Effectiveness of Social Media Applications on Improvement of Technical Education Lecturer-Student Relationships in Nigerian Universities

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ABSTRACT

This study investigates the effectiveness of social media applications on improvement of the relationship between technical education lecturers and students in Nigeria universities. The study adopted a descriptive survey design. The population for the study comprised all 438 technical education students from four universities offering Technical Education programs in Southwest, Nigeria. A simple random sampling technique was used in selecting 160 students for the study. The study was guided by two research questions and two hypotheses. Two adapted questionnaires were used to collect data for the study. The instruments were validated by 3 experts.

A trial test conducted to determine the reliability of the instruments using Cronbach-Alpha technique revealed internal consistency coefficients of 0.81 and 0.79 for Social Media Learning scale and Integrated Communications Technology Learning respectively. The research questions were answered using mean and standard deviations while the hypotheses were tested with Multiple Regression and Analysis of Variance at 0.05 level of significance. The study found among others that the level of effectiveness of social media on improvement of the relationship between technical lecturers and students with respect to learning communications, interactive learning, information seeking and information sharing respectively is very low. The study, therefore, recommended among others, that all technical education lecturers should be mandated to start relating with their students via social media on academic (teaching, learning and research practices) and related matters.

INTRODUCTION

Social media is widely accepted and used in the 21st century by different groups including lecturers and students around the world. The evolution of internet technology seems to establish its use as the best medium for communication. Scholars explained that almost, two-third of the internet population across the globe visits social networking sites daily which makes it serve as an effective communication and connection tool (Ellison and Boyd, 2007; Osharive, 2015; Morrison, Oyedele, Oladunjoye and Maman, 2017).

Social networking services, often referred to as social media, is an online platform or web-based communities which focuses on building and reflecting social relations among people who share interests, background or activities (Gajjala, 2007). More importantly, social media provides an ideal platform for individuals and organizations to create content, share information, ideas and interests, and interact socially by connecting with other users (Tess, 2013; Ellison and Boyd, 2007). These social media communications are basically on areas of mutual interest which could be personal, business or from academic perspective (William, Boyd, Densten, Chin and Morgenthaler 2009). Mutekwe (2015) explained that the advent of social media technology has ushered in a potential solution to students' insatiable quest for new knowledge with lecturers as important facilitators.

In the quest for better approaches to connect with and motivate students by educators, social media platforms are turning into an intriguing alternative to the conventional learning environment (Ebner, Lienhardt, Rohs, and Meyer, 2010). Social media is becoming an important and indispensable component of educational technology that is dependent on mobile and web-based technologies to create highly interactive platforms through which lecturers and students could share, co-create, discuss and modify user-generated content knowledge in a bid to improve students' learning within and outside the school community (Baird and Fisher, 2006; Mutekwe, 2015). Social media according to Bryer and Zavatarro (2011, p. 327) are "technologies that facilitate social interaction, make possible collaboration, and enable deliberation across stakeholders. These technologies include blogs, wikis, media (audio, photo, video, text) sharing tools, networking platforms (including Facebook), and virtual worlds."

Prensky (2010) proposed that these digital technologies are coming, more or less rapidly, into our classrooms if used properly can go a long way to help make higher education students' learning real, engaging, and useful for their future. Miller, et al., (2016) ascertained that social media use in educational programs in the developed nations is redefining relationships between students and their teachers. Solis (2008) further explained that its use has resulted in creating collaborative opportunities between students and their lecturers to discover and share information. In support of this assertion, Sherer and Shea (2011) suggest that social media can be an instructional alternative to get across a lecturer's ideas from the very start of classes as well as a strategy for tracking learning outcomes online. The social media's most distinctive aspect is its potential to transform from pushing content outward to engaging in conversation for actually exchanging information. Such platforms as Facebook, Twitter, Myspace, LinkedIn, Slide Share, and Flickr are examples of tools available to lecturers and their students for use in the classroom. Blogs, wikis, online videos and podcasts are other forms of connecting to higher institution students most especially those in technical education as they learn how to become effective teachers or industrial workers in the future (Sherer and Shea, 2011).

Academic institutions all over the world are leveraging on social networks which has transformed the landscape of every tertiary educational institutions with other emerging technological development. With advances in technology, more information becomes available to university students and lecturers through a wide range of channels apart from the traditional, printed sources, but also sources in various formats via the Internet (Kim, Yoo-Lee and Sin, 2011).

