness in Nigeria Education which states that Nigerian universities' presence on social media is minimal, was used as a guide; its methodology and data were also adapted for this study. The result showed that Nigerian Universities' presence on social media platforms was 19% which is below par, compared to the unprecedented social media user base among Nigerian university students. In the analysis of the hypothesis, it was revealed that university ownership does not significantly determine the presence of Nigerian universities on social media platforms. It thus recommends that universities in Nigeria should as a matter of urgency, create a central unit of social media services to manage all necessary social media activities of their institutions, and to heighten Nigerian Universities' presence on social media platforms which would create a mindset on educational goals and attainment among academics and students in Nigeria.

Keywords: Nigerian University, Higher Education, Students, Social Media, Internet

Introduction

The status of Nigerian universities evolved from the upgrading of University College Ibadan (1948) that was affiliated to University College London. It became a full-fledged University, known as University of Ibadan in 1963 (Nwagwu & Agarin 2008). Today, the nation boasts of three forms of University ownership: the Federal (40), State (39) and Private (50), making a total of 129 accredited Universities by the National Universities Commission (NUC 2014). These universities which are spread across the geo-political zones of Nigeria have provided the platforms for academic pursuits and realization of careers of Nigerian students. Students at this level of education are exposed to more advanced principles and practices of information, knowledge and skills acquisition (Ayorinde 2014).

Over the past two decades, proliferation of mobile telephones has created new channels of information that have flourished in the face of large demand across Nigeria, with an above average percentage of mobile connections (Social Bakers 2014). This is reflected in the explosion of internet users, estimated at about 28.4% of the 170 million Nigerian population (Internet World Stats 2014). Deloitte (2012) submitted that more people have been introduced to the internet in Nigeria through the use of mobile phones and other mobile internet devices. Social media has created a 'global media driven youth culture', youth in this context and in relation to this study may be otherwise referred to as students, people that are young in age and at heart (Adesemoye, n.d.). Youth as defined in the National Youth Policy (2001) is someone aged between 18 and 35 years. According to The World Factbook (2014), Nigerian youths constitute about 40% of the more than 170 million people in the country. In Nigeria, Facebook demographic statistics show that the largest age group with the most active user is 18-24years category, closely followed by 25-34years (Social Bakers 2014), both within the age category of University students, with reference to educational structure in the National Policy on Education (FGN 2004).

Social media is a virtual community where users can construct a public or semi-public profile within a bounded system, interact with real life friends and meet other people based on shared interests (Ajewole & Fasola 2012). Cann, Dimitriou and Hooley (2011) described social media as online technologies and practices that people use to share opinions, insights, experiences and perspectives. Social

media can take different forms, including text, images, audio and video through tools such as blogs, message boards, podcasts, wikis, vlogs to allow users to interact on platforms which include facebook, twitter, youtube, google+, linkedin, etc. (Cann, Dimitriou & Hooley, 2011). Valenzuela, Park and Kee (2008) argued that social media is more than just virtual communities born online but usually online community created and maintained to reflect offline relationship.

Boyd and Ellison (2007) traced the first social media platform to SixDegrees.com which was launched in 1997, allowing users to create profiles, list their friends and surf the friend's list. Interestingly, between 1997 and 2010, there were some 1.5 billion users of social media platforms in the world, with *facebook* on top of the list with over 900 million users (Ajewole & Fasola, 2012). Swartz (2014) tweeted that at least 1.35 billion people now use *facebook*, nearly equals that of world most populous nation, China (1.367 billion). *Google+* has 540 million, *twitter* has 255 million, *linkedin* has 187 million and *youtube* has 1 billion+ active users (Digital Insights 2014).

