

Social Media Tools as Medium for Knowledge Sharing among Students and Academic Staff of Nigerian Universities: Case Study of Students' and Academic Staff of the Federal University of Agriculture, Abeokuta, Ogun State, Nigeria

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Abstract

This paper examines social media tools as medium for knowledge sharing among students and academic staff of Nigerian universities: case study of students' and academic staff of the Federal University of Agriculture, Abeokuta, Ogun state, Nigeria. The survey research method was adopted for this study because similar studies adopted this approach. A structured questionnaire was designed and used to collect data for this study. Population for the study comprises of Two hundred and fifty (250) academic staff and One thousand two hundred (1200) students. The data obtained were analyzed using simple percentages and frequency counts. Findings of the study revealed that students make use of social media tools than academic staff. It also revealed that majority of academic confirmed that they are strongly aware of social media tools which was supported with 158 (69%), while undergraduate students' supported with 690 (86%) and post-graduate students' supported with 289 (79.1%). Social networking sites are the most used by both students and academic staff and the main purpose of using social media tools by academic staff is for research purpose while students use social media tools mainly to keep in touch with friends and download applications.

Keywords: Social Media, Knowledge Sharing, Social Networking, Microblogging, Social web communities

INTRODUCTION

The development that social media tools have brought to our society at large cannot be over emphasized. It has made difficult task very easy at the click of a button and what anyone could not believe would be achieved in decades is now been achieved and actualized within split seconds. Social media tools has paved way for millions of people across the world to locate, connect, make friends, share ideas, solicit supports, and mobilize people with similar interest e.g. against unfavorable government policy, despotic or weak leaders, injustice etc. These tools have redefined the way news is presented to the public and the way people communicate across the world. The new media has eliminated the gate keeping mechanism of the traditional media, which were previously initiated by the government, politicians and journalists

According to researchers, these tools have touched and affected all aspects of human lives and endeavors, which have gone a long way in enhancing the way we live and relate with one another globally. In Nigerian tertiary institution to be precise, social media tools have afforded both students and lecturers lots of opportunities of which they never dreamt of. Lecturers and students can better relate well online without visible contact, lectures can be conducted online anywhere and at any time at the lecturers convenience, assignments can also be submitted online without much ado, results is also checked online, students who lack self-confidence or feel shy to ask questions in class can better express him/herself one on one with the lecturer without any fear, stress of students registration is reduced, and there is a better forum for lecturer-student relationship.

Sonja & Carina (2012) are of the opinion that Undergraduate students today learn in a different manner than most academics have. Active learning takes place where students change the channels when their needs are not being met. The reason why social media tools are not widely applied in today's curriculum is because many lecturers are not really interested in learning about social media techniques which is the pivot of knowledge sharing in this 21st century. All these social media tools have pedagogical potentials and should therefore not to be neglected by academic staff in our higher institution of learning. It is obvious that students are more versatile in the use of these media tools (digital natives) than lecturers and are deploying various social media tools for social and academic purposes, therefore, lecturers need to be aware of the ongoing utilization thereof in order to be on the same playing field as their students. This awareness and consideration of these tools are necessary in order to meet students' needs, encourage knowledge sharing, to keep them interested and motivated during their studies.

HISTORICAL BACKGROUND OF FUNAAB

The Federal University of Agriculture, Abeokuta, Ogun State (FUNAAB) was established on January 1, 1988 by the Federal Government when four Universities of Technology, earlier merged in 1984, were demerged. At the initial stage, five Colleges were introduced in the University in October 1988 as follows:

1. College of Agricultural Management, Rural Development and Studies (COLAMRUCS)
2. College of Animal Science and Livestock Production (COLANIM)
3. College of Environmental Resources Management (COLERM)
4. College of Natural Sciences (COLNAS)
5. College of Plant Science and Crop Production (COLPLANT)

Two additional Colleges, College of Engineering (COLENG) and College of Veterinary Medicine (COLVET) were introduced in March, 2002. During 2008/2009 session, the College of Agricultural Management, Rural Development and Consumer Studies was split into two with two new Colleges emerging as follows:

6. College of Food Science and Human Ecology (COLFHEC)
7. College of Agricultural Management and Rural Development (COLAMRUD)

One additional College, College of Management Sciences was also introduced.

The first Council was constituted on May 18, 1989 under the chairmanship of Alhaji Muhammadu Jega, former Head of Service and Secretary to the Sokoto State Government. On September 1, 1990, the Council was reconstituted with some changes for 5 years with Alhaji Muhammadu Jega retained as Chairman. The second Governing Council was constituted in 2000 for five years, with Alhaji Sanni Bagiwa Idris as Chairman. The third Council came on board in 2005 and was dissolved in November, 2007 by the Federal Government. Elder Brigadier General (Rtd.) Bassey Asuquo, a one-time Military Administrator of Kogi, Edo and Delta States respectively, was the Chairman. The fourth council was constituted in January 2009 with Mr. Raphael Oluwale Osayameh as Chairman. Chief Lawrence Ayinde Osayemi was the immediate past Pro-Chancellor & Chairman of Council. The fifth council was constituted in April 2013 with Sen. Adeseye Ogunlewe as Pro-Chancellor and Chairman of Council.

