






An Assessment of Social Networking Sites Addiction Among Female Undergraduate Students in Kwara State, Nigeria

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Citation: Fagbola, O. O., Olajide, A. A., & Ahmad, A. (2022). An Assessment of Social Networking Sites Addiction Among Female Undergraduate Students in Kwara State, Nigeria. *Mediterranean Journal of Social & Behavioral Research*, 6(3), 75-83. <https://doi.org/10.30935/mjosbr/12079>

ABSTRACT

Online access of information and other purposes through social networking sites are becoming more easier day by day due to increased penetration of internet and affordability ubiquitous nature of computer devices and platforms. What is the pattern and trend of social networking sites addiction (SNA) among female undergraduate students. This study employs descriptive research design using survey method. Sampling was by simple random among female undergraduate students in two selected universities in Kwara state of Nigeria. This study engages four objectives to guide the research. Findings revealed the most popular social networking sites, factors responsible for SN usage, different causes for SN addiction and solutions to SN addiction. There was no significant relationship between age and SN addiction, while there is a strong positive significant relationship between course of study and SNA and a positive significant relationship between institutions and factors affecting SNA. It was concluded that certain factors and causes were responsible SNA among female undergraduate students. Recommendations on how to avoid SNA were provided.

Keywords: social networking sites, social networking addiction, private universities, female undergraduate students, software, online social networks

Received: 2 Aug. 2021 ♦ Accepted: 17 Sep. 2021

INTRODUCTION

The ease of access to internet and technological devices such as smartphones is making the use of social media a very common practice. Social media use today has become an integral part of life and living today. The high rate of penetration of internet has been linked with the use of social media. The world population of active users of social media is put at 3.8 billion (Statista, 2020). It has been estimated among young people aged 15-24 that internet penetration rate is 94% in the developed while it is 67% in developing countries (International Telecommunication Union, 2017). Also 71% of internet users have been found to use majorly social media (Statista, 2018), this value is expected to increase by year 2021. Over the last decade, the use of social networking sites has grown exponentially and is promoting constant and uninterrupted changes in society's behaviour (Guedes et al., 2015).

One prominent society behaviour is addiction. Users of social networking sites can become addicted to social media. Even though internet addiction may not be easily noticed in individuals, but when users become engrossed in the online internet activities like games and social networking it can lead to addictive behaviours (Griffiths, 2017). This form of social networking sites addiction is known as behavioural

addiction. Behavioural addiction is defined as uncontrollable impulses and desire for incentives to perform an action that harms the person or someone else, these include technological addictions like internet, game, smartphone and social media addiction (Senturk, 2017). This behavioural addiction of social media can cause physical, mental, cognitive and social harm to the users (Mayda, 2015). Behavioural addiction to internet activities has become an increasing serious negative issue to the society (Rachubinska et al., 2021). The addictive use of social networking sites has been tagged "technological addiction" with characteristics similar to internet gaming disorder and its tentatively included in the fifth edition of the Diagnostic and Statistical Manual of Mental Disorders as a disorder (American Psychiartry Associaltion, DSM APA, 2013).

Social networking addiction includes defining characteristics such as being concerned about social media, having a strong motivation to use social media, and to devote too much time to social media while it impairs other activities, jobs, studies, relationships, psychological health and well-being (Andreassen et al., 2017). Some reports indicated that the abusive use increases real life isolation, paradoxically bringing further damage to real life relationships (Guedes et al., 2016).

Generally, students constitute the largest population of social networks users world over. Olufadi (2016) reported that people subscribed to more than one social networking sites. This implies a likelihood of addiction. It has been reported that most people especially the higher education students use a greater part of their time on social networking sites (Alnjadat et al., 2019). Different effect of social media usage among students have been reported due to rise in the subscription of these students to different and many social networking sites platforms in the last ten years (Alahmar, 2016; Kulidtod & Pasagui 2017).

