



**IMPACT OF SOCIAL MEDIA ON MENTAL HEALTH OF EBONYI STATE
UNIVERSITY UNDERGRADUATES DURING COVID-19 PANDEMIC**

Maduka Nwambam, Ph.D
Department of Mass Communication
Mountain Top University,
KM 12, Lagos-Ibadan Expressway,
MFM Prayer City, Ogun State, Nigeria
Madukanwambam85@gmail.com
+2348034130821

Johnson Chinasa Alegu
Department of General Studies
Federal College of Agriculture, Ishiagu
Ebonyi State, Nigeria
johnsonalegu@gmail.com
+2347061062229

Babatunde Stephen Maku
Department of General Studies
Federal College of Agriculture, Ishiagu
Ebonyi State, Nigeria
babatundemaku@gmail.com
+2348052922130

Abstract

In recent times, some remarkable changes have been observed across the globe regarding the qualitative and quantitative expansion of internet and social media, with a large number of people addicted to social media especially during COVID-19 pandemic. This paper ascertained the impact of extensive social media usage on mental health among Ebonyi State University undergraduates during COVID-19 period. This study was anchored on Health Belief Model and adopted survey design using questionnaire for data collection. Sample size of 385 was drawn purposively. It was found that the undergraduates overstayed on social media during the pandemic. It was also found that the undergraduates stayed on social media during COVID-19 for business transactions, romance/relationships, games/betting and sports activities among other things. It was further found that excessive stay on social media caused the undergraduates depression, anxiety, headache and insomnia during the period. Among the recommendations is that parents should not allow their children to use the social media when they are not mature enough to avoid their being distracted by the glamour and fantasies of the social media.

Keywords: Social Media, Mental Health, Students, Covid-19 Pandemic



INTRODUCTION

In recent times, some significant changes have been noticed in different parts of the world, regarding consumption of internet contents, especially social media platforms such as Facebook, WhatsApp, Twitter and Instagram among others. Social media channels and online applications which help people to share contents, feelings, opinions, ideas, beliefs and educational experiences also enable people to circulate information to different types of people across the globe. Social media refer to the new forms of media that allow interactive communication amongst online connected individuals. People usually utilise those platforms to access information from various sources, and also communicate with one another through message fora (Manning, 2014). Telegram, Instagram, Twitter, Facebook, Google+, Tumblr, Snapchat, Vine, WhatsApp and Skype are some of the popular virtual social media channels that people are addicted to (Seyyed, Ali & Alireza, 2019).

As at 2018, (“Digital, 2019: Global Internet use accelerates” as cited in Jacek, 2020), it was estimated that 4.021 billion persons were using the internet, out of which 3.196 billion people were social media users. The use of social media continues to increase on a daily basis. The number of people staying on the social media platforms in different nations has increased and about one million fresh users register daily, especially in the last twelve months. More than three billion people in the world currently stay on social media every month, and ninety percent of the users access their social media channels through mobile gadgets (Simon, 2018). The ubiquity of social media and the accessibility of the ever-ready internet avail the possibility of addiction to social media, such as the excessive and irrational use of social media, making it to superimpose onto every other sphere of daily activities (Griffiths, 2012).

Research has proven that addiction to social media has a strong relationship with health, relational, performance and emotional problems (Yubo, Dan, Tonglin, Lily & Wang, 2019). Many research outcomes have revealed that symptoms of addiction to social media can reflect in the cognition, mood, emotion and physical reactions, psychological and interpersonal issues (Błachnio, Przepiorka, Senol-Durak, Durak & Sherstyuk, 2017). There are five major types of online addiction namely cyber sexual addiction, cyber relationship addiction, online gambling addiction, obsessive trading or auction, information overload to compulsive web surfing or database searches, and cyber addiction to game playing (Young, 1998 in Ali, Kemal & Taner, 2019).

Facebook and other social media addictions are related to mental health issues, such as insomnia, depression and anxiety (Koc & Gulyagci, 2013). Also, addiction to social media was seriously linked to depressive symptoms found on high school students in Central Serbia (Igor, Aleksandar, Jovana & Dubaravka, 2012), and amongst young adults in the United States (Lin et al., 2016). Anyira and Udem (2020) found that Nigerian undergraduates including Ebonyi State University students were among those who were addicted to social media during the Covid-19 pandemic. Kenneth and Gomna (2021) stated that COVID-19 pandemic caused an unprecedented upsurge in the use of social media in Nigeria.