STATEMENT OF PROBLEM

Irrespective of the enormous advantages social media tools have had on every aspect of life in general, these tools have not well been harnessed to its fullest for knowledge sharing among students and academic staff of Nigerian universities. It is on this premise that the researchers intend to find out the truth is this assertion by critically analyzing social media tools for knowledge sharing and information dissemination among students and academic staff of the Federal University of Agriculture, Abeokuta, Ogun State, Nigeria as a case study

OBJECTIVE OF THE STUDY

The main objective of this study is to critically analyze social media tools as a medium of knowledge sharing among students and staff of Nigerian Universities, however it will be limited to the students and lecturers in the Federal University of Agriculture, Abeokuta, Ogun State, Nigeria which is our case study. The specific objectives are:

1. To determine the level of awareness of social media tools by students and staff of FUNAAB
2. To ascertain social media tools used by students and staff of FUNAAB
3. To determine the level of usage of these tools for knowledge sharing and information dissemination by students and staff of FUNAAB
4. To determine its influence on their personal and educational activities

SOCIAL MEDIA TOOLS

Abdulsalam & Azizah (2012) defined Social media as a variety of technologies that support the social aspects of the Internet as a channel for communication, collaboration, and interaction. Social media is characterized as Web 2.0 resources that emphasize active participation, connectivity, collaboration, as well as sharing of knowledge and ideas among users. They are used as an educational tool in universities, social media enhances the learning experience by enabling students and teachers to connect and interact in new ways beyond the classroom. Twitter, Facebook, LinkedIn, and other social sites promote collaboration, knowledge sharing and discussion, and students have embraced them as a means to ask questions, share knowledge and exchange ideas. According to OnlineUniversities.com which carried out a study about the pros and cons of social media in universities revealed in their findings that 100% of schools studied are using some social media platform or the other, they use it in the classrooms, to enhance school pride, as a professional development tool for teachers, and to reach out to their immediate communities in knowledge sharing and to communicate effectively to prospective students (Pam Dyer on February 4, 2012). Examples of these social media tools are Blogs, Social Network sites like Facebook, Twitter, Instagram, Google, Blogger, Rapidshare, Wordpress, Hi5, Flickr, Photobucket, Orkut, Skyrock, Twitter, YouPorn, PornHub, Youku, Orkut, Redtube, Friendster, Adultfriendfinder, Megavideo, Tagged, Tube8, Mediafire, Megaupload, Mixi, Livejournal, LinkedIn, Netlog, ThePirateBay, Orkut, XVideos, Metacafe, Digg, StudiVZ, Vodcasts, Podcasts, Wikis, Shared docs, YouTube, Bookmarks, Multimdia sharing, Tagging, RSS syndication, Mashups, Micro blogging, mind mapping software (for instance, thinking with pictures), interactive website such as Wordle to create materials for learning and assessment, digital storytelling,

interactive timelines, QR codes etc

LITERATURE REVIEW

The ultimate goal of social media tools is creating an active and knowledge network community that individuals can exchange and share their valuable information which is called knowledge sharing. Various studies have showed that knowledge can be better and effectively shared with the aid of social media tools which have gone a long way in influencing all aspects of human lives and endeavors. Sonja & Carina (2012) defined social media as online applications for communications being facilitated between group members and companies. Also Abdulsalam & Azizah (2012) defined social media as the revolutionary arm of the web that provides new ways of creating content, collaborating, interacting, and sharing information online in an open social environment. They are variety of technologies that support the social aspects of the Internet as a channel for communication, collaboration, and interaction, which is characterized as Web 2.0 resources that emphasize active participation, connectivity, collaboration, as well as sharing of knowledge and ideas among users. Social media technologies such as blogs, wikis, podcasts, RSS feeds, and social networking can be described as 'social software' because they are perceived as being especially connected, and users collaborate to develop open content to the public

Van (2009) opined that applying this type of social media tools in the organization will help people to help each other to engage in knowledge management and knowledge sharing. Kim & Abbas (2010) examine the functions of the web 2.0 in academic libraries, based on knowledge management and knowledge sharing perspective. Their findings show that the web 2.0, RSS tools and blog used very much in academic libraries and Tagging tools have been widely used by students. Also Wahlroos (2010), in his thesis entitled "Social media as a form of organizational knowledge sharing: a case study on employee participation at Wartsila", investigated the role of Social Media Tools is in the sharing of knowledge. The results of his research showed that personal factors (using of this tool in personal life), organizational factors (activities of managers and coworkers and organizational guides) and technical factors such as technical skills in the use of Social Media Tools is effective in sharing of knowledge. Asemi & Talkhabi (2012) in a research, investigated the level of awareness, usage and attitudes of graduate students of Sharif University about social interactive media web 2.0 and eventually concluded that among the seven groups of SMT in this study (including SNT, blogging tools, micro-Blogging tools, SBT, IVShT and video conferencing tools), wiki and micro-blogging are devoted maximum and minimum users to itself, respectively. Ingebricson (2010) in a case study examined the impact of Yammer technology in the process of knowledge sharing in a Multinational Consultancy Company. The results showed that Yammer technology and its facilities; create a new and effective communication channel between employees. Jamilah, Halina, & Ab (2013) defined knowledge sharing as the process of exchanging knowledge (skills, experience, and understanding) among people, community, organization, or groups. According to them the barriers found are willingness to share, changing organization culture, social relationship, features is difficult to use, limited functions, the representation of features are not interesting, limited user access and knowledge evaluation. Wang & Wei (2011) in his study titled " knowledge sharing in wiki community: an experimental study" examined the role of wiki tools in knowledge sharing. Based on the results, wiki tools have been a positive effect on the sharing of knowledge among members of the research community. Hewitt and Forte (2006) researched the Facebook interactions of two large classes (comprising 176 students) in a middle-sized public research university to unpack how their online contact influences their perceptions of faculty staff. Mixed results were reported, with two thirds of the students affirming their Facebook interactions with faculty.

