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The Use of Social Media by Undergraduates in South-West Nigeria: A Comparative Study

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Abstract

This study investigated the use of social media by undergraduates in South-West Nigeria using Bowen and Olabisi Onabanjo universities as a case study. A descriptive research design method was employed for this study, while the population consisted of undergraduate students from thirteen faculties at OOU and seven faculties at BU who are offering undergraduate programs with total population of 15, 291. A multi stage sampling method was adopted to select 10% of 3465, giving a sample size of 348. A questionnaire was the major instrument used for data gathering and the data obtained was analyzed through SPSS. The study found that the undergraduates are aware of the social media tools as majority from both institutions frequently use Facebook, WhatsApp, on daily basis and Blog, YouTube, Flickr were used on weekly basis. Also, constraints such as cyber-bullying, lack of privacy, time wasting, addiction, being distracted were some of the highlighted problems encountered by both institutions in the use of social media tools for educational activities. Conclusion and recommendations were made based on the findings.

Keywords: Use, Social media, Undergraduates, South-West, Nigeria

Introduction

University students are active users of social media for academic purpose as well as for personal use. The evolution of social media has cut across all facets of society with its positive and negative impacts. Social media has transformed and impacted on communication, learning, research and education in general. Davis III, Deil-Amen, Rios-Aguilar and Canche (2015:409) emphasized that the phrase *Social Networking Sites* is commonly used as abroad term for all social media as well as computer-mediated/web-based communications such as but not restricted to Twitter, Myspace, Facebook, Bebo, LinkedIn, Blogs and Friendster. In this study, the phrase *Social Media* and *Social Networking Sites* will be use interchangeable. Among the tremendous assortment of web-based tools which are accessible for disseminating information, social networking site (SNS) have turned into the most current and alluring tools for interfacing individuals all through the world (Aghazamani, 2010). SMTs are web-based technologies that empowers people or gathering of individuals in making, sharing, and exchanging data or information in an online environment (Bakare, 2018). Through this platform, individuals and organisations can create profiles, share and exchange information on various activities and interests. Social media is very common nowadays as it is expanding exponentially, connecting more people together from every nook and cranny all over the world.

Social Media refers generally to utilization of media to allow for social relation. The definition by Davis III, et al. (2015:410) was adopted for this study who defined SMT as the "web-based and mobile applications that allow individuals and organizations to create, engage, and share new user-generated (example, personal photos, videos, writing) or existing (example, news, radio, television) content in digital environments through multiway communication". Social media have become an integral part of student social life has it serve as relevant platforms for the library to relate with clientele and university community at large. SNS has now been popularly utilized as learning platform that can improve student's performance (Tavares, 2013) cited in (Mingle, 2015:27).

Undergraduate students could be described as those who have just admitted into higher institution of learning like Universities, Polytechnics, Colleges of Educations, Monotechnic etcetera and has not completed their course of study or has not obtained a degree/first degree certificate. In Nigeria, postgraduate and undergraduates access social media through their laptops, mobile phones,

Internet moderns, ipads and have continued to seek information for various purposes to include online chatting, reading online newspapers, making online transactions, online call (audio and video calls), news and entertainments, group discussions, class work, assignments and research. Some social media sites commonly used by students are MySpace, Flickr, LinkedIn, YouTube, Blogs, Bookmarking, Instagram, E-Mail, Podcast and instant messaging media such as Twitter, Facebook, Instant Messaging, Skype WhatsApp (Quadri and Idowu, 2016). Postgraduates and undergraduates now register their own social media site accounts such as twitter, Facebook, MySpace, WhatsApp as well as blogs. Students also use YouTube to find or share video online with anyone anywhere around the world without the constraint of distance and cost as limiting factors. Social networking sites although has been recognised as an important resource (Ndunge 2017) for education today, this shows that social networks are beneficial for the students as it contributes to their learning experiences as well as in their academic life.

