

## **Chapter One**

### **Introduction**

#### **1.1 Background to the Study**

Perceived Academic performance is a concept by which schools, colleges, and other institution of higher learning evaluates the knowledge, values, and abilities that are passed down from one generation to the next. Academic success is vital in determining an individual's placement, whether in academic institutions or in the workplace. As a result, educators, trainers, and academics have long been interested in investigating characteristics that contribute to the quality of learners' academic achievement. Many researches about the factors that promote academic performance have been bolstered by the emphasis on academic performance that is also prevalent globally. Academic achievement will always play a part as one of the drivers of one's life success, both in terms of academic placement in schools and further education, as well as one's level of employability in the workplace<sup>1</sup>.

The term "perceived academic performance" has been an outcome of learning, prompted by the teacher's instructional activity and created by the student<sup>2</sup>. It is expressed through school grades<sup>3</sup>. Furthermore, it is a process that involves a student meeting the goals, achievements, and objectives set forth in a program or course that he or she is enrolled in, which are expressed through grades, which are the result of an assessment that includes passing or failing certain tests, subjects, or courses<sup>4</sup>.

Perceived academic performance by students has long been a topic of interest to all stakeholders in the educational sectors in this regard. As a result, stakeholders in the Nigerian educational system, such as parents, guardians, lecturers, family members, counselors, and others, are extremely worried about their children's performance<sup>5</sup>. To

investigate regular and alternative basic education populations, perceived academic performance will be measured by self efficacy, learning behavior, and academic attitude as adapted from the literature. There are various components of the complex unit of performance in this regard. They are learning processes that are supported by the learning institution and include the transformation of a given state into a new state, and they are accomplished with the integrity of a separate unit with cognitive and structural features.

Education researchers are increasingly considering and debating the impact of media use on student perceived academic performance. Self-efficacy, learning behavior, and academic attitude, as well as other cognitive test scores, grade retention, and dropout rates, have all been used to evaluate academic achievement over the years<sup>6</sup>. As a result, institutional evaluations, teacher ratings, tests, and exams are commonly used to evaluate student perceived academic performance. In fact, student academic achievement is more likely to be felt and demonstrated when students feel personally validated and believe that their efforts matter and that they can affect or control their academic success chances. In actuality, these motivate children to find a sense of purpose and see the educational experience as personally meaningful.

The importance of academic success is rarely questioned, yet the factors that influence and mediate it are beyond human knowledge. The quality of students' performance remains at top priority for educators. It forms the starting point for literacy, skill acquisition, technological advancement and ability to harness human and material resources towards the achievement of societal goal. Its importance in any given educational institution cannot be overemphasized<sup>7</sup>. In reality, there are likely to be some interactions among the numerous predictors of academic achievement, and so

the effect of one factor on perceived academic performance may be indirectly mirrored through others. Exams or continuous assessment scores are routinely used to assess academic achievement, but there is no consensus on how to test it or which parts to test. Study habits, student self-concept, teacher qualification, teaching method, school environment, and government have all been identified as factors influencing students' perceived academic performance in the past, and the primary environment of the students is the home, which has a huge impact on their performance<sup>8</sup>.

Motivation system theory model attempts to provide a comprehensive theory of motivation and proposes that actual achievement and competence are the results of a motivated, skilful, and biologically capable person interacting within a responsive environment. From available research on motivation and perceived academic performance, it became quite evident that motivational constructs do in fact impact the perceived academic performance of students<sup>9</sup>. Self-efficacy, learning behavior, and academic attitude are among the measures. Three (3) measures will be used to assess the perceived academic performance of the public university chosen for this study. Self-efficacy, learning behavior, and academic attitude are the system theory metrics used. Learning behavior and academic attitude are practices that are often applied in different ways across school and program types, an exercise designed to examine progress or knowledge as factor us<sup>9</sup>; self-efficacy is another factor to determine performance in students' educational development, the purpose of which is to identify or discover what a student can do under certain controlled circumstances; learning behavior and academic attitude are practices that are often applied in different ways across school and program types, an exercise designed to examine progress or knowledge as factor us<sup>10</sup>.

Both the input and output create a dynamic whole, and the impacts of one component on the other must be analyzed in order to assess these educational processes and attain performance. One of the most important aspects to consider when determining the optimum impact is how the topic is delivered. Teaching is more than just providing subjects or lessons; it is an art that incorporates the learner in the teaching-learning process and allows them to actively participate in it. As a result, the student must make use of resources that will assist them in participating while also taking into account their unique qualities<sup>11</sup>. The role of media in today's modern and technology driven society is growing by the day. There have been far-reaching changes in many sectors, including the educational sector, as a result of technological advances. People's thinking patterns have shifted dramatically as a result of media use. It has provided them with a fantastic platform on which to show themselves to the rest of the world and contribute in their own unique way to the changing global landscape. It has also contributed to the shrinking of the world's population. The media is a form of support for individuals all around the world, shaping their attitudes, opinions, and behaviors; It also assists people in learning about various religions, locations, and significant things to do in the past and future.

The impact of media use on perceived academic performance of student is increasingly considered and debated among education scholars. Some of the mentioned influence by various studies found that the use of different types of media in the educational process could help educators to apply the inquiry-based approach and encourage the collaboration between the instructor and the students, thereby encourage engagement<sup>12</sup>. Also important is the potential of these forms of media especially print and social media for encouraging independent self-directed learning as well as encouraging students' as active producers of knowledge, which once again

is commonly regarded as a positive affordance for media. Other studies conducted indicated; enhanced self-esteem as well as the development of identity and peer relationships, relationship building and maintenance, higher life satisfaction, social trust, civic engagement, and political participation, student engagement, as well as perceptions of social and academic integration, and perceptions of social support<sup>13,14</sup>. Although a very large number of students exists that uses various types of media, such as print and social media, that focuses on academic achievement, this might not be the case for university students; even though the majority of students are active users of media types as mentioned above, yet majority of them do not use it for academic purposes.<sup>15</sup> Some of the researchers emphasize that the affordances of media might have severe negative consequences on “media addicts.” This is seen to occur when the usage grab the total attention and concentration of the students and divert them towards non educational, unethical, and inappropriate actions such as useless and unnecessary chatting, time killing activities by random searching and self-gratification at different times.

A channel, medium, utility, device, or instrument employed in the mass communication process is referred to as media<sup>16</sup>. This term is a truncation of method of communication, and it refers to the organized means of disseminating facts, opinions, amusement, and other information<sup>17</sup>. Those communication means based on electronic or electromechanical means of production, as opposed to print media, can be classified as media in a broader sense. Print media, electronic media, and cyber media are all included. Printed media includes newspapers, periodicals, books, pamphlets, billboards, and other technical tools that use the sense of sight to convey a message. Radio and recorded programs employ the sense of hearing, but television shows, motion pictures, and video recordings use both the senses of hearing and

vision<sup>18</sup>. In the meantime, online media (also known as cyber media) is a type of internet-based mass media. The media is an important source of information, particularly in the areas of news, education, entertainment, fashion, and trends. It's also a means of communication, whether it's on a local, national, or worldwide level. Television and radio (cable, network and satellite, film and video), print (newspapers, magazines, and direct mail), and electronic media are all examples of different sorts of media (E-mail, social media and the web). Advertisements, images, clippings, and film slides are all examples of prominent media that educate. Students can study and be entertained through the media<sup>19</sup>. It has been in charge of a number of processes and activities, including the dissemination of information and news to readers, experts from nearly every major sphere of life, such as education, medicine, the environment, economists, and religious scholars, use the media.

In this regard, it has been found that the media has had the biggest impact on students' performance, as they are employed in both print and non-print media during the teaching and learning process. Media use in academic settings helps students to participate in and generate very complete and detailed learning through communication, critical thinking, and cooperation through fostering communication among stakeholders within the educational environment and assisting in learning<sup>20</sup>.

Additionally, it is a useful tool for performing research and discussing personal academic interests, and it may be used to form academic groups and improve e-textbook functionality by connecting students with collective ideas for collaborative work. Print media, in particular, is a significant learning instrument. This includes textbooks for all disciplines taught in schools, as well as novels, periodicals, and newspapers that provide information and enjoyment in many areas of life<sup>21</sup>. As a

result, children can interact to receive information and entertainment while also improving their reading skills. This is due to the numerous items given in print media having already motivated them. By implication, information obtained from print media provides a source of energy to individuals who are exposed to it because it aids in intra and interpersonal relationships, as well as overall life adjustment.

By definition, there is a direct positive association between media use and university student academic achievement. Media forms are required for the various activities of the school program as well as extracurricular activities in order to achieve the educational goals of the school and the school system. The darker side of technology growth, on the other hand, has resulted in difficulties such as the loss of real life values, particularly among students, who make up the bulk of users communicating through this media type. Furthermore, with so many social media platforms available on the internet, students may be tempted to forego their academic ambitions in favor of talking with friends online. Time that should have been spent learning, doing academic research, and innovating has been squandered by the need to make new acquaintances online, and most of the time spent discussing unimportant matters. As a result, most students' academic performance suffers as a result of distraction from various forms of media.

The younger generation's rapid adoption of social media can be linked to their up-to-date knowledge of and comfort with the latest technology, as well as the easy accessibility to these social networking platforms<sup>22</sup>. This social media obsession has spread to universities and post-secondary institutions, which are unable to stay unbiased in the face of quickly evolving technologies<sup>23</sup>. Taking into account how social media has become ingrained in the culture of the younger generation, post-

secondary institutions have found a way to use it as a means of communication between the institution's administration and students<sup>24</sup>. Furthermore, most universities now have an official page or group on one of the social media networks where students, professors, and other university personnel can interact. Many universities have even created their own social media networks to assist incoming students in socializing and connecting with faculty, staff, and alumni, as well as establishing a sense of belonging to the institution. Using social media networks in such a way helps in facilitating the process of learning, knowing more about campus facilities, activities and events especially for the freshman students, and ultimately adjusting to university life<sup>25</sup>.

In view of the above discussion, this study therefore seeks to investigate the influence of media use on perceived academic performance of students in public universities in Osun State, Nigeria.

## **1.2 Statement of the problem**

Perceived academic performance is vital in determining an individual's placement in academic institutions or workplace. Students in universities are involved in studying to increase specific skills, capabilities, social network that may be beneficial in lifetime. Students with high performance are expected to score high grades in class attendance, test and examinations and their cumulative grade point average (CGPA).

However, preliminary investigation and the literature have revealed that student academic performance is dropping in public universities, with the majority of students performing below expectations during their studies. This is evidenced by poor performance in continuous assessment, examinations, and low Grade Point Average (GPA) in courses of study in these institutions. Thus has resulted in poor graduate quality, increased retention, and reduced graduation rates. If care is not taken to

improve academic performance of public universities in Osun State, it might contribute to economic depression.

Factors like media use have been identified to be militating against the perceived academic performance of students. Despite the fact that the media has helped significantly to students perceived academic performance, the media still has some indirect detrimental consequences. Several of these negative flaws include inducing lethargy in students since some platform, such as the internet; appear to give students with ready-made resources or information. As a result, they are less likely to read since they rely on the media and spend more time consuming media information rather than learning. Furthermore, some media platforms can expose students to sensitive themes, which can have psychological consequences and hinder academic achievement. Previous media study has yielded mixed findings, with some studies indicating a harmful impact of media, particularly social media, and others indicating intriguing opportunities for participation.

Despite the fact that numerous studies examining the impact of media on students' perceived academic performance in public universities have identified inappropriate use of social media as one of the variables, no research has been conducted on the role of media, specifically print and social media, in students' academic performance in public universities in Nigeria's south western region. As a result, the study's goal is to look into the impact of the media on students' perceived academic performance in public universities in Osun State, Nigeria.

### **1.3 Aim and Objectives of the Study**

The aim of this study is to examine the influence of media use on the perceived academic performance of students in Public Universities in Osun State. The specific objectives are to:

1. examine the perceived academic performance of undergraduate students in public universities in Osun State, Nigeria
2. identify the prominent print media used by undergraduate students in public universities in Osun State, Nigeria
3. investigate the prominent social media used by undergraduate students in public universities in Osun State, Nigeria.
4. examine the influence of print media use on perceived academic performance of undergraduate students in public universities in Osun state
5. investigate the influence of social media use on perceived academic performance of undergraduate students in public universities in Osun state
6. investigate the combined influence of print media and social media use on perceived academic performance in public Universities in Osun State, Nigeria

### **1.4 Research Questions**

1. What is the level of perceived academic performance by students in Public Universities in Osun State, Nigeria?
2. What are the prominent print media used by students in Public Universities in Osun State, Nigeria?
3. What are the prominent social media used by students in Public Universities in Osun State, Nigeria?

## **1.5 Hypotheses**

H<sub>01</sub> - There is no significant influence of social media use on perceived academic performance of students in public Universities in Osun State, Nigeria

H<sub>02</sub> - There is no significant influence of print media use on perceived academic performance of students in public Universities in Osun State, Nigeria.

H<sub>03</sub> - There is no significant combined influence of media use (social and print media) on the perceived academic performance of students in public Universities in Osun State, Nigeria.

## **1.6 Significance of the Study**

This study will be relevant and valuable to the institution's management, educational authorities involved in policy formation, development, and implementation, academic researchers, and students after it is completed.

It will provide useful information to institution management on how to put rules and regulations in place to improve the effective use of media, as well as to teachers who are the curriculum implementers on the importance of acquiring and using various forms of media resources for proper academic achievement. This research will be useful to education stakeholders and administrators at public and private tertiary institutions because it will provide recommendations for revising their plans and activities in the quest to manage and formulate strategies to counter the negative effects of media use on students in higher education.

The study will also add to literature for future academics who may wish to do additional research on relevant themes. Finally, the outcomes of the study will benefit the broader public in terms of increased knowledge and comprehension of the media's

influence on students. The study will inform public university students that, in addition to the benefits of media in the form of print and social media, using it more than is necessary can harm their perceived academic performance. It will also help the students comprehend the many forms of media and how they connect to academic pursuits. The findings of the study may provide vital information to parents by educating them on the importance of advising and directing their children on media use in connection to academic learning.

### **1.7 Scope of the Study**

This study focus on examining the influence of media use on perceived academic performance of students in public universities in Osun State, Nigeria. The perceived academic performance is measured by self efficacy, learning behavior and academic attitude and media use is concerned with print and social media. The respondents of this study are undergraduate students of 300 level of the selected public universities in Osun State, Nigeria which include, Obafemi Awolowo University, Ile-Ife and Osun State University, Ikire. The researcher considered 300level students because the students are in their penultimate years and was able to get more facts with their years of experience in the University.

### **1.8 Limitations to the Study**

This research work is not without limitations. One is the choice of using only students of Public Universities in Osun State of Nigeria. Although, they are participants of interest for the study; the use of undergraduate students from other locations especially other regions of our country may be efficient. The researcher also encountered difficulties accessing the students because of their absence in many of the lecture theatres as a result of the precautions on Covid 19 by the institution, thus

making so much demand on the finances and time of the researcher. Nevertheless, the limitation encountered has not affected the originality of this study in any way.

### **1.9 Operational Definition of Terms**

**Perceived Academic Performance:** The outcomes of the teaching and learning process in terms of knowledge and skills in students acquired from the selected Universities in Osun State Nigeria

**Self-efficacy:** this is a concept whereby an individual such as students who believe in his or her capacity to execute behaviors necessary to produce specific performance attainments in the selected Universities in Osun State, Nigeria

**Learning Behavior:** learned actions that enable students to access learning and interact with others productively in the selected Universities in Osun State, Nigeria

**Academic Attitude:** this has to do with learning to trust your own critical abilities and being assessed on your performance in the selected Universities in Osun State, Nigeria.

**Media use:** it refers to the communication outlets or tools used to store and deliver information or data in the selected Universities in Osun State, Nigeria. They include:

**Social Media:** Which are forms of electronic communication that facilitate interactive base on certain interests. Among which are web and mobile technology used in the selected Universities in Osun State, Nigeria

**Print media:** That includes textbooks in all subjects, as well as novels, magazines and newspapers which offers information and entertainments in the selected Universities in Osun State, Nigeria

**Undergraduate Students:** Someone who is studying or who is interested in a particular subject in the selected Universities in Osun State, Nigeria

**Academic:** It is concerned with studying from books as opposed by a practical work in the selected Universities in Osun State, Nigeria

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## Endnotes

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## **Chapter Two**

### **Review of Related Literature**

This chapter will review the literature relevant to this study. The theories relevant to the study area will also be reviewed. The chapter will dwell on the concept and empirical studies that discuss the link between media and perceived academic performance in the selected tertiary institutions. This chapter is organized as follows;

#### **2.1 Conceptual Review**

2.1.1 Concept of Perceived Academic Performance

2.1.2 Concept of Media Use

#### **2.2 Theoretical Review and Framework**

2.2.1 Motivational system theory

2.2.1 Media Effect Theory

2.2.3 Uses and Gratification Theory

#### **2.3 Review of Empirical Studies**

2.3.1 Media Use and Perceived Academic Performance

2.4 Conceptual Framework

2.5 Summary of Gaps in Literature

Endnotes

#### **2.1 Conceptual Review**

Considering the variable to be discussed in this study, the review will be discussed in line with the existing literatures in order to widen the understanding of these variables.

To this end, each variable will be reviewed with their definitions, types and

significance. The following variables to be discussed are: Print Media (kind of print media, frequency of use and tendency to practice what is read), social media (access to the internet, nature of social media site and rate of use) and Perceived Academic Performance (self-efficacy, learning behavior and academic attitude).

### **2.1.1 Concept of Perceived Academic Performance**

The degree to which a person has achieved specified goals that were the focus of activities in instructional environments, specifically in school, college, and university, is represented by the complexity of academic achievement<sup>1</sup>. Most school systems set performance goals that span numerous subject areas or involve the development of information and comprehension in a single intellectual domain. As a result, academic achievement should be viewed as a multidimensional construct that encompasses several learning areas. It's also known as school preparation, academic accomplishment, and school performance, although the differences between the ideas are mostly explained by semantics because they're used interchangeably. Perceived Academic performance should be used in university populations, and school performance in traditional and alternative basic education populations, according to convention.

Because perceived academic performance is such a large topic that encompasses a wide range of educational outcomes, the definition of perceived academic performance is determined by the indicators used to quantify it. There are very general indicators such as procedural and declarative knowledge acquired in an educational system, more curricular-based criteria such as grades or performance on an educational performance test, and cumulative indicators of perceived academic performance such as educational degrees and certificates among the many criteria that

define perceived academic performance. All of the criteria have one thing in common: they all represent intellectual pursuits and hence, in some way, reflect a person's intellectual capacity. Perceived academic performance, according to several authors, is the product of learning, which is prompted by the teacher's teaching activity and created by the student. The following are only a few examples, as there are many different meanings.

A person's apparent show of understanding, concepts, abilities, ideas, and knowledge can be classified as perceived academic performance<sup>2</sup>. It also refers to how students approach their studies and how they cope with or complete various duties assigned by their lecturers throughout the course of a set period of time or academic year<sup>3</sup>. Perceived academic performance can be defined as the learning outcomes, which comprise the knowledge, abilities, and ideas acquired and obtained during their course of study both inside and outside of the classroom as a consequence of determination and hard effort in academic pursuit<sup>4</sup>. Perceived Academic performance, on the other hand, is defined as one's performance in school-related disciplines, which determines one's standing in the class and allows students to hone their skills, improve their grades, and prepare for future academic challenges<sup>5</sup>.

Perceived Academic performance among students is a multifaceted entity with three dimensions: student attributes, teacher/lecturer competence, and academic environment. The students' characteristics component is concerned with how students approach their studies and how they deal with or complete various tasks assigned by their teachers. The intelligence and personality of students are the determinants of this component<sup>6</sup>. Academic achievement is enhanced by students' capacity to study and remember facts, as well as their ability to convey their knowledge vocally or in

writing. It is intricately related to human growth and cognitive, emotional, social, and physical development as a multidimensional construct; it reflects the whole child; it is not limited to a single instance, but occurs over time and levels, from a student's school years to post-school years and working life. Perceived Academic performance refers to a student's ability to complete tasks and studies. Perceived Academic performance serves the aim of achieving an educational goal, which is learning.

Perceived academic performance of a student can be defined as the observable and measurable behavior of a student in a given setting in educational research. For example, a student's academic achievement in a given course may comprise observable and measurable behavior at any point during the course. It also includes his scores from a teacher-created test taken at any given moment. As a result, academic achievement in a research can be equated with observable behavior or the anticipation of accomplishing a given statement of or expression of educational aim. Students' perceived academic performance comprises of results collected through teacher-created tests, first-term exams, mid-semester exams, and so on. In truth, quantifying the psychological and psychosocial processes of learning and development has always been tough; but, when the desired end is uncertain, the assessment becomes even more problematic. In general, perceived academic performance is thought to be an amorphous notion that encompasses a wide range of educational outcomes, from degree attainment to moral development. It is only to the disadvantage of society's well-being that the moral side of academic accomplishment is undervalued<sup>7</sup>.

