

Original Research Article

Utilization of Mobile Media in Nigeria: Opinions from University Students

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This study draws on focus group discussions with a semi-structured questionnaire design and convenience sample procedure to examine the utilisation of mobile media by university students in two study locations: Benson Idahosa University, Benin City and Delta State University, Abraka in Nigeria. Data obtained from the participants' opinions on three research questions through verbal discourse were coded by hand and analysed with constant comparison method to arrive at predictable opinions of participants on which majority views was the main findings resulting into a number of benefits and citation in italics under respective themes: adoption and self-organisation, leisure and entertainment and mobile news consumption. The theory of technological determinism was applied to underscore the interaction between mobile media device and the university students. The author concludes by identifying the limitation and suggestions for further exploration.

Keywords: Mobile media (also known as mobile phone), Opinions, Technological determinism, Constant comparison procedure, University students (Benson Idahosa University (BIU) and Delta State University, Abraka.

INTRODUCTION

Worldwide, mobile media has become the most recent of the existing media environment and of digitalisation and convergence characterisation (Hjorth, (2006); Westlund, (2007) and in which the existing media forms have been integrated, beginning from the print the oldest, from the 1500s, recordings (late 1890s), cinema (1900s), radio (1910s), television (1950s) to internet (1990) to richer system entity (see Ahonen, 2002). All of this integration provides specific usage applications and functionalities for mobile media. The words mobile media uniquely implies mobile phone or mobile device, adoptable and use by individuals who are accessible to the system gadget.

As Kevin Collins, Mangold, Stefan and Miro-Muntean, Gabriel, (2010) explains the convergence of wireless communications, digital media, and information technologies on mobile device has created an avalanche of exciting new applications and user experience, and in reality a great example of technology convergence.

In Nigeria, the mobile media or mobile devices have found its way to the mind of the populace, young and old, to the need for adoption and use, and on which recent statistics indicate that 149.8 million Nigerians are users of mobile devices, representing teledensity of 107.01 percent penetration in 2016 (Nigerian Communication Commission, 2016 as cited in Daily Post, 2016). This suggests that the mobile media has become a new media platform through which Nigerians now access

different media forms in a single device entity providing also wider contextual benefits to users relative to usage interest and need. Reflecting on this observation, this article argues that mobile media represent a new kind of technological gadget that has opened up opportunities for Nigerians to reap the advantage of mobile media technologies as a convergent media with enormous usable potentialities and functionalities.

The following research questions have been set up to address how mobile media use with university students as investigation;

RQ1: Why have university students owe mobile media as a multimedia device, with what role in self-organisation?

RQ2: How do university students use mobile media for entertainment?

RQ3: Do university students use your mobile media device for news consumption?

The investigative determinant on these questions draws on university students opinions as a means to know how mobile media fare in Nigerian society and the students constitute vast component of the youth population of over 67 million which is almost half of the country's 170 million population (see Okoronkwo, 2015) and whose educational orientation help provide valid assessment of mobile media uniqueness and

usage performance. The university students fall within the scope of digital generation or digital natives with knowledgeable experience and usage ability (see Jones and Shao, 2011; Selwyn, 2009).

This study contributes to the growing literature in mobile media adoption and use in the Nigerian society with respect to university students who are active sub-groups with exposure to technological environment advancing further its theoretical position and inductive discourse.

Theory of Technological Determinism

This paper adopts the theory of technological determinism to examine the feelings of the university students on their adoption and utilization of mobile media with a view to understanding what it means to them in terms of relevance and functions. The main position of technological determinism is that the technologies possess immense power on those who adopt it and at the same time being in control, in terms of how to use it and when to use it relative to the prevailing environment under which the technology is own and applied for self-interest, need and function. Put simply, technologies possess significant power to drive human actions which could lead to social change (see Lievrouw and Livingstone 2006; Gifford, 2013)

The work of Chandler, (1996); Lawson, (2004); Hirst, (2012); Kohutova, (2010) provide understanding of technological determinism and according to them; there are two forms of technological determinism and are 'hard' and 'soft' The former refers to the view that the purpose of technology is to control society without any influence on its development while the latter, explains that the freedom to use technology in society leads to smooth activities of human affairs and behaviour. In essence, the rationality of technological innovation use depends on individual consciousness as well as the prevailing environment. In other words, the ultimate use of technological innovation is determined by the users themselves.