The use of social media for academic activities plays an important role in undergraduate placement. Due to this, many people are concerned with ways the undergraduates can enhance their academic achievement. SNS platform do not only make it easy for companies to communicate with their consumers, but also make it easier for tertiary institutions to communicate related course work to their students as well as to encourage discussion among students and to address administrative issues (Moran, Seaman, and Tinti-Kane, 2011).

Online learning through various social media technologies have become the commonly used platform in the world particularly by higher institutions of learning and their learners, owing to its flexibility of time as well as place (Shen, Laffey, Lin, and Huang 2006) cited in (Wiid, Cant and Nell, 2014:715). Commenting on the benefits of SNS with regards education, Mazman and Usluel (2010) noted that SNS has supported collaborative learning, join individuals in analytical thinking as well as enhance both communicating and writing competencies. Faizi, El Afia and Chiheb (2013) also submitted that SNS is important as a channel of communication between lecturers and students and as a collaborative platform particularly with learners' colleague. SNS support collaborative learning, engage individuals in critical thinking, improve communication and writing skills through activating users' work in personalised environments (Mazman and Usluel, 2010). With advent and use of social media tools, many students are utilizing the SMT to search for information and assist them in completing class assignments. Students have described the social

networking sites as a functional tool that helps them to communicate with professors and lecturers, conduct research, and to access library collections (Chawing, 2017).

The advantages possibly deriving from the use of social networks as an educational tool are independence from time and location, improvement in quality, success, and efficiency of education by use of computer for education, individualisation of learning, ability to have instant feedback, offering the student ability to repeat course content, ease of displaying the content, ability to present courses that require laboratory applications to students via simulation, animation, and virtual laboratories, archiving course content and synchronized class (virtual class) applications, offering possibility to evaluate performance of students, reducing risk of error in measuring evaluation results, improving skills of students and teachers to reach, evaluate, use, and efficiently cite the knowledge (Balci, 2010:466). It is against these background that this study sought to investigate the use of social media for academic purposes among undergraduate students in South-West Nigeria.

Research questions

The following research questions guided this study:

1. What is the frequency of use of social media by the undergraduates in South-West Nigeria?
2. What are the constraints to the use of social media by the undergraduates in South-West Nigeria?

Theoretical Lens of the study

This study is underpinned by Technology Acceptance Model (TAM) complimented with Unified Theory of Acceptance and Use of Technology (UTAUT). Perceived usefulness (PU) and Perceived ease of use (PEOU) were focused on as the factors influencing the effective use of social media for in higher institution of learning. TAM identifies two fundamental determinants of user acceptance of technological innovations; PU and PEOU as key determinants of people's intention to use information technology. Firstly, PU refers to the degree of how students believe that using social media will enhance academic performance. The dimension of usefulness can help increase the levels at which students learn, because their academic activities performance will be more effective. Usefulness influences the usage in many fields of study such as business, education, workplace and daily life (Elkaseh, Wong and Fung, 2016). Secondly, PEOU explains the degree of how students believe that they do not have to put more effort in using social media for academic

activities. Other identified factors are; perceived enjoyment, in the sense that, this refers to the enjoyment of using social media by students for academic activities without compulsion by any party.

Perceived enjoyment may be defined as the degree to which a person believes that adoption of multimedia on demand is interesting and associates' adoption with enjoyment (Venkatesh, Morris, Davis, and Davis, 2003). The feeling of enjoyment and excitement during the use of social media would increase the motivation among students. Also, performance expectancy (PE) of UTAUT is another factor which entails the degree to which individual believes that using the system will help him/her to gain in job performance (Venkatesh et al., 2003). Therefore, PE is about whether student believes that using social media in their academic activities will improve their academic performance. Social influence (SI) is another factor that relates to intention or behaviour. SI is the degree to which an individual perceives that important others believe he/she should use the new system (Venkatesh et.al., 2003).

