



# Perception And Usage Pattern Of Blogs For Academic Purpose Among Students Of Delta State University, Abraka, Nigeria

**Oseruona Oluwaseyi Asak**

Department of Public Relations and Advertising  
Faculty of Communication and Media Studies,  
University of Port Harcourt

**Moses Ofome Asak**

Department of Broadcasting  
Faculty of Communication and Media Studies,  
University of Port Harcourt.

## ABSTRACT

*This study examines the perceptions and usage patterns of blogs for academic purposes among undergraduate students at the Delta State University (DSU). As the internet continues to reshape educational paradigms, understanding how students perceive blogging as a tool for academic engagement is imperative. Utilizing a quantitative survey method, data was collected from a sample of 222 undergraduate students from the Faculty of Social Sciences. The study explored key dimensions, including the frequency of blog usage for academic tasks, the motivations driving students to engage with blogs, and the perceived reliability of blogs as academic resources. Findings reveal a paradox where, although a significant majority of respondents read blogs, their utilization for academic purposes remains limited. Students primarily access blogs for entertainment and information rather than for educational enhancements. The results indicate that many students are unaware of the potential benefits that blogging can offer in terms of improving academic performance and facilitating research. Additionally, the study highlights a lack of integration of blogs into the teaching methodologies employed by faculty, which may contribute to the limited academic use of blogs by students. The study underscores the need for increased awareness and educational strategies to encourage the use of blogs in academic contexts at DSU. Recommendations include the development of structured training for students and faculty regarding the educational applications of blogs and the creation of an environment that fosters the integration of blogging into the curriculum.*

## Keywords:

Perception, Usage Pattern, Blogs, Learning Management Systems, Academic, Nigeria

## 1.0 Introduction

The internet has universally transformed the learning process among students especially those in the university. According to Dryli & Kinnaman (1996), the internet aids students in finding information and expert opinions. This perhaps explains why most students tend to devote more time to the internet for academic purposes. The very first blog, Links.net, was fashioned by Justin Hall, a US self-employed Journalist in 1994. A sum of 23 blogs was

recorded that year on the internet. This later developed to 50 million by 2006. By 2010, there were about 152 million active blogs online. As of 2023, there are over a billion blogs online. Today, in 2025, there are currently more than 600 million blogs available online, with over 6 million new blog posts being published each day. WordPress is home to approximately 60 million blogs, which account for 43% of all websites on the internet. Additionally, 70% of

consumers favor reading blog posts rather than viewing advertisements (Giannelism, 2025). Blogging helps students express their thoughts and share their writing and reading skills online. They are also opportunized to come across various articles that can be used as materials for research purposes. For undergraduate students, blogging is important to learning as they share ideas, socialize, communicate and debate. Blogs are fast becoming a part of the academic world. Most students tend to use blogs for academic study in order to improve learning.

Nigerians are one of the biggest users of the internet especially social media. Blogging is rampant among people and students in various institutions in Nigeria because there are benefits that pertain to the use of blogs. However, how students perceive blogging for academic purposes is essential towards academic success. The motivation for this study rests on the researchers' passion and interest in blogs as a learning tool, and how undergraduates use blogs.

### 1.1 Statement of the Problem

Many students seem to be confused as to how blogs are being used for academic purposes. However, the use of blogs by students in their various fields of study will encourage the learning process. This can only be achieved by knowing how students use blogs.

Many undergraduate students do not realize the extent to which blogs can be helpful to them. Ray (2006) posits that blogs in education or Edublogs can be used as instructional tools and showcases for student projects. Also, blogs also afford tutors an opening to extend learning and occupy students outside the classroom.

What exactly are the perceptions of students at the Delta State University on the use of blogs for academic purposes? This study seeks to investigate how students see blogs as a tool for academic purpose and how blogs are used by academic staff at the university. It is to understand what students think about blogs and how they use them for academic purposes. The objectives includes, to determine whether undergraduate students at the Delta State University utilize blogs for academic purposes; to discover the purpose(s) for which the students utilize blogs for academic purposes;

identify the elements that influence undergraduate students' decision to use blogs for academic reasons at the University; determine how the students use blogs for academic purposes at the University and to find out if there is any relationship between undergraduates' perceptions and the use of blogs for academic purposes. The following research inquiries therefore, guide the study: do undergraduates use blogs for academic purposes at the Delta State University? What motivates the undergraduates to utilize blogs for academic purposes? What factors affect the undergraduate student's decision to use blogs for academic purposes? How do the students use blogs for instruction and learning at the Delta State University? Is there any relationship between the undergraduates' perceptions and the use of blogs for academic purpose?

This study is significant because it informs students about the many ways that blogs can be used for academic purposes and the advantages of doing so. The findings of this throws more light on how students use blogs for educational purposes. The results of this study should aid policy makers in tertiary institutions' decision-making processes concerning teaching and learning (Pedagogy) because it encourages tertiary institutions to integrate social media like blogs with Learning Management Systems (LSM) for academic exercises. The study contributes to the understanding of the relevance and significance of blogs in academic contexts and provides a benchmark for evaluating students' usage of blogs for academic reasons thereby, expanding the body of knowledge already available on the use of social media for academic purposes and with optional information for future academics who wish to perform research on a comparable topic. The thesis of this study therefore rests on the premise that it is absolutely important to know the perceptions of students about the use of blogs for academic purposes if the students will accept it as an important in pedagogy.

