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The Impact Of Information And Communication Technology (ICT) On Learning Habits Of Business Education Students

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ABSTRACT
The main purpose of this study was to investigate the impact of information and communication technology (ICT) usage on students' study habits in the Department of Business Education, Delta State College of Physical Education, Mosogar (DESCOPEM). To achieve this aim, the study adopted a survey research method. The sample size is 100 students selected randomly from Business Education Students. Questionnaire was the instrument used for data collection. Two research questions were developed to guide the study. Frequency and percentage were used to analyze the two research questions. The findings of the study reveal that ICT impacts to very high extent on students' academic studies. The study also indicated that DESCOPEM students use ICTs to support and improve their academic studies at a very high extent. The study concludes that from the results of the analysis computer usage, internet usage and mobile phone usage no doubt has significantly influenced students' study habits in DESCOPEM. Based on these findings, the study recommended that, the government should provide ICT gadgets in DESCOPEM; information literacy should be taught as a general course in first year in DESCOPEM; parents should endeavour to provide ICT gadgets with internet connectivity for their children at all levels of education and also monitor them to be sure that these ICT gadgets are used positively; students should learn to use social networking sites constructively; mobile phones in the classroom should not be banned but should be welcomed with open arms and used as a teaching tool and not a means of distraction and aids to examination malpractice as so many teachers perceive them to be; and use of DESCOPEM e-library by students should be cost-free if provided.

Keywords: Impact, Information and Communication Technology, Learning Habits, and Business Education Students

INTRODUCTION

It is often said that little drops of water make a mighty ocean; or slow and steady wins the race. This is very apt when talking about success in school. Success in school is not so much determined by sheer intelligence as knowing how to study. Being successful in school requires effective study habits. A student's study habits play an important role in determining his/her success in the learning process. Study habits can be good ones which

lead to a student excelling or bad ones which can lead to a student getting mediocre grades. Nneji (2002), defined study habits as learning tendencies that enable students work privately. Effective and successful study consists of more than merely memorizing facts but calls for knowing where and how to obtain information and the ability to make intelligent use of it. Study habits directly reflect on one's learning ability. Wood and Neal (2007), states that study habits are approaches applied to learning. They are generally critical to success in schools, are considered essential for acquiring good grades, and are useful for learning throughout one's life**.**

There are arrays of study habits, which may tackle the process of organising and taking in new information, retaining information, or dealing with assessments, they include good time management, effective note taking, and homework completion. Acquiring effective study habits are often left up to the student and their support, however there is evidence that they are increasingly taught at the tertiary school level. According to Kass (2013), for students to ensure academic success throughout their stay in the tertiary school, it is important to do away with bad study habits. No matter what age and academic level, employing effective study habits can make all the difference between making an 'A', barely passing or worse, failing miserably. Kass (2013), further stated that students should identify their own study preferences, what works for them on a consistent basis and act accordingly. For example, some students study better in the morning or can better focus in small chunks of time rather than a marathon session. Knowing exactly what does and does not work on a personal level, even tracking study patterns and correlating it with related grades, and then proactively creating a study plan and schedule around the proven effective methods, is the most powerful study tool of all. Fielden, (2004), states that good study habits help the student in critical reflection in skills outcomes such as selecting, analysing, critiquing, and synthesizing. Romeo (2006), stated that students cannot learn simply by being told what to do or by watching others, they have to practice studying frequently.

According to Burniske (2001), ICT skills play an important role in developing a nation. ICT has been regarded as an important tool to leverage the economy and society, thus mastering basic skills and concepts of ICT has become one of the core parts in education, besides reading, writing and numeracy. ICT skills are necessary prerequisites for information literacy and life-long learning. Karim and Hassan (2006), noted the exponential growth in digital information, which changes the way students perceive study and how electronic materials are used to facilitate study. Participation and communication methods in educational institutions have changed since the use of ICT has been widespread. Teaching-learning processes are simplified by the Internet, computers, mobile phones, social networking and related technologies.

