PREDICTING DETERMINANTS OF WHATSAPP USAGE AMONG TERTIARY INSTITUTIONS STUDENTS: A CASE OF H.U.K. POLYTECHNIC, KATSINA, NIGERIA

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ABSTRACT

Social media is subjected to numerous investigations among various media scholars and communication professionals to ascertain its influence and implications on human interactions and daily life. It is believed that most of social media researches give more attention on the youth and students who are key players in social media environment. A majority of studies between social media and students examined how it enhances or reduces their academic performance. Moreover, most of the previous studies concentrate on social media as a general platform but not to a specific platform. To this end, not much attention was given to the students' motives, behaviour or attitude towards using social media especially from the developing nations' perspective. The motivation of the current study was therefore to investigate the usage of WhatsApp as a specific social media platform among the tertiary institutions from the dimensions of motive, behaviour, attitude, perception and satisfaction they obtained by using the platform. A purely quantitative survey was employed using questionnaire as the main instrument for data collection. The data was obtained from 131 students and was analyzed using Statistical Package for Social Science Research (SPSS Version 25). One sample t-test and paired t-test was used to confirm the significance of the main variables under study and to compare the strength of each of the paired variables. The result of the One Sample t-test found the main variables examined as strong determinants of WhatsApp usage among the students of tertiary institutions: (motive: $t = 64.949$, $p = .000$, attitude: $t = 60.912$, $p = .000$, perception: $t = 82.824$, $p = .000$, behaviour: $t = 54.887$, $p = .000$ and satisfaction: $t = 79.195$, $p = .000$). This study recommends extension of the current studies to accommodate wider sample and multiple institutions from across different regions of Nigeria to pave way for generalization of its findings.

Keywords: *Social Media, Motives, Behavior, Attitude, perception and Satisfaction*

Introduction

In contemporary societies, social media has become a significant player in the everyday life of internet users (Baro, Idiodi & Godfrey, 2013; Voss & Kumar, 2013). Social media has significantly changed the communication and interactive pattern of both young and old adult across different societies. It has shaped the way people engage in political, economic, educational and socio-cultural activities. Social media hasreceived much attention from social science researchers and scholars in their bid to define it and explain how it influences

their daily life. The concept social media is used interchangeably with other terms such as social network, social networking sites, social software and social media tools (Wickramanayake & Jika, 2017).

According to Kaplan and Haenlein (2010) social media is a group of internet-based applications that build on the ideological and technological ground work of Web 2.0, which allow the development and exchange of user generated contents. Similarly, Mostafa (2015) defined social media as the usage of Web-based tools that link internet users and enable them to create and share ideas, opinion, information, videos, pictures, and so on.

Social media platforms usage especially among university students and young population has tremendously increased over the years (Hamade, 2013; Swaminathan, Harish & Cherian, 2013). And it has become an important resource of university students' lives while also affecting every aspect of their learning process. According to Mostafa (2015) social media usage and inclusion in the university teaching activities adds a collaborative dimension to teaching and enhances effective interaction and communication between all those involved in the teaching-learning processes. This also enhances students' experiences by encouraging participation and interaction. In addition, the interactive, collaborative and participatory approach of social media encourages informal learning by students, which in turn enhances their engagement in formal learning methods (Cao & Hong, 2011).

Most of the studies conducted on social media usage by the students of tertiary institutions are in developed countries. Stanciu, Mihai and Aleca (2012) and Munguatosha, Muyinda and Lubega (2011) opine that the acceptance, application and usage of social media in higher institutions of developing countries are still poor especially in the African continent. It is based on this that scholars and researchers call for more studies on the use of social media in tertiary institutions of developing countries in order to understand the types of social media platforms that are effective for teaching in the classroom, students use of the platforms for learning, their different experiences with social media and to measure their attitudes to and scope of use of social media (Shittu, Basha, AbdulRahman & Ahmad, 2011: Neier & Zaye (2015).

