

Motivations for Facebook use and psychological outcomes among undergraduates in North-Central, Nigeria

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Abstract

The ubiquity of use of social networking sites, particularly, Facebook, among university students has sparked discussion of different dimensions. Social media platforms have continued to influence many aspects of human life and interaction including emotional, psychological and relationship. This study therefore investigates the motivations for Facebook use and its psychological consequences among university undergraduates. Specifically, the research sought to examine what spurs undergraduates to use Facebook which consequently influence their psychological well-being in terms of self-esteem, sense of belonging and satisfaction with campus life. Using the survey method, a total of 400 undergraduates from three universities in North-Central Nigeria, were sampled in this study. Findings from this study reveal that Facebook use has a direct relationship with Facebook intensity, self-esteem, and sense of belonging. However, findings did not predict a direct association of Facebook use and satisfaction with campus life. Also, Facebook intensity did not predict a direct relationship with self-esteem, sense of belonging, and satisfaction with campus life.

Key Words: Facebook, Psychological Outcomes, Self-Esteem, Sense of Belonging, Campus Life

Introduction

Widespread use of Social Networking Sites (SNSs) have transformed people's life (Retrocchi, Asnaani, Martinez, Nadkarni & Hofman, 2015) and changed how individuals relate and interact with one another. With over 2.9 million monthly active users across the world, Facebook is the most used SNSs globally (Belle Wong, 2023). Its popularity has made it become a primary channel

of interaction, information dissemination and peer influences (Manasijevic, Zivkovic, Arsic & Milosevic, 2016; Retrocchi, Asnaani, Martinez, Nadkarni & Hofman, 2015). This makes it imperative to study motivations for its use and the consequent outcomes (Lepp, Barkley & Li, 2017).

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Besides, Facebook is the most popularly used SNS among youths who are mostly students (Lepp, Barkley & Li, 2017). The importance of the technology in the life of students cannot be overemphasized (Hamid, Ishak & Yazam, 2015). Consequently, Facebook plays a critical role in college students' life (Park & Lee, 2014). As a result, there is abundance of literature on the effect of Facebook on academic performance, but few studies have specifically investigated motivations and psychological consequence of Facebook use among students (Arikewuyo, Efe-Özad, & Owolabi 2020; Zeng, 2014; Lepp, Barkley & Li, 2017). Thus, despite the fact that Facebook is a good site for research on psychological factors associated with its use (Cramer, Song & Drent 2016), there is scarce research in this area (Park & Lee, 2014). Although, there is growing interest among scholars on psychological effect of general SNS use by students (Wohn, & LaRose, 2014), there is still dearth of literature on this in the Nigerian context.

More so, Deatherage, Servaty-Seib and Aksoz (2014) have reported mixed results with respect to internet use and psychological outcomes. Accordingly, they propose the need for a narrow approach in examining specific SNS use and psychological consequence among university students in which studies should assess the underlying motive for going online. To this end, some studies (Blachnio, Przepiorka & Rudnicka, 2013; Cramer, Song & Drent, 2016; Kin, Liu & Shan, 2017; Park & Lee, 2014; Wohn & LaRose, 2014) have investigated motivations for college students' Facebook use and psychological outcomes, yet, they have found contradictory results. These conflicting views suggest the need for a reexamination of the relationship between students' Facebook use and psychological effects in a different setting. This is especially vital as most similar studies were conducted in the United States or other technologically advanced countries.

Hence, the present study investigates the motivations for Facebook use and psychological consequence among university undergraduates in North Central Nigeria. Specifically, this research sought to examine what spurs undergraduates to use Facebook which consequently influence their psychological well-being. Accordingly, we examine three psychological outcomes: Self-esteem, sense of belonging and satisfaction with campus life. Thus, we posit that self-esteem, sense of belonging and satisfaction with campus life

could be individuals' psychological consequence associated with Facebook use. Especially as Facebook is majorly intended to connect people and to meet the need for affiliation, it is expected to be associated with higher self-esteem and sense of belonging, which could also contribute to more satisfaction in students' life on campus.