Chandler (1996) refers to this as voluntarism based on conscious choice and action. The two camps however, have separate different perceptual position and orientation to which the soft camp appears to overshadow the hard camp. The work of Marshal McLuhan is crucial in the soft camp inclination and on media determinism has become influential in the way an individual is seen as the focus of media utilization (see also Sabrina, 2010; Lister, et al, 2008; pp.77-99). Sabrina's argument appears to emphasise on the content of media as a controlling effect on media utilization and in which the new media technologies is advance, relative to mobile media (mobile device with diverse usable applications in the gadget). Goguen, (2016) draws on two discursive illustrations to show the effect of new media content (mobile media).

The first of this is *cell phones will improve family life* meaning hard technological determinism while the second is *cell phones will help to improve family life* implies soft technological determinism explaining that the verb "help" means that there may be other causal factors. For Chandler (2013) the issue of casual factors is route to class interest, economic pressures and access in terms of geographical location, educational background and general attitudes. All of these is viewed as the basis of intervention variables in new media research, reference to similar studies on mobile media (mobile phone) where factors influencing ownership and use of the system device was crucial note (see Campbell's (2007:350) age and gender; Drotzky et al, (2007) and Ames,

Morgan et al, (2011) social class; income, education, community, geographic mobility.

Thus, this theoretical discourse provides the framework on which the inquiry on the university students' use of mobile media is advance to unfold the empirically related studies, to which the next discussion comes.

Literature Review

This section starts with the argument that the benefit of mobile media in today's society is driven by the convergence nature of the system technology in which all other media forms come in a single usable chain opening up wider opportunities for users to assume a new lifestyle of usage potentialities and functions. The word *mobile media* connotes a moving device and wearable, physically seen and portable, and reachable and flexibility of use, and sizeable screen (see Westlund, (2008; 2013).

Goggin, (2008) sees mobile media as a wireless mobile commons with spectrum to connect to network provider for service delivery to subscribers and subscriber information management (SIM) card for subscribers' connection to network service provider for device utilization in terms of many applications classified as voice (talking and sending text messages to others through the device) and non-voice (clock functions, camera, games, music, radio, storage, or program functions). Roberts, Ken, ((2012) explains that the mobile phone is now a multi-functional device enabling users to communicate by voice or text, to transmit and receive images, to listen to music, and to access the internet adding that young people now grow up in a world where a mobile is absolutely essential in order to keep "in touch".

Thus, the mobile media has become a shining star in the midst other media before it and on this, researchers have describe it as the *Swiss Army Knife* of the 21st century (see Kwan, 2005; Satyanarayanan, (2005; Prodeep, 2012; Homewood, 2015.). Specifically, Homewood observes from a survey of 6368 women readers across all four sites on the Mamamia Women's Network that majority of them use their device to plan Christmas gifts. She therefore concludes that mobile phone has become the "Swiss Army Knife" for women demonstrating further the importance of mobile media in society. Lorente, (undated) describe mobile media device as a true killer application, usable everywhere, extension of man, ear, voice, and touch, comparable to the old McLuhan's tradition of media as extensions of man.

The author also refers to it as a jewel and dear machine which has open up more self-organising opportunities for users. For Fagerjord, Anders et al, (2010:11) mobile phone is a medium of infrastructure in everyday life and on which the role of the user in utilising the medium effectively important in deriving its benefits (see Gifford, 2013). Thus, the significance of mobile media is therefore discussed within the context of three critical areas of interest in this article; *ownership and self-organisation, leisure and entertainment and mobile news consumption*.