SOCIAL MEDIA FOR LEARNING AND KNOWLEDGE SHARING

The effectiveness of the internet as a pedagogical tool is noticed and its integration into the classroom holds benefits for lecturers and students. A major advantage that the internet has brought to fore is social media which are tools that facilitate connection and interaction among people around the globe thereby turning the world to a global village. Sonja & Carina (2012), quoting Eberhardt, (2007) opined that the culture of the student's environment is lately more socially orientated because of the emergence of online technologies. Students can use social media tools to connect with other classrooms, track a word or phrase, attend lectures remotely, learn personal responsibility, find scientific research papers, create apps, classmate connections, provide direct communication with instructors, brainstorm, knowledge sharing etc. Also Academic staff can use social media tools to Collaborate with other professionals, Answer questions, Conferences, Post notes, Tweet lesson plans, Live blog, Instant feedback, Take attendance, Send messages and updates to students about the course, Schedule events, Create groups, Help shy students etc. Social media also promote communal relationship between students and their lecturers by using these tools to share personal information, promote social interchange, deepens sense of understanding for more openness and knowledge sharing. According to Sarah Kessler (2010), the possibilities for social media tools in the classroom are vast. In the hands of the right teacher, they can be used to engage students in creative ways, encourage collaboration and inspire discussion among even soft-spoken students. These tools are EDU 2.0, SymbalooEDU, Collaborize Classroom, Edublogs, Kidblog, Edmodo, TeacherTube

and SchoolTube and YouTube etc.

SOCIAL WEB COMMUNITIES

Interaction within virtual or online communities for social association and knowledge sharing via the internet cannot be disputed. It does not necessarily mean that there is a strong bond among the members, although Howard Rheingold mentioned that virtual communities form "when people carry on public discussions long enough, with sufficient human feeling, to form webs of personal relationships". Herring (2000), encapsulates the key themes in a strong definition of a virtual community in the six points quoted below:

- a. Active, self-sustaining participation, that is, a core regular participation
- b. Shared history, purpose, culture, norms and values
- c. Solidarity, support, reciprocity
- d. Criticism, conflict, means of conflict resolution
- e. Self awareness of group as an entity distinct from other groups
- f. Emergence of roles, hierarchy, governance, ritual

Virtual or online communities depend upon social interaction and exchange between users online and this emphasizes the reciprocity element of the unwritten social contract between community members (Skog, 2005). A virtual community can also be defined as "a group whose members are connected by means of information technology". Information as a resource is of a minimal value if it is not shared and must be given to others, received by others for it to be use and for this reason. Gross & Acquisti (2005) opined that "community will exist for different people to help one find information that will be of great use". Today, there is virtually an e-community for every subject from astrology to zoology, organizations with common interests or any field of human endeavor; sport, music, fashion, etc; "the categories of web communities are wide ranging thousands of web communities permits groups to play games, offer support, entertain each other, and work on collective projects" (Shelley et al., 2002).

METHODOLOGY

The survey research method was adopted for this study because similar studies adopted this approach. A structured questionnaire was designed and used to collect data for this study. Population for the study comprises of Two hundred and fifty (250) academic staff and One thousand two hundred (1200) students. The questionnaire was administered to Eight hundred and twenty-five undergraduate (825) students (100-500 Level), Three hundred and seventy-five (375) Post-graduate students and One hundred and seventy-three (173) academic staff. The questionnaire was in three parts. Part A elicited background information such as status, gender and college of respondents. Part B was used to elicit information on respondents' knowledge about social media tools" while Part C elicited information on respondents' usage of these tools for knowledge sharing. The data was analyzed using simple percentages and frequency counts. A total of One thousand and nine (1009) questionnaires were dully completed and found useable for the study, with the breakdown of 215 for academic staff and 729 for undergraduate students and 315 for post-graduate students.

Table 1 showed the breakdown of the target population by status. The table revealed that of the 1450(100.0%) respondents, 230 (15.86%) were academic staff, 800 (44.75%) were undergraduate students, 365 (25.17%) were post-graduate students, while 55 (3.79%) of the respondents did not indicate the status. From the table, it was revealed that undergraduate students use social media tools most. Table 2 revealed that of the 230 (100. 0%) academics staff, 118 (51%) were male academics, 112 (49%) female academics while 99 (53.31%). Table 3 revealed that 179 (100%) students were male and 80 (44.69%) were female. This indicated that more male academics used the library than the female academics while male students have the highest number of usage

Table 1: Users' Status

Status	Frequency	Percent%	Rank
Academic Staff	230	15.86	3
Undergraduate Student	800	55.17	1
Post-graduate Student	365	25.17	2
No response	55	3.79	4
Total	1450	100	10