Consequently, social networking addiction is causing more harm to the individual and society at large than good. Studies around the world have been carried out on gender variation as a factor of social networking usage (Alnjadat et al., 2019). There is scarce research in Nigerian higher institutions on social networking sites addiction as it relates to gender differences. Therefore, it might be difficult to determine the causal relationship and to identify the determinants of social networking sites addiction among female undergraduate students. Against this background there is the need to assess the level of involvement of young undergraduate female students in social networking addiction.

Objectives of the Study

The following objectives were set in the course of this research:

1. identify the social networking sites commonly used by the female undergraduate students in Kwara State, Nigeria;
2. ascertain the factors that promote the use of social networking sites by female undergraduate students in Kwara State, Nigeria;
3. identify the causes of social networking sites addictions among female undergraduate students in Kwara State, Nigeria; and
4. suggest solutions to curtail social networking sites addictions among female undergraduate students in Kwara State, Nigeria.

Hypothesis of the Study

The following research hypotheses were tested at $\alpha = 0.05$ level of significance.

1. There is no significant relationship between age and the use of social networking sites by female undergraduate students in Kwara State.
2. There is no significant relationship between the course of study and factors promoting social networking sites addiction by female undergraduate students in Kwara State.
3. There is no significant relationship between the factors promoting social networking sites addiction and the Universities in Kwara State.

LITERATURE REVIEW

Social networking sites are virtual communities where users create individual public profiles, interact with real-life friends, and meet other people based on shared interests (Griffiths, 2012). Social networking sites are web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, view and traverse their list of connections and those made by others within the system (Dhingra, 2011). Social networking sites allow individuals to construct a public

profile, more or less visible according to default of site and user discretion, create a list of other users with whom they interact and view list of contacts made by other users within the site (Webrey, 2011). social networking sites refers to technological platforms that gives ease access to users to communicate and interact with one another through creation, editing, and sharing of new forms of textual, visual and audio content (The Europa World of learning, 2012).

Social networking sites provided a global scale communication platform by enabling people to access other people that are ordinarily not easy or possible to reach (Tutgun-Unal, 2020). Social networking sites helps in engagement of online communication through various channels and applications that are interconnected. Akyazi and Tutgun-Unal (2013) averred that social networking sites has helped in promoting the dominant culture of participation. The long tail and mass participation characteristics of social networking sites has made this possible, allowing many users over a long period of time and distance to be reached and involved in communication. Online social networks participatory culture allows social bonding through individual's sharing of information about their activities using various formats like images, video and texts with the intention of attracting other people's reactions (Tutgun-Unal, 2020).

With improvement in speed and availability of internet across the globe, individuals can now choose from an array of social networking sites like Facebook, Twitter, Instagram, Snapchat, etc, (Ryan et al., 2014; Whiting & Williams, 2013). Most commonly used social networking sites among undergraduates was Facebook with about 90% of them using the platform (Grunwald.com; 2018). Skiera et al. (2015) reported that Facebook was one of the most popular social networking sites among both male and female students. Tutgun-Unal (2020) reported in a study among new media and journalism students that Instagram was the most preferred application with 98.3% followed by Youtube with 87.1%, then Twitter was 78.8%, Facebook was 55.3% while Snapchat, LinkedIn, pinterest and Swarm were 34.1%, 32.9%, 23.5% and 20.0% respectively.

Facebook, Myspace have been identified as highly used by millions of people to connect and share thoughts (Ellison, 2018). We are Social, (2018) identified Youtube as the most widely used social media platform. Aksoy, (2018) identified popular social networking sites applications such as Facebook, Twitter, Instaram, Snapchat, WhatsApp, Google+, Wikipedia, LinkedIn and Reddit. According to Kuss and Griffiths, (2017) commonly popular social networking tools are Facebook, Snapchat, Instagram and instant messaging providers like Whatsapp, Facebook Messenger, Twitter, Microblogs and game sits like World of Warcraft.

