

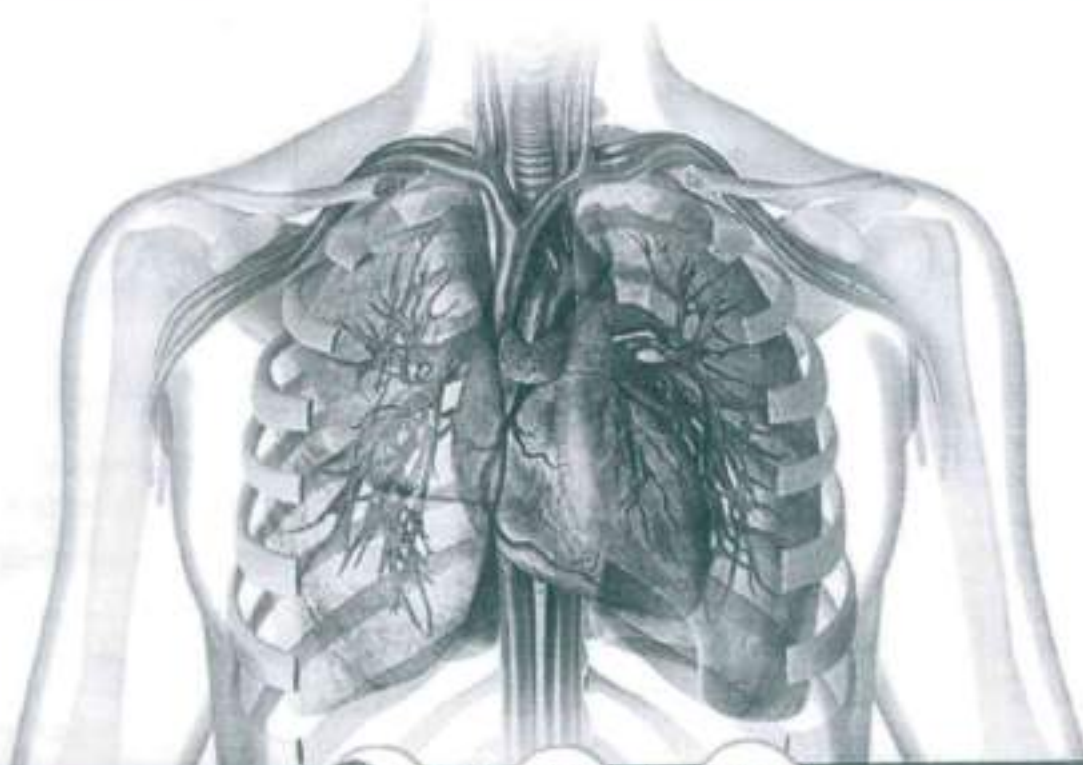


GJHRR



# GLOBAL JOURNAL OF HEALTH RELATED RESEARCHES

*Vol. 4, Issue 1. March 2022*



Publication of the Department of Human Kinetics and Health Education  
Faculty of Education  
Ahmadu Bello University, Zaria, Nigeria

## **EDITORIAL TEAM**

### **Editor-in-Chief**

**Professor Umaru Musa**, Head of Department, Department of Human Kinetics and Health Education, Ahmadu Bello University, Zaria

### **Managing Editor**

**Akorede Senu Nurudeen (Ph.D)**, Department of Human Kinetics and Health Education, Ahmadu Bello University, Zaria

### **Internal Editorial Board Member**

**Prof. M.A. Suleiman** Department of Human Kinetics and Health Education, Ahmadu Bello University, Zaria

**Prof. T.N Ogbu** Department of Human Kinetics and Health Education, Ahmadu Bello University, Zaria

**Prof V. Dashe** Department of Human Kinetics and Health Education, Ahmadu Bello University, Zaria

**Dr. Muh'd Aliyu** Department of Human Kinetics and Health Education, Ahmadu Bello University, Zaria

### **Associate Editors**

**Prof. M.G. Yakasai**

Bayero University Kano

**Prof. R.A. Shehu**

University of Ilorin

**Prof. Oladipupo Okorie B.**

Lagos State University

**Dr. Arif Mohammad**

Faculty of Education, Jamia Millia Islamia, New Delhi, INDIA.

