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**ONLINE MARKETING EXPOSURE AND ACADEMIC PROBLEMS: IMPACT OF
MASS MEDIA MARKETING EXPOSURE ON ACADEMIC PERFORMANCE OF
SECONDARY STUDENTS IN ANAMBRA STATE**

Obinna D.C. Okeke

Department of Sociology, Faculty of Social Sciences,

Nnamdi Azikiwe University, Awka

[Email:oooc.okeke@unizik.edu.ng](mailto:oooc.okeke@unizik.edu.ng)

(08038866941)

Nnatu, Obioma Stella

Department of Sociology, Faculty of Social Sciences,

Nnamdi Azikiwe University, Awka

Patrick Chinenye Okafor PhD

Department of Educational Foundations, Faculty of Education,

Chukwu Emeka Odimegwu Ojukwu University, Igboariam Anambra State, Nigeria

Email: pc.okafor@coou.edu.ng

Ekwunife Gabriel Okafor

Department of Marketing, Nnamdi Azikiwe University, Awka

Email: ge.okafor@unizik.edu.ng

Abstract

Deleterious impact of online marketing exposure on academic performance of students is one neglected area of research in management, social sciences and educational in Nigeria. This study focused on impact of mass media on academic performance of secondary school students in Anambra state. Structural-functionalist theory was adopted for theoretical framework. The population of study was 11, 249 secondary school students while, the sample size of 250 was used. Cluster sampling, simple random sampling, systematic sampling, and



purposive sampling techniques were used. Questionnaires and In-depth Interview (IDI) were used to collect data for this study. The data were analyzed using simple percentage, and frequency distribution table while; the hypotheses were tested using Chi- square (X^2). The study found that mass media gadget such as television, is the major media gadget that affects the academic performance of secondary school students. The socio-economic status level of parents and guardians was found to be the major factor that mediates the effects of mass media on academic performance of secondary school students. The study recommends that parents and guardians should play supervisory roles towards their children's and wards' use of the mass media with much emphasis on the number of hours these students spend on different kinds of media; the nature of programmes and movies they watch, the managements of secondary schools should prohibit the use of mobile electronic gadgets by the students within the school premises.

Keywords: academic performance, mass media marketing exposure, home parenting.

Introduction

Human society has been postulated by scholars to have developed over the years from one stage to another. Some scholars see it as moving illiterate to literate society. According to Ritzer (2008), Hebert Spencer saw human society as having advanced over the years from simple to

complex, and most complex stages. He further argued that Spencer used Charles Darwin's organismic analogy as a model to explain the development of the human society. Auguste Comte (1830/1842), in the sixth volumes of his work "*Cours de Philosophie Positive*" (Course of Positive Philosophy) set out the "law of the three stages." In his work, Comte maintains that



knowledge in the human society passes through three stages; namely: - The Theological stage, The Meta-physical stage, and The Positive or Scientific Stage (Thompson, 1976; Anikpo, 2006). Comte adds that not only does the world go through these processes, but groups, societies, individuals, sciences, and even minds go through the same three stages (Ritzer, 2008).

To Ritzer (2008), the Positive stage is characterized by new discoveries and inventions, which was geared by the emergence of industrial revolution in 18th century. This spread across the world, and gave rise to the birth of modern technologies, formal education system, sciences, etc. The industrial revolution was one of the catalysts for the emergence of globalization, and modernization in the human society with mass media at the centre of globalization. Schaefer (2005) sees mass media as those print and electronic instruments of communication that carry messages to often widespread audiences. These include newspapers,

magazines, books, which are subsumed under the print media, while the electronic media include television, radio, motion pictures, cinemas, the internet, cell phones, and so on. He further states that it is through the media that we expand our understanding of people beyond what we experience in person. Hence, mass media are used in the mass communication process. They are used in dissemination of information massively and simultaneously to the targeted audience. The targeted audience is known as mass communication audience. Mass media have served as veritable tools in the exposure and circulation of news, stories, information, advertisement, and have been the window through which people in one society experience events taking place in another society. As observed by McQuail (2005), mass media serve so many purposes especially, in educating and displaying the cultural heritage of societies. He was also of the view that, the media educate the mass communication audience on people's ways of life. McQuail (2005) also sees mass media as one of the agents of



socialization, because they mould characters of their audience especially, children and young adults. The media play entertainment function in the lives of children and young adults. In addition to the above-stated positive effects of mass media on the society, it is also necessary for the purpose of this research, that keen interest should be focused on identifying and understanding various negative effects of mass media, especially as these relate to academic performance of students in secondary school. This is imperative, because these tools of mass communication which were invented as positive development towards modernization have unfortunately been misused by students. Schaefer (2005) saw this situation as having adverse consequences on the academic lives of the students. He argued that mass media serve several purposes for several group of people. It is against this background that, this study seeks to examine effects of mass media on academic performance of secondary school students.[^]

Statement of the Problem

Anikpo (2006) posits that, since the turn of new century human society (globally and internationally) has come under the influence of new social forces, which have either re-enforced old social problems or generated new ones. He further stated that, as it has always been, it is the historical responsibility of intellectuals to articulate appropriate ideas for clearer understanding of these new social realities, and the methodologies for their solutions. In view of this assertion, this study seeks to investigate how these media have contributed to the poor academic performance of students. Despite efforts by successive government in Nigeria to improve the standard of education, the phenomenon of poor academic performance especially in secondary schools continues to constitute a source of worry to both the government and the stakeholders in the education sector (Onoja, 2011). The high rate of failure as recorded by secondary school students within the past five years is a social



problem that requires urgent attention. Although there has been slight improvement on the rate of the students' academic performance in recent years, yet the failure rate has remained on the high side (Onoja, 2011). This is in line with the academic performance statistics published by the National Examination Committee (N.E.C.) in 2012. According to the committee, the percentage of students who were able to obtain five credit passes including English language, and Mathematics in the Senior School Certificate Examination (S.S.C.E.) were 23% in 2008, 26% in 2009, 24% in 2010, 31% in 2011, and 39% in 2012. These translate to the failure rates of 77% in 2008, 74% in 2009, 76% in 2010, 69% in 2011, and 61% in 2012. These show that though was slight improvement, but the failure rates have remained on the high side.

The high academic failure rates in Nigeria have been a serious problem which has raised national questions, and has been hotly debated in the National Assembly. There has been series of debates and

questions have been on the causes of poor academic performance of secondary school students in Nigeria (Okeke, 2012). However, scholars have attributed the poor academic performance of students to so many factors. These are social, socio-economic, psychological, and emotional factors.

Socially, Chickering (1969) sees social factors such as students' involvements: in romantic relationships, in organizations, clubs, and sports activities as some of the social factors that can affect students' academic performance. He further argued that, environment comprises factors that play a role in academic performance of students. This may be physical or socio-physical environment (Chickering, 1969; Bandura, 2002). Quatman, Sampson, Robinson, and Watson (2001) also observed dating status, academic performance, and motivation as variables that could be used in the measurement of academic performance. According to them, students who dated more frequently had lower academic performance. Socio-



economically, Jensen (2009) argues that, economic hardship often coerces low economic status parents to engage their children in hawking, or assisting in trading so as to support meagre family income. Ezeah (2010) adds that, poverty permeates virtually all ramification of Nigerians national life; and that its rippled effects cannot be dissociated from the poor academic of affected students. House (2002) also maintains that, low economic status parents are not able to coach their children towards learning skills, assist them in their home-works, and correct them whenever they speak wrong grammar. These could be attributed to low literacy level of these parents.

To remedy this later factor, Nigeria governments at various times at both federal and state levels rolled out programmes such as Universal Primary Education in 1976, Universal Basic Education in 2000, and so on. According to Adeniroye (2010), these programmes are aimed at improving the standard of education, and boosting academic

performance of students. He added that, there is a recurring pattern of providing incentives, and training for teachers, building and rehabilitating schools, providing free education, and books for students. Despite all these efforts by the government to improve standard of education on the academic performance of students in secondary schools yet, there has not been any remarkable improvement academically. This may be attributable to the fact that, negative effects of mass media on students' academic performance have not been given adequate attention. Thus, the above-stated attempts made by the Nigerian government to improve on the academic performance of students can be seen as not enough, until she incorporates measures that will check the excessive use of mass media equipment by the students for frivolous purposes in school, and at home. This she could achieve by sensitizing parents, guardians, and teachers who are the significant others to these students; towards playing supervisory roles on the rate of use, and abuse of the mass media equipment.



For the purpose of research, this study seeks to investigate the negative effects of mass media on academic performance of secondary school students. In line with this problem, Walsh (2012) argues that, poor academic performance of students was as a result of distractions and diversion of attention inherent in their unlimited access to internet packages. According to her, these internet packages include receiving and sending mails on-line, on-line music, on-line videos, social networking, and so on. She maintains that the impacts of such indulgence results in poor academic performance. To Moll (2005), in recent years the internet (computer) has taken on the prominent role as moulder of young minds. According to her, the percentage of children aged between three to seventeen years in the United States who lived in a household with a computer, has increased from 55% in 1998 to 65% in 2000. She also observed that, computer use has also increased in other parts of the world, including Nigeria. She argued further that, 90% of young people between the ages of five to seventeen years make use of

computer, and 59% use the internet. The research suggested that with the current unprecedented level of access to information, which young people have due to their use of the internet; there is need for adult supervision, in order to reduce the abuse of mass media equipment, and to reduce their time constraints. There are also other negative effects exerted by the internet on the students. These according to Egbue (2008), include the tendency to become involved in advance-fee-fraud (419). Rather than use the internet gadgets for academic purposes; some students indulge in internet fraud, thereby losing focus of their studies. This implies that, the internet could be used by students to defraud people and as a result, they tend to have little or no time devoted to their studies. Lee (2002) also assessed the use of mass media by students. She observed that media gadgets like cell phones, computer (laptops), organizers, distract students' and teachers' attention during lesson periods in the classroom. She observes that, students make use of hand-held organizers, and cell phones, messaging to exchange answers



and cheat during tests and examinations. She added that, these practices have contributed to the falling standard of academic performance among high (secondary) school students (Lee, 2002; Turner, 2004).

