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Impact of Information and Communication Technology (ICT) on the Study Habits of Students of Iganmode Grammar School, Ota, Ogun State of Nigeria

promise I. ILO
Covenant University, Ota, Nigeria, promise.ilo@covenantuniversity.edu.ng

Jerome Idiegbeyan-Ose
jerome.idiegbeyan-ose@covenantuniversity.edu.ng

Michael Fagbohun
michael.fagbohun@covenantuniversity.edu.ng

Osinulu Ifeakachuku
ifeakachuku.osinulu@covenantuniversity.edu.ng

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ILO, PROMISE IFEOMA

promise.ilo@covenantunivesity.edu.ng

IDIEGBEYAN-OSE, JEROME

Jerome.idiegbeyan-ose@covenantuniversity.edu.ng

FAGBOHUN, MICHAEL

Michael.fagbohun@covenantuniversity.edu.ng

OSINULU, IFEAKACHUKU

Ifeakachuku.osinulu@covenantuniversity.edu.ng

University Library, Covenant University, Ota, Ogun State, Nigeria

Abstract

Information and Communication Technology (ICT) has changed the landscape of various institutions of learning. This study is on the impact of ICT on the study habit of students of Iganmode Grammar School Ota. The research revealed a positive significant relationship between the use of ICT and improved study habits of students. However, the work discovered that the available facilities are not sufficient for the students. A total of 156(32.7%) of the total respondents engage ICT for reading various materials through the internet while 152 (31.9%) use it to compare lesson notes. Others use it to send mails, chat, etc. (85.3%) of the respondents maintained that it elongates their attention span. Other benefits include improvement on students' understanding and increased access to information. In spite of the importance of Information and Communication Technology, the work discovered that less than (50%) of the respondents have participated in ICT skill acquisition programmes. The findings equally highlighted some challenges hindering students' effective use of ICT, among which are staff attitude, power failure, ICT phobia among others. The study therefore recommended that the Management of Iganmode Grammar school and the Ogun State Government should upgrade ICT facilities in the school, students should be trained to acquire ICT skills while the staff in charge of ICT laboratory need develop a positive attitude towards handling students.

Introduction

Information and Communication Technology has affected all spheres of life including the educational landscape. Hitherto, secondary school was teacher centered, resulting in boredom and short attention span on the part of the students. Today, teaching and learning has taken a new turn as a result of the introduction of ICT to the secondary school learning environment. With the use of the various facilities, students can easily interact with teachers as well as engage in various interactive sessions, using the available facilities. Al-Hawaj, Elali and Twizell (2008) noticed that ICT has the potential for transforming education and determining the method of learning as well as the various parts to be played by the teacher and the taught.

Poor reading culture and study habits have been an issue of concern to Educational Administrators as well as Nigerian citizens. The world is fast changing and education is a necessity for people to be able to harness information and apply it to situations in order to improve their lives. The place of ICT in information generation, processing, retrieval and access for teaching and learning is worthy of note. Yusuf (2005) maintained that ICT has affected teaching and learning, as well as research. Evoh (2007) emphasized on the place of improved secondary school education for as an essential tool for the creation of effective human capital income and therefore insists that the use of ICT should be applied in secondary education as a matter of necessity. Sharing a similar view, Mba (2010) observed that ICT provides powerful tools necessary for transforming the present text-board and teacher-centered classrooms into rich student focused, interactive knowledge environments.

Several researches have been carried out to ascertain reasons why Africans have poor attitude to reading and study. These include studies by Ogwu (2010), Aliyu and Bilkisu (2012) who discovered these to include poor parental training and nurturing, limited access to reading sources, reluctance by teachers to nurture reading, among others. This situation can be positively addressed through the use of ICT which is capable blending the learning environment for both the teachers and students as well as providing more resources for teaching and learning. In a study conducted by Liu (2005) on the effects of digital environment on reading, it was discovered that screen-based reading behaviour has emerged due to the increasing amount of time spent reading electronic resources since students spend more time on browsing, scanning, and selective reading.

The impact of ICT in improving students' information gathering and use cannot be overemphasized. Learning becomes more impactful when it appears to the senses. Technology provides students with audio visual facilities which appeal to their sense of sight and hearing, thereby creating lasting memory in their minds. Condie & Munro (2007) observed that ICT has generally improved writing and reading capacity of students.

