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UNIVERSITY OF IBADAN LIBRARY

A COMPARATIVE STUDY OF SOCIAL NETWORKS' UTILISATION AND ADDICTION AMONG UNDERGRADUATE AND POSTGRADUATE STUDENTS IN NIGERIAN UNIVERSITIES

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Abstract

This study investigated social media utilisation and addiction among students in Nigerian universities. The survey research design was adopted while questionnaire was used as the main instrument of data collection. The sample for the study comprises three hundred and twenty seven (327) students randomly selected across five selected universities in Nigeria but only 215 of the students provided useful responses for the study. Five research questions were answered in the study. The study revealed regular use of social media for the purpose of communicating and connecting with friends only while Picassa, Twitter, Flickr, Youtube, MySpace, Blogger, LinkedIn and LibraryThing were found to top the list of social media being used on regular basis by the students. The level of social media addiction among the students was found to be low. The study revealed that there is no significant difference in the level of addiction to social media between undergraduate and postgraduate students. On the other hand, the study established a significant difference in the level of social media utilization between undergraduate and postgraduate students in Nigerian universities as the undergraduate students were found to utilize social media more than their postgraduate counterparts.

Key words: *Social media utilisation, Social media addiction, Nigerian students*

Background to the Study

The new digital age has brought about extraordinary developments in technology which have altered the way many people access and use information. The social media network is a major technological development altering human social interaction. Social media networks have created a phenomenon on the internet that has gained popularity among people over the years. Educational institutions are also realising that engaging in social media can allow for "highly participative" interaction with students and educators which makes them feel more involved with the institutions (Culnan 2010). Skelly (2005) identified four different social media platforms that are popular among students as Facebook, Twitter, Blogs, and client hosted forums. These had made social media to become extremely popular among students.

Students happen to be a category of people who largely make use of social media (Sawyer, 2011). In this "information age," social media sites seem to be growing in popularity rapidly, especially among young students (Pempek, Yermolayeva, & Calvert, 2009). Huibregtse (2013) emphasised that the reasons for the popularity of social media sites vary among students, but the most typically reason being that they wish to keep in contact with others who do not live nearby such as family and high school friends, interact and engage with others with similar interests.

With the average students having so many friends, there is a large potential for students to share information with a variety of other people. In recent years, social media has become a huge and integral component of how students spend their time online. Not surprisingly, students are easily connecting with others and sharing information more than ever before. Many students get news, gossip, and friendship updates via social network sites, sometimes even before breakfast from the convenience of their mobile phone or laptop (Boyd, 2008). As a matter of fact, Lenhart, Purcell, Smith and Zickur (2010) reported that 94% of College students use social media sites.

The acceptance of social media networks among students is informed by the learning sociology theory (Baron, Byrne and Branscombe 2006). This theory is based on the socio-cultural activity, and situated learning theories (Vygotsky, 1978 and Engestrom, 1987 cited in Ivala & Gachago, 2010). They emphasised that the notion of learning ecology suggests that individuals are simultaneously involved in many settings and also create learning contexts for themselves within and across settings. Furthermore, the students can create permeable boundaries among settings and ensure that interest-driven activities are spanned contextual boundaries and be self-sustaining given adequate time, freedom and resources (Barron et al, 2006). They (2006) further emphasized that activity which students are interested in, such as sharing information on facebook can transfer from a social context to an academic context and vice versa for sharing and communicating information. Students form a large proportion of users on social media networks. Lenhart, Purcell, Smith, and Zickuhr (2010) found that seventy two percent (72%) of all college students have a social media profile with 45% of college students using a social media site at least once a day. Many of these young students use social media networks to communicate with family, friends, and even strangers. Social media sites have created new and non-personal ways for people to interact with others and students have taken advantage of this technological trend. Consequently, scholars dive into the potential of social media network addiction and the effect on other behavioural changes..