Statement of the Problem

The emergence of COVID-19 and the consequent declaration of inter-state lockdown by Nigerian government to curtail the disease brought attendant consequences. Among them were the restriction of movement of people and physical distancing in order to prevent the disease from spreading which forced people to stay indoors thereby leading to social media addiction.

There are some studies conducted in other climes which found that social media addiction results in health issues (Yubo, Dan, Tonglin, Lily & Wang, 2019). Other studies have also established negative effects of social media on the academic performance, psychological and emotional well-being of students both in Nigerian and other climes (Anyira & Udem, 2020; Dukper, Baffour & Beatrice, 2018). To this end, this study was done to ascertain if Ebonyi State undergraduate students were addicted to social media during COVID-19 period and the likely impact of such an excessive use of social media on their mental health during COVID-19 pandemic.

Research Objectives

The objectives of this study are:

1. To ascertain level of social media usage of undergraduate students of Ebonyi State University during the Covid-19 pandemic.
2. To find out the type of discussions that kept the undergraduate students of Ebonyi State University on social media during the Covid-19 pandemic.
3. To determine the impact of social media on mental health of undergraduate students of Ebonyi State University during the Covid-19 pandemic.

Research Questions

The following research questions were asked in line with the research objectives:

1. What was the level of social media usage of undergraduate students of Ebonyi State University during the COVID-19 pandemic?
2. What type of discussion kept the undergraduate students of Ebonyi State University on social media during the COVID-19 pandemic?
3. What impact did the social media have on mental health of undergraduate students of Ebonyi State University during the COVID-19?

Literature Review

Overview

Students addicted to social media always show more latency in sleeping, disturbance, bottom level of achievement, very poor performance in academics and a very high level of depression compared to those without social media addiction (Ezeabii, Chibuike & Udeh, 2019; Islam, Barna, Raihan, Khan, & Hossain, 2020; Anyira & Udem, 2020). Students in tertiary institutions are more exposed to social media for many reasons. First, they have high



level of literacy on internet usage, which makes them the greatest number of social network users. Second, unlike secondary school students, social media activities of university students are not often regulated by their parents and lecturers. Third, campus students usually have somewhat flexible programmes, and they have unlimited access and more freedom to use social media. Fourth, some developmental programmes related to youths can also raise the hunger to use social network sites by university students (Lu & Tingyu, 2021). From the results of the above cited scholars, it can be deduced that addiction to social media presents enormous negative academic, physical, emotional and psychological effects on those who are addicted to the social media.

Social Media Usage during the Covid-19 Pandemic

The global Coronavirus pandemic had a serious effect on the lifestyles of many people in the world. Due to the restriction in movement as a strategy to curb the spread of the virus, a large number of the world population was willingly changing from offline to online activities. Alongside remote learning or remote work, a good number of individuals spent long times on social media like Twitter, Facebook and WhatsApp for the satisfaction of their needs for entertainment, information and other interpersonal affairs. Irrespective of the advantageous functions which social media play during emergency cases such as COVID-19 pandemic, regular use of social media causes addiction which is compulsive and excessive use of social network platforms (Nan & Guangyu, 2021).

During the Coronavirus pandemic, with nationwide lockdown, there was an increase in social media usage, which was a reflection of the social response to the crisis worldwide. For instance, in India, 87% of their population expressed increase in their usage of social media with 75% staying on Facebook, WhatsApp and Twitter for a long time (Shweta, Ayushi & Gunjan, 2020).

Based on the differences in the use of internet before and during the COVID-19 pandemic, results reveal that social media use, gaming sites, streaming services and application reasonably increased during lockdown (Blossom, Urmi, Roseann, Alma & Cecilia, 2020). Findings from China during the Coronavirus pandemic showed that alongside upsurge in pathological internet activities by adolescents, there was also an increase in alcohol and substance misuse (Sun et al., 2020).

The pandemic really changed human practices in the area of widespread technological activities. For instance, majority of children in some areas spent a huge chunk of their time online. COVID-19 could likely exacerbate the challenge of addiction to social media as people spent much time on the internet establishing relationships as interpersonal contact is not allowed (Nan & Guangyu, 2021). COVID-19 has also led to virtual shift in every sector. In order to adapt to the changes in the ways of daily life occasioned by COVID-19 pandemic and the need for human activities to keep moving, students in various cadres and other people needed another way to progress with their studies and their daily activities not minding the government restrictions. Accordingly, the only choice left was to use digital platforms and channels for communications and transactions (Ajifowo, 2020). The internet facilities especially social media channels have facilitated high speed virtual connectivity, helping folks to cope with the pandemic by letting them work, learn and interact with loved ones, from home amidst the lockdown (Possetti & Bonticheva, 2020).



