STUDENTS' PERCEPTION AND KNOWLEDGE OF THE USAGE OF BLOGGING FOR EDUCATIONAL PURPOSES IN TERTIARY INSTITUTIONS IN ONDO STATE, NIGERIA

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Abstract: *Blogging has become a vital tool in modern education, providing a platform for reflective learning, collaboration, and knowledge sharing. However, its adoption and effective use in Nigerian tertiary institutions remain limited, particularly due to students' perceptions and knowledge gaps. This study investigates students' perceptions and knowledge of blogging for educational purposes in tertiary institutions in Ondo State, Nigeria. The population for the study consists of all students in tertiary institutions in Ondo State, Nigeria. A total sample of 300 respondents were selected using convenience sampling techniques from three major institutions in the State. Data were collected using a structured questionnaire, which was validated and tested for reliability (Cronbach's alpha = 0.85). The findings reveal that participants have positive perception toward the usage of weblogs for educational purposes with average percentage of 75.4%. The findings reveal with average percentage of 94.4%, that participants have knowledge of weblog for educational purposes. The constraints identified include lack of skills and insufficient knowledge of weblogs (70.3%), weblogs is only accessible by computer literates (73.4%), lack of mobile phones, personal computers limit the use of weblog (86.3%),inadequate electricity limit the use of weblog (88.7%), bad internet facility limit the use of weblog in the tertiary institutions (80.0%), and lack of relevant software's and poor maintenance of weblog limit the use of weblogs among the students (90%). Despite these*

challenges, students expressed strong interest in learning how to utilize blogs for educational purposes. The study recommends that curricular integration, improved access to digital infrastructure, and structured training programs should be implemented in order to maximize the usage of weblog for educational purposes in tertiary institutions.

Keywords: *Blogging in education; student perceptions; knowledge; digital literacy; tertiary institutions; ICT integration.*

Introduction

The rapid evolution of digital technologies has redefined the educational landscape, providing tools that promote flexibility, creativity, and collaboration in learning. Among these tools, blogging has gained prominence as a platform for sharing ideas, reflecting on learning experiences, and fostering interactive learning environments. Defined as a web-based platform for publishing and sharing multimedia content, blogging offers immense potential for educational use, especially in tertiary institutions where critical thinking, independent learning, and collaboration are highly encouraged (Churchill, 2009; Deng & Yuen, 2011). Despite its global recognition, the adoption and effective utilization of blogging in education, particularly in developing countries like Nigeria, are yet to reach their full potential.

In tertiary education, blogging has been identified as a tool that enhances learning outcomes by promoting active student participation, improving writing skills, and facilitating peer-to-peer interaction. According to Halic et al. (2010), blogging serves as a bridge between formal and informal learning, enabling students to engage with course content in more meaningful and personalized ways. Furthermore, blogs create opportunities for students to document their learning journeys, reflect on academic concepts, and interact with their peers and educators in a digital space (Ellison & Wu, 2008). However, the degree to which students perceive blogging as an effective educational tool often depends on their familiarity with the platform, the technological infrastructure available, and the institutional support provided.

In the Nigerian context, the integration of ICT into education has been recognized as a critical strategy for enhancing the quality of learning and addressing gaps in the traditional education system. However, several challenges have hindered the widespread adoption of digital tools such as blogs. These include poor internet connectivity, inadequate access to devices, low digital literacy levels, and limited institutional policies supporting ICT integration (Ololube, 2015; Ajayi,

2013). For students in tertiary institutions, these challenges are further compounded by limited awareness of how blogging can be used as a learning tool, as well as a lack of structured training to develop blogging skills.

Recent studies indicate that students' perceptions and knowledge about blogging play a significant role in its adoption and utilization. Research by Omodara and Aboderin (2022) revealed that although students in tertiary institutions in Nigeria expressed positive attitudes towards blogging, many lacked the technical skills required to create and maintain blogs for educational purposes. Additionally, a study by Sanda and Mohammed (2020) found that students' use of blogging was largely limited to personal and social purposes, with minimal application in academic settings due to a lack of institutional emphasis on digital pedagogy. While blogs hold significant potential for fostering interactive and reflective learning, they remain underutilized in Nigerian tertiary education. This under-utilization is a critical concern given the global shift towards digital learning environments that prioritize 21st-century skills such as collaboration, critical thinking, and digital literacy. Addressing this gap requires not only an understanding of students' perceptions and knowledge but also targeted interventions to overcome the structural and systemic barriers to blogging adoption.