Also; looking into other electronic media such as television, Lowery and DeFleur (2003) argue that, television and movies take most times of students, and cause them to go to late to bed. In their investigation, they found that children between the ages of eleven and thirteen years increase their viewing habit and the number of hours they spend in front of television screen. They also saw the level of parental income as another influence on the viewing habit of their children. They maintained that, children from low and average income families spend more time on television screen than those of high income- background. Adding that, those of high income families have magazines, and newspapers as their major distractor, this they learn from their parents or significant others through observational learning to

assign more priority to the print media than to electronic media. Garbncr (2008) in line with this observed that, television is the most influential of all forms of mass media although; the internet is highly becoming more influential. The above-listed problems however, are the various effects of mass media instruments, which affect the academic performance of secondary school students in Anambra state. Therefore, this study intends to proffer solutions through which these problems could be reduced to the barest minimum.

Research Questions

In order to guide the researcher in investigating the above issues, the following research questions are deemed necessary.

1. What aspects of the mass media are utilized by secondary school students in Awka South L.G.A.?
2. To what extent do the Print media affect the academic performance of secondary school students in Awka



- South L.G.A.?
3. To what extent do the Electronic media affect the academic performance of secondary school students in Awka South L.G.A.?
 4. What are the impacts of the Internet usage on academic performance of secondary school students in Awka South L.G.A.?
 5. In what ways could the negative impacts of mass media on secondary school students' academic performance be reduced?
2. To investigate the extent at which students' use of the Print media affect their academic performance.
 3. To investigate the extent at which students' use of Electronic media affect their academic performance.
 4. To investigate the impacts of the Internet usage on students' academic performance.
 5. To examine ways through which negative impacts of mass media on secondary school students' academic performance could be reduced.

. Objectives of the Study

The study has both general and specific objectives. The general objective is the effects of online marketing exposure via mass media on the academic performance of secondary school students while, the specific objectives are the following: -

1. To investigate the aspects of mass media that are utilized by secondary school students in Awka South L.G.A.

Literature Review

The Concept of Mass Media

Mass media are devices or objects used for communicating messages and moving information over distance and preserving it through time. The concept "mass media" is a plural form of mass medium (singular), which is technically used in its plural form, because of its connotation or technical make-ups (electronic and print media).



Thus, each medium has advantages and limitations that influence how it is used for dissemination of information and messages. Schaefer (2005) sees mass media as the print and the electronic instruments of communication that carry messages to often widespread audiences. According to him, the print media include newspapers, magazines, books, and so on. While, the electronic media include television, radio, motion pictures, the internet (computer), and so on. Mass media are thus, believed to be those means of communication that reach the large heterogeneous audience without any personal interaction between the sender, and the receivers of the message. Giddens (2010) argues that the term mass media is used due to the fact that, they communicate to a mass audience comprised of a very large number of people.

People developed ingenious ways to expand their ability to communicate beyond spoken words, across both time and space. Baran (2010), posits that the first media appeared in prehistory even before

people could write. He maintains that, some Anthropologists believe that our ancestors used complex language more than 3000 years ago. Then, by 2700 B. C., people were representing ideas through pictures or drawings. He added that, we can still see the results of their works in caves in Northern France, and Spain; where they left beautiful representations of Bison, Reindeers, Wild horses, and extinct animals on the walls. These drawings were only one of the media used by the prehistoric people, which conveyed messages to them, but nowadays could communicate little or no messages to the contemporary society.

Towards the advancement of mass media development, Baran further stressed that, about 4000B.C, the ancient Egyptians invented ideographic writing, developed highly stylized symbols known as Glyphs. This they carved into stones, and were used to decorate tombs and public buildings; for those who could read them, they transmit complex messages. A major step forward was taken, when people found materials to



replace stone as a writing surface. According to him, the Mayan tribes of Central America used thin white bark as a writing surface. He noted that, in several parts of the world at several times, scribes began to imprint symbols on small clay tablets, or paint them on materials such as papyrus, parchment, and bark with brush, and ink. At this point, sheets were joined together in long rolls to form *Volumen*, with lengthy written documents almost as old as writing itself. In line with the above stated development, the Chinese invented paper for writing in 5th A.D. Baran (2010) maintains that, the use of paper spread throughout Asia, Middle-East, Europe, America, and other parts of the world. Thereafter, printing was invented by the Chinese. The emergence of newspaper is considered to be as the history books. He posits that, during the reign of the Roman Empire, the Romans Empire, the Romans posted daily news in public places in the mid-1500s, leaders of Venice made a Venetian Newspaper called *Gazzetta*, followed by German Newspaper in 1609, and London publication (the *Corantos*) of

1621 (Owen, 2004; Baran, 2010).

The developments of electronic media (television, radio, and internet) are closely intertwined. According to DeFleur and Dennis (1985) in Baran (2010), Philo Farnsworth developed a workable television system, which sends and receives signals, but with a small screen of four by three inches in 1922. Thus from 1948 through 1952, the American government slowed down the spread of television by refusing to assign licenses to transmitters, because they needed to study broadcasting situation thoroughly, and allocate appropriate frequencies to T.V., F.M. Radio, and other forms of broadcasting. According to them, television is today the most popular medium of all. Cable television is now a commonplace, and is challenging the dominance of the medium by the three networks. Satellites in the space relay programmes coming from all parts of the world, as well as from the space itself. So, media whether primitive or modern according to them, are extensions of speech



that permits communication beyond the range of unaided human voice. Giddens (2010) further argues that, in recent times, there is some evidence that young people are beginning to abandon the relatively passive medium of television in favour of more interactive media. These more interactive media according to him are video games, the internet as well as the computer.

The Concept of Academic Performance

Academic performance is an outcome of education, the extent to which a student, teacher, or an institution has achieved their academic goals. According to Wikipedia (2012), academic performance is usually measured by examinations or continuous assessment. It however maintains that, there is no general agreement on how it is best tested, or which aspect is the most important procedural knowledge; whether it is skills or declarative knowledge such as, facts.

Sophie, Benedikt, and Tomas (2011) maintain that, there is a strong link that could be used to measure academic

performance. To them, individual differences in academic performance have been linked to differences in intelligence and personality. They further stated that, students with higher mental ability demonstrated by Intelligent Quotient (I.Q.) tests, and those who are higher in conscientiousness tend to achieve relatively high in academic settings. They added that a recent meta-analysis suggests that, mental curiosity has an important influence on academic performance or achievement, in addition to intelligence and conscientiousness.

On the other hand, Bossaert (2011) sees environment as one of the determinants of academic performance. To him, children semi-structured home learning environment could develop into a more structured learning environment as children start first -grade. This is possible due to the adequate and conducive learning environment in which a child grew up. Also, the necessary financial, social, psychological, and moral support the child received from his parents, or guardian; in line with this, he argues that, early



academic achievements of a child can enhance later academic achievement (Bossaert, 2011). To Katherine (2007), parents' academic socialization is a term used to describe ways through which parentage influences academic performance of students, especially their children and wards. This they do by shaping the skills, behaviours, and attitudes of these children and wards towards school. She maintains that, parents and guardians could- influence their children and wards through the environment, and the discourse they have with their children. In addition to this, she argues that the above-discussed academic socialization of parents which they provide to their children can be highly influenced by the socio-economic status of these parents and guardians. This is because, highly educated parents and guardians tend to have more stimulating learning environment than those of average socio-economic status.

In educational institutions, success is measured by academic performance. It can also be seen as, how well a student meets

standards set out by the local government, and the institution itself. In line with the observation made by Bell (2012), as the career competition grows more fierce in the working world, academic performance has caught the attention of parents, education ministry, and other stake-holders in the education sector. Bell maintains that, academic performance was often measured by ear in America and Europe until during the late Victorian period that is, late 19th century than today. At that time, teachers' observations made up the bulk of the assessment. This is very different from today's summation, or numerical method determining how well a student is performing, which is a fairly recent invention.

She went further to narrate that, the grading systems that came into existence in America and Europe in the late Victorian period was criticized due to high subjectivity. Thus, parents and guardians care about the academic performance of their children and wards respectively; it is so because they believe that it determines their choice of career, and provision of job



security. Also, the measurement of academic performance allows students to be ranked or weighed on a scale that is numerically obvious. This procedure helps in minimizing complaints, or holding teachers, and school authorities responsible for each and every grade. Academic performance could be evaluated in a number ways. According to Wikipedia (2012), these ways include, regular grading for the students by their teachers, the students' demonstration of their knowledge through active participation in class written and oral tests, performing presentations in the class, turning in to home-works, and actively participation in discussion classes. These engagements by the students; with presentation of results and prizes by the school authorities, and the government, could foster and enhance the academic performance of these students.