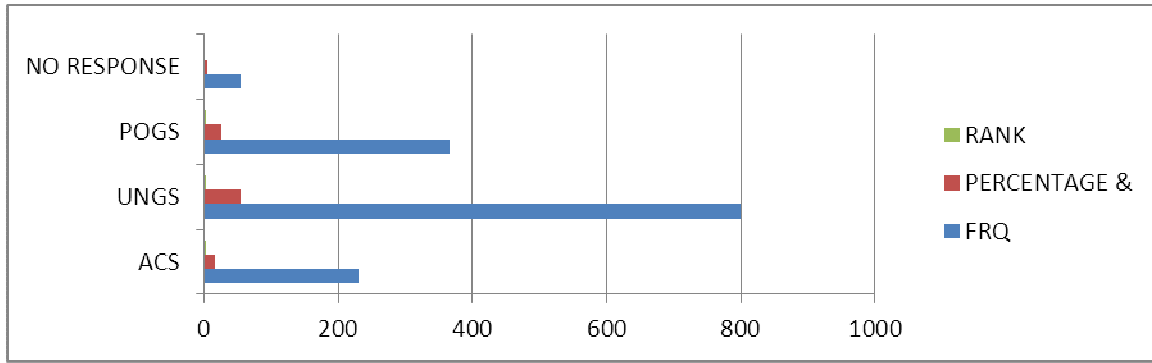


Table 2: Distribution of academic staff by gender

Gender	Academic Staff	Percent%
Male	118	51
Female	112	49
Total	230	100

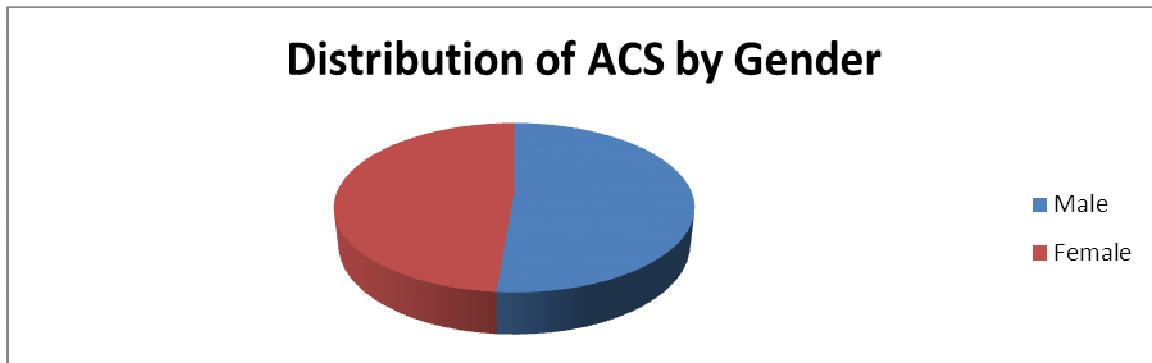


Table 3: Distribution of undergraduate students' by gender

Gender	UStudents'	Percent%
Male	328	41
Female	472	59
Total	800	100

*UStudents indicate Undergraduate Students'

*PStudents' indicate Post-graduate Students'

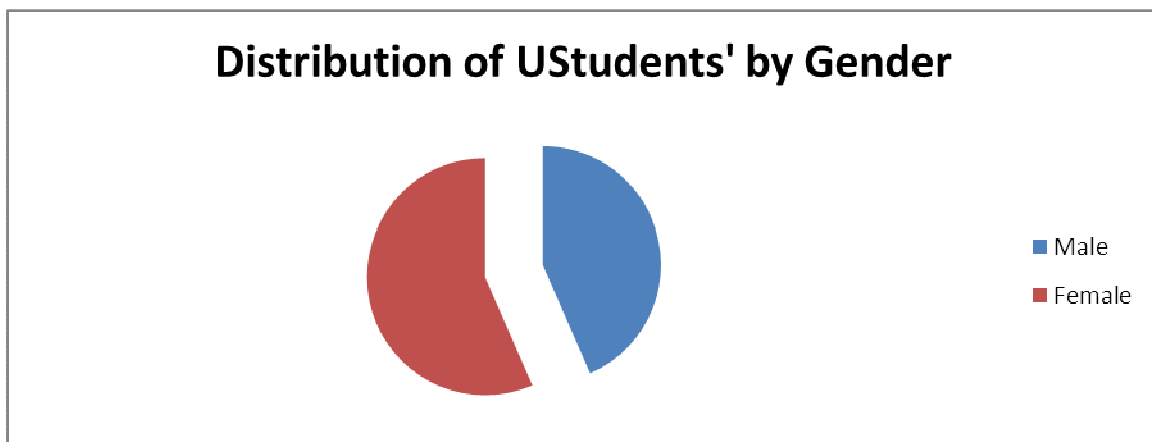


Table 4: Distribution of Post-graduate students' by gender

Gender	PStudents'	Percent%
Male	328	41
Female	472	59
Total	365	100

*UStudents indicate Undergraduate Students'

*PStudents' indicate Post-graduate Students'

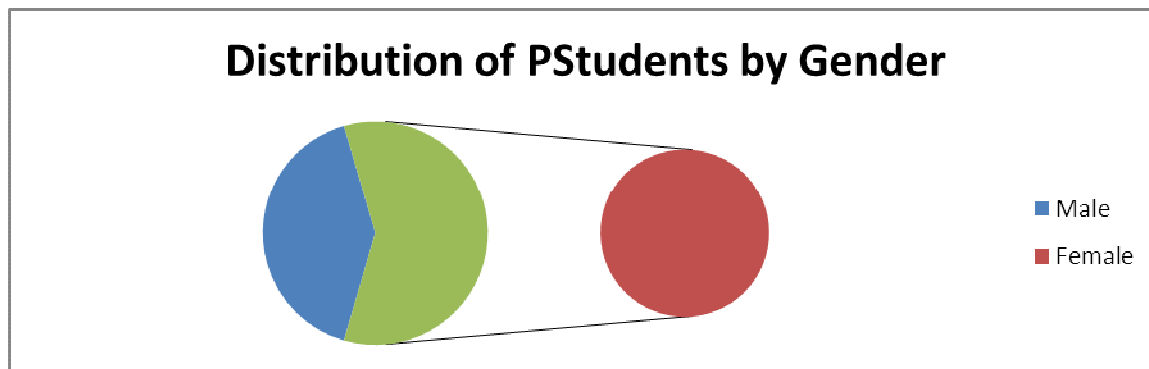


Table 5: Breakdown of Academic staff by colleges

College	Frequency	Percent%
COLPLANT	28	12.2
COLENG	25	10.9
COLNAS	29	13
COLERM	30	13
COLFHEC	24	10
COLANIM	37	16.1
COLVET	26	11
COLAMRUD	31	13.5
Total	230	100

