

ATTITUDES AND INFORMATION COMMUNICATION TECHNOLOGY (ICT)
USAGE AMONG EDUCATION STUDENTS IN UNIVERSITY OF BENIN
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**ATTITUDES AND INFORMATION COMMUNICATION TECHNOLOGY
(ICT) USAGE AMONG EDUCATION STUDENTS IN
UNIVERSITY OF BENIN**

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Abstract

The major purpose of this study was to investigate the relationship between attitudes and ICT usage among education students in University of Benin. Three research questions were raised and one hypothesis was formulated to guide the study. The correlation research design was employed in this study while the population of the study consisted of all the 7,575 students in the faculty of education, university of Benin, Benin City (Academic Planning Division, University of Benin, 2020). The sample size of 760 students was used for the study and was selected through systematic sampling technique. The research instrument used for this study was an adapted questionnaire of Jeong-Bae Son (2008), it was validated by three experts with computer training in the faculty of education and the reliability was done using split-half method of reliability and was analysed through Pearson Product Moment Correlation Coefficient to obtain coefficient values of 0.75 and 0.87 respectively. The research instrument was administered by the researchers with the help of two research assistants who were briefed on how to administer and retrieve the instrument. Data collected were analysed using frequency counts, simple percentages and mean scores for the research question raised while pearson r was used to analyse the formulated hypothesis. The results revealed that ICT usage among education students of the University of Benin was high, but the use of social media was low in teaching and learning. It was also revealed that the attitude toward ICT usage among the students is positive. Lastly, It was revealed that there is a significant relationship between attitude and ICT usage among education students in University of Benin. Based on the findings, it was recommended among others that: ICT high usage and positive attitudes towards ICT usage should be sustained by the school management through mandatory usage of CBT examinations in all 100 and 200 level courses.

Keywords: Attitude, Communication, Technology, Students, Education

Introduction

One of the major achievements that has led to a rapid increase in breakthroughs in every area or field of endeavour today is the advancement in Information Communication Technology (ICT). ICT has helped a great deal to advance every field in the 21st century because it allows those who are very experienced in its usage to explore the information needed to effect great revolutions in their various fields. For example in medicine, Mehta, Deb and Rao (2017) opined that computers are being increasingly used in the medical profession, and that the major uses of computers in medicine include hospital information systems, data analysis in medicine, medical imaging laboratory computing, computer-assisted medical decision making, care of critically ill patients and computer-assisted therapy. Similarly, Scott-Clark Medical (2022) observed that computers play a vital role in the day-to-day operations of hospitals, it helps with maintaining patient records to scheduling appointments, help hospital staff work more efficiently and effectively, it is used to monitor patients' vital signs like blood pressure and respiration, helps to provide early warning of potential health problems and develop treatment plans accordingly.

Computers also play a big role in the Agricultural industry, it helps farmers to connect with other farmers in the world, helps in record keeping of harvests and sales, it helps farmers in the prediction of weather conditions and estimation of agricultural production. In engineering, the computer helps engineers in the design process, control manufacturing equipment and robots. The use of computers speeds up the ability to make corrections quickly, so engineers can develop their products with speed and less stress. Even in arts and humanity, the use of ICT is not left out as it helps to facilitate the teaching and learning of foreign languages like French, German and many more. The use of computers is not also left out in education.

Its usage in education in contemporary society cannot be overemphasised. For example, it plays a key role in the teaching and learning of students. It is used to source materials and knowledge on the internet that is often delivered in the classroom. It is used to save important documents and information. With the advent of ITC, lectures have been made easy for both lecturers and students. The lecturer can now deliver their lectures from their comfort zones in their rooms, students as well can also receive lectures in their comfort zones in their rooms, thus making both parties minimise the cost of transportation and the stress of travelling a long distance before lectures. With the invention of ICT, students can also source limitless materials from the internet to get a better understanding of the content being taught in the classroom.

In contemporary society, effective, efficient and adequate utilization of ICT is a fundamental requirement for outstanding performance among the students. A student who is very proficient and efficient in the use of ICT is more disposed to source for better materials online, come up with better assignments and more points than those who are not ICT compliant.

One of the major factors that is related to ICT usage in contemporary time is

attitude. Attitude is the learned predisposition to act. It can determine one's behaviour. This supports the observation of Al-khaldi and Al-Jabri (2009) that the attitudes of students toward computers are significant determinants of behaviour that may influence computer utilization. Attitudes could be positive, negative or neutral. In any case, a positive attitude is needed to promote healthy and acceptable behaviour that enhances human productivity. In the same vein, a positive attitude is needed for the promotion and usage of ICT. In this regard, attitude is positive when it promotes and facilitates the use of computers or ICT but negative when it discourages the use of ICT.