There are various components of the complex unit known as performance in this regard. They are school-sponsored learning processes that include the transition of

one state into another, and they are accomplished through the integration of cognitive and structural aspects in a separate unit. Circumstances, organic, and environmental variables all influence performance, as do skills and experiences. Intellectual level, personality, motivation, abilities, interests, study habits, self-esteem, and the teacher-student connection all have a role in perceived academic performance. Diverging performance happens when there is a discrepancy between perceived academic performance and the student's predicted performance. An unsatisfactory academic performance is one that falls short of expectations. It's possible that it has something to do with the instructional methods<sup>8</sup>. Approaches to the study of learning and performance have been divided into two categories; Quantitative (behavioral and cognitive) and qualitative research methods are used. There are two descriptive lines within the qualitative orientation: styles and learning methodologies. The latter is part of the information processing paradigm, but takes a different phenomenological approach.

In terms of performance, learning approaches have a tendency to predispose people to learn in a certain way. This makes them similar to learning styles, which are specific and typically constant methods of information processing. Learning styles are universal and consistent predispositions that respond to a subject's trend. They stem from a person's inclination to use the same method in different contexts, regardless of the task's special requirements. Approaches, on the other hand, are more adaptable than styles since they modify according to the situation and needs, employing the appropriate techniques to attain the more precise or specific aims<sup>9</sup>. Some academics have identified certain learning strategies as major drivers of academic success. When addressing a given activity at a specific time, a learning approach represents the combination of an objective and a strategy.

In this case, the student stands a good chance of achieving a high grade in his or her studies. Furthermore, learning techniques are not a fixed feature of the student, i.e., they are not an immutable personal trait; rather, depending on the academic work, the student can adopt either a surface or a deep learning strategy. To put it another way, learning strategies are based on both the particular qualities of pupils and the teaching setting. As a result, a learning method is utilized to define the nature of the student-context-task interaction<sup>10</sup>. A methodical strategy is taken. It is founded on a natural desire to succeed; the student is enthusiastic about the subject, and learning is personal to him or her. To gain insight and satisfy a personal curiosity, strategies are employed. In terms of processes, the student engages with the learning content, connects ideas to past knowledge and experience, organizes ideas using organizing principles, connects evidence to discoveries, and evaluates the logic of the arguments utilized. In terms of outcomes, well-integrated core ideas and facts provide a deep level of understanding. Students that take a holistic approach to learning frequently do well in school. However, a purely deep strategy may not be as effective as a mostly deep approach in terms of accomplishment. As a result, pupils who use the first one create their own goals and attempt to reach them in their own unique way. If it turns out that these aren't academic aims, the student appears to be doing something wrong in every meaning of the word, no matter how rewarding studying can be from his or her perspective.

Approach from the outside. It is based on extrinsic motivation, in which the learner seeks to "accomplish something" in order to avoid failure. The student intends to reproduce in order to meet the evaluation standards. In rote learning, strategies are employed. Because the procedures are geared toward rote learning through repetition, facts and ideas are hardly connected. The student passively takes ideas and

information while focusing solely on a test or exam. As a result, rote memorization occurs, without identifying principles or rules, and a level of understanding that is either zero or superficial. These pupils are performing poorly in terms of the objectives, and they are considering quitting school early. As a result, learning techniques are the learning strategies that a student employs when completing an academic task. These processes are influenced by both perceptions of the work and personal qualities<sup>8</sup>. Although the significance of students' academic performance is rarely questioned, achieving consensus on how to assess it has proven difficult. Academic performance in students is a complex construct, according to experts, with three dimensions: student traits, teacher/lecturer competence, and academic environment. The students' characteristics component is concerned with how students approach their studies and how they deal with or complete various tasks assigned by their teachers. The intelligence, personality, and socioeconomic level of students are the determinants of this component. Academic achievement is enhanced by students' capacity to study and remember facts, as well as their ability to convey their knowledge vocally or in writing.

Policymakers, measurement specialists, and educators continue to disagree about how to quantify kids' academic success. Report card grades, grade point averages, standardized test scores, teacher ratings, other cognitive test scores, grade retention, and dropout rates have all been used by researchers to assess a student's academic success. Other measurements, on the other hand, are based on a student's academic achievement, or the degree to which a student can complete a certain class/course work in a school setting. Students' academic achievement in any of the disciplines provided in schools can be measured by administering a performance test. The term "performance test" refers to a mental test in which the subject is required to do

something rather than say something. Students' perceived academic performance also assesses the aspects of behavior that may be observed over time, which can be collected via either a teacher-created test or a standardized achievement test prepared for certain school topics<sup>9</sup>. Academic success in school is evaluated in a variety of ways, in general. Students demonstrate their knowledge through taking written and oral tests, giving presentations, submitting assignments, and engaging in class activities and discussions for regular grading students. Teachers use assignments, tests, and examinations to assess how well a student has performed. The exam and a few other important factors determine whether or not a student's academic achievement is up to par.

The Grade Point Average is used by Nigerian tertiary institutions and most other countries to assess perceived academic performance. Exams or continuous assessment are often used to assess academic achievement, but there is no consensus on how best to test it or which components are most important: procedural knowledge such as skills or declarative information such as facts<sup>11</sup>. When it comes to common criteria, the operative measurement of perceived academic performance at the university level is the grades that lecturers assign students after they complete some type of evaluation system, most notably the oral, written, or practical test that students take throughout the school year. Performance evaluation determines how successfully pupils have met their educational objectives. This is because schools are designed to convey knowledge and skills to people who attend them, with the goal of improving academic achievement at the forefront.

Perceived Academic performance is one of the most extensively utilized constructs in educational research and assessment within higher education, despite, and maybe

because of, its nebulous nature<sup>12</sup>. Indeed, despite being perhaps the most researched outcome in education, measuring an amorphous concept like perceived academic performance is difficult because there is no complete presentation of empiric instruments available to educational researchers seeking to measure various aspects of perceived academic performance. The following instruments, on the other hand, could be used to assess perceived academic performance: academic success; achievement of learning objectives; development of skills and competences; professional success; and persistence. academic accomplishment, in their opinion, can be proxied by students' self efficacy, learning behavior, and academic attitude. The fact that there is no other widely accepted or verifiable index for assessing a student's intellectual competence or development supports this viewpoint. At the course, program, and institutional levels, learning objectives and the acquisition of skills and competencies can be assessed. At the course level, the major means of quantifying these things are assignments and course evaluations. In certain fields, such as teaching or engineering accreditation, programmatic evaluation takes the form of a curricular capstone or, in some cases, an autonomous professional institution. The measurement of achieving learning objectives and the acquisition of skills and competences have a lot in common. Career success can be measured in two different ways: extrinsic and intrinsic measurements. Promotion histories and annual performance ratings are examples of extrinsic metrics of career success, whereas professional goal achievement is an intrinsic measure of career success. Participants' perceptions of having had the opportunity to develop potential, realize objectives, improve job alternatives, and raise self-satisfaction were used to gauge intrinsic measures.

Persistence can also be quantified using two key instruments, according to the literature: retention between specific years of college — most typically between the first and second years — and degree achievement rates. The significance of academic success is rarely disputed, but the elements that influence and mediate it have remained difficult<sup>13</sup>. In reality, there are likely to be some interactions among the numerous predictors of academic achievement, and so the effect of one factor on perceived academic performance may be indirectly mirrored through others. As a result, the studies reviewed back up the idea that student perceived academic performance is influenced by a variety of circumstances. Students' effort/perseverance, academic ambition, previous grades<sup>14</sup>, parents' education, and parents' academic ambition for their children, sex of the child, age of student, peer influence, and personal effort, academic ambition<sup>15</sup> are all factors that have a significant impact on students' perceived academic performance, according to research. A number of researches have been carried out in order to establish the factors that influence academic achievement. Various elements have been researched and proven to have direct or indirect influence on the performance of pupils. Students come from a variety of socio-cultural origins, live in a variety of locations, and have a variety of experiences as they engage with the environment. As a result, factors affecting academic achievement in one area may differ from those affecting performance in another. The following sections go over each of the factors: Characteristics of Students: Perceived academic performance is influenced by students' attitudes, languages used, and motivation. Lateness and absenteeism have a detrimental impact on performance. The teacher's use of participation pedagogy determines the degree to which pupils are able to work together and display curiosity and autonomy. The extent to which students display responsibility to one another and the community is

determined by the expected outcomes. People's motivation patterns mirror their cultural surroundings, including family and school, according to extensive studies on performance motivation<sup>16</sup>. Discipline is another aspect of a student's personality that influences their performance. The order and pleasant demeanor convey the importance of the mission<sup>17</sup>. By adolescence, the link between indiscipline and poor performance has become increasingly obvious. Improved academic performance is associated with a decrease in the prevalence of behavioral issues. In order for a school to achieve its goals, all members of the educational institution must follow certain behavioral patterns. Furthermore, self-efficacy is a key student predictor of perceived academic performance when students have a strong belief in their own abilities to do well and produce good exam results. Academic achievement is generally correlated with a student's attitude while studying. When students are overconfident with their effort during study, their self-efficacy is inversely associated to academic success<sup>22</sup>.

Exam Performance of Students: In general, self-efficacy, learning behavior, and academic attitude have been found to be the most popular and reliable predictors of a student's perceived academic performance. The use of GPA to measure student performance is important because its main focus was on student performance for a specific semester<sup>18</sup>. Since they are evaluating performance for a given subject or year, several other researchers used test results or previous year outcomes. 19

Environmental Factors in the Home: Parents' interests and aspirations for their children's education are the most important factors impacting performance in the home environment. Children develop psychological stability as a result of their parents' favorable attitudes and moral support. It is undeniable that psychological values have an impact on a student's academic achievement. When compared to those who are not encouraged, children who are supported in their work by their parents

appear to have an edge in terms of relatively high scores between the ages of 8 and 11. This interest is linked to the parents' socioeconomic and cultural standing, as well as their educational degree to a great extent<sup>23</sup>.

Poverty also has a negative impact on performance. Due to these issues, a student who cannot afford basic needs such as food, clean water, clothing, decent housing, and sanitation will be unable to concentrate on their academics. Poor parents send their children to school at a later age or do not send their children to school at all. It also indicated that, despite the fact that the long-term material benefits of education outweigh the expenditures, low-income parents are unable to keep their children in school full-time due to school fee issues. Better educated parents, on the other hand, send their children to private schools and create a positive home atmosphere.

Teacher-Related Factors: Good education necessitates good teachers. Highly qualified teachers are the best at assisting their students in learning since they have a thorough understanding of both subject matter and pedagogy. Teachers' preparation before starting employment varies a lot, especially in developing nations. Differences in instruction effect performance, and schools with the most qualified instructors tended to be the most successful in examinations. Many teachers, on the other hand, lack the knowledge to design effective pedagogical material, effective teaching techniques, and valid and reliable tests; as a result, students' scores on teacher-created tests frequently do not accurately reflect topic understanding. A teacher who lacks both academic and professional teacher qualifications will surely have a negative impact on his or her subject's teaching and learning. He went on to say that a teacher who is academically and professionally trained but works under poor working conditions is less committed to his or her job<sup>20,21</sup>. Furthermore, the working conditions of teachers have an impact on their performance. Teachers with low status and morale are a

common occurrence. This frequently results in decreased productivity. Teachers' attitudes toward their work, students, classroom management, and interactions with students have a significant impact on students' academic progress. Teachers will be unsatisfied with their jobs if they believe they are working considerably harder than others with equivalent qualifications in other areas of the economy yet are earning less pay. This lack of desire and professional commitment results in poor attendance and an unprofessional attitude, both of which have an impact on the student's performance. Transportation and housing issues make it difficult for teachers to get to school on time and stay until the end of the school day. Teachers are sometimes obliged to work other jobs to supplement their income, which can take away from the time and energy they spend in the classroom. When teachers are present, pupils learn when they engage them in instructional activities rather than administrative or other non-instructional processes<sup>22</sup>.

As a result, another teacher-related element that influences performance is inspection and monitoring. Teachers are inspected and supervised in order to help them enhance their pedagogical effectiveness and productivity. Instructional supervision is concerned with the learning of the student or pupil in the classroom, as well as improving the performance of the teachers in the classroom. Furthermore, in order to maximize the potential of teachers, newer and better supervisory strategies must be developed and used through study. Clinical supervision is a type of instructional supervision that incorporates face-to-face interaction between the supervisor and the instructor in the study of teaching behaviors and activities for instructional improvement. Many instructors, on the other hand, are not monitored on a regular basis, and those who are frequently observed report that they do not receive helpful or trustworthy feedback on their work<sup>23</sup>.

Environmental Factors in the School: Learning Resources One of the most important school environmental aspects that influences performance is facilities. Classrooms, halls, desks, chairs, tables, labs, and libraries are among the learning facilities. Pupils' performance is enhanced by facilities that help them meet their basic needs. For example, students cannot concentrate on their studies if there are no window panes in the classrooms or if the roofs are leaking. Rapid enrolment, along with a high social need for education, has exacerbated the lack of infrastructure. The achievement of high-achieving kids is linked to small class sizes. Overcrowding results from a lack of classrooms which leads to low performance. As a result, the availability of teaching and learning resources, as well as the creative use of a range of media, increases the likelihood that students will learn more, remember more of what they learn, and improve their performance on skills learned. The availability or lack of instructional resources has a direct impact on the quality of education that students get.

Learning style or skills where students mostly apply appropriate strategies to acquire new material knowledge that help them further understand the topic and these strategies have proven to be effective during their learning have a significant relationship with perceived academic performance in relation to the availability of learning facilities. Learning styles can be defined as the way students approach their studies by observing their surroundings and adapting to the job at hand to get a desirable final result<sup>24</sup>. Studies have confirmed that how students approach their exams has an impact on their exam scores. The study also found that there is a link between how students approach their learning technique and whether they are more likely to be hardworking or prefer to study smart. Because of its effectiveness, student study planning and strategy have been the greatest alternative for top-scoring students

to study. Time squandering, on the other hand, has been the most defining distinction that has caused students to struggle before the final exam<sup>25</sup>. As a result, good learning skills are a major issue in order to avoid further declines in student performance. As a result, schools that complete their syllabi on time have performed better than those that do not. Due to a shortage of professors, syllabi are not completed on time, resulting in poor performance. Finally, the teacher-to-student ratio appears to have an impact on perceived academic performance as a predictor of the school environment.

Academic achievements and activities, views of coping techniques and positive attributions, and background variables were all linked to students' perceived academic performance. Students have a difficult time cultivating positive study attitudes and practices. Guidance is a factor that influences a student's study attitudes and habits, and it is directly related to academic achievement. Students who are well-guided by their parents have done well on their tests. The advice given by lecturers, teachers, and course advisers has an impact on student achievement. The children's performance is indirectly influenced by parental and teacher direction<sup>26</sup>. Students' academic success is said to be influenced by a number of things. As grades points have become the most predictive factors of school performance and thus serve as the primary indicator of academic success, the dark side of media and technological advancement has resulted in dilemmas such as the loss of real life values, particularly among students who make up the majority of social media users. As new technologies compel quick convergence of old communication methods with creative ones, media influences on students that have an impact on their academic achievement are unlikely to diminish. This is clear since the constant innovation of communication has complicated any attempt to regulate information that filters to an undefined audience. Because children learn about the world through print and social media, the media has

had the largest impact on their academic achievement. By implication, media material provides a source of energy to those who are exposed to it because it aids in intra and interpersonal relationships, as well as overall life adjustment. Newspapers, periodicals, and books are examples of print media agencies. Language is what connects various media to their audience, and their ability to comprehend information is determined by their reading ability. Furthermore, with so many social media options available on the Internet, children may be tempted to forego homework and reading time in favor of virtual gaming, YouTube clips, Instagram images, and blogging with friends<sup>27</sup>.

### **2.1.2 Concept of Media**

The usage of media has resulted in a significant shift in how people think. It has created a fantastic platform for people to exhibit themselves to the world and contribute in their own unique way to the changing global landscape. It has also contributed to the shrinking of the world's population. Media is a form of support for people all over the world, shaping their attitudes and opinions, and allowing them to learn about different religions, places, and significant things to do in the past and future. This is due to the fact that media is employed as a communication tool to transmit knowledge and information to the rest of the world, either directly or indirectly. The phenomenon of globalization, or the endless world, is an unavoidable consequence of the world's modernity. Globalization, whether it is or is not a commonplace of life, has the ability to shape human civilization. The media, as well as the universe of communication technology, is a tool used to deliver information to the public. Due to significant advancements in various fields of information technology, media, and communication systems, the vast world has recently been transformed into a small village known as the "Small and Global Village of the World," in which globalization of mind, education, economy, and culture has brought

all human beings from all over the world closer and together. A channel, medium, utility, device, or instrument employed in the communication process is referred to as media<sup>28</sup>. Furthermore, the term "media" refers to the channels via which information, entertainment, education, data, and promotional messages are delivered<sup>29</sup>. Another study found that media can have a substantial impact on socioeconomic and political growth. It has the potential to improve access to information, drive positive changes in individual behaviors, and stimulate social change in areas such as health, agriculture, and education<sup>30</sup>.

As a result, media can be defined as all media technologies that use mass communication to reach a broad audience. They are messages disseminated to a large number of individuals using a mass medium. In a similar vein, media is the primary means of communication when viewed as a whole. It is critical for the spread of knowledge and for the intellectual, moral, and social development of individuals.

Interpersonal communication media, which include text, images, voice, music, animation, and video, are grouped into three groups as a medium of communication. Second, there are storage medium such as books and papers, cameras, recorders, and projectors, as well as video recording equipment. Then there are transmission media, which include communication, broadcasting, and network media<sup>31</sup>.

The media is a key source of information, particularly in the areas of news, education, entertainment, and fashion. It's also a means of communication, whether it's on a local, national, or worldwide level. Television (cable, network, and satellite), radio, cinema, and video, print (newspapers, magazines, and direct mail), and electronic media are all examples of different sorts of media (E-mail, social media and the web). Advertisements, images, clippings, and film slides are all examples of prominent

media that educate. Grouping the media into print and electronic media is an easy approach to categorize them. Print media include books, newspapers, and magazines, all of which are based on the printed word. Electronic media, on the other hand, includes all forms of mass media that use electronic power to communicate with their audiences, such as radio and television, recordings, films, the internet, and the explosion of digital communication technologies in the twentieth and twenty-first centuries. The following are the classifications: print, pamphlet, and newspaper, the radio, watching television, use of social media. As a result, the media serve as a conduit between objective social reality and individual experience. The cultivation and manipulation of "false needs" for entertainment, relaxation, information, and new products for consumption allow perpetuating a form of tyranny that does not rely on terror.

Various sorts of media are used to channel a variety of social and cultural services. The media is a variety of social, cultural, personality development, and empowerment of individuals, whether positive or negative, in addition to an information medium for amusement and knowledge. However, the detrimental impact of the media, which includes both print and electronic media, is influencing trends and habits<sup>32</sup>. The impact of media development on development is both beneficial and harmful. As one of the effects of media influence on the system of value, attitudes, and behaviors of individuals, media plays a part in developing cultural homogeneity. The effect and impact of media can be evident on a local (individual) and large (society) scale, as well as the diffusion of specific influences sooner or later. The media is a tool that may be used to excite and affect the attitudes and behaviors of individuals and communities in all areas of life. It also aids in the formation of a nation's identity and culture, as well as its overall development. When the mass media can promote and

teach moral principles as examples of loving fellow citizens, respecting the rights of other communities, and evaluating a high moral, it is regarded to play a constructive influence. The media, as a medium for disseminating information, is one of the most powerful social factors in moulding a society's attitudes and social standards. The media can set a good example for improving societal behavior. The negative effects of the media can influence a community's negative mentality.

People's lives are heavily influenced by the media. The media has the ability to change and modify human mind and behavior. It has been described as having its own social role and function in society, which includes functions such as social surveillance, interpretation, transition, and amusement. It also acts as a platform for critiquing society's rulers and guardians, as well as the space or link that connects groups. Print and electronic media are the most frequently used forms of mass media by people of all ages<sup>33</sup>. In this area, students are exposed to many forms of media in order to broaden their knowledge in this area, which includes, among other things, the ability to grasp and use any type of communication effectively and efficiently. As a field of study, media serves as a tool for them to improve their performance as well as their communication abilities and capabilities. The media's expanding influence may represent an underutilized resource that may be used to help tertiary institutions enhance their educational achievements. The efficacy of print media and social media as adjuncts to the official educational system has been investigated in studies. Children may have more opportunities to absorb information, read, and improve their cognitive skills if they have regular access to the use of mass media in school<sup>34</sup>.

### **2.1.3 Concept of Social Media**

Social media is a new phenomenon that has sparked a lot of interest from a variety of industries and disciplines, and social media research is progressing at a rapid speed. Various schools of thought have described social media based on the "color of their microscope lens." Furthermore, because social media is always changing, it is difficult to ascribe a fixed definition to it<sup>35</sup>. According to several studies, there is no universally accepted definition of social media<sup>36</sup>. Some researchers, on the other hand, have come up with their own definitions based on their unique perspectives.