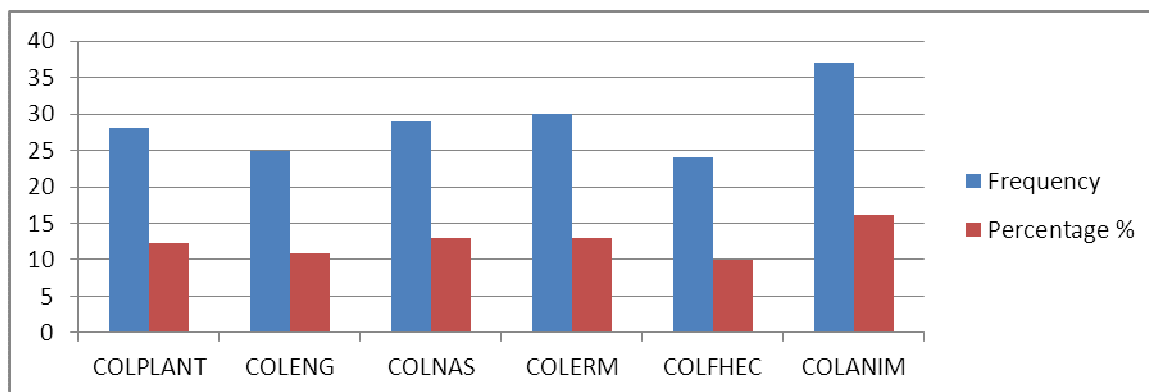


Table 5 showed that of the 230 (100%) respondents among academic staff, 28 (12.2%) were from COLPLANT, 25 (10.9%) were from COLENG, 29 (13%) were from COLNAS, 30 (13%) were from COLERM, 24 (10%) were from COLFHEC, 37 (16.1%) were from COLANIM, 26 (11%) were from COLVET, and 31 (13.5%) were from COLAMRUD. This indicated that majority of social media tools are from COLANIM.

Table 6: Breakdown of undergraduate students by colleges

College	Frequency	Percent%
COLPLANT	83	10
COLENG	101	13
COLNAS	93	12
COLERM	110	14
COLFHEC	100	13
COLANIM	98	12
COLVET	113	14
COLAMRUD	102	12
Total	800	100

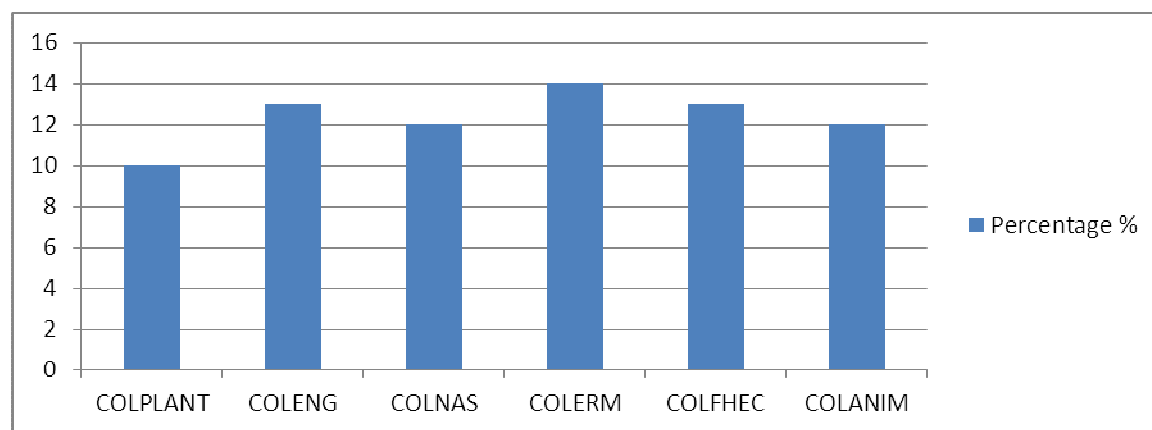


Table 6 showed that of the 800 (100%) respondents among undergraduate students' 83 (10%) were from COLPLANT, 101 (13%) were from COLENG, 93 (12%) were from COLNAS, 110 (14%) were from COLERM, 100 (10%) were from COLFHEC, 98 (12%) were from COLANIM, 113 (14%) were from COLVET, and 102 (12%) were from COLAMRUD. This indicated that majority of social media tools users' are from COLERM

Table 7: Frequency of use of social media tools

Frequency of use	Academic staff	Percent%	UStudents'	Percent%	PStudents'	Percent%
Very often	148	64	672	84	258	70
Often	61	27	95	12	86	24
Not often	21	9	33	4	21	6
No response	0	0	0	0	0	0
Total	230	100	800	100	365	100

*UStudents indicate Undergraduate Students'

*PStudents' indicate Post-graduate Students'

*ACS indicate Academic Staff

On the frequency of use of these tools, for the academic staff as table 6 revealed 65 (43.3%) indicated very often, 41 (27.3%) indicated often, 44 (29.3%) indicated not often, while no one indicated no response. The table also revealed that 112 (62.6%) indicated very often, 48 (26.8%) indicated often, 19 (10.6%) indicated not often while no one indicated no response. We can deduce from the table that students make use of the library often that academic staff

