# NEW MEDIA AND MEDIATISATIONS: WHITHER NIGERIAN STUDENTS

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## ABSTRACT
Frankly speaking, everything in life has got its own time and season. Today, we live in the time and season of the new media which has apparently altered the conventional modes of human communication. With their inherent interactive and inter-connective attributes, the new media have condensed the communication process to a more democratic and participatory dialogue. Obviously, the new media have not only bridged the communication gap between content-creators and content-consumers, but have also introduced other media practices that seem to offer endless possibilities in the communication world. In view of the fact that every technological breakthrough comes with inherent good and bad aspects; it becomes pertinent to x-ray the use of the new media among Nigerian undergraduate students. In other words, this research is intended to investigate how Nigerian students use the new media and how much time they spend on such media sites. The study adopted the survey method of research, wherein the questionnaire was used as an instrument to explore the gratifications which undergraduate students of Abia State University Uturu and University of Nigeria Nsukka seek from the new media, and how such gratifications rob off on their academic performance.
**Keywords:** Citizen Journalism, New Media, Tertiary Education, Productive Learning, Nigerian Universities

## INTRODUCTION
There is no gain reiterating the fact that technological advancements have polarized the media world into old and new, conceding near-endless capabilities to the new media. With such awesome attributes of interactivity, inter-connectivity, instant messaging etc.; the new media have radically transformed man's mode of communication. Thus, the contemporary media lexicon is inundated with such terms as: Facebook, YouTube, Twitter, WhatsApp and a variety of other digital platforms that allow user-generated contents to be freely disseminated. Such technological innovations have not only succeeded in eliminating the traditional gate-keeping and agenda-setting monopoly of the conventional media, but have injected and popularized the concept of 'prosumer' in the communication arena. According to Ballard (2011, p.13), the term prosumer is used to refer to someone who takes charge of the production and distribution of contents. Whether you call them New Information and Communication Technologies (NICT's), New Communication Technologies (NCT's) or Information and Communication Technologies (ICT's) etc; the undeniable fact remains that they are simply those gadgets, hardware, equipment or facilities that have modernized, improved and eased exchange of communication between and among different categories of people from different geographical locations (Akpoveta 2014, p.62). They are described by (Nwosu 2003, p.5) as the hardware adopted in ensuring instantaneous dissemination of information and social values across the globe.

These new media which emerged in the later part of the 20th century have increased communication between and among people all over the world. They do this through blogs, websites, pictures and other user-generated platforms. They help the people to have quick access to any information they desire anytime, anywhere on any digital device; thereby bringing about democratization of the communication process. Thus, the new media have no doubt utterly altered the way journalism is practiced across the globe. For instance, news which is major ingredient of journalism is no longer gathered and disseminated exclusively by reporters. Rather it is now a product of an ecosystem in which journalists, sources, readers and viewers exchange information (Pew Research Centre 2013). In line with the above statement, Heinrich 2008 cited in Akpoveta (2014, p.66), submits that the need for this collaboration (i.e. among journalists, sources, readers and viewers) gives credence and authenticity to news and information; as one can now afford to post comments, pictures, videos, texts etc to any platform of his/her choice courtesy of the new media.

The new media as earlier pointed out, possess some unique attributes that fasten, cheapen, strengthen and democratize the communication process. Ruggiero cited in Izuogu et al. (2017 ,p.20) identifies those unique attributes as *interactivity, demassification* and *asynchroneity.* According to him, interactivity means users ability to switch, as well as regulate contents and other forms which enable reciprocal information-gathering and exchange. Demassification on the other hand, is the ability of the user to select from a wide menu; whereas asynchroneity is a term used to describe a user's ability to assess media message at any time. In this circumstance, asynchroneity can be said to be opposed to the conventional pattern of assessing media messages at a particular time. Already, research findings in Nigeria point to the fact that there are more student users of these new media platforms than any other user group, and that users spend a large chunk of their time surfing the net.(Heiberger and Harper 2008; Idakwo 2011; Akpan, Akaowo and Senam 2013). No doubt, the advent and subsequent proliferation of those new media platforms have indeed aroused the consciousness among all class of people in Nigeria. But the basic concern of this research is on the way and manner Nigerian undergraduate students use those new media platforms and how such usage robs-off on their academic performance.

