

Excessive Social Media Usage among Federal University Students in Southern Nigeria

Gabriel C. UNACHUKWU, Christopher A. NWANKWO and Emeka Nkem IWEANYA,

Department of Guidance and Counselling, Faculty of Education,
Nnamdi Azikiwe University, Awka NIGERIA

Abstract

The study was carried out to investigate the excessive social media usage among Federal university students in Southern Nigeria. Three research questions and two null hypotheses guided the study. The study adopted a-descriptive survey research design. The population comprised of 25607 university students (in first and second year) in eight federal universities in Southern Nigeria and sample size comprised of 2688 students covering 10.5 percent of the population were selected through proportionate stratified random sampling. The instrument for data collection is the Social Media Disorder (SMD) scale. It is a standardized instrument developed by Eijnden, Lemmen and Valkenburg (2016). The researchers adopted it for very minor modification. Aggregate scores and arithmetic mean were used to answer the research questions while the null hypotheses were tested using t-test 0.05 level of significance. The findings showed that most of the university students make worrisome excessive use of social media and the students do not differ significantly in their usage of social media due to their gender and year of study. Based on the findings, the study therefore recommended that The University guidance counsellors should start without delay to apply some therapeutic and behaviour modification techniques to assist the students who have become addicted to social media. Also academic counsellors and other university lecturers should start making use of e-portfolio in the teaching and giving students assignments so that the social media could be useful to the students who are already addicted to it.

Keywords: Excessive Social Media Usage, Federal University Students, Southern Nigeria

Introduction

Nowadays, the advent of technology is quickly emerging and undeniably, it takes a vital part in people's lives. Evidence of this, is the development of the social media. The social media provides instantaneous access to information at all times. With the evolution of these sites, it changes the way one communicates and how one finds and shares personal information, exchange ideas, feelings, photos, and videos at overwhelming rate. Social media brought many positive implications to human life such as making the connection of millions of people from all over the world possible within few seconds. However, because of their limited capacity for self-regulation and susceptibility to peer pressure, students and adolescents are at great risk as they navigate and experiment with the social media.

The social media is a platform for people to discuss their issues and opinions. They are computer tools that allow people to share or exchange information, ideas, images,

videos and even more with each other through a particular network or the other. It includes social networking sites and blogs where people can easily connect with each other and these sites have become a day to day routine for the people. The social media therefore has been defined as “the relatively inexpensive and widely accessible electronic tools that facilitate anyone to publish and access information, collaborate on a common effort, or build relationship” (Shabnoor & Tajinder, 2016).

Social media usage includes registering in a network and creating a profile which can be used for social or business interactions with other users in a virtual world. The use of social media and other electronic communication is expanding exponentially as the number of social media outlets, platforms, and applications available continue to increase. Individuals use blogs, social networking sites, video sites, online chat rooms and forums to communicate both personally and professionally with others. Social media is an exciting and valuable tool when used wisely. The very nature of this medium, however, can pose a risk as it offers instantaneous posting opportunities that allow little time for reflective thought and carries the added burden that what is been posted on the social media can be implicating even when it has been long deleted (Ghulam, Yoseuf & Syed, 2014).

Furthermore, the social media is a complex network in which people design their own profile and become users. After that, they enlist other users in the profile and then begin to interact socially in a virtual world of social media and exchange information in a close network. Advancement in these technologies usually alter the learning technique of students. These individuals are often overly concerned about the social media and are driven by an uncontrollable urge to log on to and use the social media (Andreassen & Pallesen, 2014). In line with the above, excessive social media use can be seen as the constant or re-occurring usage of various social media sites to the point where it begins to negatively affect an individual daily life routine like going late to work or missing classes in school just to spend more hours on Facebook. Griffiths, Kuss and Demetrovics (2014) viewed excessive social media use as the negative outcomes triggered by the excessive use of social media which may have a detrimental effect on the personal, social and/or professional lives of the users. Similarly, Wu, Cheung, Ku and Hung (2013) argued that obsessive Facebook users are those that have troubles in work, academic performance and interpersonal relationships as a result.