Objective of the Study

The study specifically sets out to investigate the impact of ICT on study habits of students of Iganmode Grammar School Ota.

The specific objectives are to:

1. find out the ICT facilities available to the students of Iganmode Grammar School Ota, Ogun State.
2. enquire into the accessibility and usability of ICT to support students studies
3. find out the purposes for which the students use ICT facilities
4. ascertain the impact of ICT on students' studies
5. find out ICT skills training programmes available for ICT skills development in Iganmode Grammar School
6. ascertain if there are challenges hindering students use of ICT in Iganmode Grammar School
7. find out if there is a relationship between ICT facilities use and improved study habits of students of Iganmode Grammar School Ota, Ogun State.

Research Questions

1. What ICT facilities are available for students of Iganmode Grammar School?
2. Are the available ICT facilities accessible to students?
3. What are the purposes for which students use ICT facilities?
4. What impact does the use of ICT have on your studies?
5. What ICT skills training programmes are available to the students?

6. What challenges hinder the accessibility and use of ICT facilities by students of Iganmode Grammar School Ota?

Hypothesis

H_0: There is no significant relationship between ICT facilities use and improved study habit of students of Iganmode Grammar School Ota.

Methodology

Descriptive survey design was used for the study. Stratified sampling technique was used to divide the population into strata. Questionnaire was the instrument used for data collection. Twenty-five percent (25%) of the total population was selected for the study. Three hundred (300) copies of the questionnaire were administered to SS1 students while two-hundred and fifty (250) were distributed to SS2 students. Two hundred and seventy three (273) were filled properly and returned by SS1. Those in SS2 properly filled and returned a total of two hundred and four (204) copies. Out of the total five-hundred and fifty (550) copies of the questionnaire administered to the students, four hundred and seventy-seven (477) copies were properly filled, returned and used for data analysis, this represent 86.7% response rate.

Analysis and Interpretation of Results

Table 1: Demographic information

		N	%
	Male	189	39.6
	Female	288	60.4
Sex	Total	477	100.0
	SS1	273	57.2
	SS2	204	42.8
Class	Total	477	100.0

Table 1 shows the sex of respondents. A total of 189 (39.6%) are males while 288 (60.4%) of the respondents are females. In the same way, 273 (57.2%) of the respondents are in senior secondary one (SS1), while 204 (42.8%) are in senior secondary school two (SS2)

Table 2: What ICT facilities are available to students in your school?

		N	%
Internet	Yes	175	36.7
	No	302	63.3
	Total	477	100.0
Desktop Computers	Yes	367	76.9
	No	110	23.1
	Total	477	100.0
Laptops	Yes	89	18.7
	No	388	81.3
	Total	477	100.0
Mobile Phones	Yes	71	14.9
	No	406	85.1
	Total	477	100.0
Scanners	Yes	143	30.0
	No	334	70.0
	Total	477	100.0
Photocopying Machines	Yes	147	30.8
	No	330	69.2
	Total	477	100.0
Printers	Yes	168	35.2
	No	309	64.8
	Total	477	100.0

Table 2 revealed the ICT facilities that are available to the students of Iganmode Grammar School Ota. It shows that 175 (36.7%) of the respondents stated that Internet is available to them, while 302 (60.3%) pointed out that there is no Internet availability. In the same way, 367 (76.9%) of the respondents have desktop computers while 110 (23.1%) do not have desktop computers available to them. A total of 89 (18.7%) have laptops available for their usage whereas 388 (81.5%) respondents do not have laptops available for their usage. The respondents who have mobile phones available for their usage is given as 71 (14.9%) while 406 (85.1%) do not have. A total of 143 (30%) of the respondents have scanners available for their usage whereas 334 (70%) do not have. The number of respondents that confirmed the availability of a photocopying machines was given as 147 (30.8%) while 330 (69.2%) answered in the negative. A total number of 168 (32.2%) respondents stated that printers are available to them while 309 (64.8%) gave negative responses.

Table 3: Are the available ICT facilities made accessible to students?

		Frequency	Percent
Accessibility of ICT facilities to students	Yes	130	27.3
	No	347	72.7
	Total	477	100.0

The table above shows whether the students have opportunity to make use of the available facilities in their school. A total of 130 (27.3%) responded in the positive use the available ICT facilities while 347 (72.7%) of the respondents said that they do not have the opportunity to use the ICT facilities in the school.

