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MOTIVES FOR THE USE OF SOCIAL MEDIA FOR CONSUMPTION OF MAINSTREAM MEDIA CONTENTS AMONG STUDENTS OF THE UNIVERSITY OF ILORIN

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Abstract

This study explores patterns of social media use among students in University of Ilorin and satisfaction they derive from using social media to consume mainstream media contents. Situated within the thesis of uses and gratifications theory, the study surveyed 382 students of the University of Ilorin, via convenience technique. Generally, participants agreed they use the social media to access news easily and know what is going on in the society. The study also revealed that user-friendliness, self-development, educational opportunities, convenience in communication, and enhancement of self-development, wide exposure, global exchange, and relaxation motivated their usage of the social media. Findings suggest that the gratifications offered by mainstream media are being better met by the social media. In addition accessibility, interactivity, mobility and multimodality emerged as specific gratifications obtained from the social media. It is thus recommended that the social media platform be unbundled in order to profile gratifications offered by individual medium with a view to ascertain how youth access mediated information in the contemporary time.

Key Words: Social media, mainstream media, uses and gratifications, media and youth

Introduction

The mainstream media have, from time immemorial, been the major source of human information, education and entertainment needs' gratifications. However, social media are redefining these roles and human interaction processes, especially among the youths. According to Kaplan and Haenlein (2010, p. 60) social media are "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and allow the creation and exchange of user generated content (also known as UGC)". However, in an attempt to define social media in relation to communication, researchers have described them as "alternative platforms of public communication" (Poell & Borra, 2011, p. 696).

Like news, social media have become an integral modern method of communicative relations (Kaplan and Haenlein, 2012). Social media are avenues for broadcasting news via advanced technology platforms (Poell & Borra 2011). Essentially, theorists believe that a shift has occurred in news consumption with increasing audience power over opinion on news as opposed to hitherto vertical news dissemination thus redefining the profession of journalism (Kaplan & Haenlein 2012; Shao, 2009; Kitamura, 2013). The Internet and social media, for example, have increased the ability to bring many different kinds of news to the audience in ways that are significantly quicker than had before been possible (Steensen, 2011). Additionally, Steensen surmised that news consumption, which was previously restricted to morning newspapers and on-the-hour news broadcasts, is only a mouse click away. Besides getting news on the go online, the internet also offers information at low cost and affords members of the audience the

opportunity unbridled access to information not accessible via traditional sources (Kitamura, 2013).

This unstoppable power of the social media (Osahenye, 2012) has led to the reconfiguration of the entire media landscape from production to consumption, particularly among the youths, described as digital natives by virtue of their dependence on miniaturized mobile apparatuses that connect them to their external environment (Idid, Wok, Dhaha & Aziz, 2012).

Statement of the Problem

The displacement effects of new and social media on mainstream media use has prompted changes in the ways in which young adults, especially university students, use social media as a major source of information (Adaugo, Ovute & Obochi, 2015). The dominant mainstream media, especially newspapers, are declining in usage as the alternative media rise in significance and popularity among youths (Payne, Dozier, Nomai & Yagade, 2003). The increasing Internet penetration that ease students' access to websites and social media, together with *Internetization* of mainstream media content, have provided new avenues for consuming mainstream media content. While scholars have devoted attention to displacement effects of new and social media (Ha & Fang, 2012), little attention has been invested in the use of mainstream media via social media platform. Hence, this study examines the motives for and satisfactions derived from using social media for consumption of mainstream media content among university undergraduates from Uses and Gratifications theoretical perspective.

Research Objectives

The overarching objective of this study is to examine the motives for the use of social media for consumption of mainstream media contents among students of the University of Ilorin. The specific objectives are the following:

1. To ascertain the demographic variables of students of the University of Ilorin who use social media to consume mainstream media.
2. To determine patterns of social media usage in the consumption of mainstream media among students of the University of Ilorin.
3. To ascertain motives for accessing mainstream media content on the social media among students of the University of Ilorin.
4. To determine the gratifications obtained from accessing mainstream media content on the social media by students of the University of Ilorin.

Research Questions

These research questions were formulated to direct this study:

1. What are the demographic variables of students of the University of Ilorin who use social media to consume mainstream media?
2. What are the patterns of social media usage for the purpose of consuming mainstream media among students of the University of Ilorin?
3. What are the motives for accessing main stream media content on the social media by students of the University of Ilorin?
4. What are the gratifications obtained from accessing mainstream media content on the social media by students of the University of Ilorin?