Blogs are basically a form of virtual diary run primarily by one or more authors. They are updated websites or web pages that comprise of content on various themes. Weblogs are more commonly referred to as blogs, and the most

recent posts are typically found at the top of the web page. Perception in this paper describes how something is viewed, comprehended, understood, or interpreted. Usage pattern in this article refer to the practice of utilizing blogs in a specific way for academics.

## 2.0 Theoretical Framework

Theories encourage practice, which is why using a theoretical framework for this subject is necessary. Theories are speculative accounts of societal events. They are created to define, envision, and recognize phenomena as well as, in some cases, to challenge and broaden our present understanding within the confines of critical boundary standards. According to Kawulich (2009), theories are composed of reliable connections between concepts and sets of concepts, providing both a context for critically analyzing a problem and a basis for thinking about how what is unknown can be arranged. The Uses and Gratification theory, among other theories, is particularly pertinent given the nature of this study, which focuses on how students perceive and use blogs for academic purposes.

### 2.1 Uses and Gratification Theory

According to the authors of the Uses and Gratification theory, Katz, Blumler, and Gurevitch (1974), media audiences are engaged individuals who choose their media experiences depending on their desire for gratification. The Uses and Gratification theory also creates a point in mass media research that challenges the conventional emphasis on what audience members do with the media as opposed to what the media does to them. Folarin (1998) notes that this theory sees the media consumer as actively affecting the growth of mass communication since he or she carefully chooses, attends to, notices, and recalls the media messages based on wants, beliefs, etc. Folarin goes on to say that the focus of this theory shifted from the aim of media creation and broadcasting to the purpose of media consumption. Thus, the question changed from 'What consequences occur in what contexts?' to 'Who uses what materials from what medium, in what conditions, and for what purposes?' (Folarin, 1998).

The theory aims to clarify how audience members use the mass media as a tool to meet their diverse demands. It accepts and upholds that audience members have a variety of needs and desires that lead them to turn to the media in order to be satisfied. The Uses and Gratification theory thus proves that there are specific benefits audience members anticipate from a given medium. However, audience members may decide to stop using the medium if these expectations are not realized.

As a media tool, blogs can be used to meet a variety of audience demands, such as information search, thinking expression, and idea sharing. Blogs are used for academic reasons by both students and teachers, including research, teaching, learning, and the improvement of writing and language abilities, among others. As a result, blogs are used by educators and students to meet their academic needs. Gratification is improved by blogs' simple mobile device accessibility.

The notion of uses and gratifications is predicated on the idea that people have a reason to utilize different media and purposefully choose a message source that suits their own needs. According to this view, consumers are dynamic and utilize the media for specific purposes, and the media can accommodate their needs. According to this audience-centered approach, viewers deliberately seek out varied media to gratify their needs and desires, including their cognitive, academic, emotional, personal integrative, social integrative, and tension-free demands.

The emphasis on uses and gratifications draws attention to audience motivations and self-perceived desires. According to Li & Dan (2005), many motivations are generally linked to particular blog usage. This indicates, according to Kaye and Johnson (2004), that people are not just influenced by the messages the media conveys, but are also actively looking for particular media and media material to satisfy particular needs. The theory of uses and pleasure makes the assumption that viewers understand and can articulate their reasons for using the media and see it as a means of achieving their goals.

The uses and gratification theory, which explains why people select the precise medium (blogs) they require for particular academic reasons, is also important to this study.

## 2.2 Conceptual review: Students' use of Blogs for Academic Purpose

Blogs have increasingly been used in colleges to improve and enrich undergraduate students' learning (Dryud, Worley & Flatley 2005). Given that faculty and students have maintained personal blogs in non-educational contexts for years, there is a common understanding of blogging in higher education (Makri&Kynigos 2007). According to Liu and Chang (2010), blogs frequently act as a digital repository for student assignments and successes, making it easier for them to keep track of their academic progress. Additionally, blogs have been shown to help undergraduates' writing abilities. In his study, Kelley (2008) found that blogs can facilitate and enhance the teaching of academic writing. For undergraduates, this may be advantageous.

Making a blog can help students bridge the gap between what is expected of them in academic essays, projects, and other subject-based assignments and the digital environment they are accustomed to (Nachimuthu, 2018). In contrast to typical classroom settings, blog students do not have to compete with their peers for the tutor's attention, according to Aljumah (2012), citing (Bloch, 2004). Blogs allow people to express their views at their own pace and in their own place. Similar to this, Abubakar, Latif, and Ya'acob (2010) point out that students can express and share their thoughts, ideas, and facts with a large audience through blogging. To support their study, students also read blog posts from other bloggers. According to several academics (Goh et al. 2010, for example), it is ironic that while students may enjoy reading the perspectives of other blog users, they frequently lack a feeling of community by failing to freely share their own opinions. If a student realizes that someone other than his or her lecturer is reading the blog post, he or she may decide not to express their perspective on the subject. According to Azizinezhad & Ashemi (2011), this may complicate one's ability to reflect on oneself and form relationships with others. Hurlburt (2008)

points out, however, that these feelings of uneasiness are frequently fleeting and tend to disappear as soon as the students feel more at ease in the classroom and with their classmates. Students' use of blogs may result in new learning habits or unlearning habits as well as variable degrees of learning satisfaction (Azizinezhad & Ashemi 2011).

