SOCIAL MEDIA PREFERENCE AMONG STUDENTS OF DELTA STATE UNIVERSITY AND DELTA STATE POLYTECHNIC OGWASHIUKU

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ABSTRACT
This study examines social media preference among students of Delta State University, Abraka and Delta State Polytechnic Ogwashi-Uku. The study was backed up with uses and gratification theory. The study adopted survey method of ex-post- facto design. A sample size of 400 was drawn from the population. Multi-stage sampling technique was adopted, selecting undergraduate students from five faculties of Delta State University, Abraka and four from Delta Polytechnic Ogwashi–Uku. Questionnaire was used as the research instruments to collect data for the study. The researcher used descriptive statistics which comprises of simple percentage, mean and standard deviation using SPSS. Findings from the study showed that facebook, whatsapp, and instagram were frequently used social media. Also, benefits derived from social media are information, fun and entertainment. Students between ages of 16-25 have the highest number for social media use. It also, showed that female students use facebook, snapchat and instagram frequently than the male students while male students frequently use twitter and linkedin. And, technological exposure can influence social media preference. The study recommends that school management should provide informative, educative and entertaining online programmes more on social media for students to engage and improve their academics.

Keyword: Social Media, Students, Social Network Site, Preference

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1.   INTRODUCTION
The internet is growing immensely since the advent of technology and mobile phones (Simplilearn, 2023). Social media networks have created a phenomenon on the internet that have gained popularity over the last decade. People use social media sites such as facebook, Twitter, Google, Yahoo Messenger, Snapchat, Instagram, we chat, you tube, myspace e.t.c. to create and sustain relationships with each other (Marbán, & Mulenga, 2022). These social media sites let those who use them create personal profiles, while connectivity with other users of the sites. Users can upload photographs, post what they doing at any given time and send personal or public messages to whomever they choose. In this "information age", social media sites seem to be growing in popularity rapidly especially among young adults (Ippili, 2018). However, the history of social media can be traced back to primitive delivery system days, 550BC, to 1792 and 1890, with the advent of telegraph and telephone. Technology began to change very rapidly 1900's when scientist and engineers created supercomputers and network between those computers, and this lead to the birth of the Internet. In 1999, the first blogging sites became popular, creating a social media sensation that is popular today (Drew Hendricks, 2013). Accessibility to these social network, are through mobile phones. The smart phones which can be accessed anywhere give the social network the advantage of immediacy and usability. According to (Ivwighren, H.Igben, & Ogwezi, 2023), most social media sites are integrated with the smart phones along with mobile website and especially design mobile apps to cater for the all networking needs of

the people. (Social media for Academic,2012) reveal that smart phone technology and social application like Twitter and facebook create an environment which is not only conducive to conversation but to conversation that is no longer limited by physical space. Essentially, we can be connected to one another at anytime and in any place. Social media have become so rampant among teenagers over last decade. Young people especially between the ages of 13 and 30, have been identified as the generation with the highest internet use since the late 1990's (Dienlin & Johannes, 2020). As "digital natives (Prensky, 2001) who were born and raised in the age of computers and online communication, today's teenagers share self centered content, post their opinion, and link to other content online more than any other demographic group (Vogels, & Gelles-Watnick, 2023). Young people as a demographic group are avid internet and social media users in Nigeria tertiary institutions. A recent survey found that about (85%) of Nigeria students aged 17 to 26 are on social media sites (NCC, 2016). According to a study conducted by the ford foundation 18-25 years old spend on average over one and half a day using computer and about 1 hour per day visiting social network sites (Rideout, 2016).However, Gender differences as well as some similarities are apparent in social media site preference and amount of use, The site most popular with teenagers and young adults of both gender (Rideout,2015) are Facebook, Instagram, Snapchat and Twitter which constitute social media network sites according to the three criteria articulated by (Marbán, & Mulenga, 2022). They have user profiles allowed for "Friending or Following on Twitter and contain social networks that can be navigated to encounter friend on friends. A PEW study conducted found that 80% of undergraduates use social media sites, facebook being the most popular, with 93% of undergraduate students reporting its' use (Lenhart, 2015), girls on average spend more time on social media network sites and use them more actively than boys do (Rideout, 2015). More girls than boys use facebook and Twitter, female users including teens, also predominate on the online snapchat and instragram. Gender difference is also present in the ways young undergraduate use the internet and social media although usage patterns have shifted over time.

