The use of electronic media by students of Yaba College of Technology, Lagos State, Nigeria: A qualitative study

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Abstract
The study investigated the use of electronic media by students of Yaba College of Technology, Lagos State, Nigeria. The study adopted a survey research design using a qualitative approach of data collection. Twenty four students selected across the four selected departments in the school constitute the participants for the study while the focus group discussion was adopted for data collection. Atlas ti8, a qualitative analysis tool, was used to analyze the study. The study's findings showed that students of Yaba College of Technology, Lagos used mobile devices like iPads and smart phones, smart televisions, and smart watches as electronic devices. The main purposes of their use of these devices were for academic activities like note-taking and reading, social networking on sites like WhatsApp and Facebook, watching movies and reading leisurely books, learning, and content creation The study further revealed that pictures, videos, movies and political news as the major electronic media content being used by the students just the contents were used for retrieving academic and entertainment information. The study recommended that parents, guardians and teachers should ensure that students make use of electronic media for productive activities.

Keywords: Electronic media, usage, college students, Yaba College of Technology, students

Introduction
In an era defined by the rapid advancement of technology and connectivity, electronic media has revolutionised the way information is accessed, consumed, and shared. For students, this digital transformation has heralded both unprecedented opportunities and profound challenges. As a result, the use of electronic media by students has become a subject of immense interest and concern for educators, parents, policymakers, and researchers alike. Electronic Media is defined as information or data that is created, distributed and accessed using a form of electronics, electromechanical energy or any equipment used in electronic communications (Agbamuche, 2015). Primarily, Mangal and Mangal (2014).described electronic media to include fax, radio, television, computer, multimedia projectors and smart boards. Traditionally, the radio and television are familiar to the general public and have been commonly used for various purposes.

Electronic media use the power of electronics or electromechanical energy for the end user (audience) to access the content.

The technological revolution of the 21st century has brought about increased interest of young people including students in the use of electronic media such that electronic media has now become an integral part of the lives of the younger generation. Therefore, a wide range of electronic media devices are being used for different purposes including academic, recreational and informational. The common electronic media used on a daily basis by students ranges from television, radio, computer, cell phones and other devices used in transporting information by means of electronic involvement. This is in contrast to static media (mainly print media. The primary electronic media. However, electronic media may be in either analogue electronic data or digital electronic data format. Any equipment used in the

electronic communication process (e.g. television, radio, telephone, desktop computer, game console, handheld devices) may also be considered electronic media. Electronic media can be effective when used cautiously or professionally. They serve a range of purposes, from helping students and teacher or lecturers to access assignments and researches related to classroom studies and other purposes.

Media convergence has also facilitated the combinations of different media outfits, including social media, into a single device or platform in contemporary times. And this convergence is facilitating a more efficient and better delivery of information to people. Consequently, students use the electronic media to get information, entertainment and education resources. Some students use their laptops and other mobile devices to download music and other forms of entertainment content from the Internet. Others watch football matches and get regular sports updates, especially concerning their favorite teams or clubs. Apparently, it is easier for students to use the electronic media.

The ubiquity of electronic devices and the ease of access to the internet have led to a staggering increase in students' reliance on electronic media. A multitude of devices such as smartphones, tablets, laptops, and computers, coupled with a myriad of online platforms, social media networks, and digital content repositories, have transformed the traditional learning experience into an interactive and digitally immersive environment. Pew Research Center (2018), reported that an astounding 95.0% of American teenagers own or have access to a smartphone, making electronic media an integral part of their daily lives. Due to the the excitement and promises that electronic media brings to the realm of education, concerns have arisen regarding its potential usage by students. While some

studies have suggested that electronic media can enhance learning through engaging multimedia content and interactive educational apps (UNESCO, 2015), others caution against the distractions and multitasking that electronic devices may introduce in the learning process (Rosen, Lim, Carrier, & Cheever, 2011).

Moreover, the digital revolution has also raised questions about the effect of electronic media on students' cognitive development and behavioral patterns. The constant exposure to screens, notifications, and instant gratification mechanisms has led to concerns over attention spans, information retention, and critical thinking abilities (Common Sense Media, 2019). Additionally, excessive use of electronic media has been linked to sleep disturbances, anxiety, and depressive symptoms (Twenge & Campbell, 2018).:

The rapid proliferation of electronic media and digital technologies has transformed the way students access, consume, and interact with information. In the context of education, electronic media encompasses a wide range of digital resources, including online platforms, social media, e-books, educational apps, and multimedia content. Electronic media usage can be considered within the context of types of electronic media being used, purposes of usage and frequency of usage. A study by Hargittai and Shafer (2016) found that college students frequently use search engines and academic databases to retrieve information for their assignments and research projects, enhancing their academic performance and understanding of complex topics. Electronic media has also revolutionised the traditional classroom experience by offering online courses, webinars, and interactive learning platforms. Many students embrace digital learning to supplement their formal education and acquire additional skills. A meta-analysis by

Means (2013) demonstrated that online learning positively influences student achievement and engagement, showcasing the educational benefits of electronic media use.