## Statement of the Problem

There is abundant evidence that University undergraduates are the most avid users of the new media platforms. It is also not in contention that this class of people (University students) represents a substantial part of the civil populace in Nigeria. However, there are conflicting accounts on the use of new media platforms for academic purposes. For example, while Nwajinka (2004, p.82) avers that materials for educational purposes could be easily and cheaply obtained from the internet, thereby accelerating research; Kirschner and Karpinski (2010, p.123) argue that heavy dependence on social media exerts negative influence on students' academic performance. The two scholars therefore submit that "Facebook users have lower mean Grade Point Average (GPA) as compared to non-users". Given that some, if not all the media platforms can be so hypnotic that a user may

end up doing what he/she did not originally set out to do; it becomes imperative to investigate the amount of time Nigerian students spend on the new media platforms and the actual gratifications they seek there-from.

## Research Questions

1. Which new media platforms do Nigerian students use most?
2. How much time do Nigerian students spend on the new media platforms?
3. How often do Nigerian students visit the new media platforms?
4. What gratifications do Nigerian students seek from the new media platforms?
5. Is there any significant relationship between use of new media platforms and academic needs-gratification of Nigerian students?

## Hypothesis

$H_o$: There is no significant relationship between use of new media platforms and academic needs-gratification of Nigerian students.

## REVIEW OF LITERATURE

A couple of studies had been conducted on the various ways people make use of new media platforms. For instance, Idakwo cited in (Eze 2016, p.5) investigated the use of Facebook among Nigerian youths. Using the survey method of research, the study found out that 74% of the sampled students admitted using FaceBook as an alternative to other kinds of communication channels. That survey also showed that youngsters between the ages of 16-30 spend a lot of man hours on the new media platforms which negatively affects their productivity. The study also showed that majority of the respondents use the new media platforms for so many reasons; ranging from profile updates, following celebrities, watching pictures, exchanging academic information, doing business etc. In that study, the respondents confirmed accessing the new media platforms at least twice a day, but confessed that the new media could be so hypnotic that in most cases they ended up doing things which they didn't originally set out to do. In a study entitled "Social networking sites usage and social attitudes towards social behaviour in Northern Nigerian Universities"; Suleiman (2011) found out heavy usage of social networking sites among the respondents, with FaceBook topping the chart. The study also found that the respondents spent far more time on profile updates, celebrity-following etc. than on academic activities. (Izuogu, Nwachukwu and Ugwu 2017, p.214). In a similar study on FaceBook addiction level among selected Nigerian University undergraduates; Folaranmi (2013, p.74) found out that 22.1% of the 994 students surveyed, stated that meeting people was their reason for using FaceBook, while 19.5% of the respondents reported using it for chatting. Other reasons the study found out include: school work = 15%, dating = 13.5%, uploading = 11.4%, messaging = 8.2%, uploading pictures = 6.9% and celebrity following = 3.3%.

Akpan, Akwaowo and Senam (2013, p.353) in their assessment of the uses and gratifications of social networking websites among youths in Uyo, the capital city of Akwa-Ibom State, Nigeria; found out that youths in the area are active users of social

networking web-sites and that they accessed the websites for various purposes and gratifications; ranging from the need to connect with old and new friends (25.1%), the need to develop relationship (13.9%), to have fun and relaxation (7%), to be socially balanced (7%); to gain information, (5.6%) and to promote businesses, (4.7%). In his study on "social media culture among Nigeria youth: Uses and gratifications perspective; Odii (2014) found out that 79% of Nigerian youth use social media more than any other group in the country. Furthermore, the study found out that a total of 1325 respondents, representing 73% of the sample, attested to the fact that Facebook is the most popular of all the other social media platforms. There is this other finding of the same study which indicates that Nigerian youth use the social media to satisfy various needs. Statistically speaking, the study found that an insignificant 8% of the respondents, majority of who are students; indicated that they used social media for educational purposes. The implication of such finding is that most Nigerian students (youths) who are the most avid users of social media in the country, rarely used those platforms for academic purposes. Also, Coyle and Vaughn (2008) carried out a research on how students in American College campuses engage in social networking. Their study showed that about one-third of the people surveyed (37%) indicated that they have one social networking account, 53% has two accounts, whereas 9% reported having three accounts. The study equally showed that the respondents visited the various accounts about three times per day for social, economic and other reasons.

