



A Survey of the Use of Social Media among Undergraduate Student in The Faculties Of Law in Universities Osun State Nigeria

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ABSTRACT	ARTICLE INFO
<p>The study examined the awareness and use of social media platforms among undergraduate law students in universities in Osun State. It also investigated the extent to which gender, age, level of study and awareness of social media platforms influence the use of social media platforms among respondents. The study adopted a descriptive survey research design. The study population comprised undergraduate students in faculties of law in three selected universities in Osun state. The instrument for data collection was the questionnaire. Five hundred and twenty seven (527) respondents participated in the study. Data were analysed using descriptive statistics, Pearson Product Moment Correlation and multiple Regression Analysis. It was concluded from the study that gender, age, level of study and the awareness of social media platforms significantly influenced the use of social media platforms among undergraduate law students in universities in Osun state, Nigeria. It was recommended that these factors be taken into account by university administrators when making policies on the use of social media in the university system.</p> <p>© 2021 Edulib</p>	<p>Article History: <i>Submitted/Received 16 Aug 2021</i> <i>First Revised 14 Sep 2021</i> <i>Accepted 06 Nov 2021</i> <i>First Available online 13 Nov 2021</i> <i>Publication Date 30 Nov 2021</i></p> <hr/> <p>Keyword: <i>Law student,</i> <i>Social media platforms,</i> <i>Under graduate students</i></p>

1. INTRODUCTION

In recent times, the social media platform has become one of the most popular medium of communication among different categories of people. The use of social media has permeated every facet of life and has changed the way and manner people communicate and share information. Bagget & Williams (2012) observed that there has been a remarkable increase in the use of social media among youth because of its usefulness. It is a common knowledge that students especially those in the higher institutions of learning like the universities access the social media platforms of their choice using various mobile devices (smart and android phones) and laptops for the purpose of getting information. Cohn (2011) described social media as the use of web based and mobile technologies to turn communication in an interactive dialogue. Similarly, Dewing (2010) conceptualize social media as a wide range of internet based and mobile services that allow users to participate in online exchanges, contribute user-created content or join online communities.

Another definition that is germane to this study is the one propounded by Kaplan and Haenlein (2010). They defined social media as “a group of Internet – based applications that build on the ideological and technological foundations of web 2.0 and that allow the creation and exchange of user – generated content.”

The main purpose of social networking is to connect with other people for the purpose of communication, information exchange and sharing among people who have common interest and passion. There are many social networking sites these are namely Facebook, YouTube, Flickr, Twitter, Instagram, WhatsApp, Instant messenger, Wikis and others that allow individuals to present themselves, articulate their social networks and establish or maintain connections with others (Javed & Bhatti, 2015).

Studies have shown that social media is very important and useful because it has been used as a tool to promote health awareness (Lyson et al., 2018), teaching, learning and information sharing (Morgan et al., 2011), hiring process, (Blount et al., 2016) oncology practice, (Dizon et al., 2012) to mention but a few.

Even among students, literature have revealed that majority of students use the social media platforms for different purposes which includes entertainment, education/information, discussion of national issues, engaging in cybercrimes and exposure to pornography to mention but a few. This has led to a drastic reduction in the time they devote to their studies (Ezeah et al., 2013).

Studies have shown that the use of social media platforms could be determined by various factors including altruism and social identity (Kwon & Wen 2009), perceived usefulness, perceived ease of use and compatibility (Lee & Sub 2011), enjoyment (Lin et al., 2013), user enjoyment and perceived usefulness of social media (Sogo, 2015), privacy and convenience (Arthukorala, 2018), gender, and religiosity also marital status (Shahghasemi & Emamzadel 2018).

However, in spite of the importance of social media platforms to university students in Nigeria, literature have shown that there is dearth of research on the use of social media platforms among university students in Nigeria.

