

Assessing Facebook's Influence on Research Output Among Lecturers in Federal Universities in South-South Nigeria

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ABSTRACT

In universities across the globe, research is a given, hence they are described as research-led intensive institutions. As repositories and knowledge generators, universities epitomise excellence in research, scholarship and education. This is achieved through the exceptional teaching, research and services developed and sustained primarily by the academics. This research work, therefore, investigated the influence of Facebook on the research output of lecturers in Federal Universities in South-South Nigeria. The research adopted a descriptive survey research design with structured and validated questionnaire used for data collection. The sample size of the study was 576 lecturers, drawn from the six federal universities that make up South-South Nigeria. Simple random and proportionate sampling techniques were used to select the respondents. A research question was formulated and analysed using mean values. The study's findings show that Facebook has a significant influence on the lecturers' research output. This study concludes that Facebook has features, tools and resources for research and other academic purposes, and not a mere tool for networking. Based on the findings, it is recommended that lecturers should get more acquainted with the relevant tools, features and potentials of Facebook and utilize them more in their research works.

Keywords: Facebook, Research Output, Lecturers, Federal Universities, South-South Nigeria.



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INTRODUCTION

Universities all over the world are known and described as research-led intensive institutions. The core of university education is research. Lecturers in universities are well aware of this. They are also aware that their responsibilities include promoting this through continuous improvements and in making additions to the existing knowledge base in their various spheres of professional discipline. This is why in universities, basic research, as

well as those focusing on applications, are carried out in order to establish, maintain, and sustain their reputation as "repositories and generators of knowledge" (Epigeum, 2012; Maassen, Andreadakis, Guldbrandsen and Stensaker, 2019; Akai, 2023). University lecturers are continuously faced with the challenges posed by research as embarking on research is of paramount importance to them. On this, Akai (2023) opines that the progression of

lecturers in the academic system are highly structured and depends on the research output of individual lecturers. As a result of all these, lecturers need to be well versed on how to explore, exploit, and deploy the myriads of information resources that are now available in the “electronic environment” as Unagha and Unegbu (cited in Akai and Udonte, 2021) describe it. In other words, versatility in the management of the electronic environment and “effective and efficient management of educational resources,” most of which today are domiciled online, skill a lecturer must possess (Udoh, 2024). In this regard, the prevalence and ubiquity of new media, with its technologies, devices, applications, sites, and platforms, comes in handy and can immensely help lecturers and other researchers.

One of such new media applications is Facebook; it is a social media platform owned by an American technology conglomerate – Meta, founded on February 04, 2004 by Mark Zuckerberg, along with four other Harvard College colleagues and roommates – Eduardo Savarin, Andrew McCollum, Dustin Moskovitz, and Chris Hughes. currently renders its services in about one hundred and twelve languages, with over 2.96 billion monthly active users as at December 31, 2023; and is said to be the third-most-visited website in the world as of October 2023 (Phillips, 2007; Meta, 2023).

Though Facebook is often more readily seen as a medium for social networking, this has in no way obliterated its vast potential for research. Its features, tools and platform can be exploited and deployed during research. A reason Facebook may not be readily seen and known as a source of information and a medium versed with tools and features for research, teaching/learning, etc. might be because its resources exist mostly as “raw data.” As information professionals posit, information is “processed data, facts, or ideas that convey intelligible meaning” (Akai, and Udonte, 2021; Mfon & Uford, 2024). It is defined as “facts, ideas, or data that have been organized into a form that is found to be useful and conveys knowledge that is meaningful and can be put to use as desired” (Akai, Akpan-Atata, and Udonte, 2019). On the contrary, Facebook is not often viewed from this perspective.

Despite this, Facebook is also known to promote cooperation and collaboration among scholars and researchers. As a social networking site, users can create customised profiles revealing information about themselves. It, therefore, allows people to stay in touch with friends, relatives and acquaintances wherever they may be in the world and is known to be the first network to connect billions of people, reuniting lost family members and friends (Park, Kee and Valenzuela, 2009; Uford, Charles & Etuk, 2022). With its vast, sprawling network, Facebook is probably one of the best-known social networking sites in the world. It is also one of the most frequented websites in the entire Internet as it routinely trades places with Google as the most visited web services (Ogbe, 2014).

