

**ATTITUDE OF MASS COMMUNICATION STUDENTS IN UNIVERSITY
OF BENIN TOWARDS THE USE OF INSTAGRAM**

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF MASS
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DEDICATION

This project is dedicated to almighty GOD who faithfully gave me the strength and courage to go through this program in spite of the challenges. Also to my mum, Mr Margaret Okafor, my sister (Mrs Jennifer Ebiowei), my friend (Jeffery Omodiagbe) for your support and encouragement and being a source of inspiration. Thanks and God bless you all.

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ABSTRACT

This study investigated the Attitude of Mass Communication Students in University of Benin towards the Use of Instagram. This study adopted the descriptive survey design which is the process of looking at something in entirety. The investigation was carried out within the Department of Mass Communication, University of Benin, Ekenwan campus Based on the survey methodology and random sampling technique, the questionnaire was used for data collection. Four hundred (400) Respondents were sampled data was analyzed in simple percentage and presented in tables. Findings reveal that the reason students use the Instagram application in their daily life is that the application provides interesting and unique features. The use of Instagram can have an impact on its users, both good and bad effects. The lifestyle offered by Instagram attracts the attention of many people and is currently becoming a trend, so it is largely influenced by the lifestyle offered by Instagram. Also, the study recommended that the traditional media like the television and radio broadcast as well as newspapers should through their routine activities discourage the abuse of social media in the country. This can be done through the organization of a discourse on the phenomenon of social media, or through advertisements and publication of write-ups and research of this nature.

CHAPTER TWO LITERATURE REVIEW

2.0 Preamble

This chapter presents the literature review for the study. The review is presented under the following sub-topics:

2.1 Concept of Attitude: An Overview

2.2 Concept of Social Media

2.2.1 Categories of Social Media

2.3 Academic Use of Social Media

2.4 Extent of Social Media Usage by Undergraduate Students

2.5 Instagram: An Overview

2.1 Concept of Attitude

The word attitude, which comes from the Latin word "Optus" meaning suitability or adaptation, means behavior, state, and line of conduct. Kartubi mentioned that there exist different definitions of the term "Attitude", which is characterized as learned tendencies that prompt an individual to exhibit certain behaviors in front of certain people, times and situations. In addition, Ünal and Işeri (2012) said attitude is the state of emotional and mental preparation, which is formed through experiences,

that has a directive or dynamic influential power on an individual's behaviors towards all things and situations. Attitude is "a word used as a general tendency of an individual tendency to act in a certain condition".

The use of word attitude is based on what someone says, or someone does and is based on visible behavior. It means that someone attitude toward something can be seen from the way they say and activities related to the attitude object.

Attitudes are what the people thinking or feeling about something. Ricards and Schimidth (2003) mentioned that attitudes are the opinions and feelings that one usually has about something or someone. They can be positive or negative. Montano and Kasprzyk (2008) also stated that attitude is determined by the individual's beliefs about outcomes or attributes of performing the behavior (behavior beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude. Sawyer, Simpson, and Asher (2001) defined attitude as a disposition or tendency to respond positive or negative toward certain things (idea, object, person, situation and so forth). An attitude concerning a class of objects is the meaning that class has for the person, with a stress on how the individual evaluates the class, whether positively or negatively.

2.2 Concept of Social Media

Over the years, many scholars have been able to distinctively define and clarify the concept of social media. In their definition and clarification, the concept of social media has been used interchangeably with social networking site. Likewise, in this section, the word will be used interchangeably. In defining social media, Kaplan and Haenlein (2010) gave a general definition of social media in consideration of Web 2.0 and User-Generated Content. According to them social media is a group of internet-based applications that build on the ideological and technological foundations of Web 2.0 and that allows the creation and exchange of User Generated Content. They also went further to describe social media as a group of internet-based applications that build on the ideological and technological foundations of Web 2.0 and that allow the creation and exchange of user-generated content. Parr (2010) also defines social media as the use of electronic and Internet tools for the purpose of sharing and

discussing information and experiences with other human beings in more efficient ways.