Several reasons have been alluded to why there is high usage of social media. Higher institutions students have affirmed positive use of social media. A study conducted in Australia in 2018 affirmed that positive use of social networking sites have resulted into successful academic performance (Sutherland, Davis, Terton, Visser (2018). In another similar study conducted among students of Petroleum Instituted in Abu Dhabi, it was found that students with high GPAs were reportedly high users of social networking sites and applications (Tayseer et al., 2014). It was found in China and Iraq in 2016 that social media was a useful tool in the learning process through: assignment discussions, course work, getting updates on class schedules, getting news, getting locations for classes, exchange of information among the

students and sharing other course work related concerns (Alahmar, 2016; Boateng & Amankwaa, 2016).

Negative results have also been reported for usage of social networking sites on academic performance of undergraduates students. Studies across different countries have shown that students who stay too long on social networking sites with the purpose of chatting have a high propensity to decline in their academic performance (Gok, 2015; Okyeadie & Nizam, 2016; Paul et al., 2012). It has been reported also that when students engage in social networking activities during studies they will lack attention and become distracted. This will invariably affect their academic performance (Okyeadie & Nizam, 2016).

Gender is a major differential of social network sites usage, Muscanell and Guadagno (2012) worked on the influence of gender and personality on individual's use of social networking sites. They reported that female undergraduate students uses social networking sites more than males for academic purposes (Alkaabi & Albion, 2017). (Okyeadie & Nizam, 2016). In a study in United Arab Emirate in (2010) found that female university undergraduate students uses Facebook more for the purpose of extending their social network, accessing more information and experiences (UAE population statistics in 2018). Skiera, Hinz and Spann (2015) reported that the number of friends of female students is negatively related to their academic performance. Zalavadiya et al. (2016) upheld that undergraduate female users of networking sites seek out intimate friendship, romantic partners and keeps their identity to be kept secret.

Rachubinska et al. (2021) reported that 27.2% of women were prone to the risk of Internet addiction in a study conducted among young Polish women (Rachubinska et al., 2021). Similar researches among students in Britain showed a risk of Internet addition at 18% while in Italy the incidence rate is 0.8% (Weinstein & Lejoyeux (2010)). In USA and Europe, the Internet addiction rate among female students ranges from 1.5% to 8.2% (Young, & De Abreu, 2011).

Causes of Social Network Addiction

Various factors have been attributed to be responsible for addiction as studies are still on-going to determine these contributory factors and the extent of contribution. It has been suggested that environment plays a very vital role, but other major factors identified are certain behaviours and personality traits. These traits include depression anxiety, hostile/aggressive behaviour, impulsivity, psychotic behaviours, neuroticism, shyness, low self-esteem, and dis-social personality traits (Dong et al., 2011; Niewiadomski et al., 2015). Findings have upheld that people were addicted to social networking sites because it makes life look real and emotionally enriching to meet friends online (Koc & Gulyagci, (2013).

Engagement with social networking sites has been pointed that it can enhance feelings of social connectedness and well-being (Allen et al., 2014; Leist, 2013; McDaniel et al., 2012). In a recent study conducted by Lee et al. (2017) it was suggested that locus of control, self expression and utilitarian benefits were antecedents of smartphone addiction. The major activity on smartphone is the use of online social networking sites. A related finding was reported by Chen et al. (2017) that perceived enjoyment, mood regulation, pastime and conformity were the major factors responsible for social network addiction on smartphone.

Kandell (1998) opined that undergraduates were more prone to become addicted to social networking sites because: there is ample time, the ease of use of the platform, internet access without restraint, peer

pressure factors, limited supervision from parents, course of study requirement of students using the internet due to assignments and projects, communication with friends and mentors. Zalavadiya et al. (2016) found that virtual communities like social networking sites gives females a sense of belonging, and enables them to express their felling and emotions with others in privacy and convenient ways. It has been reported that availability of social networking sites on smartphone and "Fear of Mission Out" (FOMO) were principal factors responsible for social networking sites addiction (Griffiths & Kuss, 2017; Griffiths et al., 2014, Oberst et al., 2017). Hou et al. (2019) affirmed that social networking site addiction has also been attributed to ubiquitous nature of the platform and ease of access to internet in the present age.