In the Nigerian context, there is a significant research gap regarding students' perceptions of blogs as educational tools. While the potential benefits of blogging are acknowledged globally, limited focus has been placed on exploring how Nigerian university students view and interact with these platforms. This study aims to address this gap by investigating students' perceptions toward the usage of blogs for educational purposes in Nigerian universities. This study aims to investigate the perceptions and knowledge of students in tertiary institutions in Ondo State, Nigeria, regarding the use of blogging for educational purposes. By exploring these factors, the research seeks to identify opportunities for enhancing the adoption of blogging as a learning tool and provide recommendations for integrating it into the Nigerian educational system effectively. Understanding these dynamics is crucial for preparing Nigerian students to thrive in an increasingly digital academic and professional landscape.

Purposes of the Study

The aim of this study is to investigate the students' perception and knowledge of the usage of blogging for educational purposes in tertiary institutions. In order to achieve this general aim, the following research objectives have been established:

To investigate students' perceptions towards the usage of weblogs in teaching and learning n Ondo State tertiary institutions.
To determine students' knowledge of the usage of blogging for educational purposes in Ondo State tertiary institutions.
To identify constraints toward the usage of blogging for educational purposes in Ondo State tertiary institutions.

Researh Questions
The following research question were designed to guide the study.
1.   What are students' perceptions towards the usage of weblogs for educational purpose?
2.   Do students have knowledge of the usage of weblogs for educational purposes?
3.   What are the constraints towards the usage of weblogs?

Review of Related Literature
According to Saad (2021), students can develop a dynamic curriculum and gain digital literacy by utilizing Web 2.0 tools like blogs. Pardo-Baldoví et al. (2020) investigated postgraduate students' opinions about using Edu blogs and focused on how much more motivated they were because of the new learning opportunities they had to share resources and knowledge that would help them in their future careers. Martín Montilla and Montilla-Coronado (2016) examined undergraduate students' views regarding the use of Edu blogs as a learning tool and discovered that the majority of participants saw them as an inspiring means of self-expression and independent learning because of how well they connected course material to personal experiences, improved their communication skills, and encouraged. Marín et al. (2020) found that most participants in their study considered blogs as instruments that may help break down social and cultural barriers and foster a sense of community. Álvaro-Tordesillas et al. (2020) revealed that utilizing blogging as an ICT tool increases the ability of learners for creativity, hence raising the standard of multifaceted instruction and learning. Hamid et al. (2015) concentrated on how students interacted with educational blogs in order to improve social learning by forming online learning environments. They concluded that students effectively used blogs to encourage active involvement and peer learning, which boosted their motivation and social growth. Some scholars such as Öbeda-Colomer and Molina (2016) investigated students' opinions about these online resources' efficacy in facilitating discussions on contentious social topics, like gender stereotypes or other ethical concerns. They concluded that the primary purpose of participants' blogs was to improve their

professional and social competences by providing them with discussion platforms where they could stand by their opinions and expand the breadth and depth of the subjects being discussed. In recent years, Marín et al. (2020) conducted a study to find out how student teachers felt about these online tools' influence on the development of critical competences including civic and social skills. The findings demonstrated that the majority of participants thought of blogs as tools for promoting a feeling of community by assisting in the dismantling of social and cultural barriers. Results from an additional study indicate that better instructional blogs have a good impact on how often students use their blogs, which in turn has a beneficial impact on students' achievement and happiness with their learning (Wang, 2022). Saad (2023) observed that blog has a beneficial impact on student learning results and engagement. Additional benefits include encouraging students to participate in active learning, fostering peer collaboration, and equipping them with 21st-century skills like technology use and higher order thinking.

Dabbagh and Fake (2020) claim that blogging gives students the opportunity to actively produce content, express their ideas, and engage in a larger community—all of which encourage students to take an active role in their education and feel motivated to study. Munoz and Towner (2021) discovered that because blogs are public, students are motivated to create better work because they are aware that their work may be read by people other than their educators. According to Xie and Sharma (2022), blogging enables students to evaluate their understanding, focus on their educational experiences, and coherently express their ideas. Research has shown that this kind of reflection helps students develop awareness of themselves as learners, which makes them more aware of their learning methods and advancement (Chen & Bryer, 2023). According to Lin et al. (2020), blogging encourages students to participate in discussions, offer comments to one another, and co-construct knowledge in a collaborative learning environment. The educational experiences of students and results can be improved by this interaction's role in promoting an encouraging environment (Foulger et al., 2022). Students' writing fluency, coherence, and creativity are enhanced by blogging activities (García-Sánchez and Santos-Espino, 2021). Also, blogging enables students to use a variety of digital tools, improving their general digital competency—a necessary skill in today's technologically advanced environment (Manca & Delfino, 2022).