On the other hand, Jantsch (2008) considers social media as the use of technology combined with social interaction to create or co-create value. According to Merriam-Webster dictionary (2017), social media is a form of electronic communication (as websites for social networking and micro-blogging) through which users create online communities to share information, ideas, personal messages, and other content (as videos) while Dykeman (2008) acknowledged social media as “the means for any person to: publish digital, creative content; provide and obtain real-time feedback via online discussions, commentary and evaluations; and incorporate changes or corrections to the original content”

Furthermore, Drury (2008) describes social media as online resources that people use to share content: video, photos, images, text, ideas, insight, humor, opinion, gossip, news. Social media, as defined by Bryer and

Zavatarro (2011) are technologies that facilitate social interaction, make possible collaboration, and enable deliberation across stakeholders. These technologies now include blogs, wikis, media (audio, photo, video, text) sharing tools, networking platforms, and virtual worlds.

In addition, the term social media according to Kaplan and Haenlein (2010) refers to “a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content” (p. 61). Web 2.0 was coined by Darcy DiNucci in 1999 to describe interactive social websites which allow users to interact and collaborate with each other in a social media dialogue. An interesting aspect of social media is that, it is not limited to desktop or laptop computers but could be accessed through mobile applications and smart phones making it very accessible and easy to use. Examples of these social media platforms both on the web and mobile

application include Facebook, Twitter, YouTube, Whatsapp, Instagram, blogs etc.

Nwangwa and Omotere (2014) also viewed social media as a body comprising online applications for social networking sites, social bookmarking and sharing tools, social citation tools, blogging and microblogging tools, virtual worlds, e-conference presentation sharing tools, audio and video tools, e-project management tools, and research and writing collaboration tools; primarily developed to foster user-centered social interaction. The scope of social networking sites as information sources have been discussed by different scholars e.g., (Dugan et al., 2008; Skeels&Grudin, 2009; Steinfield, DiMicco, Ellison, & Lampe, 2009; Morris et al., 2010). They noted that:

i Only humans can provide certain types of information such as opinions, advice and recommendations.

- ii The information sources are personally known to the user to a greater or lesser extent, and are therefore trusted sources and have cognitive authority.
- iii Users can provide localized (geographically specific) information, and current or time-sensitive information.
- iv Information provided by users are customized for the requestor.
- v Social contacts can perform intermediary functions of researching, synthesis and packaging of information.
- vi Users are able to broadcast a question to a known group of people • Users can obtain emotional and social support.

Looking at social media from a more practical point of view, Sweetser and Lariscy (2008) define social media as a “read-write Web, where the online audience moves beyond passive viewing of Web content to actually contributing to the content”. One thing that is common in the definitions of social media reviewed in this work is the view that it is based on user-generated participation. The opportunity to enjoy user-to-user interaction distinguishes social media from the traditional media which is characterized by top-down news dissemination arrangement (Clark

&Aufderheide, 2009). Another attribute of the social media which distinguishes it from the traditional media is the choice it accords its users. Choice enables people to access the information they like to learn about through the social media, eliminating the gatekeeper role of traditional media. On one hand, the choice offered by social media reduces the shared experience that viewers of particular traditional media channels usually have; on the other hand, it creates a network of individuals with like interests and similar preferences.