The various kinds of online communication used by people to construct networks, groups, and collectives to share information, ideas, messages, and other materials have been termed as social media. 37 In this description, two things jump out: social media is online communication, and it relies on user-generated content. From this description, it's clear that social media can refer to a variety of things, including messaging apps like WhatsApp and Viber, profile-based platforms like Facebook and LinkedIn, video portals like YouTube, and email clients like Gmail. Furthermore, social media can be defined as a collection of Internet-based apps that are founded on the conceptual and technological foundations of Web 2.0 and allow for the creation and exchange of user-generated content. 38 According to another study, social media refers to a broad range of web-based and mobile services that enable users to engage in online exchanges, contribute user-generated content, and join online communities<sup>39</sup>.

As a result, it has been defined as a modern interactive communication channel that allows people to engage with one another and share ideas. Commonly shared experiences, images, messages, and information<sup>40</sup>. To summarize the definition, the compound phrase "social media" is broken down into its two components: "social" and "media." The "social" portion refers to actions that take place between people, while the "media" part refers to the Internet-enabled tools and technologies that are

used to carry out such activities. Traditional word-of-mouth networks are being supplemented by social media<sup>41</sup>. The nature of interpersonal contact is changing as a result of the expanding wave of technological innovation.

These new affordances are what allowed social media applications and dynamic engagement to become viable, allowing users to easily communicate with one another and exchange information and other vices. Because social media falls into several categories, it has been divided into subcategories: Wiki is a form of server software that allows users to edit or create content on a website. Wikis are a collection of interconnected web pages that use the hypertext system to store and alter information. Each page can hold data and can be readily seen, modified, and commented on by other users who have access to a web browser. A wiki's purpose is to encourage people to update wiki pages in a collaborative manner on a regular basis, to add new material, and to link pages together. When a wiki is used as part of a blended learning method, it can increase student involvement<sup>42</sup>. One of the most well-known advantages is that it is a free online encyclopedia that contributed to the transformation of the internet into a collaborative environment. A second sort of online forum or message board is an online forum or message board, where people can have dialogues in the form of posted messages. Unlike wikis, this form of forum normally does not enable members to modify other people's work; instead, they may only comment to or discuss it inside their own posts. Only forum administrators or moderators have the ability to edit. Furthermore, forums are only considered collaborative projects when they focus on the collaborative development of knowledge. Blogs: Blogs are a type of Web-based information sharing technology that works like an online journal, with unique date entries for each issue and the most recent comments displayed first in reverse chronological order. It is made up of text,

images, videos, discussion, and links to other websites, all of which have been supplied by people or groups of experts and amateurs. Word press and Live Journal are two popular blogging platforms. Although blogs were not designed with education in mind, they have shown to be beneficial in a variety of educational settings and as an authoring tool since they allow students to keep records and comment on each other's blogs, allowing classroom conversations to continue around the clock. Thus, positive interactions and academic achievements, as well as positive drive to learn from peers, are linked to engaging discussions in the form of blog comments<sup>43</sup>.

**Communities of Content:** Users can submit photos or movies and leave comments on other people's submissions in content communities. They enable users to organize, share, and comment on a variety of content, including photographs and videos. There are content communities for a variety of media kinds, including text (e.g., Book Crossing), videos (e.g., YouTube), and PowerPoint presentations (e.g., SlideShare) (e.g., Slide share). YouTube videos provide instant access to a wide range of performance styles, interpretive decisions, and visual clues that can be repeated and studied at will, making it a powerful learning tool that may be utilized to inform, display, and provide a venue for critical analysis and criticism.

**Sites for Social Networking:** Users can connect using this type of social media by creating personal information profiles, allowing friends and colleagues to view those profiles, and sending messages to one other. While Facebook remains the most popular social networking site with millions of users, numerous other platforms and apps have sizable followings. Facebook's user base has grown to encompass high school kids, business executives, and, eventually, everyone. Pinterest (a site where a user can “pin” the things he or she likes in a specific category to create a “board” to

group them all together, for example, future research ideas), Twitter, and Instagram (a site dedicated to taking pictures and allowing them to tell an entire story) allow members to instantly see a friend's creativity and can help the user brainstorm new ideas. Because social media provides a variety of options, a framework for studying the roles of social media has been developed.<sup>44</sup> As a result, the following are some of the primary functions of social media:

**Conversations:** Social media is a web-based technology that improves interactive interactions and affects how people communicate. Many social media platforms are built primarily to facilitate group and individual conversations. These discussions take place for a variety of reasons. People use Twitter, blogs, pings, and chat to meet new people who share their interests, to boost their self-esteem, and to stay on top of fresh ideas and trending subjects. Without having to miss a day of school, social media makes it simple to participate in discussions by answering questions or joining in on the topic.

**Sharing:** Social media technologies include a variety of tools and technologies, including media sharing sites, blogs, social bookmarking sites, virtual communities, social networking sites, and virtual worlds. These tools enable people to engage and exchange information and knowledge with friends and the general public in a variety of ways. The level to which people exchange, distribute, and receive content is referred to as sharing. The term "social" frequently suggests that interpersonal interactions are vital. Rich engagement between friends, such as sharing images and videos, can strengthen and maintain strong bonds that are a source of bonding social capital<sup>44</sup>.

**Relationships:** The relationships section shows how closely users are related to one another. They mean by 'relate,' that two or more users have some sort of connection that leads them to talk, share social objects, meet up, or just

identify each other as a friend or fan. By implication, the prevalence of social media provides a convenient interface for individuals to form some type of association.

Group: ability to build communities and sub-communities is represented by the groups functional block. The larger a network's community of friends, followers, and connections gets, the more "social" it becomes. For example, groups on Facebook and WhatsApp include administrators who maintain the group, accept applicants, and invite others to join. The direct impact of groups is simple to understand. Even if the number of possible contacts for each member is initially limited, it is reasonable to anticipate that a social media community would appreciate a mechanism to organize its members. In social media, groups are more than just a list of people. Mobile social media refers to the usage of social media in conjunction with mobile devices. Mobile social media refers to a collection of mobile applications that allow users to create and share user-generated content. When it comes to Internet use, mobile phones have become indistinguishable from personal computers thanks to the emergence of anytime, anywhere Wi-Fi and the widespread availability of free social media programs. The average amount of time individuals spend on the mobile web each day reflects the growing relevance of mobile social media. Mobile phones are portable, allowing users to access the Internet at any time and from any location. Furthermore, smart social network features such as reading feeds, location tracking, and status updates have sparked widespread use of social media on mobile phones<sup>45</sup>. Mobile social media varies from traditional social media in that it adds new aspects such as the user's current location and the time delay between sending and receiving messages. This set the stage for the differentiation of mobile social media. As a result, mobile social media can be classified along four distinct lines:

Space-timers: (location and time sensitive): This allows for the exchange of messages that are relevant to a certain location and time. In this area, Facebook and Messenger are examples. Space-locators (location sensitive): These exchange messages that are relevant to a single location and are tagged to that location. Transfer of traditional social media applications to mobile services to boost immediacy in a quick-time (time-sensitive) manner. This includes things like tweeting and updating your Facebook status.

There is still a lack of research into why students use social media. Nonetheless, it appears that the reason for which social media is used is broadening. A small number of research focused on a specific type of social media rather than the entire field. According to studies, students use social media to chat with friends, watch movies, discuss national problems such as politics, the economy, and religious matters, and for academic objectives that are specifically related to their academic or educational pursuit. Their social media activities range from discussing educational themes, specialized assignments, and communication, learning, and information exchange. Prospective students utilize social media for social contact and communication, identity and recognition, and education, according to another survey<sup>46</sup>. According to another study, students use social media via their mobile phone to access smart features available on social networks such as RSS feeds, location tagging, and status updates, which are among the popular uses of social networks on mobile phones that are not directly related to their educational pursuit; Others use it to communicate with friends, to let others know what is going on in their lives, to communicate with pals about classwork, to share news, and other topics that are unrelated to their academic aspirations. Another study found that using Facebook as a virtual classroom helped students improve communication with peers and professors, improve and expand

discussion with other students, and post announcements about lectures, exams, and other university events, all of which helped with task execution, educational process quality improvement, and expansion<sup>47</sup>. Another study found that on average, students utilize social media platforms like Facebook to obtain vital information from their peers and to create relationships, reducing the amount of time available for their academic endeavors<sup>48</sup>. Students, too, utilize social media for social goals, according to studies. Such social goals include using social media for enjoyment, information searching, and chatting with friends, as well as for the pleasure and fun they obtain from pornographic content and viewing movies. Creating activities that have no bearing on their academic goals<sup>49</sup>.

When looking at the research on gender and social media, there are varied results as to which gender spends more time on it. According to one school of thought, female students are substantially more likely than male students to utilize social media. The gender difference in computer and Internet use appears to have reduced to the point where it no longer exists<sup>50</sup>. As a result, studies have found that female students are more likely than male students to use social media in a variety of ways, but this gap has narrowed in recent years and is no longer statistically significant. Others, on the other hand, feel that in the early days of the Internet, more male students used it than female students.

In conclusion, gender differences in social media use suggest that female students and their male counterparts utilize social media in different ways, which could explain perceived academic performance inequalities. While male students interact to build and utilize social capital, female students manicure their relationships, which takes more time (that could be spent studying) than male students' goal-oriented approach. Females are more prone to conform to a majority opinion and are more relationship

oriented than males when it comes to the types of linkages between gender. Boys, on the other hand, are more likely to register an account simply to meet someone special or because they are already in a relationship with someone who has asked them to join. Male incentives are rooted on gratifications of social compensation, learning, and social identification<sup>51</sup>. In other words, ladies are more likely than males to utilize social media for relationship goals. Females' major motivations for using social networking sites, according to a study, are conversation, amusement, and passing the time. Females prefer person-to-person conversation online to men<sup>52</sup>, and they also tend to use social media platforms with dating aspects, such as Facebook, BBM, and WhatsApp, as opposed to men, who choose platforms with forums for exchanging business ideas or information, such as LinkedIn and Twitter. Previous research has found a negative association between age and social media adoption in numerous circumstances. When compared to young individuals, older adults have more negative impressions of new media and are more hesitant to accept them, according to these studies. As a result, aging can be an additional barrier to digital inclusion that transcends all geographical boundaries<sup>53</sup>. According to one survey, young adults are more inclined to adopt and use Internet-related technologies such as online chat rooms, Webcasting, social networking sites, blogs, content communities, and microblogging. Older users, on the other hand, have a different perspective on information-centric social media like wikis and blogs, using internet forums to provide a greater sense of togetherness. Indicating that young adults are far more likely than their older counterparts to be online, which can have an impact on perceived academic performance in one way or another<sup>54</sup>. While the preceding suggests that as people get older, they are less inclined to accept social media, Others argue that age and social

media experience have no impact on people's opinions of the internet and how they use it<sup>55</sup>.

Young people appear to be particularly vulnerable, with studies indicating that students' perceived academic performance suffers as they spend more time online. Some people also experience health problems as a result of a lack of sleep caused by the increasing amount of time they spend on the Internet, particularly late at night. There is a substantial age disparity in the type of material shared on social media, with older individuals being more likely than younger lads to judge some traditional postings and personal choice incursions by faculty to be unacceptable. On the other hand, many adults and professionals, such as lecturers and school teachers, advocate for the usage of social networking sites such as Facebook because they allow students to communicate with one another and discuss school-related issues. In recent years, younger students have become far more accustomed to this lifestyle than older students, as this is their only way of life. In contrast to past generations who relied on print materials, newer generations today rely on social media for the majority of their daily activities and information collecting. The great majority of young students in Nigeria are projected to access at least one social networking platform twenty times every day. 56 Young adults utilize communication technologies like instant messaging and chatting at a higher rate than other age groups, and they are also more likely to engage in hobby or amusement activities like downloading music or surfing for fun. They also use the medium more than others to obtain information on leisure activities. While younger users regard sociability-focused social media as a good way to connect with others, older users see content-focused social media such as wikis, forums, and blogs as superior methods to interact with the world. Varying age groups

place different emphasis on sociability and content when it comes to social media, which has some fascinating implications.

Changes in many educational and technological applications and processes have resulted from the rapid development of information and communication technology. For numerous years, the use of social media in the classroom has been a contentious issue. Many instructors are concerned about the consequences of using social media in the classroom. As a result, cell phones and mobile gadgets have been outlawed in the classroom, and several popular social media sites have been restricted by schools. Despite these fears, students continue to utilize social media. Furthermore, some schools have realized that they need to include these tools into the classroom, resulting in a modification in the rules. Social networking is currently being rapidly utilized by students for a wide range of objectives<sup>57,58</sup>. Interaction, cooperation, active involvement, knowledge and resource sharing, and critical thinking are all achievable with social media technologies, according to studies<sup>59</sup>.

Other educators suggested that assignments completed on educational social media sites would not only improve the site's psychology-related content, but would also allow students to participate in critical reflection about the negotiations that occur during collaborative knowledge production. As a result, social media has content that can benefit students' education, but sadly, most students do not take use of these benefits. Blogs, which act as a supplement to a traditional face-to-face course, both inside and outside of school, and also serve as a vehicle to ensure that everyone has a voice and is a valued member of the learning community, are one type of social media that has supplemented classroom discussion and activities. This method of using social media to learn could be beneficial. Facebook has also become a popular social

networking site among students, as well as an important component of the “behind the scenes” school experience. According to the researchers, Facebook in education can have a positive impact on students' lives by providing a way for classmates and instructors to communicate about class assignments or group projects, as well as fostering positive relationships among students and encompassing students' motivation and engagement<sup>60</sup>. Others claim it has a negative impact on academic achievement, resulting in a poorer GPA and less time spent on academic assignments<sup>61</sup>.

Twitter also encourages pupils to form social bonds. It can be used to improve critical thinking and communication. Students in a school graduate seminar could use Twitter to expand classroom discussions by posting weekly tweets. It was also noted that it was used to connect with content and other pupils. Students were able to apply course material to their personal experiences both within and outside of the classroom through Twitter assignments, which promoted active learning. It was also used to discuss material, establish study groups, publish class announcements, and communicate with classmates, according to the researchers<sup>62</sup>. Students can view videos, answer questions, and talk about what they've learned. Students can also create videos to share with others. Furthermore, students' participation, personalization (customization), and productivity rose as a result of their use of YouTube. According to similar research, films held students' attention, piqued their interest in the subject, and explained course content.

ValuePulse, a social learning platform where students and teachers in higher education can readily engage in real-time discussions regarding coursework and industry news, is another lesser-known social media site that complements school activities. This platform allows users to access a virtual library of news feeds and

class discussions with a single click. The news feed library reduces the need to click in and out of multiple news sources in order to find relevant and up-to-date course content. Discussions can be as long as you want them to be, with no character restriction. Students and teachers can learn about activities in which students apply course knowledge and ideas to analyze and solve problems. Role-playing, running virtual equipment, and designing and making objects are all examples of this. Most scholars have recently focused their attention on the myriad issues surrounding social media usage and how it affects students' academic activity. Despite the fact that many schools have tight restrictions prohibiting the use of mobile technology during school events or blocking particular social media applications, many students are nevertheless able to connect whenever they want during lecture hours<sup>63</sup>. This has fueled or exacerbated the amount of immorality among students in most higher schools; new acts of immorality have emerged as a result of the negative influences present on these social media platforms<sup>64</sup>. Sexual promiscuity, Internet crimes, indecent attire and sexual harassment, loss of feeling of sacredness of human life and neighborliness, impatience and fast syndrome are only a few of the moral difficulties that have evolved as a result of the abuse and fascination with social media. Other academics have highlighted similar concerns about social media's issues. They said that social media has caused interruptions during class time, instilled fear in kids, made them less friendly, and made them mentally dull<sup>65</sup>. According to some experts, social media has caused knowledge gaps among students, which tends to dim the dazzling benefit that was so desperately wanted and has resulted in information overload<sup>66</sup>. These pieces of information cause a lack of focus and flow, which erodes students' productivity and innovation capacity, burying all actual serendipity and

therefore destroying a valuable source of creativity and innovation, resulting in increasing cocooning and tunnel vision.

#### **2.1.4 Concept of Print Media**

The role of media, particularly print media, has been expanding day by day in today's modern and technology society. Print media sources are a powerful form of mass media that has always served the people since the beginning of time. Print media is a good way to communicate information since it is inexpensive, easy to access, store, and has a wide reach as well as a high frequency of publishing. They are archives, documents that may be re-examined and have a long lasting impact. Furthermore, print media has the ability to describe events in greater detail<sup>67</sup>, which has a significant part in enhancing positively and development in many aspects of one's future job, as well as expanding one's knowledge and comprehension of numerous life issues. Individuals may seek during this period of discovery and change<sup>68</sup>. Print media sources not only provide a more enduring experience than instant pleasure, education, and information, but they also help people maintain their cultural worth. Information hierarchies are occasionally integrated into electronic media, which can make it difficult to use. Furthermore, paper sources provide far fewer health risks than electronic sources. The phrase "print media" refers to all media that are printed on paper. It is also the medium through which printed matter is disseminated. In everyday life, the print media is defined as an industry that deals with printing and, more specifically, the circulation of news via a network of media such as newspapers and journals. It's also referred to as an intermediary communication channel that aims to reach a big audience. Certain articles/topics of interest connected to happenings and issues of interest, etc. are published in print media sources. Print media's main

qualities are that it is the most frequent printed mass medium and that it must reach the client, the person who reads the material and responds appropriately<sup>69</sup>.

Newspapers, newsletters, booklets, magazines, and pamphlets, as well as other printed products such as books and printed literature, are all examples of print media. The great bulk of print media refers to periodicals that generate revenue by selling advertising space. With the exception of magazines and journals, most print media is local or national, however many magazines are international. Yearbooks and presentations of events and programs should all be included in a comprehensive print media catalog<sup>70</sup>. A book is a collection of sheets of paper, parchment, or other material tied together along one edge within covers with a piece of text inscribed on them. A book is also a literary work or one of its main divisions. An e-book is a book that is published in an electronic format. A magazine is a periodical publication that contains a variety of content and is typically funded by advertising and/or reader purchases. Magazines are usually issued weekly, biweekly, monthly, bimonthly, or quarterly, with a cover date that is ahead of the actual publication date. They're often printed in color on coated paper and have a soft cover. Consumer magazines and business publications are the two types of periodicals. Magazines are, in practice, a subset of periodicals that are separate from those publications. Produced by subscription-only scientific, artistic, intellectual, or special interest publishers that are more expensive, have a smaller readership, and frequently contain little or no advertising. General interest publications (for example, Frontline, India Today, The Week, The Sunday Times, and so on) Special interest magazines (for example, women's, sports, business, and scuba diving).

News Paper: Newspaper is a publication that contains news, information, and advertisements, and is typically printed on low-cost newsprint paper. It might be

generic or specific in nature, and it is usually released daily or weekly. The first printed newspaper was produced in 1605, and the medium has remained popular despite competition from radio and television. However, recent internet advances are posing serious concerns to its business model. Paid circulation is declining in most countries, and advertising revenue, which accounts for the majority of a newspaper's revenue, is shifting from print to online; however, some commentators point out that new media such as radio and television did not completely replace existing media in the past. Reading print media helps people learn and identify priorities; it may be less visible, but audiences that are committed to the press utilize it as a proxy for their social circle and community. Print media has played an important role and function throughout history, and it is expected to continue to do so in the future. Print media is a significant information instrument that helps to increase worldwide. Print media sources are used in a unique way to encourage and educate people, either with a textbook that is as current as the news of the day, or with a textbook that is as current as the news of the day. It also stated that the public at all levels can learn skills, history, and current concerns, as well as how they shape our world, through the use of daily news, editorial, features, and even advertising, all while developing reading habits, comprehension, and meaning of different words. Adolescence has also been targeted by the media in order to acquire future consumers. The readers not only enhance their reporting skills, but they also gain new vocabulary and reading comprehension skills, notably in the areas of skimming, scanning, and vocabulary<sup>71</sup>. As a result, as a society replete with print media, people are susceptible to both the beneficial and harmful effects of the media. While the media has evolved into an important source of entertainment and information, it has also had a significant impact on education.

Newspapers inform the public, especially students, about current events in politics, social, economic, and cultural affairs. In addition to their regular publications, English and regional dailies have recently begun to publish weekly educational supplements. In-depth papers on educational issues, educational innovation, and teaching-learning process experiments are included in the supplements. This is a great way for students to brush up on their schoolwork and improve their comprehension of subjects. Newspapers are printing and delivering supplementary supplements to schools in specified locations in order to wean their attention on the fundamental issue of education in order to bring students to the reading table and foster the habit of reading. As a result, newspapers serve as both formal and informal educational resources. These print media resources are really beneficial.