The efficient use of blogging for educational purposes is not without its hurdles, irrespective it's numerous advantages. Nguyen et al. (2022) draw attention to the persistent problem of inadequate access to

dependable internet and digital devices, which can prevent some students from engaging in blogging processes. Research has brought up issues with confidentiality and security, particularly when blogs are open to the public. Gagnon and Stewart (2021) stress how critical it is to tackle these issues by giving students access to safe blogging platforms and teaching them about internet safety.

A lack of familiarity with the blogging activities may cause teachers and students to oppose blogging adoption. Proper training and support can assist overcome this resistance (Lee and Kim, 2020).

Notwithstanding the aforementioned findings, Students' perceptions towards the usage of weblogs for educational purposes in Nigerian universities have received little attention.

In order to provide additional insight into these issues, the present study aims to investigate students' views on awareness and the perceptions towards the usage of weblogs for educational purposes.

Research Methodology
Research Design
This study employed a descriptive research design to evaluate students' perceptions of using weblogs for educational purposes in tertiary institutions in Ondo State, Nigeria. The descriptive research design was selected because it allows for the systematic collection, analysis, and presentation of data to understand students' perceptions toward weblog usage in educational settings.

Population and Sample
The population for this study consisted of undergraduate students from three tertiary institutions in Ondo State: Adekunle Ajasin University Akungba, Federal University of Technology Akure, and Rufus Giwa Polytechnic Owo. These institutions were chosen to provide a diverse representation of the student population in the state. The study focused on students as key respondents, given that they are the primary beneficiaries of effective and appropriate usage of weblogs for educational purposes.

A total sample of 300 respondents were selected using convenience sampling techniques. Convenience sampling was chosen due to its practicality and the ease of accessing respondents who were available and willing to participate in the study. This sampling technique enabled the researcher to gather a broad range of perspectives from students who use weblogs in their educational activities.

Research Instrument
The primary instrument for data collection was a self-structured questionnaire developed by the researcher. The questionnaire was

designed to elicit information on students' perceptions and knowledge of weblog usage for educational purposes. It consisted of two sections:

- **Section A**: Collected demographic information about the respondents, including age, gender, and academic discipline.
- **Section B**: Contained 21 items formulated around three key research questions. These items were presented on a four-point Likert scale (strongly agree, agree, disagree, strongly disagree) to gauge the level of agreement or disagreement with statements related to the use of weblogs in education.

Validity and Reliability

The validity and reliability of the research instrument were ensured through several measures. The development of the questionnaire was based on an extensive review of existing literature, focusing on studies that discussed blogging in education, digital literacy, and ICT integration. The questionnaire was reviewed by experts in educational technology, pedagogy, and assessment. These experts provided feedback on whether the questions accurately represent the different facets of the construct, such as perceptions, knowledge, barriers, and readiness to adopt blogging for educational use. The questionnaire was carefully designed to minimize biases and undue influence during data collection. Additionally, the instrument was pre-tested with a small sample to ensure clarity and comprehension. According to Maree (2010), validity and reliability in research refer to the credibility and trustworthiness of the data collected. To enhance these aspects, the research followed established procedures for coding, categorizing, and analyzing data, thereby maintaining objectivity and consistency throughout the study. Data were collected using a structured questionnaire, which was validated and tested for reliability (Cronbach's alpha = 0.85).

Data Collection Procedure

Data were collected through face to face of the questionnaire to maximize participation from students across the three institutions. Respondents were selected based on their willingness to participate, ensuring that the sample was composed of students who actively engage with weblogs in their academic activities. The data collection process was carried out over a period of four weeks to allow sufficient time for responses.

Data Analysis

The data collected were analyzed using the Statistical Package for the Social Sciences (SPSS) software. Descriptive statistics, including frequency counts and percentages, were used to analyze the demographic information of respondents and their responses to the

questionnaire items. The analysis was guided by the need to identify patterns and trends in the data that could provide insights into students' perceptions of weblogs as an educational tool. The results of the analysis were presented in tabular formats to facilitate interpretation and understanding.