Additionally, self-efficacy will be included as a motivation for Facebook use in this study. Facebook self-efficacy is an individual's perception of their ability to complete particular tasks on Facebook. Most motivation for new media use is self-efficacy. Self-efficacy is an individual's judgment of their capabilities to organize and execute course of action required to attain designated types of performance (Arikewuyo, Lasisi, Abdulbaqi, Omoloso, & Arikewuyo 2020; Bandura 1986). Despite its importance, self-efficacy theme in Facebook research is not very prominent (Blachnio, Przepiorka, Rudnicka, 2013). Thus, this study aims to examine undergraduate students' motivation for Facebook use, effect of students' motivation for Facebook use on Facebook intensity, and effect of motivation for Facebook use and Facebook intensity on the psychological outcome of Undergraduate Students' in North Central Nigeria.

Motivations for Facebook Use and Facebook Intensity

Facebook have shown remarkable growth over the years (Park & Lee, 2014). A meta-analytic study by Blachnio, Przepiorka and Rudnicka (2013) shows it is prevalently used by students of colleges and universities. In the United States for example, 82 percent of users are between 18-29 years (Eluwole, Arikewuyo, Lasisi, Arikewuyo, & Adeyemi 2021; Cramer, Song & Drent, 2016). The average time spent on Facebook is between 60-120 minutes among youths and 200 to 250 friends on average. Similarly, Jankovic, Nikolic, Vukonjansk and Terek (2016) notes students spend a daily average of 2.76 hours on Facebook in Serbia. Facebook and Twitter are the most popular SNS in Serbia with 93.4% of young adults between 16 and 24 years using at least one of each. With new Facebook features introduced frequently and increased usability, individuals use Facebook in different ways for different reasons (Park & Lee, 2014).

Studies have indicated there are several motives for Facebook use. Some studies see

Facebook use as beneficial to those with low self-esteem, while others see it as a useful mechanism for making new friends and acquaintance ((Arikewuyo, Eluwole, Dambo, & Abdulbaqi 2021; Blachnio, Prezeporka & Rudnicka, 2013). Other motives for using Facebook, include looking for new relationships, keeping up with friends, socializing, sharing content, unspecified fun profile surfing and family contact. Additionally, Park and Lee (2014) list four motives for Facebook use as information, entertainment, social interaction and personal identity. While others state the motive for Facebook use as need to belong and need for self-preservation.

Also, Park, Kee and Valenzuela (2009) note the four purposes for Facebook use are socializing, entertainment, self-status seeking and information. Equally, Manasijevec, Zivkovic, Arsic and Milosevic (2016) notes motivations for Facebook use include keeping in touch, searching for new friends and searching for information. Other motives are maintaining contact with friends, keeping in touch, meeting new people, reading information about others, communicating to become popular, getting help with studies, lecture note or collaborate on projects, boredom and for political purposes (Jankovic, Nikolic, Vukonjansk & Terek, 2016). In the same vein, Blachnio, Prezeporka and Rudnicka (2013) notes motivations for Facebook use are; Relationship maintenance, passing time, participation in virtual community, entertainment, coolness, and companionship. Similarly, Retrocchi, Asnaani, Martinez, Nadkarni and Hofman (2015) stated that scholars have suggested that Facebook use is motivated by two primary needs; the need to belong and the need for self-presentation.

Further motivation for Facebook use is Facebook self-efficacy which entails the ability to browse, communicate or upload photos on Facebook. With the growing number of Facebook features and apps today, self-efficacy should be considered an important regulator of user behavior, which influences not only task performance but also motivation and affect related Facebook use. Users with higher self-efficacy have shown better performance and more diverse use i.e. they use more complex SNS system and perform more difficult task (Blachnio, Prezeporka, Rudnicka, 2013). Thus, examining motivational self-efficacy, psychological factors showed Facebook is a complicated multidimensional process. Self-efficacy influences users' ability for self-presentation. It plays an important role in

shaping positive Facebook behavior (Blachnio, Prezeporka & Rudnicka, 2013).

The plethora of motivations for Facebook usage indicates high Facebook consumption which synonymously implies Facebook intensity. Intensity connotes very active and concentrated involvement (Wohn & LaRose, 2014). It is the extent to which users rely upon SNSs for their communication and relationship maintenance. Thus, Facebook intensity is the extent to which students rely on Facebook through their interaction with other students on campus as well as contacts with distant friends or family (Park & Lee, 2014). Thus, Facebook consumption is partly motivated by the expectation of a desirable experience (Lepp, Barkley & Li, 2017).

