

Attitude of Millennial Generation towards the Usage of Social Media Devices in Nigerian Universities

Ugwu, Chinelo Joy Ugwu (Ph.D)
Department of Educational Psychology,
Guidance & Counselling

Anekwe, Josephine Uzoamaka (Ph.D)
Department of Curriculum Studies and Educational Technology
University of Port Harcourt, Rivers State, Nigeria

Abstract

The unprecedented interest of the millennial generation towards the use of social media devices (SMDs) has increasingly become a source of concern to academics in the Nigerian universities. The universities which are citadel of learning have been observed to be facing serious challenges of poor academic performance of students and gross maladjusted behaviours brought leading to rapid decline in the quality of education. One witnesses a deviation from planned academic culture, distraction and divided attention among the millennials occasioned by their engrossment in the activities of SMDs. Instead of studying and doing their classworks, they spend much time chatting and making friends via SMDs. However, observations have shown that these millennials have either positive or negative attitude towards the usage of SMDs and also different reasons for using them. These uncertainties have formed the bases for the study. The study adopted a descriptive survey design which sought to examine the attitude of the millennial generation towards the usage of SMDs in Nigerian universities. Specifically, the study was carried out in four Nigerian universities in the South-South zone of Nigeria. Four research questions and four hypotheses guided the study. The study also assessed the most frequently used SMDs, and the reasons for using them. The population comprised all the three hundred level students from both federal and state universities numbering 3,960 (from federal = 2,120 and state = 1,840 respectively). Stratified random sampling based on gender, individual consent and three hundred level criteria were used to select the subjects while purposive sampling based on ownership (Federal and State) was used to select the four universities. The total sample size was 482 millennials (Federal = 248; male = 130 and female = 118) and from State = 234 (male = 121 and female 113). These formed the sample size. The instrument used for data collection was a 35 item – questionnaire developed by the researchers titled, “Attitude of the Millennial Generation Social Media Usage (AMGSMU). The questionnaire was trial tested. The reliability co-efficient was computed for the four sections; A = 0.80; B = 0.92; and D = 0.84 using Cronbach-Alpha Technique. The instrument was administered and data were analysed using Mean, Standard Deviation and Rank for research questions, while independent samples t-test was used to test the null hypotheses at 0.05 level of significance. The results showed that the millennials have positive attitude towards the usage of SMDs for social activities but negative attitude for using them for academic purpose. There is no significant difference in their attitude based on gender. WhatsApp, Instagram and Facebook were found to be most frequently used in Nigeria universities. Recommendations were that the millennials should be refocused to using SMDs for academic purpose not just for social activities and the millennials who normally subscribe to WhatsApp and Facebook should be encouraged to also make sure that they make use of the platforms positively.

Key Words: Millennial Generation, Social Media Devices, Attitude and Usage.

Introduction

The unprecedented interest of the millennial generation towards the usage of social media devices (SMDs) has increased on daily basis become a source of interest for academics in Nigerian universities. Many authors (Ahmed, 2012, Akpan, 2014; and Duffett and Wakeham (2016) supported the idea that social mobile devices and various types of phone are not just in use as substitutes for computers but have now become individuals expansions of themselves especially among the millennial generation students. Some of these millennials are rapidly involving with SMDs like tablet computer, smartphones, iPods, iPads, YouTube, Instagram, WhatsApp and Instagram. The millennial generation’s expectation is that the universities in Nigeria should provide easy accessibility through SMDs to a variety of services which are needed for their education, professional activities and individual inclinations (Ahmed, 2012).

The millennial generation which is also referred to as generation Y, Z, Net or Next generation is a group of people with the most frequently used SMDs in the world today (Lamar and Levin, 2017). Generation Z were those born between 1991–2001. It is worthy of mention here that both the Generation Y and Generation Z could be referred to as “millennials”. The only difference between them is in technology use. Generation Y grew-up on personal computers, cellphones and video games, while generation Z has grown up on tablets, smartphones and apps (Birch, 2014). Although, the meeting point between them is that the two have significant

effect in bringing changes in ways of communications and identity in globalized world. They further opined that the millennial generation are the people who were born between 1980s to the early 2000s. Birch (2014) confirmed that 61% of the millennials are the people who are in the age brackets of eighteen (18) to twenty-four (24) years old. They are very much interested and close to their smartphones to such a high extent that they normally sleep very close to them, using these SMDs as expansion of their bodies and themselves. The millennials also have the orientation and interest of being connected digitally via internet and other mobile technologies.

The millennials have certain characteristics that distinguish them from the digital immigrants – These are people born before 1980 and who did not have access and opportunity of using technologies in their early years (Prensky, 2001). Anekwe and Mezieobi (2017) discussed some of the characteristics of the millennials as shown below:

- 1) They really want to be communicating through texts, chats, whatsapp calls, facebook, video calls and online games.
- 2) The millennials can do multiple tasks at a time and can switch tasks.
- 3) They communicate mostly through whatsapp
- 4) The millennial generation do regard themselves as being very intelligent and smart.
- 5) They feel they are overachievers which the digital immigrants do not see.
- 6) They think of themselves as the most technologically advanced generation.
- 7) They tend to be more confident in themselves and optimistic too whether they are right or wrong.

In addition to the above characteristics, Birch (2014) made an observation that the millennial generation is dropping the analogue school video platforms in favour of smartphones which offers new platforms for viewing videos, creating and sharing ideas. It was noted that the highest dropping rate for television usage in the recent years has reached 10% for the female and 7% for the male for generation Y groups (Birch, 2014).

The unprecedented interest of the millennial generation towards the use of social media devices (SMDs) has increasingly become a source of concern to academics in the Nigerian universities. The high extent of their inclination to SMDs has brought serious challenges of poor academic performance of students and gross maladjusted behaviours leading to rapid decline in the quality of education. One witnesses a deviation from planned academic culture, distraction, lack of focus and divided attention among the millennials occasioned by their engrossment in the activities of SMDs. Instead of studying and doing their classworks, they spend much time chatting and making friends via SMDs. However, observations have shown that these millennials have either positive or negative attitude towards the usage of SMDs and also different reasons for using them. These uncertainties have formed the bases for this study.