A research indicates that there are frequent online expressions of offline behaviours such as bullying, click-forming and sexual experimentation that have introduced problems such as cyber bullying, privacy issue and sexting (Kuss & Griffiths, 2011). Students are also prone to getting addicted to these social media sites like Facebook, Myspace, WhatsApp, Instagram, Twitter, Wechat, LinkedIn, Snapchat, and YouTube and because of the lengthy hours they spend online, they also face concurrent sleep deprivation. The social media plays a large and influential decision-making role in the global world economically, politically, socially, and educationally. However, the use of these sites can either be a blessing or a curse as some people argue that it threatens the lives of teenagers. This is because they seem to get addicted to it especially students who spend more time online chatting and sharing pictures with friends than they spend reading their books and doing assignments given to them in school.

Social networking sites are increasingly important to the educational and social lives of university students and are becoming a part of their identity (Ahad & Lim, 2014). As these electronic and communication facilities allow people to catch each other anytime and anywhere, the social media becomes real life to them and as such, it becomes addictive. This addiction is specific to those referred to as digital citizens, which are the young people and largely students. Pamoukaghlian (2011) highlighted that the next decade will see the growth of new addiction related to all manner of social networking sites, especially the current king of the jungle, Facebook. Likewise, Cabral (2011), focusing on the social media as a reason behind this new addiction, pointed out that the major factor contributing to high usability of social media is that it connects people without boundaries, and as such, the social media basically becomes a template for the user who can then personalize its uses and productivity.

Furthermore, it was stated that teenagers operate these social sites for pleasurable activities rather than for academic success (Clark, Logan, Luckin, Mee, & Oliver, 2009). Specific investigator brought into light that high school students operate these media only to strengthen their social dominance over the other users. Globally, teenagers get easily amused by the social media due to its advancements and the opportunity it gives them to reconnect with friends through various sites especially Facebook which is arguably the most popular social site among students (Meishar-Tal, Kurt & Pieterse, 2012).

Moreover a survey carried out by Lenhart, Purcell, Smith, and Zickuhr (2010) in India exposed that 24% of respondents uses social media on a daily basis and 52% have more than two profiles on different social media sites. It is estimated that 73% of teenagers prefer to interact on Facebook, 48% rely on Myspace and LinkedIn have a usage of 14%. There is a steep rise in the usage of social media sites by youngsters. However, a survey was conducted named parent and teen survey and 935 individuals participated in it in America. This shows that in 2006, 55% of teenagers were daily users of social media. Observations conclude that the main purpose for the use of these social media sites were to remain in contact, and constant communication, and become influential on the social network by frequently visiting it.

Similarly, excessive social media use can be seen as the addiction to various social media platforms because it is easy to use and equally entertaining and it becomes a problem when it begins to interfere with daily life activities (Pamaoukaghlian, 2011). Negative outcomes triggered by the excessive use of social media may have a detrimental effect on the personal, social, and/or professional lives of the users. Griffitts et al (2014) argued that obsessive Facebook users had troubles in work, academic performance, and interpersonal relationships. Yet while social media has been lauded for its ability to connect people from all over the world, build friendships, support political causes, and even help people find work, it has also been blamed for a whole host of social problems. As it turns out, being so connected all the time comes with serious drawbacks. It can shorten attention spans, become addictive, lead to less diverse social groups, and even, among student users, cause a marked drop in academic performance (Ture & Serenko, 2012).

Social media can be a great tool for finding information and working together but it can also be incredibly distracting when used excessively. It's easy to lose hours browsing through photos, tweets, and videos, which may reduce the amount of time spent on educational tasks. For those who use social media in class or take online

courses steeped in social media interaction, these potential negative effects can be a bit scary and may have many wondering what role, if any, social media should play in higher education (Cam & Isbulan, 2012).

A growing number of Nigerian scholars like Oluwatoyin (2011) and Ajewale and Fasola (2012), agree that excessive usage of the social media leads to addiction to these social media sites and are potentially a disruptive technology to students' academic work in higher education. Their findings showed that majority of these students spend more time on social media at the detriment of their studies.