Adoption and Self-Organisation

Mobile media is a new paradigm of technological platform with motivation for the adoption is receiving from researchers on which this paper builds upon. The word adoption in this paper refers to the decision to own and use mobile media (mobile phone) for self-benefits based on users' choice of what to use and with what functional benefit. Researchers are looking at what makes people to adopt and use mobile device in today's

society. For examples, Ling, (2004 cited in Lesitaokana, 2016) notes that mobile phone has been adopted around the world due to its accessibility, portability, micro-coordination, entertainment, multimedia features and other information sharing possibilities.

Furthermore, Puro, (2002) explains that people go for the mobile media device for the purpose of being reached wherever they are. Similarly, Rosen, (2004) note that convenience and safety were the most important attractions for adopting mobile phone relative to the multimedia nature of the system technology employing the internet as an additional platform. Watsh, White and Young, (2008) points out convenience and ease of contact with others, time and location as another influence and Balakrishnam and Raji, (2012 cited in North, Johnston and Ophoff, 2014) indicate privacy and freedom of use in their day to day lives.

Pew Research Center, (2010) notes communication as a critical factor in cell phones ownership among young people emphasising voice and text messages as usage platform in the system device. Ling and Yttri, (2002 also cited in Aoki and Downes, 2008) argue that the adoption of mobile phone has influenced new ways of social activities relating to safety and security (emergency situation); micro-coordination (logistics purposes in terms of place and time) and hyper-coordination (self-presentation and personal expression). All of these extends to self-organisation behaviour of mobile phone users noting that the situation of use determines the scope of respective direction and for each activity.

The connotation of mobile media as the Swiss Army Knife has been used to describe the multiplicity of features and diversities of functions for users signposting further the concept of self-organisation to capture the varied features (applications) in mobile media, with convenience, flexibility and control decision-making in terms of what applications (*apps*) to use, time and benefit (*functions*) (see also Pew Research Center, 2012).. Thus, the self-organising potentials of the system gadget can be exemplified drawing on the work of researchers. For examples, Simay, (2009) notes from the study of mobile phone use by students of the Corvinus University of Budapest that time-management applications relative to watch, alarm, calendar and music playback were the most preferred utility. Similarly, Ramey, (2014) observes that students use cell phones for different purposes pointing out reminders, information/research, calculators, dictionaries, timers as areas of students' usage resource.

The internet has equally added to the self-organising capacity in education serving as a resource for information sourcing, knowledge building and meeting research needs for users of mobile media (see Sahin, Balta and Erkan, (2010); Bankole and Oludayo. (2012). Kaur and Manhas (2008) and Mishra (2009) explains that students use of the internet is vital for educational and research purposes with Google and Yahoo as preferable search engines for students to build up information resources. Further, Sung, Chang, and Liu, (2015) notes that mobile device is becoming a valuable resource for students due to the various applications in the system configuration.

Leisure and Entertainment

The most defining characteristic of mobile phone is the convergence nature of the system's technological platform in which six media are integrated forms:-printing, recording, cinema, radio, television, and internet, making the device a multimedia entity (Ahonen, 2005). This is why the words 'multimedia in mobile phone' are used to describe this

development (Rasmusson, Jim and co-authors, 2004). By implication, mobile phone has become the focal medium of entertainment devices or gadgets as they are capable of providing a wide range of entertainment content including games, music, taking or downloading pictures, movies, videos and personalization content such as wallpapers, ringtones and logos. All these have expanded the leisure activities of mobile phone users (Aguado and Inmaculada, 2009; Frenzel, 2006; Kaya and Argan, 2015). Furthermore, Kaya and Argan explain that entertainment takes the form of everyday leisure activities on which its usage on mobile phone differs from user to user.

