

## **ANALYSIS OF MEDIA-USE PATTERNS OF MALE AND FEMALE ACADEMICS OF SOME UNIVERSITIES IN ENUGU STATE**

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### **Abstract**

This study sought to examine the media use habits of male and female academics of tertiary institutions in Nigeria using universities in Enugu State. Academics are professionals who are in real time educational business. For them to remain effective in the business, they are to access the media to gain knowledge or skills for reshaping attitudes. Four research questions were raised and answered. Four hypotheses were formulated and tested using the Z-test and ANOVA to determine their media use habits. The findings revealed some positive habits of media use among male and female academics notwithstanding some constraints like economic and time factors. Male academics were found to use mass media more actively than female academics. They agree that mass media are useful in solving their teaching, learning and research issues. The study therefore recommends that government should provide an enabling economic environment for academics to sustain their positive media use pattern; Universities to implement special conditions to encourage female academics to actively use the media for functional purposes; academics should deliberately access the mass media in order to improve their knowledge, skill and practice so as to trend with globalization in the academic spheres.

**Keywords:** Mass Media, Academics, University, Analysis and Use Pattern

### **Introduction**

Male and female academics belong to a stratum of the society from whose pots of life-long experiences, skills and wisdom, the young and old sapiens hook-on pristinely to draw equally life-giving knowledge and attitudes for nurturing their personalities towards their desired models, thus enhancing the building and developing of healthy human environment. They are involved in moulding of the attitudes of both the young and the old in the academic community and in the society.

As such, the academics must constantly remain functionally connected to the high grid organs of knowledge, entertainment, surveillance, and information dissemination on daily basis. Their utilization of these organs ought to be actively high so as to ensure that their pot of wisdom will never experience the notorious 'out-of-stock' syndrome prevalent in our present day life experiences. They are involved in this as a routine in order for them to not only

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develop their personalities but also to remain relevant in the ever cascading current tides of digitalized activities in the 21<sup>st</sup> century.

They should access the mass media every day however cursory because as human beings and by the nature of their official calling they must communicate, that is, sharing with other academics as well as their students, current and relevant ideas, emotions, and knowledge on every issue of life as they evolve. They must keep their brains busy with all evolving issues in all spheres of human experiences more especially with development in academic sphere and communication.

Communication, we must all concede is very necessary for our daily existence. Communication experts hold that interaction is very central to human existence which must be used to contribute to the feeling of nationhood. Every reasonable human being must communicate intelligently, more importantly, academics are to expose, access and use the media regularly as distinct variables for fast-tracking their empowerment necessary for their development of both human and material endowments.

Male and female academics use the media specifically for some functional purposes as in getting any of these gratifications: Information, Social interaction, Personal identity, Entertainment and Education.

Their tasks of developing the human resources as encapsulated by Okenwa (2010, p149) include: organization of resources for learning to take place, implementation of the academic curriculum, custodian of the key that unlocks the door that leads to modernization, participation in academic and management committee assignments, imparting of knowledge, information, skills, values, attitudes, practices to one or more persons assumed to be relatively inexperienced and unskilled on specific subjects in a manner that is morally acceptable and pedagogically efficient and proficient in research studies.

Academics are very special set of professionals that play pivotal role in upgrading the life of any nation in several spheres. They have the thrust of training and retraining of human resources.

They also provide teaching and research services requested/required by students in an effective, efficient and professional manner. They are in real time education business which is the bedrock upon which any society wishing to achieve its cardinal objective of encompassing development in all spheres of life is built. The human resources in turn utilize other factors of production to shape the social, economic and political spheres of the nation.

For effective performance of these onerous tasks, male and female academics are to be versed in knowledge and in the skill of imparting quality knowledge. They can be so by receiving further knowledge from other viable and credible sources. Such other viable sources of credible knowledge are the mass media which academics should access barring such constraints like time, internet challenges, service providers and economic resources. These constraints make academics deficient in current digitalized knowledge from the mass media which may result in their misdirecting their immediate constituents nay the entire nation.