Seemingly, different motivations for Facebook use are likely to affect Facebook intensity. For example, intensity of social media usage is positively related to negative emotions. For Facebook users, socialization, entertainment and information seeking motivations significantly influence their platform use intensity and subsequently, lead to negative emotions. Self-status seeking also has a direct effect on Facebook users' negative emotions (Jhih-Syuan, Yen-Li & Bob, 2017). Also, Park and Lee (2014) found that the five motivations for Facebook use were significantly associated with Facebook intensity. They include entertainment, relaxation, maintenance, self-expression and communication and impression management. Of these five, they found that entertainment had the largest impact on Facebook intensity among other motivations for Facebook use. Against this background, we propose the following hypothesis:

Facebook Use and Psychological Outcomes

Facebook is a popular network which has become pervasive in the lives of students hence its potential to induce them psychologically (Moghavvemi, Paramanathan, Rahun & Sharabati, 2017). Due to increased dependence on SNSs, scholars have determined that student's social media is associated with their psychological outcomes (Kin, Liu & Shan, 2017). These psychological outcomes of Facebook use could either be negative or positive (Manasijevec, Zivkovic, Arsic, Milosevic, 2016).

Accordingly, some expected positive outcome associated with Facebook use are enjoyment, excitement, relief from boredom, social interaction, relaxation, escape and learning (Lepp, Barkley & Li, 2017). Students develop and

maintain social relationships on Facebook to satisfy their need to belong (Park & Lee, 2014) in addition to getting information about campus life and maintaining relationships which brings about a greater feeling of community membership. Thus, SNS use increases individuals' psychological wellbeing. Likewise, Facebook connectedness and social relationships leads to greater life satisfaction (Park & Lee, 2014). Life satisfaction is considered a significant part of an individual's wellbeing. Thus, SNS use influences users positively as it has been shown to be positively related to college student's sense of belonging and satisfaction with their campus lives. Also, Zheng (2014) reports that SNSs positively influences the self-esteem and life satisfaction of young adults; as a result, there is also a positive relationship between intensity of Facebook use and sense of belonging. Similarly, Facebook affect college adjustment of students (Jankovic, Nikolic, Vukonjansk & Terek, 2016) because SNSs generally help new students adjust to campus life (Wohn, & LaRose, 2014).

On the other hand, student SNS use could negatively affect their psychological well-being by causing anxiety and depression (Kin, Liu & Shan, 2017). Additionally, Facebook activity is significantly and negatively correlated with self-esteem (Cramer, Song & Drent, 2016; Park & Lee, 2014). Infact, Jankovic, Nikolic, Vukonjansk and Terek (2016) found a positive relationship between Facebook use and depression. Hence, we claim that different motivations for Facebook use affect Facebook intensity which in turn influences psychological outcomes. This is because motivations for SNS use determine their usage which eventually determines outcomes. Therefore we propose the following hypothesis:

Hypothesis:

H1: Facebook use will be positively associated with Facebook intensity among university students.

H2: Facebook use will be positively associated with self-esteem among university students.

H3: Facebook use will be positively associated with sense of belonging among university students.

H4: Facebook use will be positively associated with satisfaction with campus life among university students.

H5: Facebook intensity will be positively associated with self-esteem among university students.

H6: Facebook intensity will be positively associated with sense of belonging among university students.

H7: Facebook intensity will be positively associated with satisfaction with campus life among university students.

H8: Facebook intensity will mediate the relationship between Facebook use and (a), self-esteem (b), sense of belonging and (c) satisfaction with campus life.

Theoretical Framework: Maslow's Hierarchy of Needs and Motivation for Facebook Use

Abraham Maslow introduced the theory of the hierarchy of needs in 1943, further refining it in 1954 through his works "A Theory of Human Motivation" and "Motivation and Personality". This theoretical framework posits that individuals, in their pursuit of need fulfillment, adhere to a structured sequence or progression, often depicted as a pyramid (Maslow, 1943; 1954). The hierarchy encompasses physiological needs, safety needs, belongingness and love needs, esteem needs, and self-actualization needs. Within this pyramid, the most basic needs reside at the bottom, while the more complex ones are situated at the pinnacle.

According to Maslow, the primary stage in this hierarchy is the satisfaction of physiological needs, such as sustenance, water, homeostasis, sexual fulfillment, and respiration. Once these foundational needs are met, individuals naturally progress to the subsequent tier, which pertains to safety needs, encompassing aspects like personal security, familial security, and property protection. Following this is the stage of love and belongingness, which includes interpersonal relationships and social connections (Maslow, 1943, 1954). Maslow categorizes these initial stages as deficiency needs, positing that failure to fulfill them results in adverse physiological and psychological effects.