The impact of social media on education is an important issue that has attracted educators' attention in the last decade (Junco, Helberget & Loken 2010). Hughes (2009) revealed that university lecturers have been looking towards social media in a bid to engage and motivate their students to be more active learners. Junco, et al (2010) observed that Grosbeck and Holotescu (2009), Ebner, Lienhardt, Rohs and Meyer (2010), Schroeder, Minocha and Schneider (2010) highly favoured the use of newer technology in education, and canvassed for the integration of various social media tools (such as blogs, microblogs, video-sharing sites, and social networking) into the learning process. Hughes (2009) stressed that there exists educational values in communicative approach to online discussions which are elements of social media that ensure peer feedback and link the social contexts of learning between the university and the local community. Selwyn (2009) reported that some scholars assert that social media has the capacity to radically change the educational system, to better motivate students as engaged learners rather than learners who are primarily passive observers of the educational process, as argued by some Marxists such as Ivan Illich, Louis Althusser and Madan Sarup (Haralambos & Holborn 2013).

Although some educators have embraced social media with great enthusiasm, Selwyn (2009) pointed out that the use of social media continues to be a controversial element of the digital education

landscape. Selwyn (2009) identified Brabazon's (2007) contention that some of the qualities of social media may clash with current pedagogical paradigms which may be detrimental, raising concerns on the heightened disengagement, alienation, disconnection and distraction of learners from education. This was also extended to fears within some sections of the university community that social media could lead to students being incapable to develop independent critical thought, and generally hasten the onset of what Ziegler (2007) has termed 'the mis-education of Generation M'. Thus, while limitations within the use of social media are recognised, social media is also embedded with numerous positives which can be made central, in order to mitigate and relegate the limitations if properly channeled for the right purpose.

Nigerian university community is steadily transforming into a digital environment which started out with few of these universities with active websites, the first university to have an index of web pages in Nigeria being the University of Ibadan in 1999 (Nwagwu and Agarin 2008). Amali, Bello and Hassan (2012) surveyed the University of Ilorin students' use of mobile phones in the classroom and revealed that the students are in the habit of using mobile phones for various purposes during lecture hours. Several studies have also been conducted on the purpose for using internet among Nigerian university students which showed educational, entertainment, networking, business and other purposes (Awolaye, Siyanbola and Oladipo 2008; Ani, 2010; Udende and Azeez 2010; Fasae and Aladeniyi 2012 cited in Otunla 2013). Otunla (2013) found that social media may be one of the purposes of using internet among university students. Micaiah (2014) revealed that university students belong to the largest category of social media users in Nigeria, representing 45% of Nigeria's internet population. Ezeah, Asogwa and Edogor (2013) found that the majority of university students in south-east Nigeria use social media and it reduces the time devoted to their studies.

As the Nigerian society moves towards a social media savvy enclave, there are calls to university managements to incorporate social media services into the university structure so that it will empower students to acquire skills that the current job market requires. Lade Adeyanju of Educational Technology at Obafemi Awolowo University, Ile-Ife, Osun State called on educational policy makers to encourage the use of social media at all levels in the Nigerian

educational system, adding that students will be exposed to diverse digital-media technologies and prepared for the demands of the digital media-inclined economy (The Punch 2013). There exists a dearth of empirical studies on the presence of Nigerian universities on social media platforms which prompted Komolafe Beatrice, founder of the HUGE Foundation to posit that educators and learners in Nigeria have the prospects and need to take advantage of social media as it provides the platform for collaboration and social interaction (Micaiah, 2014). As Nigerian Universities are embracing the distance learning system, which is the future of education, social media will create the atmosphere to amplify learning beyond the classroom. Komolafe added that social media will provide students the opportunity to learn from other educators outside their classroom instructors (Micaiah 2014).

The problem of this study is that Nigerian universities seem to take a backseat and watch while business, entertainment and political sectors set the pace and chart the course for social media agenda in the country. Universities across the globe are ramping up efforts to connect more with young people (who are regarded as the most wired and connected generation in human history) on social media platforms (Kelly 2012). For example, a cursory look at leading universities in the world such as Harvard, Oxford, John Hopkins, Stanford, Cambridge indicate that they have built a huge social media presence and are using the medium to connect with their students, potential applicants and the public in general (Kelly 2012). A preliminary online survey revealed that the Harvard University has 3,809,968 Facebook likes, 419,028 Twitter followers and 141,098 Youtube subscribers, while Nigeria's premier University, the University of Ibadan has 43,636 facebook likes, 3,602 twitter followers and 95 youtube subscribers. Thus, this study seeks to survey the presence of Nigerian universities on social media platforms.

