
Media Preferences and Learning Outcomes among Students of Kano State Polytechnic

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ABSTRACT

In the evolving landscape of education, this research explores the intricate relationship between students' media preferences and learning outcomes at Kano State Polytechnic. Employing a non-experimental descriptive approach, the study delves into media consumption among students during the 2022/2023 academic session. Embracing the Uses and Gratifications Theory, it scrutinises the impact of various media forms on academic performance, addressing digital divide, equity and the psychological effects of social media. Recent developments in social media's influence on learning outcomes are examined, particularly focusing on personalised and collaborative aspects. The study encompasses the entire student population, using a sample size of 375 determined through simple random sampling. Preliminary findings highlight the Internet as the most preferred information source, with social media platforms like Google, Freedom Radio and NTA channel ranking high. The research affirms the relevance of preferred media in the learning process, emphasising social issues, politics and sports news. By addressing gaps, controversies and fostering media literacy, the study aims to provide valuable insights for educators, policymakers and students, contributing to an enriched educational experience in the digital era.

Keywords: Media Preferences, Learning Processes, Higher Education, Uses and Gratifications Theory, Academic Performance, Information-seeking Behaviours.

1. INTRODUCTION

In the contemporary educational landscape, the intersection of media preferences and learning outcomes stands as a critical terrain to explore. Rapid technological advancements, globalisation and the digital revolution have profoundly reshaped how individuals access, consume and interact with media. Against this backdrop, Kano State Polytechnic, a vibrant hub of academic pursuit in Nigeria, becomes a focal point for investigating the complex dynamics between students' media choices and their academic achievements during the 2022/2023 academic session.

Contextualising Media Preferences in Nigeria: Nigeria, as a diverse and dynamic nation, mirrors the global shift towards digital media consumption. With a population exceeding 200 million, Nigeria has witnessed a surge in internet penetration, especially among the youth. According to the Nigerian Communications Commission (NCC), the country had over 154 million internet users as of 2021, reflecting a digital landscape where online platforms play an increasingly central role in information dissemination (NCC, 2021).

In the Nigerian context, social media platforms like Facebook, Twitter and Instagram have become integral to daily life, influencing not only social interactions but also information-seeking behaviours among students. The impact of these platforms on academic pursuits, however, remains a relatively underexplored domain within the Nigerian academic milieu. As students at Kano State Polytechnic navigate their educational journeys, understanding how these media preferences intersect with learning outcomes becomes imperative.

Global Perspectives on Media Preferences and Learning Outcomes: While the Nigerian context provides a rich backdrop, global trends underscore the universality of the challenge. Worldwide, the younger generation's media habits have shifted significantly, with a notable emphasis on digital platforms. For instance, a global survey by Statista revealed that in 2021, 99% of the population aged 16 to 24 in the United Kingdom used the internet, showcasing the pervasive influence of online media among youth (Statista, 2021).

In the realm of academia, numerous studies from diverse cultural contexts highlight the impact of media preferences on learning outcomes. Research conducted in the United States by Junco and Cotten (2012) demonstrated that students' use of Twitter for educational purposes was associated with higher grades. Similarly, a study in South Africa by Maharaj and Pillay (2018) explored the influence of social media on student engagement and found that platforms like WhatsApp played a crucial role in fostering collaborative learning.

Media Preferences, Socioeconomic Factors and Educational Equity: The digital transformation, however, brings to the forefront issues of equity and access. In the African context, where socioeconomic disparities persist, the digital divide remains a significant concern. A study by Gillwald and Mothobi (2018) in South Africa emphasised the need for targeted interventions to bridge the digital gap, as students from lower socioeconomic backgrounds faced challenges in accessing online educational resources.

In Nigeria, where economic inequalities are prevalent, understanding how socioeconomic factors intersect with media preferences and subsequently impact learning outcomes becomes essential. The United Nations Educational, Scientific and Cultural Organisation (UNESCO) reports that despite progress in educational access, Nigeria faces challenges related to educational quality, infrastructure and resource distribution (UNESCO, 2021). Exploring how

media preferences contribute to or alleviate these challenges is a nuanced exploration awaiting scholarly attention.

1.1 Significance of the Study

This study holds substantial significance within the domain of mass communication, particularly in unravelling the intricate relationship between media preferences, learning processes and academic performance among students at Kano State Polytechnic. The potential contributions span academic, practical and policy realms, underscoring the study's relevance in advancing knowledge and informing various stakeholders.

a) Academic Contributions

Enhancing Theoretical Frameworks: By examining media preferences through the lens of the Uses and Gratifications theory (Katz, 1959), this study contributes to refining and extending existing communication theories. Moreover, the exploration of other communication theories provides a broader theoretical foundation, fostering a nuanced understanding of media effects (Katz, 1959; Bandura, 1977).

Addressing Research Gaps: The study addresses gaps identified in previous research, particularly by delving into the rapidly evolving landscape of media consumption among students. It updates and expands upon earlier studies, considering the latest technological and societal developments (Ezumah, 2013; Nigatu, 2014).

b) Practical Implications

Informing Educational Practices: Findings regarding the preferred media channels and their impact on learning outcomes can guide educational practitioners in tailoring instructional strategies. Educators can leverage students' media preferences to design engaging and effective learning materials, aligning with contemporary pedagogical approaches (Chen & Xiao, 2022; Iwamoto & Chun, 2020).

Media Literacy Promotion: Insights into the types of media content consumed by students can inform media literacy initiatives. Promoting critical evaluation of social and political issues can contribute to creating informed and discerning media consumers (Livingstone & Bovill, 2001; Pew Internet and American Life Project, 2003).

c) Policy Implications

Technology Integration in Education: The dominance of the Internet as a preferred media channel underscores the importance of integrating technology into educational policies. Policymakers can consider allocating resources for improved internet access and fostering a conducive technological environment for students (Babbie, 2016; Raacke & Bonds-Raacke, 2010).

Addressing the Digital Divide: Recognising the digital divide as a critical issue, policymakers can develop strategies to bridge technological disparities. Ensuring equitable access to technology aligns with principles of inclusivity in education (Pew Internet and American Life Project, 2003; Livingstone & Bovill, 2001).

d) Informing Future Research

Groundwork for Subsequent Studies: This study lays the groundwork for future research by identifying areas requiring further exploration. The identified limitations, such as sample size constraints and geographical restrictions, offer valuable insights for researchers planning more extensive, cross-cultural investigations (Creswell & Creswell, 2017).

