Social Media Typology, Usage and Effects on Students of Nigerian Tertiary Institutions

Anthony O. Uche
Ph.D. Student, Department of Mass Communication, Nnamdi Azikiwe University, Awka, Anambra State, Nigeria
Adanma V. Obiora
Ph.D. Student, Department of Mass Communication, Nnamdi Azikiwe University, Awka, Anambra State, Nigeria

Abstract:
The social media have become popular in today's world especially among Nigerian students in tertiary institutions whose majority is still in their youthful ages. This study centered on the social media typology, usage and effects the use of social media have on these students in higher institutions in Nigeria. The study made use of the survey methodology. A sample size of three hundred and ninety three (393) undergraduates of the Enugu State University of Science and Technology (ESUT) and Institute of Management and Technology (IMT) were purposively selected. The instrument for data collection was the questionnaire. Findings identified Facebook and WhatsApp as the most popular social networks used by Nigerian students for socializing, entertainment and informational purposes. The factors limiting the use of social media were identified to include: inadequate electricity supply, poverty and inconsistent network signals. Among the recommendations were the need to include social media as one of the courses for general studies; government to solve the persistent power problem; network providers to ensure consistent flow of signals; advertisers to target youths through the social media as well as enhance their brands through interface with social media platforms.

Keywords: Social media, social networks, social media platforms, students, Nigerian tertiary institutions

1. Introduction

Man since creation has been concerned with relationships. The first man—Adam, although surrounded by animals and plants was still not satisfied until the Almighty God created Eve and brought her to him. Little wonder his joyful expressions on sighting her: "And Adam said, this is now bone of my bones, and flesh of my flesh: she shall be called woman, because she was taken out of Man" (Genesis 2: 23).

As civilization and development continued, man became concerned with ways and means of deepening his relationship with others through conventional as well as un-conventional means. One of such unconventional means is through the internet variously referred to as the Super High Way or the Net. The internet as a technological revolution brought with it various services and applications. Man still desirous of building and enhancing his relationship started to explore the internet with a view to creating a virtual community where he can interact with people of like minds and interests. Flanagin & Metzger (2008) asserted that with the sudden explosion of digital media content and access devices in the last generation, there is now more information available to more people from more sources than at any time in human history. Pockets of limited availability by geography or status notwithstanding, people now have ready access to almost inconceivably vast information repositories that are increasingly portable, accessible, and interactive in both delivery and formation. Bagdikian (1983) noted that basic human activities have changed as a result, and new possibilities have emerged. For instance, the process by which people locate, organize, and coordinate groups of individuals with shared interests, the number and nature of information and news sources available, and the ability to solicit and share opinions and ideas across myriad topics have all undergone dramatic change as a result of interconnected digital media.

Social media have become popular in Nigeria as a result of many of her citizens that access them. Facebook for instance is said to be among the three most visited sites in Nigeria (African News, 2011). The internet has thus become a veritable means of connecting, staying in touch and sharing interests. The general platform for the above scenario is referred to as the "Social Media" which have become a buzz all around the world. Thus, the social media have become the means through which people meet, socialize and form new relationships. As with every technological breakthrough, students mostly youths have taken advantage of this development and the bandwagon effect has become so glaring that Nigerian students are not left out.

1.1. Statement of Problem

There is fear that students in Nigerian tertiary institutions run the risk of poor performances in their educational pursuits owing to their online activities especially on the social media. It is not uncommon to see students visiting cyber cafes, flipping their phones: texting, chatting, browsing or carrying out other activities both in and out of school. It seems these students are in a competition to outdo one another in the social media applications hence it has become the norm to hear such expressions like: "Are you on Facebook?" "What's your name on Facebook?" "Follow us on Facebook," "I saw you on Facebook," "Check out my latest Tweet," "I read your comments on Twitter", "I saw the movie clip on YouTube," "What's your BB pin? "Are you on WhatsApp?" "You have changed your profile picture," among others. In Nigeria, such expressions were farfetched a decade or two ago!

Some students while engaged (engrossed) in their on-line activities on the social media, attempting to discuss with them seems a herculean task as they are either pseudo listening or speaking in monosyllables. One wonders whether these activities of students on the social media are enhancing or rather undermining their educational goals. What are the effects of this social media bandwagon or is it just a fad meant to fade or fizzle with the passage of time? Why is almost every everybody talking about social media? Why the craze? What are students using the social media for? What are the implications of such a development to the education sector, business and society at large? It was in an attempt to find some answers to the above issues that necessitated this study.