Table 4: To what extent do students use the available ICT facilities?

Extent of ICT accessibility to students		Frequency	Percent
How often do you use available ICT facilities?	Very often	70	14.7
	Sometimes	203	42.6
	Never	204	42.8
	Total	477	100.0

Table 4 shows the extent to which students have opportunity to access the ICT facilities. It revealed that 70 (14.7%) respondents use them very often, 203 (42.6%) have access sometimes while 204 (42.8%) never have opportunity to access them.

Table 5: For what purpose do you make use of ICT facilities?

Purpose of ICT usage		Frequency	Percent
Chatting	Agree	143	30.0
	Disagree	334	70.0
	Total	477	100.0
Browsing	Agree	203	42.6
	Disagree	274	57.4
	Total	477	100.0
Reading	Agree	156	32.7
	Disagree	321	67.3
	Total	477	100.0
Sending e-mail	Agree	148	31.0
	Disagree	329	69.0
	Total	477	100.0
Making Enquiries	Agree	223	46.8
	Disagree	254	53.2
	Total	477	100.0
Checking lesson Notes	Agree	152	31.9
	Disagree	325	68.1
	Total	477	100.0

Table 5 above shows the purpose for which students use ICT facilities. A total number of 143 (30%) respondents agreed that they use them for chatting while 334 (70%) answered in the negative. In the same way, 203 (42.6%) respondents use ICT facilities for browsing while 274 (57.4%) do not. The number of respondents who agreed that they use ICT facilities for reading is given at 156 (32.7%) while 321 (67.3%) do not see reasons to utilize ICT for the reading. Also, 148 (31%) respondents use ICT facilities for sending and receiving e-mail while 329 (69%)

respondents do not. The number of respondents who use ICT facilities for making enquires was 223 (46.8%). A total of 254 (53.2%) respondents however answered in the negative. Similarly, 152 (31.9%) respondents use ICT facilities for checking lesson notes while 325 (68.1%) of the respondents do not.

Table 6: What impact does the use of ICT have on students' studies?

Impact of ICT on students' studies		N	%
ICT gives me more information	Yes	319	66.9
	No	158	33.1
	Total	477	100
Improves my understanding	Yes	289	60.6
	No	188	39.4
	Total	477	100.0
It enhances attention span	Yes	407	85.3
	No	70	14.7
	Total	477	100.0
I enjoy my study materials	Yes	167	35.0
	No	310	65.0
	Total	477	100.0
It gives me discovery opportunities	Yes	250	52.4
	No	227	47.6
	Total	477	100.0
It provides me with opportunity to interact with colleagues	Yes	267	56.0
	No	210	44.0
	Total	475	100

Table 6 above revealed the impact of ICT on the students' study habit. A total of 319 (66.9%) of the respondents agreed that it gives more information for their academic work. In the same way, 289 (60.6%) respondents stated that ICT improves their understanding. 407 (85.3%) respondents maintained that it enhances long attention span. A total number of 167 (35.0%) of the respondents stated that they enjoy their studies with ICT facilities. Also, 250 (52.4%) respondents agree that

ICT gives them discovery opportunities in their studies. Similarly, 267 (56.0%) of the respondents maintained that ICT enables them to interact with their colleagues and friends.

Table 7: What training programmes are available for ICT skills development?

Training programmes available for ICT skills development		Frequency	Percent
Computer training for students	Yes	212	44.4
	No	265	55.6
	Total	477	100.0
Internet search skills training	Yes	188	39.4
	No	289	60.6
	Total	477	100.0
Seminars on ICT skills acquisition	Yes	128	26.8
	No	349	73.2
	Total	477	100.0
Basic computer use lessons in class	Yes	165	34.6
	No	312	65.4
	Total	477	100.0

The table above shows the training programmes that are available for the students' ICT skills development. It revealed that 212 (44.4%) of the respondents have undergone computer training programme; in the same way, 188 (39.4%) respondents undergo internet search skills training. A total of 128 (26.8%) respondents have attended seminars on ICT skills acquisition while 165 (34.6%) have had their skills developed through basic computer use lessons in their classes.

Table 8: What challenges hinder the accessibility and use of ICT facilities in Iganmode Grammar School?