Review of Empirical Literature

The Aspects of the Mass Media Utilized by Secondary School Students

Research evidence shows that there is a link between mass media and academic

performance of students in secondary schools. According to the research conducted by Walsh (2012) in Lehman (2013), the study looked at students who engage in any form of mass media use which include texting, playing music, surfing the internet and the social network sites, etc. The study reveals that an average student spends twelve hours every day engaging in a form of media use. They observed that, the impact of such indulgence results in poor academic performance. According to the investigation carried out by Walsh and her colleagues, there were eleven different forms of media used by the students, which have impacts on the academics of the students. These media include television, movies, music, internet, social networks, assessing mails and text messages use of cell phones, magazines, newspapers, comics, video games, and so on. According to the research, students were asked to report an average time spent on any form of media throughout the previous week. These students were also asked to report their grades in the last session, and their



intellectual confidence, behaviour, and troubles. As a result, the research listed that cell phones, social networking, television, and magazines have severe impact on the students' academic results in the past academic session. Walsh (2012) in Lehman (2013) further reveals that, students who spend more time engaging in these forms of media, have fewer academic behaviours such as completing home-works, attending classes, lower academic confidence, and more problems affecting their school works like, lack of sleep. The impact of such indulgence as listed above results in poor academic performance of students. Controversially, this research however excluded listening to music, and reading newspapers. It observes that, they boost academic performance.

The Effects of the Print Media on Students' Academic Performance

According to Shaefer (2005), the Print media consist of those objects used for mass communication process other than electronic media. They include newspapers, magazines, books, journals, and so on. In the research conducted by

Rivers, Peterson, and Jensen (2011) it shows that, young people are likely to use newspaper for entertainment, older readers for information and view of public affairs or opinion polls. The investigation by these scholars shows that, adults do more of news reading than the young people. In line with the above research evidence, Ambrose (2007) in Baran (2010) observed that, fewer than 35% of newspaper readers aged 18-34 years old read daily newspapers. As a result, "Black and White" (2005) a Media Management Centre study predicts that by the year 2010, only those in their twenties will read a newspaper every day. The centre noted that, the decline in newspaper readership, not only since 1999, but as people get younger. They however maintained that, newspaper readership is higher among the adults, and the elderly in the United States of America as well as other developed, and developing nations. Rivers, et.al (2011) added that young people are introduced to the paper by its pictorial contents, and then branch out to crime and disaster news.

In another separate research conducted by



Schramm, Lyle, and Parker (2011), they found out that, children with higher I. Q. than others who could not be distracted by the electronic media as a means of leisure, indulge in reading of newspapers, magazines, and other non-academic-related literatures. These they found to be more pleasurable, due to their improved reading culture. They further observe that, children from wealthy family backgrounds likewise, learn from their parents or significant others to give more attention to the print media properties than to electronic media. This they assessed in contrast to the children from working class or average income earning families. It could be deduced from their studies that the print media have much more negative impacts on the academic performance of the children from wealthy homes than their counter-parts from average income family backgrounds. However it's important to state that, the print media use by students could have harmful effects on the academic performance of students due to the way students handle them. Conversely, these media properties according to McQuail

(2005) provide students who are seeking for knowledge, and enlightenment with academically useful information. It could be concluded that, it is not only the print media that could be potentially-harmful to the academic performance of students. Other forms of the media such as the electronic media, and the internet could also be found harmful.

The Effects of Electronic Media on the Student Academic Performance

Research evidences have proved that there are negative effects of electronic media on academic lives of secondary school students. Such media include, television, radio, organizers, the internet (computers), and so on. Lee (2002), observed the variety of uses of these electronic gadgets by students. According to her observation, these media uses in schools by students such as cell phones, laptops, organizers, and hand-held video games distract students' and teachers' attention in the classroom during lesson periods. She further found that, downloaded movies and video games by students keep them



company, and help them escape boredom. But pointed out that, they are the recent actors, which pre-occupy the minds of these students, and are gradually taking the place of their studies. In line with the above observation, West and Turner (2004) in their investigation found that, the use of electronic media tools by students like hand-held organizers, and cell phones have aided cheating among students during class tests, and examinations.

In another research carried out by Shuttleworth and May (2003), they contrasted children who attended movies frequently "*fans*" with a comparison group who seldom or never attended. The study which, attempts to assess the general academic conducts of these children in school, with over one thousand four hundred (1400) students in study. The finding was that, movie fans were usually rated lower in classroom by their teachers than those children who do not attend movies frequently. Observed also was that, the fans have less positive reputation, they perform poorly in their academics, and are not popular with their classmates unlike

their comparison group. This is also in line with a correlational research conducted by Sotiriou (2002) in Weiten (2007) which reveals that, reading and making preparations ahead of lectures enhance academic performance of students especially, in a situation whereby the student expects difficult lecture topics. This study affirms that, over-indulgence on media equipment by students brings about procrastination to their studies and preparations ahead of lectures which negates their academic performance.

Schramm, Lyle, and Parker (2011) also conducted another research; according to Lowery and DeFleur (2003) they observed that age, mental ability, and social class background are all important determinants in the viewing habit of children. Their research reveals that, children between the ages of eleven and thirteen years demonstrate higher viewing habit than those outside this age bracket. It is also revealed in their research that, children from rich and well- educated family backgrounds learn from their significant others to give more attention to the print



media properties than to the electronic media as a learning source. This they observed in contrast to children from poor and average income family backgrounds; where they observed that, their parents give more attention to electronic media such as television than to the print. This according to investigation evidence, has influenced the attitude of their children towards mass media, and has encouraged their viewing habits. Liebert and Sprafkin (2008) reveal that, in both developed and developing countries televisions are switched on for over seven hours daily. In line with their investigations, Marita Moll (a United States Social Researcher) from her observation reveals that on the average, young people in the United States spend four hours forty-eight minutes daily in front of a television or a computer screen (Moll, 2005). These investigations show high rate of viewing habits among students, who are the major users of the electronic media. Maturation principle has held true in this study for most children, but not all. McQuail (2005) notes that, while most children decrease their viewing habits

considerably during their high school years, there is little or no reduction in the viewing time or period of others. This is because, the pattern of fantasy-seeking, and reality-seeking differentiate the children's media behaviour more than anything else. Livingstone (2002) in McQuail (2005) conclusively observed the effects of mass media on students. The idea tested the undesirable effects of the electronic media as follows; namely: -

- Increased passivity.
- Reduced time for reading.
- An increased social isolation.
- Reduction of time, and attention to home-works.
- Undermining parents' and teachers' authorities, and so on (McQuail, 2005).



. The Impacts of the Internet Usage on Students' Academic Performance

The debate on the effects of mass media on students' academic performance has been given a fresh life and urgency. Norris (2002) in McQuail (2005) says that, a dramatic increase and impacts are felt due to, the arrival of the internet, with its great informative potentials, variable diffusion, and actual use. It has led to the coining of a new expression "the *Digital Divide*", in replace of the older term "*Knowledge Gap*". The internet has taken on a prominent role as moulder of the young minds. According Baran (2010), a young person does not need to own a computer in other to have access to it. This is because, the internet could be seen in homes, schools, and business centres (cyber cafe), where students can have access to it. Moll (2005) also in her observation saw that, 90% of young people between the ages of 5-17 years make use of computers, while 59% of them use the internet. According to her, due to the unprecedented access to information which the students have due to their use of the internet, there is need for

adults' supervision. This she believes will help in the management of the abuses of this electronic media tools. The abuses according to her include, spending hours streaming on-line, chatting on-line, texting, watching pornographic pictures, among other things.

In another research conducted by a Spanish scholar (Bercedo Sanz), San/. (2005) observes that, from the cross-sectional study he conducted by a means of survey of 884 students aged between 14-18 years old, who were in high (secondary) school in 2003. He observed that, 57.8% of the students use computer at home, while 52% use the internet. He also observed that, 82.1% of the students surf the internet. According to his observation, the boys prefer surfing, and streaming games, music, and videos, while the girls prefer chatting, and sending e-mails. He observed further that, 62% of these students visit cyber cafe, out of which 40.1% visit pornographic sites; where the boys represent 33.1%, while the girls 7.0% of the population. Sanz observation shows the degree of uses, and abuses of the internet



among secondary school students. He however advised that, parents should supervise, and educate their teenage children about video games, internet access, and e-mail usage among adolescence. Hargittai (2007) also conducted a research which suggests that, young people may be aware of the risks, especially as it regard social network sites. But that, the awareness of these issues and problems are not always translated into action, in his Pew Internet Survey, found that about 91% of the young people across the globe use social network sites to stay in touch with their circle of friends, 82% say they stay in touch with their wider circle of friends. This shows that, these media sites might be leaving the students with less time to study, read books, and novels. The research further found that; with regards to the use of *Facebook*, a social media site as an alternative mode of communication. 74% of the population admitted using *Facebook* as alternative kinds of communication channels, which also emphasizes reliance on electronic media for communication needs.

Ways Through Which Negative Impacts of Mass Media on Secondary School Students could be Reduced

Baran (2010) asserts that, if the negative impacts of the media in our lives and in the lives of our children are ignored, we will run the risk of being caught up, and carried along by that change rather than controlling or leading it. In line with the above assertion, there is need to proffer solutions to the negative impacts of mass media on various segments of our society, with a focus study on secondary school students. Serim and Koch (2006) in their study found that, the internet as one of the media tools has so many potentials. One of these potentials according to them includes; timeliness that is, its ability to bring current information to its users, even in classroom, with the click of a mouse. Their studies reveal that, the negative impacts of the internet usage by the students can be adjusted. This could be achieved when they rely upon news of current events, government actions, and policies, environmental or scientific developments that are found on the



Internet. Their studies further show that, students can in turn contribute their discoveries, and writings to the world through the Internet. They can also; publish to a larger audience than ever before, making significant positive changes to their motivation, and to the quality of products they create.