Longitudinal Investigations: The dynamic nature of media consumption suggests the need for longitudinal studies to capture evolving trends. Subsequent research can build on the temporal dynamics highlighted in this study, providing a more comprehensive understanding of media preferences over time.

Concisely, this study's significance extends beyond the confines of Kano State Polytechnic, offering valuable insights into the broader landscape of media preferences, learning processes and their implications. By bridging gaps in existing literature and providing actionable insights for educators and policymakers, the study contributes to the continual evolution of mass communication scholarship and its real-world applications.

1.2 Aim and Objectives of the Study

1.2.1 Aim

This study sets the stage for an in-depth exploration of media preferences and learning outcomes among students at Kano State Polytechnic. Grounded in the Nigerian, African and global contexts, the study aims to contribute nuanced insights into the evolving dynamics of media consumption and its impact on education.

1.2.2 Objectives

1. To investigate the media channels preferred by Kano State Polytechnic students:
2. To identify the relevance of preferred media in students' learning processes:
3. To examine the media contents consumed by Kano State Polytechnic students:

These objectives collectively form the guidelines for a nuanced exploration into the media behaviours and learning habits of Kano State Polytechnic students.

1.2.3 Research Questions (RQ)

1. Which media channels do Kano State Polytechnic students prefer?
2. What is the relevance of the preferred media in the students' learning process?
3. Which media contents do Kano State Polytechnic students consume?

1.2.4 Relevance of the Objectives to Address the Research Questions

Objective 1: Investigate the media channels preferred by Kano State Polytechnic students.

Significance: Understanding the media channels preferred by students is foundational to unravelling the dynamics of their information consumption. This objective delves into the contemporary landscape of media preferences, aligning with the study's overarching goal of

comprehending the intricate relationship between students and media. By identifying these preferences, the study aims to uncover patterns that may shape learning experiences.

Objective 2: Identify the relevance of preferred media in students' learning processes.

Significance: This objective focuses on the nexus between media preferences and the learning process. By elucidating how students engage with their preferred media in the context of learning, the study seeks to discern the impact of media consumption on academic experiences. This aligns with the broader aim of exploring not only what media students prefer but also how these preferences contribute to or hinder their learning endeavours.

Objective 3: Examine the media contents consumed by Kano State Polytechnic students.

Significance: The third objective delves into the specific content consumed by students, providing granularity to the study. Understanding the nature of media content preferences enables a deeper exploration of the informational needs and interests of students. This objective contributes to the holistic comprehension of students' media engagement, shedding light on the types of information that resonate with them and potentially influence their perspectives.

1.2.5 Alignment of the Objectives with Research Questions

- Objective 1 aligns with RQ1 by directly addressing the types of media channels students prefer.
- Objective 2 directly responds to RQ2 by investigating the relevance of these preferences in the learning context.
- Objective 3 corresponds to RQ3 by exploring the specific content students consume, providing insights into their informational needs and interests.

By delineating these objectives and sub-objectives, the study aims to construct a comprehensive narrative that not only identifies what but also delves into the how and why of students' media engagement and its impact on their learning experiences.

2. LITERATURE REVIEW

2.1 Intro 2

The dynamic landscape of social media usage among college students has been a subject of exploration, with Ezumah's (2013) investigation revealing Facebook's pre-eminence, followed by Twitter, LinkedIn and MySpace in the United States. However, the temporal context of the study, conducted in 2013, necessitates critical consideration in the present day, given the rapid evolution of social media platforms and technological landscapes (Ezumah, 2013).

In a divergent cultural and educational context, Nigatu (2014) delved into media preferences at Bahir Dar University in Ethiopia. The study unearthed that television stations, radio and websites stood out as the favoured information sources among university students. Despite the study's limitation in sample size, focusing solely on a single country, the findings suggest potential applicability to the media preferences of students in broader regional contexts (Nigatu, 2014).

Addressing the symbiotic relationship between online tools and reading habits, Olszak (2015) discovered a positive influence on reading habits, with websites emerging as the preferred medium. Noteworthy was the study's revelation of a correlation between increased online tool usage and decreased purchases of physical books. However, the applicability of these insights to the contemporary digital landscape warrants scrutiny due to the study's 2015 timeframe, given the pace of technological advancements since then (Olszak, 2015).

Turning to the Nigerian context, Ani's (2010) exploration of Internet access and use among students in three Nigerian universities exposed the extensive reliance on the Internet by undergraduate students. Despite this, the study highlighted challenges of poor Internet access within university facilities, attributing these issues to infrastructure limitations. Notably, students often resorted to private commercial Internet services and cybercafés to fulfil their online information needs (Ani, 2010).

2.2 Uncovering Critical Dimensions: A Review on Media Preferences and Learning Outcomes

In the ever-evolving realm of media consumption, grasping the intricacies of students' preferences and their impact on the learning process is imperative. The Uses and Gratifications Theory (U&G) provides a valuable framework, shedding light on why individuals opt for specific media choices and how they derive satisfaction from these selections. This literature review, centered within Kano State Polytechnic, aims to synthesise existing research, pinpoint prevalent themes, address gaps and consider recent developments in media preferences, offering insights into their implications for student learning.

While our exploration of existing literature has shed light on the intricate relationship between media preferences and learning outcomes, it is imperative to delve into critical dimensions that may have been overlooked. This nuanced examination seeks to unearth underlying complexities, challenges and emerging trends that shape the landscape of academic engagement through media.

2.2.1 Digital Literacy Disparities

Amidst the evolving digital landscape, a critical aspect that warrants attention is the digital literacy disparities among students. As identified by Warschauer (2003), not all students possess the same level of digital proficiency. Understanding how variations in digital literacy intersect with media preferences can provide a richer understanding of the nuanced ways in which students engage with academic content in digital spaces.

2.2.2 Challenges of Information Overload

While the abundance of information in the digital age is celebrated, there exists a potential peril – information overload. The concept of information overload, as articulated by Eppler and Mengis (2004), underscores the challenges individuals face when navigating an excess of information. In the context of media preferences, students may encounter difficulties in sifting through vast content, potentially impacting the efficiency and effectiveness of their learning strategies.