**Dr. Ngozi Ani Rita**

Enugu State University of Technology

**Dr. Abdullah Abdulsalam**

University of Maiduguri

**Dr. Levi Akah**

University of Calabar

## Table of Contents

|                                                                                                                                                                                                                         |    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| <b>PERCEIVED CAUSES AND EFFECT OF LOW SPERM COUNT AMONG MEN IN ETI-OSA LOCAL GOVERNMENT AREA, LAGOS STATE</b><br>Jamilu AbdulQudus Toin (PhD) and Onobuneh Margaret (PhD).....                                          | 1  |
| <b>KNOWLEDGE AND UTILIZATION OF TRADITIONAL MEDICINE FOR TREATMENT OF MALARIA IN KPANTISAWA 'A' WARD, YORRO LGA, TARABA STATE, NIGERIA</b><br>P. Babylon, C.G. Azachukwuene, T. Galaya, N. F Amos and S. G. Ishaya..... | 10 |
| <b>ASSESSMENT OF KNOWLEDGE AND PRACTICE OF COVID-19 PREVENTION STRATEGIES AMONG SECONDARY SCHOOL STUDENTS IN SAMARU, ZARIA</b><br>Safiya Yusuf IDRJS, Adam Abiola AKOREDE and abdulmuhit temitope ISIAQ .....           | 16 |
| <b>PREVALANCE OF DRUG ABUSE AND ITS IMPLICATION ON PUBLIC HEALTH: THE WAY FORWARD</b><br>Hussaini Garba, Kamar Abdulkadir and Mohammed K. Gana .....                                                                    | 24 |
| <b>CHEATING IN SPORT COMPETITIONS: A MONSTROUS VICE FAST TURNING TO A GLOBAL CULTURE</b><br>Ayotunde Oluwale AJALA and Kehinde Olalekan FALOLA .....                                                                    | 31 |
| <b>ASSESSMENT OF CARDIO-RESPIRATORY ENDURANCE OF PUBLIC AND PRIVATE SECONDARY SCHOOL STUDENTS IN KATSINA STATE</b><br>Mohammed Idris Abubakar and Yahaya Mani Tsauri.....                                               | 48 |
| <b>ASSESSMENT OF ATTITUDE TOWARDS HEALTHFUL SCHOOL LIVING ENVIRONMENT' AMONG BOARDING SENIOR SECONDARY SCHOOLS STUDENTS IN NORTH WEST ZONE, NIGERIA</b><br>Bala ADAMU, M. A. Soleiman, Umaru Musa and T. N. Ogwu.....   | 54 |
| <b>INFLUENCE OF SIZE OF SPECTATORS ON THE PERFORMANCE OF NIGERIA PROFESSIONAL FOOTBALL LEAGUE (NPFL) CLUBS</b><br>Ayo Hammed Abdurrahman and Durotoye Bode Ali.....                                                     | 61 |
| <b>SOCIOLOGICAL FACTORS AS DETERMINANTS OF QUALITY OF LIFE AMONG RETIRED CIVIL SERVANTS IN YOLA NORTH LOCAL GOVERNMENT AREA OF ADAMAWA STATE, NIGERIA</b><br>Alu Adamu Yahaya, Amina Kaidal and Hebron K. Jime .....    | 66 |
| <b>IMPLICATIONS OF EFFECTIVE DECISION MAKING AMONGST SPORTS ADMINISTRATORS ON THE DEVELOPMENT OF SPORTS IN NIGERIA</b><br>Abdulsheed Oyakhire (M.sc), Sani Mahmud Dauda (M.sc), Samuel. Monikhe Adodo (Ph.D).....       | 71 |
| <b>HEALTH EFFECTS OF PHYSICAL AND SEXUAL VIOLENCE AMONG RESIDENTS IN KWARA STATE, NIGERIA</b><br>ALEBIOSU, Emmanuel Olorinleke (Ph.D.), OMOLADE Akinmade Olatunde (M.Ed.) and SHUAIB Khadijat Obunese (M.Ed.).....      | 80 |
| <b>HEALTH BENEFITS OF CLEAN ENVIRONMENT ON CHILD DEVELOPMENT IN ASKIRA UBA LOCAL GOVERNMENT AREA, BORNO STATE</b><br>Waziri Bala Kwata Ph.D And Jemirade Jimmy Adebayo .....                                            | 87 |