Another study conducted by Sadker and Sadker (2010) shows that, the Internet enables students to work at their own pace, encourages quick access to information, research persistence, and academic engagements. To explore non- traditional research sources, enhance communication skills, and critical analytical thinking. They further observe that students use the internet to investigate global issues, and enrich students with varieties of learning styles. These are few of the positive impacts of the internet on students as observed by these scholars. They therefore suggest that, if the students will find the above- stated usefulness of the internet useful that, it will help reduce the degree of negative impacts the internet has on their academic performance. In line with the

observation made by Sanz (2005), where it was revealed that 82.1% use the internet out of which, 40.1% visit pornographic sites. He therefore suggests that, the government should make and implement law that will guide the use of the internet by the students. This he believed could be achieved through, mandatory installation of sieve soft wares in the internet connected computers use in secondary schools, and cyber cafe across the country. This he believes will prevent the internet users from visiting pornographic and sexually-explicit social media web sites. The negative impacts of mass media on academic performance of students in secondary school can further be reduced through the suggestion made by Moll (2005). According to her research which reveals that, 90% of students spend five hours on the average watching television daily, while 59% of them use the internet. This, she found to have negative effects on both their academic and social lives. She however suggests that, with the unprecedented access to information which the young people have due to their access



to the media gadgets, that there is need for adult supervision in order to reduce the negative effects these media gadgets will have on our children. She concludes by saying that parents, guardians, and teachers are the major actors in the campaign to reduce the excessive use, and abuse of media equipment by the students who constitute the generalized others, with emphasis on secondary school students.

Theoretical Framework

Structural-Functionalist theory has been adopted as the theoretical framework that will guide this research work. This is due to the fact that, it possesses the pre-requisite characteristics that are suitable for discussing the social problem under investigation.

According to Ritzer (2008), this theory sees human society as an on-going system of linked working parts or sub-system, with each making contribution essentially for the continuity, and order of the system. Mass media can be seen as one of these systems being an agent of socialization;

and it is by responding to the demands of individuals, and institutions in consistent ways that the media achieve unintended benefits for the society as a whole. Maccoby (1954) in McQuail (2005) argues that, functionalist theory sees mass media as self-directing, and self-correcting, although its excessive entertainment function could have been viewed by many scholars as one of the causative factors of moral decadence, cultural fall-out, and other potential harms to the society, with emphasis on the young people.

Merton (1957) in Ritzer (2008) argues further that, all these functional postulates rely on non-empirical assertions based on abstract theoretical systems. He believes that, empirical tests and not theoretical assertions are crucial to functional analysis, which led him to develop his functional analysis as guide to the integration of theory and research. Parsons (1966) in Ritzer (2008) also maintains that, the social systems must be structured so that they can operate compatibly with other systems, meet a significant proportional needs of its actors, have at least a minimum



control of the disruptive behaviours of its members with a communicative language understood by its members to ensure its survival. These explanations and theoretical paradigm of Parsons thus, shed more light on the functional importance of mass media as an integrating factor that holds the society together. He further insists that, mass media make learning more accessible through the use of media gadgets and facilities among students and non-students in our society. The media according to DeFleur and Dennis (1998) have also played a major part in transforming the social order into a mass society. As an agent of socialization, mass media especially television, which by its nature has the potential to argue, as well re-enforce other agents of socialization. Although, it is difficult to believe that mass media do not have a direct impact on people's attitudes and actions, the research evidence is unclear (Wober and Gunter, 1988; Hess, Markson, and Stein, 1991). This is because of the pervasiveness of mass media in society that is obvious, though through the media we

expand our understanding of people and events beyond what we experience in person. Mass media however, educate and inform people through information dissemination; they occupy our leisure time through their entertainment function. They enforce social norms, confer status, keep the society informed about their social, and geographical environment through weather forecasts on climate changes which, force individuals to adjust their environment, and daily schedule in response to the weather forecasts (Shaefer, 2007). According to Lazarfeld and Merton (1948) in Wright (1986) they maintain that, one major dysfunction of mass media is that they act as narcotics, desensitizing people (audience) to events.

Study Hypotheses

- There is a significant relationship between reading of newspapers and academic performance of secondary school students in Awka South L.G.A.
- There is a significant relationship between number of hours spent



watching television and academic performance of secondary school students in Awka South L. G. A.

- There is a significant relationship between the use of internet and academic performance of secondary school students in Awka South L.G.A.

METHOD

Area of Study

The area of study for this research is Awka South Local Government Area, Anambra State. It is made up of nine towns; namely: - Awka, Amawbia, Ezinato, Isiagu, Mba-ukwu, Nibo, Nise, Okpuno, and Umuawulu (Wikipedia, 2012). Awka south local government area was created from Awka local government area in 1989. It is bounded in the north by Awka north local government area, in the east by Oji-River local government area, Enugu state. On the South is Anaocha local government area, and on the West is Njikoka local government area. The land area of Awka south local government area is approximately 180 square kilometres.

N.P.C. (2006) survey shows that, Awka south local government area has a human population size of 189, 654 people as of 2006 population census. In the aspect of occupation, the people of Awka South are well-known for black-smiting, farming, and trading. Other forms of occupation they engage in include; public and civil service, hotel catering services, banking business, artisanship, commercial transportation, among others. Awka South Local Government is a well-known place for arts and crafts. Furthermore, as the location of the state capital of Anambra State, Awka has succeeded in attracting the presence of the federal government through the establishment of a prestigious federal university (Nnamdi Azikiwe University, Awka), Paul's University, Awka; a Federal College of Science and Technology, Awka; a Federal Government College, Nise; a Central Bank of Nigeria Complex, Federal Ministries, Departments, Agencies, and Parastatals, and so on. ASUBEB (2012) reveals that, Awka South Local Government Area has an estimated number of thirty-eight



functional secondary schools. These schools include a total number of twenty-three government-owned schools, and fifteen privately-owned schools. This implies a total of thirty-eight secondary schools in Awka South Local Government Area.

Population of the Study

Social research should be conducted in a given social research setting with a given target population in view, and not in a vacuum. The target populations for this research are male and female students, parents/guardians, and teachers; who were chosen from the selected secondary schools in Awka South Local Government Area. According to A.S.U.B.L.B.'s Report (2012), as at 2010/2011 academic session, statistics shows that, there are 7, 045 students in junior secondary schools, and 4, 204 students in senior secondary schools across the local government. It however implies that, there are 11, 249 secondary schools students in Awka South Local Government Area.

Scope of the Study

This study is limited to secondary schools in Awka south local government area. It covers the selected male and female secondary school students in Awka south local government area, their parents, and their teachers. This study focuses on the effects of mass media on the academic performance of these secondary school students, the factors that stimulate these effects, and ways through which these effects could be reduced.

Sample Size

The sample size for this study is 250. This sample size is chosen so as to ensure equal representativeness of the entire population. In line with this, Ezeah (2004) insists that, when a study entails a large population, all of the population cannot be studied. This is the basis for selecting a sample size. A Sample according to Aniekwe (2005) is a proportion of a population which is studied with a view of generalizing the findings to the entire population. He further maintains that, a sample is very important when the



population is very large, when the time frame for the study is very short, and when the fund at the disposal of the researcher is limited. In line with the above-stated arguments, a sample size of 240 students, 4 parents/guardians, and 6 teachers will be selected for this study. These will make up a total number of 250 respondents.

Sample Technique

Awka South Local Government Area as its name, and population imply, is too large an area to be studied with the limited period of nine months expected for the completion of this research work. As a result, Cluster Sampling Technique is devised in order to reduce the large area of the study to a smaller area of focus. This could be achieved by drawing of paper slips to select two out of nine towns in Awka south local government area. Simple Random Sampling Technique will be used to select a school from each of the two towns earlier selected in the local government. Systematic Sampling Technique will be used to select the 240 respondents that will be issued with the questionnaires, ranging

from J.S.S. 1 to S.S. 3 students of the selected secondary schools in Awka south local government area. Purposive Sampling Technique will be adopted for the selection of representative population of the parents/guardians, and the teachers that are included in the population of the study. It has been noted earlier that, there are nine towns in Awka South Local Government Area (Awka, Amawbia, Ezinato, Isiagu, Mba-ukwu, Nibo, Nise, Okpuno, and Umuawulu). Using Cluster Sampling Technique, these towns were grouped into two clusters labelled “A” and “B” on piece of papers. The cluster “A” contains (Awka, Amawbia, Ezinato, Isiagu, and Mba-ukwu) while, the cluster “B” contains (Nibo, Nise, Okpuno, and Umuawulu). The nine towns in these two clusters are placed inside a container, shuffled, and a town (Awka) was picked at random from the cluster “A”. Then, another container containing cluster “B” towns was shuffled, and Okpuno was randomly picked.

The secondary schools in the selected



towns were identified. They include; St. Lucy Secondary School Ifite-Awka, Igwebuike Grammar School, Bishop Ajayi Crowther Seminary, Federal Government College of Science and Technology, Nnamdi Azikiwe University Secondary School, and St. John of God Secondary School Awka, all in Awka town while Okpuno have only one secondary school (Community Secondary School, Okpuno). Using Simple Random Sampling Technique, schools in Awka town were placed in a container, when shuffled; one school (Federal College of Science and Technology) was randomly picked. While, Community Secondary School was picked for Okpuno. These two schools were selected for this study.

These secondary schools were stratified into six classes; namely: - J.S.S. 1, J.S.S. 2, J.S.S. 3, S.S. 1, S.S. 2, and S.S. 3. This is done for administrative convenience of the questionnaires, and to ensure equitable distribution of the research materials. In this categorization stated above, each of the six classes was issued with twenty questionnaires (from J.S.S. 1 to S.S. 3), this

provided each of the two schools with a total number of 120 questionnaires, and 240 questionnaires for the two schools selected. The researcher used the class list as the sample frame from which respondents were selected with interval of five class size. Also to be included in this research are, a total number of four parents/guardians and six teachers, who were selected using Purposive or Accidental Sampling Technique for In-depth interview (IDI). The Purpose of selecting the parents and the teachers from these schools is for triangulation of findings (convergence and divergence of findings) with the information gotten from the students on the effects of mass media on their academic performance.