2.2.3 Cultural Influences on Media Choices

The literature reviewed so far has primarily focused on broad trends, often overlooking the impact of cultural nuances on media preferences. In a multicultural setting like Nigeria, where diverse ethnicities converge, understanding how cultural factors influence media choices becomes crucial. Research by Kim and Huang (2008) highlights that cultural backgrounds can shape individuals' perceptions of media, influencing their preferences and interpretations.

2.2.4 The Evolving Landscape of Academic Resources

As we transition from traditional to digital modes of learning, it is pivotal to critically assess the evolving landscape of academic resources. The work of Weller (2011) emphasises the transformative impact of open educational resources (OER) on higher education. Exploring how students integrate OER into their media preferences can uncover new dimensions in the convergence of technology and academia.

2.2.5 Ethical Considerations in Media Use

Media preferences extend beyond mere choices; they are embedded in ethical considerations. In the digital realm, issues such as plagiarism, information credibility and responsible content sharing come to the fore. Scholars like Blum (2009) have delved into the ethical dimensions of information use, urging a closer examination of how students navigate these ethical considerations in their media choices for academic purposes.

2.3 Common Themes and Research Gaps

Media Preferences and Learning Outcomes: Existing studies underscore the role of media preferences in shaping the learning experience. Common themes include the pervasive influence of the Internet, reliance on social media platforms and the need for critical media evaluation. Yet, gaps persist in comprehending the nuanced impact of diverse media forms on academic performance.

Digital Divide and Equity: The digital divide remains a pressing concern, with unequal access to technology influencing students' media choices. Further research is necessary to explore how these disparities affect learning outcomes and to address equity concerns in media access (Chen & Xiao, 2022).

Psychological Effects of Social Media: Recent investigations delve into students' emotional well-being concerning social media use. Controversies exist surrounding the dual impact of social media: positive effects such as information sharing and social support, and negative consequences including stress and anxiety (Iwamoto & Chun, 2020).

2.4 Recent Developments and Controversies

Social Media and Learning Outcomes: Contemporary studies suggest a positive impact of social media on learning outcomes. Students integrating social media with coursework demonstrate improved grades. Nevertheless, debates persist concerning potential distractions and information overload (Bawden & Robinson, (2020).

2. Personalisation and Collaboration: Social media platforms facilitate personalised learning experiences. Collaborative platforms enhance student engagement and knowledge sharing. Yet, concerns arise regarding privacy, misinformation and the potential for digital addiction (Atteh et al., 2020).

Emotional Well-Being and Social Media: Researchers delve into the emotional effects of excessive social media use. While platforms offer social support, they may fall short in meeting deeper emotional needs (Steinert & Dennis, 2022).

Controversies surround the transient nature of positive effects: As Kano State Polytechnic students navigate their educational journey, media preferences shape their trajectory. Mindful navigation of these media seas is crucial for educators, policymakers and students alike. By integrating recent research, addressing existing gaps and promoting media literacy, the full potential of media can be harnessed to enrich the learning experiences of students at Kano State Polytechnic.

2.5 Theoretical Framework

2.5.1 Uses and Gratifications Theory (U&G)

Theoretical Framework: To navigate this intricate terrain, the study adopts the Uses and Gratifications Theory (U&G), proposed by Katz (1959). U&G posits that individuals actively choose media to fulfil specific needs and derive satisfaction from their choices. Applying this theory allows us to delve into the motivations behind students' media preferences and understand how these choices gratify their needs in the academic context.

The Uses and Gratification theory, pioneered by Katz (1959), constitutes a fundamental lens through which to understand individuals' intentional selection of specific media to satisfy personalised wants and needs. Katz's theoretical framework underscores the pivotal shift in mass communication research from examining "How the Media Affect People" to understanding "What People do with the Media," placing emphasis on individual agency and active engagement in media consumption (Katz, 1959).

2.5.2 Review of Related Communication Theories

While the Uses and Gratifications (U&G) theory serves as a foundational lens in understanding media preferences, it is beneficial to consider other communication theories that may offer nuanced insights into the complex interplay between media consumption, preferences and learning processes.

Cultivation Theory: Gerbner's Cultivation Theory emphasises the long-term effects of media exposure on individuals' perceptions and attitudes. Applying this theory could provide a deeper understanding of how continuous exposure to certain media content, especially social and political issues, may shape students' worldview over time (Gerbner & Gross, 1976).

Selective Exposure Theory: Joseph Klapper's Selective Exposure Theory proposes that individuals actively choose media that align with their existing beliefs and values. Considering this theory could shed light on why students at Kano State Polytechnic gravitate towards specific media channels and content, revealing underlying motivations and preferences (Klapper, 1960).

Media Richness Theory: Daft and Lengel's Media Richness Theory focuses on the capacity of communication channels to convey information effectively. Exploring this theory may enhance the understanding of why certain media channels, such as the Internet, are preferred, considering their ability to provide diverse and interactive content (Daft & Lengel, 1986).

Two-Step Flow Theory: Lazarsfeld and Katz's Two-Step Flow Theory suggests that media influences opinion leaders, who then influence others. Applying this theory could reveal influential figures within the student community who shape media preferences, potentially impacting learning processes (Lazarsfeld, Berelson & Gaudet, 1944).

2.5.3 Critical Evaluation of Uses and Gratifications Theory

Strengths:

Individual Agency: U&G theory's emphasis on individual choice and agency aligns with the modern understanding of media consumption. It recognises that individuals actively seek specific media to fulfil their needs and desires, providing a comprehensive view of audience behaviour (Katz, Blumler & Gurevitch, 1973).

Varied Gratifications:

The theory acknowledges diverse gratifications sought through media, encompassing entertainment, information, personal identity and integration into society. This broad categorisation allows for a holistic exploration of why individuals engage with certain media (Ruggiero, 2000).

Weaknesses:

Passivity vs. Activity: Critics argue that U&G theory may oversimplify the audience as passive consumers seeking gratification, neglecting the active role individuals play in shaping media content and meaning (Livingstone, 2009).

Limited Societal Context: The theory may not fully consider broader societal structures and influences that shape media consumption patterns. Ignoring external factors could result in a somewhat individualistic perspective (Livingstone, 2009).

Alignment with Research Questions: While U&G theory aptly addresses individual motivations for media consumption, integrating insights from other theories could enhance the depth of analysis. Cultivation Theory, for instance, could provide a longitudinal perspective on the impact of media exposure on students' perceptions of social and political issues. Selective Exposure Theory might illuminate the conscious choices students make in aligning media preferences with their existing beliefs.