Generally, more than 36% of the millennial group watch online videos than the overall population, as noted by Digital Future in Focus as cited in Birch (2014). This scenario was influenced in a great way by the rise of free video sharing platforms like Vimeo, Vine, Instagram and in all, Youtube.

The use of SMDs among the millennial generation is alarming. Social media as defined in Anyanwu, Ossai-Onah and Iroze (2013) is the use of electronics means for communication and interaction among individuals who have common interest. Social media are grouped into technologies which are mediated to afford individuals, companies, NGOs, government and educational systems the opportunity to view, create and share information, ideas, career and interest through various ways of interactions and communications with virtual communities and networks (Obar and Wildman, 2015 in Anekwe and Anyanwu, 2017). Joining in this definition is Aichner and Jacob (2015) who opined that social media are blogs, business networks enterprise social networks, microblogs, photo sharing and virtual worlds.

The millennials have different attitudes towards a particular issue. Their reactions to issues are functions of various factors such as social, economic, political, academic and other related factors. The millennials' attitudes are also divergent to issues as a result of individual background which affect their mental perception of a given fact. Consequently, what one millennial perceives as negative could be perceived as positive by the other as a function of variable factors. Attitude is viewed in psychology as an expression of favour or disfavor towards an object, be it an event, person, place or thing. This attitude can be a positive or negative evaluation of people, objects, activities and ideas (Onwuagboke and Singh, 2016). Attitude could be described as learned state of mind to react to an object or class of objects in a consistently favourable or unfavourable manner (Fishbein, 1967).

Corroborating with the above definition, the businessdictionary.com define attitude as the determination to respond in a positive or negative way towards a given idea, objects, persons or events. Attitude has profound influence on how a person's choice of actions and reactions to problems, motivations and benefits. The Business Dictionary from the web has identified four key elements of attitude to be;

- i) Affective which shows one's inner feelings, love, interest and emotions
- ii) Cognitive deals with one's beliefs which an individuals holds in a conscious manner
- iii) Conative which shows the ability of a person to be inclined to certain actions or behaviour.

iv) Evaluative – This concerns one’s mental assessment which could be positively or negatively directed towards certain responses.

Many studies have examined the millennial generation’s attitude towards the usage of SMDs both for academic purpose and in other areas of endeavour. In a study by Onwuagboke and Singh (2016) who examined faculty attitude and use of ICT in instructional delivery in tertiary institutions in a developing nation, it was discovered that faculty attitude was found to be positively correlated with the use of ICT in curriculum. The findings also reveal that although academic staff have positive attitude about ICT use in instructional delivery for the millennials, they however reported low level use of ICT for instructional purposes. Similarly, the attitude of the millennials towards the usage of SMDs could be positive or negative. At times, their attitude could vary according to gender and by age. It is necessary also to find out the different reasons for using the SMDs and the most frequently used SMDs by the millennials. These uncertainties in attitude, whether positive or negative and whether this difference is according to gender calls for this research study.

The millennial generation are mostly students at university education in Nigeria. Nigerian universities have defined goals and objectives to achieve. Their roles are; teachings, research and public service. Okoli (2017) asserted that universities are places of research and scholarly productivity. In support to the just mentioned assertion, Duderrstadt (1991) affirmed that knowledge generated within the universities help to address many societal issues like healthcare, environmental protection, security and economic competition. In addition to the roles of teaching play by Nigerian universities, Okoli (2017) asserted that they also provide expert training required for high level skill workers like engineers, teachers, doctors and scientists. Considering the relevance of Nigerian universities in moulding the behaviours of students who will be the future leaders of tomorrow, the researchers therefore deem it appropriate to examine this millennial generation’s attitude towards the usage of SMDs in Nigerian universities with the view of proffering good recommendations for their usage. Again, it is a known fact that Nigerian universities, both federal and state are considered fertile grounds for research works.

The digital era has brought great changes and innovations in the ways through which the millennials communicate and exchange ideas based on diverse issues. The SMDs have many affordances which might have made the millennials to be seduced by any SMDs service. They make their lives to be easy, especially, through innovative and efficient applications. Some of these SMDs affordances as discussed in Anekwe and Anyanwu (2017:41) are shown below:

- For connections and interactions with other people nationally and internationally.
- There is increase in students collaboration
- Students participate more actively
- Establishment of relationships with other students in other universities
- Help in solving assignment and classworks; and
- Viewing pornographic films.

The above affordances of SMDs are some of the reasons why the millennials use each of the SMDs like; Facebook, YouTube, WhatsApp, Twitter, Instagram and Flickr. In a study carried by World Wide Worx and Student Brands (2015) cited in Duffett and Wakeham (2016) reported that communication is the overriding factor for students’ use of technology, with 97% of these millennials using Facebook. Over 50% of the millennials were found to be addicted to Social Networking Sites (SNS), with a quarter of them stressing that their smartphones and social media were given priority to their studies, and 20% were found to be emotionally influenced by the things they saw on social media. These scenarios have again called for investigation on the type of SMDs that are frequently used and their reasons for their usage.

This study therefore has set out to ascertain the millennial generation students’ attitude towards the usage of SMDs, the usage by gender, frequency of usage, and the reasons for using the identified SMDs.

The problem of this study pose as a question is; how would the millennial generation’s attitude be refocused so as to have positive attitude and relevant reasons towards the usage of SMDs? Providing answers to the aforementioned question is the thrust of this study.

Literature Review

Millennial generation is categorized as generation Y born in the era of digital technology, are within the age bracket of eighteen to thirty years and represents 2.5 billion people or a third of world population (Barenblatt, 2015). He further reported that there are over 10 million millennials in South Africa alone and a majority of them own smartphones or feature phone. He concluded that in this group, three out of four access the internet and social media using various mobile devices.