2.2.1 Categories of Social Media

There are already thousands of social media applications and new ones are emerging. Social media is constantly evolving and its uses are changing and expanding (Cohen, 2011). In addition, "social media is different things to different people" (Ham, 2011). All these factors make it difficult to categorize social media applications. Considering that social

media come in diverse forms, Kaplan and Haenlein (2010) tried to classify social media into six distinct categories:

- i. Collaborative projects (for example Wikipedia)
- ii. Blogs and Microblogs (for example Twitter)
- iii. Content communities (for example YouTube, Instagram)
- iv. Social networking sites (for example Facebook)
- v. Virtual game worlds (for example World of Warcraft)
- vi. Virtual social worlds (for example Second Life)

Out of these six categories of social media tools, three categories (blogs and micro blogs, content communities, collaborative projects and social networking sites) are the most relevant application of social media used among higher institutions. On other hand Mangold and Faulds (2009) described social media more broadly. According to them, social media can encompass every software program or website with which a person shares ideas, thoughts, pictures, audio, music, video and other

content. They have subcategorized social media into fifteen different categories, which includes the following (Mangold & Faulds, 2009):

1. Social Networking Sites (e.g. MySpace, Facebook, Faceparty)

2. Creative works sharing sites:

i. Video sharing sites (YouTube)

ii. Photo sharing sites (Flickr, Instagram)

iii. Music sharing sites (Jamendo)

iv. Content sharing combined with assistance (Piczo)

v. General intellectual property sharing sites (Creative Commons)

3. User-sponsored blogs (Cnet.com)

4. Company sponsored websites/blogs (Apple Weblog)

5. Company-sponsored cause/help sites (click2quit.com)

6. Invitation-only social networks (ASmallWorld.net)

7. Business networking sites (LinkedIn)

8. Collaborative websites (Wikipedia)
9. Virtual Worlds (Second Life)
10. Commerce Communities (eBay, Amazon, Craigslist, iStockphoto)
11. Podcasts
12. News delivery sites (Current TV)
13. Educational material sharing (MIT Open Course Ware, TED)
14. Open Source Software communities (Linux, Mozilla)
15. Social bookmarking sites allowing users to recommend online news stories, music, videos etc.

2.3 Academic Use of Social Media

Many scientists have addressed different regions of using social media networking at various academic and social levels (Lange-Ros, 2011). The advantages of social media designed for academic gains seem to become a market for a lot of scientists in education and social sciences.

Mazman and Usluel (2010) described educational usage as an important benefit of social-networking sites. They portrayed Facebook, a popular social-networking site, as a useful educational tool due to its structure and various utilities, such as providing users with intentional or spontaneous learning opportunities by bringing people together around shared interests, exchanging information, sharing ideas, discussion topics and collaborating. Social networks are pedagogical tools because people can use them for connectivity and social support, collaborative information discovery and sharing, content creation, and knowledge and information aggregation and modification (Mazman&Usluel, 2010).

Proponents argued that contemporary college students have become habituated to a world where social media is the norm; thereby, as an educational tool, social media enriches the learning experience by allowing students and instructors to exchange ideas, foster collaboration and discussion, and engage and interact using such emerging social platforms

(Lederer, 2012; Turkle, 2004). The accessible literature on social media submits helpful suggestions for applying in greater education. This clearly indicates that, the usage of social media by Students University is an interesting area of research for educationists and social scientists (Al-Rahmi & Othman, 2013). Similarly, Hamid, Chang and Kurnia (2009) added that, the accessible literature consists of advantageous styles and designs of utilizing it at University level. It describes the development of contents and fewer focuses regarding how to share, interact, collaborate and socialize by its use.

Furthermore, Dabner (2011) opined that, certainly there are prospective benefits of institutions that might be acquired by using social media networking for hooking up with current and prospective students.

However, Kear (2010) says that, the rapid pace from the change has brought to a lot of institutions not creating strategies for using social media prior to using of programs. According to Chretien, Greysen, Chretien and

Kind (2009), student's engagement signifies both time and effort students purchase educationally purposeful activities and indicates that because peers are extremely influential to student learning and values development, educational intuitions should make an effort to harness and shape this influence to ensure that it's educationally helping to strengthen academic anticipation.