Ordinarily, academics need to work up their knowledge for them to remain current on several issues. Else they may not be in real time business of moulding attitudes of the populace, particularly the future leaders among them through carefully-structured teaching and learning, especially in our ever-dynamic academic environment in which almost every activity is being digitalized. It must be such because learning is a continuum.

### **The Vehicle Called Communication**

Learning processes are done through communication. It is a process of understanding and meaningful sharing of ideas, and feelings or meaning or messages between people. It is also a dynamic, an ongoing and a transactional process.

According to Ndolo (2005,p10), communication does occur in several forms such as through touch (tactile communication), through pictures (pictographic communication), through languages (verbal communication), through signs and symbols (non-verbal communication), through books, newspapers, magazines, journals etc (print communication), through radios, television, motion pictures, cables et cetra (electronic communication).

The media, for the academics, are the vehicles used for carrying or transferring or transmitting information, attitudes, values, norms, ideas, and cultures from one person or group of persons to another by a variety of means such as spoken or written word (language) or gesture (Oreh, 1982, p95). These vehicles are the radio, television, film or motion picture, books and the newspapers, journals and the magazines. They carry news, information, education, entertainment and creating symbolism among several other functions, no matter the locale.

### **Methodology**

The sample size used for this study was statistically determined from the population of the universities. The Universities are Caritas University (158), University of Nigeria Nsukka (338) and Enugu State University of Science and Technology Enugu (233). A total of 729 academics were sampled using Taro Yamane (1964, p280) formula for determining sample size of which 688 (530 male and 158 female) academics were also statistically found to be representative of the population. Z-test (independent sample) was used to measure the validity of data generated from our survey as well as test the hypotheses. Z-test was relevant because it is the statistical tool “used to establish whether the population proportion is a normal distribution; also used to test the uniformity of response among different groups of the study population” (Anderson et al, 2011, p213). Analysis of Variance (ANOVA) was used in this study to measure the degree of dispersion on the media use patterns of male and female academics of the three universities.

Simple worded questionnaire on issues of sex, demographic information, qualifications, length of service, status within the University and media-use habits was used to generate the data.

### **ISO Paradigm for Academics**

Male and female academics should positively change their habits of accessing the media for them to equally pursue the priority goals of education which include developing critical-thinking and problem-solving objectives, (Okenwa, 2010, p144). They ought to be consistently trendy with this practice because according to Hooper and Hacanson (2000, p45) current classroom practices are changing to include activities that focused more on knowledge than on information transmission. Put differently, there is now a paradigm shift from knowledge

acquisition to knowledge construction and this new world order is distinguished by information, skills and orientations (ISO) from the mass media. Hence the present world is viewed as an information society. Besides, in any society especially in any academic society, transmission of information, skills and orientations (ISO) from generation to generation is primarily the responsibility of male and female academics. According to Neboh and Ezeano (2000, p25) the transmission processes are institutionalized as education systems and academics are said to be the pivot of these systems. Why then should male and female academics not have time to access these information, skill, and orientation predominantly being served in the mass media? They seem to forget that enough knowledge in one field of study cannot be enough to make one to be counted as educated; that knowledge or skill cannot be understood in fragments but by:

*Fusing or blending relevant contents, concepts, methods and generalization drawn from other related disciplines or content areas of studies in order to make the learner see the world as a whole (Mezieobi, Fubara and Mezieobi, 2008, p5).*

Babatunde Fashola (2012, p1) argues for this position of information, skills and orientation (ISO) being the propelling force of positive development in the new millennium, stressing that the essential tools for successful statecraft in the 21<sup>st</sup> century include “quality education and knowledge gained through rigorous self-development which could enhance data management capability”.

Fashola (2012, p5) however warns that without the possession of such tools, (ISO) no leader (especially male and female academics) could function in the present technology-driven world”. Academics need dozier of knowledge from other sources in order to remain relevant. Atueyi (2014, p60) adds that effective use of supplementary educational materials along with relevant textbooks remains vitally important to the rapid transformation in teaching and learning.

