USE OF SOCIAL MEDIA IN HIV AND AIDS COMMUNICATION AMONG UNDERGRADUATE STUDENTS IN SOUTH-WEST NIGERIA

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A thesis submitted in partial fulfilment of the requirements for the Award of Doctor of Philosophy degree in Communication and Information Studies in the School of Journalism and Mass Communication, University of Nairobi, Kenya

2017
DECLARATION

This thesis is my original work and has not been presented for any other award in any university.

Sign:………………………… Date: ……………………………

Ayodele John Alonge
K90/97550/2015

This thesis has been submitted for examination with our approval as the university supervisors.

Sign:…………………………………… Date: ……………………………

Wambui Kiah, PhD

Sign:…………………………………… Date: ……………………………

Ndeti Ndati, PhD
DEDICATION

I dedicate this thesis to my beloved parents:

**Elder Samuel Alonge** and **Mrs. Comfort Alonge**. God has used them to make me the person I am becoming.

And:

To the loving memories of

- **Pastor Samson Adeyeye (1956-2015)**
- **Mr. Jacob Olorunfemi (1965-2005)**
- **Elder Olugbayoga Awodele (1972-2015)**

...Who departed this world too soon!

Perhaps, if my home country, Nigeria, had adequate health awareness and excellent healthcare system, they might still be here with us.
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The statements made and views expressed are solely the responsibility of the fellow.
ABSTRACT
This study examined the use of social media for HIV and AIDS communication among federal university undergraduates in southwest Nigeria. More specifically, the study sought to find out the social media platforms mostly used by undergraduates; examined the factors that contribute to the use of social media for HIV and AIDS communication; explored the extent to which information on HIV and AIDS is shared through social media and investigate the perceived usefulness of social media for HIV and AIDS communication. The study used Technology Acceptance Model and Social Exchange Theory. The study used mixed method approach and adopted the normative ontological assumption: enabling the study to use quantitative and qualitative reports from different perspectives to make conclusive findings. The sample size was 384 questionnaires; with six key informant interviews and three Focus Group Discussions (FGDs comprising ten participants in each university). Quantitative data were analysed using descriptive and inferential statistics. Qualitative data were analysed thematically. The results show that Facebook, Instagram and WhatsApp were the most favourite social media platforms used because students found them informative and easy to use. Blogs, twitter and WhatsApp were commonly used for HIV and AIDS communication across the three universities studied. Factors that negatively affected use of social media include unstable power supply, poor network connectivity due to lack of internet, unstable bandwidth and excessive cost of internet data bundles. The results also show that HIV and AIDS information was mainly on prevention methods, anti-stigma advocacy and general HIV and AIDS knowledge. However, the results revealed low dissemination of HIV and AIDS information on social media. The open discussion forums were largely initiated by government agencies, peer educators, universities and NGOs but those forums were largely neglected by the students due to lack of interest. The results revealed that the social media platforms are useful and can enable HIV and AIDS information reach a large audience and have positive effect on HIV and AIDS reduction. However, only a few of the students that had sexual intercourse within 3 months prior to this study indicated they used a condom while majority had unprotected sex despite their knowledge on HIV and AIDS through social media. Few students were motivated to connect with others for HIV and AIDS message sharing. Rather, they were encouraged to always check their HIV status. For effective HIV and AIDS communication, the government and NGOs need to focus on the social media platforms mostly used by undergraduate students such as Facebook, twitter and WhatsApp, ensure necessary infrastructure to facilitate social media usage is in place and collaborate to make sure that information shared on social media regarding HIV and AIDS is useful.
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<tbody>
<tr>
<td>AIDS</td>
<td>Acquired Immuno-Deficiency Syndrome</td>
</tr>
<tr>
<td>ANOVA</td>
<td>Analysis of Variance</td>
</tr>
<tr>
<td>BBC</td>
<td>British Broadcasting Corporation</td>
</tr>
<tr>
<td>CDC</td>
<td>Centres for Disease Control and Prevention</td>
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<tr>
<td>FGD</td>
<td>Focus Group Discussion</td>
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<tr>
<td>FMH</td>
<td>Federal Ministry of Health</td>
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<tr>
<td>HBM</td>
<td>Health Belief Model</td>
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<td>HIT</td>
<td>Health Information Technology</td>
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<tr>
<td>HIV</td>
<td>Human Immuno-Deficiency Virus</td>
</tr>
<tr>
<td>ICT</td>
<td>Information Communication Technology</td>
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<tr>
<td>KII</td>
<td>Key Informant Interviews</td>
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<td>NACA</td>
<td>National Agency for the Control of AIDS</td>
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<td>NGOs</td>
<td>Non-Governmental Organizations</td>
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<tr>
<td>NUC</td>
<td>National Universities Commission</td>
</tr>
<tr>
<td>OAU</td>
<td>Obafemi Awolowo University</td>
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<tr>
<td>PMTCT</td>
<td>Prevention of Mother to Child Transmission</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
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<tr>
<td>TAM</td>
<td>Technology Acceptance Model</td>
</tr>
<tr>
<td>TPB</td>
<td>Theory of Planned Behaviour</td>
</tr>
<tr>
<td>TRA</td>
<td>Theory of reasoned Action</td>
</tr>
<tr>
<td>TV</td>
<td>Television</td>
</tr>
<tr>
<td>UI</td>
<td>University of Ibadan</td>
</tr>
<tr>
<td>UNAIDS</td>
<td>United Nations Programme on HIV/AIDS</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations Children’s Fund</td>
</tr>
<tr>
<td>UNILAG</td>
<td>University of Lagos</td>
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<tr>
<td>USAID</td>
<td>United States Agency for International Development</td>
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VCT  Voluntary Counselling and Testing
WHO  World Health Organization
CHAPTER ONE
INTRODUCTION

1.1 Background to the Study
Nigeria is the most populous country in Africa with an estimated population of approximately 187 million people (Population Reference Bureau, 2016). According to UNAIDS (2014), a total of 3,400,000 Nigerians are estimated to be living with HIV and AIDS. This means about 1 in every 55 people in Nigeria is infected with HIV. According to Blanchard and Husted (2016), Nigeria is the second country in the world with the largest population of people living with HIV and this calls into question the impact of interventions that have been put in place to address this problem. In Nigeria, the major route of transmission of HIV is through sexual transmission (accounting for about 80% of HIV infections). About 42% of infections occur among heterosexuals that were previously considered ‘low risk’ (Federal Ministry of Health, 2014). Most At-Risk Populations (MARPs) alone contribute about 23% of new HIV infections and contribute 40% of new infections (FMH, 2014). Risk factors and drivers of the HIV epidemic in Nigeria include early sexual debut, low condom use, transactional sex and multiple sexual partners, low perception of risk, transfusion of poorly screened blood, poor injection safety, among others (FMH, 2014).

In Nigeria, young people aged 15-24 years, have the highest rate of HIV infection (UNAIDS, 2014). This group makes up over 30% of Nigeria’s population (FMH, 2014). Obviously, HIV infection is a big problem and threat to Nigeria’s development (UNAIDS, 2014; Blanchard and Husted, 2016). In Nigeria, the student population is composed mainly of those in the age bracket of 20 -30 years (Adeyemo et al., 2016). Those in this age bracket are more sexually active and are vulnerable to HIV and AIDS infection. Several methods have been used to sensitize Nigerian students on the existence of the HIV and AIDS scourge. These methods as documented by Onyene et al. (2013) include one on one interaction; social media (especially Facebook) awareness pages and groups; use of mobile phones; use of billboards; semesterly symposia; administrative nurturance elements; curricula based activities and sex education programmes. In spite of various campaigns about HIV and AIDS there is a notion that the prevalence rate of the scourge is high among the students in tertiary institutions (Ibe, 2015). This has attracted the research interest of scholars such as Magnus &
Gbakeji, (2014), and Onyene et al., (2013). These scholars in one way or the other have questioned the effectiveness or adequacy of various campaigns about HIV and AIDS on Nigerian campuses. This is borne out of the fact that there is continuous high rate of premarital sexual activity, drug and cultism among students (Nwaokoro et al., 2014).

In most of the tertiary institutions in Nigeria there is high awareness of the HIV and AIDS epidemic, but this has not resulted in the desired behavior change (Nwaokoro et al., 2014). Despite the high level of awareness of HIV and AIDS as reported by Omoregie (2013) and Adedimeji (2014), the risky sexual acts are still common occurrences among students. For example, in a research conducted on fresh students of tertiary institutions in Rivers State, Ibe (2015), observed the risky practices among students include the practice of sex without condom use (57.0%), having had multiple sexual partners (42.1%) and lack of use at first sexual encounter (22.8%). Some had multiple current partners with 3.5% having 4 to 6 current partners. Similarly, Magnus and Gbakeji (2009) affirm that unprotected sex is a phenomenon currently ruining lives of students in higher institutions of learning in Nigeria.

Studies indicate there is sufficient information about HIV and AIDS but that this has not translated into behaviour modification and until Nigerian youth change their risky sexual behaviour, little or no progress will be achieved with regard to reducing the transmission of the virus. Studies have shown that most of the youth are affected due to their sexual behaviour in colleges and universities since they practice unsafe sexual behaviour, experiment with alcohol and drugs, and fail to see themselves at risk of infection (Bernhardt et al., 2012; Chou, Prestin, et al, 2013). Because of the magnitude to which HIV and AIDS is affecting the youth, mobilizing more platforms to communicate HIV and AIDS can support significantly in increasing exposure to HIV and AIDS communication which has the potential to influence young people towards adopting precautionary behaviours against HIV and AIDS.

Among the most vital of resources in health care and health promotion is health information as it is crucial in guiding strategic health decisions, treatments and behaviours (Centola, 2010). Communication is, within the field of health communication, conceptualized as the essential social procedure in health care delivery and public health promotion. The core of the system of communication is grounded
upon the all-encompassing functions of communication in the creation, organization and dissemination of the health information (Korda & Itani, 2013). Health care practitioners and consumers harness their communication abilities to create, access, and share pertinent health information among other purposes, make crucial informed treatment decisions, adapt to altering health conditions as well as coordinate health preserving activities (Hoffman & Novak, 2012). The communication process further makes it possible for health promotion experts to generate convincing messages over prominent distribution channels in an effort to provide target population with appropriate health information so as to influence their attitudes, health knowledge and behaviours (Apple, 2013).

While the communication process is certainly powerful in health care provision, the workings behind the process in health contexts are equally multifaceted, with numerous channels and the impact on health outcomes being tremendous when the process is effective (Salathé and Khandelwal, 2011). Health promotion, a branch of inquiry in the field of health communication has over the years attracted academics concerned with the assessment of influential health communication campaigns geared towards preventing major health risks including HIV and AIDS, Heart Disease, and Cancer as well as evaluating the use of mediated communication channels to disseminate significant health information, albeit with a focus on traditional mass media (radio, television, film, billboards) (Maibach et al., 2002; Reardon, 2003; McGuire, 2005). With the rise of the social media, it is imperative to evaluate the extent to which the social media have been leveraged by pertinent stakeholders for the present day’s healthcare scourge, HIV and AIDS, with respect to its communication and information campaigns to target audiences and the efficacy thereof. It is against this background, that the present study is based, with reference to university students in South West Nigeria.

1.1.1 HIV and AIDS and the Youth
Globally, an estimated 37.6 million people were living with HIV in 2016 (UNAIDS, 2016). There is however, an improvement in the fight against HIV from previous years as more people are receiving the life-saving antiretroviral therapy (UNAIDS, 2013). In June 2016, about 8.2 million people were accessing antiretroviral therapy (USAID, 2016). There were about 2.3 million new HIV infections globally, showing a 33%
decline in the number of new infections from about 3.4 million in 2001. In 2015, 2.1 million people became newly infected with HIV globally; while new HIV infections among children have declined by 50% since 2010 (USAID, 2016). Worldwide, 150,000 children were newly infected with HIV in 2015, a reduction from 290,000 in 2010. Since 2010, no declines have been recorded in new HIV infections among adults. Every year since 2010, around 1.9 million adults have become newly infected with the virus (USAID, 2016). Although trends in sexual behaviours in high-prevalence countries have generally been favourable over the last decade, recent surveys in several countries in sub-Saharan Africa have detected decreases in condom use and/or an increase in the number of sexual partners (UNAIDS, 2013).

1.1.2 South West Nigerian Universities, HIV and AIDS and Social Media Use
According to the National Universities Commission (NUC) report of 2014/2015, as of 2014, there were 40 federal universities, 38 state universities, 50 private universities, 128 polytechnics and mono-technics, 117 Colleges of Education and 57 Innovation Enterprise Institutions, bringing the total number of tertiary institutions to 430 (NUC, 2016). South West Nigeria has the highest number of universities in Nigeria including Federal universities, private universities, state universities and polytechnics (NUC, 2016). Out of 113 Universities in Nigeria, the South west region alone has 33 universities which translate to 29.2% of universities in Nigeria (Ministry of Education, Nigeria). Each state (county) has a Federal University (National Universities Commission, 2016). Universities in this region are fully accredited and well organized with professional lecturers, modern facilities, comfortable environment for learning, offering diverse academic programs ranging from computer science, architecture, physics, project management, education, computer engineering (NUC, 2016).

The National Agency for the Control of AIDS (NACA) report (2015) confirms the study by Odu and Akanle (2008) regarding the knowledge of HIV and AIDS and sexual behaviour among the Youth in South West Nigeria. The latter indicates that most youth are sexually active and engaged in high-risk sexual practices such as casual sex and having multiple sex partners for the exchange of money or favour. From this report, it was clear that youth have very high knowledge levels of the key basic concept of HIV and AIDS although many of them have misconceptions about the cure of AIDS.
According to Odu and Akanle (2008) policies and programmes that can transform the sexual life of youth or reduce their risk behaviours should be put in place while prevention messages should be consistent, clear and effective to counteract other unreliable sources of information. This is supported by Oladepo and Fayemi (2011) who indicated that coherent sexuality education interventions to promote the adoption of abstinence among young people are urgently needed. Social media can bridge communication about HIV prevention and treatment among a diverse range of users, in various geographic and social contexts, and with enhanced anonymity and confidentiality in communication (Taggart et al., 2015).

Use of social media by students in universities in Southwest Nigeria is high. Fasae and Adegbilero-Iwari (2016) established that among the various social media networks available, Facebook (93.48 per cent) is the most recognized and most preferred by students in universities in Southwest Nigeria, followed by Google+ (63.77 per cent) and Twitter (47.83 per cent). Two-thirds of the students make use of social media daily to remain up-to-date with trending events/news and to occupy free time when they are bored, among other reasons. The findings show that Google+ (52.17 per cent) is the most beneficial social media network followed by Facebook (29.7 per cent) and Wikia (23.91 per cent). Most of the students are knowledgeable in the usage and application of social media.

1.1.3 Historical perspectives in health communication

Health communication and information campaigns have a long-standing history, associated with 19th century Europe at the time public health concerns were formally acknowledged and given utmost national importance (Kreps, 2003; Andreasen, 2006; Rice & Atkin, 2011). Whereas many of the popular health communication texts explore the history of health communication focusing exclusively on public health legislation and reform without much reference to health communication interventions, histories of public health reveal that some extent of joint public health measures have long been implemented by communities, with health promotion strategies certainly an element of the measures. Examples in this case include: Roman legislation governing burial of the dead and the regulation of dangerous animals and unsafe goods; Roman public baths; smallpox immunization in China and India; instituting legislation on prostitution in
Greece and Ancient Rome; as well as quarantining of lepers and ships by the Venetians in Europe” (Parker & Thorson, 2009).

Early health communication campaign literature documents three notable eras: The 1940s and 1950s dubbed “Minimal effects”; 1960s and 1970s dubbed “Campaigns can succeed”; and the 1980s and 1990s dubbed “Moderate effects” (Andreasen, 2006). The “minimal effects” era took place in the 1940s and 1950s and was typified by studies rejecting the notion that mass media could both directly and consistently influence human behaviour. In the 1960s and 1970s, the “campaigns can succeed” took place characterized by the recognition that if well designed and strategically conducted, campaigns could actually prove fruitful. Strategies employed in the era included among others, population subdivision, seminal evaluation, interpersonal communication networks, as well as setting of achievable campaign goals (Silk et al., 2011).

More recent health communication and campaign research has attained a more level view of effects as indicated in the 1980s and 1990s during the third era, titled moderate effects (Rogers & Storey, 1987). Growing attention is given to subtle but explicit change in behaviour and the subsequent outcomes of such changes. These moderate effects are illustrated in an Australian study by Redman et al. (1990) to evaluate mass media health promotion campaigns in safety restraints and cardiovascular risk behaviour. Beginning with a total of 24 studies, the authors determined that only nine of these met their standards for satisfactory evaluation methodologies. They however, questioned these positive results by querying the role of the media in the efficacy of such combined programs (Bernhardt et al., 2012).

1.1.4 The concept of new media and the social media subset

Media evolution or transformation and the need for new media emergence, is warranted in situations when: there is no longer suitable service delivery by the existing media, for either social, technological or cultural reasons; old notions do not apply any longer owing to technological innovation calling for such change in traditional forms of the media; there is an emergence of new forms of media, warranting new notions and concepts; and that there is a clear stalling of media change and new developments by legislative frameworks, requiring reforms (Kamal, 2010; Lee & Kwak, 2012). Media evolution takes place in three phases, that is, the original invention of a new medium,
modernization and dissemination, when the new medium becomes a new cultural technology (Thielst, 2011).

Social media is the biggest and most influential sub set of the new media (Vandewater and Denis 2011). Whereas new media allows for sharing, social media is more interactive, with its interactive components allowing for sharing, commenting, changing, responding and critiquing information possible on a wide scope and in some cases in real time. As such, central to social media is the growing visibility with unfiltered one on one communication that cannot be easily regulated (Mangold & Faulds, 2009.). The recent years have particularly seen a huge growth in social media use due to increased broadband access, easy accessibility to computers and website technologies that ease content sharing (Chou et al., 2013).

The most popular social media platforms are used by vast numbers of visitors, most notably Facebook, WhatsApp and Twitter with 1.3 billion, 600 million and 284 million active registered accounts respectively as of January 2015 (statista.com, 2015; accessed 5th July, 2016). The 25-34 years’ age cohort remains the largest social media user at 35.0% followed by the 35-44 years age category at 29.7%, then 18-24 years at 28.3% closely followed by the 45-54 years age category at 26.4%. Users aged 55 – 64 are the second last user group in numbers while the least users fall above 65 years of age. From the statistic, the youth form the dominant cohort as regards social media uptake (statista.com, 2015; accessed 5th July, 2016).

Leading social media networks usually exist in multiple languages, usually displaying strong user engagement and making it possible for users to connect with people across geographical, economic or political span (Ratzan, 2014). A case in point; Facebook became the first ever social network to exceed 1 billion monthly active users, while the more recent innovation, Pinterest became the fastest independently start up site to reach 10 million active monthly visitors. A majority of social networks with over 100 million users originated in the United States, but European services like United Kingdom and Chinese social networks including Qzone and Renren have since earned excellent appeal in their areas of origin due to local context and content (statista.com, 2015; accessed 5th July, 2016).
Social network adoption by target consumers is highly assorted, with platforms such as Facebook and Google+ for instance being highly focused on exchanges between family and friends and constantly advancing interaction through features like status and photo sharing and social games. Other networks like Twitter and Tumblr are more concerned with rapid communication hence fittingly termed microblogs (Anderson et al., 2013). While some social networks focus on community, others underscore and exhibit user-generated content. Owing to their constant presence in their users’ lives, social networks maintain a definitely strong social impact. The haziness between virtual and offline life and the digital identity concept and online social interactions are but some of the new emergent aspects in recent discussions (Moorhead et al., 2013).

1.1.5 Traditional media versus new media in health communication campaign

Traditional mass media health campaigns have presented a significant disease prevention and health promotion strategy since the 1940s (Asur & Huberman., 2010). Mass media health communication campaigns frequently take the form of an array of TV and radio public service announcements with print materials such as booklets, posters and brochures. Mass media campaigns have been carried out on themes ranging from general to specific health issues and specific diseases, including: HIV and AIDS; cardiovascular health; alcohol and drug abuse; family planning; smoking; nutrition; safety; screening; cancer control; immunization; mental health; and lung disease (Pampel et al., 2010; Marton, & Chun t al., 2011 Lyons, 2011)

Over the years, health communication has advanced to illustrate the complex multifaceted roles communication plays in health care and health promotion. The subsequent knowledge gained is channelled towards helping modern health care stakeholders strategically use communication to achieve their health goals (Centola, 2010). Interpersonal communication between health care providers and consumers, health care team members, as well as support group members has been the focus of numerous health communication studies. A broad range of personal (mail, telephone, fax, e-mail) and mass (television, radio, billboards, film,) communication media have long been the focus of health communication campaigns under the traditional media banner (Dahl, 2010). Considerable debate however surrounds the effectiveness of these campaigns (Sharp, 2011; Martin-Moreno et al., 2011; Thackeray et al., 2012; Lefebvre & Bornkessel, 2013).
Among the most provocative review of evidence about effects of traditional health communication campaigns under the three eras are made by Moorhead et al. (2013) who support the transition to a “fourth era” platform on the Internet. They asserted that the big community trials such as Stanford, Minnesota and COMMIT have shown negligible to no overall effects yet substantial evidence exists from observational studies including the National High Blood Pressure campaign evaluation of major health impacts and plausible relationships between the campaign and the effects. Neiger et al. (2013) further suggest that if programs work, they likely work because they trigger a multifaceted change process in social norms as opposed to transferring knowledge. They add that it is probably time to consider a fourth era and that one is characterized by the use of the Internet and by paid media rather than relying on public service time.

Present day’s social networks have grown beyond physical communities and are now thriving online through social media platforms (Mary et al., 2011). These social networks are being used to communicate and aid health risk prevention efforts and facilitate discourse among public health practitioners (Thackeray et al., 2012). The present decade in particular has set an immense turning point in the way in which populations across the globe obtain public health information through the Internet. This quick development into virtual information sharing presents a momentous opportunity for public health communicators. For instance, with the enlargement of traditional social networks across the Internet, millions of populations now have a ready access to dependable public health information and interventions in real-time (Webb et al., 2010).

1.1.6 Usage of Social Media among the Youth
Referring to the world youth report (2005), one area where youth have an edge in the growing society is in the use of the new technologies. Globally, many youths are using the social media and its products, regardless of existing inequalities in terms of access. Different usage developments related to the social media have also been noted amongst youth in developing and developed countries. According to Internet World Stats (2015), Africa constitutes only 9.8% of social media users across the world, at a penetration of 28.6% of the African population. This difference however, does not invalidate the fact that young people in the continent are at the forefront in embracing the social media and other technological products aimed at them. For the purpose of this study, the trends
of social media use are briefly discussed in terms of the current number of users and their purpose.

Quick technological developments have made an important contribution to the rise and use of social media platforms. In a study conducted on the use of social media amongst American teenagers, Tucker (2009) noted that 51 per cent of teenagers in America checked their social media platforms more than once daily, while 22 per cent checked their social media platforms more than ten times daily. In South Africa, social media platforms such as MXit drew approximately 14.5 million users, with most users accessing it daily (Clubbers Guide, 2010). Globally, Facebook has 1.79 Billion users and the youth contribute the greatest proportion of this number (Internet World Stats 2015). In a study conducted by World Wide Worx and Fuseware (2012) on use of social media in South Africa, results indicated a growing use of social media among rural and urban dwellers and across different age groups. Their study further revealed that by August 2012 there were approximately 5.33 million people (South Africans) who were accessing Facebook through the web while 6.8 million South Africans accessed Facebook through mobile phones (Worx & Fuseware, 2012).

A study conducted by Mpofu and Salawu (2014) indicated that a total of 2.43 million, 9.35 million and 1.96 million people used social media like Twitter, MXit and LinkedIn respectively in South Africa. According to Rosen (2010), Facebook forms the largest social media platform in the world, with 80 per cent of a teenager’s time being spent on social media. Rosen further maintained that the time youth spend on social media is used to explore their identity, determine their personality, and find out who they are. These three goals are triggers of behaviour change amongst social media users (DasGupta, 2008). The time spent on social media and the nature of information shared amongst social network users can contribute to attitude change towards an object or an issue. Clearly, the extent to which social media platforms are being used by the youth indicate the need to utilize them for other beneficial purposes like health communication. This calls for more research in Nigeria to establish if the undergraduate students from South west Nigeria, who are among the vulnerable population to HIV and AIDS as it has been revealed in literature (UNAIDS, 2014), are benefiting from the use of social media platforms in regards to health communication. The latest data on social media in Nigeria shows that Facebook use is 93.79% while Twitter use is 3.54%.
Other social media platforms are Pinterest (1.49%), YouTube (0.31%), LinkedIn (0.28%) and Instagram (0.23%) (StatCounter, 1999-2017).

1.1.7 Social Media as Public Health Campaigns Tool
Public health campaigns that make use of social media to facilitate populations to express and disseminate information on how a health issue influences their daily lives, including what remedies they have put in place towards improvement of their situation, are likely to be more impactful than campaigns that do not (Kotler et al., 2010). With the arrival of “posts”, “tweets” and “likes”, social media has revolutionized how organizations communicate with their constituents for good (Bernhardt et al., 2012). In the United States of America for instance, HIV prevention and testing information has been disseminated through the Centers for Disease Control and Prevention (CDC); Health Resources and Services Administration, AIDS.Gov YouTube channels and the “Act against AIDS Campaign Voices of Experience” series. Similarly, e-cards are used to send reminders about HIV testing and health practices, as photo-sharing sites are used to raise awareness (Carezone, 2013).

With the number of social media users constantly growing, the platform presents unique opportunities to reach populations who may find it preferable to obtain health information through these channels (Hoffman & Novak, 2012). Through the social media, users are able to share important health content in new and emerging channels, examine how information reverberates in different spaces, and offer occasions for manifold exposure to relevant information. Additionally, the use of social media channels, pertinent public health organizations and groups advancing the awareness on HIV and AIDS can share relevant information where users are already spending their time (Kaplan & Haenlein, 2010). Sharing health information in new spaces further allows public health stakeholders to potentially tap into the vast audiences of social media channels. For example, explosive growth in the use of Facebook, Twitter and YouTube among Africans, the population worst hit by HIV and AIDS pandemic affords a great opportunity to determine the best ways within the channel to target HIV and AIDS education and information for this demographic group (Teutsch, 2013). UNAIDS (2011) reports that throughout the world, social media has been found to prevent HIV and AIDS by spreading awareness through providing online resources and information
for instance using a condom; need to have an HIV test; discussing HIV testing with one’s sexual partner; and knowing about ARV treatment for AIDS.

The use of the social media applications for health information purposes is increasing with studies showing the social media as one of the most widely used resource for health information (Davis, 1993; Dahl, 2010; Healio, 2011). Further, the emerging social media such as Facebook, twitter, blogs and health related social networking platforms have received enormous attention from health information searchers. According to Elkin (2008) approximately one third of online health information seekers have used social media resources and this number is expected to grow as more and more people seek information and help from their peers (Fox & Jones, 2009). Social media, in particular health related social media, can provide a venue through which people can connect with others, exchange information and sharing experiences (Dahl, 2010).

Health social networking platforms have the potential to amplify the speed and simplicity with which information is communicated as well as enabling collaborating communication flows within networks. Although they are not many in number, current health related social platforms have harnessed this platform to communicate health messages and support societal participation in issues concerning their health (AIDS.gov, 2008). Crucial to these sites are the opportunities for dialogue that emanate from the use of social media. For example, many people make sense of information when they are able to discuss and debate it and for social change to occur there must be opportunities for dialogue (Figueroa et al, 2002). The study also, further states that when information helps people communicate, participate and make informed choices, it is only then that the information becomes beneficial. Participation is critical if development or change is to occur, hence health related social media are seen as having much prospective in communicating about HIV and AIDS as they can allow youths to discuss and debate issues of concern, enabling them to make informed choices.

From the foregoing, it is obvious that there has been a scant use of social media, more research needs to be carried out to authenticate their prospective in fighting social ills within societies, given the huge numbers of undergraduate students using social media especially between 67 and 78% (Abah et al., 2014). Of particular interest, understanding the role social media can play in addressing issues of HIV and AIDS
amongst the youth becomes critical as they are at the forefront in embracing and using social media. Fox and Jones (2009) further assert that as younger people face more health care questions and challenges, they may turn to the tools that they have sharpened in other contexts of their lives to gather and share health guidance.

### 1.2 Problem Statement

There is extensive and growing use of social media by youth both in the developed and the developing world. For instance, a study by Madden et al. (2013) established that teens share a wide range of information about themselves on social media platforms. The study also found out that teen Twitter use grew significantly from 16% in 2011 to 24% in 2013. Also, the typical teen Facebook user has 300 friends, while the typical teen Twitter user has 79 followers (Madden et al., 2013).

Studies by Niger et al. (2013) and Chou et al. (2013) have indicated that social media is being exploited to attain public health outcomes. Niger et al. (2013) noted that, there is a need to leverage social media for significant conversations on issues of HIV and AIDS discourse. Similarly, Chou et al. (2013) concluded that there is a need to harness the participatory nature of social media. Social media is a capable tool for health promotion but the development, identification and applications of metrics to track and assess social media is still inadequate (Karda & Imani, 2013). The advent of the social media where millions of youth are found online chatting and updating their profiles as well as disseminating information is recognized as a possible pathway to creating awareness and providing access to HIV and AIDS information (Abah et al., 2014). One way to enhance engagement with the youth regarding HIV and AIDS could be to exploit the potential and interactive nature of the new media since millions of young people make use of it for various reasons. However, in Africa, despite the advent of the social media, not many studies have been carried out to find out its role in for the reduction HIV and AIDS transmission and increased prevention. There is low awareness on the use of the social media on health and HIV and AIDS related issues (Mpofu & Salawu, 2014).

Despite there being increased knowledge on HIV and AIDS, this has not prevented youth from engaging in risky sexual activities and being infected. There is lack of empirical evidence on specific characteristics of social media platforms and messaging
content that could possibly enhance the sharing with actionable usage of HIV and AIDS information. There is limited existence of scholarly comparison of different types of social media platforms that specifically establishes the most suitable HIV and AIDS communication. In addition, most health information researches have not fully linked the perceived usefulness of social media platforms in communication of HIV and AIDS information and actions that prevent the youth from engaging in risky sexual activities and being infected. It is against this background that this study sought to investigate the use of social media for HIV and AIDS communication among federal university undergraduate students in Southwest Nigeria.

1.3 Objectives of the Study

1.3.1 General Objective
The general objective of this study was to investigate the use of social media for HIV and AIDS Communication among federal university undergraduate students in Southwest Nigeria.

1.3.2. Specific Objectives
i. To find out the social media platforms mostly used for HIV and AIDS Communication among undergraduate students in Southwest Nigeria
ii. To examine the factors that contribute to the use or non-use of social media for HIV and AIDS communication among undergraduate students in Southwest Nigeria
iii. To explore the extent to which information on HIV and AIDS is shared or not shared through social media among undergraduate students in Southwest Nigeria;
iv. To investigate the perceived usefulness of social media for HIV and AIDS communication among undergraduate students in Southwest Nigeria.

1.4 Research Questions
The study sought to answer the following research questions:

i. What are the social media platforms mostly used for HIV and AIDS Communication among undergraduate students in Southwest Nigeria?
ii. What are the factors that contribute to the use or non-usage of social media for HIV and AIDS communication among undergraduate students in Southwest Nigeria?
iii. To what extent is information on HIV and AIDS is shared or not shared through social media among undergraduate students in Southwest Nigeria?

iv. What is the perceived usefulness of social media for HIV and AIDS Communication among undergraduate students in Southwest Nigeria?

1.5 Justification of the Study
The results of this study are expected to be of significance to several stakeholders who include the government as a policy maker, non-governmental organizations/agencies, donors and faith based organizations with focus on HIV and AIDS prevention, social workers, researchers, students, HIV and AIDS support groups, Non-Governmental Organizations (NGOs) well-timed, accessible and reliable health information that is imperative for improving health outcomes among young people of university age.

A review of previous studies done in this field have shown research gaps that need to be addressed. Some of the studies on social media and health have treated social media platforms as a marketing basis for social marketing (Kamal et al., 2010; Webb et al., 2010). This study went beyond this to consider the characteristics of social media platforms that could make them effective or not effective for use in HIV and AIDS communication. Awamieh and Fernandes (2012) assumed acceptance of technology and innovation to communicate will make information communicated effective which is not the case. This study went ahead to empirically establish the link between perceived usefulness of technology and innovations in communication of HIV and AIDS information. Mangold and Faulds (2009) as well as Steglich et al. (2010) focused on diverse uses of social media platforms and suggested that some of them could be used for health communication. However, they did not go ahead to explain what characteristics make some social media platforms more useful for health communication than others. This study addressed not only the characteristics of different social media platforms but also factors that contribute to use or non-use, extent of health information sharing as well as the extent such information become useful to undergraduate students in South West Nigeria.

1.5.1 The Government
The findings of this study may be of value to the government of Nigeria through agencies such as National Agency for the Control of AIDS (NACA) which is mandated to ensure that Nigeria is a nation of people with functional knowledge of HIV and AIDS
who provide care and support to individuals, families and communities confronted with the epidemic and facilitate all stakeholder HIV and AIDS activities in the country. The study has provided new insights on how social media can be used to develop healthy sexual and prevention of risky sexual activities. The findings of social media could assist the government to effectively leverage social media as a tool through which large-scale, low-cost HIV prevention efforts can be implemented among the youth in Nigeria.

1.5.2 Non-Governmental Organizations/Agencies
The findings of this study could benefit non-governmental organizations, religious organizations and international agencies such as United Nations Programme on HIV and AIDS (UNAIDS) who seeks to help prevent new HIV infections and reduce HIV infections through social change and awareness programmes. The findings of this study may enlighten and give insights to these organizations on how they can use social media platforms to conduct their communication programmes. In this regard, the study may contribute to the promotion of a new informed strategy and programmes to increase awareness that will go a long way in informing healthy sexual and preventive actions and attitude among the students in Nigeria. The organizations can initiate discussion through social media on prevention, testing, stigma and advocacy topics.

1.5.3 Students in the Universities/Tertiary Colleges
Evidence has shown that there is extensive and growing use of social media by youth both in the developed and the developing world. The findings of this study could contribute to enlighten of the university students on how they can use social media to share information on HIV and AIDS through their peer educators, counsellors and other stakeholders in higher institutions of learning focusing on students’ health and welfare. For instance, the students may form social groups where they may freely discuss HIV-related topics such as prevention, testing, knowledge, stigma and advocacy. Social media may help the students who are interested in gaining knowledge on HIV and AIDS and in an environment, they feel free, since they are sharing the information with their peers.

1.5.4 Researchers and Academicians/Scholars
The findings of this study could benefit the researchers and academicians by contributing knowledge on whether social media networks could enhance HIV and AIDS Communication among federal university undergraduates in Southwest Nigeria.
The study provides additional empirical evidence on the extent of use of social media to enhance HIV and AIDS Communication, in the context of Nigeria, which is currently inadequate. Hence the study could help researchers and academicians to expand their research knowledge in this area and act as reference material. Moreover, this study can also act as a basis for further research in area under study.

1.6 Scope and Limitations of the Study
This study was limited to the use of Social Media – Facebook, Twitter, and Instagram - HIV and AIDS information communicated, perceived effectiveness thereof in HIV and AIDS awareness creation and factors determining uptake. The choice of the social media platforms was informed by the fact that they are the most popular and most used social media platforms among the youth. Geographically, the study was limited to South West Nigeria because of the high concentration of universities. The study covered a period of one year 2015-2016.

The cross-section nature of the methodology used in this study meant that data was collected only once and over a short period. Given the dynamic nature of technology used in social media platforms, changes take place over time but this study could not take into account such changes. The youth in Nigeria comprises of young people in the age of 18 to 35 years. Since this study was being carried out in universities, the age group was confined to 16-27 years. The population in the universities therefore excluded those over 27 years but are also youth. This shows a necessity to extend the study beyond the university. This study focused on use of social media for HIV and AIDS communication and not behaviour change. This is despite the fact that most of HIV and AIDS communication are aimed at behaviour change of youth to lower HIV infection and transmission. A study on behaviour change would require collection of data over a long period of time hence out of scope of this study owing to the methodology used.

1.7 Operationalization of Terms

**Communication**  In this study, this word is used as -the act or process of using words, sounds, signs, or behaviors to express or exchange information or ideas, thoughts, feelings to someone else.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Federal University</td>
<td>Federal University means University established, controlled and financed by the highest level of government in Nigeria. It is also known as the central government.</td>
</tr>
<tr>
<td>Social Media</td>
<td>In this study, the phrase social media is used as Websites and Applications that enable users to create and share content or to participate in social networking that depends on mobile and web-based technologies to create highly interactive platforms through which individuals and communities share, co-create, discuss, and modify user-generated content</td>
</tr>
<tr>
<td>South West Nigeria</td>
<td>This is the Political zone of Nigeria that comprises Oyo State, Lagos State, Ogun State, Ondo State, Osun State and Ekiti in this study.</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>In this study, the word undergraduate means a university student who has not yet received a bachelor's degree. They are in year 1, 2, 3 and 4 of their study -This is known as 100 level, 200 Level, 300 level and 400 level respectively in Nigeria university system.</td>
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CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
This chapter presents the review of literature related to the current study. It covers both theoretical and empirical reviews; the research gap; theoretical framework and conceptual framework for the study.

2.2 Social Media and HIV and AIDS Communication
2.2.1 The Social Media Platform
The social media platform is constantly advancing with new technologies and approaches of utilizing the technology. The advancement in technology is transitioning towards a ubiquitous society in which a variety of information is available anywhere and at any time (Bernhardt et al., 2012; Marton et al. 2012; Thielst, 2011; Asur & Huberman, 2010). The recent advancements in and use of mobile technology and wireless Internet can largely be seen as a step towards a digitized society. It enables data, processing power and applications to be available to and easily shared by users on demand. Furthermore, it is possible to collect and share data across geographical location, since smart phones are carried everywhere (Hoffman & Novak, 2012).

In order to achieve a perspective of the range of growth in technology, one could use the increase in number of subscribers to access channels to the Internet. The range of channels or probable processes of connecting to the Internet surpassed 2 billion in the Organization for Economic Cooperation and Development countries in 2010 from 1 billion in 2000 (OECD, 2011). The mobile connecting channels account for 63% of the total access channels; translating to at least one mobile connecting channel per capita in OECD countries (OECD, 2011).

The intensification rate of social media technologies and platforms requires that a categorization of social media platforms grounded on technological aspects is not durable across time (Kaplan & Haenlein, 2010). As such, it appears logical to present a wider categorization of social media platforms on the basis of factors depicting how the various social media platforms are employed (Kaplan & Haenlein, 2010; Kotler et al., 2010). Kaplan (2012) has lately extended his initial typology by including mobile social media applications predicted to grow rapidly (Kaplan & Haenlein, 2010).
methodology for classifying social media platforms can describe what users’ most frequent activities are on a given platform (Mangold & Faulds, 2009). Mary et al. (2011) investigated online brand profiles and found that social media activities can be classified in three factors: creating, socializing and information seeking.

Efforts have been made to record respective social media networking sites’ sizes based on the total number of registered users (Kaplan & Haenlein, 2010). The soundness of this data is however doubtful. The most characteristic or attribute of content communities is termed as information seeking while the second most characteristic behaviour is creation, a claim that can be justified from the literature. The literature asserts that there is only a small section of content contributors and a large fraction of users, who do not create content themselves but instead only read that of others (Mary et al., 2011).

2.2.2 Social Media Usage among Youth
In this digital age, technology and the internet have become everyday life. Social media platforms such as Facebook, twitter and Instagram are especially prominent in the lives of young people. The social media platforms are not just for communicating with friends but also provide an avenue for young people to express themselves and find information. According to a Pew survey conducted during 2014-2015, 94 percent of youths who go online using a mobile phone do so daily. Youths also use multiple social media platforms as 71 percent indicated that they used more than one social media site. Facebook, Instagram and Snapchat are the most popular (Lenhart, 2015). A study by Lenhart (2015) revealed that more than 90% of youth are connected globally through the use of the social media platforms for a variety of purposes. These studies argued that this age group dominates the new media use more than any other age group. This implies that since this age group has greatly embraced this new technology, it has the potential to be an effective platform to communicate HIV and AIDS.

Lenhart et al., (2010) reported that 72% of young boys and girls aged 18–29 years old use social networking websites, nearly identical to the rate among teens and significantly higher than the 39% of Internet users aged 30 and above who use these sites. Facebook is currently the most commonly used online social network among adults. The report showed that among adult profile owners, 73% have a profile on
Facebook, 48% have a profile on MySpace and 14% have a LinkedIn profile. Pew Internet website (2013) revealed that Facebook is the most commonly used social media platform. The survey showed an increase in teen Twitter users from 16% in 2011 to 24% in 2012. In another study, Porterfield (2010) showed that 71% of the youth actively maintain a Facebook profile and 75% of the older generation maintains one as well. According to ITU (2017), the proportion of internet users who are youth aged 15-24 years in the world is 23.4 percent. In Africa, they are 37.3 percent of all internet users.

2.2.3 Social Media Use in Africa and HIV and AIDS

The number of people living with HIV globally in 2016 was 37.6 million, and out of this figure, 23.5 million were from Sub-Saharan Africa (UNAIDS, 2016). Efforts have been put in place by governments in different countries in Africa and non-governmental organizations (NGOs) to create necessary awareness on the mode of transmission and prevention of HIV and AIDS. Different channels such as TV, Radio and newspapers and magazines have been employed as a way to scale-up HIV and AIDS transmission and prevention. Recently, the advent of the social media where millions of youth are found online chatting and updating their profiles as well as disseminating information is recognized as a possible pathway to creating awareness and provide access to HIV and AIDS information (Abah et al., 2014).