Ethical Considerations

The study adhered to ethical standards in conducting research. Participants were informed about the purpose of the study and their right to withdraw at any time without any penalty. Informed consent was obtained from all participants, ensuring their voluntary participation. Confidentiality and anonymity were maintained by ensuring that no personal identifiers were collected, and data were securely stored.

Analysis on Research Questions

Research Question 1: What are students' perceptions towards the usage of weblogs for educational purpose?

Table 1: Perception of students towards the usage of weblog

Items		Responses				
		SA	A	D	SD	Total
Weblogs are good platform for Students to share ideas and knowledge on topical issues	F	158	127	13	2	300
	%	52.7	42.3	4.3	7	100.0
Weblogs link students to recommended Internet resources	F	124	158	14	4	300
	%	41.3	52.7	4.7	1.3	100.0
Weblogs is strictly for Computer Science Students	F	67	122	63	48	300
	%	22.3	40.7	21.0	16.0	100.0
Blogs make learning interesting	F	86	171	35	8	300
	%	28.7	57.0	11.7	2.7	100.0
The negative impact of weblog is huge	F	50	114	96	40	300
	%	16.7	38.0	32.0	13.3	100.0
Weblog have no place in Education	F	68	73	77	82	300
	%	22.7	24.3	25.7	27.3	100.0
Blogging encourages students to be lazy	F	46	93	98	63	300
	%	15.3	31.0	32.7	21.0	100.0
The use of blogs contributes to my understanding of Computer Science Education	F	107	152	29	12	300
	%	35.7	50.7	9.7	4.0	100.0

Weblogs enable sharing of knowledge with classmates	F	102	171	25	2	300
	%	34.0	57.0	8.3	0.7	100.0
Weblogs can be used to provide amusements and entertainment to users	F	108	165	24	3	300
	%	36.0	55.0	8.0	1.0	100.0
	F	**91.6**	**134.6**	**47.4**	**26.4**	**300**
Average Total	**%**	**30.5**	**44.9**	**15.8**	**8.8**	**100**

This report in Table 1 summarizes the findings from a study on students' perceptions of weblogs (blogs) as educational tools. 95% of respondents agreed that weblogs are an excellent platform for students to share ideas and knowledge on topical issues while 5% of respondents disagreed with this view. 94% of respondents believed that weblogs link students to recommended internet resources. 6% of respondents did not share this opinion. 63% of respondents felt that weblogs are primarily for Computer Science students while 37% of respondents disagreed. 85.7% of respondents supported the statement that blogs make learning interesting and14.3% of respondents did not find weblogs engaging. 54.7% of respondents believed that weblogs have significant negative impacts but 45.3% of respondents disagreed. This mixed view reflects concerns about potential drawbacks of weblogs, such as distractions or misuse, though a substantial proportion of students do not see these impacts as major issues. 53% of respondents felt that weblogs have a place in education and 47% of respondents felt otherwise. There is a slight majority view that weblogs are valuable educational tools, though nearly half of the respondents are skeptical about their role in education. 46.3% of respondents thought that blogging encourages students to be lazy while 53.7% of respondents did not agree with this view. The split in opinions on whether blogging promotes laziness suggests that while some students are concerned about potential negative effects, others do not perceive blogging as detrimental to academic effort. 86.4% of respondents believed that blogs contribute to their understanding of computer science education but 13.6% of respondents disagreed. 91% of respondents supported the statement that weblogs enable sharing of knowledge with classmates. 9% of respondents did not support this statement. With average percentage of 75.4%, It can be concluded that participants have positive perception toward the usage of weblogs for educational purposes.

Research Question 2: Do students have knowledge of the usage of weblogs for educational purposes?