During the COVID-19 period, many Nigerians including undergraduates were addicted to social media (Anyira & Udem, 2020) trying to get relevant information about the disease. The Nigerian Government, World Health Organization (WHO) and other health institutions like the Nigerian Centre for Disease Control (NCDC) used the social media to enlighten the citizens about the measures to contain the disease. Also, people were addicted to social media as a way of reaching people abroad, especially for people suspected to have contracted the sickness. Curious people were always on social media for updates, as infected ones often narrated their ordeals on various social media platforms (Chukwu-Okoronkwo, 2020; Abubakar, Kayode, Abiodun, Adebayo & Abdulrazaq, 2022). Amidst the pandemic, some teens were always on social media sites as the means of keeping in touch with families, friends and the global world. Some Nigerians were always online for business transactions during the lockdown; some were on social media asking people for help while some also offered palliatives to the less privileged ones in different communities of Nigeria, through social media. Researchers also stayed much on social media sites to locate and administer online research instruments to their respondents (Sokolov, 2020).

Globally, COVID-19 crisis affected everybody and social media platforms were the base of people that were isolated and anxious during the pandemic. Social media served as sources of communication with friends through messenger applications, conferencing or video chats. Using social media sites for exchanging important information with friends and families could help deal with anxiety and fear COVID-19 period (Wiederland, 2020). COVID 19 crisis is changing in the area of widespread technological activities. Greater number of children in some communities spend huge chunk of their time online. As COVID-19 became severe, and put restriction on the activities of the world, social media sites were used as communication outlets by the citizens of Nigeria. Social media gained much strength because of government policies on social distancing and lockdown as a way of curtailing the spread of the virus. During the pandemic, social media were active tools for engagement and communications, for sharing important information (Ngozika, Chinenye & Mathias, 2020).

Addiction to Social Media

Addiction is a physical and psychological inability to stop involvement in a certain activity, or commitment, despite that, it causes physical and psychological damages. It is a situation whereby one who is involved in one activity or the other cannot control oneself over that particular activity but would rather forgo other gainful activities. One is said to be addicted when the person takes a certain activity as a lifestyle. Sometimes, an activity that one is addicted to appears as a big threat to many other activities or businesses that are more beneficial. No doubt, addiction to social media among students is a huge threat to their performance in Nigeria (Anyira & Udem, 2020).

Mental health challenge has currently increased and the increase in social media usage has led to the curiosity to assess the connection between the social media activities and mental health cases. Social media news has become part of daily activities. There is the need to recognise its extension and encroachment in the modern societies. Social media is associated with electronically enhanced technology which creates room for online discussions, thoughts, exchange of information and ideas through connection with other online users. Social media functions as internet facilitated channels which provide users with the avenue for a fast



electronic chatting. The major social media contents are documents, demographic information, photographs and videos. Social media users stay online through smartphones, tablets or computers via web-based software or web related applications (Kalpana, Suprakash, Jyoti & Sana, 2019).

With the advancement in communication and internet facilities coupled with the efficacy of smart phones, social media have become crucial elements of learning curriculum and general practices of college students. In 2017, records showed relatively 2.46 billion social media users in the world, and statistics showed that it will likely increase up to 3.09 billion at the conclusion of 2021 (Statista, 2020). Tertiary institution students use social media for many purposes namely exchanging feelings, ideas, pictures, videos, and information (Loving & Ochoa, 2010). Lusk (2010) expressed that staying online affords tertiary institution students supports in their academic activities. Social media avails quick access to online space which undergraduate students can utilize with colleagues having related academic needs. Higher institution students who are reluctant in expressing themselves in class always login to blogs and other social media web tools seeing the channels as rewarding (Brydolf 2007).

There is a high rate of social media obsession amongst students of higher institutions in the present generation, a practice that can affect their academic, social and spiritual lives negatively if not controlled (Charlton & Danforth, 2007). Many undergraduates often spend longer time surfing the internet on gossips and much irrelevant matters. Different research studies have found that some individuals cannot finish reading a fiction book from cover to cover when they graduate from school (Brydolf, 2007). In China, social media are generally accepted in almost every area of college students' activities, including education, communication, information seeking, entertainment, mobile-payment and decision-making amongst others. The number of individuals using social media has grown beyond 1 billion, and over 60% of the users are young people of between fifteen and twenty-nine years. If college students do not make use of social media, their academic activities cannot be convenient for them. They cannot get information about their courses as at when due, and cannot pay in any shopping centre (Lei, 2021).