The social media usage among students especially Nigeria have not only increased but it is gradually becoming a part of communication as (Emeri, 2019) revealed that social media is a two-way street that give the ability to communications, similar to interpersonal communication. Despite the trending of these social media, there have been plethora of issues arising from social media usage and preferences as different scholars have studies different topics and aspect of the phenomenon. (Ezeh, Asogwa and Obiorah, 2013) discusses how social media utilized by students affect their academic performance owing to over exposure and devotion of social network sites and also reason for choosing social media. (Gomez, Roses and Farias, 2012) emphasized on the academic use of social networks by students, the various social media tools preferred and how they perceive it and also using social media as an educational tool, improving skills for social media tool to promote student interest positively. These researchers apparently studied students at different institutions with different aspects of the phenomenon, (social media). However, this research anchors on a comparative study among student of Delta State University Abraka and Delta State Polytechnic Ogwuashi-Uku aim to find out the link between age and social media preference, gender selection of social media, do technological exposure influence their social media preference and which other factor influencing social media usage. These is the knowledge gap the study intends to fill. The broad objective of the study is to do a comparative study of social media preference among students of Delta State University Abraka and Delta State Polytechnic Ogwashi- Uku. The specific objectives include the following:

1. To examine the link between age and social media preference among students of Delta State University Abraka and Delta University Polytechnic OgwashiUku.
2. To ascertain the relationship between gender and social media usuage among students of Delta State University, Abraka and Delta State Polytechnic Ogwashi-Uku.
3. To ascertain how technological exposure, influence the use of social media preference among students of Delta State University Abraka and Delta State Polytechnic, Ogwashi-Uku.
4. To ascertain factors influencing social media usuages among students of Delta State University Abraka and Delta State Polytechnic, Ogwashi-Uku

2. LITERATURE REVIEW
2.1 An Overview of Social Media

Social media are changing the ways in which people use and engage with the internet and with each other. Young people particularly are quick to use the new technology in ways which increasingly blur the boundaries between their online and offline activities (Ivwighren, H.Igben, & Ogwezi, 2023).

Given the speed with which the online social networking landscape is developing, Social media networking can be broadly defined as internet- or mobile-based social spaces designed to facilitate communication, collaboration, and content sharing across networks of contacts (Kane, Alavi, Giuseppe & Borgatti, 2014). They allow users to manage, build and represent their social networks online. They are usually (but not always) made up of other individuals; they might also include the profiles of events, companies, even political parties. They may let you add anyone in the network as your "friend" or contact, or they might ask for all connections to be agreed by both parties. They typically support the public display of networks - although they may offer privacy restrictions, or facilitate closed communities. Permissions are a very important feature of most social networking services. They allow members and groups to control who gets access to their profiles, information, connections and spaces, as well as degrees of access. The level of control varies from service to service, but typically settings allow you to: keep your information private (i.e. seen by only those you give permission to see it), or restrict the visibility of your information to: or signed in service members only to people on your contacts list of particular groups of service users; to make your information public generally so that even people who are not members or are not signed in as members of that service can see them (Sheldon, 2008).

Through these combinations of permissions and privacy, users can manage a range of different relationships online, as well as manage their online presence - how they appear to friends, acquaintances, or the general public. Managing relationships online and managing your online presence are key to having fun with and using social networks safely. Young people are more likely to have developed personal strategies or learnt from peers, than from formal instruction and support from adults (Sheldon, 2008). Social media sites vary in the types of tools and functionality they provide. (Marbán, & Mulenga, 2022) define social network sites as having three common elements: a member profile (in their definition this is always a web page); the ability to add other members to a contact list; and supported interaction between members of contact lists varies greatly, and there will typically be some degree of interaction facilitated between people who are not on each other's contacts list. Social networking sites are often perceived by their users as closed environments, where members talk to other members. This impression of social networking services as providing a private space is likely to account for behaviour, language and postings that do not translate well outside of their intended closed context. While it's important that children and young people understand the public nature of much of their activity within social networking services and can use permissions and privacy controls to manage personal information and communications, we also need to ensure that online activity is understood holistically as the sum of activity of all the online sites and networks an individual belongs to. People use social networking services for countless activities. Among the most common uses, however, are: Connecting with existing networks, making and developing friendships/contacts. Young people tend to use social networking services to communicate and socialize with their contacts and consolidate their existing friend networks.

