

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Digital screen has long been a central medium of communication and entertainment, significantly influencing societal norms, behaviors, and cultural values (Livingstone & Das, 2023). Over the years, it has evolved from analog broadcasting to digital and streaming services has transformed the way people consume content. This shift has made digital screen more accessible and personalized, especially for young people, who are among the active viewers (Wilson, 2014). Youth, particularly undergraduates, are at a stage where they are impressionable and highly influenced by media, making it critical to understand how digital screen affects their behaviors and cultural orientations (Wilson, 2014).

Digital screen content, including dramas, reality shows, news, and educational programming, continues to play a significant role in reflecting and shaping societal norms (Livingstone & Das, 2023). Recent studies suggest that prosocial programming can promote positive behaviors such as empathy, cooperation, and inclusivity, while exposure to violent or sensational content may increase the likelihood of aggression, desensitization, and risky behavior among youth (Anderson & Bushman, 2018; Coyne et al., 2020). Furthermore, excessive digital screen consumption has been linked to adverse outcomes, including diminished academic achievement, impaired social skills, and an increased risk of developing sedentary lifestyle habits, which can lead to long-term health and psychological challenges for young adults (Lissak, 2018; Zimmerman & Bell, 2020).

In recent years, the advent of streaming platforms has introduced a phenomenon known as binge-watching, where viewers consume multiple episodes of a programmes in one sitting. This trend has been linked to mental health challenges, including increased levels of anxiety, stress, and depression among university students (Villani, 2023). Moreover, content that perpetuates stereotypes, particularly gender and racial biases, can shape youth perceptions of their identity and societal roles (Meier & Johnson, 2022). The role of digital screen in shaping cultural values cannot be overstated. For instance, educational programming often inspires positive behaviours,

such as environmental consciousness and civic responsibility, while entertainment programmes may reinforce viewers' attitudes and superficial standards of beauty (Gerbner et al., 2002). These influences underscore digital screen's dual capacity as both a tool for education and a medium that may perpetuate societal inequalities.

Youth are particularly vulnerable to these influences due to their developmental stage. The university period represents a critical phase for identity formation, during which individuals explore their beliefs, values, and aspirations (Adegoke, 2020). Digital screen, with its wide range of content, becomes a significant agent in this process, providing role models and narratives that youth may emulate or adopt (Meier & Johnson, 2022). In addition to shaping individual behaviors, digital screen also impacts collective youth culture (Hebidige, 1979). Popular programmes often generate shared experiences and language among peers, fostering a sense of community. However, such content can also perpetuate cultural homogenization, diluting local traditions and values in favor of global or Western ideals (Villani, 2023). Understanding this dynamic is crucial in culturally diverse contexts such as Nigeria, where local values coexist with global media influences.

In Nigeria, digital screen plays a vital role due to its reach and affordability compared to other forms of entertainment (Ojebuyi & Salawu, 2018). Private university students in Kwara State, for instance, are exposed to a blend of local and international content that influences their attitudes, aspirations, and social behaviors. This study focuses on undergraduates from private universities in Kwara State as they represent a demographic that is both highly exposed to digital screen and critical to the future of society. While digital screen offers immense potential for positive change, such as promoting education and social awareness, the potential harm of digital screen cannot be ignored. Content that glamorizes violence, substance abuse, or unrealistic lifestyles can distort young people's understanding of reality and encourage maladaptive behaviors (Wilson, 2014; Villani, 2023). Addressing these issues requires a better understanding of how digital screen influences the cultural and behavioral patterns of its viewers (Felson, 1996).

However, this study examines the influence of digital screen on youth culture and behavior among undergraduates in private universities in Kwara State. By focusing on this demographic, it seeks to provide insights into the dual role of digital screen as both a cultural educator and a

potential source of negative influence. Such insights are critical for educators, policymakers, and parents in guiding youth toward healthy media consumption.

1.2 Statement of the Problem

In today's digital era, the pervasive influence of screen media is shaping youth behavior, values, and academic engagement globally (Rideout, 2016; Twenge & Campbell, 2018). Among private university students in Nigeria who typically enjoy greater access to smartphones, high-speed internet, and streaming platforms, this influence is particularly pronounced (Adegoke, 2020). These students frequently consume foreign and sensational content that may conflict with traditional Nigerian cultural norms, potentially contributing to value disorientation and behavioral shifts. Research links heavy digital screen consumption to several negative outcomes, including reduced academic performance, poor sleep quality, and impaired social relationships (Villani, 2023; Obono & George, 2019). Furthermore, repeated exposure to media that promotes materialism, individualism, and violence may gradually erode indigenous values and foster deviant behavior (Wilson, 2014).

Despite these growing concerns, existing studies on youth media use in Nigeria tend to generalize their findings, often overlooking the distinct media access, lifestyle, and cultural exposure of private university students (Ojebuyi & Salawu, 2018). This lack of targeted research hinders the development of effective, context-specific interventions by educators and policymakers. Moreover, theoretical mechanisms such as imitation, reinforcement, and normalization, through which screen media exerts influence remain underexplored in this demographic (Bandura, 2001; Arnett, 1995). Without empirical insight into the unique dynamics of screen media use among Nigeria's private university students, there is an increasing risk of academic underperformance, cultural displacement, and weakened national identity. This study therefore aims to fill this critical gap by investigating the patterns, perceptions, and implications of digital screen consumption in this specific educational setting.

1.3 Research Questions

Based on the objectives of the study, the following questions are put forward:

1. What types of digital screen content are most frequently consumed by undergraduates in private universities in Kwara State?
2. What is the relationship between digital screen viewing habits and the cultural values and behavioral patterns of private university undergraduates in Kwara State?
3. What are the positive and negative impacts of digital screen on the social behaviour of private university students in Kwara State?
4. How does digital screen shape the attitudes and perceptions of undergraduates toward various social issues?
5. What strategies do you personally use to balance digital screen consumption with other activities, such as academics and social interactions?

1.4 Research Objectives

The primary objective of this study is to investigate the influence of digital screen on the culture and behavior of youth among private university students. Specifically, the study aims to:

1. Identify the types of digital screen content most frequently consumed by private university students in Kwara State.
2. Examine the relationship between digital screen viewing habits and the cultural values and behavioral patterns of these students.
3. Analyze the positive and negative impacts of digital screen on the social behaviors of private university students.
4. Explore how digital screen influences attitudes and perceptions of youth toward various social issues.
5. Identify the strategies used to balance digital screen consumption with other activities?

1.5 Significance of the Study

This study is significant as it provides valuable insights into the influence of digital screen on youth culture and behaviour, particularly among private university students. By examining the types of digital screen content consumed, the study will shed light on how specific media messages shape students' values, attitudes, and behaviours. Understanding these patterns is crucial in a digital age where digital screen consumption has become more personalized and impactful due to streaming platforms. The findings can inform educators, parents, and policymakers on guiding youth toward responsible media consumption while promoting positive behavioural outcomes.

Additionally, the study contributes to academic discourse by addressing gaps in existing literature, particularly focusing on private university students, who are often overlooked in media studies. It emphasizes the dual role of digital screen as both a source of positive learning and a potential driver of negative behaviours. The recommendations provided can help create frameworks for regulating digital screen content and enhancing media literacy programmes to mitigate adverse effects. Ultimately, this research will foster a deeper understanding of digital screen's role in shaping the future generation's social, cultural, and academic trajectories.

1.6 Scope of the Study

This study focuses on the influence of digital screen on youth culture and behaviour among undergraduates of private universities in Kwara State, Nigeria. The scope includes examining the types of digital screen content most frequently consumed by these students, such as entertainment, news, educational programmes, and the portrayal of social issues. The study will explore the impact of these programmes on students' values, behaviours, academic performance, and social interactions. It will be limited to private universities in Kwara State and will involve a sample of undergraduate students from selected institutions within the region.

Furthermore, the study will analyze both the positive and negative effects of digital screen on student life, specifically how media consumption influences cultural identity, perceptions of societal norms, and attitudes toward academic achievement and personal development. The scope will also cover the potential role of family, peers, and the wider social environment in

moderating the effects of digital screen content on students. The findings will provide insights into the ways digital screen as a medium impacts' youth culture and behaviour in a rapidly evolving media landscape.

1.7 Operational Definitions of Key Terms

Academic Performance: Academic performance refers to the students' achievements in their academic work, measured through grades, examination results, and overall success in their studies. It also includes how digital screen influences study habits, concentration, and time management (Junco, 2012).

Behaviour: In the context of this study, behaviour refers to the observable actions, reactions, or conduct of individuals, particularly the attitudes and responses of undergraduates to the media content they consume. This can include academic habits, social interactions, and personal development (Bandura, 2001).

Influence: Influence in this context refers to the impact that digital screen content has on shaping the attitudes, perceptions, and behaviours of private university students. This includes both direct and indirect effects of media consumption on individual and group behaviour (Potter, 2012).

Private University: A private university is an institution of higher learning that is privately funded and operated, often offering degree programmes across various fields. For this study, it refers specifically to private universities located in Kwara State, Nigeria, where students are exposed to diverse media content (Okebukola, 2008).

Social Issues: Social issues refer to topics that concern society, such as politics, relationships, gender, education, and societal norms. Digital screen often portrays these issues, and this study will examine how exposure to such portrayals influences the views and attitudes of students toward these topics (McQuail, 2010).

Digital Screen: Digital screen refers to the medium of communication that transmits visual and auditory content to viewers. It includes both traditional broadcast digital screen and modern

digital streaming platforms, which provide various programmes such as news, entertainment, documentaries, and educational content (Livingstone & Das, 2010).

Undergraduates: Undergraduates are students pursuing a bachelor's degree who have not yet completed their studies. In this study, the term refers to students in all academic levels at private universities in Kwara State (U.S. Department of Education, 2024).

Youth Culture: Youth culture refers to the shared values, styles, behaviors, and interests of young people, often shaped by technology, media, and global trends (Clifton, 2024).

References

Adegoke, Y. (2020, February 25). How Nigeria became the top country for streaming Netflix on mobile. Quartz Africa. <https://qz.com/africa/1808667/nigerians-stream-more-netflix-on-mobile-than-anywhere-else>

Anderson, C. A., & Bushman, B. J. (2018). Media violence and the general aggression model. *Journal of Social Issues*, 74(2), 386–407.

Arnett, J. J. (1995). Adolescents' uses of media for self-socialization. *Journal of Youth and Adolescence*, 24(5), 519–533. <https://doi.org/10.1007/BF01537054>

Bandura, A. (2001). Social cognitive theory of mass communication. *Media Psychology*, 3(3), 265–299. https://doi.org/10.1207/S1532785XMEP0303_03

Coyne, S. M., Stockdale, L. A., & Summers, K. M. (2020). Do you see what I see? Parent and child reports of violent media use and aggression. *Psychology of Popular Media*, 9(4), 396–404.

Felson, R. B. (1996). Mass media effects on violent behavior. *Annual Review of Sociology*, 22, 103–128.

Gerbner, G., Gross, L., Morgan, M., & Signorielli, N. (2002). Growing up with television: Cultivation processes. In J. Bryant & D. Zillmann (Eds.), *Media effects: Advances in theory and research* (pp. 43–67). Lawrence Erlbaum Associates.

Hebdige, D. (1979). *Subculture: The meaning of style*. Routledge.

Lissak, G. (2018). Adverse physiological and psychological effects of screen time on children and adolescents: Literature review and case study. *Environmental Research*, 164, 149–157.

Livingstone, S., & Das, R. (2023). *Media and society: Power, platforms, and participation*. Polity Press.

Meier, A., & Johnson, B. K. (2022). Digital media and youth identity development. *Journal of Communication*, 72(4), 567–590.

Obono, K., & George, E. (2019). Digital media use and academic performance among adolescents in southern Nigeria. *International Journal of Adolescence and Youth*, 24(2), 230–244. <https://doi.org/10.1080/02673843.2018.1482286>

Ojebuyi, B. R., & Salawu, A. (2018). Media consumption and value systems of Nigerian youth: Examining the role of television. *Journal of African Media Studies*, 10(1), 23–38. https://doi.org/10.1386/jams.10.1.23_1

Rideout, V. (2016). Measuring time spent with media: The Common Sense census. Common Sense Media. <https://www.commonsensemedia.org/research/the-common-sense-census-media-use-by-tweens-and-teens-2015>

Twenge, J. M., & Campbell, W. K. (2018). Associations between screen time and lower psychological well-being among children and adolescents: Evidence from a population-based study. *Preventive Medicine Reports*, 12, 271–283. <https://doi.org/10.1016/j.pmedr.2018.10.003>

Villani, V. (2023). Screen time and its impact on university students' academic performance and mental health: A review. *Journal of Digital Health Studies*, 5(2), 101–115. <https://doi.org/10.1177/20552076231123456>

Wilson, D. (2014). *Media and youth deviance in Nigeria: A sociological perspective*. Ibadan: Stirling-Horden Publishers.

Zimmerman, F. J., & Bell, J. F. (2020). Associations of television content type and cognitive outcomes in children. *American Behavioral Scientist*, 64(1), 23–37.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter provides a comprehensive review of existing literature relevant to the study, focusing on the influence of digital screen on youth culture and behaviour among undergraduates. This chapter explores key concepts such as digital screen content, youth culture, and behaviour, and examines empirical studies that highlight digital screen's role in shaping perceptions, attitudes, and actions. The chapter also reviews theoretical frameworks guiding the research and identifies gaps in literature to justify the study's focus on private university students in Kwara State, Nigeria.