The primary potentials of using social media to aid learning and teaching won't be fully achieved until there's a much better knowledge of the way the social character of those social media assets may be used to lure low engaged or disengaged students to have interaction in educationally purposeful ways using their high-engaged peers and teachers to ensure that it adds to the prosperity of a lot of students (Kuh, Kinzie, Cruce, Shoup&Gonyea, 2007).

2.4 Extent of Social Media Usage by Undergraduate Students

According to Lenhart, Purcell, Smith and Zickuhr (2010), about 57% of social network users are 18-29 years old and have a personal profile on multiple social media websites. In a study by Pempek, Yermolayeva and Calvert (2009), the amount of time spent daily on social network sites varied greatly. However, an analysis of the data indicated

most participants spent approximately 30 minutes a day socializing, mostly during the evening hours between 9pm to 12am. Students spent an average of 47 minutes a day on Facebook. More than 50% of college students go on a social networking site several times a day (Sheldon, 2008).

Quan-Haase-Haas and Young (2010) found that 82% of college students reported logging into Facebook several times a day. Younger students tended to use Facebook more frequently than older students to keep in touch with friends from high school or from their hometown, Pempek, Yevdokiya and Calvert (2009). Oluwatoyin (2011) stated that users of SNSs (Social Networking Service) spend an average of two to six hours studying while non-users spent between eight and seventeen hours studying per week. Schulten (2000) opines that Student spend an average of 40 to 50 minutes a day surfing on Facebook. Many students find that they actually spend 3 to 4 minutes during each visit to check updates,

making several visits a day and others spend 8 hours a day on the website (Rouis, Limayen&Sangari, 2011).

Ahmed and Qazi (2011) argued that students manage their time efficiently and fulfill their study requirements effectively; hence, use of SNSs does not have an adverse impact on their academic performance. In the study conducted at St. Cloud State University in Minnesota, both males and females, time spent on SNS decreased as the age of the respondent increased and results revealed that female college students spent more time on SNSs than male students (Tham, 2011).

According to the study done by Manjunatha (2013), 80 percent of the students spending considerable amount of time on using social networking sites regularly. Majority of Indian college students (62.6%) spent up to 10 hours per week of their time on using social networking and reportedly 17.5% of students spent more than 10 hours per week.

According to new research released by Ipsos Open Thinking Exchange

(2013), American youths spend average 3.8 hours a day on social networking from a computer, mobile phone and/or tablet.

2.5 Instagram: An Overview

Instagram is a photo social application with functions of photo shooting, photo beautifying and sharing. It can also be seen as a new type of social media based on picture interaction because of its functions to assist people build social networking based on pictures (Jin et al., 2015). This mobile app was officially published in Apple Appstore in October 2010. Its users' number grew rapidly after the app launched, with more than 100 thousand users registered in just one week. Afterwards Instagram became the focus of public attention on April 10, 2012. On that day, Facebook bought this company, which had only 551 days and 13 employees, for \$1 billion in cash and stock. Nowadays, the number of Instagram users has exceeded 1 billion (Constine, 2018). With various types of maps and videos, it is not only a tool for social networking among friends, but also an important platform for bloggers to work. Meanwhile, in the business world, it is also a channel for global enterprises to attract web traffic and interact with consumers. As a social platform, the Instagram's success of standing out in the fierce competition is mainly because of its clear product positioning and prominent advantages when comparing with other social media platforms.

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CHAPTER THREE

RESEARCH METHODOLOGY

Preamble

This chapter explains the methodology used in carrying out this study. The chapter is represented under the following headings:

- 3.1 Research Design
- 3.2 Population of the Study
- 3.3 Sample Size
- 3.4 Sampling Technique
- 3.5 Method of Administration of Research Instrument
- 3.6 Validity of Research Instrument
- 3.7 Instrument for Data Instrument
- 3.8 Method of Data Collection
- 3.9 Method of Data Analysis

3.1 Research Design

This study adopted the descriptive survey design which is the process of looking at something in entirety. It is an empirical study that uses questionnaire or interview to discover descriptive characteristic of a phenomenon. The major advantages of survey include its ability to be administered to a large number of persons, focus on a wide range of topics as well as its flexible method of answering research questions.