Challenges hindering the accessibility and use of ICT facilities		N	%
Lack of skills	Yes	208	43.6
	No	269	56.4
	Total	477	100.0
Insufficient time	Yes	169	35.4
	No	308	64.6
	Total	477	100.0
Shortage of ICT facilities	Yes	245	51.4
	No	232	48.6
	Total	477	100.0
Staff attitude	Yes	353	74.0
	No	124	26.0
	Total	477	100.0
Power failure	Yes	273	57.2
	No	204	42.8
	Total	477	100.0
ICT phobia	Yes	22.2	22.2
	No	77.8	77.8
	Total	100.0	100.0

The table above shows the challenges that hinder the students from accessing and using ICT facilities in their school. It reveals that 208 (43.6%) of the respondents lack ICT skills. In the same way, 169 (35.4%) respondents do not have sufficient time to access the facilities. A total number of 245 (51.4%) respondents experience shortage of ICT facilities while 353 (74%) of the respondents said that staff attitude hinder from accessing and using the available ICT facilities in their school. A total of 273 (57.2%) of the total respondents stated that power failure constitutes a bottleneck to their access and use of ICT facilities. Finally, 106 (22.2%) of the respondents maintained that ICT phobia hinder them from accessing and using these facilities in their study.

Hypothesis Testing

H₀₁: There is no significant relationship between ICT facilities use and improved reading habit among secondary school students in Iganmode, Ota, Ogun State, Nigeria.

Table 9: Table: ICT Skills

Variables	Mean	Std. Deviation	N	R	P	Remark
ICT use	11.4351	1.27789	154	**.295**[**]	**.000**	Sig.
Improved Study	9.3059	1.42066	474			

**Sig. at 0.01 level

This hypothesis sought to determine the relationship between ICT facilities use and improved study habits and improved study habits among secondary students. The table above revealed that there is a positive significant relationship between ICT use and improved studying among secondary school students (r=**.295**[**], N= 541, p<.01.). The null hypothesis is therefore rejected; and the alternative hypothesis is accepted, showing that there is a positive significant relationship between ICT facilities use and improved study habit. As shown in Table 9, the Pearson Correlation Coefficient of 0.295 shows a positive correlation between ICT use readings. The p-value identifies the relationship as very significant at 1% level. This means that ICT use by students improve their level of studying. ICT infrastructure should be provided to encourage e-learning and increase e-reading culture and improved reading in Nigerian secondary schools.

Discussion of Findings

The findings revealed low rate of ICT facilities availability in the school investigated. Majority of the respondents (72.7%) do not have opportunity to access the available ICT facilities in their school. Equally, students do not often use the facilities. The findings also discovered various activities that the students use the ICT facilities to do, such as chatting, browsing, reading, checking lesson notes, etc. The paper also discovered that use of ICT facilities has impacts on

students' studies as it gives them more information, improves their understanding. Majority of the respondents (85.3%) agreed that it improves their attention span. This is in agreement with Condie and Munro (2007) who discovered that ICT has changed teaching and learning in the where they are used. It was also discovered that ICT skill acquisition opportunities available for students ICT skills acquisition in the school investigated is not encouraging. Less than (50%) of the respondents have participated in ICT skills acquisition programme.

The finding also showed that the challenges that hindered the students from accessing and using of ICT facilities include staff attitude, power failure, shortage of ICT facilities, insufficient time, among others. This research also discovered that there is a positive significant relationship between ICT facilities use and improved study habit of students. This implies that the use of ICT facilities by students will improve their study habits. This finding also supported the assertion of Twizell (2008) and Mba (2010) who stressed that there is a link between ICT use and students' study habits.

Conclusion

Information and Communication Technologies (ICT) has changed the entire educational systems. It enhances the teaching and learning processes, it has imparted the reading habits of students in various ways. Government at all levels including Management of secondary schools should ensure the availability and accessibility of these ICT facilities in their schools especially in this twenty-first century when majority of the teaching and learning resources are available online. This will help students advantage of the benefits of these facilities to enhance their academic pursuits.

Recommendations

Based on the findings of this research, the following recommendations are made

- The state government and the Management of Iganmode Grammar School should upgrade the ICT facilities in that school so that the students can maximize the benefits of ICT in their studies.

- The available ICT facilities should be made accessible to students for utmost benefits

- School Management should organize ICT training programmes for the enhancement of students' ICT skills. This should be done on regular basis.

- Computer laboratory staff and ICT teachers should be enlightened to develope positive attitude towards students' use of the available ICT facilities in the school.

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