Electronic media has a place in facilitating social connections and communication through various social media platforms. Social media platforms play a pivotal role in facilitating social connections and communication among students. Research by Kirschner and Karpinski (2010) revealed that students frequently use social media to stay connected with friends, participate in peer groups, and exchange academic resources. The sense of virtual community fostered by social media enhances social interactions and emotional well-being among students.

The use of electronic media for collaboration among the students has also been established by researches such that students use electronic media to collaborate on academic projects, share study materials, and engage in virtual study groups. The research conducted by Junco and Cotten (2012) highlighted that students who actively participated in online collaborative activities demonstrated improved critical thinking and problem-solving skills, reinforcing the significance of electronic media as a collaborative tool. Beyond academics, electronic media has been found to provide students with a plethora of entertainment options through social media platforms such as video-sharing platforms, and streaming services have become popular outlets for leisure and entertainment. A study by Rideout and Robb (2019) indicated that students frequently engage in watching videos, playing games, and sharing memes as a means of relaxation and entertainment.

Furthermore, electronic media empowers students to unleash their creativity through content creation and sharing. Many students produce and share multimedia content, such as videos, artwork, and blogs, to showcase their talents and express themselves. According to Hussaini,, Aminu, Maxwell and Zagi (2021), students engagement in creative content creation enhances digital literacy and fosters a sense of agency in the digital world. The purposes of electronic media use by students are multifaceted, encompassing academic, social, and recreational aspects of their lives. From enhancing academic performance and research capabilities to facilitating social connections and creative expression, electronic media serves as a versatile tool that has become deeply ingrained in the modern student experience.

In recent years, electronic media has become an integral part of students' lives in Nigeria. As they utilise various digital platforms, such as social media, online learning platforms, e-books, and educational apps, to access information and engage with peers and educational content. A study conducted by Okika and Agboola, (2019) found that 90.0% of Nigerian students surveyed reported using smartphones and laptops as their primary devices for accessing electronic media. The integration of electronic media in education has brought about significant changes in the learning process for Nigerian students. Digital resources offer immediate access to a wealth of information and facilitate self-paced learning. Studies by Santas (2020) have shown that students who actively engage with electronic media for educational purposes exhibit improved academic performance and higher levels of motivation and interest in their studies. However, concerns about the potential distractions and negative effects of excessive electronic media usage on academic performance have been raised. Kojo, Agyekum and Arthur (2018) found that prolonged use of social media and entertainment platforms can lead to reduced focus and productivity among

students. However, while harnessing electronic media's potential, educators and policymakers must be mindful of the challenges it poses, such as digital distractions and information credibility issues.

Social media platforms have revolutionised the way students connect and communicate with their peers and the wider world. Students often use platforms such as Facebook, Twitter, Instagram, Snapchat, and TikTok to share updates, photos, and videos, engage in discussions, and participate in online communities. A study by Rideout and Robb (2019) found that 95.0% of American teenagers have access to a smartphone, making social media a dominant form of electronic media among students. With the rise of digital learning, students are increasingly turning to online learning platforms to access educational content and courses. E-learning platforms like Coursera, Khan Academy, Udemy, and EdX offer a diverse range of courses, enabling students to enhance their knowledge and skills beyond the traditional classroom setting. A meta-analysis by Means (2013) indicated that online learning has a positive impact on student achievement and engagement. Mobile applications designed for educational purposes have become increasingly popular among students. These apps offer interactive learning experiences, personalized study tools, and gamified learning content to make studying engaging and efficient. Educational apps cover a broad range of subjects, from language learning to mathematics and science. A study by Hargittai and Shafer (2016) highlighted the prevalence of educational app usage among college students.Students frequently consume multimedia content through platforms like YouTube and Vimeo. These platforms offer a wealth of educational content, tutorials, and lectures, allowing students to learn visually and

interactively. Research by Kirschner and Karpinski (2010) indicated that students frequently use multimedia content to supplement their studies and enhance their understanding of complex topics.

The use of electronic media by students is diverse and continually evolving with advancements in technology. Social media platforms, online learning tools, educational apps, multimedia content, and e-books are among the prominent types of electronic media that students embrace for academic, social, and recreational purposes. Understanding these types of electronic media and their implications is essential for educators, policymakers, and parents to effectively navigate the digital landscape and promote responsible and productive usage among students.The advancement in technology brought about the development and use of modern technology like the computer, multimedia projector and the smart board into the teaching and learning process. These forms of media contain and transmit information in different forms.

The ability of young people, including students, to own and have access to screen enabled devices and effectively use them is often associated with potential social and economic benefits. These benefits include, education, learning, social inclusion, access to services, personal safety and security. Young people are generally the most active users of electronic media and communication technologies (Anyanwu, Ossai-Onah & Iroeze, 2020). E-books and digital libraries provide students with convenient access to a vast collection of academic resources and literature. Many educational institutions and libraries offer electronic versions of textbooks, research papers, and journals, enabling students to access relevant information at their fingertips. The UNESCO report on "Reading in the Mobile Era" (2015)

highlights the increasing popularity of e-books among students worldwide.