Table 2: Knowledge of Undergraduate about weblogs

Items		SA	A	D	SD	Total
				Responses		
Weblogs are the development of traditional learning logs for students as e-learning tool.	F	135	158	7	0	300
	%	45.0	52.7	2.3	0.0	100.0
Educational weblog can be classified into Instructor weblog and Students weblog	F	79	200	20	1	300
	%	26.3	66.7	6.7	3	100.0
Weblog technologies have given education a ubiquitous perspective which provides a platform for collaborative learning, networking and communication	F	151	143	6	0	300
	%	50.3	47.7	2.0	0.0	100.0
Blogs have become one of the most important web 2.0 tools in education which provides enormous benefits to students	F	109	169	18	4	300
	%	36.3	56.3	6.0	1.3	100.0
Weblogs enhances students' cognitive and social construction of knowledge	F	129	143	24	4	300
	%	43.0	47.7	8.0	1.3	100.0
Averaged Total	F	120.6	162.6	15	1.8	300
	%	**40.2**	**54.2**	5.0	0.6	100.0

The result in Table 2 revealed knowledge of undergraduate about weblogs. Majority of the respondents (97.7%) were of the view that Weblogs are the development of traditional learning logs for students as e-learning tool while 2.3% had a negative view. It was also affirmed by the majority of the respondents (93%) were of the view that that educational weblog can be classified into Instructor weblog and Students weblog while 7% had a negative view. In a similar trend, 98% of the respondents supported the statement that Weblog technologies have given education a ubiquitous perspective which provides a platform for collaborative learning, networking and communication, while 2% of the respondents negated the statement. The result also revealed that 92.6% of the respondents believed that Blogs have

become one of the most important web 2.0 tools in education which provides enormous benefits to students both individually and as a community while 7.4% of the respondents disagreed. Lastly, large percentage (90.7%) of the respondents consented that Weblogs enhances students' cognitive and social construction of knowledge, although 9.3% of them felt contrary. Therefore, it could be assumed that undergraduates in Ondo state tertiary institutions have a well-established knowledge of weblog technology. They recognize weblogs as an evolution of traditional learning logs, capable of enhancing educational experiences through various functionalities such as collaborative learning and networking. With average percentage of 94.4%, it can be concluded that participants have knowledge of weblog for educational purposes.

Research Question 3: What are the constraints towards the usage of weblogs?

Table 3: Frequency distribution on statement regarding the constraints towards the usage of weblogs?

Items		SA	A	D	SD	Total
		Responses				
There is lack of skills and insufficient Knowledge of Blogs	F	76	135	73	16	300
	%	25.3	45.0	24.3	5.3	100.0
weblogs are only accessible by computer literates	F	80	140	60	20	300
	%	26.7	46.7	20.0	6.7	100.0
Lack of mobile phones, personal computers limit the use of weblogs	F	126	139	23	12	300
	%	42.0	46.3	7.7	4.0	100.0
Inadequate electricity limits the use of weblog	F	117	149	27	7	300
	%	39.0	49.7	9.0	2.3	100.0
Bad internet facility limits the use of weblog in the tertiary institutions	F	149	91	56	4	300
	%	49.7	30.3	18.7	1.3	100.0
Lack of relevant software's and poor maintenance of weblog limit the use of weblogs among the students	F	121	149	24	6	300
	%	40.3	49.7	8.0	2.0	100.0
Averaged Total	**F**	**111.6**	**133.8**	**43.8**	**10.8**	**300**
	%	**37.2**	**44.6**	**14.6**	**3.6**	**100**

The results presented in Table 3 highlight several significant constraints that affect students' use of weblogs for educational purposes

in tertiary institutions in Ondo State, Nigeria. A substantial proportion of the respondents (68.3%) indicated that there is insufficient knowledge about blogs among students, which represents a major barrier to their usage. Conversely, 31.7% of the respondents felt they had sufficient knowledge, indicating a varied level of familiarity with blogging across the student population. A significant number of respondents (73.4%) agreed that weblogs are primarily accessible to those who are computer literate. However, 26.6% of the respondents disagreed, suggesting that while a majority view weblogs as requiring computer literacy, there is still a minority who believe that such barriers can be overcome with appropriate support and training. An overwhelming 88.3% of respondents reported that the lack of access to mobile phones and personal computers significantly limits the use of weblogs. Only 11.7% of the respondents disagreed, implying that access to digital devices remains a substantial issue for a majority of students. The study also found that 88.7% of respondents believe that inadequate electricity supply is a significant barrier to the use of weblogs. A smaller proportion (11.3%) disagreed, perhaps due to having better access to alternative power sources or studying in areas with more reliable electricity. A high percentage of respondents (80%) reported that poor internet facilities limit the use of weblogs in tertiary institutions. Meanwhile, 20% of respondents did not perceive internet access as a significant issue, which could reflect variations in internet quality across different locations or institutions. The majority of respondents (90%) agreed that the lack of relevant software and poor maintenance of weblog platforms are critical constraints to the usage of weblogs. Only 10% of the respondents disagreed with this view, possibly reflecting varying experiences with software availability and platform maintenance across different institutions. Based on these findings, it can be concluded that students in tertiary institutions in Ondo State face multiple challenges in using weblogs for educational purposes. The constraints identified include lack of skills and insufficient knowledge of weblogs (70.3%), weblogs is only accessible by computer literates (73.4%), lack of mobile phones, personal computers limit the use of weblog (86.3%),inadequate electricity limit the use of weblog (88.7%), bad internet facility limit the use of weblog in the tertiary institutions (80.0%), and lack of relevant software's and poor maintenance of weblog limit the use of weblogs among the students (90%).