1.2. Objectives of Study

Every new development has its challenges, prospects as well as implications. The objectives of this research work include:
1. To find out the level of social media popularity among students in Nigerian tertiary institutions
2. To identify the type of social media platforms used by most students of Nigerian tertiary institutions
3. To find out what Nigerian students use social media for
4. To discover the effects of social media usage on students in Nigerian tertiary institutions

1.3. Research Questions

The research questions explored in this study include:
1. What is the extent of social media popularity among students in Nigerian tertiary institutions?
2. What type of social media do Nigerian students use most?
3. What do students of Nigerian tertiary institutions use social media for?
4. What are the effects of social media usage on students in Nigerian tertiary institutions?

1.4. Scope of the Study

This research focused on the social media typology, usage as well as their effects on students in Nigerian tertiary institutions. However, Nigerian students are mammoth; hence, the study was limited to students of Enugu State University of Science and Technology, ESUT and those of Institute of Management and Technology, IMT.

1.5. Significance of Study

This study is unique because social media is gradually merging with the mainstream media. Its bandwagon effect seems to blow across ages, time and space. This study is of great importance to government especially to policy makers in the education sector as its findings could determine whether or not the study of new media especially social media would become part of the education curriculum.

The manufacturers of computers, GSM handsets and other electronic devices (business community) would benefit from its findings as they might determine whether or not they would manufacture customized devices that are pocket friendly and have social media applications.

Advertising agencies and advertisers generally can take advantage of the popularity of the social media among the teeming population of Nigerian students to advertise and directly reach this particular segment of the Nigerian population.

The academia would benefit since it could help them to enhance the quality of teaching and learning perhaps by delivering customized lectures and assignments through social media platforms.

It would also serve as a reference material to other researchers who might wish to embark on studies of similar nature.

1.6. Definition of Terms

1.6.1. Social Media

Social media refer to new media of information sharing through the exploration and exploitation of social ties. They are the media that thrive on human social relationships. Dabner (2011) defines Social media as Internet-and mobile-based tools and devices that integrate technology, telecommunications and social interaction enabling the construction, co-construction and dissemination of words, images (static and moving) and audio. The term Web 2.0, often associated with social media, describes the range of user-centred, interactive web applications that facilitate these activities. Web 2.0 covers a wider variety of web-based technologies that enable users to contribute to, as well as consume, information. Adams (2011) posits that Social media is the use of digital (and often mobile) technologies and Internet-based applications for exchanging or creating conversation**.** In other words, it is media for social interaction.

According to Wikipedia (n.d) the term social media refer to the use of web-based and mobile technologies to turn communication into interactive dialogue. "Social media are technologies that facilitate interactions between humans using information or data" (Carton, 2009).

For this purpose of this work, social media are Facebook, WhatsApp, Twitter, YouTube, MySpace, LinkedIn, Hi5, Blog, Wiki, 2go, Last.Fm, Netlog among others. They are also referred to as the new media in this study.

- ➢ TYPOLOGY: means the different kinds of social media that exist and their features
- ➢ USAGE: this refers to what social media are deployed for by students of Nigerian tertiary institutions
- ➢ EFFECTS: the kinds of results social media have on the students of Nigerian tertiary institutions
- ➢ NIGERIAN TERTIARY INSTITUTIONS: this stand for post-secondary schools in Nigeria where higher education is offered including the Enugu State University of Science and Technology and the Institute of Management and Technology.
- ➢ STUDENTS: those studying in post-secondary schools in Nigeria such as those of the Enugu State University of Science and Technology and Institute of Management and Technology.

2. Literature Review
Issues relating to social media were specified including brief historical background of social media, the categories and types of social media, the features as well as effect of social media in the field of education among others.

2.1. History of Social Media
Right from the inception of "the Super High Way" social media became its integral part. According to Sean Carton in his blog post in July 2009, "Social media isn't really new." He posits that while it has only recently become part of the mainstream culture and business world, people have been using digital media for networking, socializing and information gathering - almost exactly like now - for over 30 years. Social media started as a concept many years ago but has evolved into sophisticated technology (Carton, 2009). The concept of social media can be traced to the time analog telephone was used for social interaction.