Scifo, (2003) and Villi, (2007) notes that-phone camera and picture messages as an extension of entertainment for mobile users and HyeRyoung, (2012) explains mobile cinema via mobile phone has extended the multimedia content of the system convergence. The Pew Research Center (2010) made similar observation on which taking pictures, photos or videos, listening to music and playing games constitute entertainment platform while Chatterjee, Subhrajit, (2014) points out that a mobile phone is an object of leisure and entertainment by listening to music, downloading a picture, movie, chatting to our friends, pass leisure time by playing games or watching video songs and movies has endeared the device to users.

Economides and Grousopoulou (2008) and Matanhellia, (2010) explains that taking pictures recording sound, listening to radio, listening to music, playing games, and taking and sharing pictures and videos are entertainment activities in the mobile media landscape. All of these represent the basis of mobile content entertainment on which the functionalities of mobile media has become so attractive to users relative to usage patterns in different ways and needs.

Mobile News Consumption

The connecting relations of mobile media in the consumption of media content (newspapers/magazines, radio and television news programmes and news blog) has been strengthened by the convergence nature of the system devices into multimedia platform opening up mobile news consumption and accessibility to mobile users. The term *mobile news consumption* follows the work of Westlund, (2008; 2013; 2014); Westlund, Oscar and Fårdigh. A. Mathias. (2015). The authors discuss the increasing importance of mobile media device in news flow and audience consumption with a specific focus on newspapers and websites. As Westlund, (2008) explains news for mobile devices represents the latest extension of traditional news media organizations' cross-media news production.

Oksman, Virpi et al, (2007) sees mobile phone as a device where various media formats- text, audio and video have converge opening up a wide range of media contents via newspapers with text and pictures; radio text for audio, television for video and internet for different media texts on which the possibility to watch the latest television news on a mobile phone, or listen to the news on the radio or read text news with the mobile, is now accessible to users relative to what would he or she choose.

Researchers are emerging on the relation of mobile phone and news consumption citing for examples, Michell, Rosanstel and Christian, (2012) reported that 23 percent of US adults now get their news on mobile device. The UK News Media Review (2010:8) reported that listening to radio news via mobile phone is an emerging platform for news consumption. Wei, Lo, et al, (2013) notes that college students in Shanghai, Hong Kong, Singapore and Taiwan are using

mobile phones to read the news and follow news posts on mobile-accessible microblog. The authors refer to mobile news as news available in a mobile device in terms of news websites. Fidler, (2013) study of news consumption on mobile media, newspaper and desktop revealed that majority of the respondents use their mobile media device to keep up noting those between 18-24 years were more active mobile news audience.

Furthermore, Banerjee, (2014) points to millions of people in India who use their mobile phone to listen to FM radio programmes. Pew Research Center, (2016) explains online audience considerably use mobile devices for newspaper consumption. All of the discursive reviews provide the basis to go a step further in probing how mobile media is use in Nigeria context with three research questions to signpost the investigation and on which the methodological engagement is therefore discussed.

Methods

The investigation of university students opinions on the utilization of mobile media device is one of case study and explorative inquiry, based on face-to-face focus groups discussion and participating students were drawn from two study locations and of sizeable number: Benson Idahosa University (15 students) and Delta State University (18 students), with convenience sampling procedure in the selection of students in respective universities.

The rationale for employing focus group discussion to strategically source the students' opinions is due to the following. First, the students are digital native who can easily understand the descriptive profile of mobile media device and on which their educational orientation and exposure can help in the thoughtful engagement of the system technological architecture in terms of design and features. Second, the students can easily talk about the research questions to the derivations of the students' responses relative to the individual expressions and usage experience of mobile media device. The overall purpose of using focus groups discourse is to gain in-depth understanding of students usage patterns of mobile media (see Krueger, (2002); Boeue, (2002); Aoki, and Downes, (2003); Billson, (2006); Pew Research Center, (2010);

A semi-structured questionnaire with three questions was focus upon in designing the questionnaire and the discussion sessions of 90 minutes took place in mass communication studio of each university, with the assistance of studio manager who ensures discussion to questions was properly recorded on tape to the comportment and free-flowing discourse by all participants.