Discussion of Findings
The findings from research question 1 revealed that students in Ondo State tertiary institutions generally have positive perceptions toward

the use of blogs for educational purposes. This suggests that blogging may contribute significantly to students' learning activities by promoting active engagement, enhancing critical thinking, and fostering communication skills. The findings are consistent with previous studies by Dabbagh and Fake (2020), Marín et al. (2020), and Wang (2022), who also reported positive perceptions among students toward blogging for educational purposes. These studies highlighted the benefits of blogging, such as improved student engagement and learning motivation. Additionally, the findings align with the research of Okocha (2016), Lin et al. (2020), and Saad (2023), which indicated that blogs can improve students' learning abilities and increase their interest in learning. Blogging, as a reflective writing exercise, encourages analytical thinking by prompting students to evaluate and synthesize information from multiple sources, as supported by Nwosu & Oladeji (2023). This reinforces the view that integrating blogging into educational activities can enhance students' overall academic experience by providing opportunities for self-reflection and deeper learning.

Findings from research question 2 revealed that students in Ondo State tertiary institutions have knowledge of weblog for educational purposes. This supports the work of Chen & Bryer (2023), Pardo-Baldoví et al. (2020), and Xie and Sharma (2022), who found that students understand the benefits of using blogs for instructional purposes and recognize their potential to enhance learning. This knowledge may suggest that blogs encourage active engagement and peer learning among students, creating a more interactive and collaborative learning environment. Students' familiarity with weblog technology is crucial for the effective integration of blogs into educational practices. When students are aware of the benefits and functionalities of weblogs, they are more likely to participate actively and utilize blogs as a learning tool. This aligns with the findings that suggest blogs support students in expressing their thoughts, sharing knowledge, and engaging in meaningful discussions, thereby facilitating a deeper understanding of course materials.

The findings from research question 3 revealed several challenges faced by students when using weblogs for educational purposes. These challenges identified include lack of skills and insufficient knowledge of weblogs, weblogs is only accessible by computer literates, lack of mobile phones, personal computers limit the use of weblog, inadequate electricity limit the use of weblog, bad internet facility limit the use of weblog in the tertiary institutions, and lack of relevant software's and poor maintenance of weblog limit the use of weblogs among the students. These findings are consistent with studies by Gagnon and

Stewart (2021), Lee and Kim (2020), Nguyen et al. (2022), and Okocha (2016), which identified similar barriers to the effective use of weblogs. The challenges faced by students suggest that infrastructural deficiencies, such as unreliable internet and electricity, as well as a lack of digital devices, significantly hinder the adoption of blogs for educational purposes. Additionally, inadequate training and support for both students and educators further limit the potential benefits of weblogs. Addressing these barriers is essential to promote equitable access to digital learning tools and ensure that all students can fully benefit from the use of weblogs in their academic activities.

Conclusion
The findings from this study indicate that while students generally have positive perceptions of blogging as a tool for learning and are knowledgeable about its applications, several infrastructural and logistical challenges impede its effective use. The study highlights the importance of addressing these challenges to fully realize the potential of blogging in enhancing educational outcomes in Nigerian tertiary institutions. Future research should explore strategies for overcoming these barriers and evaluate the long-term impact of blogging on students' learning experiences and outcomes.

Recommendations
Higher institutions should organize workshops to improve students' digital literacy, including skills for using blogging platforms and content creation.
Government should invest in reliable internet access and provide computer labs or Wi-Fi to support blogging activities.
Government should integrate blogging into higher education curriculum and academic courses so as to teach students how to use it for educational purposes, including creating and managing blogs.
Higher institutions should invest in improving internet connectivity and providing students with greater access to digital resources.

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