The question of this research is: (i) What is the level of awareness of social media platforms among undergraduate law students in universities in Osun state?; (ii) Which of the social media platforms do undergraduate law students in universities in Osun state use mostly?; (iii) How many hours do undergraduate law students in universities in Osun state spend using the social media platforms daily?; (iv) Which of the electronic gadgets do undergraduate law students in universities in Osun state use mostly to access the social media

platforms?; (v) Why do undergraduate of law students in universities in Osun state use social media platforms?

Apuke and Ezeah (2017) in their study of access and utilization of social networking sites among social science students in a Nigerian public university, affirmed that only a few proportions (4%) of the students use social media sites for academic purposes. It was found that excessive utilization of social networking sites had negative influence on student's academic performance and growth. Facebook was ranked as the most utilized of the social media sites.

Adetimirin (2016) examined the use of social media for information dissemination among undergraduates of University of Ibadan. The results showed that social media was used for different purposes which includes: searching and disseminating information for academic purposes, staying in touch with friends and families, chatting and sharing of pictures and videos. Findings from the study further revealed Facebook as the most frequently used social media for disseminating academic information among the under-graduates.

2. METHODS

The study adopted descriptive survey research design. The study population comprised undergraduate students in faculties of law in three selected universities in Osun state. They include Obafemi Awolowo University, Ile-Ife, Osun State University, Osogbo and Bowen University, Iwo. The instrument for data collection was the questionnaire entitled "Use of Social Media Questionnaire." The questionnaire consisted of demographic characteristics, purposes of using social media platforms, awareness and use of social media platforms. The sample size of the population was 1,560 respondents. Using the total enumeration sampling technique, copies of the questionnaires were administered to all the respondents in the faculties of law in each of the universities. Of these 527 copies of the questionnaires were filled and returned for analysis. The data collected we re-analysed using descriptive statistics including percentages, mean, standard deviation and inferential statistics. Hypotheses were tested at 0.05 level of significance.

In determining the reliability status of the self-constructed questionnaire, the copies were pretested to 30 students who were excluded from the sample population. Using the Cronbach–Alpha reliability method, the reliability of the questionnaire was found to be 0.85.

Table 1. Population for the study

NO	Names of universities	Population	No of questionnaire Administered	No of questionnaire Returned
1	Obafemi Awolowo University, Ile-Ife	970	970	271
2	Osun State University, Osogbo	250	250	131
3	Bowen University, Iwo	340	340	125
Total		1560	1560	527

3. RESULTS AND DISCUSSION

3.1 Demographic Characteristics of Respondents

Of the 527 respondents 210 (39.8%) were male and 317 (60.2%) were female. As regards their ages 235 (44.6%) of the respondents fell between the ages of 15 and 20 years, while 292 (55.4%) were 21 years and above. The mean score of their ages was 1-55 with a standard deviation of 0.498. Students in the all the levels; that is from 100 level to 500 level in the faculties of law in the three universities participated voluntarily in this study.

3.1.1 What is the level of awareness of social media platforms among undergraduate students in universities in Osun state

The respondents were requested to indicate whether they were aware of the existence of social media platforms on a 2 point dichotomous scale: Not aware = 1, Aware = 2. The Mean (\bar{x}) and Standard deviations (SD) were calculated and the results are presented in Table 2.

Table 2. Mean and standard deviation scores of respondents awareness of social media platforms

S/N	Types of Social Media Platforms	Mean (\bar{X})	Std. Deviation
1.	WhatsApp	1.9639	0.18660
2.	Facebook	1.9620	0.19126
3.	Instagram	1.9602	0.19579
4.	YouTube	1.9298	0.25574
5.	Twitter	1.9146	0.27973
6.	Snapchat	1.8691	0.33764
7.	Medium	1.1822	0.38635
8.	Linkedin	1.6926	0.46186
9.	Pinterest	1.5465	0.49831
10.	Tumblr	1.4175	0.49361
11.	Myspace	1.3548	0.47892
12.	Flicker	1.3340	0.47208
13.	Vine	1.2125	0.40948
14.	Xing	1.1480	0.35544
15.	Meetup	1.1385	0.34577
16.	VK.com	1.0987	0.29850
17.	Twoo	1.0968	0.29593
18.	Disgus	1.0930	0.29068
19.	Secret	1.0797	0.27108
20.	Renren	1.0721	0.25891