Review of literature

The interactive nature of social media such as Twitter, Facebook, WhatsApp, Eskimi, YouTube and so on has further popularized the tools among undergraduates across the world as it allows them to re-create contents, connect, upload and share information. Social media is seen as an interactive web-based platform in which individuals, groups and communities discuss, share, connect, co-create and disseminate relevant information based on common goal (Kietzmann, Hermkens, McCarthy and Silvestre, 2011:241). Social media is dominated by applications such as Facebook, blogs, MySpace, video sharing sites, YouTube, wikis, blogs, wikis, and other online communities (Jindoliya, 2017). This technology has impacted students-societies as they have changed the way they communicate and relate with one another through online channels and the conduct of their daily activities (Tanakinjal, Sondoh, Andrias and Ibrahim, 2012).

Akakandelwa and Walubita (2018:1) noted that Whatsapp was the commonly used social media tools among the students and that they engage actively on these tools between 31 to 60 minutes on daily basis. Also, the respondents indicated that they used the SNS tools more for social life than for academic activities. In contrast, Hussain (2012) noted that majority of the students 90% acknowledged that they preferred using Facebook to other social media tools like Twitter,

LinkedIn, Web-Blog etcetera. The study also affirmed that 82% of the respondents utilize Facebook on daily basis followed by Google Group 74% and Twitter 71%, while only 2% used the Web-Blog on monthly basis. Asemah, Okpanachi and Edegoh (2013) found in their study on social media and undergraduates' academic performance in North-Central Nigeria. The study revealed that undergraduates' exposure to SNS has negative effects on them particularly their academic performance. This was in agreement with study by Lahiry, Choudhury, Chatterjeen and Hazra (2019) who noted that almost two-thirds 60.87% of the respondents agreed that SNS have positively enhanced their academic performance. Boahene, Fang and Sampong (2019:1) avowed that the use of social media for educational activities positively associated to academic performance. The study further discovered that social media usage can negatively influence students' academic performance.

Kolan and Dzanza (2018) discovered that about 50.3% of the Ghanaian students spent over two hours on social media daily and that 82.5% noted that they majorly use the social media tools for downloading videos, pictures and chatting while 32% of the respondents mostly use the social media tools for academic purposes. Fatokun (2019:9) noted that 60.8% of the undergraduate students engage in social media tools mostly for educational associated activities while 52.9% of the respondents attested that social media tools have assisted in boosting their cumulative grade point average (CGPA). In supporting the above, Mowafy (2018:45) noted that large proportion 47.4% of the undergraduate students at Nile University, Egypt disagree that social media have negative influence on their GPA. Also, the respondents stipulated that they spend more time using social media daily with mean score of $m=6.71$ and $SD=5.15$, this was further corroborated by (Kolan and Dzanza, 2018) above.

Apuke (2016) found that undergraduate students who spend most of their time on SNS are liable to perform awfully in their academic purposes than those who did not. This was in tandem with findings by Talaue, AISaad, AIRushaidan, AIHugail and AIFahhad (2018:34) who found that the time spend engaging on social media have negative influence on students' academic performance. Ghareb and Sharif (2015, 818) found that undergraduate students use more of Facebook on daily basis with average of 1-3 hour and this negatively affects their academic performance.

Observing the major obstacles, challenges or constraints encountered by undergraduates on the use of social medial, Wickramanayake and Jika (2018:21) noted that erratic power generated; cost

of internet connectivity and low bandwidth in internet connection as well as issues associated with privacy and security were noticed as some constraints to students' social media usage. This agreed with study by Hussain (2012:644) who reported the major problems faced by students on social media use to be unstable electricity 93%; low internet bandwidth 77%; poor time management 89% particularly during session; lack of infrastructure 72%. Privacy and security issues, ergonomics, blurred vision as well as cyber bullying were also identified as the constraints to social media use.

Fatokun (2019) further identified habit, health issues, distraction as well as poor time management as some of the barriers to the use of social media tools among undergraduate students in Nigeria. Abbas, Aman, Nurunnabi and Bano (2019) highlighted the constrains to the use of SNS among students in Pakistan which include poor of critical thinking; time wasting; slow writing skills; leads to laziness as well as health problems.

Methodology

The descriptive survey research design was adopted for this study owing to its popularity in social and humanities research.

