

Influence of Information and Communication Technology on Students' Academic Pursuit in Iseyin Local Government Area Secondary Schools in Oyo State

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Abstract

This study examined the influence in Information and communication technology on students academic pursuit in Iseyin Local Government Area secondary schools in Oyo State. One hundred and twenty respondents were selected as sample through random sampling techniques. The data obtained through questionnaire copies of questionnaire were administered on 120 respondents who were accessible in secondary schools in Iseyin Local Government. Four research questions and only one hypothesis were formulated using Pearson Product moment correlation statistical analysis at 0.05 significant levels. The findings revealed that there is relationship between ICT facilities in schools. The findings revealed that there is relationship between academic performance and ICT usage. This suggest that technology must be incorporated into the curriculum for teaching and learning. The study therefore recommended that parents and guidance's should encourage their children by enrolling them into ICT programmes at an early stage. Managers of schools should make or include the compulsory subject in the schools as it will also help students to get use to ICT education equipment / facilities should be provided to schools and individual's of affordable or cheaper price. Government should encourage and put uncentives to attract state local, international bodies and non-governmental organizations (NGOs) to invest on ICT related projects in secondary school in the nation.

Keywords: ICT, Academic pursuits, Influence

Introduction

The issue of utilization of ICT for teaching and learning has become progressively vital due to the global environment of the 21st century. Christerisen (2004) described ICT as the use of hardware, software services and supporting infrastructures to manage and deliver information using electronic devices. Technology originated from tools making tradition. A tool is any device-stick, stone which enables its user to engage in activities which otherwise could have been impracticable or tiresomely difficult, hence it is an extension of the user's body (Nwite, 2007).

The origin of the educational application of ICT was derived from previous terms such as information and technology (IT) and new technologies (Nwana 2010). ICT can be generally described as those technological tools that are used for accessing, gathering and manipulating information. The technologies could include hardware, computers, software applications and the internet (Anderson & Gien 2003; Chen & Kee, 2005).

Communication is very important in all aspects of human living in terms of business, government and even in the family

communication involves the transmission of information from person to person. It is done for the purpose of entertaining, information and educating. Information and communication technologies (ICTs) have made a significant effect on the development of human beings during the second half of the twentieth century for this reason, the 21st century is often refer to as the "knowledge society", "knowledge period" or "knowledge revolution" (UNESCO, 1979) innovative information and communication technologies have had major effect throughout all fields of study and education in particular.

One of the central topics for the 21st century is technology people and all concept related to people make use of technology and its advantages. In the 21st century. It has become important for all members of society to make use of electronic literacy, informatics and communication technologies, as well as maintaining the knowledge and skills to use these actively an efficiently. Rapid developments and changes in information technologies are widely accepted as the most striking features of the information age, especially in the scope of internet (Dursun, 2004). Those who take advantage of

these advances should be those involved with the teaching-learning process. This present situation has a unique double sided quality which allows educators and students to make use of the advantages of technology while adding and creating new advances along the way.

FRN (2001) re-emphasized the need for the integration of ICT in Nigerian educational system. However the specific objectives of National policy on ICT in education FRN (2010) are to facilitate the teaching and learning processes, promote problem-solving critical thinking and innovative skills, enhance the various teaching / learning strategies required to meet the needs of the population foster research and development and enhance universal access to information among others.

The internet can be described as a network system connects all computers in the world to each other (Ersory & Tascor, 2003) or the net of connections that covers the entire world. The internet is one of the most charismatic features of the information age. Using computers and the internet has become an indispensable part of daily life.

Acclamation to a new technology in this new century has become compulsory in a sense while the education system, education programs, teaching-learning methods and teaching materials have change on almost every aspect of education, the application of technology and internet are becoming more widespread (Oral, 2004). Currently, the internet affects every person's life in a comprehensive fashion (Ersony & Yasar, 2003) some of the effects include the increase of communication expanding through educational services and an increase of communication expanding through educational services and an increase of quality along with personal interaction. The internet change the concepts of place and time for education by moving education outside the school. Recently, more importance has been given to seeking, evaluating, organizing using and sharing information with other (Karahan & Lzci, 2001). The information communication technology (ICT) has become the most efficient source.