Early uses and gratifications research was effects-oriented study that focused on what attracted and held audience to different kinds of media (Albarran, et al., 2007). This theoretical perspective was developed to studying the "gratifications" which attract and hold audiences to the kinds of media and the types of content which satisfy their social and psychological needs (Katz, Blumler & Haas, 1973, p. 164). According to McQuail (2005), this social-psychological mode, and audience based, research developed into the Uses and Gratifications approach.

Katz, Blumler, Gurevitch (1974, p. 510) argue that the uses and gratifications has grown fast and many more direct empirical studies on audience uses and gratifications had emerged in the United States of America, as in other countries in Europe and Asia. In their evaluation of studies on this perspective conducted in different cultural contexts, they concluded that studying audience media use may have different starting points, they are all geared towards understanding of: (1) the social and psychological origins of (2) needs which generate (3) expectations of (4) the mass media, or other sources, which lead to (5) differential patterns of media exposure (or engagement in other activities) resulting in (6) need gratifications and (7) other consequences, perhaps mostly unintended ones.

At the outset of uses and gratifications approach, Katz, Gurevitch & Haas (1973, p. 116) identified five basic needs that audiences sought from the media, namely, "cognitive needs (e.g., acquiring information, knowledge, and understanding); affective needs (e.g., emotion, pleasure, feelings); personal integrative needs (e.g., credibility, stability, and status); social integrative needs (e.g., interacting with family and friends); and tension release needs (e.g., escape and diversion)". In order to understand the socio-psychological mechanism of Uses and Gratifications theory, Katz, Blumler, & Gurevitch (1974, pp. 10-12) present five key assumptions: "(1) the audience is conceived as active, i.e., an important part of mass media use is assumed to be goal oriented. (2) In the mass communication process much initiative in linking need gratification and media choice lies with the audience member. This places a strong limitation on theorizing about any form of straight-line effect of media content on attitudes and behavior. (3) The media compete with other sources of need satisfaction. The needs served by mass communication constitute but a segment of the wider range of human needs, and the degree to which they can be adequately met through mass media consumption certainly varies. (4) Methodologically speaking, many of the goals of mass media use can be derived from data supplied by individual audience members themselves- i.e., people are sufficiently self-aware to be able to report their interests and motives in particular cases, or at least to recognize them when confronted with them in an intelligible and familiar verbal formulation. (5) Value judgments about the cultural significance of mass communication should be suspended while audience orientations are explored on their own terms".

Although, most scholars agree that early research into audience media uses and gratifications had little theoretical coherence, was primarily behaviorist in orientation and individualist in its methodological tendencies (McQuail, 1994; Ruggiero, 2000), the theory has undergone conceptual and methodological refinement over the decades (Baran & Davis, 2012; DeFleur, 2010; Severin & Tankard, 2010). Besides earlier application of the theory to media and content selection (Albarran et al., 2007; Katz, Blumler & Gurevitch, 1974; Katz, Gurevitch & Haas, 1973; Lonsdale & North, 2011), U & G has been used to explicate audience motivations for using and satisfaction derived from the Internet (Kaye & Johnson, 2002; Payne, Dozier, Nomai & Yagade, 2003; Roy, 2007; Stafford, Stafford & Schkade, 2004); reality television (Barton, 2009; Papacharissi & Mendelson, 2007) and social media (Ancu & Cozma, 2009; Quan-Haase & Young, 2010; Raacke & Raacke, 2008). The applicability of the theory to a number of media-audience interactions thus explains its continual relevance in mass media research till date (DeFleur, 2010; Rosenberry & Vicker, 2009).

Social Media and Youth

Social media depend on mobile and web-based technologies to create highly interactive platforms via which individuals and communities share, discuss and modify user-generated content (Adaugo, Ovute & Obochi, 2015). According to Buhari, Ahmad and Ashara (2014, p. 302), "social media are media that allow users to meet online via the Internet, communicate in social forum like Facebook, Twitter, etc., and other chat sites, where users generally socialise by sharing news, photo or ideas and thoughts, or respond to issues and other contents with other people". Contemporary youths are presented with an avalanche of forms of sourcing for information. With the advent of web-based technologies and user-generated content, these tech savvy generation gratify their needs and share content in a highly interactive community. Hence, scholars have studied traditional and social media uses by selectively using college students (Barnhurst & Wartella, 1991; Albarran, et al, 2007).