2.1 Conceptual Review

2.1.1 Concept of Digital screen

Digital screen is a broad medium of communication that combines both visual and auditory elements to deliver content to a large audience (Villani, 2023). Over the years, it has evolved from traditional broadcast networks to include digital streaming platforms, which provide on-demand access to diverse content, including entertainment, news, documentaries, and educational programmes (Adegoke, 2020). This shift has fundamentally changed how viewers, especially youth, interact with digital screen (Strangelove, 2022). As a significant cultural and social tool, digital screen influences public perceptions, behaviours, and attitudes by presenting a wide range of narratives, from entertainment to social commentary (Foster, 2021).

Digital screen's influence extends beyond mere entertainment, as it has been recognized for its role in shaping societal norms and individual behaviours, especially among young viewers. Studies show that the content aired on digital screen can promote both positive behaviours, such as empathy and social awareness, and negative outcomes, including desensitization to violence or the reinforcement of stereotypes (Levine, 2023; Johnson & Morrow, 2022). With the increasing access to streaming platforms like Netflix and YouTube, digital screen content now plays an even more pervasive role in shaping cultural trends and youth identity, making it essential to understand its impact on the youth demographic (Tiggemann & Slater, 2021).

In summary, digital screen remains a powerful force in shaping youth culture, influencing everything from individual identity to broader societal norms. As the medium evolves, its role in shaping the behavior and perceptions of young people becomes increasingly critical.

2.1.2 Concept of Youth Culture

Youth culture refers to the shared norms, values, behaviors, and practices that characterize young people's lives, typically shaped by their age, social environment, and exposure to cultural influences (Hebdige, 1979; Ojebuyi & Salawu, 2018). It is a dynamic phenomenon that evolves as young individuals interact with their peers, families, and the wider society. Media, particularly digital screen, plays a central role in shaping youth culture by exposing young people to various ideas, trends, and societal norms (Chin, 2021). This culture is expressed through aspects like fashion, music, language, and social interactions, which reflect the collective identity of young people.

Recent studies emphasize that youth culture is increasingly mediated by digital and visual content, where digital screen remains a dominant force (Smith & Taylor, 2022). For instance, the portrayal of social issues, lifestyles, and aspirations in digital screen programmes often serves as a reference point for youth in shaping their identity and social roles. Streaming platforms and traditional digital screen alike introduce narratives that influence youth perspectives on relationships, career aspirations, and cultural values. This process of cultural transmission highlights how media fosters shared experiences and behaviors among young people, making youth culture a distinct and evolving construct (Levine, 2023).

Youth culture is also characterized by its adaptability and responsiveness to global and local influences (Barker, 2019; Arnett, 2018). The globalization of digital screen content has created a hybridized youth culture, blending local traditions with international trends. For example, Nigerian youth may integrate Western ideals seen on digital screen into their cultural practices, creating a unique blend of modern and traditional values (Ademola & Ogundipe, 2022). Digital screen not only informs their entertainment preferences but also serves as a tool for navigating identity formation, societal expectations, and generational divides.

In understanding youth culture, it is key to consider the interplay between individual agency and external influences such as media. Digital screen content does not merely reflect existing youth values but actively shapes their perceptions of societal norms and aspirations (Bandura, 2001; Rideout, 2019). This influence can be both constructive and problematic, depending on the nature of the content consumed. By examining youth culture through the lens of digital screen influence, researchers and policymakers can better address the needs and challenges of young people in a rapidly changing cultural landscape (Hussain & Akintola, 2023).

2.1.3 Concept of Youth Behaviors

Youth behavior refers to the patterns of actions, attitudes, and interactions exhibited by young individuals as they navigate social, academic, and cultural environments (Chinwe & Adeola, 2022). It encompasses a range of behaviors, including social interactions, emotional responses, and decision-making processes. These behaviors are influenced by various factors, such as family upbringing, peer relationships, educational background, and exposure to media like digital screen (Chinwe & Adeola, 2022). Youth behavior reflects both individual personality traits and the broader cultural context in which young people are embedded.

Research has shown that digital screen significantly impacts youth behavior by shaping their perspectives on societal norms and expectations. For instance, exposure to prosocial content on digital screen can encourage positive behaviours, such as empathy, cooperation, and civic engagement (Levine, 2023). Conversely, repeated exposure to violent or inappropriate content may normalize aggression or risky behaviours. Studies also indicate that digital screen programmes targeting youth often influence their aspirations and attitudes toward career choices, relationships, and social justice issues (Smith & Taylor, 2022).

Youth behaviour is also shaped by the evolving nature of media consumption, especially with the proliferation of digital streaming platforms. These platforms allow young people to selectively engage with content that aligns with their interests, which can reinforce existing behaviours or introduce new ones (Hussain & Akintola, 2023). For example, motivational or educational programmes can inspire academic achievement and self-discipline, while exposure to

hypersexualized or unrealistic portrayals of life may lead to distorted self-perception and unhealthy behaviours (Valkenburg & Peter, 2013; Strasburger et al., 2010).

Understanding youth behaviour in the context of media influence is important for addressing the challenges and opportunities posed by digital screen. Policymakers, educators, and parents must recognize the dual role of digital screen in promoting both beneficial and detrimental behaviours among youth. By fostering media literacy and encouraging the consumption of constructive content, stakeholders can guide young people toward behaviours that support personal growth and societal well-being (Ademola & Ogundipe, 2022).

2.2 Overview of the Various Types of Digital screen Content for Viewers

Digital screen content is highly diverse, catering to a wide range of audiences and serving various purposes. These categories often intersect, reflecting society's dynamic needs and interests. Below are the key types of digital screen content, highlighting their characteristics and influence on viewers, particularly youth.

1. Entertainment Content

Entertainment programming is the most popular type of digital screen content, designed to amuse and engage viewers. This category includes drama series, reality shows, comedy programmes, and game shows. Research indicates that entertainment content heavily influences youth behaviour and attitudes, shaping their perceptions of relationships, fashion, and lifestyle trends (Smith & Taylor, 2022). Reality digital screen, for instance, has been criticized for promoting unrealistic life expectations while also inspiring aspirational thinking in some cases (Levine, 2023).

2. Educational Content

Educational programming is aimed at informing and instructing viewers, ranging from documentaries and science programmes to children's educational series. Content such as this often supports learning and intellectual growth, particularly for younger audiences. Studies have shown that programmes like *Sesame Street* or science-based documentaries contribute positively

to cognitive development and critical thinking skills among youth (Hussain & Akintola, 2023). In the Nigerian context, educational content can also address local issues, providing knowledge on culture, health, and social responsibility (Ademola & Ogundipe, 2022).

3. News and Current Affairs

News programmes provide information on local, national, and international events, serving as a critical source of knowledge about politics, economy, and society. For youth, consuming news can shape their political awareness and civic engagement. However, sensationalized news reporting can lead to misinformation or fear, particularly on topics such as violence and terrorism (Chinwe & Adeola, 2022). With digital media integration, traditional digital screen news has evolved to include interactive platforms, making it more accessible to younger audiences.

4. Sports Content

Sports programming, including live broadcasts of events, highlights, and analyses, has a massive following worldwide. It serves not only as entertainment but also as a tool for promoting physical activity, teamwork, and national pride among youth (Foster, 2021). However, excessive consumption of sports content can sometimes contribute to sedentary behaviour, especially if not balanced with physical engagement.

5. Cultural and Lifestyle Content

This type of content includes programmes on fashion, travel, cooking, and wellness, reflecting diverse aspects of human life and culture. Such content influences youth by exposing them to global trends and lifestyles, fostering creativity and a broader worldview (Levine, 2023). In Nigeria, cultural programmes are instrumental in preserving and promoting indigenous traditions and practices among younger generations (Ademola & Ogundipe, 2022).

6. Music and Variety Shows

Music videos, talent shows, and variety programmes hold significant appeal for youth. These programmes often serve as a platform for cultural expression and identity formation. However,

concerns have been raised about the explicit content in some music videos, which may contribute to risky behaviours or distorted perceptions of gender roles (Tiggemann & Slater, 2021).

7. Religious Content

Religious programming includes sermons, worship services, and discussions on spiritual matters. This content provides moral and ethical guidance to viewers, fostering a sense of community and spirituality. For many young Nigerians, religious content serves as a source of motivation and moral grounding (Chin, 2021). However, the influence can vary depending on the denomination or ideology promoted.

8. Advertisements and Commercials

Advertisements are a pervasive form of digital screen content, aimed at promoting products and services. Youth are particularly susceptible to advertising, which often shapes their consumption patterns and lifestyle choices (Smith & Taylor, 2022). The strategic use of celebrity endorsements and digital aesthetics in advertisements can create both aspirational and materialistic tendencies among young viewers.

Digital screen content is vast, each category playing a unique role in shaping the attitudes, knowledge, and behaviours of its audience. Understanding the types of digital screen content and their impacts is essential for fostering responsible media consumption, particularly among youth, who are most impressionable to these influences.

2.3 Overview of the Connection Between Digital screen Viewing Habits and Cultural Values

and Behavioural Characteristics

Digital screen viewing habits significantly influence cultural values and behavioural characteristics, as it is a pervasive medium that shapes perceptions and norms across diverse demographics (Potter, 2019). Studies reveal that the type, duration, and frequency of digital screen consumption can affect viewers' attitudes toward traditional values, such as family roles, education, and societal expectations (Abdullahi & Musa, 2022). For example, prolonged

exposure to Western content has been linked to shifts in cultural identity among youth in Nigeria, fostering individualism over communal values (Oladele & Akinyemi, 2023).

Empirical evidence highlights that the genre of digital screen programmes plays a vital role in shaping behaviour. Educational content often enhances critical thinking and academic engagement, whereas entertainment programmes, particularly those depicting violence or materialism, can normalize aggressive or consumerist tendencies (Ahmed & Dada, 2022). Moreover, reality digital screen shows frequently emphasize competitiveness and fame, influencing younger audiences to prioritize personal gain over collective well-being (Obi & Eze, 2021).

Cultural values are also transmitted through storytelling, a prominent feature of many digital screen programmes. Nollywood productions, for instance, reflect Nigerian traditions and societal issues, thereby reinforcing cultural pride and awareness among viewers (Adeyemi & Omotayo, 2023). However, these same programmes may inadvertently promote stereotypes or outdated norms, shaping behavioural characteristics such as gender roles and family dynamics. The balance between positive and negative influences depends largely on the nature of the content consumed.

Furthermore, digital screen fosters behavioural changes through repeated exposure, known as the cultivation effect. Gerbner's cultivation theory posits that consistent digital screen viewing can shape viewers' reality perceptions, aligning them with the content they consume (Adebayo, 2023). For instance, youth exposed to frequent depictions of crime or conflict may develop heightened fear or mistrust, influencing their social interactions and decision-making processes. Conversely, exposure to programmes promoting inclusivity and social justice can encourage empathy and activism (Morgan, Shanahan, & Signorielli, 2015).

The interactive relationship between digital screen habits and cultural values underscores the need for media literacy. Educators and policymakers should advocate for responsible viewing practices, ensuring that digital screen serves as a tool for cultural enrichment and positive behavioural development. Tailored interventions can help mitigate the risks of harmful content

while maximizing the benefits of informative and culturally relevant programming (Usman & Ibrahim, 2022).

2.4 Influence of Digital screen on the Social and Academic Lives of Youths in Nigeria

Digital screen viewing can have a profound impact on both the social and academic lives of viewers, particularly among youth (Abdullah & Yusuf, 2023). The effects of digital screen content on social behaviour are particularly evident in the way it shapes interpersonal relationships and communication patterns. Studies have shown that excessive digital screen watching, especially content that promotes violent or aggressive behaviour, can lead to social withdrawal and decreased face-to-face interactions (Adedeji &Olarinoye, 2023). For instance, when adolescents spend long hours in front of the screen, they may reduce time spent engaging in meaningful social activities, thus limiting their opportunities to develop strong communication skills and social bonds.

On the other hand, certain digital screen programmes, particularly those focused on educational content, can foster social skills by promoting empathy, collaboration, and awareness of societal issues. Programmes that feature diverse groups of people or address social issues, such as discrimination, can enhance a viewer's ability to relate to others from different backgrounds (Umar &Salau, 2022). Digital screen shows with positive role models or stories of cooperation may also serve as tools for social learning, encouraging viewers to emulate behaviours that contribute to a more inclusive and understanding society (Abdullah & Yusuf, 2023).

Academically, the impact of digital screen can be both positive and negative. Research has shown that educational digital screen programmes can complement formal education by providing additional learning materials that reinforce school curricula (Fashola, 2023). Documentaries, science programmes, and history-based shows can stimulate curiosity and critical thinking, promoting knowledge acquisition outside of the classroom. Moreover, interactive digital screen formats, such as quiz shows or educational games, can engage viewers in active learning, improving retention and comprehension of academic subjects.

However, the negative academic impact of excessive digital screen viewing cannot be ignored. A significant body of research links prolonged digital screen consumption to poor academic

performance, particularly among students who spend more time watching entertainment content rather than engaging in study or extracurricular activities (Ayoola& Alabi, 2022). For example, the time spent watching digital screen often competes with time allocated for homework, reading, or engaging in intellectually stimulating activities, thus impairing academic productivity. Additionally, some studies suggest that digital screen can also impair cognitive development by reinforcing passive consumption rather than active engagement with educational material (Ogunlade& Ojo, 2023).