To make the most of blogs for educational purposes, students must comprehend how blogs work, be aware of the challenges associated with utilizing blogs, and get connected with the blogging community. This is due to the fact that blogs may need to include music and video in addition to writing during the learning process. While additional research is needed to determine how blogs may be used more effectively, Azizinezhad & Ashemi (2011) assert that 'it is a given that technology will continue to influence learning.' As Nachimuthu noted, blogs act as a bridge between the student's familiar digital world and their academics, hence it is crucial for students to understand how to use them effectively (2018). By looking for information that will be useful to them and be pertinent to their tasks, undergraduate students frequently use blogs to improve their work. Time was viewed by Yang & Chang (2012), citing Dailey (2006), as the main advantage of blogs. Students have more time to think when they blog. In order to filter the pertinent material relevant to their study or assignment, students frequently need to comprehend their assignments as well as digest the information they acquire on various blog websites. Yang and Chang go on to say that this kind of engagement inspires researchers to look into innovative uses of blogs to engage students in learning even when they are not present in class.

## 2.3 Students' use of Blogs for Academic Purposes

Teachers and students in academic contexts, particularly those who are in higher education, have discovered that the internet is a useful tool for both teaching and learning. Given the number of people using the internet actively worldwide, which was over 3 billion in 2016 and is expected to reach over 4 billion users in 2020, blogs exhibit promise as an efficient

teaching medium (Cobanoglu & Berezina 2011). (Berners-Lee 2016). This indicates that more than 50% of people on Earth now use the internet, which creates and supports a blogosphere.

Although blogs were not initially used in the education sector, they have become useful as a writing tool in a variety of educational contexts and stages (Yang & Chang 2012), which explains why their use has increased significantly in this field. Blogs are accessible electronic platforms that can be used as academic tools to engage all students in the learning process (Azizinezhad & Hashemi 2011). However, Azizinezhad & Hashemi noted that while some teachers & students are aware of this instrument, they seldom appreciate it as a teaching tool.

Blogs are a good tool for academic purposes since they provide creative and varied communication. According to studies, educators have used this simple technology (blogs) for language instruction and classroom instruction (Campbell, 2003; Johnson 2004). Blogs are a fantastic way for students to communicate with one another and for professors to engage with their students. Eteokleous & Nisiforou (2013) also make an effort to define blogs as cognitive-learning tools and explore their role in the teaching and learning process as well as their effectiveness in achieving specific learning objectives. They explicitly support the idea that blogs may play a significant role and help students achieve specific learning objectives when they are successfully incorporated into the teaching and learning process as cognitive-learning aids. Alsamadani (2018), citing Merchant (2005), McGrail & Davis (2011), claims that when tutors integrate academic blogging into lesson plans, it provides a good environment for various literacy methods, including critical thinking, reflection, questioning, modeling, social practices, dialogue, and progress.

According to Mejias (2006), well-designed blogs can be a potent tool for advancing academic research and can serve as a forum for scholarly literature reviews. Blogs introduce students to online learning communities, according to Azizinezhad & Ashemi (2011), enabling them to acquire and evaluate knowledge, as well as

create their own creative learning models. Additionally, they note that blogs serve as an effective academic tool for enabling students to access information as needed and to connect explicit knowledge from textbooks to inferred knowledge obtained by watching how others use shared knowledge. Additionally, instructors, peers, and other visitors can respond to students right now, which enhances learning effectiveness (Kaplan, Piskin&bol, 2010).

However, according to Brescia (2004), there is no proof that blogs actually improve the teaching-learning process. As noted by Azizinezhad & Ashemi (2011), while blogs can be helpful, it is important to keep in mind that they are just tools and not the objective itself. This may be reasonable given that not all teaching and learning tools have the desired effects on the teacher and/or student because people teach and learn differently. It is entirely up to the individual learner who takes in knowledge obtained from a blog as to how they will respond to a lesson. This is likely the reason Goh, et al. (2010) came to the conclusion in their study that encouraging students to share their opinions freely presents one of the biggest problems for instructors using blogging as an academic tool for teaching. Because they might not be interested in using blogs as an academic tool, some students might find using blogs challenging.

#### 2.4 Importance of Blogs to Students

It is impossible to overstate the value of blogging for people, particularly for students. Depending on how they are used, blogs can be used for a variety of things. Blogs combine several characteristics that make them open, communicative, and user-friendly, including the arrangement of posts and comments and the creation of enduring links (Nisiforou & Eteokleous, 2014). Blogs are significant because they allow people to reflect and share their ideas and understandings. Additionally, blogs offer a forum for criticism as well as a space for innovative thinking and group learning (Alsamadani, 2018).