According to Agichtein (2008), youths engage with such media sites at younger ages and this engagement is intensified by their parents who give them these technological devices as toddlers to replace the roles of toys building a generation of Infants who become experts at maneuvering technological devices at tender ages. The arrival of these digital natives necessitate the segmentation of the audience according to their technological needs. People of similar features are brought in close affinity via social networking sites. Social networking sites, according to Raacke and Bonds-raacke (2008, p. 169), are virtual places that cater to a specific population in which people of similar interest gather to communicate, share, and discuss ideas.

Althaus and Tewksbury (2000) asserted that the usage of the internet is woven into the fabrics of youths' daily lives and that student communities use the web for news and entertainment. In contemporary information era, the union of computer and new media has blown the wind of change to the daily activities of the youths and their traditional beliefs (Adaugo, Ovute & Obochi, 2015). Social media have created a virtual community where young adults interact, upload, download and share pictures about themselves and their families. These scholars explain further that social media provide an open arena where the youths are free to exchange ideas on various content. While social media offer positive-oriented roles such as information, networking and collaboration (Buhari, Ahmad, & Bashir, 2014) they also offer dysfunctional roles such as cyber bullying, online sexual predators and the decrease in-face-to-face interaction (Kaplan & Haenlein, 2010; Ajewole, Olowu, & Fasola, 2012). Whether social media will be functional or dysfunctional is, however, a function of motives for their usage.

Motives for Media Consumption

According to Shao (2009), past studies based on uses and gratifications on mainstream and new media have identified information seeking and entertainment as two basic motives for media consumption. Citing numerous scholars, Payne, Dozier, Nomai, & Yagade (2003, p.116) submitted that "prior research indicates that expectations of psychological and social advantages motivate media use choices". With specific reference to motivations for listening to radio, Albarran (2007, pp. 93-94), citing Mendelsohn (1964), identified "companionship, filling a void created by daily routine, altering mood, relieving boredom, providing news and information, allowing active participation in events and overcoming social isolation".

Cataloguing previous findings of media uses and gratifications researchers, scholars identified certain medium-specific motives. For example, Payne, Dozier, Nomai and Yagade (2003) stated that the motives for newspaper use revealed information seeking, interpretation of affairs, surveillance and companionship. Ruggiero (2000) also submitted

that distraction from unpleasant thoughts, mood regulation, pastime and diversionary reasons were the motives for watching television, while magazine use has been enthused by interaction with, surveillance of, and diversion from the environment (Payne, Dozier, Nomai, & Yagade A. 2003).

With regards to "new media like the Internet, three attributes of data not commonly associated with traditional media have been identified: interactivity, demassification, and asynchronicity" (Ruggiero, 2000:15). These features provide avenues for people to interact without reliance on the mass media (see, for example, Urista, et al, 200X; Park & Kee, 2009). With reference to friend networking sites, Raacke and Bonds-Raacke (2008, pp. 171-174) empirically discovered that college students used these sites to meet a "friend need", "to learn about events" (33.7%), "to post social functions" (21.8%), "to feel connected" (19.8%), "to share information about yourself" (13.9), "for academic purposes" (10.9%), and (7.9%) "for dating purposes".

Research has also documented generational differences in online communication. For instance, Howard, Rainie & Jones (2001), found that young adults spend more time using online communication and are more comfortable doing so as compared to older generations. With regards to gender differences, they discovered that women are more likely to engage in online communication to maintain personal connections with family, friends, and coworkers, whereas men use online communication for pursuing sexual interests and romance. These findings confirm the uses and gratifications thesis, which posit that "different cognitive or affective states facilitate the use of media for various reasons" (Ruggiero, 2000:7).

Consuming Mainstream Media Content on Social Media

The beginning of modern social media and social networking phenomenon can be traced back to 1997 with a site called Six Degrees which allowed users to create a profile as well as an online network of friends and other acquaintances (Edosomwan, Prakasan, Kouame, Watson, & Seymour, 2011). Subsequently, several social networking sites and platforms have emerged on the internet with competing interactive features and functions. The synergy of the internet, social network sites and other web-based technologies on a daily basis, however, yield a decline in the usage of the mainstream media (Adum, Nze & Ekwugha, 2015). This decline is observed across generations over the years, particularly noticeable among students (Payne, Dozier, Nomai & Yagade, 2003). To avert imminent demise, therefore, the mainstream media like newspapers have to compete with independent bloggers and social media websites by utilising digital means to keep their circulations, sales, and business flourishing (Folasayo, 2014). Like the mainstream media, "the social media by their nature possess the capabilities for educating, informing, entertaining and inflaming the audience but unlike them, they possess a contagious and outreaching influence which the conventional media lack" (Buhari, Ahmad, & Bashir, 2014, p. 302).