Finally, while digital screen can play a role in shaping social and academic outcomes, it is crucial that its effects be contextualized within broader socio-cultural and economic factors. The content available on digital screen, along with viewing habits, can be influenced by a variety of external factors such as family dynamics, peer influence, and societal expectations (Okeke & Ojukwu, 2022). Digital screen's impact is not deterministic but varies depending on how it is consumed and integrated into the viewer's daily life. Therefore, understanding the better relationship between digital screen viewing habits and both social and academic outcomes is critical for guiding the responsible use of this powerful medium.

2.5 The Influence of Digital screen on Youth Attitudes and Perceptions of Social Issues

Digital screen plays a significant role in shaping the attitudes and perceptions of youth toward various social issues, acting as both a source of information and a vehicle for socialization. A study by Abdulsalam & Bamidele (2022) found that youth who frequently watch news programmes and documentaries are more likely to develop a heightened awareness of global issues such as poverty, climate change, and human rights. These programmes present complex social issues in a simplified manner, making them more accessible and understandable to young viewers. As a result, digital screen viewing can foster a sense of global citizenship and empathy for marginalized communities.

However, the influence of digital screen is not always positive, particularly when it comes to controversial issues such as gender roles, violence, and social justice. According to Adeyemi & Omotayo (2023), certain digital screen genres, such as soap operas and reality TV, often reinforce traditional gender stereotypes, presenting women in passive roles and men as dominant

figures. This portrayal can shape young people's perceptions of gender relations and influence their views on equality and social roles. Such media portrayals have been linked to the perpetuation of outdated societal norms, particularly among adolescents who are in the formative stages of their social development.

Furthermore, the portrayal of violence on digital screen has been shown to impact youth attitudes toward aggression and conflict resolution. Research by Ibrahim & Olajide (2023) indicated that adolescents who regularly watch violent digital screen programmes are more likely to normalize aggressive behaviour, believing that violence is an acceptable response to conflicts. These attitudes can have real-world implications, as studies have found correlations between digital screen violence exposure and increased likelihood of engaging in violent behaviour in peer interactions and even in the home environment.

Digital screen also plays a pivotal role in shaping youth perceptions of social justice issues (Tufekci, 2018). Programmes that address topics such as racial inequality, LGBTQ+ rights, or mental health can prompt young viewers to question existing societal structures and challenge discriminatory beliefs. According to Onwuchekwa & Anya (2022), youth who engage with digital screen content that tackles these issues tend to develop more progressive views on social justice. They are more likely to advocate for inclusivity, equality, and fairness, both in their personal lives and within broader social contexts.

The way digital screen influences youth attitudes towards social issues is further affected by factors such as parental guidance and media literacy. Adebayo (2023) emphasizes the importance of critical thinking in digital screen consumption. Youth who are taught to analyze media content critically are less likely to internalize negative portrayals and are better equipped to differentiate between reality and fiction (Hobbs, 2017). Parents and educators who engage young people in discussions about the content they consume can mitigate the negative effects of digital screen and promote more informed, socially responsible attitudes (Hobbs, 2017).

2.6 Strategies Used to Balance Digital screen Consumption with Other Activities

Balancing digital screen consumption with other activities, such as academics and social interactions, requires effective time management strategies (Rosen et al., 2013). According to

recent studies, setting specific viewing times is a common approach that helps students avoid distractions during important tasks. Scheduling digital screen time after completing academic assignments ensures that students stay focused on their studies and reduces the temptation to procrastinate (Kuss & Griffiths, 2022). This structured time management also helps prioritize academic goals without neglecting leisure activities.

Another strategy is to use digital screen viewing as a reward system, where students engage in productive activities like studying or socializing first and then watch digital screen as a reward for their efforts (Gentile et al., 2017). Research by Lamm & Holmes (2021) indicates that this approach not only promotes better academic performance but also allows students to enjoy their digital screen time guilt-free. This form of self-regulation helps maintain a balance between entertainment and productivity, promoting a healthier lifestyle.

For many students, limiting screen time to specific genres or types of content also helps to manage digital screen consumption (Radesky, Schumacher, & Zuckerman, 2020). Studies have shown that avoiding binge-watching and limiting viewing to specific times can prevent the negative effects associated with excessive digital screen consumption, such as reduced academic focus and social isolation (Valkenburg & Peter, 2021). Students who adopt this strategy tend to have a clearer distinction between academic and leisure activities, which in turn supports better time management and reduces procrastination.

Lastly, incorporating social activities while watching digital screen can also be an effective strategy for maintaining balance. Students may watch digital screen with friends or family, turning the experience into a social event that complements their academic and personal life. Research by Grant et al. (2020) highlights that communal viewing fosters social bonds, allowing students to engage in discussions that enhance their social life without compromising their academic responsibilities. This social approach to digital screen consumption helps students strike a balance between solitary activities like studying and group activities.

2.7 Empirical Review

Research on the influence of digital screen on youth culture and behaviour underscores its multifaceted effects, including academic motivation, social values, and risky behaviours. For

instance, Adebayo and Omisakin (2022) investigated the role of digital screen dramas in shaping Nigerian undergraduates' academic motivation. Their findings highlighted those programmes showcasing ethical and hardworking characters positively influenced viewers' discipline and encouraged prosocial attitudes. Relatable and inspiring content fostered a sense of purpose among students, emphasizing the role of digital screen in reinforcing positive behaviours.

Similarly, Abubakar et al. (2022) examined the impact of gender representation in digital screen programming on Nigerian youth. The study revealed that equitable portrayals of gender roles reduced stereotypical attitudes and encouraged progressive perceptions among viewers. By showcasing balanced and inclusive messaging, digital screen served as a medium for cultural shifts, challenging traditional norms and promoting gender equality. This aligns with findings from other research advocating for culturally sensitive and empowering media content.

However, the negative impacts of digital screen are also evident. Okoro and Eze (2023) analyzed the glamorization of risky behaviours, such as substance abuse and deviance, in Nigerian digital screen shows. Their research demonstrated a significant correlation between exposure to such content and the adoption of similar risky behaviours by youth. The study raised concerns about negative reinforcement, showing how media portrayals can normalize deviant actions, particularly when glamorized or shown without consequences.

Conversely, digital screen's potential to enhance social values has been documented. Adeyemi and Afolabi (2023) explored the influence of family-oriented shows on Nigerian students' social attitudes. They found that students exposed to these programmes exhibited improved interpersonal skills and greater community engagement. The study underscored the importance of positive role models in media, illustrating how family-centered programming can promote cooperation and altruism.

Additionally, Yusuf et al. (2023) investigated the interplay between digital screen content and youth behaviour, focusing on academic and social aspects. This study identified reciprocal influences, where digital screen not only shaped viewers' attitudes but was also informed by their cultural preferences. The findings stressed the importance of culturally relevant programming in

fostering constructive engagement, highlighting how local narratives resonate more effectively with Nigerian youth.

In another related study, Obi and Anene (2022) examined the relationship between digital screen consumption and youth mental health. They reported that binge-watching and exposure to emotionally intense programmes were linked to anxiety and reduced academic focus. This reinforces the need for regulating viewing habits to mitigate potential mental health challenges. Further, Ibrahim and Hassan (2023) explored the effects of reality digital screen on youth identity formation. Their findings suggested that the dramatization of personal success stories influenced students' aspirations and career choices. However, the study also noted risks, as unrealistic portrayals often led to disillusionment and self-esteem issues among viewers.

Lawal et al. (2023) delved into how sports programming influenced youth behaviour in Nigeria. Their research revealed that sports show fostered teamwork, discipline, and a healthy competitive spirit. However, it also flagged concerns about exposure to unsportsmanlike behaviour and its potential influence on youth attitudes. Finally, Uche and Nwankwo (2023) assessed the impact of international digital screen content on Nigerian cultural values. The study revealed that excessive consumption of foreign programmes often diluted local cultural identity, while balanced programming encouraged global awareness alongside cultural preservation.

Collectively, these studies demonstrate digital screen's dual potential as a force for both positive development and behavioural risks. By synthesizing these insights, this study aims to deepen understanding of how digital screen influences the culture and behaviour of private university students in Kwara State, Nigeria. Despite extensive research on the influence of digital screen on youth culture and behaviour, significant gaps persist. Most studies focus on general media effects, often neglecting context-specific factors such as cultural nuances and the unique experiences of undergraduates in private universities. Additionally, much of the existing literature prioritizes either the social or academic impacts of digital screen rather than examining their interplay. Empirical studies rarely address how specific content types or genres influence youth perceptions of social issues, particularly in regions like Kwara State, where cultural dynamics significantly shape media consumption.

2.8 Theoretical Review

For the purpose of this study, the cultivation theory and the social learning theory will be reviewed. The combination of these two theories will help understand comprehensively the impact of digital screen on culture and behaviour among youths, especially undergraduate students in private institutions in Nigeria.

2.8.1 Cultivation Theory

Cultivation theory, developed by George Gerbner in the 1970s, explores the long-term effects of digital screen on audiences. It posits that consistent exposure to digital screen content shapes viewers' perceptions of reality, aligning their views with the recurring themes and narratives presented on screen. According to Gerbner and his colleagues, digital screen acts as a "cultural arm" of society, disseminating shared values and norms that influence audience behaviour and worldview (Morgan et al., 2021). This theory is particularly relevant in the digital age, as increased access to diverse digital screen content amplifies its societal influence.

2.8.1.1 Assumptions of Cultivation Theory

Cultivation theory is built on three primary assumptions:

1. **Centralized Medium:** Digital screen serves as a primary source of cultural storytelling, presenting a consistent stream of messages across different genres (Gerbner, 1998). This assumption underscores the medium's ability to unify diverse audiences under shared narratives.
2. **Mainstreaming Effect:** Digital screen tends to "mainstream" viewers' attitudes by blurring distinctions among diverse social and cultural groups, leading to shared perspectives (Shrum, 2017). This effect occurs regardless of differences in education, socioeconomic status, or other demographic factors.
3. **Resonance:** Resonance occurs when the content presented on digital screen aligns with the lived experiences of viewers, reinforcing their perceptions of reality. For example, youths exposed to media narratives that reflect their social struggles may internalize these portrayals as authentic and normative (Potter, 2021).

2.8.1.2 Application of Cultivation Theory to the Study

The study on the influence of digital screen on youth culture and behaviour among private university undergraduates in Kwara State aligns with the core tenets of cultivation theory. Digital screen serves as a cultural agent, influencing youth by consistently portraying specific lifestyles, values, and social norms. For instance, prolonged exposure to programmes emphasizing academic success, social justice, or cultural diversity can foster positive behavioural patterns, while depictions of violence or unethical behaviours may normalize undesirable attitudes (Okon et al., 2023).

In this context, cultivation theory provides a framework for understanding how digital screen consumption patterns shape the cultural values and behavioural tendencies of university students. By examining the frequency and type of content consumed, the study can identify the extent to which digital screen influences students' perceptions of academic priorities, interpersonal relationships, and societal norms. The theory's concept of mainstreaming is especially relevant, as students from diverse backgrounds may converge toward shared attitudes and behaviours shaped by their digital screen viewing habits (Adebayo & Musa, 2023).

Empirical studies underscore the relevance of cultivation theory in contemporary media research. Adebisi and Adetola (2022) demonstrated that Nigerian students frequently exposed to educational programmes showed increased motivation and academic performance. Similarly, research by Ibrahim and Olaniyi (2023) revealed that youths consuming programmes addressing social issues developed more progressive views on gender equality and civic responsibility. These findings highlight how digital screen, when aligned with constructive themes, can positively influence youth attitudes and behaviours, reinforcing the theoretical assumptions of cultivation.

2.8.2 Social Learning Theory

Social Learning Theory (SLT), developed by Albert Bandura in 1977, emphasizes that people acquire behaviours, attitudes, and values through observation, imitation, and modeling. It asserts that learning occurs not only through direct experience but also by observing the behaviours of others in social or mediated environments, such as digital screen. Bandura (2001) identifies

observational learning as a key process, particularly relevant in today's media-rich society where digital screen serves as a significant source of social cues and behavioural scripts.

2.8.2.1 Assumptions of Social Learning Theory

SLT is built upon several key assumptions:

1. **Observational Learning:** People can learn new behaviours by observing others, especially when those behaviours are reinforced by rewards or consequences (Bandura, 1986). For instance, if a character on digital screen is rewarded for academic achievement, viewers are likely to emulate similar behaviours.
2. **Reinforcement and Motivation:** Positive reinforcement (rewards) or negative reinforcement (avoidance of punishment) enhances the likelihood of learned behaviours being performed. Vicarious reinforcement occurs when viewers observe others being rewarded, which motivates them to imitate the observed behaviour (Akintunde et al., 2022).
3. **Identification with Role Models:** Learning is more effective when observers identify with the role model. Digital screen characters often serve as role models for youth, particularly when the characters share relatable traits or desirable attributes (Oluwaseun & Ibrahim, 2023).
4. **Reciprocal Determinism:** Behaviour, personal factors, and environmental influences interact in a bidirectional relationship. This means digital screen not only influences viewers but is also shaped by societal norms and viewer demands (Yusuf et al., 2023).

2.8.2.2 Application of the Social Learning Theory to the Study

Social Learning Theory is highly applicable to understanding the influence of digital screen on youth culture and behaviour among undergraduates in private universities in Kwara State. Digital screen acts as a platform for observational learning, where youth absorb cultural values and social behaviours by watching on-screen role models. For instance, digital screen programmes that depict prosocial behaviours, such as community service or conflict resolution, can motivate viewers to adopt similar behaviours in real life (Adebayo & Omisakin, 2022). Conversely,

portrayals of antisocial behaviors may lead to imitation, depending on how these behaviors are framed and rewarded.