In spite of the fact that the benefits of social media networks have made notable improvements in all fields, some students are becoming preoccupied with the social media networks and unable to control their use of this new technology, thereby jeopardising their academics and personal relationships. This is known in the literature as social media addiction. Social media addict is sometimes used to refer to someone spending too much time using Facebook, Twitter and other forms of social media so much so that it interferes with other aspects of daily life. Likewise, Walker (2012) defined a social networking addict as someone who spends excessive time in social media networks that it interferes with the important activities of his/her daily life. The psychologists have been exploring the issues of social media addiction and have then characterised it as the uncontrollable and damaging use of the social media (Sally, 2006). Therefore, it can be summarised that social networking as a behavioural addiction can be harder to resist compared to substance addiction such as smoking and drinking alcohol. This can be explained as to the high availability of social

media and the fact that joining social media is far less expensive as compared to buying cigarettes and alcohol.

Beard (2002) stated that "social media network addiction is an explanation for uncontrollable and damaging use of the technology". Spencil and Gitimu (2011) emphasised concerns that addiction to social media networks by students might interfere with academic achievement, conventional social interaction, and exposure to desirable and undesirable cultural experiences. In university settings, anecdotal evidence of problems stemming from excessive use of new technologies has been reported on various campuses (Cabral, 2010). For example, study by Boyd and Ellison (2007) reported that 50% of students interviewed after dismissal for academic failure listed excessive usage of social media as a reason for their problems.

The use of social media network sites among Nigerian students is an ever growing phenomenon. Observations have shown that many of these students are undiscerning users of social media network sites with many already tending toward excessive usage or are already entrapped in the 'web' of addiction. This fact remains hazy as there is still a dearth of empirical investigations in this area in Nigeria. As social media networks' use continues to grow and attain popularity among young students in Nigerian universities, its users keep surging daily amidst growing concern over students' over-dependence or addiction tendencies. This tends to suggest that Nigerian university students are getting addicted or are at the verge of getting addicted to social media network. Therefore, this study investigated the extent of social media utilisation and addiction to social media among students in Nigerian universities.

Objectives of the Study

The broad objective of this study is to investigate the pattern of social media utilisation and level of addiction among students in Nigerian universities. The specific objectives of the study are to:

1. investigate the pattern of use of social media networks' utilisation among students in Nigerian universities;
2. find out if students in Nigerian universities are addicted to social media;
3. examine if there is significant difference in the level of social media networks' utilization between undergraduates and postgraduates students in Nigerian universities;
4. find out if there is any significant difference between undergraduates' and postgraduates' students addiction to social media networks.

Research Questions

The following research questions were answered in this study;

1. For what purposes do students in Nigerian universities make use social media networks?
2. What is the frequency of social media networks utilisation among students in Nigerian universities?
3. Are students in Nigerian universities addicted to social media?
4. Is there any significant difference between undergraduate and postgraduate students' addiction to social media networks?
5. Is there any significant difference between undergraduates and postgraduate students' utilisation of social media networks?

Literature Review

The permeation of social media networks-based technologies into the society has created a new social order that is spreading rapidly into daily life, and directly affecting people's ideas and behaviour. Kuss and Griffiths (2011) emphasised that social media networks have brought about a revolution in information creation and sharing among students such that students are generally divided up between those who use social media networks as tools of routine activities and those who use it as a tool of communicating (creating and exchanging information).

Study on the use of social media among students (Cohen, 2005; Sawyer, 2011) reported social interaction, passing time, entertainment, companionship, communication motives as major purposes for students' use of social media networks. On the other hand, Walker (2012) emphasised the need to make friends and interact with colleagues as strong predictors of positive attitude toward social media sites use. According to Cabral (2010) majority of students in universities use the social media sites for many purposes; and have realized the benefits the social media sites have to offer the students in their academic activities. The use of social media networks have no doubt impacted greatly on the activities of university students.

In recent years, social media such as Facebook, Myspace, Flickr and Youtube have become popular particularly with young students (Shatique, Anwar, & Bushra, 2010). These tools have become part of the students' lives and help to build their connections with others. These connections are based on related interests, work, interactions and personal relationships. Subrahmanyam, Reich, Waechter, and Espinoza (2008) reported the findings of a study aimed at understanding the role of social media networking sites in college students' lives and analysed their typical activities on them, and their reasons for using them. The study found that majority of the participants in their sample reported having a profile on a social networking site (78%) while only 56% reported the use of instant messaging programs.