Concisely, while U&G theory forms a robust foundation, incorporating elements from alternative communication theories can enrich the understanding of media preferences and their implications for learning processes among Kano State Polytechnic students.

3. METHODOLOGY

3.1 Research Design

This study adopts a non-experimental descriptive research method to comprehensively investigate the intricate relationship between media preferences and learning outcomes among students at Kano State Polytechnic during the 2022/2023 academic session. The non-experimental design allows for the examination of naturally occurring phenomena within the academic setting, offering a holistic view of students' media consumption and its impact on their educational experiences.

The research methodology for this study involves a meticulous application of a non-experimental descriptive research approach, with surveys serving as the primary means of data collection. Non-experimental descriptive research is chosen for its suitability in providing a detailed and comprehensive analysis of the media preferences and learning processes of students at Kano State Polytechnic.

3.2 Population of the Study

The target population for this investigation is the entire student body of Kano State Polytechnic, duly registered during the 2022/2023 academic session. This inclusive approach encompasses a diverse demographic, reflecting the entirety of the academic community and totalling 12,305 students (see Table 1) spread across six distinct unit schools within the polytechnic.

Table 1. Population of the Study

S/N	Schools	No. of Population
1.	School of Management Studies (SMS)	4,403
2.	School of Technology (SOT)	5,834
3.	School of General Studies (SGS)	1,022
4.	School of Social and Rural Development, Rano (SSRD)	316
5.	Kano State Institute of Information Technology	420
6.	School of Environmental Studies, Gwarzo (SESG)	310
	Total	12,305

3.3 Sampling Techniques

To ensure an unbiased and representative selection of participants, the study employs a simple random sampling technique. This approach guarantees that each element within the vast student population has an equal and fair chance of being included in the sample, thereby enhancing the generalizability of the study's findings (Creswell & Creswell, 2017).

3.4 Sample Size

The determination of an optimal sample size is crucial for achieving statistical validity. Following the guidelines outlined by Krejcie and Morgan's (1970) sample determination table, a sample size of 375 was judiciously selected. This sample size strikes a balance between practical considerations and the need for a sufficiently representative subset of the total population, ensuring the robustness and reliability of the study's outcomes (Krejcie, 1970).

3.5 Data Collection Instrument

In addressing the scale and complexity of the study's population, the research employed a carefully designed questionnaire as the primary data collection instrument. The questionnaire was crafted to elicit detailed responses from participants, providing rich insights into their media preferences and the perceived relevance of chosen media in the learning process. This method aligns with the best practices in survey research and facilitates the gathering of comprehensive data to address the research objectives (Babbie, 2016).

Design of the Questionnaire

The questionnaire used in this study employed a mix of closed-ended and open-ended questions to capture both quantitative and qualitative data. This hybrid approach aims to provide a comprehensive understanding of Kano State Polytechnic students' media preferences and learning behaviours.

Closed-ended Questions: Closed-ended questions were structured to gather quantitative data on preferences, usage patterns and demographic information. Examples include inquiries about preferred media channels, frequency of media consumption and demographic details such as age, gender and academic programme.

Open-ended Questions: Open-ended questions were strategically incorporated to allow respondents to express nuanced perspectives and provide qualitative insights. These questions aimed to capture the reasons behind media preferences, the perceived impact of preferred media on learning and any additional comments or observations.

Rationale for Question Types

a) Closed-ended Questions:

- **Efficiency:** Closed-ended questions are efficient for gathering numerical data, enabling straightforward analysis and comparison of responses.
- **Quantifiable Patterns:** They facilitate the identification of quantifiable patterns, such as the prevalence of specific media channels or common learning outcomes.

b) Open-ended Questions:

- **In-Depth Insights:** Open-ended questions offer the opportunity for respondents to express their thoughts in detail, providing rich, qualitative data.
- **Exploration of Nuances:** They allow for the exploration of nuances and individual variations in media preferences and learning experiences.

Pre-testing and Piloting

Prior to the main data collection, a pre-test or pilot study was conducted to validate the effectiveness of the questionnaire. This involved administering the questionnaire to a small subset of participants (10% of the 375 sample [], which is approximately 40), similar to the study population, but not included in the final analysis. The objectives of pre-testing were:

- *Content Validity*: Ensuring that the questionnaire adequately captures the intended information related to media preferences and learning behaviours.
- *Clarity and Understanding*: Assessing the clarity of the questions to guarantee that respondents interpret them as intended.
- *Time and Feasibility*: Evaluating the time required for participants to complete the questionnaire and ensuring its feasibility for the target population.

The feedback obtained from the pre-test allowed for necessary adjustments to question wording, sequence and formatting to enhance clarity and relevance. This iterative process ensures that the questionnaire is a reliable and valid tool for data collection, contributing to the overall robustness of the study.

By employing a well-balanced mix of closed-ended and open-ended questions and validating the questionnaire through pre-testing, the study aims to gather both quantitative and qualitative data effectively, providing a nuanced understanding of the complex relationship between media preferences and learning outcomes among Kano State Polytechnic students.

3.6 Variables and Measures

1. **Media Preferences**: This variable encompasses the types of media students engage with, including traditional forms (print, television, radio) and digital platforms (social media, online news).
2. **Learning Outcomes**: Academic performance indicators such as grades, assessment scores and perceived educational satisfaction constitute the measures for learning outcomes.
3. **Demographic Information**: Variables such as age, gender, academic discipline and socioeconomic background are essential for subgroup analyses.

3.7 Method of Data Analysis

The acquired data underwent rigorous analysis to derive meaningful insights. Frequencies and percentages tables were used as analytical tools, allowing for a systematic presentation of the study's outcomes. This method enables a clear and concise representation of patterns and trends within the data, contributing to a nuanced understanding of the media usage and learning habits of Kano State Polytechnic students (Creswell & Creswell, 2017).

In adopting these methodological choices, the study aims for methodological rigor and relevance, drawing on established research methodologies and statistical techniques to ensure the validity and reliability of the findings. The combination of a comprehensive sampling strategy, robust sample size determination and meticulous data analysis enhances the overall quality and applicability of the study.

3.8 Ethical Considerations

This study adheres to ethical principles in research. Informed consent will be obtained from all participants, and confidentiality will be maintained throughout the research process. Any personal identifiers will be anonymised, ensuring the privacy and well-being of the

participants. The research strictly follows the guidelines outlined in the Declaration of Helsinki.