Casey and Evans (2011) explained that the adoption and use of these emerging social media facilities is still within an educator's current job description especially in the universities. Social networks today are being used by most university lecturers and students as communication tool (Surawera et al, 2011) and other studies found that more than 90% of tertiary school students are engrossed in the use of social networks (Wiley and Sisson, 2006; Lenhart & Madden (2007). Major social networking media constantly used by lecturers and students include Twitter, Yahoo Messenger, WhatsApp, Facebook Messenger, Blackberry Messenger (BBM), 2GO messenger, Skype, Google talk, Google Messenger, among others (Morrison, Oyedele, Oladunjoye and Maman, 2017).

Lecturers and students are familiar with and are both involved in social media usage to an appreciable level most especially to interact with old and new friends, physical or internet friends (Asemah and Edegoh, 2012; Ejechi and Nelson, 2014; Osharive, 2015). However, the importance of social media usage around the university community is growing beyond ordinary social communication especially among lecturers and undergraduates. Social media has opened a whole new world of academic interaction in the educational sector. It has transformed the way and manner with which undergraduates, lecturers among others communicate and interact in a global world. Invariably, good communication system and relationship could be established between university lecturers and their students and extended beyond the classroom, which will make teaching-learning activities on-going everywhere (Raji and Abdul Kareem, 2009).

University lecturers and institutional administrators are increasingly promoting and trying out social media tools in attempts to open

up communication channels, to tie students closer to their institution (Heiberger and Harper, 2008) and to engage students more in their classes (Junco, Heiberger, and Loken, 2010; Junco, 2012). One of the major reasons for using social media tools in an educational setting include the need to meet students where they already are (Bodle, 2011), especially online where they are usually engaged (Heiberger and Harper, 2008; Suraweera, 2011).

Although, research-based evidence on the usefulness of social media implementations for learning purposes are limited (Hew, 2011; Junco, et al., 2010) and Onasanya, Nathaniel, and Akingbemisilu (2012) reported on the influence of satellite communication devices on students' acquisition of hidden curriculum in Nigeria senior secondary schools that students cultivated great deal of interest for watching myriads of satellite programs (audio-visual) for fun and entertainments rather than medium of instructing them academically. However, Alsolamy (2017) reported that utilizing the social platforms in education is helpful and can provide an opportunity for both academics and students to communicate and interact with one another. Also, Osharive (2015) recommended that utilizing social media in education would be helpful for enhancing academic activities if student's activities on the networking sites could be monitored by their teachers. Hence, a level of relationship could be established between the lecturers and their students with regards to teaching-learning activities most especially for the purpose of learning communications, interactive learning, information seeking and information sharing.

The social information processing theory which is an interpersonal communication theory suggests that online interpersonal relationship development might require more time to develop than face-to-face relationships, but when developed, it has the same influence as face-to-face communication (Osharive, 2015). This simply implies that students learning can be effectively enhanced through social media if the lecturers are adequately involved in the learning facilitation. Most studies exploring lecturers' attitudes towards employing social media platforms into education confirm that academics have positive perceptions (Alsolamy, 2017) with strong indicators of their intention to appropriately use social media tools in their higher education institutions (Ajjan and

Hartshorne, 2008; Albalawi, 2007). The main task of a lecturer is basically to convey knowledge, develop skills and develop character in addition to duties as a planner, manager, facilitator and coach (Sidek, 2010), and as an exemplary model for students. Bynum (2011) argues that university lecturers most especially those involved in technical education must make the most use of every available technological tools in the students training and find new techniques to incorporate them into the classroom. Bynum (2011) further asserted that technical lecturers will be more capable of connecting with students, provided they spend significant time on these platforms and interact with their students daily.

In line with the current development and transformation in the education system, lecturing is not much a real task but to act at socialization level, encouragement, inspiration, transmission value, cultivating mutual respect, and critical appreciation of the student (Syed Najmuddin, et al., 2011). However, several higher institution lecturers are still vexed with how they can effectively incorporate the new media into their teaching and learning programs.

Comprehension of lecturers on ways and manners of incorporating the social media into teaching practices which include planning and implementation of lessons, evaluation of teaching, as well as the interpersonal relationships between lecturers and students which could affect the quality of teaching and learning is a critical issue. Bynum (2011) established that certain social media applications can facilitate educational approaches such as active, social and engaging learning by promoting interaction with content, as well as lecturer-student and student-student communication, provided the required expertise can be guaranteed. Such applications can assist students in becoming active learners and allow them to better create and share knowledge (Maloney, 2007; Ferdig, 2007) especially in any technology related course area.