The frequency of electronic media use by students has seen a significant increase in recent years, driven by the proliferation of digital technologies and the widespread availability of internet access. As electronic media encompasses various platforms and devices, its usage frequency can vary depending on the purpose, age group, and cultural context. According to Robb (2019), smartphones have become an integral part of students' lives, enabling access to a multitude of electronic media platforms and apps. The study reported that 95.0% of American teenagers have access to a smartphone, with the majority using it on a daily basis for various purposes, including social media, gaming, and educational apps. Consequently, social media has become one of the most popular types of electronic media among students, with frequent usage to stay connected with friends, share updates, and engage with content. A survey by the Pew Research Center (2018) found that 95.0% of American teens reported using social media platforms, and 45.0% said they are online almost constantly. Increased usage of electronic media started during the he frequency of electronic media use for online learning has also increased, especially during the COVID-19 pandemic when remote learning became essential. Google (2020) revealed that 73.0% of K-12 students in the United States used online learning platforms weekly during the pandemic.

On the contents of electronic media accessed by students, Mark (2021) study reported that students frequently consume multimedia content through platforms like YouTube, where they access educational videos, tutorials, and entertainment. According to a survey by Common Sense Media (2019), 81.0% of American teens aged 13-18 use YouTube, with 28.0% reporting daily usage. These results revealed

increase in the frequency of use of electronic media by students, with smartphones and social media platforms being among the most frequently used forms of electronic media. The availability of online learning platforms, multimedia content, and e-books further contributes to the prevalence of electronic media in students' lives.

Nigeria as the most populous country in Africa, has experienced a dramatic surge in digital transformation and the adoption of electronic media. As technology continues to revolutionise the nation's educational landscape, students are increasingly integrating electronic media into their daily lives, presenting both opportunities and challenges for the educational sector. Nigeria has witnessed a remarkable advancement in digital technologies and internet penetration over the past decade. With an ever-expanding youth population, the country's technology adoption rates have skyrocketed (NBS, 2019). The widespread availability of affordable smartphones, improved internet infrastructure, and the rise of social media platforms have reshaped the way student's access and interact with electronic media.

As students in Nigeria embrace electronic media, the way they interact and form relationships has evolved. Social media platforms, in particular, have become significant spaces for socialisation and self-expression. Studies have indicated that Nigerian students use social media to connect with friends, share experiences, and engage with influencers (Santas, 2020). With the increasing accessibility of digital technologies, Nigerian students have integrated electronic media into various aspects of their lives, impacting their learning experiences and social interactions. While electronic media offers numerous opportunities for enhanced learning and connectivity, it also brings challenges such as distractions and online safety concerns.

This research seeks to delve deeper into the implications of electronic media usage among Nigerian students, aiming to provide valuable insights for educators, policymakers, and parents to navigate the digital age effectively and empower students for a successful future. With increasing use of electronic media by students in Nigeria, it is important to investigate the use of electronic media by students in Nigeria with specific emphasis on types electronic media being used, purpose and frequency of use as well as types of content being accessed with electronic media by the students. Therefore, this study investigated the use of electronic media by polytechnic students of Yaba College of Technology, Lagos State, Nigeria.

Research questions
The following research questions were answered in the study:
1. What are the electronic media devices used by the students of Yaba College of Technology, Lagos State, Nigeria?
2. What is the purpose of use of electronic media devices by the students of Yaba College of Technology in Lagos State, Nigeria?
3. What are the electronic media contents being used by the students of Yaba College of Technology, Lagos State, Nigeria?
4. What is the purpose of using electronic media contents by the students of Yaba College of Technology, Lagos State, Nigeria?

Theoretical underpinning
Uses and Gratifications Theory (UGT)
The Use and Gratification Theory was coined by Katz, Blumler and Gurevich (1973) and McQuail (1994) as an approach to understanding why and how people actively seek out specific media to satisfy specific needs. The aim of uses and gratifications perspective is not to explain what media do to people, but what people do with media. Therefore, use and gratifications deviate from media effects theories; which investigates the functions that media serve in consumers' lives. The theory is an audience-centred approach which acknowledges audiences as active users of media (Pantic, 2017). The audiences here are motivated to use different types of electronic media to fulfil different needs. Several studies on the uses and gratification theory have revealed several ways of classifying audience needs and gratifications. Some have spoken of immediate and deterred gratifications (Schmidt and Retelsdorf, 2016) while others have called them informational, educational and entertainment.

The uses and gratification theory help us to understand the use of various media and their contents. That is, it offers some explanations to why people use contents of media. The theory helps us to understand that audience who view programmes on electronic media, do so, not as passive audience but as active audience who use the media to gratify certain needs (these needs vary with individuals). Audience members are active in the sense that they make choices of what programmes they want to be exposed to, depending on the needs they intend to gratify; hence, they choose programmes they believe can satisfy such needs. Gratifications can be defined as the pleasure that the individual derives when his or her needs are satisfied. Gratifications are of two types: content and process. Content gratifications are gratifications that come from the messages produced by the media, while the process gratification describes media use as it submits that gratifications come from the experience of using media (Cutler and Danowski, 1980). A person might consume certain content to obtain information, acquire knowledge or

for relaxation. Hence, this type of gratification is called "content gratification." Process gratification, on the other hand, comes from consuming the medium itself. Accordingly, audiences can fulfil the need to relax or escape from problems or their daily activities by simply watching television (Cutler and Danowski, 1980; Katz et al., 1973b).