In Africa, the mass media have been encouraged and studied as a means of creating HIV and AIDS awareness (Grabbe et al., 2010; Onsomu et al., 2013; Jung et al., 2013). This is done using different approaches like the folk media along with mass media (radio) to educate local communities about HIV and AIDS. The need for HIV and AIDS communication for behavioral change has been thoroughly studied by Ndeti (2012). Ndeti (2012) found that HIV campaigns via the mass media in Kenya made very little impact as 73% believed the campaign was not very enlightening and informative. Ndeti further reported that irrespective of the information on HIV and AIDS prevention passed across via the mass media, young individuals still engage in unprotected sex. This perhaps could be due to the one-way nature of communication in mass media. Social media or the new media could bridge this by encouraging a more interactive communication than mass media. This calls for a new way of engaging the youth who are a high-risk group vulnerable to HIV and AIDS due to increasing risky sexual behaviour. The study in South Africa by Mpofu & Salawu (2014) reported that 95%
of the respondents have knowledge and understanding of social media and are using social media platforms. It reported that social networking sites are greatly used by young people for various activities. MYMsta and YouthNoise.com platforms that address various determinants of HIV infections were not commonly used by the youth. The study also revealed that there was low awareness on the use of the social media on health and HIV and AIDS related issues.

The study showed that discussions held on HIV and AIDS social sites contributed greatly to an increased understanding of the various aspects of HIV and AIDS, and it allowed young people to participate in the processes of such discussions. The study identified privacy, artificiality and nature of relationships within social networking sites as challenges to HIV and AIDS communication that can be implemented on the social sites. The study by Clubbers Guide (2010) in South Africa reported that social sites such as MXit with almost 14.5 million users have the most users who access the site daily. Healio (2011) while discussing the importance of social media and HIV prevention in Africa argued that globally, social media and mobile technologies have the likelihood to contribute to HIV and AIDS prevention by creating and spreading the social exchange awareness. The report further argued that these technologies and their varied platforms can provide readily, online resources, information, and learning opportunities for youth gathering health information, including information on HIV and AIDS. In assessing the relevance of the social media in HIV prevention, UNAIDS (2011) observed that the likelihood of new technologies to re-energize the AIDS-movement is understandable. That with social media and mobile technology, information on HIV prevention can be easily shared on social media platforms.

2.2.4 Social Media Use in Nigeria

Obono (2011) indicated that in Nigeria, the media on HIV and AIDS communication are diverse, and different media approaches are used to influence behaviour change on HIV transmission and prevention. The study noted that through social marketing, television, radio, film and billboards, informative messages that encourage the audience to make appropriate decisions are readily available. The information transmitted via these media increases people’s knowledge of the disease and can lead to a change in their attitude and behaviour toward the disease. On the use of social marketing on HIV and AIDS campaign, Izogo & Chukwuemeka (2013) reported that proper message
timing and frequency and broadcast media campaigns/programmes can have considerable effect on behaviour change for reduced transmission and increased prevention against HIV and AIDS.

In Nigeria, several studies on the use of the traditional mass media on HIV and AIDS campaigns have been carried out. However, research on the use of the social media in HIV and AIDS campaign has not been adequately carried, as studies available are scanty. The study by Abah et al. (2014) was the only empirically available study on the use of the social media on HIV and AIDS communication. The various mass media (radio, television, newspapers and magazine as well as billboards) have helped in increasing HIV knowledge and behavioural change (BBC, 2014). The Nigerian video film industry (Nollywood) has been used as a means to create necessary information regarding the transmission and prevention of HIV and AIDS. In some of the movies such as Another Chance produced in 2009, HIV and AIDS messages are incorporated into the storylines in order to appeal to large audiences (Akinlabi, et al., 2009). The messages transmitted through this medium emphasized on condom use and stigmatization of people living with HIV and AIDS. Also, billboards and posters have been used to publicize how unprotected sexual intercourse could lead to HIV and AIDS (Odutola et al, 2006; Obono, 2011). Akinlabi et al., (2009) on their study of the media and behaviour change noted that the media are powerful tools for advocacy and social mobilization against the spread of HIV and AIDS. They argued that an increase in awareness of the HIV epidemic increases people’s desire to be tested, use a condom, and care for people living with the virus among other behavioural changes.

### 2.2.5 The Nexus between Social Media and Health

Whereas there has been a considerable quantity of research assessing social media and its impact on promotion of profitable products, there is a lack of studies investigating the area of social media and health. Fundamentally, the findings from the present and past marketing studies are showing that the power of social media as a support platform remains the same. OReilly (2007) concludes that network effects from consumer contributions are determinants of market dominance in the Web 2.0 era. Web 2.0 is the second stage of development of the internet characterized by change from static web pages to dynamic or user generated content and the growth of social media. Mangold and Faulds (2009), offer that other than just informing a few friends, users are now able
to share information with hundreds or thousands of fellows with a few keystrokes. According to Berthon et al. (2012), Web 2.0 technologies transmit media monologues into social media dialogues.

The influence of social media in advancing information sharing is in the collective sharing and production of content although it remains hard to explain how the influence occurs in practice due to a host of possibilities on social media. The platforms ought to be incorporated in media arrangement and activities organized across platforms, application and the activities to be promoted by a combination of these tools such as health information (Kaplan & Haenlein, 2010). Kaplan and Haenlein (2010) further argue that organizations should provide information, tell stories and maintain courses that users are engaged in (Kaplan & Haenlein, 2010; Mangold & Faulds, 2009).

Studies on health and social media are remarkable as they might reveal associations or impacts between users, perceptions and businesses that are imperative for marketers, healthcare institutions or politicians to understand. These associations and impacts are vital in understanding healthcare information dynamics as they contribute to making effectual health promotion by use of social media (Vandewater & Denis, 2011). Health promotion ought to be capable of benefitting from the influence of social media since it is an engaging topic (when creatively used) for users to share and talk about. Furthermore, studies on social media and health will be useful in the establishment of measurement on the efficacy of health promotions and intervention. Better methods of evaluation of health interventions would require a more resourceful allocation of investment to such interventions.

Social media and health has been assessed from different viewpoints. One viewpoint that is being studied is on healthcare institutions and the association they have with social media (Sharp, 2011; Thielst, 2011). Other perspectives that have been utilised to study healthcare institutions are the role of social media in areas such as paediatric obesity (Vandewater & Denis, 2011) and patent engagement in hospitals (Sharp, 2011; Thielst, 2011). Studies on the public involvement in government health websites suggested that such sites should regularly increase involvement levels by use of social media (Lee & Kwak, 2012).
Karda and Imani (2013) conducted a wide literature review of health promotion and behaviour change on social media from a wide array of fields addressing some analogous issues as the present study. The study concluded that social media was a capable tool for health promotion but the development, identification and applications of metrics to track and assess social media is still inadequate (Karda & Imani, 2013). Another pertinent issue established in the review was the difficulty of establishing whether or not persons were engaging in the substance at the health sites or “just stopping by” (Karda & Imani, 2013).

2.3 Empirical Reviews

Abah, Aderibigbe and Olubunmi (2014) have emphasized on the critical role of health communication by illustrating the importance of social media in engaging young people on HIV prevention in Nigeria. They conducted a social media survey among young unmarried tertiary graduates between the ages of 15 to 35 who were working in Abuja, Nigeria. Abah et al. (2014) established that Facebook was the most popular social media platform. They also established that Facebook was instrumental in sharing health information and solving their health-related problems. The study recommends the use of social media networking services organizations involved in HIV and other related infections to engage young people. This study supports the present study in that they both explored the extent of the HIV information shared, the efficacy of social media and the factors for effective use.

Storey et al. (2014) sought to establish the meaning of health communication and how it affects the HIV and AIDS continuum of care in New York City. They used four main functions of communication namely information seeking and delivery, persuasion, social connection and structural/ cultural expression and maintenance to conceptualize ways in which communication can achieve better HIV and AIDS outcomes. According to Storey et al. (2014), communication complements other types of interventions across the HIV and AIDS continuum of care and has effects on HIV-related knowledge, attitudes, social norms, risk perceptions, service delivery quality, and behavioural decisions that affect if and when the virus is transmitted, when and where testing and care are sought, and how well adherence to antiretroviral therapy is maintained. The study looked at health communication and how it affects the HIV and AIDS continuum of care; however, the study does not specify the mode of communication. The study did
not look at how social media had/had not enhanced health communication. This study sought to fill that gap by specifically looking at whether and how social media enhances the communication of HIV and AIDS information.

2.3.1 Prevalence of HIV and AIDS in South-western Nigeria

Blanchard and Husted (2016) stated that Nigeria has low HIV and AIDS prevalence rate of 3.2% in comparison to countries in Southern Africa with adult zero-positivity rates of 10% to 25%. They stated that Nigeria makes up nearly 1/10 of the world’s HIV and AIDS infected persons with more than 3 million people infected being the highest HIV-positive population behind South Africa in the world. WHO (2017) stated that ever since the onset of the HIV and AIDS scourge, over 70 million people have been infected with the virus and about 35 million people have died of AIDS. Worldwide, 36.7 million people were living with HIV at the end of 2015. An estimated 0.8% of adults aged 15–49 years worldwide are living with HIV, although the burden of the epidemic continues to vary considerably between countries and regions. Sub-Saharan Africa remains most severely affected, with nearly 1 in every 25 adults (4.4%) living with HIV and accounting for nearly 70% of the people living with HIV worldwide (WHO, 2017).

In Nigeria, the first case of AIDS was reported in 1987 in a sexually active 13-year-old girl (John et al., 2014). Right from this first report, HIV prevalence in the country has been on the increase. Youth aged 15-24 years have the highest sero-prevalence rate, but this trend has been decreasing since 2001. The prevalence rate of this age group declined from 6.0% in 2001 to 4.1% in 2010 (NACA, 2011). However, within this group, the prevalence rate among those aged 15-19 years is 3%, while it is 4.6% among those aged 20-24 years (NACA, 2012).

The youth constitute an important segment of Nigeria’s society and they make up 31.6 per cent of Nigeria’s population (National Population Commission, 2013). In the world, Nigeria has the second largest HIV epidemic with low HIV prevalence among adults (3.1%) compared to other sub-Saharan African countries like South Africa (19.2%) and Zambia (12.9%). This shows that youth in Nigeria contribute significantly to new infections and unless effective interventions are put in place, the situation could get out of hand. In the regions, southern states (known as the South-South Zone) have the
highest HIV prevalence (5.5%). The prevalence rate is lowest in the southeast (the South-East Zone) with 1.8% (AVERT.org, 2017).

National data shows that 4.2% of young people (ages 15-24) are living with HIV (AVERT.org, 2017). The report shows that HIV awareness and prevention is higher among young men than women. Higher HIV prevalence is found among young women and this group is infected earlier in life than men of the same age group. In 2013, more than 34,700 young women were infected with HIV compared to 19,900 young men (AVERT.org, 2017).

Young people are excessively affected by the scourge even with the decline in the overall HIV prevalence from 5.8% in 2001 to about 3.4% in 2012. The survey revealed that 2.9% of young people aged 15-19 years are infected, while females aged 15-24 years are most disproportionately affected by the HIV scourge among the four (4) broad age-gender categories of the sub-population (National HIV and AIDS and Reproductive Health Survey, 2012 cited in Ofole and Peter, 2014). Research indicates that irrespective of the high-level of awareness of existence of HIV and AIDS, there is still a high rate of transmission and low prevention (Federal Ministry of Health, 2006). This shows persistence of risky sexual activities despite there being awareness about HIV and AIDS transmission and prevention. Similarly, Haffejee et al., (2016) report very low knowledge on prevention of mother to child transmission (PMTCT) among young women of reproductive age in South Africa. Among the youth, early sex, multiple sexual partners, unprotected sex and traumatic sexual practices such as forced sex has been reported to be responsible for the increased HIV transmission (Slap et al., 2003).

Similarly, IPPF (2006) reported that “poor economic opportunities, lack of negotiation skills for sex and condom use, mixed messages around public acceptability of condom use, and lack of basic information with only 18% of females aged 15-24 years able to identify ways to prevent HIV are additional factors contributing to the higher prevalence of HIV and AIDS among female youth”. A study carried out by Amu and Olatona (2014) revealed that only 19.5 and 20.5% of the respondents had good knowledge of HIV and VCT (Voluntary Counselling and Testing) respectively while the rest had fair and poor knowledge. It further showed that 58% had a positive attitude toward VCT, while 42.0% had a negative attitude. The study concluded that the
respondents had a fair understanding of HIV and VCT and a positive attitude toward VCT. This study did not look at how use of technology and more specifically how social media can enhance knowledge of HIV and VCT.

The HIV prevalence rate in south-west Nigeria according to the National AIDS Reproductive Health Survey (2013) was at an average of 2.8%. The breakdown for the respective states that make up the zone indicated the following prevalence rates: Oyo (5.6%), Ondo (4.3%), Osun (2.6%), Lagos (2.2%) and Ogun (0.6%), Ekiti (0.2%). Among these states, Ekiti State has the lowest prevalence rate of 0.2%, while Oyo State has the highest HIV prevalence rate. However, as already noted above that the HIV prevalence rate in the southwest in comparison to national prevalence showed that the prevalence decreased rapidly from 3.4% in 2007 to 2.8% in 2012. Worldwide, young people represent a growing proportion of people living with HIV. In 2015, 670,000 young people aged 15 to 24 years were newly infected with HIV; out of this number, 250,000 were adolescents aged 15 to 19 years (UNICEF, 2016).

2.3.2 Social media and Health Information Seeking Behaviour

Health information seeking is a factor that shows that the Internet and social media allows users to collect, arrange and organize information (Waters & Williams, 2011). In the health context, information seeking behaviour offers usefulness in providing information on various activities that users are engaged in. The role of information seeking behaviour is one that many health organizations and institutions can leverage as they have the expert knowledge on health (Park et al., 2011). In the social media context, health information that is pertinent to HIV and AIDS can be provided by creating online content communities that lets users ask questions regarding the same. Information could also be offered by developing applications that can provide more detailed and relevant advice based on the data available (Thackeray et al., 2012). Providing health information in a way that it is easy and relevant to share is thus the first step in harnessing the efficacy of social media in HIV and AIDS information and communication campaigns (Louis & Zorlu, 2012). The above studies examined how health information about HIV and AIDS is provided or shared through social media; however, the study did not establish the impact the sharing of such information is having to any group of the society or the society at large.
Centola (2010) found that almost two-thirds of health information seekers over Internet have searched for information on a specific disease or medical problem. Kemble et al. (2013) established that an estimated 77% of online consumers are actively looking for a response to a specific health related query. Close to a half of respondents searched for information on a certain treatment or procedure, while 44% have searched for information on diet or nutrition. More than a third have looked up for information about physical fitness, while more than a third has searched for prescription drugs related information. A quarter of the Internet population have further searched for alternative treatments and health insurance (Neiger et al., 2013). The above studies investigated how individuals seek health information online and the kind of information they seek. These studies have not looked at use of social media and sharing of HIV and AIDs information, a gap that will be filled by this study.

Korda and Itani (2011) attribute the popularity of searches about specific health issues to the use of the medical system in general. In the same line of argument, Mangold, and Faulds (2009) and Teutsch and Fielding (2013) found that health information seekers who had gone to a doctor in the previous one year were more likely to look for health information online than those who had not visited a doctor. Fox and Duggan (2013) concluded that particular health issues determine use of both traditional and online sources of health information. As Louis and Zorlu (2012) observe, health information is not the only thing health consumers are seeking for online. Between the year 2001 and 2003, the percentage of Internet health consumers who visited web sites for emotional support and/or advice on a specific health condition rose from 36% to 54% (Fox & Fallows, 2003). However, the studies above did not integrate the aspect of use of social media on sharing medical information and more specifically, sharing of HIV and AIDs information among the youth who mostly use social media.

2.3.3 Facebook as HIV and AIDS Campaign Platform
The level of personal exposure is significantly high on Facebook, as a high amount of personal information is shared. Facebook provides a diversity of functions that users could utilize to address their needs (Steglich et al., 2010). The participation in Facebook could be explained by an extensive amount of motivational precursor from different theories such as the Technology Acceptance Model (TAM) and Theory of Reasoned

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Action TRA (Kamal et al., 2010). The variety of such dimensions can be illustrated by assessing the summarized version of the human behavioural intent antecedent in these theories. The precise version as presented by Kamal et al. (2010) based on the studies of Lampe et al., (2010) and OReilly, (2007). The studies show that social media platforms such as Facebook have enhanced sharing of personal information due to aspects identified in the TAM theory such as perceived usefulness and ease of use. This study examined whether the same aspects of TAM influences use of social media to share information on HIV and AIDs among university students, owing to the fact that the information being shared is sensitive.

The social media platform serves as a basis that organizes the wide array of content available from the behaviours of creating content and socializing. The planning takes place in the news feed where information is made accessible from friends and institutions that have been liked along with information from groups and events the Facebook user has created or joined. Consumers can actively seek HIV and AIDS health information by reading pages and can interact with HIV and AIDS health information sources to get a response. The institutional function of Facebook allows users to spend much less time on gathering information. The platform also provides HIV and AIDS health information, which could have an impact on the individual user’s health behaviour as regards the same. HIV and AIDS health information and alternatives for physical activities can thus be processed and acted upon on Facebook (Mangold & Faulds, 2009). This study however, did not examine usefulness of HIV and AIDS health information through social media impacts on students’ attitude towards sexual activities as well as HIV and AIDS.

2.3.4 Mobile Phones as HIV and AIDS Campaign Platform
The advent of smart phones is improving the way in which social media is used, as users are now able to bring the processing power of computers with them in pocket format. This advancement has sparked the creation of applications (apps) that can perform a wide array of functions that could be needed by persons at some point during their lives (Louis & Zorlu, 2012). A peculiar difference with mobiles is that it provides information on users’ geographical location as it is carried around anywhere. Furthermore, it makes social media easier to use and more interacting as users in turn
are able to create, socialize and seek health information at anytime and anywhere (Christakis & Fowler, 2009).

The mobile phone through its applications provides the user with a wide array of content that can be used as a basis for HIV and AIDS health decisions. There can be HIV and AIDS health tips applications as there are a number of applications showing the users a wide collection of exercises and sports movements (Fox & Duggan, 2013). The Danish military has for instance made an application that can customize a workout using exercises that has been proven to work in the military (Forsvaret, 2013). This is an interesting example because it combines promotion for the army and satisfies the needs of the public. The army is thus able to relate themselves with some of their core capabilities of know-how in educating and training people and offers a sample of that know-how to the public via the app (Forsvaret, 2013). This study did not look at how the sharing of HIV and AIDS health information through social media impacts on the youth in the society and more specifically the students. Moreover, the study was conducted on Danish military and cannot be generalized in the Nigerian context.

2.3.5 YouTube as a Platform for HIV and AIDS Campaigns

YouTube is a video website that allows users to create a profile and upload, comment on, rate and share videos (YouTube, 2016). Further, it enables the creation of a path that can accommodate many video uploads from the same profile. Channels can receive subscribers or users that are interested in being notified when a new video is available on the channel. YouTube has 1 billion unique visitors each month and 72 hours of video are uploaded every minute according to YouTube’s own statistics (YouTube, 2015). Furthermore 25% of the YouTube views are from mobile devices in 2011 and the traffic from mobile devices tripled in 2011 (YouTube, 2016). There is evidence of HIV and AIDS awareness videos from Nigeria on YouTube. MTV Shuga combines entertainment with education about HIV to reach young audiences. MTV Shuga season 3 is based in Nigeria (Ezeokoli, 2016).

Promoting HIV and AIDS awareness on YouTube can be done by inspiring and engaging users in health by uploading engaging educational videos. The drawback of YouTube lies in the role of commercial and monetary rewards of views and subscribers. The financial incentives and millions of content contributors on YouTube imply that
competition to attract views is restricted (Forsvaret, 2013). However, if health promotion is already produced, there is no additional cost of posting it on YouTube. Furthermore, modalities to boost popularity can be implanted such as using celebrities, people living with HIV and AIDS or incorporate current trends.

2.3.6 Social media and the concept of perceived usefulness in health information context

Awamieh and Fernandes (2012) define perceived usefulness as an individual’s biased perception of the ease of using a computer system, which impacts their perceived utility thus having impact on consumer’s technology acceptance. Brodie et al. (2011) define the term as the extent to which an individual believes that using a particular technology will augment their job performance. O’Grady et al. (2009) further define perceived usefulness as users’ perceptions concerning the results of an experience. A technological system high in perceived utility, is thus one for which a user believes in the reality of a positive consumer-performance relationship. This study specifically investigated the perceived usefulness of social media to effectively share information on HIV and AIDs among University students in Nigeria.

Another study by Tan and Teo (2009) indicates that perceived usefulness is an imperative component in determining the adoption of innovations. According to Gong and Xu (2011), perceived usefulness is the consumer’s biased likelihood that using a specific technology application system will amplify their expectations. Awamieh and Fernandes (2012) added that perceived usefulness is the extent to which a prospective user views transaction using the technology as bearing advantages over earlier ways of transacting without the technology.

Behavioural intent to adopt is the measure of the potency of an individual’s intent to perform a particular behaviour (Brownstein et al., 2009). According to Centola (2010) fundamental processes in which a consumer engages when they adopt induced behaviour may vary. They presented three varied processes that greatly impact consumer’s behaviour, including: compliance, identification and internalization (Centola, 2010). Compliance applies when a person adopts the induced behaviour with the expectation of gaining rewards and not because they believe in its content (Korda & Itani, 2013). Identification on the other hand applies when a person accepts pressure
because they want to create a satisfying self-defining association to another individual while internalization applies when a consumer accepts influence owing to its congruence with their value system (Thackeray et al., 2012). Hence, by demystifying between these processes, one establishes whether that behavioral intent to use a particular system is determined by perceived usefulness.

Perceived usefulness has a direct effect on behavioural intent and attitude (Korda & Itani, 2013). The perceived usefulness – behavioral intention association is strongly grounded on the idea that individuals form intent toward behaviours they believe will augment their technological system use, regardless of the positive or negative reaction that may be evoked toward the behaviour (Christakis & Fowler, 2009). Previous researches have provided evidence of the significant effect of perceived usefulness on behavioural intention to use the social media. As Bhattacherjee (2013) offers, users’ motivation to join and interact over the social media is already considered an indicator of their perceived usefulness. According to Pikkarainen, et al. (2010), social media users tend to either use or not to use the platform and its content to the degree they believe it will be of use to them in bettering their lives. According to O’Grady et al. (2009), health promotional campaigns on platforms of social media, as applicable to the case in view, HIV and AIDS information and communication campaign; can leverage the social media landscape and reach out to targeted audience on channels the social media users highly perceive as useful based on users’ levels participation in respective social media cites.

Participation levels determine how many functions individuals use on a technological system, and how much information they gain can be attributed to their engagement of the system (Brodie et al., 2011). The participation and involvement levels can thus be an effective explanation demystifying why a lot of interaction is happening on social media platforms as they are involved and they use up a lot of time participating on such platforms. In a survey by Shalizi and Thomas (2011), it was established that in looking for health information, over 86% of health consumers’ check-up two to five web sites but do not have a favourite web site that they regularly check.

Pampel et al. (2010) conclude that users who use a search engine tend to have different strategies for organizing through the list of search results. A considerable 45% simply
start at the top of a list and proceed down through the results. Further, approximately 39% select results from the list that they deemed as being most relevant, whereas 12% choose web sites that are allied with sponsoring organizations they recognized. A study by Umberson et al (2010) further established that close to 90% of respondents commenced their search by putting terms into a search engine as opposed to checking with a medical web page. Medical web sites were the starting point for searches for only about 8% of health consumers. The above studies concentrated on how individuals use different strategies to search for health information. These studies did not examine the use of social media to share medical information and more specifically, information on HIV and AIDS among University students; a gap that was studied in this research.

Chou et al. (2009) assert that almost a third of health consumers have a health-related web site bookmarked in their Internet browser. Similarly, Steglich et al. (2010) report in their study that frequent health information seekers are more likely to have bookmarked a social media platform, with approximately 30 minutes spent conducting the average health information search per day. As Salathé and Khandelwal (2011) found, most people rely on search engines to look for health information the first time, with approximately 51% using a search engine or a portal, 23% using a health-related site, and 14% using a general information site that has a section devoted to health care. Those studies examined how individuals use search engines to look for health information; however, the studies did not investigate the aspect of use of social media in looking or sharing of HIV information, and more so among University students.

2.3.7 Social Media and the Concept of User Attitudes in Health Information Context
Lefebvre and Bornkessel (2013) defined attitude as a person’s positive or negative behaviour towards innovation adoption. Centola (2011) defined attitude as an implied drive-producing response regarded as socially significant in the person's society. Thackeray et al. (2012) described the concept as the nature to assess certain actions, objects and situations in certain ways. From the foregoing definition, it is clear in effect, that from the psychological viewpoint, attitude is an unspoken response with drive strength which is exhibited within the person as a response to incentive patterns and which impacts subsequent explicit responses. TAM suggests that attitude is grounded
on the salient beliefs that an individual has regarding the consequences of a behaviour and their evaluation of those consequences (Hanan, 2003).

Fox and Duggan (2013) further established that attitude was at best a partial moderator of the influence of perceived usefulness on intent to use and that it added little informal descriptive power to a person’s intent to use a particular information system. Persons who believed that adopting a new technology would lead to more positive results further tended to have a more favourable attitude towards them. Waters and Williams (2011) argue that attitude is a person’s positive or negative feeling connected with performing a specific behaviour. They believed that a person would hold a desirable attitude towards a given behaviour if they believe that that behaviour will result in mostly positive outcomes. On the contrary, if the person believes that mostly negative outcomes will result from the behaviour, they will hold a negative attitude towards it (Teutsch & Fielding, 2013). Those studies did not examine the use of perceived usefulness of social media on sharing of HIV and AIDS information, a gap that this study sought to fill.

User attitudes are employed to account for the cognitive assessment of a behaviour such as healthy living or a particular physical activity. The variance in individual personality difference that exists can thus be attributed to the individual’s attitude (Louis & Zorlu, 2012). In the absence of pharmacological, immunological, and medical interventions, Neiger et al. (2013) note that the change in the public’s attitude towards health information and their sources may be considered the only possible way for the prevention and cure for HIV and AIDS. Attitudes are thus very significant towards the source of pertinent health information (Teutsch & Fielding, 2013). In the context of health information campaigns on social media, a number of studies have over the years reckoned that attitude towards various social media platforms as sources for health information is an essential step in the building of utility of such campaigns such as the HIV and AIDS information campaigns platform on the Internet (Korda & Itani, 2013).

Users’ attitude towards the social media as a source of information on HIV and AIDS is very important as it gives the basis for a user’s sexual behaviour both in the prevention, care, reduction of stigma and living positively (Chou et al., 2013). These studies have been done in different jurisdictions and cannot be generalized in Nigerian
context since there might be unique factors that influence users’ attitude towards the social media as a source of information.

2.4 Research Gaps
Whereas studies such as Webb, Joseph, Yardley & Michie, 2010; UNAIDS; 2014; Thielst, 2011; World Bank, 2012; Smith & Christakis, 2008 have made pertinent assertions of relevance to investigate the extent to which social media have been used to enhance HIV and AIDS Communication, there are crucial gaps left that need to be addressed. Previous studies have largely done investigation on social media and health as a marketing basis for social marketing. They have not critically considered the characteristics of social media platforms that could make them effective or not effective for HIV and AIDS communication. In addition, other studies have evaluated the possibility of using social media as individual informational systems that would log information with the potential to increase health (Kamal et al., 2010; Webb et al., 2010).

Louis and Zorlu (2012) emphasized the provision of health information in a way that it is easy and relevant to share. They assumed that presentation of health information in a certain manner (which they considered relevant) alone could have positive impact on health communication. However, they did not go beyond to examine the relevant channels and their characteristics that can make health communication effective.

Steglich et al. (2010) acknowledged that social media platforms have diverse uses among them sharing of personal information. Mangold and Faulds (2009) added that health information could be shared and acted upon on social platforms such as Facebook. The authors however only generated general information on use of social media platforms for health communication as they have not shown the specific characteristics of Facebook for instance that could make sharing and acting on health information possible as well as comparing different types of social media platforms to establish the most suitable for communication of specific health information such as HIV and AIDS.

Fox and Duggan (2013) advocated for utilization of mobile phone applications to relay health information to their users. This is good as the mobile phone user could learn new knowledge and act on the information received for a healthy life. However, the mobile
phone user is less likely to act on the information received as this remains a one-way communication which does not have an interpersonal touch. Communication at an interpersonal level has a high likelihood of being acted upon by the mobile phone users than general communication.

Awamieh and Fernandes (2012) examined perceived usefulness to the level of technology and innovations acceptance. They did not go beyond to see whether goals of technology and innovations were actually achieved. Similarly, Tan and Teo (2009) assumed that acceptance and use of innovations will automatically yield to positive results which is not true. In this case, acceptance of social media for HIV and AIDS communication cannot be assumed to automatically yield to curb risky sexual activities among undergraduate students in Southwest Nigeria. It was therefore imperative to link perceived usefulness of technology and innovations with HIV and AIDS communication.

Further, there have been a number of studies in personal interventions or actions overseen online along with theoretical deliberations of using the Internet (Webb et al., 2010; O’Grady et al., 2009), however not many studies have been done in Nigeria on social media for health interventions among the university students. Furthermore, knowledge on sharing of health information on social media remains dearth. In addition, the factors that contribute to use or non-use of social media platforms for HIV and AIDS communication have not been explored especially in Nigeria. Similarly, perceived usefulness of social media platforms for HIV and AIDS information has not been examined. Therefore, key gaps exist with respect to among others, the various social media platforms used for HIV and AIDS communication among university undergraduates; the attitude of undergraduate students to sharing HIV and AIDS information among university undergraduates; the effectiveness of social media on HIV and AIDS communication among university undergraduates; and the factors affecting the use of social media for HIV and AIDS communication among university undergraduates. This study therefore seeks to fill those gaps.

2.5 Theoretical Framework
This study reviewed the following theories pertinent to investigating the extent to which social media has been leveraged for HIV and AIDS communication and information
campaigns among university students. The study was guided by both the Technology Acceptance Model (TAM) and the Social Exchange Theory in understanding social media as a platform for use in HIV and AIDS communication and information campaign among university students. The theories have been purposively adopted as they provide a rich framework that underpins users’ acceptance and use of technology.

More specifically, the theories will be used in understanding how various aspects of social media usage among the youth have been leveraged as an effective platform for use in HIV and AIDS communication and information campaign among the population cohort. These include user responsiveness, user participation levels, user information seeking behaviour, user attitude as well as users’ perceived usefulness.

2.5.1 Technology Acceptance Model (TAM)

Proposed by Davis (1989), the Technology Acceptance Model (TAM) is the most extensively used model in describing consumer acceptability of information and communication technology. A variety of factors can be adapted in the application of TAM by involving consumer behaviour in the context of Health Information Technology (HIT) (Davis, 1993). TAM has since been constantly expanded to TAM2, TAM3 (in 2000 and 2003) and the unified theory of acceptance and use of technology, all of which are motivated by the requirement to forecast the adoptability of new information technology as well as to identify and stimulate use of technology (Venkatesh, 2000). TAM recognizes cultural tendencies and social background as the key factors to acceptance and delves on what characteristics of a known technology increase users’ acceptance of the technology. More specifically, TAM suggests that the adoption of a technology by users can be raised if measures to better the technology are channelled by how users perceive the technology (Venkatesh, 2008). As such, TAM is a valuable model for the development of strategies aimed at raising the acceptance of an information technology, as it provides a direct association between adoptability of the technology, perceived ease of use of the technology as well as perceived usefulness. The applicability of TAM has furthermore been enhanced by implementing health behaviour theories with the integration of the advance of HIT (Venkatesh et al., 2009).

The original TAM espouses perceived usability and behavioural intent to use with respect to social influence terms as well as cognitive instrumental procedures. The
extended TAM was evaluated in both deliberate and compulsory settings. The results established, robustly supported the model and the proponents were able to explain 60% of their adoption model applying this later TAM version (Venkatesh and Davis 2000). The study underscores social influence through subjective norm. Cognitive factors are also crucial. For instance, the higher the perceived system relevance, the more significant output quality becomes (Venkatesh, 2000).

Venkatesh and Davis (2000) presented theoretical extensions to TAM (Davis, 1989). Their new model, named TAM2, espouses perceived usability with respect to social and cognitive influence processes. Vankatesh and Davis proposed job relevance, a cognitive process that demonstrated a statistically significant association with perceived usefulness of technology and suggested that this tenet may be similar to the person-job-fit tenet (Meyer & Allen, 1991). Since its original conception of the model, TAM has been evolving with time. The concept of time has further been encompassed in the analysis of the factors influencing technology use. Studies by Venkatesh and Davis (2000) on TAM have focused on the development of theoretical extensions that espouse perceived usefulness in terms of social and cognitive influence processes. Yun (2008) built an incorporated model with aspects from TAM, HBM (Health Belief Model), Theory of Reasoned Action (TRA), and Theory of Planned Behaviour (TPB). The study demonstrated that users’ cognitive factors including health concerns, perceived threat and Internet self-efficacy impact their actions in health information seeking on the Internet through both perceived usefulness and perceived ease of use.

TAM focuses on perception of users on technology, ease of use and usefulness. In this case, acceptance of social media use in HIV and AIDS communication therefore depends on the perception of youth on ease of use of social media platforms to engage one another as well as other stakeholders on sensitive public health issues such as HIV and AIDS. Mobile phone technology has evolved from simple handsets used to make voice calls and text messages to smart phones which have social media platforms. By considering the latest developments in mobile phone technology, increased social media usage and reception of this technology by the youth, TAM is applicable in the conceptualization of health promotion through social media. Based on tenets derived from TAM, the theory is suitable for explaining the interactive nature of social media and its potential of usage in HIV and AIDS. Constant communication and interactive
The nature of social media can ensure reminder and follow up which could have a significant impact on reducing transmission rate of HIV and AIDs and increase prevention. The perceived usefulness of information communicated through social media was seen on the extent undergraduate students changed their risky sexual activities by acting on information they got through social media platforms.

The constructs of TAM model are acceptance, ease of use and perceived usefulness. The TAM model helped to explain why students used some social media platforms and not others in line with the first objective of the study. Acceptance of technology has facilitated social media usage and perceived usefulness as well as ease of use of social media platforms explained this phenomenon. Technology acceptance has further necessitated development of infrastructure to support it and a conducive environment for its utilization. This explains the need for understanding factors enhancing and those hindering social media use in HIV and AIDS communication in line with the second objective of the study.
2.5.2 Social Exchange Theory (SET)

Social exchange theory was proposed by Emerson (1976) to describe communication and interaction, as well as the features governing communication between people and it explains exchange between individuals or small groups. Social exchange theory is rooted in the works of Thibaut and Kelley and George Homans. In the work of Homans (1958) titled ‘Social Behavior as Exchange’ he defines social exchange as the exchange of activity, tangible or intangible, and more or less rewarding or costly, between at least two persons. Following the foundation of the theory laid by Homans, other theorists like Peter M. Blau and Richard M. Emerson enhanced the theory.

The theory uses cost benefit framework and comparison of alternatives to explain how human beings communicate with each other, how they form relationships and bonds, and how communities are formed through communication exchanges (Homans, 1958). This theory states that individuals engage in behaviours they find rewarding and avoid behaviours that have high costs both monetary and non-monetary. The social behaviour is based on each actor’s subjective assessment of the cost benefit of contributing to a social exchange. They communicate or exchange with each other contingent on reciprocal actions from the other communicating party (Emerson, 1976). The mutual reinforcement could be analyzed through a microeconomic framework, though many times the rewards are not monetary but social, such as opportunity, prestige, conformity or acceptance (Emerson, 1976). According to social exchange theory, desirable actions yield desirable responses while undesirable actions yield undesirable responses. This is presented in the diagrammatical presentation below.
Social behaviour was best summarized by Homans (1958) when he wrote “social behaviour is an exchange of goods, material goods but also non-material ones, such as the symbols of approval or prestige” (p. 606). Persons that give much to others try to get much from them, and persons that get much from others are under pressure to give much to them. This process of influence tends to work out at equilibrium to a balance in the exchanges. For a person in an exchange, what he gives may be a cost to him, just as what he gets may be a reward, and his behaviour changes less as the difference of the two, profit, tends to a maximum. Hence, the reasons why people engage in a social exchange have been posited as reasons why the social media platforms have long recognized that there are far more people consuming information than generating information.

The Global Web Index (2009), which tracks this phenomenon, suggests that users of social media can be harnessed for important businesses, in such case this can apply to health communication information which the youth can utilize for behaviour change to reduce transmission of HIV and AIDS and improve prevention (TrendsStream Limited, 2010; Li, 2010). The same strategy and content should be useful as well for sharers. However, the tendency of sharers should be facilitated by marketers by simplifying the process of forwarding content (such as Retweet and Facebook forward links) as well as recognizing and rewarding the desired behaviour. Facebook's Open Graph has allowed
a user to "like" or "comment" on any content on the web (Zukerberg, 2010). Undergraduate students can also take advantage in getting ahead of this trend by proactively adding a commenting feature about HIV and AIDS. Many breaking news stories are spread out on Twitter, such as China's Sichuan earthquake and Mumbai's terrorist attack in 2008 (Parr, 2009). As students, one needs to realize the changing behaviour due to the usage of new social media services and adopt an attitude of acceptance toward those technologies and behaviour.

Social exchange theory is applicable in this study as it focuses on how people bond and creates relationships through communication. The youth visit social media platforms to learn and get entertainment. For instance, youth access music through YouTube and they can get to see some advertisements for the social media to generate revenue. This exchange is also seen on other social media platforms such as Facebook and Twitter where they rely on the number of subscribers or followers to generate revenue and in turn the social media platforms ensure there is useful information to keep their followers or subscribers coming back. Social media platforms have been viewed as a creation of an online community that is characterized of youth. With the target of HIV and AIDS communication being the youth, social media platforms become an imperative for HIV and AIDS campaigns. Campaigns running on social media in regard to HIV and AIDS can therefore borrow the tenets of social exchange theory for effectiveness. Social exchange through social media is like exchange of goods and services where buyer and seller need one another. The recipients of the messages will consider the relationship they have with the source while the source will consider the cost of disseminating the messages. The audience who in this case are undergraduate students will consider the entertainment and learning they get from a social media platform while the proprietors of social media platforms will consider costs of running it and the revenue they get from having virtual eyeballs. Apart from this exchange, there is another exchange among the social media users where those who contribute in enlightening others creates a following. This following is sometimes utilized for monetary gain through advertisements or just for social satisfaction of the contributors. The followers get timely and informative information. This symbiotic relationship between the social media platform providers and subscribers as well as among subscribers themselves create an opportunity for health promotion campaigns.
The constructs of social exchange theory are captured in its tenets that show bonding and creation of relationships, the features governing exchange between people, cost benefits framework that entails comparison of alternatives, formation of communities through communication exchanges and how individuals engage in behaviours they find rewarding and avoid behaviours that have high costs both monetary and non-monetary. Social exchange theory emphasized an exchange in relationships and creating bonds. Social media enhance can enhance bonding and creation of relationships through communication exchanges. But this has to follow the features governing such exchange between people. People use cost benefits framework where they compare alternatives to see which best fit them. This is how they determine rewarding behaviours which they adopt and costly behaviours which they avoid. Individuals initiating positive actions receive positive responses from other contributors. High support and trust will yield desirable responses while low support and trust will equally yield undesirable responses. This phenomenon explains the extent to which information on HIV and AIDS is shared through social media among undergraduate students in Southwest Nigeria in line with the third objective. The cost benefit framework of social exchange theory explains perceived usefulness of social media for HIV and AIDS communication among undergraduate students in Southwest Nigeria in line with the fourth objective.

2.6 Conceptual Framework

The conceptual framework is a hypothesized model identifying the concepts under study and their relationship; it illustrates the interaction between independent variables and the dependent variable in the study. In this study, the independent variables are; social media platforms, information sharing and perceived usefulness of social media while the dependent variable is HIV and AIDS communication. The conceptual framework is presented in the Figure 2.1.
Figure 2.1: Conceptual Framework

**Independent Variables**

Social Media Platform mostly used
- YouTube
- Facebook
- Twitter
- WhatApps
- Instagram

Factors affecting social media use
- Awareness
- Availability of power
- Technological devices
- ICT skills
- Confidentiality
- Fear of stigmatization

HIV/AIDS Information Sharing behaviour
- HIV/AIDS clubs
- Social media groups
- Symposia
- One on one interactions

Perceived Usefulness of Social Media
- Content relevance
- Up-to-date information
- Actionable information

**Dependent Variable**

Actions from HIV and AIDS Communication
- Testing for HIV
- Use of condoms
- Reduced stigma
- Influencing peers to avoid risky sexual activities

**Intervening Variables**
- Mass Media
- Interpersonal communication
- Public health organizations
- Education
- Public Information

Source: Researcher (2017)

Figure 2.2 above presents a conceptualization of the independent and dependent variables. The model delineates the different attributes of social media utilization among undergraduate students. As shown in the diagram, the independent variable of the study is use of social media and is presented by the sub-constructs: social media platform, information sharing, and usefulness of social media and determinants of effective use of social media, while the communication of HIV and AIDS among University students is presented as dependent variable.
2.6.1 Social Media Platforms
There are the various types of social media often used by the undergraduate students in their day-to-day activities. There is a wide variety of social media networks being used which include: Facebook, Twitter, Whatsapp, YouTube, Blackberry Messenger, Instagram, Google+, E-mail, MySpace etc. These social media platforms are mostly used by undergraduate students in Nigerian universities to communicate and share different types of information. Social media describes the plethora of online tools that one can use, regardless of proximity, to share opinions, insights, experiences, perspectives and media with others (Solis, 2010). Social media however represent the various platforms, of which social networking sites are one, that enable and facilitate the creation, consumption, and delivery of the information (Kaplan & Haenlein, 2010; Moorhead et al., 2013).