|                                                                                                                                                                                                                                               |     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| <b>ASSESSMENT OF PORTABLE WATER SUPPLY AND TOILET FACILITIES AS COMPONENTS OF HEALTHFUL SCHOOL ENVIRONMENT IN PUBLIC AND PRIVATE SECONDARY SCHOOLS IN ILORIN, KWARA STATE</b><br>ALERU, Ohufemi Oluwatobiloba and JIME, Hebron Kanatapwa..... | 94  |
| <b>ASSESSMENT OF KNOWLEDGE OF HEALTHFUL SCHOOL LIVING ENVIRONMENT* AMONG BOARDING SENIOR SECONDARY SCHOOLS STUDENTS IN NORTH WEST ZONE, NIGERIA</b><br>Bala ADAMU, M. A. Suleiman and T. N. Ogwu.....                                         | 100 |
| <b>ASSESSMENT OF HOUSEHOLD SOLID WASTE DISPOSAL PRACTICES AMONG URBAN RESIDENTS OF YOBE STATE, NIGERIA</b><br>ABDULLAHI, Ado and MAIMUSA, A.H.....                                                                                            | 108 |
| <b>ASSESSMENT OF HUMAN EXCRETA DISPOSAL PRACTICES AMONG URBAN RESIDENTS OF YOBE STATE, NIGERIA</b><br>ABDULLAHI, A. and MAIMUSA, AH.....                                                                                                      | 115 |
| <b>INFLUENCE OF SOCIAL MEDIA ON PERSONALITY DEVELOPMENT OF UNDERGRADUATES IN KWARA STATE, NIGERIA</b><br>AGUBOSI L. A., UYANNE E. O., ADEBOYE A. and OLOYE W. A.....                                                                          | 122 |
| <b>SCHOOL HEALTH PROGRAM AS A PANACEA FOR ENSURING SAFE SCHOOL ENVIRONMENT AMONG SECONDARY SCHOOL STUDENTS IN IFELODUN LGA KWARA STATE</b><br>James Joke Felicia (Ph.D).....                                                                  | 130 |
| <b>ASSESSMENT OF CANCER PREVENTION PRACTICES AMONG STAFF OF FEDERAL COLLEGES OF EDUCATION IN NORTH WEST ZONE NIGERIA</b><br>Saun Nurudeen Akorede, Abdullahi Mohammed Isyaku, Ahmed Sani Getso, Rabiatu Abubakar Inam and Aliyu Mohammed..... | 139 |
| <b>MEDICAL NEGLIGENCE AND CHALLENGES OF HEALTHCARE DELIVERY IN NIGERIA: A REVIEW OF SOME SELECTED CASES</b><br>OLORUNSUWA, Elijah Ola ; AJAYI, Abraham Dare; BOT, Moses Danjuma; Baamshal, Isabel Hoonmuk.....                                | 148 |
| <b>FACTORS INFLUENCING INCOMPLETE IMMUNIZATION OF CHILDREN AGE 11 TO 23 MONTHS IN WUDIL LOCAL GOVERNMENT AREA OF KANO STATE, NIGERIA</b><br>Jemirade Jimmy Adebayo And Waziri Bala Kwata, Phd.....                                            | 163 |
| <b>MANAGEMENT OF PRIMARY HEALTHCARE; SIMILARITIES BETWEEN GHANA AND NIGER: SYSTEMIC REVIEW</b><br>Yusuf Yakubu.....                                                                                                                           | 176 |
| <b>KNOWLEDGE OF IMMUNIZATION AMONG MOTHERS OF CHILDREN AGE 11-23 MONTHS IN WUDIL LOCAL GOVERNMENT OF KANO STATE.</b><br>JEMIRADE JIMMY ADEBAYO AND SHEHU USMAN ADAMU ,professor.....                                                          | 182 |
| <b>INFLUENCE OF DIETARY PATTERNS ON WEIGHT STATUS OF ADOLESCENTS IN AKURE SOUTH LOCAL GOVERNMENT, ONDO STATE, NIGERIA</b><br>KAYODE, M. P. (Ph.D), ABDULQADIR, O. F. and SANUSI, A. A (PhD).....                                              | 192 |