By 2008, 99 percent of students had an account on Facebook. That is quite a large amount considering the service was only opened in 2006 to everyone. On one hand, the positive aspect of online communities is that youths can utilize them for academic assistance and support (Lusk, 2010). Due to the ability of social media to enhance connections by making them easily accessible, social media can yield many benefits for the young, including providing a virtual space for them to explore their interests or problems with similar individuals, academic support, while strengthening online communication skills and knowledge. "Students who may be reluctant to speak up in class are participating in book discussion blogs and writing for real audiences. There are new Web tools emerging all the time that are enhancing learning (Marbán, & Mulenga, 2022). On the other hand, "Our findings indicate that electronic media use is negatively associated with grades. We also find that about two-thirds of the students reported using electronic media while in class, studying, or doing homework (Jacobsen, &Forste, 2011)." This multitasking likely increases distraction, something prior research has shown to be detrimental to student performance. As social media websites, such as Facebook, YouTube and Twitter gain popularity, they are also are becoming increasingly dangerous as they create modes to procrastinate while trying to complete homework. Hence, in a survey of 102 students, 57% stated that social media has made them less productive.

2.2 Social Media Usage among Students

There are many reasons for students using social networking websites as they try to communicate within their social system. The principal reason reported was to maintain relationships with existing acquaintances that were already part of their social network (Sheldon, 2008). Although there are exceptions, most social network site users primarily interact on these sites to support pre-existing social relations, as opposed to meeting new people (Marbán, & Mulenga, 2022). Another study found that Facebook and instant message were not used to meet new people, just to maintain existing social ties (Quan-Hasse, 2010). Passing time and entertainment were other major factors in using social media sites (Sheldon, 2008). Social media websites allow users to keep in touch with family and friends in as fairly easy and convenient way (Quan-Hasse,2010). Although, students did communicate with friends and family by posting information, they spent much of the time viewing information without interacting in any way. These lurking activities of reading other individual profiles or news feeds or looking at photographs were performed frequently by a majority of respondents in a study (Ippili, 2018).

This activity, while providing entertainment and social updates, constitutes only one-sided communication. Social media fulfills different communication needs for different users. Interactions via the computer facilitate communication by allowing users to keep in touch with family and friends in a convenient way, to learn about social events, and to find out about activities of other users. The gratification received from this social information helped users feel that they were a part of a peer network of knowing what was going on about events and activities (Quan-Hasse, 2010). Immediate communication benefits of Facebook users were seen for individuals reporting various levels of shyness. Shyness might cause individuals to avoid social, face-to-face interaction altogether, so these persons would have less communication and less social support. In a study looking at the association between online social media and friendship quality of shy individuals, results indicated that online social networks provided a comfortable environment in which shy individuals could interact with others (Baker & Oswald, 2010). Data has shown that individuals who used Facebook for communication had better quality friendships. Using social media sites helped improve the quality of relationships between users. Some reasons for improving quality of relationships through using Facebook included: it was easier to get to know others better without having face-to-face conversation, users felt more comfortable, and users spent more time communicating over the computer so they gained more social support (Baker & Oswald, 2010).

Further, "social grooming" was an aspect of social networking that has received attention in a comparison of users and non-users of social media sites. Social grooming included expressive activities of social interaction, communication, gossip, and entertainment. Users have expressed enjoyment from keeping track of their friends' lives and activities, but non-users were less interested in these activities (Amati, Meggiolaro, Rivellini & Zaccarin, 2018). This social interaction of users may make it easier to communicate with others by keeping in touch with friends and family on a regular basis more often than non-users. Perceived communication was reported as being more satisfying in same-sex relationships rather than in cross-sex relationships (Marbán, & Mulenga, 2022). This was true for both woman-to-woman and man-to-man interactions. It is also not surprising that communication relationships were more satisfying with friends and family rather than with mere acquaintances (Marbán, & Mulenga, 2022). Since social media provides an easy way to receive feedback and communicate with peers, young adult attitudes of themselves can be affected by using social media networks (Ippili, 2018). Social media sites empower users to take an active role in their own socialization process and in constructing their own self-identity (Urista, Dong &Day 2009). A personal profile is the way users present themselves; they can include as much information as desired about themselves, including posting pictures. Due to digital technology, users can show considerable information about themselves and their friends. This self-disclosure is a way to open up their own identities of how they want others to perceive them (Ippili, 2018). Intimate self-disclosures help produce greater intimacy in computer-mediated communication than in face-to-face contacts (Jiang, Bazarova, & Hancock, 2011).