Social media devices exploded in an unprecedented manner among the millennials and majority of them use these devices effectively for various purposes. A research conducted by Junco and Mastrodicasa cited in Ahumed (2012) discovered that 97% of college students owned a computer; 94% owned a cellphone, and 56%

owned an MP3 player. Even they found out that 76% of students used instant messaging, and 92% of those reported multitasking during instant messaging.

Besides, as more studies continued, Ahumed (2012) in Stone (2004) discovered that one out of three smart phone users in college would rather prefer to sacrifice the use of a television than stop using their mobile phones. Not only that, even in the universities, Carison (2004) reported that some professors who understood the impact of social media devices on the learning enhancement of the students, allowed students to record lectures on iPods, tablet PCs, and other devices. Even in the higher institutions, students were using mobile devices that allow them to learn while away from classrooms which is known as M-learning or mobile learning (Maag, 2006).

On the other hand, the attitude of lecturers towards the use of social media has influence on the students. A lecturer who has a negative attitude towards the use of social media in the classroom will not be relating well with the millennial generation of students. Albrini (2006) opined that the attitude of a teacher has a great impact on the social media use of the students. He also added that a teacher is a predictor of innovative change and use of technology in the curriculum. The negative attitude towards the use of social media by the teachers affects the students negatively but the positive attitude empowers them to greater heights. In agreement with the above, Braguglia (2008) found out that three quarters of smart phone users never leave their phones at home when going out. The reasoning being that at any point in time, they are communicating either by voice and text messages or in other communicative processes. That was what Diamanduros, Jenkins, Downs (2007) in their studies discovered in their studies, they found that about 15% of the respondents to a similar survey agreed that they would rather have their teeth drilled than give up their phones for one week. This is an acute indication of importance of social media usage to the millennial attitude to communication.

Nevertheless, Anyanwu, Ossai-Onah and Iroeze (2013) in Rees and Hopkins (2009) affirmed that professionals and educators should propergate the use of social media as alternative information sources and that the way to integrate it into the educational programme should be pursued very well. The reason for this was outlined in Rees and Hopkins (2009) who stressed that social media systems are inexpensive and can be deployed very easily in any environment without technical staff involvement and that it could be run concurrently with the existing information system.

Notwithstanding, there are some challenges inherent in the usage of media devices. Research has shown that many students generally use cellphones during classess as the lecture goes on. Some watch blue films as the lecture progresses. Others use cellphones to cheat in the examination and quizzes.

At times cellphones are the instruments they use for cyberbullying either to insult or to threaten others (Vandebosch and Cleemput, 2009). Again the use of cellphones while driving has the tendency of resulting in accidents. Studies indicated that using cellphones more frequently while driving, more especially drivers within the age brackets of 16 to 19, have fatality rate four times greater than the older drivers (Cramer, 2007).

Be it as it may, in the relationship between the attitude of gender in the usage of social media, some researchers (McGregor & Bazi, 2001) argued that females have less access to power and thus should be limited to access to social media usage. But Papaioannou and Charalambous (2011) investigated the impact of gender on the attitude towards social media, they reported that both male and female have positive attitude towards social media usage. Therefore with the different opinions, it becomes necessary to investigate more on the attitude of the millennial generation in the usage of social media in universities.

Theoretical Backing of Social Media

The advent of technology is reshaping patterns of social media use. As technology increases, theories equally emerge in response to technological change. Technology as seen in the 21st century has many facets that affect the lives of people all over the world. New learning environments are the offsprings of social cognition and social learning theories which will be discussed below.

Social Cognitive Theory

Bandura (1989) opined that in social cognitive theory, that technology has opened the door for individuals to interact and observe others and to learn from social interactions for behavioural modifications. Students in general are besieged by various social interactions that convey meanings and spontaneous emotional reactions either through modeling, instruction or persuasive influence. Based on this fact, Bandura (2009) affirmed that observational learning enables students to expand their knowledge and skills rapidly as a function of perceived information transmitted by the rich models experienced. Besides, modeling has been seen to be a major factor in social learning theory. The millennial students are very much involved in digital learning process to construct knowledge through modeling and related activities.

The fact is clear in that by direct experience, students construct their own meaning by observing the effects their actions have in a given situation. A case in point is learning by modeling. Bandura (1989) put it that they derive conceptions from making adequate observation into practice and learning takes place. In other words,

observing behaviours or the consequences of individual actions can stimulate the learning capabilities of the learners. Even Huitt (2006) was of the opinion that social cognition has its base in social psychology which probes the thoughts, feelings and behaviour of individuals as they influence others in the course of social interaction in the digital learning process.

Social Learning Theory

Sherman and Kurshan (2005) opted to express that social activities allow students to air their views which enable them to develop their understanding with peers as they work on projects and interact with one another. As such, they stimulate their mental horizon for more effective understanding.

As their understandings increase, achievement increases in all round activities. Alansari (2006: 267) noted the increase in achievement in “all ability levels (high, medium, low); higher-level thinking processes can result; a deeper level of understanding is possible and critical thinking is promoted.” Again in his research, he noted more positive peer interaction and understanding as they demonstrate social skills and render more social support for each other. This will result in higher level of esteem.

The impact of technology in social interactions is extensive. In this regard, online communities of students and adults who collaborate on specific problems are created (Sherman and Kurshan, 2005). This online communities necessitate social interaction which stimulate student-to-student or student-to-professional communication and information sharing. In the process of interaction, technological understanding is imbued into the students which increase their intellectual capacity as they communicate with others in the classes and other locations. Kop and Hill (2008) pointed at the stream of information that flows in the internet as a means of harnessing new possibilities for individuals to communicate on global networks and enjoy the vast potentials of information stream.

In a study carried out by Olele (2014) titled, “web-based facilities for teaching and learning: implications for internationalizing teacher education,” she outlined three theories. One is connectivism. This theory deals with digital age which indicates that learning and knowledge are based on diversity of opinions and in the process of connecting information sources using blogs and wikis in the social media.