SLT also explains the mechanisms through which digital screen influences the attitudes of youth toward academic achievement, relationships, and social norms. Characters who demonstrate resilience and determination in pursuing education can inspire similar attitudes among viewers. On the other hand, exposure to depictions of deviance or irresponsibility, if presented in a positive light, may have adverse effects. This aligns with the theory's emphasis on vicarious reinforcement, as youths are likely to imitate behaviors that they perceive as rewarded (Adesanya & Okafor, 2023).

Empirical studies affirm the relevance of Social Learning Theory in analyzing digital screen's influence. For example, Adeyemi and Afolabi (2023) found that students frequently exposed to digital screen dramas featuring hardworking and ethical characters reported improved academic motivation and discipline. Similarly, Abubakar et al. (2022) demonstrated that programmes promoting gender equality influenced youth perceptions of gender roles positively, reinforcing equitable attitudes. Conversely, research by Okoro and Eze (2023) highlighted how glamorized depictions of risky behaviors on digital screen led to higher rates of emulation among young viewers, underscoring the importance of content framing.

References

- Adebayo, K. (2023). *Media literacy and youth behavior: A Nigerian perspective*. Lagos Press.
- Adebayo, K., & Omisakin, O. (2022). Digital media exposure and adolescent socialization. *African Journal of Media Studies*, 14(2), 55–72.
- Adebisi, M., & Adetola, F. (2022). Television and identity formation among teenagers. *Journal of African Communication*, 10(3), 88–104.
- Adedeji, S., & Olarinoye, O. (2023). Social media and family dynamics in urban Nigeria. *Journal of Digital Society*, 5(1), 33–50.

- Adeyemi, F., & Afolabi, A. (2023). Understanding media use among adolescents: A developmental lens. *Nigerian Journal of Psychology*, 18(1), 22–39.
- Adeyemi, F., & Omotayo, B. (2023). Youth engagement with digital platforms: Trends and implications. *Journal of African Youth Studies*, 7(4), 17–30.
- Ademola, S., & Ogundipe, L. (2022). Smartphones and student performance in Nigeria. *Journal of Educational Technology in Africa*, 11(2), 45–60.
- Adeniran, R., & Yusuf, M. (2023). Social networking and academic performance among Nigerian undergraduates. *West African Journal of Sociology*, 9(1), 14–28.
- Ahmed, S., & Dada, R. (2022). The impact of video games on emotional intelligence. *Psychology and Media Quarterly*, 3(3), 61–77.
- Akintunde, F., Olamide, O., & Femi, J. (2022). Media violence and aggressive behavior among adolescents. *African Journal of Behavioral Sciences*, 6(2), 102–118.
- Arnett, J. J. (2018). *Emerging adulthood: The winding road from the late teens through the twenties* (2nd ed.). Oxford University Press.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall.
- Bandura, A. (2001). Social cognitive theory of mass communication. *Media Psychology*, 3(3), 265–299. https://doi.org/10.1207/S1532785XMEP0303_03
- Barker, C. (2019). *Cultural studies: Theory and practice* (5th ed.). Sage Publications.
- Chin, A. (2021). *Youth and screen addiction: Myths and realities*. Global Press.
- Chinwe, P., & Adeola, M. (2022). Digital parenting and child development in Africa. *Journal of Media and Family Life*, 4(1), 77–91.
- Clifton, O. (2024). *AI and the future of education: Ethics and opportunities*. Routledge.
- Fashola, S. (2023). *Teenagers, tech, and time management*. Lagos University Press.
- Foster, M. (2021). *Youth in a digital world: New challenges and opportunities*. University of Chicago Press.
- Gentile, D. A., Coyne, S., & Walsh, D. A. (2017). Media violence, physical aggression, and relational aggression in school-age children: A short-term longitudinal study. *Aggressive Behavior*, 37(2), 193–206. <https://doi.org/10.1002/ab.20380>

- Gerbner, G. (1998). Cultivation analysis: An overview. *Mass Communication and Society*, 1(3–4), 175–194.
- Grant, D., Karmakar, S., & Agarwal, S. (2020). Understanding screen habits in children: A global study. Springer.
- Hobbs, R. (2017). Create to learn: Introduction to media literacy. Wiley.
- Hussain, K., & Akintola, F. (2023). Exploring digital dependency among Nigerian youths. *African Journal of Psychological Research*, 5(1), 40–56.
- Ibrahim, M., & Hassan, F. (2023). Digital tools in education: Challenges and prospects. *Nigerian Educational Review*, 12(2), 65–82.
- Ibrahim, M., & Olajide, J. (2023). Understanding media literacy among rural teens. *Media & Society Journal*, 4(1), 23–38.
- Johnson, T., & Morrow, M. (2022). The digital divide: Youth access to online resources. *International Journal of Media Studies*, 16(2), 55–73.
- Kuss, D. J., & Griffiths, M. D. (2022). Social networking sites and addiction: Ten lessons learned. *International Journal of Environmental Research and Public Health*, 18(12), 622–636. <https://doi.org/10.3390/ijerph1812622>
- Lamm, D. H., & Holmes, G. (2021). Screen time and mental health in adolescence. Psychology Today Press.
- Levine, E. (2023). Mediated youth: Technology, identity, and culture. Routledge.
- Livingstone, S., & Das, R. (2010). Children and the internet: Great expectations, challenging realities. Polity Press.
- Meier, A., & Johnson, B. K. (2022). Digital media use and well-being: A meta-analysis. *Journal of Communication*, 72(1), 79–102. <https://doi.org/10.1093/joc/jqac001>
- McQuail, D. (2010). *McQuail's mass communication theory* (6th ed.). Sage.
- Morgan, M., Shanahan, J., & Signorielli, N. (2015). Yesterday's new cultivation, tomorrow. *Mass Communication and Society*, 18(5), 674–699.
- Morgan, M., Shanahan, J., & Signorielli, N. (2021). The cultivation theory revisited: 21st-century perspectives. Peter Lang.
- Obi, C., & Eze, J. (2021). Youth digital behavior and societal norms in Nigeria. *Journal of African Sociology*, 15(2), 44–59.

- Obi, K., & Anene, E. (2022). Nigerian youths and media addiction. *Journal of Digital Health*, 6(2), 87–101.
- Obono, K., & George, E. (2019). Family structure and media habits in Sub-Saharan Africa. *Journal of Communication and Society*, 11(1), 23–40.
- Ogunlade, B., & Ojo, A. (2023). Smart devices and learning outcomes among secondary students. *Educational Research Quarterly*, 8(2), 50–65.
- Ojebuyi, B. R., & Salawu, A. (2018). Mobile phones and communication patterns among African youths. *Communication Research in Africa*, 2(1), 15–32.
- Okeke, A., & Ojukwu, E. (2022). Teenagers, social media, and peer influence. *Journal of Youth and Culture*, 3(3), 60–76.
- Okon, U., & Eze, J. (2023). Exploring TikTok and adolescent creativity in Nigeria. *African Youth Journal*, 7(2), 25–40.
- Okoro, E., & Eze, A. (2023). New media and social interaction in tertiary institutions. *Journal of Communication Studies*, 19(1), 31–45.
- Oluwaseun, A., & Ibrahim, S. (2023). Digital parenting practices in modern Nigeria. *Nigerian Journal of Digital Life*, 4(3), 72–86.
- Onwuchekwa, C., & Anya, N. (2022). Media multitasking and academic retention. *Education and Media Review*, 6(2), 90–104.
- Potter, W. J. (2019). *Media literacy* (9th ed.). Sage Publications.
- Potter, W. J. (2021). *Media effects*. Sage Publications.
- Radesky, J. S., Schumacher, J., & Zuckerman, B. (2020). Mobile and interactive media use by young children: The good, the bad, and the unknown. *Pediatrics*, 135(1), 1–3. <https://doi.org/10.1542/peds.2014-2251>
- Rideout, V. (2019). The Common Sense census: Media use by tweens and teens. Common Sense Media. <https://www.commonsensemedia.org>
- Rosen, L. D., Lim, A. F., Carrier, L. M., & Cheever, N. A. (2013). An empirical examination of the educational impact of text message-induced task switching in the classroom: Educational implications and strategies to enhance learning. *Educational Psychology*, 33(8), 858–872.
- Shrum, L. J. (2017). *The psychology of entertainment media: Blurring the lines between entertainment and persuasion* (2nd ed.). Routledge.

Smith, T., & Taylor, J. (2022). Cyberbullying and teenage mental health. *Journal of Child Psychology*, 10(4), 58–74.

Strangelove, M. (2022). *Post-TV: Piracy, cord-cutting and the future of television*. University of Toronto Press.

Tiggemann, M., & Slater, A. (2021). NetGirls: The Internet, Facebook, and body image concern in adolescent girls. *International Journal of Eating Disorders*, 47(6), 630–643.

Tufekci, Z. (2018). *Twitter and tear gas: The power and fragility of networked protest*. Yale University Press.

Umar, B., & Salau, O. (2022). Digital behavior among Nigerian adolescents. *Journal of African Development*, 14(1), 29–44.

Usman, B., & Ibrahim, N. (2022). The influence of online content on youth behavior. *Journal of Psychology and Media*, 9(3), 49–65.

Valkenburg, P. M., & Peter, J. (2013). The differential susceptibility to media effects model. *Journal of Communication*, 63(2), 221–243.

Valkenburg, P. M., & Peter, J. (2021). Adolescents and the media: A review of media effects. *Current Opinion in Psychology*, 44, 176–181.

Yusuf, B., Musa, L., & Adeniran, R. (2023). Media use patterns and identity formation among Nigerian youths. *West African Youth Review*, 3(1), 15–32.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

This study adopts a descriptive research design to examine the influence of digital screen on youth culture and behavior among undergraduates of private universities in Kwara State. This design is appropriate as it enables the collection and analysis of data to understand and describe the patterns, relationships, and effects of digital screen consumption on the social and academic lives of the target population. Through quantitative methods, the research will provide a comprehensive understanding of the subject matter.

3.2 Study Area: Kwara State, Nigeria



Source: Researcher 2024

Kwara State, located in the North-Central region of Nigeria, is a culturally diverse area with a blend of Yoruba, Nupe, Fulani, and Hausa ethnic groups. Known as the "State of Harmony," it spans 36,825 square kilometers and serves as a link between the North and South of Nigeria (National Bureau of Statistics, 2021; Kwara State Government, 2023). The state capital, Ilorin, is a significant educational and cultural center, home to several institutions that attract youth from across Nigeria. These institutions include public and private universities, polytechnics, and colleges that contribute to the vibrant youth demographic.

Key institutions in Kwara State include the University of Ilorin, one of Nigeria's foremost federal universities, Kwara State University (KWASU), which emphasizes community development, and Al-Hikmah University, a private Islamic institution. Others are Landmark University in Omu-Aran, Summit University in Offa, and Thomas Adewumi University in Oko. The state is also home to polytechnics such as the Kwara State Polytechnic and private colleges, including the College of Nursing and Midwifery, Ilorin.

With an estimated 2023 population of approximately 4.4 million, based on the 2006 census projection at an annual growth rate of 3.2% (National Population Commission, 2006), Kwara provides a dynamic environment for exploring the influences of digital screen on youth. The state comprises diverse ethnic groups, including Yoruba, Hausa, Fulani, and Nupe, with predominant economic activities such as farming, trading, and civil service. This demographic and socio-economic diversity provides a rich context for analyzing youth behaviors and cultural dynamics influenced by digital screen (National Population Commission, 2006; Kwara State Government, 2023). Its diverse social and cultural landscape, coupled with the presence of educational institutions, creates an ideal setting for analyzing how digital screen shapes youth behavior and cultural values.

3.3 Study Population

The study population comprises undergraduate students from private universities in Kwara State, Nigeria. These universities include Al-Hikmah University and Thomas Adewumi University. Al-Hikmah University, located in Ilorin, Kwara State, Nigeria, has an undergraduate student population approximately 5,800. Established in 2005, Al-Hikmah University is a private Islamic institution located in Ilorin, Kwara State, recognized for its commitment to academic and moral excellence. The university offers a diverse array of academic programs across seven faculties: Humanities and Social Sciences, Management Sciences, Natural and Applied Sciences, Education, Law, Health Sciences, and Agriculture (Al-Hikmah University, 2023). Thomas Adewumi University (TAU), situated in Oko-Irese, Kwara State, is a relatively new private institution, established in 2021. Despite its recent founding, TAU is steadily growing, with a student population of fewer than 1,300, and a strong focus on academic disciplines such as science, technology, and medicine (Thomas Adewumi University, 2023).

The students represent a diverse demographic, cutting across different ethnic, religious, and socio-economic backgrounds, reflecting the cultural diversity of the state. This group is ideal for the study because private university students often have greater exposure to media and digital screen due to better technological access and social privileges. Their developmental stage, typically between 18 and 25 years, makes them highly impressionable to external influences, including digital screen. Analyzing their digital screen consumption patterns, cultural values, and behavioral characteristics provides insights into the relationship between media exposure and youth culture in a specific context.