The data in Table 2 present the mean and standard deviation scores respondents awareness of twenty social media platforms arranged in a ranking order from highest to lowest. The respondents were mostly aware of WhatsApp (\bar{X} =1.9639, SD = 0.18660). This is followed by Facebook (\bar{X} =1.9620, SD= 0.19126), Instagram (\bar{X} =1.9602, SD = 0.19579), YouTube (\bar{X} =1.9298, SD = 0.25574), Twitter (\bar{X} =1.9146, SD=0.27973), Snap-chat (\bar{X} =1.8691, SD = 0.33764), Medium (\bar{X} = 1.1822, SD 0.38635), LinkedIn (\bar{X} =1.6926, SD = 0.46186) and Pinterest (\bar{X} = 1.5465, SD = 0.49831). However, they were not aware of the remaining twelve social media platforms. These include Tumblr (\bar{X} =1.4175, SD = 0.49361), Myspace (\bar{X} = 1.3548, SD = 0.47892), Flicker (\bar{X} = 1.3340, SD = 0.47208), Vine (\bar{X} = 1.2125, SD = 0.40948), Xing (\bar{X}

=1.1480, SD = 0.35544) Meet up (\bar{X} = 1.1385, SD= 0.34577), VK.Com (\bar{X} = 1.0987, SD=0.29850), Twoo (\bar{X} = 1.0968, SD = 0.29593), Disqus (\bar{X} = 1.0930, SD = 0.2906-8) 478 (90.7%), Secrete (\bar{X} = 1.0797, SD= 0.27108) and Renren (\bar{X} 1.0721, SD = 0.25-891) It can be inferred from the data presented is that WhatsApp is the most popular social media platform among students. They were also aware of seven other social media platforms. So out of twenty social media platforms respondents were aware of only eight. This represents 40 percent of the social media platforms presented. This indicate a low level of awareness of social media platforms among respondents.

3.1.2 Which of the social media platforms do undergraduate law students in universities in Osun state use mostly?

The respondents were required to rate their use of social media platforms on a five point Likert scale: Not Used = 1, Occasionally use = 2, Monthly use = 3, Weekly use = 4 and Daily Use = 5. The Mean (\bar{X}) and Standard deviation (SD) scores were calculated. The results are presented in Table 3

Table 3. Internal mean and standard deviation scores of social media platforms used by respondents

S/N	Social Media Platforms	Mean (\bar{X})	Std. Deviation
1.	WhatsApp	4.8292	0.71729
2.	Instagram	3.9848	1.37459
3.	YouTube	3.3700	1.39720
4.	Facebook	3.1632	1.54278
5.	Twitter	3.0835	1.65821
6.	Snap chat	2.8102	1.58476
7.	LinkedIn	2.2922	1.47797
8.	Pinterest	2.0342	1.43250
9.	Tumbir	1.3947	0.95915
10.	Medium	1.3738	0.98405
11.	MySpace	1.3378	0.91656
12.	Xing	1.3036	0.90984
13.	Flicker	1.3036	0.87359
14.	Vine	1.2865	0.87827
15.	Twoo	1.2694	0.89542
16.	Vk.com	1.2619	0.86313
17.	Meet up	1.2600	0.84027
18.	Secret	1.2258	0.78982
19.	Renren	1.2220	0.87359
20.	Disque	1.2182	0.78472