On the purpose of social media use, Sawyer (2011) findings revealed that students use social media sites to communicate with their friends and families and to stay in touch with people whom they cannot talk to face to face. Staying connected to people is important for relationships building. In corroborating this, Balci and Golcu (2013) reported that university students in Turkey use facebook more for communicating with friends, getting information about people and events, entertainment and relaxing as well as messaging. Also, Charney and Greenberg (2001) reiterated that students use social media basically for the purposes of keeping informed, diversion and entertainment, peer identity, good feelings, communication, sights and sounds, career and coolness. Cheak, Goh and Chin (2012) also reported checking of messages, checking of comments/testimonies and playing games as topping the list of purposes for which university students in Malaysia visit social networking sites just as they reported regular use of friendster, tagged and MySpace among the students.

Looking at the differences in the use of social media among undergraduate and postgraduate students, McLough (2013) reported a significant difference in the use of social media between undergraduates and graduate students in USA and Canada. Findings from the study revealed that the undergraduates are more comfortable with the use of facebook and twitter while the graduate students are favourably disposed to the use of Google+ and Linkeldn. Studies (Acquisti and Gross, 2006; Joinson, 2008; Salaway and Caruso, 2008; Lenhart, 2009) on gender differences in the use of social media among students reported that female students make use of social media than their female counterparts. This is corroborated by Schirock (2009) that reported gender differences in social media usage among college

undergraduates as female undergraduates were found to make use of social media more than their female counterparts.

Social media networks addiction or as many specialists call it social media networks addiction disorder is an aspect of internet addiction that is viewed as a problem that is still difficult to be defined accurately. However, the concept of addiction follows the medical model as highlighted by Cheak, Goh, & Chin (2012). Reasons of having a variety of different definitions include the fact that the causes of social media networks addiction are different from one place to another and also that researches on social media addiction came from different fields. For example, sociologists have different definitions than therapists in medical fields. Beard (2002) described social media networks addiction as an explanation for uncontrollable, damaging use of these technologies. On the other hand, it is a warning sign that a person is having difficulty controlling his or her use of social media networks sites.

Addiction usually refers to compulsive behavior that leads to negative effects. In most addictions, people feel compelled to do certain activities so often that they become a harmful habit, which then interferes with other important activities such as work or school. In that context, a social networking addict could be considered as someone with a compulsion to use social media to excess—constantly checking social media status updates or “stalking” people’s profiles on Facebook endlessly. Stewart (2004) reiterated that social media network addiction has negative effects such as loss of interpersonal relationships, failure to address responsibilities, distraction from other aspects of life, and poor health.

Also, Echeburna and de Corral (2010) observed that those people addicted to using social media networks experience symptoms similar to those experienced by people suffering from addiction to substances or other behaviours. Investigating some aspects of the addictive potential of social networking sites, Pelling and White (2010) surveyed 233 teenage students and discovered that addictive tendencies with regard to social media network sites were significantly predicted by self-identity and belongingness. This means that teenagers who identified themselves as social media network sites users and those who looked for a sense of belongingness on social sites appeared to be at risk of developing an addiction to social network sites.

Several factors determine students’ addiction to social media. Sheldon (2008) findings revealed passing time, entertainment and coolness motive as significant predictors of social media addiction among students. Porter, Mitchell, Grace, Shinosky and Gordon (2012), in their study of effects of social media use and addiction on relationships satisfaction, reported that majority of the participants use social media frequently and that they use social media multiple times per day.