Furthermore, Whiteman (2015) views excessive social network usage (addiction) as a psychological disorder which is found in any country with internet access. It is known as social network addiction because people bury themselves on social network sites because of the fascinating information and entertainment it provides. The social platform for communication and meeting new people to share ideas makes the social network so overwhelming to some people to the extent that it becomes problematic to their lives and health. The people that are affected by this addiction are mostly the ones that have social insecurities, also the other people see it as a hobby, but in reality, they are being affected by the psychological disorder. Some solutions of social networking is to be able to do physical activities: like going out with friends, family, playing sports, or spending quality time with family.

However, an operational definition of excessive social media usage refers 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. There's no official medical recognition of social networking addiction as a disease or disorder. Still, the cluster of behaviours associated with heavy or excessive use of social media has become the subject of much discussion and research.

Collis and Eggers (2022) conducted a randomized control trial among students to investigate the effects of restricting social media usage on wellbeing and performance in Pennsylvania, United States. The study was conducted using experimental research design. Participants were randomly assigned to one of two conditions: A control group without specific instructions and a treatment group that received an incentive to use social media as little as possible. The researchers recruited students in the faculty of economics and business of a large European university to take part in an academic study. As measures of subjective well-being, we use the satisfaction with life scale (SWLS). For measuring mental well-being, the researchers adopted the shortened Warwick-Edinburgh Mental Well-being Scale (SWEMWBS). For the subjective well-being measures, the SWLS and SWEMWBS items show high reliability (Cronbach's α being 0.84 and 0.76 respectively). A total of 191 respondents completed the first survey. In the experiment, they randomly allocate half of the sample to a treatment condition in which social media usage (Facebook, Instagram, and Snapchat) is restricted to a maximum of 10 minutes per day. The findings revealed that on average, students tracked 223.7 minutes of digital activities per day across the entire study (SD = 115.1 minutes). Students who use an Android mobile device recorded significantly more activities (265.6 minutes; t-test, $p < 0.001$), compared to students with an iOS device (182.5 minutes) as iOS was not supported by the software. Regarding subjective well-being measures SWLS and SWEMWBS, we do not see any significant effects due to using Facebook, Instagram, and Snapchat less. The (Treatment group *

Block2 interaction) that indicates if the treatment group differed from the control group in block 2 remains insignificant, irrespectively of the well-being measure (SWLS or SWEMWBS) or sample used (full sample or Android subset). Only few predictors are significant (gender in the full sample, $p = 0.013$ or age in the Android subset, $p = 0.026$; both for the SWEMWBS) but these are not directly related to the experimental setting. They found that participants in the treatment group substitute social media for instant messaging and do not decrease their total time spent on digital devices. No significant impact of social media usage on well-being and academic success was found. The study results also suggest that antitrust authorities should consider instant messaging and social media services as direct competitors before approving acquisitions.

Lup (2015) conducted a study on the gender differences in social media addiction among the youth. The present study was a cross-sectional survey design conducted among college-going youth (160 male and 321 female). Purposive sampling technique was used to select the students from different colleges of Guwahati, Assam. Four hundred eighty-one students were randomly selected from the different colleges of Kamrup Metropolis. Semi-Structured tool and Bergen's Social Media Addiction were administered. Descriptive analysis in the present study shows the prevalence of social media addiction among 31.6 percent of the participants. ^{2.2}The study highlights that there is a significant difference in social media addiction between both male and female participants (Mean rank= 216.29 and Mean rank= 253.32) respectively and p value= .001. There is a need to control the use of social networking sites and aware them about the threats of these tools. Allocating research knowledge about the positive and negative applications of social media at the individual level, social as well as academic levels can be beneficial.

Similarly, Quan-Haase and Young (2015) carried out a study on Gender differences in the addiction to social networks university students. The study used several surveys, including the Social Network Addiction Questionnaire (SNA) and the 2D:4D ratio. The results showed difference among male and female about addiction ($\chi^2 = 12.77$, p -value = 0.002). Moreover, this addiction was linked with several factors, such as importance given to social networks by females (p -value < 0.001) and males (p -value < 0.001). Also, the findings showed that addiction to social networks can be influenced by gender, showing more importance to socio-psychological factors in females and a combination of biological and social factors in the men. Moreover, Instagram has increased as the predominant social network for communication for college students (97.2% men and 93.7% women).