Purpose of the Study

The purpose of this study is to survey the presence of Nigerian Universities on social media platforms. Specifically, the study seeks to:

1. Identify Nigerian universities' presence on social media platforms
2. Determine the level of Nigerian universities on social media platforms that would enhance academic quality

3. Show the level of Nigerian universities presence on social media platforms on the basis of university ownership

Research Questions

Central to the theme of this study are the questions outlined below:

1. Are there Nigerian universities on social media platforms?
2. What is the level of Nigerian Universities' presence on social media platforms?
3. Is university ownership a determinant of the presence of Nigerian universities on social media platforms?

Research Hypothesis

HO₁: University ownership does not significantly determine the presence of Nigerian universities on social media platforms.

Methodology

This study is an online survey research. Asika (2009) described online survey as one of the five general ways through which research is typically conducted using surveys. The study adapted the approach and available data gathered from Micaiah (2014) to sample all the 129 accredited universities in Nigeria. Also data from the National Universities Commission (NUC) and Google Search were used to generate the available website addresses of accredited Nigerian universities. Universities' websites are the valid ways to confirm the availability, validity, reliability and authenticity of its social media accounts, as contemporary webmasters often display social media icons on the home page of websites (Micaiah 2014). The form to eliminate extraneous discrepancies and minimize margin of error is by clicking on these social media icons to ascertain its activeness and disapprove its dormancy (Micaiah 2014). Thus, it becomes a valid and reliable medium to measure Nigerian Universities' presence on social media platforms.

Answering Research Questions

Research Question I is presented in Table I while Table II provided the answer to Research Question II, using descriptive statistics (mean rating, standard deviation and percentages). The third research question was substituted for the null hypothesis which was tested and analysed, using chi-square.

Research Question I: Are there Nigerian universities on social media platforms?

| | | | | | | | | | | | | |
|-----|---|---|-------------|---------------|------------|---------|---|---|---|---|---|-------------|
| 17. | Federal University, Wukari, Taraba State | “ | X | X | X | X | X | X | X | X | X | None |
| 18. | Federal University, Birnin Kebbi | “ | X | X | X | X | X | X | X | X | X | None |
| 19. | Federal University, Gusau | X | X | X | X | X | X | X | X | X | X | None |
| 20. | Michael Okpara University of Agriculture, Umudike | “ | X | X | X | X | X | X | X | X | X | None |
| 21. | Modibbo Adama University of Technology, Yola | “ | 4,228 | 123 | X | X | X | X | X | X | X | Two icons |
| 22. | National Open University of Nigeria, Lagos | “ | X | X | X | X | X | X | X | X | X | None |
| 23. | Nigerian Defence Academy, Kaduna | “ | 56,4181,305 | 548 (156,482) | X | X | X | X | X | X | X | Three icons |
| 24. | Nnamdi Azikiwe University, Awka | “ | 31,931 | X | X | X | X | X | X | X | X | One icon |
| 25. | Obafemi Awolowo University, Ile-Ife | “ | X | X | X | X | X | X | X | X | X | None |
| 26. | The Police Academy Wudil | “ | X | X | X | X | X | X | X | X | X | None |
| 27. | University of Abuja, Gwagwalada | “ | X | X | X | X | X | X | X | X | X | None |
| 28. | University of Agriculture, Abeokuta | “ | 35,9333,828 | X | X | X | X | X | X | X | X | Two icons |
| 29. | University of Agriculture, Makurdi | “ | X | X | X | X | X | X | X | X | X | X |
| 30. | University of Benin | “ | 10,804 | 274 | X | X | X | X | X | X | X | X |
| 31. | University of Calabar | “ | 4,914 | 68 | X | X | X | X | X | X | X | Two icons |
| 32. | University of Ibadan | “ | 43,636 | 3,602.95 | (31,290) | (5,092) | X | X | X | X | X | Four icons |
| 33. | University of Ilorin | “ | 24,226 | 1,203 | 21 (3,446) | X | X | X | X | X | X | Three icons |
| 34. | University of Jos | “ | X | X | X | X | X | X | X | X | X | None |
| 35. | University of Maiduguri | “ | 21,200 | 312 | X | X | X | X | X | X | X | Two icons |
| 36. | University of Lagos | “ | 24,493 | 2,366 | 67 (1,984) | X | X | X | X | X | X | Three icons |
| 37. | University of Nigeria, Nsukka | “ | 26,515 | 2,399 | 5 (327) | X | X | X | X | X | X | Three icons |
| 38. | University of Port-Harcourt | “ | 2,399 | 5 (327) | X | X | X | X | X | X | X | Three icons |