Facebook’s services are accessible from devices with Internet connectivity, such as personal computers (desk/laptop), Tablets and Smart phones; and by the company’s estimates, it has approximately 2.45 billion active users monthly as of September 2019 (investor.fb.com). According to reports from Ellison, Steinfield, and Lampe (2007) and GlobalWebIndex.com (2013), in education and research, Facebook allows users to trade ideas and stay informed, uniting people with common interests and/or beliefs; and also serves as a “publishing platform” that allows users to share content with others at a global scale.

Statement of the Problem

Pursuing knowledge through research remains a fundamental responsibility of university lecturers, enabling professional progression, intellectual relevance, and contributions to academic discourse. Traditionally, research involves extensive engagement with scholarly journals, books, articles, and other academic publications, whether in print or digital formats. However, the emergence of new media has significantly transformed the landscape of information search and retrieval, offering dynamic avenues for scholarly engagement. Facebook, a prominent component of new media, possesses characteristics such as interactivity, hyper-textuality, virtual networking, and digital accessibility, making it a versatile tool for knowledge exchange. Its ability to facilitate global content dissemination, foster academic collaborations, and provide on-demand access to diverse research materials suggests that it could shape lecturers’ research practices.

Given these potentials, it becomes imperative to critically assess the extent to which Facebook influences the research output of lecturers in Federal Universities in South-South Nigeria. Does its use enhance intellectual depth and improve the quality of scholarly contributions, or does it introduce challenges that may affect academic rigour? This study explores these questions by investigating Facebook’s influence on research practices, providing insights into its relevance and implications for academic scholarship.

Objective of the Study

To ascertain the influence of Facebook on the research output of lecturers in universities in South-South Nigeria.

LITERATURE REVIEW

Any original, independent investigation that is undertaken with the aim of contributing to knowledge and understanding, and involves an inquiry that is experimental or critical in nature, is driven by hypotheses or intellectual propositions, and is capable of a rigorous assessment by experts in the given discipline can rightly be described as research. Research output, on the other hand, refers to a

particular dissemination, publication, presentation, or communication pathway in which a research report is made available to people other than the author. This can be in the form of journal articles, conference proceedings, presentations, posters, chapters, reports, theses/dissertations, books (Uford, 2017), performances (media art), media (film/television/video), artefacts, software, datasets, figure file sets, compositions (musical), internet publications, designs, products and modules. The quality of research output is also of the essence because research findings are considered relevant when they contribute to the pool of knowledge in existence in any particular field. Certain factors often determine this. They include: evidence of an original investigation; competence in independent work or experimentation; understanding of appropriate techniques; ability to interpret the empirical findings; worthiness of the publication; and distinct contribution to knowledge (Hanson and Waterman, 1996; Osuala, 2005; Akai, 2023). The quality of research output is also a measure of the level of academic competence. These facts are well known to the lecturers as they are being spelt out in their job responsibilities.

The term lecturer generally denotes an expert who is hired or engaged to teach on a full or part-time basis in a tertiary institution. It is actually a rank within many universities, though the meaning varies somewhat from country to country. According to Oxford dictionary.com, a lecturer is a person who gives lectures, especially as an occupation at a university or college of higher education. Beyond preparing and delivering lectures, a lecturer's job responsibilities include developing curricula and course materials that can be used across various platforms; collaborating with other academics to improve on teaching methods and techniques in order to help expand the knowledge; participating in training opportunities and initiatives within and outside their respective institutions; providing support services to students by way of counselling and mentoring. Others are to remain current by being widely read and by getting published; setting and grading assignments, tests, and examinations; conducting research, and writing proposals, journal articles, book chapters/books, etc.; attending and participating in meetings, seminars and conferences, etc. within and outside their respective institutions (Jobzilla, 2021; Akai, 2023). The lecturers generally find themselves being directly involved in some or all of these activities during their careers.

However, their real challenge remains embarking on research on a regular basis. The reason is that research reports are highly valued in academia. Also, getting published in academic journals remains one of the major prerequisites for growth and progression within the system. In addition, research reports, theses, dissertations, journal articles, academic texts and conference papers are the major means through which lecturers, scholars and researchers communicate with each other and with interested parties across the globe. Academic research publications are therefore not merely

for meeting criteria for promotions, but also to build the intellectual and knowledge base of man and for contributing to the rewarding ideology of an educated person (Blaxter, Hughes, and Tight, 2006; Akai, 2023). Lecturers in universities are expected to be research-active by being constantly involved in investigative studies. The challenge, then, is for the lecturers to adapt to the innovations of contemporary times in order to meet up with the challenges their job responsibilities pose. Information and Communication Technologies (ICTs) play a major role here. Its advent and advances have had an enormous impact on information as it has brought about changes in its "content, values, quality, utilisation and variety" (Akai and Udonte, 2021). Akpan-Atata, Akwang, and Akai (2015) had earlier observed that at a global level, social and economic transformations have been noticed in the areas of business, education, production, culture and other aspects of human life as a result of the emergence and convergence of ICT.