Technical education is one of the technology-based courses offered in Nigeria universities with specialization in any of automobile and metal work technology, building and woodwork technology and electrical/electronic technology. This course area is geared towards practical preparation of graduates for the realities of the world of work, reducing unemployment with

option of improved job creation, hence, adoption of appropriate methods of improving students learning options on the program (Ede, Miller and Bakare, 2010). The study of Mutekwe (2015) established the possibility of improving accessibility and quality of skill acquisition exercises in technology based programs with the floodgates of social media communication which have been opened through the Internet, Twitter, Facebook, YouTube, Viber, LinkedIn and the short message service (SMS) among many of the ever-changing media platforms that have shrunk the world and made education and learning excitingly accessible (Mutekwe, 2015).

The availability of social media as an instructional enhancement could therefore provide productive alternatives for technical education lecturers to advance new approaches for students' training (Morrison, et al., 2017). Umoru (2015) explained that the use of social media will enhance the exchange of 'user generated content' for bringing the classroom experience in line with workplace realities. Since the course involves higher order thinking with myriads of daily innovations which cannot be limited to the classrooms, hence, the need to prepare technical education students with every innovative technological facility so as to be fit or the 21st century world of work (Umoru, 2015).

The implementation of social media innovations could bring about possibilities of sharing immediate ideas and other helpful information in form of videos, pictures, texts among others which can improve technical education students' learning. Although, successful adaptation of any social media platform as an instructional aid would depends on the skill levels of the lecturers who are to use them. A study by Umoru (2015) revealed that appropriate use of social media for instructional purposes reinforces the role of teachers in Nigeria universities to better prepare graduates for a global workforce.

University lecturers and students are engaged in the use social media for academic purposes some of which include information dissemination, lecture arrangement, assignment, fixing of dates for tests among many other (Agbamuche, 2015). Other activities which include academic discussions, lesson presentation, interaction with course materials and class works are now being facilitated with the use of social media technology among university undergraduates in other to enhance improved learning and academic performance.

Studies have established a direct relationship between Social media usage and the academic performance of students in universities which indicated that poor performance may be as a result of deviation, distraction and divided attention between students' social networking activities and their academic work (Onasanya, Yahya, Akingbemisilu and Ayelaagbe, 2013; Osharive, 2015; Morrison, et al., 2017). Such studies established that students devote more attention to social media than they do to their studies (Onasanya, et al., 2013; Osharive, 2015; Morrison, et al., 2017). Hence, students' poor performance may stem from their addictiveness to social networks, students' frequency of exposure to social network, social media network that the students are more exposed to and the influence of social media as a medium of interaction between students.

It thus, becomes primarily evident that higher institution lecturers are currently expected to facilitate qualitative teaching and learning practices in line with the social media capabilities of their students (Morrison, et al., 2017). This has necessitated the importance of building relationships between lecturers and students on social networking platforms in order to channel students' learning through the same medium for improved learning and reduced poor performances. Hence, there is need to investigate the level of effectiveness of social media applications on improvement of the relationship between technical education lecturers and students in Nigeria higher institutions with focus on leaning communication, interactive learning, information seeking and information sharing.

Purpose of the Study

The main purpose of the study was to determine the effectiveness of social media applications on improvement of the relationship between technical education lecturers and students in Nigeria universities. Specifically, the study determined:

1.   the level of effectiveness of social media applications on improvement of the relationship between technical education lecturers and

students in learning communication and interactivity.

2.	the level of effectiveness of social media applications on improvement of the relationship between technical education lecturers and students in information seeking and information sharing.

3.	the role-effect of social media applications on improvement of the relationship between technical education lecturers and students in Nigeria universities.

4.	the difference in the perception of students specializing in electrical/electronic technology, building/woodwork technology and automobile/metal work technology on the effectiveness of social media applications on improvement of the relationship between technical education lecturers and students in the technical education program in Nigeria universities.

Research Questions

The following questions guided the study:

1.	What is the level of effectiveness of social media applications on improvement of the relationship between technical education lecturers and students in learning communication and interactivity?

2.	What is the level of effectiveness of social media applications on improvement of the relationship between technical education lecturers and students in information seeking and information sharing?

Hypotheses

The following hypotheses were tested in the study at 0.05 level of significance:

1.	There is no significant role-effect of social media applications on improvement of the relationship between technical education lecturers and students in Nigeria universities.