Analysis

According to Onwuegbuzie et al, (2009) focus group data is analysable with constant comparison method involving multiple focus groups within the same study and on which the researcher's subjective process of making sense of what was discussed in the focus groups is crucial (see Morgan, (1988:10 also cited in Memon, 2015; Seidel, (1998).

Thus, constant comparative method was utilised in reducing the qualitative data from focus group interviews into coded categories of similar and dissimilar viewpoints with a view to arrive at specific decision and organized around themes identified by the researcher based on the objectives of the study and research questions (Boeije, 2002; Carter, Thatcher and co-authors, 2011; Dube, 2014). Further, Boeije,

(2002) the role of the researcher in the textual interpretations, coding processes and the positive outcomes becomes the focal point of analysis.

The spoken words of the thirty-three students, who participated in the interviews sessions at Delta State University and Benson Idahosa University was coded by hand, categorise into equal number of male and female to ensure representative opinions, designated as individual 'S' to ensure ethical practice and all opinions on mobile media were written against the respective 'S' and then cross-checked and re-checked to ensure conformity with what they said in relation to the questions, and separation into majority (highest viewpoints to each question) and non-majority opinions (lowest viewpoints to each question) (see Poggenpoel, (1998:338, Vicsek, 2010), and on which the entire interviews data was mapped to address the research questions and presented in relations to discursive sub-heads in the literature. The next section presents the results of focus group interviews data

Findings

This section discusses the findings from the university students' opinions on the utilisation of mobile media relative to the research questions on which the respondents' opinions were subjected to discursive analysis in relations to supportive evidence from the literature. Thus, the first of these findings start with the demographic information of the participants in the focus groups as in Table 1.

Table 1 shows the university students in the focus group discourse on the utilisation of mobile media comprising of nine male and nine female at DELSU (public university and government funded) and seven male and seven female at BIU (privately owned and funded), and all students were referred to as S1 – S32 reflective of different age categories and educational orientation by faculties suggesting that the students are of differing social background in terms of lifestyle and socialization.

The students' exposure to mobile media, reference to the number of years from the age bracket 21 – 28 is an indication of belonging to digital generation who has solidly grown into digitalisation age. The variation in the number of years reflecting a minimum of four years to a maximum of ten years shows, in comparison the students had mobile media device at different times of mobile media penetration in Nigeria. This analysis highlights the importance of intervention variables in which gender (male and female participants in the focus groups), age and education and technological exposure are causal factors (see also Campbell's (2007:350; Chandler, 2013).

Adoption and Self-Organisation

The research question one: why have university students adopts mobile media as a multimedia device, with what role in self-organisation? is a follow-up to the literature on adoption and self-organisation. Responses from the discussants to the question provide useful expressions to establish position citing further majority of the respondents' opinions which indicate communication and to some extent internet as the motivation for mobile phone adoption. For examples.

S.5 explain to aid interpersonal communication while S 28 comment to facilitate communication and stay connected. Few respondents, S12 said for communication and easy access to internet.

Table 1: Demographic Information of Focus Group Participants at Delta State University and Benson Idahosa University: Usage of Mobile Media