In the area of education and research, new media is an offshoot of ICT that has been found to be very potent. It is replete with online applications and software programmes that allow users in remote and distant areas to access a wide variety of information resources as opined by Akpan-Atata, et al (2015). New media exists both as hardware and software. The hardware component includes handheld devices such as iPads, Android and Smartphones, Desk/Laptop computers, the Internet, Databases, etc. The software includes various Google Applications, the SPSS, social and academic networking platforms, applications and sites, etc. These are innovations of the late 20th and 21st centuries that have spread across the globe covering various strata of the society, including the academia. Its different forms - hard/software - have been in common use among the lecturers; one of such has been Facebook. Facebook is easy to access and use so long as one has appropriate device with Internet connectivity. It is known to provide 'tangible' results during literature search and data gathering if its appropriate tools and features are deployed.

Facebook's vision according to Zuckerberg rests on three main pillars: artificial intelligence (AI), increased global connectivity and virtual/augmented reality. Its major acquisitions include Instagram, WhatsApp and Oculus VR (Gurman, 2019). Facebook is adjudged a potent force in politics, economy, science, culture, education and research, emotional health, etc. on the basis of its vast scope of coverage. It is acknowledged as one of the foremost when it comes to allowing users to trade ideas and stay informed, uniting people with common interests and/or beliefs; and also serves as a "publishing platform" that allows users to share content with others at a global scale. Its structure makes it difficult to replace because of its networks effect (Ellison, Steinfield, and Lampe, 2007; Kirkpatrick's (2010).

In the area of education and research, Facebook established "Social Science One" to encourage research

with its data and is known to have been used for different scientific investigations. A couple of studies available in the public domain attest to its deployment in research. In healthcare delivery for instance, Chukwu (2018) submits that Facebook has been found to be a veritable source of information on the outbreak of contagious diseases worldwide. In a study by Chukwu on influence of social media on the utilization of information on contagious diseases by medical students in teaching hospitals in Abia and Imo States, Nigeria, it was observed that Facebook was used to obtain information on the nature and location of outbreaks, the pattern of infection/spread as well as the causes, preventive measures and effects on people and the society, including the responses. Survey research design was adopted and questionnaire was used to collect data from a census population of 709 medical students, comprising 321 from Abia State University Teaching Hospital (ABSUTH), Aba and 388 from Imo State University Teaching Hospital (IMSUTH), Orlu. The conclusion drawn from the study findings indicated among other facts that Facebook has gained substantial interest among educators and institutions as it supports learning, sharing of resources, and keeping in touch throughout studies.

In the area of Library and Information Science generally, Aghadiuno and Onyekweodiri (2019) opine that Facebook, where adopted, is a major source of academic resources, teaching and learning. The authors maintain that its popularity among students enhances academic activities among the generality of library professionals. Furthermore, the authors note specifically that through Facebook, library professionals can announce updates, promote library services, events and resources, and also send librarians' messages to users; and that Facebook can also be deployed in academic libraries as a marketing tool for informing library users of available library services, new arrivals, book recommendations, among others. Haustein (2016) also observes that signals from Facebook have been used in quality assessment of scientific works. Citing an earlier study by Sugimoto, Work, Larivière, and Haustein (2016) on "Scholarly use of social media and altmetric: a review of the literature" Haustein opines that social media has become integrated into the fabric of the scholarly communication system in fundamental ways. Haustein specifically states that research and scholarship using Facebook has accelerated since the coining and subsequent advocacy for altmetric, that is, research indicators based on social media activity; its various functions in the scholarly communication process and the factors that affect this use. Lewoniewski (2019) also notes that Facebook data have been used to assess the quality of Wikipedia articles.

Nadeem, Dhool, Hassan and Butt (2020) carried out a systematic review on the impact of Facebook usage on academic performance of university students. The research was a reviewed paper investigation where data were collected from papers retrieved from academic databases and Google from 2011 to 2017.