3.4 Sample Size and Rationale

To calculate the sample size, the study employs the Yamane Formula for sample size determination, which is commonly used for finite populations. The formula is:

$$n = N / (1 + N(e^2))$$

Where:

n = sample size

N = total population size

e = margin of error (usually 0.05 for a 95% confidence level)

University populations:

Al-Hikmah University (undergraduates) = 5,800 students

Thomas Adewumi University = 1,300 students

Total population (N) = 5,800 + 1,300 = 7,100

Using a margin of error (e) of 0.05:

$$n = 7,100 / (1 + 7,100 \times (0.05)^2)$$

$$n = 7,100 / (1 + 7,100 \times 0.0025)$$

$$n = 7,100 / (1 + 17.75)$$

$$n = 7,100 / 18.75$$

$$n \approx 379$$

The calculated sample size is approximately 379 students. This means that a sample of 379 students should be randomly selected from the population of undergraduate students at Al-Hikmah University and Thomas Adewumi University.

To proportionally distribute the sample size of 379 students between the two universities, the formula used is:

$$n_i = (N_i / N) \times n$$

Where:

n_i = sample size for each university

N_i = population size of each university

N = total population size

n = total sample size

Proportions:

Proportion for Al-Hikmah = $5,800 / 7,100 \approx 0.8169$

Proportion for Thomas Adewumi = $1,300 / 7,100 \approx 0.1831$

Sample sizes:

Al-Hikmah University (n_1) = $0.8169 \times 379 \approx 310$ students

Thomas Adewumi University (n_2) = $0.1831 \times 379 \approx 69$ students

As such, based on the above calculation, a total number of 379 respondents will be selected for the study. And while 310 students will be randomly selected at Alhikmah University, 69 students will be randomly selected at Thomas Adewumi University. The rationale for selecting these two institutions is rooted in logistical feasibility and the need to capture diverse experiences within private universities. By focusing on TAU and Alhikmah University, the study ensures manageable data collection while reflecting the broader diversity of youth culture and behavior in Kwara State.

Below is the distribution of the sample size:

Table 3.1 Distribution of Sample Size of Respondents

S/N	Categories of Respondents	Sample size
1.	Thomas Adewumi University	69
2.	Alhikmah University	310
	Total	379

Source: Researcher's Field Work (2025)

3.5 Methods of Data Collection

The study will collect data using the primary and secondary methods. The primary data for this study will be collected using structured questionnaires. The questionnaire will include both closed-ended and open-ended questions to obtain detailed information on digital screen viewing habits, cultural values, and behavioral characteristics among undergraduates of Thomas Adewumi University and Alhikmah University. This method is effective in gathering firsthand, quantifiable data directly from respondents, enabling the study to analyze the specific patterns and influences of digital screen on youth culture and behavior.

Secondary data will be obtained from scholarly articles, journals, books, and reports related to digital screen's impact on youth culture and behavior. These sources will provide a theoretical framework and support for understanding previous research findings on the topic. Combining primary and secondary data ensures a comprehensive approach to analyzing the subject, offering empirical evidence alongside established theoretical insights.

3.6 Methods of Data Analysis

The data collected in this study will be analyzed using descriptive statistics. Descriptive analysis will help summarize the key features of the data, such as the frequencies, percentages, means, and standard deviations, providing an overview of the respondents' digital screen viewing habits, cultural values, and behavioural patterns.

3.7 Ethical Considerations

This study will adhere to strict ethical guidelines to ensure the rights, privacy, and well-being of participants are protected. Informed consent will be obtained from all participants before data collection, ensuring they are fully aware of the purpose, procedures, and potential impacts of the

research. Participants will also be informed of their right to withdraw at any time without consequence. Confidentiality will be maintained by anonymizing responses and securely storing data, with access limited to the research team. Additionally, the study will ensure voluntary participation, avoiding any form of coercion. Ethical approval will be sought from the relevant institutional review board before the study commences.

References

Al-Hikmah University (2023). About Us. Retrieved from <https://www.alhikmah.edu.ng>

Kwara State Government (2023). About Kwara State. Retrieved from <https://kwarastate.gov.ng>

National Population Commission (NPC). (2006). *Nigeria National Census: Population Distribution by Sex, State, LGAs and Senatorial District: 2006 Census Priority Tables (Vol. 3)*. Abuja, Nigeria: National Population Commission.

Thomas Adewumi University (2023). About TAU. Retrieved from <https://www.tau.edu.ng>

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Demographic Variable

Table 4.1 Demographic Variable

Demographic profile	Frequency	Percentage
GENDER		
Male	109	28.8%
Female	270	71.2%
Total	379	100%
INSTITUTION		
Thomas Adewumi University	379	100%
Total	379	100%
AGE		
18-21	190	64.8%
22-25	107	28.2%
26 and above	82	21.6%
Total	379	100%
LEVEL		
100 Level	57	15.0%
200	82	21.6%
300	92	24.3%
400	105	28.5%
500	40	10.6%
Total	379	100%
FACULTY		
Agriculture Science	39	10.3%
Arts	56	14.8%
Engineering	74	19.5%
Law	34	9.0%
Science	99	26.1%
Social Sciences	77	20.3%
Total	379	100%

Source: Researcher's Field Work (2025)

4.1 Introduction

This chapter presents the analysis and interpretation of the data collected from respondents at Al-Hikmah University and Thomas Adewumi University. The purpose of this chapter is to examine the demographic characteristics of the respondents and analyze their responses in relation to the research objectives. Data were collected using structured questionnaires and are presented in

frequency tables alongside percentages for clarity. Each table is followed by a detailed interpretation to explain the findings. The analysis covers various aspects, including types of digital screen content consumed, the influence of digital screens on cultural values, academic and social behaviors, and strategies employed by students to balance digital screen usage with other responsibilities. The findings in this chapter form the basis for the discussions and conclusions in subsequent chapters.

SUMMARY OF FINDINGS

The gender distribution of respondents indicates a significant disparity between female and male participants. Out of the 379 students surveyed, 270 respondents (71.2%) identified as female, while 109 respondents (28.8%) were male. This suggests that the survey sample is heavily skewed toward female participants, representing nearly three-quarters of the respondents. This distribution is important when analyzing variables that may correlate with gender differences in digital screen consumption habits.

The respondents' ages are concentrated in the younger demographic brackets. The majority of students, 190 respondents (50.1%), fall within the 18–21 years category, making up half of the sample. This is followed by the 22–25 years age group, which includes 107 respondents (28.2%), and lastly, those aged 26 and above, comprising 82 respondents (21.6%). The distribution across academic levels shows a relatively balanced spread among undergraduate classes, with a slight concentration in higher levels. The largest group of respondents are 400-level students, accounting for 108 participants (28.5%), followed closely by 300-level students with 92 participants (24.3%), and 200-level students comprising 82 respondents (21.6%). 100-level students made up 15% of the sample, and 500-level students accounted for 10.6%, reflecting the smallest proportion. This distribution suggests that upper-level students were more represented in the study, likely due to their more extensive academic experience and increased exposure to digital screens in their coursework and personal lives.

The faculty distribution shows a diverse representation across academic disciplines, with some faculties more dominant than others. The Faculty of Science had the highest representation, accounting for 99 respondents (26.1%), followed by Social Sciences with 77 respondents (20.3%), and Engineering with 74 respondents (19.5%). Faculties like Arts (14.8%), Agriculture

Science (10.3%), and Law (9.0%) had comparatively fewer respondents. The higher representation from Science and Social Sciences may reflect the larger student populations in those faculties or greater responsiveness to the survey.

4.2 Analyses Based on Research objective

4.2.1 Research Question 1: What Types Of Digital Screen Content Are Most Frequently Consumed By Undergraduates In Private Universities In Kwara State?

Table 4.2 Types of Digital Screen Content Viewed by Students

	FREQUENCY	PERCENTAGE
Which of the following television channels do you watch most often?		
Africa Magic	121	31.9%
Channels TV	79	20.8%
NTA	75	19.8%
TVC News	64	16.9%
Others	40	10.6%
Total	379	100.0%
What type of content do you watch the most on television?		
Educational	40	10.6%
Movies	151	39.8%
News	76	20.1%
Reality Shows	58	15.3%
Sports	54	14.2%
Total	379	100.0%
Do you prefer Nigerian or foreign television programs?		
Both	115	30.3%
Foreign	117	30.9%
Nigerian	147	38.8%
Total	379	100.0%
Which device do you primarily use to watch digital screen programs?		
Laptop	94	24.8%
Mobile phones	193	50.9%
Tablet	16	4.2%
Television set	76	20.1%
Total	379	100.0%

Source: Researcher's Field Work (2025)

SUMMARY OF FINDINGS

The data shows that Africa Magic is the most popular television channel among respondents, with 121 students (31.9%) indicating it as their preferred choice. This preference reflects a strong interest in entertainment and Nollywood content, which Africa Magic is known for. Channels

TV and NTA, both of which primarily broadcast news and current affairs, are watched by 20.8% and 19.8% of respondents respectively, suggesting a reasonable level of interest in national news. TVC News, another news-focused channel, accounted for 16.9% of viewership. Lastly, 'Others', representing less commonly watched channels, made up 10.6%, indicating that while mainstream channels dominate viewership, some students still consume a variety of other media. This distribution suggests that while entertainment content is dominant, news consumption is also significant among students.

When it comes to content preference, the majority of respondents indicated a strong preference for movies and drama series, which accounted for 151 respondents (39.8%). This highlights entertainment as the most consumed form of television content. News and current affairs were next, with 76 respondents (20.1%), showing that a significant portion of students still prioritize staying informed. Reality shows (15.3%) and sports content (14.2%) were also notable, though less dominant. Educational programs were the least watched, with only 40 respondents (10.6%), indicating that students largely use television for entertainment rather than learning. This suggests that while there is some diversity in viewing habits, entertainment remains the primary motivation for television consumption among the surveyed students.

The preferences regarding television program origin reveal a fairly balanced but insightful distribution. 147 respondents (38.8%) prefer Nigerian programs, showing strong support for local content. A close 117 respondents (30.9%) prefer foreign programs, indicating significant influence from international media. Additionally, 115 respondents (30.3%) enjoy both Nigerian and foreign programs, reflecting a blended media consumption habit common in today's globalized media landscape. Overall, the data suggests that while Nigerian content holds a slight majority, foreign programs and combined consumption also account for nearly two-thirds of the viewership, indicating the importance of both local and international media in shaping students' viewing habits.

The most frequently used device among respondents for consuming digital screen content is the mobile phone, with 193 respondents (50.9%). This highlights the prominence of mobile technology in media consumption, likely due to its convenience and affordability. Laptops are the second most used device, accounting for 94 respondents (24.8%), suggesting a mix of media

consumption and academic use. The television set, once the primary medium for content viewing, now accounts for 20.1% of responses, indicating that while still relevant, its dominance has declined among students. Tablets are the least used, with just 16 respondents (4.2%), possibly due to their lower ownership rates among university students. This distribution reflects a shift toward portable and personal media consumption devices, aligning with global digital consumption trends.

4.2.2 Research question 2: What is the relationship between digital screen viewing habits and the cultural values and behavioral patterns of private university undergraduates in Kwara State?

Table 4.3 Digital Screen and Cultural Values

	FREQUENCY	PERCENTAGE
Which of the following cultural elements do you think digital screen affects the most?		
All of the above	113	29.8%
Dressing and fashion choices	75	19.8%
Language and communication styles	82	21.6%
Social and family values	109	28.8%
Total	379	100.0%
Have you ever adopted a cultural practice or fashion trend because you saw it on digital screen?		
No	152	40.1%
Yes	227	59.9%
Do you think foreign digital screen programs help you see Nigerian culture in a good light?		
Indifferent	115	30.3%
No	109	28.8%
Yes	155	40.9%
Total	379	100.0%
Do Nigerian digital screen programs promote cultural awareness and pride?		
Strongly Disagree	24	6.3%
Disagree	54	14.2%
Neutral	75	19.8%
Agree	131	34.6%
Strongly Agree	95	25.1%
Total	379	100.0%
How often do cultural themes in the digital screen programs you watch influence your personal values or traditions?		
Never	37	9.8%
Often	113	29.8%
Sometimes	153	40.4%
Very often	76	20.1%
Total	379	100.0%
Do the languages or dialects used in digital screen programs encourage you to explore or learn more about other cultures?		
Never	36	9.5%
Rarely	76	20.1%
Sometimes	154	40.6%
Yes, a lot	113	29.8%
Total	379	100.0%

Source: Researcher's Field Work (2025)

SUMMARY OF FINDINGS

The responses suggest that digital screen consumption is perceived as having a broad influence on cultural values. 29.8% of respondents selected “All of the above,” indicating that they believe digital screens simultaneously impact language, dressing, and social/family values. Specifically, 28.8% identified “Social and family values” as the most affected, while 21.6% mentioned “Language and communication styles,” and 19.8% selected “Dressing and fashion choices.” This spread suggests that students recognize digital media as a powerful tool capable of influencing multiple aspects of cultural life, with particular concern for its effect on social norms and interpersonal relationships.

A majority of respondents reported adopting cultural practices or fashion trends they had seen on digital screens. 227 students (59.9%) responded ‘Yes’, indicating that digital content directly influences their lifestyle and appearance choices. In contrast, 152 respondents (40.1%) claimed not to have adopted such practices. This result underscores the influential role of digital media in shaping the behaviors and trends embraced by university students, with the majority open to adopting cultural elements they consume through television and other digital platforms.

When asked whether foreign digital screen programs help them see Nigerian culture in a positive light, 155 respondents (40.9%) answered ‘Yes’, suggesting optimism about how foreign content portrays or enhances the understanding of Nigerian culture. However, a significant proportion (109 respondents or 28.8%) said ‘No,’ indicating skepticism or dissatisfaction. Another 30.3% remained indifferent, reflecting a neutral or ambivalent stance. This mixed response highlights the nuanced perceptions students hold toward foreign media, recognizing its potential for cultural promotion but also its limitations or misrepresentations.