Population: The target population consisted of undergraduates of Olabisi Onabanjo University, Ago-Iwoye and Bowen University, Iwo. The choice of these universities was inspired because previous studies have used federal universities in the South-West, Nigeria as their case study. There were ten (10) faculties offering undergraduate program at Olabisi Onabanjo University with a population of eleven thousand three hundred and sixty-one (11,361) undergraduates, while only seven (7) faculties offering undergraduate program at Bowen University with a population of three thousand nine hundred and thirty (3930) undergraduates. This gave a total of fifteen thousand two hundred and ninety-one (15,291). This is depicted in table 1 below:

Table 1: Population of the study

Faculty	Bowen University Students (100-600 Level)	Olabisi Onabanjo University (100-600 Level)
Agriculture & Forestry	260	1000
Arts	508	1550
Basic Medical Sciences	542	1250
Clinical Sciences	-	890
Education	541	2050
Law	204	250

Pharmacy	-	500
Sciences	500	2001
Technology	-	758
The Social Sciences	1375	1112
Total	3930	11,361

Sampling technique and sample size: A multi-stage sampling technique was employed for the study. At the first stage, purposive sampling was used to select seven (7) faculties that are common to the two institutions which are Agriculture & Forestry, Arts, Basic Medical Science, Education, Sciences, Law and The Social sciences which gives a total population of thirteen thousand one hundred and forty-three (13,143). At the second stage, simple random sampling technique was used to select one Department common to the institutions in the seven (7) selected faculties which are Departments of Agricultural Engineering, Mass Communication, Medicine & surgery, Health Education, Anatomy, Accounting, and Law with a total population of three thousand four hundred and sixty five (3465), the whole population in the Faculty of Law was used for this study, since there are no undergraduates admitted into its Departments. Nwana (1981) proposed that if a population is in few thousands, 10% of the population size would be appropriate and for several thousands, 5% of the total population is appropriate. Hence, 10% of the population was selected as sample size which amounted to three hundred and forty-eight (348) as indicated in table 2 below.

Table 2: Sample size

Departments	Bowen (No of Students)	Sample (10%)	OOU (No of Students)	Sample (10%)	Sample size
Agricultural Engineering	108	11	256	26	37
Mass Communication	152	15	276	28	43
Medicine & Surgery	105	11	338	34	45
Health Education	179	18	157	16	34
Law	204	20	250	25	45
Anatomy	271	27	321	32	59
Accounting	436	44	412	41	85
Total	1455	146	2010	202	348

Instrument: This study used a structured questionnaire as a means of data collection. The instrument titled “Social Media Use-SMUQ” was adapted from previous study by Helen et al. (2014). The questionnaire had two sections; A and B. Section A gather information on demographics of undergraduates to include name of institution, faculty, age, gender, level of study.

Section B was to collect data on use of social media. The data collected focused on frequency of use and challenges to the use of social media by undergraduates.

Procedure: The questionnaire was administered by the researchers on the respondents in the selected universities (Bowen University, Iwo, Osun State and Olabisi Onabanjo University, Ago-Iwoye, Ogun State).

Data Analysis: The statistical package for the social sciences (SPSS) software was used to analyze the data collected. Descriptive statistics such as frequency and percentages were acquired, while the result was presented in tables.

Ethical Consideration: A letter of introduction was submitted to the head of departments of the selected universities for permission to carry out research on the student. Permission was granted from the head of the departments before the questionnaires were administered on them.

Results and discussion

A total of 346 copies of the questionnaire were administered to the respondents in the two sampled universities in Nigeria, and 334 were returned but 5 copies were not properly completed and not valid data for the analysis, leaving 329 copies usable and valid for analysis. The summary of questionnaire administration, retrieval and response rate were presented in table 3 below.