2.6.2 Factors Affecting Social Media use for HIV and AIDS Communication
Awareness is a critical factor in the use of any technology. People and especially the youth have become exposed to technology. They have embraced it in their daily lives and therefore it is part of them. However, there are other factors that determine whether the youth will use social media or not. These include power availability and interruptions, access and cost of Internet as well as the technological capacity of the electronic gadgets they can use to access social media platforms. Revolution in technology in the past decade has seen an immense turning point in the way populations across the globe obtain public health information. The Internet has been at the centre of this revolution. It has created virtual information sharing which presents a momentous opportunity for public health communicators. Internet has enabled the enlargement of traditional social networks across the globe where millions of people now have a ready access to reliable information. In this way, public health information and interventions can be availed to large populations in real-time (Webb et al., 2010).

2.6.3 HIV and AIDS Information Sharing Behaviour
Social Media is not only fundamentally transformative but is rapidly evolving the architecture of business, dissemination, and the communications of information and influence (Savage, 2010). On HIV and AIDS information sharing behaviour, Anderson
et al. (2013), stated that the number of youth living with HIV and AIDS is increasing steadily as a result, they face a lot of challenges including stigma, limited access to specialized medical care, and lack of an HIV and AIDS specialist and fear which may interfere with their ability to find and use information to manage their health. Akinlabi et al., (2009); Guo et al. (2013) asserts that, the use of social media is on the increase for health communication, the research intends to better understand the health seeking behaviours of the youth in the universities of South Nigeria that will help to develop strategies that can be used to promote HIV and AIDS information dissemination among the youth through social media.

2.6.4 Usefulness of HIV and AIDS Communication from Social Media

On usefulness, amidst different networks, the social media, which is interactive, anonymous, timely, and cost-effective, has become an imperative network for disseminating and seeking HIV and AIDS information (Bull, McFarlane, & King, 2001; Keller, Labelle, Karimi, & Gupta, 2002; Roberto, Zimmerman, Abner, Carlyle, Cupp, Hansen, & Thomas, 2004). The low-cost element of social media has ensured a wide reach and has made communication easy and effective. Information on social media can be accessed by many in different locations which is an advantage especially when targeting youth in a vast region.

The interactive nature of social media has the potential to not only relay information but also motivate the recipients into action through constant reminder and follow up. This makes social media as a new media different from traditional media which does not support interaction and prompts to act on information. Studies have found that social media empowers its users to seek disease processes, clinical trials, medical treatments, alternative therapies, and prevention advice about HIV and AIDS; to express concerns about HIV and AIDS, to solicit social support from people coping with HIV; or to challenge existing AIDS discourse (Bull et al., 2001; Gillett, 2003; Kalichman, Weinhardt, Benotsch, DiFonzo, Luke, & Austin, 2002; Reeves, 2000, 2001). The youth have embraced social media and HIV and AIDS communication aims at changing risky sexual behaviour among the youth with a view of enhancing HIV and AIDS prevention as well as reducing its transmission. Since the youth have embraced social media and they use it daily, it is expected that social media has significant impact on HIV and AIDS communication. Therefore, the study was set to find out which
information the youth are seeking from the social media about HIV and AIDS and how social media has played a role for undergraduate students in South West Nigeria to access such information.

2.6.5 HIV and AIDS Communication

HIV and AIDS communication, makes it possible for health promotion experts and other stakeholders to generate convincing messages over prominent distribution channels in an effort to provide target population with appropriate health information or knowledge (Apple, 2013). The traditional mass media has helped in increasing HIV knowledge (BBC, 2014). Akinlabi et al., (2009) argued that an increase in knowledge or awareness of the HIV pandemic increases people’s desire to be tested, use protection such as a condom, and care for people living with the virus among other behavioral changes.

Obono (2011) have shown that different approaches are used to influence attitude and behaviour change on HIV transmission and prevention. HIV and AIDS communication is central to these approaches as it enables messages that encourage audience to make appropriate decisions be readily available. Izogo & Chukwuemeka (2013) observed that proper message, timing and frequency of broadcast have considerable effect on people’s behavioural change in regard to transmission and prevention of HIV and AIDS. Akinlabi et al., (2009) agreed and noted that HIV and AIDS communication using different media platforms is a powerful tool for advocacy and social mobilization against the spread of HIV and AIDS.

Putnam (2000) argued that social networks form an important social capital for mobilization. Social networks create a structure that facilitates certain actions of individuals who are within it. Relationships of mutual acquaintance, recognition or membership of a group encourage and guide peers’ social exchange. Social networks provide the resources that enable people’s participation in formal and informal associations. Social exchanges in such situations entail reciprocity, norms and values that enhance trust and support which facilitate mutual benefits through collective actions (Krishna & Uphoff, 2002).

For social change to occur there must be opportunities for dialogue. Figueroa et al. (2002) observed that people make sense of information when they are able to discuss
and debate it. Information therefore has to be availed as it helps people communicate, participate and make informed choices. Information is beneficial if it brings change. Participation by various stakeholders is critical if such a change is to occur hence the essence of health-related communication. HIV and AIDS communication can allow young people to discuss and debate issues of concern, enabling them to make informed choices. This could bring social or cultural change in regard to how young people perceive HIV and AIDS (Fox & Jones, 2009; Dahl, 2010). Social media as a new media has the potential for making modern communication more interactive than conventional communication. Social media make otherwise one-way communication become participative hence closer to personal communication. This makes information shared, communicated and discussed through social media carry more weight than that communicated through conventional media. The youth are therefore more likely to act on information they have taken part in through social media than one in a daily newspaper, television or radio. HIV and AIDS communication through social media comes close to interpersonal communication. Since interpersonal communication is often given precedence in behavioural and social change communication, the youth are more likely to change their risky sexual behaviour and become more cautious if they share, communicate and discuss HIV and AIDS information on social media platforms.

### 2.6.6 Intervening Variables

There have been health communication campaigns geared towards preventing major health risks including HIV and AIDS, heart disease and cancer. Mass media such as radio, television, film and billboards have mediated as communication channels in health promotion campaigns (Maibach et al., 2002; Reardon, 2003; McGuire, 2005). Mass media can both directly and consistently influence human behaviour. If well designed and strategically conducted, health communication campaigns through mass media could actually prove fruitful.

Interpersonal communication networks have been used in health communication campaigns (Silk et al., 2011). Interpersonal communication between health care providers and consumers, health care team members, as well as support group members has been the focus of numerous health communication efforts. Debate however surround the effectiveness of these campaigns (Sharp, 2011; Martin-Moreno et al., 2011; Thackeray et al., 2012; Lefebvre & Bornkessel, 2013).
Public health organizations and support groups advancing health communication campaigns or awareness on HIV and AIDS have sought to share relevant information where users are already spending their time (Kaplan & Haenlein, 2010). Availability of various channels of communication allows public health stakeholders to potentially tap into the vast audiences for sharing health information. Advance in communication technology has also revolutionized how organizations communicate with their constituents for good (Bernhardt et al., 2012).

Education has been instrumental in implementation of many development programmes including health related programmes. Onyene et al (2013) observed that education is one of the several methods that have been used to sensitize Nigerian students on the existence of HIV and AIDS scourge. Sex education programmes have also disseminated information on transmission, infection, prevention and treatment.

Public information is effective when given utmost national importance (Kreps, 2003; Andreasen, 2006; Rice & Atkin, 2011). Communities play a critical role in health communication interventions. According to Kotler et al. (2010), public health campaigns that facilitate populations to express and disseminate information on how a health issue influences their daily lives and the remedies they have put in place towards improvement of their situation are likely to be more impactful than those that do not. Availing public information is therefore important if any public health measures are to be effective and sustainable (Parker & Thorson, 2009).

Mass media, interpersonal communication networks, public health organizations and support groups, education and public information availability are expected to affect the relationship between social media usage and HIV and AIDS communication. Youth can see information on conventional mass media and make a follow up using social media. The activities of interpersonal communication networks and forums such as seminars and workshops can be advanced through social media. Discussions that are not exhausted on interpersonal communication networks are continued through social media. Education has also played a role in helping HIV and AIDS communication become effective. Education provides effective methods of communication and illustrates the essence of embracing technology in communication. Availability of
public information is also critical in HIV and AIDS communication. Statistics have the potential to convincingly communicate concisely and effectively about what need to be done to change behaviour among the youth.
CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction
This chapter presents the plan of the research. The chapter discusses the philosophical paradigm, research design, the target population and sample, data collection instruments and procedures, reliability and validity tests as well as the data analysis techniques.

3.1 Philosophical Paradigm
Research philosophy relates to the development of knowledge, the nature of that knowledge and contains important assumptions about the way in which researchers view the world (Saunders, Lewis & Thornhill, 2009). It is examined in two ways, namely, ontology and epistemology. Ontology is the pre-methodological question that asks how we perceive the social world. It is based on the argument that, because of our gender, age, upbringing and life experience, we all view those around us in unique ways (Johnson, 1997). Epistemology concerns how you know what you know and the methods you choose to use in order to test the validity of Knowledge (Davies & Dodd, 2002).

There are three epistemology positions, that is, realism, interpretivism and positivism. Realism purports to provide an account of scientific practice, and interpretivism requires the social scientist to grasp the subjective meaning of social action (Denzin & Lincoln, 2005). The positivism approach advocates the application of methods of the natural sciences to the study of social reality and beyond. It entails the elements of both deductive and inductive strategy, with the role of research being to test theories. Positivism describes the research task as entailing the collection of data upon which to base generalizable propositions that can be tested (Bryman & Bell, 2011). This study adopts a mixed method approach. Its ontological perspectives is the Realist and Relativist views while its epistemology philosophical orientation is based on the Positivist and Interpretivist points of view. This is because the study employed both qualitative and quantitative strategies of research to arrive at the truth.
**Ontology:** *World view*

- **Ontology**
  - have a firm grip on reality and can see things for what they are, not what they are told they are

- **Epistemology**
  - assumes that only “facts” derived from the scientific method can make legitimate knowledge claims

---

**Epistemology** - the study of knowledge – Sociology of Knowledge

**Figure 3.1: Philosophical Paradigm of this Study**
(Source: Creswell, 2012)

From the Ontology point of this study, the researcher takes the Realist perspective and employed Qualitative approach to reveal the truth. At the same time, the researcher approaching the study from the Relatives perspective utilized qualitative method to reveal *relative and subjective value of this study*. See Fig 3.1

On the other hand, approaching this study from epistemologically, the researcher handles this study as Positivist and Interpretivist. As a Positivist, the researcher assumes that only “facts” derived from the scientific method can make legitimate knowledge claims, therefore, Quantitative method will be adopted. While, Qualitative approach applied looking at this study as an Interpretivist. See Fig 3.1

In view of the Epistemological and ontological diverse positions as illustrated in figure 3.1 above, the researcher upheld objectivity by remaining neutral to prevent values and bias from influencing outcome; have clear distinction between reason and feeling; aim to discover external reality rather than creating the object of study; strive to use rational,
consistent, verbal, logical approach; seek to maintain clear distinction between facts and value judgments. This study achieved this by applying social scientific research approaches from sampling to analysis and interpretation.

3.2 Research Design
This study used descriptive survey design. Descriptive survey is research design that investigates a situation as it is without interference with the subjects of research. It seeks to answer the question ‘what is’ (Kombo and Tromp, 2006). It is a technique for methodically gathering information from people in the field by using the questionnaire, observation and interviews as instruments for data (Phillips, 1985). It can be said that that descriptive survey is used for testing attitude and opinion. Specifically, the study used concurrent triangulation method whereby data collected using different tools was analyzed in a parallel manner to help in making informed conclusions from the data.

3.3. Research Approach
This study used mixed method. This study applied a mixed methods approach to ensure integrity and depth in meeting the objectives of this research. The researcher collected and analysed both quantitative and qualitative data in the context of a single study (Tashakkori & Teddlie 2010b). Mixed methods research is a methodology used to conduct research that entails collection analysis and integration of quantitative and qualitative techniques. This is used when such an integration helps to better address the issue under investigation than each of the techniques alone. In such a design therefore, a sample plan envisages the use of two or more basic methods of sampling. Through this design, this study provided logical advantages in exploring mixed research questions such as the ones addressed in this study. The qualitative data provided a deep understanding of survey responses, and quantitative statistical analysis can provide detailed assessment of patterns of responses. This was based on the belief that no single research design could exhaustively explain the objectives of the study.

Triangulation was applied in the analysis of data using different techniques to increase the validity of the findings (Creswell & Plano-Clark, 2007; Creswell & Plano-Clark, 2011). Complementarity of quantitative and qualitative data analysis techniques was important in triangulation. According to Creswell (2009) integration of qualitative and quantitative strategies complement each other. This assisted in offsetting the
weaknesses of both qualitative and quantitative data analysis techniques (Mertens, 2010).

3.4 Research Site
This study was conducted in South West Nigeria which is in the western part of Nigeria. It has a land mass of 76,852 square kilometres and a population of 25.2 million. South West Nigeria has six states; Ekiti, Lagos, Ogun, Ondo, Osun and Oyo. It is majorly a Yoruba speaking area, although there are different dialects even within the same state. South West Nigeria has a defined growing middle class. The weather conditions vary between the two distinct seasons in Nigeria; the rainy season (March - November) and the dry season (November - February). This region has the largest share of universities in Nigeria, including Federal universities, private universities, and state universities. Out of 113 Universities in Nigeria, South west region alone has 33 which translate to 29.2% of universities in Nigeria (Ministry of Education, Nigeria). Each state (county) has a Federal University (National Universities Commission, 2016).

Figure 3.2 Map of Nigeria showing the six states in South-West Nigeria

3.5 Target Population
According to University of Ibadan Admission Office University of Lagos Record office and Obafemi Awolowo University Admission office, the total population of
The research population for this study comprised all undergraduate full-time students presently enrolled in the selected federal universities in South West Nigeria. They are enrolled in various major disciplines such as humanities, education, social sciences, sciences, humanities agriculture, law, technology and management.

3.6 Sample size and Sampling Procedures
3.6.1 Sample Size
The study employed Fisher et al. (1983) formula to determine the sample size for the study. Similar studies that have employed this formula were Ndeti (2013) and Moser and Kalton (1979).

According to Fisher et al. (1983), the following formula applies for relatively large population sizes:

\[
 n = \frac{Z^2pq}{d^2}
\]

Where \( n \) = the required sample size, when the target population is more than 10,000
- \( Z \) = is standard normal deviate at the required confidence level (1.96) at 0.05
- \( p \) = is the proportion of the target population estimated to have the characteristics being measured when one is not sure, so one takes middle ground (0.5)
- \( q = 1-p \)
- \( d \) is the level of statistical significance

Therefore \( n = \frac{1.96^2 \times 0.5 \times 0.5}{0.05^2} = 384 \)

The calculation gives a sample size of 384 respondents, who were distributed across the three sampled institutions proportionate to their population size of all the undergraduate students as elaborated in table 3.1 below.
Table 3.1: Sample Size

<table>
<thead>
<tr>
<th>Selected Federal Universities</th>
<th>Population of undergraduate Students Selected University</th>
<th>Sample proportion</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questionnaires (Quantitative)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Lagos</td>
<td>25,261</td>
<td>25,261/68,885 x 384</td>
<td>141</td>
</tr>
<tr>
<td>University of Ibadan</td>
<td>21,192</td>
<td>21,192/68,885 x 384</td>
<td>118</td>
</tr>
<tr>
<td>Obafemi Awolowo University</td>
<td>22,432</td>
<td>22,432/68,885 x 384</td>
<td>125</td>
</tr>
</tbody>
</table>

3.6.2 Sampling Procedures
3.6.2.1 Quantitative Data

The study employed multi-stage sampling technique to select the sample Size. In the first stage, in order to arrive at federal universities with the target population, purposive sampling technique was applied, based on the knowledge that federal universities are heterogeneous in nature, comprising students from diverse socio-economic classes, geographical expanse, as well as religion diversity. The Federal University students are admitted from all the states (counties) in the country using quota system to assure representation of all region and tribes in the country. The same is not the case for either state (county) or private universities as they mainly comprise of students from either high social classes or particular state (county). The technique is supported by Given (2008) who states that, if the researcher has the knowledge of the population under study, he or she can apply possible technique to select the right elements that have the correct information that is targeted for the study.

Three Federal Universities were selected from a list of six universities in South West Nigeria using simple random sampling technique According to Moore and McCabe (2006) “A simple random sample of size n consists of n individuals from the population chosen in such a way that every set of n individuals has an equal chance to be the sample actually selected.” This was achieved by writing the names of the six universities on pieces of paper and then squeezed. The papers were put into a bowl from which three universities were randomly selected without replacement. The three randomly selected
federal universities were University of Ibadan (UI), Obafemi Awolowo University (OAU) and University of Lagos (UNILAG).

The respondents therefore were selected using stratified sampling technique. Stratified sampling is a technique applied if the population from which a sample is to be drawn does not constitute a homogeneous group, and hence requires comparisons between various sub-groups (Neuman 1991). The procedure assures the researcher that the sample is representative of the population in terms of certain critical factors that have been used as a basis for stratification. This technique was applied because the students have varied experiences acquired due to their stay in the university from their entry level in the first year to the point of specialization within the university. The stratified sampling technique was also used to determine individual participants. In this case, gender formed the strata, whereby a determined number of males and females were respectively selected. See Table 3.2

<table>
<thead>
<tr>
<th>University</th>
<th>Gender</th>
<th>Population</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Lagos</td>
<td>Male</td>
<td>15,073</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>10,188</td>
<td>57</td>
</tr>
<tr>
<td>Sub-total</td>
<td></td>
<td>25,261</td>
<td>141</td>
</tr>
<tr>
<td>University of Ibadan</td>
<td>Male</td>
<td>13,178</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>8,014</td>
<td>45</td>
</tr>
<tr>
<td>Sub-total</td>
<td></td>
<td>21,192</td>
<td>118</td>
</tr>
<tr>
<td>Obafemi Awolowo University</td>
<td>Male</td>
<td>13,292</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>9,140</td>
<td>52</td>
</tr>
<tr>
<td>Sub-total</td>
<td></td>
<td>22,432</td>
<td>125</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td></td>
<td><strong>384</strong></td>
<td></td>
</tr>
</tbody>
</table>

Systematic sampling technique was employed to select the participants who were students across the three universities at intervals represented by the nth individual as the table 3.1 shows. In systematic sampling, every nth element in the total list is chosen systematically for inclusion in the sample (Mugenda & Mugenda, 2003). In the case, the researcher obtained students enrolment list (sampling frame) in excel format from the admission/record office of each of the university selected. The enrolment list contained students record such as gender, course of study, year of study (level) but all sensitive personal information were excluded. The researcher selected nth from the list.
of the student and course of study. Using the university timetable, the researcher identified general class of each level of study and made a roll call at the beginning of the class with the permission from the lecturer in charge. For each of the university, the first elements were selected at random to avoid bias.

To arrive at the interval \((n)\), the study employed the formula below;

\[
\text{Interval (n)} = \frac{\text{gender population}}{\text{Sample Size}}
\]

Table 3.2 above shows the distribution of sample size that was taken from the selected universities in relation to their population. From the Table 3.2, it meant that out of the sample size of 384 students, 141 undergraduates were sampled from the University of Lagos according to their population proposition of 25,261; From the University of Ibadan, 118 undergraduates were selected according to their population proposition of 21,192; and 125 students were sampled from Obafemi Awolowo University according to their population proportion of 22,432. Individual respondents (male and female students) were sampled using systematic sampling method based on their gender as elaborated in table 3.3 below.

**Table 3.3: Sampling Interval**

<table>
<thead>
<tr>
<th>University</th>
<th>Gender</th>
<th>Population</th>
<th>Interval (n&lt;sup&gt;th&lt;/sup&gt; student)</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Lagos</td>
<td>Male</td>
<td>15,073</td>
<td>179</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>10,188</td>
<td>179</td>
</tr>
<tr>
<td>Sub-total</td>
<td></td>
<td>25,261</td>
<td></td>
</tr>
<tr>
<td>University of Ibadan</td>
<td>Male</td>
<td>13,178</td>
<td>181</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>8,014</td>
<td>178</td>
</tr>
<tr>
<td>Sub-total</td>
<td></td>
<td>21,192</td>
<td></td>
</tr>
<tr>
<td>Obafemi Awolowo University</td>
<td>Male</td>
<td>13,292</td>
<td>182</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>9,140</td>
<td>176</td>
</tr>
<tr>
<td>Sub-total</td>
<td></td>
<td>22,432</td>
<td></td>
</tr>
</tbody>
</table>
At the end of administration of questionnaires, 355 questionnaires out of the 384 questionnaires distributed to undergraduate students were successfully collected and collated. The response rate was 92.4%. Eleven (11) questionnaires out of the remaining 29 were discarded for double entries, while 18 questionnaires were not returned. The proportion of questionnaires returned by gender of the respondents (undergraduates) is presented in Table 3.4.

Table 3.4: Questionnaires returned by gender

<table>
<thead>
<tr>
<th>University</th>
<th>Gender</th>
<th>Questionnaire administered</th>
<th>Questionnaire returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Lagos</td>
<td>Male</td>
<td>84</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>57</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>141</strong></td>
<td><strong>130</strong></td>
</tr>
<tr>
<td>Sub-total</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Ibadan</td>
<td>Male</td>
<td>73</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>45</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>118</strong></td>
<td><strong>114</strong></td>
</tr>
<tr>
<td>Sub-total</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obafemi Awolowo University</td>
<td>Male</td>
<td>73</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>52</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>125</strong></td>
<td><strong>111</strong></td>
</tr>
<tr>
<td>Sub-total</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand total</td>
<td></td>
<td><strong>384</strong></td>
<td><strong>355</strong></td>
</tr>
</tbody>
</table>

3.6.2.2 Qualitative Data

Purposive sampling technique was used to select respondents for qualitative data. Purposive sampling technique as noted by Srivastava et al. (1993) is a deliberate non-random method of sampling which aims at selecting a sample of people, settings or events with predetermined characteristics. The technique is mainly used in qualitative research. In this study, the researcher employed purposive sampling technique for the selection of participants in focus group discussions (FGDs). The researcher’s judgment was based on level of study and gender. FGDs in each study site had a total of 10 students. These 10 students from each of the three universities were purposively selected from student centre/student union building where most students come for meals. The selection put into consideration their gender, course and year of study. This means that three (3) FGDs were conducted to obtain detailed information on personal and group outlooks, perspectives and opinions. In addition, two (2) participants (counsellors /peer educators and student leaders) from each of the universities were purposively
selected to help in gathering information about the strategies the universities used with respect to the utilization of the social media in HIV and AIDS communication.

3.7 Data Collection Methods

3.7.1 Quantitative Data

3.7.1.1 Survey Method
Survey method involves asking respondents questions on how they feel, what their views are, and what they have experienced (Babbie, 2002). Survey method is useful when a researcher wants to collect data on phenomena that cannot be observed directly. Its advantage is that, it allows the collection of large amounts of data from a sizeable population in a highly effective, easily and in an economical way, often using questionnaires. A survey normally consists of predetermined questions, which are predominantly structured (Saunders et al., 2012).

In this study, structured questionnaires were used (appendix 5). The use of survey method allowed quick data processing while still providing efficient data and enhancing the comparability in data analysis (Bryman and Bell, 2012). Moreover, a five-point Likert-Scale was applied to the majority of questions, which required participants to answer based on their intensity of their agreement with the statements. This enabled a higher level of measurement and analysis (Collis and Hussey, 2009).

3.7.2 Qualitative Data

3.7.2.1 Focus Group Discussions
This study used Focus Group Discussions (FGDs). Creswell (1994) says that FGD are unstructured interviews (appendix 8) with small groups of people who interact with each other and a focus group leader facilitates the discussions. They make use of group dynamics to stimulate discussions, gain insights and generate ideas on a given topic of study. FGDs are used to investigate what people think, how they think and why they think in that way on a given subject. It is a useful technique for exploring cultural values, beliefs and practices. This method is appropriate for action research where participants are required to play an active role in the research process and in decision making.
In this study, the focus group discussions comprised of three groups with 10 students each in the three universities. The students in these groups were drawn from all the levels to ensure representation and diversity of opinions. For this study, the FGD was used to discover the meanings of some of the survey findings that could not be explained statistically, the range of opinions and perspectives on the themes of this study. The questions for FGD were determined in advance based on the objective of the study. The FGD can save time compared to individual interviews. They can also provide a broader range of information (Quinlan, 2011).

3.7.2.2 Key Informant Interviews
The study made use of Key Informant Interviews (appendix 6). This is a qualitative research technique which usually involve conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation (Boyce & Neale, 2006). Interviewing involves the collection of data through talking to respondents or interviewees and recording their responses (Creswell, 1994). There are of two types namely: face-to-face and telephone interviews. Face to face interview is a method which the investigation follows a rigid procedure and seeks answers to a set of pre-conceived questions through personal interviews. On the other hand, telephone interview involves collecting information through telephone calls. However, it is not a widely used method of data collection though it can reach people who are geographically far apart.

In this study, in-depth interviews complemented the information that was obtained in the survey. In-depth interviews enabled the researcher to gain insight on students’ use of social media for HIV and AIDS information communication among university students. Three peer educators/student leaders and three HIV/AIDS Units/Counsellors in the selected universities were interviewed. The questions for the KI interview were predetermined based on the objectives of the study. This information enriched the data that was collected from the students. This technique was applied since the target participants have regular interaction with the students and through their sharing they may have better understanding that may not be obtained from the students (Given, 2008).
3.8 Data Analysis and Presentation

3.8.1 Quantitative Data

Both descriptive and inferential statistics were employed in analysing quantitative data. Descriptive analysis involved the use of frequencies in their absolute and relative forms (percentage). Mean and standard deviations were used as measures of central tendencies and dispersion respectively. Descriptive statistics was used to describe study variables and organize analysis results in a manner that they were presented clearly. Descriptive statistics provided insights into the characteristics of the samples and also provided a basis for carrying out inferential statistics. Inferential analysis was performed in the study to establish relationships of the variables and to assess the strength of such relationships. The inferential statistical tool employed was Independent samples test. Results of analysed data were presented using tables. Statistical Package for Social Sciences (SPSS) Version 23 for Windows was used as an aid to assist in quantitative data analysis. The results of quantitative data analysis were presented using tables while results from qualitative analysis were presented using narrative prose for ease of reading.

3.8.2 Qualitative Data

Data was checked for consistency and cleaned before analysis. Thematic analysis was used to analyse data that were collected from the open-ended questions in line with the objectives. According to Mugenda and Mugenda (2003), the main purpose of thematic analysis is to study the existing information in order to determine the factors that explain a specific phenomenon. According to Kothari (2004), thematic content analysis uses a set of categorizations for making valid and replicable inferences from data to their context. The results were presented using narrative technique.

NVivo 7 software was used to assist in qualitative data analysis. This software was preferred as it is designed to carry out administrative tasks of organizing qualitative data more efficiently. For example, it is easier and quicker to code text on screen than it would be to manually cut and paste different pieces of text relevant to a single code onto pieces of paper and then store these in a file. The searching tools in NVivo allowed the researcher to interrogate the data at a particular level. This can, in turn, improved the rigour of the analysis process by validating (or not) some of the researcher's own impressions of the data (Welsh, 2002).
3.9 Validity and Reliability of the Research Instruments

Validity in this study was determined based on face validity and content validity. The face validity was determined by subjecting the developed instruments to two experts. The experts were cordially requested to read all the instruments and point out if the research questions were well captured and if the instruments were participant-friendly in terms of their readability, longevity, chronological arrangement and grammatical errors. The experts were also asked to provide suggestions on what should be added or deleted. Recalling on idea that a sample is an accurate representation of a population, the face validity is said to be achieved when the results of a particular study can be generalized or replicated to its population (Bryman, 2012).

Reliability refers to the internal consistency of the research instruments that were used in a study. The internal consistency of the instruments was determined by applying the Cronbach’s alpha technique. This technique was preferred because of its strength in determining internal consistency of both dichotomous and Likert scale based choices, an advantage that is hardly achieved by other methods of determining internal consistency reliability of instrument in the quantitative based studies. Normally the Cronbach’s alpha reliability coefficient ranges between 0 and 1. However, the closer the Cronbach’s alpha coefficient is to 1.0 the greater the internal consistency of the items. George & Mallery (2003) and Tavakol & Dennick (2011) provide the following rules of thumb: “_ > .9 – Excellent, _ > .8 – Good, _ > .7 – Acceptable, _ > .6 – Questionable, _ > .5 – Poor, and _ < .5 – Unacceptable” (p. 231).

3.10 Ethical Considerations

Ethical approval was obtained from UI/UCH Ethic Committee, University of Ibadan, Nigeria (appendix 3). Permission was also sought from the three selected universities in Nigeria and all participants were requested to complete the written consent form included at the introductory part of each data collection instrument. Among other aspects, the consent form highlighted the aims of the study, anticipated time of the participant’s involvement, procedures to be followed during the research and the credibility of the researcher (de Vos, Strydom, Fouche and Delport, 2011). Participants were further informed that their participation in the study was clearly on voluntary basis.
as opposed to coercion and they had the right to withdraw from the study at any time if they so wished.

The participants involved in this study were informed prior to the commencement of the data collection to avoid any inconvenience. This was achieved by informing the participants beforehand about the potential effect of the investigation: this provided the participants with the opportunity to make an informed decision on whether to accept to participate or withdrawal if they so wished.

Effort was made to ensure the confidentiality and anonymity of the participants by making use of pseudo names or numeric numbers when quoting the participants’ statements (Babbie, 2010; Mertens, 2010) or giving the real situation of the institution to be studied. Care was taken to ensure that the correct report findings were to be disseminated to the right audience. Finally, to avoid plagiarism, all ideas obtained from other scholars were properly acknowledged, Turnitin Report. (See appendix 13)

After the proposal defense, a Certificate of Field Work (appendix 11) was obtained to enable researcher to go to the field to collect data required. More so, the researcher filled and signed a Certificate of Originality (appendix 14) declaring that the study is original and has not been presented for any other award in any university. Finally, a Certificate of Correction (appendix 12) was obtained to ensure that corrections raised during final oral examination were addressed.
CHAPTER FOUR
DATA ANALYSIS AND INTERPRETATION

4.0 Introduction
This chapter presents data analysis and interpretation of the study with regard to the use of social media platforms for HIV and AIDS communication among university undergraduates in South-west Nigeria. Triangulation was applied in the analysis of data using both quantitative and qualitative methods with a view to enhancing the validity and reliability of the results. The chapter has five sections organised along the following headings: presentation, analysis and interpretation of data on demographic information and the four specific objectives.

4.1 Demographic and Socio-economic characteristics of Respondents
The distribution of the respondents by sex showed that across the three universities, male respondents dominated the survey. The results indicated that 60.3% of the respondents were male. This finding is supported by National Bureau of Statistics report which state that enrolment into universities across the Nigeria is male dominated with 44.7% Male and 55.3% female enrolled in 2015 (National Bureau of Statistics 2016)

Table 4.1: Gender of respondents

<table>
<thead>
<tr>
<th>Variables</th>
<th>Universities</th>
<th>Total Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>OAU</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
</tr>
<tr>
<td></td>
<td>(n= 111)</td>
<td>(100)</td>
<td>(n= 130)</td>
</tr>
<tr>
<td>Sex</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>42</td>
<td>37.8</td>
<td>55</td>
</tr>
<tr>
<td>Male</td>
<td>69</td>
<td>62.2</td>
<td>75</td>
</tr>
<tr>
<td>Total</td>
<td>111</td>
<td>100</td>
<td>130</td>
</tr>
</tbody>
</table>

The age distribution (Table 4.2) indicated that in the selected universities, respondents within the ages of 17 – 19yrs category dominated the survey, followed closely by those within the ages of 20 – 22yrs, while those between the ages of <16yrs had the lowest
number. In all, the results show that the majority (89.0%) of the respondents in the three universities fall within the ages of 17 – 22yrs; implying that the majority of students surveyed in the three universities are young adults. UNAIDS (2014) established that young people in the age of 15-24 years are at a high risk of HIV infection.

Table 4.2: Age of respondents

<table>
<thead>
<tr>
<th>Variables</th>
<th>OAU Freq</th>
<th>OAU %</th>
<th>UNILAG Freq</th>
<th>UNILAG %</th>
<th>UI Freq</th>
<th>UI %</th>
<th>Total Response</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16yrs</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>0.8</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>0.3</td>
</tr>
<tr>
<td>17 - 19yrs</td>
<td>56</td>
<td>50.5</td>
<td>83</td>
<td>63.9</td>
<td>59</td>
<td>51.8</td>
<td>198</td>
<td>55.8</td>
</tr>
<tr>
<td>20 - 22yrs</td>
<td>52</td>
<td>46.8</td>
<td>39</td>
<td>30.0</td>
<td>27</td>
<td>23.7</td>
<td>118</td>
<td>33.3</td>
</tr>
<tr>
<td>23 - 25yrs</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>1.5</td>
<td>3</td>
<td>2.6</td>
<td>5</td>
<td>1.4</td>
</tr>
<tr>
<td>&gt;25yrs</td>
<td>3</td>
<td>2.7</td>
<td>5</td>
<td>3.8</td>
<td>25</td>
<td>21.9</td>
<td>33</td>
<td>9.3</td>
</tr>
<tr>
<td>Total</td>
<td>111</td>
<td>100</td>
<td>130</td>
<td>100</td>
<td>114</td>
<td>100</td>
<td>355</td>
<td>100</td>
</tr>
</tbody>
</table>

Respondents (Table 4.3) identified Christianity and Islam as the widely and commonly practised religion (99.4%) of the respondents). It however showed that a good number of the respondents in the three universities were Christians (58.6%), followed by Muslims (40.8%) with fewer respondents who stated that their religion was traditionalists (0.3%) and atheists (0.3%). As depicted in Table 4.3, across the three universities, Christian students are more in number than their Muslim counterparts. This finding is supported by a survey on historical and anthropological research on Muslim–Christian relations in south-west Nigeria which got an overall Christian majority of 67.1 % and 31.6 % Muslims among their respondents. Nolte et al (2016). The religion of the students in the Universities studied therefore reveals that the majority of students surveyed are either Christians or Muslims. In Nigeria, religion influences culture and by extension attitude towards higher education in many household (Iwara and Alonge, 2014).
Table 4.3: Religion of respondents

<table>
<thead>
<tr>
<th>Variables</th>
<th>OAU</th>
<th>UNILAG</th>
<th>UI</th>
<th>Total Response</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq (n=111)</td>
<td>% (100)</td>
<td>Freq (n=130)</td>
<td>% (100)</td>
<td>Freq (n=114)</td>
</tr>
<tr>
<td>Christianity</td>
<td>63</td>
<td>56.8</td>
<td>82</td>
<td>63.1</td>
<td>63</td>
</tr>
<tr>
<td>Islam</td>
<td>48</td>
<td>43.2</td>
<td>47</td>
<td>36.1</td>
<td>50</td>
</tr>
<tr>
<td>No religion</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>0.8</td>
<td>-</td>
</tr>
<tr>
<td>Traditional worshippers</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>111</td>
<td>100</td>
<td>130</td>
<td>100</td>
<td>114</td>
</tr>
</tbody>
</table>

On the level of study of the respondents (Table 4.4), the result clearly showed that 100 – 300 level (1st year to 3rd year) students making up 80.3% dominated the survey. Looking at the respective schools, it showed that in OAU and UNILAG, 100 level students were most dominant, while 200 level students were dominant in UI. The level of study shows that a good number of the students are at their early and near-stage of completion of their education. The result obtained is different from the study by Swidan et al., (2013) where 300 and 400 level students dominated the survey. This difference could be due to the target population of this study which is 15-24 years.

Table 4.4: Level of respondents

<table>
<thead>
<tr>
<th>Variables</th>
<th>OAU</th>
<th>UNILAG</th>
<th>UI</th>
<th>Total Response</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq (n=111)</td>
<td>% (100)</td>
<td>Freq (n=130)</td>
<td>% (100)</td>
<td>Freq (n=114)</td>
</tr>
<tr>
<td>Level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100 Level</td>
<td>32</td>
<td>28.8</td>
<td>64</td>
<td>49.2</td>
<td>30</td>
</tr>
<tr>
<td>200 Level</td>
<td>28</td>
<td>25.2</td>
<td>24</td>
<td>18.5</td>
<td>36</td>
</tr>
<tr>
<td>300 Level</td>
<td>28</td>
<td>25.2</td>
<td>26</td>
<td>20.0</td>
<td>17</td>
</tr>
<tr>
<td>400 Level</td>
<td>20</td>
<td>18.1</td>
<td>10</td>
<td>7.7</td>
<td>29</td>
</tr>
<tr>
<td>500 Level</td>
<td>3</td>
<td>2.7</td>
<td>6</td>
<td>4.6</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>111</td>
<td>100</td>
<td>130</td>
<td>100</td>
<td>114</td>
</tr>
</tbody>
</table>

Information on the demographic and socioeconomic profile of respondents is essential because it helps to identify disparities in the use and preference of social media platforms. Socioeconomic and demographic characteristics—age, level of study, gender and religion important as a determinant of use of social media use and HIV and AIDS information sharing behaviour among students. Socioeconomic profile affects people’s access to quality of life and information as well and utilization of services.
This is apparent as people with high income may be able to access different social media platforms and make full use of them without constraints. This is not the case for people with low income. This implies that social media use in HIV and AIDS communication could vary by socioeconomic characteristics hence the essence of suitable measures in designing HIV and AIDS awareness programmes that ensure outreach to all youth (Iwara and Alonge, 2014; Swidan et al., 2013).

4.2 Types of social media mostly used by undergraduates

The first objective of this study was to find out the social media platforms mostly used by undergraduates for HIV and AIDS Communication among undergraduate students in Southwest Nigeria. To get the social media platform mostly used by undergraduates for HIV and AIDS communication, it was necessary first to know their favourite social media platform or platforms as well as the importance attributed for their preference. It was also necessary for the respondents to describe the level of usage of different social media platforms and they went further to identify the sites that they frequently utilized for different purposes. Furthermore, the amount of time spent daily on the various social media platforms was examined.

When respondents were asked to indicate their favourite social media platforms and reasons for usage, the result show that 66.5 percent of the undergraduates cited Facebook as their most favourite social media platform; this was followed by Instagram (14.4 percent) and WhatsApp (13.0 percent). Kinschat (0.3 percent), LinkedIn (0.3 percent), Skype (0.6 percent) and BBM (0.6 percent) were identified as the least preferred social media platforms. Studies have shown that Facebook constitutes the largest social media platform in the world. For instance, Rosen (2010) and Internet World Stats (2015) reported that over 80 per cent of a teenager’s time is normally spent on Facebook. The results that show Facebook as one of the most favourite social media platforms among students is that the students are more likely to access information shared in this social media platform and even have discussions on various topics of interest. It has potential of engaging students.
Table 4.5: Favourite social media platforms usually used by students

<table>
<thead>
<tr>
<th>Social media platforms or sites</th>
<th>OAU Freq (n=111)</th>
<th>% (100)</th>
<th>UNILAG Freq (n=130)</th>
<th>% (100)</th>
<th>UI Freq (n=114)</th>
<th>% (100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBM</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>1.5</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Blogs</td>
<td>1</td>
<td>0.9</td>
<td>2</td>
<td>1.5</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Facebook</td>
<td>80</td>
<td>72.1</td>
<td>76</td>
<td>58.5</td>
<td>80</td>
<td>70.2</td>
</tr>
<tr>
<td>Google Plus</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>1.5</td>
<td>1</td>
<td>0.9</td>
</tr>
<tr>
<td>Instagram</td>
<td>13</td>
<td>11.7</td>
<td>24</td>
<td>18.5</td>
<td>14</td>
<td>12.2</td>
</tr>
<tr>
<td>Kinschat</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>0.8</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>LinkedIn</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>0.8</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Skype</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>1.5</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Twitter</td>
<td>1</td>
<td>0.9</td>
<td>4</td>
<td>3.1</td>
<td>1</td>
<td>.9</td>
</tr>
<tr>
<td>WhatsApp</td>
<td>16</td>
<td>14.4</td>
<td>12</td>
<td>9.2</td>
<td>18</td>
<td>15.8</td>
</tr>
<tr>
<td>YouTube</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td>3.1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>111</td>
<td>100</td>
<td>130</td>
<td>100</td>
<td>114</td>
<td>100</td>
</tr>
</tbody>
</table>

As for the reasons, why they use their favourite social media platforms, the results show that students find them “informative” (44.2%) and “easy to use” (25.1%). This agrees with a study by Boyd and Ellison (2007) who stated that adolescents often make use of social media platforms notably Facebook, Whatsapp, YouTube, and Twitter among others to create and maintain relationships with people where they learn and can get information easily.