3.2 Population of the Study

The populations of the study consist of 850 full time undergraduate students of the Department of Mass Communication, University of Benin, Ekenwan Campus, Benin City, Edo State. This figure was obtained from the total number of full time students of Mass Communication of different level in UNIBEN for the 2019/2020 academic session.

3.3 Sample Size

The sample size of the study was 400 hundred which cut across students from the various levels in the Department of Mass Communication. This sample size was arrived at the number of students that are representatives of all students of Mass Communication in UNIBEN. 100 students each were randomly selected from all levels of the departments of Mass Communication. In all, 400 Students formed the population.

3.4 Sampling Technique

The study adopted two sampling techniques. The purposive sampling technique was used for the selection of University of Benin. The Researcher purposely targeted a group of people to be reliable for the study. Purposive suggest that it is deliberate and the researcher believes that the sample is a representative of a particular group and the advantage is that researcher uses his prior knowledge and research skills to choose respondents. Also, the simple random sampling technique was used to choose the final 100 respondents each across all levels (100-400). In all, 400 respondents were selected.

3.5 Method of Administration of Research Instrument

The instrument for this study was administered to four hundred (400) UNIBEN Mass Communication Students, which constitute all the levels in the department. To reach the students, the researcher distributed the 400 copies of the questionnaire among the four (4) levels of the

Department of Mass Communication in UNIBEN. 100 Copies each were given to 100level, 200level, 300level and 400level full time undergraduate students of Mass Communication. The completed copies of questionnaire were collected on the spot upon completion.

3.6 Validity of Research Instrument

The questionnaire was structured by the researcher under the strict supervision of the research supervisor, to cover the range of meanings and address the basic concerns of the study as expressed in the introductory chapter. To this end, the study achieved content validity

3.7 Instrument of Data Collection

The research instrument for this study was the self administered questionnaire. The questionnaire for this study is composed of two sections. The first section focused on the demographic characteristics of the respondents such as age, gender, level of study, religion and marital status, etc. The second section of the questionnaire contained items comprising close-ended or structured questions relating to Attitude of Mass Communication Students in University of Benin towards the use of Instagram. The questionnaire also contained a detailed instruction on how questions were to be answered.

3.7 Method of Data Collection

Data collection was characterized by fieldwork whereby the researcher with the help of a research assistant personally administered and retrieved the questionnaire given to the respondents.

3.8 Method of Data Analysis

Data obtained at the field will be presented in tables using frequency and percentage using the formula below

$$X \times \frac{100}{n} = n$$

$$\bar{y} = 1$$

Where x-Number of responses, y - Number of respondents, n - percentage obtained

CHAPTER FOUR DATA PRESENTATION AND ANALYSIS

4.1 Questionnaire Distribution

A total number of Two Hundred and seventy (400) copies of questionnaire were administered by the researcher to the respondents. Only two hundred and fifty (350) copies of questionnaire were adequately completed and returned to the researcher. The following analysis is thus based on the 350 returned questionnaire copies.

4.2 Data Presentation and Interpretation

4.2.1 Demographic Variables

Table 1.1: Gender distribution

Variables	Frequency	Percentage
Male	166	47
Female	184	53
Total	350	100

Source: Field survey, 2022

Data in the above table indicates that 166 respondents representing 47% of all respondents were male, while 184 respondents representing 53% of all the respondents were female. It shows, therefore, that there was a preponderance of female respondents among the population of the study.