The data in Table 3 show that the most highly used social media platform is WhatsApp (\bar{X} = 4.8292, SD=0.71729). This is followed by Instagram (\bar{X} = 3.9848, SD= 1.3745- 9), YouTube (\bar{X} = 3.3700, SD = 1.38720), Facebook (\bar{X} = 3.1632, SD = 1.54278), and Twitter (\bar{X} = 3.0835, SD = 1.65821). While the least used social media platforms are Snap chat (\bar{X} = 2.8102, SD = 1.58476), LinkedIn (\bar{X} = 2.2922, SD = 1.43250) Pinterest (\bar{X} = 2.0342, SD= 1.43250), Medium (\bar{X}

= 1.3738, SD = 0.98405), Tumblr (\bar{X} = 1.3947, SD = 0.95915), Twoo (\bar{X} = 1.2694, SD = 0.8-9542), MySpace (\bar{X} = 1.3378, SD = 0.9165-6), Vine (\bar{X} = 1.2865, SD= 0.87827), VK.com (\bar{X} = 1.2619, SD = 0.86313) Renren (\bar{X} = 1.2220, SD= 0.- 81924), Flickr (\bar{X} = 1.3036, SD = 0.87359), Meet up (\bar{X} = 1.2600, SD = 0.84027), Xing (\bar{X} = 1.3036, SD = 0.90984), Disqus (\bar{X} = 1.2- 182, SD = 0.78472), and Secret (\bar{X} = 1.2258, SD = 0.78982).

A low usage of social media platforms among respondents could be deduced from the data presented. Of twenty social media platforms presented, only five (25%) were highly utilised with WhatsApp having the highest mean score (\bar{X} = 4.8292, SD = 0.7- 1729).

3.1.3 How many hours do undergraduate law students in universities in Osun state spend in the daily use of the social media platforms?

Respondents were required to indicate the number of hours spent in the daily use of social media platforms. The frequency counts and percentages were calculated and presented in Table 4.

Table 4. Frequency and Percentage Distribution of Hours Spent by Respondents on the Daily Use Social Media Platforms

	Time	Frequency	Percentage
1.	Less than one hour	57	10.8
2.	1 – 2 hours	164	31.1
3.	2 – 3 hours	104	19.7
4.	3 – 4 hours	76	14.4
5.	Over 4 hours	126	23.9
	Total	527	100.0

An analysis of the data in Table 4 show that 57 (10.8%) of the students spent less than one hour daily using the social media; 164 (31.1%) spent between 1-2 hours on the social media daily, 104(19.7%) spent 2-3 hours on the social media, 76 (14.4%) spent between 3-4 hours daily on the social media and 126 (23.9%) spent over 4 hours daily on the social media. It can be inferred from then data presented that majority of the respondents spent an average of between 1- 2 hours daily on the social media.

3.1.4 Which gadgets do undergraduate law students in universities in Osun state use most to access the social media platforms?

Respondents were required to indicate the gadgets they used mostly to access the social media platforms. The frequency counts and percentages were presented bellow.

Table 5. Frequency and percentage scores of gadgets used by respondents to access social media platforms

Name of Gadgets	Frequency	Percentage
Smartphone	212	40.2
Androids	152	28.8
Laptop computers	109	20.9
Ipods/Ipad	19	3.6
Handsets	18	3.4
Desktop computers	16	3.0

Others	1	0.2
Total	527	100

The data in Table 5 shows that the gadget used mostly by students to access social media was the Smart phone 212 (40.2%). Followed by Androids 152 (28.8%) and Laptop computers 109 (20.7%). While the least used communication gadgets were Ipo- ds / Ipad 19 (3.6%), Handsets 18 (3.4%) and Desktop computers 16 (3.0%).

3.1.5 Why do undergraduate law students in universities in Osun state use social media platforms?

Respondents were asked to state the whether or not they agree with the statements on the reasons for using the social media platforms on a 2 point Likert scale: Disagree = 1, Agree = 2. The frequency counts and percentages were calculated and presented in Table 6.