| | | | | | | | | | | | | | |
|--------------|--|---|-------|-----|---|---|-------|------|------|---|---|---|-----------|
| 39. | University of Uyo | “ | X | X | X | X | None | “ | X | X | X | X | None |
| 40. | Usman Dan Fodio University | | | | | | | | | | | | |
| State | | | | | | | | | | | | | |
| 1. | Abia State University | “ | X | X | X | X | X | X | X | X | X | X | None |
| 2. | Adamawa State University | “ | X | X | X | X | X | X | None | X | X | X | None |
| 3. | Adekunle Ajasin University, Akungba | “ | X | X | X | X | X | X | X | X | X | X | None |
| 4. | Akwa Ibom State University of Technology, Uyo | “ | X | X | X | X | X | X | X | X | X | X | None |
| 5. | Ambrose Alli University, Ekpoma | “ | X | X | X | X | X | X | X | X | X | X | None |
| 6. | Anambra State University of Science & Tech., Uli | “ | X | X | X | X | 4,947 | 194 | X | X | X | X | Two icons |
| 7. | Bauchi State University, Gadau | “ | X | X | X | X | X | X | X | X | X | X | None |
| 8. | Benue State University, Makurdi | “ | X | X | X | X | X | None | X | X | X | X | None |
| 9. | Bukar Abba Ibrahim University, Damaturu | X | | | | | X | X | X | X | X | X | None |
| 10. | Cross River State University of Science & Technology | “ | X | X | X | X | 1,431 | X | X | X | X | X | One icon |
| 11. | Delta State University, Abraka | “ | X | X | X | X | X | None | X | X | X | X | None |
| 12. | Ebonyi State University, Abakaliki | “ | X | X | X | X | X | None | X | X | X | X | None |
| 13. | Ekiti State University | “ | X | X | X | X | X | None | X | X | X | X | None |
| 14. | Enugu State University of Science and Tech., Enugu | “ | X | X | X | X | X | X | X | X | X | X | None |
| 15. | Gombe State University, Gombe | “ | X | X | X | X | X | X | X | X | X | X | None |
| 16. | Ibrahim Badamasi Babangida University, Lapai | “ | X | X | X | X | X | X | X | X | X | X | None |
| 17. | Ignatius Ajuuru University of Education, Rumuolumeni | “ | 1,834 | 103 | X | X | X | X | X | X | X | X | Two icons |
| 18. | Imo State University, Owerri | “ | X | X | X | X | X | X | X | X | X | X | None |
| 19. | Jigawa State University | “ | X | X | X | X | X | X | X | X | X | X | None |
| 20. | Kaduna State University, Kaduna | “ | X | X | X | X | X | None | X | X | X | X | None |
| 21. | Kano University of Science & Technology, Wudil | “ | X | X | X | X | X | X | X | X | X | X | None |
| 22. | Kebbi State University, Kebbi | “ | X | X | X | X | X | X | X | X | X | X | None |