Table 4.6: Reasons for the favourite social media platform choice by students

<table>
<thead>
<tr>
<th>Reasons</th>
<th>OAU Freq (n=111)</th>
<th>% (100)</th>
<th>UNILAG Freq (n=130)</th>
<th>% (100)</th>
<th>UI Freq (n=114)</th>
<th>% (100)</th>
<th>Total response</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide me information</td>
<td>1</td>
<td>0.9</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>0.3</td>
</tr>
<tr>
<td>I find it enlightening</td>
<td>36</td>
<td>32.4</td>
<td>64</td>
<td>49.2</td>
<td>57</td>
<td>50.0</td>
<td>157</td>
<td>44.2</td>
</tr>
<tr>
<td>It is easy to use</td>
<td>49</td>
<td>44.2</td>
<td>40</td>
<td>30.8</td>
<td>-</td>
<td>-</td>
<td>89</td>
<td>25.0</td>
</tr>
<tr>
<td>I am encouraging it is engaging</td>
<td>2</td>
<td>1.8</td>
<td>4</td>
<td>3.1</td>
<td>7</td>
<td>6.1</td>
<td>13</td>
<td>3.7</td>
</tr>
<tr>
<td>It is relaxing</td>
<td>5</td>
<td>4.5</td>
<td>3</td>
<td>2.3</td>
<td>12</td>
<td>10.5</td>
<td>20</td>
<td>5.6</td>
</tr>
<tr>
<td>It’s intriguing</td>
<td>5</td>
<td>4.5</td>
<td>4</td>
<td>3.1</td>
<td>9</td>
<td>7.9</td>
<td>18</td>
<td>5.1</td>
</tr>
<tr>
<td>Keeps me less bored</td>
<td>12</td>
<td>10.8</td>
<td>7</td>
<td>5.4</td>
<td>10</td>
<td>8.8</td>
<td>29</td>
<td>8.2</td>
</tr>
<tr>
<td>Many of my friends use it</td>
<td>1</td>
<td>0.9</td>
<td>6</td>
<td>4.6</td>
<td>19</td>
<td>16.7</td>
<td>26</td>
<td>7.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>111</td>
<td>100</td>
<td>130</td>
<td>100</td>
<td>114</td>
<td>100</td>
<td>355</td>
<td>100.0</td>
</tr>
</tbody>
</table>
In regard to social media mostly used, results of the in-depth interview and FGDs also revealed that undergraduate students usually prefer different social media platforms for communicating among themselves. Owusu-Acheaw and Larson (2015) indicated in their study of Nigerian students that 66.2 per cent of the students reported Facebook as their most favourite social media platform. On the platform of social media that is most friendly and widely used among undergraduate students, the respondents gave diverse opinions. In an FGD (Focus Group Discussion) conducted at the University of Ibadan, respondents had the following views;

**Q: Which is the most popular social media platform used among students in this university?**

P5: Facebook is most friendly among all the social media platforms

P9: WhatsApp is the friendliest in terms of usage. It is user friendly and does not need any special password

P3: Most of what we have on Facebook, twitter handle, as well as Instagram are not real; at times… fake news. Notwithstanding, I prefer Facebook…. I can judge the authenticity looking at the various comments.

P6: I used virtually all the social media forms, because the phone am using is Samsung 5X phone. But I will say that Whatsapp and Facebook are my darlings

P10: Facebook is the best for me. Checking my Facebook is the first and the last thing I do daily.

The informative (educative) and ease of use were the principal reasons given for the preference of these three social media platforms over others. Other significant or noticeable reasons for the choice above were making people less bored and peer influence. The preferred or favourite social media platforms were normally used by undergraduates for diverse purposes. Other respondents also maintained that Facebook and Whatsapp are the most widely, reliable, friendly, dependable and most convenient form of social media which can be used to share information.
A peer educator at University of Ibadan maintained that:

_Students are fond of using Facebook and Whatsapp in my university._

_Within my group, every member has Facebook and Whatsapp accounts. We also have presence on other platforms. For effectiveness, availability and affordability we communicate mostly via both Facebook and Whatsapp._

KI (1)/UI

Further analysis was carried out to find out the favourite social media platforms of male and female respondents as well as to determine if preference of social media platforms differs between genders. The information in Table 4.7 showed that Facebook, followed by Instagram and then WhatsApp were the most favourite or preferred social networking platforms used by both male and female users to share information. Facebook is identified as the prominent social media platform mostly used by both sexes with 69.2 percent for males and 62.4 percent for females. Mazman and Usluel (2011) noted that male and female social network users have preferred sites they often log onto to update their profiles, share information, reflect on daily life, establish and maintain social contacts and relationships, and facilitate delivery of education. However, these differences were not found to be significant.

<table>
<thead>
<tr>
<th>Social media platforms</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>%</td>
</tr>
<tr>
<td>BBM</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>Blogs</td>
<td>3</td>
<td>1.4</td>
</tr>
<tr>
<td>Facebook</td>
<td>148</td>
<td>69.1</td>
</tr>
<tr>
<td>Google Plus</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>Instagram</td>
<td>27</td>
<td>12.6</td>
</tr>
<tr>
<td>LinkedIn</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>Skype</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>Twitter</td>
<td>5</td>
<td>2.3</td>
</tr>
<tr>
<td>WhatsApp</td>
<td>25</td>
<td>11.7</td>
</tr>
<tr>
<td>YouTube</td>
<td>2</td>
<td>0.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>214</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The Independent Samples Test result in Table 4.8 showed that the probability value of 0.299 is greater than 5% (0.05) significance level, which meant that there was no significant gender difference in the preference of social media platforms (t = 1.039, p>0.05). This is apparent as the listed social media platforms are used by both males
and females for different purposes. Women by their nature appreciate being praised mostly by their opposite sex, hence, they take time to edit their pictures to attract praises and likes from people on their contact or wall (Anderson, 2015).

Table 4.8: Independent samples test

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-cal</th>
<th>Sig (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>214</td>
<td>4.31</td>
<td>2.49</td>
<td>1.039*</td>
<td>0.299</td>
</tr>
<tr>
<td>Female</td>
<td>141</td>
<td>4.60</td>
<td>2.63</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Difference between means is insignificant at 5% alpha level; df = 353

Participants in the Focus Group Discussions did not show any differences between male and female gender in regard to favourite social media platforms. They however have their favourite social media platforms based on whether such a platform offers something that is interesting to them. The following conversation confirms this assertion.

**Q: Which is your favourite social media site?**

P9 (male): YouTube! I can download the latest videos and also upload any clips...

P5 (Female): I prefer Facebook and Whatsapp, there is lots to do there...

P7: (Female): I prefer WhatApps because it’s cheap and I can access it easily...

P4: (male): I can’t miss my European football, YouTube is my darling...

P8: (Male): Class discussion continues on Whatsapp; I prefer it to any others...

Social media platforms are used at different times and frequency by undergraduate students. The usage ranges from rarely to very often; and the level of use may depend on time, network availability, ability to subscribe to a data plan and engagement among other reasons. The level of social media usage is presented in Table 4.9. At OAU, Whatsapp (65.8%), BBM (35.1%) and Facebook (28.8%) were the three social media platforms used very often. Many of the respondents indicated that they rarely used MySpace (49.5%), LinkedIn (45%) and Skype (36.9%).
4.2.1 Usage of social media platforms

Table 4.9: Usage of social media platforms used by students at OAU

<table>
<thead>
<tr>
<th>Social media platforms or sites</th>
<th>Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>OAU n=111</td>
</tr>
<tr>
<td></td>
<td>Occasionally</td>
</tr>
<tr>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>Facebook</td>
<td>35</td>
</tr>
<tr>
<td>Instagram</td>
<td>67</td>
</tr>
<tr>
<td>LinkedIn</td>
<td>32</td>
</tr>
<tr>
<td>My Space</td>
<td>28</td>
</tr>
<tr>
<td>YouTube</td>
<td>31</td>
</tr>
<tr>
<td>Google+</td>
<td>27</td>
</tr>
<tr>
<td>Blogs</td>
<td>24</td>
</tr>
<tr>
<td>Twitter</td>
<td>27</td>
</tr>
<tr>
<td>Skype</td>
<td>26</td>
</tr>
<tr>
<td>WhatsApp</td>
<td>13</td>
</tr>
<tr>
<td>BBM</td>
<td>21</td>
</tr>
<tr>
<td>Others</td>
<td>13</td>
</tr>
</tbody>
</table>

At UNILAG, the three social media used very often were WhatsApp (62.3%), BBM (35.4%) and Facebook (23.1%). Majority of the respondents at UNILAG indicated they rarely used MySpace (65.4%) and LinkedIn (60%). Many of the respondents also indicated that they rarely used Skype (36.9%).

Table 4.10: Usage of social media platforms used by students at UNILAG

<table>
<thead>
<tr>
<th>Social media platforms or sites</th>
<th>Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UNILAG n= 130</td>
</tr>
<tr>
<td></td>
<td>Occasionally</td>
</tr>
<tr>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>Facebook</td>
<td>43</td>
</tr>
<tr>
<td>Instagram</td>
<td>63</td>
</tr>
<tr>
<td>LinkedIn</td>
<td>15</td>
</tr>
<tr>
<td>My Space</td>
<td>23</td>
</tr>
<tr>
<td>YouTube</td>
<td>43</td>
</tr>
<tr>
<td>Google+</td>
<td>28</td>
</tr>
<tr>
<td>Blogs</td>
<td>35</td>
</tr>
<tr>
<td>Twitter</td>
<td>31</td>
</tr>
<tr>
<td>Skype</td>
<td>35</td>
</tr>
<tr>
<td>WhatsApp</td>
<td>8</td>
</tr>
<tr>
<td>BBM</td>
<td>25</td>
</tr>
<tr>
<td>Others</td>
<td>32</td>
</tr>
</tbody>
</table>
At UI, WhatsApp (50%) was used very often followed by Facebook (38.6%) and BBM (29.8%). Social media platforms rarely used included LinkedIn (58.8%), My Space (43.9%) and Skype (31.6%).

Table 4.11: Usage of social media platforms used by students at UI

<table>
<thead>
<tr>
<th>Social media platforms or sites</th>
<th>Occasionally</th>
<th>Often</th>
<th>Rarely</th>
<th>Very often</th>
<th>Often &amp; Very often</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
</tr>
<tr>
<td>Facebook</td>
<td>25</td>
<td>21.9</td>
<td>30</td>
<td>26.3</td>
<td>15</td>
</tr>
<tr>
<td>Instagram</td>
<td>76</td>
<td>66.7</td>
<td>12</td>
<td>10.5</td>
<td>18</td>
</tr>
<tr>
<td>LinkedIn</td>
<td>11</td>
<td>9.6</td>
<td>31</td>
<td>27.2</td>
<td>67</td>
</tr>
<tr>
<td>My Space</td>
<td>11</td>
<td>9.6</td>
<td>24</td>
<td>21.1</td>
<td>50</td>
</tr>
<tr>
<td>YouTube</td>
<td>36</td>
<td>31.6</td>
<td>26</td>
<td>22.8</td>
<td>26</td>
</tr>
<tr>
<td>Google+</td>
<td>32</td>
<td>28.1</td>
<td>27</td>
<td>23.7</td>
<td>29</td>
</tr>
<tr>
<td>Blogs</td>
<td>30</td>
<td>26.3</td>
<td>24</td>
<td>21.1</td>
<td>33</td>
</tr>
<tr>
<td>Twitter</td>
<td>32</td>
<td>28.1</td>
<td>25</td>
<td>21.9</td>
<td>32</td>
</tr>
<tr>
<td>Skype</td>
<td>30</td>
<td>26.3</td>
<td>26</td>
<td>22.8</td>
<td>36</td>
</tr>
<tr>
<td>WhatsApp</td>
<td>10</td>
<td>8.8</td>
<td>22</td>
<td>19.3</td>
<td>25</td>
</tr>
<tr>
<td>BBM</td>
<td>24</td>
<td>21.1</td>
<td>30</td>
<td>26.3</td>
<td>26</td>
</tr>
<tr>
<td>Others</td>
<td>39</td>
<td>34.2</td>
<td>-</td>
<td>-</td>
<td>40</td>
</tr>
</tbody>
</table>

The results showed that across the three universities, Instagram and YouTube were the social media platforms occasionally used by the majority of the students; this was followed by Blogs and Nairaland. These social media platforms are not frequently used by the undergraduates probably because they are not extremely popular and most of their friends and loved ones do not use them. On rarely used social media platforms, MySpace, LinkedIn, Skype and others fell among the rarely used social media platforms. The social media platform usage depends on the number of users, popularity, and familiarity, likeness attached to a particular social media platform and privacy concern among others (Sanghee & Soojung, 2014).

These sites are infrequently used for information dissemination and sharing of messages as well as pictures. The results in Table 4.10 also identified Facebook and Twitter as social media platforms often used by undergraduates. They are frequently used as a result of the large number of users and daily profile updating of profiles, pictures and sharing of vital information. As a result of its wide usage and users, the results suggest that the respondents make use of more than one social media platform with Facebook.
having the highest number of users. These results confirm observations by Taggart et al. (2015) that social media is useful for bridging communication among a diverse range of users, in various geographic and social contexts in Nigeria.

On very often used social media platforms, the results in Table 4.11 identified WhatsApp, BBM and Facebook as well as others as sites very frequently used by undergraduates in the three universities. Indeed, WhatsApp is the most very often used social media platform followed by Facebook. Undergraduates spend plenty of time on these two sites to chat and share. These two sites also make it possible for people to connect each other and express themselves irrespective of geographic location. However, looking at the respective universities, the results showed that social media platforms are used differently across the universities. In OAU, the occasionally used social media platforms were Instagram, LinkedIn and YouTube; in UNILAG, Instagram, Facebook/YouTube and Blogs were the occasionally used sites, while Instagram, others (Nairaland) and YouTube were occasionally used social media platforms in UI.

On rarely used sites, the result in Table 4.8 revealed that in OAU, MySpace and Skype were rarely used sites; MySpace, LinkedIn and Goggle+ were rarely used in UNILAG, while in UI, LinkedIn, MySpace and others were rarely used. Furthermore, Facebook, YouTube, Twitter, LinkedIn and BBM were social media platforms often used by undergraduates in OAU; in UNILAG, Facebook, others/YouTube and Twitter were often used and frequently visited sites, while Facebook, Skype/YouTube and LinkedIn were often used in UI. In addition, different social media platforms are very often used by undergraduates. In OAU, WhatsApp, BBM and Facebook were very often used sites; in UNILAG, WhatsApp, BBM and Facebook were sites very often used, while WhatsApp, Facebook and others were very often consulted, used and visited social media platforms or sites in UI. In all, the result shows a varied pattern in the level of social media use with WhatsApp, Facebook and BBM being the popular and most used sites among undergraduates. These results are partly consistent with the latest data on social media use in Nigeria which shows Facebook use as the most popular at 93.8%. However, WhatsApp and BBM are not shown to be popular in Nigeria but in the universities, they seem to be popular. According to StatCounter (1999-2017) the most popular social media platforms in Nigeria are Facebook (93.8%) followed by Twitter.
(3.5%) and Pinterest (1.5%) which is not reflected in the universities. This could mean that the youth in universities have their preferred social media platforms that could be different from those preferred by the general public. These findings were demonstrated by participants' comments in a focused group discussion at UNILAG, UI and OAU as shown below;

**Q: How often or rarely do you use social media platform?**

<table>
<thead>
<tr>
<th>P2 (UI)</th>
<th>Very often, am always chatting with my pals in Facebook and WhatsApp</th>
</tr>
</thead>
<tbody>
<tr>
<td>P5 (UNILAG)</td>
<td>You know; time to time……</td>
</tr>
<tr>
<td>P1 (OAU)</td>
<td>I use WhatsApp all the time. Oh, my! I have a nice phone that allows me to chat</td>
</tr>
<tr>
<td>P8 (OAU)</td>
<td>I communicate to my friends and family via BBM and WhatsApp</td>
</tr>
<tr>
<td></td>
<td>Everyday …. I can’t do without them</td>
</tr>
<tr>
<td>P1 (UI)</td>
<td>First thing I do in the morning is to check my Facebook page</td>
</tr>
</tbody>
</table>

The results in Table 4.12 show that among the social media platforms, Facebook and Nairaland forum were occasionally used by males, while Facebook and Twitter were occasionally used by females. However, on the frequency (combination of often and very often) of social media use, Facebook and Twitter were used more by 62.2% and 47.7% male undergraduates respectively as compared to female undergraduates 46.1% and 40.4%. For WhatsApp and BBM use, 77.3% and 61.7% of females respectively made use of them. Burke et al., (2010) stated that girls spend more time on social network sites and actively make use of them more than boys. Both social media platforms are used for different purposes and are very popular sites for information sharing, sharing of messages and pictures among numerous others. These results are contrary with the findings of Kraut et al., (2012) that reported more girls than boys use Facebook and Twitter.
Table 4.12: Link between gender and usage of social media

<table>
<thead>
<tr>
<th>Sex</th>
<th>Usage of Social Media</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Occasionally</td>
<td>Often</td>
<td>Rarely</td>
<td>Very often</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
<td>%</td>
</tr>
<tr>
<td>Facebook</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td>54</td>
<td>25.2</td>
<td>62</td>
<td>29.0</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td>49</td>
<td>34.8</td>
<td>30</td>
<td>21.3</td>
</tr>
<tr>
<td>WhatsApp</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td>20</td>
<td>9.3</td>
<td>44</td>
<td>20.6</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td>11</td>
<td>7.8</td>
<td>18</td>
<td>12.8</td>
</tr>
<tr>
<td>BBM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td>42</td>
<td>19.6</td>
<td>56</td>
<td>26.2</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td>28</td>
<td>19.9</td>
<td>29</td>
<td>20.6</td>
</tr>
<tr>
<td>Twitter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td>50</td>
<td>23.4</td>
<td>59</td>
<td>27.6</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td>40</td>
<td>28.4</td>
<td>26</td>
<td>18.4</td>
</tr>
<tr>
<td>Others (Nairaland forum)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td>53</td>
<td>24.8</td>
<td>39</td>
<td>18.2</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td>31</td>
<td>22.0</td>
<td>9</td>
<td>6.4</td>
</tr>
</tbody>
</table>

Information from the focus group discussions revealed that Nairaland forum and twitter were social media platforms rarely used for information dissemination and sharing of files. Nevertheless, a look at frequently used social media platforms revealed that both male and female undergraduates more frequently make use of WhatsApp, Facebook and BBM. The results of this study agree with the findings of Gross (2004) cited in by Misra et al., (2015) stated that male students are more likely to upload videos online and make use of video sharing applications. On the other hand, female students are more likely to update status on Facebook and Whatsapp. As argued above, the repeated and habitual use of these three social media platforms is expected considering their high popularity, ease of use and applicability as well as ease in connecting with friends and loved ones across geographical boundaries. The disparity in social media usage across gender was explained during the focus group discussions at UNILAG.

**Q: How often are you using social media platforms?**

**P4:** Whenever were free with my girlfriends, we chat on Facebook and check status update by other friends.

**P2:** I love to check for soccer updates.

**P5:** I reply my friend’s messages very often.
P7: every day I ‘m always on Facebook and Whatsapp

P9: very often… 27/7. I love social media…

Age is another demographic factor that can determine the type of social media platform to often or seldom make use of it. Age enables people to make informed decisions whether to remain or exit from a given social media platform. The association between age of respondents and social media usage is shown in Table 4.13. However, for easy presentation and explanation, only social media platforms very often or habitually used by both male and female undergraduates are examined (Table 4.13). A look at the social media platforms presents a discernible pattern and level of usage. The results have shown that 84.9% of the respondents aged 17 – 22 years made use of Facebook more often. The results also indicated that 55.3% aged 20 – 22 years occasionally used Facebook.

A look at the categories of favourite social media platforms along with usage above shows that there are differences where WhatsApp and BBM are not highly favoured but are highly used. Judgement on favourite social media platform was based on ease of use and how informative a platform is. For usage, it depends with the communication style of individual users. For instance, if they prefer to use private text messages they are more likely to use WhatApps and BBM. If they prefer to communicate using pictures they are more likely to use Instagram. The data from the FGDs and KII confirms that there are social media platforms that were mostly used for private messaging while others are mostly used for sharing public information. The amount of time spent communicating through a certain social media platform is likely to vary with communication style of individual users. Those who like to communicate privately will spend more time in social media platforms that provide privacy while those who like to engage in public are more likely to spend more time on social media platforms that provide such an opportunity. Various stakeholders such as the government in Nigeria have attempted to engage society through social media platforms on issues that affect their health. Social media platforms use for health communication has been used in Nigeria especially by the government (AIDS.gov, 2008).
4.2.2 Association between age and social media use

The results in 4.13 show that the majority of the respondents aged 20-22 years indicated that they used Facebook often (59.8%) and very often (51.9%). The results also show that 27.2% and 33% of respondents aged 17-19 years indicated that they used Facebook often and very often respectively. These age groups are within the category of 15-24 years that UNAIDS (2014) established to be highly vulnerable to HIV infection.

Table 4.13: Association between age and usage of Facebook

<table>
<thead>
<tr>
<th>Age interval</th>
<th>Usage of Social Media n= 355</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Occasionally Freq.</td>
<td>%</td>
<td>Often Freq.</td>
<td>%</td>
<td>Rarely Freq.</td>
</tr>
<tr>
<td>Facebook</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16yrs</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>17 - 19yrs</td>
<td>38</td>
<td>36.9</td>
<td>25</td>
<td>27.2</td>
<td>20</td>
</tr>
<tr>
<td>20 - 22yrs</td>
<td>57</td>
<td>55.3</td>
<td>55</td>
<td>59.8</td>
<td>31</td>
</tr>
<tr>
<td>23 - 25yrs</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>2.2</td>
<td>2</td>
</tr>
<tr>
<td>&gt; 25yrs</td>
<td>8</td>
<td>7.8</td>
<td>10</td>
<td>10.9</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>103</td>
<td>100</td>
<td>92</td>
<td>100</td>
<td>54</td>
</tr>
</tbody>
</table>

The results have shown that 89.6% of those aged 17 - 22 years made use of WhatsApp more often (Table 4.14). Only 3.2% of students within the age bracket of 23 – 25 years indicated that they occasionally used WhatsApp. The results for youth aged 15-24 years social media platforms impact their actions or communication based on perceived usefulness and perceived ease of use of social media platforms. These observations are in line with those of Yun (2008) who used health belief model to explain cognitive factors affecting health seeking behaviour.

Table 4.14: Association between age and usage of WhatsApp

<table>
<thead>
<tr>
<th>Age interval</th>
<th>Usage of Social Media n= 355</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Occasionally Freq.</td>
<td>%</td>
<td>Often Freq.</td>
<td>%</td>
<td>Rarely Freq.</td>
</tr>
<tr>
<td>WhatsApp</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16yrs</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>17 - 19yrs</td>
<td>18</td>
<td>58.1</td>
<td>39</td>
<td>63.9</td>
<td>26</td>
</tr>
<tr>
<td>20 - 22yrs</td>
<td>9</td>
<td>29.0</td>
<td>16</td>
<td>26.3</td>
<td>18</td>
</tr>
<tr>
<td>23 - 25yrs</td>
<td>1</td>
<td>3.2</td>
<td>1</td>
<td>1.6</td>
<td>2</td>
</tr>
<tr>
<td>&gt; 25yrs</td>
<td>3</td>
<td>9.7</td>
<td>5</td>
<td>8.2</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>100</td>
<td>61</td>
<td>100</td>
<td>51</td>
</tr>
</tbody>
</table>
The results show that 91.7% of students aged 17 – 22 years used BBM social media platform more often. The results also show that 20% of the students aged 23-25 years occasionally used BBM social media platform (Table 4.15). The results imply that the respondents perceived BBM as useful. This agrees with Bhattacherjee (2013) who observed that users’ motivation to join and interact over the social media is already considered an indicator of their perceived usefulness.

Table 4.15: Association between age and usage of BBM

<table>
<thead>
<tr>
<th>Age interval</th>
<th>Usage of Social Media n= 355</th>
<th>Occassionally</th>
<th>Often</th>
<th>Rarely</th>
<th>Very often</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>BBM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16yrs</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>17 - 19yrs</td>
<td>41</td>
<td>58.6</td>
<td>42</td>
<td>49.4</td>
<td>48</td>
</tr>
<tr>
<td>20 - 22yrs</td>
<td>15</td>
<td>21.4</td>
<td>30</td>
<td>35.3</td>
<td>30</td>
</tr>
<tr>
<td>23 - 25yrs</td>
<td>2</td>
<td>2.9</td>
<td>1</td>
<td>1.2</td>
<td>1</td>
</tr>
<tr>
<td>&gt;25yrs</td>
<td>12</td>
<td>17.1</td>
<td>12</td>
<td>14.1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
<td>85</td>
<td>100</td>
<td>80</td>
</tr>
</tbody>
</table>

The results show that Facebook and WhatsApp are irregularly used by students of 23 – 25 years. Lenhart, (2009) found that 61 per cent of the teens within the ages of 12-17 years make more use of social media platforms to send pictures and messages to friends and loved ones on regular basis. However, the usage declines with increase in age as academic pressure mounts and tasks increases. On rare usage, the result also showed that respondents within the ages of 23 – 25 years rarely used BBM, Facebook and WhatsApp.

The reason for the occasional and rare use of these three dominant social media platforms within the specified age range may be attributed to the academic stress and level of study of these categories of undergraduates who are either at their final stage or penultimate stage of their studies. Hence, many may not be frequently found on these platforms as many of them will have concern or worries over their long essays and assignments. This is demonstrated during the focus group discussion where the association between age and usage of social media was depicted. They associated increase in age with increase in other responsibilities resulting to reduction in time spent
on the social media platforms. Below is the conversation of FGD participants in University of Ibadan:

**Q: How does your age affect the time you spend on social media?**

P6: I have many responsibilities; I can only be in social media during my free time

P4: After my class, I got all the time to tweet and update my status.

P1: with loads of assignment nowadays, I visit my Facebook at night or early in the morning

The results in Table 4.15 showed that respondents within the ages of 17 – 22 years very often used these three social media platforms for diverse purposes. Ito (2008) opined that social media platforms allow adolescents to be connected and they offer opportunities for them to learn from one another. The platforms enable them to widen friendships from different places like religious places and schools and so on. This category of undergraduates is more attracted to social media platforms and very often makes use of them daily. The increase in the need for time management mostly to meet up with academic demands may be responsible for the decline in the frequency of social media use with age of respondents. In all, the results presented in Table 4.15 indicate that undergraduate students of different ages make different use of social media platforms, while a particular age range (specifically students of 23 years and above) seldom make use of these platforms and another (17 – 22 years) frequently and consistently make use of them to share information, pictures and chat with friends as well as meet new friends.

**4.2.3: Time spent on social media by undergraduates in south-west universities**

In OAU, 73.9%, 66.9% and 64.0% of the respondents spent 30 minutes on BBM, other (Nairaland forum) and Skype respectively. A good number (32.4%, 27.0%) of the respondents spent 1 – 2hrs on Facebook and WhatsApp respectively. The results indicated that respondents spent 2–3hrs on MySpace (57.7%), Google plus (50.8%) and Twitter (28.8%) in OAU. The results revealed that 34.2% of the respondents in OAU spent >4hrs on WhatsApp while 17.1% and 16.2%) spent >4hrs on Twitter and Blogs respectively. The results imply that students in OAU spent quite some time on social media platforms especially on Facebook, Instagram, WhatsApp, twitter and blogs.
Table 4.16: Time spent daily on social media platforms at OAU

<table>
<thead>
<tr>
<th>Social media platforms or sites</th>
<th>University OAU</th>
<th>Percentage responses (%) n=100</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30mins</td>
<td>1hr-2hrs</td>
</tr>
<tr>
<td>Facebook</td>
<td>45.0</td>
<td>32.4</td>
</tr>
<tr>
<td>Instagram</td>
<td>35.1</td>
<td>30.6</td>
</tr>
<tr>
<td>LinkedIn</td>
<td>39.6</td>
<td>20.7</td>
</tr>
<tr>
<td>My Space</td>
<td>40.5</td>
<td>1.8</td>
</tr>
<tr>
<td>YouTube</td>
<td>51.4</td>
<td>20.7</td>
</tr>
<tr>
<td>Google+</td>
<td>32.4</td>
<td>6.3</td>
</tr>
<tr>
<td>Blogs</td>
<td>37.8</td>
<td>24.3</td>
</tr>
<tr>
<td>Twitter</td>
<td>37.8</td>
<td>13.5</td>
</tr>
<tr>
<td>Skype</td>
<td>64.0</td>
<td>15.3</td>
</tr>
<tr>
<td>WhatsApp</td>
<td>15.3</td>
<td>27.0</td>
</tr>
<tr>
<td>BBM</td>
<td>73.9</td>
<td>13.5</td>
</tr>
<tr>
<td>Nairaland forum</td>
<td>66.7</td>
<td>9.0</td>
</tr>
</tbody>
</table>

In UNILAG, 63.8%, 63.1% and 50.8% of the respondents spent 30 minutes on MySpace, YouTube and Skype respectively. The majority (50.8%) of respondents spent 1 – 2hrs on WhatsApp. In UNILAG, the majority of the respondents (54.6%) spent 2 – 3hrs on Nairaland forum while a good percentage of the respondents (13.1%, 12.3%, 11.5%) spent >4hrs on Google plus, Blogs and Twitter. The results imply that social media platforms that students in UNILAG spent more time in social media platforms that required their participation such as discussion forums.

Table 4.17: Time spent daily on social media platforms at UNILAG

<table>
<thead>
<tr>
<th>Social media platforms or sites</th>
<th>University UNILAG</th>
<th>Percentage responses (%) n=100</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30mins</td>
<td>1hr-2hrs</td>
</tr>
<tr>
<td>Facebook</td>
<td>43.1</td>
<td>26.9</td>
</tr>
<tr>
<td>Instagram</td>
<td>48.5</td>
<td>26.2</td>
</tr>
<tr>
<td>LinkedIn</td>
<td>36.9</td>
<td>25.4</td>
</tr>
<tr>
<td>My Space</td>
<td>63.8</td>
<td>34.6</td>
</tr>
<tr>
<td>YouTube</td>
<td>63.1</td>
<td>8.5</td>
</tr>
<tr>
<td>Google+</td>
<td>35.4</td>
<td>18.5</td>
</tr>
<tr>
<td>Blogs</td>
<td>35.4</td>
<td>36.2</td>
</tr>
<tr>
<td>Twitter</td>
<td>43.1</td>
<td>16.2</td>
</tr>
<tr>
<td>Skype</td>
<td>50.8</td>
<td>34.6</td>
</tr>
<tr>
<td>WhatsApp</td>
<td>21.5</td>
<td>50.8</td>
</tr>
<tr>
<td>BBM</td>
<td>43.8</td>
<td>29.2</td>
</tr>
<tr>
<td>Nairaland forum</td>
<td>30.8</td>
<td>10.0</td>
</tr>
</tbody>
</table>
In UI, 66.7%, 64.9% and 61.8% of the respondents spent 30 minutes on BBM, YouTube and Skype respectively. The results also show that 36.2% of the respondents spent 1 – 2hrs on Blogs while 26.2% and 50.8% spent 1 – 2hrs on Instagram and WhatsApp respectively. In UI, 36% of the respondents spent 2 – 3hrs on Nairaland forum while 32.5% and 26.3% of the respondents spent 2 – 3hrs on MySpace and Facebook respectively. The results also show that 22.8% of the respondents spent >4hrs on WhatsApp while 19.3% and 15.8% of the respondents spent >4hrs on Twitter and Google plus respectively in UI. The results show that at UI, the time students spent on different social media platforms was dependent on their preferences and show no specific trends based on type of the platform.

**Table 4.18: Time spent daily on of social media platforms at UI**

<table>
<thead>
<tr>
<th>Social media platforms or sites</th>
<th>University</th>
<th>Percentage responses (%) n=100</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UI</td>
<td>30mins</td>
</tr>
<tr>
<td>Facebook</td>
<td></td>
<td>15.8</td>
</tr>
<tr>
<td>Instagram</td>
<td></td>
<td>41.2</td>
</tr>
<tr>
<td>LinkedIn</td>
<td></td>
<td>35.1</td>
</tr>
<tr>
<td>MySpace</td>
<td></td>
<td>46.5</td>
</tr>
<tr>
<td>YouTube</td>
<td></td>
<td>64.9</td>
</tr>
<tr>
<td>Google+</td>
<td></td>
<td>50.0</td>
</tr>
<tr>
<td>Blogs</td>
<td></td>
<td>40.4</td>
</tr>
<tr>
<td>Twitter</td>
<td></td>
<td>36.8</td>
</tr>
<tr>
<td>Skype</td>
<td></td>
<td>61.4</td>
</tr>
<tr>
<td>WhatsApp</td>
<td></td>
<td>24.6</td>
</tr>
<tr>
<td>BBM</td>
<td></td>
<td>66.7</td>
</tr>
<tr>
<td>Nairaland forum</td>
<td></td>
<td>33.3</td>
</tr>
</tbody>
</table>

The result in Table 4.19 gives vital information on the number of hours spent daily on social media platforms. It shows that students spend 30 minutes to more than 4hours daily on social networking sites or platforms. Across the universities, respondents spend different time and hours on different social media platforms. In all, the result indicates that many of the students spend 30 minutes on mostly Skype. Students spend 1 – 2hrs on different social media platforms. The pattern that emerges suggests that among the social media platforms with 1 – 2hrs, WhatsApp, Blogs and Instagram engage more of the students. The result in Table 4.18 also reveals that respondents spend 2 – 3hrs on all the social media platforms listed with Facebook and Twitter being the sites. The results of this study corroborate the study of Adebayo (2015) which stated that majority of the students spent 30 minutes to 1hour and above on social media platforms.
The length of time spent on social platform further varies with the sites as an increasing number of hours are spent on them. Rouis et al., (2011) stated that many students spend 3 to 4 minutes while others spend 8 hours a daily on social media platforms during each visit to check updates and share pictures and messages. The social media platforms where respondents said they spent 3 – 4hrs in OAU included LinkedIn, Instagram and Facebook; in UNILAG, they included YouTube, LinkedIn and Goggle plus/BBM, while in UI, many of the respondents spent 3 – 4hrs on Facebook, LinkedIn and Twitter. Furthermore, an average of 10.3% of respondents in the three universities also spent more than 4hrs on different social media platforms. In all, the results depicted in Table 4.18 indicate that a majority of the respondents (83.2%) spend 30minutes to <3hours daily on social media platforms or platforms. This suggests that once students in the three universities log on to their favourite sites, they spend plenty of time on the platform.

Portability of the electronic devices used in accessing social media platforms influences the time spent daily on the platforms. Many FGD participants did not keep track of the time spent in the social media platforms and their comments were based on rough estimates. Participants in the various focus group discussions explain the amount of time they spent on social media platforms.

P5: Roughly 4-5 hours.
P1: About three hours per day, though it’s just an estimation.
P4: Am in and out of Facebook for instance, checking what others have updated?
    If you sum-up the hours, maybe half a day
P2: Am not sure, but I spend a lot of time
P5: I can say 12 hours
P.10 I can.t say … maybe 24 hours. I’m always online 24/7

The results in Table 4.18 show that both male and female respondents spent time on social media platforms. The time spent ranged from 30 minutes to <4 hours with Facebook having the highest number of hours (male 39.7% and female 49.6%) spent by both sexes during each visit and when they log on to the site. The time spent on each
site differed between male and females. Tufekci (2009) cited in Misra et al., (2015) reported significant differences in the usage and purposes of using social media platforms between males and females. On the use of Facebook, the result showed that a good percentage (49.6%) of females spent 3 – 4 hours on Facebook, while 39.7% of males spent 3 – 4 hours on Facebook. On WhatsApp, the results showed that 36.4% of males spent more than 1 – 2 hours on the site, while 34.0% of females happened to spend 1 - 2 hours, while more female respondents (27.0%) spent >4 hours on WhatsApp compared to 18.7% of the male respondents. This simply means that male respondents spend more time on WhatsApp platform than their female counterparts. On BBM and YouTube, 66.4% and 60.3% of the male respondents happened to spend 30 minutes respectively on these sites during each visit per day, while 51.8% and 59.6% of female respondents spent 30 minutes respectively on BBM and YouTube. In addition, the results also revealed than 43.3% and 39.0% of the female respondents spent 30 minutes respectively on Twitter and Blogs, while 36.9% of male respondents also spent 30 minutes on Twitter and Blogs.

The information depicted in Table 4.19 clearly suggests that female respondents spend more time on Facebook, BBM, Twitter and Blogs chatting, sharing messages and pictures on social media platforms than their male counterparts. This is expected considering the fact that females are more addicted to social media platforms and as a result, they spend plenty of time online trying to update their profiles, upload pictures and keep up with celebrity gossips as well as trends on fashion (Tufekci, 2009).
Table 4.19: Gender of respondents and time spent on social media

| Gender | Facebook |  | WhatsApp |  | BBM |  | Twitter |  | Blog |  | YouTube |  |
|--------|----------|-----------------|----------|-----------------|----------|-----------------|----------|-----------------|----------|-----------------|----------|
|        | Male n 214; Female n = 141 |        | Male n 214; Female n = 141 |        | Male n 214; Female n = 141 |        | Male n 214; Female n = 141 |        | Male n 214; Female n = 141 |        | Male n 214; Female n = 141 |        |
|        | 30mins Freq | % | 1-2hrs Freq | % | 2-3hrs Freq | % | 3-4hrs Freq | % | >4hrs Freq | % | 30mins Freq | % |
| Facebook |  |  | |  |  | |  |  |  |  |  |  |
| Male | 7 | 3.3 | 60 | 28.0 | 37 | 17.3 | 85 | 39.7 | 25 | 11.7 |  |  |
| Female | 4 | 2.8 | 41 | 29.1 | 16 | 11.3 | 70 | 49.6 | 10 | 7.1 |  |  |
| WhatsApp |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 45 | 21.0 | 78 | 36.4 | 31 | 14.5 | 20 | 9.3 | 40 | 18.7 |  |  |
| Female | 28 | 19.9 | 48 | 34.0 | 11 | 7.8 | 16 | 11.3 | 38 | 27.0 |  |  |
| BBM |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 142 | 66.4 | 37 | 17.3 | 12 | 5.6 | 23 | 10.7 |  |  |  |  |
| Female | 73 | 51.8 | 33 | 23.4 | 12 | 8.5 | 23 | 16.3 |  |  |  |  |
| Twitter |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 79 | 36.9 | 26 | 12.1 | 39 | 18.2 | 30 | 14.0 | 40 | 18.7 |  |  |
| Female | 61 | 43.3 | 18 | 12.8 | 39 | 27.7 | 7 | 5.0 | 16 | 11.3 |  |  |
| Blog |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 79 | 36.9 | 67 | 31.3 | 24 | 11.2 | 19 | 8.9 | 25 | 11.7 |  |  |
| Female | 55 | 39.0 | 45 | 31.9 | 9 | 6.4 | 11 | 7.8 | 21 | 14.9 |  |  |
| YouTube |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 129 | 60.3 | 36 | 16.8 | 25 | 11.7 | 20 | 9.3 | 4 | 1.9 |  |  |
| Female | 84 | 59.6 | 18 | 12.8 | 9 | 6.4 | 23 | 16.3 | 7 | 5.0 |  |  |

Undergraduate students just like other users of social media platforms make use of these platforms for different purposes. The reasons for using social media platforms range from chatting to sharing of messages. The results in this study agrees with the study of Idubor (2015) who identified meeting with friends, getting news, communication (chatting) and online learning as major purposes of social media utilization among undergraduates in University of Ibadan.

The results in Table 4.20 revealed that the general reasons given by undergraduates for using social media platforms in the three universities were chatting and learning as well as making of new friends. The prominent social media platforms used for chatting, learning and making of new friends were WhatsApp and Google+*. This means that the chief reason for using social media platform is for chatting with friends, loved ones and associations. This supports Osman’s (2011) findings which identified communication purposes, companionship and social interaction as key purposes for students’ use of social media networks. Many of the social media platforms listed in Table 4.20 were used for chatting and for achieving other purposes such as learning, making new friends and sharing pictures and messages. A look at the reasons for using social media
platforms across the three universities show some similarities but with apparent differences in the platforms used.

In OAU, chatting, learning and making of new friends were the major reasons given by the respondents for using social media platforms, while sharing of pictures was the least reason for social media use. The social media platforms used to achieve the aforementioned purposes were WhatsApp (79.3%), LinkedIn (51.4%) and BBM (36.0%) respectively. The social media platforms used for HIV and AIDS communication comprised of blogs (28.8%), YouTube (23.4%), Google+ (18.9%), Instagram (14.4%), Facebook (4.5%) and Skype (3.6%). The results show that favourite social media platforms such as Facebook and mostly used social media platforms such as Whatsapp and BBM are not used for HIV and AIDS communication. Favourite and mostly used social media platforms do not match HIV and AIDS communication at OAU.