The data shows a generally positive perception of Nigerian digital screen content in promoting cultural values. 131 respondents (34.6%) agreed, and 95 respondents (25.1%) strongly agreed, totaling 59.7% of the sample who positively acknowledged the cultural influence of Nigerian programs. Meanwhile, 20.5% expressed disagreement (6.3% strongly disagree, 14.2% disagree), and 19.8% remained neutral. This indicates that a clear majority see local digital media as a source of cultural pride and awareness, though a minority still doubts its effectiveness.

The frequency of cultural influence from digital screen programs varies, with the largest portion (40.4%) reporting that cultural themes “Sometimes” influence their personal values or traditions. 29.8% said “Often,” and 20.1% said “Very often,” reflecting that a combined 90.3% of students experience some degree of influence. Only 9.8% indicated “Never,” suggesting that cultural exposure through screens is widespread. These findings reveal that digital media is an active agent in shaping students' personal values, though the degree of influence varies among individuals.

A significant number of students (40.6%) reported that the languages or dialects used in digital screen programs “Sometimes” encourage them to learn about other cultures, while 29.8% said “Yes, a lot,” indicating a strong interest in linguistic and cultural exploration. 20.1% rarely felt this way, and only 9.5% reported “Never.” This data suggests that exposure to diverse languages through digital content plays an important role in promoting intercultural awareness and curiosity among university students, reinforcing the educational value of media beyond entertainment.

4.2.3 Research Question 3: What are the positive and negative impacts of digital screen on the social behaviors of private university students in Kwara State?

Table 4.4 Digital screen and Academic Behavior

	FREQUENCY	PERCENTAGE
On a typical day, I spend a significant portion of my free time on digital screens (e.g., TV, smartphone, computer)		
Strongly Disagree	19	5.0%
Disagree	38	10.0%
Neutral	56	14.8%
Agree	152	40.1%
Strongly Agree	114	30.1%
Total	379	100%
The time I spend on digital screens affects my academic performance		
Strongly Disagree	19	5.0%
Disagree	57	15.0%
Neutral	77	20.3%
Agree	150	39.6%
Strongly Agree	76	20.1%
Total	379	100.0%
I regularly engage with educational content on digital screens		
Strongly Disagree	19	5.0%
Disagree	57	15.0%
Agree	133	35.1%
Strongly Agree	9	25.1%
Total	379	100.0%

I have encountered digital screen content that has contributed positively to my learning		
Strongly Disagree	19	5.0%
Disagree	38	10.0%
Neutral	76	20.1%
Agree	132	34.8%
Strongly Agree	114	30.1%
Total	379	100.0%
The time I spend on digital screens affects my studying time		
Strongly Disagree	19	5.0%
Disagree	38	10.0%
Neutral	94	24.8%
Agree	152	40.1%
Strongly Agree	76	20.1%
Total	379	100.0%
I plan my digital screen usage in a way that prioritizes academic responsibilities		
Strongly Disagree	19	5.0%
Disagree	57	15.0%
Neutral	75	19.8%
Agree	152	40.1%
Strongly Agree	76	20.1%
Total	379	100.0%
I set specific times for digital screen usage to avoid interfering with my academic tasks		
Strongly Disagree	18	4.8%
Disagree	57	15.0%
Neutral	114	30.1%
Agree	133	35.1%
Strongly Agree	57	15.0%
Total	379	100.0%

Source: Researcher's Field Work (2025)

SUMMARY OF FINDINGS

A significant portion of respondents confirmed that they spend a considerable amount of their free time on digital screens daily. Specifically, 40.1% agreed and 30.1% strongly agreed, meaning that 70.2% of students acknowledge high screen engagement during their leisure time. A smaller portion, 14.8% remained neutral, while 10% disagreed and 5% strongly disagreed suggests that only a minority of students limit their screen use during free time. This finding confirms the pervasive role of digital screens in students' daily routines, highlighting potential time management challenges related to academic and social life.

When asked whether their screen time affects academic performance, the majority (39.6% agreed and 20.1% strongly agreed) acknowledged a negative influence, totaling nearly 60% of respondents. Conversely, only 15% disagreed and 5% strongly disagreed, while 20.3% remained neutral. This suggests that a substantial number of students recognize that their academic

outcomes are impacted by screen usage, potentially due to distractions or time displacement. The neutral responses might indicate uncertainty about the direct effects or varying individual experiences.

Responses indicate that many students utilize digital screens for educational purposes, with 35.1% agreeing and 25.1% strongly agreeing, totaling 60.2% who actively engage with learning materials digitally. However, 19.8% were neutral, and 20% (15% disagree, 5% strongly disagree) indicated limited educational use. This reflects a dual role of digital screens, where many students balance entertainment with learning, though a significant number still underutilize these tools for academic advancement.

A combined 64.9% of respondents (34.8% agree, 30.1% strongly agree) reported that they have encountered digital screen content that positively contributed to their learning. This indicates that beyond entertainment, digital media serves as a valuable educational resource. Meanwhile, 20.1% were neutral, suggesting that the quality or relevance of such content varies, and only a minority (15% disagreeing, 5% strongly disagreeing) have not found learning value from digital screens. This highlights the importance of content curation in educational media.

A majority of students confirmed that their study time is impacted by screen usage, with 40.1% agreeing and 20.1% strongly agreeing, representing 60.2% of respondents. 24.8% were neutral, implying uncertainty or balance in managing both activities. Only 10% disagreed and 5% strongly disagreed, showing that few students believe their screen time does not interfere with study time. This result emphasizes the potential for digital media consumption to displace dedicated academic activities.

The results show that 40.1% of students agreed and 20.1% strongly agreed that they plan their screen usage to prioritize academics, indicating a proactive approach by 60.2% of respondents. 19.8% were neutral, suggesting that some do not consciously plan their usage, while 15% disagreed and 5% strongly disagreed, reflecting poor planning habits. This suggests that although a majority strive for balance, a significant portion of students could benefit from improved time management strategies regarding screen use.

Responses to this question showed a more balanced distribution. 35.1% agreed and 15% strongly agreed (totaling 50.1%) that they set specific times for digital screen use to avoid academic interference. However, 30.1% were neutral, indicating indecision or inconsistency in setting limits. A combined 19.8% disagreed or strongly disagreed, suggesting that a notable minority do not practice time-setting strategies. These findings reflect mixed habits among students regarding structured screen use, highlighting an area for potential behavioral improvement.

4.2.4 Research Question 4: How does digital screen shape the attitudes and perceptions of undergraduates toward various social issues?

Table 4.5: Digital Screen and Social Behavior

	FREQUENCY	PERCENTAGE
Do you believe digital screen influences how you interact with your peers?		
Strongly Disagree	18	4.7%
Disagree	57	15.0%
Neutral	95	25.1%
Agree	133	35.1%
Strongly Agree	76	20.1%
Total	379	100.0%
Have you ever modeled your behavior after a character you saw on any digital screen?		
No	171	45.1%
Yes, occasionally	153	40.4%
Yes, frequently	55	14.5%
Total	379	100.0%
How does digital screen viewing affect your participation in extracurricular activities?		
It reduces significantly	57	15.0%
It occasionally affect	189	49.9%
It does not affect	133	35.1%
Total	379	100.0%
How does television influence your participation in religious or cultural activities on campus?		
I don't participate	75	19.8%
It has no influence	151	39.8%
It occasionally affects	113	29.8%
It significantly reduces	40	10.6%
Total	379	100.0%

Source: Researcher's Field Work (2025)

SUMMARY OF FINDINGS

The findings in this table highlight that digital screen consumption significantly affects how students interact with their peers. 35.1% of respondents agreed, and 20.1% strongly agreed, meaning that over half (55.2%) of the respondents believe digital screen usage influences their social interactions. This suggests that students' conversations, social cues, and engagement styles may be shaped by what they consume digitally, such as trends on social media, language from

shows, or behaviors from online personalities. However, 25.1% remained neutral, indicating a portion of students who are unsure or experience minimal impact. Meanwhile, 15% disagreed and a small 4.7% strongly disagreed, meaning that nearly one-fifth of respondents do not perceive a link between their screen habits and social life. Overall, the data reflects that digital screens play a substantial role in shaping social interaction patterns among students, although this influence is not universal.

A considerable number of students admit to mimicking behaviors they observed on digital screens, albeit with varying frequency. 153 respondents (40.4%) stated they have occasionally modeled their behavior after a character seen on television, film, or digital media, while 55 students (14.5%) admitted to doing so frequently, making a combined 54.9% who have been influenced in this way. Conversely, 171 respondents (45.1%) said they had never modeled their behavior after digital characters. This suggests that for more than half of the students, the content they consume not only entertains but subtly shapes their habits, mannerisms, or lifestyle choices. The data reflects the persuasive power of on-screen role models in student identity formation and social behavior. However, the sizable portion who report no such influence reflects individual differences in media susceptibility and critical media consumption.

The results indicate that digital screen consumption affects students' engagement in extracurricular activities to varying degrees. 49.9% of respondents reported that their screen time occasionally affects their participation, showing that for nearly half of the students, digital media competes with extracurricular commitments. 15% stated that screen use significantly reduces their participation, indicating a more serious displacement effect for a smaller group. Interestingly, 35.1% claimed that digital screen use does not affect their extracurricular involvement, suggesting a substantial number of students maintain a balanced lifestyle despite media consumption. These responses reveal that while digital screen consumption may sometimes interfere with students' involvement in sports, clubs, or creative activities, a considerable group manages to balance both aspects of university life.

The responses reveal diverse effects of television viewing on participation in religious or cultural activities. 39.8% of respondents claimed that television has no influence on their involvement in such activities, indicating that for many, religious or cultural engagement remains independent of

screen habits. However, 29.8% stated that television occasionally affects their participation, suggesting that content consumption sometimes competes with time allocated to cultural or spiritual commitments. Additionally, 10.6% said that television significantly reduces their participation, reflecting a segment of students whose religious or cultural engagement is impacted negatively by screen entertainment. Notably, 19.8% of respondents indicated that they do not participate in such activities at all, suggesting that other factors beyond television also contribute to non-participation. Overall, the data reflects that while many students maintain their cultural and religious involvement irrespective of media consumption, a notable minority experiences conflicting interest.

2.2.5 Research Question 5: What strategies do you personally use to balance digital screen consumption with other activities, such as academics and social interactions?

Table 4.6 Strategies to balance digital screen consumption with other activities

	FREQUENCY	PERCENTAGE
How do you prioritize your digital screen viewing alongside academic responsibilities?		
Create schedule	115	30.3%
Don't prioritize TV	77	20.3%
Limit TV time	114	30.1%
Multitask	73	19.3%
Total	379	100.0%
Do you actively limit your digital screen viewing to manage your social interactions?		
No	76	20.1%
Yes, always	113	29.8%
Yes, occasionally	190	50.1%
Total	379	100.0%
What measures do you take to avoid excessive digital screen consumption during important academic periods?		
Avoid distractions	94	24.8%
Focus on academics first	133	35.1%
No measure	56	14.8%
Reduce viewing hours	96	25.3%
Total	379	100.0%
How effective are the strategies you use to balance digital screen consumption with social activities?		
Not effective	76	20.1%
Somewhat effective	190	50.1%
Very effective	113	29.8%
Total	379	100.0%
Do you think having a structured routine helps in balancing digital screen consumption with other responsibilities?		
Agree	152	40.1%
Disagree	38	10.0%
Neutral	76	20.1%
Strongly Agree	95	25.1%
Strongly Disagree	18	4.7%

Total	379	100.0%
Source: Researcher's Field Work (2025)		

SUMMARY OF FINDINGS

The responses show that students adopt varying strategies to manage digital screen viewing alongside academic responsibilities. 30.3% of students create a schedule, demonstrating proactive planning to balance academics and entertainment. Nearly the same proportion (30.1%) limit TV time, reflecting conscious efforts to reduce distractions during critical periods. Interestingly, 20.3% stated that they do not prioritize television over academics, implying a passive approach where academics naturally take precedence without explicit planning. Conversely, 19.3% multitask, suggesting divided attention between academic work and screen viewing, which may compromise productivity. Overall, the data reveals that while a majority employ structured time management (whether scheduling or limiting TV time), a sizable number still multitask or rely on informal prioritization.

When asked whether they limit screen time to better manage their social interactions, 50.1% of respondents said “Yes, occasionally,” indicating that most students do limit screen time but only when necessary. Another 29.8% actively limit it always, reflecting a consistent commitment to preserving face-to-face social interaction. However, 20.1% reported they do not limit screen time at all, suggesting that for a notable minority, digital screen use may intrude upon social interaction opportunities. This shows that although many students recognize the importance of balancing screen use with social life, for some, screen consumption remains a dominant activity.

Students employ a range of strategies to limit excessive screen use during important academic periods. The most common approach, cited by 35.1%, is to focus on academics first, indicating a priority-based strategy. Others (25.3%) reported that they reduce viewing hours, showing a direct reduction in screen engagement. 24.8% avoid distracting programs, highlighting selective viewing habits. However, 14.8% admitted to taking no specific measures, indicating a lack of structured screen management. These results suggest that while most students have some form of coping mechanism to balance screens and studies, a minority lack proactive management strategies, which could negatively affect their academic focus.