Researchers have beamed the light on the rise and usage of social media, eliciting their 'addictive' nature (Teke, 2011; Ajewole, Olowu, & Fasola, 2012). According to Lenhart (2015), the most commonly used social media sites are Facebook (41%), Instagram (20%), Snapchat (11%), Twitter (6%), Google+ (5%), Tumblr (3%), Vine (1%) and other social media sites (1%). In a study by Raacke and Bonds-Raacke (2008), 91 (90.1%) of the participants had Facebook accounts while 84 (83.2%) had MySpace accounts. Social media, as a phenomenon, has affected traditional ways of broadcasting news across all manner of media. On television news, presenters will often end a segment on a particular subject by reading out certain comments obtained from Twitter from viewers (Hermida, 2010). In newspapers, readers will be encouraged to offer their comments through a certain social media channel on certain hot topics, with such comments appearing as part of another day's news story (Mustapha & Wok, 2014). These

new platforms offering mainstream media content are not only appealing to the youths who are digital natives, but attract audience with differing motives for content consumptions.

Methodology

Using convenience sampling technique, this study collected data via self-administered questionnaire from the undergraduate students of the University of Ilorin. Respondents were sampled to obtain data on their demographic variables, social media use patterns, motives for reading main stream media content on the social media and gratifications obtained from reading mainstream media content on the social media. Scaled items used in measuring gratifications and motives were found to be reliable, all attaining above .70 Cronbach's Alpha coefficient (accessibility $\alpha=0.747$, interactivity $\alpha=0.808$, mobility $\alpha=0.743$, multimodality $\alpha=0.767$ and motives $\alpha=0.844$). Using Statistical Package for Social Science (SPSS) version 21, data collected were cleaned and analysed using frequencies, percentages, means and standard deviations.

Results

Table 1: Demographic Characteristics of the Respondents

Demographic Characteristics	Frequency	Percentage
Age Group		
Less than 20 years old	127	33.2
20-25 years old	200	52.4
26-30 years old	54	14.1
Above 30 years old	1	0.3
Total	382	100.0
Gender		
Male	166	43.5
Female	216	53.5
Total	382	100.0
Religion		
Islam	118	44.6
Christianity	264	55.4
Total	382	100.0
Marital Status		
Married	35	9.2
Single	346	90.6
Divorced	1	0.2
Total	382	100.0

Source: Field Study, 2017.

Table 1 shows that 43.5% of the respondents are male, while the remaining 56.5% are female. 33.2% of the respondents are below age 20, 52.4% are between ages 20 and 25, 14.1% are between ages 25 and 30, and 0.3% between ages 31-35. The implication of this is that most undergraduate students in the University of Ilorin in 2017 are between ages 21 and 25. The female (53.5%) are more than the male; the Christians (55.4%) are more than their Muslim counterparts while those single are more than the married and divorced. These results are, perhaps, reflecting the fractions of the demographic groups in the population or simply emerging from the convenience sampling techniques used in gathering data.

Patterns of Social Media Usage

Patterns of social media usage are measured using three variables. These are social media used the most, frequency of social media use and attention paid when using social media. The results of patterns of social media use are respectively presented in Tables 2a, 2b and 2c.

Table 2a: Patterns of Social media Use

Social Media use					Total	
	Yes	%	No	%	Frequency	Percentage
Facebook	339	88.7	43	11.3	382	100.0
Twitter	154	40.3	228	59.7	382	100.0
WhatsApp	373	97.6	9	2.4	382	100.0
YouTube	319	83.5	63	16.5	382	100.0
Wikipedia	263	68.8	119	31.2	382	100.0
LinkedIn	90	23.6	292	76.4	382	100.0
Instagram	279	73.0	103	27	382	100.0
Yahoo	106	27.7	276	72.3	382	100.0
Nairaland	108	28.3	274	71.7	382	100.0
Blog	111	29.1	268	70.2	382	100.0

Source: Field Study, 2017.