Student develops great interest in computers we need to assess its impact both positively and negatively on the development at a

point in time. Over the years now a good number of homes have added electronic games, home computers and internet to other technologies like television and stereo systems that takes most of the time of students. For many years, ICT have been judged for their potentially negative influence on the students, often, worries about the usage of ICT are concerned with the question "how early exposing of the child to the ICT influences it general development. Experts like Kirkorian, Wartella and Anderson (2009) points that the children learn more from real-life experiences than from the ones given by ICT, especially if the content is not suitable for the students.

Today, children can through ICT more easily access various contents than ever before adults do not have control over this access because the media environment has changed so drastically that a complete control over the child's usage of ICT is today practically impossible (Ribberts, Foehr and Rideout). We found out the number of sedentary hours children spend on the activities they engage in using the computer. Some research point to some health related hazards, such as back strains, neck strains and eye strains. One of the bad aspects of computer use is that even the children who cannot read and write yet, are already used to this machine.

Statement of the Problem

Things are changing globally and there are different and modern ways of doing things. If the essence of the educational policy is aimed at producing man-power which can cope with the ever-changing modern world and be part of global village the chalk and talk method, hardly bringing participatory / interactive methods must give way to the use of innovative and technologies driven, which the ICT proffers (Chinyere-Diris – Archieve, 2004)

The need for effective information and communication technology in school organization cannot be over-emphasized. Therefore the influence of information and communication technology is an important determinant of students' academic pursuit. Thus principal, teachers and student could use information and communication technology to coordinate day to day school activities improvement of classroom instruction and attainment of good students

performances. The influence of information and communication technology on a child's educational performance varies from one situation to another. The negative effect on a particular child may be advantageous to the development of another child. This study therefore focuses on the influence of information and communication technology on students' academic pursuit in Iseyin Local government of Oyo State.

Objectives of the Study

The objectives of the study are to:

1. examine the number of available ICT facilities in some of the selected secondary schools in Iseyin Local Government area.
2. Find out the attitudes of students on utilization of ICT in teaching and learning
3. Find out the influence ICT on students academic pursuit in Iseyin Local Government secondary schools

Research Questions

- i. What are the available ICT facilities in secondary schools?
- ii. What is the level of ICT utilization in teaching and learning of students in secondary schools

- iii. What are the attitude of students towards the utilization of ICT in teaching and learning process?

Hypothesis

There is no significant relationship between students attitude towards usage of ICT in teaching and learning and gender.

Methodology

The research design that was employed for this study was a descriptive survey the population consists all students in secondary schools, since everyone cannot participate in this study, simple random sampling techniques was employed to select representative sample of 120 respondents, that is, twenty students from each of six samples schools in Iseyin Local Government Area of Oyo State. The instrument used to collect data was structured Questionnaire($r=0.78$). Data for the study were subjected to descriptive analysis and Pearson Product Moment Correlation t 0.05 level of significance.

Results

Research Question 1: What are the available ICT facilities in secondary schools?

Table 1: Analysis of the available ICT facilities in secondary schools

S/N	ITEMS	SD	D	A	SA	MEAN	SD
1.	My school is well equipped with computers	2	5	27	88	3.6	0.6
2.	There is internet connectivity in my school	2	19	4	75	3.4	0.8
3.	Students are allowed to use internet facilities in my school	18	23	23	56	2.9	1.1
4.	ICT centre in my school is equipped with computers relevant facilities	6	21	28	65	3.3	0.9
5.	ICT facilities are not sufficient for students in my school	11	30	36	43	2.9	1.0

Students agreed that the ICT facilities in their schools are well equipped with (mean (x) < 3.6), that there is internet connectivity in their schools with mean (x) < 3.4), that students are allowed to use internet facilities in schools with (mean (x) < 2.9) that ICT centre are in schools are equipped with computer and other relevant facilities with mean (x) < 3.3) that ICT facilities are

not sufficient for students usage in schools with (mean (x) < 2.9) the weighted average is 3.2 which showed that ICT facilities are available in secondary schools.

Research Question 2: What is the level of ICT usage in teaching and learning of students in secondary schools?

Table 2: Analysis of the level of usage of ICT in teaching and learning of students in secondary schools.