The general aim of conducting this study is to investigate how tertiary institutions students are using social media with particular reference to WhatsApp. Other specific objectives of the study are to explore motives of using WhatsApp among

the students; to examine their attitude towards using WhatsApp; to examine their behaviour towards using WhatsApp; to ascertain their perceptions on the relevance of WhatsApp; and to ascertain the satisfaction they obtain by using WhatsApp.

Based on the above research objectives the following research questions are developed: What are the students' motives of using WhatsApp? ; What is the students' attitude towards using WhatsApp?; what is the students' behaviour towards using WhatsApp?; what are their perceptions on the relevance of WhatsApp? And what satisfaction do they obtained from using WhatsApp? The outcome of this study will contribute to the existing literature on social media usage in tertiary institutions.

Literature Review

The literature reviewed for the current study is purely empirical. This is due to the fact that empirical literature paves way in understanding the state of knowledge in any field of study. Therefore, the research dwells more in reviewing empirical studies conducted on social media and its utility among students and youth.

Social media has received significant attention among social science researchers and communication experts and professionals. Scholars identified social media as a key influencer to human life and activities in the recent times. Younger generations are found to be the most active users of different social media platforms. It is believed that social media has become a necessity for the younger generation, especially among university students (Hamade, 2013; Swaminathan, Harish, & Cherian, 2013). In addition, studies have established that the youth has a psychological addiction to the Internet (Chou & Hsiao, 2000; Qiaolei, 2014) and particularly with social media (Cabral, 2011; Hong, Huang, Lin, & Chiu, 2014). Students in higher education are now regular users of social media in different forms and for different motives.

The link between social media usage and academic performance among students has received much attention by communication and behavioural science researchers. Fasae and Adegbilero-Iwari (2016) found that students were interested in using social media for entertainment and communication activities more than learning. The study found that a majority of students use social media for sharing academic events with their peers, submitting assignments, and interacting and exchanging ideas with their lecturers. Singh and Gill (2015) investigated the role of social networking sites (SNSs) and users' approach to

SNSs in universities of North India. Their study established that most of the students used social media for entertainment, communication with family and friends, and for socializing. In a similar study conducted earlier by Stanciu, Mihai and Aleca (2012) on social networking as an alternative environment for education, the study found that most of the students use social media for communication and that the students did not use social media platforms much for their communication related to education. The findings of this study is similar to that of Ezeah, Asogwa and Obiorah (2013) who conducted a study on social media use among students of universities in southeast Nigeria and found that students dedicated more time to social media for activities other than learning and academic activities. The study also found that students used social media to chat with their friends and loved ones during class times. Similarly, Hamade (2013) in his study found out that the majority of students used social media for entertainment. Another social media motivation study was carried out by Choi and Kang (2014). Their study investigated the students' motive of using social media in their learning process. Their findings revealed that 71.2% of the respondents used social media for solving assignments with friends, searching for information, publishing contents, asking questions, receiving feedback and revising, editing and republishing information are the major motives of the students' motives of using social media.

Alghizzawi, Habes, Salloum, Ghani, Mhamdi, and Shaalan (2019) conducted research on the effect of social media usage on students' e-learning acceptance in higher education in United Arab Emirates. The study found knowledge sharing, social media features and motivation to use social media systems as the factors that influence or motivate students' acceptance of social media for e-learning. In a similar study, Ashraf and Haneefa (2016) carried out study on the scholarly use of social media among the Ph.D. students in the University of Calicut. The findings of their study revealed that a majority of the students were aware of social media, and that they use social media for locating scholarly content, creating awareness and connecting with other researchers. The study also found that Wikis is the most commonly used social media by the students. Moreover, Yadav and Vohra (2016) carried out research on student's usage and experiences of Web 2.0 technologies. They found that students use social media for sharing photos/files, interacting with friends, dissertation works, assignments, searching for job, and so on.