## Theoretical Framework

This investigation is anchored on the Uses and Gratification theory as posited by the trio of Elihu Katz, Jay Blumler and Michael Gurevitch in the year 1974. The theory emphasizes communicators' motivations for choice of mass media and their contents (Izuogu et al. 2017, p.210). According to Folarin (2005, p.91) the theory perceives the recipient as actively influencing the effect process, given that he/she selectively chooses, attends to, perceives and retains media messages on the bases of his/her needs, beliefs etc. Invariably, the theory could be said to have shifted focus from media production and transmission functions, to media consumption function. Thus, instead of asking the question of the kind of effects that occur under given conditions; it rather questions "who uses which contents from which media, under which conditions and for what reason?"

The truth of the matter is that the Uses and Gratification theory presupposes that consumers of media messages are naturally discriminatory in their approach to media selection and application, because they select and use only those media that can guarantee the satisfaction of their communication needs. Just like every other theory, the Uses and Gratification equally has its own shortcomings. For instance, the issue of the theory not having provided much successful prediction or causal explanation of media choice and use as rightly argued by McQuail (2005), cited in Izuogu et al (2017, p.210). In the case under reference, McQuail submitted that much of mass media use is circumstantial and weakly motivated. He went further to argue that the approach (Uses and Gratification) appear to work best in examining specific types of media where motivation might be presented. Secondly, it is hard to keep track of exposure to a pattern through observation. Thus, the

theory relies on self-reports, which in themselves are products of personal memory that can be problematic. The argument here being that such respondents might inaccurately recall how they behave in media use, and as such distortion might occur in the study (Katz, Blumber and Gurevitch 1974). Be that as it may, the fact remains that in so far as the media could be said not to be all-powerful; they certainly have some influence on their consumer. Obviously, the new media platforms are today re-echoing the relevance of the Uses and Gratification theory in contemporary media research, as they provide answers to the questions of "who uses which content from which media, under which conditions and for what reason"?

## METHOD OF STUDY

The research made use of a mixed methods approach. The chosen method of research is considered most appropriate going by the postulation of Creswell (2009), who argues that a researcher can begin a given study with either the qualitative or quantitative method, then determine an appropriate stage to inject the other method. Similarly, Padgett (2012 p.191) opines that studies using qualitative approach might sometimes introduce quantitative aspects in their data analysis. For example, a qualitative research may apply quantitative aspect to indicate "the number of participants associated with" the different themes of the study. Whereas the qualitative approach was the main method used in structuring the study and gathering in-depth information on the way and manner Nigerian undergraduate students use new media platforms; the quantitative method was introduced in the data analysis segment of the research, in order to quantify some of the responses. The reference population of this study comprises all undergraduate students of Abia State University-Uturu and those of the University of Nigeria Nsukka, while the target population is drawn from the admission lists of the departments of Mass Communication of the two Universities for the 2017/2018 academic session as obtained from their Academic planning units. With that, we came up with a total figure of one thousand, five hundred and thirty two (1,532) students. The two Universities were purposively selected on the basis of ownership and age. While the first University could be considered a second generation University and is owned by a state government; the second one is a first generation University and is owned by the Federal Government of Nigeria.

The choice of purposive sampling in this case is predicated on Lindlof and Taylor's (2011, p.110) sentiment which says that "most qualitative researchers choose to engage in purposive sampling". In other words, qualitative researchers are in the habit of making informed judgments about "what to observe or whom to interview". Considering the differences in admission intake of students into the chosen Universities and departments for the 2017/2018 academic session which stood thus: Abia State University Uturu's Department of Mass Communication produced 965 students while its University of Nigeria Nsukka counterpart produced 567 students. Thereafter, the Finite Population Correction Factor (FPC) was employed to proportionately allocate samples. Consequently, Department of Mass Communication, Abia State University Uturu got

194 respondents while University of Nigeria Nsukka had 114 respondents. Therefore, the sample size for this study stands at 308 respondents.