The other theory is constructivism. This theory is based on learning by doing. In this, it stressed the need for learners to discover new ideas, explore and try the ideas by themselves. The third one is Communities of Practice (CoP). The (CoP) is a situation where people of a community with a common interest, profession, outlined objectives, come together to share ideas, resources and solve problems. They equally pull knowledge together, discuss issues and work as a body. They in absolute totality are involved in the use of social media in solving their problems as web-based tools promote collaboration and co-operation.

Aim and Objectives of the Study

The main aim of this study is to ascertain the millennial generation’s attitude towards the usage of social media devices (SMDs) and to determine their reasons for using them.

Specifically, the study intends to:

1. determine the attitude of the millennials towards the usage of social media devices in the federal and state universities in Nigeria.
2. find out whether gender has influence on the attitude of millennials towards the usage of SMDs by the students of federal and state universities in Nigeria.
3. ascertain the frequency of usage of the SMDs by the students of federal and state universities in Nigeria.
4. examine the reasons for using the SMDs in federal and state universities in Nigeria.

Research Questions

Four research questions guided the study as shown below:

1. What is the attitude of the millennials towards the usage of social media devices (SMDs) in the federal and state universities in Nigeria?
2. Has gender any influence on the attitude of the millennials towards the usage of social media devices in the federal and state universities in Nigeria?
3. How frequently do the millennials of federal and state universities in Nigeria use the SMDs?
4. What are the reasons for using SMDs by the millennials of federal and state universities in Nigeria?

Hypotheses

Four research hypotheses were tested at 0.05 level of significance.

1. There is no significant difference in the attitude of the millennial generation students in federal and state universities in Nigeria.

2. There is no significant difference in the attitude of male and female millennials in federal and state universities in Nigeria towards the usage of SMDs, will not differ significantly.
3. The mean ratings of the millennials in federal and state universities in Nigeria on how frequently they use SMDs will not differ significantly.
4. The mean ratings of the millennials in federal and state universities in Nigeria on the reasons for using SMDs will not differ significantly.

Methodology

The study adopted a descriptive survey. This design was used in this study to collect data from millennial generation students in both federal and state universities in Nigeria concerning their attitude towards the usage of social media devices (SMDs). The study was carried out in two federal and two state universities in South-South zone of Nigeria. The target population consisted of all the third year students from the faculties of education in the selected federal universities; University of Port Harcourt (Uniport), Rivers State and University of Calabar (Unical) in Akwa Ibom State numbering 3,960. From the federal universities, the target population is 2,120 and from the state universities, Ignatius Ajuru University, Rivers State and Niger Delta University Bayelsa State, the target population is 1,840.

Stratified random sampling technique based on gender, individual consent and the students in three hundred level were used to select the subjects. The total sample size for the study was 482 millennials. The sample from federal = 248 (male = 130 and female 118). The sample size from the state universities was 234 (male = 121 and female 113). In all, male = 251 and female = 231.

The instrument used for data collection was a 38-item questionnaire titled, “Attitude of Millennial Generation towards Social Media Usage (AMGTSMU)”. The respondents were expected to indicate their type of university, gender and their level in the university in Section One. Section two is made up of section A which sought information on the millennials attitude towards the use of SMDs, section B elicited information on the attitude based on gender, section C was based on how frequently the millennials use SMDs and section D sought information on the reasons for their using the SMDs.

The weightings for research question 1 are positive and negative. The mean of 2.50 or above is regarded as positive while those 2.49 and below is regarded as negative. The research questions 1, 2 and 4 were answered using the modified Likert Scale of; Strongly Agree (SA) = 4 point; Agree (A) = 3 points; Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point. The weightings for research question 3 are; Always = 5 points, Most Times = 4 points, Sometimes = 3 points, Rarely = 2 points and Never = 1 point. For ease of analysis, only Agree (SA) or Disagree (D) and positive or negative were used for research questions 1, 2 and 4. For research questions regarding frequencies, rating 0.00-0.99 = Never, 1.00-1.99 = Rarely, 2.00-2.99 = Sometimes, 3.00-3.99 = Most times and 4.00-5.00

Two experts from the Department of Educational Psychology, Guidance and Counselling and two experts from the Department of Curriculum Studies and Educational Technology established face and content validation of the instrument. These experts were expected to examine the instrument, research questions, purpose of the study and the structure of the items. Their corrections were effected which guided the final draft of the instrument. Twenty copies of the questionnaire were trial tested on 20 students from two federal and two state universities that were not part of the study in South-East Zone of Nigeria. Their mean ratings of the items were collated using Cronbach Alpha Coefficient which gave values viz; Section A = 0.80; B = 0.92; C = 0.81 and D = 0.84. The instrument were administered and the data were collected back on the same day. The data were analysed using mean, standard deviation and frequencies to answer the research questions while the independent sample t-test was used to test the hypotheses at 0.05 level of significance.

Results

The results of this study were presented in tables 1, 2, 3, 4 and 5.

Research Question 1: What is the attitude of the millennial generation towards the usage of social media devices in federal and state universities in Nigeria?

Hypothesis 1: There is no significant difference in the attitude of the millennial generation students in federal and state universities towards the usage of SMDs.

Table 1:

University	N	Mean	SD	df	t	p	α	Decision
Federal	248	34.13	8.306	480	1.647	0.100	0.05	Accept
State	234	32.87	8.54					

The data in table 1 above showed that the millennials in federal universities (N = 248) had a mean of 34.13 (SD = 8.306) while the millennials in state universities had a mean of 32.87 (SD = 8.54). from the mean values of millennials, it can be seen that the millennials from both universities had positive attitude towards the usage of SMDs but those in federal universities are more positively disposed to the usage of SMDs than their counterparts in state universities.

Further analysis using independent sample t-test yielded a t-value of 1.647 at 480 degree of freedom with a p-value of 0.100 which was greater than the chosen alpha of 0.05. This indicates that the difference in the obtained mean values of millennial students in both federal and state universities was not statistically significant. The null hypothesis was therefore retained.

Research Question 2: Has gender any influence on the attitude of the millennials towards the usage of the SMDs?