Solutions to Curtail Social Network Addiction

Since addition to social networking sites is still an issue being debated and yet to be properly categorised, the diagnoses will be a challenge so also the treatment. Therefore, there is no "gold standard" for treating addiction (Rachubinska et al., 2021). The relative initial consensus among researchers is therapy (Young, 2009), this therapy should be focused on how patients can implement control over the social networking activities rather than total abstinence. The treatment coupled with prevention strategies should include cognitive behavioural therapy. The therapies should include introduction of new element schemes that will reduce internet activities, family support programmes should be targeted at breaking predefined harmful patterns and control the intensity of internet use (Young, (2009).

Prasad et al. (2013) stated that solutions to the problem of addiction to social networking sites is through parental counselling, general counselling, also the use of certain software could be of help. Such software has the ability to block the social network sites or limits the access to social networks sites for certain period. Zalavadiya et al. (2016) concluded that parents and institutional management have a responsibility of watching over the female students to stop emerging addiction.

Within the Nigerian context, Eke et al. (2014) suggested the following measures to curtail addiction of social networking sites among Nigerian students: students to plan and moderate their use of social networking sites, enactment of laws that prohibit or punishes students using smartphone or visiting social networking sites during class hours, creating awareness of the danger inherent in using social networking sites to students by the institution authorities. Others are proper education and consciousness on the part of the users to manage their personal profile properly to avoid identity theft and provision of laws guiding information access and dissemination by students.

METHODOLOGY

This study adopts descriptive survey design. Two university within Kwara state was used, with a sample population of 233 respondents. The respondents for the questionnaire were randomly selected female undergraduate students across different faculties. The questionnaire was administered to all the respondents with a responsive rate of 94.2% giving a total of 220 copies of the questionnaire returned and useable.

Table 1 shows that 100 (45.4%) of the respondents were from College of ICT, 58 (26.4%) were from college of engineering and Technology, 35 (15.9%) were from College of Agricultural Sciences,

Table 1. Distribution of the respondents by Faculty

Faculties	Frequency	Percent (%)
College of Agriculture.	35	15.9
College of Arts.	27	12.3
College of Engineering & Technology.	58	26.4
College of ICT.	100	45.4
Total	220	100.0

Table 2. Distribution of the respondents by level of study

S/N	Level of study	Frequency	Percentages (%)
1	100	37	16.8
2	200	67	30.5
3	300	60	27.3
4	400	43	19.5
5	500	13	5.9
	Total	220	100.0

Table 3. Mean and standard deviation scores of social networking sites used by female undergraduate students in Kwara State, Nigeria

S/N	Types of Social Networking sites	SD	D	A	SA	Mean	SD
a	Facebook.	6(2.7%)	38(17.3%)	0(0%)	176(80%)	3.57	0.87
b	Whatsapp.	0(0%)	8(3.6%)	50(22.7%)	162(73.6%)	3.42	0.53
c	Wechat.	50(22.7%)	80(36.4%)	43(19.5%)	47(21.4%)	2.40	1.06
d	Twitter.	2(0.9%)	3(1.4%)	21(9.5%)	194(88.2%)	3.28	0.45
e	Instagram.	0(0%)	5(2.3%)	50(22.7%)	165(75.0%)	2.58	0.49
f	Tumblr.	11(5.0%)	60(27.3%)	119(54.1%)	30(13.6%)	2.76	0.74
g	Linkedin..	30(13.6%)	82(37.3%)	78(35.5%)	30(13.6%)	2.49	0.89
h	Qzone.	46(20.9%)	21(9.5%)	119(54.1%)	34(15.5%)	2.63	0.98
i	Youtube.	0(0%)	0(0%)	24(10.9%)	196(89.1%)	1.11	0.31
j	Google+.	148(67.3%)	53(24.1%)	11(5.0%)	(3.6%)	1.22	0.75
k	Pinterest.	93(42.3%)	42(19.1%)	68(30.9%)	17(7.7%)	2.04	1.02
l	MySpace.	46(20.9%)	43(19.5%)	102(46.4%)	29(13.2%)	2.52	0.96
m	Snapchat.	159(72.3%)	12(5.5%)	46(20.9%)	3(1.4%)	1.51	0.86
n	Flickr.	46(20.9%)	32(14.5%)	107(4.6%)	35(15.9%)	2.60	0.99
o	Skype.	158(71.8%)	17(7.7%)	13(5.9%)	32(14.5%)	1.63	1.10
Weighted Mean 2.12							