## **INFLUENCE OF SOCIAL MEDIA ON PERSONALITY DEVELOPMENT OF UNDERGRADUATES IN KWARA STATE, NIGERIA**



**AGUBOSI L. A., UYANNE E. O., ADEBOYE A. and OLOYE W. A.**

Department of Counsellor Education University of Ilorin, Ilorin, Kwara State

EMAIL: agubosi.la@unilorin.edu.ng, TEL: +234 (0) 8139499879

### **Abstract**

One's personality development is no doubt shaped by the prevailing circumstance surrounding the individual. Social media is one of the circumstances that can influence personality development. The study investigated the influence of social media on personality development of undergraduates in Kwara State. Descriptive survey was adopted in carrying out the study. The study population was the undergraduates in Kwara State where as the target population was undergraduates in University of Ilorin, Kwara State. Multistage sampling method was used to select the sample of 250 respondents that participated in the study. Data was collected via a researchers' developed instrument titled 'Influence of social media on Personality Development Questionnaire (ISMPDQ)'. The questionnaire was validated by experts in measurement and evaluation. Reliability of the instrument was established through Split-half method of establishing reliability which yielded reliability coefficient of 0.74. One research question and three hypotheses guided the conduct of the study. Findings of the study showed that social media influences the personality development of the undergraduates by developing their intellectual ability and creativity, making them to be broad-minded, warmth and developing sense of value for norms and cultures, among others influences. Findings further showed that there were significant influence of social media on personality development of undergraduates based on gender and religion whereas no significant influence was found based on age. Based on the findings it was recommended that undergraduates student unions should organise seminars for undergraduates on the use of social media. It was also recommended that school counsellors encourage the students to make positive use of the social media and parents should monitor the sites visited by their children when they are using social media.

**Keywords:** influence, social media, personality development, personality, undergraduates.

### **Introduction**

Social media network innovation brought about by advance in technological development all over the world has influenced the mindset and the lives of the young ones who are regular users of the technology. Until the advent of social media human interaction and socialization were initiated and controlled by culture and norms in a given society. In the world today, it is no longer so due to the fact that social media networking is all over the place which gave room for people to interact far and near. Communication has so much advanced by technology through the use of internet facilities such as Whatsapp messages, emails, Blogs, Instagram, Twitter just to mention a few.

Social media can be defined as the media of communication through the use of electronic means to disseminate information far and near in the quickest possible means. Social media can also be seen as a platform for exchanging information which can be of personal interest or public interest using various forms of technology such as the Internet, cell phones and other services. Stan (2012) defined social media as the use of websites or other online technologies to communicate with people and share information resources. The young people are the ones that make most use of the social media. They are the internet residents and digital natives. They make various positive uses of the social media which include, but not limited to searching for new friends or reconnecting to old friends, playing games, exchanging messages and information, learning and doing assignment among other uses. The young ones also abuse the use of social media by indulging in negative uses of it such as bullying, cheating, stealing, (through fraudulent means),

watching pornographic sites and sites that can incite violent behaviours, among others. Some of the young people are internet addicts who spend most of their time in the internet. This is unhealthy development because it affects their personal and social lives. Dominick (2013) noted that excessive use of social media has become a problem in recent years because it has taken away human interaction and ushered in communication mainly through the internet technology and that husbands and wives are no longer having quality valuable time together. Social media has created a wide gap between parents and children because some children spend most of their time in cyber cafes and other places they can access the internet. The mindset, values and attitudes of the young ones are now being shaped by social media. Commenting on the use of social media, (Meyer and Bray, 2013) stated that social media has been part of the experiences of people. The accumulation of the experiences can influence and shape the personality development of the young ones over time.