| Subject | Age | Gender | Faculty/Course of Student | Exposure to Mobile Media |
|---------|-----|--------|---|--------------------------|
| S.1 | 28 | Male | Faculty of Science/ Geology | 4 |
| S.2 | 27 | Male | Faculty of Education/ Business Education | 4 |
| S.3 | 26 | Male | Faculty of Law/Law | 6 |
| S.4 | 25 | Male | Faculty of Science Laboratory /Pharmacology | 6 |
| S.5 | 25 | Male | Faculty of Arts/Theatre Arts | 6 |
| S.6 | 29 | Male | Faculty of Social Sciences/Mass Communication | 6 |
| S.7 | 24 | Male | Faculty of Engineering/Civil Engineering | 10 |
| S.8 | 27 | Male | Faculty of Health Sciences /Medicine | 7 |
| S.9 | 23 | Male | Faculty of Applied Sciences/Mathematics | 5 |
| S.10 | 24 | Female | Faculty of Applied Sciences/Industrial mathematics | 5 |
| S.11 | 26 | Female | Faculty of Education/Guidance and Counselling | 6 |
| S.12 | 22 | Female | Faculty of Law/Law | 7 |
| S.13 | 25 | Female | Faculty of Science Laboratory/Biomedical | 9 |
| S.14 | 24 | Female | Faculty of Arts/English language | 10 |
| S.15 | 25 | Female | Faculty of Social Sciences/Mass Communication | 8 |
| S.16 | 24 | Female | Faculty of Health Sciences /Dentistry | 5 |
| S.17 | 22 | Female | Faculty of Pharmacy/Pharmacy | 4 |
| S.18 | 24 | Female | Faculty of Agriculture/Agricultural Economics | 7 |
| S.19 | 27 | Male | Faculty of Information & Computer science/Computer Science | 5 |
| S.20 | 25 | Male | Faculty of Sciences /Biochemistry | 8 |
| S.21 | 26 | Male | Faculty of Law /Law | 7 |
| S.22 | 21 | Male | Faculty of Social Sciences /Mass Communication | 8 |
| S.23 | 25 | Male | Faculty of Education /Mathematics Education | 5 |
| S.24 | 27 | Male | Faculty of Agriculture /Agricultural Economics | 7-8 |
| S.25 | 26 | Male | Faculty of Arts/International Studies and Diplomacy | 6 |
| S.26 | 27 | Female | Faculty of Social & Management Sciences/Business Administration | 10 |
| S.27 | 26 | Female | Faculty of Education/Business Education | 8 |
| S.28 | 20 | Female | Faculty of Applied Sciences/Microbiology | 8 |
| S.29 | 20 | Female | Faculty of Law/Law | 9 |
| S.30 | 23 | Female | Faculty of Sciences/Mathematics | 6 |
| S.31 | 20 | Female | Faculty of Information & Computer science/ Computer science | 5 |
| S.32 | 25 | Female | Faculty of Arts/ English Language | 6 |

- Note: i. S1-18 denotes individual students in Delta State University Discussion Group
ii. S19-S32 denotes individual students in Benson Idahosa University Discussion Group
iii. The Group interviews were studio based, audio recorded in Mass Communication Studio of respective Universities.
iv. The recorded respondent opinions were transcribed by a neutral year Four Law student

The respondents were again asked what mode of communication do they engage in their mobile phone and why?. The responses from them were insightful on which majority of the respondents' opinions indicate communication via texting and calling as their utility value, and on which some comments are representative;

S24: explain texting communication on my mobile phone help me in keeping regular interaction with family and friends Similarly, S16 commented, calling on my mobile phone has made easier to sustain easy communication with friends at home and distant places S28: said I text frequently to sustain romantic interaction and relationships with friends

These expressions reinforce the importance of mobile media device unfolding the significance of connectivity in mobile media adoption relationship and mediated interaction (use of mobile phone in facilitating user interaction with other user (See Thompson, 1995:p. 83). Moreover, the Pew Research Center, (2010) similarly observe communication as the centre-piece of wireless communication (cell phones) among young people in US with texting and calling as a medium of interactive process suggesting further the connection of hyper-coordination (*personal expression*) is critical to connect (see Ling and Yttri (2002; Campbell and Russo, 2003). The potency of mobile media for self-organisation was again followed up to which the respondents were asked can they use mobile phone to organise their life?. The respondents' opinions on this issue appear to reveal two discursive themes with representative citations:

Time management S12: Yes, time and reminder application in my mobile phone helps to keep track and be conscious of activities S 30: explain mobile phone help me to be consistent with daily activities (calendar)

Educational resource

The term educational resource refers to the use of calculator and dictionary, and internet as self-organising entity indicating its importance to the students in terms of what they use it for. The respondents' opinions on these resources were evident in majority opinions with some citation as representative comments. For examples;