Instrument for Data Collection

Questionnaires were used for quantitative method of data collection in this study while, In-depth Interview (IDI) was used as the instrument for qualitative method of data collection. The questionnaires is divided into two sections; namely: -
Section -A (Socio-Demographic



Characteristics of Respondents), and Section -B (Substantive Issues of the Research). The In-depth Interview (IDI) will be fashioned out from research questions and objectives of the study.

Administration of Instruments

The researcher will personally administer the questionnaires, and carry out the In-depth Interview, with the assistance of a class colleague as the research assistant. This arrangement will enable the researcher to clarify concepts and constructs that are not clear to the respondents. The administration and the retrieval of the questionnaire must be carried out the same day. This is done to avoid the risk of misplacement of the questionnaire by the respondents while, the In-depth Interview (IDI) will take place on another day fixed by the researcher.



Methods of Data Analysis

The quantitative data collected from the field through the questionnaire will be analysed using simple percentage, and frequency distribution table. The hypothesis formulated will be tested using Chi-square (X^2) statistical method. The qualitative data from the In-depth Interview (IDI) will be analysed using content analysis. The researcher will then, Data Analysis and Presentation

The researcher distributed 240 questionnaires with the help of his research assistant. However, only 230 (95.83%) of the questionnaires were correctly- filled

compare the results of quantitative and qualitative tools in each research question for convergence or divergence of findings. The hypothesis testing for this study was done with Statistical Package for Social Sciences (S.P.S.S.). The dependent variable for the two hypotheses is academic performance of secondary school students, while the independent variable is mass media.

when they were returned. Consequently, the quantitative analysis for this study was done using the 230 correctly-filled and returned questionnaires.

Participants Personal Data

Table 1: Distribution of Respondents by Socio-Demographic Characteristics

S/N	Variables	Frequency	Percent	
1.	Distribution of Respondents by Sex.	Male	78	33.9
		Female	150	65.2
		No response	2	.9
		Total	230	100.0
2.	Distribution of Respondents by Age.	8-12	28	12.2
		13-17	125	54.3



		18-22	54	23.5
		23-27	16	7.0
		28 and above	3	1.3
		No response	4	1.7
		Total	230	100.0
3.	Distribution of Respondents by Educational attainment.	J.S.S 1	40	17.4
		J.S.S 2	36	15.7
		J.S.S 3	38	16.5
		S.S. 1	36	15.7
		S.S.2	39	17.0
		S.S. 3	39	17.0
		No response	2	.9
		Total	230	100.0

4.	Distribution of Respondents by Parent's level of Education.	None	39	17.0
		F.S.L.C.	69	30.0
		J.S.S.C.E.	16	7.0
		S.S.C.E	31	13.5
		O.N.D/N.C.E	15	6.5
		H.N.D/B.A/B.Sc.	33	14.3
		M.A/M.Sc.	1	.4
		Ph.D.	8	3.5
		No response	18	7.8
		Total	230	100.0
5.	Distribution of Respondents by Parent's Occupation.	Civil Servant	96	41.7
		Trader	95	41.3
		Artisan	14	6.1
		Clergy	8	3.5
		Unemployed	4	1.7
		Public Servant	6	2.6
		No response	7	3.0
		Total	230	100.0
6.	Distribution of Respondents by	Below N30, 000.00k	7	3.0



Parent's Monthly Income.	N31, 000.00k -N40, 000.00k	25	10.9
	N41, 000.00k -N50, 000.00k	10	4.3
	N51, 000.00k -N60, 000.00k	8	3.5
	N61, 000.00k -N70, 000.00k	8	3.5
	N71, 000.00k -N80, 000.00k	82	35.7
	N81, 000.00k -N90, 000.00k	12	5.2
	N91,000.00k -N100, 000.00k	6	2.6
	AboveN 100,000.00k	47	20.4
	No response	25	10.9
	Total	230	100.0



Table 1 indicates that (33.9%) of the respondents are male, (65.2%) of them are female while, (.9%) of them did not indicate their genders. The table also shows that, (12.2%) of respondents are within the ages of 8-12, (54.3%) of them are within the ages of 13-17, (23.5%) of them are within the ages of 18- 22, about (7.0%) are within the ages of 23-27, (1.3%) of them are within the ages of 28 and above, while (1.7%) did not state their age. It could be seen from the table that, (17.4%) of respondents are in J.S.S. 1, (15.7%) are in J.S.S. 2, (16.5%) are in J.S.S. 3, (15.7%) are in S.S. 1, while (17.0%) are in S.S. 2, and (17.0%) are in S.S. 3, with (.9%) of respondents who did not state their class.

Table 1 further indicates that (17.0%) of respondents' parents had no formal education, (30.0%) obtained only F.S.L.C., while (7.0%) have J.S.S.C.E, (13.5%) have S.S.C.E., (6.5%) have O.N.D/N.C.E, while

(14.3%) have H.N.D./B.A./B.Sc., also (.4%) has M.Sc./M.A., while 3.5% have Ph.D., and (7.8%) of the respondents did not specify their parents' level of education.

It is also stated in the table that (41.7%) of the respondents parents are civil servants, (41.3%) are traders, (6.1%) are artisans, (3.5%) are clergy, (1.7%) are unemployed, (2.6%) are public servants, while (3.0%) gave no response to their parents' level of education.

It is also stated in the table that, (41.7%) of the respondents' parents/guardians are civil servants, (41.3%) are traders, (6.1%) are artisans, 3.5% are clergy, (1.7%) are unemployed, (2.6%) are public servant, while (3.0%) gave no response to their parents' occupation.

Table 1 finally indicates that, (3.0%) monthly income of the respondents' parents is below N30, 000, (10.9%) said it



is between N31, 000, and N40, 000, (4.3%) said it is between N41, 000 and N50, 000, (3.5%) said it is between N51, 000 and N60, 000, (3.5%) said it is between N61, 000 and N70, 000, (35.7%) said it is between N71, 000 and N80, 000, (5.2%) said it is between N81, 000 and N90, 000, (2.6%) said it is between N91, 000 and 100, 000, while (20.4%) said it is above N100, 000, (10.9%) of the respondents however, did not give any answer to the question.

Results

Table 2: Percentage of Respondents Use of Television

Responses	Frequency	Percent
Yes	209	90.9
No	19	8.2
Total	228	99.1
No Response	2	.9
Total	230	100.0

Table 2 indicates that (90.9%) of the respondents affirmed that they use

Analysis of Research Questions

The researcher asked five questions to guide the course of the research work. These questions were re-stated and analysed accordingly.

Research Question 1: “What aspects of mass media are utilized by secondary school students in Awka south local government area?” This research question is answered by questionnaire items 7, 8, 9, 10, 11, 12, and 13; the findings are shown in Tables 2, 3, 4, 5, 6, 7, and 8 respectively.



television, while (8.2%) of them maintained that they do not use television, (.9%) of the respondents however did not give any response. Information gathered from the In-depth Interview shows that secondary school students have and use television at home. One of the In-depth Interview participants stated that, “my children are uncontrollable when it comes

to television; once there is an electric power supply, they abandon whatever they are doing including their home-works, for television”. It was gathered that, the use of television by the students in Awka south local government area is not a recent development.

Table 3: Percentage of Response on the Use of Radio

Responses	Frequency	Percent
Yes	193	83.9
No	35	15.2
Total	228	99.1
No Response	2	.9
Total	230	100.0

Table 3: shows that (83.9%) of the respondents use Radio, (15.2%) of them



maintained that they do not use Radio, (.9%) did not respond to the question.

Interview showed that, most students make use of radio, even during the school hours.

Information gathered from the In-depth

Table 4: Percentage of Response on the Use of Cell phone

Responses	Frequency	Percent
Yes	92	40.0
No	133	57.8
Total	225	97.8
No Response	5	2.2
Total	230	100.0

Table 4 indicates that (40%) of the respondents make use of Cell phone, (57.8%) of them do not, (2.2%) however did not respond to the question. The In-depth Interview gathered that it is only few students that come to school with Cell phone. According to one of the participants, “once in a while during lesson period, I notice that some students have hand-set which they conceal in their lockers”. She claimed.



Table 5: Percentage of Response on the Use of the Internet

Responses	Frequency	Percent
Yes	133	57.8
No	95	41.3
Total	228	99.1
No Response	2	.9
Total	230	100.0

Table 5 indicates that (57.8%) of the respondents affirmed that they use the Internet, (41.3%) of them do not use the Internet, while (.9%) of the respondents gave no response to the question. One of the In-depth Interview participants on the

other hand, stated that her students visit cyber-cafe regularly. She said, “Most of these students who use the internet, do not use the Internet for academic purposes but rather, for frivolities”. She argued.



Table 6: Percentage of Responses on the Reading of Newspapers

Responses	Frequency	Percent
Yes	177	77.0
No	51	22.1
Total	228	99.1
No Response	2	.9
Total	230	100.0

Table 6 indicates that (77.0%) of the respondents admitted that they read newspapers, (22.1%) of the respondent do not, (.9%) of them did not give any response. On the other hand, the participants of the In-depth Interview generally agreed that, reading of newspapers will improve students'

academic performance. One of the participants stated that, "Of a truth, if these children read newspapers, it will even improve their grammatical mechanics, and enhances their writing skills. But they don't." she said



Table 7: Percentage of Responses on the Reading of Magazines

Responses	Frequency	Percent
Yes	188	81.7
No	39	17.0
Total	227	98.7
No Response	3	1.3
Total	230	100.0

Table 7 shows that (81.7%) of the respondents admitted that they read magazines, (17.0%) of them said they do not read magazines, while (1.3%) of them

did not give an answer to the question. Information gathered from the in- depth Interview shows that only very few of the students read magazines.