### **Analysis of Data**

Male academics of universities in Enugu State use the mass media more actively for functional purposes than female academics.

Over 150 female academics out of 158 surveyed from the universities in Enugu State representing 94.93 percent of the population strongly agreed that male academics use mass media more actively for functional purposes than female academics. The remaining eight female academics representing 5.06 percent disagreed that male academics use mass media more actively for functional purposes than female academics.

Majority of both the female and male academics strongly agreed that contents of both the electronic and print media are relevant for enrichment of their knowledge. Of the 729 male and female academics surveyed, 603 representing 87.64 percent disagreed that mass media are not relevant for enrichment of knowledge of academics while 126 academics representing 18.31 percent did not express any opinion on the matter.

From the data, radio ranked highest across both the male and female academics population studied. Two hundred and forty male academics representing 45.28 percent of the male respondents choose radio as their preferred medium through which they receive some functional gratifications such as information, education and entertainment. Seventy-six female academics representing 48.10 percent of the female respondents equally chose radio as their

preferred communication outfit for getting some functional academic gratifications. Lurid statistical details of the analysis above are served in the table below:

### What Kind of Media does Male and Female Academics Prefer?

Item	Univer Sity	Academics		Kinds of Media								Preferred Media	
		Sex	Valid Roll of Academ ics	Radio	TV	Boo ks	Maga zine	Internet	Prof. Jour nal	N/ Paper	Film	lectro nics	Print
1	ESUT	Male	183	45.3% (83)	11.5% (21)	-	-	20.8% (38)	-	3.0% (41)	-	77.6% (141)	22.4% (42)
		Female	30	60% (18)	20% (6)	-	-	-	-	20% (6)	-	80% (24)	20% (6)
2	UNN	Male	243	42.8% (104)	30.9% (75)	-	-	15.6% (38)	7.8% (19)	2.9% (7)	-	89.3% (217)	10.7% (26)
		Female	75	49.3% (37)	-	-	-	50.7% (38)	-	-	-	00.0% (75)	-
3	CARITAS	Male	104	37.1% (53)	-	-	-	28.8% (30)	-	0.2% (21)	-	79.8% (83)	20.2% (21)
		Female	53	39.6% (21)	20.8% (11)	-	-	39.6% (21)	-	-	-	00.0% (53)	-
		<b>Total</b>	<b>688</b>										

Further analysis of this statistically-generated data revealed that male and female academics of universities in Enugu State though not consistent on their order of mass media importance has high preference scale for the electronic media than the print media, and particularly for the radio. They have on the average a scale of 108 male and female academics constituting 87.78 percent to 16 male and female academics representing 12.21 percent respectively for the two broad categories of the mass media: electronic and print.

It was their view that both categories of mass media are very relevant for enrichment of knowledge of the academics in several spheres. This view was in line with Ozor's (1991, p3) thought that mass media usage is especially relevant where a stated aim is that people should use the mass media positively to enhance socio-economic development. Again, the responses were tested according to the sex of the respondents. The results are presented in table below.

Sex	Mean	N	Std. Deviation
Male	1.1839	530	.38773
Female	1.0392	158	.19475
Total	1.1533	688	.36054

**ANOVA Table**

		Sum of Squares	Df	Mean Square	F	Sig
Preferred Media	Between Groups Combined	2.526	1	2.526	19.938	.000
Sex	Within Group	91.456	686	.127		
Total		93.982	687			

The results show that both the male and female respondents indicated their preferred media as electronic media (mean < 1.5). It shows an agreement between the male and female academics. This result is significant as the ANOVA (F-value) result is 19.938 which is greater than the critical F-value of 3.84 and p-value > 0.05. The high significant statistical data support the reasons adduced by male and female academics that electronic media readily provide materials or items of information in three dimensions of visual (pictures, graphs, demonstrations or illustrations), general knowledge, and verbalizing news or recent research findings in their fields of specialization or endeavours.