## Data Presentation and Analysis

The data generated from the respondents of this study are presented in tabular and pie-chart forms. Out of the 308 copies of the questionnaire administered on the respondents; 288 copies were returned in usable form while 20 were not recovered. Thus, we have 96% return rate of the research instrument and 4 % mortality rate. Such returned rate is considered adequate enough to represent the population of the study. Invariably, our data presentation and analysis shall be based on 288 copies of the questionnaire returned and found usable.

Table 1: Responses on the new media platforms which Nigerian students use most

| S/N | New Media Platforms | Total Number of Responses | Percentage of the Responses |
|-----|---------------------|---------------------------|-----------------------------|
| 1. | Facebook | 215 | 76% |
| 2. | Twitter | 1 | 0% |
| 3. | 2go | 3 | 1% |
| 4. | Myspace | 0 | 0% |
| 5. | WhatsApp | 49 | 17% |
| 6. | Messenger | 15 | 5% |
| 7. | LinkedIn | 0 | 0% |
| 8. | Youtube | 4 | 1% |
| 9. | Others | 1 | 0% |

Fig 1: Pie chart on responses to the new media platforms which Nigerian Students used most



Others, 1, 0%
Youtube, 4, 1%
LinkedIn, 0, 0%
Messenger, 15, 5%
WhatsApp, 49, 17%
Myspace, 0, 0%
2go, 3, 1%
Twitter , 1, 0%
Facebook, 215, 76%

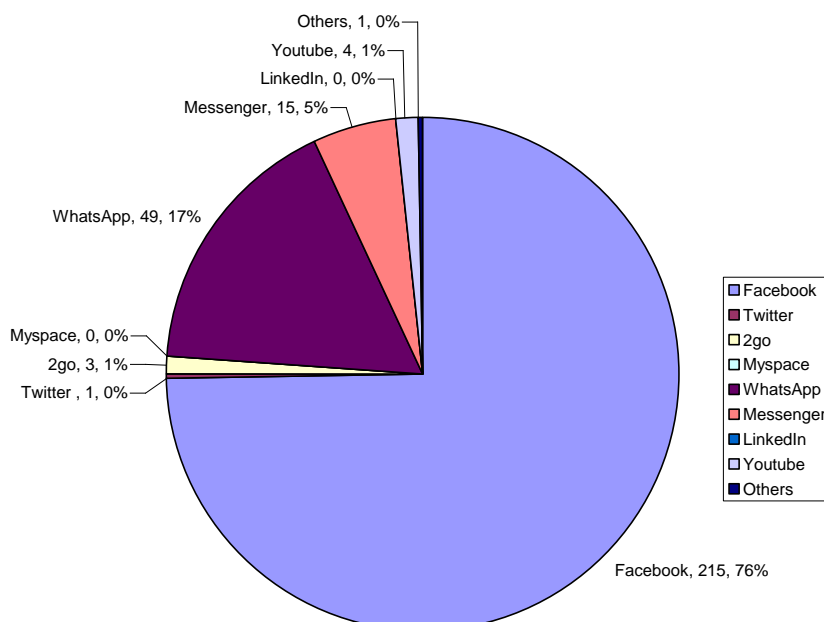Legend: Facebook, Twitter, 2go, Myspace, WhatsApp, Messenger, LinkedIn, Youtube, Others

Table1 and figure1 above present responses on the new media platforms which Nigerian students use most frequently. Out of the 288 copies of the questionnaire returned in usable form, 215, that is, 76% of the sample of the study attested to using the Facebook most frequently. 49 respondents representing 17% of the sample of the study indicated that they use WhatsApp most frequently, while 15 respondents which translate to 5% of the sample of the study professed using the Messenger most frequently. YouTube had 4 respondents = 1%, 2go had 3 respondents = 1% while Twitter and "others" which means other new media platforms not specified in questionnaire had 1 respondent respectively which amounts to 0% of the sample of the study. As for the new media platforms of Myspace and Linked, none of the respondents i.e. 0% respectively attested to using them.