Table 8: Percentage of Responses on the Use of Non-academic-related Books like Comics

Responses	Frequency	Percent
Yes	120	52.2
No	104	45.2
Total	224	97.4
No Response	6	2.6
Total	230	100.0

Table 8 shows that (52.2%) of the respondents read non-academic related books, (45.2%) of them do not read, (2.6%) did not give a response to the question. In-depth Interview participants maintained that, less than half of the students come to school with non-academic related books daily.

Research Question 2: “What are effects of the Print media on the academic performance of secondary school students in Awka south local government area?” this research question is answered by questionnaire items 14, 15, 16, 17, 18, 19, and 20. The findings are shown in tables 9, 10, 11, 12, 13, 14, and 15.



Table 9: Percentage of Response on the effects of Mass Media on the Academic Performance of Secondary School Students in Awka South L.G.A.

Responses	Frequency	Percent
Yes	140	60.9
No	90	39.1
No Response	0	0
Total	230	100.0

Table 9 shows that (60.9%) of the respondents agreed that mass media affect their academic performance (39.1%) however disagreed. Information gathered from In-depth Interview participants

reveals that, mass media has strong negative effects on the academic performance of secondary school students in Awka South L.G.A.



Table 9: Percentage of Response on the aspects of Mass Media that affect Academic Performance of Students.

Responses	Frequency	Percent
Television and Magazines	169	73.5
Social Media	52	22.6
Surfing pornographic sites	3	1.3
Total	224	97.4
No Response	6	2.6
Total	230	100.0

Table 10 indicates that (73.5%) of the respondents' academic performances are affected by television and magazines, (22.6%) of them by social media, (1.3%) of them by pornographic sites, (2.6%) of them

gave no response. One of the in- depth Interview participants maintained that, her children no longer take their home-works serious due to their excessive engagement in watching television, even till mid-night.



Table 9: Percentage of Response on the effects of Print Media on their Academic Performance

Responses	Frequency	Percent
Yes	96	41.7
No	115	50.0
Total	211	91.7
No Response	19	8.3
Total	230	100.0

Table 11 shows that (41.7%) of the respondents read non-academic related print media materials, (50.0%) of them said the print media materials do not affect their academic performance, (8.3%) gave no

response to the question. Participants of In-depth Interview insist that, the print media do not necessarily affect the students' academic performance.



Table 9: Percentage of Response on how many subjects they were graded “D” and below last term

“D” and below last term		
Responses	Frequency	Percent
None	8	3.4
One	45	19.6
Two	36	15.7
Three	25	10.9
Four	71	30.8
Five and above	26	11.3
Total	211	91.7
No Response	19	8.3
Total	230	100.0

Table 12 indicates that (3.4%) of the respondents never had any “D” in the last



term examination, (19.6%) had one “D”, respondents had five “Ds” and above, (15.7%) had two, (10.9%) had three, while (8.3%) of them gave no answer to the (30.8%) had four “Ds”, (11.3%) of the question.

Table 13: Percentage of Response on the Number of Hours spent Reading Newspapers Daily

Responses	Frequency	Percent
Below one hour	60	26.1
One hour	110	47.8
Two hours	37	16.1
Three hours	7	3.0
Four hours and above	11	4.8
Total	225	97.8
No Response i	5	2.2
Total	230	100.0

Table 13 indicates that (26.1%) of the respondents spend below one hour on newspapers, (47.8%) of them spend one hour, (16.1%) spend two hours, (3.0%)

spend three hours, (4.8%) of the respondents spend four hours and beyond reading newspapers, while (2.2%) of them did not give a response to the question. The



In-depth Interview participants argue that, most students find it difficult to read newspaper for an extended period. One of them, a mother of five children states, “I do not see any influence exerted on my

children by newspaper instead, they only pay attention to its pictorial contents, and abandon it for other entertaining print or even electronic media like television, and video games”.

Table 14: Percentage of Response on the Number of Hours spent on Magazines Daily

Response	Frequency	Percent
Below one hour	56	24.3
One hour	99	43.0
Two hours	43	18.7
Three hours	13	5.7
Four hours and above	13	5.7
Total	224	97.4
No Response	6	2.6
Total	230	100.0

Table 14 shows that (24.3%) of the respondents spend less than one hour reading magazines daily, (43.0%) spend one hour, (18.7%) of them spend two

hours, (5.7%) of them spend three hours, (5.7%) of them spend four hours and beyond, while (2.6%) of the respondents did not respond to the question. The In-



depth Interview respondents said that, the wards do not affect their academic use of magazines by their children and performance in school.

Table 15: Percentage of Response on the Number of Hours Spent by Students on non-academic related books; like Comics

Responses	Frequency	Percent
Below one hour	76	33.1
One hour	73	31.7
Two hours	43	18.7
Three hours	18	7.8
Four hours and above	13	5.7
Total	223	97.0
T No Response	7	3.0
Total	230	100.0

Table 15 indicates that (33.1%) of the respondents spend less than one hour



reading Comics daily, (31.7%) of them spend one hour, (18.7%) spend two hours, (7.8%) spend three hours, (5.7%) of the respondents four hours and above, while (3.0%) of them gave no response. The participants of the In-depth Interview maintain that, Comics are not commonly

read by their students in schools, and even at home.

Research Question 3: “To what extent do the electronic media affect academic performance of secondary school students in Awka South L.G.A.?” This research question is answered by questionnaire items 21,22, 23, 24, 25, 27, 28, 29, and 30. The findings are shown in tables 16, 17, 18, 19, 20, 21, 22, 23, and 24 respectively.

Table 16: Percentage of Response on how many Days of the week Students Watch Television

Responses	Frequency	Percent
Zero day	24	10.4
One day	23	10.0
Two days	63	27.4
Three days	33	14.3
Four days and above	82	35.7
Total	225	97.8
No Response	5	2.2
Total	230	100.0



Table 16 shows that (10.4%) of the respondents spend no day watching television in a week, (10.0%) spend one day in a week, (27.4%) spend two days in a week, (14.3%) of the respondents spend three days watching television, (35.7%) of them watch television four days and beyond in a week, (2.2%) of them gave no response to the question. The In-depth Interview participants insist that, television

programmes and movies are the major distractors facing the students. One of them, a teacher in one of the schools studied said, “There was a day when lesson was going on in my class, some of my students were busy discussing an indecent movie they watched the previous day, and were laughing, thereby distracting my class.”

Table 17: Percentage of Response on Number of hours spent Watching Television

Responses	Frequency	Percent
Below one hour	23	10.1
One hour	57	24.9
Two hours	50	21.7
Three hours	44	19.1
Four hours and beyond	47	20.4
Total	221	96.2
No Response	9	3.8
Total	230	100.0



Table 17 indicates that (10.1%) of the respondents spend less than one hour watching television daily, (24.9%) spend just one hour, (21.7%) spend two hours watching television, (19.1%) spend three hours watching television, while(20.4%) of them spend four hours and beyond, (3.8%) of them gave no response to the question. The In-depth Interview participants testified to the fact that, there is now an

escalated increase in the viewing hours of televisions and movies among students than ever before. One of the participants in her words said, “ my children can watch television throughout the day as long as there is no power outage; it only when there is no electric power supply that they can think of any other thing else”. She maintained.

Table 18: Percentage of Response on viewing habit during Weekends

Responses	Frequency	Percent
Yes	137	59.5
No	85	37.0
Total	222	96.5
No Response	8	3.5
Total	230	100.0

Table 18 indicates that (59.5%) of the respondents increase their viewing habits

on weekends, (37.0%) of them said they do not, (3.5%) of them gave no response. The



participants of In-depth Interview maintain that, their children are more passive on weekends than during the week due to excessive use of television. One of the respondents categorically-stated that,

“even when television programmes and movies start getting boring to them, they do switch over to video games to keep them going.” He maintained.

Table 19: Percentage of Response on Number of Hours spent Watching Television on Fridays

Responses	Frequency	Percent
Below one hour	48	21.0
One hour	57	24.8
Two hours	29	12.6
Three hours	20	8.7
Four hours and above	44	19.0
Total	68	86.1
No Response	32	13.9
Total	230	100.0

Table 19 shows that (21.0%) of the respondents spend less than one hour

watching television on Fridays, (24.8%) of them spend one hour, (12.6%) of them



spend two hours, (8.7%) of them spend three hours, while (19.0%) spend four hours and above, (13.9%) of them gave no response. The In-depth Interview

participants said that, they have not notice any significant changes in their children’s viewing habits on Fridays from other days of the week.

Table 20: Percentage of Response on number of hours spent watching Television on Saturdays.

Responses	Frequency	Percent
Below one hour	42	18.3
One hour	47	20.4
Two hours	45	19.6
Three hours	30	13.0
Four hours and above	57	24.8
Total	221	96.1
No Response	9	3.9
Total	230	100.0

Table 20 indicates that (18.3%) of the respondents spend less than an hour

watching television on Saturdays, (20.4%) of them spend one hour, (19.6%) of them



spend two hours, (13.0%) of them spend three hours, while (24.8%) spend four hours and above, (3.9%) of them gave no response to the question. The In- depth

Interview participants maintain that, their children spend every night and day of every Saturday watching television.

Table 21: Percentage of Response on number of hours spent watching Television on Sundays.