Table 3: Questionnaire administration and return rate

Departments	Bowen University		OOU		Total No of copies administered	Total No of copies returned
	No of copies administered	No of copies returned	No of copies administered	No of copies returned		
Agricultural Engineering	11	10	26	25	37	35
Mass Communication	15	15	28	27	43	42
Medicine & Surgery	11	8	34	31	45	39
Health Education	18	18	16	16	34	34
Law	20	19	25	24	45	43
Anatomy	27	25	32	31	59	56
Accounting	44	41	41	39	85	80
Total	146	136	202	193	348	329
Response rate = 94.5%						

According to Alabi (2016:107), response is described as the total number of participants who dully fill and return the survey questionnaire. Bryman (2012:224) noted that the acceptable response rate for a survey should not be less than 60%. Hence, the response rate obtained for this study is consider suitable.

Demographic variables of respondents

The demographic characteristics of the respondents is presented in this section as shown in Table 4.

Table 4: Demographic variables of respondents

S/N	Demographic Variables	Frequency	Percentage (%)
1	Name of Institution		
	Bowen	139	42.2
	OOU	190	57.8
	Total	329	100.0
2	Faculty		
	Arts	52	13.7
	Education	38	11.6
	Law	52	15.8
	Management/Social Sciences	73	22.2
	Medicine	21	6.4
	Science	48	14.6
	Total	329	100.0
3	Age range		
	16 – 20	191	58.1
	21 – 25	104	31.6
	26 – 30	34	10.3
	Total	329	100.0
4	Gender		
	Male	123	37.4
	Female	206	62.6
	Total	329	100.0
5	Level of study		
	100	78	23.7
	200	105	31.9
	300	84	25.5
	400	53	16.1
	500	9	2.7
	Total	329	100.0

Table 4 indicated that 139(42.2%) of the respondents were from Bowen University, Iwo while 190 (57.8%) were from Olabisi Onabanjo University, Ago-Iwoye. The distribution according to the Faculty indicated that undergraduates from six faculties participated in the study. The Faculty

includes Arts 52(13.7%), Education, 38(11.6%), Law 52(15.8%), Social Sciences/Management 73(22.2%), Medicine 21(6.4%) and Science 48(14.6%). Furthermore, majority of the respondents 191(58.1%) were within the age range of 16-20, while only 34(10.3%) were between 26-30 age range. The implication of this is that the ages of respondents fall within the ages of those who are actively involved in the use of social media among undergraduates. Similarly, the distribution according to gender indicated that 206(62.6%) were female while 123(37.4%) were male. More so, with regards level of study, 78(23.7%) were in 100 level, 105(31.9%) were in 200 level, 84(25.5%) were in 300 level, 53(16.1%) were in 400 level, while the least 9(2.7%) of the respondents were in 500 level. It could be noted that there were more participants from 200 than all the other levels of study.

It could be deduced from the analysis that majority of the respondents were from OOU. This may be attributed to the fact that undergraduate students admitted to this institution (OOU) are more than their counterpart (Bowen) because it is owned by the government and people can afford than Bowen which is private owned. In addition, more than half of respondents were within the ages 16-20. This is particularly true because they are active user of social media. Large proportion of the respondents were female. This then implies that female constituted the majority of people who seek for admission in higher institution of learning in Nigeria as well as female were more populated than the male in the sampled universities. The implication of this findings on demographic profiles of respondents' points to the fact that the undergraduates who participated in the study were active users of social media and were therefore able to respond appropriately to the questions raised in the questionnaire.

The first research question sought to determine the frequency of use of social media particularly for academic related activities by undergraduates in Southwest Nigeria. Using the Likert scale which comprised of five levels choice, any mean value above the mean score of 3 is considered positive and acceptable to confirm the statements. The findings are presented in table 5 below.