In addition, print media is a significant learning instrument. This comprises textbooks for all disciplines taught in school, as well as novels, periodicals, and newspapers that provide information and amusement in a variety of areas. The media's capacity to portray abstract topics via animation and dramatization may improve the message's quality and efficacy. As a result, students can interact to get knowledge and amusement while also improving their reading skills. This is due to the numerous items given in print media having already motivated them<sup>72</sup>. In most educational institutions, print media is one of the learning resources that facilitate communication and learning among students and lecturers. The literature has documented the importance of print media as a learning instrument in education<sup>73</sup>. As a result, print media is the bedrock of education and the platform upon which all other distribution systems have grown. Furthermore, print material offers the learner a variety of substantial benefits. Some of the benefits are as follows<sup>74</sup>: It is learner-paced; it is

simple to navigate, allows for random access to certain sections, and is easy and quick. Furthermore, print media can be used in any venue and does not require expensive presentation technology. When these benefits are examined, print media is the most commonly used medium in education, one of which is the link between the student and the tutor, which does not enable direct interaction and instead assumes a self-study format, resulting in scholars who can work independently. As a result, it's crucial to remember that print media are best for students who don't have access to advanced technology. Students in school are bound by social duties that prevent them from using other media of delivery besides print. It is, without a doubt, the handiest and versatile medium for presenting new knowledge and concepts, and it can be used deliberately and at students' own pace. Print is used by the vast majority of education programs at all levels examined worldwide, including all single mode of teaching universities founded in recent years<sup>76</sup>. Most universities use print to reach audiences in remote areas.

In the near future, print media will continue to be the most popular mode of delivery. It offers a lot of advantages as a teaching tool. It is well-known, low-cost, user-friendly, and portable. Its format allows users to read it in any sequence and for as long as they choose. It is the sole media that may be used without any additional equipment, at any time and in any location where there is a source of light<sup>77</sup>.

However, one drawback of print media is that it can only provide a fictitious impression of reality, and several aspects of reality, such as movement, sound, taste, and smell, are difficult to portray in writing. Readers may have trouble learning if they lack the requisite experiences to appreciate specific illustrations or reality-based arguments presented by the author. In fact, it appears that a print-only correspondence study has far greater dropout rates than a course study that includes both television

and print. Nonetheless, print still provides the majority of instructional content in most educational institutions<sup>78</sup>.

In recent decades, the use of mass media, particularly print media, has resulted in an increase in public understanding in a variety of sectors<sup>79</sup>. And the rapid growth of print media in recent years throughout the major and recognized parts of the world will cause some changes in the real lives of many people, since the majority of people have been exposed to ideas and churches have been introduced in almost every part of Europe and America in manipulating life after centuries. Since the massive change in how communication is carried out and delivered, especially at a time when the industrial revolution brought about a massive change in the way people think and behave in their respective areas, the role of the media has sparked a tremendous and unexpected change in the lives of a greater number of people in society. Language: One of the most pressing issues confronting print media in recent years has been how to write in a way that the audience can understand. According to studies, electronic media, unlike print media, provides an avenue for the general public to absorb programs and information broadcast on radio stations and other electronic methods, providing a severe challenge to print media<sup>80</sup>.

Knowledge of science and technology: Both newspapers and numerous manuals have proven to be quite effective in boosting scientists' work and producing new ideas and ways for technological advancement. And scientific ideas disseminated quickly, thanks to the print medium, which assisted the idea of industrialization in the 18th century, which was technically founded on scientific advances<sup>81</sup>. The advent of steam in engines strengthened the print media landscape by allowing people in remote areas, particularly in towns and villages, to participate fully in decision-making based

on scientific principles in order to promote industrialization. Education: The print media, in fact, play an important role in promoting and encouraging education among the general population. Not only does the media organize educational campaigns for schools, universities, and institutions, but it also offers a variety of tuition and instructional materials to help people study better. With the advent of print media, effective teaching and learning has increased dramatically<sup>82</sup>.

Print media has seen a significant transformation in recent years, and there are a number of variables driving this change, including media availability, fragmentation, product portfolio development, media company strength, and shifts in communication power. For a successful run of an advertisement, one can clearly say that factors such as media abundance, audience, and power shift in the communications process are placed on the internet. Because of the ever-increasing supply of media, the prices of various media players have been severely decreased. Furthermore, it is clear that the advertising cycle is fast expanding in comparison to its consumption pattern, and that, as is customary in economics, as supply expands relative to demand, prices will eventually be cut<sup>83</sup>.

Internet-related objects, such as electronic media, have had a significant impact on print media because browsing and other internet-related activities can be done on tablets and mobile phones, slowing down the viability of print media. Digital media has a significant impact on the modern world because it affects the majority of online connected activities around the world, and this has had a significant impact on print media as well. The electronic media, which are a major medium for communication and information transmission, are destroying a viable trend and impacting print media<sup>84</sup>. It was discovered that the internet is indeed posing a threat to print media

since it is easier to transmit a message to the consumer at a lower cost. Furthermore, in a real sense, the supply and demand of potential marketing and advertising expenses has outweighed the demand. There is a clear belief that demand is declining, which is partially due to the internet's entry into the business world, as well as its continuous supply of what is actually put in the public domain and increased accountability of advertising performance, which has reduced the pricing liberties that the traditional media has benefited from over the years<sup>85</sup>. It is undeniable that the amount of materials printed for recreational purposes has decreased dramatically, but the use of television sets and other related electronic devices has also increased dramatically, highlighting the fact that electronic media has a direct and significant impact on traditional printed media<sup>86</sup>. And recently, both youngsters and adults have been patronizing digital media because it is abundantly available and usually convenient for people while using it for amusement purposes.

Another study suggested that traditional media is very convenient to use in terms of reading and mobility, which could explain why it hasn't faded out of the system but is still in use; nevertheless, the dominance of digital media means that print media may be phased out in the near future<sup>87</sup>. Nonetheless, the transition from print to digital is slow, particularly in academia, and research suggests that print media will be replaced in the near future by electronic media such as more convenient Android phones and tablets<sup>88</sup>. From the preceding discussion, it is clear that electronic media has influenced traditional modes of communication; yet, the decline in print media's influence is due to a number of fundamental causes, including children's incapacity to read more printed forms of information. In the meantime, the benefit derived from electronic media does not outweigh the value derived from print media. Despite the fact that the reasons for the decline in print media are unknown, it is impossible to say

whether digital media is rising or falling, and it is likely on the approach of replacing print media.

In the classroom, media provides a rich learning experience. Students are more engaged in learning when they have access to media in the classroom. Media can help illustrate a lesson by allowing students to view real-life instances of what they're learning. Students regard media as engaging learning aids that make learning more enjoyable and less tedious<sup>88</sup>. Appeal to Multiple Learning Style: Visual, auditory, and kinesthetic learners are all influenced by media. On an interactive Smart Board, students can view a movie, listen to music, or engage with digital material. Effective teachers do not rely on a single teaching style to reach the maximum number of students; instead, they use a variety of styles to reach the greatest number of students. Using classroom media to provide a rich learning experience keeps students focused and involved in their studies.

Creates an Authentic Learning Experience: Newspapers, pamphlets, job application forms, and news broadcasts provide students with actual opportunity to study through real-world media. This strategy mimics real-life situations in which students must read, assess, and interpret information based on items they use every day. Students can recognize the connection between what they learn in school and how they can use that information as a member of society when they use real-world things. Enhances Critical-Thinking Skills: Teachers can employ media to help students improve their critical-thinking abilities. Students can write about a song, see a movie, or listen to a news report and interpret it. Teachers can use the media to ask more in-depth questions and facilitate dialogues that go beyond basic knowledge. Teachers can also design projects in which students make their own media based on what they've seen in

the classroom. Students are challenged to create media using their own imagination and interpretations of classroom media in this hands-on project. Students are taught how to use media: Students learn how to use and care for resources in the classroom when they use media in the classroom. According to the Center for Media Literacy, students not only learn how to utilize the internet, a dictionary, or a newspaper for information, but they also learn how to care for and protect the materials they use. Students can also learn how to assess the worth of media and how to contribute to society by creating their own content. The majority of research on the impact of media on perceived academic performance has taken place in wealthy countries. At a higher level, typical metrics of the "school learning environment," which incorporate some element of media use, reflect the expected role of the media in boosting learning in school. The school Observation for Measurement of the Environment instrument, for example, includes questions about students' access to social media and whether they have daily access to newspapers and other print media, as well as the number of hours they spend accessing this major form of media on a daily basis. Studies have looked at the impact of specific types of media on academic achievement on a more detailed level. Researchers discovered that a decrease in newspaper reading and social media use has resulted in a drop in perceived academic performance across cohorts<sup>89</sup>. Furthermore, another researcher conducted a meta-analysis of six trials and found that educational performance improved with little quantities of media use, but declined with bigger amounts of use<sup>90</sup>. School-related variables, such as the availability of reading materials and access to various social media at school, were found to account for 24.6 percent of the variation in these pupils' academic achievement. However, the study did not take into account the impact of different types of media or real usage levels<sup>91</sup>. Under the context of a developing country, the literature emphasizes the

value of media as a supplement to tertiary education in particular conditions. Studies describe how to use print and social media to improve educational quality by augmenting curricula and increasing access to education<sup>92</sup>.

Similarly, studies have shown that media can be an effective, low-cost, culturally relevant tool for teaching students. The mass media has been able to undertake the work of teaching in countries that lack teachers or educational facilities to reach the bulk of their rural inhabitants. Clearly, the media plays an important role in enhancing the teaching potential of emerging countries. This necessitates a deeper knowledge of how media use by kids in formal school settings influences (or does not influence) perceived academic performance results.

## **2.2 Theoretical Review and Framework**

This section delves into the many theories and models that can be used to explain the link between media use and academic success in public colleges. Motivational Systems Theory, Media Effect Theory, and Uses and Gratification Theory are the only three theories that will be discussed.

### **2.2.1 Motivational Systems Theory**

A direct offspring or subset of Sigmund Freud's theory is Martin Ford's motivational systems theory (MST). This framework focuses on the individual as the unit of analysis, but embeds the individual in the biological, social, and environmental contexts that are crucial to development. MST attempts to describe the development of the whole person-in-context, in much the same way a biologist might describe an individual plant and its relation to its immediate ecological niche, as well as the larger ecosystems in which it resides. Ford proposed a simple mathematical formula that

attempts to represent all these factors in one model. The formula for effective person-in-context functioning is:

$$\text{Achievement} = (\text{Motivation} \times \text{Skill}) \times \text{Responsive Environment}$$

### Biological Structure

The formula proposes that actual “achievement and competence are the results of a motivated, skilful, and biologically capable person interacting with a responsive environment”. The motivational systems theory does not attempt to replace or supersede any of the existing theories. Instead, it attempts to organize the various motivational constructs from different theories into one model. The main constructs are self-efficacy beliefs, the role of expectancy, and goal orientation. The formula suggests that in any behavior episode, there are four major prerequisites for effective functioning:

1. The person must have the motivation needed to initiate and maintain the activity until the goal directing the episode is attained.
2. The person must have the skill necessary to construct and execute a pattern of activity that will produce the desired result.
3. The person’s biological structure and functioning must be able to support the operation of the motivation and skill components.
4. The person must have the cooperation of a *responsive environment* that will facilitate progress towards the goal.

This model attempts to provide a comprehensive theory of motivation and proposes that actual achievement and competence are the results of a motivated, skilful, and biologically capable person interacting within a responsive environment.

From available research on motivation and perceived academic performance, it became quite evident that motivational constructs do in fact impact the perceived academic performance of students.

### **2.2.2 Media Effect Theory**

Sandra Ball-Rokeach and Melvin Defleur created Media Effect Theory (MET), or simply media dependency, in 1976, based on classic sociological literature. The context of wider social systems is posited in the idea<sup>94</sup>. MET is a comprehensive explanation of media effects that brings together the interrelationships of broad social structures, mass media, and the individual. In MET, the more a person relies on media to meet their needs, the more essential media becomes in their lives, and the more effects media has on them. According to Ball-Rokeach and Defleur's (1976) conceptual model, the school environment, media, and students all influence each other, and the interactions between the school environment and media produce cognitive, affective, and behavioral effects in students. When it comes to media use, the term "media" refers to both print and social media, while "media users" refers to students. Students utilize social media as an interactive medium to communicate with other users for a number of purposes, resulting in media consequences for the students. Age, online study habits, and ownership of mobile applications and devices are all predictors of media usage. Dependence on the internet as a referent and on the intensity of social media. The MET method is also used in the investigation of system use intentions. The total effect of ubiquitous media systems dependency on individuals' reasoned continuous usage decision is demonstrated by a ubiquitous media systems (UMS). The findings show that the degree of reliance on a media system increases the system's perceived favorable characteristics. We observe the use behaviors using MET.

The significance of this hypothesis is that it emphasizes a correlation between media usage, the type of media used, and student behavior. The number of media sources available to a student influences his or her reliance on specific media. If students' access to alternative media is limited, they grow more reliant on what is accessible. The greater the number of options available to a learner, the less he or she will be reliant on and influenced by a single medium. According to media effects theory, the reader or viewer's behavior can be influenced by exposure to specific characteristics of media content. The idea can be used to explain moral panic in connection to media representations of aberrant behavior and their alleged impacts on students.

### **2.2.3 Use and Gratification Theory**

Katz, Blumler, Gurevitch, and Lasswell developed the use and pleasure theory in a study of media efficacy in the 1940s. The Uses and Gratifications Theory (UGT) is a way of looking at why and how people actively seek out specific media to meet their needs. It's a model that tries to figure out why individuals consume media and what they do with it. It asserts that media consumers deliberately choose specific media based on their needs. Individuals mix and match their goals with their uses. This selection is guided and filtered by a number of psychological and social factors. According to this theory, social media would be transformative, causing "significant changes in media users' personal and societal routines and roles"<sup>95</sup>. Different lifestyles and media use patterns are influenced by social and psychological variables<sup>96</sup>.

The UGT examines how users purposefully select media to meet specific goals such as information, relaxation, social interactions/companionship, diversion, or escape. It is presumptively assumed that audience members are not passive media consumers. Rather, the audience has control over their media consumption and participates

actively in the interpretation and integration of media into their own lives. According to this view, audiences are in charge of selecting media to satisfy their interests and requirements in order to obtain fulfillment. Students can opt to seek for material in one medium, all fitting inside the specified categories of need, according to Katz, Blumler, Gurevitch, and Lasswell's models (either print, social media or both). The only change is that the student no longer needs to employ numerous media types to meet all of their demands. This media usage has resulted in the creation of a digital library, allowing individuals to access content from a variety of mass media types. The UGT is relevant to this study because it is a strategic tool that has been used to understand media usage through a socio-cognitive framework to reduce uncertainties that arise from homogenizing media users and explaining media usage in terms of only positive outcomes (gratifications) using measures such as self-efficacy and self-disparagement, and has linked UGT to negative outcomes of media influence.

## **2.3 Empirical review**

### **2.3.1 Media Use and Perceived Academic Performance**

This study found previous researchers who explored the combined influence of media, including both print and social media, on perceived academic performance, as well as analyzed the findings of earlier studies. Many researchers and policymakers have been interested in the relationship between academic achievement and media use by students in postsecondary institutions. Recent studies have found both a positive and negative association between academic achievement and media use. The impact of media, particularly social media, on university students' perceived academic performance in Nigeria was examined in the context of Nigerian institutions in a study. The researchers used a causal-comparative research design to sample 100

undergraduates from Nnamdi Azikiwe University, Delta State University, Madonna University, and Anambra State University. It was discovered that media has a detrimental impact on students' academics since the majority of students use media, particularly social media, for non-academic objectives and believe that using social media leads to poor academic performance. These harmful effects of media on pupils, as evidenced by their grades, have been linked to the addictive nature of this sort of media. This appears to be the reason why internet use is negatively connected with student perceived academic performance, owing to the addictive character of users who choose to use the internet to avoid personal and professional duties, resulting in poor academic performance<sup>97</sup>.

In a similar study, the impact of media, particularly print media, on student performance in Varanasi, India was investigated. This study used a descriptive research approach that included a stream of students and the use of print media. According to the conclusions of this study, there is a favorable and significant association between print media and perceived academic performance among students. The results of this survey demonstrated that all of the students used print media in a variety of methods and formats. Which allowed most students to do something different with their school assignments, which improved their academic performance and served as a source to expand their vocabulary, for research purposes (finding good colleges for future admission, different coaching classes, counseling, results, and other), such as assignments, projects, and other academic attempts. This demonstrates that print media sources may be used for both fun and knowledge, and students can take advantage of this to improve their academic performance. According to the findings, social media platforms have a substantial impact on students' academic

achievement, and they are taught time management to evaluate students' success or failure<sup>98</sup>.

In Akwa Ibom State, Nigeria, an empirical study was done to assess the impact of print media techniques (magazines and novels) on the development of students' reading ability. The study was conducted using an Expost-facto research design. All 7,467 senior secondary two pupils in the Uyo senatorial district were included in the population. The sample size was determined using a basic random sampling procedure with a sample size of 1,190 students. The findings of the study reveal that students who are exposed to print media such as magazines have a greater level of reading ability than those who are not. This is due to the fact that the only way to effectively access the medium is to have excellent reading skills. The readers' level of competence is improved as a result of this ongoing reading practice. The study also demonstrates a substantial difference in reading competency between pupils who have been exposed to novels and those who have not. This suggests that students who are exposed to novels develop higher-quality reading skills than those who are not. Because readers' metacognition does not match the ideas given in the medium, people who are less exposed to novels have lower reading competency. As a result, comprehension slows. Only those whose metal cognition matched the story's themes had a high level of comprehension in the study, which could have an impact on academic success<sup>99</sup>.

Another study looked at the impact of social networking sites on students' in Malaysia, 100 and discovered that the majority of students utilize media like social media for socializing rather than academic goals. However, the results showed that this media type has a positive impact on their academic performance because it can be used for a

variety of academic activities such as communicating with faculty and university authorities, lecturers and supervisors, discussing academic topics with classmates, and chatting with friends about educational topics. The study also revealed that the negative effects of media consumption on students' academic performance are minimal. As a result of the promising preliminary findings of this study, universities and other academic institutions could take advantage of social media's widespread popularity and beneficial influence to formally include it into the teaching and learning process<sup>100</sup>.

A study at the College of Applied Sciences in Nizwa, Oman, looked into the pedagogical effects of social media on undergraduate students' language and academic accomplishment. Overall, the study discovered beneficial benefits of social media on Oman students' academics, concluding that using social media gave them a sense of belonging to an academic community, as their online friends were largely those they met in college. Student-to-student and teacher-to-student interactions supported academic learning through social networks. The positive outcomes of this campaign, as well as the uses and gratifications emphasized in this study, reveal that social networks have a substantial impact on students' academic performance, and it is recommended that its use be disciplined because it can lead to distraction from education<sup>101</sup>.

Further research on the use of social networking sites among University of Nigeria, Nsukka undergraduate students” looked into the usage of social networking sites among University of Nigeria, Nsukka undergraduate students (UNN). The researchers used a descriptive survey research approach to collect responses from a random sample of 150 university undergraduate students. The individuals' information was

gathered through a questionnaire. UNN students use SNSs for a variety of purposes, including communicating and interacting with friends, online learning, finding friends online, leisure and personal socialization, job searching, academic discussion and finding study partners online, watching movies, connecting and interacting with business partners, and communicating, mobilizing, and organizing national issues, according to the findings of the study<sup>102</sup>.

A study of undergraduates in selected universities in Ogun State, Nigeria, was conducted to investigate the perceived influence of online social networks on academic performance. Data from a descriptive survey of 402 respondents from Babcock University, Federal University of Agriculture and Technology, and Babcock University, Federal University of Agriculture and Technology, were used to conduct the study. Frequency and percentage counts were used to assess the information gathered. The majority of respondents utilize online social networks for social contact rather than academic goals, according to the findings. Most of the respondents, however, agreed that the use of online social networks have *positive* influence on their academic performance<sup>103</sup>.

Another study carried out to examine the impact of use of social media on students' perceived academic performance in Malaysian Tertiary Institution. In order to measure social media platforms, questionnaires were developed based on past literatures. The variables considered were time appropriateness, time duration, Nature of Usage, Health Addiction, Friend-People connection, security/privacy problems and student perceived academic performance. The study used a descriptive research design. Questionnaires were used to collect data. A straightforward selection procedure was used to choose a sample of 102 Erican College students. The data was

examined using SPSS 21's descriptive means and regression. Four separate Pearson's correlation coefficients are connected with student academic success, whereas two are not. However, when applying regression analysis, four variables stand out: time appropriateness, people-friend connection, form of usage, and health addiction, although time duration and security/privacy issues are not. The report closed by highlighting the good aspects of students' use of social media, such as how it has aided them in exchanging and developing new ideas, and how students, as a valuable asset to any country, play a critical part in academic performance<sup>104</sup>.