All papers that were included in the study were appraised critically by using Mixed Method Appraisal Tool. Results showed that there were both negative and positive impacts of Facebook on the academic performance of university students.

In a related study, Bedassa (2014) examined impact of Facebook usage on academic performance in an M.A. Thesis. The study was carried out using students from Wollega University with regular undergraduate students in focus.

Both simple and stratified random techniques were adopted to investigate a sample of 384 students. Questionnaire was the instrument used to collect data. Result shows that time spent on Facebook and addiction to it negatively and significantly influenced students' academic performance. In similar vein, Mathur, Nathani, Sharma, Modi and Arora (2019) examined the impact of Facebook usage on students' involvement in studies.

A sample of 200 students were drawn randomly from different colleges in Gwalior. Data were collected based on questionnaire and a descriptive survey research design used.

Result shows that the students used Facebook for various reasons like entertainment, relaxing, and passing time but not for knowledge enhancement.

In politics, a study carried out by Bakshy, Messing and Adamic (2015), on Exposure to ideologically diverse news and opinion on Facebook revealed that exposure to news, opinion, and civic information increasingly occurs through social media; that people increasingly turn away from the mass media to social media as a way of learning news and civic information.

The researchers specifically investigated how the online (social) networks influence exposure to perspectives that cut across ideological lines examining, among other factors: the news that millions of Facebook users' peers shared; what information these users were presented with; and what they ultimately consumed.

METHODOLOGY

The survey research design was adopted in this study. The study focused primarily on Facebook, with particular emphasis on its influence on the research output of lecturers in the six Federal Universities located in the South-South Geo-political Zone of Nigeria, as at the period of this study.

The population consisted of 14,091 lecturers, while the sample comprised 576 lecturers who were selected using simple random and proportionate sampling techniques.

A structured and validated questionnaire was used as instrument for data collection, as recommended by (Etim & Uford, 2019), while the data collected were computed and analysed using simple percentages, frequency tables, and mean values. Table 1 below captures the summary of the population distribution and selected sample units from each University.

Table 1: Breakdown of Population of the Study and Sample Size Selected in each Institution.

S/N	State	University	Population	Sample Selected
1.	Akwa Ibom	University of Uyo, Uyo	1521	62
2.	Bayelsa	Federal University, Otuoke	595	24
3.	Cross River	University of Calabar, Calabar	2,984	122
4.	Delta	Federal University of Petroleum Resources, Effurun	581	24
5.	Edo	University of Benin, Benin	3,856	158
6.	Rivers	University of Port Harcourt, Port Harcourt	4,554	186
Total			14,091	576

Source: Records from the Institutions' Departments of Establishment, 2018 (Uniuoyo, FUPRE, Uniben & Uniport); 2021 (Otuoke); & 2022 (Unical)

RESULTS AND DISCUSSION

Table 2 presents information on the distribution of respondents according to the federal universities in the South-South zone of Nigeria that were involved in the study and the Biodata of the respondents. These include the gender of the respondents; academic qualifications; departments; designations; and years of work experience. A breakdown of the analysis on Table 2 indicates that the University of Port Harcourt had the highest number of respondents with 175 (33.2%). This is followed by University of Benin with 143 (27.1%). The third is University of Calabar with 109 (20.7%). The fourth is University of Uyo with 57 (10.8%). In fifth position is Federal University, Otuoke that had 22 (4.2%). The institution with the least number of respondents is Federal University of Petroleum Resources, Effurun with 21 (4%). The disparity in the number of respondents across the universities is not unconnected with the differences in the number of respondents selected from each of the universities on proportionate basis.

On the biodata of the respondents, gender distribution of the respondents showed that 238 (45.16%) were female lecturers while 289 (54.84%) were male lecturers.

Academic qualifications of respondents were as follows: HND/Bachelor's Degree – 22 (4.2%); Postgraduate Diploma (PGD) – 7 (1.3%); Masters' Degree – 129 (24.5%); and Doctorate Degree (Ph.D.) – 369 or 70%. The distribution breakdown shows that Doctorate Degree is highest, followed by Masters' and HND/Bachelor's Degree, with the Postgraduate Diploma as the least, respectively.

On the departments of the respondents, as shown on the Table, 47 departments were involved in the study. It however shows that the Department of Library and Information Science had 29 respondents, Department of Pharmacology and Toxicology had 8 respondents, indicating that the two had the highest and least number of respondents involved in the study, respectively.