2.	There is no significant difference in the perception of students specializing in electrical/electronic technology, building/woodwork technology and

automobile/metal work technology on the effectiveness of social media applications on improvement of the relationship between technical education lecturers and students in the technical education program in Nigeria universities.

METHODOLOGY

Research Design

A descriptive survey design was employed for the study.

Population and Sample of the Study

The population for the study comprised all 438 technical education students from the four universities offering technical education program in South-west, Nigeria. A simple random sampling technique was used in selecting 160 students from the four higher institutions.

Research Instrument

Two adapted questionnaires were used to collect data for the study. The first is the Social Media Learning Scale (SMLS) developed by Alsobrook, Wakefield and Knezek (2011) and revalidated by Knezek, Mills and Wakefield (2012). The initial SMLS developed by Alsobrook, et al., (2011) has 8 items before validation by Knezek, et al., (2012), where it was reduced to seven items.

The second questionnaire is the Integrated Communications Technology Learning (ICTL) scale, a 15-item, Likert-type survey instrument developed by Mills and Knezek (2012) for students learning preferences in higher education. The items of the two questionnaires were rated on a 5-point Likert scale ranging from Strongly Disagree (SD), Disagree (D), Undecided (U), Agree (A) and Strongly Agree (SA).

These two questionnaires were modified to obtain information from technical education students on the role effect of social media applications on the improvement of the relationship between the technical education lecturers and the students based on learning

communications, interactive learning, information seeking and information sharing.

Validity and Reliability

The two instruments were validated by three experts in the field of Technical Education, Educational Technology, Measurement and Evaluation, Tai Solarin University of Education, Ogun State, Nigeria. A trial test was conducted to establish the internal consistency of the instruments using Crombach Alpha reliability technique and reliability coefficients of 0.81 and 0.79 were obtained for SMLS and ICTL, respectively.

Method of Data Analysis

Data collected from the administered instruments were analyzed using mean and standard deviations for the research questions while the hypotheses were tested using Multiple Regression Analysis and Analysis of Variance (ANOVA).

RESULTS

Answering Research Questions

Research Question 1: What is the level of effectiveness of social media applications on improvement of the relationship between technical education lecturers and students in learning communication and interactivity?

Table 1 presents the result on level of effectiveness of social media applications on improvement on the relationship between technical education lecturers and students in learning communication and interactivity. The Table shows with an average means of 2.33 and 2.14 which are less than the 3.00 cut–off point adopted in this study as the minimum level of effectiveness that social media applications has very minimal level of influence on the improvement of the relationship between technical education lecturers and students with respect to leaning communication and interactivity. Hence, the level of effectiveness of social media applications on improvement of the relationship between technical education lecturers and students in the technical education program is very low.

Table 1: Mean Responses of Students on Level of Effectiveness of Social Media Applications on Improvement of the Relationship between Technical Education Lecturers and Students in Learning Communication and Interactivity.

S/N	Learning Communications	Mean	Std. Dev.	Remark
1	With use of social media, am able to get faster feedback from my lecturers on academic matters	2.11	1.17	
2	When am using social media, I am able to inquire from my technical instructors on practical issues	2.43	1.21	
3	I am able to communicate effectively with my lecturers on courses they teach via social media	2.17	1.18	
4	Posting questions and getting feedback from my lecturers helps me understand my readings better.	2.13	1.18	
5	I feel a sense of community relating with my lecturers on social media	2.79	1.05	
	Average Mean	**2.33**		
	Interactive Learning			
6	With use of social media for academic activities, I increase my participation in classes when I am allowed to contribute through social media.	2.09	1.18	
7	Learning becomes interactive for me with my relationship with my lecturers on social media	2.18	1.13	
	Average Mean	**2.14**		

Research Question 2: What is the level of effectiveness of social media applications on improvement of the relationship between technical education lecturers and students in information seeking and information sharing?

Table 2 presents the result of the level of effectiveness of social media applications on improvement on the relationship between technical education lecturers and students in information seeking and information sharing. The Table reveals with an average means of 2.76 and 2.45 which are less than the 3.00 cut–off point adopted in this study as the minimum level of effectiveness that social media applications has slight influence on improvement of the relationship between technical education lecturers and students with respect to information seeking and sharing. Hence, the level of effectiveness of social media applications on improvement of the relationship between technical education lecturers and students in information seeking and information sharing is low.

Testing of Hypotheses

Hypotheses 1: There is no significant role-effect of social media applications on improvement of the relationship between technical education lecturers and students in Nigeria universities.