The impact of social network usage on university students perceived academic performance: a case study of Benue State University Makurdi, Nigeria” sampled 1,596 students and focused on three key impact areas: time spent on social media, frequency of visiting social media, and the relationship between a student's academic performance and the number of social friends. The extent to which the three variables were related to students was determined and measured using correlation and regression analyses, and it was discovered that the amount of time spent on social media, the frequency of visits, and the total number of online friends all have a statistically significant relationship with a student's perceived academic performance. As a result, the researchers urge that access to social media be limited and managed, and that free time be spent studying instead<sup>105</sup>. A study titled Personal Profiles, Family Environment, Patterns of Smartphone Use, Nomophobia, and Smartphone Addiction across Low, Average, and High Perceived Academic Performance Levels among High School Students in the Philippines found that age, grade level, father's education, time spent daily on weekends, frequency of use on weekdays, purpose of use, nomophobia (NMP), and smartphone addiction (SA) were significantly associated with low PAP, while frequency of use on weekends and type of internet

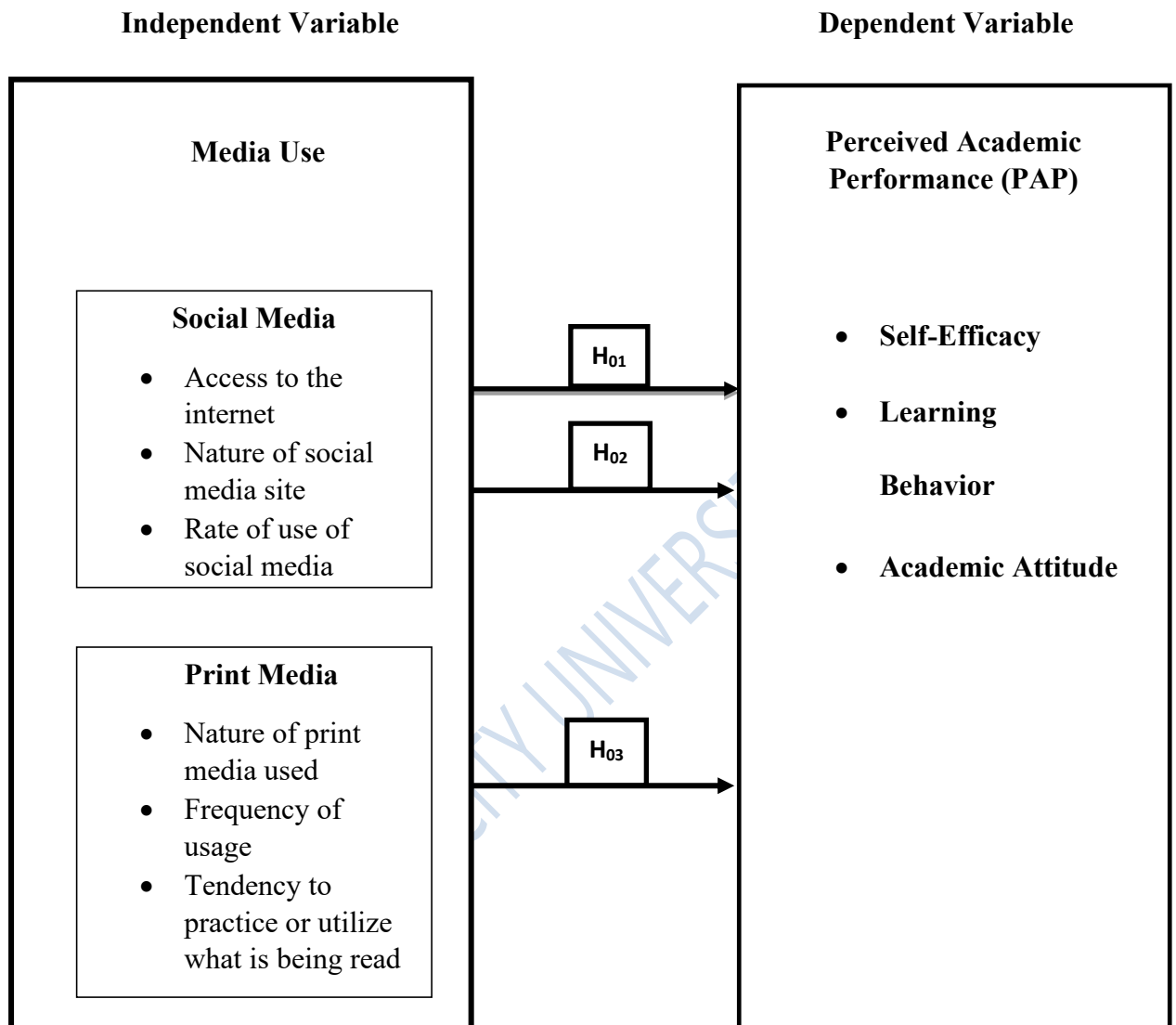
access had a significant association with high PAP. Gender was a significant predictor of low, average, and high PAP. Father's education and SA were also significant predictors for both low and average PAP<sup>106</sup>. Further, a study on Internet Use and its Effect on Senior High School Students in Wa Municipality of Ghana, The results indicated that sources of internet to Senior High School Students include the School Information Communication Laboratory, mobile phones, household internet facilities, and public internet cafes. Besides, students' access to internet was found to have a positive influence on their academic performance. However, different uses of the internet among students do not influence their academic performance. The study concludes that availability of different internet sources to students does not grant all of them immediate access<sup>107</sup>. Another study titled "The Relationship between Cell Phone Use and Academic Performance in a Sample of U.S. College Students" assessed the relationship between cell phone use and academic performance after controlling for known predictors of academic performance. A hierarchical regression was used for this purpose allowing for the development of a model which used sex, cigarette smoking behavior, class standing, SE:AA, SE:SRL, and high school GPA to predict college GPA. Each of these variables were significant predictors of college GPA<sup>108</sup>. Further, a study titled Effect of Internet on Student's Academic Performance and Social Life, was conducted to determine the effect of internet use on academic achievement, social life, and student activities in Bandung. The study showed that the use of the Internet for study purposes and academic achievement is directly proportional to each other while inversely proportional to student social life<sup>109</sup>.

Another study found that 79% of the respondents accepted that their academic performance has been improved by using the internet, while 13% believed otherwise, 8% made no response to that question. The study also revealed that 65% of the

respondents were computer literate, while 29% were not, 6% of the respondents neglected the question. The study further revealed that 8% of the respondents believed that their GPA has been improved remarkably as a result of the internet, 6% agreed that their GPA has been declining, 28% responded that it aids them in preparing better for CA and semester examination while 22% were indifferent about the options and therefore did not respond<sup>110</sup>.

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## 2.4 Conceptual Framework



**Figure 1:** Conceptual Framework

**Source:** Researcher's Conceptual Model, 2021

Perceived Academic Performance is the study's dependent variable, and self-efficacy, learning behavior, and academic attitude are used as measuring indicators to see how it affects media usage. The use of media is the only independent variable in this study (print media use and social media use as measuring indicators). The conceptual framework depicts the impact of media use on student achievement. Print media and social media usage are independent sub-variables that influence learning outcomes (dependent variable). Access to the internet, the nature of the social media site, and

the rate/frequency with which they use it are the characteristics of social media use that may affect students' academic performance. The current study will use these characteristics to determine the influence of using social media on respondents' perceived academic performance and make recommendations to improve the learning process and lessen the negative impact of social media. The sort of print media used, frequency of consumption, and tendency to practice or employ what is read are the characteristics of print media use that may affect students' academic achievement. Using these characteristics, the current study will determine the impact of print media on respondents' perceived academic performance and make recommendations to improve the learning process.

## 2.5 Summary of Gaps in Literature

S/N	AUTHOR(S)/YEAR	RESEARCH TITLE	FINDINGS	GAPS
1.	<b>Jamal Abdul Nasir Ansari &amp; Nawab Ali Khan (2020)</b>	Exploring the role of social media in collaborative learning the new domain of learning	The result of the findings revealed that online social media used for collaborative learning had a significant impact on interactivity with peers, teachers and online knowledge sharing behavior	This study was conducted on University students, ignoring the faculty members. It might be possible that the faculty members would not have been interested in interaction with the students. Thus, further research could be possible towards faculty members in different higher educational institutions
2	Zahid Amin, Ahmad Mansoor, Syed Rabeet Hussan & Faisal Hashmat (2016)	Impact of social media on students' academic performance	Results indicate that the effect of social media can be positive as in this study closely determined the real effect of social media sites	Due to shortage of time, we could not increase sample size from 290. Further studies may cover more samples.

3	Mary Ann A. Balanza & Dam Jan C. Tindowen (2019)	The effects of media exposure to students core values	Results from the study revealed that there is a significant difference on the manifestation of core values and media exposure	Further study should be conducted about the effect of media exposure to the cultural orientation of the student which could also become an avenue for respects.
4	Seyyed Mohsen Azizi, Alki Soroush & Alireza Khatony (2019)	The relationship between sohal networking addition and academic performance in Iranian students of Medical Sciences: A cross-sectional study	There was a negative and significant relationship between students addiction to social networking and their academic performance	A cross-sectional design was used, but mix methods can help to better understand the phenomenon of addiction to social networking and its relationship with the academic performance
5	Merry Borgohann (2020)	Impact of social media in the student's academic performance: An analysis of the state Univerisities of Assan	Results found that with the use of social media the academic life of the students affected positively as well as negatively	convinent sample method was used for the study. Further studies may explore other sampling

6	Lanrentiu-Mihal Treapat (2017)	The influence of Mass-media upon students' education: A Two-edged sword	Internet need better regulation for filtering the listed information on value criteria and that an increased number of cultural messages would help	Further study should be carried out with longitudinal design for generalization of the findings of this study
7	Kingsely Oseei Boahere, Jiamung Fang & Frank Sampong (2019)	Social media usage and tertiary students' academic performance: examining the influences of academic self-efficacy & innovation characteristics	Findings revealed that social media usage for educational purposes psotively related to academic performance	Future research should consider the other fine regions for improved conclusions
8	Animashaun O.H	Effect of Mass media on Knowledge and skill acquisition by students of tertiary institutions (A case study of Moshood Abiola Polytechnic,	Results shos that the use of mass media influence the performance of students and competency of knwoledge impartation	Replication of this study in other polytechnics and monotechnics around the country is needed

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		Abeokuta, Ogun State	to students	
<b>9</b>	Perter M. Ogedebe (2012)	Internet usage and students' academic performance in Nigeria tertiary institutions: A case study of University of Maiduguri	Findings revealed that internet facilities influence students' academic performance in Maiduguri	Further studies may cover more tertiary institutions in Nigeria for generalization of the findings of this study
<b>10</b>	Clement Gowon Omachowu & Joseph Akanya 2019	Effects of Social Media on the academic achievement of students of the Department of Arts Education, Kogi State University, Anyigba, Nigeria.	Shows that majority of the respondents use the social media to find friends, for messaging & profile update, for fun & ensure watch movies, engage in online dating & interact with friends	A case study research design on descriptive and explorative analysis
<b>11</b>	Esther W. Mathew & Sirera A. M. 2017	Implication of the theme spent on social media on academic performance by	Schools that dispute the fact that most schools have outlawed carrying mobile phones to	Survey design was used.

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	Adolescents on public day secondary schools in Nakuru East Consistency, Kenya	school students still found ways to sneak them in school and use them as a platform discussing social issues	
<b>12</b>	Ramar Philip Jones R Sonsana 2017	The media's influence to the millennial retrospeching academic rarf & media exposure	Revealed a positive relationship to their academic performance
			Future researchers may wake a similar study on the specific forms of media such as television, radio, advertising, social media internet and other forms of media as to their influence to academic performance
<b>13</b>	Minakshi Gautam Diksha Gautam & Indira Bishenol 2020	Impact of print media on students Academic Performance of Varalasi City, India	Find out that the print media helpful for their academic and cent percent of the selected students for the study were accessed print media sources by both public and private schools students.
			Survey methods and descriptive design

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14	Manahil Jamil, Quratul Ain, Salma Batool 2020	Impact of social media on academic performance	Though the result do not show statistical sign, negative effect of social networking on study things but being close to the statistically significant figure which shows that somehow fact that spending more time on social network	A cross sectional study
15	Miracle Eka Nfeze 2013	Use of newspapers and magazines in the Academic pursuits of University students, a case study of Covenant University	Finding revealed that the most consulted newspapers by both male and female students are The Punch, The Nation, Guardian and Complete sports, while the most consulted magazines by both students are PC World, popular science, leadership & Time Magazine but female students have more	Survey method stratified random sampling method

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			interest in fashion magazines like Ebony, Style, Allure & life	
<b>16</b>	Gabagambi, Jovan Peter 2018	Use of mass media and its impact on Academic performance of Universities student. A study of University Dares Salaam in Tanzania	Data revealed participant are in support of idea that social media control a significant quota to the development of their academic life in the University of Dares Salaam	Questionnaire survey
<b>17</b>	Mausoor Tavakoli 2013	The effect of using Print media on Children's 1, 2 literacy Dev: A longitudinal study	Analysis of the data revealed that subjects in experimental group out performed those in control group in phonemic awareness, reading fluency & text comprehension	Hanger samples with mixed genders study may yield more conclusive results.
<b>18</b>	Gilbert M. Talane, Ali Alsaad, Naif Alrushaida 2018	The impact of social media on academic brief of selected college students	Based on the findings, social media becomes an integral part of the students full life, took	Quantitative method descriptive primary data

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			up most of his spare time thus shows social media have a dual impact on student achievement	
<b>19</b>	Malik Ajimal Gulzar 2014	Effects of Print Media: A study of reading skills among University Efl students	Finding present study revealed that the Saudi Pyp Efl teachers as represented by the cohort bear quiet positive attitude towards the use of materials adopted from local English newspapers and Magazines	The quasi-experimental design & a structured questionnaire were used for the investigation.
<b>20</b>	Arman AbdulRazak Mastura Jaafar Shardy Abdullah Samsiah Muhammad	Work environment factors and Job performance: The construction Project Manager's Perspective	The findings of this paper advocate that more deliberate attention be given to these work environment factors in the hopes of enhancing Job Performance of the	AU factors in the study should be considered by every construction firm if it is their wish to process effective and efficacious project managers. It is hoped that this study will be

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			Construction Project Manager	further elaborated in terms of subject matter and magnitude. Survey method used in the methods can be explained.
21	Liliun Wang Shiqian 2018	Factors affecting the job performance of Employers at work place in the higher education sector of china	Finding revealed that leadership styles, organizational commitment & self efficiency have positive & significant impact on Job performance	Conducted in private Universities while further studies may be done in public
22	Dr Aijaz Ali Khoso, Dr Abdul Subhan Kazi, Dr Muhammad Munir Ahmedani, Dr Muneer Ahmed Imitaz 2016	The impact of work environment that affect employee's performance in private hospitals of Hyderabad Pakistan	The study reveals that all three factors (supervisor support, job aids & physical workplace environment) are positively correlated with employment performance.	Quantitative method was used for the study while further work may be done

23	Khawar Nadeem & Aqeel Ahmad	Impact of work environment factors on employer performance, empirical evidence from manufacturing industry of hahone	Result shows that the physical environment can disturb the level of the performance of the employees	This study is focused on the work environment factor on employee performance using specific area of hahone, other region and cities in Pakistan.
24	Khaled Al-Omari & Haneen Okasheh 2017	The Influence of Work Environment on Job performance. A case study of Engineering company in Jordan	Findings revealed that the institutional constraints constituted of factors such as noise, office furniture, ventilation and light are the major work environment conditions that have negative impact on job performance and should gain more attention.	A cross sectional survey design was used while further study should look into the longitudinal method
25	Gitahi Njenga Samson, Dr Mainawanganjo, Dr Joel Koima	Effect of workplace environment on the performance of commercial banks	The results therefore indicated that psychosocial aspects exhibited the strongest	Other related factors may be looked into as its affects the workplace environment

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		employees in nakwem town	association with employee performance while physical aspects & psychosocial aspects were moderate	
<b>26</b>	Obamuro John Kolade, Kumdu Johnson Babatunde Oladipupo	Work Environment & Employees performance empirical evidence of Nigerian Beverage Forum	The results showed a strong relationship of physical workplace setting and job satisfaction in beverage firm in Ado-Odo	Survey research design was used.
<b>27</b>	Christopher Mathews I.K Khann 2016	Impact of work environment on performance of employees in manufacturing sector in india: Literature review	Funding reveals that various factors in the workplace environment are responsible for the enhancement of employee's productivity	This is a literature review method while other method may be explored
<b>28</b>	Nur Shifaa Athurah Saidi et al 2019	The relationship between work environment & employee performance	Shows there is a significant relationship between the working environment & employee performance	Quantitative correlational study method were used

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29	Tahmeem Siddiqi Sadia Tangem 2018	Impact of work environment compensation & motivation on the performance of employees in the insurance companies of Bangladesh	Study demonstrates how positive contribution is derived from employees using appropriate strategies	Quantitative correlational study method were used
30	Bharya Patil, Dr Deepak G Kukarni 2017	A study on Work Environment and its impact on Employees Performance in Hospitality Industry, Belagavi	It was found that work environment is more important for employees to stay loyal towards organization.	It can spread to other industry
31	C.P.G Roelofsen 2002	The impact of office environments on employee performance: The design of the workplace as a strategy for productivity enhancement	Research revealed that the indoor environment has the biggest effect on productivity in relation to job stress and job dissatisfaction	It would make more meaning to develop in the nearer future, a validated human model in which at least the thermal environment in combination with the quality can be evaluated in terms of comfort and loss of productivity.

32	Olympia Papaevangelon 2021	A short communication of the role of media in disaster management education system	The findings shows that SMEs have the ability to influence the candidates crisis criteria for candidates in the education system	Descriptive design was used while further method can explore more
33	Tiliui Tuba Bakici 2019	Enterprise social media usage, the motives and the moderating role of public social media experience	Study found that the motives of info sharing social interaction and entertainment positively affect employees usage of enterprise social media	The present study has not considered the individual differences in the extent to which they are willing to take risks in decision making. Future study should also consider the differences in terms of personally traits of employees and situations of risk taking behavior.
34	Darlan Sidik & Faisal Syatar 2020	Exploring the factors influencing student's intention to use mobile learning in Indonesia higher education.	All 5 investigated factors (independent) and significantly influencing the intention of the students to use mobile	Funding set of factors of students' intention to use of mobile learning could be a basis for future research so as to investigate what the

			learning (dependent)	functionality could be included in each variant
35	Abdurasil AK, Karinyon KP, Islomjon XT 2020	Methods of using media education in the learning process	The finding shows that each teenager in the work leads to the development of cognition through assimilation which is aesthetically proven	Theory of a model approach was used.
36	A Zaenuri Lahaji H Yusuf 2020	The role of Social Media in forming religions identity of veiled female students in Higher Education (Study of Veiled Students Phenomena at college in Gorontalo)	Result show that Social Media has a role in forming the religious identity of veiled students in relation to following the edicts of scholars & admened figures in the form of peers	Future studies may consider other factors that also create the identity of veiled student personalities such as social environment.
37	Mervat Rashad, Ibrahim Muhammed Farvag 2021	The role of media education in building the concept of sustainable development	The result of the study showed that there is an activation of the means of tech in media education in secondary	The case of secondary & primary data explore

<b>38</b>	Tadesse Wudu Abate  2020	Determinants of students tertiary level academic performance in Ethiopia. A case in University of Gondar. Implications of Time spent on social media on Academic Performance by Adolescents in Public Day Secondary Schools in Nakuni East Constituency Kenya.	Finding shows that despite the fact that most schools have outlawed carrying mobile phones to schools, students still found way to sneak them in school	More population may be studied.
<b>39</b>	Erum Shahzadi1 and Zahoor Ahmad2  Department of Statistics, University of Gujrat, Gujrat,	A Study On Academic Performance Of University Students	The fitted model shows that academic performance depends on learning skills and learning skills depends	For high Academic Performance, we suggest that students basically improve their Home Environment and

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Pakistan 255-268, (2011)	on home environment. Also academic performance depends on academic interaction and academic interaction depends on study habits and home environment.	Study Habits like give proper study time, proper revision of lecture notes, avoid activities interfere in planned schedule of study, then their Learning Skills like especially presentation skills, reading the material related to course content besides the lecture notes and Academic Interaction especially academic discussions with other class fellows and teachers.	
<b>40</b> R.D Richardson & R.L Williams 11, 1, 16-33, (2021)	Linkages Between Grade Point Average and Student Ratings	Many high schools across the United States and Europe have used student surveys in	While the large sample in the current study likely increased reliability and validity of

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evaluating teacher effectiveness. Some research has correlated student ratings of their teachers with student performance via value-added assessment

the relationship between GPAs and ratings of teacher effectiveness, the study is not without limitations. All the students came from a single school district, whereas other districts may have had somewhat different grading and instructional practices that could indirectly limit the current study.

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## **Chapter Three**

### **Methodology**

This chapter presents the method and procedure applied in this study. It is organized under the following sub-headings: Research Design, Population of the Study, Sample and Sampling Technique, Research Instrument, Validity of the Instrument, Reliability of the Instrument, Method of Data Collection, and Method of Data Analysis.