It was reported that Ward Christensen, a former IBM employee and Randy Suess created an online dialogue framework with the vision of creating a place where they could quickly contact their fellow employees for meetings, reports and such like without making numerous phone calls or sending memos. They wanted to create a computerized bulletin board which informed their naming their programme CBBS—Computerized Bulletin Board System. Several employees became interested; contributing their ideas and comments and thus created a real on-line community which today has expanded and ushered in the new media for social networking.

2.2. Categories of Social Media
Social media can be categorized into five, namely:

2.2.1. Social News
These include: Digg, Propeller, Reditt. Users interact by voting for articles and commenting on them. These types of websites often feature breaking news headlines and bloggers discuss current news items (Nations, 2009).

2.2.2. Social Bookmarking
Social bookmarking is a method of tagging a website in order to share, organize, search or manage web resources. With social bookmarking you can save favourite websites, pass them on to friends and also look at what other people have found interesting enough to tag (Nations, 2009). The sites include: Del.icio.us, Blinklist, Simpy. Users interact by tagging websites and searching through bookmarks by other people.

2.2.3. Social Networking
Included are Facebook, Twitter, Netlog, Hi5, Last.FM, LinkedIn and MySpace. Users interact by adding friends, uploading photos, commenting on profiles, joining groups and having discussions.

2.2.4. Social Photo and Video Sharing
Here we have Flickr, YouTube. Users interact by sharing photos, videos, watching photos and videos as well as commenting on users' submissions.

2.2.5. Wikis
Such as Wikipedia and Wikia. Users interact by adding articles, accessing existing materials for knowledge and editing of existing articles (Wikipedia, n.d)

According to Kaplan and Haenlein (2010) there are six different types of social media, namely:
- → Collaborative projects: e.g. Wikipedia.
- → Blogs and microblogs: e.g. Twitter.
- → Content communities: e.g. YouTube.
- → Social networking sites: e.g. Facebook.
- → Virtual game worlds: e.g. World of Warcraft.
- → Virtual social worlds: e.g. Second Life.

2.3. Characteristics of Social Media
Social media have certain characteristics that make them quite different from traditional/conventional media. Some of which include:

2.3.1. Social Media Is Participatory
One distinguishing characteristic of social media is that it is participatory. It permits the involvement of the audience in message creation, rather than condemning them to the role of passive consumers. It gives the audience the right to be information creators, that is, content producers as well as consumers. It empowers the audience with the right to be heard and not just seen alone, thus liberalizing the realm of information exchange. As a result of the above, there is now over abundance of information or content as against the scarcity of content. The agenda setting function of the media is now performed via the social media, thus becoming people's agenda and not the agenda of a few elite who function as gatekeepers and owners of the traditional media establishments.

2.3.2. Social Media Is Flexible
By flexibility we mean that messages are relayed through the social media without passing through the rigours of elaborate packaging and the attendant waste of time and resources associated with the traditional media. In other words, social media in its message creation and delivery lacks the mechanical rigidity characteristic of the traditional mass media.
Put differently, the social media offer remarkable ease in content creation such that without an elaborate training, a person can create and relay messages through them. Newman (2006) agrees with this notion thus:
- The industrial (traditional) media production typically requires specialized skills and training. Conversely, most social media production does not require specialized skills and training, or requires only modest reinterpretation of existing skills; in theory, anyone with access can operate the means of social media production.

Nigerians who posses basic computer and internet knowledge today leverage on it to make their feelings and ideas known by contributing to blog sites (some are bloggers themselves) upload their photos, change profile, chat and do a whole lot of things, thus depicting the flexibility of social media.

2.3.3. Social Media Is Cheap
The management of the social media is relatively cheap both in terms of content production and dissemination. It is a known fact that setting up a traditional (conventional) media is a very capital intensive venture. The reverse is the case with setting up of social media account or accessing same. With internet connection at home, office or a cyber café the infrastructure is already set for a blissful experience. This to a great extent informs its popularity since it is relatively cheap for all categories of people including students.