Table 2a presents respondents social media use patterns. WhatsApp (97.6%) is the most used social media; followed by Facebook (88.7%), then YouTube (83.5%), Instagram (73.0%), Wikipedia, (68.8%), Twitter (40.3%), however, blog (29.1%), Nairaland (28.3%), Yahoo (27.7%) and LinkedIn (23.6%) are the least social media used. The most used social media (WhatsApp, Facebook, YouTube, Instagram), are probably due to their popularity and the need for social connectivity among the young adults.

Table 2b: Frequency of Use

SOCIAL MEDIA	STD (%)	D (%)	MDW (%)	WKLY (%)	OCC (%)	NV (%)
Facebook	22.3	35.3	12.6	3.9	20.7	5.2
Twitter	3.9	9.7	9.7	4.7	17.8	54.2
WhatsApp	4.8	30.1	5.5	1.8	11.5	2.4
YouTube	7.9	15.7	14.4	10.2	35.9	16.0
Wikipedia	7.1	18.1	16	12.6	16.8	29.6
LinkedIn	3.1	2.9	5.8	1.3	9.7	77.2
Instagram	21.7	9.9	14.9	10.7	16.5	26.2
Yahoo	4.2	7.6	4.7	2.4	10.5	70.7
Nairaland	3.1	5.8	7.1	3.1	11.0	69.9
Blog	5.8	8.4	9.2	1.8	8.6	66.2

Source: Field Study, 2017.

*STD= Several times daily * D= Daily * MDW= Many days a week *WKLY= Weekly
*OCC=Occasionally *NV=Never

Table 2b shows that, with regards to several times daily, Facebook (22.3%) and Instagram (21.7%) account for almost half of the respondents while LinkedIn and Nairaland for less than one-sixteenth (3.1%) of the respondents. With respect to daily use; Facebook (35.3%) has the highest; followed by WhatsApp (30.1%) while LinkedIn (2.9%) has the least; with respect to many days weekly, Instagram (14.9%) was used most; followed by YouTube (14.4%) and then Facebook (12.6%) while Yahoo (4.7%) is the least used. On a weekly basis, Wikipedia (12.6%); followed by Instagram (10.7%) and then YouTube (10.2%)

while LinkedIn (1.3%) is the least used. As regards occasionally, YouTube (35.9%) has the highest; followed by Twitter (17.8%); surprisingly a large number of the respondents never used LinkedIn (77.2%), Yahoo (70.7%), Nairaland (69.9%) and Blog (66.2%). These findings agree with that of Quan-Haase and Young (2010).

Table 2c: Level of Attention

SOCIAL MEDIA	NA (%)	LA (%)	MA (%)	MuA (%)
Facebook	7.1	36.6	29.8	24.6
Twitter	52.4	15.2	24.9	7.6
WhatsApp	2.6	15.2	30.4	51.0
YouTube	17.8	26.7	41.1	13.4
Wikipedia	33	31.9	25.7	9.4
LinkedIn	78.8	9.2	8.4	3.7
Instagram	29.1	20.2	26.7	23.8
Yahoo	75.1	11.3	8.1	5.0
Nairaland	68.6	11	14.1	6.3
Blog	67	6.5	17.8	8.6

Source: Field Study, 2017.

*NA= No attention LA= Little attention * MA= Moderate attention *MuA= Much attention

Table 2c presents the level of attention for social media. WhatsApp (51.0%) emerged as the social media receiving much attention followed by Facebook (24.6%) and Instagram (23.8%) and YouTube (13.4%). These findings mirror the social media given no attention, with Facebook (7.1%) and WhatsApp (2.6%). These results are perhaps due to the different levels of involvement required to use the social media.

Table 3: Motives for using social media

Satisfaction Derived	Level of Agreement (%)						Overall (%)	
	1	2	3	4	5	M	SD	
I am aware of latest Information	23	55	19.1	2.4	0.5	2.02	0.75	40.4
To know comments/interactions of mainstream media audience	23.8	50.8	18.1	5.8	1.6	2.10	0.88	42.0
To interact with creators of mainstream media content	25.7	44.8	24.3	5.2	0.0	2.08	0.84	41.6
To experience global exposure	38.2	39.3	17.0	4.7	0.8	1.91	0.90	38.2
To obtain mainstream media content fastly	31.7	51.3	14.7	2.1	0.3	1.88	0.75	37.6
To obtain mainstream media content anywhere	25.4	47.4	21.2	6.0	0.0	2.08	0.84	41.6
To obtain mainstream media cheaply	24.1	41.4	28.8	5.8	0.0	2.16	0.86	43.2
I am aware of political and current issues	18.3	43.7	28.0	9.2	0.8	2.30	0.90	46.0
Total						2.07	0.84	41.3