S14: I use dictionary software in my mobile phone to find meaning words especially in the class while S28: said dictionary on my phone help me to grasp the meaning of difficult words either in the class or when reading generally

Moreover, the internet as a valuable educational resource was obvious in some of the students' opinions to which selective comments are indicated

S 17: Through the internet on my mobile phone, academic work is easier and information can be gotten on assignment. Similarly, S29: said with the internet on my mobile phone, textbook can be read online

All of these opinions signify the importance of educational resources for students affirming further micro-coordination as a basis to link up mobile phone as logistic gadget usable anytime, anywhere (on campus and off campus) (Ling and Yttri, 2002; Campbell and Russo, 2003). Further, the respondents opinions on mobile phone applications as educational resource and logistic finds support from researches conducted

elsewhere (see Simay, (2009) and Ramsey, (2014) and the internet resource in education (Kaur and Manhas,. 2008; Mishra, 2009).

Leisure and Entertainment Behaviour

The research question two how do university students use mobile media for entertainment? provide further revalidation of mobile media convergence as all contextual entertainment relating to film, radio, television and internet are accessible and watch or listen in a single device anywhere and anytime. This flexibility of use and convenience could have influenced the students' adoption of the system device for entertainment and the evaluation of the students opinions on the question revealed a number of consumption patterns and functions with games and music, and camera and videos as the most important entertainment content for respondents and some representative opinions are therefore cited:

S8: I use music application on my phone because I am a music freak and listening to music makes me happy while S25: commented i play music on my phone to feel relaxed, cheerful and get entertained and S30: said videos are important to me on my phone because whenever I watch them I feel happy and it makes me laugh

These opinions unfold the significance of entertainment to the respondents and as young generation born into the digital entertainment with mobile device opening up wider access to musical artists and downloading. Earlier researchers have shown the importance of mobile content entertainment of young people with listening to music, watching videos, watching mobile television being identified as an entertainment platform for leisure activities (Nurullah, 2009; Pew Research Center 2010; 2013; Kaya and Argan, (2015).

Mobile News Consumption

The research question three: do you use your mobile media device for news consumption? is aimed to ascertain the connection of the system medium in news derivation providing a much better understanding of the converging media content: newspaper radio and television even blogging as a medium of respondents consumption behaviour.. All media contents in whatever dimensions and focus are aims at audience or mobile audience who are individualistic in nature relative to social orientation and value disposition emphasising the university students as individual audience of mobile news flow.

The responses from the study participants provide useful indication to establish the relations of mobile media and news accessibility revealing further some respondents opinions;

S17: I use radio on my phone to listen to news from FM stations while S22: My mobile phone has enable me to keep abreast with news on radio and website news, such as the Nigerian Observer, Nairaland and Naija.S30: comment I listen to CNN and FM news to keep track of foreign and national and national news

These opinions point to the importance of mobile media in news flow and consumption behaviour suggesting that listening to radio via mobile media device is growing among university students population. These findings appear to corroborate with the studies of earlier researchers in mobile news consumption (UK News Media Review 2010:8; Westlund, 2007; 2008, 2009,

2013; 2014; 2015; Fidler, 2013; Wei, Lo, et al, 2013; Pew Research Center, 2016)

General Opinions on Mobile Media Device

The need for further understanding of university students opinions on the use of mobile device prompted the question can you tell me in few words, the significance of the mobile device relative to your experience of usage. Their responses were insightful to come up with further validation of the device usefulness in Nigeria context drawing on some of their comments

S17: Mobile phone has enhanced the system of communication, and easy access to internet for information and materials on assignments.

S27: Internet application on my phone has made information easily acquire when there is no money to buy newspapers.

S31: said mobile phone has enhanced the educational system, through the internet textbooks and articles can be read online.