Table 1.2: Age distribution in years

Variable	Frequency	Percentage
16-20	115	32.9
21-25	172	49.1
26-30	45	12.9
31 and above	18	5.1
Total	350	100

Source: Field survey, 2022

Data in the above table indicate that 115 respondents (32.9%) were between 16-20 years old, 172 respondents (49.1%) were between 21-25 years old, 45 respondents representing 12.9% were 26-30 years old, while 18 respondents representing 5.1% were between 30 years and above. This shows that there was a marginal majority of the respondents were between 21-25 years of age among the population.

Table 1.3: Level of Study

Variable	Frequency	Percentage
100 Level	90	25.8
200 Level	94	26.9
300 Level	85	24.2
400 Level	81	23.1
Total	350	100

Source: Field survey, 2022

The above signifies that 90 of the respondents (25.8%) are in 100 Level; 94 representing 26.9% in 200 level, 85 respondents representing 24.2% in 300 Level while 81 respondents (23.2%) of the population are in 400 Level.

Table 1.4: Religion

Variables	Frequency	Percentage
Christianity	230	65.7
Islam	90	25.7
Traditionalist	30	8.6
Total	350	100

Source: Field survey, 2022

The above signifies that 230 of the respondents (65.7%) practice Christianity; 90 of the respondents (25.7%) practice Islam; 30 of the respondents (8.6%) are traditionalists. Hence, there is a preponderance of Christians among the population.

Table 1.5: Do you have an Instagram account?

Variables	Frequency	Percentage
Yes	258	73.8%
No	92	26.2%
Total	350	100

Source: Field survey, 2022

The above signifies that 258 of the respondents (73.8%) have an Instagram account while 92 of the respondents (26.2%) do not have. Hence, there is a high preponderance of owners of Instagram accounts among the population

4.2.2 Psychographic Variables

Table 1.6

Mass Communication Students Usage Of Instagram						
S/N	VARIABLES	SA No. %	A No. %	D No. %	SD No. %	TOTAL No. %
1	To Communicate	94 26.9%	34 9.7%	79 22.5 %	143 40.9%	350 100%
2	To Advertise	193 55.1%	62 17.7%	42 12%	53 15.1%	350 100%
3	Share Videos and Images	218 46.6%	62 20%	30 0%	30 7.2%	350 100%
4	For Entertainment	218 46.6%	62 20%	30 0%	30 7.2%	350 100%
5	To receive news	218 46.6%	62 20%	30 0%	30 7.2%	350 100%
6	To disseminate news	94 26.9%	34 9.7%	79 22.5 %	143 40.9%	350 100%

Source: Field survey, 2022

In table 1.6 above, 143 of the respondents (86%) and 79 of the respondents (22.5%) respectively strongly disagree and disagree that they use Instagram as a platform for communication while 94 of the respondents (26.9%) and 34 of the respondents (9.7%) respectively strongly agree and agree that they use Instagram as a platform for communication. 193 respondents (55.1%) strongly agree, 62 respondents (17.7%) respectively strongly agree and agree that they use Instagram as a platform for advertisement. 42 respondents (12%) and 53 respondents (15.1%) respectively strongly disagree and disagree that they use Instagram as a platform for advertisement. Also, 218 respondents (46.6%) and 62 respondents (20%) respectively strongly agree and agree that they use Instagram as a platform for sharing videos and images, as a means of entertainment, and also as a means to receive news. 30 respondents (20%) strongly disagree and disagree that they use Instagram as a platform for sharing videos and images, as a means of entertainment and also as a

means to receive news. In addition, 94 respondents (26.9%) and 34 respondents (9.7%) respectively strongly agree and agree that they use Instagram as a platform to disseminate news, 143 respondents (40.9%) and 79 respondents (22.5%) strongly disagree and disagree that they use Instagram as a platform to disseminate news.