| | | | | | | | | | | | | |
|-----|---|---|--------|-------|-----|---------|--|--|-----|------------|------------|-----------|
| 23. | Kogi State University, Anyigba | X | | | | | | | X | X | X | X |
| X | None | | | | | | | | | | | |
| 24. | Kwara State University, Ilorin | “ | 13,490 | X | X | | | | X | One icon | | |
| 25. | Ladoke Akintola University of Technology, Ogbomoso | “ | 28,760 | 7,165 | 142 | (2,944) | | | X | | | 215 |
| | Four icons | | | | | | | | | | | |
| 26. | Lagos State University, Ojo | “ | X | X | X | | | | X | None | | |
| 27. | Nasarawa State University, Keffi | “ | X | 790 | X | X | | | X | One icon | | |
| 28. | Niger Delta University, Yenagoa | “ | 1,254 | 202 | X | X | | | X | Two icons | | |
| 29. | Northwest University, Kano | “ | 7,299 | 15 | X | X | | | X | Two icons | | |
| 30. | Olabisi Onabanjo University Ago-Iwoye | “ | 3,059 | X | X | X | | | X | None | | |
| 31. | Ondo State University of Science & Tech., Okitipupa | “ | X | X | X | | | | X | X | X | None |
| 32. | Osun State University, Osogbo | “ | 32,737 | 693 | 20 | (2,792) | | | X | 185 | Four icons | |
| 33. | Plateau State University, Boko | X | | | | | | | X | X | | None |
| 34. | Rivers State University of Science & Technology | “ | 8,581 | | | | | | 218 | X | X | Two icons |
| 35. | Sokoto State University, Sokoto | “ | X | X | X | | | | X | None | | |
| 36. | Tai Solarin University of Education, Ijebu-Ode | “ | 19,243 | X | X | X | | | X | X | One icon | |
| 37. | Taraba State University, Jalingo | “ | 2,913 | X | X | X | | | X | X | One icon | |
| 38. | Technical University, Ibadan | X | X | X | X | | | | X | X | None | |
| 39. | Umaru Musa Yar'Adua University, Katsina | “ | X | | | | | | X | X | X | X |
| | None | | | | | | | | | | | |
| | Private | | | | | | | | | | | |
| 1. | Achievers University, Owo | “ | 29 | 20 | X | X | | | X | Two icons | | |
| 2. | Adeleke University, Ede | “ | 2,122 | 159 | X | 2 | | | X | Four icons | | |
| 3. | Afe Babalola University, Ado-Ekiti - Ekiti State | “ | 2,822 | 189 | X | X | | | X | X | Two icons | |
| 4. | African University of Science & Technology, Abuja | “ | X | X | X | | | | X | X | X | None |

| | | | | | | | |
|-------|---|---------|-------|------------|------------|---------------|-------------|
| 5. | Ajayi Crowther University, Ibadan “ | 1,718 | 283 | (76) | X | X | Three icons |
| 6. | Al-Hikmah University, Ilorin | | | | “ | 6,140 | 117 |
| (60) | X | | | | X | Three icons | |
| 7. | Al-Qalam University, Katsina | “ | X | X | X | X | None |
| 8. | American University of Nigeria, Yola | “ | 8,353 | 4,345 | | 64 (6,431) | X |
| icons | | | | | | | Three |
| 9. | Babcock University, Ilishan-Remo | “ | 4,505 | 285 | 36 (2,342) | 889 (141,384) | X |
| 10. | Baze University, Abuja | “ | X | X | | 14 (1,751) | X |
| 11. | Bells University of Technology, Otta | “ | X | X | | X | X |
| 12. | Benson Idahosa University, Benin City | “ | 2,482 | | 275 | 15 (107) | X |
| 13. | Bingham University, New Karu | “ | X | X | X | None | Three icons |
| 14. | Bowen University, Iwo | “ | X | X | | X | X |
| 15. | Caleb University, Lagos | “ | X | X | X | None | None |
| 16. | Caritas University, Enugu | “ | 1,180 | | 45 | X | X |
| 17. | Cetep City University, Lagos | X | X | X | X | None | Two icons |
| 18. | Covenant University, Ota | “ | 5,489 | | | 987 | 35 (4,367) |
| icons | | | | | | | Three |
| 19. | Crawford University Igbesa | “ | X | X | X | None | |
| 20. | Crescent University, Abeokuta | “ | 2,890 | | | X | X |
| 21. | Elizade University, Ilara-Mokin | “ | 3,204 | 22 (3,044) | X | X | Three icons |
| 22. | Evangel University, Akaeze | “ | X | | | X | X |
| 23. | Fountain University, Oshogbo | “ | 1,414 | 58 | 4 (162) | X | Three icons |
| 24. | Godfrey Okoye University, Uguwuomu-Nike | – Enugu | “ | X | | X | X |
| 25. | Gregory University, Uturu | “ | 2,765 | 54 | X | Two icons | X |
| 26. | Igbinedion University Okada | “ | X | | | X | X |
| | | | | | | X | None |