Source: Field Study, 2017

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

Table 3 presents the motives for using the social media. The statement 'I am aware of political and current issues' has the highest mean with ($M=2.30$, $SD=0.9$). Conversely, the statement 'to obtain mainstream media content fastly' has the lowest mean with ($M=1.88$, $SD=0.747$). Therefore, on the satisfaction derived, the respondents viewed being aware of political and current issues as the highest satisfaction derived with ($M=2.30$, $SD=0.9$), followed by to obtain mainstream media cheaply with ($M=2.16$, $SD=0.857$). Followed closely to obtaining mainstream media cheaply is to know comments/interactions of mainstream media audience with ($M=2.10$, $SD=0.884$). 'To obtain media contents anywhere' and 'to interact with creator of mainstream media' had the same mean of ($M=2.08$, $SD=0.838$). The last three satisfaction derived are 'to be aware of latest information' with ($M=2.02$, $SD=0.751$), 'to experience global exposure' with ($M=1.91$, $SD=0.897$) and 'to obtain mainstream media fastly' with ($M=1.88$, $SD=0.747$). These findings reveal that the social media complements rather than displacing the motives for using the mainstream media.

Table 4: Gratifications for Using the Mainstream Media

Gratification Items	Level of Agreement (%)					M	SD	Overall (%)
	1	2	3	4	5			
Accessibility								
To access news easily	59.2	31.9	6.3	2.6	-	1.52	0.73	30.4
To obtain mainstream media content	32.5	49.2	16	1.8	0.5	1.89	0.77	37.8
To know what is going on in the society	53.4	36.1	8.4	0.8	1.3	1.60	0.78	32.0
To access latest information in the world	19.4	39	33.8	6.5	1.3	2.31	0.90	46.2
To update my knowledge about my society	14.1	34.8	40.6	9.2	1.3	2.49	0.89	49.8
Total						1.96	0.82	39.2
Interactivity								
To comment on mainstream media content	25.4	40.8	27.2	0.9	2.6	2.18	0.94	43.6
To share mainstream media content with family	23.3	48.4	25.1	2.9	0.3	2.08	0.78	41.6
To build network with other audience	34	41.6	22.3	2.1	0.0	1.92	0.80	38.4
To contribute to development of mainstream media content	22.5	31.4	40.1	5.2	0.8	2.30	0.90	46.0
To connect with producers of mainstream media content	23.3	25.7	35.9	14.7	0.5	2.43	1.01	48.6
Total						2.18	0.89	43.6
Mobility								
To access news anywhere	51.7	34.8	5.8	1.0	1.3	1.55	1.76	31.0
To access news anytime	58.6	35.3	4.2	0.5	1.3	1.51	0.72	31.0
To access news on the go	43.7	32.2	19.6	3.9	0.5	1.85	0.91	37.0
To know what is going on in any location	33.8	47.6	14.7	3.9	0.0	1.89	0.79	37.8
To be with the media always	26.4	33.2	26.7	9.7	1.8	2.30	1.08	46.0
Total						1.82	1.05	36.6

Multimedia									
To see latest picture that will make understand what is going on	38.2	34	16.5	10.5	0.8	2.02	1.02	40.4	
To see the latest video	27.7	28.3	31.4	6.8	5.8	2.35	1.13	47.0	
To get more information	55	37.4	5.8	1.8	0.0	1.54	0.69	30.8	
To access other sources of media information	36.6	45	17	0.8	0.5	1.84	0.77	36.8	
To listen and download music	25.7	38	27	5.8	3.7	2.24	1.02	44.8	
Total						2.00	0.93	40.0	

Source: Field Study, 2017.