Producing an attractive personal profile for others to admire is a way to improve self-concept. It has been suggested that individuals partake in selective self-presentation on social media sites so they may appear to want to impress others (Jiang, Barzarova & Hancock, 2011). This is especially true for college students as they self-disclose frequently during this exploratory period. In accordance with Arnett's theory, emerging adulthood (18-25 years old) is a time when there is a period of freedom and independence in a young person's life (Arnett, 2000). Self-disclosure is an identity challenge in

emerging adulthood (Ippili, 2018). Self-disclosure helps by getting feedback from peers that helps develop a sense of self and strengthens existing relationships as well. Many individuals use social network sites to feel popular, trying to add as many "friends" as possible so they appear to be more admired. Young adults reported an average of 358 Facebook friends (Odunfa, 2023). Another study reported a mean of 200 Facebook friends, almost all of which they had met in person prior to the internet connection (West, Lewis, & Currie, 2009). Additionally, another study found that young people created a virtual identity in which they fashioned an ideal self so that they would impress others. This method of improving social capital and appearance boasted one's self-concept and self-esteem in both the online and the real world (Urista, Dong& Day, 2009).

2.3 Social Media Profiles and Preferences among Students

Self-presentation online takes place primarily through social media profiles. Many social media sites allow users to create a profile and visually display connections to their social network (Odgers, & Jensen, 2020; Rousseau, Frison, & Eggermont, 2019). In addition, many sites allow users to upload and share personal information, pictures, links, music, and other multimedia with their friends' or followers' networks (Ivwighren, & Ogwezi, 2023). Profiles first attracted widespread attention on social network sites such as Friendster and MySpace in the middle of the last decade, and they have since been incorporated into many other social media platforms, including chat sites (Kapidzic & Herring, 2011), and the mobile photo-sharing application Instagram (Dhingra, & Mudgal, 2019). Profiles represent a change in the way internet users self-present (Allen, Loeb, Kansky, & Davis, 2020). In earlier textual interactive environments such as chatrooms and MOOs, it was not uncommon for users to invent nicknames and imagined personas (Bechar-Israeli, 2005; Nakamura, 2005). Now, popular platforms such as Facebook explicitly encourage users to provide truthful personal information.

Thus, teens tend to present their "real identity" on these sites through their usernames, photographs, and other information that they provide about themselves (Zhao, Grasmuck &Martain,2008). Although this limits users' ability to experiment with their identity online – for example, it is more difficult to pretend to be a different gender, as was possible in text-based anonymous spaces (Dhingra, & Mudgal, 2019). Young adults can still manipulate their profiles to create impressions that they consider favorable through various means, including number of friends (Marbán, & Mulenga, 2022), lists of interests (Liu, 2007), and pictures that display particular tastes and preferences (Salimkhan, Manago& Greenfield, 2010). Girls and boys differ to some extent in the types of content they post to their profiles. In a study of profiles on several social networking sites, including Facebook, female participants in many countries is reported that they post "cute" pictures, while male participants were more likely to share pictures and comments that they described as self-promoting and that contained sexual content or references to alcohol (Peluchette& Karl, 2008). On a teenage dating site, however, teen girls' self-descriptions contained significantly more references to sex than boys did (Pujazon, Manasse&Valente,2012). Girls are more likely to display friendship ties on social media, for example, by posting photographs of themselves with their friends (Perrin, 2015; Sveningsson Elm, 2007). Boys, meanwhile, are more likely to orient towards technology, sports, and humor in the information they post to their profile and to share their location and/or phone number (Herring, & Kapidzic, 2015; Pujazon, 2012; Allen, Loeb, Kansky & Davis, 2020).