Hypothesis 2: There is no significant difference in the attitude of male and female millennials in federal and state universities in Nigeria towards the usage of SMDs will not differ significantly.

Table 2

University	N	Mean	SD	df	t	p	α	Decision
Male	251	33.96	8.62	480	1.203	0.203	0.05	Retain HO ₂
Female	231	33.04	8.23					

As shown in table 2, male students had a mean value of 33.96 (SD = 8.62); while female millennial students had a mean of 33.04 (SD = 8.23) in their attitude towards the usage of SMDs. This result obtained indicates that gender had no influence in the attitude of millennials towards their usage of SMDs.

Further analysis using independent sample t-test confirmed the fact that male and female millennials' attitude towards SMDs was not statistically significant. This is because the value obtained 1.203 at 480 degree yielded a p-value of 0.203 which was greater than the chosen alpha of 0.05. The null hypothesis was therefore retained.

Research Question Three: How frequently do the millennials of federal and state universities use the SMDs?

Hypothesis 3: There is no significant difference in the frequency with which millennials in federal and state universities use the SMDs.

Table 3: Independent Sample t-test of Difference in Millennial frequency of specific SMDs based on university ownership.

		University Type	N	Mean	SD	df	t	p	α	Frequency
1	Facebook	Federal	248	3.83	1.17	480	0.280	0.78	0.05	Most times
		State	234	3.94	1.05					
2	Twitter	Federal		2.62	1.21	480	0.317	0.75	0.05	Sometimes
		State		2.65	1.23					
3	LinkedIn	Federal		1.89	0.99	480	0.35	0.73	0.05	Rarely
		State		1.91	1.00					
4	Google plus	Federal		1.53	0.84	480	0.67	0.51	0.05	Rarely
		State		1.58	0.87					
5	YouTube	Federal		2.93	1.22	480	0.18	0.85	0.05	Rarely
		State		2.95	1.08					
6	Pinterest	Federal		1.65	0.85	480	0.12	0.95	0.05	Sometimes
		State		1.66	0.93					
7	Instagram	Federal		3.84	1.20	480	1.46	0.15	0.05	Most times
		State		3.68	1.26					
8	Snapshot	Federal		2.71	1.38	480	0.02	0.83	0.05	Sometimes
		State		2.73	1.27					
9	Flickr	Federal		1.64	0.79	480	2.06	0.04	0.05	Rarely
		State		1.50	0.70					
10	Vine	Federal		1.10	0.43	480	0.26	0.79	0.05	Rarely
		State		1.11	0.44					
11	Meetup	Federal		1.26	0.55	480	0.05	0.96	0.05	Rarely
		State		1.26	0.60					
12	WhatsApp	Federal		4.35	0.04	480	0.818	0.414	0.05	Always
		State		4.30	0.04					

The data analysis displayed in table 3 indicates that for Facebook, the millennials in federal universities use it most times (3.83) while their counterpart in state use it also most times ($\bar{X} = 3.86$, $SD = 1.05$). However, no significant difference between the frequency of millennial students in federal and state universities while Facebook, $t(480) = 0.280$, $p = 0.78 > 0.05$. As regards the usage of Twitter, the millennial students in federal universities indicated that they use it sometimes ($\bar{X} = 2.69$, $SD = 1.21$), with their peers in state universities indicating that they used it also sometimes ($\bar{X} = 2.65$, $SD = 1.23$). Further confirmation using the independent sample t-test revealed that there was no significant difference in the reported frequency of twitter usage $t(480) = 0.317$, $p = 0.75 > 0.05$. When the frequency ratings of LinkedIn by millennial students was analysed, those in federal universities reported that they used it rarely ($\bar{X} = 1.89$, $SD = 0.99$) and those in state universities indicated they used it rarely ($\bar{X} = 1.91$, $SD = 1.00$). The difference in frequency ratings of LinkedIn usage was found to be statistically insignificant, $t(480) = 0.35$, $p = 0.73 > 0.05$.

As regard the frequency of Google plus usage, the millennials in federal universities reported that they use it rarely ($\bar{X} = 1.53$, $SD = 0.84$), and those in state universities also reported that they used it rarely ($\bar{X} = 1.58$, $SD = 0.87$). Further, no significant difference in the response of the millennials in federal and state universities was reported, $t = 0.67$, $p = 0.51 > 0.05$.

For YouTube, a mean value of 2.93 was reported by the millennials in federal universities indicating that they use it sometimes, while those in state universities reported that they use it sometimes too. This is because, their mean value was 2.95 ($SD = 1.08$). No significant difference was however observed in the millennials rating from federal and state universities ($t(474) = 0.18$, $p = 0.85 > 0.05$).

For frequency Pintrest by the millennials, those in federal universities reported that they used it rarely ($\bar{X} = 1.65$, $SD = 0.85$), with those attending state universities reported that they use it rarely ($\bar{X} = 1.66$, $SD = 0.93$). No significant difference was reported in the frequency of Pinterest usage between federal and state millennial students, $t(480) = 0.12$, $p = 0.91 > 0.05$.

For Instagram, the millennials in the federal universities reported that they use it most times ($\bar{X} = 4.11$, $SD = 1.20$) while their counterparts in state universities reported that they use it sometimes ($\bar{X} = 3.94$, $SD = 1.26$). No significant difference was obtained in the frequency of Instagram usage by the millennial students in federal and state universities, $t(480) = 1.46$, $p = 0.15 > 0.05$.

For Flicks, the millennials in federal universities reported that they use it rarely ($\bar{X} = 1.64$, $SD = 0.79$), and those in state universities reported that they also use it rarely ($\bar{X} = 1.50$, $SD = 0.70$). However, the difference was found to be significant $t(480) = 2.06$, $p = 0.04 < 0.05$.

For the SMD Vine, the millennial students in federal universities reported that they use it rarely ($\bar{X} = 1.10$, $SD = 0.43$) with those in state universities reporting that they also use it rarely ($\bar{X} = 1.11$, $SD = 0.44$). No significant difference was however obtained in the ratings of millennials in federal and state universities because the t-value obtained at 480 degree of freedom yielded a p-value of 0.79 which was greater than the chosen alpha of 0.05.