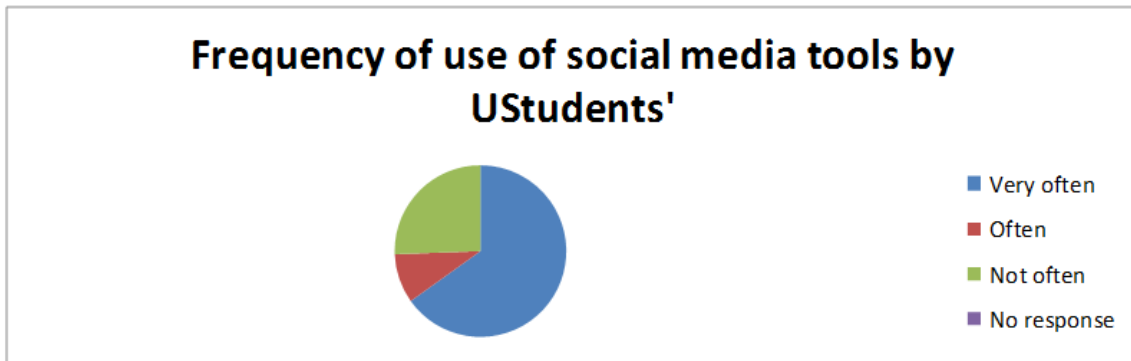
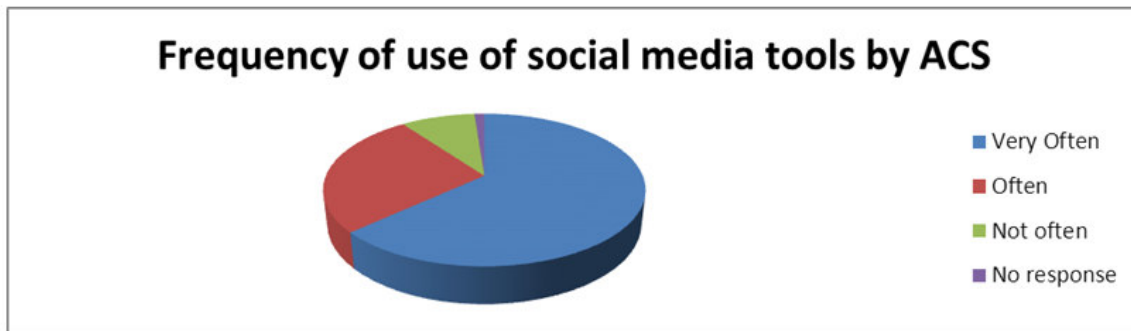


Table 7 aims at ascertaining the frequency of use of social media tools. Academic staff indicated 64% for very often, while Undergraduate students indicated 84% for very often and Post graduate students' indicated 70% for very often. Therefore we can assert that undergraduate students' make use of social media tools than both academic staff and post graduate students.

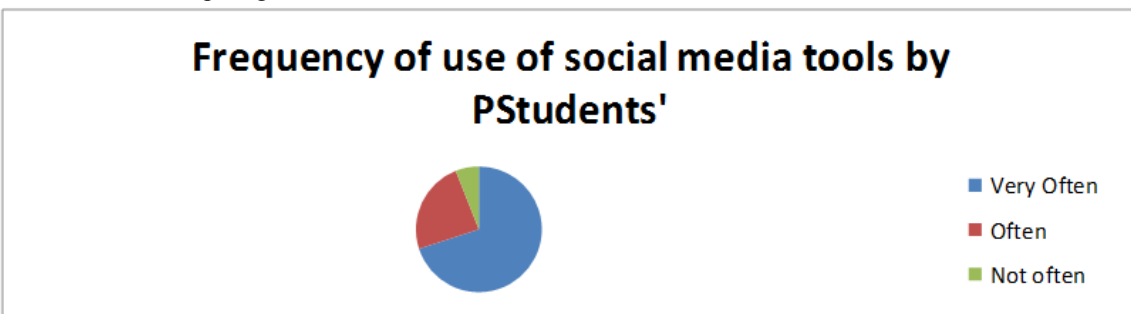


Table 8: Level of awareness of social media

Level of awareness	Academic staff	Percent%	UStudents'	Percent%	PStudents'	Percent%
Strongly Agree	158	69	690	86	289	79.1
Agree	46	20	95	12	56	15.3
Strongly Disagree	15	6	14	2	11	3
Disagree	11	5	1	0.1	9	2.4
No response	0	0	0	0	0	0
Total	230	100	800	100	365	100

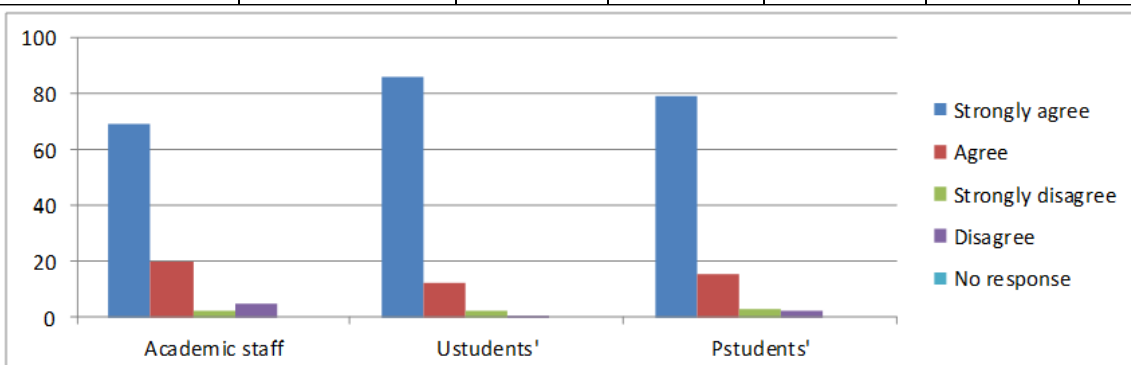


Table 8 sought to identify the level of awareness of social media tools among Academic staff and students. It was revealed that majority of academic confirmed that they are strongly aware of social media tools which was supported with 158 (69%), while undergraduate students' supported with 690 (86%) and post-graduate students' supported with 289 (79.1%)