The rank or designation of the respondents indicated that respondents who were in the rank of Senior Lecturers were 109 (20.6%), Lecturer II were 105 (20%), Lecturer 1 were 98 (18.6%); while Associate Professors and Assistant Lecturers were 65 (12.3%) and 63 (12%) respectively. Full Professors were 57 (10.8%). Graduate Assistants had the least number of respondents with 30 lecturers (5.7%). Respondent's years of experience as

shown on Table 2 indicate that those who had 1-7 years of service were 122 (23.2%); 8-15 years were 230 (43.6%); 16 years and above were 175 (33.2%). The implication of all these is that the distribution of the questionnaire penetrated all strata of the respondents. This can therefore be a justifiable basis for drawing conclusions. Analysis from Table 3 indicates that Facebook do have influence on the research output of lecturers. This position is based on the significant mean value of 2.78, which shows that Facebook keeps lecturers connected with professional colleagues for updates and sharing of research ideas (2.86); provided them with rich content for their research studies (3.0); and enabled them to create topics for research (2.78). However, the influence of Facebook on the research output of the lecturers had less significant influence on lecturers' research output because the "Like/Dislike" Facebook feature did not enable lecturers to gather data during research (2.76); non-receipt of feedbacks from the Facebook comments section after posting research updates (2.75); lecturers did not use inputs from Facebook to fine-tune research strategies regularly (2.71); and inputs from Facebook did not enable the lecturers to get at least three articles annually (2.63). These items were deemed to have less positive influence on lecturers' research output because their mean values were less than the significant mean value of 2.78. The findings of this study are in concord with the findings of Jha, et al (2016) that Facebook has both positive and negative effects on academic activities as 80.8% of the subjects of their study acknowledged that using Facebook eased the process of acquiring academic materials from others. Also, Chukwu's (2018) study on influence of social media on the utilization of information on contagious diseases by medical students in teaching hospitals in Abia and Imo States, Nigeria, agrees that Facebook has gained substantial interest among educators and institutions as it supports learning, sharing of resources, and keeping in touch throughout studies. Furthermore, the findings of this research support the revelations of Sugimoto, et al (2016) and Haustein (2016). In their separate studies, the authors noted that Facebook has become integrated into the fabric of scholarly communication, by facilitating research and scholarship. The research finding on Facebook equally finds relevance on the research work of Aghadiuno and Onyekweodiri (2019) to the effect that Facebook, were

Table 2: Distribution of Respondents by Institutions, Gender, Academic Qualification, Department, Designation and Years of Experience.

S/N	Description	Frequency	Percentage
Name of Institutions			
1.	University of Uyo, Uyo	57	9.9
2.	Federal University, Otuoke	22	3.82
3.	University of Calabar	109	18.92
4.	Federal University of Petroleum Resources, Effurun	21	3.65
5.	University of Benin, Benin	143	24.83
6.	University of Port Harcourt, Port Harcourt	175	30.4
Total		527	91.52%
Gender			
1.	Female	238	41.32
2.	Male	289	50.2
Total		527	91.52%
Academic Qualifications			
1.	HND/Bachelor's Degree	22	3.82
2.	Postgraduate Diploma (PGD)	7	1.22
3.	Masters' Degree	129	22.4
4.	Doctorate Degree (Ph.D.)	369	64.06
Total		527	91.5%
Department			
1.	Agricultural Economics/Animal Science	25	4.7
2.	Accounting (Accountancy)/Marketing	24	4.6
3.	Computer Science (Technology)	11	2.1
4.	Civil/Electrical Engineering	20	3.8
5.	Petroleum and Gas Engineering	11	2.1
6.	Chemical Engineering	11	2.1
7.	Environmental Toxicology	14	2.7
8.	Anatomy/Physiology	25	4.7
9.	Nursing Science/Public Health	22	4.2
10.	Medicine and Surgery	14	2.7
11.	Fisheries/Forestry and Wildlife	15	2.8
12.	Business Administration (Management)	17	3.2
13.	Law	15	2.8
14.	Business/Science Education	27	5.1
15.	English and Literary Studies	17	3.2
16.	Physics/Industrial Physics	20	3.8
17.	Pharmacology and Toxicology	8	1.5
18.	Pharmaceutics and Pharmaceutical Technology	12	2.3
19.	Political Science/Public Administration	12	2.3
20.	Library and Information Science	29	5.5
21.	Educational Management and Planning	23	4.4
22.	Adult/Vocational and Technical Education (Studies)	27	5.1
23.	Philosophy	17	3.2
24.	Music/Creative Arts/Theatre Arts/Film Studies	20	3.8
25.	Biology/Microbiology	16	3.0
26.	Mathematics/Statistics	16	3.0
27.	Economics/Sociology and Anthropology	16	3.0
28.	Chemistry/Industrial Chemistry	14	2.7
29.	French/Foreign Languages/Linguistics	12	2.3
30.	Mass Communication	17	3.2
Total		527	
Designation/Position			
1.	Graduate Assistant	30	5.2
2.	Assistant Lecturer	63	10.94
3.	Lecturer II	105	18.23
4.	Lecturer I	98	17.01
5.	Senior Lecturer	109	18.92
6.	Associate Professor	65	11.3
7.	Professor	57	9.9
Total		527	91.5%
Years of Experience			
1.	1-7 years	122	21.2
2.	8-15 years	230	39.9
3.	16 years and above	175	30.4
Total		527	91.5%