In some years behind, online social networks had created huge changes in the form of transactions and interactions. It is not certain whether these changes can affect the normal trends of human behaviour and degenerate into psychiatric crisis. Some studies have concluded that, overstay on social media sites such as Facebook could be linked to signs and symptoms of depression. Moreover, some researchers have shown that certain social media activities can be related to low self-esteem particularly in adolescents and children. The interconnectivity between social media use and mental problems of these days appear controversial (Pantic, 2014).

Social Media and Mental Health Issues

The American Academy of Pediatrics has warned people on the likelihood of crisis associated with social media in teens and young children, especially Facebook depression and cyber-bullying. The same type of crisis may also face some adults (American Academy of Pediatrics, 2011). The more people stay on social media, the less happy they appear to be. A study conducted recently discovered that Facebook use was connected to less moment-to-moment happiness and less life satisfaction (Walton, 2017). Medical health practitioners warn that sitting is just like smoking. They state the various diseases linked with sitting and



the population of persons it kills annually. Sitting is one of the most dangerous habits one should avoid for a balanced health. This is concerned with what people usually do when they are sitting down. Spending long time, scrolling through social media messages even when we know that we should not stay long on social media sites is not good. Aside intuitive knowledge, research results have confirmed that staying online for a long time is not a good practice as related to our general psychology (Walton, 2017).

One of the ways Facebook and other social media press people to think they are isolated socially is comparison factors. People are often trapped when they compare themselves with others as they scroll via their news feeds, and give judgements on how they match up with the other. One research assessment measured how people compare posts made by others, in “downward” or “upward” directions. That is the depiction that, they are worse or better than their online friends already. This turns out that, when the comparisons make the social media user feel worse than his friend, it makes the person feel so sad, and this type of comparison is associated with depressive symptoms (Walton, 2017). Social media addiction has been shown to induce unhappiness as well as the development of other mental health concerns. Some of the negative effects of social media addiction on users' mental health are forgetfulness, anxiety, sleeplessness, isolation fatigue, depression, restlessness, eye diseases, neck or back pain, bad eating habit (Rotimi, 2021). Social media is often used for long-range interpersonal communication book keeping, which is not a laughing matter for adolescents because regular usage of person-to-person communication book keeping might affect adolescents' mental well-being (Len-Ríos, Hughes, McKee, & Young, 2016).

The constant overstay on social media is not good to health because it stops students from establishing personal links. As addiction center puts it, a typical social media addict logs into social media sites between 40-80 hours each week, with various relational, emotional and psychological issues (Tahiya, & Prokriti, 2020). Some scholarly works have recommended that families should monitor their wards' use of social media and ensure that they use the social media and Internet for a limited period. Educators and guidance can make students know the negative impact of social media addiction on their health and explain to them what they will lose if they spend much time on social media websites (Abbas, 2019).

Review of Empirical Studies

In a study conducted by Dukper, Baffour and Beatrice (2018), the majority of the respondents (41%) stated that, on the average, they spent two-three hours on their best choice of social media platforms, (26%) of them reported that, they often spent less than thirty minutes on social media, (14%) said that, they spent around thirty-one hours checking their best choice of social media platforms and (18%) maintained that they spent above two hours on social media. Anxiety or irritation when away from the internet, repeated unsuccessful attempts to cut back on social media use, constant planning and thinking about social media, needing to spend more and more times online to experience the same rush and lying about the amount of time spent online are the psychological symptoms of addiction to social media while backache, headache, eye strain and carpal tunnel syndrome are the physical symptoms of social media addiction (Ran & Mettilda, 2017).



In another study conducted by Islam, Barna, Raihan, Khan, & Hossain (2020), it was found that out of the total 476 valid participants, 392 (82.4%) were found to have mild to severe depressive symptoms during COVID-19 period. However, this was not attributable to the use of social media. Also, a study conducted by Piya, Amin, Das and Kabir (2022) found that 54% of the students studied had spent more time on social media than they did previously with 45% of them having severe to moderate level depression just as 48.6% of the students experienced severe to moderate level anxiety. Anyira and Udem (2020) conducted a study where they found that 75% of the students studies engaged in social media activities during the lockdown occasioned by COVID-19 pandemic and 97% spent their time on social media to chat with family and friends. Although the studies above are related to the current study, none specifically investigated what this study intends to investigate. Therefore, it appears as if no serious thought has been given to the subject matter of this study and therein lies the gap it wants to fill.