2.3.4. Social Media Is Fun
According to Ward (n.d), social media has (sic) marked quality of attracting and sustaining audience's attention given its fun nature; in other words, its message lacks the formality, hardness, and even boredom, as it were, of the traditional media content. She writes:
- In my opinion, social media has (sic) shot to the forefront of people's attention because it's fun. Thanks to social media, it's easy to share your ideas, photos, videos, likes and dislikes with the world at large and find out what they think of them. You can find friends, business contacts and become part of a Community or bunch of different communities. Social media gives you what TV never could-a chance to be engaged and engage others.

As a result of this quality, social media have the potential of attracting and maintaining popular followership among the populace. In 2011, it was reported that almost 90-million Nigerians have mobile phones and more than44-million have access to the internet. A whopping 3-million use Facebook in the country - and most of these account-holders are youngsters (African News, 2011).

2.3.5. Social Media Is Decentralized
Social media can be said to be the media of the people by the people and for the people. It is not elitist. Its control lies in hands of the people rather than on a given authority or proprietor. While the traditional media is controlled by an identified and identifiable owner, social media is not; it is popular in nature. There is nothing like monopolization and centralization of control of content creation. Social media permits mass participation, content creation and multiplicity of applications and tools. Wikipedia (n. d) succinctly captures these distinguishing features:
- …both industrial and social media technologies provide scale and are capable of reaching a global audience. Industrial media however, typically use a centralized framework for organization, production, and dissemination, whereas social media are by their very nature more decentralized, less hierarchical, and distinguished by multiple points of production and utility.

Therefore decentrality of control is the norm rather than the exception in the social media.Virtual social media (2010) identified seven reasons for the popularity of social media:
- ❖ They are interactive in nature and user friendly
- ❖ They have much customized options
- ❖ Online place where you can do what you want
- ❖ Have wide reach and huge amount of traffic daily
- ❖ Provide so many facilities, writing, sharing, uploading, linking, networking and commenting
- ❖ Provide lot of fun and entertainment-Facebook has different applications and games

❖ Option of developing a unique page for business or personal interest. If someone likes your post, picture or link then he/she forwards it and informs friends and other relatives.

2.4. Social Media and Higher Education
Innovations in technology are, once again, shaping how adults and youth interact with each other in school, at home, and at large (Goldman et. al. 2008, p. 187). Oradini & Saunders (2008) report that from September 2007 new and returning students at the University of Westminster have had a brand new way of staying in touch with their friends and classmates through an innovative new social networking site, Connect. The Connect system (powered by Elgg) is allied to a re-development of the University's online support for students called 'My Westminster'. Available to all current students, it allows users to create their own profiles, upload photographs and documents, create and join discussion groups, send messages and publish blogs and presentations.
EDUCAUSE (2008) in a report about social network usage amongst college students compared social network usage at 44 colleges and universities in 2006, 2007 and 2008 in the United States. It found that nearly twice as many students at these institutions use social networks every day in 2008 (59%) than did in 2006 (33%).Social networks have become such a large part of students' lives today, both in high school and in college. The EDUCAUSE data showed that the percentage of students who said they never use social networks has fallen from 25% in 2006 to 11% in 2008. Interestingly the older the student the less often they use social networks. According to EDUCAUSE, 57.5% of students ages 18 and 19 use the sites at least 6 hours per week, compared with 38% of students ages 20 to 24.
According to Dabner (2011), social media and Web 2.0 tools are already impacting higher education, with the majority of learning management systems used in higher education incorporating these within their feature sets, supplementing those freely available on the Internet. He also posits that Facebook is now considered the leading social network site used by students in higher education and is the most popular social network in New Zealand, with the 2010 Neilsen statistics reporting 79% of social networkers in New Zealand use it and the majority of these users are aged 18-34.
Armstrong & Franklin (2008) suggest that the two compelling reasons why Web 2.0 should matter to places offering higher education are because students are increasingly using them in all aspects of their lives and as such expect their courses will make use of them, and because they provide a new set of powerful affordances.
Reuben (2008) after a survey conducted among 148 colleges and universities concluded that colleges and university are beginning to embrace social media and realizing the potential power and implications for using it as a component of their overall marketing mix.
Jagboro (2003) in his study on the internet usage in Nigerian universities which intended to evaluate the level of utilization of the internet for academic research at Obafemi Awolowo University, Ile Ife found that students ranked the use of research materials on the internet second to e-mail.
Hanauer (2004) surveyed a community college to assess the use of the internet by the students and found that 80% of the surveyed students used the internet mainly for chatting and e-mail.
In a similar development Junco & Cole-Avent (2008) noted that today's college students, the Net generation have woven technology into their every day repertoire of communication and connection tools. They use the internet, e-mail, instant messaging, blogs and social networking websites like Facebook and Myspace at higher rates than individuals from any other generation.