According to Oravec (2002), blogs encourage self-expression. Writing is a way to express oneself. Blogs provide students a novel method to improve their academic writing abilities.

According to Alsamandani (2017), the usage of blogs is a significant factor in motivating students to conduct research, take calculated risks, and support their aspirations in becoming both private and public writers. This implies that blogs give people a platform to experiment with diverse forms of writing and refine them to their personal tastes. Writing of this type may be in the first or third person, in prose, in non-fiction, or in poetry. According to Alsamandani (2017), blogging enables academics to develop their writing skills and attract a broader readership. They may go on to establish themselves as well-known bloggers with a sizable readership and ownership of their blog-based material. Blogs are important because they provide a platform for creation, as correctly stated by Yessenova (2016), and blogging fosters this creativity.

## 2.5 The Concept of Perception

Perception, according to the Oxford Advanced Learners Dictionary, is the capacity to recognize something's true essence. The way a person perceives the world is included in perception. Because one can only infer from what is known to oneself, it is a uniquely personalized understanding (McDonald, 2011). According to Markus & Kitayama (1991), people from different cultures have remarkably distinct opinions of themselves and other people. In other words, we distinguish people by their perception, and each person has a unique perception of a problem, an item, or a concept. Unless they have specific experience in the same industry, it may be challenging for two people to view something in the same manner. Perception, thus, serves as a unique barometer of one's worldview.

In a poll on students' attitudes on blogging, Halic et al. (2010) claimed that the majority of academics believed blogging improved their learning. Additionally, Kim (2008) discovered that students who had personal blogs were more interested in blogging than those who did not.

## 3.0 Research Method

The aim of this study is to examine the perception and usage pattern of blogs for academic purpose among undergraduate students of Delta State University. This section

highlights how the study was carried out. This consists of presenting the research method, population of the study, sample size, sampling technique, instrument of data collection, method of data gathering and data analysis. The quantitative method was used in the study. A survey was used as the research design. Tejumaye (2003) describes survey as a research design that involves interviewing people (respondents) in order to elicit statistics about their observation, opinion, attitude and actions. Osuala (1995) also views the survey research design as suitable for categorizing present conditions and problems through orderly collection, analysis and explanation of data. The survey method is often conducted with representative samples of a populace being studied and it is presumed that information gotten from the samples is valid for general population.

The survey method was deemed suitable and selected for this study for the reason that the population of interest was rather large to be directly observed. Furthermore, the fact that huge quantities of data could be gotten with relative effortlessness from a diversity of individuals with the questionnaire gave the researcher the opportunity to examine several variables (demographics, and lifestyle facts, attitudes, motives, and so on) made the survey design suitable for this research.

The male and female undergraduate students of the Faculty of Social Sciences (FSS) of Delta State University, Abraka, constituted the population of this study. The Faculty, was selected by ballot from among the other faculties and used for the study. This was done to reduce the population to a manageable size. Undergraduate students of FSS therefore, were the target population of this study. Going by figures at the records office, the population size of students at the Faculty of Social Sciences in Delta State University is 2,217 as at 2022/2023 session.

A sample size is a limited depiction of a population that is used to analyze the population. The sample size for this study was 222. This is ten percent of the total population of students in the Faculty of Social Sciences. This sample size was considered adequate because it is recommended that a good sample size should

be at least 10% of the study population (Tools4Dev, 2014). The sample was drawn from the seven departments that make up the Faculty of Social Sciences at the Delta State University Abraka. The departments are: Economics, Political Science, Mass Communication, Sociology, Business Administration, Accounting, and Geography & Regional Planning.

The non-probability sampling method was employed in this study. In taking a percentage of the population as representative of that population, a sampling technique is utilized to select members of the sample. Members of the sample size (undergraduates at DELSU) were selected using the convenience sampling technique. This was used because the respondents were easily reached at their faculty and departments.

From each of the departments in the Faculty, thirty-one students were randomly selected by convenience. Thirty-six students were selected from the department of Mass Communication because it is one of the largest departments in the Faculty to make up the total sample size of 222.

The instrument for data collection was the questionnaire, because of its capacity to gather data on a wide range of scales. A questionnaire also helps for easy analysis and visualization of collated results. The researchers administered the questionnaire personally on a face to face interaction with the respondents. The copies of the questionnaire were circulated to respondents in the various departments in the Faculty of Social Sciences. The data in this study was presented in tables. Frequency and simple percentages were used in the analysis.

#### 4.0 Data presentation, analysis and discussion of findings

This section deals with the examination and arrangement of data collected from respondents based on the research questions at the commencement of the study. A total of 222 copies of the questionnaire were circulated with all copies duly filled and given back to the researcher, therefore amounting to a 100% return rate.

#### 4.1 Data Presentation

The data were analyzed with tables and simple percentages.

**Table 1: Sex of respondents**

Sex	No. of Respondents	Percentage
Male	95	42.8%
Female	127	57.2%
Total	222	100%

The table above depicts that out of the 222 students who responded to the questionnaire, 95 respondents, representing 42.8% were males while 127 representing 57.2% were females, signifying that most of the respondents were females.