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

Table 4 presents gratifications derived from using mainstream media. On the whole, respondents agree to deriving various gratifications from reading mainstream media content on social media (accessibility, $M=1.96$, $SD=0.82$; interactivity, $M=2.18$, $SD=0.89$; mobility, $M=1.82$, $SD=1.05$ and multimodality, $M=2.00$, $SD=0.93$). In terms of accessibility, the statement, "To update my knowledge about society" has the highest mean ($M=2.49$, $S.D=0.892$) while "the students use the social media to access news easily" has the lowest mean ($M=1.52$, $S.D=0.730$). With regards to interactivity, the statement "To connect with producers of mainstream media content" has the highest mean ($M=2.43$, $S.D=1.019$) while the statement, "To build network with other audience" has the lowest mean ($M=1.92$, $S.D=0.802$). With respect to mobility, the statement with the highest mean is "To be with the media always" ($M=1.8$, $S.D=2.3$), while "To access news anytime" has the lowest mean, ($M=1.51$, $S.D=0.72$). With regards to multimodality, the statement with the highest mean is "To see the latest video" ($M=2.35$, $S.D=1.13$), while "To get more information" has the lowest mean, ($M=1.54$, $S.D=0.69$).

Discussion of Findings

This study examined the use of social media for consumption of mainstream media content. Premised on the uses and gratifications theoretical perspective, the study examined patterns, motives for social media and gratifications derived from using mainstream media. Facebook and WhatsApp are the most preeminent. This concurs with earlier findings on the use of social media among young adults (Buhari, Ahmad, & Bashir, 2014; Idakwo, 2011; Raacke & Bonds-Raacke, 2008). Majority of the respondents (91.1%) from this study agreed they use the social media to access news easily. This confirms the study conducted in the United States by Pew Research Centre, where the Internet was found to have overtaken newspaper as a primary news source among the adult population; the use of internet emerged as a leading source for campaign news and surpassed other forms of media outlet for international and national news except for television (Kohut & Remez, 2008).

This study also agrees to respondents having several motives for using mainstream media content. Specifically, motives such as, 'to experience global exposure', 'to obtain mainstream media content cheaply', 'to obtain mainstream media content fastly', etc. among others drive participants in this study to use social media for consuming mainstream media. Four gratifications for using social media to consume mainstream media content emerged in this study namely, accessibility in terms of ease of reach when needed; interactivity which involves the ability of communication and response; mobility in terms of use on the go and multimodality in terms of combination of text, graphics and sound. These results

suggest the gratifications formerly served by mainstream media are being met more positively by the social media. This is in agreement with the findings of Haridakis and Hanson (2009), in a study entitled, "social interaction and co-viewing blending mass communication reception and social communication" where one of the social media, YouTube, was examined. The major findings of the researchers was that, "while people watch videos on you Tube for some of the same reasons identified in the studies of television viewing, there is a distinctly social aspect to YouTube use that reflects its social networking.

Conclusion

Based on the age long role of the traditional media in satisfying the needs (information, education and entertainment) of humans and the advent of social media dependent on web-based technologies, social network sites and various platforms on the internet, this study documented studies on either the displacement or complementary effects of the social media. It examined this "unstoppable power of the social media" (Osahenye, 2012), via an approach developed to studying the "gratifications" which attract and hold audiences to the kinds of media and the types of content which satisfy their social and psychological needs (Katz, Blumler & Haas, 1973, p. 164) known as Uses and Gratifications approach.

Although numerous researches have provided empirical evidences regarding the relationship between the social media and the mainstream media use especially among the youths, little has examine the synergistic linkage of the two platform as most studies have focused on displacement effects. This study provide empirical ground for complementary and supplementary relationships between mainstream and social media, particularly among digital natives and netizens whose lifestyle are highly technologically-driven than has ever seen in the previous epochs. Findings from this study, therefore, offer hopes on mainstream media relevance, due particularly to their adaptation to and compatibility with social media environment. In today's media saturated environment, "many people are changing the outlets where they search for news, information, business and entertainment" (Buhari, Ahmad and Bashir, 2014, p. 302). The results of this study, therefore, provide practical significance that could help media organisations in tailoring their content to the youths who are significant members of audience of the cotemporary media milieu.

This study confirms that young adults are increasingly involved in a paradigm shift in their consumption patterns from the mainstream to the social media given their interactive, ease of access and user content generation features, however, it was limited in some ways.

Recommendations

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

1. This study was limited to University of Ilorin students; future research should be conducted to include students from more universities, and with a larger number of participants as sample.
2. Other forms of alternative media such as blogosphere and citizen journalistic platforms can also be employed to replicate the findings of this study. Being exploratory in design, data collected in this study were only analysed descriptively, future endeavours could employ inferential procedure to achieve both internal and external validity of the findings.
3. Although the uses and gratifications theory provided the framework of inquiry into audience-media interactions at all time and in all climes, future research can be conducted from another theoretical perspectives.

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