Personality is the general characteristics of an individual that distinguishes him or her from other individuals. It manifests in the individual's character, attitude, emotion, thought, feelings and the way and individual acts generally. One's personality is his or her unique identity. Zimbardo and Weber (2014) defined personality as the complex set of unique psychological qualities that influence an individual's characteristic patterns of behaviour across different situations over time. Wayne (2010) also submitted that personality refers to an individual's unique constellation of consistent behavioural traits which differs from that of others, especially in social situations. Personality is the sum total way of behaving of individuals.

Personality development is a construct in psychology that means formation of characters, attitudes, emotions, feelings and traits as one is growing up over a course of life. Personality development can be influenced by one's environment, family history, friends, prevailing circumstances in one's early life and social media. It can contribute to behavioural dispositions ((Tess, 2013; Voorn & Kommers, 2013).

The moderating variables of gender, age and religion were considered in this study to examine whether they will make significant difference in the influence of social media on personality development of the undergraduates. The social media is used by both male and female undergraduates of different ages and religions. It is argued that there is a difference in the usage of social media by male and female gender. Some researchers discovered that female gender use social media more than the male gender because they have less busy schedule.

Social media has become part and parcel of the young ones to the extent that they depend so much on it for various uses. Some of these uses are for positive use and some are for negative use. However, no matter the type of use among young ones, it has a way of influencing their personality development. Social media is a platform through which various information and knowledge are circulated from one place or the other not minding space and time. The world is a global village due to internet networking.

Undergraduates make use of social media to interact with people and events, some of which are not good, though they use it for their studies, it can still mar their educational career due to over dependence. Some of them indulge in activities that are unhealthy such as bullying, violence, fraudulent practices, promiscuity, sexual abuse among others. Therefore, the purpose of this study was to investigate the influence of social media on personality development of undergraduate in Kwara State. The study also investigated the influence of gender, age and religion on the influence of social media on personality development of the undergraduates in Kwara State.

#### **Research Question**

1. What is the influence of social media on personality development as expressed by undergraduates of University of Ilorin?

### **Research Hypotheses**

1. There is no significant difference in the influence of social media on personality development of undergraduates in Kwara State based on gender.
2. There is no significant difference in the influence of social media on personality development of undergraduates in Kwara State based on age.
3. There is no significant difference in the influence of social media on personality development of undergraduates in Kwara State based on religion.

### **Methodology**

The research design adopted for study was descriptive survey. The population comprised all the undergraduates in Kwara State, whereas the target population was undergraduates of University of Ilorin. Multistage sampling procedure (which comprises purposive sampling, simple random sampling and stratified sampling techniques) were used to select the sample of 250 undergraduates who participated in the study. Kwara State has four universities namely: Alhik-ma university, Hallmark University, Kwara State University and University of Ilorin. At stage one, purposive sampling technique was used to select undergraduates of University of Ilorin to participate. At stage two, simple random sampling was used to select students from different faculties in University of Ilorin and at stage three, stratified sampling technique was used to select the students according to age, gender and religion.

Data was collected via the researchers' designed instrument titled 'Influence of Social Media on Personality Development Questionnaire (ISMPDQ)'. The questionnaire was made up of sections A and B. Section A elicited information on the demographic data of the respondents while section B consisted of 20 items that were based on the influence of social media on personality development of undergraduates. It was patterned after the Four point Likert-type scale of: SA=Strongly agree (4 points), A=Agree (3 points), D=Disagree (2 points) and SD=Strongly disagree (1 point).

The psychometric properties of the instrument, validity and reliability were established. The researchers ascertained the validity of the instrument by giving it to experts in measurement and evaluation to validate. Reliability of the instrument was obtained through test re-rest method of establishing reliability. The reliability coefficient of 0.74 was obtained which adjudged the instrument to be reliable for the study. The instrument was scored by summing up the points and dividing by 4 thus:  $4+3+2+1=10/4=2.50$ . The 2.50 obtained was the bench mark. The decision was that any item in the part B of the instrument whose mean score is not 2.50 and above was not regarded as least of influence of social media on the personality development of the undergraduates. The researchers collected data personally from the respondents on the spot to avoid loss of instrument.