2.5. The Downside of Social Media
It has been variously noted that social media are not all about good, advantages and pluses. Social media have their disadvantages and challenges (Flanagin & Metzger 2008; Baer, 2010; Ajmani, 2011; Vasiu, 2013). Some of the downside of social media variously identified includes:

2.5.1. Identity Theft and Cyber Stalking
According to a Special Report from the United States Bureau of Justice Statistics in 2009, it was found that within a 12-month period, approximately 3.4 million U.S. adults were victims of stalking. This statistics should really be a case for a concern for all who go online especially those who patronize social media of which the youths are in majority.
• Cyberstalking is a special form of stalking and involves the use of information and communication technologies as the means and the medium of harassment or intimidation. Cyberstalking can lead to significant and long lasting psychological, economic or even physical effects, and can be a platform for the commission of violent crimes (Vasiu & Vasiu 2013, p. 229).

Glick (2011) posits "unlike physical stalking, cyberstalking allows perpetrators to remain anonymous to their victims." Some sites have search tools that can simultaneously pull personal information about the same person from a number of different sites, including MySpace, Friendster, Flickr and Google. Visitors can trace a user's Internet Protocol address and physical location on Google Maps on such sites like LinkView and Profilesnoop.
Most social media sites actually provide spaces in their forms for new users to supply personal information such as age, gender, marital status, home town, schools attended, religion, interests among other information. Most times such information is within the purview of the public; thus, posing a serious risk to such individuals.
On 25 May 2011, KSBY News relayed the news about a sex offender who was arrested after sexually victimizing three young girls. It was found out by police when they accessed the culprit's computer and cell phone. In a similar development, a registered sex offender

who was banned from using the internet was arrested while browsing Facebook. He had earlier been charged in a child pornography case (Huff Post News, 2011).

York (2010) reported that a young man named Tyler Clementi committed suicide after his roommate secretly videotaped then broadcast live a homosexual encounter involving the young man. There was a rape story involving a young woman and six boys alleged to be students of Abia State. After raping the young lady, they uploaded the video on YouTube. Although the story gained national as well as international condemnation, the other side of it is that the video was downloaded by several university undergraduates in Nigeria. The explicit viewing of such a mucky video is a subtle initiation into internet pornography. As much as the story is pathetic, the video has corruptive tendencies especially as they are now in the handsets of several young people who have impressionable mind.

2.5.2. Credibility Question

Credibility is one of the challenges of social media. Some platforms (such as Wikipedia) allow one to contribute to write-ups without ascertaining who is saying what. Flanagin & Metzger (2008, p. 8) argue that credibility which is the believability of a source or message has two dimensions: trustworthiness and credibility. The new media has turned content consumers to become also content producers. People are blogging and writing whatever they care, contribute and comment on issues of which they may have little or no experience let alone authority. Yahoo answers, Wikis, Twitter, among other social media applications welcome contributors and writers without much hassle. There are hardly any given standard or guaranteed quality control mechanism. Evaluation of contents most times is lacking and ambiguous owing to the fact that the social media is relatively new. There are no universal standards for posting information online, and digital information may be easily altered, plagiarized, misrepresented, or created anonymously under false pretenses. The malleability and dynamic nature of digital information exacerbate potential problems of information reliability, given that the alteration of digital information is difficult—if not impossible—to detect (Flanagin & Metzger 2008, p. 13).

2.5.3. Social Media Addiction

Several people feel like missing out or losing something any day they are unable to access social media. This development has led to social media addiction with its attendant consequences. Gordon (2011) writing on the topic: "Man Fired Twice Over Twitter Addiction, recounts Larry Carlat's account in The New York Times of his addiction to Twitter. Since joining the site in the summer of 2008, Carlat lost two jobs, his wife, his house, and his pleasure in the very thing he compulsively consumed (Gordon, 2011).