**Table 2: Departments of Respondents**

Department	Frequency	Percentage
Mass Communication	36	16.2%
Economics	31	13.9%
Sociology	31	13.9%
Accounting	31	13.9%
Business Administration	31	13.9%
Political Science	31	13.9%
Geography	31	13.9%
<b>Total</b>	<b>222</b>	<b>100%</b>

From the table above, the respondents were evenly divided into the seven departments in the Faculty of Social Sciences to form the sample size of 222 (100%). The respondents were 31 (13.9%) from the departments of Economics, Sociology, Accounting, Business Administration, Political Science and Geography, with the exception of the respondents from Mass Communication which were 36 (16.2%).

This was to enable even distribution, since Mass Communication is one of the most populated departments in the Faculty. Therefore, all the departments in the Faculty were duly represented.

**Table 3: Blog Readers among the Respondents**

Responses	Frequency	Percentage
Yes	152	68.5%
No	70	31.5%
Total	222	100%

Table 3 above shows that 152 respondents representing 68.5% read blogs while 70 of the respondents representing 31.5% do not read blogs. This therefore reveals that majority of the respondents read blogs.

#### 4.2 Data Analysis based on Research Questions

##### Research Question One: Do undergraduate students at Delta State University use blogs for academic purposes?

S/N	Items	Variables	Frequency	Percentage (%)
1.	Reasons why students use blogs	Information	66	29.7%
		Entertainment	47	21.2%
		Education	11	4.9%
		Leisure	28	12.6%
		No response	70	31.5%
		Total	222	100%
2.	Information gotten from blogs are used for academic purposes	Yes	102	45.9%
		No	120	54.1%
		Total	222	100%
3.	Kinds of academic work respondents use blogs for	Assignments	45	20.2%
		Learning	36	16.2%
		Research	54	24.3%
		Others	17	7.7%
		No response	70	31.5%
		Total	222	100%
4.	Lecturers use blogs as a tool for teaching	Yes	44	19.8%
		No	160	72.1%
		No response	18	8.1%
		Total	222	100%

The researcher seeks to find out if undergraduate students at Delta State University use blogs for academic purposes. Based on the responses provided to the items in the questionnaire, the table above shows the different reasons why students use blogs. 66 respondents at 29.7% use blogs for information, 47 (21.2%) use blogs for entertainment, 11 (4.9%) use blogs for education, 28 (12.6%) use blogs for leisure, while 70 respondents at 31.5% did not give any reason for their use of blogs. This clearly shows that a minority of the respondents use blogs for educational or academic purposes.

102 respondents at 45.9% agree that information gotten from blogs are used for academic purposes while 120 respondents at 54.1% do not agree that information gotten from blogs are used for academic purposes. This shows that majority of the respondents do not use information gotten from blogs for academic purposes. For academic work, 45 (20.2%) of the respondents use blogs for assignments, 36 (16.2%) use blogs for learning, 54 (24.3%) use blogs for research, while 17 (7.7%) of the respondents stated other kinds of academic work they use blogs for. 70 (31.5%) respondents gave no response to the kinds of academic work they use blogs.

When asked if lecturers use blogs as a tool for teaching, 44 (19.8%) respondents responded positively, 160 (72.1%) respondents responded negatively, while 18 (8.1%) respondents gave no response. This suggests that lecturers do not use blogs as a tool for teaching.

#### **Research Question Two: Why do undergraduates at Delta State University use blogs for academic purposes?**

S/N	Items	Variables	Frequency	Percentage
1	Reasons why students use blogs	Information	66	29.7%
		Entertainment	47	21.2%
		Education	11	4.9%
		Leisure	28	12.6%
		No response	70	31.5%
		<b>Total</b>	222	100%
2	Information gotten from blogs are used for academic purposes	Yes	102	45.9%
		No	120	54.1%
		<b>Total</b>	222	100%
3	Kinds of academic work respondents use blogs for	Assignments	45	20.2%
		Learning	36	16.2%
		Research	54	24.3%
		Others	17	7.7%
		No response	70	31.5%
		<b>Total</b>	222	100%
4	Lecturers use blogs as a tool for teaching	Yes	44	19.8%
		No	160	72.1%

		No response	18	8.1%
		<b>Total</b>	222	100%

The result analyzed based on research question two which intends to find out why undergraduates at Delta State University use blogs for academic purposes indicated that 27 (12.2%) use blogs for academic purposes because blogs are easy to use, 82 (36.9%) respondents said that they use blogs for academic purposes because of access to information. 25 (11.3%) respondents gave other reasons for the use of blogs for academic purposes, while 88 (39.6%) respondents did not give any response.

30 (13.5%) respondents said that they use information from blogs to contribute during lectures, 63 (28.4%) respondents use information from blogs for studying, 44 (19.8%) use information from blogs for assignments, while 85 (38.3%) gave no response.

110 (49.5%) respondents think that blogs are reliable and good sources of information for academics, 81 (36.5%) respondents were not sure, while 31 (13.9%) respondents did not give any response. It is therefore concluded that blogs are reliable and good sources of information for academics.