Data was analysed with mean and rank order, t-test and Analysis of Variance (ANOVA) Hypotheses were held at 0.05 level of significance.

# Results

| Item No. | Social media influences undergraduates in the following way:          | Mean | Rank             |
|----------|-----------------------------------------------------------------------|------|------------------|
| 6        | increases undergraduates' intelligence and creativity                 | 3.22 | 1 <sup>st</sup>  |
| 9        | improves sense of humour among undergraduates                         | 3.15 | 2 <sup>nd</sup>  |
| 10       | develops broadmindedness that leads to tolerance among undergraduates | 3.09 | 3 <sup>rd</sup>  |
| 2        | influences undergraduates opinions and values                         | 3.07 | 4 <sup>th</sup>  |
| 17       | can lead to constant occurrence of phobic attitude                    | 3.03 | 5 <sup>th</sup>  |
| 11       | influences undergraduates appreciation of Nigerian culture            | 3.02 | 6 <sup>th</sup>  |
| 18       | increases risk of promiscuity among undergraduates                    | 3.00 | 7 <sup>th</sup>  |
| 16       | leads to accelerated interest in sexual activities                    | 2.98 | 8 <sup>th</sup>  |
| 19       | helps to relate with others modestly                                  | 2.90 | 9 <sup>th</sup>  |
| 4        | improves peer interaction among undergraduates                        | 2.89 | 10 <sup>th</sup> |
| 20       | reduces level of human compassion among undergraduates                | 2.89 | 10 <sup>th</sup> |
| 12       | liberates undergraduates from narrow-mindedness                       | 2.88 | 12 <sup>th</sup> |
| 5        | makes undergraduates to be faithful and devoted to friends            | 2.84 | 13 <sup>th</sup> |
| 15       | increases risk behaviours such as smoking and drinking of alcohol     | 2.82 | 14 <sup>th</sup> |
| 8        | stimulates positive behaviour among undergraduates                    | 2.80 | 15 <sup>th</sup> |
| 14       | helps undergraduates to take responsibilities                         | 2.75 | 16 <sup>th</sup> |
| 1        | develops strong moral principles in undergraduates                    | 2.70 | 17 <sup>th</sup> |
| 7        | makes undergraduates to treat others with dignity                     | 2.58 | 18 <sup>th</sup> |
| 3        | brings about trustworthy in their interaction with others             | 2.55 | 19 <sup>th</sup> |
| 13       | increases aggressive personality in undergraduates                    | 2.38 | 20 <sup>th</sup> |

Table 1 presents the mean and rank order on the influence of social media on personality development of the undergraduates. All the items except item 13 had mean score that is within the bench mark of 2.50, therefore are regarded as influences of social media on personality development of the undergraduates while item 13 is not regarded because it has mean score that is below the bench mark.

### Hypotheses testing

**Hypothesis One:** There is no significant difference in the influence of social media on personality development of the undergraduates in Kwara State based on gender.

**Table 2:** Mean, Standard Deviation and t-value on the Respondents' on Influence of Social Media on Personality Development Based on Gender

| Gender | N   | Mean  | SD   | Df  | Cal.t-value | Crit. t-value | p-value |
|--------|-----|-------|------|-----|-------------|---------------|---------|
| Male   | 88  | 58.75 | 4.15 | 248 | 3.06        | 1.96          | .002    |
| Female | 162 | 56.91 | 4.72 |     |             |               |         |

Table 2 shows that the calculated t-value of 3.06 is greater than the critical t-value of 1.96 with the corresponding p-value of .002 which is less than 0.05 alpha level. The hypothesis is rejected, since the p-value is less than the alpha level.