Visual content is a central resource for creating an online impression (Ellison et al., 2006). While in earlier environments such as chatrooms girls and boys could represent themselves only through the use of textual descriptors (Nakamura, 1995) or cartoon avatars (Scheidt, 2004), recent platforms tend to promote the use of photographs in online profiles. Teens and young adults pay special attention to the photographs they select for their profiles (Crone, & Fuligni, 2020). Students and young people main criterion for choosing profile photographs is a belief that they look good in them. According to a study conducted in University of Lagos among young adults, both genders perceive that girls place more emphasis than boys on selecting pictures in which they are attractive (Adeleke, 2015). In a survey of University of Nigeria, Nsuka social media users (Okorie, 2014), girls more than boys self-reported selecting pictures in which they thought they looked attractive. Similarly, in a study of teenage students chat sites in the United States, Herring & Kapidzic (2015) found that the vast majority of girls posted profile photographs that presented them in a seductive manner looking up or sideways at the viewer and seductive attires. Photo choices among male students were more varied, including dominant, idealized, and affiliative behaviors in addition to seductive behaviors, although there was a

tendency for boys to choose photos that showed them at a farther distance from the camera and looking away from the viewer. However, there were also some boys who posed seductively, for example in photos that showed them shirtless. Some young males in Bozzola, Spina, Agostiniani, Barni, Russo, Scarpato, Di Mauro, Di Stefano, Caruso, Corsello & Staiano 2022) study also reported trying to look sexually attractive, a growing trend in social media, especially among white males in the U.S.

2.4 Theoretical Framework

The theory applied to this work is uses and gratifications theory. Uses and gratifications theory basically stresses how and why the audience use the media (Aisar, Mohd Nazri & Nur 2015). Also, expatiating on the theory. The theory recognizes and maintains that the audience has various needs that prompt them to expose themselves to any media or media content Falgoust, Winterlind, Moon, Parker, Zinzow & Kapil 2022). Therefore, the focal point is that the theory is of the notion that there are distinct benefits the media message consumers envisage to get from any medium they would expose themselves to. Once the medium does not deliver to the people those purposes, needs and or benefits they anticipate from the organ, the tendency is that they (the audience) will desert the very channel or content that does not satisfy them. The import is that the media audience is not an „idle" soccer spectator that accepts what his football team plays; failure of a medium to satisfy the audience's basic desire regularly will give them room to search for another medium (Rousseau, Frison, & Eggermont, (2019).

Hence, the uses of the social media have been in existence for years, it is an indication that they certainly provide meaningful gratifications to those who use them. This study shall unearth the benefits or gratifications which the social media or the new media present to their teeming number of student-users. Just as all commercial commodities have definite needs they provide their satisfactions to the consumers, in a much similar way, all media and or their contents are envisaged to play certain roles to their users. Otherwise, the audience in their discretion could jettison the very media or a media content that tends not to present a „profitable consumption. " Such profitable consumption in the context of this study is referred to as gratifications, purposes, benefits or satisfactions which the social media provide to those who use them. The major emphasis in the uses and gratifications theory is that the user or the audience plays a great part in the choice of the media or the media content he or she consumes; and this is determined by what gratifications the content or the media offers. From the above, the theoretical significant of uses and gratifications theory to this study has been clearly stated.

2. RESEARCH METHOD

The design adopted for this study is survey research method. Umukoro, Akpoghiran, Whiskey, Igbigbi and Ozegbe (2019), as cited in Umukoro and Ogwezi (2022), involves the use of questionnaires to gather data from respondents and to investigate research question or hypothesis. In this regard, the survey method will be used to examine the relationship between social media a preference among students of Delta State University and Delta State Polytechnic Ogwashi-Uku. The target population of this study comprises of students of Delta State University, Abraka and Delta State Polytechnic Ogwashi-Uku. The estimated population of students of Delta State University Abraka campus is 36,000(Umukoro and Njoku, Chukwuma,2014) and Ogwashi-Uku population 2016/2017 Hnd/Ond students according to admission office is about 5,045. In total both institutions have 41,045 populations which was used for the study. The sample for this study was drawn from the population of the study of 41,045 The choice of the sample was based on the Taro Yarmani (1964). These enable respondents in the two institutions to have enough chance of being selected. The sampling technique adopted for this study is multi-stage sampling technique. This technique consist of three stages. At the first stage of the technique, the simple random sampling method was adopted in selecting 5 faculties in Delta State University, Abraka campus & 4 colleges(Faculties) from Delta State Polytechnic Ogwashi-Uku The instrument adopted for this study was questionnaire which was used to collect data from respondents. The questions in the questionnaire were structured using the Likert's 5 point scale of strongly agreed (5), agreed (4) undecided (3) disagreed (2) strongly agreed (1).