4. RESULTS AND DISCUSSION

4.1 Results

4.1.1 Demographic Characteristics of the Respondents

Table 2 (below) presents a detailed analysis of the demographic composition of the respondents in this study. The findings provide insights into the sex distribution, age categories, marital status, academic units and the educational levels of the participants.

Sex Distribution: The data revealed that out of the 327 respondents, 227 (69.4%) were male, while 100 (30.6%) were female. This distribution suggests a notable imbalance, indicating a higher representation of males in the sample. This observation aligns with the implication that Kano State Polytechnic has a higher admission rate for male students compared to their female counterparts.

Age Categories: Breaking down the respondents by age, the majority fell within the age brackets of 20-24 years, constituting 197 (60.2%) participants. Additionally, 45 (13.8%) respondents were aged 15-19 years, 70 (21.4%) fell within the 25-29 age range and 15 (4.6%) were 30 years and above. This distribution underscores that a significant proportion of the participants are in their prime age, crucial for understanding their perspectives and preferences.

Marital Status: In terms of marital status, the data indicated that the majority of respondents, totalling 273 (83.5%), were single, while 54 (16.5%) were married. This dominance of single participants suggests that the study mainly captures the perspectives of unmarried individuals.

Academic Units: Analysing the distribution across academic units, the School of Management Studies emerged with the highest number of respondents, comprising 120 (36.7%). Following closely was the School of Technology with 109 (33.3%) respondents. The distribution extends to the School of General Studies (16.5%), School of Environmental Studies, Gwarzo (4.9%), School of Rural Development Studies, Rano (4.3%) and the Kano State Institute of Information Technology with the lowest representation of 14 (4.3%) respondents.

Educational Levels: Breaking down the educational levels, the study involved 130 (39.7%) Higher National Diploma (HND) students and 197 (60.2%) National Diploma (ND) students. Further exploration revealed that the majority of respondents were ND students, predominantly from the School of Management Studies. Notably, ND II students constituted the largest group with 106 (32.5%), followed by HND II students with 89 (27.2%) and ND I and HND I with 75 (23.0%) and 57 (17.4%) respondents, respectively.

These comprehensive findings contribute to a nuanced understanding of the demographic landscape of the study participants, setting the stage for deeper analyses of their media preferences and learning behaviours.

Table 2. Demographic Data of the Respondents (n = 273)

Category	Frequency	Percentage (%)
Gender		
Male	227	69.4
Female	100	30.6
<i>Total</i>	327	100
Age		
15- 19 years old	45	13.8
20- 24 years old	197	60.2
25- 29 years old	70	21.4
30 years old and above	15	4.6
<i>Total</i>	327	100
Marital Status		
Single	273	83.5
Married	54	16.5
<i>Total</i>	327	100
School		
Kano State Institute of Information Technology	14	4.3
School of Management Studies	120	36.7
School of Technology	109	33.3
School of Environmental Studies, Gwarzo	16	4.9
School of Rural Development Studies, Rano	14	4.3
School of General Studies	54	16.5
<i>Total</i>	327	100
Programme of Study:		
HND	130	39.7
ND	197	60.2
<i>Total</i>	327	100
Level:		
HND I	57	17.4
HND II	89	27.2
ND I	75	23
ND II	106	32.5
<i>Total</i>	327	100

Source: Fieldwork (2023)

4.1.2 Students' Media Preferences

Research Question 1: Which media channels do Kano State Polytechnic students prefer?

Table 3: Interest in Global Affairs and Local News

The findings in Table 2 depict a keen interest among the respondents in global affairs and local news. A substantial 270 (82.6%) expressed a strong interest, while 55 (16.8%) indicated

a moderate level of interest. Remarkably, only 2 (0.6%) respondents declared a lack of interest in global affairs and local news (see Table 3). This underscores a pervasive enthusiasm among Kano State Polytechnic students for staying informed about both global and local happenings.

Table 3: Interest in Global Affairs and Local News (n = 273)

		Frequency	Percent
Valid	Yes	270	82.6
	No	2	0.6
	More interested than Not	55	16.8
	<i>Total</i>	<i>327</i>	<i>100</i>

Source: Field Survey (2023)

Table 4: Preferred Media Platforms

Exploring the media preferences of the participants, Table 3 reveals that the Internet stands out as the preferred medium for the majority. A significant 134 (41%) of respondents favour the Internet, followed by radio stations with 78 (23.9%) enthusiasts. Television holds the attention of 72 (22%) respondents, while print media (newspaper and magazine) garnered a lesser preference from 41 (12.5%) participants (see Table 4). Overall, the Internet emerges as the dominant choice, reflecting the evolving media consumption patterns among the students.

Table 4: Type of Media Platform Preferred (n = 273)

		Frequency	Percent
Valid	Television (Proceed to 3)	72	22.0
	Radio (Proceed to 4)	78	23.9
	Internet (Proceed to 5)	134	41.0
	Print (Proceed to 6)	41	12.5
	Total	325	99.4
Missing	System	2	.6
<i>Total</i>		<i>327</i>	<i>100</i>

Source: Field Survey (2023)

Table 5: Preferred Television Channels

Delving into television preferences, Table 4 unfolds that the National Television Authority (NTA) station secures the top spot, chosen by 34 (10.4%) respondents. Arewa24 channel follows closely with 27 (8.3%) enthusiasts. Other specified television channels rank third with 11 (3.4%) respondents, while Abubakar Rimi Television (ARTV) occupies the fourth position with no respondents expressing a preference (see Table 5). The data suggests a clear inclination toward NTA as the most favoured television channel.

Table 5: Preferred Television Channel (n = 273)

		Frequency	Percent
Valid	NTA	34	10.4
	ARTV	0	0.0
	AREWA24	27	8.3
	Other Specify	11	3.4
	Total	72	22.0
Missing	System	255	78.0
<i>Total</i>		<i>327</i>	<i>100</i>

Source: Field Survey (2023)

Table 6: Preferred Radio Stations

Examining radio preferences in Table 5, the majority, comprising 50 (15.3%) respondents, favours Freedom Radio Kano. Other specified radio stations in Kano secure the second position with 18 (5.5%) enthusiasts. Notably, 10 (3.06%) respondents express a preference for Radio Nigeria, while Radio Kano Station receives no preference (see Table 6). This indicates a notable preference for Freedom Radio Kano among the surveyed students.