Table 6. Frequency and Percentage Distribution Showing Respondents' Reasons for Using the Social Media Platforms

S/N	Reasons	Disagree	Agree
1.	For online trading	25 (4.7%)	502 (95.3%)
2.	For general knowledge about doing business	25 (4.7%)	502 (95.3%)
3.	For communication with friends and families	27 (5.2%)	500 (94.9%)
4.	For academic purposes	34 (6.4%)	493 (93.5%)
5.	To download pictures, videos, movies, songs etc.	52 (9.8%)	475 (90.1%)
6.	To make professional communication.	55 (10.4%)	472 (89.6%)
7.	To share pictures/music/videos etc.	58 (11.0%)	469 (89%)
8.	For entertainment (play games, watch movies, etc).	62 (11.8%)	465 (88.2%)
9.	To share experiences	69 (13.1%)	458 (86.9%)
10.	To make new friends	85 (16.1%)	442 (83.9%)

The data in Table 6 show that the main reasons for using the social media platforms among respondents was for online trading 502 (95.3%) and general knowledge about doing business 502 (95.3%). Other purposes include communication with friends and families 500 (94.9%), academic purposes 493 (93.5%), to download pictures, videos, movies, songs etc. 475 (90.1%), to make professional communication 472 (89.6%), to share pictures, music videos 469 (89%), entertainment 465(88.2%), share experiences 4-58 (86.9%), and to make new friends 44-2(83.9%).

3.2 Testing of Research Hypothesis

3.2.1 Hypothesis 1

This hypothesis states that there is no significant relationship between gender and the utilization of social media platforms among respondents. Pearson Product Moment Correlation Analysis was used to test this hypothesis. The results are presented in Table 7.

Table 7. Correlation between gender and use of social media platforms of respondents

Variables	N	Mean	Std.D	r	p
Gender	527	1.6015	0.49005	- .018	0.677
Use of social media	527	2.0512	0.62705		

The data in Table 7 indicate that the correlation between gender and the use of social media platforms is = - .018 which is not significant at 0.05 level of significance ($r = -.018$, $P > 0.05$). This shows that there is no significant relationship between gender and the use of social media platforms among respondents. The stated null hypothesis 1 is accepted.

3.2.2 Hypothesis 2

This hypothesis states that there is no significant relationship between age and use of social media platforms among respondents. Pearson Product Moment Correlation Analysis was used to test this hypothesis. The results are presented in Table 8.

Table 8. Correlation between age and use of social media platforms of respondents

Variables	N	Mean	Std. D	r	P
Age	527	1.5541	0.49754	0.011	0.803
Use of social Media platforms	527	2.0512	0.62705		

The data in Table 8 indicate that the correlation between age and the use of social media platforms among the respondents is = 0.011 which is not significant at 0.05 level of significance ($r = 0.011$, $P > 0.05$). This shows that there is no significant relationship between age and use of social media platforms with respondents. The stated null hypothesis 2 is accepted.

3.2.2 Hypothesis 3

There is no significant relationship between level of study and the use of social media platforms among respondents. Pearson Product Moment Correlation Analysis was used to test this hypothesis. The results are presented in Table 9.

Table 9. Correlation between level of study and the use of social media platforms of respondents

Variables	N	Mean	Std. D	r	P
Level of study	527	3.4538	1.42800	0.034	0.441
Use of social Media Platforms	527	2.0512	0.62705		

3.2.3 Hypothesis 4

There is no significant relationship between awareness of social media and the use of social media platforms among respondents. Pearson Product moment correlation analysis was used to test this hypothesis. The results are presented in Table 10

Table 10. Correlation between awareness of social media platforms and use of social media platforms of respondents

Variables	N	Mean	Std. D	r	P
Awareness of social media platforms	527	1.4533	0.6270	0.234	0.000
Use of Social media platforms	527	2.0512	0.62705		

The data in Table 10 shows that the correlation between awareness of social media and use of social media platforms among respondents is = 0.232. This is significant at 0.05 level of significance ($r = 0.232$, $p < 0.05$). This implies that there is a significant positive relationship between awareness of social media platforms and the use of social media platforms among respondents. The stated null hypothesis 4 is rejected.