Table 3: Mean Values Analysis of the Influence of Facebook on the Research Output of Lecturers.

S/N	Item Statements	SA	A	D	SD	Total	Mean	Decision
a	The Facebook "Like/Dislike" feature helps me gather data during my research studies	129	200	140	58	527	2.76	NS
b	I get feedbacks from Facebook comments section after posting my research updates	119	213	141	54	527	2.75	NS
c	Facebook keeps me connected with my professional colleagues for updates and sharing of research ideas	127	239	119	42	527	2.86	S
d	Facebook posts by my professional colleagues provides me with rich content for my research studies	148	264	84	31	527	3.0	S
e	Input from Facebook enables me to create topics for research	131	219	107	70	527	2.78	S
f	Input from Facebook enables me to fine-tune my research strategies regularly	123	207	118	79	527	2.71	NS
g	Input from Facebook enables me to get three articles (and above) yearly	101	220	114	92	527	2.63	NS

Weighted Average (Significant at) = 2.78

adopted, is a major source of academic resources, teaching and learning; and has become popular among scholars because it enhances academic activities. According to the authors cited above, Facebook specifically enables library professionals to announce updates, events and resources, among other factors of usages.

However, these findings question the outcome of the research outcome of Bedassa (2014) and Nadeem, et al (2020) that Facebook could be counter-productive and dangerous to users who become addicted to it. Many students' academic pursuits in higher institutions are said to have been ruined by Facebook and its negative implications. Though the authors advice for caution on the use of Facebook for research and other academic activities, their observations do not negate the fact that with a good knowledge of the tools and features to deploy, Facebook does aid research and other academic activities.

Be that as it may, the significance of these findings is that it will help to correct the hitherto negative notion that Facebook is a mere tool for social networking and entertainment only. It provides lecturers the opportunity to leverage on its various functions in the scholarly communication process and the factors that affect this use.

CONCLUSION

Lecturers in Federal government-owned universities in South-South Nigeria are aware of the vast potentials of Facebook beyond social networking. They have been deploying its academic relevant tools, features and resources for research and other academic purposes. The lecturers involved in this study were found to be using Facebook to stay connected with their professional colleagues in order to get updates on developments in their areas of discipline. They also shared research ideas and deployed its rich content in their research works. Facebook's content also assisted them to create topics for

their research studies. These factors were responsible for its significant influence on the research output of the lecturers - their mean values were either up to or more than the significant mean value of 2.78 as the Mean Values Table indicate. Furthermore, in contrast to the findings and conclusions of the works of Bedassa (2014) and Nadeem, et al (2020), on the negative impact of Facebook on academic performance of university students, it would appear that motive, and perhaps such demographic factors as age, level of education and occupation do influence the choice of type of Facebook features and tools, as well as its usage and impact.

RECOMMENDATIONS

Based on the findings of this study, which have proven that Facebook does have a significant influence on the research output of lecturers in universities of South-South Nigeria, it is here recommended that lecturers should explore, identify, adapt and integrate its relevant tools and features into the research process as they do have academic relevant contents also. For instance, Facebook established "Social Science One" to encourage research with its data and it is known to have been used in different scientific investigations. Its potentials can only be appreciated through awareness and appropriate deployment.

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