When evaluating the effectiveness of their balancing strategies, 50.1% rated them as “Somewhat effective,” suggesting that while their methods help, they may not be optimal. 29.8% described their strategies as “Very effective,” showing that nearly a third have found success in managing their screen time without compromising social activities. However, 20.1% admitted their strategies are “Not effective,” implying that for this group, digital screen consumption continues to negatively impact their social engagement. This variation indicates that while many students strive for balance, the success of their strategies differs, and some still face challenges in managing their time effectively.

The majority of students recognize the value of having a structured routine to balance digital screen use with other responsibilities. 40.1% agreed, and 25.1% strongly agreed, meaning that 65.2% believe that structured time management is key to maintaining balance. 20.1% remained neutral, indicating uncertainty or situational variability in the effectiveness of routines. On the contrary, 10% disagreed and 4.7% strongly disagreed, showing that a small portion does not see structured routines as beneficial or may prefer flexibility. Overall, this result highlights that most students understand the role of planning in maintaining a healthy relationship with digital media and other responsibilities, though practical application may vary.

4.3 Discussion Of Major Findings

The study revealed that Africa Magic (31.9%) and movies/drama (39.8%) were the most-watched channels and content types among students, emphasizing entertainment over educational programming (10.6% watched educational content). This aligns with Smith & Taylor (2022) and Levine (2023), who found that entertainment content strongly influences youth by shaping their fashion, language, and lifestyle trends. The prevalence of entertainment content consumption reflects the arguments by Foster (2021), who noted that digital screen exposure significantly molds youth identity and cultural practices. Furthermore, the fact that 38.8% of students preferred Nigerian programs, while 30.9% preferred foreign content, supports the findings of Adeyemi & Omotayo (2023), who discussed the hybridization of youth culture due to the blending of local and foreign media influences. This suggests that while Nigerian cultural content maintains relevance, globalization through foreign programs remains a significant cultural force.

In terms of cultural influence, the study found that 29.8% of respondents believed digital screens affect all cultural elements, including language, dressing, and family values, corroborating Tiggemann & Slater (2021) and Levine (2023), who emphasized that digital screen content permeates multiple cultural domains. Notably, 59.9% admitted to adopting cultural practices or fashion trends from digital screens, echoing Obi & Eze (2021), who found that media role models significantly influence youth behavior and cultural expression. Moreover, the perception that 59.7% agreed or strongly agreed that Nigerian programs promote cultural awareness and pride aligns with Adeyemi & Afolabi (2023), who highlighted the positive reinforcement of local values through culturally relevant programming. Conversely, the 40.9% who said foreign programs portray Nigerian culture positively reflects an openness to global cultural narratives, as discussed by Ademola & Ogundipe (2022).

The data indicated that 70.2% of respondents admitted to spending a significant portion of their free time on digital screens, and 59.7% believed this affected their academic performance, confirming the assertions by Ayoola & Alabi (2022) and Ogunlade & Ojo (2023), who linked excessive media consumption to reduced academic productivity. Interestingly, despite this, 60.2% reported engaging with educational content, suggesting an awareness of the potential academic benefits of digital screen use, similar to findings by Fashola (2023) and Adeyemi & Omotayo (2023). Students' efforts to plan their screen usage, with 60.2% agreeing that they prioritize academics, support the behavioral regulation strategies discussed by Kuss & Griffiths (2022) and Lamm & Holmes (2021). However, the 24.8% who were neutral or disagreed reflect gaps in media literacy and time management, a concern raised by Hussain & Akintola (2023).

Findings showed that 55.2% of respondents believed digital screens influence how they interact with peers, corroborating Chinwe & Adeola (2022) and Rideout (2019), who emphasized the impact of digital media on communication styles and peer relationships. Additionally, 54.9% admitted to modeling behaviors after digital characters, reflecting the Social Learning Theory by Bandura (2001), where youth learn behaviors through media role models. Regarding extracurricular activities, 49.9% stated that digital screens occasionally reduced participation, consistent with Adedeji & Olarinoye (2023), who highlighted the risk of digital media replacing meaningful social engagements. However, 35.1% reported no effect, indicating that a substantial number of students maintain a healthy balance.

The study identified that 30.3% created schedules and 30.1% limited TV time, showcasing proactive management, which aligns with Rosen et al. (2013) and Gentile et al. (2017) who advocate for structured viewing habits to mitigate negative impacts. Despite these strategies, 50.1% rated their balancing efforts as only somewhat effective, suggesting room for improvement, as discussed by Radesky et al. (2020). Moreover, 65.2% agreed or strongly agreed that a structured routine helps manage screen consumption, supporting findings by Grant et al. (2020) and Kuss & Griffiths (2022) on the importance of routine and planning.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study investigated the influence of digital screen consumption on youth culture and behavior among undergraduate students in private universities in Kwara State, Nigeria. Using a descriptive survey design, data were gathered from 379 respondents across Al-Hikmah University and Thomas Adewumi University. The study sought to understand how digital screen content, in various forms, impacts students' cultural values, academic behaviors, and social interactions. The conceptual and theoretical frameworks, including Cultivation Theory and Social Learning Theory, provided a foundation for analyzing how repeated exposure to digital screen content shapes attitudes, perceptions, and habits among young people.

The findings revealed that students predominantly consumed entertainment content, such as movies and drama series (39.8%), with Africa Magic (31.9%) being the most popular channel. Mobile phones (50.9%) were the primary devices used for digital screen viewing, reflecting the growing trend of mobile content consumption among Nigerian youth. Additionally, a significant proportion of students (59.9%) reported adopting cultural practices and fashion trends from digital screens, confirming literature that suggests media plays a substantial role in shaping youth identity and cultural norms. Local content still had a strong influence, with 38.8% preferring Nigerian programs, supporting earlier studies emphasizing the role of local media in promoting cultural pride.

The study also explored the academic implications of digital screen usage. Findings showed that a majority of respondents (59.7%) believed that excessive screen time affected their academic performance, while a significant number (60.2%) acknowledged using digital screens for educational purposes. This dual impact reflects the literature's assertion that digital screen consumption can be both beneficial and detrimental, depending on the content and viewing patterns. Despite the negative influence on study time for some students, a noteworthy proportion reported making efforts to balance their screen habits through planning and prioritization.

Socially, the study found that digital screen consumption influenced how students interact with their peers, with 55.2% agreeing to this effect. Many students modeled their behavior after on-screen characters, reinforcing the Social Learning Theory's argument that individuals adopt observed behaviors, especially from admired role models. Moreover, participation in extracurricular, religious, and cultural activities was occasionally reduced due to digital screen engagement. These findings aligned with previous empirical studies which emphasized that digital media alters both the social and cultural experiences of youth, reshaping how they engage with their immediate communities.

The study highlights the pervasive role of digital screens in shaping youth culture, academic behavior, and social interaction patterns among Nigerian private university students. While the influence of digital screen content can foster positive cultural awareness and academic engagement, it also presents challenges such as distraction from academic responsibilities and reduced face-to-face interactions. These findings underscore the need for media literacy education and self-regulation strategies to help students maximize the benefits of digital screen consumption while minimizing its adverse effects on their academic and social lives.

5.2 Conclusion

The findings of this study conclusively demonstrate that digital screen consumption has become an integral part of students' daily lives, significantly influencing their cultural expressions, academic engagement, and social interactions. The results indicate that while students primarily consume entertainment content such as movies and drama series, they also engage with educational programs, albeit to a lesser extent. Digital screen exposure has played a dual role, positively contributing to cultural awareness and pride, especially through Nigerian programs, while simultaneously facilitating the adoption of foreign cultural practices and behavioral patterns. Academically, digital screen consumption presents both opportunities and challenges; while a substantial number of students engage with educational content, excessive screen time was reported to negatively affect academic performance and study routines.

Socially, digital screens have influenced peer interactions, communication styles, and extracurricular participation, reflecting the pervasive nature of digital culture in shaping youth

behavior. Importantly, the study reveals that many students are aware of these influences and adopt strategies such as time management and prioritization to mitigate the negative effects of screen consumption. However, the effectiveness of these strategies varies, suggesting the need for enhanced media literacy and self-regulation practices. Digital screens, while offering valuable opportunities for cultural exposure and learning, require mindful engagement to ensure that their use supports rather than hinders students' academic pursuits and cultural values.

5.3 Recommendations

Following the study's findings, several recommendations are proposed to address the influence of digital screen consumption on students' cultural, academic, and social behaviors. These recommendations are directed at policymakers, educators, media practitioners, and future researchers to promote balanced and purposeful media engagement among university students.

5.3.1 Policy Recommendations

Based on the findings of this study, it is recommended that educational institutions, media regulatory bodies, and policymakers in Nigeria develop targeted digital literacy programs aimed at equipping students with skills to critically engage with digital screen content. Universities should integrate media literacy and time management modules into general studies curricula to help students balance academic, cultural, and recreational media consumption. Additionally, media producers and regulators such as the National Broadcasting Commission (NBC) should encourage the production and broadcast of culturally enriching and educational programs that reflect Nigerian values while regulating content that may negatively influence youth behavior. Policies promoting the responsible use of mobile devices on campus and encouraging participation in extracurricular and cultural activities can help create a balanced student lifestyle. Collaborations between schools and media platforms can also foster the development of student-centered content that supports academic goals and positive cultural identity.

5.3.2 Theoretical Recommendations

The study reinforces the applicability of the Cultivation Theory and Social Learning Theory in understanding how repeated exposure to media content shapes youth culture and behavior.

Future researchers are encouraged to expand these theoretical frameworks by incorporating modern media consumption dynamics such as mobile screen time, streaming platforms, and social media engagement, which were less emphasized in the original theories. There is a need for theoretical models that integrate not only the effects of television but also on-demand content, social networking sites, and interactive digital platforms, reflecting the evolving nature of digital screen consumption. Additionally, empirical testing of media balance strategies and self-regulation behaviors should be incorporated into Social Cognitive Theory frameworks to better explain the mechanisms by which students negotiate media influence and academic or social demands in contemporary contexts.

REFERENCES

- Abdullah, M., & Yusuf, M. (2023). *Social learning through television: The role of media in shaping youth behaviour*. African Journal of Communication Studies, 14(2), 128-141.
- Abdullahi, T., & Musa, I. (2022). *The media's influence on Nigerian youth: A focus on cultural identity*. Journal of Media and Communication Studies, 14(2), 145–162.
- Abdulraheem, M., & Bello, S. (2022). *Streaming platforms and the personalization of educational content: A Nigerian perspective*. International Journal of Media and Technology, 9(1), 67-83.
- Abdulsalam, R., & Bamidele, I. (2022). *Television and global awareness among Nigerian youth*. Journal of Media and Social Issues, 17(4), 212-226.
- Abubakar, A., Hassan, M., & Adewuyi, O. (2022). *Gender representation in television programming and its impact on Nigerian youth*. Journal of Media Studies, 15(2), 123–137.
- Abubakar, A., Yusuf, M., & Suleiman, T. (2022). *The impact of television programmes on gender perceptions among Nigerian youth*. Journal of Communication and Behavioural Studies, 12(2), 78–94.
- Adebayo, K. (2023). *Critical media literacy and its influence on youth perceptions of television*. Journal of Youth and Media Literacy, 22(3), 159-173.
- Adebayo, K., & Musa, S. (2023). *Media consumption patterns and cultural mainstreaming among Nigerian university students*. African Journal of Communication Research, 24(2), 88–97.
- Adebayo, K., & Omisakin, O. (2022). *Television as a tool for academic motivation: A study of Nigerian undergraduates*. African Journal of Media Studies, 19(1), 88–105.
- Adebisi, A., Adekunle, O., & Ifeanyi, C. (2023). *Parental mediation and its effects on children's television consumption in Nigeria*. Journal of Family and Media Studies, 15(2), 98-112.
- Adebisi, M., & Adetola, F. (2022). *The role of television in promoting educational values among Nigerian youth*. Journal of Media and Education Studies, 19(3), 102–115.
- Adediji, S., & Olarinoye, O. (2023). *The impact of excessive television viewing on social skills development among adolescents*. Journal of Youth and Media, 22(1), 93-110.
- Adediran, T., & Musa, R. (2023). *The role of local programming in reinforcing cultural values in Nigeria*. Nigerian Journal of Communication Studies, 19(4), 204-218.
- Adegoke, A. (2020). *Media consumption patterns among Nigerian university students: Access and implications*. Journal of African Media Studies, 12(3), 245-260.
https://doi.org/10.1386/jams_00015_1

- Adegoke, Y. (2020, February 25). *How Nigeria became the top country for streaming Netflix on mobile*. Quartz Africa. <https://qz.com/africa/1808667/nigerians-stream-more-netflix-on-mobile-than-anywhere-else>
- Ademola, S., & Ogundipe, L. (2022). *Globalization and youth culture in Nigeria: Media influences on identity*. Journal of African Studies, 45(1), 112-126.
- Adesanya, T., & Okafor, C. (2023). *Social learning and youth behaviours in media consumption: A case study from Nigeria*. Nigerian Journal of Social Influence Research, 24(4), 67-82.
- Adeyemi, F., & Omotayo, B. (2023). *Gender roles and stereotypes in Nigerian television: An analysis of youth perceptions*. African Journal of Gender and Media Studies, 19(2), 67-81.
- Adeyemi, F., & Omotayo, B. (2023). *Nollywood's role in preserving Nigerian cultural heritage: An analysis of audience reception*. African Journal of Media Studies, 18(1), 67-84.
- Adeyemi, O., & Afolabi, A. (2023). *Family-oriented television programming and social values among Nigerian students*. Journal of Communication Research, 18(1), 45-61.
- Ahmed, S., & Dada, R. (2022). *Media exposure and behavioural outcomes among adolescents: Evidence from Sub-Saharan Africa*. Journal of Youth Studies, 25(3), 221-240.
- Akintunde, F., Olamide, O., & Femi, J. (2022). *Vicarious reinforcement in televised content: Impacts on Nigerian youth attitudes*. Journal of Media and Cultural Studies, 17(3), 118-135.
- Akinwale, F., & Oladele, B. (2023). *Educational television programmes and their impact on academic achievement in Nigerian secondary schools*. Journal of Educational Media and Technology, 18(3), 134-147.
- Al-Hikmah University (2023). *About Us*. Retrieved from <https://www.alhikmah.edu.ng>
- Anderson, C. A., & Bushman, B. J. (2018). *Media violence and the general aggression model*. Journal of Social Issues, 74(2), 386-407.
- Arnett, J. J. (1995). *Adolescents' uses of media for self-socialization*. Journal of Youth and Adolescence, 24(5), 519-533. <https://doi.org/10.1007/BF01537054>
- Arnett, J. J. (2018). *Emerging adulthood: The winding road from the late teens through the twenties (2nd ed.)*. Oxford University Press.
- Ayoola, I., & Alabi, K. (2022). *Television consumption and academic performance among secondary school students in Nigeria*. Journal of Educational Psychology, 16(3), 208-221.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.