Table 5: Frequency of use of social media by undergraduates in both universities

Social Media tools	Bowen University (n=136)										Olabisi Onabanjo University (n=193)									
	Daily		Weekly		Monthly		Never		Mean	ST.D	Daily		Weekly		Monthly		Never		Mean	ST.D
	N	%	N	%	N	%	N	%			N	%	N	%	N	%	N	%		
MySpace	28	20.6	35	25.7	27	19.9	46	33.8	2.538	0.667	17	8.8	51	26.4	34	17.6	91	47.2	2.088	0.981
Flickr	31	22.8	24	17.6	49	26.0	32	23.5	3.101	0.867	76	39.4	117	60.6	0	0	0	0	2.434	0.877
Skype	15	11.0	31	22.8	25	18.4	21	15.4	2.303	0.909	26	13.5	134	69.4	33	17.1	0	0	2.401	0.836
YouTube	52	38.2	20	14.7	43	31.6	21	15.4	3.300	0.856	33	17.1	142	73.6	18	9.3	0	0	3.459	0.821
Blogs	27	19.9	59	43.4	31	22.8	19	14.0	3.290	0.858	68	35.2	91	47.2	34	17.6	0	0	3.505	0.702
Whatsapp	66	48.5	46	33.8	24	17.6	0	0	3.601	0.745	113	58.5	63	32.6	14	7.3	3	1.6	3.763	0.736
Instagram	34	25.0	29	21.3	73	53.7	0	0	3.453	0.647	22	11.4	87	45.1	84	43.5	0	0	2.432	0.777
Eskimi	20	14.7	24	17.6	29	21.3	63	46.3	2.941	0.962	0	0	26	13.5	115	59.6	52	26.9	3.248	0.934
Wikis	15	11.0	31	22.8	46	33.8	44	32.4	2.446	0.718	0	0	18	9.3	123	63.7	52	26.9	3.042	0.785
Podcast	22	16.2	27	19.9	41	30.1	46	33.8	2.534	0.617	0	0	22	11.4	138	71.5	33	17.1	3.391	0.861
Twitter	50	36.8	25	18.4	42	30.9	19	14.0	3.339	0.720	76	39.4	78	40.4	37	19.2	2	1.0	3.577	0.702
Facebook	73	53.7	19	14.0	30	22.1	14	10.3	3.611	1.023	91	47.2	68	35.2	17	8.8	17	8.8	3.352	0.714

Table 5 showed that a majority of the respondents 73(53.7%) from Bowen University (BU) used Facebook on daily basis, while Blog 59(43.4%) are used on weekly basis, Flickr and Instagram are equally used on monthly basis. Other social media tools such as WhatsApp, YouTube, and Twitter were likewise used on daily basis with mean score of 3.60, 3.30 and 3.33 respectively. However, the large proportion of the respondents 113(58.5%) from Olabisi Onabanjo University (OOU) used WhatsApp on daily basis followed by Facebook 91(47.2%), while YouTube, Skype, Flickr as well as Blog were used on weekly basis. Table 5 also indicated that Podcast, Wikis and Eskimi were also used on monthly basis. Respondents from the both universities acknowledged that they never used MySpace at all. This then implies that undergraduates from both universities are aware of the social media tools and that Facebook, WhatsApp, Blogs, Twitter and so on were popular among the tools and frequently used them for academic work.

The second research question examined the constraints to the use of social media especially for academic activities by the undergraduates in Southwest Nigeria. Using the Likert scale which comprised of four levels choice. The findings are depicted in table 6 below.

Table 6: Constraints to the use of social media by undergraduates in BU and OOU

S/N	CHALLENGES FACED	Bowen University, n=136										Olabisi Onabanjo University (n=193)									
		SA		A		D		SD		Mean	STD	SA		A		D		SD		Mean	STD
		N	%	N	%	N	%	N	%			N	%	N	%	N	%	N	%		
01.	I'm always being distracted while using social media for academic purpose	32	23.5	52	38.2	27	19.9	25	18.4	2.088	1.095	26	13.5	83	43.0	65	33.7	19	9.8	3.351	0.763
02.	I experience cyber-bullying when using social media	28	20.6	75	55.1	28	20.6	19	14.0	3.307	1.154	47	24.4	85	44.0	32	16.6	29	15.0	3.420	0.773
03.	I waste so much time while using social media for academic purpose	27	19.9	65	47.8	24	17.6	20	14.7	3.254	1.082	32	16.6	94	48.7	32	16.6	35	18.1	1.863	0.908
04.	Social media lack privacy when use for academic purpose	56	41.2	30	22.1	31	22.8	19	14.0	3.044	1.021	21	10.9	73	37.8	56	29.0	43	22.3	3.780	0.866
05.	I feel so lazy when using social media for academic work	15	11.0	44	32.4	46	33.8	31	22.8	2.829	0.988	9	4.7	59	30.6	84	43.5	41	21.2	1.727	0.882
06.	Social media addiction hinders me from using social media for academic purpose	21	15.4	54	39.7	41	30.1	20	14.7	3.049	1.033	22	11.4	61	31.6	76	39.4	34	17.6	1.542	0.728
07.	Peer influence on use of social media affect my social use for academic purpose	30	22.1	56	41.2	19	14.0	31	22.8	2.805	0.811	26	13.5	50	25.9	62	32.1	55	28.5	1.631	0.834
08.	Lack of conformity to rules guiding social media group for academic purpose	27	19.9	49	36.0	33	24.3	27	19.9	2.263	1.024	3	1.6	62	32.1	69	35.8	59	30.6	1.804	0.918