S/N	ITEMS	SD	D	A	SA	MEAN	SD
1.	We are normally given assignment to do using ICT facilities	7	36	26	51	3.0	0.98
2.	ICT facilities are available in the classroom for usage during the teaching and learning	21	37	29	33	2.6	1.1
3.	Many of my teachers use ICT facilities in the teaching and learning process	16	17	30	57	3.1	1.1
4.	We always engage in practical classes using ICT	10	25	38	47	3.0	0.97
5.	ICT facilities are available in our classroom for usage in teaching and learning	21	57	29	33	2.6	1.1

The assignment are normally given through the use of ICT with (mean (x) <3.00 that all student in schools have access to ICT facilities with (mean(x) < 29, that the student agreed that there's usage in teaching and learning of student in secondary school with (mean (x) < 3.1) that the student engaged in practical class using ICT facilities are available in the classroom for usage

during teaching and learning with (mean (x) <2.6) the weighted average is 2.9 which showed that there is usage of ICT in teaching and learning of student in secondary schools.

Research Question 3: What is the attitude of student towards usage of ICT in teaching and learning process?

Table 3: Analysis of student's positives attitude towards usage of ICT in teaching and learning process

S/N	ITEMS	SD	D	A	SA	MEAN	SD
1.	We never offer a courses that will force me to use of ICT tools	32	25	46	16	2.4	1.0
2.	ICT usage is not meant for secondary school students	19	26	48	27	2.7	0.9
3.	I develop fear during the use of ICT facilities in teaching and learning	34	32	38	26	2.3	1.0
4.	ICT is not relevant to my discipline	28	29	37	26	2.5	1.1
5.	I wish computer and ICT were not as important as they are weighted	25	25	36	34	2.7	1.1
Average						2.5	

The students will never offer a course that will tools with (mean (x) <2.4) that ICT usage is not meant for secondary school students with (mean (x) < 2.7), that students develop fear during the use of ICT with (means (x) <2.3) that ICT is not relevant to their discipline with (mean (x) <2.5), that computers and ICT were not important as they are with (mean (x) <2.7). The weighted average of this is 2.5 which showed that students have positive attitude towards usage of ICT in teaching and learning process.

highly dependent on the availability and accessibility of ICT resources in the schools. However making ICT available and accessible will help the students in their academic pursuit.

The finding still revealed that there is usage of ICT for teaching and learning in secondary schools which was in accordance with the work of Kiptalam and Rodrigias (2011) that the use of ICT and related technologies is still at an early stage of development and implementation. They further stressed that while the pace was slow in other instances, it was faster absorption rate to the extent that some schools developing electronic content for their teaching and learning and making in it in line with the study of Uwadia (2009) and Omotayo (2012) that ICT will among others serve as a tool for increasing productivity act as a tool for information storage, processing and retrieved and

Discussion

The findings revealed that there are availability of ICT facilities in secondary schools which is line with the work of Hennessey et.al, (2010) cited in Kiptalan and Rodriguess (2001) that the integration of technology into education is

increase decision making. The students have positive attitude in ICT usage and this is in accordance with Western and Brain (2010) who found that the young lecturers are actually more interested and motivated on course contents and objectives that include ICT involvement.

In conclusion it was found out that there is influence of ICT on students academic pursuit, this is in line with the study of Brecko and Vchovar (2008) established that having include ICT into student learning pedagogy enables students to expand their skills that allowed transition into several phases of life in the 21st century, it also enhances learning patterns and enables higher passion and movement into never levels of education.

Conclusion

Information and communication technology are already important factors in successful development of education in the country. To promote and maintain information and communication technology is an influential instrument for the improvement of the quality of educational system in the world. It allows the students to access innovation in the global arena. The conclusion is that the information and communication technology will deposit positive impact on the teaching and learning process which intuitively implies that the relationship between ICT usage in Nigeria secondary schools and academic pursuit of the students will hence and turn to positive of these ICT facilities are well used and cater for. ICT is therefore significant because it develops the educational system.

Recommendations

- Parent and guidance's should encourage their children by enrolling them into ICT training centre in order for them to acquire adequate knowledge of how to use ICT facilities.
- The administrators in the schools should make computer packages or training as a compulsory subject to help the students to get use to ICT.
- Equipment facilities should be provided to schools and individuals at an affordable or cheaper prize.
- Federal government should put in incentives to attract state, local international bodies and non-governmental organization's (NGOs) to invest on ICT related projects
- The erratic power supply needs to be improved throughout the country because ICT facilities depend largely on power supply.

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