**Hypothesis Two:** There is no significant difference in the influence of social media on personality development of undergraduates based on age

**Table 3:** Mean, Standard Deviation and t-value on the Respondents' on Influence of Social Media on Personality Development Based on age

| Age             | N   | Mean    | SD      | Df  | Cal. value | t- | Crit. t-value | p-value |
|-----------------|-----|---------|---------|-----|------------|----|---------------|---------|
| 15-20 years     | 53  | 57.8113 | 4.69884 | 248 | 0.46       |    | 1.96          | 0.65    |
| 21years & above | 197 | 57.4822 | 4.58324 |     |            |    |               |         |

Table 3 shows that the calculated t-value of 0.46 is less than the critical t-value of 1.96 with the corresponding p-value of 0.65 which is greater than 0.05 level of significance. Since the p-value is greater than the alpha level, the null hypothesis not rejected.

**Hypothesis Three:** There is no significant difference in the influence of social media on personality development of undergraduates in Kwara State based on religion.

**Table 4:** ANOVA analysis of Respondents on the Influence of Social Media on Personality Development Based on Religion

| Source         | Sum of squares | Df  | Mean square | Calculated F-ratio | Critical F-ratio | F- p-value |
|----------------|----------------|-----|-------------|--------------------|------------------|------------|
| Between groups | 236.406        | 2   | 118.203     | *5.80              | 3.00             | .003       |
| Within groups  | 5033.418       | 247 | 20.378      |                    |                  |            |
| Total          | 5269.824       | 249 |             |                    |                  |            |

\*P < 0.05

Table 4 indicates that the calculated F-ratio of 5.80 is greater than critical F-ratio of 3.00 with the corresponding p-value of .003 which is less than 0.05 level of significance, therefore hypothesis was rejected. Duncan Multiple Range Test was used for post hoc analysis to ascertain the source of the difference.

**Table 5:** Duncan Multiple Range Test on the Influence of Social Media on Personality Development Based on Religion

| Religion     | N   | Group | Mean  | Duncan grouping |
|--------------|-----|-------|-------|-----------------|
| ATR          | 16  | 1     | 54.06 | A               |
| Christianity | 78  | 2     | 58.28 | C               |
| Islam        | 156 | 3     | 57.55 | B               |

Table 5 indicates that group 1 has the mean score of 54.06, group 2 has the mean score of 58.28 and group 3 has the mean score of 57.55. All the group differed significantly in the mean scores, thus it can be observed that the mean that contributed to the difference was group 2 with the highest mean which is respondents who are Christianity by religion, thus the hypothesis was rejected.

#### Discussion of findings

The findings of the study revealed that the influence of social media on personality development of undergraduates in Kwara State were: it increases adolescents' intelligence and creativity, it improves undergraduates sense of humour, it develops broadmindedness in them, among others. These findings were in tandem with (Anderso, 2013 & Katz & Rice, 2002) who noted that social media has made it possible for people to develop social relations among themselves. Takmil, Saffari & Arabzadeh (2014), Chen & Brye (2012), Ellison, Steinfield & Lampe, (2011) supported the finding by stating that social networking facilitates social interactions and connections among families and friends across long distances and giving people opportunity to share ideas, experiences, pictures, messages and information of interest. (Shapiro & Margolin, 2014 & Affilorama, 2011) also corroborated to the finding by stating that social media makes the users to stay in touch with friends, make plan and present themselves to others.

Hypothesis one showed that there was significant difference in the influence of social media on personality development of the undergraduates in Kwara State based on gender. The finding probably might be so because

differences exist on how males and females use social media, females are known to use social media more than males because males might not have much time to use social media like females who are less busy, though in some cultures females have a lot of roles to play in the family. The finding of the study is consistent with similar study of (Nwabueze and Aduba 2014) who found in the study conducted in Enugu that male and female students differed significantly in the use of social networking sites, that males differed from females in the use of social media networks.

Hypothesis two showed that there was no significant difference in the influence of social media on personality development of the undergraduates based on age. The finding turned out to be so probably because undergraduates of all ages like to use social media for various purposes including their academics hence it influences their personality development. The finding of (Smith, 2011) corroborated with the finding by stressing that both middle aged and older adults use social media to connect with people of similar interest with them in hobbies and other activities.

The finding in hypothesis three revealed that there was significant difference in the influence of social media on personality development of the undergraduates based on religion. The finding might be so because religiosity can influence the time and the type of use of the social media. Those who are busy with religious activities might not have time always to use social media because regular involvement in religious activities. In addition, in trying to adhere to religious doctrines they would like to abstain from using some social media that are against their faith.