Ruggiero (2000) further classified gratification into two: gratification sought, and gratification obtained from media and content consumption. They defined the concept of gratification sought as "expectancy of a certain outcome (being entertained) as a function of certain behaviour (watching TV news)" while gratification obtained referred to the perception that certain behaviour (e.g., watching TV), results in certain outcomes, such as being entertained. Hence, gratifications sought are based on expectations that an individual has from media consumption. As such, they will have an impact on what the individual perceives that are gratifications obtained from the consumption. According to Papacharissi (2009), gratifications sought are used synonymously with the term "motives" for media use. Motives can be defined as "general dispositions that influence people's actions taken for the fulfilment of a need or want and behaviour".

Uses and Gratification Theory (UGT) is anchored on primarily on the belief that media usage fulfilled a range of needs arising from the particular social condition of the individual, (McQuail, 1994). Ndolo (2006) states that uses and gratification has "social and psychological origins of needs which generate expectations of the mass media or sources which lead to differential patterns of media exposure or engagement in other activities resulting in needs gratifications''. It also postulates that individuals select media in response to their needs or desires and that a variety of psychological and social factors guide and filter this selection such as individual personalities, stages of maturation, backgrounds and social roles. It proposes that media use is an antecedent to consequences (named 'obtained gratifications'). According to this theory, media influences vary depending on the functions that the various types of media play in the lives of consumers. In relation to the study, this theory suggests that the polytechnic students have various needs that they aim at satisfying by intentionally getting exposed to certain electronic media contents. Hence, some students intentionally get exposed to certain e-media programmes because the programmes have proven to be the best source for their need gratification. According to this theory, media influences vary depending on the functions that the various types of media play in the lives of consumers. This theory is germane to studying polytechnic students' electronic media usage because it throws light on; what type of electronic media being use, how they use it and the purpose for using it, either for academic, information or entertainment.

Research methods
The survey research design using the qualitative approach was adopted for the study. Focus group discussion (FGD) was used to collect the qualitative data used for the study. The focus group discussion was adopted to ensure the reliability of data collected and eliminate any form of bias and errors which may arise from the use of questionnaire as well as to ensure that the researcher is able to have interaction with the participants and observe them. The interaction and observation usually guarantee firsthand information that can be free of errors. The population of this study comprised all the National Diploma 2 (ND2) and Higher National Diploma 2 (HND2) in

Yaba College of Technology Lagos State Nigeria. This school was selected because of its age in terms of year of establishment since it is the oldest tertiary institution and the level of exposure of the students to electronic media. The participants in this study was selected using a multi stage sampling procedure. The Schools of Science, Management and Business were selected at the first stage using simple random sampling of balloting system. At the second state, two departments were selected from each of the schools selected viz: Biology and Statistics from the Faculty of science and Accountancy and Business Management from Faculty of Management and Business. Four sessions of focus group discussion were conducted across the four selected departments. A total of six respondents were randomly chosen from the selected departments in each of the selected faculties which makes a total of 24 participants in the study. The data collected through focus group discussion was analysed using Atlas ti8 a software for qualitative analysis.

In ensuring that the ethical consideration for the study was guaranteed, the rights and freedom of the participants were sternly valued and adequately protected in the course of the study. The researcher obtained consent from the appropriate authorities. All the participants voluntarily took part in the survey. The information obtained from participants was treated with the utmost confidentiality and used only for this research. Information provided by the participants during the focus group sessions was presented without revealing the identity of the respondents.

Results
Demographic information of the participants revealed that there are more female respondents (14) than male (9) among the participants while most of the participants fall within the age range of 18 and 20 years (11 participants) and 21-23 years 13 (participants)

Research question 1: What are the electronic media devices being used by the students Yaba College of Technology, Lagos State, Nigeria?