<table>
<thead>
<tr>
<th>Social media platforms or sites</th>
<th>OAU Percentage responses (%) n=111</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chatting</td>
<td>HIV and AIDS Communication</td>
</tr>
<tr>
<td></td>
<td>Learning</td>
</tr>
<tr>
<td></td>
<td>Making new friends</td>
</tr>
<tr>
<td></td>
<td>Sharing pictures</td>
</tr>
<tr>
<td></td>
<td>Sharing of messages</td>
</tr>
<tr>
<td>Facebook</td>
<td>47 42.3 5 4.5 12 10.8 24 21.6 11 9.9 12 10.8</td>
</tr>
<tr>
<td>Instagram</td>
<td>37 33.3 16 14.4 13 11.7 11 9.9 29 26.1 5 4.5</td>
</tr>
<tr>
<td>LinkedIn</td>
<td>49 44.1 0 57 51.4 4 3.6 1 0.9 4 3.6</td>
</tr>
<tr>
<td>My Space</td>
<td>33 29.7 0 44 39.6 30 27.0 1 0.9 3 2.7</td>
</tr>
<tr>
<td>YouTube</td>
<td>39 35.1 26 23.4 43 38.7 0 7 6.3 1 0.9 2 1.8</td>
</tr>
<tr>
<td>Google+</td>
<td>34 30.6 21 18.9 21 18.9 30 27.0 0 - 5 4.5</td>
</tr>
<tr>
<td>Blogs</td>
<td>34 30.6 32 28.8 35 31.5 7 6.3 0 - 3 2.7</td>
</tr>
<tr>
<td>Twitter</td>
<td>42 37.8 0 7 6.3 33 29.7 16 14.4 13 11.7</td>
</tr>
<tr>
<td>Skype</td>
<td>42 37.8 4 3.6 19 17.1 19 17.1 2 1.8 25 22.5</td>
</tr>
<tr>
<td>WhatsApp</td>
<td>88 79.3 0 8 7.2 0 - 10 9.0 5 4.5</td>
</tr>
<tr>
<td>BBM</td>
<td>71 64.0 0 - 0 0 36.0 0 - 0 -</td>
</tr>
</tbody>
</table>

In UNILAG, a similar pattern was observed with chatting, learning, and making of new friends being the main reasons for using social media platforms. The least reason for using social media platforms was sharing of messages. The result indicated that WhatsApp (51.5%), Blogs (48.5%), LinkedIn (36.9%) were the respective social media platforms used for chatting, learning, and making of new friends among undergraduates in UNILAG. The results also show that Google+ (27.7%), blogs (23.8%), skype

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(23.1%), MySpace (19.2%), Facebook (17.7%), Instagram (14.6%) WhatsApp (7.7%) and LinkedIn (0.8%) were used for HIV and AIDS communication at UNILAG. Although Facebook has been used for HIV and AIDS communication at UNILAG, it is not to the extent that it is considered a favourite by respondents. Whatsapp and BBM which are mostly used by students have not been used for HIV and AIDS communication at UNILAG.

Table 4.21: Reason for using social media platforms at UNILAG

<table>
<thead>
<tr>
<th>Social media platforms or sites</th>
<th>University</th>
<th>UNILAG</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percentage responses (%) n= 130</td>
<td></td>
</tr>
<tr>
<td>Chatting</td>
<td>HIV and AIDS Communication</td>
<td>Learning</td>
</tr>
<tr>
<td>Facebook</td>
<td>51</td>
<td>39.2</td>
</tr>
<tr>
<td>Instagram</td>
<td>36</td>
<td>27.7</td>
</tr>
<tr>
<td>LinkedIn</td>
<td>9</td>
<td>6.9</td>
</tr>
<tr>
<td>My Space</td>
<td>34</td>
<td>26.2</td>
</tr>
<tr>
<td>YouTube</td>
<td>3</td>
<td>2.3</td>
</tr>
<tr>
<td>Google+</td>
<td>30</td>
<td>23.1</td>
</tr>
<tr>
<td>Blogs</td>
<td>31</td>
<td>23.8</td>
</tr>
<tr>
<td>Twitter</td>
<td>29</td>
<td>22.3</td>
</tr>
<tr>
<td>Skype</td>
<td>50</td>
<td>38.5</td>
</tr>
<tr>
<td>WhatsApp</td>
<td>67</td>
<td>51.5</td>
</tr>
<tr>
<td>BBM</td>
<td>63</td>
<td>48.5</td>
</tr>
<tr>
<td>Others</td>
<td>46</td>
<td>35.4</td>
</tr>
</tbody>
</table>

A different pattern was observed in UI as the result in Table 4.21 indicated that chatting, learning and HIV and AIDS communication were the primary reasons for using social media platforms. The social media platforms used to achieve these diverse reasons included WhatsApp (61.4%), Google plus (62.3%) and YouTube (31.6%). The least indicated reason by respondents in UI for using social media platforms was sharing of pictures using YouTube, sharing of messages using blogs, learning through twitter, HIV and AIDS communication using WhatsApp and chatting using Google+. At UI the difference here is significant as it is the first time HIV and AIDS communication is stated among the top three reasons for using social media. This implies that there could be efforts at UI that make Whatsapp which is mostly used by students to work for HIV and AIDS communication. However, Facebook, one of the favourite social media platforms seem not to match use for HIV and AIDS communication at UI.

Table 4.22: Reason for using social media platforms at UI

<table>
<thead>
<tr>
<th>University</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

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The general pattern or percentages suggests that chatting (Average: 47.1%, 28.8%, 31.1%) and learning which is for academic and research purposes (Average: 19.4%, 23.4%, 23.6%) constitute the common reasons given by students in OAU, UNILAG and UI respectively for using social media platforms. Adebayo (2015) and Dhlamini et al. (2015) reported that connecting with friends/classmates and learning (academic and research purposes) were the main reasons why students make use of social media platforms. The reasons for using social media by students were expressed in a focused group discussion in IU as shown in the conversation below:

**Q: What are your reasons for using social media Platforms?**

- **P7:** chatting. I love chatting with my pals, we can talk about- say fashion, trending celebrity news, just anything
- **P4:** to connect with my friends, I don’t necessarily have to meet them face to face
- **P6:** well, social media got lots of uses. From chatting to accessing information about the Current situation, it keeps me updated.

There was no report from the FGDs and KIIs directly regarding HIV and AIDS communication as a reason for using social media. This show that despite efforts by stakeholders such as the government of Nigeria to engage society through social media platforms, the efforts have not been translated into actual HIV and AIDS communication (AIDS.gov, 2008).
Both male and female undergraduates make use of social media platforms for different purposes or reasons as depicted in Table 4.22. Different social media platforms are used by male and female students in chatting and sharing pictures among other purposes for using social media platforms. The results in Table 4.22 indicated that both male and female undergraduates in the three universities indicated chatting, learning and sharing of pictures as their main reasons for using social media platforms or sites. Chatting was the main reason for using various social media platforms, followed closely by learning and then sharing of pictures, while sharing of messages was the least indicated reason by students for using social media platforms. On the social media platforms used by both male and female respondents, the study identified WhatsApp, Facebook and BBM as the prominent social media platforms used for chatting.

Male undergraduates made more use of WhatsApp and Facebook in chatting than their female counterparts, while BBM was more used for chatting by female students than their male counterparts. On learning (academic and research purposes), male undergraduates used more of YouTube for learning purposes, while female undergraduates used more of Blogs than their male counterparts, while LinkedIn was equally used by both sexes for learning. Results on the sharing of pictures identified female undergraduates to make more use of WhatsApp and YouTube, while male respondents made more frequent use of Instagram to share pictures than females.

Furthermore, a close analysis of Table 4.22 shows that Facebook (used more by male respondents) and WhatsApp (used more by female respondents), were the social media sites used for the sharing of messages. This is true as these social media sites have billions of users (Constine, 2017, StatCounter, 1999-2017) and messages are easily shared on these platforms. The messages usually shared cover diverse areas such as health, social, political, employment opportunities and security tips among several others. Both male and female undergraduates made use of different social media platforms for chatting, learning and sharing of pictures. However, on the sex that makes more use of social media platforms (based on percentage distribution), male undergraduates are identified to make more use of social media platforms basically for chatting, learning and sharing of pictures. The study also found that male respondents spend more time on YouTube than girls. The result also showed that more female respondents made use of Facebook (16.3%) and WhatsApp (6.4%) to access and share...
HIV and AIDS information, while a larger percentage of male respondents used Blogs (34.1%), YouTube (22.4%) and Instagram (16.4%) to access and share HIV and AIDS information. These results support recommendations by Mangold and Faulds (2009) that health information could be shared and acted upon on social platforms such as Facebook. They also agree with Fox and Duggan (2013) who advocated for utilization of mobile phone applications to relay health information to their users.
Table 4.23: Gender of respondents and reason for social media platforms

<table>
<thead>
<tr>
<th>Social media platforms</th>
<th>Percentage responses (%)</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Chatting</td>
<td>HIV and AIDS Communication</td>
<td>Learning</td>
<td>Making new friend(s)</td>
<td>Sharing pictures</td>
<td>Sharing of messages</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>WhatsApp</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>231</td>
<td>65.0</td>
<td>5</td>
<td>1.4</td>
<td>42</td>
<td>11.7</td>
<td>3</td>
</tr>
<tr>
<td>Female</td>
<td>124</td>
<td>35.0</td>
<td>23</td>
<td>6.4</td>
<td>30</td>
<td>8.5</td>
<td>-</td>
</tr>
<tr>
<td>Facebook</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>168</td>
<td>47.2</td>
<td>40</td>
<td>11.2</td>
<td>51</td>
<td>14.5</td>
<td>35</td>
</tr>
<tr>
<td>Female</td>
<td>101</td>
<td>28.4</td>
<td>58</td>
<td>16.3</td>
<td>48</td>
<td>13.5</td>
<td>81</td>
</tr>
<tr>
<td>BBM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>169</td>
<td>47.7</td>
<td>22</td>
<td>6.1</td>
<td>23</td>
<td>6.5</td>
<td>109</td>
</tr>
<tr>
<td>Female</td>
<td>184</td>
<td>51.8</td>
<td>23</td>
<td>6.4</td>
<td>18</td>
<td>5.0</td>
<td>68</td>
</tr>
<tr>
<td>LinkedIn</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>98</td>
<td>27.6</td>
<td>18</td>
<td>5.1</td>
<td>136</td>
<td>38.3</td>
<td>61</td>
</tr>
<tr>
<td>Female</td>
<td>91</td>
<td>25.5</td>
<td>23</td>
<td>6.4</td>
<td>136</td>
<td>38.3</td>
<td>73</td>
</tr>
<tr>
<td>Instagram</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>118</td>
<td>33.2</td>
<td>58</td>
<td>16.4</td>
<td>37</td>
<td>10.3</td>
<td>18</td>
</tr>
<tr>
<td>Female</td>
<td>106</td>
<td>29.8</td>
<td>50</td>
<td>14.2</td>
<td>63</td>
<td>17.7</td>
<td>48</td>
</tr>
<tr>
<td>Blogs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>89</td>
<td>25.2</td>
<td>121</td>
<td>34.1</td>
<td>109</td>
<td>30.8</td>
<td>13</td>
</tr>
<tr>
<td>Female</td>
<td>108</td>
<td>30.5</td>
<td>53</td>
<td>14.9</td>
<td>148</td>
<td>41.6</td>
<td>25</td>
</tr>
<tr>
<td>YouTube</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>71</td>
<td>20.1</td>
<td>80</td>
<td>22.4</td>
<td>148</td>
<td>41.6</td>
<td>-</td>
</tr>
<tr>
<td>Female</td>
<td>101</td>
<td>28.4</td>
<td>35</td>
<td>9.9</td>
<td>146</td>
<td>41.1</td>
<td>0</td>
</tr>
</tbody>
</table>

With regard to social media mostly used, findings of the key informant interviews and FGD also revealed that undergraduate students usually use different social media platforms in disseminating HIV and AIDS information. In one of the interviews conducted with one of the student leaders from OAU on the type of social media used for HIV and AIDS communication, the respondent explains that:

“I have been using different types of social media since I was in J.S.S 3 so as to connect to my friends and loved ones but the extent to which I use social media for HIV and AIDS campaign is very minimal. I will rather use my bundle to chat with friends rather than sourcing, surfing or sharing information on HIV/AIDS” -KI (2) OAU
Also, another student leader from University of Ibadan also said that:

“I use all the social media platform to commune with friends. We normally share pictures of our events on Instagram, snapchats and WhatsApp but most times we don’t use social media platforms to share information on prevalence and spread of HIV and AIDS.”

As observed by Solis (2010) there are different types of social media platforms that enable and facilitate the creation, consumption, and delivery of information. The findings confirm that the choice of social media platforms by users depends on preferences and perceived usefulness of the chosen platform (Kaplan & Haenlein, 2010; Moorhead et al., 2013).

Independent samples test was used to find out if there are significant gender differences in the use of social media platforms for the various reasons given in Table 4.24. The results obtained are depicted in Table 4.24. The social media platforms analysed in this section comprised the principal sites used by male and female students for chatting, learning and sharing of pictures. The result showed that among the social media platforms, only Facebook differed significantly between sexes, other social media platforms showed no significant gender differences. A look at the mean values show that female students comfortably made more use of the Facebook platform than their male counterparts, while the reverse was the case for Instagram, where male respondents made more use of it than female respondents. Other sites showed insignificant differences. The study concluded that female respondents make use of social media platforms than male respondents.
Table 4.24: Relationship between gender and the use of social media platforms

<table>
<thead>
<tr>
<th>Social media platforms</th>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Dev.</th>
<th>t-Values</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook</td>
<td>Male</td>
<td>214</td>
<td>2.50</td>
<td>1.76</td>
<td>2.584*</td>
<td>0.010</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>141</td>
<td>2.98</td>
<td>1.68</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instagram</td>
<td>Male</td>
<td>214</td>
<td>2.99</td>
<td>1.81</td>
<td>0.340</td>
<td>0.734</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>141</td>
<td>2.92</td>
<td>1.62</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LinkedIn</td>
<td>Male</td>
<td>214</td>
<td>2.87</td>
<td>1.46</td>
<td>0.010</td>
<td>0.992</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>141</td>
<td>2.87</td>
<td>1.39</td>
<td></td>
<td></td>
</tr>
<tr>
<td>YouTube</td>
<td>Male</td>
<td>214</td>
<td>2.96</td>
<td>1.57</td>
<td>0.317</td>
<td>0.751</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>141</td>
<td>3.01</td>
<td>1.73</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blogs</td>
<td>Male</td>
<td>214</td>
<td>2.33</td>
<td>1.12</td>
<td>0.172</td>
<td>0.864</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>141</td>
<td>2.35</td>
<td>1.06</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WhatsApp</td>
<td>Male</td>
<td>214</td>
<td>2.13</td>
<td>1.80</td>
<td>0.870</td>
<td>0.385</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>141</td>
<td>2.30</td>
<td>1.92</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BBM</td>
<td>Male</td>
<td>214</td>
<td>2.54</td>
<td>1.66</td>
<td>0.084</td>
<td>0.933</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>141</td>
<td>2.55</td>
<td>1.84</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant at 5% alpha level

The perceptions of respondents concerning social media platforms were examined or measured using a 5-point Likert Scale with responses ranging from Strongly Agree to Strongly Disagree on 11 items. For easy presentation, only the first-three items with high mean values were chosen and used to make inferences. These three items used represent significant perceptions of respondents concerning social media platforms. The first-ranked item was “I can participate in collective activities with my peers through social media”. Majority of the respondents across the three universities strongly agreed (70.3, 75.3 and 68.4%) that through social media platforms they were able to take part in collective peer activities. This could mean that social media platforms enable peers to be connected to one another and it provides the medium for them to discuss a wide range of subjects. Through social media platforms, peers of like-mind are able to pass vital information across different geographic distances. Members of the group get alerted each time messages, pictures and other vital information is shared or posted on their platform by a registered member. For instance, peers who attend the same secondary school but are not fortunate to be admitted into the same university are able to remain connected via social media platforms. The second ranked item was “social media has enabled formation of useful organizations” and this was stated to be
the case by 67.4%, 63.6% and 55.2% of the respondents across the selected universities respectively.

As already explained above, through social media platforms, useful organizations or groups can be formed by individuals that share a common upbringing, education and training. It also enables entrepreneurs in the same line of businesses to link one another. Through this approach, they can inform members on latest issues on their products and where they can be bought. Vital information to safeguard members from contracting HIV and AIDS among other health-related issues is usually shared on such platforms. Agencies of government can also utilize the benefits of social media platforms to pass vital information concerning their services to members of the public. Some of such agencies are NAFDAC (National Agency for Food and Drugs Administration and Control), NACA (National Agency for the Control of AIDS) which has an official page on Facebook. These pages educate members of the public on ways to identify fake drugs and ways to inform its officials across the federation concerning any fake drugs. Across the three universities, an average of 62.1% indicated presence and role of organizations educating and sharing information through social media platforms.

The page also informs members of the public on recent drugs and accredited pharmaceutical companies. This indeed is the case with other agencies and organizations as well as institutions which have seen social media platforms as easiest way to reach their target audience. The third ranked item was that “social media has provided me with valuable network”. This is obvious because with the emergence of social media platforms, people can use them to achieve different purposes. A lot of people are able to make use of these platforms for sales promotion or to advertise their products and services at minimal cost. It has also enabled people to get real-time information on HIV and AIDS as well as recent ways of management of disease. In precise, the information presented in Table 4.24 shows that ability to connect with peers (70.3%), establishment of useful organization (67.4%) and valuable network are the main benefits people ascribe to social media platforms (54.1%).

The results show that at OAU, 70.3% of the respondents agreed that they can participate in collective activities with their peers through social media while 18.9% disagreed. The results show that 10.8% of the respondents were undecided on that statement. The
results also show that 67.4% of the respondents agreed that social media has enabled formation of useful organizations while 20% disagreed. Only 12.6% of the respondents indicated they were undecided on the statement. The study revealed that 54.1% of respondents at OAU agreed with the statement that social media has provided them with valuable network while 29.7% disagreed. Only 16.2% of the respondents were neutral on the statement.

Table 4.25: Assessment of social media platforms at OAU

<table>
<thead>
<tr>
<th>Statements</th>
<th>Percentage responses</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can participate in collective activities with my peers through social media</td>
<td>70.3 10.8 18.9 3.96</td>
<td>1</td>
</tr>
<tr>
<td>Social media has enabled formation of useful organizations</td>
<td>67.4 12.6 20.0 3.84</td>
<td>2</td>
</tr>
<tr>
<td>Social media has provided me with valuable network</td>
<td>54.1 16.2 29.7 3.54</td>
<td>3</td>
</tr>
</tbody>
</table>

A=Agree (SA+A); D= Disagree (SD+D); U= Undecided

At UNILAG, the results revealed that majority of the respondents agreed with the statement that they can participate in collective activities with their peers through social media (75.3%) while 18.5% disagreed. Only 6.2% of the respondents were undecided. Majority of the respondents also agreed with the statement that social media has enabled formation of useful organizations (63.6%). The results show that 15.4% of the respondents were undecided while 21% disagreed. Majority of the respondents at UNILAG also agreed with the statement that social media has provided them with valuable networks (60.7%). The results also show that 16.9% were undecided on this statement while 22.4% disagreed.

Table 4.26: Assessment of social media platforms at UNILAG

<table>
<thead>
<tr>
<th>Statements</th>
<th>Percentage responses</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can participate in collective activities with my peers through social media</td>
<td>75.3 6.2 18.5 4.11</td>
<td>1</td>
</tr>
<tr>
<td>Social media has enabled formation of useful organizations</td>
<td>63.6 15.4 21.0 3.84</td>
<td>2</td>
</tr>
<tr>
<td>Social media has provided me with valuable network</td>
<td>60.7 16.9 22.4 3.72</td>
<td>3</td>
</tr>
</tbody>
</table>

A=Agree (SA+A); D= Disagree (SD+D); U= Undecided
At University of Ibadan, the results show that majority of the respondents agreed with the statement that they can participate in collective activities with their peers through social media (68.4%) while 9.6% were undecided on the statement. The results show that 22% of the respondents disagreed with the statement. On whether social media has enabled formation of useful organizations, majority of the respondents (55.2%) agreed while 19.4% and 25.4% indicated undecided and disagree respectively. Majority of the respondents indicated that they agree with the statement that social media has provided them with valuable networks (52.8%) while 21.1% and 26.1% indicated undecided and disagree respectively.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Percentage responses</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can participate in collective activities with my peers through social media</td>
<td>68.4 9.6 22.0 3.82</td>
<td>1</td>
</tr>
<tr>
<td>Social media has enabled formation of useful organizations</td>
<td>55.2 19.4 25.4 3.57</td>
<td>2</td>
</tr>
<tr>
<td>Social media has provided me with valuable network</td>
<td>52.8 21.1 26.1 3.52</td>
<td>3</td>
</tr>
</tbody>
</table>

A=Agree (SA+A); D= Disagree (SD+D); U= Undecided

The results obtained suggest that respondents in the three universities have similar viewpoints concerning social media platforms. This is so as they make use of the sites for similar purposes and the sites can connect them with old friends who are separated by education, marriage, and work among others. The sites also enable them to participate in collective peers’ activities and make it easy for information to be shared and retrieved from several organizations. Through these sites, people can form organization and make the public know about them and how to get in touch with them for services. Several private and government organizations like, National Agency for the Control of AIDS (http://naca.gov.ng), Society for Family Health (www.sfhnigeria.org), top health life advice (tophealthlifeadvice.com), health in style (healthinstyle.com) and natural medicine box among several others are now easily advertised on these social media platform (mostly Facebook) that give information on health tips. It is therefore an easier platform to advertise services and products relevant to HIV and AIDS information (www.naca.gov.ng). These observations agree with
Neiger et al. (2013) who noted that the change in the public’s attitude towards health information and their sources may be considered the only possible way for the prevention and cure for HIV and AIDS. Attitude towards various social media platforms as sources for health information is an essential step in the building of utility of HIV and AIDS information campaigns through social media platforms on the Internet (Korda & Itani, 2013).

4.2.4 Social Media Platforms used for HIV and AIDS Communication

The result in Table 4.29 shows the social media platforms commonly used by male and female students for HIV and AIDS communication. It also showed that different social media platforms that are usually used by male and female students to give information on HIV and AIDS. As observed by Obono (2011) the media of HIV and AIDS communications are diverse, and different media approaches are used to influence HIV transmission and prevention. Table 4.28 indicated that blogs (41.1%), twitter (25.4%) and WhatsApp (17.7%) were the social media platforms preferred by male and female respondents for sharing HIV and AIDS information, challenges and make necessary enquiries concerning the deadly virus.

<table>
<thead>
<tr>
<th>Social media platforms or sites</th>
<th>OAU Freq</th>
<th>OAU %</th>
<th>UNILAG Freq</th>
<th>UNILAG %</th>
<th>UI Freq</th>
<th>UI %</th>
<th>Total Response</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBM</td>
<td>4</td>
<td>3.6</td>
<td>5</td>
<td>3.8</td>
<td>2</td>
<td>1.8</td>
<td>11</td>
<td>3.1</td>
</tr>
<tr>
<td>Blogs</td>
<td>42</td>
<td>37.8</td>
<td>51</td>
<td>39.2</td>
<td>53</td>
<td>46.5</td>
<td>146</td>
<td>41.1</td>
</tr>
<tr>
<td>Facebook</td>
<td>10</td>
<td>9.0</td>
<td>11</td>
<td>8.5</td>
<td>10</td>
<td>8.8</td>
<td>31</td>
<td>8.7</td>
</tr>
<tr>
<td>Google Plus</td>
<td>5</td>
<td>4.5</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>5</td>
<td>1.4</td>
</tr>
<tr>
<td>Instagram</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Kinschat</td>
<td>2</td>
<td>1.8</td>
<td>4</td>
<td>3.1</td>
<td>-</td>
<td>-</td>
<td>6</td>
<td>1.7</td>
</tr>
<tr>
<td>LinkedIn</td>
<td>3</td>
<td>2.7</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>0.8</td>
</tr>
<tr>
<td>Skype</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Twitter</td>
<td>18</td>
<td>16.3</td>
<td>39</td>
<td>30.0</td>
<td>33</td>
<td>28.9</td>
<td>90</td>
<td>25.5</td>
</tr>
<tr>
<td>WhatsApp</td>
<td>27</td>
<td>24.3</td>
<td>20</td>
<td>15.4</td>
<td>16</td>
<td>14.0</td>
<td>63</td>
<td>17.7</td>
</tr>
<tr>
<td>YouTube</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>111</td>
<td>100</td>
<td>130</td>
<td>100</td>
<td>114</td>
<td>100</td>
<td>355</td>
<td>100</td>
</tr>
</tbody>
</table>

The results in Table 4.30 further show the reasons why male and female respondents preferred the aforementioned social media platforms or platforms for HIV and AIDS
communication. Similar reasons were upheld by male and female students across the three universities. The result showed that privacy (47.3%) was the main reason for the use of these social media platforms followed by neutrality (27.9%) and then trust (24.8%) of the sites.

The findings from key informant’s interviews show that social media platforms are rarely used for HIV and AIDS communication. Those that rarely use social media platforms for HIV and AIDS communication will consider the usefulness of platforms they use and their ease of use. Other considerations such as need for password or security and privacy also determine use of social media platforms for HIV and AIDS. Findings from FGDs show that students prefer one on one interaction to surfing the web for information despite the fact that most students are online for a larger part of the day. Some participants demonstrated a carefree attitude preferring not to know, adopting the adage that “the more you know, the more sorrowful you become”. Change of attitude therefore is important as recommended by Neiger et al. (2013) for effective HIV and AIDS through social media platforms.

Table 4.30: Reasons for use for HIV and AIDS Communication

<table>
<thead>
<tr>
<th>Social media platforms or sites</th>
<th>OAU</th>
<th>UNILAG</th>
<th>UI</th>
<th>Total Response (355)</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freq (n=111)</td>
<td>% (100)</td>
<td>Freq (n=130)</td>
<td>% (100)</td>
<td>Freq (n=114)</td>
<td>% (100)</td>
</tr>
<tr>
<td>Ensures neutrality</td>
<td>27</td>
<td>24.3</td>
<td>47</td>
<td>36.2</td>
<td>25</td>
</tr>
<tr>
<td>Privacy</td>
<td>46</td>
<td>41.5</td>
<td>63</td>
<td>48.4</td>
<td>59</td>
</tr>
<tr>
<td>Trust</td>
<td>38</td>
<td>34.2</td>
<td>20</td>
<td>15.4</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>111</td>
<td>100</td>
<td>130</td>
<td>100</td>
<td>114</td>
</tr>
</tbody>
</table>

On the platform of social media that is most friendly and widely used as a medium of HIV and AIDS communication among undergraduate students, the respondents gave diverse opinion, in an in-depth interview conducted with a student leader at University of Ibadan. One of the key informants interviewed maintained that:

“Among all the forms of social media platforms that we normally use, WhatsApp is the friendliest in terms of usage and privacy and everybody
has it. We use it in our group for pass health information to our group members we also use Facebook. If not because of the group, I don’t really share HIV and IDS information. KI (1) UI

In regard to social media mostly used, results of the in-depth interview and FGD also revealed that undergraduate students usually use different social media platforms in disseminating HIV/AIDS information.

The results regarding social media mostly used by undergraduates for HIV and AIDS communication imply that social media is a capable tool for health promotion but the development identification and applications of metrics to track and assess social media is still inadequate based on findings from key informants interviewed. These social media platforms solve geographic barriers and cost of travelling some distance to seek for medical advice. This is because users can easily connect with experts online or leave their comments and within some hours, they will get a reply on ways to seek help or solve their health challenge. This is an important component towards the adoption of preventive actions among young students in tertiary institutions.

Findings from FGDs show that although social media can influence HIV and AIDS discussion, it has not been abundant. Many times, students are not usually looking for health related information on social media because they might be ashamed if others get to know about it. For this reason, many may not be able to share such information with their friends. However, when there is privacy online, this could be possible. Many participants indicated that students want to know things about health talks and they might not want to ask people around them or talk about it because they may be scared of what others may think about them connect to the internet online and check personally.

Based on findings from FGDs, HIV and AIDS communication among the students can actually be effective but the problem is that most of the times when students go online to download, they end up downloading things that pop up along the line. Mostly, HIV and AIDS advices the online platforms that are sufficient and therefore promoters and HIV and AIDS campaigns should use social media platforms. The participants in FGDs noted that when the orientation program is taking place, students are educated on HIV and AIDS. There is also HIV and AIDS education at the health centres. However, use
of social media to reach students on HIV and AIDS related information is low but students use social media to get information about themselves. The observations are similar with Mangold and Faulds (2009) as well as Fox and Duggan (2013) who emphasized that health information should be shared and acted upon on social platforms such as Facebook. The social media platforms should be utilized to relay health information to their users.

4.3 Factors affecting social media use or none-use for HIV and AIDS communication

The second objective of this study sought to examine the factors that contribute to the use or none-use of social media for HIV and AIDS communication among undergraduate students in Southwest Nigeria. This section looks at how the awareness of social media has encouraged students to use it as well as the reason for its usage. It also looks at how the availability of technological devices and facilities determine the usage of social media.

When the respondents were asked about their level of awareness of the social media, overwhelming results indicated that people have seen the need to be connected to it. The results in Table 4.31 show the level of awareness of social media and the usage. The results showed that the global awareness of social media had enabled the 71.3% of the respondents use social media. The results obtained in this study corroborate the findings of Musa et al., (2015) that the majority (98.2%) of the respondents in their study of Kano State polytechnic were aware of social networks and regularly used it. This is apparent as students have seen the importance of social media which has helped them to remain connected to friends, make friends and upload pictures among others. In a related study, a survey carried out by Statista.com (2015) identified Facebook, WhatsApp and Twitter as social media platforms with vast numbers of users with 1.3 billion, 600 million and 284 million active registered accounts respectively. The survey revealed the global awareness of the social media platform.

Despite the increased awareness on the importance of the e-telecommunication medium, not all the students were able to use it. This is the case as 28.7% of the students affirmed they do not use social media. The results imply an increase in the proportion
of students using social media which could be attributed to the awareness the students have on the importance of using it.
Several reasons may be responsible for students’ inability to make use of social media such as cost. This can keep them away from using social media platforms even when they are aware of its importance. Another concern for students’ inability to make use of social media was identified as privacy. Boyd and Ellison (2007) stated that concerns in relation to privacy have been a decisive problem in using social media platforms due to the high risk of unintended publicity of personal information, hacking and identity theft.

Of the proportion of students across the universities that make use of social media (71.3%), 27% stated that it enables them to interact, 25.1% stated it enabled them to exchange ideas and 11.3% stated it informed peers on HIV and AIDS, while 7.9% stated it helps to increase their knowledge on HIV. The information in Table 4.32 shows that the majority of the students across the selected universities make use of social media because of its growing importance for social communication and sharing of information. It further shows that the awareness on interaction and exchange of ideas are the two principal reasons for using social media. This therefore creates a good channel for HIV and AIDS communication. Social media platforms as a channel for creating awareness have been acknowledged by findings from FGDs and key informants. As Forsvaret (2013) observed, promoting HIV and AIDS awareness on social media can be done by inspiring and engaging users in health by uploading engaging educational information. The drawback of social media platforms lies in the role of commercial and monetary rewards of views and subscribers.

Table 4.31: Awareness and use of social media for HIV and AIDS communication

<table>
<thead>
<tr>
<th>Variables</th>
<th>OAU</th>
<th>UNILAG</th>
<th>UI</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq (n= 111)</td>
<td>% (100)</td>
<td>Freq (n= 130)</td>
<td>% (100)</td>
</tr>
<tr>
<td>Yes</td>
<td>84</td>
<td>75.7</td>
<td>88</td>
<td>67.7</td>
</tr>
<tr>
<td>No</td>
<td>27</td>
<td>24.3</td>
<td>42</td>
<td>32.3</td>
</tr>
<tr>
<td>Total</td>
<td>111</td>
<td>100</td>
<td>130</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 4.32: Reasons for usage of social media for HIV and AIDS communication

<table>
<thead>
<tr>
<th>Variables</th>
<th>OAU Freq (n=111)</th>
<th>OAU % (100)</th>
<th>UNILAG Freq (n=130)</th>
<th>UNILAG % (100)</th>
<th>UI Freq (n=114)</th>
<th>UI % (100)</th>
<th>Total % N=355</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable</td>
<td>30</td>
<td>27.1</td>
<td>42</td>
<td>32.2</td>
<td>30</td>
<td>26.3</td>
<td>28.7</td>
</tr>
<tr>
<td>It has increased interaction</td>
<td>23</td>
<td>20.7</td>
<td>43</td>
<td>33.1</td>
<td>30</td>
<td>26.3</td>
<td>27.0</td>
</tr>
<tr>
<td>It has created a forum for exchange of ideas</td>
<td>32</td>
<td>28.8</td>
<td>26</td>
<td>20.0</td>
<td>31</td>
<td>27.2</td>
<td>25.1</td>
</tr>
<tr>
<td>It has informed peers about HIV and AIDS</td>
<td>18</td>
<td>16.2</td>
<td>14</td>
<td>10.8</td>
<td>8</td>
<td>7.0</td>
<td>11.3</td>
</tr>
<tr>
<td>Awareness has increased knowledge about HIV</td>
<td>8</td>
<td>7.2</td>
<td>5</td>
<td>3.8</td>
<td>15</td>
<td>13.2</td>
<td>7.9</td>
</tr>
<tr>
<td>Total</td>
<td>111</td>
<td>100</td>
<td>130</td>
<td>100</td>
<td>114</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

FGD findings in Obafemi Awolowo University show that social media has contributed towards increased understanding of various aspects relating to HIV and AIDS among students. It also emerged that young people go for HIV and AIDS information when there is pressing need for it possibly after they have unprotected sex or they have a friend that has HIV or to search for more knowledge. Some participants indicated that those that they follow on twitter sometimes tweet relevant information about HIV and AIDS and therefore twitter acts like an information hub. As observed by Obono (2011), different approaches are used to influence attitude and behaviour change on HIV transmission and prevention. The FGD participants perceived social media platforms as playing a role in HIV and AIDS awareness and prevention efforts among students by allowing people to acquire knowledge on the issue. Despite the knowledge provided by social media platforms, there are still some adamant students that will still go on to have sex without protection. It is believed that awareness could result into knowledge. As Akinlabi et al. (2009) argued, an increase in knowledge or awareness of the HIV pandemic increases people’s desire to be tested, use protection such as a condom, and care for people living with the virus.

The main reason given by respondents (27%) for the use of social media is for interaction. From the results presented in Table 4.32, issues related to HIV and AIDS were not the prominent reasons for the use of social media or put differently, the awareness on HIV and AIDS is not the main reason for social media use. Issues on HIV and AIDS are not health challenges that are discussed freely by people in the open due
to the fear that grips people when HIV matters are discussed and the high level of stigmatization attached to people with HIV (Sanghee and Soojung, 2014).

Regarding awareness and increased use of social media, results of the focus group discussions at OAU revealed that most undergraduates were aware of the various social media platforms.

**Q: How many social media platforms do you know?**

P2: Whatsapp, Instagram, Facebook, twitter, 2go, guess the list is endless

P4: Maybe we should talk of those am not aware of, they seem less…

P10: Well, where do I start? Facebook, WhatsApp, twitter, linked-in… Come on, the list is way too big.

**Q: Do you use all of them?**

P9: Not really, I use the current ones….

P2: One cannot basically use all at the same time; I roughly use about three or four

P8: if am bored by one, I’ll shift to another, I can’t specify which I use…but I have used several

One of key informants who was a peer educator from OAU asserted that:

“They use virtually all the social media forms, because the phones they are using have capabilities for sharing information on social media therefore they can share some health-related information especially those that students regard as PPM (Private but Public Matters)” KI (2) OAU

Table 4.33 provides vital information on possible factors that affect the use of social media. The use of this information and communication technology in Nigeria and other African countries is influenced by factors ranging from erratic power supply to cost of subscription. Alison et al. (2012) as cited in Emwanta and Nwalo (2015) found that literacy, low bandwidth and limited number as factors affecting the utilization of e-resources resources.

The results in Table 4.33 revealed that the majority (91.5%) of the respondents agree that the use of social media is affected by the unstable nature of power supply in the
country. This indeed is true as the country cannot boast of 24 hours’ steady supply of power, and in many cities and villages, power is not supplied for weeks. This significantly affects the use of social media due to the problem of charging the phones (Smartphones). Emwanta and Nwalo (2015) found that the use of social media platforms is affected by unstable power supply, lack of essential computer skills and unavailability and inaccessibility of electronic resources. The persistent problem of unstable power supply has prompted a good number of Nigerians to buy power-banks of different storage capacities with the intention of charging phones when they run out of charge. These power-banks need power/electricity for them to be charged, as such, in the absence of electricity supply for days and weeks, many phones are shut down and this affects people’s use of social media.

Table 4.33: Influence of power supply on use of social media

<table>
<thead>
<tr>
<th>Variables</th>
<th>Influence of power supply</th>
<th>OAU</th>
<th>UNILAG</th>
<th>UI</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Freq (n= 111)</td>
<td>% (100)</td>
<td>Freq (n= 130)</td>
<td>% (100)</td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td>101</td>
<td>91.0</td>
<td>119</td>
<td>91.5</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td>10</td>
<td>9.0</td>
<td>11</td>
<td>8.5</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>111</td>
<td>100</td>
<td>130</td>
<td>100</td>
</tr>
</tbody>
</table>

Devices (laptops, Smart-phones, desktops) usually used to access social media platforms depend on electricity for power, in the absence of electricity, they cannot function properly. Reliability of power supply affects use of social media in a number of ways among students in Nigeria as shown in Table 4.34.

Table 4.34: Ways that power supply affects use of social media

<table>
<thead>
<tr>
<th>Variables</th>
<th>If Yes, effects of power supply</th>
<th>OAU</th>
<th>UNILAG</th>
<th>UI</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Freq (n= 111)</td>
<td>% (100)</td>
<td>Freq (n= 130)</td>
<td>% (100)</td>
</tr>
<tr>
<td>Not applicable</td>
<td></td>
<td>10</td>
<td>9.0</td>
<td>11</td>
<td>8.5</td>
</tr>
<tr>
<td>Without power</td>
<td>technological devices to access social media cannot work</td>
<td>59</td>
<td>53.2</td>
<td>52</td>
<td>40.0</td>
</tr>
<tr>
<td>Internet access is interrupted when power is not available</td>
<td>19</td>
<td>17.1</td>
<td>30</td>
<td>23.1</td>
<td>31</td>
</tr>
<tr>
<td>Power interruption limits time for students to interact on social media</td>
<td>23</td>
<td>20.7</td>
<td>37</td>
<td>28.5</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>111</td>
<td>100</td>
<td>130</td>
<td>100</td>
</tr>
</tbody>
</table>
Another factor that affects the use of social media is network connectivity and this was affirmed by 82.3% of the respondents to be a serious barrier on the effective use of social media. When the network is poor, connectivity to several social media platforms is restricted and if connected, the user would not be able to chat effectively. Messages and pictures cannot be shared or sent and uploaded successfully with poor network. This indeed is one of the major challenges of continuous use of social media.

Table 4.35: Influence of network connectivity on use of social media

<table>
<thead>
<tr>
<th>Variables</th>
<th>OAU</th>
<th>Universities</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
</tr>
<tr>
<td>Influence of network connectivity</td>
<td>(n=111)</td>
<td>(100)</td>
<td>(n=130)</td>
</tr>
<tr>
<td>Yes</td>
<td>82</td>
<td>73.9</td>
<td>117</td>
</tr>
<tr>
<td>No</td>
<td>29</td>
<td>26.1</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>111</td>
<td>100</td>
<td>130</td>
</tr>
</tbody>
</table>

Students who are not able to subscribe to many networks are constrained in accessing the Internet and in the use of social media. In addition, the results identified prevention of users’ presence and interruption of interaction by unstable bandwidth as the effects of poor network connectivity on the social media use. Abdelraheem and Ahmed (2015) found that lack of high-speed Internet (poor network connectivity) as the paramount barrier that affects electronic social media usage.

Table 4.36: Ways network connectivity affect use of social media

<table>
<thead>
<tr>
<th>Variables</th>
<th>OAU</th>
<th>Universities</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
</tr>
<tr>
<td></td>
<td>(n=111)</td>
<td>(100)</td>
<td>(n=130)</td>
</tr>
<tr>
<td>If Yes, effect</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not applicable</td>
<td>29</td>
<td>26.1</td>
<td>13</td>
</tr>
<tr>
<td>Lack of Internet prevents my social media presence</td>
<td>40</td>
<td>36.0</td>
<td>51</td>
</tr>
<tr>
<td>Lack of a stable bandwidth interrupts interaction in social media</td>
<td>28</td>
<td>25.2</td>
<td>39</td>
</tr>
<tr>
<td>Cost of bundles is high hence am offline most of the time</td>
<td>14</td>
<td>12.6</td>
<td>27</td>
</tr>
<tr>
<td>Total</td>
<td>111</td>
<td>100</td>
<td>130</td>
</tr>
</tbody>
</table>
Other factors that affect the successful use of social media platforms included ICT skills and cost of subscription. Emwanta and Nwalo (2015) stated that computer literacy has substantial influence on students’ use of electronic information resources. In the context of the present study, little ICT skill may be required to effectively make use of Facebook and WhatsApp. These social media platforms can be used or accessed by any student because they have basic knowledge to do so. The efficient and effective use of social media platforms are influenced by unstable power supply, ICT skills, cost of subscription and network problem.

Table 4.37: Influence of ICT skills on use of social media

<table>
<thead>
<tr>
<th>Variables</th>
<th>Influence of ICT skills on usage</th>
<th>OAU (n=111)</th>
<th>% (100)</th>
<th>UNILAG (n=130)</th>
<th>% (100)</th>
<th>UI (n=114)</th>
<th>% (100)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td>79</td>
<td>71.2</td>
<td>84</td>
<td>64.6</td>
<td>81</td>
<td>71.1</td>
<td>68.7</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td>32</td>
<td>28.8</td>
<td>46</td>
<td>35.4</td>
<td>33</td>
<td>28.9</td>
<td>31.3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>111</td>
<td>100</td>
<td>130</td>
<td>100</td>
<td>114</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

The cost of subscription remains a big challenge to social media use among the students. This is because without any workable data, access to the Internet is completely denied and messages as well as pictures cannot be sent and uploaded successfully. A study by Ajayi (2015) identified cost of Internet subscription (cost of access data) as one of the factors that affect the use of social media platforms.