Responses	Frequency	Percentage
Below one hour	43	18.7
One hour	47	20.4
Two hours	55	23.9
Three hours	32	13.8
Four hours and above	45	19.7
Total	222	96.5
No Response	8	3.5
Total	230	100.0

Table 21 shows that (18.7%) of the respondents spend less than one hour watching television on Saturdays, (20.4%) of them spend one hour, (23.9%) spend two

hours watching television on Sundays, (13.8%) spend three hours, (19.7%) of them spend four hours and above, (3.5%) of them did not give a response to the



question. One of the In-depth Interview participants said “most often, some of my students come to school in the new week without completing their take-home assignment, while some will perform their

haphazardly. Surprisingly, they do not even give any genuine reason for such laxity.” This, she claimed to be as a result of these students excessive use of television.

Table 22: Percentage of Response on how many Hours on the Average the Students Spend Watching Television on Holidays

Responses	Frequency	Percentage
Five hours	124	53.9
Six hours	36	15.7
Seven hours	14	6.0
Eight hours	6	2.6
Nine hours and above	31	13.5
Total	211	91.7
No Response	19	8.3
Total	230	100.0

Table 22 indicates that (53.9%) of the respondents spend five hours on the average watching television daily during holidays, (15.7%) of them spend six hours, (6.0%) spend seven hours, (2.6%) of them spend eight hours on the average, (13.5%) spend nine hours and above while, (8.3%) of them gave no response. The information gathered from one of the In-depth



Interview participants shows that, “holidays periods have the highest record of time when children engage in more active use of the media gadgets more than any other period” the participant maintained.

Table 23: Percentage of Response on daily use of Radio

Responses	Frequency	Percent
Below one hour	42	18.3
One hour	70	30.4
Two hours	48	20.9
Three hours	17	7.4
Four hours and above	47	20.4
Total	224	97.4
No Response	6	2.6
Total	230	100.0

Table 23: indicates that (18.3%) of the respondents spend less than an hour listening to the radio, (30.4%) of them spend one hour listening to the radio,

(20.9%) of them spend two hours, (7.4%) spend three hours, (20.9%) spend four hours and above, (2.6%) of the respondents gave no answer to the question. The In-



depth Interview participants have maintained that, radio use among the students does not affect their studies significantly. According to one of the

participants, “I hardly see my children making use of radio; I think it is not of extensive uses to them.” She concludes.

Table 24: Percentage of Response on what the Students Prefer Listening on Radio

Responses	Frequency	Percent
Music	138	60.0
News	40	17.4
Educational programmes	3	1.3
Other programmes	42	18.3
Total	223	97.0
No Response	7	3.0
Total	230	100.0

Table 24 shows that (60.0%) of the respondents prefer the radio for music, (17.4%) of them use it for news, (1.3%) use it for educational programmes, (18.3%) use

it for other programmes, (3.0%) did not specify that they use radio. The In-depth Interview participants argue that, the only thing a student can do with the radio to



their best of their knowledge is for listening to music.

Research Question 4: “To what extent does the Internet usage impact on the academic performance of secondary school

students in Awlca South L.G.A.?” this research question is answered by questionnaire item 36, 39, 40, and 41. The findings are shown in tables 25, 26, 27, and 28.

Table 25: Percentage of Response on the use of the Internet among the Students

Responses	Frequency	Percent
Yes	151	65.7
No	75	32.6
Total	226	98.3
No Response	4	1.7
Total	230	100.0

Table 25 shows that (65.7%) of the respondents use the Internet, (32.6%) of them do not, (1.7%) gave no response to the question. One of the In-depth Interview

participants said “these children you see come to school and on their way home after the dismissal branch into cyber cafe for browsing. I believe that, their mission



there is just to browse those unwholesome purpose". She maintained.

websites and not virtually for academic

Table 26 Percentage of Response on regular websites visit by Students

Responses	Frequency	Percent
Social media sites	54	23.5
Sports sites	48	20.8
News sites	45	19.6
Educational sites	43	18.7
Pornographic sites	1	.4
Entertainment sites	11	4.8
Total	202	87.8
No Response	28	12.2
Total	230	100.0

Table 26 indicates that (23.5%) of the respondents use social media sites, (20.9%) of them visit sports sites, (19.6%) of them use news sites, (18.7%) of them visit educational sites, (.4%) visit

pornographic sites, (4.8%) of the respondents visit entertainment sites, (12.2%) of them did not give a response. One of the In-depth Interview participants posits that, "these students are used to the



cyber cafe for browsing pornographic sites
though; they can equally go there to open

up a social media accounts like e-mail,
yahoo messengers, and so on.” He argued.

Table 27: Percentage of Response on no of daily usage of the Internet Weekly

Responses	Frequency	Percent
One day	57	24.8
Two days	28	12.2
Three days	27	11.7
Four days	21	9.1
Five days and above	66	28.7
Total	199	86.5
No Response'	31	13.5
Total	230	100.0

Table 27 shows that (24.8%) of the
respondents surf the internet once in a

week, (12.2%) of them use it twice in a
week, (11.7%) use the internet three times



in a week, (9.1%) use it four times in a week, (28.7%) use it five days and above weekly, (13.5%) gave no response. The In-depth Interview participants generally-

argued that, the use of the internet among their children, and the students is not rampant.

Table 28: Percentage of Response on other things Students do with the Internet

Responses	Frequency	Percent
Look for friends	18	7.8
Mail friends	16	7.0
Chat with friends	100	43.5
Read mails	38	16.5
Download music and videos	20	8.7
Academic research	1	.4
Total	193	83.9
No Response	37	16.1
Total	230	100.0

Table 28 shows that (7.8%) of the respondents use the internet to look for

friends, (7.0%) use it to send mails to their friends, (43.5%) use it to chat with friends,



(16.5%) use it for mail reading, (8.7%) use it for downloading music and movies, (.4%) use it for academic purposes, (16.1%) of the respondents gave no response. According to the In-depth Interview participants, membership in social media and network sites has become a commonplace among the students and youths of nowadays. In the words of one of the participants, “Most of these students you see maintain accounts with different

social media; and this, counts for their poor academic performance most often.” He argued.

Research Question 5: “What are the ways by which negative impacts of mass media on students’ academic performance could be reduced?” This research question is answered by questionnaire item 42, 43, and 44. The findings are shown in tables 29, 30, and 31.

Table 29: Percentage of Response on who has the Greatest Responsibility in reducing the negative effects of mass media on Students’ Academic Performance

Responses	Frequency	Percent
Parents/Guardians	108	47.0
Teachers	38	16.5
The Government	45	19.6
The Students themselves	28	12.2
All of the above	1	.4
Total	220	95.7
No Response	10	4.3



Total	230	100.0
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Table 29 indicates that (47.0%) of the respondents see it as the responsibility of parents/guardians to curtail the high level of mass media use by the students, and thus help reduce its far-reaching consequences, (16.5%) of the respondents said, it is the teachers' role, (19.6%) said it is the

government's responsibility, (12.2%) said it is the students themselves, (.4%) said it is all of the above, while(4.3%) gave no response. One of the In-depth Interview participants, a teacher in Community Secondary School, Okpuno said,

“it is necessary for the government at all levels, in conjunction with the managements of cyber cafe to make and implement policy that will regulate the use of the internet or cyber cafe and other media equipment by young adults in the country. ” She suggested.



Other participants said that, it is the responsibility of all and sundry to help guard the excessive use of the mass media gadgets by the student, especially those of them that are still in secondary school.

Table 30: Percentage of Response on ways through which the Negative effects of Mass Media on the Academic Performance of Students could be reduced

Responses	Frequency	Percent
Supervisory role by parents and guardians	124	54.0
Supervisory roles by the Teachers	31	13.5
The Government	19	14.3
Students themselves	31	13.5
All of the above	1	.4
Total	220	95.7
No Response	10	4.3
Total	230	100.0

Table 30 shows that (53.9%) of the respondents suggested supervisory roles of parents/guardians, (13.5%) suggest supervisory roles of teachers, (14.3%)



suggest the roles of the government, (13.5%) of them said it is the students themselves, (.4%) said it is all of the above, (4.3%) gave no response to the question. An In-depth Interview participant

maintained that, “it is the role of every well-meaning individuals and corporate bodies in the society is saddled with the responsibility of reducing the devastating effects of the media on students.” He said.

Table 31: Percentage of Response on other Measures that could be used to reduce the Negative Effects of Mass Media on Students’ Academic Performance

Responses	Frequency	Percent
Roles by the Teachers	25	10.9
The Government policies	43	18.7
School rules and regulation	27	11.7
Roles by Parents/Guardians	3	1.3
All of the above	132	57.4
Total	230	100.0

Table 31 reveals that (10.9%) of the respondents suggest further roles by the teachers, (18.7%) of them suggest government policies, (11.7%) suggest

school rules and regulation, (1.3%) suggest further roles by parents and guardians, (57.4%) of the respondents suggest that all of the above-listed measures. The In-depth



Interview participants maintained that, concerted efforts of parents and teachers are needed in order to reduce the negative effects of mass media to the barest minimum. One the participants stated thus,

“if nothing is done by all and sundry to revamp this menace of mass media effects, I think, this must lead to high level of academic failure records among our students in future.” He insists.

Test of Hypothesis

The three hypotheses postulated for this study were tested as follows;

Hypothesis 1: “There is a significant relationship between reading newspapers and academic performance of secondary school students in Awka South L.G.A.” Data in Table 6 formed the basis for testing hypothesis 1.