2.1. Validity and Reliability

The study adopted face and content validity. The face validity help examine the structure of the study instrument. To test the reliability of the research instrument, the questionnaire will be administered to a pilot group. The T-retest statistical method was used to establish the reliability of the questionnaire instrument. Five percent of sample size of the population will be used to conduct the

pilot study and a re-test was also carried out using the five percent sample size population after two weeks of the initial test. Scores to be derived from both tests will be correlated to find the stability of the rank order of the individual respondents over a period of time, using the spearman rank correlation co-efficient formula. If the value of the correlation co-efficient is more than fifty percent, it means that the rank order is stable and the questionnaire instrument is reliable for the research. After the test and the pilot analysis, the reliability value shows = r = 0.67, which is above the 0.5, 50%. This implies that the instrument is reliable for the study.

2.2. DATA PRESENTATION AND ANALYSIS

Table 1: Frequently Used Social Media

SOCIAL MEDIA TYPE	NUMBERS	PERCENTAGE
FACEBOOK	132	40.1%
WHATS APP	129	39.2%
INSTAGRAM	33	10.0%
TWITTER	6	1.8%
BLOG	1	0.3%
SANPCHAT	9	2.7%
LINKEDIN	0	0%
YOUTUBE	5	1.5%
GOOGLE+	2	0.6%
SKYPE	11	3.3%
WECHAT	1	0.3%
TOTAL	329	100

Fieldsurvey; 2023

The table above, showed that (132) respondents or 40.1% use the Facebook more frequently, (129) respondents or 39.2% use whatsapp more frequently, (33) respondents or 10.0% claimed that instagram is the most frequent social media platform they use frequently. six respondents at1.8% use ,(11) respondents at 3.3% use skype; nine respondents or 2.7% uses snapchat; (5) respondents or1.5% uses you tube frequently, while one respondent 0.3% use the blog and wechat as their most frequently used social media platform.

Table 2: Benefits Derive from Social Media

BENEFIT	NUMBER	PERCENTAGE
INFORMATION	129	39.2%
FUN	102	31.0%
ENTERTAINMENT	98	29.8%
TOTAL	329	100

Fieldsurvey: 2023

The table above, showed that (129) of the respondents or 39.2% uses social media for information purposes, (102) respondents at 31.0% derive fun from using social media, while (98) respondents or 29.8% claimed to derive entertainment from social media.

Table 3: Social Media Use Frequency

FREQUENCY	NUMBER	PERCENTAGE
DAILY	275	83.6%
TWICE A WEEK	31	9.4%
WEEKLY USE	11	3.3%
FORTNIGHT	9	2.7%
MONTHLY	0	0%
DO NOT USE	3	0.9%
TOTAL	329	100

Fieldsurvey; 2023

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The table above showed that (275) respondents or 83.6% use social media daily. (31) respondents or 9.4% uses it twice a week, 11 respondents or 3.3% uses social media weekly, (9) or 2.7% uses it fortnightly, zero respondents at 0% use social media monthly and three respondents or 0.9% do not use social media.

Table 4: Reasons for Social Media Preference

PREFERENCE	NUMBER	PERCENTAGE
EASY TO ACCESS	126	38.3%
PRIVACY	65	19.8%
FAST RESPONSE	98	29.8%
IT IS MORE FUN	40	12.1%
TOTAL	329	100

Fieldsurvey; 2023

From the table able, it showed that (126) respondents or 38.3% prefer social media based on ease of access; (98) respondents or 29.8% prefer social media based on fast response, (65) respondents or 19.8% prefer social media because it offers them privacy, while (40) respondents or 12.1% prefer social media because it offers more fun.

Table 5: Mean Score Analysis

S/N	QUESTIONS	DELTA STATE UNIVERSITY			OGWASHI UKU POLYTECHNIC		
		Mean	SD	Remark	Mean	SD	Remark
1	Students between the ages of 16-20 has the highest number for social media use	3.50	0.85	+	1.48	0.31	-
2	Students between the age of 21 – 25 use social media frequently	3.55	0.87	+	3.50	0.85	+
3	There is a link between age and social media preference	3.91	0.90	+	3.88	0.88	-
4	Facebook, snapchat and instagram are popular and mostly used by female students	3.71	0.89	+	3.70	0.89	+
5	Most popular social media site for male is twitter and linkedin	3.82	0.90	+	3.84	0.86	+
6	The use of whatsapp and skype is preferred by both male and female	3.95	0.92	+	3.85	0.91	+
7	Female students uses social media sites more than male students for visual self presentation	3.90	0.89	+	2.87	0.48	-
8	Technological exposure influences usage and preference of social media	3.95	0.92	+	3.90	0.90	+