It's no secret that social media is the big driver of the web nowadays. Social media is seriously screwing with modern society. It's making us lazy, depressed and, ironically, antisocial. And it's even damaging the IQs of our children (Sutton, 2010).

2.6. Theoretical Framework

Social media operate on several theoretical platforms like the popular Uses and Gratifications and Agenda-setting theories; others are Democratic-participant theory, Technology determinism, Social interaction and Social penetration theories. However for the purpose of this paper the Uses and Gratification theory as well as democratic-participant theory were explored.

Uses and gratification theory also known as functional theory states that individuals selectively expose themselves to media messages primarily due to the uses they want to make of them and the benefits they hope to derive (Okunna 1999, p. 171; Okunna & Omenugha 2012, p. 248). The Uses and Gratifications theory focuses more on the audience as against the actual message by seeking to know what people do with media rather than what media does to people (Katz, 1959). It operates on the premise that members of the audience are not passive but active in interpreting and integrating media into their lives. Users take active part in the communication process and are goal oriented in their media use. There are always alternative sources for the user to satisfy his/her information needs.

Democratic-participant theory came to fill a vacuum created by the monopolistic control of the mass media content by political and commercial interests.

Ojobor (2002) comments on this theory as follows:

- …It arose mainly as a reaction against other theories and actual experiences and represents a positive move towards new forms of media institutions. There is in this theory a desire for horizontal rather than Vertical (top down) communication. …the stimulus for democratic-participant theory has been the reaction against commercialization and monopolization of privately owned media or monopoly journalism…centralism and bureaucratization of public broadcasting institutions.

This captures succinctly the major characteristics of the social media; however, McQuail (1987, p. 123) identifies the principles of this theory:

- ❖ Individual citizens and minority groups have rights of access to media (right to communicate) and rights to be served by media according to their own determination of need.
- ❖ The organization and content of media should not be subject to centralized political or state bureaucratic control.
- ❖ Media should exist primarily for their audiences and not for media organizations, professionals or clients of the media.
- ❖ Groups, organization and local communities should have their own media.
- ❖ Small scale, interactive and participative media forms are better than large-scale, one way, professionalized media.
- ❖ Certain social needs relating to mass media are not adequately expressed through individual consumer demands, nor through the state and its major institutions. Communication is too important to be left to professionals.

Social media by their very nature fit into the conceptual framework represented by the uses and gratification as well as the democratic-participant theories. The social media accommodate popular participant, negate elitism, politicization, commercialization and

bureaucratization that characterize the traditional media. Therefore social media exist to fill a vacuum left by the traditional (conventional) media of communication.

3. Research Design and Methodology

This study adopted survey research methodology with the questionnaire as the instrument for data collection. Purposive sampling technique was therefore used in meeting 200 respondents from Enugu State University of Science and Technology (ESUT) and 193 respondents from the Institute of Management and Technology (IMT). These respondents were sampled irrespective of their courses and level of study. The reason is that social media cut across all segments of human society, all levels, courses, departments and institutions.

3.1. Determination of Sample Size

The sample size of was determined based on the guideline for sample size selection given by Comrey and Lee (1992). The guideline stipulates that a sample size of 50 = very poor; 200 = fair; 300 = good; 500 = very good; 1000 or more = excellent, hence 393 respondents constituted the sample size.

4. Results and Data Analysis

Data presentation and analysis according to Anikpo (1986,p. 89) could be argued to be the most important aspect of the research report. This is because "the analysis and interpretation of the said data of an investigation are the means by which the research problem is answered (Osuala 1982, p. 128). It should however be noted that the data herein presented are the ones that have direct bearing on the purpose of the study.

Questionnaire	Frequency	Percentages
No of returned questionnaire	380	96.7
Unreturned questionnaire	13	3.3
Total	393	100

Table 1: Copies of Questionnaire Distributed and Returned
Source: Field Survey 2016

From the table above, out of a sample of 393 administered copies of questionnaire 380 copies were returned representing 96.7 percent return rate while 13 copies representing 3.3 percent were not returned.

Gender	Frequency	Percentages
Male	164	43.2
Female	213	56.0
No response	3	0.8
Total	**380**	**100**

Table 2: Demographic Characteristics of Respondents
Source: Field Survey 2016

Table 2 indicates that 164 respondents representing 43.2% are male while 213 respondents representing 56.0 are female. Three individuals representing 0.8% did not indicate their gender.