The hierarchy of needs suggests that upon fulfillment of these foundational requirements, individuals can then focus on higher-level needs, such as esteem and self-respect, ultimately striving for a state of 'metamotivation' (Maslow, 1943). In this state, individuals attain self-actualization, directing their attention towards self-development

through avenues like creativity, ethical conduct, self-acceptance, and the abandonment of prejudiced viewpoints (Maslow, 1954). It is important to note that the stages within the pyramid are not rigidly distinct and may overlap, with the predominant motivating need varying based on an individual's psychological and physical circumstances. Abraham Maslow's hierarchy of needs can provide insights into the underlying motivations that drive individuals to engage with Facebook. This theory provides a comprehensive lens for understanding how Facebook fulfills various human needs and contributes to users' overall well-being and satisfaction in the digital age.

Method of Study

This study is undertaken to examine undergraduate students' motivations for Facebook use and effect of this on psychological outcomes. For this purpose, undergraduate students in three universities (Federal, State and Private) in North-Central Nigeria participated in the study. The three universities include: Federal University, Lokoja, Kogi State; Benue State University, Benue State and Al-Hikmah University, Kwara State, with the total undergraduate population of 10, 234, 4356, and 3500 respectively. University students are considered appropriate for this study because young and college students represent a significant component of internet population (Zafiropoulos, Vrana & Karystinaiou, 2007). In the determination of sample size for the study, the Krejcie and Morgan's (1970) model sample size table was used as a guide and this put the sample size at 400. A number of validated scales from preceding studies were employed to measure variables in this study as follows:

On motivation for Facebook use, respondents were asked to use 4-point Likert scales ranging from 1 (Strongly Agree) to 4 (Strongly Disagree) to measure their level of agreement or disagreement with the following motivations: "entertainment", "communication," "relationship maintenance," "information seeking", "self-expression", "participating in virtual community", "self-preservation", "companionship", "academic purpose", and "because I know I can use the application". These motivation items were derived from studies like Park, Kee and Valenzuela, 2009; Manasijevic, Zivkovic, Arsic and Milosevic, 2016; Jankovic, Nikolic, Vukonjansk & Terek, 2016; Blachnio, Prezeporka and Rudnicka, 2013;

Retrocchi, Asnaani, Martinez, Nadkarni and Hofman, 2015.

Facebook Intensity refers to the degree to which users are actively engaged measured in terms of average hourly per week and average number of post per weeks (See De Valck, Langerak, Verhoef & Verlegh, 2007; Wirtz, Göttel, & Daiser, 2017). To measure the intensity of Facebook use, respondents will be asked to rate their level of agreement or disagreement, using a 4-point Likert scales, ranging from 1 (Strongly Agree) to 4 (Strongly Disagree).

Psychological consequences of Facebook use as used in this study was measured in three dimensions: "self-esteem", "sense of belonging" and "satisfaction with campus life" which will be measured on a four-point Likert scales ranging from 1 (Strongly Agree) to 5 (Strongly Disagree). These three dimensions to psychological consequences of Facebook use are further broken into some items as shown below:

"Self-esteem" was measured using the following items: "I am a happy person in general", "My social relationships are supportive and rewarding", "I am engaged and interested in my daily activities", "I contribute to the happiness and wellbeing of others", "I am a good person and live a good life", "I feel I have a number of good qualities" and "I take a positive attitude towards myself"

"Sense of belonging" was measured using the following items: "I fit with friends", "I think people accept me", "I think what I offer is valid", "I have a place in this world", "I could disappear for days", "I am in the mainstream society", "I feel left out"; "I feel like an outsider."

"Satisfaction with campus life" was measured using the following items: "In most ways, my life in this University is close to my ideal", "the conditions of my life at this University is excellent", "so far, I have gotten the important things I want in this University", "I would change nothing if I could live my time at the University out" and "I am satisfied with my life at this University."

Results

Results showed that majority of the respondents are Males $n = 240$ representing (54.5%), while females are $n = 197$ (44.8%). Also a significant number of the respondents are within ages 20-24 $n = 234$ (53.2%), 25-29 $n = 97$ (22.0%), 15-19 $n = 75$ (17.0%), 30-34 $n = 19$ (4.3%), 35-39 $n = 6$ (1.4%), while 40 and above are $n = 5$ (1.1%).