Concerning the usage of meetup, the statistical analysis revealed that the millennials in the federal universities use it rarely ($\bar{X} = 1.26$, $SD = 0.55$) and those in state universities use it rarely too ($\bar{X} = 1.26$, $SD = 0.60$).

Finally, for the usage of WhatsApp, the result from statistical analysis revealed that students in federal universities use the SMD "Always" ($\bar{X} = 4.35$, $SD = 0.04$) and those in state universities are using it "Always" too ($\bar{X} = 4.30$, $SD = 0.04$).

Research Question 4: What are the reasons for using the SMDs by the millennials of federal and state universities in Nigeria?

Table 4: Mean and Standard Deviations on the Reasons for Using SMDs by the Millennials of Federal and State Universities

	Items	Federal			State		
		\bar{X}	SD	Ranking	\bar{X}	SD	Ranking
1	I use my SMDs for viewing videos instead of television	2.88	1.18	3 rd	2.58	1.12	2 nd
2	I use it for creating and sharing academic ideas with my school mates	2.50	0.83	6 th	2.51	0.11	5 th
3	I use my SMDs for solving class assignments	2.52	0.28	5 th	2.50	0.21	6 th
4	I use my SMD to establish relationships with other students in other universities	2.58	0.68	4 th	2.52	0.19	4 th
5	My SMD is used for communication with my family members	2.95	0.10	2 nd	2.55	0.33	3 rd
6	I use my SMD for viewing pornographic films	2.25	0.30	7 th	2.24	0.09	7 th
7	I use my SMD mostly for chatting with people	3.45	1.85	1 st	3.35	1.28	1 st
	Grand Mean	2.72	0.74		2.60	0.47	

The data in table 4 showed that all the listed items from 1 – 5 scored up to 2.50 which is the acceptable mean and item 7 also scored above the acceptable means of 2.50. These are indications that the millennials in both the federal and state universities used their SMDs mostly for chatting with people which ranked 1st, communication with family members ranked 2nd, for viewing videos instead of television 3rd while establishing relationships with other students in other universities, solving class assignments, creating and sharing academic ideas with my school mates and using my SMDs for viewing pornographic films ranked 4th, 5th, 6th and 7th respectively. In the state universities, the millennial reported that they used their SMDs mostly for chatting with people which ranked 1st. Others in order of ranking are; using the SMDs for viewing videos instead of television (2nd), for communication with family member (3rd), establishing relationships with other students in other universities (4th) while using SMDs for creating and sharing academic ideas (5th), solving class assignments (6th) and viewing pornographic films. The overall grand mean showed that the millennials in federal and state universities have good reasons for using SMDs. However, the millennials in federal universities slightly scored higher than their counterparts in state university indicating that the millennials in federal had better reasons for using SMDs than their peers in the state universities.

Hypothesis 5: The mean ratings of the millennials in federal and state universities in Nigeria on the reasons for using SMDs.

Table 5: Independent sample t-test Difference on the Reasons for using SMDs in Federal and State Universities.

	N	Mean	SD	df	t	p	α	Decision
Federal	248	2.72	0.74	480	2.14	1.960	0.05	Reject HO ₅
State	234	2.60	0.47					

As shown in the table above, students in federal universities had a mean rating of 2.72 and standard deviation of 0.74, while their peers in state universities reported a mean of 2.60 and standard deviation of 0.47. Further analysis using independent sample t-test revealed that a t-calculated value of 2.14 which was greater than the t-crit value of 1.960 at 0.05 level of significance. This indicates that the reason for using SMDs was significantly greater among students in federal universities than state universities. The null hypothesis was therefore rejected.

Discussion of the Findings

The finding in Table 1 revealed that the millennials in both federal and state universities had positive attitude towards the usage of SMDs. Nevertheless, the millennials from the federal universities were more positively inclined to the usage of SMDs than those in the state universities in Nigeria. This finding is in line with the result in Duffett and Wakeham (2016) who discovered that the attitude of the millennials towards advertising can be described as the inclination to react in a positive or negative way to specific marketing communications. Further, the author confirmed that prior research has revealed that attitudes towards advertising are efficient measures of communications effectiveness (Mackenzie, Lutz and Belch, 1986). In another study carried by Anyanwu, Ossai-Onah and Iroeze (2013), they reported that the undergraduates had positive attitude towards the use of social media tools in three selected tertiary institutions in Imo State University in Nigeria. This finding is therefore in line with the present study.

The independent sample t-test yielded no significant difference in the mean value obtained in both federal and state universities. The null hypothesis was therefore retained. Again, the present finding agrees with the result in Duffett and Wakeham (2016) on the effect on attitude when the length of usage of SMDs by the millennials was tested. It was discovered that the millennials who had used social media for five years and above displayed more favourable cognitive attitudes in awareness and knowledge. The millennials who had utilized social media for less than five years exhibited significantly positive liking and preference attitudes to communications on the online SMDs platforms.

The findings in table two showed that gender had no significant influence in their attitude towards the usage of social media devices. This finding is in line with the finding in the research work done by Onwuagboke and Singh (2016) who compared the attitude of the faculty member by gender and type of institute. The finding revealed no significant difference in attitude by gender towards the usage of ICT and in like manner, significant differences in attitude does not exist by type of institutions among the three types of tertiary institutions. The independent sample t-test showed no statistically significant difference and therefore the null hypothesis was retained. The study further revealed that the faculty attitude was found to be correlated positively towards the usage of ICT in curriculum. This finding contradicts that of McGregor and Bazi (2001) who found out that females have less access to power and thus should be limited to access to social media usage.