Table 1.7

Attitude of Mass Communication Students in Uniben towards the Use of Instagram						
S/N	VARIABLES	SA No. %	A No. %	D No. %	SD No. %	TOTAL No. %
5	I believe my Instagram account (pictures and videos) portrays an accurate representation of myself	95 48.3%	31 17.8%	67 6.1%	157 27.8%	350 100%
6	I am always conscious about the content I post on Instagram	157 44.8%	67 19.1%	31 8.8%	95 27.1%	350 100%
7	I have a negative attitude to Instagram	97 27.7%	32 9.1%	64 6.1%	157 27.8%	350 100%
8	My attitude towards Instagram is positive.	157 27.8%	64 6.1%	32 9.1%	97 27.7%	350 100%

Source: Field survey, 2022

The above signifies that 157 respondents (27.8%), 67 respondents (6.1%) respectively strongly disagree and disagree that their Instagram account (pictures and videos) portrays an accurate representation of themselves, 95 respondents (49.3%) and 32 respondents (17.8%) respectively strongly agree and agree that their Instagram account (pictures and videos) portrays an accurate representation of themselves. 157 respondents (44.8%) and 67 respondents (19.1%) respectively strongly agree and agree that they are always conscious about content they post on Instagram, 95 respondents (27.1%) and 31 respondents (8.8%) respectively strongly disagree and disagree that they are always conscious about content they post on Instagram. Also, 157 respondents (27.8%) and 64 respondents (6.1%) respectively strongly disagree and disagree that they have a negative

attitude towards the use of Instagram, 97 respondents (27.7%) and 32 respondents (9.1%) respectively strongly agree and disagree that they have a negative attitude towards the use of Instagram. Meanwhile, 157 respondents (27.8%) and 64 respondents (6.1%) respectively strongly agree and agree that they have a positive attitude towards the use of Instagram, 97 respondents (27.7%) and 32 respondents (9.1%) respectively strongly disagree and disagree that they have a negative attitude towards the use of Instagram.

Table 1.8

S/N	Factors Affecting Mass Communication Students Attitude Towards The Use Of Instagram					
9	VARIABLES	SA No. %	A No. %	D No. %	SD No. %	TOTAL No. %
10	Addictive nature of Instagram has increased social media addiction	215 61.4%	50 14.2%	25 7.1%	60 17.1%	350 100
11	High cost of data subscription	236 67.4%	34 9.7%	30 8.5%	50 14.2%	350 100
12	Sharing necessity / You feel motivated to share	50 14.2%	37 10.5%	70 20%	193 55.1%	350 100
13	Power Supply Problem	105 30%	10 2.8%	25 1.1%	210 60%	350 100
14	Network Issue	42 12%	20 5.7%	52 14.8%	236 67.4%	350 100

Source: Field survey, 2022

The above signifies that 215 of the respondents (61.4%) and 50 respondents (14.2) respectively strongly agree and agree that the addictive nature of Instagram has increased social media addiction, 60 respondents (17.1%) and 25 respondents (7.1%) respectively strongly disagree and disagree that the addictive nature of Instagram has increased social media addiction. 236 respondents (67.4%) and 34 respondents (9.7%) respectively strongly agree and agree that their attitude towards the use of Instagram is affected by high cost of data subscription, 50 respondents

(14.2%) and 30 respondents (8.5%) respectively strongly disagree and disagree that their attitude towards the use of Instagram is affected by high cost of data subscription. 193 respondents (55.1%) and 70 respondents (20%) respectively strongly disagree and disagree that their attitude towards the use of Instagram is determined by the need to share or the motivation to share, 50 respondents (14.2%) and 37 respondents (10.5) respectively strongly agree and agree that their attitude towards the use of Instagram is determined by the need to share or the motivation to share. Also, 210 respondents (60%) and 25 respondents (1.1%) respectively strongly disagree and disagree that power supply affects their attitude towards the use of Instagram, 105 respondents (30%) 10 respondents (2.8%) respectively strongly agree and agree that power supply affects their attitude towards the use of Instagram. 236 respondents (67.4%) and 52 respondents (14.8%) respectively strongly disagree and disagree that their attitude towards the use of Instagram is affected by network malfunction, 42 respondents (12%) and 20 respondents (5.7%) respectively strongly agree and agree that their attitude towards the use of Instagram is affected by network malfunction.