3.2.4 Hypothesis 5

A combination of gender, age, level of study and awareness of social media platforms does not have significant influence the use of social media platforms among undergraduate law students. Linear multiple regression analysis was used to test this hypothesis. The use of social media platforms was entered as dependent variable, while gender, age, student level of study and awareness of social media platforms were treated as independent variables. The results are presented in Table 11 and 12.

Table 11. Summary of multiple regression analysis of the relationship between independent variables (gender, age, level of student in the university, awareness of social media platforms) and dependent variable (use of social media platforms) of respondents.

Model	R	R Square (R^2)	R Square Adjusted	Std. Error of Estimate
1	0.233	0.054	0.047	0.61209

Table 12. Analysis of variance showing the relationship between independent variables (gender, age, level of student in the university and awareness of social media) and dependent variable (use of social media platforms) of respondents

Model	Sum of Squares	df	Mean Square	F	Sig
1 Regression	11.251	4	2.813	7.507	0.000
2 Residual	195.571	522	0.375		
3 Total	206.822	526			

The data in Table 12 shows that the four independent variables (awareness of Social Media, gender, age, and level of student in the university) when joined together to determine their influence on the use of social media platforms among undergraduate law students yielded a co-efficient of multiple correlation (R) of 0.233 which is significant at $p < 0.05$ level of significance and coefficient of determination (R^2) of .054 or 5.4%. The coefficient of determination (R^2) indicates that the four independent variables (gender, age, level of study and awareness of social media platforms) jointly accounted for the .054 or 5.4% of the variance in the use of social media platforms among respondents. The remaining unexplained 94.6 Percent could be attributed to other variables that were not considered in this study.

In addition, the data in Table 12 show that the analysis of multiple regression yielded F ratio of 7.507 which is significant at $P < 0.05$ level of significance. This shows that combination of four independent variables (gender, age, level of study and awareness of social media platforms) has a significant influence on the use of social media platforms among the respondents ($F = 7.507$, $df = 4: 522$, $p < 0.05$). Therefore, the stated null hypothesis 5 is rejected.

Furthermore, data in Table 14 indicate that the relative contribution of each of the independent variables (gender, age, level of student in the university and awareness of social media platforms) to predict the use social media platforms among respondents.

Table 13. Relative contribution of independent variables (gender, age, level of student in the university and awareness of social media platform) to predict the use of social media platforms of respondents

Model	Unstandardised coefficients B	Std. Error	Standardised Coefficients Beta	t	Sig
1 (Constant)	.688	.285		2.411	.016
Gender	.004	.055	.003	.078	.938
Age	-.024	.071	-.019	-.330	.742
Level of student in the university	-.004	.025	-.009	-.149	.882
Awareness of Social media platforms	.967	.179	.237	5.397	.000

The data in Table 14 indicate that of the four independent variables that is gender, age, level of study and awareness of social media platforms, only awareness of social media platforms made significant contribution to predict the use of social media platforms among respondents (Beta = .237, $t = 5.397$, $P < 0.05$). This means that the use of social media platforms was overwhelmingly influenced by awareness of social media platforms among respondents.

The study showed that the level of awareness of social media platforms among students was low. Out of twenty social media platforms, respondents were aware of the existence of only eight social media platforms. These included WhatsApp, Facebook, Instagram, YouTube, Twitter, Snapchat, LinkedIn and Pinterest. This is rather surprising as one would have expected the respondents to be aware of all the social media platforms. Furthermore, the study revealed that the most used social media platform was WhatsApp. This is contrary to the findings of Rahman (2014), Anyanwu et al (2013), Saini et al (2020), Bernard and Dzandza (2018), Owusu-Acnean and Larson (2015) who reported that facebook was the most popular social media platform used among their respondents.