Table 4. Mean and standard deviation scores of factors promoting the use of social networking sites by female undergraduate students in Kwara State, Nigeria

S/N	Factors promoting Social Networking sites	SA	A	D	SD	Mean	SD
a	For communication.	2(0.9%)	218(99.1%)	0(0%)	0(0%)	3.00	0.00
b	For research and academic purpose.	17(7.7%)	200(90.9%)	1(0.5%)	2(0.9%)	3.07	0.27
c	For interpersonal relationship.	18(8.2%)	202(81.8%)	0(0%)	0(0%)	3.08	0.27
d	To be informed, updated and relevant.	14(6.4%)	206(93.6%)	0(0%)	0(0%)	3.06	0.24
e	To kill boredom and relieve stress.	9(4.1%)	210(95.4%)	0(0%)	1(0.5)	3.04	0.13
f	For staying in touch with friends and loved ones.	4(1.8%)	215(97.7%)	0(0%)	1(0.5)	3.02	0.13
g	To keep an updated and attractive profile.	35(15.9%)	183(83.2%)	0(0%)	2(0.9%)	3.16	0.36
h	To find and reunite with old friends.	35(15.9%)	185(84.1%)	0(0%)	0(0%)	3.16	0.36
i	To organize discussion forums and pages.	34(15.5%)	183(83.2%)	0(0%)	3(1.4%)	3.15	0.36
Weighted mean 3.10							

while 27 (12.3%) were from College of Arts respectively. This implies that majority of the respondents were from the College of ICT.

Table 2 showed that 37 (16.8%) of the respondents were in 100 level; 67 (30.5%) were in 200 level; 60 (27.3%) were in 300 level; 43 (19.5%) were in 400 level; while 13 (5.9%) were in 500 level. This implies that majority of the sampled respondents were in 200 level.

Research Question 1: What are the Social Networking Sites Used by Female Undergraduate Students in Kwara State, Nigeria?

Table 3 revealed that the types of social networking sites used mostly by female undergraduate students in Kwara State, Nigeria were Facebook ($\bar{x}=3.57$, $SD = 0.87$); Whatsapp ($\bar{x}= 3.42$, $SD = 0.53$); Twitter

($\bar{x}= 3.28$, $SD = 0.45$); Tumblr ($\bar{x}= 2.76$, $SD = 0.74$); ; while least used social networking sites were Youtube ($\bar{x}= 1.11$, $SD = 0.31$), Google+ ($\bar{x}=1.22$, $SD = 0.75$); Snapchat ($\bar{x}=1.51$, $SD = 0.86$).

Research Question 2: What are the Factors Promoting the Use of Social Networking Sites by Female Undergraduate Students in Kwara State?

The results in **Table 4** revealed that some of the factors promoting the use of social networking sites by female undergraduate students in Kwara State, Nigeria were to keep an updated and attractive profile ($\bar{x}=3.16$, $SD = 0.36$); find and reunite with old friends ($\bar{x}=3.16$, $SD =0.36$); organise discussion forums and pages ($\bar{x}=3.15$, $SD = 0.36$); For interpersonal relationship ($\bar{x}=3.08$, $SD = 0.37$); for research and

Table 5. Mean and standard deviation scores of causes of social networking sites addiction by female undergraduate students in Kwara State, Nigeria