The data in table 3 revealed that the SMDs that are always used by the millennials students of federal and state universities are WhatsApp, Instagram and Facebook which scored 4.35 and 4.30 and 4.11 and 3.94 respectively. The twitter, YouTube and Snapshot were sometimes used while the Instagram was used most

times. The SMDs that were rarely used as reported by the millennials included LinkedIn, Pinterest, Googleplus, Flickr, Vine and Meetup while Instagram was sometimes used. The finding of the present study is in conformity with the result of the research work in Anyanwu, Ossain Onah and Iroeze (2013) who found out that Facebook ranked highest (89.2%) in the list of SMDs that are used by the undergraduates. Contrary to this study, Twitter was found to be next to Facebook while WhatsApp and Facebook were most frequently used, in the present study.

This study disagrees with the finding in Duffett and Wakeham (2016) who reported that the most commonly used social medium globally is the Facebook although Mxit is the largest locally established online information and communication technology conduit. Nevertheless, it is a known fact that social media devices have emerged which provide the millennials the opportunities to interact and communicate among friends.

In Table 4, the finding revealed that the millennials in both federal and state universities had good reasons for using SMD, although their SMDs were mostly used for chatting with people. This fact was clearly shown from their overall mean of 2.72 and SD 0.74 for the federal universities and 2.60 and SD 0.47 for the state universities. The null hypothesis was significantly greater in federal universities than state ones. Therefore, the null hypothesis was rejected. Actually, the millennials used their SMDs for other good reasons like; establishing relationships with other students from other universities, solving class assignment and for creating and sharing academic ideas with their school mates. This finding corroborates the finding in Anyanwu, Ossai-Onah and Iroeze (2013) who also found out that majority of the university students utilize SMDs for sharing of information with fellow students = 65.4%, communication with friends = 70.4% and establishing relationship with friends from other institution, 59.6%.

The revelation in the above finding was not satisfactory to discover that the millennials in both federal and state universities in Nigeria do not give priority attention to the use of SMDs for academic reasons rather they use them for chatting with friends. This finding also confirmed the findings in Anyanwu, Ossai-Onah and Iroeze (2013) who in their findings lamented that greater number of the undergraduates in Nigerian universities rarely used the social media for educational reasons. Further, they noted in their finding that the students of the universities perspectives of SMDs was focus on how to socialize.

Supporting the findings of the above study, the research result in Braguglia (2008) found that three quarters of smartphones users never leave home without their phone and most of them used their voice and text messaging features most frequently for personal communication. More than 15% of the subjects to a survey which is similar to the present study would have rather preferred to drill their teeth instead of given up their phones for a week (Diamandourous, Jenkins and Downs, 2007). The use of SMDs for social activities is good but more time should be devoted to using them to improve their academic studies.

Summary and Conclusion

This study examined the millennial generation's attitude towards the usage of social media devices in federal and state universities in Nigeria. The millennials are the people who are in the age brackets of 18 – 24 years. This group of people are very much interested and close to their smartphones to such a high extent that they normally sleep very close to them, using them as expansion of their bodies. One of their characteristics is that they tend to be more confident in themselves and optimistic too whether they are right or wrong. The SMDs have varieties of affordances to the benefits of the millennials through innovative and efficient applications.

The millennial use SMDs for connections and interactions with other people nationally and internationally, solving academic problems and viewing videos instead of television. Literature and theories supporting the use of social media in education were reviewed. Four research questions and four hypotheses guided the study. The results showed that the millennials in both federal and state universities in Nigeria have positive attitude towards the use of SMDs. The study revealed that there is no significant difference in the attitude of male and female millennials in federal and state universities in Nigeria. It was revealed also that WhatsApp and Facebook were the most frequently used by the millennials, although WhatsApp had a higher mean score but the respondents reported they used them always.

Conclusively, SMDs have been found to be very user friendly and very beneficial to them in that they allow users from across the globe to communicate in varied ways. Hence, they are very necessary in the academic world and beyond. To this end, the millennials are hereby encouraged to use their SMDs more for the enhancement of learning and overall improvement of their studies in university education.

Recommendations

Based on the findings of this study, the following recommendations are put forward:

- 1) The guidance counselors in both the federal and state universities should be organizing orientations for the millennials so as to refocus them on the potentials of SMDs in their learning and to be more focused positively in their usage of SMDs.
- 2) The digital immigrant teachers should always be creating times to be admonishing the male and female millennials on the adverse effects of using their SMDs for mostly for chatting and WhatsApping even during the class sessions.
- 3) The millennials who normally subscribe to WhatsApp and Facebook should be encouraged also to make sure that they make use of the platforms positively and not negatively.
- 4) The parents, university lecturers, counselors and other stakeholders should encourage the students to utilize their SMDs in ways that will promote their academic achievement positively. Some of their reasons for using SMDs should be majorly for creating educational groups and device means of using them for improving their academic growth for themselves and that of their university.
- 5) The guidance counselors, parents and the university lecturers should be admonishing both male and female millennials on the dangers inherent in using their SMDs for viewing pornographic films. This might lead to serious academic decline, although, it was found to be insignificantly related.

Contributions to Knowledge

1. This study has established the fact that social media could be very good tools for enhancement of educational activities if positively used by the millennial generation and the lecturers should encourage their usage for class activities.
2. The study has also established the need for digital immigrant teachers to avail themselves to technological training so as to meet up with the challenges of dealing with millennials' teaching approaches.
3. This study has revealed clearly the expectations of the lecturers, guidance counselors of the university and parents to the millennials. They should be alive to their responsibilities by visiting schools and organizing academic platforms to counsel the millennial on the importance of academic achievements and the negative consequences associated with absolute consumption of social media in detriment of their academics. They should be more focused on academic attainment than playing with social media devices every moment of the day.