However, gender seems to be demographic variable affecting social media use, as there are some differences between use by men and women. Women are more likely than men to have a personal profile on Facebook, but men are more likely than women to sustain a profile on LinkedIn (Lenhart et al., 2010). Furthermore, women were four to five times more likely than men to use social networking sites (Tufekci, 2010). Moreover, Sheldon (2010) found that overall women were more likely to use social media for maintaining relationships with family and friends, passing time, and entertainment, but men were more likely to use social media to meet new people. College women were also more likely than men to use the internet for relational communication, such as contacts with friends, family, and romantic partners (Baym, Zhang, Kunkel, Ledbetter, & Mei-Chen, 2007). Educational experience of men and

women seemed to play a factor in social media use as well. Men and women were more likely to use social network sites frequently if they had college experience (Lenhart et al., 2010).

Furthermore, the social media comes in many interrelated forms such as blogs, forums, podcasts, photo sharing, social bookmarking, widgets, video, just to name a few. Although the social media is often associated with young people, it has attracted both men and women from different ages, educational levels, cultures, amongst others, from all over the world.

Bujala (2012) suggested that men are likely to be addicted to social networks because of gender expectations and roles. In other words, the societal expectations and norms tend to favour men than women who are expected to take care of the private sphere while men take care of the public sphere which the social network incorporates. Volkovich, Laniado, Kappler, and Kantenbrunner (2014) averred that societal expectations tend to favour men. However, they argued that there are more women in the use of social media than men. In other words, Volkovich et al. (2014) suggest that women outnumbered men for most social networking sites with the exception of LinkedIn. A 2009 Pew Internet Research report showed that women outnumbered men on social media platforms (Kaplan & Haenlein, 2010).

Gender has been found to occupy a special place in understanding people's decisions in the adoption and use of new technologies (Volkovich et al., 2014). Few research on the gender differences in usage patterns of Social Networking Sites (SNS) highlighted that the male gender used social networking sites for networking, making new friends, and seeking out potential dates and playing games; while female gender used it for relationship maintenance (Rousseau & Puttaraju, 2014). Another related study averred that females used Social Networking Sites predominantly to look for old friends and keep in touch with the existing ones while, at the same time, hiding their identities and personal information for privacy purposes.

One of the issues that exist may be the influence of social media on undergraduates, these increasing links and networks online are setting back the real values of life especially students who accept some adverse impacts from using these sites as they form the major group of social media users. Out of the total social media users today, 70% are students (Akram 2018). These students become distracted because of the amount of time and attention being devoted to these sites. Often times, they are observed using their mobile phones to communicate and do other social activities even during school hours when they are expected to be engaged in meaningful school activities. Thus, this valuable time is fritted away on social media, especially on activities that add no real value to them. This distraction causes them to lose concentration in their school work and social behaviour generally. Furthermore, some university students do not study their lessons and work on their assignment because they are glued to their computers using Facebook (Muscannell & Guadagno, 2012). Habitually, these students are also seen moving along the streets with their mobile phones and other technological devices, with steady focus on them without paying attention to their environment.

Moreover, one type of social networking site (SNS) that might have potential in higher education to support teaching and learning is WhatsApp Messenger. WhatsApp Messenger is a popular SNS in different parts of the world especially in

Africa and Nigeria precisely. Statistics have shown that there were 1.2 billion active monthly users of WhatsApp in 2017 (Statista, 2017). WhatsApp Messenger is a smartphone- and web-based instant message application that allows users to exchange information using a variety of media including text, image, video, and audio messages. WhatsApp is a free, easy to use, fast, convenient and a personal mode of communication. This however has made it addictive to university students such that they now bury themselves in their mobile phones and computers chatting through one group to another regardless of any other academic or social commitments they may have (Tang and Hew, 2017). Thus, it could be said that social media has its advantages as well as its disadvantages based on the usage.