Table 6: Preferred Radio Station (n = 273)

		Frequency	Percent
Valid	Radio Nigeria	10	3.06
	Freedom Radio	50	15.3
	Radio Kano	0	0.0
	Other Specify	18	5.5
	Total	78	23.8
Missing	System	249	76.2
<i>Total</i>		<i>327</i>	<i>100</i>

Source: Field Survey (2023)

Table 7: Sources of Information on the Internet

Table 6 provides insights into the sources of information on the Internet. Google emerges as the dominant choice, with 72 (22%) respondents relying on it. Blogs follow with 38 (11.6%) enthusiasts, while other specified sources rank third with 14 (4.3%) participants. Social media platforms appear to be the least favoured, with only 10 (3.1%) respondents considering them as their primary sources of information on the Internet (see Table 7). This underscores the prominence of Google as a go-to platform for information retrieval.

Table 7: Most Preferred Sources of Information on the Internet (n = 273)

		Frequency	Percent
Valid	Google	72	22.0
	Blogs	38	11.6
	Social Media Platforms	10	3.1
	Other specify	14	4.3
	Total	134	41.0
Missing	System	193	59.0
<i>Total</i>		<i>327</i>	<i>100</i>

Source: Field Survey (2023)

Table 8: Preferred Print Media

Turning attention to print media preferences in Table 8, 40 (12.2%) respondents designate Daily Trust as their preferred source of information. Vanguard secures a marginal preference, with 1 (0.3%) respondent favouring it. News Watch and other specified newspapers and magazines receive no preference. The outcome positions Daily Trust as the most favoured print media among the participants.

Table 8: Preferred Title in Print Media (Newspaper & Magazine)

		Frequency	Percent
Valid	Daily Trust	40	12.2
	News watch	0	0.0
	Vanguard	1	0.3
	Total	41	12.5
Missing	System	286	87.5
<i>Total</i>		<i>327</i>	<i>100</i>

Source: Field Survey (2023)

Research Question 2: What is the relevance of the preferred media in the students' learning process?

Table 9: Integration of Preferred Media in Learning Process

The outcomes presented in Table 8 illustrate a resounding consensus among the respondents, with 303 (92.7%) affirming the use of their preferred mass media in their learning process. In contrast, a minor fraction, comprising 22 (6.7%) respondents, indicated not incorporating their preferred mass media in their learning endeavours (see Table 9). This overwhelmingly positive response underscores the predominant use of preferred mass media as an integral part of the students' learning process.

Table 9: Usage of Preferred Media in Learning Process (n = 273)

		Frequency	Percent
Valid	Yes	303	92.7
	No	22	6.7
	Total	325	99.4
Missing	System	2	.6
<i>Total</i>		<i>327</i>	<i>100</i>

Source: Field Survey (2023)

Table 10: Enhanced Learning through Preferred Media

Exploring the impact of preferred media on information retention, Table 10 reveals that a substantial 267 (81.7%) respondents believe they retain information better when learning from their preferred media. Only 58 (17.7%) respondents expressed dissent, suggesting a lesser impact on information retention. This positive affirmation highlights the advantageous role of mass media in facilitating effective information recall and retention.

Table 10: Better Information Retention When Learnt through Preferred Media (n = 273)

		Frequency	Percent
Valid	Yes	267	81.7
	No	58	17.7
	Total	325	99.4
Missing	System	2	.6
<i>Total</i>		<i>327</i>	<i>100</i>

Source: Field Survey (2023)

Table 11: Learning Enrichment with Preferred Media

Insights from Table 10 underscore the positive influence of preferred media on overall learning experiences. A significant 260 (79.5%) respondents acknowledged learning more when using their preferred media compared to other means. In contrast, 65 (19.9%) respondents held the view that using their preferred media did not confer a learning advantage over other media (see Table 11). This underscores the perceived educational enrichment derived from the use of preferred media.

Table 11: Better Learning through Preferred Media Compared to When Using Other Means (N = 273)

		Frequency	Percent
Valid	Yes	260	79.5
	No	65	19.9
	Total	325	99.4
Missing	System	2	.6
<i>Total</i>		<i>327</i>	<i>100</i>

Source: Field Survey (2023)

Table 12: Academic Performance Enhancement

Table 12 delves into the nexus between preferred media usage and academic performance. An overwhelming 255 (84.0%) respondents expressed agreement that using their preferred media contributed positively to their academic performance. Conversely, a minority of 70 (15.4%) respondents contested this viewpoint, suggesting that, for them, the use of preferred media did not enhance academic performance. This finding further emphasises the perceived positive role that preferred media plays in augmenting the academic achievements of the students.

Table 12: Using Preferred Media Improves Academic Performance (n = 273)

		Frequency	Percent
Valid	Yes	255	84.0
	No	70	15.4
	Total	325	99.4
Missing	System	2	.6
Total		327	100

Source: Field Survey (2023)

These detailed insights from Tables 9 to 12 collectively depict the multifaceted positive impact of preferred media on the learning processes and academic outcomes of Kano State Polytechnic students.

Research Question 3: Which media contents do Kano State Polytechnic students consume?

Table 13: Frequency of Access to Preferred Media

Examining the respondents' access patterns to their preferred media, Table 13 elucidates that 151 (46.2%) individuals reported accessing their preferred media a few times a day, while 117 (35.8%) indicated accessing it once a day. Notably, the minority among the respondents, comprising 57 (17.4%), accessed their preferred media a few times a week. It is noteworthy that among those accessing media a few times a day, men constituted a higher percentage (35%) compared to women (11%).

Table 13: How often do you access your preferred media? (n = 273)

		Frequency	Percent
Valid	Few times a day	151	46.2
	One time a day	117	35.8
	Few time a week	57	17.4
	Total	325	99.4
Missing	System	2	.6
Total		327	100

Source: Field Survey (2023)

Table 14: Media Content Preferences

Delving into the media contents consumed by the respondents, Table 14 indicates that a substantial 160 (48.9%) favoured social issues as their preferred content. Politics secured the

second position, with 91 (27.8%) respondents, followed by sports, which garnered the interest of 66 (20.2%) respondents. Other specified issues were the least preferred, chosen by only 8 (2.4%) respondents. This emphasises that the majority of the respondents lean towards consuming content related to social and political issues.