### Conclusion

This research examined influence of social media on personality development of undergraduates in Kwara State. The study showed that the influence of social media on personality development of the undergraduates are: it increases adolescents' intelligence and creativity, improves undergraduates sense of humour, among other influences. There was significant difference in the influence of social media on personality development of the undergraduate based on gender and religion, but no significant difference based on age.

### Recommendations

The researchers made the following recommendations based on the findings of the study.

1. Undergraduates should be encouraged by the counsellors to make positive use of the use social media to improve their personality.
2. Students' union bodies should organise seminars where students should be educated on how to make good use of social media.
3. Lecturers, school administration and other stakeholders should sensitize and encourage undergraduates on the proper usage of social media.
4. Parents should monitor the usage of the social media by their children so that their children would not engage in negative use of social media.

### References

- Afflorama (2011). Assessment of social networks used by undergraduate students in Faculty of Education, Ahmadu Bello University, Zaria. *Samaru Journal of Information Studies*, 16(1), 1-11.
- Anderson, P. (2013). *Lineages of the Absolutist State (Verso World History Series)*. Verso Books.
- Bhukuvhani, C., Zezekwa, N., & Sunzuma, G. (2011). Students' preparedness to integrate information and communication technology tools and resources for the learning of organic chemistry concepts in the district of Masvingo, Zimbabwe.

*International Journal of Education and Development using ICT, 7(2), 27-37.*

Chien and Bryer, (2012). Investigating Instructional Strategies for Using Social Media in Formal and Informal Learning. *Research Articles, 13 (1), 17-27.*

Dominick, Y. H. (2013). Images for the sake of the Truth in Plato's "Symposium". *The classical quarterly, 63(2), 558-566.*

Ellison, N. B., Steinfield, C., & Lampe, C. (2011). Connection strategies: Social capital implications of Facebook-enabled communication practices. *New media & society, 13(6), 873-892.*

Katz, J. E., & Rice, R. E. (2002). Social consequences of Internet use: Access, involvement, and interaction. MIT press internet use: personality versus cognitive style. *MIS quarterly, 31(4), 809-820.*

Laleye, A & Ogunfunmilakin, (2013). Influence of social networking sites on lifestyles. *Journal Acculturation, 13 (3) 14-15.*

Meyer, M. D., & Bray, C. W. (2013). Emerging adult usage of social networks as sites of activism: A critical examination of the TOMS and TWLOHA movements. *Ohio Communication Journal, 51, 53-77.*

Nwabueze, A. U., & Aduba, D. E. (2014). Influence of social networking on secondary school students in Enugu State, Nigeria. *Journal of applied information science and technology, 7(1), 1-21.*

Shapiro, L. A. S., & Margolin, G. (2014). Growing up wired: Social networking sites and adolescent psychosocial development. *Clinical child and family psychology review, 17(1), 1-18.*

Stan, R. V., Tse, D., Deharvengt, S. J., Smits, N. C., Xu, Y., Luciano, M. R., ... & Carrière, C. (2012). The diaphragm of fenestrated endothelia: gatekeepers of vascular permeability and blood composition. *Developmental cell, 23(6), 1203-1218.*

Takmil, F., Arabzadeh, R. and Saffari, Z. (2014). The role of educational technology in medical education. *Journal of Advances in Medical Education & Professionalism, 2(4), 183.*

Tess, P. A. (2013). The role of social media in higher education classes (real and virtual)—A literature review. *Computers in human behavior, 29(5), A60-A68.*

Voorn, R. J., & Komvers, P. A. (2013). Social media and higher education: Introversion and collaborative learning from the student's perspective. *International journal of social media and interactive learning environments, 1(1), 59-73.*

Wayne, J., Bogo, M., & Raskin, M. (2010). Field education as the signature pedagogy of social work education. *Journal of social work education, 46(3), 327-339.*

Zimbardo and Weber (2014). How we feel is a matter of time: Relationships between time perspectives and mood. *Journal of Happiness Studies, 15(4), 809-827.*