#### **3.1 Research Design**

This study adopt descriptive research survey design as it attempts to study a subset of a population at a particular point in time so as to determine functional relationship between media and perceived academic performance of students in public universities in Osun State, Nigeria. The essence of this method is that it has the advantage of producing good number of responses from a wide range of the targeted population. At the same time, it provides a meaningful picture of events and seeks to explain influence and behaviour on the basis of data gathered at a point in time. This design is considered appropriate for this study because it enables the researcher to generate data through the standardized collection procedures based on validated structured instrument.

#### **3.2 Population of the Study**

The targeted population comprises of thirty-eight thousand, three hundred and thirty-five (38,385) full-time undergraduate students in 300level of the Public Universities in Osun State, Nigeria specifically Obafemi Awolowo University, Ile-Ife and Osun State University, Osogbo. This consists of Twenty-five thousand, eight hundred and thirty-four (25,834) undergraduate full-time students in Obafemi Awolowo University, Ile Ife and twelve thousand, five hundred and one (12,501) undergraduate full-time

students in Osun State University respectively. These figures were obtained from the admission offices in both universities as at June, 2021. The respondents in this study are 300 level full-time undergraduate students and considered as a homogeneous population considering the issue of media use and perceived academic performance under investigation in Public Universities, Osun State, Nigeria.

### 3.3 Sample and Sampling Technique

The sample size of this study consists of three hundred and eighty-one (381) full time undergraduate students from Obafemi Awolowo University, Ile-Ife and Osun State University, Ikire. This was determined from Raosoft online sample size determination calculator for a finite population shown below.

**Table 3.1: Table for determining sample size for the population**

S/No	University	Population	Sample size (Raosoft)	Proportion %	Proportionate distribution of questionnaire
1.	Obafemi Awolowo University	25,834	381	67	255
2.	Osun State University	12,501		33	126
	Total	38,335	381	100%	381

**Source:** Admission Office of OAU and Osun State University, 2021

**Raosoft** Sample size calculator

What margin of error can you accept?  %  
5% is a common choice

What confidence level do you need?  %  
Typical choices are 90%, 95%, or 99%

What is the population size?   
If you don't know, use 20000

What is the response distribution?  %  
Leave this as 50%

Your recommended sample size is

The margin of error is the amount of error that you can tolerate. If 90% of respondents answer yes, while 10% answer no, you may be able to tolerate a larger amount of error than if the respondents are split 50-50 or 45-55. Lower margin of error requires a larger sample size.

The confidence level is the amount of uncertainty you can tolerate. Suppose that you have 20 yes-no questions in your survey. With a confidence level of 95%, you would expect that for one of the questions (1 in 20), the percentage of people who answer yes would be more than the margin of error away from the true answer. The true answer is the percentage you would get if you exhaustively interviewed everyone. Higher confidence level requires a larger sample size.

How many people are there to choose your random sample from? The sample size doesn't change much for populations larger than 20,000.

For each question, what do you expect the results will be? If the sample is skewed highly one way or the other, the population probably is, too. If you don't know, use 50%, which gives the largest sample size. See below under **More information** if this is confusing.

This is the minimum recommended size of your survey. If you create a sample of this many people and get responses from everyone, you're more likely to get a correct answer than you would from a large sample where only a small percentage of the sample responds to your survey.

**Source:** Raosoft Online Sample size determination calculator 2021

This study employed a multi stage sampling technique appropriate for selecting sample from a homogeneous population. It offers each member of the population an equal chance to be a part of the study hence eliminating sampling bias attributable to non-probability approach to selecting sample for this study. A simple random sample offers an unbiased representation of a group.

### 3.4 Description of Research Instrument

The use of questionnaires is a popular method of data collection in education because of the relative ease of cost effectiveness with which they are constructed and administered to the large samples<sup>4</sup>. Structured questionnaire was used to gather data from the students in a bid to easily achieve the study's objective. The study adopted

the likert type scale design which allowed the researcher in listing options where respondents choose from. The instruments were divided into three sections delineating persona information, questions about the independent variable and the dependent variable.

Section A contains the demographic information of respondents which is self-developed. The Bio-data of respondents was measured through three factors (3) factors namely: Age, Gender and Faculty.

Section B is Perceived Academic Performance scale measured through three dimensions, self efficacy, learning behavior and academic attitude in test to investigate the level of perceived Academic Performance in the Public Universities in Osun State. The items were adapted from existing literatures<sup>5,6,7</sup>. The Cronbach Alpha value of 0.7 was recorded while the reliability score for this study after pilot study was 0.81. The scale used a 4-point response format of 4 = Strongly Agree (SA), 3 = Agree (A), 2 = Disagree (D), 1 = Strongly Disagree (SD). Examples of question includes: I will be able to achieve most of the academic goals that I have set for myself, When facing difficult academic tasks, I am certain that I will accomplish them.

Section C is the Media measured through two dimensions; Print Media and Social Media which is aimed at examining students' use of media towards perceived academic performance. The items were adapted from existing literatures on Media<sup>8,9</sup>. The Cronbach Alpha value of 0.7 was recorded while the reliability score for this study after pilot study was 0.73. The response option used a 4-point response format of Very True of me (VT) – 4, True of me (T) – 3, Untrue of me (UT) – 2, Very Untrue of me (VUT) – 1. Examples of statements used are: There is improvement in my

grades since I became engaged in the use of print media, I have access to textbooks which enhances my study, social media improves my interaction with classmates, thus, help me to improve my academic performance, using of social media improves my interaction with classmates, thus, help me to improve academic performance.

### **3.5 Validation of Research Instrument**

The study's instrument was subjected to content validity. The researcher's supervisor, the department's research committee, and other experts in the field of information management reviewed the instrument to ensure it measures the intended variable and that it aligns with existing literature. The experts' critique, suggestions and recommendations on the items of the questionnaire were used to make the final amendment of the instrument before it was administered for the main study.

### **3.6 Reliability of the Research Instrument**

Ensuring an instrument is reliable is key in a research, hence the researcher subjected this study's instrument to a reliability test to check the internal consistency of all items measuring each variable in the study. A pilot study was conducted to enhance the achievement of this goal. The Cronbach's Alpha coefficient of 0.7 provides the threshold for certifying that an instrument is reliable for its intended use. Hence, the reliability of the instrument was tested through a pilot study using thirty (30) copies of questionnaire for undergraduate students in University of Ibadan and via the Cronbach's Alpha coefficient confirmed its reliability for this study at a probability value of less than 0.05 level of significance. It is important to stress that the adapted questionnaire was reliable in the empirical studies from where it was obtained by the researcher. The Cronbach's Alpha coefficient in the review studies range from 0.723 to 0.781 respectively for perceived academic performance and media use.

The result of Cronbach Alpha analysis is shown below:

**Table 3.2: Results of Pilot Study**

<b>Variable</b>	<b>Cronbach Alpha</b>
<b>Perceived Academic Performance</b>	<b>0.812</b>
<b>Media</b>	<b>0.739</b>

**Source: Researchers compilation (2021)**

### **3.7 Distribution of the Research Instrument**

A letter of introduction was obtained from the Department of Information Management, Lead City University which was used to gain permission to conduct the survey from the selected public universities. The researcher visited the sampled university with an introductory letter seeking the permission of the principals to carry out the collection of data on the research work. The researcher sought permission from the deputy vice chancellor of academic affairs to conduct the research. The researcher assured respondents that the study is strictly academic and that utmost confidentiality was observed. The administration, collection and initial sorting of the instrument were carried out by the researcher with the assistance of four (4) research assistants that were trained for one week and the data collection for one month.

### **3.8 Method of Data Analysis**

This research was conducted as a survey study that uses both descriptive statistics and inferential statistics to analyze the data. The use of the descriptive statistics is appropriate because it helps to describe and summarize data in terms of frequency distribution, percentage and mean of response about variables under study, thereby answering the research questions. To test the hypotheses formulated, inferential analyses was utilized to determine the influence of media use on student's perceived

academic performance. Hypotheses one, two and three was examined using linear and multiple regression analysis to establish the influence of each and combine measures of media use on perceived academic performance of students in Public Universities in Osun State. The result of the hypotheses tested was significant at a probability value of less than 0.05. The study was analyzed using Statistical Package for Social Sciences (SPSS 24 version).

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## Endnotes

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## Chapter Four

### Results and Discussion of Findings

This chapter dealt with data presentation, analysis and the interpretation of the results. The analysis is guided by the specific objectives and the hypotheses that were formulated in the study. The first section shows the presentation of the descriptive analysis using tables showing percentages and interpretation below the tables. Section two presents inferential statistics and discussion of findings which comes at the later end of the chapter. The results presented were based on the research questions and hypotheses, which the study set out to answer and examine. Data was analyzed using SPSS version 24.

#### 4.1 Data Presentation

A total of three hundred and eighty-one (381) copies of questionnaire were administered, and three hundred and fifty-nine (359) copies were returned. After sorting the questionnaires three hundred and forty-five (345) copies were certified as duly filled and considered usable while 16 questionnaires are not properly filled hence unused. The useable questionnaire represented 90.55% response rate. The high response rate was recorded as the researcher administered the instruments with the help of research assistants who put concerted efforts in reaching out to the students to request them to participate in the study. The response results are presented in Table 4.1.

**Table 4.1: Response Rate**

<b>Response Rate:</b>	<b>Frequency</b>	<b>Per cent (%)</b>
Returned and used	345	90.55%
Not Returned/Returned but not used	36	9.45%

No of distributed Questionnaire	381	100%
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**Source:** Field Survey Data (2021)

#### 4.1.1 Demographic Data of Respondents

This presents the demographic information of the respondents of this study

**Table 4.2 Showing frequency distributions of Demographic Characteristics of Respondents**

Variables	Category	Frequency	Percentage
Gender	Male	184	53.3%
	Female	161	46.7%
Age	16-20 years	94	27.2%
	21-25years	171	49.6%
	26-30years	68	19.7%
	31years and above	12	3.5%
Faculty	Administration	92	26.7%
	Social Science	153	44.3%
	Art	100	29.0%

**Source:** Field Survey Results (2021)

Table 4.2 presents the demographic and personal profile of respondents used for this study. The Profile of gender indicated that 184 respondents representing 53.3% were male while 161 respondents representing 46.7% were females, and in all indicating that most of the respondents were male. This implies that there are more male students dominating the faculties. Demographic and personal profile of respondents by age revealed that 94 respondents representing 27.2% were between ages 16-20years, while 171 respondents representing 49.6% were between 21-25 years, 68

respondents representing 19.7% were between 26-30 years, 12 respondents representing 3.5% were between 31 years and above, indicating that there were more respondents within the age 21-25 years. Furthermore, 92 respondents representing 26.7% indicated to have studied Administration, 153 respondents representing 44.3% have studied Social Science and 100 respondents representing 29% have studied Art. This implies that most of the respondents found in this analysis studied Social Science.

#### 4.2 Analysis of Research Questions

What is the level of perceived academic performance by students in Public Universities in Osun State, Nigeria

**Table 4.3: Frequency distribution of Responses on the level of Perceived Academic performance**

Self-Efficacy	SA	A	D	SD	Mean
I will be able to achieve most of the academic goals that I have set for myself.	270 (78.3%)	73 (21.2%)	2 (0.6%)	-	3.78
When facing difficult academic tasks, I am certain that I will accomplish them.	246 (71.3%)	95 (27.5%)	4 (1.2%)	-	3.70
In general, I think that I can obtain academic result that are important to my career	262 (75.9%)	83 (24.1%)	-	-	3.76
I believe I can succeed at almost any academic endeavor to which I set my mind.	246 (71.3%)	97 (28.1%)	2 (0.6%)	-	3.71
I will be able to successfully overcome many challenges.	259 (75.1%)	84 (24.3%)	2 (0.6%)	-	3.74
I am confident that I can perform effectively on many different tasks.	249 (72.2%)	94 (27.2%)	2 (0.6%)	-	3.72
Compared to other people, I can do most	246	93	6	-	3.70

academic tasks very well.	(71.3%)	(27.0%)	(1.7%)		
Even when things are tough, I can perform quite well.	228 (66.1%)	101 (29.3%)	16 (4.6%)	-	3.61

**3.72**

### **Learning Behavior (Action)**

I am lively-interested in learning activities during classes	128 (37.1%)	214 (62.0%)	3 (0.9%)	-	3.36
I cooperate sensibly in class activities	125 (36.2%)	217 (62.9%)	3 (0.9%)	-	3.35
I always accept new tasks, with no fear	98 (28.4%)	239 (69.3%)	8 (2.3%)	-	3.26
I show the desire to please my teacher during academic activities	93 (27.0%)	226 (65.5%)	26 (7.5%)	-	3.19
I respond to class discussion in manner that show my level of attention	111 (32.2%)	212 (61.4%)	22 (6.4%)	-	3.26
I engage in critical academic discussion after classes	90 (26.1%)	190 (55.1%)	63 (18.3%)	2 (0.6%)	3.07
I never hesitate to ask question(s) even though they seem silly	77 (22.3%)	186 (53.9%)	80 (23.2%)	2 (0.6%)	2.98
I engage my lecturer on previous knowledge learnt in a new lecture	67 (19.4%)	197 (57.1%)	75 (21.7%)	6 (1.7%)	2.94

**3.18**

### **Academic Attitude (mental view)**

I perceive going to school will help me get a good job after graduation	124 (35.9%)	195 (56.5%)	24 (7.0%)	2 (0.6%)	3.28
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At time I wish I did not have to go to school at all	94 (27.2%)	120 (34.8%)	99 (28.7%)	32 (9.3%)	2.80
I perceive that I will not use what I learn at school after graduation	52 (15.1%)	141 (40.9%)	143 (41.4%)	9 (2.6%)	2.68
I will rather be at school than at home having fun with friends	29 (8.4%)	146 (42.3%)	118 (34.2%)	52 (15.1%)	2.44
I think going to school in this country is a waste of resource	30 (8.7%)	106 (30.7%)	178 (51.6%)	31 (9.0%)	2.39
I perceive that assignment given to students is to deprive them of time available for leisure	28 (8.1%)	96 (27.8%)	175 (50.7%)	46 (13.3%)	2.31
I perceive that attending classes will play a major role in my overall academic performance	106 (30.7%)	222 (64.3%)	15 (4.3%)	2 (0.6%)	3.25
					<b>2.74</b>
<b>Grand Mean</b>					<b>3.21</b>

**Source:** Field Survey Results (2021)

**Decision rule:** 1.00 – 1.49 (very low), 1.50 -2.49 (low), 2.50-3.49 (high), 3.50-4.00 (very high)

Table 4.3. shows that 78.3% of respondents strongly agree that they will be able to achieve most of the academic goals that they have set for themselves during their study, 21.2% agree and 0.6% disagree. On the average, the respondents indicated they perceive that they will be able to achieve most of the academic goals which they have set for themselves at a mean of 3.78. Results indicated that 71.3% of respondents strongly agree that when facing difficult academic tasks, they are certain that they will accomplish them. 27.5% agree and 1.2% disagree. On the average, the respondents who indicated that when facing difficult academic tasks, they are certain they will accomplish them have a mean of 3.70.

Results also indicated that 75.9% of the respondents strongly agree that they think they can obtain academic results that are important to their career and 24.1% agree. On the average, the respondents indicated that they think they can obtain academic results that are important to their career has a mean of 3.76. Results also indicated that 71.3% of the respondents strongly agree that they believe they can succeed at almost any academic endeavor to which they set their mind, 28.1% agree and 0.6% disagree. On the average, the respondents indicated they believe they can succeed at almost any academic endeavour to which they set their mind has a mean of 3.71.

Results also indicated that 75.1% of respondents strongly agree that they will be able to successfully overcome many challenges, 24.3% agree and 0.6% disagree. On the average, the respondents indicated that they will be able to successfully overcome many challenges has a mean of 3.74. Results indicated that 72.2% of respondents strongly agree that they are confident that they can perform effectively on many different tasks, 27.2% agree and 0.6% disagree. On the average, the respondents indicated that they are confident that they can perform effectively on many different tasks has a mean of 3.72.

Results also indicated that 71.3% of respondents strongly agree that when compared to other people, they can do most academic tasks very well, 27.0% agree and 1.7% disagree. On the average, the respondents indicated that when compared to other people, they can do most academic tasks very well has a mean of 3.70. Results indicated that 66.1% of respondents strongly agree that they can perform quite well even when things are tough, 29.3% agree and 4.6% disagree. On the average, the respondents indicated that they can perform quite well even when things are tough has a mean of 3.61. This weighted mean for self efficacy is 3.72 which indicate that Self

Efficacy is relatively high. This implies that the level at which the respondents believe in themselves is high thereby yielding positive results.

Table 4.3. shows that 37.1% of the respondents strongly agree that they are lively-interested in learning activities during classes, 62.0% agree, and 0.9% disagree. On the average, the respondents indicated that they are lively-interested in learning activities during classes has a mean of 3.36. Results also indicated that 36.2% of the respondents strongly agree that they cooperate sensibly in class activities, 62.9% agree, and 0.9% disagree. On the average, the respondents indicated that they cooperate sensibly in class activities has a mean of 3.35. Results also indicated that 28.4% of the respondents strongly agree that they always accept new tasks with no fear, 69.3% agree and 2.3% disagree. On the average, the respondents indicated that they always accept new a task with no fear has a mean of 3.26. Results also indicated that 27.0% of the respondents strongly agreed that they show the desire to please their teachers during academic activities, 65.5% agree, and 7.5% disagree. On the average, the respondents indicated they show desire to please their teachers during academic activities has a mean of 3.19.

Results also indicated that 32.2% of respondents strongly agree that they respond to class discussion in manner that show their level of attention, 61.4% agree and 6.4% disagree. On the average, the respondents indicated that they respond to class discussion in manner that shows their level of attention has a mean of 3.26. Results also indicated that 26.1% of respondents strongly agree that they engage in critical academic discussion after class, 55.1% agree, 18.3% disagree and 0.6% strongly disagree. On the average, the respondents indicated that they engage in critical academic discussion after classes has mean of 3.07.

Results also indicated that 22.3% of respondents strongly agree that they never hesitate to ask questions even though they seem silly, 53.9% agree, 23.2% disagree, and 0.6% strongly disagree. On the average, the respondents indicated that they never hesitate to ask a question even though they seem silly has a mean of 2.98. Results also indicated that 19.4% of respondents strongly agree that they engage their lecturers on previous knowledge learnt in a new lecture, 57.1% agree, 21.7% disagree and 1.7% strongly disagree. On the average, the respondents indicated that they engage their lecturer on previous knowledge learnt in a new lecture has a mean of 2.94.

The weighted mean for learning behavior (action) is relatively high with 3.18. By implication, the students are proactive in while learning.

Table 4.3. shows that 35.9% of the respondents strongly agree that they perceive going to school will help them get a good job after graduation, 56.5% agree, 7.0% disagree, and 0.6% strongly disagree. On the average, the respondents indicated they perceive that going to school will help them get a good job after graduation has a mean of 3.28. Results also indicated that 27.2% of the respondents strongly agree that at times, they wish they did not have to go to school at all, 34.8% agree, 28.7% disagree, and 9.3% strongly disagree. On the average, the respondents indicated that at time they wish they did not have to go to school at all has a mean of 2.80.

Results also indicated that 15.1% of respondents strongly agree that they perceive they will not use what they learn at school after graduation, 40.9% agree, 41.4% disagree, and 2.6% strongly disagree. On the average, the respondents indicated that they perceive they will not use what they learn at school after graduation has a mean of 2.68. Results also indicated that 8.4% of respondents strongly agree that they will rather be at school than at home having fun with friends, 42.3% agree, 34.2% disagree,

and 15.1% strongly disagree. On the average, the respondents indicated that they will rather be at school than at home having fun has a mean of 2.44.

Results also indicated that 8.7% of respondents strongly agree that they think going school in this country is a waste of resources, 30.7% agree, 51.6% disagree, and 9% strongly disagree. On the average, the respondents indicated that they think going school in this country is a waste of resources has a mean of 2.39. Results also indicated that 8.1% of respondents strongly agree they perceive that assignment given to students is to deprive to them of time available for leisure, 27.8% agree, 50.7% disagree, and 13.3% strongly disagree. On the average, the respondents indicated that they perceive that assignment given to students is to deprive them from time available for leisure has a mean of 2.31. Results also indicated that 30.7% of respondents strongly agree they perceive that attending classes will play a major role in their overall academic performance, 64.3% agree, 4.3% disagree, and 0.6% strongly disagree. On the average, the respondents indicated that they perceive that attending classes will play a major role in their overall academic performance. The weighted mean for academic attitude is 2.74 which is relatively high. By implication, the academic attitude which is the mental view aids their learning.

The grand mean for perceived academic performance is 3.21 and based on the decision scale, suggest that the respondents agree with the statement representing perceived academic performance such as self-efficacy, learning behaviour and academic attitude. This imply that the level of perceived academic performance of students in public Universities in Osun State, Nigeria based on the level of agreement is moderately high however, there is room for improvement for students to aim and achieve higher level of academic excellence.