Theoretical Framework

This study is anchored on Health Belief Model (HBM). The model is a psychological model that renders more predictions and explanations about health behaviours. It was introduced in the 1950s by social psychologists, Hochbaum, Rosenstock and Kegels in the United States' Public Health Services. The model concentrates majorly on the dispositions and beliefs of the people about health-related matters. HBM was brought due to the failure of a free tuberculosis (TB) health assessment scheme. The model has been so useful in exploring a number of long-term and short-term health behaviours, including cough, malaria, cholera and respiratory diseases. HBM was spelt out in terms of four concepts delineating the keen threat and net benefits, perceived susceptibility, perceived severity, perceived benefits, and perceived barriers. These concepts were proposed as accounting for people's "readiness to act." An added concept, cues to action would encourage their readiness and arouse them to avoid overstay on social media website. The model was considered suitable for the study because it explains both the threats and benefits of taking and not taking necessary health actions with regards to social media use. However, the benefits of the model notwithstanding, it does not have the convincing power against cultural, social, religious and superstitious beliefs on which people may lean to take some negative health actions.

Research Methodology

This study adopted survey research design. The population of the study consisted all undergraduate students of Ebonyi State University, Abakaliki which was put at 13, 917 according to Umoke et al. (2021) out of which a sample size of 385 was selected using Topman's formula for sample size determination thus:

$$N = \frac{Z^2 (PQ)}{e^2}$$

Where N = Desired sample size

Z = Confidence level (1.96)

P = Probability of success (0.5)

Q = Probability of failure



$e =$ Level of tolerable error (0.05)

Substituting the numbers in the formula thus:

$$N = 1.96 (0.5) (0.5)$$

$$0.0025$$

$$= 3.8416 (0.25)$$

$$0.0025$$

$$= 0.9604$$

$$0.0025$$

$$N = 384.16$$

Based on the foregoing calculation, 385 copies of the questionnaire were administered on the respondents making use of purposive sampling technique to select those who used social media and those who were always online during the COVID-19 period. 381 copies of the questionnaire were returned from which the data for this study were elicited.

Data Presentation and Analysis

Table 1: Respondents' Level of Social Media Usage during the COVID-19 Pandemic

Variable	Frequency	Percentage (%)
Below one hour daily	25	6.6%
One hour daily	43	11.3%
Two hours daily	68	17.8%
Three hours daily	43	11.3%
Four hours daily	21	5.6%
Five hours daily	17	4.5%
Six hours daily	14	3.6%
Seven hours daily	16	4.2%
Eight hours daily	53	13.9%
Nine hours daily	62	16.3%
Nine hrs & above daily	19	4.9%
Total	381	100
Source: Field survey, 2021		



Table 1 above indicates that 245 (64%) of the respondents spent between three and nine hours or above on social media during the pandemic whereas 136 (36%) of them spent below one hour and two hours daily on social media during the pandemic.

Table 2: Discussions that keep Students online and cause Addiction to Social Media

Variable	Frequency	Percentage (%)
Business	28	7.3%
Romance/Relationship	66	17.3%
Games/Betting	41	10.8%
Academics/Research	47	12.3%
Politics	39	10.2%
Marketing	32	8.4%
Sports	51	13.4%
Economy	14	3.7%
Scholarship	63	16.5%
Total	381	100

Source: Field survey, 2021

Table 2 above shows that 246 (64.6%) of the respondents stayed long on social media for academic/research, politics, marketing, sports and scholarship purposes whereas 135 (35.4%) of them stayed long on social media during the pandemic for business, romance/relationship and games/betting purposes.

Table 3: Impact of social media on Mental Health of the Respondents during the COVID-19 Pandemic

Variable	Frequency	Percentage (%)
Depression	65	17.1%
Anxiety	47	12.3%
Headache	44	11.5%
Insomnia	49	12.9%
Low self-esteem	23	6.0%
Sadness	12	3.1%



Psychological instability	26	6.8%
Cognitive disabilities	18	4.7%
Emotional trauma	23	6.0%
Dizziness	35	9.2%
Sleeping Sickness	39	10.2%
Total	381	100

Source: Field survey, 2021

Table 3 above indicates that 240 (63%) of the respondents identified depression, anxiety, headache, insomnia, low self-esteem and sadness as impacts that long stay on social media had on them during COVID-19 period whereas 141 (37%) of them said that long stay on social media during the period caused them psychological instability, cognitive disabilities, emotional trauma, dizziness and sleeping sickness. A critical look at the figures shows that their long stay on social media during the pandemic caused them both emotional, physical and psychological disorders.