Furthermore, the distribution of students per university are Federal University Lokoja, Kogi State $n = 117$ (26.6%), Benue State University, Benue State $n = 202$ (45.9%), Al-Hikimah University, Kwara State $n = 120$ (27.3%),

We used SPSS 24.0 and AMOS 23 in running the analysis. We ran intercorrelation analysis on all the variables to determine the preliminary relationships. All variables correlated except for Facebook intensity and sense of belonging (See Table 2). Table 1 shows Factor Analysis and reliability test for variables. Results indicate all items loaded appropriately and were reliable. We also conducted confirmatory factor analysis of the dataset. Results from the model fit statistics indicates an acceptable fit indices over the model fit measures (χ^2/df , root mean square error of approximation (RMSEA), incremental fit

index (IFI), Tucker–Lewis index, and comparative fit index (CFI)), however, structural model results shows $\chi^2/df = 3.00$, $p < .01$; RMSEA=0.022; CFI=0.81; IFI=0.82; goodness-of-fit index = 0.89; parsimony normed fit index = 0.77; standardized root mean square residual=0.056. As predicted Facebook use had a direct relationship with Facebook intensity ($\beta = .783$, $p < .01$), self-esteem ($\beta = .248$, $p < .01$), and sense of belonging ($\beta = .300$, $p < .01$), however, Facebook use did not predict a direct relationship with satisfaction with campus life ($\beta = .166$, $p = .022$). Furthermore, Facebook intensity did not predict a direct relationship with self-esteem ($\beta = .004$, $p = .917$), sense of belonging ($\beta = .013$, $p = .696$), and satisfaction with campus life ($\beta = .016$, $p = .771$).

	Factor Loading					α	Eigen-value
	1	2	3	4	5		
Factor 1: Motivation for Facebook Use						.781	6.596
I use Facebook for entertainment	.709						
I use Facebook for communication	.695						
I use Facebook for relationship maintenance	.692						
I use Facebook for information seeking	.685						
I use Facebook for self-expression	.636						
I use Facebook to participate in virtual community	.636						
I use Facebook for self-preservation	.633						
I use Facebook companionship	.609						
I use Facebook for academic purpose	.759						
I use Facebook because I know I can use the app	.754						
Factor 2: Facebook Intensity						.863	5.072
Facebook is part of my everyday activity		.750					
I am proud to tell people I am on Facebook		.732					
Facebook has become part of my daily routine		.689					
I feel out of touch when I have not logged on to Facebook		.683					
I feel I am part of the Facebook community		.695					
I would be sorry if Facebook shut down		.750					
Factor 3: Self- Esteem						.853	3.118
I am a happy person in general			.704				
My social relationships are supportive and rewarding			.704				
I am engaged and interested in my daily activities			.683				
I contribute to the happiness and wellbeing of others			.676				
I am a good person and live a good life			.617				
I feel I have a number of good qualities			.704				
I take a positive attitude towards myself			.704				
Factor 4: Sense of Belonging						.758	1.906
I fit with friends				.736			
I think people accept me				.718			
I think what I offer is valid				.520			
I have a place in this world				.689			
I could disappear for days				.736			
I am in the mainstream society				.718			
I feel left out				.520			
I feel like an outsider				.789			
Factor 5: Satisfaction with Campus Life						.794	1.452
In most ways, my life in this University is close to my ideal					.559		
The conditions of my life at this University is excellent					.554		
So far, I have gotten the important things I want in this University					.691		
I would change nothing if I could live my time at the University out					.698		
I am satisfied with my life at this University					.759		

Table 1: Factor Analysis and reliability test for variables

Table 2: Correlation among variables

	FBU	FBI	SE	SoB	SwCL	Mean	SD
FBU	1	.585**	.252**	.392**	.142**	2.093	.558
FBI		1	.143**	.242**	.093	2.256	.745
SE			1	.364**	.182**	1.676	.540
SoB				1	.251**	2.179	.439
SwCL					1	2.216	.689

Note: $p < .01$; FBU= Facebook Use; FBI = Facebook Intensity; SE = Self Esteem; SoB = Sense of Belonging; SwCL = Satisfaction with Campus Life