Table 4.38: Influence of subscription cost on use of social media

<table>
<thead>
<tr>
<th>Variables</th>
<th>Influence of subscription cost</th>
<th>OAU (n=111)</th>
<th>% (100)</th>
<th>UNILAG (n=130)</th>
<th>% (100)</th>
<th>UI (n=114)</th>
<th>% (100)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td>98</td>
<td>88.3</td>
<td>124</td>
<td>95.4</td>
<td>107</td>
<td>93.9</td>
<td>92.7</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td>13</td>
<td>11.7</td>
<td>6</td>
<td>4.6</td>
<td>7</td>
<td>6.1</td>
<td>7.3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>111</td>
<td>100</td>
<td>130</td>
<td>100</td>
<td>114</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Across all focus group discussions, it emerged that the use of social media was affected by a range of factors that included cost (data cost and cost of electronic devices), network connectivity, power supply and ICT skills. Emwanta and Nwalo (2015) identify unstable power supply, lack of essential computer skills and unavailability and inaccessibility of electronic resources as the major factors affecting social media usage.
See FGD from University of Ibadan (UI), Obafemi Awolowo University (OAU) and University of Lagos (UNILAG) as reported:

**Q: What factors affect your usage of the social media?**

P10 (OAU): Sometimes the network is so down, taking forever to login to my Facebook account or download photos.

P4 (UI): My phone can’t keep power for long, if am not able to charge regularly, my battery will die.

P6: (UNILAG): All these internet providers charge a lot on data….

P8: (UI): Not all types of phones can access some social media platforms, I don’t have money to buy big phone ….

This was reinforced by a peer educator from University of Ibadan who indicated that:

> “Social media is good but the cost of data is high. Network issues also make it impossible to access various sites. Sometimes power is also a problem especially when you don’t have a power bank.” - KI (2) UI

Other factors respondents talked about as a major hindrance include distraction to do other things. Another key informant who is a student leader/ peer educator from University of Lagos affirmed that:

> “At times when you are browsing, something will just pop up and before you know it, distraction will set in and since individuals are usually minding their data, they might delay accurate search of information on the social media” -KI (1) UNILAG

The use of social media platforms is made possible by the existence and availability of technological facilities that facilitate its usage. These facilities are presented in Table 4.39. It showed that the availability of advanced technological devices was noted by a larger percentage of the respondents to facilitate the use of social media. The presence and easy access of these devices make it easy to access social media. One of such advanced technological devices is smartphones and I-phones among other sophisticated Window phones and laptops that enable the installation and use of social media platforms.
Table 4.39: Effect of technological facilities on social media usage

<table>
<thead>
<tr>
<th>Options</th>
<th>OAU (n= 111)</th>
<th>OAU (%)</th>
<th>UNILAG (n= 130)</th>
<th>UNILAG (%)</th>
<th>UI (n= 114)</th>
<th>UI (%)</th>
<th>Total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced technological devices make it easy to access social media</td>
<td>57</td>
<td>51.4</td>
<td>77</td>
<td>59.2</td>
<td>50</td>
<td>43.9</td>
<td>51.8</td>
</tr>
<tr>
<td>The applications of social media platforms are user friendly</td>
<td>44</td>
<td>39.6</td>
<td>34</td>
<td>26.2</td>
<td>53</td>
<td>46.5</td>
<td>36.9</td>
</tr>
<tr>
<td>Cost of technological devices has reduced making social media more accessible</td>
<td>6</td>
<td>5.4</td>
<td>10</td>
<td>7.7</td>
<td>9</td>
<td>7.9</td>
<td>7.0</td>
</tr>
<tr>
<td>Social media applications are free hence readily available</td>
<td>4</td>
<td>3.6</td>
<td>9</td>
<td>6.9</td>
<td>2</td>
<td>1.8</td>
<td>4.2</td>
</tr>
<tr>
<td>Total</td>
<td>111</td>
<td>100</td>
<td>130</td>
<td>100</td>
<td>114</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

The results of this study confirm those of Holloway et al., (2013) who notes that over 70% of the participants owned a Smartphone that eased access to the various social media platforms. Many of the social media applications such as BBM, Instagram and LinkedIn among others can effectively run on devices with OS (operating systems) of 4.0 and above. Phones and devices with lesser capacity of OS and RAM sizes affect the smooth or seamless operation of these social media platforms or sites. Thus, the availability of these devices, though at exorbitant rates make it possible for students to use social media for numerous purposes. Another factor that determines the use of social media is the friendly nature or ease of use of social media platforms. This is so as many of the social media applications are user friendly and users do not require any special skill or training to make use of them. For instance, sites like Facebook and WhatsApp among others have users’ friendly interface that makes it easy for any students to operate. Young and Deuan (2014) found that whole social media networking technologies, such as face-book have grown rapidly due to their user-friendly nature. However, cost of purchase (such as buying cost) is stated by 7% of the students (respondents) to affect the use of social media. This category of students believes this factor contributes to making social media less accessible. The result in Table 4.19
therefore shows that availability of advanced technological devices and friendly nature or ease of use of social media platforms determines their usage.

Information from focus group discussion indicated that technological facilities and advancement bared effects on the social media usage. Access to the social media devices defined by the cost was identified as the major factor affecting the use of social media. Availability of social media application, which in this case is offered free, further influenced the use of social media.

**Q: How does the cost of Smart phones, tablets, laptops and other devices impact your use of social media?**

P2: Competition in this industry has forced the manufactures to produce better devices at low costs. It’s easy to acquire a smart phone that can access many social media applications at a very low price.

P5: You know prices are reducing every day. It’s easier to access social media now.

**Q: What is your take on the availability of social media applications?**

P2: Most apps are free in the play store or media app; I just need data to download them.

P9: ---. The most important ones for me. Facebook, WhatApps integral are absolutely free… I’m glad…

P5: They’re user friendly, free and easily downloadable

**4.4 HIV and AIDS information sharing behaviour on social media**

The third objective of this study sought to explore the extent to which information on HIV and AIDS is shared through social media among undergraduate students in Southwest Nigeria. This section of the analysis sought to find out if respondents had ever seen or come across HIV and AIDS information on social media platforms, the number of times they have seen such information, if they have shared such information on their sites and the type of HIV and AIDS information usually shared. It also looks at the existence of HIV and AIDS discussion forum, reasons for participation and non-participation.
Respondents were asked if they have seen or come across (observed) HIV and AIDS information on social media platforms. The results obtained are depicted in Table 4.41. The results showed that 289 of the respondents representing 81.4% responded in the affirmative, while 66 representing 18.6% of the respondents had not seen or come across any information on HIV and AIDS on social media platforms. The results of this study differ from the findings by Abah et al. (2014) when they stated that 73% of youth have never seen a message on HIV prevention on social media in Nigeria. The word termed not applicable applied to respondents who affirmed that they had not seen or come across HIV and AIDS information on social media platforms. Subsequently, this category of respondents was excluded from the next question (See Table 4.42).

Table 4.40: HIV and AIDS information on social media

<table>
<thead>
<tr>
<th>Variables</th>
<th>Universities</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>OAU</td>
<td>UNILAG</td>
</tr>
<tr>
<td>Ever seen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIV and</td>
<td>Freq</td>
<td>Freq</td>
</tr>
<tr>
<td>AIDS</td>
<td>(n= 111)</td>
<td>(n= 130)</td>
</tr>
<tr>
<td>information</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>86</td>
<td>106</td>
</tr>
<tr>
<td>No</td>
<td>25</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td>111</td>
<td>130</td>
</tr>
</tbody>
</table>

The proportion of respondents who affirmed they had seen information on HIV and AIDS on social media platforms did so at different times. Just over one-third (39.2%) of the respondents had occasionally seen such messages or information; 25.9% of the respondents had rarely seen the messages; 11.8% said that they had seen the information often, while only 4.5% saw it very often. From the pattern that emerged, it was apparent that the majority (81.4%) of respondents frequently came across HIV and AIDS information on social media platform. This shows that there is health information on HIV and AIDS on social media. However, out of the 289 respondents that had seen messages on HIV and AIDS on social media platforms, only 20.1% had frequently accessed such information, while the remaining percentage (69.9%) did not frequently access it. This shows it is important to make HIV and AIDS information a default message on social media platform mostly on Facebook, WhatsApp, BBM, Twitter and Instagram. As noted by Putnam (2000), social media platforms form an important social capital for mobilization and create a structure that facilitates certain actions of individuals who are within it. It is relationships of mutual acquaintance, recognition or
membership of a group that encourage and guide peers in social exchange. According to Krishna and Uphoff (2002), the social media platforms provide the resources that enable people’s participation in formal and informal associations where social exchanges in such situations entail reciprocity, norms and values that enhance trust and support which facilitate mutual benefits through collective actions.

Social change occurs where there are opportunities for dialogue. Social media platforms have the potential for making modern communication more interactive than conventional communication. Social media make otherwise one-way communication participative hence closer to personal communication. This makes information shared, communicated and discussed through social media be more interactive than that communicated through conventional media. The youth are therefore more likely to act on information they have taken part in through social media than one in a daily newspaper, television or radio. HIV and AIDS communication through social media comes closer to interpersonal communication. Since interpersonal communication is often given precedence in behavioural and social change communication, the youth are more likely to change their risky sexual behaviour and become more cautious if they share, communicate and discuss HIV and AIDS information on social media platforms.

Table 4.41: Frequency of HIV and AIDS information is shared

<table>
<thead>
<tr>
<th>Variables If Yes, how often?</th>
<th>OAU (n=86)</th>
<th>UNILAG (n=106)</th>
<th>UI (n=97)</th>
<th>Total (n=289)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq (%)</td>
<td>Freq (%)</td>
<td>Freq (%)</td>
<td>%</td>
</tr>
<tr>
<td>Rarely</td>
<td>35 (40.7)</td>
<td>36 (34.0)</td>
<td>21 (21.6)</td>
<td>31.8</td>
</tr>
<tr>
<td>Occasionally</td>
<td>41 (47.7)</td>
<td>54 (50.9)</td>
<td>44 (45.4)</td>
<td>48.1</td>
</tr>
<tr>
<td>Often</td>
<td>10 (11.6)</td>
<td>13 (12.3)</td>
<td>19 (19.6)</td>
<td>14.5</td>
</tr>
<tr>
<td>Very often</td>
<td>-</td>
<td>3 (2.8)</td>
<td>13 (13.4)</td>
<td>5.6</td>
</tr>
<tr>
<td>Total</td>
<td>86 (100)</td>
<td>106 (100)</td>
<td>97 (100)</td>
<td>100</td>
</tr>
</tbody>
</table>

The respondents were asked if they have ever shared HIV and AIDS information on their social media platform(s). Varied answers were obtained (Table 4.42). It showed that 24.8% of the respondents shared HIV and AIDS information on their social media platform(s), while a larger percentage did not share HIV and AIDS information on
their social media platform(s). The results of this study are similar to findings reported by Abah et al. (2014) when they stated that 40% of the respondents have never shared HIV prevention messages in chats and status posts on social media. It is expected that as Hoffman and Novak (2012) observed the number of social media users is constantly growing, this presents a unique opportunity to reach populations who may find it preferable to obtain health information through these channels (social media platforms). The results showing low sharing of HIV and AIDS information contrasts UNAIDS (2011) reports which have shown that in many parts of the world, social media has been found to prevent HIV and AIDS by spreading awareness through providing online resources and information.

The low sharing behaviour of HIV and AIDS information was also confirmed by findings from key informant interviews. When one of the key informants was asked whether students share and communicate information about HIV and AIDS in OAU, the key informant indicated:

*Only those that are probably in organizations that are health related do that. For example, Campus Health and Right Initiatives (CHRI) and their major goal is to improve the awareness of HIV and AIDS on campus. The members of this organization go around talking about it and spreading information via the use of social media platform. KI (2) OAU*
Table 4.42: Ever Shared HIV and AIDS information

<table>
<thead>
<tr>
<th>Variables</th>
<th>OAU</th>
<th>UNILAG</th>
<th>UI</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq (n=111)</td>
<td>% (100)</td>
<td>Freq (n=130)</td>
<td>% (100)</td>
</tr>
<tr>
<td><strong>Ever shared HIV and AIDS information</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>22</td>
<td>19.8</td>
<td>27</td>
<td>20.8</td>
</tr>
<tr>
<td>No</td>
<td>89</td>
<td>80.2</td>
<td>103</td>
<td>79.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>111</td>
<td>100</td>
<td>130</td>
<td>100</td>
</tr>
</tbody>
</table>

Of those that saw HIV and AIDS information n=86 n=106 n=97

|                                  |     |        |       |       |     |        |       |     |
| Yes                              | 22  | 25.6   | 27    | 25.5  | 39   | 40.2   | 30.4  |     |
| No                               | 64  | 74.4   | 79    | 74.5  | 58   | 59.8   | 69.6  |     |
| **Total**                        | 86  | 100    | 106   | 100   | 97   | 100    | 100   |     |

The results in Table 4.43 identified prevention methods, followed by general HIV and AIDS knowledge as the main types of information shared by those that usually share HIV and AIDS information on their sites. This was because a good number of the messages shared on social media platforms on HIV and AIDS are often centred on ways of preventing and contracting of the deadly virus.

Table 4.43: Type of HIV and AIDS information shared

<table>
<thead>
<tr>
<th>Variables</th>
<th>OAU</th>
<th>UNILAG</th>
<th>UI</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq (n=111)</td>
<td>% (100)</td>
<td>Freq (n=130)</td>
<td>% (100)</td>
</tr>
<tr>
<td><strong>Type of information shared</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not applicable</td>
<td>89</td>
<td>80.2</td>
<td>103</td>
<td>79.2</td>
</tr>
<tr>
<td>Adherence to antiretroviral therapy</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Contaminated food products</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td>General HIV and AIDS knowledge</td>
<td>4</td>
<td>3.6</td>
<td>5</td>
<td>3.8</td>
</tr>
<tr>
<td>Messages against stigma</td>
<td>1</td>
<td>.9</td>
<td>4</td>
<td>3.1</td>
</tr>
<tr>
<td>Prevention methods</td>
<td>17</td>
<td>15.3</td>
<td>17</td>
<td>13.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>111</td>
<td>100</td>
<td>130</td>
<td>100</td>
</tr>
</tbody>
</table>

In all, the results presented show that a significant proportion of the respondents across the three universities have seen or come across HIV and AIDS information on social
media and a very small percentage frequently had access or saw such information. It also shows that the majority of the respondents did not share HIV and AIDS information on their sites and for those that do, information related to prevention methods and general HIV and AIDS knowledge were usually shared.

The results from focus group discussions indicated that sharing of HIV and AIDS information over the social media was not common among the students. Instead, the undergraduate students preferred sharing other types of information. A study by Abah et al., (2014) revealed that HIV and AIDS information is not usually shared by majority of the students on their social media platform(s). Part of the conversations of a focus group discussion on HIV and AIDS information sharing at OAU which support the results went as follows;

**Q: Have you ever seen a HIV and AIDS message in any social media platform?**

P3: I guess yeah
P1: Definitely yes, but am not sure I read the content.
P4: No. Am not sure I’ll take interest in such a message.
P7: I may have come across, but don’t ask me about the details.

**Q: Have you ever shared any information about HIV and AIDS on the social media**

P4: No! Am not sure what kind of things I can post about it.
P7: I don’t think so.
P1: no way is doing that
P10: once in a while
P2: People will think I have HIV if I start posting about it on my page

Asking the extent to which they have come across HIV and AIDS messages on social media and whether they shared such messages on various social media platforms, a key informant who is a HIV and AIDS counsellor from OAU indicated that:

“That promoting specific HIV and AIDS information through social media and the methods or the approaches that they use determine the
level of reach for such information. The sharing of such information also depends on the content of the message. We can say at the moment, that the level of sharing is still low but it is hoped to increase as many players get into it and use different approaches for the purpose”.

Another key informant who is a peer educator from University of Lagos said that:

“I use the entire social media platform to commune with friends but rarely come across such messages. We normally share pictures of our events on Instagram, snapchats and WhatsApp and sometimes we use social media platforms to share information on prevalence and spread of HIV and AIDS.”

The responses above reveal that, even though social media is a tool for wider communication and information, its purpose for disseminating HIV and AIDS health campaign awareness is not adequately being utilized by the youths who are in the University. Further analysis on the type of social media use for HIV and AIDS communication by respondents also shows that sharing of HIV and AIDS information in public platforms such as the Facebook, 2go, snapchat, WhatsApp, Instagram, twitter, you tube is seen as a publication of one’s secret health issue in a public domain. This perspective was captured in a response by a peer educator from University of Ibadan who had this to say:

“We have a Facebook group where we post current information about HIV and AIDS but we receive little or no likes and comments because students are ashamed of the subject of HIV and AIDS. I know vividly well that HIV and AIDS is usually known as: “Arun to ko gbogun” meaning “Disease that has no cure”. Here, HIV and AIDS is seen as a disease for people who engage in immoral behaviour or illicit activities”

KI (2) UI

HIV and AIDS is a serious public health challenge that requires a holistic approach in creating the necessary awareness on the causes and ways to prevent the transmission of the deadly virus. One such approach is via the use of the social media. Through this medium, discussion forums are created on fan pages to enable users to participate and share the message regarding the virus. The results showed that a good number (51.8%) of the respondents affirmed the existence of dedicated HIV and AIDS discussion
forums like fan pages or hash tag in social media, while a significant proportion (48.2%) did not know of such forums. Emmerson’s (2011) study explained that the students’ awareness on the existence of HIV and AIDS discussions forums was below the satisfactory levels. The percentage of respondents not aware of HIV and AIDS discussion forum on social media calls for serious concern and the need to create awareness of the existence of such links or sites. If this is done, it will help increase the number of participants who will have substantial positive impact on the dissemination of HIV and AIDS information/messages. The pattern of awareness across the universities showed that OAU had a higher percentage (54.1%) of students who were not aware of the existence of HIV and AIDS dedicated discussion forums on social media. As noted above, these sites or fan pages need to be properly advertised to increase the level of awareness and user participation.

Table 4.44: Aware of HIV and AIDS discussion forum

<table>
<thead>
<tr>
<th>Variables HIV and AIDS discussion forum</th>
<th>OAU (n=111)</th>
<th>UNILAG (n=130)</th>
<th>UI (n=114)</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% (100)</td>
<td>% (100)</td>
<td>% (100)</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>51</td>
<td>70</td>
<td>63</td>
<td>55.3</td>
</tr>
<tr>
<td>No</td>
<td>60</td>
<td>60</td>
<td>51</td>
<td>44.7</td>
</tr>
<tr>
<td>Total</td>
<td>111</td>
<td>130</td>
<td>114</td>
<td>100</td>
</tr>
</tbody>
</table>

A good number (51.8%) of the category of respondents who are aware of the existence of HIV and AIDS discussion forums stated that the links were the initiatives of NGOs and government agencies. These two bodies play vital roles in making sure fan pages exist on social media, and through this way, they are able to create necessary awareness on HIV and AIDS as well as on other health related issues of grave public health concern. Indeed, in Nigeria and many sub-Saharan countries, issues concerning health mostly HIV and AIDS are initiatives are taken care of by non-governmental organizations and government agencies.
Among those who were aware of the existence of dedicated HIV and AIDS discussion forum on social media, only 48.4% had participated in the discussion, while the remaining 51.6% did not. This implies that a majority of respondents who were aware of HIV and AIDS discussion forums in the three universities did not participate in those forums. The lack of participation of HIV and AIDS discussion forums was also shown in the key informant findings. One of the key informants, counsellor at the University of Ibadan when asked whether the students share and communicate information about HIV and AIDS opined that

“this aspect I may not be able to give details of how often because it is too difficult to get access to use social media because of poor electricity supply.

We just held a meeting last week on how we can have constant power supply. For some time now, we couldn’t meet the projection of the social media due to poor power supply and some other infrastructure. It is difficult for some students to access the social media due to poor power supply. Even if you post anything, they might not be able to get the information or even discover”. -KI (2) UI

Findings from FGDs have shown that social media has not influenced discussions on HIV and AIDS amongst students. Many of the participants had not heard about it on social media while some admitted they are part of the Facebook page created by UNILAG but people tend to ignore it. The findings differ from the views of previous
scholars who have perceived social media platforms as a suitable channel for disseminating and seeking HIV and AIDS information (Roberto et al., 2004).

Table 4.46: Participated in HIV and AIDS Discussion Forum

<table>
<thead>
<tr>
<th>Variables</th>
<th>OAU</th>
<th>Universities</th>
<th>UI</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq (n= 51)</td>
<td>% (100)</td>
<td>Freq (n= 70)</td>
<td>% (100)</td>
</tr>
<tr>
<td>Yes</td>
<td>24</td>
<td>47.1</td>
<td>30</td>
<td>42.9</td>
</tr>
<tr>
<td>No</td>
<td>27</td>
<td>52.9</td>
<td>40</td>
<td>57.1</td>
</tr>
<tr>
<td>Total</td>
<td>51</td>
<td>100</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>

The results further showed that among the respondents who participated in the forum, the majority (52.8%) participated occasionally, with only about 22.5% participating often in the discussion forum. Mpofu and Salawu (2014) note that although most students are aware of the existence of HIV/AIDS discussion forums, very few participate, and their frequency of participation is rather of concern. Across the three universities, a significant percentage (74.9%) of the students did not often participate in the discussion forum on social media. This again calls for follow-up initiatives and monitoring in order to find out the possible reason(s) why members do not participate actively in the discussion. Through this way, students will be encouraged to take an active part in the online discussion forum.

Table 4.47: HIV and AIDS discussion forum frequency of participation

<table>
<thead>
<tr>
<th>Variables</th>
<th>OAU</th>
<th>Universities</th>
<th>UI</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq (n= 24)</td>
<td>% (100)</td>
<td>Freq (n= 30)</td>
<td>% (100)</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>8.4</td>
<td>7</td>
<td>23.3</td>
</tr>
<tr>
<td>Occasionally</td>
<td>14</td>
<td>58.3</td>
<td>17</td>
<td>56.7</td>
</tr>
<tr>
<td>Often</td>
<td>5</td>
<td>20.8</td>
<td>6</td>
<td>20.0</td>
</tr>
<tr>
<td>Very often</td>
<td>3</td>
<td>12.5</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Several reasons were given by the category of respondents that do not participate at all in the discussion forums. A careful look at the results in Table 4.48 identified adequate knowledge on HIV and AIDS and lack of interest as the principal reasons why the majority of respondents did not participate in the online discussion forums. Indeed, 26.7% of the respondents who did not participate in HIV and AIDS discussion forums...
indicated they do not take part in them because they feel they have adequate information on HIV and AIDS. The results show also that 42.1% of those who did not participate indicated it is due to lack of interest. This indeed is the situation whenever health issues are being discussed as youths tend to be uninterested because they believe there is nothing new to be told. They describe discussions on the subject as *same old stories*. Also, many others do not participate due to lack of interest. This category does not want to hear anything related to HIV and AIDS even when efforts are being made for them to pay interest or attention. They see HIV and AIDS as a fiction normally discussed to create fear concerning sex.

Table 4.48: HIV and AIDS discussion forum non-participation reasons

<table>
<thead>
<tr>
<th>Variables</th>
<th>OAU</th>
<th>Universities</th>
<th>UI</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>If No, reason for non-participation</td>
<td>Freq (n= 87)</td>
<td>Freq (n= 100)</td>
<td>Freq (n= 79)</td>
<td>%</td>
</tr>
<tr>
<td>I don’t like some of the participants in those forums</td>
<td>19</td>
<td>1</td>
<td>4</td>
<td>5.1</td>
</tr>
<tr>
<td>I don’t like how those forums are moderated</td>
<td>8</td>
<td>2</td>
<td>9</td>
<td>11.4</td>
</tr>
<tr>
<td>I have adequate information on HIV and AIDS</td>
<td>16</td>
<td>39</td>
<td>16</td>
<td>20.2</td>
</tr>
<tr>
<td>The HIV and AIDS dedicated discussion forums are not helpful</td>
<td>9</td>
<td>10</td>
<td>3</td>
<td>3.8</td>
</tr>
<tr>
<td>I did not even know it exist</td>
<td>8</td>
<td>6</td>
<td>4</td>
<td>5.1</td>
</tr>
<tr>
<td>Not interested</td>
<td>27</td>
<td>42</td>
<td>43</td>
<td>54.4</td>
</tr>
<tr>
<td>Total</td>
<td>87</td>
<td>100</td>
<td>100</td>
<td>79</td>
</tr>
</tbody>
</table>

In all, the results presented above show that a relative proportion (51.8%) of the students across the three universities are aware of HIV and AIDS dedicated discussion forums on social media, while only small percentage participate actively (frequently) in the discussions. It also identifies government agencies and NGOs as the main initiators of such discussion forums on social media.

On the depth of participation in HIV and AIDS discussions forums, many respondents’ opinion was virtually the same; lack of interest to participate. The lack of interest to participate could perhaps be due to concerns relating to privacy. Chou et al. (2009) and Schein et al. (2010) explain that concerns in relation to privacy have been a decisive problem to the participation in the HIV and AIDS discussion forums. Results from focus group discussions on the awareness and participation of the students from University
of Ibadan in the HIV and AIDS discussion forums, indicated that most students although aware of the existence of these forums were not willing to participate:

**Q: Do you belong to any HIV and AIDS discussion forum in the social media?**

P8: Yes, I have been added to a number of Whatsapp groups relating to health issues.

P3: No, I don’t belong to any

P4: On Facebook and twitter handles, yes.

**Q: How often do you participate in the HIV and AIDS discussions introduced in the group?**

P8: Well, that depends on the nature of the discussion, if it’s too personal, I rarely participate.

P4: Never, I only read other people’s comments.

P3: Certainly no.

Participants indicated that most students withdrew from the HIV and AIDS discussion groups formed within the institutions. Speaking on behalf of his peers, a student leader/peer educator from UNILAG stated that:

“Social media did not influence discussion on HIV and AIDS. In fact, many people that we formed UNILAG HIV/AIDS club together have left the face-book page, created by UNILAG HIV and AIDS group. Some members believed that HIV and AIDS has become myth. People want to hear experiences of those that are HIV and AIDS positive and the effect it has on them but they usually get disappointed when they don’t see those that are directly being affected”. KI (2) UNILAG

The results of this study clearly show that HIV and AIDS information is not the kind of health information people like sharing on their social media platform (s). The reason for this may be as a result of the ill-feelings and perception people attach to issues related to HIV and AIDS. Other health issues or information is acceptable, but information on HIV and AIDS elicits fear or shame; as such it is not always shared. It therefore means that health campaign or sensitization needs to be carried out to enable students in tertiary institutions see the need to share HIV and AIDS information on their
social media platforms and for students to see HIV and AIDS as part of the human health challenge that needs to be campaigned for and not to despite it.

4.5 The extent of use of HIV and AIDS Communication from social media
The fourth objective of this study sought to determine the extent of use of HIV and AIDS communication from social media among undergraduate students in Southwest Nigeria. In this section, the perceived usefulness of social media on HIV and AIDS information communication, sexual behaviour and practice in relation to condom use are examined. It also looks at the effect social media has on informed HIV risk as well as the type of information that is newly shared. The section further determines the influence social media has on people’s ability to connect and participate in HIV and AIDS discussion forums or associations online. The effectiveness of social media in encouraging HIV testing and history of testing are also considered in the section.

This part of the analysis examines respondents’ viewpoints on the usefulness of social media, HIV and AIDS information dissemination as well as the sexual behaviour and practice. The results revealed that social media platforms were perceived to be very useful. This is so as 90.7% (Table 4.49) of the respondents across the universities responded in the affirmative. The findings confirm a study by Taggart (2015) which found that social media including mobile technology and social networking world wide web are perceived as useful tools. No doubt, social media platforms can be vital channels for the dissemination of information because of their ability to reach millions of users.

Table 4.49: Extent of use of HIV and AIDS information social media

<table>
<thead>
<tr>
<th>Variables Usefulness of social media</th>
<th>OAU</th>
<th>UNILAG</th>
<th>UI</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq (n= 111)</td>
<td>% (100)</td>
<td>Freq (n= 130)</td>
<td>% (100)</td>
</tr>
<tr>
<td>Yes</td>
<td>95</td>
<td>85.6</td>
<td>124</td>
<td>95.4</td>
</tr>
<tr>
<td>No</td>
<td>16</td>
<td>14.4</td>
<td>6</td>
<td>4.6</td>
</tr>
<tr>
<td>Total</td>
<td>111</td>
<td>100</td>
<td>130</td>
<td>100</td>
</tr>
</tbody>
</table>

In explaining the usefulness of social media in health communication campaigns, the majority of the respondents across the three universities opined that the platform enables HIV and AIDS information on transmission and prevention reach large audiences. This indeed is the benefit of the new media and its geographic advantage of
diffusing information. Another usefulness of social media as opined by the respondents was that access to quality HIV and AIDS information can be facilitated through the opportunities provided by the social media. This is apparent as the best ways to live with the virus are shared and victims as well as users are educated on how to show care to people living with the virus among other quality health information. Abah et al., (2014) stated that the social media is a possible pathway to create awareness about HIV and AIDS information such as methods of transmission, prevention and treatment.

Table 4.50: Ways in which HIV and AIDS information on social media could be useful

<table>
<thead>
<tr>
<th>Variables Ways HIV and AIDS information on social media can be useful</th>
<th>OAU</th>
<th>UNILAG</th>
<th>UI</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enable HIV and AIDS information on transmission and prevention reach large audiences</td>
<td>65</td>
<td>68.4</td>
<td>84</td>
<td>67.7</td>
</tr>
<tr>
<td>Access to quality health HIV can be facilitated through the opportunities provided by the social media</td>
<td>26</td>
<td>27.4</td>
<td>34</td>
<td>27.4</td>
</tr>
<tr>
<td>Enables timely, accessible and credible HIV AND AIDS information</td>
<td>3</td>
<td>3.2</td>
<td>5</td>
<td>4.1</td>
</tr>
<tr>
<td>It is a trustworthy and credible source for HIV AND AIDS information</td>
<td>1</td>
<td>1.0</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>Total</td>
<td>95</td>
<td>100</td>
<td>124</td>
<td>100</td>
</tr>
</tbody>
</table>

The study also sought to examine the sexual behaviour and practice of the respondents. On this note, respondents were asked if they had engaged in sexual intercourse in the previous 3 months. The results obtained showed that a small number (23.7%) had sexual intercourse, while a large number, (76.3%) did not engage in sexual intercourse three months prior to the time of interview.

Table 4.51: Sexual activity history

<table>
<thead>
<tr>
<th>Variables Sexual activity</th>
<th>OAU</th>
<th>UNILAG</th>
<th>UI</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq (n=111)</td>
<td>% (100)</td>
<td>Freq (n=130)</td>
<td>% (100)</td>
</tr>
<tr>
<td>Yes</td>
<td>16</td>
<td>14.4</td>
<td>28</td>
<td>21.5</td>
</tr>
<tr>
<td>No</td>
<td>95</td>
<td>85.6</td>
<td>102</td>
<td>78.5</td>
</tr>
<tr>
<td>Total</td>
<td>111</td>
<td>100</td>
<td>130</td>
<td>100</td>
</tr>
</tbody>
</table>

Out of the 23.7% that said they have had sexual intercourse, 42.9% used a condom(s), while 57.1% did not make use of a condom. The results therefore showed that majority
of the respondents (students) that had engaged in sexual intercourse in the previous 3 months did not make use of condom during sexual intercourse. The results in this study corroborate with the findings by Silassie et al., (2016) that only a small number of students used condom(s) during sexual intercourse, while many did not use condoms.

Table 4.52: Condom use

<table>
<thead>
<tr>
<th>Variables</th>
<th>Universities</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>OAU</td>
<td>UNILAG</td>
</tr>
<tr>
<td>If Yes, used a condom</td>
<td>Freq (n=16)</td>
<td>% (100)</td>
</tr>
<tr>
<td>Yes</td>
<td>8</td>
<td>50.0</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>50.0</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>

Information from qualitative analysis in regard to perceived usefulness of social media shows that social media can be useful in many ways. It can be effective in communicating information on HIV and AIDS such as prevention, stigma, HIV testing and counselling among the students. Some of the students assume they know much about HIV and AIDS until something new is shared. This was confirmed by one of the peer educators interviewed who had this to say:

“Students assume they know a lot on HIV and AIDS but the moment information is shared online and you observe their comments and responses, it tells you they are learning something from it. However, they will not admit openly that they did not know something. The moment they get new information that they did not have, their behaviour could change which is the intention of sharing such information on social media platforms”. - KI (2) UI

Excerpts of participants’ comments in a focus group discussion confirm that indeed social media platforms have provided information to students that they did not have before or clarified important information concerning HIV and AIDS prevention, stigma, testing and counselling.
Q: How has social media contributed towards an increased understanding of various aspects relating to HIV and AIDS among students in this university?

P4: I did not know that the chances of getting HIV through saliva is very low. I also used to fear contact with any person I could suspect as having HIV but now I know all the ways that HIV can be transmitted through thanks to social media platforms.

P7: Social media has informed me that I should use a condom using the appropriate procedure and that I should avoid oily lubes when using latex condoms. I did not know the details before but through social media now am informed.

P8: Those living with HIV and AIDS are our brothers and sisters and we should treat them with respect and not discriminate them. Through interacting with counsellors and such people on social media, I have come to appreciate that fact.

P10: Through sharing in social media platforms on fears of knowing one’s status, I have managed to gather enough courage to take a test and undergo counselling. But before I was really scared. I later realized its simple and I can encourage a peer or a friend to do the same.

Even if they will not always share importance of using protection on social media platforms they can share other important information in life that is helpful at their age. Among such information is HIV and AIDS information such as importance of using protection and how to use a condom properly. When this question was posed to him,

‘In your opinion and experience, do social media have a role to play in creating awareness on HIV and AIDS among your students?’ the HIV and AIDS counsellor from the University of Ibadan had this to say:

‘Well, … I have seen a lot in my work as a counsellor but the most important observation is how easily the youth can forget consequences of risky sexual behaviour and the influence that peers have on decisions m
aking of their friends. Social media platforms have increased interactions among the youth and knowledge of what peers are up to almost in real time. This has both positive and negative effect. Positive in that cautious peers can prevail on their friends not to engage in risky sexual behaviour and encourage them to use protection measures such as condoms. On the other hand, reckless peers can influence their friends to have a careless attitude which can encourage risky sexual behaviours such as having sex without a condom. So, it can cut both ways.”. K I (2) UI

The participants of one of the focus group discussion also confirmed that HIV and AIDS communication from social media have not only encouraged condom use but also the proper use of condoms. The participants were asked about social media contribution towards understanding of various aspects relating to HIV and AIDS among students in their university and they gave various responses as shown below:

**Q: How has social media contributed towards an increased understanding of various aspects relating to HIV and AIDS among students in this university?**

**P5:** A friend of mine thought that to be safe, you can increase the number of condoms you use at a go. That is just in case one bursts, the other one can protect you. However, that is not true as I later learnt on social media campaign about proper use of a condom as using more than one condom in fact decreases their effectiveness. I tried convincing my friend but he still doubts me and maybe there are others like him. I wish they could see that campaign to see for themselves.

**P3:** My cousin has this notion that condoms have a certain odour such that even if you take a shower, someone can know that you have had sex. I convinced him to try a different variety that I saw online and now he can use a condom in his escapades without fear of anybody knowing.

**P6:** There is this trend that initially when a new relationship starts, both partners agree to use a condom but after some time they cease. I learnt from a social media platform that this happens with many guys and I did that also. I was lucky to test and find out that am negative. So, I would
encourage condom use throughout before you are tested and even after testing.

The result in Table 4.53 provides information on how HIV and AIDS information on social media has helped to inform people about the risks they did not know before. It revealed that the platforms helped inform the majority of respondents about risks they never knew before. This means that HIV and AIDS information shared on social media platforms makes people to be aware of associated risk of the deadly disease such as sharing of sharp objects and unsterilized objects among others. It also increases people’s knowledge on how to associate with people living with the virus as well as things that can be shared with victims of the virus. However, 36.3% of the respondents did not feel information shared on social media has in any way added to the knowledge they had before concerning the virus. They stressed that the information they have come across on social media is what they already know. The information in Table 4.53 notwithstanding shows that a significant number learnt new things on HIV and AIDS from the information shared or seen on social media. These findings confirm observations by Mpofu and Salawu (2014) stated that social networking platforms have become noteworthy tools towards strengthening and escalating knowledge about HIV and AIDS which enable young people to adopt preventive behaviours and care for people leaving with HIV.

### Table 4.53: New knowledge on HIV and AIDS through social media

<table>
<thead>
<tr>
<th>Variables</th>
<th>OAU</th>
<th>Universities</th>
<th>UI</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>New knowledge on HIV and AIDS</td>
<td>(n= 111)</td>
<td>(100)</td>
<td>(n= 130)</td>
<td>(100)</td>
</tr>
<tr>
<td>Yes</td>
<td>71</td>
<td>64.0</td>
<td>81</td>
<td>62.3</td>
</tr>
<tr>
<td>No</td>
<td>40</td>
<td>36.0</td>
<td>49</td>
<td>37.7</td>
</tr>
<tr>
<td>Total</td>
<td>111</td>
<td>100</td>
<td>130</td>
<td>100</td>
</tr>
</tbody>
</table>

On new knowledge regarding HIV and AIDS learnt through social media, a good number of the respondents indicated that they learnt new ways of HIV prevention. This is so as new findings have emerged on ways to successfully prevent contracting the deadly virus and many of these ways are often shared on social media. Another substantial percentage of the respondents learnt more on HIV transmission. The findings are similar to those by Fox and Jones (2009) that social media platforms have
provided pathways for people to connect with others, exchange new information and share experiences. For instance, adequate information and clarification on the fact that HIV and AIDS cannot be transmitted through physical contact has encouraged people to mingle with HIV and AIDS victims and to integrate them into the family and society. This indeed is one of the immense benefits of social media which makes it possible for people to be informed on the latest advances concerning HIV and other public health diseases that are of grave concern.

Table 4.54: Type of HIV and AIDS information

<table>
<thead>
<tr>
<th>Variables</th>
<th>OAU (n= 111)</th>
<th>% (100)</th>
<th>UNILAG (n= 130)</th>
<th>% (100)</th>
<th>UI (n= 114)</th>
<th>% (100)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not applicable</td>
<td>40</td>
<td>36.1</td>
<td>49</td>
<td>37.7</td>
<td>40</td>
<td>35.1</td>
<td>36.3</td>
</tr>
<tr>
<td>HIV prevention methods</td>
<td>33</td>
<td>29.7</td>
<td>50</td>
<td>38.5</td>
<td>59</td>
<td>51.8</td>
<td>40.0</td>
</tr>
<tr>
<td>HIV transmission</td>
<td>14</td>
<td>12.6</td>
<td>25</td>
<td>19.2</td>
<td>9</td>
<td>7.9</td>
<td>13.5</td>
</tr>
<tr>
<td>Anti-retroviral therapy</td>
<td>24</td>
<td>21.6</td>
<td>6</td>
<td>4.6</td>
<td>6</td>
<td>5.3</td>
<td>10.1</td>
</tr>
<tr>
<td>Total</td>
<td>111</td>
<td>100</td>
<td>130</td>
<td>100</td>
<td>114</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Information from qualitative analysis shows that students have learnt a lot on anti-retroviral therapy and how they should handle people living with HIV and AIDS. As new knowledge is generated from research on HIV and AIDS, youth seem to be interested mostly on knowledge concerning transmission and prevention methods. However, there are some who get interested in knowing about anti-retroviral therapy and other issues that come with HIV and AIDS. One of the peer educators from OAU pointed out that students have basic information about prevention and transmission methods but lack knowledge on ART. He attributed this to lack of interest from students and lack of emphasis from HIV and AIDS campaign. He said that more information about HIV and AIDS is needed to deal with stigma and care of HIV and AIDS victims. He had this to say:

"Even though many students have basic information about HIV and AIDS, it is important to put it out there for them to see it all the time. That way, the consequences of risky behaviour will always be on their minds. This can greatly influence their decisions. In addition, it is
Focus group discussion findings show that students learnt new information about ART. From the participants’ contributions, it is clear that most have basic information on HIV and AIDS but no one showed the same in regard to ART. The participants had the following to say:

**Q: How has social media contributed towards an increased understanding of various aspects relating to HIV and AIDS among students in this university?**

- **P1:** Yes, a lot, especially on some of these complicated issues to do with treatment that people have little interest in. But it is good to know them. Even if you do not get infected, you can help a friend or just be in the know on where one can get help.

- **P3:** It has given many hopes by linking them to treatment and ensuring that we get to understand that just in case you are infected, that is not the end of the world for you, life has to continue.

- **P9:** I wish my peers can have all the information about ART just as they know about transmission and prevention methods. That way they will understand the whole thing about HIV and AIDS.

The result in Table 4.55 examines if social media information on HIV and AIDS has motivated or persuaded respondents to think about the epidemic in a different way. It showed that information on HIV and AIDS shared on social media had motivated the majority (63.4%) of the respondents across the university to have a change in their approach and belief system. The information shared made a good number of the respondents reflect on their behaviour, or started being mindful of their behaviour. In essence, the respondents reported significant change in perception as a result of the HIV and AIDS information disseminated on this new media. The findings agree with a study by UNAIDS (2011) which noted that social media helps to prevent HIV and AIDS spread by creating awareness through the provision of online resources and information such as the use of condom; need to have an HIV test; discussing HIV testing with one’s sexual partner; and knowing about treatment for AIDS victims. However, 36.6% of the
remaining respondents believed the information did not have any effect on them. This category of respondents was not influenced by the diverse HIV and AIDS information shared on social media.