**Table 4.4: Frequency distribution of Responses on the level of Media Use**

<b>Print Media</b>	<b>VT</b>	<b>T</b>	<b>UT</b>	<b>VUT</b>	<b>Mean</b>
There is improvement in my grades since I became engaged in the use of print media.	154 (44.6%)	184 (53.3%)	7 (2%)	-	3.43
I have access to textbooks which enhances my study.	130 (37.7%)	202 (58.6%)	13 (3.8%)	-	3.34
The usage of textbooks for assignment has helped improve my grades.	129 (37%)	208 (60.3%)	8 (2.3%)	-	3.35
I have access to reputable journals aids my study.	120 (34.8%)	195 (56.5%)	30 (8.7%)	-	3.26
I have unrestricted access to academic magazine	113 (32.8%)	195 (56.5%)	37 (10.7%)	-	3.22
					<b>3.32</b>
<b>Social Media</b>					
Social media use improves my academic work.	111 (32.2%)	207 (60.0%)	27 (7.8%)	-	3.24
Collaborative learning experience in the social media environment is better than in a face-to-face learning environment.	46 (13.3%)	138 (40.0%)	122 (35.4%)	39 (11.3%)	2.55
Using of social media improves my interaction with classmates, thus, help me to improve my performance.	84 (24.3%)	256 (74.2%)	5 (1.4%)	-	3.23
The usage of academic blogs for assignment has helped improve my grades.	79 (22.9%)	185 (53.6%)	81 (23.5%)	-	2.99
I use materials gotten from blogging sites to complement what I have been taught in class.	85 (24.6%)	184 (53.3%)	75 (21.7%)	1 (0.3%)	3.02
I engage in academic discussions on twitter which has improved my academic performance.	87 (25.2%)	147 (42.6%)	100 (29.0%)	11 (3.2%)	2.90
I make use of WhatsApp to disseminate knowledge to my classmates.	98 (28.4%)	247 (71.6%)	-	-	3.28

YouTube videos provides quality academic content that aid learning	106 (30.7%)	211 (61.2%)	28 (8.1%)	-	3.23
<b>Grand Mean</b>					<b>3.05</b>
					<b>3.18</b>

**Source:** Field Survey Results (2021)

**Decision rule: 1.00 – 1.49 (very low), 1.50 -2.49 (low), 2.50-3.49 (high), 3.50-4.00 (very high)**

Table 4.4. shows that 44.6% of the respondents rated very true that there is improvement in their grades since they became engaged in the use of print media, 53.3% rated true, and 2% rated untrue. On the average, the respondents indicated that there is improvement in their grades since they became engaged in the use of print media has a mean of 3.43. Results also indicated that 37.7% of the respondents rated very true that they have access to textbooks which enhances their study, 58.6% rated true and 3.8% rated untrue. On the average, the respondents indicated that they have access to textbooks which enhances their study has a mean of 3.34. Results also indicated that 37% of the respondents rated very true that the usage of textbooks for assignment has helped improve their grades, 60.3% rated true and 2.3% rated untrue. On the average, the respondents indicated that the usage of textbooks for assignment has helped improve their grades at a mean of 3.35. This implies that the use of textbooks had improved their grades.

Also, results indicated that 34.8% of the respondents rated very true that they have access to reputable journals aids their study, 56.5% rated true and 8.7% rated untrue.

On the average, the respondents indicated that they have access to reputable journals aids their study has a mean of 3.26. Results also indicated that 32.8% of respondents rated very true that they have unrestricted access to academic magazine, 56.5% rated true and 10.7% rated untrue. On the average, the respondents indicated that they have

unrestricted access to academic magazine. The weighted mean for print media is 3.32. By implication, the students are sure that the usage of textbooks, magazines for assignment enhances their study. This was particular to the respondents from both institutions.

Table 4.4. shows that 32.2% of the respondents rated very true that social media use improves their academic work, 60% rated true and 7.8% rated untrue. On the average, the respondents indicated that social media use improves their academic work has a mean of 3.24. Results also indicated that 13.3% of respondents rated very true that collaborative learning experience in the social media environment is better than in a face-to-face learning environment, 40% rated true, 35.4% rated untrue and 11.3% rated very untrue. On the average, the respondents indicated that collaborative learning experience in the social media environment is better than in a face-to-face learning environment has a mean of 2.55. By implication, the use of social media improves their academic work.

Also, results indicated that 24.3% of respondents rated very true that using of social media improves their interaction with classmates, thus, help them to improve their performance, 74.2% rated true and 1.4% rated untrue. On the average, the respondents indicated that using of social media improves their interaction with classmates helps them to improve their performances has a mean of 3.23. Results also indicated that 22.9% of respondents rated very true that the usage of academic blogs for assignment has helped improve their grades, 53.6% rated true and 23.5% rated untrue. On the average, the respondents indicated that the usage of academic blogs for assignment has helped improve their grades has a mean of 2.99. This implies that use of academic

blogs helps improve their interaction with classmates, thus help them improve their performance.

Results also indicated that 24.6% of respondents rated very true that the use of materials gotten from blogging sites to complement what they have been taught in class, 53.3% rated true, 21.7% rated untrue and 0.3% rated very untrue. On the average, the respondents indicated that the use of materials gotten from blogging sites to complement what they have been taught in class has a mean of 3.02. Results also indicated that 25.2% of respondents rated very true that they engage in academic discussions on twitter which has improved their academic performance, 42.6% rated true, 29% rated untrue and 3.2% rated very untrue. On the average, the respondents indicated that they engage in academic discussions on twitter which has improved their academic performance has a mean of 2.90. By implication, it is said that collaborative learning experience in the social media environment is better than in a face to face learning environment.

Also result indicated that 28.4% of respondents rated very true that they make use of WhatsApp to disseminate knowledge to their classmates and 71.6% rated true. On the average, the respondents indicated that they make use of WhatsApp to disseminate knowledge to their classmates has a mean of 3.28. Results also indicated that 30.7% of respondents rated very true that YouTube videos provides quality academic content that aid learning, 61.2% rated true and 8.1% rated untrue. On the average, the respondents indicated that YouTube video provides quality academic content that aid learning has a mean of 3.23. This implies that youtube videos provide quality academic content that aid learning.

The mean for media use is 3.18 and based on the decision scale, this suggest that the respondents rated true most of the statement representing media use such as print media and social media use. This implies that the level of media use of students in public Universities in Osun State, Nigeria is high however. The weighted mean for media is 3.05. By implication, the students are sure that the usage of media has helped improve their grades vastly. This was particular to the respondents from both institutions.

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### 4.3 Test of Hypotheses

**Hypothesis One:** There will be no significant influence of social media on the perceived academic performance of students in public Universities in Osun State, Nigeria.

In order to test null hypothesis one, simple linear multiple regression analysis was used. In the analysis, the values of perceived academic performance were regressed on the values of social media. The data for social media (independent variable) was generated by summing responses of all variable items while that of perceived academic performance (dependent) was generated by adding responses of all items used to measure the variable. The regression test results are presented in Tables 4.5a-c

**Table 4.5a-c: Summary of regression analysis for the influence of social media on perceived academic performance of students in public Universities in Osun State, Nigeria**

**a. Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.352 <sup>a</sup>	.124	.121	.22204

a. Predictors: (Constant), social media

**b. ANOVA**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.394	1	2.394	48.564	.000 <sup>b</sup>
	Residual	16.911	343	.049		
	Total	19.305	344			

a. Dependent Variable: Perceived Academic Performance

b. Predictors: (Constant), social media

**c. Coefficients**

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	2.636	.086		30.661	.000
	Social Media	.194	.028	.352	6.969	.000

a. Dependent Variable: Perceived Academic Performance

**Source:** Researcher's Field Survey Results (2021)

Table 4.5a-c presents the results of the regression analysis for the influence of social media on the perceived academic performance of students in public Universities in Osun State, Nigeria. Table 4.5a presents a model summary which establishes how the model equation fits into the data. The R<sup>2</sup> was used to establish the predictive power of the study's model. From the results, social media have weak positive statistically

significant relationship with perceived academic performance of students in public Universities in Osun State, Nigeria ( $R = 0.352$ ,  $p < 0.05$ ).

The coefficient of determination ( $R^2$ ) of 0.124 shows that social media explained 12.4% of the variation in perceived academic performance of students under investigation while the remaining 87.6% variation in perceived academic performance is explained by other exogenous variable different from social media examined. This result suggests that social media influence 12.4% of perceived academic performance of students in public Universities in Osun State, Nigeria. Table 4.5b presents the results of ANOVA (overall model significance) of regression test which revealed that the social media has a significant influence on perceived academic performance of students in public Universities in Osun State, Nigeria. This can be explained by the F-value (39.753) and low p-value (0.000) which is statistically significant at 95% confidence interval. Hence, the result posited that social media used by undergraduate students in public Universities in Osun State, Nigeria influenced their perceived academic performance.

Furthermore, the results of regression coefficients in table 4.5c, revealed that at 95% confidence level, a unit change in social media will lead to a 0.194 increase in perceived academic performance of students in public Universities in Osun State, Nigeria given that all other factors are held constant. On the strength of this result ( $R^2 = 0.124$ ,  $F(1,343) = 39.753$ ,  $p = 0.000$ ), this study rejects the null hypothesis one ( $H_01$ ) which states that there will be no significant influence of social media on the perceived academic performance of students in public Universities in Osun State, Nigeria.

**Hypothesis 2:** There will be no significant influence of print media on the perceived academic performance of students in public Universities in Osun State, Nigeria.

In order to test null hypothesis one, simple linear multiple regression analysis was used. In the analysis, the values of perceived academic performance were regressed on the values of print media. The data for print media (independent variable) was generated by summing responses of all variable items while that of perceived academic performance (dependent) was generated by adding responses of all items used to measure the variable. The regression test results are presented in Tables 4.6a-c

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**Table 4.6a-c: Summary of regression analysis for the influence of Print media on perceived academic performance of students in public Universities in Osun State, Nigeria**

**a. Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.322 <sup>a</sup>	.104	.101	.22459

a. Predictors: (Constant), Print Media

**b. ANOVA**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.005	1	2.005	39.753	.000 <sup>b</sup>
	Residual	17.300	343	.050		
	Total	19.305	344			

a. Dependent Variable: Perceived Academic Performance

b. Predictors: (Constant), Print Media

**c. Coefficients**

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	2.672	.089		29.943	.000
	Print Media	.168	.027	.322	6.305	.000

a. Dependent Variable: Perceived Academic Performance

**Source:** Researcher's Field Survey Results (2021)

**Decision rule:** 1.00 – 1.49 (very low), 1.50 -2.49 (low), 2.50-3.49 (high), 3.50-4.00 (very high)

Table 4.6a-c presents the results of the regression analysis for the influence of print media on the perceived academic performance of students in public Universities in Osun State, Nigeria. Table 4.6a presents a model summary which establishes how the model equation fits into the data. The R<sup>2</sup> was used to establish the predictive power of the study's model. From the results, print media have weak positive statistically

significant relationship with perceived academic performance of students in public Universities in Osun State, Nigeria ( $R = 0.322$ ,  $p < 0.05$ ).

The coefficient of determination ( $R^2$ ) of 0.104 shows that print media explained 10.4% of the variation in perceived academic performance of students under investigation while the remaining 89.6% variation in perceived academic performance is explained by other exogenous variable different from print media examined. This result suggests that print media influence 10.4% of perceived academic performance of students in public Universities in Osun State, Nigeria. Table 4.6b presents the results of ANOVA (overall model significance) of regression test which revealed that the print media has a significant influence on perceived academic performance of students in public Universities in Osun State, Nigeria. This can be explained by the F-value (39.753) and low p-value (0.000) which is statistically significant at 95% confidence interval. Hence, the result posited that print media used by undergraduate students in public Universities in Osun State, Nigeria influenced their perceived academic performance.

Furthermore, the results of regression coefficients in table 4.6c, revealed that at 95% confidence level, a unit change in print media will lead to a 0.168 increase in perceived academic performance of students in public Universities in Osun State, Nigeria given that all other factors are held constant. On the strength of this result ( $R^2 = 0.104$ ,  $F(1,343) = 39.753$ ,  $p = 0.000$ ), this study rejects the null hypothesis two ( $H_02$ ) which states that there will be no significant influence of print media on the perceived academic performance of students in public Universities in Osun State, Nigeria

**Hypothesis 3:** There will be no significant influence of media use on the perceived academic performance of students in public Universities in Osun State, Nigeria

In order to test null hypothesis one, multiple regression analysis was used. In the analysis, the values of perceived academic performance were regressed on the values of print and social media (media use). The data for media use (independent variable) was generated by summing responses of all variable items for print media and social media respectively while that of perceived academic performance (dependent) was generated by adding responses of all items used to measure the variable. The regression test results are presented in Tables 4.7a-c

**Table 4.7a-c: Summary of regression analysis for the influence of Media use on perceived academic performance of students in public Universities in Osun State, Nigeria**

**a. Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.435 <sup>a</sup>	.189	.185	.21392

a. Predictors: (Constant), Print media, social media

**b. ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.655	2	1.827	39.933	.000 <sup>b</sup>
	Residual	15.651	342	.046		
	Total	19.305	344			

a. Dependent Variable: Perceived Academic Performance

Predictors: (Constant), Print Media, social media

**c. Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.275	.108		21.117	.000
	Social Media	.165	.027	.299	6.004	.000
	Print Media	.136	.026	.261	5.248	.000

a. Dependent Variable: Perceived Academic Performance

**Source:** Researcher's Field Survey Results (2021)

Table 4.7a-c presents the results of the multiple regression analysis for the influence of media use (social & print media) on the perceived academic performance of students in public Universities in Osun State, Nigeria. Table 4.7a presents a model

summary which establishes how the model equation fits into the data. The adjusted coefficient of determination Adj.  $R^2$  was used to establish the predictive power of the study's model. From the results, social and print media have weak positive statistically significant relationship with perceived academic performance of students in public Universities in Osun State, Nigeria ( $R = 0.435$ ,  $p < 0.05$ ).

The Adj  $R^2$  of 0.185 shows that media use explained 18.5% of the variation in perceived academic performance of students under investigation while the remaining 81.5% variation in perceived academic performance is explained by other exogenous variable different from print and social media examined. This result suggests that media use influence 18.5% of perceived academic performance of students in public Universities in Osun State, Nigeria. Table 4.7b presents the results of ANOVA (overall model significance) of regression test which revealed that media use has a significant influence on perceived academic performance of students in public Universities in Osun State, Nigeria. This can be explained by the F-value (39.933) and low p-value (0.000) which is statistically significant at 95% confidence interval. Hence, the result posited that print and social media used by undergraduate students in public Universities in Osun State, Nigeria influenced their perceived academic performance.

Furthermore, the results of regression coefficients in table 4.7c, revealed that at 95% confidence level, a unit change in social media will lead to a 0.165 increase in perceived academic performance of students in public Universities in Osun State, Nigeria given that all other factors are held constant. Also, a unit change in print media will lead to a 0.136 increase in perceived academic performance of students in public Universities in Osun State, Nigeria given that all other factors are held constant.

This coefficient suggest that social media use has higher relative influence compared with print media use. On the strength of this result (Adj.  $R^2 = 0.185$ ,  $F(2,342) = 39.933$ ,  $p = 0.000$ ), this study rejects the null hypothesis three ( $H_03$ ) which states that there will be no significant influence of media use on the perceived academic performance of students in public Universities in Osun State, Nigeria.

#### **4.4 Discussion of Findings**

This section discusses the findings of this study in relation to past studies. Research findings are discussed and organized according to earlier stated hypothesis and in relation with past studies.

Hypothesis one examined the influence of social media use on perceived academic performance of students in public Universities in Osun State, Nigeria revealed that Social Media use has a significant positive influence on perceived academic performance under investigation. Conceptually, scholars pointed out that media including social and print holds potential benefit for the educational system regardless of country. Scholars aver that Media, as a field of study, serves as educational tool to further develop student abilities and skills in communication. This growing prevalence of the media may represent an untapped resource that can potentially be harnessed in contributing to improved educational outcomes in tertiary institutions. Studies have attempted to explore the usefulness of print media and social media as adjuncts to the formal educational system. Regular access to and use of mass media in school will broaden the opportunity for student to absorb information, read and increase their cognitive skills<sup>2</sup>. According to the findings, social media platforms have a substantial impact on students' academic achievement, and they are taught time management to evaluate students' success or failure<sup>3</sup>.

A study at the College of Applied Sciences in Nizwa, Oman, looked into the pedagogical effects of social media on undergraduate students' language and academic accomplishment<sup>4</sup>. Overall, the study discovered beneficial benefits of social media on Oman students' academics, concluding that using social media gave them a sense of belonging to an academic community, as their online friends were largely those they met in college. Student-to-student and teacher-to-student interactions supported academic learning through social networks. The positive outcomes of this campaign, as well as the uses and gratifications emphasized in this study, revealed that social networks have a substantial impact on students' academic performance, and it is recommended that its use be disciplined because it can lead to distraction from education.

Further research on the use of social networking sites among University of Nigeria, Nsukka undergraduate students” looked into the usage of social networking sites among University of Nigeria, Nsukka undergraduate students (UNN)<sup>5</sup>. The researchers used a descriptive survey research approach to collect responses from a random sample of 150 university undergraduate students. The individuals' information was gathered through a questionnaire. UNN students use SNSs for a variety of purposes, including communicating and interacting with friends, online learning, finding friends online, leisure and personal socialization, job searching, academic discussion and finding study partners online, watching movies, connecting and interacting with business partners, and communicating, mobilizing, and organizing national issues, according to the findings of the study.

Another study carried out to examine the impact of use of social media on students' perceived academic performance in Malaysian Tertiary Institution. In other to

measure social media platforms, questionnaires were developed based on past literatures. The variables considered were time appropriateness, time duration, Nature of Usage, Health Addiction, Friend-People connection, security/privacy problems and student perceived academic performance. The study used a descriptive research design. Questionnaires were used to collect data. A straightforward selection procedure was used to choose a sample of 102 Erican College students. The data was examined using SPSS 21's descriptive means and regression. Four separate Pearson's correlation coefficients are connected with student academic success, whereas two are not. However, when applying regression analysis, four variables stand out: time appropriateness, people-friend connection, form of usage, and health addiction, although time duration and security/privacy issues are not. The report closed by highlighting the good aspects of students' use of social media, such as how it has aided them in exchanging and developing new ideas, and how students, as a valuable asset to any country, play a critical part in academic performance<sup>6</sup>.

The impact of social network usage on university students perceived academic performance: a case study of Benue State University Makurdi, Nigeria” sampled 1,596 students and focused on three key impact areas: time spent on social media, frequency of visiting social media, and the relationship between a student's academic performance and the number of social friends. The extent to which the three variables were related to students was determined and measured using correlation and regression analyses, and it was discovered that the amount of time spent on social media, the frequency of visits, and the total number of online friends all have a statistically significant relationship with a student's perceived academic performance. As a result, the researchers urge that access to social media be limited and managed, and that free time be spent studying instead<sup>7</sup>.

A study of undergraduates in selected universities in Ogun State, Nigeria, was conducted to investigate the perceived influence of online social networks on academic performance. Data from a descriptive survey of 402 respondents from Babcock University, Federal University of Agriculture and Technology, and Babcock University, Federal University of Agriculture and Technology, were used to conduct the study. Frequency and percentage counts were used to assess the information gathered. The majority of respondents utilize online social networks for social contact rather than academic goals, according to the findings. Most of the respondents, however, agreed that the use of online social networks have *positive* influence on their academic performance<sup>8</sup>.

The findings of hypothesis two found support in prior empirical studies. In Akwa Ibom State, Nigeria, an empirical study was done to assess the impact of print media techniques (magazines and novels) on the development of students' reading ability. The study was conducted using an Expost-facto research design. All 7,467 senior secondary two pupils in the Uyo senatorial district were included in the population. The sample size was determined using a basic random sampling procedure with a sample size of 1,190 students. The findings of the study reveal that students who are exposed to print media such as magazines have a greater level of reading ability than those who are not. This is due to the fact that the only way to effectively access the medium is to have excellent reading skills. The readers' level of competence is improved as a result of this ongoing reading practice. The study also demonstrates a substantial difference in reading competency between pupils who have been exposed to novels and those who have not. This suggests that students who are exposed to novels develop higher-quality reading skills than those who are not. Because readers'

metacognition does not match the ideas given in the medium, people who are less exposed to novels have lower reading competency. As a result, comprehension slows. Only those whose metal cognition matched the story's themes had a high level of comprehension in the study, which could have an impact on academic success<sup>9</sup>.

In a similar study, the impact of media, particularly print media, on student performance in Varanasi, India was investigated. This study used a descriptive research approach that included a stream of students and the use of print media. According to the conclusions of this study, there is a favorable and significant association between print media and perceived academic performance among students. The results of this survey demonstrated that all of the students used print media in a variety of methods and formats. Which allowed most students to do something different with their school assignments, which improved their academic performance and served as a source to expand their vocabulary, for research purposes (finding good colleges for future admission, different coaching classes, counseling, results, and other), such as assignments, projects, and other academic attempts. This demonstrates that print media sources may be used for both fun and knowledge, and students can take advantage of this to improve their academic performance.