Table 2: Mean Responses of Students on the Level of Effectiveness of Social Media Applications on Improvement of the Relationship between Technical Education Lecturers and Students in Information Seeking and Information Sharing.

	Information Seeking		
8	I learn more when I regulate my own learning experience and seek information on things that I want to learn about from my lecturers	2.10	.96
9	I use Internet technology to explore topics of interest with assistance of my lecturers	2.99	1.01
10	I like to take classes from my lecturers after communicating on social media	2.09	1.03
11	Internet technology especially social media helps me become successful in my courses	2.88	1.13
12	I like to enroll in classes to continue my education.	3.24	.94
13	My lecturers encourage me to use Internet communications technology tools when I want to learn about something new.	2.87	1.02
14	Lecturers always advice on use of Internet communications technology to keep current on topics related to my field of expertise.	3.12	.85
	Average Mean	**2.76**	
	Information Sharing		
15	My lecturers are always willing to share interesting information on their courses online.	1.89	1.04
16	I use Internet communications/social media tools for self-expression especially when sharing with my lecturers	2.01	1.35
17	I learn many things by interacting with my lecturers on social media	2.35	1.01
18	Based on my experience with lecturers on social media, more classroom learning should include interactive communication technology experiences.	2.02	1.27
19	I would like to be a participating member of an online academic community if my lecturer use the medium	2.27	1.43
20	I post information that might be of interest to my colleagues	3.58	1.34
21	I learn best in a traditional classroom setting.	3.24	1.47
22	The things I need to know are revealed by my lecturers on social media	2.26	1.40
	Average Mean	**2.45**	

Table 3: Regression Analysis showing the Role-effect of Social Media Applications on Improvement of the Relationship between Technical Education Lecturers and Students.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.513	.116		13.091	.000
Learning Communication	-.024	.088	-.020	-.270	.787
Interactivity of Learning	-.169	.122	-.104	-1.381	.169
Information Seeking	.175	.126	.104	1.391	.166
Information Sharing	.039	.124	.024	.313	.755

Independent Variable: Social Media

Table 4: Analysis of Variance showing differences in the Perception of Students Specializing in Electrical/Electronic Technology, Building/Woodwork Technology and Automobile/Metal Work Technology on the Effectiveness of the Social Media Applications on Improvement of the Relationship between Technical Education Lecturers and Students.

Tehnical Students	Sum of Squares	Df	Mean Square	F	Sig.	Remark
Between groups	.414	3	.207			
Within groups	86.086	157	.492	.421	.657	NS
Total	86.500	160				

The table shows the role-effects of social media applications on improvement of technical lecturers and students' relationship in terms of learning communication, interactivity of learning, information seeking and information sharing. The table shows that social media applications has positive role contribution to information seeking (β= .104; p>0.05) and information sharing (β= .024; p>0.05) but has negative role contributions to learning communication (β= -.020; p>0.05) and interactivity of learning (β= -.104; p>0.05) in that order.

The result indicated that social media application has higher contribution to information seeking followed by information sharing, learning communication while it has the least contribution to interactive learning between technical lecturers and students. However, the contributions of social media applications to the improvement of the relationship levels between the technical lecturers and students with reference to learning communication, interactivity of learning, information seeking, and information sharing are not significant (p>0.05). Therefore, hypotheses one was not rejected. Hence, there is no significant role-effect of social media applications on improvement of the relationship between technical education lecturers and students in Nigeria universities.

Hypotheses Two: There is no significant difference in the perception of students specializing in electrical/electronic technology, building/woodwork technology and automobile/metal work technology on the effectiveness of the social media applications on improvement of the relationship between technical education lecturers and students in the technical education program in Nigeria universities.

Table 4 present differences in the perception of students specializing in the three options of the technical education program on the effectiveness of social media applications on improvement of the relationship between technical education lecturers and students. The table revealed a non-significant difference between the groups (df = 157; F = .421; p>0.05). Therefore, hypotheses two was not rejected. Hence, there is no significant difference in the perception of students specializing in the three options of the technical education program on the effectiveness of social media applications on improvement of the

relationship between technical education lecturers and students in the technical education program.