In Nigeria, irrespective of age, most young adults start the day by checking their Facebook accounts (Alabi, 2013). However, this trend can constitute serious academic problems if left unchecked. The frenzy is gradually tending toward addiction as some students cannot do without accessing their accounts with the social media sites they subscribed to. They like to stay up-to-date with the current trends and events in the virtual world of social media networks. The time and attention that undergraduates are giving to this social network site is becoming increasingly alarming because students can access their accounts on their mobile phones. Often, when lectures are going on, students still find time to chat with friends online or respond to notifications at the detriment of their academic pursuit.

Furthermore, researchers (Boyd and Ellison, 2007; Cabal, 2010) agreed unanimously that social media addiction is a serious problem that needs to be studied and solved. Many

researchers have also found that social media addiction has lots of consequences that affect persons negatively and destroy their lives. Furthermore, almost all literature about the topic ensures that such consequences may make the persons unable to build and develop their societies. Engelberg and Sjoberg (2004) also discussed the consequences of social media addiction as including cutting the users off from genuine social relationships that ultimately lead to impoverished participation in social life and social isolation.

On the level of addiction to social media among students, findings from Olowu and Fasola (2012) study on the level of social media network addiction among youths in Nigeria revealed that majority of the students in tertiary institutions in Oyo State affirmed that they spend more time on social media and that they felt agitated when they are not able to access their social network at least twice daily. This established a high level of social media addiction among the students. Subathra, Nimisha and Hakeem (2013) also reported a high level of addiction to social media among college students in Coimbatore, India as majority of the students (98.0%) were found to be addicted to social network chatting. Benson, Filippaios and Morgan (2009) reported a significant difference in social media addiction between undergraduate and postgraduate students in UK and European universities. Findings from the study revealed that graduate students exhibit more addiction to social media than undergraduate students.

Methodology

This study adopted the survey method of ex-post-facto design. The population of the study comprises all the students in the seventy eight government owned universities in Nigeria. There are 40 Federal-owned and 38 State-owned universities in Nigeria (NUC, 2013). The multi stage sampling technique was adopted in selecting the sample size. The simple random sampling using balloting system was adopted in selecting five universities out of the 78 government owned universities in Nigeria. The universities selected are; Ahmadu Bello University (ABU), Obafemi Awolowo University (OAU), Federal University of Technology Minna (FUTMINNA), University of Agriculture, Abeokuta (UNAAB) and Delta State University (DELSU). At the second stage of the sampling procedure, the convenience sampling technique was adopted in selecting a total of 327 respondents from the selected universities. The detail distribution of selected respondents across the chosen universities is presented in Table 1.

Table 1: Response Rate from Selected Universities

Universities	Number of selected respondents (Sample size)
Ahmadu Bello Universities, Kaduna State	53
Obafemi Awolowo University, Osun State	66
Federal University of Technology, Minna, Niger State	57
Federal University of Agriculture, Abeokuta, Ogun State	71
Delta State University, Abraka, Delta State	80
Total	327

Instrumentation

The questionnaire designed for this study comprises four sections. The first section of the questionnaire is aimed at gathering data on the demographic information of respondents such as age, gender, level of study, social media use experience, social media competency et cetera. Second section of the questionnaire is designed to measure the purpose of use of social media among the students. It is prepared as a checklist of 18 items out of which the respondents were asked to tick the ones appropriate to them. The Section on frequency of use comprise 13 items which are measured on a 6 point likert scale of 'Daily', 'Twice a week', 'Weekly', 'Fortnightly', 'Monthly' and 'Do not use'. The last section focused on measuring the level of addiction to social media among the students. It comprises 14 items to which the respondents indicated their extent of agreement or disagreement on a 4 point likert scale of 'Strongly Agree', 'Agree', 'Disagree' and 'Strongly Disagree'. The questionnaire was trial tested on 50 students from University of Ibadan which is not part of the Institutions selected for the study. The data collected from the trial testing were subjected to Cronbach Alpha reliability coefficient with the results for Purpose of Use, Frequency of Use and Level of Addiction as 0.75, 0.83 and 0.78. These were considered suitable and appropriate for the study.

Data Analysis and Discussion of Findings

Out of a total of 327 copies of questionnaire administered on the respondents, only 215 copies were returned with useful responses which give a response rate of 65.7%. The data collected were analysed based on the research questions answered in the study.