Table 6: Relationship between Reading of Newspapers and Academic Performance of Secondary School Students in Awka South L.G.A

Do you read newspapers?		Yes	No	Total	$X^2 = .465,$ $N = 228,$ $P = .496$
	Yes	110	67	177	
	No	29	22	51	
	Total	139	89	228	

The calculated X^2 value is .465, while the table value of X^2 at 0.05 level of

significance with a degree of freedom (df) of 1 is 3.841. Having observed that the



calculated X" value is less than the table or critical value of X , we reject the alternative hypothesis. It implies that, there is no significant relationship between reading of newspapers by secondary school students in Awka South L.G.A. and their academic performance. This means that, reading newspapers does not affect academic performance of secondary school students

in Awka South L.G.A.

Hypothesis 2: “There is a significant relationship between numbers of hour spent watching television and academic performance of secondary school students in Awka South L.G.A.”

Data in Table 17 formed the basis for testing hypothesis 2

Tabic 17: Relationship between hours spent Watching Television and Academic Performance of Secondary School Students in Awka South L.G.A.

How many hours do you spend watching television at home?	Do you agree that mass media affect your academic performance?			Total	X ² (4, N = 221) = 12.678, P = .013
	Yes	No			
Zero hour	14	9		23	
One hour	43	14		57	
Two hours	31	19		50	
Three hours	18	26		44	
Four hours and beyond	30	17		47	
Total	136	85		221	



The computed value of Chi-square is 12.678, while the table value of Chi-square at 0.05 level of significance with a degree of freedom (df) of 4 is 9.488. Since the computed Chi-square value is greater than the critical value, the researcher accepted the alternative hypothesis. It follows therefore that, there is a significant relationship between numbers of hours spent watching television and academic

performance of secondary school students in Awka South L.G.A. this implies that, the more secondary school students watch television, the less they perform well academically.

Hypothesis 3: “There is a significant relationship between use of the Internet and academic performance of secondary school students in Awka South L.G.A.

Data in Table 27 formed the basis for testing hypothesis 3.

Table 27: Relationship between use of the Internet and Academic Performance of Secondary School Students in Awka South L.G.A



How many days of the week do you use the Internet?	Do you agree that mass media affect your academic performance?			X ² (4, N - 199) = 5.237, P = .264
	Yes	No	Total	
One day	34	23	57	
Two days	20	8	28	
Three days	19	8	27	
Four days	9	12	21	
Five days and above	40	26	66	
Total	122	77	199	



The computed value of Chi-square is 5.237, while the table value of Chi-square at 0.05 level of significance with a degree of freedom (df) of 4 is 9.488. Since the computed Chi-square value is less than the table value, the researcher rejected the alternative hypothesis. It implies that, there is no significant relationship between use of the Internet by secondary school students in Awka South L.G.A. and their academic performance. It means that use of the internet by secondary school students in Awka South L.G.A. does not affect their academic performance.

Discussion of Findings

This study observes that, most of the secondary school students in Awka South make use of mass media properties. The findings of this research however gathered that, the effect of mass media is approaching its malignant stage on academic performance of secondary school students in Awka South L.G.A. The poor academic performance of these students has been attributed to high level of their

excessive use and abuse of mass media properties. This according to the findings of this research, has accounted for the several negligence of academic works such as take-home assignments, home-works, payment of less attention to their teachers during classroom lessons, among other things.

In line with the above findings made from this research, Lee (2002) also admits that, students use of cell phone, hand-held organizers, erotic magazines, and other media properties provide enormous distractions to teachers and students especially during lesson periods. Research conducted by West and Turner (2004) also reveals that, students use the media gadgets to the extent that, the gadgets aid them in cheating inside the examination hall during examinations, or during class tests. Thus, electronic and print media have ripple effects that permeate virtually into the academic lives of most students. This research further reveals the maturation principle that held true for most children who reduce their viewing habits as they



grow older. This is also in line with the findings from the study conducted by Livingstone (2002) in McQuail (2005), where it was shown that, the periods between the ages of eleven and thirteen years is found to be the heaviest viewing periods of the students; adding that, television is switched on in most homes for an average of five hours daily. This is also in line with the findings made from this study which reveals that, television provides the highest source of entertainment gratification and fantasy to the students. The research however found that, as the students grow older and move higher in their educational attainments, they tend to abandon television for more gratifying media gadgets such as the internet; thus, their viewing habits tend to decline but, virtually not all students (Livingstone, 2002; McQuail, 2005).

It is also gathered from this research that, the socio-economic status of respondents' parents is low. This has accounted for the reason why most students spend more time on television than any other media

facilities. This is in affirmation to the findings from the study conducted by DeFleur and Dennis (2003) on the level of television use by children of average income (working class) family background and their comparative group from high income family background. In their study, it was found that, the former spend more time on television than the later. This is also found to be in line with one of the findings of this paper. The study conducted by Liebert and Sprafkin (2008) also reveals that, people in developing countries spend more time on the electronic media than their counterparts in developed countries of the world. On the other hand; in terms of the Print media usage by the students, no significant relationship was found between, reading of newspapers and the academic performance of students. This could be attributed to have contributed to the poor reading culture among secondary school students in Awka South L.G.A. This is could be observed in line with the research conducted by DeFleur and Dennis (2003), which shows that students who are with low Intelligent



Quotient (I.Q.) level devote little or no attention and time to the print media unlike, those of them with high I.Q level. This research however, measured the I.Q level of the students using their academic performance, which has indicated that most of the students were graded low in their class tests, presentations, and examination results of the immediate past academic session.

Summary of Findings

In the summary of findings made from this research, it is gathered that mass media which compose of electronic and print media affect the academic performance of secondary school students in Awka South L.G.A. In respect to the extent at which they use the electronic media, television was found to be the major electronic media gadget that provides the greatest fantasy and gratifications to secondary school students as found by this research. Garbner (2008) however found from his research that, in the nearest future, the internet could replace television as the major distractor to the students' academic performance. This

is due to the distinguishing features possessed by the internet which television does not possess. But however, this research hold true that, the socio-economic status of parents or guardian has much to do with the level of misuse and abuse of electronic media gadgets among students. This could be discussed in line with parents and guardians' level of income, and educational qualifications which, from this research could be attributed to be one of the reasons why there is excessive use of the electronic media such as television, more than any other media instrument. It could also be gathered from the findings of this research that, the print media such as newspapers, magazines, and comics are not of greater use to the students than the electronic media facilities to the students. But, it was gathered from this research that, regular reading of newspapers and every other printed materials could improve students' academic performance. The findings of this research further maintained that, consistent reading of newspapers by students will positively enhance their academic performance. It will improve on



their mechanical accuracy whenever they speak or write, and provide them with general knowledge.

Conclusion

It has been gathered from this study so far that, mass media have both negative and positive effects on the academic performance of secondary school students, and the entire human society. But, the negligence of responsibilities by parents/guardians, and teachers towards curtailing the high level abuse of mass media equipment by students has led to the spill-over effects of mass media on the academic performance of secondary school students. This could be seen from research evidences by scholars who reveal that, mass media excessive use could lead to poor academic performance, and can equally cause moral harm to the students, and the society at large (Maccoby, 1954; McQuail, 2005). Conclusively, mass media effects on students' academic performance are viewed from the research conducted by many scholars over the years, which is affirmed by this research. This

research has revealed that, both the electronic media (the internet) and the print media could generate adverse negative consequences on the academic performance of secondary school students. These effects were attributed to the nature of parental socio-economic status, the social environment, the choice of media use by the significant others, and the influence from other socialization agents of the students. In line with this conclusion, appropriate recommendations were made.

Recommendations

In an attempt to properly round off this research work, the following recommendations were made. The students should curtail the excess time or primacy they give to mass media through self-discipline. The students should control the effects of mass media themselves by using them mainly for academic information. Students should cultivate the habit of reading and improve on their reading culture. This could reduce the number of hours they spend on television. The students should start early enough to



consider their future career; this will encourage them to give much attention to educative materials that direct towards their life aspirations. Parents and Guardians should help their children and wards to achieve these goals. Parents and Guardians should exercise their roles as significant others by living a good exemplary life which, their generalized others can emulate. Parents and Guardians should actively play out their supervisory roles, and over-view functions towards the extent to which their children or wards use mass media equipment. Parents and Guardians should make out time to educate their children and wards on the negative consequences of over-indulgence on the entertainment features of mass media.

Parents and Guardians should map out time at which television should be watched in their homes thereby, regulating its usage. Parents and Guardians should be ready to punish their erring children and wards who flaunt their directives on media use. Teachers should ensure that their

children did not enter their classroom with any mass media equipment like Cell phones, and Magazines. Teachers should ensure that during class lesson periods that, they make out time to enlighten their students on the negative effects of mass media on their academic performance. Teachers should be ready to punish any students in whose possession a media equipment is found within the classroom. The school authorities should add in their rules and regulation; the prohibition of mass media facilities among the students in school. The school authorities should approve punitive sanctions like suspension or any other strict sanction as the penalty for any student who breaks such a rule. The school authorities should as well mount surveillance on the students who leave the school premises during the school hours to visit cyber cafe for browsing. The authorities of secondary schools should be ready to provide adequate punishment to their erring students in regards to their excessive



indulgence in different forms of the media that are not academically-related.

The government at all level should as a matter of urgency, make and implement law mandating all the cyber cafe across the country to install sieve software in their computers. This will help in reducing the rate at which the students visit sexually-explicit web sites.

Government in partnership with the managements of cyber cafe should stipulate age attainment for the internet users. The government should provide the cyber cafe with security outfits that will be saddled with the responsibilities of arresting and prosecuting the offenders of the cyber law. The managements and staffs of all the cyber cafe companies across the country should make concerted efforts towards an effective supervision of the web sites their customers visit. The management and staffs of these cyber cafe should be ready and willing to caution their erring customers who are

found wanting. They should be willing to hand them over to the security operatives provided by the government without fear or favour.

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