S/N	Causes of social Networking addiction	YES	NO	Mean	SD
A	Are you a member/user of a multiple social networks?	206(93.6%)	14(6.4%)	1.06	0.24
b	Do you prefer to interact with people on social networks rather than face to face?	169(76.8%)	51(23.2%)	1.23	0.42
C	Have you ever ignored a responsibility like an assignment or chores because of social networks?	208(94.5%)	12(5.5%)	1.05	0.22
D	Has anyone ever commented on the amount of time you spend on social networks?	187(85.0%)	33(15.0%)	1.15	0.35
E	Do you use social networking sites to seek health related issues?	164(74.5%)	56(25.5%)	1.25	0.43
F	Do you use social networking sites to gain relief from fatigue and stress?	205(93.2%)	15(6.8%)	1.07	0.25
G	Do you become disturbed, frustrated or angry when a social network goes down or is unavailable?	183(83.2%)	37(16.8%)	1.17	0.37
H	Do you have more friends on your social network than you do in real life?	171(77.7%)	49(22.3%)	1.22	0.41
I	Are you usually surprised by how much time you spend on Social Networks?	181(82.3%)	39(17.7%)	1.18	0.38
J	Trying to bow to peer pressure	32(14.5%)	188(85.5%)	1.85	0.35
K	Have you ever experienced drop in productivity and output due to use of social networking sites?	200(90.9%)	20(9.1%)	1.09	0.28
L	Desire to compare with other users	116(52.7%)	104(47.3%)	1.47	0.50
M	Have you ever being distracted due to the use of social networking site?	217(98.6)	3(1.4%)	1.01	0.16
Weighted mean 1.21					

Table 6. Mean and standard deviation scores of solutions to social networking sites addiction by female undergraduate students in Kwara State, Nigeria

S/N	Solutions to Social Networking Sites Addiction	SA	A	SD	D	Mean	SD
a	To reduce the time spent going through your social networks page.	193(87.7%)	24(10.9%)	3(1.4%)	0(0%)	3.86	0.38
b	To engage more verbal conversations with people than you do on phone.	177(80.5%)	37(16.8%)	2(0.9%)	4(1.8%)	3.76	0.55
c	To keep away your devices when you are with your friends.	187(85.0%)	21(9.5%)	6(2.7%)	6(2.7%)	3.77	0.55
d	To engage in real-life group discussion than on social networking sites group discussions.	162(73.6%)	18(8.6%)	16(7.3%)	5(2.3%)	3.55	0.62
e	To engage in self-developing activities when alone/bored.	183(83.2%)	34(15.5%)	1(0.5%)	2(0.9%)	3.81	0.46
f	To get rid of notifications.	137(62.3%)	68(30.9%)	5(2.3%)	10(4.5%)	3.51	0.75
g	To delete / uninstall the social networking applications.	161(73.2%)	28(12.7%)	19(8.6%)	12(5.5%)	3.54	0.86
h	To make yourself busy with other activities.	140(63.6%)	62(28.2%)	15(6.8%)	3(1.4%)	3.54	0.68
i	To do self-reflection / assessment on a regular basis.	175(79.5%)	24(10.9%)	8(3.6%)	13(5.9%)	3.64	0.81
j	To create your own reward system.	174(79.1%)	24(10.9%)	6(2.7%)	16(7.3%)	3.60	0.75
Weighted mean 3.62							

academic purpose" ($\bar{x}=3.07$, $SD = 0.27$); and to be informed, updated and relevant ($\bar{x}=3.06$, $SD = 0.24$).

Research Question 3: What are the Causes of Social Networking Addiction by Female Undergraduate Students in Kwara State?

The result from **Table 5** revealed that causes of social networking sites addiction include. trying to bow to peer pressure ($\bar{x}=1.85$, $SD = 0.35$); desire to compare with other users ($\bar{x}=1.47$, $SD = 0.50$); use social networking sites to seek health related issue ($\bar{x}=1.25$, $SD = 0.43$). Least causes of social networking sites addiction were being distracted due to the use of social networking sites ($\bar{x}=1.01$, $SD = 0.16$); ignoring responsibility like an assignment or chores because of social networks ($\bar{x}=1.05$, $SD = 0.22$); being a member/user of a multiple social networks? ($\bar{x}=1.06$, $SD = 0.24$).

Research Question 4: What are the Solutions to Curtail Social Networking Addictions by Female Undergraduate Students in Kwara State?