Those who engage in excess usage of social media as said to be social media addicted and it seems to have become a social and public health problem especially among adolescents and adults in schools. Both groups especially adolescents suffer from emotional and social stress, in addition to lack of behavioural control due to incomplete psychological maturity, which motivate them to engage in risk-related factors such as Internet addiction. Such excessive usage, if left unaddressed, has the tendency to affect students' academic performance negatively as well as their interpersonal relationships with their parents, siblings and fellow students.

Purpose of the Study The main purpose of the study is to determine excessive social media usage among federal university students in Southern Nigeria. Specifically, the study tends to determine the; (a) Federal university students excessive usage of social media. (b) The differences existing in the male and female university students' excessive usage of social media. (c) The differences existing in the first and second years university students' excessive usage of social media.

Research Questions The following research questions will guide the study; (a) What are the scores of Federal university students in their excessive usage of social media? (b) How do male and female university students scores differ in their excessive usage of social media? (c) How do first and second years university students scores differ in their excessive usage of social media?

Hypotheses The following hypotheses guided the study and were tested at 0.05 level of significance (a) Male and female university students scores in their excessive usage of social media will not differ significantly. (b) First and second year university students scores in their excessive usage of social media will not differ significantly.

Method

Research Design The design adopted for the study is a descriptive survey research design. This is because a selected sample representing the entire population was used for data collection. And it seeks to describe the facts as they are (Nworgu, 2015). It is very appropriate because the study is determining federal universities students' usage of social media in Nigeria.

Population of the Study The population consists of 25,607 first and second year students in the universities in the Southern Nigeria. Only eight (8) federal universities in Southern Nigeria were studied.

Sample and Sampling Technique. The sample for the study consists of 2688 students. The sample was selected through proportionate stratified random sampling. As such 10.5 percent of the existing years one and two students in each of the universities studied were drawn.

Instrument for Data Collection The instrument for data collection is the Social Media Disorder (SMD) scale. It is a standardized instrument developed by Eijnden, Lemmen and Valkenburg (2016) and adapted for this study. The SMD is a 15 items questionnaire measures the students’ degrees of addiction to social media, based on scale for preoccupation, tolerance, escape, persistence, withdrawal, conflict, problems, deception, and displacement. The researchers expanded the SMD to 15 items from its original 9 items. The severity impairment index is as follows: (a) NONE; 0 – 22.35 points (b) MODERATE; 22.50 – 37.35 points; an average online user who surfs the web a bit too long and is beginning to have little issues over usage. (c) WORRISOME; 37.50 – 52.35 point; experiencing frequent problems because of the social media. (d) SEVERE; 52.50 – 60.00 points; internet usage is causing significant problems. Should evaluate the impact of social media and address the problems directly.

Validation of the Instrument. The Social Media Disorder (SMD) scale was a standardized instrument which measures the degree of adolescents’ addiction to the social media. Nevertheless, it was adapted and modified. However, the instrument was re-validated by two experts from the Department of Measurement and Evaluation and the Department of Guidance and Counselling Nnamdi Azikiwe University, Awka respectively to ensure that it is suitable to be used in Nigeria.

Reliability of the Instrument The reliability of the 15-item short SMD scale was carried by the researchers using Cronbach alpha method to establish the homogeneity of the expanded items in measuring the attributes of each section of the instrument. It was administered to 40 years one and two undergraduates in Chukwuemeka Odumegwu Ojukwu University, Igbariam Anambra state Nigeria. The Cronbach coefficient alpha obtained for the SMD scale is 0.82. This is considered high enough to regard the instrument as reliable.

Method of Data Collection. The researchers and eight research assistants administered the instrument to the student in the universities used for the study and collected them back through direct contact approach.

Method of Data Analysis The completed standardized instruments on Social Media Disorder (SMD) scale was scored according to the scoring instruction on the SMD manual. The Scores were interpreted as follows:

0 - 37.5 = Low social media usage

37.5 - 60 = High social media usage

Mean score was used to answer the research questions while hypotheses was tested at 0.05 level of significance with t-test

Results

Research Question 1 What are the scores of Federal university students in their excessive usage of social media?