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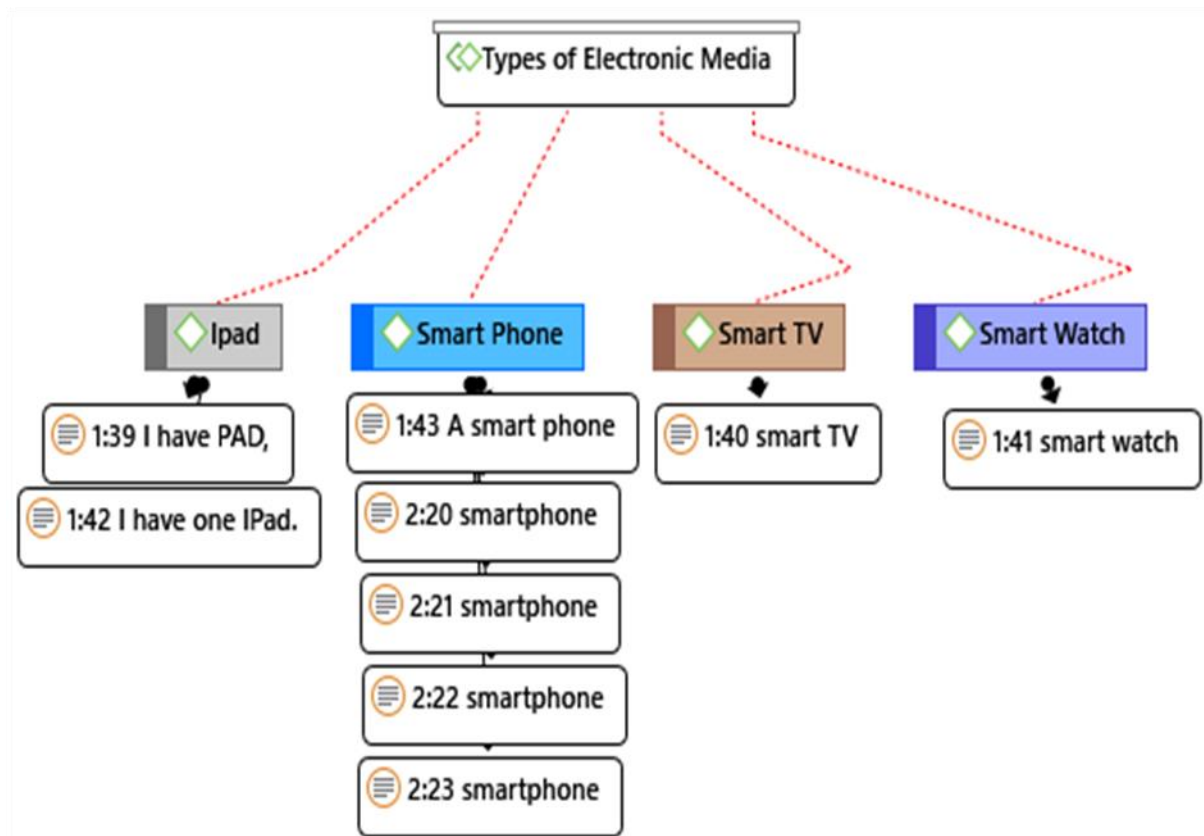

Figure 1: Electronic media devices used by the students of Yaba College of Technology, Lagos State, Nigeria

Figure 1 presents the result of electronic media devices usage by the students of Yaba College of Technology in Lagos State, Nigeria and it revealed that, iPad, laptops, smart television and smart wristwatch topped the list of electronic devices being used by the students of Yaba College of Technology in Lagos State, Nigeria. The result further showed that the polytechnic students surveyed make use of more than one electronic media devices and that smart phones are the most common electronic media devices being used by the students of Yaba College of Technology in Lagos State, Nigeria.

Research question 2: What is the purpose of use of electronic media devices by the students of Yaba College of Technology, Lagos State, Nigeria?