Table 2: Responses on the amount of time Nigerian students spend on new media platforms.

| S/N | Amount of Time spent on New Media Platforms | Total Number of Responses | Percentage of the Responses |
|---|---|---|---|
| 1 | Between 1-2 hours a day | 28 | 10% |
| 2 | Between 3-4 hours a day | 36 | 13% |
| 3 | Between 5-6 hours a day | 77 | 27% |
| 4 | Between 7-8 hours a day | 12 | 4% |
| 5 | Between 9-10 hours a day | 41 | 14% |
| 6 | Above ten hours a day | 94 | 32% |

Fig 2: Pie chart on responses to the amount of time Nigerian Students spend on the new media platforms.
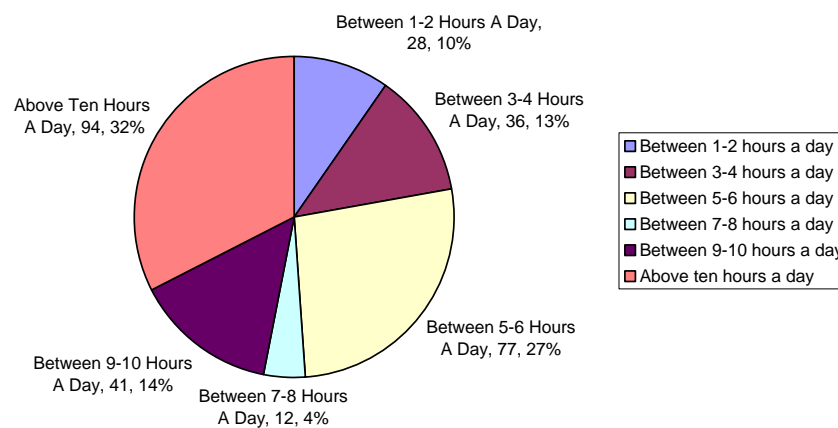


Table 2 and figure 2 present responses on the amount of time Nigerian students spend on the new media platforms. Out of the 288 respondents, 94 which represent 32% of the

sample of the study submitted that they spend above ten hours a day on the new media platforms. 77 respondents which translate to 27% of the study sample agreed that they spend between 5-6 hours a day on the new media platforms. Those who spend between 9-10 hours a day were found to be 41 in number which translates to 14% of the sample of the study. Those in the category of spending between 3-4 hours a day numbered 36 persons which constitutes 13% of the sample of the study. Respondents who spend 1-2 hours a day on the new media platforms were found to be 28 in number which equals 10% of the sample of the study. Respondents who spend between 1-2 hours a day on new media platforms were found to be 28 in number which is equal to 10% of the sample of the study. Those that spend between 7-8 hours a day on new media platforms amounted to 12 respondents, which represent 4% of the sample of the study.

Table 3: Responses on how often Nigerian students visit the new media platforms.

| S/N | Frequency of Visits to the New Media Platforms | Total Number of Responses | Percentage of the Responses |
|-----|------------------------------------------------|---------------------------|-----------------------------|
|     | Once a day | 2 | 1% |
|     | Twice a day | 6 | 2% |
|     | Thrice a day | 9 | 3% |
|     | Four times a day | 18 | 6% |
|     | Five times a day | 28 | 10% |
|     | As many times as possible | 220 | 78% |
|     | Sparingly | 0 | 0% |