Fasae and Adegbilero-Iwari (2016) conducted a study on the most preferred social media for academic activities among undergraduate students of science in public

universities of South-West Nigeria. They found out Facebook is the most popular social media platform use among undergratuate, followed by Twitter and Google+. Al-Mukhaini, Elham, Al-Qayoudhi, Wafa & Al-Badi (2014) in their study on adoption of social networking in education found that Web 2.0 tools, such as Blogs, Facebook and YouTube are giving students better learning opportunities in order to enhance their academic performance. Al-Aufi and Fulton (2015) in their cross-institutional study on the impact of social networking tools on scholarly communication found progressive use of social networking tools for informal scholarly communication in humanities and social science disciplines.

Mingle and Adams (2015) found that there are some students that experienced improvement in their reading skills as a result of use, participation and involving in social media platforms activities. Finding of their study also revealed that students shared ideas, discussed and shared examination questions among themselves on social media. However, the study found that majority of the students experienced negative effects i.e. poor grammar and spelling, late submission of assignment, less study time and poor academic performance due to of too much exposure to social media networks. In another study, Sudha and Kavitha, (2016) also found that majority of the faculty members believed that social media have a negative effect on the students' academic performances compared to its positive effects, as a result of lack of awareness among the students and faculty members in terms of the appropriate usage of social media topics of educational interest. Heffner (2016) found social media not have positive effect on the students' academic achievements of undergraduates of Rowan University of the USA.

Based on the reviewed literature, it was evident that most of the studies conducted which investigated the association between social media use and university students concentrated on three dimensions of social media: 1) the most preferred social media use among students; 2) the relationships between social media and students' academic performance; 3) and motives of using social media among the students. To this end, the current study concentrated in investigating the beyond motives of social media usage among students, but their behaviour, attitude, perception on social media and satisfaction obtained by using the social media.

The justification for selecting these constructs was that the outcome of the study would explain how students generally perceived WhatsApp as a social media platform and what their behaviour and attitude towards using it is, as well as explain the kind of satisfaction they derived from using it. This is because most of

the previous studies gave inadequate explanations on students' bahaviour, attitude and satisfaction on using social media especially from the developing nations.

Reliability Test Result

A reliability test was carried out for the scaled items used in measuring students WhatsApp usage. The result of the test found the items to be reliable with all of them attaining above .70 Cronbach's alpha coefficient. (Motive of WhatsApp Usage α = .775; Attitude towards usage α = .643; Perception on WhatsApp α = .728; Behaviour on WhatsApp Usage α = .720; and Satisfaction on WhatsApp Usage α = .756 as displayed in the below Table. Consequently the 48 items that measured the five constructs under investigation were initially validated by three different behavioural research expert to ensure their content and discriminant validity. By content validity, it means the content of the items can really measure such construct under study while discriminant validity ensures that there is no multicollinearity between constructs.

Table 1: Reliability of Items

S/N	Construct	N	No. of Items	Cronbach's Alpha
1.	Motive of WhatsApp Usage	131	10	0.775
2.	Attitude towards WhatsApp	131	08	0.643
3.	Perception on WhatsApp	131	09	0.728
4.	Behavior on WhatsApp	131	10	0.720
5.	Satisfaction on WhatsApp	131	11	0.756

Methodology

The current study employed cross sectional research design and data was collected from the students of Hassan Usman Katsina Polytechnic, Katsina between May and June 2021. The sampling frame of each of the six collages of the institution was obtained by the researcher and using simple random sampling approach, data was collected from 131 students. The study collected demographic data of the respondents as well as their motives, attitude, behaviour, perceptions and satisfaction on WhatsApp usage. The study which is purely quantitative used five point Likert scale to measure items on each construct. The collected data was analyzed by Statistical Package for Social Sciences (SPSS Version 20.5) employing descriptive statistics such as means, standard deviation, One Sample t-test and paired t-test.

