

Media Use and Perceived Academic Performance of Students in Public Universities in Osun State

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ABSTRACT

This study investigated media use and perceived academic performance of students in public universities in Osun State. Cross-sectional survey research design was adopted. Population consists of 38,385 students of public institutions with a sample size of 381 students determined through Raosoft sample size determinant. Multi stage random sampling technique was used to select students in the selected institutions in the state. A validated questionnaire was used to collect data. Data collected was analyzed using descriptive and inferential statistics. A reliability coefficient value for each variable in this study was recorded as follows; Media Use (MU) = 0.73; Perceived Academic Performance (PAP) = 0.81. Findings revealed that MU had significant influence on the measures of PAP; self efficacy $R^2 = 0.124$, $F(1,343) = 39.753$, $p = 0.000$, Learning Behaviour $R^2 = 0.104$, $F(1,343) = 39.753$, $p = 0.000$. This study concluded that MU significantly influences PAP. The study recommended that, students are to employ the right use of media as it will improve and aid their academic goals at all time.

Keywords: Media use; Print Media; Perceived Academic Performance; Public Universities

INTRODUCTION

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 (Kyoshaba, M., 2015). Education researchers are increasingly considering and debating the impact of media use on student perceived academic performance. Self-efficacy, learning behavior, as well as other cognitive test scores, grade retention, and dropout rates, have all been used to evaluate

academic achievement over the years (Burns, A., et. al., 2018). 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.

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. As a result, the study's goal is to look into the impact of media use on students' perceived academic performance in public universities in Osun State, Nigeria.

Literature Review

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 (Steinmayr, R., *et al.*, 2017). 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. A

person's apparent show of understanding, concepts, abilities, ideas, and knowledge can be classified as perceived academic performance (Tuckman, H. P. 2018).

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 (Terenzini, P. T., 1989).

Media Use

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 (Gareth, L., 2016). 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 (Mukui, M. R., 2015). 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 (Linje Patrick, M., 2008).

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 (Srivastava, B, *et al.* 2020). Furthermore, print media has the ability to describe events in greater detail, 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 (Arnett, J., 1995). 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 (Goswami and Kumari, 2013).

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 (Mitra, 2020).

Theoretical Underpinning for this Study

Katz, Blumler, Gurevitch, and Lasswell developed the use and pleasure theory in a study of media efficacy in the 1940s. The Use and Gratification 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 (Gallion, A. J., 2016). According to this theory, social media would be transformative, causing "significant changes in media users' personal and societal routines and roles. Different lifestyles and media use patterns are influenced by social and psychological variables (Ruggerio, T. E., 2000).

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.

METHOD

The study adopted a quantitative method using cross-sectional survey research design to obtain data and establish the influence of media use on perceived academic performance of students in Public Universities in Osun State.

The Study Context, Sampling, and Data collection

Population consists of 38,385 students of public institutions (Obafemi Awolowo University and Osun State University) with a sample size of 381 students determined through Raosoft

sample size determinant. Multi stage random sampling technique was used to select students in the selected institutions in the state. A validated questionnaire was used to collect data. Data collected was analyzed using inferential statistics.

Data Estimation Technique

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.

DISCUSSION

The regression test results are presented in Tables 1a-c.

H₀₁: The influence of print media on perceived academic performance of students in Public Universities in Osun State, Nigeria, is not significant.

Table 1a-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 ^a	.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 ^b
	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	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)

Table 1a-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 1a presents a model summary which establishes how the model equation fits into the data. The R² 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 (R²) 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 1b 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 1c, 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 one (H_01) 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.

CONCLUSION

The results of the simple linear multiple regression analysis for the influence of print media on perceived academic performance of students in Public Universities, Osun State, Nigeria established that print media have a positive and significant influence on perceived academic performance. Conceptually, print media is a critical influencer of performance in any Institution. This result found support in prior media use studies. For instance, in Akwa Ibom State, Nigeria, Jude and Udosen (2018) revealed that students who are exposed to print media such as magazines have a greater level of reading ability than those who are not. Other related studies that corroborated Jude and Udosen (2018) submission include Gautam, M., *et al.* (2020), Ezeji, E. C. (2012), and Saroj Bala (2017). Conclusively, the media is a form of support for individuals all around the world, shaping their attitudes, opinions, and behaviors, hence, undergraduate students in public universities should endeavor to frequently use print media to achieve their academic goals at all time.

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