Fig 3: Pie chart on responses to how often Nigerian students visit the new media platforms
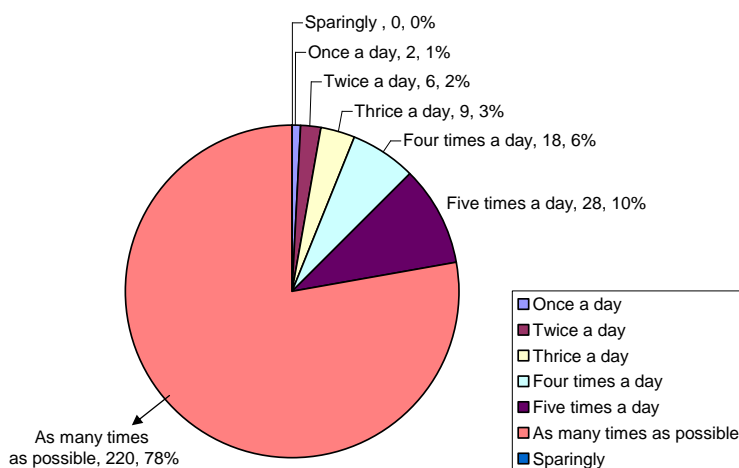


As indicated in table 3 and figure 3 on responses to how often Nigerian students visit the new media platforms; it is evident that 220 out of the 228 respondents, representing 78% of the sample of the study affirmed visiting the new media platforms as many times as possible. Those that visit the new media platforms five times in a day numbered 28 which accounts for 10% of the sample of the study. In the category of those who visit the new

media platforms four times a day, there are 18 respondents which represent 6% of the study sample. Down the line; those respondents who indicated visiting the new media platforms thrice a day were found to be 9 in number =3%; those who visit twice a day were 6 = 2%, those who visit once a day were 2 = 1% of the sample of the study, whereas none of the respondents = 0% subscribed to the 'sparingly option

Table 4: Responses on the gratifications Nigerian students seek from the new media platforms

| S/N | Gratifications Sought from the New Media Platforms | Total Number of Responses | Percentage of the Responses |
|---|---|---|---|
| 1 | Exchanging academic information | 94 | 33% |
| 2 | Keeping in touch with old friends | 102 | 36% |
| 3 | Making new friends | 40 | 14% |
| 4 | Doing business | 10 | 4% |
| 5 | Following celebrities | 25 | 9% |
| 6 | Watching pictures | 12 | 4% |
| 7 | Watching pornographic films | 1 | 0% |
| 8 | Other things | 0 | 0% |

Fig 4: Pie chart on responses to the gratifications Nigerian students seek from the new media platforms
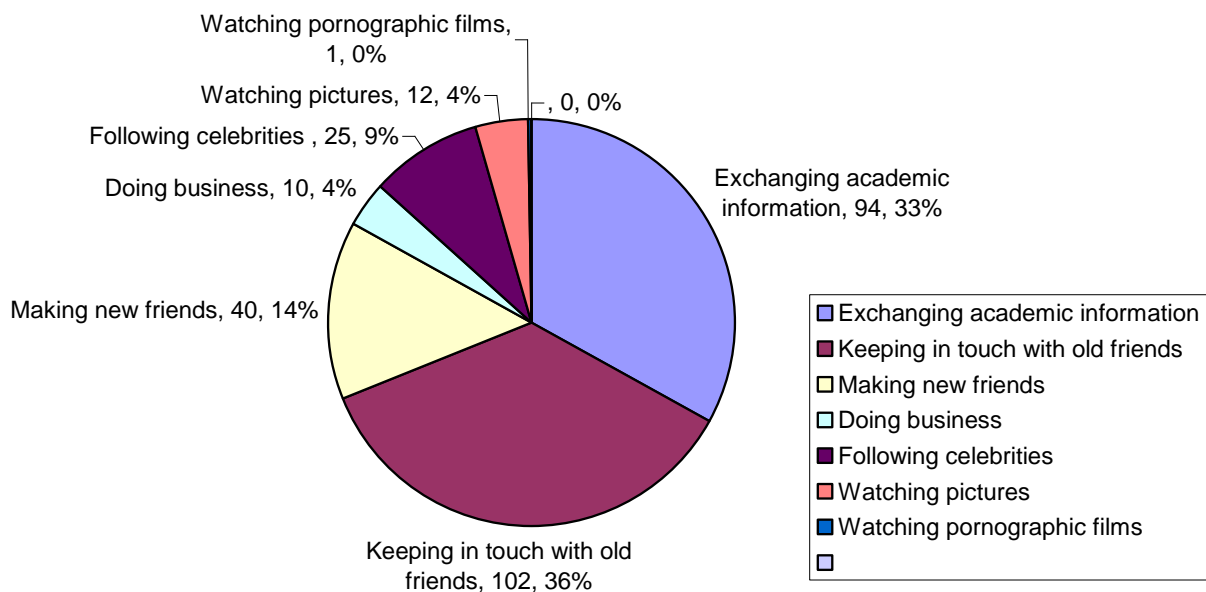