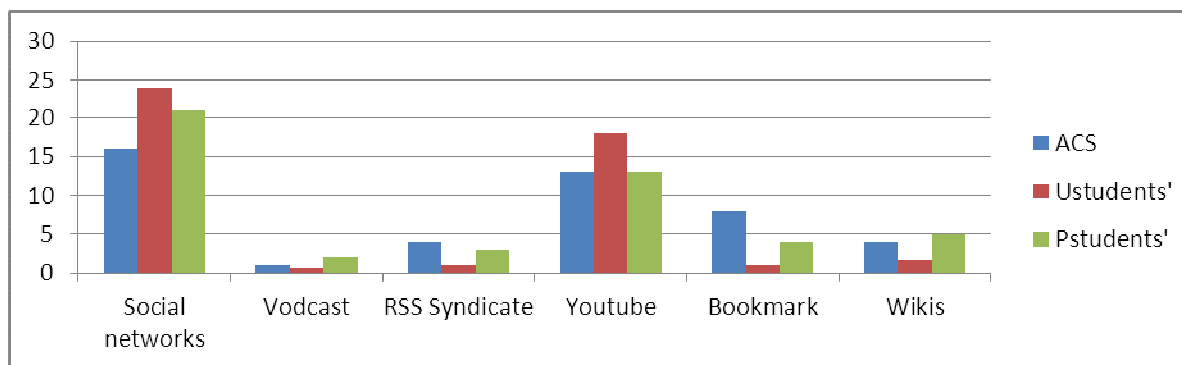
Table 9: Ascertain social media tools used

Social Media Tools Used	Academic staff	Percent%	UStudents'	Percent%	PStudents'	Percent%
Social networks (Facebook, Twitter etc.)	180	16	342	24	256	21
Vodcast	15	1	10	0.7	23	2
RSS Syndication	42	4	12	1	34	3
YouTube	150	13	254	18	156	13
Bookmark	87	8	12	1	54	4
Wikis	50	4	25	1.7	58	5
Tagging	10	1	5	0.4	34	3
Podcasts	30	3	0	0	12	1
Blogs	150	13	67	5	78	6
Photo sharing	67	6	212	15	124	10
Video sharing	65	6	198	14	145	12
Instant messaging	120	11	234	17	218	18
On-line discussion board	165	15	34	2.4	23	2
Total	1131	100	1405	100	1215	100

Note: N >230 because respondents were allowed to pick more than one option

Note: N >800 because respondents were allowed to pick more than one option

Note: N >365 because respondents were allowed to pick more than one option



***UStudents indicate Undergraduate Students'**

***PStudents' indicate Post-graduate Students'**

***ACS indicate Academic Staff**

Table 9 aimed to ascertain social media tools used both by students and Academic staff. From the table Academic staff agree that they used Social network sites 180 (16%), Post graduate students 256 (21%), while undergraduate students 342 (24%). The deduction from table 9 implies that of all the social media tools available, social network sites are the most used.

Table 9: Purpose for using social media tools

Purpose	Academic staff	Percent%	UStudents'	Percent%	PStudents'	Percent%
Keep in touch with friends	189	8.9	657	32.1	235	13.2
Keep in touch with family members and relatives	100	4.7	109	5.3	105	5.9
Writing of research papers	178	8.4	3	0.1	78	4.4
Searching for more friends sharing my interest	40	1.9	176	8.6	107	6
Just connecting to people and chatting	67	3.2	167	8.2	154	8.7
General group discussion	150	7.1	17	0.8	56	3.2
Sending research papers for preview	123	5.8	0	0	67	3.8
Connecting with colleagues	145	6.9	123	6	112	6.3
Asking questions or responding to a question	78	3.7	89	4.3	76	4.2
Downloading and uploading files through internet	189	8.9	178	8.7	184	10.4
Prefer to work with online group.	69	3.3	54	2.6	67	3.8
Research purposes	189	8.9	57	2.8	123	6.9
Reading and writing skills to communicate with others easily	56	2.6	34	1.7	54	3
Experience of internet navigation	23	1.1	129	6.3	112	6.3
Knowledge and skills to share with others	108	5.1	145	7.1	123	6.9
Exchanging of ideas with other people	178	8.4	109	5.3	111	6.2
Preparing lesson notes	56	2.6	0	0	0	0
Searching for conferences	178	8.4	0	0	10	0.6
Total	2116	100	2047	100	1774	100

Note: N >230 because respondents were allowed to pick more than one option

Note: N >800 because respondents were allowed to pick more than one option

Note: N >365 because respondents were allowed to pick more than one option

Table 10: Drawbacks of social media of social media tools

Drawback of social media tools	Academic staff	Percent%	UStudents'	Percent%	PStudents'	Percent%
Distractions	200	22	164	15.1	198	16.5
Subvert reasoning process	10	1	125	11.5	129	10.6
Following trends abnormally	189	20.8	49	5	139	11.5
Affecting intellectual development	150	17	123	11.3	89	7.4
Less patience	78	8.5	156	14	67	5.6
Less tenacity	34	3.7	129	12	78	6.5
Weakens critical thinking skills	43	5	59	5	134	11
Weakens ability to control attention	56	6	100	9	126	10.5
Addiction	113	12	89	8	138	11.5
Total	907	100	1087	100	1200	100

Note: N >230 because respondents were allowed to pick more than one option

Note: N >800 because respondents were allowed to pick more than one option

Note: N >365 because respondents were allowed to pick more than one option

Table 10 sought out to identify the drawbacks of using social media tools. And from the list of the highlighted drawbacks, we can see that ACS 200(22%), UStudents' 164(15.1%) and PStudents' 198(16.5%) are of the opinion that if proper care is not taken, it creates a kind of distraction if not used proportionately.