| | | | | | | | |
|-------------|---|----------|---------|------------|------|-----------|------------|
| 27. | Joseph Ayo Babalola University, Ikeji-Arakeji “ | 1,593 | 62 | X | X | X | Two icons |
| 28. | Kwararafa University, Wukari | “ 1,368 | 25 | X | X | X | Two icons |
| 29. | Landmark University, Omu-Aran | “ 11,701 | 9 (210) | 33 (3,225) | X | X | Four icons |
| 30. | Lead City University, Ibadan | “ | X | X | X | X | None |
| 31. | Madonna University, Okija “ | X | X | X | None | | |
| 32. | Macpherson, Seriki Sotayo, Ajebo “ | X | X | X | None | | |
| 33. | Nigerian-Turkish Nile University, Abuja“ | X | 408 | X | X | One icon | |
| 34. | Novena University, Ogume “ | X | X | X | X | X | None |
| 35. | Obong University, Obong Ntak | “ 30,926 | X | X | X | One icon | |
| 36. | Oduduwa University, Ipetumodu – Osun State | “ X | X | X | X | None | |
| 37. | Pan African University, Lagos | “ X | X | 13 (122) | X | One icon | |
| 38. | Paul University, Awka, Anambra State | “ | | | | | |
| 39. | Redeemer’s University, Mowe | “ X | X | X | None | | |
| 40. | Renaissance University, Enugu | “ 84 | 4 | X | X | Two icons | |
| 41. | Rhema University, Obeama-Asa-Rivers State | “ | 10,642 | 64 | X | 1 | X |
| Three icons | | | | | | | |
| 42. | Salem University, Lokoja | “ | X | X | X | None | |
| 43. | Samuel Adegboyega University, Ogwa “ | X | X | X | X | None | |
| 44. | Southwestern University, Oku Owa | “ X | X | X | None | | |
| 45. | Tansian University, Umuaya “ | X | X | X | None | | |
| 46. | University of Mkar, Mkar | “ | X | X | X | None | |
| 47. | Veritas University, Abuja “ | 1,301 | 22 | X | X | Two icons | |
| 48. | Wellspring University, Ewuobanosa – Edo State | “ | 49,000 | X | X | X | X |
| One icon | | | | | | | |
| 49. | Wesley University of Science & Technology, Ondo “ | | | | | X | X |
| X | None | | | | | | |
| 50. | Western Delta University, Oghara “ | X | X | X | X | None | |

Source: NUC (2014) and Field Survey (2014)

Table I above presents all the accredited 129 universities in Nigeria, website availability and their presence on social media platforms. (“) signifies the availability of the websites for Nigerian universities in Table 1 while (X) illustrates unavailability of websites for Nigerian Universities. As a result of the inability to access their websites, 8 of the 129 accredited Nigerian universities (Federal – 3, State – 4, and Private – 1) were deemed unavailable in this study. This implies that the eight universities automatically recorded zero presence on social media platforms, as website availability is used for assessment of Nigerian universities on social media platforms.

Contemporary webmasters always include social media icons on the home page; in some cases, some of these social media icons are dormant and indicated as none. This implies that despite the presence of these social media icons on the websites of Nigerian universities, once the icons are dormant, they are marked (X). The last column in Table 1 represents the number of social media platform icons (platforms) that are active. This implies that the icons are effectively linked or routed to the expected social media platform which is an authentication of the University’s official account or presence on this social media platform.

The above Table 1 also shows that Nigerian universities have more presence on Facebook (FB) and Twitter (TW) platforms than Youtube (YT), Google+ (G+) and LinkedIn (LIN) platforms. Nigeria Defence Academy gathered the highest number of facebook (FB) likes (56,418) and youtube subscribers (548) with 156,482 views on its uploaded videos. Ladoke Akintola University of Technology gained the highest numbers of twitter followers (7,165). University of Ibadan is one of the few Nigerian universities that recorded a reasonable presence on four of the five social media platforms (Facebook – 43,636 fans; Twitter – 3,602 followers, Youtube – 95 subscribers [31,290 views] & Google+ - 5,092 views). University of Ibadan has again justified its pioneer status among Nigerian universities.