Results

Demographic Profile of the Respondents

In terms of gender, there were more male students (73%) than female students who participated in the study. One third of the students were between the ages of 21 – 23 years (34%) while students above 27 years of age formed the least percent (06%) of the study participants. As presented in table 4 below, a majority of the study participants were undertaking National Diploma Programme (74%) mainly from College of Science and Technology (26%).

Table 2: Demographic Profile

S/N	Demography	Frequency	Percentage
1.	**Gender**		
	Male	96	73%
	Female	35	27%
	Total	**131**	**100%**
2.	**Age**		
	18 – 20 years	44	34%
	21 – 23 years	49	37%
	24 – 26 years	30	23%
	27 and above	08	06%
	Total	**131**	**100%**
3	**Programme of Study**		
	OD	03	02%
	ND	98	74%
	HND	28	21%
	Others	02	02%
	Total	**131**	**100%**
4.	**College**		
	CST	34	26%
	CAMS	24	18%
	CENGR	23	17%
	CENVRMNT	24	18%
	CAGRIC	26	20%
	Total	**131**	**100%**

This study was interested in understanding students' motives of using WhatsApp platform. Ten scale items were employed to measure the students' motive on this.

On the aggregated, students use WhatsApp for varied purposes (M=4.37, SD=.2.57) Specifically, Table 5 indicated that student use WhatsApp because it is better than SMS (M=4.16, SD=1.03); it is friendly (M= 4.12, SD = 1.01); it is relaxing (M = 4.06, SD = 1.07); instant communication (M = 4.03, SD = 1.04); while least motive for their usage of WhatsApp is because it is free of charge (M = 1.93, SD = 1.28).

Table 3: Motives for WhatsApp Usage

Motive of Using	**Item**	**Level of Agreement**						
		1	**2**	**3**	**4**	**5**	**Mean**	**SD**
Motive 1	It is free of charge	52	26	08	05	09	1.93	1.28
Motive 2	It is convenient	05	10	18	39	34	3.91	1.06
Motive 3	It is friendly	04	05	09	40	41	4.12	1.01
Motive 4	Instant Communication	05	05	11	43	37	4.03	1.04
Motive 5	I can express my feelings	05	09	10	34	41	3.96	1.16
Motive 6	I feel relaxed while using it	05	05	08	41	41	4.06	1.07
Motive 7	It is better than SMS	03	06	10	34	47	4.16	1.03
Motive 8	I get information about assignment	10	07	15	34	34	3.76	1.26
Motive 9	I get information about academic activities	05	07	17	40	31	3.84	1.10
Motive 10	I can make video call	09	18	14	29	31	3.45	1.33
Total							**4.37**	**2.57**

**Scale 1 = Strongly Disagree (1 – 20%), 2 = Disagree (21 – 40%), 3 = Slightly Agree (41 – 60%), 4 = Agree (61 – 80%) and 5 = Strongly Agree (81 - 100%)*

Another objective of this study was to investigate students' attitude towards WhatsApp usage. Eight items were developed to measure this construct. Overall, the study found students to have favourable attitude towards WhatsApp Usage (M = 3.66, SD = 1.13). Specifically, the students like to use WhatsApp because they like using it (M = 4.74, SD = 1.40); it is convenient (M = 4.09, SD = .964); because they like its design and it is easy to use (M = 4.03, SD = 891, 1.01); because they prefer to use it more than other Apps (M = 3.90, SD = 1.10) as presented in Table 6 below.

Table 4: Attitude towards Using WhatsApp

Attitude towards Using	**Items**	**Level of Agreement**						
		1	**2**	**3**	**4**	**5**	**Mean**	**SD**
Attitude 1	I like using WhatsApp	02	.8	04	44	48	4.74	1.40
Attitude 2	I like the design of WhatsApp	02	03	13	52	30	4.03	.891
Attitude 3	I like to use WhatsApp for Academic	06	14	20	34	26	3.58	1.19
Attitude 4	I prefer to use WhatsApp than other App	04	08	18	33	37	3.90	1.10
Attitude 5	I like WhatsApp because enhances my relationship	04	02	18	46	30	3.97	.948
Attitude 6	I like using WhatsApp because it is easy	03	05	11	44	37	4.03	1.01
Attitude 7	I like using WhatsApp because I am comfortable using it	03	.8	05	48	43	4.26	.848
Attitude 8	I like using WhatsApp because it is convenient	04	02	14	44	36	4.09	.964
Total							**3.66**	**1.13**