The information on table 4 and figure 4 show responses on the gratifications which Nigerian students seek from the new media platforms. Out of the 288 respondents, 102

representing 36% of the sample of the study signified that the gratification they seek from the new media platforms is to keep in touch with old friends. Secondly, 94 respondents representing 33% of the sample of the study confirmed exchange of academic information as the gratification they seek from the new media platforms. Making new friends got 14% of the sample of the study, having been ticked by 40 respondents. Following celebrities ranked fourth in the gratifications which Nigerian students seek from the new media platforms and there were 25 respondents in that category which represents 9% of the sample of the study. The gratification of watching pictures was ticked by 12 respondents which represents 4% of the study sample, while the gratification of doing business ranked sixth position with 10 respondents which translate to 4% of the sample of the study. As for the gratification of watching pornographic films, only 1 respondent subscribed to that whereas none of the respondents subscribed to the "other things" option.

## Test of Hypothesis

$H_o$: There is no significant relationship between use of new media platforms and academic needs gratification of Nigerian students by the new media.

Table 5: Descriptive Statistics

|  | Mean | Std. Deviation | N |
|---|---|---|---|
| Gratifications Seeking | 38.5000 | 23.86270 | 8 |
| New Media | 55.0000 | 23.56753 | 8 |

Correlations

|  |  | Gratifications Seeking | New Media |
|---|---|---|---|
| Pearson Correlation | Gratifications Seeking | 1.000 | .800 |
|  | New Media | .800 | 1.000 |
| Sig. (1-tailed) | Gratifications Seeking | . | .009 |
|  | New Media | .009 | . |
| N | Gratifications Seeking | 8 | 8 |
|  | New Media | 8 | 8 |

a. Dependent Variable: Gratifications Seeking

b. All requested variables entered.

Model Summary[b]

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|---|---|---|---|---|---|
| 1 | .800[a] | .639 | .579 | 15.47663 | 2.037 |

ANOVA[a]

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|

|   |            |          |   |          |        |                   |
|---|------------|----------|---|----------|--------|-------------------|
|   | Regression | 2548.844 | 1 | 2548.844 | 10.641 | .017[b]           |
| 1 | Residual   | 1437.156 | 6 | 239.526  |        |                   |
|   | Total      | 3986.000 | 7 |          |        |                   |

Coefficients[a]

| Model |            | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Correlations | |
|-------|------------|-------|-----------|------|-------|------|------------|---------|
|       |            | B | Std. Error | Beta |      |      | Zero-order | Partial |
| 1     | (Constant) | -6.032 | 14.707 |      | -.410 | .696 |            |         |
|       | New_Media  | .810   | .248   | .800 | 3.262 | .017 | .800       | .800    |

Coefficients[a]

| Model |            | Correlations |
|-------|------------|--------------|
|       |            | Part         |
| 1     | (Constant) |              |
|       | New_Media  | .800         |