DISCUSSION OF FINDINGS

The findings of this study revealed very low level of effectiveness of social media platforms in enhancing effective interaction among technical education lecturers and their students with reverence to learning communication (M = 2.33) and interactivity (M = 2.14) as well as information seeking (M=2.76) and information sharing (M=2.45). The findings further established non-significant role-effects of social media applications on improvement of technical lecturers and students' relationship in terms of learning communication (β= -.020; p>0.05), interactivity of learning (β= -.104; p>0.05), information seeking (β= .104; p>0.05) and information sharing (β= .024; p>0.05). Moreover, the perception of students specializing in the three options of the technical education program on the effectiveness of the social media applications on improvement of the relationship between technical education lecturers and students is not statistically significant (df = 157; F = .421; p>0.05).

The low level of the effectiveness of social media applications on improvement of the relationship between technical education lecturers and students in terms of learning communication, interactivity, information seeking and information sharing as indicated by the findings of this study may indicate early stage of the introduction of the social media innovations into the teaching-learning practices in Nigeria universities. This is in line with the positions of Gajjala (2007), Ellison and Boyd (2007) and Tess (2013) that social media when recognized and adopted as a web-based community could provide an ideal platform for individuals and organizations to create content, share information, ideas and interests, and interact socially by connecting with other users.

The finding is substantiated by the assertion of William, Boyd, Densten, Chin and Morgenthaler (2009) that at any point when social media applications are adopted, the users of will forms an online community and be able to communicate with other users on areas of mutual interest and its outcome on the level of users' relationship would depend on the skills of application. In support of the findings of this study, Miller, et al., (2016) affirmed that the social media use in educational programs is capable of redefining and

gradually improving the relationships between students and their teachers. In the same vein, Solis (2008) pointed out that the use of these social media applications has potentiality of creating collaborative opportunities between students and their lecturers to discover and share information.

The low level of the role effects of the social media innovation in improving the relationship between technical education lecturers and students may suggest insufficient skills and expertise in the incorporation of the social media technologies into the educational practices in Nigeria universities. This is in line with the position of Osharive (2015) who recommended that utilizing social media in education would be helpful for enhancing academic activities if student's activities on the networking sites could be monitored and facilitated by their teachers. Lecturer's expertise would be required in facilitating appropriate academic activities with students via the social media. In support of this assertion, Raji and Abdul Kareem (2009) established that good communication system and improved relationship could then be established between lecturers and their students that will extend beyond the classroom and make teaching-learning activities on-going everywhere.

Appropriate use of required social media applications as supported by Bynum (2011) would facilitate educational approaches such as active, social and engaging learning by promoting interaction with content, as well as lecturer-student and student-student communication. This will assist students in becoming active learners and allow them to better create and share knowledge (Maloney, 2007; Ferdig, 2007) most especially in a technology-based course like technical education. In line with the foregoing, Prensky (2010) proposed that the digital technology now coming, more or less rapidly, into our classrooms if used properly can go a long way to help make higher education students' learning real, engaging, and useful for their future.

The present low-level of improvement in lecturer-student relationship in terms of learning communication, interactivity of learning, information seeking and information sharing via social media networking could be effectively resolved following the suggestion of Casey and Evans (2011) and Surawera et al., (2011) who believes that the adoption and use of these

emerging social media facilities is still within an educator's current job description especially in the higher institution. This is corroborated by the position of Umoru (2015) who argues that the use of social media by lecturers and students will enhance the exchange of 'user generated content' for bringing the classroom experience in line with workplace realities.

In support of the improvement in the present state of the relationship between technical education lecturers and students, Ellison and Boyd (2007), Osharive (2015), Morrison, Oyedele, Oladunjoye and Maman (2017) advised proper incorporation of applicable social media innovations as a communication and connection tool in academic practices with evidence that almost, two-third of the world's internet population visits social networking or blogging sites daily.

CONCLUSION AND RECOMMENDATIONS

The study concluded based on its findings that at present the role effects and level of effectiveness of social media applications on improvement of the relationship between technical education lecturers and students with respect to learning communication, interactive learning, information seeking and information sharing is very minimal. In essence, appropriate training exercise on social media applications may significantly improve the relationship between technical education lecturers and students with respect to teaching and various learning activities.

Based on the findings of the study, the following recommendations are made:

1.	All technical education lecturers should be mandated to start relating with their students via social media on academic (teaching, learning and research practices) and related matters.

2.	Social media platforms should be projected in the higher institutions as one of the tools for carrying out academic and research activities.

3.	Social media applications should be encouraged as a method of teaching applicable courses in the technical education program.

4.	Appropriate training on academic use of social networking sites should be provided for both lecturers and students in other to improve their level of interaction and productivity.

5.	Effort should be made in ascertaining that the potentiality of social media platforms are explored and used for improving lecturer-student relationships in various aspects of the academic program.

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