It could be observed from Table 6 that among the constraints faced by undergraduates in both universities, cyber-bullying with mean score of 3.31 and 3.42 as well as lack of privacy with mean score of 3.04 and 3.78 were common to both universities, while respondents from both universities disagree that laziness in the use of social media with mean score of 2.81 and 1.71. It was also indicated in table 6 that respondents from BU agreed that time wasting, and social media addiction challenges were also encountered. While being distracted and lack of conformity to rules guiding social media were also acknowledged as constrains faced by the respondents from OOU. This is an indication that challenges encountered by the respondents from both universities in social media usage may hinder them and most especially their academic pursuit.

Discussion of findings

The first research question which examined the frequency of use of social media tools by undergraduates in both universities revealed that WhatsApp, Facebook, YouTube was highly utilized and Twitter being the most frequently used social media tools for academic related work, interaction, sharing of information on daily basis. This is an indication that the use of social media tools has been widely embraced by undergraduates in these universities. The above findings agreed with earlier studies by Akakandelwa and Walubita (2018), Kolan and Dzanza (2018) and Hussain (2012) who reported that WhatsApp, Facebook, Twitter, LinkedIn, Web-Blog, Google Group were all frequently used on daily basis for education activities.

The second research question also reported in this study that respondents from both universities were faced with different challenges in the use of social media especially for their academic activities, the following were some of the identified hiccups Cyber-bullying, lack of privacy, time wasting, addiction problem as well as being distracted to the use of social media. This was in consonance with the study by Wickramanayake and Jika (2018) who reported that that erratic power generated, cost of internet connectivity and low bandwidth in internet connection as well as issues associated with privacy and security were noticed as some constraints to students' social media usage. Also, Hussain (2012) reported that unstable electricity, poor time management, lack of infrastructure, privacy and security issues, ergonomics, blurred vision as well as cyber bullying were identified as the constraints to social media usage by undergraduate students in the Islamia University of Bahawalpur, Pakistan.

Conclusion and recommendations

The study concluded that students from both universities are aware of the social media platform and frequently used them with WhatsApp, Facebook, YouTube and Twitter being highly utilized on daily basis. Also, both noted that they never used MySpace at all. Furthermore, both universities acknowledged that they were faced with challenges to the use of social media particularly for academic work, this include cyber-bullying, lack of privacy, time wasting, addiction, distraction as well as lack of conformity. Therefore, in order to encourage a productive use of social media by the students for academic pursuit in South-West Nigeria universities, it is recommended that:

1. The students should be encouraged to continually utilize the social media platform in such a way that will not affect their academic pursuit negatively.
2. Cyber-bullying should be discouraged among undergraduates in Nigerian universities. This should be done by creating awareness through counseling services on the dangers inherent in cyber-bullying in social media usage particularly on their academic activities.
3. Students should be careful on the information posted on these social media platforms because information posted may be used against them in future.
4. Social media vendors such as WhatsApp, Facebook, Twitter other social networking sites should incorporate privacy policy to secure users' privacy in the use of social media.

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