Statement of Problem

The usefulness of ICT in all fields has led the management of many higher institutions including University of Benin to set up ICT Centres to facilitate teaching and learning in the University. Despite this, some students still find it difficult to use ICT adequately. Some complain of not being able to access it and not even interested. While some others complain of not having enough time and also not being able to use it. This again is reflective in their inability to submit their assignments on time. And again, students have also been seen using ICT for their assignments and receiving lectures in the classroom. But the level of usage, attitudes towards usage and the relationship that exists between attitudes and ICT usage among education students in the University of Benin is not known to the researchers. It is against this background that this research was conducted to determine the relationship between attitudes and ICT usage among education students in University of Benin.

Purpose of the Study

The major purpose of this study was to investigate the relationship between attitudes and ICT usage among education students in university of Benin. The specific objectives are to:

1. determine the level of ICT usage among education students of University of Benin;
2. determine attitudes toward ICT usage among education students of the University of Benin; and
3. determine the relationship between attitudes and ICT usage among education students in the University of Benin.

Research Questions

The following research questions were raised to guide the study

1. What is the level of ICT usage among education students of University of Benin?
2. What is the attitude toward ICT usage among education students of the University of Benin?
3. Is there a relationship between attitudes and ICT usage among education students in the University of Benin?

Hypothesis

The following hypothesis was formulated from research question three to guide the study

H₀1: There is no significant relationship between attitudes and ICT usage among education students in University of Benin

Methodology

The correlation research design was employed in this study. Omorogiuwa (2006) in Igudia (2017) observed that this design is applied to a study that seeks to establish relationships between two or more variables. The study was designed to determine the relationship between attitudes and ICT usage among education students in the University of Benin. The design was used because the researcher had no control over the independent variables and did not manipulate any of them, rather the researcher simply determined the extent to which the independent variable correlated the dependent variable. The population of this study consisted of all the 7,575 students in the faculty of education, university of Benin, Benin City (Academic Planning Division, University of Benin, 2020). A sample size of 760 students was used for the study and was selected through systematic sampling technique. This was done by picking 10% of each of the levels from 100-400 Level using every first person and every other fifth person in a seating arrangement until the required number of 10% of each level was achieved. The research instrument used for this study was an adapted questionnaire from Jeong-Bae Son (2008). The instrument was titled ICT usage among education students at University of Benin. It consisted of two sections, A and B. Section A sought for ICT usage among the students, while Section B sought for data on attitudes toward ICT usage among the students.

The face and content validity of the instrument was done by three experts from the Faculty of Education, University of Benin. The final instrument was developed based on their comments, suggestions and corrections. The reliability of the instrument ICT usage was established using the split-half reliability method and was analyzed using the Pearson Product Moment Correlation Coefficient values of 0.75 and 0.87 respectively. Hence, the instrument was considered reliable. The research instrument was administered by the researchers with the help of two research assistants who were briefed on how to administer and retrieve the instrument. The exercise lasted for a week.

The data collected were analyzed using frequency counts, percentages and mean scores for the research questions raised, while the Pearson Product Moment Correlation Coefficient was used to analyse the formulated hypothesis at 0.05 alpha level of significance.

Results

The results of the study are presented in tables below in line with the research questions raised and the formulated hypothesis.

Research Question One: What is the level of ICT usage among education students of university of Benin?

Table 1: Frequency and Percentage analyses of the extent of ICT usage

S/N	Items	Yes (%)	No(%)
1.	Do you have a computer?	497(65.4)	263(34.6)
2.	Do you have a browsing phone?	760(100)	0
3.	Do you always have internet connection in your Computer?	521(68.6)	239(31.4)
4.	Do you type with a computer or your phone?	752(98.9)	8(1.1)
5.	Do you do assignments with your phone or computer?	760(100)	0
6.	Do you save information on your computer	511(67.2)	249(32.8)
7.	Do you watch videos with your computer	497(65.4)	263(34.6)
8.	Do you play games with your computer	521(68.8)	239(31.2)
9.	Do whatsApp with your phone	759(99.9)	01(0.1)
10.	Do you have a facebook account	633(83.8)	127(16.2)
11.	Do you use telegrams?	647(85.1)	113(14.9)
12.	Do you use an instagram	549(72.2)	211(27.8)
13.	Have you ever received lectures through		
14.	WhatsApp	497(65.4)	263(34.6)
15.	Hybrid	39(5.1)	721(94.9)
16.	zoom,	41(5.4)	719(94.6)
17.	facebook,	2(0.3)	758(99.7)
18.	PowerPoint	7(0.92)	753(99.1)

The table 1 showed the level of ICT usage among education students in the University of Benin. The table revealed that the ICT usage among the students is very high, since the responses from respondents from all the items ranged between 65.4% - 100%. The table also showed that majority of the students hardly receive lectures with hybrid (94.9), zoom (94.6), facebook (99.7) and PowerPoint (99.1).