9	Technological exposure at a certain age can influence your preference for social media	3.56	0.71	+	3.67	0.75	+

Key: += Agreed   ‾= Disagreed

Data in table show mean score analysis of social media usage and preference among students of Delta State University and Delta State Polytechnic, Ogwashi-Uku. comparative mean score shows students from both tertiary institution differs on the assertion that students between the ages of 16-20 have the highest number for social media use. The mean score for Delta State University was positive, while that of Delta State Polytechnic Ogwashi-Uku was negative. The mean score for both Delta State University and Ogwashi-Uku Polytechnic, however, revealed that students between the ages of 21- 25 use social media frequently. The mean score analysis of item 3 on the questionnaire shows that there is variation in the opinion of students of Delta State University, Abraka and Delta State Polytechnic Ogwashi-Uku on the link between age and social media preference. For Delta State University, the mean score of 3.91 was higher than that of Delta State Polytechnic of 2.88. However, mean score shows that students from both Delta State University and Ogwashi-uku Polytechnic that there is agreement that facebook, snapchat and instagram are popular and mostly used by female students; that most popular social media site for male is twitter and linkedin and that the use of whatspp and skype is preferred by both male and female. Further analysis of the mean score shows that there is another variation in the opinions of students from Delta State University and Delta State Polytechnic Ogwashi-uku. This is because while the mean score from Delta State University shows that female students use social media sites more than male students, the mean score from the Delta State Polytechnic disagreed. However, it was revealed that both students from Delta State University and Delta State Polytechnic Ogwashi-uku are in agreement that technological exposure influences usage and preference of social media even at certain age.

3. RESULT AND DISCUSSION
From the analysis and presentation above, it was revealed that social media usage among students of Delta State University and Ogwashi-uku Polytechnic in Delta State are not significantly different. The results show the followings:
1. The results show that facebook, whatsapp and instagram constitute the most frequently used social media by students of Delta State University and Ogwashi-Uku Polytechnic.
2. The analysis also shows that the highest reason behind the use of social media is owing to easy to access, fast response, privacy and fun
3. The study indicates that students from both tertiary institution differs on the assertion that students between the ages of 16-20 has the highest number for social media use and also students between 21-25 use social media frequently.
4. The analysis further affirms that students from both Delta State University and Ogwashi-Uku Polytechnic agree that facebook, snapchat and instagram are popular and mostly used by female students; that most popular social media site for male is twitter and linkedin and that the use of whatsapp and skype is preferred by both males and females.

4. CONCLUSION
From the study, it is evident that social media offer a variety of avenues through which students of Delta State University, Abraka and Delta State Polytechnic Ogwashi-Uku communicate. The key means of accessing the social media platform by students is through their mobile phones. It was further concluded that facebook, whatsapp and instagram are the most frequently used social media platform by students of Delta State University and Delta State Polytechnic OgwashiUku. The most common benefit derived from the use of social media platform was in the area of information, fun and entertainment. The study based on analysis concluded that more than 80% of the students of Delta State University Abraka and Delta State Polytechnic Ogwashi-Uku spent time daily on social media platform. The most common reason behind the use of social media by students of Delta State University, Abraka and Delta State Polytechnic ,Ogwashi-Uku was in the area of accessibility, fast response, privacy and because it provides opportunity for more fun. From all indications, social media have become a critical part of how students interact and spend their time. It is obvious that many of

them can hardly do without them. Arising from this study, therefore, the following recommendations have been made for the attention if those concerned.

1. This research shows that students prioritize the use of social media platform for the purpose of entertainment, fun and information. It is therefore recommended that higher institution management should provide educative information and entertaining online programmes more on social media to carry students along in the academic world. This will encourage student zeal to regularly use social media for academic purposes.
2. Students should also be encouraged to create programmes on social media especially those students with the best technological exposure by school managements to lure away their interest from any indecent and diabolic activities on social media. And social media preference by students should be taken serious by school management by providing social media network available to students.
3. Adequate orientation on social media platform utilisatation by students should be provided by school management especially on facebook, whatsapp and instagram.
4. Both institutions should leverage the benefits associated with social media platform to deliver an integrated multimedia platform that can offer infinite information access to up to dated research reports and global knowledge that will benefit the students.

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