Age of the respondents	Frequency	Percentages
15-20	88	23.2
20-25	263	69.2
25-30	27	7.1
35-40	2	0.5
Total	**380**	**100**

Table 3: Frequency Distribution of Respondents' Age Bracket
Source: Field Survey 2016

On respondents' age, 88 respondents representing 23.2% aged between 15 and 20. 263 respondents representing 69.2% aged between 20 and 25. 27 respondents representing 7.1% aged between 25 and 30 while just two respondents representing 0.5% aged between 35 and 40 years.

Do you understand social media?	Frequency	Percentages
Yes	305	80.3
No	22	5.8
Somehow	51	13.4
No response	2	0.5
Total	**380**	**100**

Table 4: Frequency Distribution on the Knowledge of Social Media
Source: Field Survey 2016

The above table indicates that 305 respondents representing 80.3% claim to have understanding of social media. 22 respondents representing 5.8% claim no knowledge. 51respondents representing 13.4% indicate somehow while two respondents representing 0.5% left the question unanswered.

Do you use social media?	Frequency	Percentages
Yes	312	82.1
No	31	8.2
Not quite	15	3.9
No response	22	5.8
Total	**380**	**100**

Table 5: Frequency Distribution on Social Media Usage
Source: Field Survey 2016

From the table 312 respondents representing 82.1% utilize social media. 31 respondents representing 8.2% do not use social media. 15 respondents representing 3.9% answered not quite while 22 respondents representing 5.8% gave no response.

Which social media platform do you often use?	Frequency	Percentages
Facebook	185	48.7
Instagram	38	10
WhatsApp	145	38.2
Twitter	9	2.4
Others	3	0.7
Total	**380**	**100**

Table 6: Frequency Distribution on highly used social media platform
Source: Field Survey 2016

The table indicates that 185 respondents representing 48.7% of ten use Facebook, 38 representing 10% respondents use Instagram, 145 respondents representing 38.2% use Whatsapp, nine representing 2.4% respondents use Twitter while three respondents representing 0.7%often use other unspecified social media platforms.

What do you use social media for?	Frequency	Percentages
Socializing	187	49.2
Entertainment	78	20.5
Information	90	23.7
Others	25	6.6
Total	**380**	**100**

Table 7: Purpose for Social Media Usage
Source: Field Survey 2016

Table 7 indicates that 187 respondents representing 49.2% use social media for socializing, 78 respondents representing 20.5% for entertainment, 90 representing 23.7% for information while 25 respondents representing 6.6% use social media for other unspecified purposes.

Effects of social media	Frequency	Percentages
Positive	167	43.9
Negative	71	18.7
Both	125	32.9
No response	17	4.5
Total	**380**	**100**

Table 8: Frequency Distribution on the Effects of Social Media
Source: Field Survey 2016

From the table above, 167 respondents representing 43.9% said that social media have positive effects on them, 71 respondents representing 18.7% said negative, 17 respondents representing 4.5% did not respond while 125 respondents representing 32.9% indicated that social media have both positive and negative effects on them.

Limitation to usage of social media in Nigeria	Frequency	Percentages
Electricity	137	36
Poverty	118	31
Inconsistent network signals	125	33
Total	**380**	**100**

Table 9: Limiting Factor to Social Media Usage in Nigeria
Source: Field Survey 2016

From Table 9, electricity has the highest frequency of 137 representing 36%, Inconsistent network signals ranks second with 125 representing 33%; while poverty has 118 representing 31% of the total number of respondents.

4.2. Discussion of Findings
The findings of this study suggest that students of Nigerian tertiary institutions are knowledgeable about social media.312 respondents representing 82.1% utilize the social media. Indeed, students always identify with their friends and do not want to be sidelined or referred to as "old school" hence, the bandwagon effect.
The most popular social media used by students are Facebook and Whatsapp; statistically presented as 48.7% and 38.2% respectively. In fact, most students use their phones to access these social media platforms. This is because these applications fit their lifestyle of constantly chatting, uploading photos and changing profile.
Several of the students identified socializing as their aim of accessing social media. The need for information cum education ranks second while entertainment takes the third place. This is in line with the "now generation" who what fun in whatever activity or project they engage in.
The effects are varied. There are positive as well as negative effects. However, most students (43.9%) identify social media effects as positive. This may perhaps be attributed to the fun they experience especially when they reconnect with old classmates, distant relations as well as make new friends. This is referred to as social capital and social compensation. The students become rich in terms of the number of friends they have on the social media platforms.