The results in **Table 6** showed that identified solutions to social networking sites addiction by female undergraduate students in Kwara State, Nigeria were – reduce the time spent going through social

networks page" ($\bar{x}=3.86$, $SD = 0.38$); engage in self-developing activities when alone/bored ($\bar{x}=3.81$, $SD = 0.46$); keep away your devices when you are with your friends ($\bar{x}=3.77$, $SD = 0.63$); engage more in verbal conversation with people than on phone ($\bar{x}=3.76$, $SD = 0.55$). Least identified solutions were to get rid of notifications ($\bar{x}=3.51$, $SD = 0.75$), to delete / uninstall the social networking applications. ($\bar{x}=3.54$, $SD = 0.86$) and to make yourself busy with other activities. ($\bar{x}=3.54$, $SD = 0.68$).

Testing of the Hypotheses

This section presents the statistical results of the hypotheses formulated for the study along with their interpretation and discussions. The three null hypotheses formulated were tested at $\alpha = 0.05$ level of significance.

Hypothesis one: There is no significant relationship between age and use of social networking sites by female undergraduates in Kwara State, Nigeria

The results in **Table 7** revealed that the mean and standard deviation scores of age were ($\bar{x} = 1.60$, $SD = 0.56$), while those of use of social networking sites were ($\bar{x} = 2.03$, $SD = 0.33$). The results also

Table 7. Summary of test of relationship between age and use of social networking sites by female undergraduate students using Pearson Product moment correlation

Variable	Mean	SD	N	Correlation®	Sig.P	Remarks
Age	1.60	0.56	220	0.107	0.114	Not Significant
Use of Social Networking Sites	2.03	0.33				

Sig p < 0.05

Table 8. Summary of test of relationship between course of study and factors promoting social networking sites addiction among female undergraduate students in Kwara State, Nigeria using Pearson's Product moment correlation

Variable	Mean	SD	N	Correlation®	Sig.P	Remarks
Course of study	6.36	0.15	220	.000	1	Significant
Factors	2.86	2.88				

Correlation is significant at p< 0.05 level

Table 9. Summary of test of relationship between institution and factors promoting social networking sites addiction among female undergraduate students in Kwara State, Nigeria using Pearson's Product moment correlation

Variable	Mean	SD	N	Correlation®	Sig.P	Remarks
Institutions	1.75	0.44	220	0.00	0.45	Significance
Factors	2.86	0.15				

**. Correlation is significant at the 0.01 level (2-tailed)

showed that there is no significant relationship between age and use of social networking sites by female undergraduate students in Kwara State, Nigeria ($r = .107$, $df = 219$ $p > 0.05$). It could be deduced that age did not influence the social networking sites addiction among the female undergraduate students. Hence, null hypothesis one was accepted.

Hypothesis 2: There is no significant relationship between course of study and factors promoting social networking sites addiction by female undergraduate students in Kwara State, Nigeria

The results in **Table 8** revealed that the mean and standard deviation scores of course of study were ($\bar{x} = 6.36$, $SD = 0.15$), while those of factors were ($\bar{x} = 2.86$, $SD = 2.88$). The results also showed that there is a positive significant relationship between course of study and factors promoting the use of social networking sites by female undergraduate students in Kwara State, Nigeria ($r = .000$, $df = 219$, $p < 0.05$). Hence, it could be deduced that course of study positively influenced factors promoting use of social networking sites by female undergraduate students in Kwara State, Nigeria. Thus, the null hypothesis two was rejected.

Hypothesis three: There is no significant relationship between institutions and factors promoting the social networking site addiction

The results in **Table 9** revealed that the mean and standard deviation scores of institutions were ($\bar{x} = 1.75$, $SD = 0.44$), while those of factors promoting social networking sites addiction were ($\bar{x} = 2.86$, $SD = 0.15$). The results also showed that there is a positive significant relationship between institutions and factors promoting the use of social networking sites by female undergraduate students in Kwara State, Nigeria ($r = .000$, $df = 219$, $p < 0.05$). Thus, the null hypothesis three was rejected. Hence, it could be deduced that the universities influence factors promoting social networking sites addictions among female undergraduate students.