Table 4.55: Perception change Motivated by Increased Awareness

<table>
<thead>
<tr>
<th>Variables Perception change</th>
<th>OAU</th>
<th>Universities</th>
<th>UI</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq (n= 111)</td>
<td>% (100)</td>
<td>Freq (n= 130)</td>
<td>% (100)</td>
</tr>
<tr>
<td>Yes</td>
<td>63</td>
<td>56.8</td>
<td>84</td>
<td>64.6</td>
</tr>
<tr>
<td>No</td>
<td>48</td>
<td>43.2</td>
<td>46</td>
<td>35.4</td>
</tr>
<tr>
<td>Total</td>
<td>111</td>
<td>100</td>
<td>130</td>
<td>100</td>
</tr>
</tbody>
</table>

The central argument is that a good percentage of the respondents (63.4) have a positive perception and thought concerning HIV and AIDS. The respondents that stated social media information on HIV and AIDS had made them think differently, identified attitudinal change such as: not to discriminate against those living with HIV; and HIV and AIDS cannot be transmitted through physical contact as the main ways the information shared had changed their thoughts or prior thinking. These findings were in agreement with those by Hosein (2013) who opined that the popularity of social networking sites has resulted in communicating messages about healthier living and ways to reduce the spread of HIV as well as ways to care for people living with HIV. This means that the social media information on HIV and AIDS helps in educating people to behave in a proper way and to make them act in a friendly manner.
Table 4.56: How increased awareness resulted to increase in Knowledge

<table>
<thead>
<tr>
<th>Variables</th>
<th>OAU Freq (n=111)</th>
<th>% (100)</th>
<th>UNILAG Freq (n=130)</th>
<th>% (100)</th>
<th>UI Freq (n=114)</th>
<th>% (100)</th>
<th>Total % N=355</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable</td>
<td>48</td>
<td>43.2</td>
<td>46</td>
<td>35.4</td>
<td>36</td>
<td>31.6</td>
<td>36.6</td>
</tr>
<tr>
<td>That HIV and AIDS cannot be transmitted through physical contact</td>
<td>32</td>
<td>28.8</td>
<td>23</td>
<td>17.7</td>
<td>23</td>
<td>20.2</td>
<td>22.0</td>
</tr>
<tr>
<td>Not to discriminate against those living with HIV</td>
<td>19</td>
<td>17.1</td>
<td>43</td>
<td>33.1</td>
<td>35</td>
<td>30.7</td>
<td>27.3</td>
</tr>
<tr>
<td>That HIV is like other chronic illnesses and one can live positively</td>
<td>12</td>
<td>10.8</td>
<td>18</td>
<td>13.8</td>
<td>19</td>
<td>16.7</td>
<td>13.8</td>
</tr>
<tr>
<td>Avoid any means of transmission of HIV/AIDS</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>0.9</td>
<td>0.3</td>
</tr>
<tr>
<td>Total</td>
<td>111</td>
<td>100</td>
<td>130</td>
<td>100</td>
<td>114</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

The results of qualitative data show that social media have had impact in motivating change in behaviour among students in Nigeria. Some students would want to lead healthy and non-risky lives. HIV and AIDS communication from social media has in a way helped them to achieve this. Social media have given them information not only about HIV and AIDS infection, transmission and prevention but also how to get treatment and understand and support rather than discriminate people living with HIV and AIDS. One HIV and AIDS counsellor from OAU observed that although youth may not act immediately when they get information that information is retained and could be used for making decision making regarding their lives. She had the following to say:

“It is important to put out the information out there for the youth. Once they have the information, they can make their decisions appropriately. Much of information should not be expected to cause change overnight. However, with time, sustained social media campaigns can yield results in the long term. The campaigns should focus on providing full information about transmission, prevention and treatment”. KI (2) OAU
The findings of focus group discussion also confirm that social media has a potential to change the way people view different issues concerning HIV and AIDS. The participants had the following to say:

**Q: What is the impact of social networking sites on HIV and AIDS awareness and prevention efforts among students in this university?**

P2: They have plenty of information regarding HIV and AIDS which is important in understanding the prevention methods.

P4: I would say social media is good in creating awareness especially on how to avoid getting infected. It is good especially for our age to know these things.

P5: Another thing they can add to help even those who are infected is how to deal with the situation, … coz (because) I imagine it must be devastating for the victims.

P7: Social media has tried to deal with stigma but people still feel uncomfortable dealing with those who are infected. I think now that people know basics about HIV, much of the efforts can be channelled to addressing discrimination against those infected.

The results in Table 4.58 looks at the effect of social media information on HIV and AIDS has in assisting people to connect and to participate in interpersonal and small associations. The results obtained revealed that social media did not yield positive results in influencing the majority of the respondents to connect and participate in interpersonal and small group associations. Only 33.5% of the respondents across the universities were driven or influenced to connect with others as well as participate in discussion forums on social media platforms. This means that across the universities, few students are encouraged to connect with others and participate in HIV and AIDS related associations on social media. Students need to be informed of the importance of existing interpersonal and small group associations on social media. In all, the information in Table 4.57 may therefore suggest that social media information on HIV and AIDS does not have much influence on students’ desire to connect and take part in HIV and AIDS associations. The findings contradict observations by Fox and Jones (2009) that social media platforms have provided pathways for people to connect with others, exchange new information and share experiences but as the findings suggest in
this study this connection has not yielded the snowballing to be in associations and groups among students. This therefore calls for the need to create necessary awareness on the importance of connecting to such sites so as students can exchange information and experiences at interpersonal level and small groups where such information can be instrumental in prevention of HIV and AIDS.

Table 4.57: Social media encouraged to connect with others for HIV and AIDS information

<table>
<thead>
<tr>
<th>Variables</th>
<th>OAU Freq</th>
<th>%</th>
<th>UNILAG Freq</th>
<th>%</th>
<th>UI Freq</th>
<th>%</th>
<th>Total Freq</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encouragement to connect</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>37</td>
<td>33.3</td>
<td>38</td>
<td>29.2</td>
<td>44</td>
<td>38.6</td>
<td>119</td>
<td>33.5</td>
</tr>
<tr>
<td>No</td>
<td>74</td>
<td>66.7</td>
<td>92</td>
<td>70.8</td>
<td>70</td>
<td>61.4</td>
<td>196</td>
<td>66.5</td>
</tr>
<tr>
<td>Total</td>
<td>111</td>
<td>100</td>
<td>130</td>
<td>100</td>
<td>114</td>
<td>100</td>
<td>355</td>
<td>100</td>
</tr>
</tbody>
</table>

The proportion of respondents that were able to connect and participate in online HIV and AIDS associations or forum stated that they were able to connect to peer support groups and social support for prevention of HIV transmission. These two groups mostly the former makes it possible for students to share information on HIV and AIDS and ways to care for loved ones with the infection. It informs participants on ways people with HIV and AIDS can live a healthier life and so on.

Table 4.58: Ways social media encouraged desire to connect with others

<table>
<thead>
<tr>
<th>Variables If Yes, in what ways?</th>
<th>OAU Freq</th>
<th>%</th>
<th>UNILAG Freq</th>
<th>%</th>
<th>UI Freq</th>
<th>%</th>
<th>Total Freq</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(n= 111)</td>
<td>(100)</td>
<td>(n= 130)</td>
<td>(100)</td>
<td>(n= 114)</td>
<td>(100)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not applicable</td>
<td>74</td>
<td>66.7</td>
<td>92</td>
<td>70.8</td>
<td>70</td>
<td>61.4</td>
<td>166</td>
<td>65.8</td>
</tr>
<tr>
<td>Peer support groups</td>
<td>21</td>
<td>18.9</td>
<td>25</td>
<td>19.2</td>
<td>22</td>
<td>19.3</td>
<td>58</td>
<td>17.7</td>
</tr>
<tr>
<td>Social support for prevention of HIV transmission</td>
<td>15</td>
<td>13.5</td>
<td>5</td>
<td>3.8</td>
<td>14</td>
<td>12.3</td>
<td>32</td>
<td>11.0</td>
</tr>
<tr>
<td>Awareness group</td>
<td>1</td>
<td>0.9</td>
<td>8</td>
<td>6.2</td>
<td>8</td>
<td>7.0</td>
<td>17</td>
<td>4.8</td>
</tr>
<tr>
<td>Total</td>
<td>111</td>
<td>100</td>
<td>130</td>
<td>100</td>
<td>114</td>
<td>100</td>
<td>356</td>
<td>100</td>
</tr>
</tbody>
</table>

The respondents were asked if social media information on HIV and AIDS has enabled them to express and share values related to support for people living with HIV. The
results obtained indicated that HIV and AIDS information on social media did not make majority of the respondents to imbibe values related to support for people living with HIV. This means that a good number of respondents are not influenced by the various messages shared on the need to support people living with HIV. However, only 50 (14.1%) of the respondents across the universities stated that they changed values and were ready to show immense support to people living with HIV. This means that more campaigns and sensitization workshops need to be carried out on the need to care and show love to people living with HIV. This is because messages on social media platforms (as the only method) may not be able to influence HIV and AIDS transmission; because many people still have misconceptions concerning the transmission of the deadly virus. These myths and belief systems could be influenced through workshops and seminars organized in schools.

Table 4.59: Social media gave ability to support and share with HIV victims

<table>
<thead>
<tr>
<th>Variables Ability to share with HIV victims</th>
<th>OAU</th>
<th>Universities</th>
<th>UI</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq (%)</td>
<td>Freq (%)</td>
<td>Freq (%)</td>
<td>Freq (%)</td>
</tr>
<tr>
<td></td>
<td>(n=111)</td>
<td>(n=130)</td>
<td>(n=114)</td>
<td>(n=100)</td>
</tr>
<tr>
<td>Yes</td>
<td>13 (11.7)</td>
<td>15 (11.5)</td>
<td>22 (19.3)</td>
<td>14.1</td>
</tr>
<tr>
<td>No</td>
<td>98 (88.3)</td>
<td>115 (88.5)</td>
<td>92 (80.7)</td>
<td>85.9</td>
</tr>
<tr>
<td>Total</td>
<td>111 (100)</td>
<td>130 (100)</td>
<td>114 (100)</td>
<td>100</td>
</tr>
</tbody>
</table>

The percentage of respondents who agree to support and share values identified the need to encourage people living with HIV to participate in activities with their peers and discouraging discrimination against people living with HIV as the two main ways to show support for people living with HIV. The findings agree with Hosein (2013) and UNAIDS (2011) that social media creates awareness on ways to care for people leaving with HIV and treatment for AIDS victims.
### Table 4.60: Ways social media gave ability to support and share with HIV victims

<table>
<thead>
<tr>
<th>Variables</th>
<th>Universities</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>OAU</td>
<td>UNILAG</td>
</tr>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>98</td>
<td>88.3</td>
</tr>
<tr>
<td>Encouraged people living with HIV to participate in activities with my peers</td>
<td>10</td>
<td>9.0</td>
</tr>
<tr>
<td>Discouraged discrimination against people living with HIV among my peers</td>
<td>3</td>
<td>2.7</td>
</tr>
<tr>
<td>Maintained a culture of sharing with all without discrimination</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>111</td>
<td>100</td>
</tr>
</tbody>
</table>

Information from qualitative analysis shows that social media can encourage peers and their friends to connect and participate in forums discussing HIV and AIDS. However, to make this happen, one has to attract youth and rally them through exciting forums that generate interest from youth. One of the key informants who is a peer educator from UNILAG observed that youth need something interesting to come together and participate in a discussion forum. She had the following to say:

“The youth get bored easily, so you have to keep them busy and entertained to attract their attention. When you initiate forums that are only sharing information that they think they know, they will not participate effectively. One needs to be creative to captivate the youth and encourage them to disseminate important information regarding HIV and AIDS. This means that packaging of information in discussion forums and the way such forums are moderated are very important.”

(1) UNILG

Focus group discussion participants also confirmed that discussion forums on social media regarding HIV and AIDS are important. However, they lamented about poor moderation and lack of captivating facts to make them want to check on the forums every time they are on social media. The participants had the following to say regarding this issue:
Q: How useful are discussion forums on social media regarding HIV and AIDS?

P1: Yes, and these forums are good. However, you will find that most of them are not updated regularly.

P6: They are so many of them but a few are interesting to participate in as you will find that most people there are not your peer and you do not know them.

P8: I wish they can make them more professional. They can provide important Information and a platform for sharing about experiences.

The results in Table 4.61 showed that social media information on HIV and AIDS encouraged above average (51.3%) of the respondents to be tested for HIV. This means that social media information on HIV and AIDS to some extent had an effect on students’ decision-making to go for testing on HIV. The daily updates and information on HIV and AIDS as well as the need for students to know their status have enabled a good percentage of students to go for the HIV test. Again, the result suggests that social media can influence students’ desire to live a healthy lifestyle. Healthy living concerning HIV and AIDS, its transmission, prevention and care for people living with the virus can be influenced by information on HIV and AIDS shared on social media. A look at the results showed that it was only in OAU that social media did not have much impact on students’ decision to go for HIV testing. The majority (60.4%) of the students did not turn themselves or go for testing despite the persuasion for them to know their status.

Table 4.61: HIV Testing

<table>
<thead>
<tr>
<th>Variables Encouragement for HIV test</th>
<th>OAU</th>
<th>Universities</th>
<th>UI</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq (n= 111)</td>
<td>Freq (n= 130)</td>
<td>Freq (n= 114)</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>44 (39.6)</td>
<td>69 (53.1)</td>
<td>69 (60.5)</td>
<td>51.3</td>
</tr>
<tr>
<td>No</td>
<td>67 (60.4)</td>
<td>61 (46.9)</td>
<td>45 (39.5)</td>
<td>48.7</td>
</tr>
<tr>
<td>Total</td>
<td>111 (100)</td>
<td>130 (100)</td>
<td>114 (100)</td>
<td>100</td>
</tr>
</tbody>
</table>
Among the number of respondents that tested for HIV, a larger percentage (22.3%) of them did the test in the last one year and 13.5% in the last 6 months. Very few (1.1%) of them tested for the last one week. It however implies that 51.3% of the students in the three universities were encouraged to go for HIV test and a significant percentage (35.8%) tested in the last 6 months to a year because they seem to know the benefits of HIV testing and they have gone for HIV test. Though, not all the respondents were actually encouraged to go for HIV test, the percentage of respondents that went for the test simply suggests that social media platforms have the potential to encourage a good number of youth to go for HIV test. The results of this study agree with the findings by Dowshen et al., (2015) when they reported that social media considerably encouraged adolescents aged 13–17 years old to go for syphilis (STI) and HIV testing in Philadelphia.

Table 4.62: History of HIV Tests

<table>
<thead>
<tr>
<th>Variables</th>
<th>OAU</th>
<th>UNILAG</th>
<th>UI</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>% (100)</td>
<td>Freq</td>
<td>% (100)</td>
</tr>
<tr>
<td>Last HIV test</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not applicable</td>
<td>67</td>
<td>60.4</td>
<td>61</td>
<td>46.9</td>
</tr>
<tr>
<td>Last one week</td>
<td>1</td>
<td>.9</td>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td>Last one month</td>
<td>4</td>
<td>3.6</td>
<td>8</td>
<td>6.2</td>
</tr>
<tr>
<td>Last three months</td>
<td>7</td>
<td>6.3</td>
<td>15</td>
<td>11.5</td>
</tr>
<tr>
<td>Last six months</td>
<td>30</td>
<td>27.0</td>
<td>12</td>
<td>9.2</td>
</tr>
<tr>
<td>Last one year</td>
<td>2</td>
<td>1.8</td>
<td>32</td>
<td>24.6</td>
</tr>
<tr>
<td>Total</td>
<td>111</td>
<td>100</td>
<td>130</td>
<td>100</td>
</tr>
</tbody>
</table>

The results from qualitative analysis show that HIV and AIDS communication from social media has not encouraged youth to test for HIV. One of the HIV and AIDS counsellors interviewed from the University of Ibadan confirmed that this could be the case but it does not mean that social media is not important in HIV and AIDS communication. It shows that there could be other factors affecting youth behaviour regarding HIV and AIDS apart from awareness and knowledge. The counsellor from the University of Ibadan had the following to say:

“The fact that social media does not directly reflect HIV tests among the youth, it is important to ensure a sustained campaign and the results
should be evaluated in a long-term basis rather than on short term. The stakeholders also need to address other factors that could prevent youth to test for HIV apart from knowledge and awareness”. KI (2) UI

Participants in a focus group discussion have shown mixed reactions on whether social media have led to increased desire for youth to be tested for HIV. While some said the social media somehow decreased their anxiety and increased their courage to go for the HIV test, to others it increased fear and in addition some stated there were other factors to consider before going for a test. The conversation went as shown below;

Q: Has social media information on HIV and AIDS communication increased desire to be tested for HIV among students in this university?

P1: Oh! No, it cannot because there are other things to consider before going for a test like whether you have a risky behaviour and how to handle the results.

P2: Somehow it can because it decreased my anxiety, but I have not been able to get tested so far.

P3: I think it can increase the desire after a while. Once you get enough information and gather courage from peers on social media you can go get tested.

P4: No, the experiences I have seen myself on social media creates fear rather than courage to go get tested.

With the rising number of young people living with and at risk of HIV, the social media is vital in exploring the viability of using social media to communicate about HIV prevention and treatments within this age group who are believed to be at risk of infection due to their sexual excesses. Hence, social media remains an important medium to communicate to young individuals and adults on new methods and ways of HIV and AIDS transmission and prevention. It remains one of the surest avenues to communicate new discoveries on the disease which at present has no known cure as well spread HIV and AIDS information.
5.1 Introduction
Social media platform or site is a recent advancement in electronic communication that has seen widespread use globally. The use of social media platforms such as Facebook, WhatsApp, Twitter and Instagram among others has made it much easier for people from diverse background to connect with one another and to share vital information. Through these social media platforms, information related to health has been shared with a view to help people to live a healthy life (Griffiths et al., 2015; Scott and Maryman, 2016).

5.2 Summary of Findings
The study sought to answer four research questions: What are the social media platforms mostly used for HIV and AIDS Communication among undergraduate students in Southwest Nigeria? What are the factors that contribute to the use or non-usage of social media for HIV and AIDS communication among undergraduate students in Southwest Nigeria? To what extent is information on HIV and AIDS is shared or not shared through social media among undergraduate students in Southwest Nigeria? To what extent is the use of HIV and AIDS Communication in social media among undergraduate students in Southwest Nigeria?

5.2.1 Social media platforms mostly used
In regard to the social media platforms mostly used by undergraduates for HIV and AIDS Communication among undergraduate students in Southwest Nigeria, the study examined favourite social media platforms, reasons for these platforms being favourites, usage, time spent on social media platforms and reasons for using specific social media platforms. Facebook, Instagram and WhatsApp were the most favourite social media platforms used by undergraduates in the three universities. Some of the students indicated that these social media platforms are their favourites because they find them informative and easy to use. There are also some who indicated that these social media platforms keep them less bored and many of their friends use them. At OAU, Facebook, WhatsApp and BBM were often used by students while at UNILAG almost a similar trend was revealed where Facebook, WhatsApp and BBM were
frequently used. At UI, majority of students frequently used WhatsApp and regularly used Facebook and BBM respectively. Undergraduates spent 30 minutes to <3 hours daily on social media platforms and social media platforms were observed to be used mostly for chatting, sharing of pictures, messages and making of new friends. At OAU, social media platforms used for HIV and AIDS communication were YouTube, Google+ and Blogs. Almost a similar trend was established at UNILAG where Google+, Blogs and Skype were used for HIV and AIDS communication. At UI, MySpace, YouTube, Blogs and BBM were used for HIV and AIDS communication. Across the three universities, findings show blogs, Google+ and YouTube were commonly used for HIV and AIDs communication. The study concluded that Facebook, Instagram and WhatsApp were the most favourite social media platforms used because students found them informative and easy to use. YouTube, Blogs and BBM were commonly used for HIV and AIDS communication across the three universities studied.

5.2.2 Factors contributing to use or non-use of social media platforms

The factors contributing to use or non-use of social media platforms for HIV and AIDS communication among undergraduate students in Southwest Nigeria examined in this study revolved around awareness, power supply, network connectivity, ICT skills and technological facilities. Awareness of social media had enabled majority of the student’s use social media of which more than a quarter of the students used it for interaction and to exchange ideas. A few of the students used social media to inform peers on HIV and AIDS and to increase their knowledge on HIV. Unstable power supply interfered with use of social media for majority of the students across the three universities in Southwest Nigeria as social media platforms cannot be accessed without power hence limiting amount of time students could spend on social media. The study revealed that majority of the students across the three universities were limited to access social media by network connectivity of which mostly was due to lack of internet, unstable bandwidth creating interruptions and high cost of bundles. ICT skills positively contributed to social media use as demonstrated by majority of students across the three universities and the same case applies to availability of advanced technological devices. User friendly nature of social media platforms applications also encouraged many students across the three universities to use social media. In a nutshell, is clearly revealed that unstable power supply, poor network connectivity due to
lack of internet, unstable bandwidth, excessive cost of internet data bundles were the factors that negatively affected the use of social media in HIV and AIDS communication as they created a limitation to the time spent on social media. Increased availability of devices, user-friendly nature of social media apps and considerate awareness on media-health usage were the factors that positively affected the use of social media in HIV and AIDS communication. They amounted to exchange ideas, increased interaction and knowledge.

5.2.3 HIV and AIDS information sharing behaviour on social media
Exploring HIV and AIDS information sharing behaviour on social media covered included visibility of HIV and AIDS information, sharing, types of information shared, HIV and AIDS discussion forum, its initiators, participation and its frequency as well as reasons for participation or non-participation. High visibility of HIV and AIDS information was confirmed by majority of students across the three universities. However, only a few of the students across the three universities saw HIV and AIDS information being shared often and most of them saw it being shared occasionally or rarely. Of those who saw HIV and AIDS information on social media, majority did not share it and only a few of them did. Of all the students across the three universities only a few students who themselves shared HIV and AIDS information and majority did not share this information. The three types of HIV and AIDS information commonly shared on social media according to students across the three universities were prevention methods, general HIV and AIDS knowledge and messages against stigma. The study revealed that majority of the students were aware of HIV and AIDS discussion forums which were largely initiated by government agencies, NGOs, peer educators and universities. However, majority of the students across the three universities did not participate in these forums. Only a few of who participated did so often while majority only participated occasionally or rarely. Lack of interest and the thought that students already had adequate information about HIV and AIDS were mostly cited for non-participation.

It has been established that HIV and AIDS information was mainly on prevention methods anti-stigma advocacy and general HIV and AIDS knowledge However, the results revealed low dissemination of HIV and AIDS information on social media. The open discussion forums were largely initiated by government agencies, peer educators
and universities and NGOs but those forums are largely neglected by the student due to lack of interest.

5.2.4 Use of HIV and AIDS communication from social media
The extent of use of HIV and AIDS communication from social media focused on perceived usefulness of social media and how social media could be useful for HIV and AIDS communication. The study also determined effects of HIV and AIDS communication using social media on students’ risky sexual behaviour. This was done by establishing sexual activity history like being sexually active, condom use, new knowledge and type of HIV and AIDS information learnt from social media. Those were examined against the HIV and AIDS incentives by use of social media such as motivation through awareness, social media encouragement to connect with others for HIV and AIDS information discussions, ability to support and share with HIV victims as well as going for HIV test. Majority of the students across the three universities perceived social media platforms as useful and acknowledged that social media could enable HIV and AIDS information on transmission and prevention reach large audiences. The study established that majority of the students who reported to have had sex in the previous 3 months did not use a condom. Only a few cases of condom use could be attributed to HIV and AIDS information on social media among undergraduate students in Southwest Nigeria. This was so despite majority of the students learning new knowledge on HIV and AIDS through social media. This new knowledge was on prevention methods, transmission of HIV and anti-retroviral therapy. Majority of the students cited awareness created through social media as having motivated them to avoid risky sexual activities but only a few of them were motivated by the HIV and AIDS information from social media to connect with others for HIV and AIDS information by social media. Social media did not give the majority of students’ ability to support and share with HIV victims. Majority of the students were encouraged to go for HIV test. Conclusively, based on students’ perception, the results revealed that the social media platforms are useful and can enable HIV and AIDS information reach a large audience and have positive effect on HIV and AIDS reduction. However, few of the students that had sexual intercourse within 3 months prior to this study indicated they used a condom while those that had unprotected sex despite their knowledge on HIV and AIDS through social media. Few students were motivated to connect with others to share HIV and AIDS messages. Rather, they were encouraged to always check
their HIV status. The results imply that HIV and AIDS communication on social media did not translate into change in risky sexual behaviour.

5.3 Conclusion
The study has shown that majority of the undergraduates in the three universities make use of social media platforms for numerous reasons such as socializing (chatting, sharing pictures and meeting new friends) and learning (for academic and research purposes) as the chief reasons. Facebook is observed to be the most favourite or preferred social media platform over others. This is expected as Facebook has become the most popular sites with millions of users. This platform like others allows users to upload pictures, chat with friends and loved ones, share health information and other relevant information and to connect with different people. Instagram and WhatsApp are two other social media sites mostly preferred by a good number of undergraduates across the universities. The most used and favourite social media platforms are mostly used for chatting, sharing of pictures, messages and making of new friends. The study shows that the informative (educative) nature and ease of use are the conditions provided for the preference of these three social media sites over others. In the three universities, Instagram and YouTube are occasionally used platforms. These platforms are not among the popular social media sites frequently used by undergraduates.

The study observed no significant gender difference in the preference of social media sites. This is so as both male and female undergraduates are aware of social media sites, it importance and do make use of them for different purposes most especially the ones mentioned above. Undergraduates within the ages of 16 – 22yrs are observed to use social media platforms for share information, pictures and chat with friends as well as meet new friends very often. This is expected as this age bracket tends to make more use of social media platform and have fully embraced it compared to other ages. As a result of the importance attached to social media, majority of the undergraduate students in the three universities does spend 30 minutes to <3 hours daily on social media sites or platforms. Both male and female undergraduate students have similar discernment concerning social media sites, as such no significant variation was observed concerning their assessment of the importance and benefits of social media platforms. This is so as the students have the same viewpoints about social media sites.
The study shows that a significant proportion of the undergraduates has seen or come across HIV and AIDS information on social media. This means that HIV and AIDS information is among the countless number of health information normally shared on social media platforms. However, among the undergraduates that have seen HIV and AIDS information on social media, very few of them frequently shared it and made use of it. The study identified prevention methods and general HIV and AIDS knowledge as the main types of information shared by undergraduates. The study also has shown that a fair percentage of the undergraduates are aware of HIV and AIDS discussion forum, but only a small percentage participated actively in the discussion. It also shows that the various discussion forums are funded and initiated by government agencies and NGOs. These forums make it possible for relevant information on HIV and AIDS regarding transmission and prevention to be shared and discussed among participants. Social media no doubt creates necessary awareness on HIV and AIDS such as the need to use a condom (s) during sexual intercourse, but the information do not have significant impact on male and female undergraduates’ decision to use condom during sexual intercourse.

The information shared on social media motivated few students to connect with others and participate in HIV and AIDS related discussions. The study further indicates that use of social media by undergraduates in the three universities is seriously affected by epileptic nature of power supply, poor network connectivity, ICT skills and cost of subscription. These setbacks have substantial impact on the use of social media platforms by undergraduate students across the three universities. The time of use, efficient use and willingness to make use of the various social media sites are hampered. Nevertheless, among these barriers of use, ICT skill was identified as the principal factor that influence social media use. This is apparent because if others are available, efficient use of social media sites for health communication and other uses can be hampered by undergraduates’ inability to handle advanced technological devices and their different applications.

5.4 Recommendations

5.4.1 Policy
This study recommends that the government of Nigeria should consider a policy to deal with HIV and AIDS that brings all the stakeholders and actors together to address the problem. The government should ensure that there are no disruptions in electricity supply, cost of data is affordable and gadgets with enhanced technological facilities are accessible and affordable. This can be done through policies that promote availability of infrastructure especially electricity as well as stable bandwidth and mitigating high costs of bundles and technological devices. The NGOs and religious organizations involved in addressing HIV and AIDS problem should also have a policy of collaboration as they have similar goals and objectives. The universities have treated HIV and AIDS as a secondary function hence are not proactive in HIV and AIDS communication. They should prioritize HIV and AIDS in their policies as this has affected many youths who are students in the universities.

5.4.2 Strategy
The government should have an elaborate plan on how information on HIV and AIDS is communicated not only to the youth but also to stakeholders who deal with HIV and AIDS. The government should have plans to ensure presence in social media platforms that are popular with the youth. Programmes ran by NGOs on HIV and AIDS should have strategies to ensure that those mandated to communicate HIV and AIDS must not only understand the content but also the target audience who are the youth. The universities should have strategies in place that ensure a calendar scheduling HIV and AIDS events that not only engage students online but also physically for more interactive communication.

5.4.3 Theory and Methodology
The theories explaining use of social media for HIV and AIDS communication are largely drawn from technology adoption and social interactions. This study recommends that a health communication theory should be developed to address the properties of technology as well as the social interactions that shape use of social media for HIV and AIDS communication. This theory should acknowledge the different actors involved in HIV and AIDS communication, conceive their goals and explain how they should optimize their policies and strategies to achieve the desired results. The methods used by different actors addressing HIV and AIDS among the youth is characterized by fragmented efforts. If these efforts were to be consolidated, they would create synergy
and contribute positively to addressing the problem of HIV and AIDS among the youth in Nigeria.

5.5 Possible areas of further studies

No single study is complete in its quest for knowledge or contribution to knowledge. For this reason, the present study is open for further study. The research therefore suggests more studies in this field. The present study only examined use of social media for HIV and AIDS communication among university undergraduates in south-west Nigeria.

Further studies should be carried out among undergraduates in universities across more zones and social groups in Nigeria to determine if the findings reported in the present study in reality correlate or vary over sociological groups. In addition, similar studies could be carried out in other parts of Africa. Comparative study can also be conducted across African countries on the use of social media for HIV and AIDS communication. In addition, a longitudinal study should be carried out to comprehensively investigate the effects of social media on behaviour change among the youth in Nigeria.

Further research should be carried out to determine the best strategies for utilization of the most popular social media platforms in HIV and AIDS communication. Further research should develop a framework for addressing factors negatively affecting use of social media among the youth. Scholars should establish what prompts young people share information on social media. Further research need to be carried out to find why HIV and AIDS is increasing among youth despite the fact that they have high level of knowledge on the prevention of HIV and AIDS. Why is it that their knowledge is not really translating to actions that prevent students from being infected HIV? Further study should be done among youth who are not in school or higher institutions of learning to establish whether the same is happening with the general youth population.

REFERENCES


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Obinna, C. (2014) ‘Story that Touches the Heart: Why Prostitution rate is rising” vanguard (Saturday, December 31, 2014)


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YouTube – *www.youtube.com* accessed on 8 February, 2016
APPENDICES

APPENDIX 1: SUMMARY OF THE STUDY

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>METHODS</th>
<th>THEORY</th>
<th>RESULTS</th>
<th>RECOMMENDATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To find out the social media platforms mostly used for HIV and AIDS Communication among undergraduate students in Southwest Nigeria</td>
<td>Quantitative &amp; Qualitative</td>
<td>Technology Acceptance Model (TAM)</td>
<td>The results show that Facebook (66.5%), Instagram (14.3%) and WhatsApp (13%) were the most favourite social media platforms used because students found them informative and easy to use. Blogs, (41.1%), twitter (25.4%) and WhatsApp (17.7%) were commonly used for HIV and AIDS communication across the three universities studied.</td>
<td>• The government of Nigeria should consider enhanced social media campaigns in HIV and AIDS communication. • For effective campaigns, the government and NGOs need to focus on the social media platforms mostly used by undergraduate students such as Facebook, twitter and WhatsApp. • The government should ensure that the necessary infrastructure to facilitate social media usage among the youth by enhancing constant electricity supply, lower cost of data and make gadgets with enhanced technological facilities accessible and affordable. • The messages of campaigns should be captivating for the youth to share. • The government and NGOs should also collaborate make sure that information shared on social media regarding HIV and AIDS is useful. • Students in universities should take advantage</td>
</tr>
<tr>
<td>2. To examine the factors that contribute to the use or non-use of social media for HIV and AIDS communication among undergraduate students in Southwest Nigeria</td>
<td>Quantitative &amp; Qualitative</td>
<td>Technology Acceptance Model (TAM) Social Exchange Theory</td>
<td>Unstable power supply (91.5%), poor network connectivity due to lack of internet (82.3%), unstable bandwidth (26.8%), excessive cost of internet data bundles (14.6%) were the factors that negatively</td>
<td></td>
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</table>
affected the use of social media in HIV and AIDS communication as they created a limitation to the time spent on social media. Increased availability of devices (51.8%), user-friendly nature of social media apps (36.9%), and considerate awareness on media-health usage (71.3%) were the factors that positively affected the use of social media in HIV and AIDS communication. They amounted to exchange ideas, increased interaction and knowledge.

- The students should use social media platforms where their privacy is guaranteed to share HIV and AIDS information with their friends and colleagues.

| 3. To explore the extent to which information on HIV and AIDS is shared through social media among undergraduate students in Southwest Nigeria | Quantitative | Social Exchange Theory | The results show that HIV and AIDS information was mainly on prevention methods (14.1%), anti-stigma advocacy (3.1%) and general HIV and AIDS knowledge (5.9%). However, the results revealed low |
dissemination of HIV and AIDS information on social media (24.8%). The open discussion forums were largely initiated by government agencies (12.4%), peer educators (7.9%) and universities (7.3%) and NGOs (16.9%) but those forums are largely neglected by the student (51.6%) due to lack of interest (42.1%).

| 4. To determine the extent of use of HIV and AIDS Communication from social media among undergraduate students in Southwest Nigeria | Quantitative Qualitative Social Exchange Theory | Based on students’ perception, the results revealed that the social media platforms are useful (90.7%) and can enable HIV and AIDS information reach a large audience and have positive effect on HIV and AIDS reduction (68.3%). However, few of the students that had sexual intercourse within 3 months prior to this study indicated
they used a condom (26.9%) while (57.1%) had unprotected sex despite their knowledge on HIV and AIDS through social media. Few students were motivated to connect with others for HIV and AIDS message sharing (33.5%). Rather, they were encouraged to always check their HIV status (51.3%). The results imply that HIV and AIDS communication on social media did not translate into change in risky sexual behaviour.
APPENDIX 2: INFORMED CONSENT

USE OF SOCIAL MEDIA IN HIV AND AIDS COMMUNICATION AMONG UNDERGRADUATE STUDENTS IN SOUTH-WEST NIGERIA

Ayodele John Alonge

INFORMED CONSENT FORM

IRB Research approval number: UI/EC/16/0098
This approval will elapse on: 12/05/2017

Title of the research: THE USE OF SOCIAL MEDIA FOR HIV AND AIDS COMMUNICATION AMONG UNIVERSITY UNDERGRADUATES IN SOUTH-WEST NIGERIA

- Name(s) and affiliation(s) of researcher(s) of applicant(s):
  This study is being conducted by Ayodele John Alonge of the school of Journalism and Mass Communication, University of Nairobi, Kenya

- Sponsor(s) of research: This study is sponsored by Consortium for Advanced Research Training in

- Purpose(s) of research: The purpose of this study is to investigate the use of social media for HIV and AIDS Communication among federal university undergraduates in Southwest Nigeria.

- Procedure of the research, what shall be required of each participant and approximate total number of participants that would be involved in the research: The study will use mixed method research design. For quantitative aspect, a sample of 382 undergraduate students across all levels of the university will be selected using stratified and systematic sampling techniques to participate in the study. For qualitative part, three (3) FDGs comprising 10 participants in each group and 10 key informants will be used

- Expected duration of research and of participant(s)’ involvement: It is expected will last for
  Three (3) months.

- Risk(s): The study will not have any risk to the participants
• **Costs to the participants, if any, of joining the research:** Your participation in this research will not cost you anything.

• **Benefit(s):** The findings of this study are expected to be of importance to various stakeholders who includes the government as a policy maker, non-governmental organizations/agencies, donors and faith based organizations with focus on HIV and AIDS prevention, social workers, researchers, students, HIV and AIDS support groups, Non-Governmental Organizations (NGOs) well-timed, accessible and reliable health information that is imperative for improving health outcomes among young people of university age.

• **Confidentiality:** All information collected in this study will be given code numbers and no name will be recorded. This cannot be linked to you in anyway and your name or any identifier will not be used in any publication or reports from this study. As part of our responsibility to conduct this research properly, officials from NHREC and ethics may have access to these records.

• **Voluntariness:** Your participation in this research is entirely voluntary.

• **Alternatives to participation:** If you choose not to participate, this will not affect your treatment in this hospital in any way.

• **Due inducement(s):** You will be compensated for lost wages; cost of transport to and from the research site if necessary, but you will not be paid any fees for participating in this research.

• **Consequences of participants’ decision to withdraw from research and procedure for orderly termination of participation:** You can also choose to withdraw from the research at any time. Please note that some of the information that has been obtained about you before you chose to withdraw may have been modified or used in reports and publications. These cannot be removed anymore. However, the researchers promise to make effort in good faith to comply with your wishes as much as is practicable.

• **Modality of providing treatments and action(s) to be taken in case of injury or adverse event(s):** N/A

• **What happens to research participants and communities when the research is over:**
  The researchers will inform you of the outcome of the research through a news bulletin. During the course of this research, you will be informed about any information that may affect your continued participation or your health.
• **Statement about sharing of benefits among researchers and whether this includes or exclude research participants:** There is no plan to contact any participant now or in future about such commercial benefits.

• **Any apparent or potential conflict of interest:** The researcher is not aware of any other information that may cause the researchers not to do their work with fear or favour.

• **Statement of person obtaining informed consent:**

  I have fully explained this research to ____________________________________ and have given sufficient information, including about risks and benefits, to make an informed decision.

  DATE: _____________________ SIGNATURE: ____________________________

  NAME: ______________________________________________

• **Statement of person giving consent:**

  I have read the description of the research and have had it translated into language I understand. I have also discussed with the doctor to my satisfaction. I understand that my participation is voluntary. I know enough about the purpose, methods, risks and benefits of the research study to judge that I want to take part in it. I understand that I may freely stop being part of this study at any time. I have received a copy of this consent form and additional information sheet to keep for myself.

  DATE: ___________________ SIGNATURE: _________________________________

  NAME: _____________________________________________

  WITNESS’ SIGNATURE (if applicable): ___________________________

  WITNESS’ NAME (if applicable): _________________________________

• **Detailed contact information including contact address, telephone, fax, e-mail and any other contact information of researcher(s), institutional HREC and head of the institution:**

  This research has been approved by the Ethics Committee of the University of Ibadan and the Chairman of this Committee can be contacted at Biode Building, Room 210, 2nd Floor,
and Institute for Advanced Medical Research and Training, College of Medicine, University of Ibadan, E-mail: uiuchirc@yahoo.com and uiuchec@gmail.com

In addition, if you have any question about your participation in this research, you can contact the principal investigator, Ayodele John Alonge, of School of Journalism and Mass communication, University of Nairobi, Kenya Phone… +2348023594427 || +254707637011. Email… ayoalonge@gmail.com

PLEASE KEEP A COPY OF THE SIGNED INFORMED CONSENT.

NB:

Note that you should include the Ethics Committee assigned approval number and the date/duration of the ethics committee approval on each copy of the consent form that is given to patients.
APPENDIX 3: ETHICAL APPROVAL

INSTITUTE FOR ADVANCED MEDICAL RESEARCH AND TRAINING (IAMRAT)
College of Medicine, University of Ibadan, Ibadan, Nigeria.
Director: Prof. Catherine O. Falade, MBBS (B), M.Sc. FMCP. FWACP
Tel: 0803 326 4593, 0802 360 9151
e-mail: cfalade@comuledu.ng lillyfunke@yahoo.com

UI/UCH EC Registration Number: NHREC/05/01/2008a
NOTICE OF FULL APPROVAL AFTER FULL COMMITTEE REVIEW
Re: The Use of Social Media for HIV and AIDS Communication among University of Ibadan Undergraduates in South-West, Nigeria
UI/UCH Ethics Committee assigned number: UI/EC/16/0098

Name of Principal Investigator: Ayodele John Alonge
Address of Principal Investigator: School of Journalism and Mass Communication,
University of Nairobi, Kenya

Date of receipt of valid application: 03/05/2016
Date of meeting when final determination on ethical approval was made: N/A

This is to inform you that the research described in the submitted protocol, the consent forms,
and other participant information materials have been reviewed and given full approval by the
UI/UCH Ethics Committee.

This approval dates from 13/05/2016 to 12/05/2017. If there is delay in starting the research,
please inform the UI/UCH Ethics Committee so that the dates of approval can be adjusted
accordingly. Note that no participant accrual or activity related to this research may be conducted
outside of these dates. All informed consent forms used in this study must carry the UI/UCH EC
assigned number and duration of UI/UCH EC approval of the study. It is expected that you
submit your annual report as well as an annual request for the project renewal to the UI/UCH EC
early in order to obtain renewal of your approval to avoid disruption of your research.

The National Code for Health Research Ethics requires you to comply with all institutional
guidelines, rules and regulations and with the tenets of the Code including ensuring that all
adverse events are reported promptly to the UI/UCH EC. No changes are permitted in the
research without prior approval by the UI/UCH EC except in circumstances outlined in the
Code. The UI/UCH EC reserves the right to conduct compliance visit to your research site
without previous notification.