Table 11: Determine level of influence on personal and educational activities

Level of influence	Academic staff	Percent%	UStudent	Percent%	PStudents	Percent%
Strongly Agree	212	92	735	92	345	94.5
Agree	16	7	58	7	19	5
Strongly Disagree	2	1	7	1	1	0.3
Disagree	0	0	0	0	0	0
No response	0	0	0	0	0	0
Total	230	100	800	100	365	100

*UStudents indicate Undergraduate Students'

*PStudents' indicate Post-graduate Students'

*ACS indicate Academic Staff

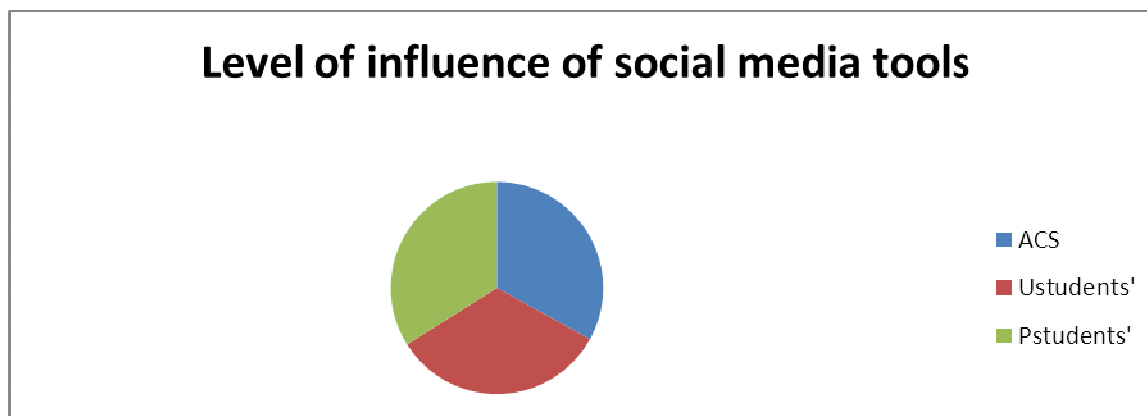


Table 11 revealed that 212(92%) of academic staff strongly agree that social media tools have a tremendous influence on their personal and educational activities, while 735(92%) undergraduate students also strongly agree that social media tools have influenced their personal and educational activities and 345(94.5%) Post-graduate students also strongly agreed with the fact

Table 12: Users satisfaction about social media tools

Users Satisfaction	Academic staff	Percent%	UStudent	Percent%	PStudents	Percent%
Satisfied	178	77.3	720	90	273	74.8
Not Satisfied	35	15.2	55	6.8	76	20.8
No response	17	7.4	25	3.1	16	4.4
Total	230	100	800	100	365	100

*UStudents indicate Undergraduate Students'

*PStudents' indicate Post-graduate Students'

*ACS indicate Academic Staff

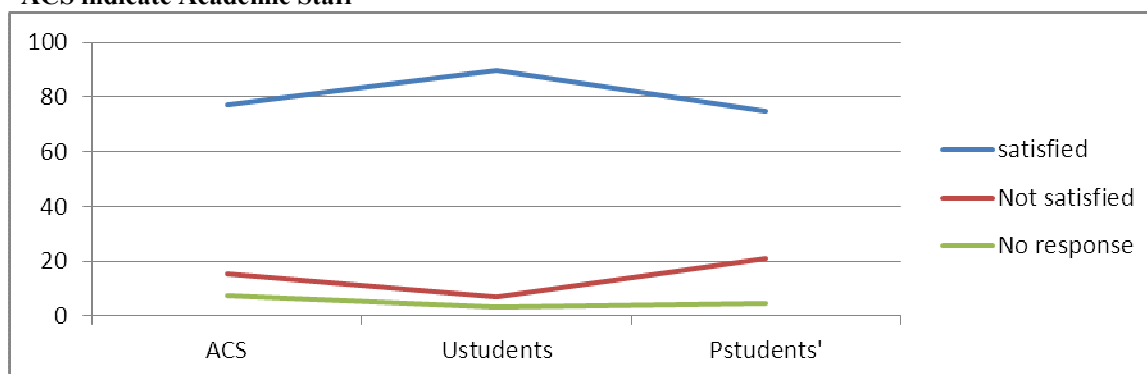


Table 12 revealed that 178 (77.7%) academic staffs are satisfied with social media tools, 35 (15.2%) are not satisfied and 17 (7.4%) indicated no response. While undergraduate students' and post graduate students' indicated their satisfaction with social media tools with 720 (90%) and 273 (74.8%) respectively. This clearly reveals that both academic staff and students' are satisfied with social media tools

CONCLUSION

Based on the findings from the study, it was observed that Academic staff, Undergraduate students and post graduate students all frequently use social media tools for one form of activity or the other, Also, the level of awareness of all respondents indicated that they are aware of social media tools around them and the social media tools they use most are the social network sites followed by Youtube through which they make all their video and audio downloads. Consequently, purposes of using social media tools varies among all respondents but the core purpose of using these tools are for keeping in touch with friends and it also go a long way in helping academic staff in carrying out their various research. According to respondents drawbacks of social media tools varies, For ACS, two major drawbacks of social media tools are distraction and following trends abnormally; while for undergraduate students it is also distraction and creates less patience and for post graduate students, it is the same drawback with ACS. Finally, level of influence and users satisfaction of these social media tools are on the high side. the implication of this is that respondents are satisfied with these tools because it has affected both their academic and personal life in no small measure.

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