The findings of hypothesis three found support in prior empirical studies. The impact of media, particularly social media, on university students' perceived academic performance in Nigeria was examined in the context of Nigerian institutions in a study. The researchers used a causal-comparative research design to sample 100 undergraduates from Nnamdi Azikiwe University, Delta State University, Madonna University, and Anambra State University. It was discovered that media has a detrimental impact on students' academics since the majority of students use media, particularly social media, for non-academic objectives and believe that using social

media leads to poor academic performance. These harmful effects of media on pupils, as evidenced by their grades, have been linked to the addictive nature of this sort of media. This appears to be the reason why internet use is negatively connected with student perceived academic performance, owing to the addictive character of users who choose to use the internet to avoid personal and professional duties, resulting in poor academic performance<sup>10</sup>.

The findings of this study equally aligned with the expectation of the Use and Gratification Theory. This is because the Use and Gratification Theory considers media use as a strategic tool which through the socio-cognitive framework help to reduce the uncertainties arising from homogenizing media users and explaining media usage in terms of only positive outcomes. Therefore, on the strength of the support found in prior conceptual, empirical and theoretical studies with this present study's result, the study can conclude that media use has positive and significant influence on perceived academic performance of students in public Universities in Osun State, Nigeria.

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## **Chapter five**

### **Conclusion**

#### **5.1 Summary of Findings**

The study has reviewed various concepts alongside perceived academic performance of students. Many researches about the factors that promote academic performance have been bolstered by the emphasis on academic performance that is also prevalent globally. Academic achievement will always play a part as one of the drivers of one's life success, both in terms of academic placement in schools and further education, as well as one's level of employability in the workplace. Perceived academic performance by students has long been a topic of interest to all stakeholders in the educational sectors in this regard.

This study is anchored on User Gratification Theory. The UGT examines how users purposefully select media to meet specific goals such as information, relaxation, social interactions/companionship, diversion, or escape. It is presumptively assumed that audience members are not passive media consumers. Rather, the audience has control over their media consumption and participates actively in the interpretation and integration of media into their own lives. It is a strategic tool that has been used to understand media usage through a socio-cognitive framework to reduce uncertainties that arise from homogenizing media users and explaining media usage in terms of only positive outcomes (gratifications) using measures such as self-efficacy and self-disparagement, and has linked UGT to negative outcomes of media influence.

The survey research design was adopted for this study using a cross-sectional approach. The population was 38,385 students of public universities situated in Osun State. The population sample consists of two public universities in Osun State.

Multistage sampling technique and 381 respondents were used in the selection of public universities. Self-developed questionnaires were used to elicit response from 345 respondents of the sampled universities who returned the questionnaires. The study adopted the descriptive, correlation and regression statistical analyses techniques to explain the combined and relative influence of Media use on perceived academic performance. Statistical Package for the Social Sciences version 24 was used to test the hypotheses at 0.05 level of significance to determine the rejection or acceptance of the null hypotheses. The results were extensively discussed in the context of the current research as well as extant literature.

The findings of the study can be summarized as follows:

1. Perceived academic performance of students in Public universities in Osun State is moderately high, however, there is room for improvement for students to aim and achieve higher level of academic excellence.
2. Media use of students in public universities in Osun State is moderately high, however, there is room for students to improve their use of the media platforms to enhance their academic performance.
3. Social media use have significant influence on perceived academic performance of students in public Universities in Osun State, Nigeria
4. Print media use has significant influence on perceived academic performance of students in public Universities in Osun State, Nigeria.

## **5.2 Conclusion**

The study examines the use of media and perceived academic performance of students in public universities in Osun State. Improving the quality of education and investment on educational and human resources are regarded as effective factors

paving the way for a country's pervasive development. Improvement of students' academic performance is also among the basic goals of educational planning and it's through academic performance that students can fully actualize their talents and capabilities in line with educational goals. Notably, academic performance is considered as one important criteria of educational quality. The role of media in today's modern and technology driven society is growing by the day. There have been far-reaching changes in many sectors, including the educational sector, as a result of technological advances. People's thinking patterns have shifted dramatically as a result of media use. It has provided them with a fantastic platform on which to show themselves to the rest of the world and contribute in their own unique way to the changing global landscape. It has also contributed to the shrinking of the world's population. The media is a form of support for individuals all around the world, shaping their attitudes, opinions, and behaviors; It also assists people in learning about various religions, locations, and significant things to do in the past and future. Hence, there is urgent need for students to ensure the right use of media in the pursuit of academic excellence. Based on the empirical findings, this study concluded that there is statistically significant influence of Media use on perceived academic performance of students in Public Universities in Osun State.

### **5.3 Recommendations**

The goal of every research is to add to the body of knowledge and promote society's general development by producing fresh information that will either improve the current situation or provide new ideas and techniques for solving problems. Based on the findings in this study, the following recommendations were made:

1. Undergraduate students in public universities should endeavor to frequently use print media to achieve their academic goals at all time.
2. Undergraduate students in higher institutions are advised to use social media platforms available for the purpose of learning and not otherwise. This will go a long way in achieving their academic goals.
3. Considering the vast influence media has on perceived academic performance of students in higher institutions, the students are advised to make use of media as it will improve and aid their academic endeavors.
4. Internet is a great tool available to students if not abused. Students are advised to ensure they make the use of the internet facilities accessible to them.

### **5.4 Contribution to knowledge**

This study offers significant contribution to literature conceptually, theoretically and empirically.

Conceptually, scholars pointed out that media including social and print holds potential benefit for the educational system regardless of country. Scholars aver that Media, as a field of study, serves as educational tool to further develop student abilities and skills in communication. This growing prevalence of the media may represent an untapped resource that can potentially be harnessed in contributing to improved educational outcomes in tertiary institutions.

From the theoretical stand point the User Gratification Theory was strengthened. This theory is a strategic tool that has been used to understand media usage through a socio-cognitive framework to reduce uncertainties that arise from homogenizing media users and explaining media usage in terms of only positive outcomes (gratifications) using measures such as self-efficacy and self-disparagement, and has linked UGT to negative outcomes of media influence. This study results are in concomitance with these theoretical perspectives.

Empirically, the study is able to add to recent literature on the interaction among Media use and perceived academic performance. Though, studies on Media use and academic performance abound in developed economy context, however, empirical study from developing countries like Nigeria seems to be few in this regard. By the findings of the three null hypotheses examined, the study becomes a basis for reference for future study on Media use and perceived academic performance. Moreover, the study provides findings which scholars can use to buttress the empirical submissions in their study.

Overall, these above-mentioned points lay emphasis on the fact that this study offers significant contribution to knowledge and has practical implication for the management and students of Public universities in Osun State, Nigeria that were investigated.

## 5.5 Suggestion for further research

In view of the limitations given above, the researcher makes the following suggestions for further or future research:

1. Future researchers interested in the dependent variable (perceived academic performance) is advised look at other measures like moral reasoning, parental style and goal orientation as factors of and their link with perceived academic performance.
2. The inclusion of larger sample size is necessary to give room for more generalization and conclusion.
3. Samples sizes involving public university students of other geographical regions in Nigeria can be used for better generalization of findings.
4. Further studies in the area of Media use and perceived academic performance can as well be carried out in Private universities so as to be able to extend the knowledge gained from this work to other institutions in the State.
5. A comparative study with Private and Federal Universities in Nigeria may be considered in the nearest future.
6. A cross-sectional survey design was used in the course of this study, and this means evidence of causality cannot be established hence, further study may consider longitudinal survey design to explain causality over a long period of time.
7. This study employed primary data for collection of information from the selected public universities, same study may be carried out in the nearest future using secondary data for collection of information.

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**LEAD CITY UNIVERSITY**  
**FACULTY OF COMMUNICATION AND INFORMATION SCIENCES (FCIS)**  
**DEPARTMENT OF INFORMATION RESOURCE MANAGEMENT**

Dear Respondent,

I am a Master’s student of the above-named institution collecting data for the purpose of academic research titled “media use and perceived academic performance of students in Public Universities in Osun State, Nigeria. The questionnaire is strictly meant for academic purpose. For this purpose, I humbly request your optimum cooperation. Kindly respond honestly to the questions as this will assist this study. The information you provide shall be treated with utmost confidentiality and to enhance the achievement of this study’s objective. Thank you for your anticipated support.

Thank you.

Ojo, Olumuyiwa Emmanuel

**SECTION A: Demographic Information**

1. Gender: Male [  ], Female [  ]
2. Age: 16-20 years [  ] 21–25 years [  ], 26–30 years [  ], 31 years and above [  ]
3. Faculty: Administration [  ] Social Science [  ] Art [  ]

**SECTION B: Perceived Academic Performance of students in Public Universities in Osun State.**

The statement in this section concerns Perceived Academic Performance of students in Public Universities in Osun State. Using the four Likert-type scale below, please tick the appropriate response that indicates your best opinion of the issues.

**Strongly Agree (SA) – 4. Agree (A) – 3. Disagree (D) – 2. Strongly Disagree (SD) – 1.**

To what extent do you agree/disagree with the following statement

S/N	Self-Efficacy:	SA	A	D	SD
		<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	I will be able to achieve most of the academic goals that I have set for myself.	4	3	2	1
2	When facing difficult academic tasks, I am certain that I will accomplish them.	4	3	2	1
3	In general, I think that I can obtain academic result that are important to my career	4	3	2	1
4	I believe I can succeed at almost any academic endeavor to which I set my mind.	4	3	2	1

5	I will be able to successfully overcome many challenges.	4	3	2	1
6	I am confident that I can perform effectively on many different tasks.	4	3	2	1
7	Compared to other people, I can do most academic tasks very well.	4	3	2	1
8	Even when things are tough, I can perform quite well.	4	3	2	1

To what extent do you agree/disagree with the following

**Learning Behavior (Action):**

9	I am actively involved in learning activities during classes	4	3	2	1
10	I cooperate sensibly in class activities	4	3	2	1
11	I always accept new tasks, with no fear	4	3	2	1
12	I show the desire to please my teacher during academic activities	4	3	2	1
13	I respond to class discussion in manner that show my level of attention	4	3	2	1
14	I engage in critical academic discussion after classes	4	3	2	1
15	I never hesitate to ask question(s) even though they seem silly	4	3	2	1
16	I engage my lecturer on previous knowledge learnt in a new lecture				

To what extent do you agree/disagree with the following concerning your academic attitude?

**Academic Attitude (mental view)**

17	I perceive going to school will help me get a good job after graduation	4	3	2	1
18	Sometime, I wish I did not have to go to school at all	4	3	2	1
19	I perceive that I will not use what I learn in school after graduation	4	3	2	1
20	I will rather be at school than at home having fun with friends	4	3	2	1
21	I think going to school in this country is a waste of resource	4	3	2	1
22	I perceive that assignment given to students is to deprive them of time available for leisure	4	3	2	1
23	I perceive that attending classes will play a major role in my overall academic performance	4	3	2	1

**SECTION C: Media Use of Students in Public Universities in Osun State, Nigeria.**

The statement in this section concerns media use of students in public universities in Osun State Nigeria. Using the four Likert-type scale below, please tick the appropriate response that best indicates your personal opinion.

**Very True of me (VT) – 4. True of me (A) – 3. Untrue of me (D) – 2. Very Untrue of me (SD) – 1.**

**With regards to print media, how true is the following statement:**

S/N	Print Media:	VT	T	UT	VUT
		4	3	2	1
1	There is improvement in my grades since I became engaged in the use of print media.	4	3	2	1
2	I have access to textbooks which enhances my study.	4	3	2	1
3	The usage of textbooks for assignment has helped improve my grades.	4	3	2	1
4	I have access to reputable journals aids my study.	4	3	2	1
5	I have unrestricted access to academic magazine	4	3	2	1

**With regards to social media, how true is the following statement:**

**Social Media:**

6	Social media use improves my academic work.	4	3	2	1
7	Collaborative learning experience in the social media environment is better than in a face-to-face learning environment.	4	3	2	1
8	Using of social media improves my interaction with classmates, thus, help me to improve my performance.	4	3	2	1
9	The usage of academic blogs for assignment has helped improve my grades.	4	3	2	1
10	I use materials gotten from blogging sites to complement what I have been taught in class.	4	3	2	1
11	I engage in academic discussions on twitter which has improved my academic performance.	4	3	2	1
12	I make use of Whatsapp to disseminate knowledge to my classmates.	4	3	2	1
13	YouTube videos provides quality academic content that aid learning	4	3	2	1

Thank you for your time in responding to this instrument.

## Appendix 1

### Reliability

#### Notes

Output Created		27-AUG-2021 14:03:58
Comments		
Input	Data	C:\Users\user\Downloads\information resource management (1).sav
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	N of Rows in Working Data File	345
	Matrix Input	C:\Users\user\Downloads\information resource management (1).sav
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.



Syntax	<pre> RELIABILITY /VARIABLES=SELFF1 SELFF2 SELFF3 SELFF4 SELFF5 SELFF6 SELFF7 SELFF8 LEARNB9 LEARNB10 LEARNB11 LEARNB12 LEARNB13 LEARNB14 LEARNB15 LEARNB16 ACADAT17 ACADAT18 ACADAT19 ACADAT20 ACADAT21 ACADAT22 ACADAT23 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA. </pre>				
Resources	<table> <tr> <td data-bbox="539 1223 746 1254">Processor Time</td> <td data-bbox="1235 1223 1390 1254">00:00:00.03</td> </tr> <tr> <td data-bbox="539 1301 722 1332">Elapsed Time</td> <td data-bbox="1235 1301 1390 1332">00:00:00.02</td> </tr> </table>	Processor Time	00:00:00.03	Elapsed Time	00:00:00.02
Processor Time	00:00:00.03				
Elapsed Time	00:00:00.02				

[DataSet1] C:\Users\user\Downloads\information resource management (1).sav

**Scale: ALL VARIABLES**

### Case Processing Summary

		N	%
Cases	Valid	345	100.0
	Excluded <sup>a</sup>	0	.0
	Total	345	100.0

a. Listwise deletion based on all variables in the procedure.

### Reliability Statistics

Cronbach's Alpha	N of Items
.739	23

### Reliability

### Notes

Output Created	27-AUG-2021 14:04:28
Comments	
Input	Data
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	DataSet1
	Filter
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	Weight
	<none>
	Split File
	<none>

	N of Rows in Working Data File	345
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=PRTM1 PRTM2 PRTM3 PRTM4 PRTM5 SOCMED6 SOCMED7 SOCMED8 SOCMED9 SOCMED10 SOCMED11 SOCMED12 SOCMED13 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.03

**Scale: ALL VARIABLES**

### Case Processing Summary

		N	%
Cases	Valid	345	100.0
	Excluded <sup>a</sup>	0	.0
	Total	345	100.0

a. Listwise deletion based on all variables in the procedure.

### Reliability Statistics

Cronbach's Alpha	N of Items
.812	13

## Regression

### Notes

Output Created	27-AUG-2021 14:11:12	
Comments		
Input	Data	C:\Users\user\Downloads\information resource management (1).sav
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	Split File	<none>
	N of Rows in Working Data File	345
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.

DO NOT

Syntax	<pre> REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT PerceivedAcademicPerformance /METHOD=ENTER PrintMedia. </pre>	
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.16
	Memory Required	4048 bytes
	Additional Memory	
	Required for Residual	0 bytes
	Plots	

**Variables Entered/Removed<sup>a</sup>**

Model	Variables Entered	Variables Removed	Method
1	PrintMedia <sup>b</sup>	.	Enter

a. Dependent Variable: Perceived Academic Performance

b. All requested variables entered.

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.322 <sup>a</sup>	.104	.101	.22459

a. Predictors: (Constant), PrintMedia

### ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.005	1	2.005	39.753	.000 <sup>b</sup>
	Residual	17.300	343	.050		
	Total	19.305	344			

a. Dependent Variable: PerceivedAcademicPerformance

b. Predictors: (Constant), PrintMedia

### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.672	.089		29.943	.000
	PrintMedia	.168	.027	.322	6.305	.000

a. Dependent Variable: Perceived Academic Performance

## Regression

### Notes

Output Created	27-AUG-2021 14:19:37	
Comments		
Input	Data	C:\Users\user\Downloads\information resource management (1).sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	345
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.

DO NOT C

Syntax	<pre> REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT PerceivedAcademicPerformance /METHOD=ENTER SocialMedia. </pre>	
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00
	Memory Required	4048 bytes
	Additional Memory	
	Required for Residual	0 bytes
	Plots	

**Variables Entered/Removed<sup>a</sup>**

Model	Variables Entered	Variables Removed	Method
1	SocialMedia <sup>b</sup>	.	Enter

a. Dependent Variable:

PerceivedAcademicPerformance

b. All requested variables entered.

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.352 <sup>a</sup>	.124	.121	.22204

a. Predictors: (Constant), SocialMedia

### ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.394	1	2.394	48.564	.000 <sup>b</sup>
	Residual	16.911	343	.049		
	Total	19.305	344			

a. Dependent Variable: PerceivedAcademicPerformance

b. Predictors: (Constant), SocialMedia

### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.636	.086		30.661	.000
	SocialMedia	.194	.028	.352	6.969	.000

a. Dependent Variable: PerceivedAcademicPerformance

## Regression

### Notes

Output Created	27-AUG-2021 14:21:40	
Comments		
Input	Data	C:\Users\user\Downloads\information resource management (1).sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	345
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.

DO NOT C

Syntax			REGRESSION  /MISSING LISTWISE  /STATISTICS COEFF OUTS R  ANOVA  /CRITERIA=PIN(.05) POUT(.10)  /NOORIGIN  /DEPENDENT  PerceivedAcademicPerformance  /METHOD=ENTER SocialMedia  PrintMedia.
Resources	Processor Time		00:00:00.00
	Elapsed Time		00:00:00.00
	Memory Required	4496 bytes	
	Additional Memory		
	Required for Residual	0 bytes	
	Plots		

**Variables Entered/Removed<sup>a</sup>**

Model	Variables Entered	Variables Removed	Method
1	PrintMedia, SocialMedia <sup>b</sup>		Enter

a. Dependent Variable:

PerceivedAcademicPerformance

b. All requested variables entered.

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.435 <sup>a</sup>	.189	.185	.21392

a. Predictors: (Constant), PrintMedia, SocialMedia

### ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.655	2	1.827	39.933	.000 <sup>b</sup>
	Residual	15.651	342	.046		
	Total	19.305	344			

a. Dependent Variable: PerceivedAcademicPerformance

b. Predictors: (Constant), PrintMedia, SocialMedia

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.275	.108		21.117	.000
	Social Media	.165	.027	.299	6.004	.000
	Print Media	.136	.026	.261	5.248	.000

a. Dependent Variable: Perceived Academic Performance

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## Appendix II

### Bio Data:

#### Personal Data:

Name: OJO Olumuyiwa Emmanuel  
Sex: Male  
Marital Status: Married  
Date and Place of Birth: October 5th; Owo  
Nationality: Nigerian  
State of Origin: Ondo  
Local Govt Area: Akoko North West  
Address: 27, Fajuyi road, Ile Ife, Osun State  
Email Address: [muyeskin@gmail.com](mailto:muyeskin@gmail.com)  
Phone number: 08064297522

#### **Educational institutions with dates:**

Expressway Primary School, Ketu, Lagos, Nigeria	1991-1996
Peak Secondary School, Agbor, Benin city, Nigeria	1996-2002
Shepherd Computer Institute, Lagos, Nigeria	2002-2007
Ultra Brain Computer Institute, Lagos, Nigeria	2007-2008
Obafemi Awolowo University, Ile-Ife, Nigeria	2007-2012
Nass Dot Com Computer Institute, Ilorin, Nigeria	2013-2014
Pan African University, Porto Novo	2014-2018
Lead City University, Ibadan	2019-date

#### **Educational qualifications obtained with dates:**

Primary school leaving certificate	1996
West Africa leaving school certificate	2005

Diploma in desktop publishing	2007
Diploma in computer proficiency	2008
B.sc microbiology, Oau, ile-ife, Nigeria	2012
Diploma in Networking	2014
B. Sc computer science and management (First class)	2018
Master of Science in Information Management	In View

**Working experience with dates:**

Computer Administrator (Shepherd Computer Institute), Lagos, Nigeria	2002
Computer instructor (Ultra Brain Computer Institute), Ile-Ife, Osun state Nigeria.	2007
Laboratory Scientist (Ikosi Isheri Diagnostics Centre), Ikosi isheri local government, Ketu-Lagos, Nigeria).	2012
Christhigh secondary school, ile ife, Osun state.	2012-2013
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Date

### **University Compliance Certification**

This is to certify that this Thesis written by OJO Olumuyiwa Emmanuel with Matriculation No. LCU/PG/001572 in the department of Information Management of the Faculty of Communication and Information Sciences, Lead City, University, Ibadan is in full compliance with the approved University format and style.

\_\_\_\_\_  
**Name and Signature**

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**Date**

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