**Research Question Three: What are the factors that influence the choice of blogs by undergraduates at Delta State University for academic purposes?**

S/N	Items	Variables	Frequency	Percentage
1	Respondents feel students use blogs for academic purposes because	Blogs help with assignments	24	10.8%
		Blogs provide information	48	21.6%
		Blogs aid the learning process	36	16.2%
		Others	30	13.5%
		No response	84	37.8%
		<b>Total</b>	222	100%
2	Reasons respondents benefit from using blogs for learning	It makes learning easy	54	24.3%
		It helps to improve their results	30	13.5%
		It is accessible	23	10.3%
		Others	18	8.1%
		No response	97	43.6%
		<b>Total</b>	222	100%

Research question three seeks to find out the factors that influence the choice of blogs by undergraduates at Delta State University for academic purposes. A breakdown of the responses given to the items in the questionnaire shows that 24 (10.8%) respondents feel that students use blogs for academic purposes because blogs help with assignments, 48 (21.6%) respondents feel that students use blogs for academic purposes because blogs provide information, 39 (16.2%) respondents feel that students use blogs for academic purposes because blogs aid the learning process, 30 (13.5%) respondents had other ideas for the use of blogs for academic purposes by students, while 84 (37.8%) respondents did not give any response to the use of blogs by students for academic purposes. 54 (24.3%) respondents indicated that they benefit from blogs because it makes learning easy, 30 (13.5%) asserted that they benefit from blogs because it helps to improve their results, 23 (10.3%) also confirmed that they benefit from blogs because it is accessible, 18 (8.1%) mentioned other benefits from using blogs for learning, while 97 (43.6%) had no response to the benefits from using blogs for learning.

**Research Question Four: How do undergraduates at Delta State University use blogs for teaching and learning purposes?**

S/N	Items	Variables	Frequency	Percentage
1	How respondents use blogs for academic purposes	Using quotes from the authors	38	17.1%
		Getting ideas from blogs and rephrasing	56	25.2%
		Downloading and presenting the information as it fits an assignment	43	19.3%
		No response	85	38.3%
		<b>Total</b>	222	100%
2	Respondents cite authors when they use materials from blogs	Yes	60	27%
		No	79	35.6%
		Don't know how	42	18.9%
		No response	41	18.5%
		<b>Total</b>	222	100%

Research question four seeks to find out how undergraduates at Delta State University use

blogs for teaching and learning processes. Based on the table above, 38 (17.1%) respondents use

blogs for academic purposes by using quotes from the authors, 56 (25.2%) use blogs for academic purposes by getting ideas from blogs and rephrasing them, while 43 (19.3%) respondents download and present the information from blogs as it fits an assignment. 85 (38.3%) respondents did not give any response to the use of blogs for academic purposes.

The table also indicated that 60 (27%) respondents cite authors when they use materials from blogs, 79 (35.6%) respondents do not cite authors when they use materials from blogs, 42 (18.9%) respondents indicated that they do not know how, while 41 (18.5%) respondents gave no response.

#### 4.3 Discussion of Findings

The main results from the study were evaluated with respect to the research questions set for the study. The discussion was done under the research questions for better understanding.

From the analysis on research question one, the result showed that undergraduate students do not make use of blogs for academic purposes. This could be because the students do not see blogs as a tool for academic work. The study revealed that majority of the students see blogs as tools for getting information while others see blogs as a tool for entertainment and relaxation. It was also discovered that lecturers do not use blogs as a teaching tool. This can be compared to the findings of Azizinezhad & Hashemi (2011) who observed that some teachers and students know about blogs but they do not use it as an academic tool. This suggests that if lecturers do not use blogs as a tool to impart knowledge on students, the probability of students using blogs for academic purposes will be low.

The responses gathered from research question three showed the different reasons why students use blogs for academic purposes. Some of these reasons include ease of use, access to information, among others. From the study, it was also gathered that information from blogs help the students to study, contribute during lectures, and do assignments. Also, the study showed that students think that blogs are reliable sources of information for academic work. This conclusion relates to the findings of

Liu and Chang (2010) which asserts that blogs serve as a digital collection of student assignments and accomplishments. Nachimuthu (2018) also observed that blogs can be a link for students between the conversant digital world and what is asked of them in academic essays, projects and other subject based assignments.

Undergraduate students tend to use blogs to improve on their work by searching for information that will be of use to them and will be relevant to their assignments. From the study, it was discovered that undergraduates choose blogs for academic purposes because blogs help them with assignments. It is also gathered that blogs provide information and also aid the learning process. Some of the benefits of using blogs for learning were also highlighted in the study. The reasons for the choice of blogs for academic purposes and the benefits gotten from blogs serve as factors to influence the choice of blogs by undergraduates for academic purposes, which aids in answering research question three.

As regards research question four, the result gathered showed that undergraduates use blogs for teaching and learning purposes through different means which include using quotes from the authors, getting ideas from blogs and rephrasing, and downloading and presenting information as it fits an assignment. It was also gathered that while some students cite authors when they use materials from blogs, others do not, and others do not know how. This confirms the observation by Azizinezhad & Ashemi (2011) that blogs may bring new learning or unlearning behaviors among students, as well as varying levels of gratification from the learning experience. This shows that students make use of blogs in different ways for academic purposes and they often stick to the methods that work for them.