Research Question 1: For what purposes do students in Nigerian universities make use of social media?

Table 2: Purposes of Social Media Utilisation by Students

Purpose of Social Media Utilisation	Level of Study		Mean	Std. Dev.
	Postgraduate	Undergraduate		
Online learning	83 (55.0%)	50 (78.1%)	0.62	0.487
Finding community of my interest	78 (51.7%)	253 (82.8%)	0.61	0.489
Communication	82 (54.3%)	47 (73.4%)	0.60	0.491
Chatting with friends	79 (52.3%)	42 (65.6%)	0.56	0.497
Research work	73 (48.3%)	45 (70.3%)	0.55	0.499
News	55 (36.4%)	45 (70.3%)	0.47	0.500
Leisure/Fun/Entertainment	73 (48.5%)	29 (45.3%)	0.47	0.501
Check messages	60 (39.7%)	40 (62.5%)	0.47	0.500
Update content	56 (37.1%)	40 (62.5%)	0.45	0.498
Check comments	54 (35.8%)	26 (40.6%)	0.37	0.484
Making friends	34 (22.5%)	39 (60.9%)	0.34	0.475
Passing away time	34 (22.5%)	24 (37.5%)	0.27	0.445
Finding social contacts	28 (18.5%)	22 (34.4%)	0.23	0.423
Sharing links	25 (16.6%)	25 (39.1%)	0.23	0.423
Finding jobs online	22 (14.6%)	17 (26.6%)	0.18	0.386
Video conferencing	21 (13.9%)	17 (26.6%)	0.18	0.382
Advertisement	24 (15.9%)	12 (18.8%)	0.17	0.374
Check other people timeline	19 (12.6%)	14 (21.9%)	0.15	0.361

Table 2 presents information on the purposes of social media utilisation by the respondents. It revealed online learning (83 or 55.0%), finding community of interest (78 or 51.7%), communication (82 or 54.3%) and chatting with friends (79 or 52.3%) as major purposes for which the undergraduate students make use of social media. On the other hand, majority of the postgraduate students affirmed finding community of friends (53 or 82.8%), online learning (50 or 78.1%), communication (47 or 73.4%), research work (45 or 70.3%), news (45 or 70.3%), chatting with friends (42 or 65.6%), checking messages (40 or 62.5%), updating content (40 or 62.5%), and making friends (39 or 60.9%) as major purposes for social media utilisation. This implies that online, finding community of friends, communication and chatting with friends are major purposes of social media utilisation among students in Nigerian universities. This is in support of Sawyer (2011) and Balci and Golcu (2013) findings that emphasised communicating with friends and staying connected to people and events as major purposes for students' use of social media. This established the fact that there is no variation in the purposes of social media utilisation among students in Nigeria and students on other universities all over the world.

Research Question 2: What is the frequency of social media networks utilisation among students in Nigerian universities?

Table 3: Frequency of Social Media Utilisation among University Students in Nigeria