References

- Ahmed, N. (2012). The millennial generation's preferences and usage of mobile devices in the U.S. *Journal of Advertising, Public Relations and Marketing*, 2(1), 1-6.
- Ahmed, N. (2012). The millennium generation's preferences and usage of mobile devices in U.S. *Journal of Advertising, Public Relations and Marketing*, 2(1), 21-32.
- Aichner, T. & Jacob, F. (2015). Measuring the degree of corporate social media use. *International Journal of Market Research*, 57(2), 257-275.
- Akpan, C.P. (2014). ICT competence and lecturers' job efficiency in universities in Cross Rivers State, Nigeria. *International Journal of Humanities and Social Science*, 4(10), 259-266.
- Alansari, E.M. (2006). Implementation of cooperative learning in the centre of community service and continuing education at Kuwait University. *Australian Journal of Adult Learning*, 46(2), 265-282.
- Albirini, A.A. (2006). Teachers' attitudes toward information and communication technologies: The case of Syrian EFL teachers. *Journal of Computers and Education*, 47, 373-398.
- Anekwe, J.U. & Anyanwu, J. (2017). Bridging the digital divide among the net generation students and digital immigrant teachers using social media. *British Journal of Education*, 5(5), 38-52.
- Anekwe, J.U. & Mezicobi, S.A. (2017). Blended learning in university education: Affordances and drawbacks for digital natives and digital immigrants in developing nations. *European Journal of Research and Reflection in Educational Sciences*, 5(2), 68-84.
- Anyanwu, E.U., Ossai-Onah, V.O. & Iroze, P. (2013). Use of social media tools among Nigerian undergraduates in three selected tertiary institutions in Imo State, Nigeria. *Journal of Information and Knowledge Management*, 4(2), 46-52.
- Anyanwu, E.U., Ossai-Onah, V.O. and Iroze, P. (2013). Use of social media tools among Nigerian undergraduates in three selected tertiary institutions in Imo State, Nigeria.
- Bandura, A. (1989). Social cognitive theory. *Annuals of child development*. 6, 1-60.
- Bandura, A. (2009). *Social cognitive theory of mass communication*. In J. Bryant & M. Oliver (Eds.), *Media effects* 3rd edition (pp.94-124). New York: Routledge.

- Barenblatt, C. (2015). Marketing to millennials. <http://www.bizcommunity.com/Article/196/347/123834.html#more> (Accessed 31 March, 2015).
- Birch, J. (2014). Are millennials too attached to their mobile devices?
- Braguglia, K. (2008). Cellular telephone use: A survey of college business students. *Journal of College Teaching & Learning*, 5(4), 55-62.
- Businessdictionary.com. Attitude. Retrieved on 28th May, 2017 from www.businessdictionary.com/definition/attitude.html
- Carison, S. (2004). With this enrolment, a toy surprise. *The Chronicle of Higher Education: Information Technology*.
- Cramer, S. (2007). College students use cell phone while driving more frequently than found in government study. *Journal of American College Health*, 56(2), 181-184.
- Diamanduros, T., Jenkins, S. & Downs, E. (2007). Analysis of technology ownership and selective use among undergraduates. *College Student Journal*, 41, 970-976.
- Duderrstadt, J. (1991). The future of higher education. New roles for the 21st century, University: Issues in science and technology. www.milproj.ummuumich.edu.
- Duffett, R.G. & Wakeham, M. (2016). Social media marketing communications effect on attitudes among millennials in South Africa. *The African Journal of Information System*, 8(3), 19-44.
- Fishbein, M.A. (1967). *Attitude and the prediction of behavior*. In M. Fishbein (ed) Readings in attitude theory and measurement (pp.477-492). New York: Wiley.
- Huitt, W. (2006). Social cognition. Educational psychology interactive. Valdosta, G.A: Valdosta State University. Retrieved Mar. 13, 2009, from <http://chiron.valdosta.edu/~whuitt/col/soccog/soccog.htmml>.
- Kop, R. & Hill, A. (2008). Connectivism: Learning theory of the future or vestige of the past? *International Review of Research in Open and Distance Learning*, 9(3), 1-13.
- Lamar, B. & Levon, A. (2017). Exploring millennials' social media use. Print Article ID: 20170510. Published: May 4th 2017. Retrieved from Quirks.com, <http://www.quirks.com>article>exploringmillennials>.
- Maag, M. (2006). iPod, UPod? an emerging mobile learning tool in nursing education. University of San Francisco.
- Mackenzie, S.B., Lutz, R.J. & Belch, G.E. (1986). The role of attitude toward the ad as a mediator of advertising effectiveness: A test of competing explanations. *Journal of Marketing Research*, 23(2), 130-143.
- McGregor, E. & Bazi, F. (2001). *Gender mainstream in science and technology*. United Kingdom: Commonwealth Press Office. <http://dx.doi.org/10.14217/9781848597327-en>.
- Obar, J. & Wildman, S. (2015). Social media definition and the governance challenge: An Introduction to the special issue. *Telecommunications Policy*, 39(9), 1-6.
- Okoli, N.J. (2017). University education in Nigeria: Past, present and future. An inaugural lecture. Inaugural lecture series. No. 138. May 25, 2017.
- Olele, C.N. (2011). Educational technology for nation building: Way forward for teacher education in Nigeria. *Journal of Business and Educational Leadership*, 3(1), 38-46.
- Onwuagboke, B.B.C. & Singh, T.K.R. (2016). Faculty attitude and use of ICT in instructional delivery in tertiary institutions in a developing nation. *International Journal of Research Studies in Educational Technology*, 5(1), 77-88.
- Papaioannou, P. & Charalambous, K. (2011). Principles attitudes toward ICT and their perceptions about the factors that facilitate or inhibit ICT integration in primary schools of Cyprus. *Journal of Information Technology Education*, 10, 333-347.
- Prensky, M. (2001). Digital natives, digital immigrants. *On the Horizon*, 9(5), 1-6.
- Rees, M.J. and Hopkins, P.J. (2009). Towards the integration of social media with traditional information systems. *Information Technology Papers*. Available at <http://epublications.bond.edu.au/infotechpubs/52>. Retrieved August 2011.
- Sherman, T.M. & Kurshan, B.L. (2005). Constructing learning: Using technology to support teaching for understanding. *Learning & Leading with Technology*, 32(5), 10-39.
- Vandebosch, H. & Cleemput, Van (2009). *Cyberbullying among youngsters: Profile of bullies and victims*. *New Media & Society*, 11(8), 1349-1371.