**Relationship Between Perceptions and Usage**  
 The investigation of the relationship between perceptions and the usage of blogs for academic purposes yielded insightful correlations. When students view blogs favorably—as reliable sources of information (a sentiment shared by nearly 49.5% of respondents)—they are more inclined to use them effectively in their

academic efforts. The survey suggested that factors such as accessibility and ease of use motivate students to adopt blogging for academic purposes. In contrast, the perceptions of blogs as entertainment or leisure tools likely inhibit their academic utilization.

### Conclusion

The study shows that undergraduates use blogs for different purposes but a lot of them have not totally embraced the use of blogs for academic work. The study has also shown that there are a lot of benefits that come with the use of blogs for academic purposes and if properly utilized, blogs could add value to students' academic experience. The study substantiates the premise that perceptions significantly influence how students at Delta State University utilize blogs for academic purposes. While blogs serve as a vast repository of resources that can enhance students' learning experiences, their accessibility and perceived value in academic contexts remain paramount for effective integration into classroom practices. Providing an academic culture that encourages the utilization of blogs could bridge the gap between perception and actual usage, enhancing student learning outcomes and promoting a more informed and engaged academic community within Delta State University.

### 5.3 Recommendations

Based on the findings of this study, it is essential for Delta State University to take proactive measures to promote the academic use of blogs among its students. One significant step in this direction is the initiation of programs aimed at encouraging students to explore blogs as valuable academic resources. Implementing workshops and training sessions could effectively enhance students' understanding of blogging's potential benefits in their scholarly pursuits. The university can nurture an environment where students actively engage with blogs as tools for research, writing, and critical thinking if it cultivates this understanding, thus encouraging higher levels of academic achievement.

In addition to promoting academic blogging, it is imperative for faculty members to consider the integration of blogs into their curricula.

Educators should help to shift students' perceptions of these digital platforms from being perceived solely as leisure activities to being recognized as integral components of academic life by utilizing blogs as platforms for sharing assignments and facilitating discussions. This incorporation could enhance student engagement, facilitate collaborative learning experiences, and encourage deeper interactions with course materials. When students see blogs as legitimate academic tools, they may be more inclined to utilize them effectively in their studies.

Furthermore, increasing awareness of the benefits associated with blogging in an academic context is important for both students and faculty. Initiatives aimed at disseminating information about the advantages of blogging—such as its role in enhancing critical thinking, improving writing skills, and providing a sense of community—should be prioritized. Highlighting success stories and showcasing best practices can serve to demonstrate the positive impact that blogging can have on the learning experience. Delta State University can bridge the existing gap between perception and practical application as it equips both students and faculty with the knowledge and resources to harness the power of blogs.

Through these recommendations, Delta State University has the opportunity to capitalize on the transformative potential of blogging as an educational tool to provide a culture of learning that fully embraces the advantages of digital platforms in enhancing students' educational journeys.

### References

1. Ab, Nadzrah& Latif, Hafizah&Ya, Azizah&Acob, (2010). ESL Students Feedback on the use of Blogs for Language Learning. *3L: Language, Linguistics, Literature*. 16.
2. Aljumah, F.H (2012). Saudi Learner Perceptions and Attitudes towards the Use of Blogs in Teaching English Writing Course for EFL Majors at Qassim University. *English Language Teaching*, 5, 100.