Table 1 AGGREGATE SCORES OF UNIVERSITY STUDENTS ON SOCIAL MEDIA USAGE MEAN SCORES

Aggregade Scores Range	N	%	Remark
0 – 37.50	879	32.8	Low Social Media Usage
37.5 – 60	1802	67.2	High Social Media Usage

In table 1, it was observed that most of the students 1802 (67.2%) make high social media usage, while 879(32.8%) of the students make low usage of social media in the universities.

Research Question 2. How do male and female university students scores differ in their excessive usage of social media?

Table 2 AGGREGATE SCORES OF MALE AND FEMALE UNIVERSITY STUDENTS ON SOCIAL MEDIA USAGE MEAN SCORES

Aggregade Scores Range	Male N	%	Female N	%	X	Xd	Remark
0 – 37.50 Usage	401	31.43	479	34.09	44.15		Low Social Media
						0.68	
37.5 – 60 Usage	875	68.57	926	65.91	43.47		High Social Media

Table 2 reveals that the male students have mean score of 44.15 while the female students have the mean score of 43.47 and the difference in their mean scores is 0.68. This indicates not much difference.

Research Question 3 How do first and second years university students scores differ in their excessive usage of social media?

Table 3 AGGREGATE SCORES OF FIRST AND SECOND YEAR UNIVERSITY STUDENTS ON SOCIAL MEDIA USAGE MEAN SCORES

Aggregade Scores Range	First N	%	Second N	%	X	Xd	Remark
0 – 37.50 Usage	724	35.68	155	23.77	43.56		Low Social Media
						0.985	
37.5 – 60 Usage	1305	64.32	497	76.23	44.54		High Social Media

Table 3 shows that the first year students have mean score of 43.56 while the second year students have the mean score of 44.54 and the difference in their mean scores is 0.985. This indicates not much difference.

Hypotheses 1. Male and female university students scores in their excessive usage of social media do not differ significantly.

Table 4 t-TEST ON THE MEAN SCORES OF MALE AND FEMALE UNIVERSITY STUDENTS ON SOCIAL MEDIA USAGE

Source Variation	N	X	Sd	df	Cal.t	Pvalue	Remark
Male	1276	44.15	11.69				
				2679	1.48	0.138	Not significant
Female	1402	43.47	12.03				

Table 4 indicates that at 0.05 leve of significance and 2679df, the calculated t 1.48 with Pvalue 0.138 which is greater than 0.05, the first null hypothesis is accepted. Therefore male and female university students do not differ significantly in their social media usage.

Hypotheses 2. First and second year university students scores in their excessive usage of social media do not differ significantly.

Table 5 t-TEST ON THE MEAN SCORES OF FIRST AND SECOND YEAR UNIVERSITY STUDENTS ON SOCIAL MEDIA USAGE

Source Variation	N	X	Sd	df	Cal.t	Pvalue	Remark
First	2029	43.56	11.52	2679	1.84	0.067	Not significant
Second	652	44.54	11.59				

Table 5 reveals that at 0.05 level of significance and 2679df, the calculated t 1.84 with Pvalue 0.067 which is greater than 0.05, the second null hypothesis is accepted. Therefore first and second year university students do not differ significantly in their social media usage.

Discussion of Results

University students usage of social media The finding in this study revealed that most of the students make high usage of social media in the universities. This finding agrees with the claim of Kopecky (2014) that students are also prone to getting addicted to these social media sites like Facebook, Myspace, Whatsapp, Instagram, Twitter, Wechat, LinkedIn, Snapchat, and YouTube and because of the lengthy hours they spend online, they also face concurrent sleep deprivation. Also, the present finding confirms the finding of Ahmed and Qazi (2011) who noted that out of the total social media users today, 70% are students. These students become distracted because of the amount of time and attention being devoted to these sites. Often times, they are observed using their mobile phones to communicate and do other social activities even during school hours when they are expected to be engaged in meaningful school activities. Thus, this valuable time is fritted away on social media, especially on activities that add no real value to them. This distraction causes them to lose concentration in their school work and social behaviour generally. Furthermore, some university students do not study their lessons and work on their assignment because they are glued to their computers using Facebook.