**Scale 1= Strongly Disagree (1-20%), 2= Disagree (21-40%), 3= Slightly Agree (41-60%), 4= Agree (61-80%), and 5= Strongly Agree (81-100%)*

Students' perception on WhatsApp was also investigated. Nine scaled items were developed to measure their perception on WhatsApp. On the aggregate, the students were found to have favourable perception on WhatsApp as an application (M = 3.90, SD = .961). Specifically, they perceived WhatsApp as an Application (M = 4.44, SD = .745); that help them to interact with others (M = 4.24, SD = .941); and countries should not consider banning WhatsApp because of its usefulness (M = 3.98, SD = 1.12) and perceived WhatsApp as a source of uniting the society (M = 3.93, SD = 1.13) and WhatsApp is an accurate platform (M = 3.82, SD = .851).

Table 5: Perception on WhatsApp

Perception on WhatsApp	Items	Level of Agreement						
		1	**2**	**3**	**4**	**5**	**Mean**	**SD**
Perception 1	I think WhatsApp is an application	02	02	02	42	53	4.44	.745
Perception 2	I think WhatsApp helps me in interaction	03	03	07	39	48	4.25	.941
Perception 3	I think that WhatsApp unites the society	06	04	17	44	30	3.87	1.07
Perception 4	I think that WhatsApp unites the society	05	14	25	34	21	3.93	.958
Perception 5	I think that WhatsApp attracts my attention	05	14	25	34	21	3.52	1.13
Perception 6	I think that WhatsApp is a safe application	04	08	18	44	27	3.82	1.03
Perception 7	I think that countries shouldn't ban WhatsApp	04	11	09	36	41	3.98	1.12
Perception 8	I think that WhatsApp is accurate	03	02	24	54	18	3.82	.851
Perception 9	I think that WhatsApp is interactive	02	04	06	44	44	4.24	.900
Total							**3.90**	**.961**

**Scale 1= Strongly disagree (1-20%), 2 = Disagree (21-40%), 3 = Slightly Agree (41-60%), 4= Agree (61-80%), and 5= Strongly Agree (81-100%).*

It was part of the study objectives to ascertain students' behaviour on WhatsApp usage. This was measured by ten scaled items as presented in Table 8 below. On the aggregate, students behaviour on WhatsApp usage was found to be favourable (M = 3.12, SD = 1.77). Specifically, students communicate easily using WhatsApp (4.33, SD =.954); they gain knowledge by using WhatsApp (M = 3.78, SD = 1.13); they share opinion through WhatsApp (M = 3.63, SD = 1.04); they increase their confidence by using WhatsApp (M = 3.43, SD = 1.13); they also generate new ideas by using WhatsApp (M = 3.41, SD 1.28).

Table 6: Bahaviour on WhatsApp

Behaviour on WhatsApp	Items	Level of Agreement						
		1	**2**	**3**	**4**	**5**	**Mean**	**SD**
Behavior 1	I use WhatsApp to chat with classmates	07	09	46	14	24	3.40	1.15
Behavior 2	I share my opinion on WhatsApp	02	08	41	21	26	3.63	1.04
Behavior 3	I communicate easy with WhatsApp	07	14	19	60		4.33	.954
Behavior 4	I share my own videos on WhatsApp	25	07	31	20	17	3.11	2.16
Behavior 5	I generate new ideas through WhatsApp	10	12	33	18	28	3.41	1.28
Behavior 6	I increase my confidence by using WhatsApp	05	13	37	21	22	3.43	1.13
Behavior 7	I feel isolated when I cannot talk on WhatsApp	17	08	40	15	21	3.15	1.31
Behavior 8	I use WhatsApp in order to get new friends	22	17	28	15	18	2.90	1.39
Behavior 9	I gain knowledge through WhatsApp	01	12	30	20	37	3.78	1.13
Behavior 10	I save a lot of time using WhatsApp	21	12	34	18	16	2.96	1.33
Total							**3.12**	**1.77**