The data reveal that their preference for electronic media was for personal identity needs, for interaction and social needs, for relieving tension (drama and musical entertainment needs) and for getting (up-to-date) information on several events in the world and specific recent research findings in their fields and in other professional disciplines.

The findings support the finding of Amafil's (1993, p18) and Okunna's (1999, p72) study that the electronic media have the added characteristics of low cost, widest reach (to audience across the globe (borders) almost at the same time) and easily portable as well as the speed with which it disseminates information. Their signals (electromagnetic impulses) are readily scattered far and wide.

Male and female academics of universities in Enugu State also share professional knowledge that any exposure through two or more sensory organs (visual and audio) has greater chances of registering the message better in the psyche of the recipients.

**Constraints**

**One-Sample Kolmogorov – Smirnov Test**

		Constraints
N		688
Normal Parameters <sup>a,b</sup>	Mean	1.1008
	Std. Deviation	.30131
Most Extreme Differences	Absolute	.530
	Positive	.530
	Negative	-.369
Kolmogorov-Smirnov		14.267
Asymp. Sig. (2-tailed)		.000

- a. Test distribution is Normal
- b. Calculated from data

This result shows that with a mean score of 1.1008, the sampled academics indicated having economic and time constraints in accessing their preferred media. The result is significant as at 95% confidence interval where the calculated Kolmogorov-Smirnov's (Z) result of 14.267 is greater than the critical Z-value of 1.96 and  $p > 0.05$ .

Nonetheless, they should access the media because their contributions to the development of the nation include "effort, time, loyalty and creativity" (Salami, 2010, p8). They must be counter-balanced by nature, nurture and ongoing situations for them to produce the desired results.

### **Conclusions and Recommendations**

As cosmopolitan personalities, (i.e. workers who are highly educated, intelligent and professionals) male and female academics are to be effectively motivated for higher performances. Graham (1980, p132) supports that an employee's attitude and behaviour are influenced not only by his own personal qualities but also by technology in which he works. Female academics of universities in Enugu State however agreed that their male counterparts use mass media more actively for functional purposes than they do. None of the 158 female academics constituting 22.96 percent of the sample population answered **yes** when the question was put.

This interpretation of the high positive use of mass media actively by male academics more than female academics is not in line with the findings of Fab-Ukozor and Ukozor (2007, p46) that "women constitute half of the population in Nigeria and their views and voices should commensurably make up the subjects of news in Nigerian news media". It is working antithetically on gender equality and women empowerment. It is also against human development of the women folks because women who are supposedly the pillar or foundation of educating the child ought to be versatile in their media-use pattern in order for them to cope with the demands on those academic challenges in the family. Besides, when you train a woman, you train a nation; the quality and level of development of any nation squarely rest on the skill and qualities of her women folks. Iwealla (2014) supports the assertion that when you educate the girl children and the women, you educate the nation.

It was also found that majority of female academics preferred to access the media for entertainment (drama/music) and for modeling in order to reduce or relieve current tensions at the family fronts and some accumulated distractions/depressions at the work fronts. Ndolo (2010, p33) asserts that some of the adults' needs satisfied by media include "... relaxation, tension reduction, social integration, entertainment, escape, self and personal identity, social contact and information acquisition".

They must work for a better nation because they are the beacon of society in the Ivory Tower where the people look up to for direction. They are intellectuals who understood the link between the academia and the larger society (Ikhioya, 2013, p49).

Previous studies on what specific group of people in the society look for in the media showed varying interests in their mass media usage. It was found that politicians ordinarily use the mass media extensively to get information that will help them to guide their decisions, get them aware of opposing views and to put them in a sure stead to survey the entire political environment (Uche, 1984, p43). On the contrary, youths were found, in the study by Osadalor et al (1985, p43) to be more interested in getting information on current affairs.

Academics were found to go for news (mainly for informational, integration and social interaction purposes) that will largely assist them to receive more educational knowledge for all their academic studies, teachings and researches; for them to be on the tripod stand of intellectual authority to develop an educated human workforce for national development. According to Achebe (2012, p55) any pattern on the opposite is overtly unfair to put it mildly.

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