Social networking sites are increasingly important to the educational and social lives of university students and are becoming a part of their identity (Ahad & Lim, 2014). As these electronic and communication facilities allow people to catch each other anytime and anywhere, the social media becomes real life to them and as such, it becomes addictive. This addiction is specific to those referred to as digital citizens, which are the young people and largely students. Similarly, Pamaoukaglian (2011) emphasized that excessive social media use can be seen as the addiction to various social media platforms because it is easy to use and equally entertaining and it becomes a problem when it begins to interfere with daily life activities. In addition, Ajewale and Fasola (2011), in their findings showed that majority of these students spend more time on social media at the detriment of their studies. They also agreed that excessive usage of the social media leads to addiction to these social media sites and are potentially a disruptive technology to students' academic work in higher education.

Differences in the excessive usage of social media by male and female students in Federal university. Findings of this study revealed that the male students have mean score of 44.15 while the female university students have the mean score of 43.47 and the difference in their mean scores is 0.68. This indicates not much difference in their usage of social media. However, they do not differ significantly in their usage of social media with $t = 1.48$ with P value 0.138. The present finding disagreed with the previous ones by Lup (2015) which have it that there is a significant difference in social media addiction between both male and female participants (Mean rank= 216.29 and Mean rank= 253.32) respectively and p value= .001. Similarly, Quan-Haase and Young (2015) findings showed that addiction to social networks can be influenced by gender, showing more importance to socio-psychological factors in females and a combination of biological and social factors in the men.

Moreover, Sheldon (2010) found that overall women were more likely to use social media for maintaining relationships with family and friends, passing time, and entertainment, but men were more likely to use social media to meet new people. College women were also more likely than men to use the internet for relational communication, such as contacts with friends, family, and romantic partners. Nevertheless, the finding further disagreed with the claims of Bujala (2012) who suggested that men are likely to be addicted to social networks because of gender expectations and roles. In other words, the societal expectations and norms tend to favour men than women who are expected to take care of the private sphere while men take care of the public sphere which the social network incorporates. The no significant difference found in this study might be due to the fact that these students are from the Universities.

Differences in the excessive usage of social media by first and second year students in Federal university. The result of the present study also indicated that the first year students have mean score of 43.56 while the second year students have the mean score of 44.54 and the difference in their mean scores is 0.985. The difference had $t = 1.84$ with P value 0.067, showing that first and second year university students do not differ significantly in their social media usage. This tries to confirm the claims of Song and Jiang (2019) that those who engage in excess usage of social media as said to be social media addicted are adolescents and adults in schools. Both groups especially adolescents suffer from emotional and social stress, in addition to lack of behavioural control due to incomplete psychological maturity, which motivate them to engage in risk-related factors such as Internet addiction.

Conclusion and Recommendations

The study concludes that the university students in the Southern Nigeria make excessive use of social media. Also, their usage of social media does not depend on both gender and year of study.

Based on the findings of this study, the following recommendations were made: (a) The University guidance counsellors should start with out delay to apply some therapeutic and behaviour modification techniques to assist the students who have become addicted to social media. (b) Academic counsellors other university lecturers should start making use of e-potfolio in the teaching and givng students assignments so that the social media could useful to the students who are already addicted to it. (c) Some behaviour modification strategies and techniques should be made avialable to

the students to help them monitor and observe their excessive social media usage which would enable them control themselves when their online presence and activities are becoming problematic and encroaching into their studies.

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Bibliographical Note

Emeka Nkem IWEANYA, is a postgraduate student in the Department of Guidance and Counselling, Faculty of Education, Nnamdi Azikiwe University, Awka NIGERIA. Email: emekaiweanya@gmail.com,

Gabriel C. UNACHUKWU PhD, is a Professor of Educational Psychology, in the Department Educational Foundations, Faculty of Education, Nnamdi Azikiwe University, Awka NIGERIA. Email: gc.unachukwu@unizik.edu.ng

Christopher A. NWANKWO *PhD*, is a Professor of Counselling Psychology, in the Department of Guidance and Counselling, Faculty of Education, Nnamdi Azikiwe University, Awka NIGERIA. Email: ca.nwankwo@unizik.edu.ng