**Scale 1= Strongly Disagree (1-20%), 2= Disagree (21-40%), 3= Slightly Agree (41-60%), 4= Agree (61-80%), and 5= Strongly Agree (81-100%)*

The study investigated satisfaction obtained by using WhatsApp among the students. Overall, it was found that students are satisfied with their usage of WhatsApp (M = 4.04, SD = 1.13). The study found students to be more satisfied by using WhatsApp for information seeking (M = 4.39, SD = 2.48); then for entertainment (M = 4.28, SD = .959); and for socialization (M = 4.15, SD = .955). The students further indicated their satisfaction with WhatsApp because of its accessibility (M = 4.12, SD = 2.73) and because it is fashionable (M = 4.07, SD = 1.07) as displayed in Table 9 below.

Table 7: Satisfaction with WhatsApp

Satisfaction with WhatsApp	Items	Level of Agreement						
	Item	**1**	**2**	**3**	**4**	**5**	**Mean**	**SD**
Satisfaction 1	WhatsApp is accessible	4.0	5.0	22	36	33	4.12	2.73
Satisfaction 2	Relaxation	3.0	5.0	15	41	36	3.99	1.03
Satisfaction 3	Escape from boredom	5.0	5.0	25	35	30	3.79	1.06
Satisfaction 4	Entertaining	4.0	8.0	37	0.0	51	4.28	.959
Satisfaction 5	Information seeking	2.0	2.0	15	38	43	4.39	2.48
Satisfaction 6	Business Coordination	8.0	11	20	30	31	3.65	1.25
Satisfaction 7	Socialization	2.0	2.0	14	38	44	4.15	.955
Satisfaction 8	Status seeking	2.0	8.0	24	35	31	3.86	1.02
Satisfaction 9	Psychological satisfaction	5.0	6.0	27	37	25	3.72	1.04
Satisfaction 10	Fashion	3.0	8.0	13	32	44	4.07	1.07
Satisfaction 11	mobility	6.0	5.0	17	38	34	3.90	1.11
Total							**4.04**	**1.36**

**Scale 1= Strongly Disagree (1-20%), 2= Disagree (21-40%), 3= Slightly Agree (41-60%), 4= Agree (61-80%), and 5= Strongly Agree (81-100%)*

One Sample T-test for the Predictors of WhatsApp Use among Students

One sample t-test was conducted to ascertain whether the constructs under investigation are significant predictors of using WhatsApp among the students. The result found all of them to be determinants of WhatsApp usage at (.005 significance level). Students motives of using WhatsApp (t = 64.940, p = .000); attitude (t = 60.912, p = .000); perception (t = 82.824, p = .000); behaviour (t = 54.887, p = .000); and satisfaction (t = 79.195, p = .000).

Table 8: One Sample T-test

S/N	Variable	M	SD	t-value	*Df*	*P*
1	Motives	37.37	6.58	64.940	130	.000
2	Attitude	32.66	6.13	60.912	130	.000
3	Perception	35.90	4.96	82.824	130	.000
4	Behaviour	34.12	7.11	54.887	130	.000
5	Satisfaction	44.04	6.36	79.195	130	.000

Paired t-test among Predictors of WhatsApp Usage Variables

To ascertain higher predictors of WhatsApp use among the students, a paired t-test was carried out among the variables under study. Specifically, paired t-test was conducted between motives and satisfaction, attitude and behaviour and perception and satisfaction. The results indicate both motive and satisfaction are significant determinant (t = 9.503, p = .000). It further indicates no multicollinearity among them (r = .234, p =.008). However, satisfaction obtained by using WhatsApp shows higher predictive power over the motive of using looking at the mean score (M = 44.04, SD = 6.36).