These opinions appear to revealed the respondents possess the knowledge and skills on the use of their device, confirming that they are of digital generation born into mobile media environment and into digital wisdom (see Prensky, (2009)

Conclusion and Implication

This study draws on the opinions of 32 university students comprising of 18 students at Delta State University, Abraka and 14 students at Benson Idahosa University, Benin City to explore the utilisation of mobile media and on which constant comparison procedure was used to determine the usage patterns in relations research questions to arrive at consensual (majority opinions) and non-consensual (few opinions) on each questions. The respondents' opinions in terms of majority informed the main findings suggesting the usage benefits of mobile media, expressed in italics under respective theme discourse; adoption and self-organisation, leisure and entertainment and mobile news consumption.

The theory of technological determinism is connected to understand the relations of mobile media utilisation and the university students, as users of the system device suggesting that there is complimentary interaction between hard and soft determinism in mobile media adoption and usage. Therefore, I argue that the students' adoption of mobile media device has controlling effect on them because they cannot do without it and the means to enjoy today's society All mobile users keep their phone close to themselves serving as extension of their life.

This is where mobile media as a medium relate back to Raymond Williams who speculate that since we determine how we use the media we are the ones who decide the media's effect-*hard technological determinism* and on the other coin, the university students usage control of their mobile media device relative to the system applications and of diverse differences and functions is subjective of the students usage need and decision on what to use, when to use it and with what expectation in terms of functional benefit which is where McLuhan speculation on the impact of the media holds implying that the students use of their mobile device is creating or opening opportunities to reap the gain of the system technology in day-to-day affairs (see Gelbart, (2010).

Thus, I submit that Raymond Williams and McLuhan perspectives have extended the converging landscape of mobile media providing a more understanding on the university

students' interaction with their device and the resulting benefit derivation implying on one hand, the students has the power over mobile media device due to its various applications for exploitation and on the hands controls the usage of their device relative to the system features and functions on which its benefits to them unfolds via expressive opinions. All respondents' opinions in italics represent the soft determinism of mobile media usage (see also Lebowitz, (2011)

The conclusion ends with two main concerns and are; i, the study limitation and ii. the suggestions for future research discussed separately beginning from the study limitation.

Study Limitation

The study of utilisation of mobile media is essentially a case study with university students as an investigation on which data derivation lies on focus group interviews of thirty-two students comprising 18 students at DELSU and 14 students at BIU. The interpretation of the findings is therefore limited to the participating students' population relative to their opinions on the research questions. The study participants are similar by way of demographic picture in terms of age categories, socio-economic profile and cultural disposition, and of digital generation in terms of exposure to mobile media device. Thus, the findings cannot be generalised to reflect the entire university students' population in Nigeria. The findings however can help predict future trends of mobile media use by young people in Nigeria.

Suggestions for Future Research

Findings from the focus group interview data revealed more often the significance of internet resource in education suggesting that the medium is playing a critical role in the university students' education. Future research is therefore advisable to look into how the multiplicity of mobile device application is influencing young people education and learning. This inquiry is necessary in order to gain more knowledge on the benefits of internet resource to university students in Nigeria and on which previous studies on the relation of internet resource and education will guide the research direction (see Ezemenaka, 2013; ITU, 2013; Sahin, Balta, and Ercan, 2010; Ayub, Hamid and Nawaw. 2014)

The relation of mobile media device in news consumption is spotted from the findings of the focus group data on which another research is suggestive with a view to understanding the university students mobile news habits on their device in relation to the existing media outlets and whether such consumption behaviour underscore displacement or substitution or complementary effects on existing media channels of news consumption and on which previous researches on media displacement and media reception could help provide insightful approach and thought (see; Waal, Schönbach and Lauf, 2005; Xu, Forman et al, 2014; Chan, 2015).

These suggestions will provide more in-depth knowledge of university students' orientation towards mobile media consolidating further understanding of the benefit of the system technology earlier established (see *evidence from the respondents' opinions in the focus group discourse*) in Nigeria and as digital natives of mobile media culture. The overall textual discourse of this paper sits on sociological landscape and of inductive field.

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