Another finding from the study indicated that the main reason for using the social media was for online trading and general knowledge about doing business. This is surprising for one would have expected them as students undergoing training in law to use the social media platforms mainly for academic purposes instead of using it for online trading. This findings is in total disagreement with Kim et al (2014) who reported that social media platforms were mainly used for the purpose of getting background information/ quick information.

That is not all, the finding of this study revealed that the average number of hours spent by majority of students for accessing the social media was between 1 and 2 hours daily. This suggests a low usage of the social media among the undergraduate students in the faculties of law in the universities surveyed. This is in contrast with previous findings by [Owusu-Acheaw and Larson \(2015\)](#), who reported that their respondents spent between 30 minutes and 1 hour daily using the social media. Similarly, [El-Badawy and Hashem \(2014\)](#) findings revealed that the time spent by respondents using the social media on a daily basis ranged from 1 hour to 3 hours.

Closely related to the foregoing, are the gadgets used to access the social media. The study revealed that the gadget used mostly by students to access social media was the smart phone. Followed by androids and laptop computers respectively.

The study revealed that there was no significant relationship between gender and the use of social media platforms among respondents. That is students' gender did not have any relationship with the use social media platforms. This result is in contrast with the findings of [Shahghosemi & Emamzedehe \(2018\)](#) who reported that women used social media more than the men. Similarly, [Tufekci \(2008\)](#) found that women were four to five times more likely than men to use social networking sites.

Furthermore, the study revealed that there was no significant relationship between age and the use of social media platforms among respondents. This implies that the way and manner students use the social media does not depend on their ages. This is rather surprising because of the general belief that younger students use the social more than the older ones.

The results of the study showed that there was no significant relationship between level of study and the use of social media platforms among respondents. In other words, students' level of study; that is whether a student is in the first year or final year does not have any relationship with their use of social media platforms. This is probably because they use social media platforms mainly for online trading and general knowledge about doing business. That is for commercial instead of academic purposes.

Also of note is the significant positive relationship between awareness of social media platforms and use of social media platforms among the respondents. That is as students' level of awareness of social media platforms increases, their use of social media platforms also increases and vice versa. In other words, the use of social media platforms is directly related to the level of awareness of social media platforms among the respondents. This finding is also novel because previous studies on social media failed to consider the relationship between awareness of social media platforms and use of social media platforms among users.

The study found that a combination of gender, age, level of study and awareness of social media platforms significantly influenced the use of social media platforms among respondents. ($F = 7.507$, $df = 4: 522$, $P < 0.05$). The implication is that students may likely increase their use of social media platforms, if issues relating to their gender, age, level of study and awareness of social media platforms are addressed.

The results also showed that of the independent variables (gender, age and level of study and awareness of social media platforms) considered in this study, only awareness of social media platforms significantly predict the use of social media platforms among respondents. Hence it is regarded as the main predictor variable. This means the use of social media platforms was overwhelmingly influenced by awareness of social media platforms among undergraduate law students in universities in Osun State.

4. CONCLUSION

The results of this study have shown that undergraduate students in the faculty of law have a low level of awareness of social media platforms and that they were aware of only eight out of twenty social media platforms that were presented to them. It was found that majority of students used the social media platforms mainly for online trading and for seeking general knowledge about doing business. That WhatsApp platform was found to be the most popular and utilized social media platform. The average number of hours used to access the social media was between 1 and 2 hours daily. The number of platforms mostly used were few.

The study revealed that the use of social media platforms had no significant relationship with age, gender and level of study but was significantly related to awareness of social media platforms among respondents.

The study showed that gender, age, level of study and awareness of social media platforms when taken together significantly influenced the use of social media platforms among respondents. However, awareness of social media platforms was found to have overwhelmingly influenced the use of social media platforms among respondents. Therefore, it is considered to be the main predictor variable.

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