4.3 Discussion of Findings

Research Question 1 reinstated – Mass Communication Students usage of Instagram

Data in Table 1.6 shows that there is a significantly high level of Instagram usage to share videos and images, as a means of entertainment and also to receive news among the respondents with 46.6% and 62% of all respondents respectively strongly agreed and agreed. More significantly, 55.1% and 17.1% of respondents respectively strongly agreed and agree that they use Instagram as a platform for advertisement.

Research Question 2 reinstated - The extent of the attitude of mass communication students in UNIBEN towards the use of Instagram

Data in Table 1.7 shows that there is also a significant high level of students who are conscious about what they post on Instagram as we have 157 respondents (44.8%) respectively strongly agree that they are always conscious about the content they post on Instagram. Also, there is a high level of students who has a positive attitude to Instagram as we have 157 respondents (44.8%) respectively strongly agree about being conscious about the content they post on Instagram. Meanwhile, 157 respondents (44.8%) strongly disagree that their Instagram account portrays an accurate representation of themselves.

Research Question 3 reinstated - Factors affecting Mass Communication Students' Attitudes towards the use of Instagram

Data in Table 1.8 with 215 respondents (61.4%) strongly agree that there is a high significant level of addiction to the use of Instagram which is indeed a factor affecting mass communication Students attitude towards the use of Instagram. Also, 236 respondents (67.4%) strongly disagreed that network issue is responsible for their attitude towards Instagram. Meanwhile 236 respondents (67.4%) strongly agreed that the cost of data subscription is a great a great factor that affects their attitude towards the use of Instagram.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The objective of the study was to investigate the Attitude of Mass Communication Students in University of Benin, towards the use of Instagram. To achieve this objective, the purposive and stratified sampling methods were used to draw responses from respondents. The questionnaire served as the research Instrument. After the questionnaires were returned, it was revealed that there is a positive attitude towards the use of Instagram by UNIBEN mass communication students. Also, the study showed that UNIBEN mass communication students do not only view Instagram as media channel and tool, but as a social network which only intends to entertain.

5.2 Conclusion

The times have brought technological changes that are increasingly sophisticated. People can exchange information without meeting face to face; social media is now in the public spotlight as a tool for exchanging news, entertainment, lifestyle showcase, et cetera. One application that is often used by students is Instagram. Understanding Instagram itself is an application that has features that are quite interesting among millennial children.

The reason students use the Instagram application in their daily life is that the application provides interesting and unique features. The use of Instagram can have an impact on its users, both good and bad effects. The lifestyle offered by Instagram attracts the attention of many people and is currently becoming a trend, so it is largely influenced by the lifestyle offered by Instagram. This is based on a great desire to support the theme to provide a status icon that looks more fashionable to others.

5.3 Recommendations

In the light of the above, this research makes the following recommendations:

- i. The traditional media like the television and radio broadcast as well as newspapers should through their routine activities discourage the abuse of social media in the country. This can be done through the organization of a discourse on the phenomenon of social media, or through advertisements and publication of write-ups and research of this nature.
- ii. Enlightenment campaigns by the school management, government, and other Non-Governmental organizations should be conducted among undergraduate students to help them understand the advantages and disadvantages of constant exposure to social media sites.
- iii. Mass communication students should endeavor to see Instagram as a platform to exercise and showcase basic communication skills like reporting, news casting, etc which they learn in class.
- iv. Mass communication students who will like to pick massive interest in the performing arts should have a positive attitude to Instagram usage as a creative platform.
- v. Youths should refrain from every act of immorality as this does not mean well for the future of the country, since it is said that youths are the leaders of tomorrow.
- vi. They should also avoid the obsession and abuse of the social media sites, but instead should moderately utilize the array of benefits which they offer.

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