[Signature]
Professor Catherine O. Falade
Director, IAMRAT
Chairperson, UI/UCH Ethics Committee
E-mail: uiuchec@gmail.com

Research Units: Genetics & Bioethics • Malaria • Environmental Sciences • Epidemiology Research & Service
• Behavioural & Social Sciences • Pharmaceutical Sciences • Cancer Research & Services • HIV/AIDS

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APPENDIX 4: LETTER OF INTRODUCTION

Dear respondent,

This questionnaire is designed to investigate the use of social media for HIV and AIDS communication among federal university undergraduates in Nigeria. The study is being carried out in partial fulfilment of the requirements for the award of the Doctor of Philosophy in Communication and Information. If you agree to participate in this survey, kindly attempt all the questions in the questionnaire. There is no right or wrong answer and will not be penalized in any way for non-participation. Your anonymity is guaranteed. Therefore, all information provided shall be treated with utmost confidentiality and used strictly for educational purpose only.

Thank you for taking your time to complete the survey.

Alonge, A.J
APPENDIX 5: QUESTIONNAIRE

INSTRUCTION: Please tick [√] in the boxes, as appropriate or complete the dotted lines where necessary.

SECTION A: Demographic characteristics of respondents

1. What is the name of your University?
   University of Ibadan [ ]
   University of Lagos [ ]
   Obafemi Awolowo University [ ]

2. What is your gender?
   (a) Male [ ]
   (b) Female [ ]

2. What is your age bracket?
   (a) 17-19 [ ]
   (b) 20-22 [ ]
   (c) 23-25 [ ]
   (d) >25 [ ]

3. Which religion do you ascribe to?
   (a) Christian [ ]
   (b) Islam [ ]
   (c) Others, Please specify …………………

4. Faculty/Department: ………………………………………………………

5. What is your level of study?
   1st Year (100L) [ ]
   2nd Year (200L) [ ]
   3rd Year (300L) [ ]
   4th Year (400L) [ ]
SECTION B: Types of Social Media Mostly Used by Undergraduates

6. Which of the following social media platform(s) is your preferred? (You can select more than one).

<table>
<thead>
<tr>
<th>Social Media Platform</th>
<th>Favourite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Facebook</td>
<td></td>
</tr>
<tr>
<td>b. Instagram</td>
<td></td>
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<tr>
<td>c. LinkedIn</td>
<td></td>
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<tr>
<td>d. MySpace</td>
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<td>e. YouTube</td>
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<td>f. Google Plus</td>
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<td>g. Blogs</td>
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<tr>
<td>h. Twitter</td>
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<tr>
<td>i. Skype</td>
<td></td>
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<tr>
<td>j. WhatsApp</td>
<td></td>
</tr>
<tr>
<td>k. BBM (Blackberry Messenger)</td>
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<tr>
<td>l. Others (specify)</td>
<td></td>
</tr>
</tbody>
</table>

7. Why do you regard the social media platform(s) above as your favourite(s)?

- It is easy to use [ ]
- It is engaging [ ]
- Many of my friends use it [ ]
- I find it informative [ ]
- Any other (specify) ....................... [ ]
8. How would you describe your usage of the following social media platform(s) ?

<table>
<thead>
<tr>
<th>Social Media Platform</th>
<th>Rarely</th>
<th>Occasionally</th>
<th>Often</th>
<th>Very often</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Facebook</td>
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<td></td>
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<tr>
<td>b. Instagram</td>
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<tr>
<td>c. LinkedIn</td>
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<td>d. MySpace</td>
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<td>e. YouTube</td>
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<td>f. Google Plus</td>
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<td>i. Skype</td>
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<tr>
<td>j. WhatsApp</td>
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<td>k. BBM (Blackberry Messenger)</td>
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<td>l. Others (specify)</td>
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</table>

…………………………………………..
9. On average, how much time do you spend daily using the following social media platform(s)?

<table>
<thead>
<tr>
<th>Social Media Platform</th>
<th>≤30mins</th>
<th>1hr-2hrs</th>
<th>2hrs-3hrs</th>
<th>3hrs-4hrs</th>
<th>&gt;4hrs</th>
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<td>a. Facebook</td>
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<td>b. Instagram</td>
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<td>c. LinkedIn</td>
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<td>d. MySpace</td>
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<td>e. YouTube</td>
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<td>f. Google+</td>
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<td>g. Blogs</td>
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<td>h. Twitter</td>
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<td>i. Skype</td>
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<td>j. WhatsApp</td>
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<td>k. BBM (Blackberry Messenger)</td>
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<td>l. Others (specify)</td>
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</table>

10. What do you use your social media platform(s) for?

<table>
<thead>
<tr>
<th>Social Media Platform</th>
<th>Chattin g</th>
<th>Sharing message</th>
<th>Sharin g pictur es</th>
<th>HIV/AIDS communicati on</th>
<th>Making new friends</th>
<th>Learnin g</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Facebook</td>
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<td>b. Instagram</td>
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<td>k. BBM (Blackberry Messenger)</td>
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</table>
11. In a scale of 1-5 where 1 is strongly disagree and 5 is strongly agree, indicate your agreement or disagreement with the following statements in regard to social media platforms use.

<table>
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<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>a) Social media has enabled formation of useful organizations</td>
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<tr>
<td>b) I can participate in collective activities with my peers through social media</td>
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<tr>
<td>c) Social media has provided me with valuable network</td>
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<td>d) I have established good relationships using social media</td>
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<tr>
<td>e) There is reciprocity in social media on support for one another</td>
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<tr>
<td>f) We have norms and values in social media that guide our interactions</td>
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<tr>
<td>g) There is trust among participants in social media</td>
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<tr>
<td>h) Social media facilitates mutual benefits through collective actions</td>
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<tr>
<td>i) Social media has encouraged healthy behaviours among my peers</td>
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<tr>
<td>j) Social media has discouraged unhealthy behaviours among my peers</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>k) Social media has promoted access to services and support on behaviour change</td>
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</tbody>
</table>

SECTION C: HIV AND AIDS information sharing behaviour on social media

11. Have you ever seen HIV/AIDs information on social media?

Yes [ ]

No [ ]

12. If yes above, how often have you seen HIV/AIDs information on social media?

Rarely [ ]

Occasionally [ ]

Often [ ]

Very often [ ]
13. Have you ever shared HIV/AIDS information on your social media platform(s) ?

Yes [  ]

No [  ]

14. If yes, what type of HIV/AIDS information did you share on social media?

Prevention methods [  ]

Messages against stigma [  ]

Adherence to anti-retroviral therapy [  ]

General HIV/AIDS knowledge [  ]

Other (specify) …………………………………………………

15. Are there HIV/AIDS dedicated discussion forums such as fan pages or hash tags in social media?

Yes [  ]

No [  ]

16. If yes above, whose initiative is it?

University [  ]

Friends [  ]

Peers [  ]

Government agencies [  ]

Religious groups [  ]

Other (specify) ………………………………..

17. Do you participate in the HIV/AIDS dedicated discussion forums on social media?

Yes [  ]

No [  ]
18. If yes above, how often?

- Rarely [ ]
- Occasionally [ ]
- Often [ ]
- Very often [ ]

19. If you do not participate in the HIV/AIDs dedicated discussion forums on social media what are your reasons for not participating?

- Not interested [ ]
- I don’t like some of the participants in those forums [ ]
- I don’t like how those forums are moderated [ ]
- I have adequate information on HIV/AIDs [ ]
- The HIV/AIDs dedicated discussion forums are not helpful [ ]
- Any other (specify) …………………………………………………..

SECTION D: extent of use of HIV and AIDS Communication from social media Perceived effectiveness of social media platforms for HIV AND AIDS information communication

20. Is HIV/AIDs information on social media useful?

- Yes [ ]
- No [ ]

21. If yes above, how? (You can choose more than one option).

<table>
<thead>
<tr>
<th>Statement</th>
<th>Option(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Enable HIV AND AIDS information on transmission and prevention reach large audiences</td>
<td></td>
</tr>
<tr>
<td>b. Access to quality health HIV can be facilitated through the opportunities provided by the social media</td>
<td></td>
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<tr>
<td>c. Enables timely, accessible and credible HIV AND AIDS information</td>
<td></td>
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<tr>
<td>d. It is a trustworthy and credible source for HIV AND AIDS information</td>
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</table>

22. Have you had sex in the last 3 months?
23. If yes above, did you use condom during your last intercourse?

Yes [ ] No [ ]

24. Has social media information on HV/AIDs informed you about HIV risks you did not know before?

Yes [ ] No [ ]

25. If yes above, which ones?

- HIV prevention methods [ ]
- HIV transmission [ ]
- Anti-retroviral therapy [ ]
- Any other (specify) .................................................................

26. Has social media information on HV/AIDs motivated or persuaded you to think about HIV/AIDs in a particular way and to act accordingly?

Yes [ ] No [ ]

27. If yes above, how?

- That HIV and AIDS cannot be transmitted through physical contact [ ]
- Not to discriminate against those living with HIV [ ]
- That HIV is like other chronic illnesses and one can live positively [ ]
- Any other (specify) .................................................................

28. Has social media information on HV/AIDs driven you to connect with others and participate in interpersonal and small group relationships?

Yes [ ] No [ ]

29. If yes above, which ones?

- Peer support groups [ ]
- Social support for prevention of HIV transmission [ ]
30. Has social media information on HV/AIDs enabled you to express and maintain culture and sharing values related to support for people living with HIV?

Yes [ ]  No [ ]

31. If yes above, how?

- Encouraged people living with HIV to participate in activities with my peers [ ]
- Discouraged discrimination against people living with HIV among my peers [ ]
- Maintained a culture of sharing with all without discrimination [ ]

Any other (specify) ……………………………………………………………………………

32. Has social media information on HV/AIDs encouraged you to be tested for HIV?

Yes [ ]  No [ ]

33. If yes above, when was the last time were you tested?

- Last one week [ ]
- Last one month [ ]
- Last three months [ ]
- Last six months [ ]
- Last one year [ ]

SECTION E: Factors Affecting Social Media Use for HIV and AIDS communication

30. Has awareness influenced students’ use of social media?

Yes [ ]  No [ ]

31. If yes above, how?

- It has increased interaction [ ]
- It has created a forum for exchange of ideas [ ]
- It has informed peers about HIV and AIDS [ ]

Awareness has increased knowledge about HIV [ ]
32. Has power supply in the university affected your social media usage?
   Yes [ ]   No [ ]

33. If yes above, how?
   - Without power technological devices to access social media cannot work [ ]
   - Internet access is interrupted when power is not available [ ]
   - Power interruption limits time for students to interact on social media [ ]

34. How has availability of technological facilities influenced your social media usage?
   - Advanced technological devices make it easy to access social media [ ]
   - The applications of social media platforms are user friendly [ ]
   - Cost of technological devices has reduced making social media more accessible [ ]
   - Social media applications are free hence readily available [ ]

   Any other (specify) ………………………………………

35. Has network/Internet connectivity in any way affected your social media usage?
   Yes [ ]  No [ ]

36. If yes above, how?
   - Lack of Internet prevents my social media presence [ ]
   - Lack of a stable bandwidth interrupts interaction in social media [ ]
   - Cost of bundles is high hence am offline most of the time [ ]

   Any other (specify) ………………………………………

37. How would you rate your level of ICT skills?
   - Very low [ ]
   - Low [ ]
   - High [ ]
   - Very high [ ]
38. Does level of ICT skills in any way determine how you use social media?
   Yes [ ]  No [ ]

39. Do you think social media is helpful in any way?
   Yes [ ]  No [ ]

40. Has cost of subscription to Internet data bundles affected your social media usage?
   Yes [ ]  No [ ]
APPENDIX 6: KEY INFORMANT INTERVIEW

1. What are the popular social media platforms used by students in this university?
2. Why do you think the social media platforms are popular with students?
3. What do students in this university use social media for?
4. How would you describe your students’ attitude towards social media?
5. Do the students share and communicate information about HIV and AIDS in this university?
6. What extent has social media been used for sharing information on HIV and AIDS?
7. Has the university attempted any initiative programmes through social media to enhance HIV and AIDS awareness among students?
8. In your opinion and experience, do social media have a role to play in creating awareness on HIV AND AIDS among your students?
9. How useful is information on HIV and AIDS shared in social media platforms?
10. Do you think social media is effective in communicating information on HIV and AIDS matters such as prevention, stigma, HIV testing and counselling among the students?
APPENDIX 7: TRANSCRIPTS OF QUALITATIVE DATA

THE USE OF SOCIAL MEDIA FOR HIV AND AIDS COMMUNICATION AMONG UNIVERSITY UNDERGRADUATES IN SOUTH-WEST NIGERIA

By

Ayodele John Alonge

FOCUS GROUP DISCUSSION (FGD) TRANSCRIPT
Obafemi Awolowo University (OAU) Ile-Ife,
Participants: Undergraduate students of the Obafemi Awolowo University, Nigeria
Number of Participants: Ten (10)
Date: Monday, June 27, 2016

1. Do you use any social media platform?
   Speaker 1 responded yes of course. Speaker 1 further stated that it is like asking whether we use toothpaste.

2. How often do we use social media?
   All the 10 speakers responded every day.

3. Why do you use social media?
   Speaker 1 connotes that he uses social media to connect with friends, to have access to information on departmental groups.
   Speaker 2 opined that she uses social media to pass information.

4. Which is the most popular social media platform used among students in this university?
   Speaker4: Snapchat.
   Speaker 5 & 7: Facebook,
   Speaker8: twitter,
   Speaker 6 & 10: imo
   Speaker 9 2go.
   Speaker 1: Instagram

5. How would you describe social media in terms of the following:
   a. Ease of use?
      Speaker 5 stated that it is very easy, but sometimes have difficulties with network providers in respect to data subscription. He further stated that social media is a way of life
   b. Reliability of information? Speaker 1 connotes that it is 70% reliable.
      Speaker 3 stated that twitter is more reliable
c. Usefulness of information? Speaker 5 connotes that it is very quick and useful.

6. How has social media influenced discussion of HIV and AIDS matters amongst the students in this university? Speaker 3 stated that she thinks that social media has influenced HIV/AIDs discussion. She further stated that it may not be plentiful. She also buttresses the point that many times student are not usually looking for health related information on social media because they might be ashamed. Reason being that they might not be able to share it with their friends. But online, the privacy is enclosed simply because you search and uses #tags on twitter. Speaker 4 opined that so many students wants to know things about health talks. They might not want to ask people around them or talk about it because they may be scared of what others may think about them. They might go online and check personally.

Speaker 2 voiced that Internet keeps the privacy to an extent.

Speaker 1 also stated that health related information is being used on campus via social media and Internet.

Speaker 5 stated that when it comes to HIV & AIDS, people don’t really like to talk about it because they might start to feel intimidated.

7. In your opinion, what has affected social media use for HIV and AIDS communication among the students in this university?

Speaker 5 stated that it can actually be effective. But the problem is that most of the times when we go online to download, we end up downloading things that pop up along the line. But then, you will never see HIV/ADIS tips at all. The promoters should use social media. He further emphasized that on this campus, when orientation program is taking place, they educate them on HIV and AIDS education at the health centre. But they do not use social media to reach students on HIV and AIDS related information. Students uses social media to get information about themselves.

8. How has social media contributed towards an increased understanding of various aspects relating to HIV and AIDS among students in this university?

Speaker 3 responded that social media has contributed towards increased understanding of various aspects relating to HIV and AIDS among students in Obafemi Awolowo University.

Speaker 6 stated that he believes that. But believing that depends on the carrier of the of the HIV/AIDs virus. He stated an example that before he can go through the Internet to browse about HIV or any other sexually transmitted diseases, it must have occurred that he has a friend that has been infected or even himself. So in that case, young people go for such information when there is pressing need for it possibly after they have unprotected sex or you have a friend that has it or to search for more knowledge.

Speaker 1 opined that if you are following some people on twitter, you can see some of them tweeting relevant information about HIV/AIDs. Twitter is very effective and it is like an information hub.
9. What is the impact of social networking sites on HIV and AIDS awareness and prevention efforts among students in this university?

Speaker 7 stated that the impact it has is allowing people to know. Though we still have some adamant people that will still go on to have sex without protection. He further stated that social media has its impact on creating awareness and prevention of HIV/AIDS.

10. Problems and factors hindering the use of social media for HIV & AIDs communication via social media?

Speaker 7 connotes that one of the problems and factors hindering the use social media for HIV/AIDS communication via social media is distractions on social media. People will rather read stories and sport update on social media than to read about HIV/AIDS information.

Speaker 8 opined that trending lists on social media is what you see most. For instance when there was Ebola, there was information about Ebola on social media because it is a trending issue. He emphasized that HIV/AIDS information is not trending on social media.

Advice:

Speaker 9 stated that there is need to improve the awareness on social media.

Speaker 10 suggested that you should create a twitter handle on HIV/AIDS information.
THE USE OF SOCIAL MEDIA FOR HIV AND AIDS COMMUNICATION AMONG UNIVERSITY UNDERGRADUATES IN SOUTH-WEST NIGERIA

By
Ayodele John Alonge

KEY INFORMANT (KI) TRANSCRIPT

Obafemi Awolowo University (OAU), Ile-Ife,
Participants: Undergraduate students of the Obafemi Awolowo University, Nigeria
Number of Participants: one (1) Student Leader
Date: Monday, June 27, 2016

1. **What are the popular social media platforms used by students in this university?**
   **Response:** Whatapps, twitter, Facebook, Instagram and snapchat

2. **Why do you think the social media platforms are popular with students?**
   **Response:** It gives the students the opportunity to express themselves without limits. Say the things they want to say, upload pictures, and connect with friends.

3. **What do students in this university use social media for?**
   They use it to connect basically. Because there is a fundamental human desire or need to connect with another person at a different level or at a similar level. It makes it possible for them to connect to those that are far away and close to them. To keep up with the current trends, current happenings in the world. Sometimes to let out their feelings. Sometimes student find it difficult express themselves to their colleagues or those in their vicinity. Social media gives them the opportunity to speak as they like and say it into the air.

4. **Being a student leader, have student ever come to confide in you about their HIV status?**
   **Response:** Quite a few student come to ask about HIV and AIDS or what they could do if they want to engage in sexual activities or what sort of things they could do to prevent HIV and AIDS. By and large, I believe that the awareness is very good among student general. Only very few that thinks they need to find a confidant comes to ask him.

5. **Do the students share and communicate information about HIV and AIDS in this university?**
   **Response:** Not really. Only those that are probably in organizations that are health related do that. For example, there is an organization on this campus called the Campus health and right initiatives (CHRI) and there major goal is to improve the awareness of HIV and AIDS on campus. The members of this organization goes around talking about it and spreading information via the use of social media platform.
6. What extent has social media been used for sharing information on HIV and AIDS?
   Response: Of course, the church has a twitter and Facebook account and we twit and post information sent by health organizations like WHO. When they post certain fact or details about HIV and AIDS that are intriguing and are revealing, it offers the opportunity to re-broadcast it on Facebook, twitter and WhatsApp group.

7. Have your student association been engaged in any form of campaign on health related issues?
   Response: No, we usually leave that to the organization that are in charge of it.

8. In your opinion and experience, do social media have a role to play in creating awareness on HIV AND AIDS among your students?
   Response: Absolutely, I believe it is the number one means of creating the awareness because every average youth now has a smartphone, a Facebook account, twitter account, Instagram account and WhatsApp. You can easily get to them through the social media platform. I believe it is the number one means of creating the awareness.

9. What would be your advice to organizations that have the responsibly to campaign and promote HIV and AIDS information.
   Response: I will recommend they do a lot of home work on their media and publicity. Because that is the means they can reach out to people they will never see.

10. Do you think social media is effective in communicating information on HIV and AIDS matters such as prevention, stigma, HIV testing and counselling among the students?
    Response: I believe it is. I believe it is going to be very useful. Why? Some of this social media account for example twitter has a concept called #tag. If for example a prevention message is to be spread among the youth by an organization, and a #tag created and there is an awareness of that #tag, then so many people can be reached. On Facebook, some graphics can be developed that can probably have some facts and some little details that will be catchy. By the time you rebroadcast, people will continue to like and share the pictures from group to group, and on Instagram. I believe that social media allows a boundless reach, it allows an organization that really wants to invest in the HIV and AIDS awareness program to reach places that are beyond borders.

11. Are they doing that in OAU?
    Response: I would say no, but I believe that work is going on. As a matter of fact, the university every year when the new students comes in, the university as part of its awareness and orientation program have an HIV and AIDS awareness program that they organize for them. It is one of the things that I believe the University does. By and large, the responsibility usually falls on the health organization and some other organizations.
THE USE OF SOCIAL MEDIA FOR HIV AND AIDS COMMUNICATION AMONG UNIVERSITY UNDERGRADUATES IN SOUTH-WEST NIGERIA

By

Ayodele John Alonge

FOCUS GROUP DISCUSSION (FGD) TRANSCRIPT

University of Ibadan (UI), Nigeria

Participants: Undergraduate students of the Obafemi Awolowo University, Nigeria

Number of Participants: Ten (10)

Date: Wednesday, June 22, 2016

1. How would you describe social media in terms of the following?

   a. Ease of use?
   Speaker 1: Instagram because of video.

   b. Reliability of information? Speaker 1: Instagram because of video.

   c. Usefulness of information?

2. How has social media influenced discussion of HIV and AIDS matters amongst the students in this university?

   Speaker 2 opined that social media has really influenced HIV and AIDS discussion. He further stated that he has never actually searched on it on social media, but when going through tweets and posts on twitter, he do see some people tweet about HIV and AIDS.

   Speaker 3 stated that social media will always look for what is trending. He further connotes that HIV and AIDS is something people over the years have not talked about it, so it not trending. Speaker 4 voiced that people are aware of HIV and AIDS which has made it not to be a trending news any longer.

   Speaker 3 further explained that when people start talking about condoms, you already know what they want to say next which could be HIV and AIDS.

5. In your opinion, what has affected social media use for HIV and AIDS communication among the students in this university?

   Speaker 4, 5, and 6 chorused that it has to do with interest

   Speaker 5 further declared that they have a course on HIV and AIDS at school.

6. In your opinion, how effective is social media in HIV and AIDS awareness campaigns in this university?

   Speaker 2 responded that he thinks it can be very effective compared to physical campaigns. He further explained that when people have a rally, imagine how it
reaches like 20,000 people. Whereby there are accounts on twitter that has over 50,000 followers. Imagine that kind of person just tweet something about HIV and AIDS. Immediately the person tweets, 50,000 people sees it. He then came to a conclusion that imagine 10% of those 50,000 sees the tweet about HIV and AIDS and they now re-tweet the post, it will go viral. It can be very effective!

Speaker 7 stated that larger percentage of student makes use of social media. He further stated that it is easy to disseminate information to them through social media compared to campaigns on the streets. It is more effective compared to rallies. Rallies are also effective because you get to meet people one on one to explain to them. He concluded that Social media is more effective because the information goes wider and reach larger audience.

Speaker 8 also connotes that those out of school, even they make use of WhatsApp.

Speaker 9 opined that in respect to confidentiality, when people do rally they might not want to go or tell the person what they are going through. But on social media they tell you all you need to know about HIV and AIDS without anyone trying to check. She further stated that social media keeps your privacy.

Speaker 8 suggested that what about Google, is it not part of social media? I realize something on Google, if you look for a particular topic on Google,

7. How has social media contributed towards an increased understanding of various aspects relating to HIV and AIDS among students in this university?

Speaker 10 responded that social media has contributed immensely to increased understanding of various aspects relating to HIV and AIDS. She further stated that if there is information posted on social media, they could just read it up and get to understand more about HIV and AIDS.

Speaker 6 also connotes that someone that does not go to school has phone that can browse and chat on the Internet. Even though if they are not learned they can easily go on social media and see information about HIV and AIDS. She further stated that it is easy for them to comment on the posts about HIV and AIDS on social media and they might see someone that will enlighten them more HIV and AIDS.
8. What is the impact of social networking sites on HIV and AIDS awareness and prevention efforts among students in this university?

Speaker 6 connotes yes it would.

Speaker 8 further connotes that information about things is on social media in which HIV and AIDS is not left out. Social media really helps in creating awareness and giving information about HIV and AIDS.

9. Problems hindering the use of social media?

Speaker 2 responded that one of the problem is data consumption

Speaker 5 also opined that social media might want to make you have more sex. Because all you see is all about sex and politics.

All speakers: chorused that social media at times encourages HIV and AIDS activities.
THE USE OF SOCIAL MEDIA FOR HIV AND AIDS COMMUNICATION AMONG UNIVERSITY UNDERGRADUATES IN SOUTH-WEST NIGERIA

By

Ayodele John Alonge

KEY INFORMANT TRANSCRIPT
University of Ibadan (UI), Nigeria
Participants: HIV and AIDS Communication expert and Counsellor at the University of Ibadan /Psychologist and the coordinator of Friendly Center in University of Ibadan
Date: Monday, June 20, 2016

What is Friendly Center all about?

She stated that Friendly Center is centre for all the youth in University of Ibadan. The centre is specially prepared to serve some psychological and mental health of the student when they are in the university.

She further stated that it is a therapeutic centre because we have a group of professionals that are here to carry out a specific assignment to make sure that the student enjoy their stay on campus and take good care of their psychological health so that they can have outstanding success while they are in the university.

She also connotes that Friendly Center is sub divided into sections; counselling section where the student can walk in to meet any of the professionals to discuss their psychological issues, mental and academics. They are trained professionals saddled with the responsibility to make sure that to solve the mentioned problems.

She emphasized that more importantly we carry out HIV Counselling and Testing (HCT). This is the only centre outside the university health service where such assignment is being carried out. We have been able to work on our own to make it done effectively through awareness and advocacy, programs etc.

She also voiced that the centre also have a recreation unit where they allow the student to come in to relax in between their lectures and breaks in which they have various games for them to play. Ludo, ayo, chess etc.

She further connotes that we have information centre/ ICT centre where they come to do their assignment in a conducive room where we call reading room. We call it a therapeutic centre because of the way and mode by which we carry out our operation here.

She concluded that there are student that are being taken care of psychological via the centre.

1. What are the popular social media platforms used by students in this
university?
She stated Twitter, Facebook, radio station. Program on HIV and AIDS on the radio once a week.

2. Why do you think the social media platforms are popular with students?
She opined that we are using it because we had carried out programs in the past in which the medium by which we contact them is via social media platforms such as WhatsApp, Facebook, twitter and the radio station.

3. What do students in this university use social media for?
Response: She voiced that if I will answer that sincerely, when they are in their closet or when they are alone you cannot be too sure of the actual thing they use social media for.
She further stated that Let me say that most of the time, they use social media for their assignment and they also communicate via social media.

4. What does the Friendly Center use social media for?
Response: She connotes that Friendly centre also have Facebook and will soon start twitter. They use social media to get people informed of their activities. And also to pass information. And there is someone in charge of that who uses psychological words to motivate them via social media.

5. Do the students share and communicate information about HIV and AIDS in this university?
Response: She opined that this aspect I may not be able to give details of how often because it is too difficult to get access to use social media because of epileptic electricity.
She further voiced that they just held a meeting last week on how they can have constant power supply.
She also buttress that for some time now, we couldn’t meet the projection of the social media due to epileptic power supply and some other infrastructure. It is difficult for some student to access the social media due to epileptic power supply. Even if you post anything, they might not be able to get the information or even discover.
She opined that it might be difficult to talk about that due to poor
electricity. She stated that they have a program on the radio station which is HIV and You, where they educate the student on HIV and AIDS.

6. **What extent has social media been used for sharing information on HIV and AIDS?**  
   **Response:** She responded that I will say that that is the essence of the radio program. Social media is being restricted due to epileptic power supply.

7. **Has the university attempted any initiative programs through social media to enhance HIV and AIDS awareness among students?**  
   **Response:** She stated that we have the radio program called HIV& You where we educate them on HIV and AIDS.

8. **In your opinion and experience, do social media have a role to play in creating awareness on HIV and AIDS among your students?**  
   **Response:** She voiced that social media is a strong platform. Now we are getting to the age of social media. There is no way the student will not have any access to social media platform, tweeter, Facebook, WhatsApp, they listen to radio. I believe that is the strongest means by which information can be get across to them.

9. **How useful is information on HIV and AIDS shared in social media platforms?**  
   **Response:** She connotes that information on HIV and AIDS shared in social media platforms is Very very useful. She further explained that they say that knowledge is the best teacher, what you know you’re an authority in it. By the time we project on any of these social media they are well informed and when they are well informed they get to know what they need to know on HIV and AIDS because if they are not carried along through the social media, how will they know?

10. **Do you think social media is effective in communicating information on HIV and AIDS matters such as prevention, stigma, HIV testing and**
counselling among the students?

Response: She stated that let me tell you, with my little experience here, social media is the best. Because we have even see cases where we go on radio or any of the social media platforms you talk to them. On some aspects they will ask you questions and we respond. Social media I believe will develop their knowledge on HIV and AIDS. It will actually work and help them. They will know what it means, means of transmission, the preventive measures. Social media is the best. They hear on radio read it on Facebook and tweeter.

She also opined that they feel more comfortable when they listen to issues on HIV and AIDS than come face to face.
The Use of Social Media as:

1) **Do you use social media?**

All respondents use social media.

2) **What type of social media do you use?**

Respondents listed the various types of media used ranging from yahoo mail, Facebook, twitter to Instagram.

3) **Which of the social media is the most popular?**

Six out of the ten believes Facebook is the most popular while the ladies in the group favours Instagram (this because ladies tend to snap more pictures than guys)

However one of the respondents insisted that not all students have high tech phones which accommodate the higher apps like Facebook and Instagram, pointing out that WhatsApp is more popular because 80% of phones used by students can accommodate it. More over WhatsApp is less- expensive to students in terms of subscription most students bodies used WhatsApp to pas information to its members.

4) **How would you describe each medium in terms of the following i.e.:**

   - Ease of use
   - Reliability of Information
Usefulness of Information with examples with examples

WhatsApp is easier to pass across information does not need to have a technical mind to use it Instagram is more technical, used mostly by people with online businesses. YouTube is mainly an entertaining media and more expensive to use in terms of data consumption. Bottom line, each medium has leverage an advantage over the other. The more reliable medium in terms of information .Twitter and all agreed that the reliability depends on the source not minding which medium used.

5) How has social media influence discussions on HIV/AIDS amongst students in the university.

ALL respondents agree that Social media did not influence discussions on HIV and AIDS in facts two of the respondents had not heard about it on social media. Although three of the respondents admitted they are part of the Facebook page created by UNILAG but people tend to ignore.

6) Where do you get information about HIV and AIDS?

Yoruba movies (Television) (2 respondents)

Google/ Wikipedia (Internet) (2 respondents)

Information Commission mission NGOs (1 respondent)

7) What has affected social media use in terms of HIV and AIDS communication among students?

-Non….

-Too long information materials which makes students easily gloomy & fear inspired messages.

8) How affective is social media campaigns in UNILAG?

Only members/lovers of HIV/AIDs clubs seems interested all others either leaves delete the page. Flyers are usually more effective.
9) **How has social media contributed towards an increased understanding in various aspects of HIV/AIDS amongst students?**

One of the respondents said unfortunately HIV/AIDS have become myth as such messages will be effective when there is actual proof e.g. someone who has such, watching a video on it instead of reading.

10) **What is the impact of networking sites on the HIV/AIDS awareness and prevention amongst students?**

Yes, it has because it is very educative especially for those who have interest.

Social media provides room for discussions on confusing issues concerning HIV. In terms of privacy many fear how private the issues will be if revealed

**Discussions**

People prefer one on one interaction to surfing the web for information despite the fact that most students are online for a larger part of the day. Again some people prefer not to know, adopting the adage that “the more you know, the more sorrowful you become”
1) Why do you think social media platform are popular? Among students

The world has been globalized unlike in the days of letters technology has taken over and the availability of these devices allows youth’s higher access to the social media. Applications like WhatsApp, Facebook are used to send instant messages which enables instant feedback.

2) What do you think students of UNILAG are using social media for?

Narrowing it down to apps like WhatsApp different student’s department clubs, groups and union uses it to send information to their members. This includes the religious bodies as well.

3) Do they discuss their courses online?

Yes they do, in fact information is sent to determine the dates, venue of courses, test and examination.

4) Do students share information about HIV/AIDS?

Yes they do the existing club on campus (UNILAG Anti – AIDs club) holds seminars, create awareness, share flyers, drama...
5) How often is social media used as part of HIV/AIDS campaign?

The club has a Facebook page named UNILAG Anti-AIDs club with 5000 members and also uses Black berry messenger (BBM)

6) Has the university attempted any initiative programmers through social media to enhance HIV and AIDS awareness?

Though it’s not as organized as it would have been desired, short play lets are sent through WhatsApp, and other platform. It had yielded so many positive reactions.

7) Do social media have a role to play in creating awareness?

Yes, when used effectively, it promotes good understanding and knowledge about HIV and AIDS.

8) How useful is information on HIV/AIDS shared on social media platforms?

Once information has been sent via social media, members of the club are sampled for feedback.

9) Do you think social media is effective in getting information on HIV/AIDS?

The respondent disagreed because students believe more in practicals. As such students tend to respond more when someone is seen doing it than if they read via social media.

10) Do you encourage those that are HIV positive to join the club or does it comprise of HIV negative only?

The club is general for everybody HIV positive or not.
APPENDIX 8: FOCUS GROUP DISCUSSION

1. Do you use any social media platform?

2. Which is the most popular social media platform used among students in this university?

3. How would you describe social media in terms of the following:
   a. Ease of use?
   b. Reliability of information?
   c. Usefulness of information?

4. How has social media influenced discussion of HIV and AIDS matters among the students in this university?

5. In your opinion, what has affected social media use for HIV and AIDS communication among the students in this university?

6. In your opinion, how effective is social media in HIV and AIDS awareness campaigns in this university?

7. How has social media contributed towards an increased understanding of various aspects relating to HIV and AIDS among students in this university?

8. What is the impact of social networking sites on HIV and AIDS awareness and prevention efforts among students in this university?
## APPENDIX 9: THE POPULATION UNDER STUDY

<table>
<thead>
<tr>
<th>UNIVERSITY</th>
<th>LOCATION</th>
<th>ESTABLISHMENT</th>
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<tbody>
<tr>
<td>University of Ibadan</td>
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<td><a href="http://www.ui.edu.ng">www.ui.edu.ng</a></td>
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<tr>
<td>University of Lagos</td>
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<td>1962</td>
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<td><a href="http://www.UNILAG.edu.ng">www.UNILAG.edu.ng</a></td>
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<td></td>
</tr>
<tr>
<td>Federal University of Agriculture Abeokuta</td>
<td>Abeokuta, Ogun State</td>
<td>1988</td>
</tr>
<tr>
<td><a href="http://www.unaab.edu.ng">www.unaab.edu.ng</a></td>
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</tr>
<tr>
<td>Federal University of Technology Akure</td>
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<td>Akurehttps://www.futa.edu.ng</td>
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<td>Obafemi Awolowo University</td>
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## APPENDIX 10: MEASUREMENT OF VARIABLES

### MEASUREMENT OF VARIABLES

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Variable</th>
<th>Indicators</th>
<th>Operationalization</th>
<th>Measureme nt</th>
</tr>
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<tbody>
<tr>
<td>To find out the social media platforms mostly used for HIV and AIDS</td>
<td>Social Media Platforms</td>
<td>• Types of social media mostly used by students</td>
<td>• <a href="#">YouTube</a></td>
<td>Descriptive statistics</td>
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<td>Communication among undergraduate students in Southwest Nigeria</td>
<td></td>
<td>• Social media platforms mostly used for HIV and AIDS communication</td>
<td>• Facebook</td>
<td>Thematic analysis</td>
</tr>
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<td></td>
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<td></td>
<td>• Twitter</td>
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<td>• WhatApps</td>
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<td>• BBM</td>
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<td></td>
<td>• Google+</td>
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<td>• Blogs</td>
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<td>• MySpace</td>
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<td>• Skype</td>
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<td>To examine the factors that contribute to the use or non-use of HIV and</td>
<td>Factors determining use or non-</td>
<td>• Aspects positively contributing to use of social media for HIV and AIDS</td>
<td>• Power supply</td>
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<td>AIDS communication among undergraduate students in Southwest Nigeria</td>
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<td>communication</td>
<td>• Network connectivity</td>
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<td>• Aspects negatively contributing to use of social media for HIV and AIDS</td>
<td>• Bandwidth</td>
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<td>communication</td>
<td>• Cost of internet data bundles</td>
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<td></td>
<td></td>
<td></td>
<td>• Availability of devices</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Nature of social media apps</td>
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| To explore the extent to which information on HIV and AIDS is shared through social media among undergraduate students in Southwest Nigeria | HIV and AIDS sharing behavior | • Themes of HIV and AIDS information  
• Sharing behavior  
• Initiators  
• Participation | • Areas covered by HIV and AIDS information  
• Level of dissemination  
• Initiating entity  
• Frequency of taking part in discussion forums | Descriptive statistics  
Thematic analysis |
| --- | --- | --- | --- | --- |
| To determine the extent of use of HIV and AIDS communication from social media among undergraduate students in Southwest Nigeria | Perceived usefulness of HIV and AIDS communication | • Usefulness  
• Reach  
• Impact of HIV and AIDS information | • Perceived usefulness  
• Audience  
• Motivation to interact for HIV and AIDS message sharing  
• Change of risky sexual behavior | Descriptive statistics  
Thematic analysis |
APENDIX 11: CERTIFICATE OF FIELD WORK

UNIVERSITY OF NAIROBI
COLLEGE OF HUMANITIES & SOCIAL SCIENCES
SCHOOL OF JOURNALISM & MASS COMMUNICATION

REF: CERTIFICATE OF FIELDWORK

This is to certify that all corrections proposed at the Board of Examiners meeting held on 29 March 2016 in respect of M.A./Ph.D. Project/Thesis Proposal defence have been effected to my/our satisfaction and the project can be allowed to proceed for fieldwork.

Reg. No: K90 97550/2015
Name: ABONGE AYOBELE JOHN

Title: THE USE OF SOCIAL MEDIA FOR HIV AND AIDS COMMUNICATION AMONG UNDERGRADUATE STUDENTS IN SOUTH-WEST NIGERIA

DR. WANGUI KIAI
SUPERVISOR

DR. Emmel Siringi
ASSOCIATE DIRECTOR

DR. NELTI NARI
DIRECTOR

M. Mwenda
SIGNATURE
30.3.2016
DATE

M. Mwenda
SIGNATURE
20.2.2016
DATE

M. Mwenda
SIGNATURE/STAMP
12 APR 2016
DATE
APPENDIX 12: CERTIFICATE OF CORRECTIONS

UNIVERSITY OF NAIROBI
COLLEGE OF HUMANITIES & SOCIAL SCIENCES
SCHOOL OF JOURNALISM & MASS COMMUNICATION

REF: CERTIFICATE OF CORRECTIONS

This is to certify that all corrections proposed at the Board of Examiners meeting held on 14th December 2017 in respect of M.A/PhD. Project/Thesis defence have been effected to my/our satisfaction and the project/thesis can be allowed to proceed for binding.

Reg. No: 990/97550/2015
Name: Alonge Ayodele John
Title: Use of Social Media in HIV & AIDS Communication Among Undergraduate Students in South-West Nigeria

Dr. W. Kaim
SUPERVISOR

Dr. Samuel Siring
ASSOCIATE DIRECTOR

Dr. Nkak Nuak
DIRECTOR

N.Jambeck

N.Jambeck

N.Jambeck

8.12.2017

DATE

11.12.2017

DATE
APPENDIX 13: TURNTITIN ORIGINALITY REPORT

Turnitin Originality Report

- Processed on: 08-Dec-2017 16:31 EAT
- ID: 892583664
- Word Count: 50372
- Submitted: 1

USE OF SOCIAL MEDIA IN HIV AND AIDS COMMUNICATION AMONG UNDERGRADUATE STUDENTS IN SOUTH WEST NIGERIA ...

By K90/97550/2015 Alonge Ayodele John

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- □ 1% match (Internet from 20-Jun-2015)
  http://www.panh.people.cofc.edu
- □ <1% match (Internet from 13-Mar-2014)
  http://www.mubg.ac.ug
- □ <1% match (Internet from 04-Mar-2016)
APPENDIX 14: DECLARATION OF ORIGINALITY FORM

UNIVERSITY OF NAIROBI

Declaration of Originality Form

This form must be completed and signed for all works submitted to the University for examination.

Name of Student: ALONGE, AYOADE LE JOHN
Registration Number: K90/7850/2015
College: COLLEGE OF HUMANITIES & SOCIAL SCIENCES
Faculty/School/Institute: SCHOOL OF JOURNALISM & MASS COMMUNICATION
Department: 
Course Name: PhD in COMMUNICATION & INFORMATION STUDIES
Title of the work: USE OF SOCIAL MEDIA IN HIV AND AIDS COMMUNICATION AMONG UNDERGRADUATE STUDENTS IN SOUTHWEST NIGERIA

DECLARATION

1. I understand what Plagiarism is and I am aware of the University’s policy in this regard.
2. I declare that this THESIS (Thesis, project, essay, assignment, paper, report, etc) is my original work and has not been submitted elsewhere for examination, award of a degree or publication. Where other people’s work, or my own work has been used, this has properly been acknowledged and referenced in accordance with the University of Nairobi’s requirements.
3. I have not sought or used the services of any professional agencies to produce this work.
4. I have not allowed, and shall not allow anyone to copy my work with the intention of passing it off as his/her own work.
5. I understand that any false claim in respect of this work shall result in disciplinary action, in accordance with University Plagiarism Policy.

Signature: [Signature]

Date: 11th December 2017