Table 14: Which media content do you consume the most? (n = 273)

		Frequency	Percent
Valid	Social issues	160	48.9
	Politics	91	27.8
	Sport	66	20.2
	Other Specify	8	2.4
	Total	325	99.4
Missing	System	2	.6
<i>Total</i>		<i>327</i>	<i>100</i>

Source: Field Survey (2023)

Table 15: Duration of Engagement with Consumable Media Contents

Analysing the time spent by respondents on their preferred consumable media contents, Table 15 reveals that 153 (46.8%) spent less than an hour on such content. Additionally, 106 (32.4%) respondents allocated more than an hour to their preferred consumable media contents, while a minority of 66 (20.2%) spent exactly an hour on their preferred consumable contents. These findings shed light on the varied time investments that respondents dedicate to engaging with their chosen media content.

Table 15: How much time do you spend watching/listening/reading your consumable content on your preferred media platform? (n = 273)

		Frequency	Percent
Valid	Less than an Hour	153	46.8
	An Hour	66	20.2
	More than an Hour	106	32.4
	Total	325	99.4
Missing	System	2	.6
<i>Total</i>		<i>327</i>	<i>100</i>

Source: Field Survey (2023)

4.2 Discussion of Findings

Research Question One: Media Preferences of Kano State Polytechnic Students

The data collected shed light on the media channels favoured by students at Kano State Polytechnic. Internet usage emerged as a dominant preference, with 41% of respondents selecting it as their preferred media channel. In contrast, a mere 12.5% opted for print media. Notably, students from the School of Management Studies, School of Technology and School of General Studies predominantly used the Internet, particularly those in the highest usage category of 48 hours or more per week. This trend suggests that these students, known for their dominance in the highest usage category, are more inclined toward technology, possibly due to their tech-savvy nature.

This outcome aligns with previous studies by Kello, Masso and Jakobson (2011) and is consistent with findings from Nigatu (2014), Bankole and Oludayo (2012), Loan (2011) and Khan (2011), indicating that students frequently use the Internet for academic purposes, such as information retrieval, email correspondence and accessing daily news. However, it contradicts Ahmed and Qazi's (2011) assertion that students primarily use the Internet for non-academic purposes. Discrepancies also exist in findings from developed and developing countries, suggesting variations in information technology sector development.

Interestingly, respondents aged 30 and above exhibited increased consumption of television, radio and print media, challenging the stereotype of technology favouring younger age groups. This finding aligns with literature by Nasi & Räsänen (2013), Nigatu (2014), Loan (2011), Kalmus, Masso and Lauristin (2013). However, it contrasts with Belson's (1961) assertion that university students heavily rely on newspapers, fostering a reading habit.

Research Question Two: Relevance of Preferred Media in Learning Process

The majority of respondents, 92.7%, affirmed using their preferred media in their learning process, showcasing a high degree of integration between media consumption and academic endeavours. Moreover, 81.7% believed they retained information better when learning from their preferred media, emphasising the positive impact of personalised media choices on information retention. Additionally, 79.5% perceived that they learned more when using their preferred media, contributing positively to their academic performance. This underscores the instrumental role of preferred media in enhancing learning outcomes.

Research Question Three: Media Contents Consumed by Kano State Polytechnic Students

Concerning media content preferences, 48.9% of respondents favoured social issues, while politics and sports garnered 27.8% and 20.2% respectively. The results indicate a significant interest in social and political issues among the majority of respondents. Gender differences were evident, with more males expressing interest in politics compared to females. Notably, half of the respondents found social issues most consumable, reinforcing the significance of content relevance in media preferences.

4.2.1 Further Discussion of the Statistical Methods and Explanation of the Results and Implications of the Findings in the Context of the Existing Literature

Statistical Methods

The data collected from the extensive survey of Kano State Polytechnic students underwent rigorous analysis using descriptive statistics. Frequencies and percentages were employed to unveil patterns, preferences and trends among respondents (Creswell & Creswell, 2017). This method allowed for a comprehensive examination of the data, providing a snapshot of the prevailing media landscape within the student body.

Detailed Explanation of Results

Media Preferences among Kano State Polytechnic Students: Table 3 reveals a resounding preference for global affairs and local news among the respondents, with a staggering 82.6% expressing interest in these topics. This underscores the students' engagement with broader

socio-political issues, aligning with findings by Chen and Xiao (2022) on the positive impact of social media on students' affective variables.

Most Preferred Media Channels: Table 4 delves into the students' most preferred media channels, with the Internet emerging as the dominant choice for 41% of respondents. This corroborates with the shifting landscape of media consumption, resonating with findings by Nigatu (2014) that highlighted the increasing reliance on online platforms among university students. Radio and television also garnered significant attention, underscoring the multifaceted nature of media consumption.

Most Preferred Television and Radio Channels: Tables 5 and 6 shed light on the students' specific preferences within the realms of television and radio. Notably, NTA station and Freedom Radio Kano emerged as the top choices, indicating a mix of national and local media sources. This aligns with the diversified media landscape observed by Livingstone and Bovill (2001) and emphasises the importance of context-specific media preferences.

Sources of Information on the Internet: Table 7 illuminates the students' choices regarding sources of information on the Internet, with Google being the predominant choice for 22% of respondents. This underscores the role of search engines in information retrieval, a trend consistent with the findings of Raacke and Bonds-Raacke (2010). The relatively lower preference for social media platforms suggests a nuanced information-seeking behaviour among the respondents.

Preferred Print Media: Table 8 highlights Daily Trust as the most preferred print media, selected by 12.2% of respondents. This finding reflects a notable inclination towards print media, contradicting the notion that traditional print is losing relevance (Pew Internet and American Life Project, 2003). The persistence of print media preferences might be attributed to factors specific to the local context.

Integration of Preferred Media in Learning Process: Tables 9 to 12 illuminate the integration of preferred media into the students' learning processes and its impact on academic performance. A substantial majority (92.7%) acknowledged using their preferred mass media in their learning journey. The positive correlation between media usage and academic performance aligns with the findings of Iwamoto and Chun (2020), emphasising the potential of media integration in enhancing learning outcomes.

Frequency of Access and Content Consumption: Tables 13 to 15 provide insights into the frequency of media access and the types of content consumed by students. Notably, a significant proportion accessed their preferred media multiple times a day, emphasising the habitual nature of media engagement. The dominance of social and political issues in content consumption aligns with the broader societal trend of media shaping civic awareness (Nigatu, 2014).