5. Conclusion
The advent of social media has brought about a paradigm shift in the communication landscape. This study which hinged on social media typology, usage and effects on students of Nigerian tertiary institutions has really unveiled the fact that Nigerians especially students have joined youths of other climes in the social media bandwagon. Facebook and Whatsapp are the most accessed and utilized social media applications.
The effects are varied as both negative as well as positive effects were noted with a large proportion reporting positive effects. It was found that most students have become addicted to the social media such that they now access the new media on a daily basis. They also feel like missing out any day they are unable to access the social media thus signifying the level of this addiction. Majority accesses the social media for the purposes of socializing that is to build and solidify their social ties/relationships.
The students seemed to access the new media mainly through their mobile phones as a result of its portability, user friendliness, availability and cost effectiveness as against the computer which is bulky and not easily affordable to the average student.
The challenges of the new media—social media were also identified some of which include: poverty, lack constant electricity, and connectivity issues. Not every individual can afford to purchase a personal computer (PC) or internet enable GSM phone. However as can be identified, fairly used and relatively cheap but inferior imported phones usually referred to as "China" flood the Nigerian market and to a very large extend makes affordability somehow easy. The problem of electricity seem to be intractable as administration after administration keep on promising Nigerians who continue to grapple with the problem of energy. Students who could afford phones with social media applications (even if they are fairly used or China) might not afford buying power generating sets for charging them when the electricity from the different distribution companies (DISCOs) fails as it is always the case. These

findings are in tandem with Nwanne (2011, p. 17) who posits that the major constraints to the development of the new media in Nigeria include poor power situation, poverty, illiteracy among others.

The problem of accessibility in terms of connectivity to a large extend is gradually being solved as most phones now come with social media applications such as Facebook, WhatsApp and Twitter while skills are being acquired at a tremendous rate through peer influence.

5.1. Recommendations

Social media have become part and parcel of the mainstream media and as such, it is recommended that advertising agencies in the country should not sit on the fence or be mourning their fate but rather use this new media as a platform to relay advert messages of their clients.

Advertisers themselves who target the youth for the patronage of their products and services should ensure that they cue into the social media culture since a greater majority of the youths are social media savvy. They can position their brands as premium by advertising on the social media.

Publishers especially should interface with the Nigerian university students through the social media as it offers them a great opportunity to reach them with existing publications, new titles and forthcoming publications.

University lecturers in Nigeria should also have the necessary skills needed for instructing and utilizing social media. A situation whereby a teacher does not know how to access the social media let alone educate the young ones does more harm than good to the academia.

It is recommended that social media be included as one of the courses for general studies in institutions of higher learning since social media are not a fad that would fade with the passage of time, they have come to stay. Teaching social media as one of the courses will enable students master the new media, knowing the how, types, uniqueness, dangers, advantages, disadvantages, implications as well as applications and also acquire the necessary skills for enhanced utilization.

There is need to provide adequate internet connected computers for the study of social media by schools or better still, universities should have Wi-Fi or wireless internet facilities so as to enable students connect to the internet at no cost.

Every student at the point of admission should have a laptop or PC. This will serve as a veritable tool for the mastery of the new media. A situation whereby students cluster around just a computer system to learn should be discouraged as the era for such is gone.

Having found out that majority of students access the social media through their handsets or handheld devices, there exists a large market for importers, dealers and sellers of GSM handsets, government therefore, should as a matter of urgency put in place a deliberate policy that should ensure the establishment of GSM manufacturing companies in Nigeria for mass production. This would bring about industrialization, provide the needed jobs for our teeming unemployed graduates, thereby reducing youth unemployment and thus, boosting the Nigerian economy.

Manufacturers of GSM handsets or cell phones should ensure that they produce high quality yet pocket-friendly products that have social media application for ease of access and usability.

GSM service operators in the country should reduce their tariff and provide ready access to the social media platforms at no cost to students who constitute their major target market in the country.

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