Social Media Networks	Undergraduate			Postgraduate		
	Regular Use	Occasional Use	Non Use	Regular Use	Occasional Use	Non Use
Twitter	109 (72.2%)	25 (16.5%)	17 (11.3%)	37 (57.8%)	9 (14.1%)	18 (28.1%)
Facebook	26 (17.3%)	36 (23.9%)	89 (58.9%)	2 (3.1%)	18 (28.1%)	44 (68.8%)
Picassa	129 (85.4%)	7 (4.6%)	15	46 (71.8%)	-	18 (28.1%)
Flickr	32 (87.4%)	7 (4.6%)	12 (7.9%)	44 (68.7%)	4 (6.2%)	16 (25.0%)
Youtube	110 (72.8%)	33 (21.6%)	8 (5.3%)	32 (50.0%)	18 (28.1%)	14 (21.9%)
MySpace	127 (84.1%)	12 (7.9%)	12 (7.9%)	34 (53.1%)	8 (12.5%)	22 (34.4%)
Blogger	128 (84.8%)	11 (7.3%)	12 (7.9%)	38 (59.4%)	12 (18.6%)	14 (21.9%)
Wikis	119 (78.8%)	20 (13.2%)	12 (7.9%)	26 (40.6%)	16 (25.0%)	22 (34.4%)
LinkedIn	124 (82.1%)	13 (8.6%)	14 (9.3%)	42 (65.6%)	6 (9.4%)	16 (25.0%)
LibraryThing	118 (78.1%)	12 (7.9%)	21 (13.9%)	38 (59.4%)	6 (9.4%)	20 (31.2%)
Google Notebook	53 (35.1%)	23 (15.2%)	75 (49.7%)	18 (28.1%)	10 (15.6%)	36 (56.2%)
Google Plus	52 (34.4%)	25 (16.6%)	64 (42.4%)	23	9 (14.1%)	32 (50.0%)
Google bookmark	39 (25.8%)	65 (43.0%)	47 (31.1%)	16 (25.0%)	8 (12.5%)	40 (62.5%)

From Table 3, findings on the frequency of social media utilisation revealed regular use of Flickr (132 or 87.4%), Picassa (129 or 85.4%), Blogger (128 or 84.8%), My Space (127 or 84.1%), LinkedIn (124 or 82.1%), Wikis (119 or 78.8%), LibraryThing (118 or 78.1%), YouTube

(110 or 72.8%) and Twitter (109 or 72.2%) among undergraduate students while majority of the postgraduate students affirmed regular use of Picassa (46 or 71.8%), Flickr (44 or 68.7%), LinkedIn (42 or 65.6%), Blogger (38 or 59.4%), LibraryThing (38 or 59.4%), Twitter (37 or 57.8%), My Space (34 or 53.1%) and Youtube (32 or 50.0%). Therefore, Picassa, Twitter, Flickr, Youtube, MySpace, Blogger, LinkedIn and LibraryThing are found to be the only social media being used on a regular basis among students in Nigerian universities. This is at variance with what Cheak et. al. (2012) found among university students in Malaysia which revealed regular use of only Friendster, Tagged and Myspace.

Research Question 3: Are students in Nigerian universities addicted to social media?

Table 4: Level of Social Media Addiction Among Students in Nigerian Universities

Statement	Postgraduate		Undergraduate		Mean	Std. Dev.
	Agree	Disagree	Agree	Disagree		
I am able to control my use of social media network	121 (80.2%)	30 (19.8%)	41 (64.1%)	23 (35.9%)	3.05	0.787
I find that I spend more time than intended on social media	89 (58.9%)	62 (41.1%)	46 (71.9%)	18 (28.1%)	2.71	0.781
I do not feel like loosing anything without social media	82 (54.3%)	69 (45.7%)	24 (37.4%)	40 (62.4%)	2.68	0.939
I stay online than originally intended	86 (57.0%)	65 (43.0%)	47 (73.4%)	17 (26.6%)	2.63	0.875
I use social media as a way of escaping from problems or of relieving mood	72(42.6%)	79 (52.4%)	33 (51.5%)	31 (48.5%)	2.45	0.900
I tried to cut down the amount of time I spend online and fail	76 (50.4%)	75 (49.6%)	32 (50.0%)	32 (50.0%)	2.43	0.679
I cannot imagine going without social media	80 (57.0%)	71 (47.0%)	29 (45.3%)	35 (54.7%)	2.43	0.861
I feel depressed when I cannot access my social media account	56 (37.1%)	95 (62.9%)	26 (40.6%)	38 (59.4%)	2.32	0.867
I often find myself saying "Just a few minutes" when using social media	39 (25.8%)	112 (74.2%)	32 (50.0%)	32 (50.0%)	2.24	0.715