Research question two: What is the attitude toward ICT usage among education students of the university of Benin?

Research Question Two: What is the attitude toward ICT usage among education students of the University of Benin?

Table 2: Mean scores showing attitude toward ICT usage

S/N	Items	Mean Score
1.	I enjoy using computer	3.58
2.	I feel comfortable using computer	3.33

S/N	Items	Mean Score
3.	I am willing to learn more about ICT	3.66
4.	I feel threatened when people talk about ICT	2.66
5.	I feel that it is important for me to learn about ICT	3.66
6.	I would like to use ICT in the classroom	3.66
7.	I think that my learning can be improved by using ICT	3.58
8.	I think computers are difficult to learn	3.33
9.	I think the use of ICT can make foreign language learning interesting	36.3
10.	Students who cannot operate computer should be fined	3.42

Table 2 revealed the attitude towards ICT usage among education students in the University of Benin. The table revealed that the attitude toward ICT usage among education students at the University of Benin is positive with a total mean score of 3.39. The table also revealed that all the items from 1-10 are all positive since they are all above the benchmark of 2.50.

Research Question Three: Is there a relationship between attitudes and ICT usage among education students in the University of Benin?

Hypothesis: There is no significant relationship between attitudes and ICT usage among education students of the University of Benin

Table 3: Pearson r of sig. relationship between attitudes and ICT usage

N	r	sig	
760	0.87	0.00	
Correlations			
		Know	Practice
Attitude	Pearson Correlation	1	.872**
	Sig. (2-tailed)		.000
	N	760	760
ICT usage	Pearson Correlation	.872**	1
	Sig. (2-tailed)	.000	
	N	760	760
** Correlation is using significant at the 0.01 level (2-tailed)			

Figure one

Table 3 revealed a significant relationship between attitudes and ICT usage among education students in University of Benin. The table showed r value of 0.87 and sig value of 0.00, therefore the null hypothesis which stated that there is no significant relationship between attitudes and ICT usage is rejected. Meaning the relationship

between attitude and ICT usage is significant. This implies that the higher the attitudes toward ICT usage, the better the usage by education students in university of Benin.

Discussion of Findings

The finding of this study revealed high ICT usage among the students could be attributed to increased use of smartphones in Nigeria. This corroborates the observation of World Development Indicators (WDI, 2019) in (Oyelami, et al, 2022) that, there is increase in volume of ICT usage in the sub-Sahara (SSA) sub-region. For example, Nigeria that is considered as the leading economy in SSA sub-region has increased in number of mobile-cellular subscribers from 18.59 million in 2005 to 172 million in 2018 (Oyelami, et al, 2022). This represents a growth of 892% over the period. This is followed by Cote d'Ivoire with mobile-cellular subscribers of 2 million in 2015 and 33 million in 2018 representing 930% increment. All the countries in the sub-region show accelerated progress in this area (Oyelami, et al, 2022). Therefore the high usage of ICT in University of Benin is a reflection of the increase in mobile-cellular subscribers.

The finding of this study revealed that the attitude toward ICT usage among the students is positive. This finding corroborates the findings of Ayebi-Arthur, (2010) that undergraduates and postgraduates in his study demonstrated positive attitudes toward ICT. The positive attitude toward ICT among these students of university of Benin could be attributed to the compulsory Computer Based Test (CBT) that students encounter before gaining admission into university of Benin.

The discovery of this study is that there is a significant relationship between attitudes and ICT usage among university of Benin students. This again corroborates the findings of Ayebi-Arthur, (2010) that demonstrated a positive relationship between attitudes and performance in ICT among undergraduates and postgraduates. The findings of Arthur revealed a moderate relationship between attitudes and performance among undergraduates and a weak relationship among postgraduates. This does not agree with this study, because this study revealed a very strong relationship between attitudes and ICT usage among university of Benin students. This finding also agrees with the observations of Al-khaldi and Al-Jabri (2009) that attitudes of students toward computers are significant determinants of behaviour that may influence computer utilization.

Conclusion

This study hereby concludes that there is a positive relationship between attitudes and ICT usage among education students of the University of Benin and that the relationship is significant.

Recommendations

Based on the findings, the study recommended that:

1. ICT high usage and positive attitudes towards ICT usage should be sustained

- by the school management through mandatory usage of CBT exams in all 100 and 200 level courses.
2. School should encourage continuous use of ICT by making it compulsory for all the

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