Research Question II: What is the level of Nigerian Universities’ presence on social media platforms?

| S/OWNERSHIP | | NO & % OF SOCIAL MEDIA PLATFORMS | | | | | | |
|-------------|------------|----------------------------------|------------|-----------|----------|----------|-----------|------|
| TOTAL | Mean | | | | | | | SD. |
| Web | | FB | TT | YT | G+ | LIN | | |
| 1. Federal | 37(92.5) | 18(43.9) | 16(39.02) | 5 (12.19) | 1 (2.43) | 1 (2.43) | 41(33.06) | |
| | | | | 1.25 | | | | |
| 2. State | 35(89.7) | | | 12(48) | 9(36) | 2(8) | 0(0) | |
| | 25(20.16) | 0.62 | | | | | 1.67 | |
| 3. Private | 49(98) | 23(39.66) | 22(37.93) | 11(18.96) | 2(3.45) | 0(0) | 58(46.77) | 1.10 |
| | | | | | | | | 1.29 |
| TOTAL | 121 (93.8) | 53 (42.74) | 47 (37.90) | 18(14.5) | 3 (2.41) | 3 (2.41) | 124(19.2) | |
| | | | | 1.23 | | | | |

Table II: Level of Nigerian Universities' Presence on Social Media Platforms

Source: Micaiah 2014.

Table II shows the level of Nigerian universities' presence on social media platforms, categorised into Federal, State and Private ownerships. 93.8% of Nigerian universities have active websites. In the 5 social media platforms measured, none recorded an average percentage (50%), as below average percentage was recorded, with facebook presence among Nigerian universities ranking first with a percentage of 42.74%, followed by twitter (37.90%) while Google+ and LinkedIn both shared the lowest percentage with 2.41% each. State universities have the highest percentage on facebook platform (48%); the highest percentage on twitter is 39.02% for federal universities and 18.96% is the highest percentage on youtube for private universities. In summary, Table II illustrates the frequency of Nigerian universities' presence on social media platforms; the total mean rating is 0.91, with a standard deviation of 1.23. The mean rating and standard deviation of private universities with 1.10 and 1.29 seem to marginally surpass that of the federal and state universities with 0.98 and 1.25, and 0.62 & 1.67 respectively. Nigerian universities' presence on the measured social media platforms is just 19%.

Research Hypothesis

HO₁: University ownership does not significantly determine the presence of Nigerian universities on social media platforms

| Social Media Platforms | | | | | Value | Ownership | df |
|------------------------|--------------|------------------|------|------|-----------------|-----------|----|
| Total | Cal \div^2 | Cal Sig. Federal | | | State | Decision | |
| | | | | | | Private | |
| No Icon | Observed | 23 | 26 | 25 | 8 | 74 | |
| 10.684 | Expected | 22.9 | 22.4 | 28.7 | 74.0 | | |
| | | | | | Accepted | | |
| One Icon | Observed | 2 | 6 | 7 | | 15 | |
| | Expected | 4.7 | 4.5 | 5.8 | 15.0 | | |
| Two Icons | Observed | 9 | 5 | 8 | | 22 | |
| | Expected | 6.8 | 6.7 | 8.5 | | 22.0 | |
| Three Icons | Observed | 5 | 0 | 8 | | 13 | |
| | Expected | 4.0 | 3.9 | 5.0 | 13.0 | | |
| Four Icons | Observed | 1 | 2 | | | 2 | |
| 5 | Expected | 1.6 | 1.5 | 1.9 | 5.0 | | |
| Total | Observed | 40 | 39 | 50 | 129 | | |
| | Expected | 40.0 | 39.0 | 50.0 | | 129.0 | |

Critical level of sig. = 0.05

Table III: Chi-square Analysis of University Ownership as a Determinant of Social Media Presence of Nigerian Universities

Table III above shows that the calculated chi-square (Cal χ^2) value is 10.684 with calculated significance (Cal Sig.) of 0.220 computed at critical alpha level of significance 0.05. Since the Cal. Sig. (0.220) was higher than the critical alpha level of significance (0.05) i.e. $\chi^2_{cal.sig.} > 0.05$, this implies that the null hypothesis is accepted. Thus, university ownership does not significantly determine the presence of Nigerian universities on social media platforms.