Discussion of findings

The data presented in Table 1 indicate that 245 (64%) of the respondents spent between three and nine hours or above on social media during the pandemic whereas 136 (36%) of them spent below one hour and two hours daily on social media during the pandemic. The findings here corroborate a study by Dukper, Haffour and Beatrice (2018) in which the majority of the respondents (41%) stated that, on the average, they spent two-three hours on their best choice of social media platforms, (26%) of said that they often spent less than thirty minutes on social media, (14%) of the respondents said that they spent around thirty-one hours checking their best choice of social media platforms and (18%) of them maintained that they spent above two hours on social media platforms. This shows that students spent much time on social media. There is a high rate of social media obsession amongst students of higher institutions in the present generation. This is a practice that can affect their academic, social and spiritual lives negatively if not controlled (Charlton & Danforth, 2007). Many undergraduates often spend longer time surfing the internet on gossips and much irrelevant matters. Different research studies have found that some individuals cannot finish reading a fiction book from cover to cover when they graduate from school (Brydolf, 2007).

Table 2 above shows that 246 (64.6%) of the respondents stayed long on social media for academic/research, politics, marketing, sports and scholarship purposes whereas 135 (35.4%) of them stayed long on social media during the pandemic for business, romance/relationship and games/betting purposes. This findings slightly differ from the findings in Dukper, Haffour and Beatrice (2018) in which almost half of the students spent time on social media to collaborate with class mates on assignments and over 50% of them stayed on social media to keep up with friends. Although the figures in the two studies differ, they are related in that the reasons for students' presence on social media in the two studies can be grouped into academic and non-academic reasons.



The data in Table 3 indicate that 240 (63%) of the respondents identified depression, anxiety, headache, insomnia, low self-esteem and sadness as impacts that long stay social media had on them during COVID-19 period whereas 141 (37%) of them said that long stay on social media during the period caused them psychological instability, cognitive disabilities, emotional trauma, dizziness and sleeping sickness. The findings corroborate existing studies like Islam, Barna, Raihan, Khan and Hossain (2020) in which students were found to have experienced depression and anxiety. The findings in Table 3 also corroborate the observation by Oberst, Wegmann, Stodt, Brand and Chamarro (2017) that social media are the most dreadful things for youths, when they engage in cyberbullying and trolling, both of which are harmful to children's mental health. People who use social media for an extended period of time are more likely to have mental health problems. Moreover, social media are often used for long-range interpersonal communication book keeping, which is not a laughing matter for adolescents, because regular usage of person-to-person communication book keeping might affect adolescents' mental well-being (Len-Ríos, Hughes, McKee, & Young, 2016).

Moreover, Woods and Holly (2016) stated that addiction to online networking causes problems such as anxiety, sadness, and dietary disorders. Furthermore, the use of social media has become a more difficult issue for younger people, as more people spend their time searching through social media and getting nothing in return, which poses a significant risk to young people's mental health (Patel et al, 2016 in Deepa & Krishna, 2020). Unnecessary usage of social media has been shown to cause increased unhappiness, anxiety, pain, sadness, and dissatisfaction with life, resulting in a decline in psychological well-being (Social Media and Mental Health, n.d.).

Conclusion

The results of the study show that some of the students stayed on social media three hours, four hours, five hours, six hours, seven hours, eight hours, nine hours and above. Moreover, different activities on social media caught the attention of various students and made them obsessed with social media platforms. Some of the students were hooked onto the social media due to business, romance/relationship, games/betting, academics/research, politics, marketing, sports, economy, and scholarship. Also, their obsession with social media caused them several mental health issues during COVID-19 period some of which include depression, anxiety, headache, insomnia, low self-esteem, sadness etc. Based on the above findings, this study concludes that Ebonyi State University students were obsessed with social media during COVID-19 pandemic.

Recommendations

In line with the findings of this study, the following recommendations were made:

1. Students should invest their time in productive ventures such as studying their books rather than wasting it on social media.
2. Students should also look for a way of maximizing their presence on social media for knowledge and academic purposes rather than frivolities like games/betting or romance/relationship.



3. Students should guard against any activity on social media that may be inimical to their mental health such as fake lives presented there that paint the picture of glamour and good living but in reality are fantasies.

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