DISCUSSION OF FINDINGS

From the result of the findings, it was observed that major social networking sites used by female undergraduate students were principally Facebook, Whatsapp, Twitter and Tumblr. The popularity

of Facebook and Twitter was in agreement with other authors like Aksoy (2018) and Griffiths (2017), Whatsapp popularity was supported by Griffiths (2017). Whatsapp high popularity was upheld by Griffiths, (2017). Low popularity of Qzone, Google+ and Snapchat was discovered in this research, the low popularity of Snapchat and Google+ was contrary to the findings of Aksoy (2018), and Griffiths (2017), which also upheld high popularity of Snapchat contrary to the result of this findings. The grand weighted mean for popularity of social networking sites was 2.12, which is a bit higher than half of the Likert scale of four that was used showed that the popularity of social networking sites is not all very highly popular.

On factors promoting the use of social networking sites, it was found that all the factors were rated at 3.0 or greater on a Likert scale of 4. This showed that all the factors were highly important in the use of social networking sites. The factors include both social and academic factors. This showed that with proper education and awareness of right use of social networking sites, users can maximise the benefits inherent in social networking sites. The grand weighted mean was 3.10, this showed that all the factors played a very significant role in the use of social networking sites by female undergraduates and in essence, the best can be got from social networking sites usage by female undergraduate students.

Causes of addiction to social networking sites were all found to have very level of support with percentages above 70% with the exception of just two factors with one have percentage of support of above 50% while the second and the least factor has a percentage of 14%. It can be deduced therefore that the rate of addiction to social networking sites among female undergraduate students was very high. The female undergraduate students have so many good reasons to be addicted to social networking sites. Various reasons that have been proposed by authors like (Chen et al., 2017; Zalavadiya et al., 2016) were also upheld by this study. Certain traits or behaviour were found to promote addiction to social networking sites such as anxiety, hostile/aggressive behaviour, impulsivity, psychotic behaviours, neuroticism, shyness, low self-esteem, and dis-social personality traits, these have been earlier reported by Dong et al. (2011) and Niewiadomski et al. (2015). Findings have upheld that people were addicted to social networking sites because it makes life look real and emotionally enriching to meet friends

online (Koc & Gulyagci, 2013). this was also corroborated in this study as respondents affirm that using social media was like real-life and they have more friends even on social networking sites than real-life.

The overall weighted mean for the various process of curbing social networking sites addiction was found to be 3.62 on Likert scale of four. This affirms the fact that all hope is not lost in reducing social networking addiction. The respondents affirms that suggested methods will be very highly effective if introduced, promoted and adopted by social networking users. Methods like reducing the time spent going through social networking sites, engaging in self-developing activities when alone/bored have been reported Eke et al. (2014). Reduction of time spent on social networking sites, switching off notification on smartphone were other solutions rated highly that were in tandem with the work of Prasad et al. (2013).

CONCLUSION AND RECOMMENDATION

It can be concluded that female undergraduate students follow the most common pattern of social media platform usage. Also, there was a very high level of addiction to social networking sites by female undergraduate students. There is hope for breaking addiction of social networking sites among female undergraduate students through various means. If one method does not work effectively another will work.

Recommendations: based on the findings of this study, the following recommendations were suggested:

Female undergraduate students have an array of social networking sites to select from and they can select those that will meet their basic needs and not necessarily those that will get them addicted unnecessarily.

Each person is to examine the factors that disposes them to social networking sites addiction and adopt appropriate method that can help them to overcome.

Female undergraduate students should be ready to take precautionary measures to avoid addiction to social networking sites.

Each person should explore the most appropriate method of curbing social network sites addiction.

Factors found to promote social networking site addiction were more of personal factors, then individuals are to work more on themselves rather than the technology to put an end to social networking sites addiction.

Courses that have to do with online usage due to assignment should be able to decipher real form ephemeral. They should draw line between academic use of online so that they will not be addicted without much progress.

Author contributions: All authors were involved in concept, design, collection of data, interpretation, writing, and critically revising the article. All authors approve final version of the article.

Funding: The authors received no financial support for the research and/or authorship of this article.

Declaration of interest: Authors declare no competing interest.

Data availability: Data generated or analysed during this study are available from the authors on request.

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