Moreover, the paired t- test value shows no significant result between students' attitude towards using WhatsApp and their behaviour towards using (t = 2.182, p = .031). However, a significant correlation was found between the variables because of the thin difference between behaviour and attitude (r = .334, p = .000). The paired t-test between perception and satisfaction was also found to be significant (t = 13.947, p = .000). Moreover, as presented in Table 11, the mean score showed satisfaction to be stronger determinant of WhatsApp usage (M = 44.04, SD = 6.36) than perception (M = 35.90, SD = 4.96).

The result obtained from the One Sample T-test and the Paired T-test found answers to the five developed research questions in the affirmative: students of tertiary institutions use WhatsApp application for different purposes that are beneficial to them and their personal lives. Moreover, they perceive the WhatsApp platform as something positive that should be used by everyone and should be encouraged by authorities. The result also indicated that tertiary institutions students have positive attitude and behaviour towards using Facebook and obtained various satisfactions by using the application.

Table 9: Paired t-test

	Variables	**M**	**SD**	***df***	***r***	***P***	***t***	***P***
Pair 1	Motive	37.37	6.58	130	.231	.008	9.503	.000
	Satisfaction	44.04	6.36					
Pair 2	Attitude	32.66	6.13	130	.334	.000	2.182	.031
	Behaviour	34.12	7.11					
Pair 3	Perception	35.90	4.96	130	.324	.000	13.947	.000
	Satisfaction	44.04	6.36					

Discussion

This study was set out to investigate WhatsApp usage among students of tertiary institutions with particular reference to students of Hassan Usman Katsina

Polytechnic, Katsina, Nigeria. Specifically, the study investigated the students' motives, attitude, behaviour and perception on WhatsApp as well as the satisfaction they obtained by using WhatsApp application. The study found that students utilized WhatsApp for various reasons such as because it is better than SMS, it is relaxing and user friendly. This is consistent with previous studies which established how university students are using social media for different motives (Walutbita & Akakandelwa, 2018; Jebaraj, 2019 & Aljuboori, Abdulnaser & Bayat 2020). With regard to the students attitude towards WhatsApp as a social media platform, this study established that tertiary institution students like WhatsApp because of convenience, easy to use and interaction tendencies. Moreover, the students perceived WhatsApp as a social media platform as a means for easy interaction with others; it is very useful to societies and could be a source of upholding unity among the public and therefore should never be ban by democratic governments.

On the satisfaction students obtained by using WhatsApp, the study found that students indicated various satisfactions they obtained such as using WhatsApp for information seeking, entertainment and relaxation. This is in tandem with the study of Tayo, Adebola and Yahaya (2019) who found that students are satisfied with social media because of information and socialization factors.

Conclusion

Social media research is continuously generating a lot of attention across the globe. Researcher interested in new and emerging media concentrated in finding how social media accentuate human interactions and human behaviour. Most of the social media studies were carried out to explain how it influences youth and students in terms of academic performance and social interactions. This study found that students had various motives of using the platform with a view to achieving certain personal set objectives. Moreover, it was also found out that tertiary institutions students have developed a positive perception as well as attitude and behaviour towards using WhatsApp platform as it enhances the effectiveness and efficiency of their day-to-day interactions with their families, friends and associates. Additionally, the respondents believed that WhatsApp platform provides students with great opportunity for information seeking and information sharing among them as well it can be a source of promoting national unity. Therefore, Nigeria should encourage using the platform instead of contemplating banning it or other similar social media platforms.

However, this study is limited to one among many tertiary institutions of Nigeria. Thus, its expansion and replication from across different tertiary institutions

would give a chance for generalization of its findings. Consequently, there is much need to conduct further similar studies with wider sample and different settings and location with the aim of revalidating the current findings.

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