I feel a need to return to social media networks as soon as possible	46 (30.5%)	105 (69.5%)	27 (42.2%)	37 (57.8%)	2.20	0.894
I often check my social media sites before every other things that I need to do	44 (29.1%)	107 (70.8%)	18 (28.1%)	46 (71.9%)	2.18	0.818
I feel preoccupied with social media	37 (24.5%)	114 (75.5%)	26 (40.6%)	38 (59.4%)	2.15	0.801
I can risk any relationship because of social media	47 (31.1%)	104 (68.9%)	17 (26.5%)	47 (73.5%)	2.09	0.994
I spend more time using social media than just about anything else	28 (18.5%)	123 (81.5%)	5 (7.8%)	59 (92.2%)	1.94	0.605
Average Weighted Mean					2.39	

Table 4 presents information on social media addiction among Nigerian students. The overall weighted mean of social media addiction among students in Nigerian universities was found to be 2.39 which is lower than the criterion mean of 2.5 set for high level addiction among students, hence, the inference can be drawn that students in Nigerian universities are not addicted to social media. This is at variance with Findings from Olowu and Fasola (2012) that reported a high level of social media addiction among students in tertiary institutions in Oyo State and Subathra et. al. (2013) which reported a high level of social media addiction among college students in Coimbatore in, India.

Research Question 4: Is there significant difference between undergraduate and postgraduate students’ addiction to social media networks?

Table 5: T-test Comparison of difference between Undergraduate and Postgraduate students’ Addiction to Social Media Network

Variable	N	\bar{X}	SD	Df	t-Cal	t-Critic	P	Sig
Undergraduate	151	35.12	5.61	213	3.30	1.61	.707	Not Sig.
Postgraduate	64	35.38	4.03					

Level of Significance is 0.05%.

Table 5 reveals findings of the analysis of difference between undergraduate and postgraduate students’ level of addiction to social media. Findings show t-calculated = 1.61, t-critical = 3.30, df = 213, $p > 0.05$. The t-calculated of 3.30 is greater than the t-critical of 1.61 which implies that there is no significant difference in the level of addiction to social media between undergraduate and postgraduate students in Nigerian universities. This is in contrast

with findings from Benson et. al. (2009) study which revealed a significant difference in the level of social media addiction between undergraduate and postgraduate students.

Research question 5: Is there significant difference between undergraduate and postgraduate students' utilisation of social media?

Table 6: T-test Comparison of difference between Undergraduate and Postgraduate students' Utilisation of Social Media Networks

Variable	N	\bar{X}	SD	Df	t-Cal	t-Critic	P	Sig
Undergraduate	151	54.11	15.43	213	3.763	1.96	0.0001	S*
Postgraduate	64	44.88	18.64					

Level of Significance is 0.05%.

Table 6 indicates findings of the difference between undergraduate and postgraduate students' level of social media utilisation and it revealed t-calc = 3.763, t-critical = 1.96, df = 213, p<0.05. This implies that there is a significant difference between undergraduate and postgraduate students' level of social media utilization. The undergraduate students were found to utilize social media more than their postgraduate counterparts. This finding is at variance with McLough (2013) findings which revealed a significant difference in the use of social media between undergraduate and postgraduate students in USA and Canada.

Conclusion and Recommendations

This study established the use of social media for the purposes of communication and connecting with friends only among students in Nigerian universities. This is against the fact that social media are being used to transform academic and research activities in educational institutions in developed countries. Students in other climes are maximising the potentials that social media offered in academic and research activities. On the other hand, students in Nigerian universities were found not to be addicted to social media contrary to what some other studies within and outside Nigeria which reported extreme addiction to social media among students in colleges and tertiary institutions (Olowu & Fasola,2012; Subathra et. al. 2013). The study further established a significant difference between undergraduate and postgraduate students use of social media. The undergraduate students were found to use social media more than their postgraduate counterparts. A non-significant difference was established between undergraduate and postgraduate students addiction to social media.

Based on the findings, it is very important that students in Nigerian universities should begin to maximise the potentials afforded by social media for their academic and research activities just as management of educational institutions should make it a point of duty in making provisions for the integration of social media in teaching and learning activities. It is also very necessary that students in Nigerian universities should guide against extreme addiction to social media which may influence their academic performance negatively.

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