3. Alsamadani, Hashem. (2017). The Effectiveness of Using Online Blogging for Students' Individual and Group Writing. *International Education Studies*, 11, 44.
4. Anunobi, C. V. (2006). Dynamics of Internet Usage: A case of students of the Federal University of Technology Owerri, Nigeria. *Educational Research and Reviews* 1(6), 192-195.
5. Azizinezhad, Masoud & Hashemi Masoud. (2011). The Use of Blogs in Teaching and Learning Translation, *Procedia - Social and Behavioural Sciences*, Volume 28, 867-871.
6. Blackmore-Squires, S. (2010). *An Investigation into the Use of a Blog as a Tool to Improve Writing in the Second Language Classroom*. A dissertation submitted to the University of Manchester for the degree of MA in Educational Technology and TESOL in the Faculty of Humanities.
7. Bresica, W., Swartz, J., Pearman, C., Williams, D., & Balkin, R. (2004). Peer Teaching in Web Based Threaded Discussions. *Journal of Interactive Online Learning*, 3(2).
8. Campbell, A. (2003). Weblogs for use with ESL Classes. *The Internet TESL Journal*, 9 (2)
9. Cobanoglu, Cihan & Berezina, Katerina. (2011). The Impact of the Use of Blogs on Students' Assignment Engagement. *The Journal of Hospitality Leisure Sport and Tourism*, 10, 101, 282.
10. DeBell, M. & Chapman, C. (2006). *Computer and Internet Use by Students in 2003*. (NCES 2006 - 065). U.S Department of Education. Washington, D.C: National Center for Education Statistics.
11. Delta State University, Abraka. Retrieved from: [https://en.wikipedia.org/wiki/Delta\\_State\\_University,\\_Abraka](https://en.wikipedia.org/wiki/Delta_State_University,_Abraka)
12. Downes, S. (2004). Educational blogging. *EDUCAUSE Review*, 39(5), 14-26
13. Dr. Nachimuthu. (2018). Effectiveness of Blogs. *An International Journal of Education & Humanities*, 8(5), 237-242.
14. Dryli, O.E., & Kinnaman, D.E. (1996). Part 2: Energizing the classroom curriculum through telecommunications. *Technology and Learning*, 16(4), 57-70
15. Dryud, Marilyn & Worley, Rebecca & Flatley, Marie. (2005). Blogging for Enhanced Teaching and Learning. *Business Communication Quarterly*.
16. Eteokleous-Grigoriou, N & Nisiforou, E. (2013). Integrating Blogs as Cognitive Learning Tools: Designing and Evaluating Real Blogging. In R. McBride & M. Seaton (Eds.), *Proceedings of SITE 2013-Society for Information Technology & Teacher Education International Conference*, (pp.3867-3876).
17. Folarin, B. (1998). *Theories of Mass Communication. An introduction*. Lagos: Stirling-Horden Publishers.
18. Giannelis M. (2025). How Many Blogs Are There In 2025 - Top Global Blogging Statistics. <https://www.techbusinessnews.com.au/blog/how-many-blogs-are-there-in-the-world-blogging-statistics-2023/>
19. Goh, J.W.P., Quek, C.J., & Lee, O.K. (2010). An Investigation of Students' Perceptions of Learning Benefits of Weblogs in an East Asian Context: A Rasch Analysis. *Educational Technology & Society*, 13 (2), 90-101.
20. Hong, W. (2008). Exploring Educational Use of Blogs in U.S Education. *U.S - China Education Review*, 5(10), 34-8.
21. Hurlburt, S. (2008). Defining Tools for a new Learning Space: Writing and Reading class Blogs. *Journal of Online Learning and Teaching*, 4(2). Retrieved May 7, 2020, from [http://jolt.merlot.org/vol4no2hurlburt\\_0608.htm](http://jolt.merlot.org/vol4no2hurlburt_0608.htm)
22. Kaplan Demirbag, Melike & Piskin, Burak & Bol, Beste. (2010). Educational Blogging: Integrating Technology into Marketing Experience. *Journal of Marketing Education - J Market Educ*, 2, 50-63.
23. Katz, E., Blumler, J.G. & Gurevitch, M. (1973). Uses and Gratifications

Research, *Public Opinion Quarterly*, 37(4): 509-23.

24. Kawulich, Barbara. (2009). The Role of Theory in Research, *Teaching Research Methods in the Social Sciences*, (pp.37).

25. Kelley, M.J. The Impact of Weblogs on the Affective States and Academic Writings of L2 Undergraduates. Ph.D. thesis, University of Virginia Retrieved May 7, 2020 from <https://www.learntechlib.org/p/121987/>.

26. Kode, S., & Kode, A. (2003). Free Online Serials in the area of Library and Information Science. *Annals of Library and Information Studies* 50 (4): 146-152. Available: <http://www.niscair.res.in/>

27. Liu Z.F. & Chang Y.F., (2010). Gender differences in Usage, Satisfaction, Self-efficacy and Performance of Blogging. *British Journal of Education Technology*, 41, 39-43.

28. Makri, Katerina & Kynigos, Chronis. (2007). The Role of Blogs in Studying the Discourse and Social Practices of Mathematics Teachers. *Educational Technology and Society*. 10, 73-84.

29. Markus, H.R & Kitayama, S. (1991). Culture and Self: Implications for Cognition, Emotion & Motivation. *Psychological Review*, 98(2), 224-253.

30. McDonald, Susan (2012). Perception: A Concept Analysis. *International Journal of Nursing Knowledge*, 23, 2-9.

31. Mejias U.A. (2006). *The Blog as Dissertation Literature Review?* Retrieved from: <https://blog.ulisesmejias.com/2006/01/25/the-blog-as-dissertation-literature-review/>

32. Oravec, J. (2002). Bookmarking the world: Weblog Applications in Education. *Journal of Adolescent and adult Literacy*, 45(7), 616-621.

33. Oxford Advanced Learner's Dictionary, 8<sup>th</sup> Edition.

34. Tools4Dev. (2014). How to Choose a Sample Size. Retrieved from <http://www.tools4dev.org/resources/how-to-choose-a-sample-size/>

35. Ufuophu-Biri, E. (2013). Perception and Usage Pattern of Social Media by Students of Higher Institutions of Learning in Delta State, Nigeria. *Journal of Communication and Media Research*, 5(1), 15-26, 2013.

36. Ufuophu-Biri, E. & Ojoboh, L. (2017). Preference Pattern for Mobile Phone and Conventional Tools in Task Performance by Students of Delta State University, Abraka, Nigeria. *Mediterranean Journal of Social Sciences*, 8(2), 281.

37. Yang, C. & Chang, YS. (2012). Assessing the Effects of Interactive Blogging on Student Attitudes towards Peer Interaction, Learning Motivation, and Academic Achievements. *Journal of Computer Assisted Learning*, 28, 126-135.

38. Yessenova, Aisara. (2016). Benefits of Blogging, *NUGSE Research in Education*, 1(1), 29-32.