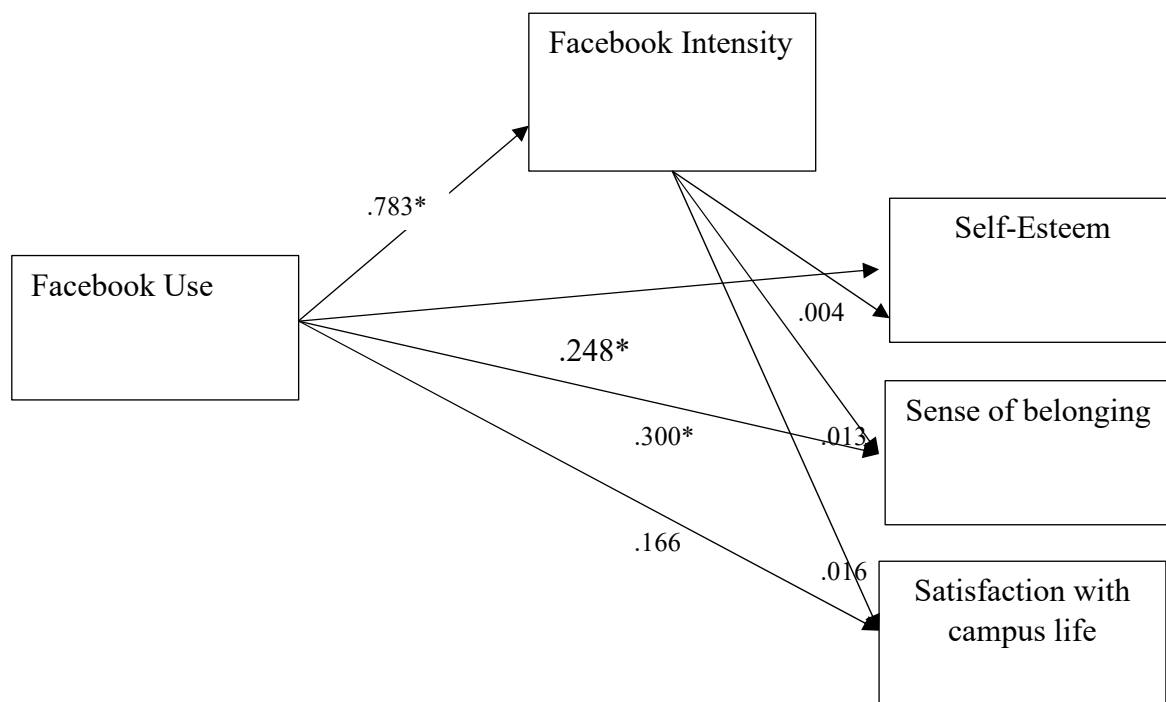


Figure 1: Conceptual model showing relationship among the variables.

Note: An asterisk (*) indicates where significant relationship exists.

Discussion

The purpose of this study was to examine motivation for Facebook use and psychologically consequences among university students in Nigeria. There were three dimensions of psychological consequences of Facebook use within which this study was conducted. These psychological consequences were self-esteem, sense of belonging and satisfaction with campus life. Findings from this study reveal that Facebook use has a direct relationship with Facebook intensity, self-esteem and sense of belonging. This

suggests that Facebook use tend to be associated with higher self-esteem and sense of belonging. It equally means that those students who did not use Facebook tend to suffer low self-esteem and dwindling sense of belonging. This can be explained as follows: sharing information about campus life is one of the ways of showing solidarity with campus communities, a way of advancing the group culture and perpetuating the group identity and through all these, students reveal and consolidate their status as members of campus community. Consequently, the more

Facebook is used, the more this group identity is enhanced, and this in return, contributes in building self-esteem of group members. This result is consistent with Jankovi, Nikoli, Vukonjanski, and Terek, 2016 and Kuo and Tang (2014), who found that socialisation on Facebook is positively associated with real-life socialisation.

Specifically, in their study on the impact of Facebook and smart phone usage on the leisure activities and college adjustment of students, it was found that Facebook users conceived communicating through Facebook and smartphone as a way of telling the world that something interesting was happening to them. This also suggests that many Facebook users engage in avalanche of social activities off the platform just so that they can have something worth sharing while on Facebook (Jankovi, Nikoli, Vukonjanski & Terek, 2016). Thus, while Facebook usage has positive association with involvement with campus activities, those who utilise Facebook have higher proclivity for knowledge about campus activities and as such, share such information as a way of showing solidarity with the overall campus culture.