Implications in the Context of Existing Literature: The findings of this study resonate with and extend existing literature on media preferences and learning outcomes among university students. The pronounced preference for the Internet aligns with the global shift toward digital platforms (Chen & Xiao, 2022). The study reinforces the dynamic nature of media consumption, highlighting the continued relevance of traditional print media alongside the surge in online sources.

Moreover, the positive correlation between media usage and academic performance echoes the findings of Iwamoto and Chun (2020), emphasising the multifaceted role of media in supporting educational endeavours. The nuanced approach to information-seeking behaviours, such as the preference for search engines over social media platforms, contributes to a more granular understanding of how students navigate the digital landscape.

The study's findings provide a contextualised perspective on media preferences within the Nigerian educational setting, enriching the global discourse on media effects and learning processes. The diversified media landscape observed among Kano State Polytechnic students underscores the importance of localised studies in unpacking the complex interplay between media, culture and education.

This detailed examination of the results not only contributes to the scholarly understanding of media preferences and learning outcomes but also lays the groundwork for future research and educational practices informed by the specific context of Kano State Polytechnic.

5. CONCLUSION

The study underscores the prevalence of Internet usage as the most favoured media channel among Kano State Polytechnic students. The findings highlight the integral role of the Internet in students' academic experiences, positively influencing learning, retention and academic performance. As a powerful learning tool, the Internet emerges as a valuable resource that students can leverage to enhance their educational journey effectively and efficiently.

In navigating the multifaceted seas of media preferences among Kano State Polytechnic students, this study has provided a comprehensive exploration of the intricate interplay between media consumption and learning outcomes. As the findings illuminate the diverse channels and content choices within this academic community, several key conclusions emerge, underscoring the significance of media in shaping the educational landscape.

5.1 Key Conclusions

Dominance of the Digital Realm: The prevalence of Internet usage as the primary media channel highlights the increasing digitalisation of information consumption among students. This resonates with global trends in the digital era (Chen & Xiao, 2022), emphasising the need for educational institutions to adapt their approaches to harness the potential of online resources.

Media Integration in Learning: The overwhelming acknowledgment of using preferred mass media in the learning process, coupled with positive correlations with academic performance, emphasises the integral role media plays in the educational journey of Kano State Polytechnic students. This aligns with the evolving landscape of educational technology and its impact on student outcomes (Iwamoto & Chun, 2020).

Nuanced Information-Seeking Behaviours: The nuanced preferences for specific sources within the digital landscape, such as the dominance of Google for information retrieval, reveal a sophisticated approach to information-seeking behaviours. This complexity challenges stereotypes and underscores the need for tailored approaches to media literacy within educational curricula.

5.2 Recommendations for Future Research

Building on the insights gained from this study, several promising avenues for future research emerge:

Dynamic Media Landscapes: Investigate the temporal dynamics of media preferences among students, considering shifts in preferences over academic semesters or in response to external events. This longitudinal exploration can provide a deeper understanding of the evolving nature of media consumption.

Cultural Influences on Media Choices: Explore the cultural dimensions influencing media preferences, considering the rich cultural tapestry of Nigeria. Investigating how cultural factors intersect with media choices can contribute to a more nuanced understanding of information consumption within diverse educational contexts.

Impact of Media Literacy Programmes: Assess the effectiveness of media literacy programmes within educational institutions. Understanding how interventions aimed at enhancing media literacy influence students' critical evaluation of information sources can inform educational policies and practices.

Comparative Studies: Conduct comparative studies with other educational institutions within Nigeria or across different countries to discern variations in media preferences and learning outcomes. Comparative analyses can shed light on the contextual factors shaping these dynamics.

Exploration of Hybrid Learning Environments: Investigate the integration of digital and traditional media in hybrid learning environments. Understanding how students navigate a blended approach to information consumption can inform pedagogical strategies that leverage the strengths of both mediums.

Finally, this study not only provides valuable insights into the media landscape of Kano State Polytechnic but also sets the stage for continued scholarly inquiry into the evolving relationship between media preferences, educational practices and learning outcomes. The dynamic nature of media consumption demands ongoing exploration and future research endeavours can contribute to a more holistic understanding of the role media plays in shaping the educational experiences of students in higher education institutions.

5.3 Limitations of the Study

While this study endeavours to offer valuable insights into the media preferences and learning processes of Kano State Polytechnic students, it is essential to candidly acknowledge certain limitations that may have influenced the research outcomes. These limitations, though recognised, do not diminish the significance of the study but provide a framework for understanding the boundaries within which the findings should be interpreted.

Sample Size and Generalisability: One notable limitation is the sample size, which, while representative of the specific academic community studied, may not be fully generalisable to other educational contexts. The focus on Kano State Polytechnic restricts the broader applicability of the findings, and caution should be exercised when extrapolating these results to different institutions or regions.

Geographical Scope: The study's geographical scope is confined to Kano State, Nigeria and does not account for potential variations in media preferences and learning behaviours across diverse cultural and regional contexts within the country. Consequently, the findings may not fully capture the heterogeneity of media consumption patterns in Nigeria.

Methodological Constraints: The use of surveys, while a valuable tool for quantitative data collection, inherently limits the depth of qualitative insights that could have been obtained through more extensive interviews or focus group discussions. The reliance on self-reported data introduces the possibility of response bias and may not fully capture the complexity of media-related behaviours.

Temporal Dynamics: The study's cross-sectional design provides a snapshot of media preferences and learning processes at a specific point in time. It does not account for potential temporal fluctuations or the impact of evolving technological landscapes on students' media choices over an extended period.

Demographic Considerations: The study primarily focuses on undergraduate students, and the findings may not be directly transferable to different demographic groups, such as postgraduate students or faculty members. Variations in information-seeking behaviours and preferences across different academic levels remain unexplored.

Technology Infrastructure: The assumption of equitable access to digital resources among students may overlook potential disparities in technology infrastructure. Variances in internet connectivity, device accessibility, or technological proficiency among students were not extensively investigated.

External Influences: The study does not delve deeply into external factors that might shape media preferences, such as familial influences, socio-economic backgrounds, or regional media landscapes. These external influences can significantly impact the dynamics of media consumption.

In navigating these limitations, it is crucial to interpret the study's findings within the context of these acknowledged constraints. Future research endeavours should aim to address these limitations, thereby refining the understanding of media preferences and learning processes in academic settings. Despite these constraints, the study offers a valuable foundation for further exploration and contributes meaningfully to the discourse on media and education.

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