- Bandura, A. (2001). *Social cognitive theory of mass communication*. *Media Psychology*, 3(3), 265–299. https://doi.org/10.1207/S1532785XMEP0303_03
- Bandura, A. (2001). *Social cognitive theory: An agentic perspective*. *Annual Review of Psychology*, 52(1), 1–26.
- Barker, C. (2019). *Cultural studies: Theory and practice* (6th ed.). SAGE Publications.
- Chin, A. (2021). *Youth culture and digital media: New paradigms in identity formation*. Routledge.
- Chinwe, P., & Adeola, M. (2022). *The social and cultural determinants of youth behaviour in Nigeria*. *Nigerian Journal of Behavioural Studies*, 15(3), 89-102.
- Clifton, O. (2024). *Youth culture around the world: Worldwide patterns and regional manifestations*. *Sociology and Criminology - Open Access*, 12(1). <https://doi.org/10.35248/2375-4435.24.12.309Longdom>
- Coyne, S. M., Stockdale, L. A., & Summers, K. M. (2020). *Do you see what I see? Parent and child reports of violent media use and aggression*. *Psychology of Popular Media*, 9(4), 396–404.
- Fashola, S. (2023). *Television as an educational tool: Benefits and challenges*. *Nigerian Journal of Education and Media*, 11(4), 142-156.
- Foster, M. (2021). *Television and society: Impact on modern culture*. Springer.
- Gentile, D. A., Coyne, S., & Walsh, D. A. (2017). *Media violence, physical aggression, and relational aggression in school age children: A short-term longitudinal study*. *Aggressive Behavior*, 37(2), 193–206. <https://doi.org/10.1002/ab.20380>
- Gerbner, G. (1998). *Cultivation analysis: An overview*. *Mass Communication Research*, 5(1), 183–205.
- Gerbner, G., Gross, L., Morgan, M., & Signorielli, N. (2002). *Growing up with television: Cultivation processes*. In J. Bryant & D. Zillmann (Eds.), *Media effects: Advances in theory and research* (pp. 43–67).
- Grant, D., Karmakar, S., & Agarwal, S. (2020). *The social context of media consumption: How communal viewing shapes social engagement*. *Journal of Social Media Studies*, 14(3), 245-262.
- Hebdige, D. (1979). *Subculture: The meaning of style*. Routledge.
- Hobbs, R. (2017). *Create to learn: Introduction to digital literacy*. Wiley.

- Hussain, K., & Akintola, F. (2023). *Cultural shifts among Nigerian youth: The role of television and social media*. *Media Studies Quarterly*, 38(2), 190-205.
- Ibrahim, M., & Hassan, F. (2023). *Reality television and youth identity formation in Nigeria*. *African Journal of Media and Culture*, 12(4), 267–282.
- Ibrahim, M., & Olajide, J. (2023). *Television violence and aggressive behaviour: An empirical study of Nigerian adolescents*. *Journal of Youth Behaviour and Media*, 21(2), 98-115.
- Ibrahim, T., & Olaniyi, A. (2023). *The impact of television on social attitudes among Nigerian adolescents*. *International Journal of Behavioural Studies*, 22(1), 144–162.
- Johnson, T., & Morrow, M. (2022). *The changing landscape of television and its impact on youth*. *Journal of Media and Cultural Studies*, 34(3), 125-140.
- Junco, R. (2012). *The relationship between frequency of Facebook use, participation in Facebook activities, and student engagement*. *Computers & Education*, 58(1), 162–171. <https://doi.org/10.1016/j.compedu.2011.08.004>
- Kuss, D. J., & Griffiths, M. D. (2022). *Time management and screen time: The role of self-regulation in balancing academic, social, and leisure activities*. *Journal of Youth Studies*, 15(4), 111-130.
- Kwara State Government (2023). *About Kwara State*. Retrieved from <https://kwarastate.gov.ng>
- Lamm, D. H., & Holmes, G. (2021). *Time as a reward: The role of delayed gratification in managing television consumption among university students*. *Journal of Applied Social Psychology*, 43(7), 522-536.
- Lawal, S., Musa, R., & Okoro, T. (2023). *Sports programming and youth behaviour in Nigeria*. *International Journal of Behavioural Studies*, 19(2), 201–218.
- Levine, E. (2023). *Media and identity in the 21st century: The evolution of youth culture*. *Journal of Popular Media*, 29(4), 270-290.
- Lissak, G. (2018). *Adverse physiological and psychological effects of screen time on children and adolescents: Literature review and case study*. *Environmental Research*, 164, 149–157.
- Livingstone, S., & Das, R. (2010). *The end of audiences? Theoretical echoes of reception amid the uncertainties of use*. In J. Curran (Ed.), *Media and Society* (5th ed., pp. 391–405). Bloomsbury.
- Livingstone, S., & Das, R. (2023). *Media and society: Power, platforms, and participation*. Polity Press.
- McQuail, D. (2010). *McQuail's mass communication theory* (6th ed.). Sage Publications.

- Meier, A., & Johnson, B. K. (2022). *Digital media and youth identity development*. Journal of Communication, 72(4), 567–590.
- Morgan, M., Shanahan, J., & Signorielli, N. (2015). *Cultivation theory in the 21st century*. In J. Bryant & M. B. Oliver (Eds.), *Media effects: Advances in theory and research* (3rd ed., pp. 34–49). Routledge.
- Morgan, M., Shanahan, J., & Signorielli, N. (2021). *Cultivation theory in the digital age*. Journal of Media Influence, 18(4), 67–85.
- National Population Commission (NPC). (2006). *Nigeria National Census: Population Distribution by Sex, State, LGAs and Senatorial District: 2006 Census Priority Tables (Vol. 3)*. Abuja, Nigeria: National Population Commission.
- Nielsen, R. K., & Schröder, K. C. (2014). *Digital media use and youth cultural change*. Communication Research, 41(4), 423–444. <https://doi.org/10.1177/0093650212463818>
- Obi, C., & Eze, J. (2021). *Reality television and youth behaviour in Nigeria: Trends and implications*. International Journal of Popular Culture, 12(5), 199–215.
- Obi, K., & Anene, E. (2022). *Television consumption and youth mental health in Nigeria*. Nigerian Journal of Mental Health, 7(2), 89–102.
- Obono, K., & George, E. (2019). *Digital media use and academic performance among adolescents in southern Nigeria*. International Journal of Adolescence and Youth, 24(2), 230–244. <https://doi.org/10.1080/02673843.2018.1482286>
- Ogunlade, B., & Ojo, A. (2023). *Cognitive effects of television viewing on Nigerian youth: A review of the literature*. Nigerian Journal of Youth and Learning, 20(2), 87–102.
- Ojebuyi, B. R., & Salawu, A. (2018). *Media consumption and value systems of Nigerian youth: Examining the role of television*. Journal of African Media Studies, 10(1), 23–38. https://doi.org/10.1386/jams.10.1.23_1
- Okebukola, P. (2008). *Education reform: Imperatives for achieving vision 20-2020*. Keynote Address at the 2008 Education Summit, Abuja, Nigeria.
- Okeke, A., & Ojukwu, E. (2022). *The role of family and peer influence in shaping television viewing habits among adolescents*. Journal of Media and Society, 18(1), 103–118.
- Okon, U., & Eze, J. (2023). *Media literacy as a tool for responsible television consumption: Evidence from Nigerian youth*. Journal of Media Education, 17(2), 88–105.
- Okoro, T., & Eze, N. (2023). *Glamorized deviance in Nigerian television: An empirical investigation*. Journal of Media Ethics, 15(2), 89–101.

- Oluwaseun, A., & Ibrahim, S. (2023). *Televised role models and their influence on Nigerian university students*. *Journal of Youth and Media Influence*, 10(4), 112–127.
- Onwuchekwa, C., & Anya, N. (2022). *Television and youth perceptions of social justice issues in Nigeria*. *International Journal of Social Justice and Media Studies*, 8(1), 112-127.
- Potter, W. J. (2019). *Media literacy* (9th ed.). SAGE Publications.
- Potter, W. J. (2021). *Theories of media influence: From agenda-setting to cultivation*. New York: Routledge.
- Radesky, J. S., Schumacher, J., & Zuckerman, B. (2020). *Mobile and interactive media use by young children: The good, the bad, and the unknown*. *Pediatrics*, 135(1), 1–3. <https://doi.org/10.1542/peds.2014-2251>
- Rideout, V. (2016). *Measuring time spent with media: The Common Sense census*. Common Sense Media. <https://www.commonsensemedia.org/research/the-common-sense-census-media-use-by-tweens-and-teens-2015>
- Rideout, V. (2019). *The common sense census: Media use by tweens and teens*. Common Sense Media. <https://www.commonsensemedia.org/research/the-common-sense-census-media-use-by-tweens-and-teens>
- Rosen, L. D., Lim, A. F., Carrier, L. M., & Cheever, N. A. (2013). *An empirical examination of the educational impact of text message-induced task switching in the classroom: Educational implications and strategies to enhance learning*. *Educational Psychology*, 33(8), 895–912. <https://doi.org/10.1080/01443410.2013.785052>
- Shrum, L. J. (2017). *Television and social behaviour: Revisiting cultivation theory*. *Media Psychology Review*, 9(3), 15–25.
- Smith, T., & Taylor, J. (2022). *The mediated generation: Youth culture in the digital age*. *Journal of Contemporary Youth Studies*, 14(3), 301-320.
- Strangelove, M. (2022). *Television in the digital age: Streaming, content, and audience behaviour*. Routledge.
- Strasburger, V. C., Jordan, A. B., & Donnerstein, E. (2010). *Health effects of media on children and adolescents*. *Pediatrics*, 125(4), 756–767. <https://doi.org/10.1542/peds.2009-2563>
- Thomas Adewumi University (2023). *About TAU*. Retrieved from <https://www.tau.edu.ng>
- Tiggemann, M., & Slater, A. (2021). *The influence of media on body image and identity: The role of television*. *Psychology of Popular Media Culture*, 10(4), 356-368.

- Tufekci, Z. (2018). *Twitter and tear gas: The power and fragility of networked protest*. Yale University Press.
- Twenge, J. M., & Campbell, W. K. (2018). *Associations between screen time and lower psychological well-being among children and adolescents: Evidence from a population-based study*. *Preventive Medicine Reports*, 12, 271–283. <https://doi.org/10.1016/j.pmedr.2018.10.003>
- U.S. Department of Education. (2024). 34 CFR § 668.2 - *General definitions*. *Electronic Code of Federal Regulations*. <https://www.law.cornell.edu/cfr/text/34/668>.
- Uche, S., & Nwankwo, P. (2023). *International television content and Nigerian cultural values*. *Global Media Journal*, 22(3), 152–169.
- Umar, B., & Salau, O. (2022). *The influence of television on social awareness and empathy among Nigerian youth*. *Journal of African Media and Culture*, 19(3), 134–148.
- Usman, B., & Ibrahim, N. (2022). *The role of media literacy in shaping youth behaviour: A Nigerian case study*. *Media Literacy and Education*, 9(3), 190–204.
- Valkenburg, P. M., & Peter, J. (2013). *The differential susceptibility to media effects model*. *Journal of Communication*, 63(2), 221–243. <https://doi.org/10.1111/jcom.12024>
- Valkenburg, P. M., & Peter, J. (2021). *The impact of media multitasking on academic performance and social behavior*. *Journal of Media Psychology*, 29(2), 150–163.
- Villani, S. (2023). *Screen time and academic performance: A systematic review*. *Journal of Educational Psychology*, 115(2), 140–155. <https://doi.org/10.1037/edu0000617>
- Wilson, B. J. (2014). *Media and children's aggression, fear, and altruism*. *Future of Children*, 18(1), 87–118.
- Wilson, D. (2014). *Media and youth deviance in Nigeria: A sociological perspective*. Ibadan: Stirling-Horden Publishers.
- Yusuf, B., Musa, L., & Adeniran, R. (2023). *Reciprocal determinism and television viewing: A Nigerian perspective*. *International Journal of Media Psychology*, 20(1), 98–117.
- Zimmerman, F. J., & Bell, J. F. (2020). *Associations of television content type and cognitive outcomes in children*. *American Behavioral Scientist*, 64(1), 23–37.