The opposite is equally true. Those students who do not use Facebook have the tendency of possessing less information about campus life; they are less concerned with campus activities and show less solidarity with campus culture. This group of students may exhibit anachronous attitude and display discordant culture, a direct variance of the campus culture. This suggests social withdrawal and could trigger low self-esteem as the students may feel unwanted and unneeded within the acceptable dominant campus culture. Again, this is consistent with other studies. Previous studies (Park & Lee, 2014; Costin and Morris, 2011; Steinfield et al, 2008) for instance, found a positive association between social media use and self-esteem. Generally, Facebook is mainly used for connecting with existing friends and nurturing new relationships within campus setting (Park & Lee, 2014). In addition to communication and relationship maintenance, various information about campus life are usually circulated on Facebook and this helps to engender community membership and sense of belonging. In order to remain connected and relevant within the circle of friends in the digital environment, the Facebook users find social validation as they continually strive to get relevant campus information and share same with their virtual communities.

However, findings from the current study did not predict a direct association with Facebook use and satisfaction with campus life. This finding can be interpreted thus: campus life is much more than social media activities. There are other things that can provoke happiness and satisfaction with campus life that will never be found on Facebook. Hence, even though studies (Indian, Witteveen, Tolan & Marrington, 2013; Kahneman & Krueger, 2006) suggest that greater connectedness on Facebook can predict greater satisfaction with life, findings from current study reveal that Facebook connectedness did not have direct psychological consequences on students' campus life. Thus, social relationships created and maintained through face-to-face or other communication channels, need to be simultaneously factored in when examining students' satisfaction with campus life. To enhance happiness and satisfaction with life on campus therefore, other activities that happen outside Facebook should be emphasized and given greater attention. For instance, successful academic performance might play a more integral role in explaining students' satisfaction with campus life (Park & Lee, 2014). Also, economic challenges such as inability to pay school fees, rent, feed or attend to other needs, could even play bigger role in students' satisfaction with campus life.

Another striking finding from this study is that Facebook intensity which is defined by the degree to which users are actively engaged, measured in terms of average hourly per week and average number of post per weeks (See De Valck, Langerak, Verhoef & Verlegh, 2007; Wirtz, Göttel, & Daiser, 2017) did not predict a direct relationship with self-esteem, sense of belonging, and satisfaction with campus life. This suggests that even though Facebook use has a direct relationship with Facebook intensity, self-esteem and sense of belonging, the extent or degree of its use has no impact on the intensity of self-esteem and sense of belonging. Apparently therefore, higher Facebook intensity does not in any way guarantee higher self-esteem and greater sense of belonging among Facebook users. Surprisingly, findings from previous studies (See Valenzuela et al., 2009; Vitak et al., 2011), have revealed that Facebook intensity is an essential factor responsible for social outcomes. While it is not very clear what could be responsible for this variation in findings, further studies should pay greater attention to shed deeper insights on the conditions or factors responsible for the

differences in social outcomes. Specifically, a cross-national study should be conducted to show whether or not the variation in findings are influenced by social, economic factors across nations. Furthermore, while the current study only found close association between Facebook use and self-esteem and sense of belong among students, this should not be interpreted as causal relationships. Future studies should therefore dwell on establishing causal relationship between Facebook use and the three identified psychological outcomes.

The above limitations of the study notwithstanding, findings from the current study have implications for university administration in Nigeria and possibly elsewhere. First, since Facebook has been identified as integral component of social lives of Nigerian university students, university administrators in the country should create and encourage virtual communities on Facebook so as to tap into the social benefits that come with this technology. Secondly, there should be deliberate efforts in the way Facebook is utilized since it has been found to have direct association with students' self-esteem and sense of belonging.

Conclusion

The current study examined the motivation for Facebook use and the effect on psychological outcomes of university students in Nigeria. The dimensions of psychological outcomes that were examined are self-esteem, sense of belonging and satisfaction with campus life. Findings from this study reveal that Facebook use has a direct relationship with Facebook intensity, self-esteem and sense of belonging, but Facebook intensity did not predict a direct relationship with self-esteem, sense of belonging, and satisfaction with campus life. This suggests that even though Facebook use has a direct relationship with Facebook intensity, self-esteem and sense of belonging, the extent or degree of its use has no impact on the intensity of self-esteem and sense of belonging.

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