Figure 2 presents the result of the qualitative data collected through Focus Group Discussion on the purpose of electronic media usage by the students of Yaba College of Technology surveyed in Lagos State, Nigeria. It revealed that the major purpose of use of electronic media by the polytechnic students surveyed include for doing academic activities including assignment, note-taking, and reading, social networking such as WhatsApp, email and Facebook, watching movies, reading recreational books, learning and content creation. The result further revealed that the use of electronic media for academic activities such as doing assignments, note taking, accessing materials, and learning were more prevalent than for other purposes such as social networking and entertainment such as watching movies by the students.
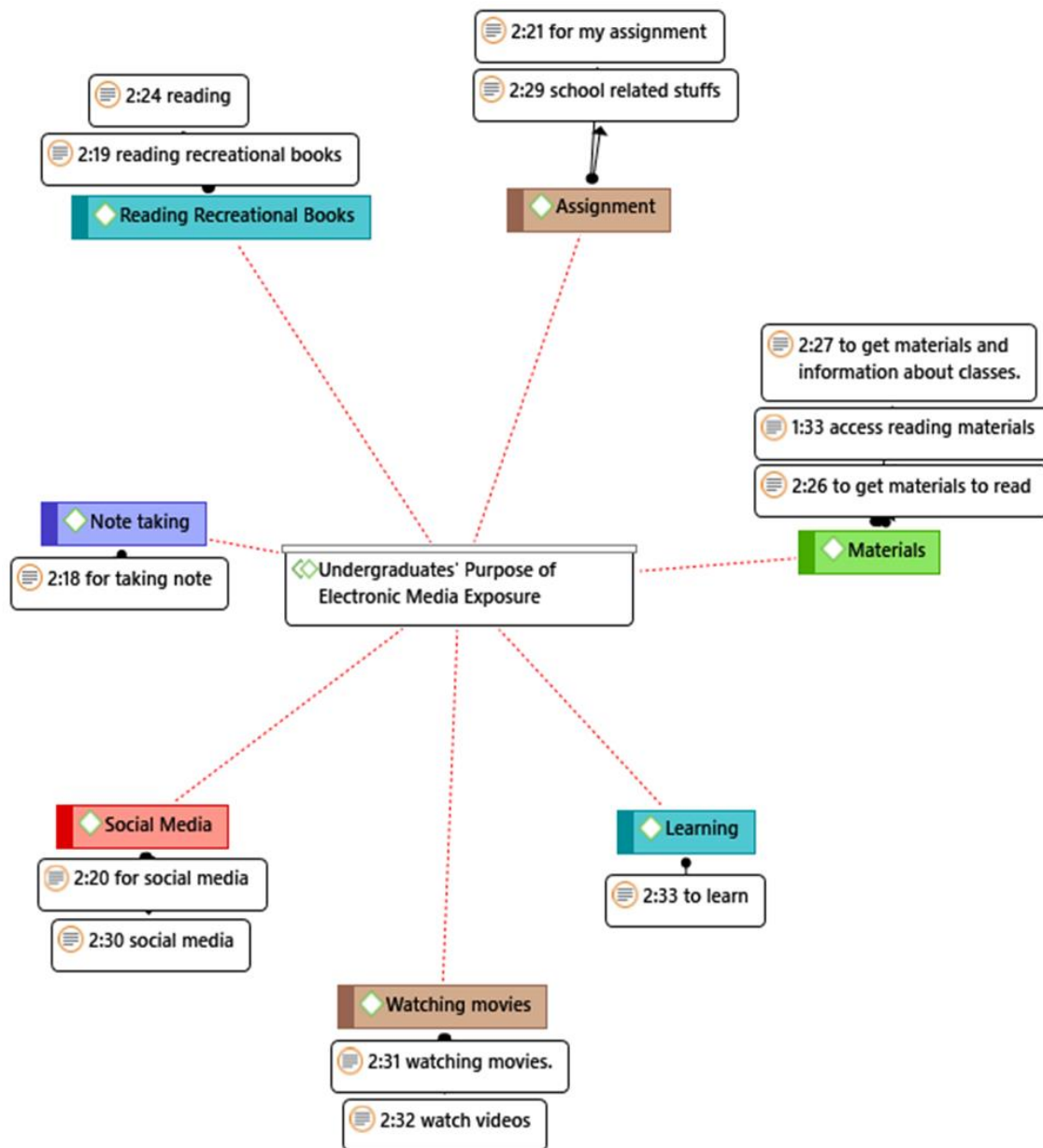
Figure 2: Purpose of electronic media usage by the students of Yaba College of Technology, Lagos State, Nigeria
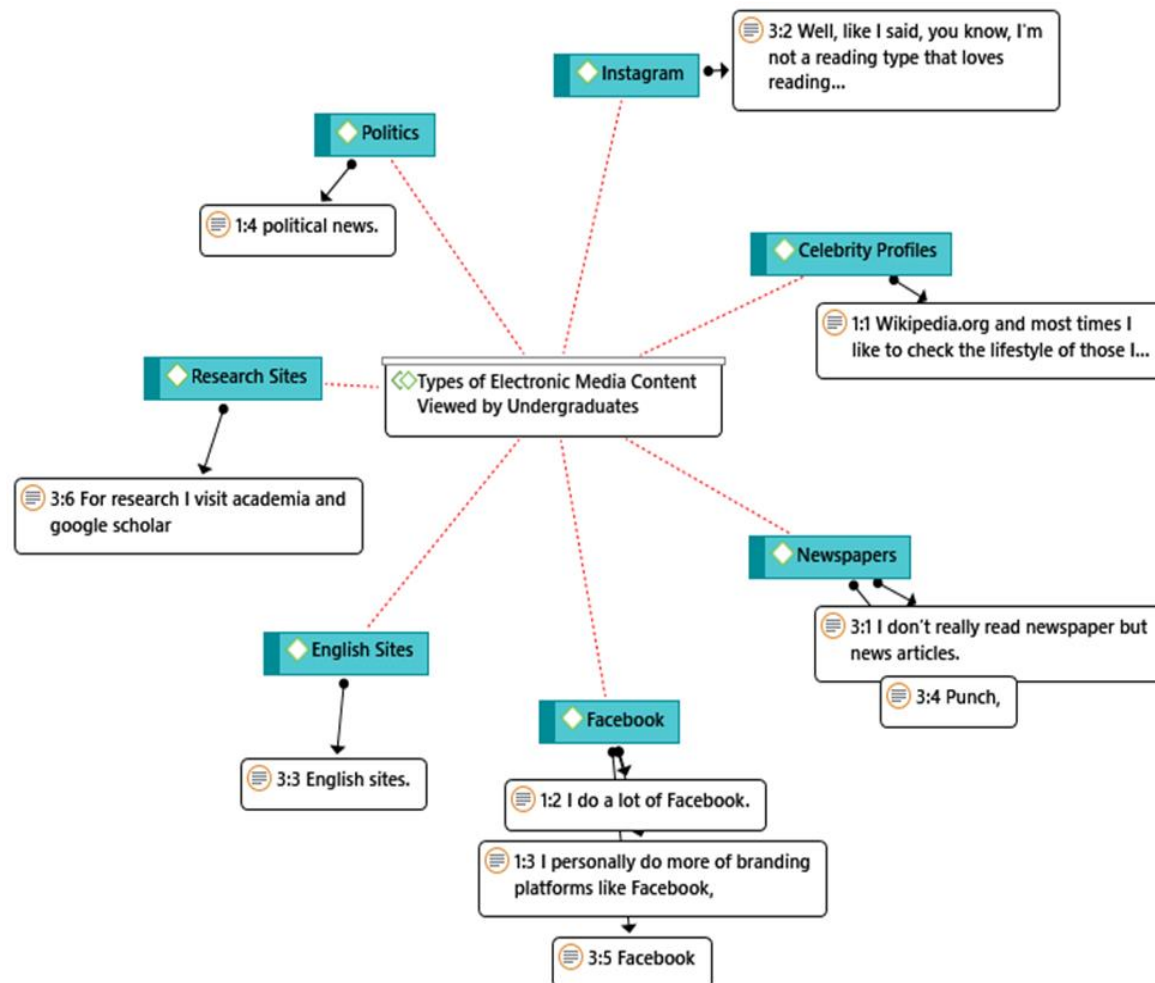
Figure 3: Electronic media content used by the Students of Yaba College of Technology, Lagos State, Nigeria