a. Dependent Variable: Gratifications Seeking

From the above data analysis, the Mean and Std. Deviation for Gratifications Seeking are 38.50 and 23.86 while the New Media has 55.00 and 23.57 respectively. The Correlation coefficient is 0.80 while the correlation coefficient of determination is 63.9%. The autocorrelation is 2.037. In the analysis of variance table, the sums of squares due to regression, residual and total are 2548.84, 1437.16 and 3986.00 while the mean square for to regression and residual are 2548.84 and 239.53 respectively. The F-ratio is 10.64 with a P-value of 0.017 less than 0.05. The Unstandardized Coefficients B is -6.032 for the constant while 0.810 for the New Media with a Std. Error of 14.707 and 0.248 respectively. The Standardized Coefficients Beta is 0.800, with a studentized test of -0.410 for the constant and 3.262 for the New Media. The New Media is significant at 0.017 while the constant is not significant, since the value is 0.696. Therefore, since the P-value is 0.017 less than 0.05, we reject the Null hypothesis and conclude that, there is significant relationship between use of new media platforms and academic needs-gratification of Nigerian students. That is because there is an observed positive correlation between use of new media platforms and academic needs-gratification of Nigerian students.

## DISCUSSION OF FINDINGS
Going by data made available in this research, Facebook was found to be the most-frequently used of the new media platforms by Nigerian students. It topped the list by scoring 76% of the sample of the study. This finding is a confirmation of that of (Odii, 2014) which found that 73% of the respondents of that study attested to Facebook as the most popular of all the other social media platforms. Way behind the Facebook are the WhatsApp and Messenger which got 17% and 5% respectively. The study further found

out that Nigerian students spend a lot of man hours on the new media platforms. For instance, 32% of the respondents attested to spending above 10 hours a day, 27% said they spend 5-6 hours a day, while 14% of the sample of the study said they spend 9-10 hours a day on the new media platforms. Again, this finding of the study corroborates the finding of Idakwo cited in (Eze 2016, p.5) which shows that youngsters between the ages of 16-30 spend a lot of man hours on the new media platforms. Available data in this study also show that a greater percentage of the respondents, precisely 78% attested to visiting the new media platforms as many times as possible. This finding lends credence to that of Akpan, Akwaowo and Senam (2013, p.353) which shows that youths in Uyo, the capital city of Akwa-Ibom state Nigeria are active users of social networking web-sites.

On the question of what gratifications Nigerian students seek from the new media platforms, it was found that "keeping in touch with old friends" topped the list with 36% of the sample of the study. This finding is corroborated by Suleiman's study which had earlier found out that respondents to his work spent far more time on profile updates, celebrity-following etc. Another significant percentage of the sample of the study, precisely 33% confirmed exchange of academic information as the gratification they seek from the new media platforms. This second finding actually runs counter to an earlier finding of the work of (Odii 2014), which found that an insignificant percentage (8%) of Nigerian youths, majority of who are students, used social media for educational purposes. The implication of this finding is that Nigerian students use the new media platforms for various needs-gratifications; ranging from: chatting, dating, doing business, uploading/downloading pictures, relaxation, celebrity-following etc. These numerous gratifications which Nigerian students seek from the new media platforms is a confirmation of the relevance of the consumption function of the Uses and Gratification theory.

## SUMMARY AND CONCLUSION

This study set out to basically examine the gratifications which Nigerian students seek from the new media platforms, including the most-frequently used platform/s, the amount of time spent on them and the frequency of visits to such platforms. Consequent upon the findings of this research which had been discussed earlier, the Researchers conclude that Nigerian students use the new media platforms for a variety of needs-gratification of which "keeping in touch with old friends" is topmost on their preference list. We also conclude that there is a relatively significant improvement in the percentage of Nigerian students who use the new media platforms for academic needs-gratification. The study also concludes that there is a significant relationship between use of new media platforms and academic needs-gratification of Nigerian students.

## RECOMMENDATIONS

1. Nigerian students should be encouraged by their teachers to explore and expand the use of such other new media platforms like WhatsApp and Messenger which are more interactional and interpersonal in nature. This will afford them the opportunity of intimate relationships with their teachers, colleagues, sources of information etc.

2. Whereas the amount of time spent on the new media platforms by Nigerian students could be said to be adequate, it is seriously recommended that such volume of time be better devoted to quality academic endeavours.

3. Given that the frequency of visits to the new media platforms by Nigerian students is nowhere commensurate to their academic-needs gratification, it has become imperative to cut down on the frequency of such visits.

4. We recommend that Nigerian students should re-direct their minds to a more profitable use of the new media platforms, which of course, should be academic-oriented.

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