Summary of Findings

1. Most accredited Nigerian universities have active websites
2. Nigerian Universities have more presence on facebook, followed by twitter than other social media platforms while google+ and LinkedIn receive no recognition in State and Private owned universities
3. There is a minimal presence of Nigerian universities on social media platforms (19%) compared to the number of university students on social media (45%)
4. University ownership does not significantly determine or influence the presence of Nigerian universities on social media platforms

Discussion

Finding of this study show that most accredited Nigerian universities have active websites which is an advancement on the study of Nwagwu and Agarin (2008) that revealed few Nigerian universities have active websites. Nwagwu and Agarin (2008) identified the inactivity of links on Nigerian universities' websites but this study indicates that Nigerian universities have improved on the hosting of websites and application of several links. The second finding indicates that Nigerian universities have more presence on facebook, followed by twitter compared with other social media platforms which corroborates Micaiah (2014), Sesan (2014), Social Bakers (2014), Internet World Stat (2014), Digital Statistics (2014), and Swartz (2014) that shows the stature of facebook as the most populous social media platform in Nigeria and across the globe.

Furthermore, the third finding of the study reveals that there is a minimal presence of Nigerian universities on social media platforms compared with the number of university students on social media. Despite the huge presence of Nigerian university students on social media as pointed out by Micaiah (2014), 45% of social media users are Nigerian university students, the level of presence of Nigerian

universities on social media platforms can be termed minimal and below average. Thus, this study is in line with Mac-Ikemenjima's (2005) outline of the challenges of e-education in Nigeria. This study is bothered by the functionality of open distance learning programmes instituted in Nigerian universities without incorporating and utilizing social media platforms like youtube, skype, facebook, etc.

In conclusion, the fourth finding of this study indicates that university ownership does not significantly determine or influence the presence of universities on social media platforms. This implies that Nigerian universities, irrespective of the level of ownership, are yet to reach average usage and embrace social media platforms compared with other leading universities across the globe. For instance, all Nigerian universities, federal, state and private rarely used LinkedIn and Google+, while state and federal universities barely used Youtube as private universities have less than 20% usage

Conclusion and Recommendations

The place of social media, as a new agent of socialization and its accompanied usefulness to the education system cannot be overstated. Thus, the contribution of this study to knowledge is to broaden the mind of educators, researchers, university management, into seeking for ways Nigerian universities could improve their presence on social media platforms and refocus the mind of Nigerian students on the use of social media as a method of instruction. The implication of this study is to re-position Nigerian universities at the pinnacle of education revolution and information dissemination to serve their proper roles as drivers for national development. By this, Nigerian universities must shed the toga of *lassiez-faire* stance on social media and acknowledge the prominence of social media in the consciousness of university students. Thus, this paper makes the following recommendations:

1. Universities in Nigeria should as a matter of urgency, create a central unit of Social Media service to manage all necessary social media activities of their institutions
2. Experts in Social Media and University administration should be appointed to manage social media activities at the Central management level, faculties and departments
3. Nigerian Universities' management should organize periodic workshops to train academic staff in the use of social media to facilitate effective methods of instruction

4. Universities in Nigeria should incorporate social media platforms into the curriculum of instruction to end isolation of Nigerian academic staff and students from the global academic community
5. Social Media must be included as part of the assets of National Virtual Digital Library under the supervision of National Universities Commission (NUC)
6. Also, the National Open University of Nigeria (NOUN) which is the hub of open distance learning in Nigeria should integrate social media platforms as one of the mediums of course delivery
7. That Nigerian Universities should increase their capacities on social media platforms, engage students, academic and non-academic staff, parents and the public
8. Social Media should be used by Nigerian Universities as a vehicle to expand access to education at cheaper rates
9. Nigerian Universities need to collaborate with both International and Nigeria-based education support services on social media platforms to advance the cause of education
10. Researchers should see this as an opportunity to open the floodgate of studies on social media and Nigerian universities

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