Research question 3: What are the electronic media contents being used by the students of Yaba College of Technology, Lagos State, Nigeria?

The result of the electronic media content used by the polytechnic students surveyed was presented in Figure 3. The result revealed that, Facebook contents,, celebrity profiles, educational content on English sites, political news, newspapers, videos and pictures on Instagram and Facebook were the most common contents used by students of Yaba College of Technology, Lagos State, Nigeria. The result

further revealed that facebook content has the highest score of the types of electronic media content used by the polytechnic studets in Lagos State, Nigeria because it is usually a default application that comes with most mobile phone and mobile devices which enables people to share ideas and communicate with pictures, texts, videos, and audio and create communities.

Research question 4: What is the purpose of using electronic media contents by the students of Yaba College of Technology, Lagos State, Nigeria?
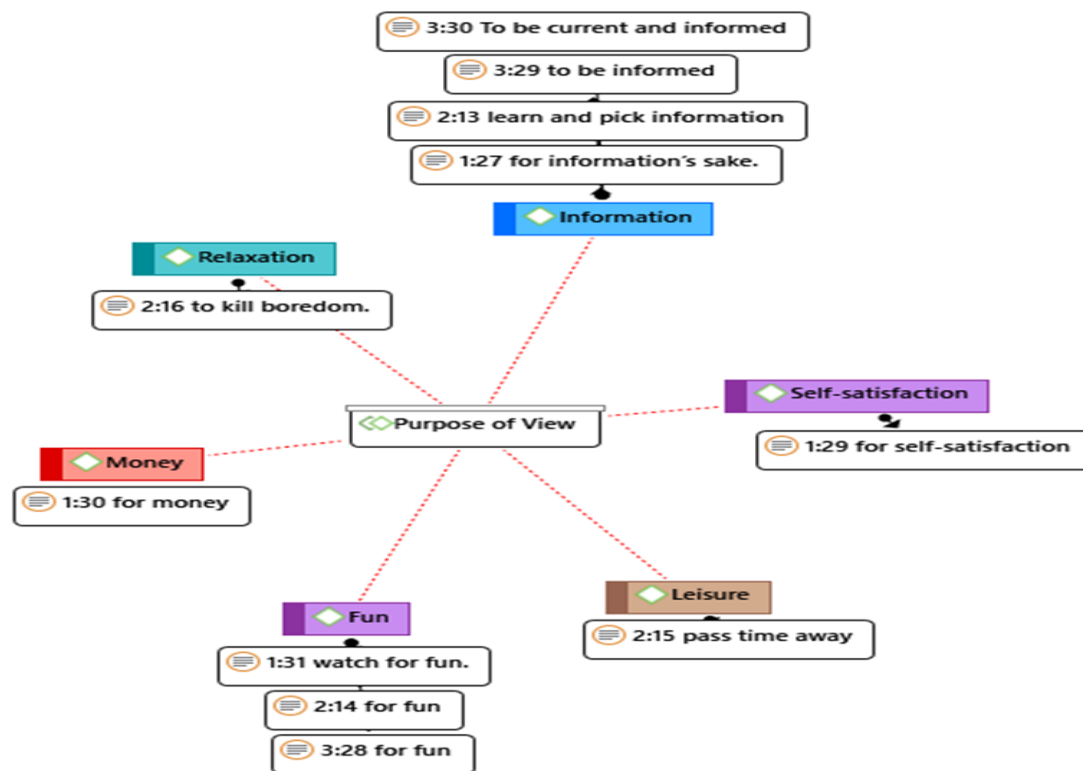
Figure 4: Purpose of using electronic media content by the Students Yaba College of Technology, Lagos State, Nigeria

This study further investigated the purpose of use of electronic media content accessed by the polytechnic students in Lagos State, Nigeria as presented in Figure 4. The result revealed that the students of Yaba College of Technology in Lagos Nigeria surveyed affirmed the use of electronic media contents for the purposes of; gathering information, fun, relaxation, leisure, self-satisfaction and making money. The result further showed that using electronic media contents for the purpose of accessing information and entertainment were more prevalent among the polytechnic students surveyed.

Discussion
The finding on the types of electronic devices used by students in Yaba College of Technology in Lagos, Nigeria revealed that, iPad, laptops, smart television and smart wristwatch topped the list of electronic media devices being used by polytechnic students in Lagos State, Nigeria with evidences to suggest that the students make use of more than one type of electronic media devices. This finding corroborates that of Adeyemi, Adeyemo, and Daramola (2020) who found that 90.0% of Nigerian students make use of smartphones and laptops as their primary devices for accessing electronic media and Rideout and Robb (2019) who reported 95.0% of American teenagers have access to a smartphone, making social media a dominant form of electronic media among students.

Finding from the study revealed that the major purpose of use of electronic media by the students in Yaba College of Technology in Lagos, Nigeria are for doing academic activities including assignment, note-taking, and reading, social networking such as WhatsApp, email and facebook, watching movies, reading recreational books, learning and content creation. This finding is in support of Ohler (2013) who reported that purposes of electronic media use by students are multifaceted, encompassing academic, social, and recreational aspects of their lives. The result further revealed that the use of electronic media for academic activities such as doing assignments, note taking, accessing materials, and learning were more prevalent than for other purposes such as social networking and entertainment.

The result further revealed that, Facebook, celebrity profiles, educational content on English sites, political news, newspapers, videos and pictures on Instagram and Facebook were the most common contents used by the students in Yaba College of Technology Lagos, Nigeria. The result further revealed that facebook has the highest score of the types of electronic media content used by the polytechnic studets in Lagos State, Nigeria because it is usually a default application that comes with most mobile phone and mobile devices which enables people to share ideas and communicate with pictures, texts, videos, and audio and create communities. The finding corroborates result from Mark (2021) study which reported that students frequently consume multimedia content through platforms like facebook, instagram and YouTube, where they access educational videos, tutorials, and entertainment and Common Sense Media (2019) result which reported that most of American teens aged 13-18 use YouTube on a daily basis.

The study also revealed that the students in Yaba College of Technology, Lagos State, Nigeria make use of electronic media contents majorly for the purposes of gathering information, fun, relaxation, leisure, self-satisfaction and making money and that media contents for the purpose of accessing general information and entertainment were more prevalent among the polytechnic students surveyed. This finding partly supported the claim obtained from the study carried out by Nwachukwu and Onyenankeya (2017) that college students in Caleb university spent considerable time on their mobile phones networking and chatting with friends or looking for entertainment and also the study by Anyanwu, Ossai-Onah and Iroeze (2013) that most students in Imo state hardly use their electronic devices for educational purposes, but purely for socialisation and access to the latest information in the society. The finding disagrees with Gasaymeh (2018), who put forward that students' ownership, access, competencies with, and use of electronic media are primarily for educational purposes and did not result in vast use for entertainment and socialisation purposes. The variation in the findings may be due to contextual issues such as location of the study and respondents.

Conclusion
This study investigated the use of electronic media by the students of Yaba College of Technology, Lagos State, Nigeria with specific emphasis on establishing the types of electronic media devices usage, purpose of use of electronic media, frequency of use of electronic media, types of electronic media being used by the students and purposes of use of electronic media content. The adoption of a qualitative approach for the study is to ensure the elimination of errors and bias that may arise from the use

of questionnaire and also to ensure that the researcher is able to relate with the participants and observe them thereby ensuring the reliability of data collected. The study established the use of electronic media such as mobile devices, smart television and smart wristwatch by the students in Yaba College of Technology, Lagos State, Nigeria and that the students make use of electronic media majorly for the purposes of academic activities including assignment, note-taking, and reading, social networking such as WhatsApp, email and Facebook, watching movies, reading recreational books, learning and content creation. Also, the contents of electronic media used by the students in Yaba College of Technology Lagos State, Nigeria were found to include pictures, texts, videos, and audio just as they create communities of people and that the purposes of use of electronic media contents are mainly to gather information, retrieve fun contents, relaxation, leisure, self-satisfaction and making money. The study established the use of electronic media by the students of Yaba College of Technology Lagos State in Nigeria.

Based on findings from the study, it was recommended that:

1. Parents, guardians and teachers should prepare students for the productive use of electronic media including for accessing academic, information and knowledge contents. This would enable the students to be able to contribute meaningfully to societal development.
2. Content creators should work towards ensuring that quality contents that ca be of productive benefits for the students are created and made available through electronic media for students.
3. Purposeful electronic media usage for assignments, projects, term

papers, etc. Should be encouraged among students
4. Government and media houses should control the influx of unwanted content and programmes on electronic media platforms such as social media platforms which could constitute a distraction for students.

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