Statement of the Problem

Some scholars believe that ICTs improve the students' study habit, others do not support this view. In line with the above, Valasidou and Bousiou (2005) stated that students frequently use ICT resources especially internet for their studies, and that internet has huge impact in improving students' study habits. Leuven, (2004) against this view, stated that there is no evidence for a relationship between increased educational use of ICT and students' performance. In fact, they find a consistently negative and marginally significant relationship between ICT use and some student achievement measures. Still, in support of Valasidou & Bousiou (2005); Abdulla, Al-Hawaj, Wajeeh, & Twizell (2008) stated that ICT has the potential to transform the nature of education. Where and how learning takes place and the roles of students and teaching takes place and the roles of students and teachers in the learning process. Karim & Hassan (2006) also noted the exponential growth in digital information has changed the way students perceive study and reading and in how printed materials are used to facilitate study.

Poor study habits among students in the colleges of education nationwide could be among the possible causes of numerous academic problems tertiary students encounter. Some of these students perform poorly or have low grades or fail out-rightly and sometimes are advised to withdraw or change their programmes. Similarly, indulgence in examination malpractice could be an added factor. It could be inferred from the above sad scenario that most students do not understand the importance of the use and application of relevant study habits to their academic work. Probably as a way out of this situation, students now resort to the use of ICT.

Therefore, some students spend time at the e-library of their colleges, while some go to cyber cafes, still others use these ICT gadgets at home and in the classroom seeking for information in order to improve their academic performance. Most students' attention has shifted from books as a means of study to ICTs. The extent to which use of ICT could influence students' study habits and thereby improve their academic performance attracted the attention of the researcher. The question arises, how all these ICT gadgets used by students do influence their study habits. It has therefore become necessary for the researcher to investigate the influence of ICT usage on

students' study habits among students of Business Education students in the Delta State College of Physical Education, Mosogar.

The direct link between the use of ICT in students' studies has been the focus of extensive literature during the last two decades. This study is seeking to know the direct link between the use of ICT in students' studies and how this is impacting on the student's achievement of set goal of educational excellence.

Research Questions

The following research questions will guide the study:

1. Do tertiary students use ICTs as a significant channel in their study programmes?
2. Does the use of ICT to aid study have positive impact on tertiary education learning attainment?

Purpose of the Study

The main objective of this study is to investigate the impact of ICTs usage on students' study habits among business education students in the Delta State College of Physical Education, Mosogar.

Specifically, the study seeks to:

1. investigate how students use ICTs to support their studies.
2. ascertain if ICT usage improves tertiary students' studies and enhance achievement of academic goal.

METHODOLOGY

Research Design

The survey research design was adopted for this study. Survey research is most appropriate for this study because it is directed towards determining the nature of a situation as it exists at the time of investigation. It is an attempt to collect data from members of a population in order to determine the correct status of the population with regards to one or more variables

The study area for this research is the Business Education Department of the Delta State College of Physical Education, Mosogar, Delta State, Nigeria. The population of this study is 300 Business Education students, which consists of about 250 Years one, two and three regular students and 50 Years one, two, three and four part-time (weekend) students, including extension students. The sample for this study consisted of 100 respondents drawn from the population which is 33 % of the total population, making a total of 83 regular students and 17 part-time students of Business Education Department.

The major instrument used for data collection was a structured closed and open ended questions (questionnaire). The questionnaire was divided into two sections A and B. Section A sought information in respect of the students' demographics or personal data while Section B comprised of items designed to evaluate the research variables. The validity and reliability of the instrument was properly done by business education research experts. 100 questionnaires were administered to students of Business Education Department of the Delta State College of Physical Education, Mosogar. Administration of the questionnaire was personally carried out by the researcher. Data obtained from the questionnaire was analysed using simple frequency, percentage distributions and bar charts.

FINDINGS AND DISCUSSION

Personal demographic characteristics of respondents

The results of the personal demographic characteristics of respondents are presented in Figures 1, 2, 3, 4 and 5.

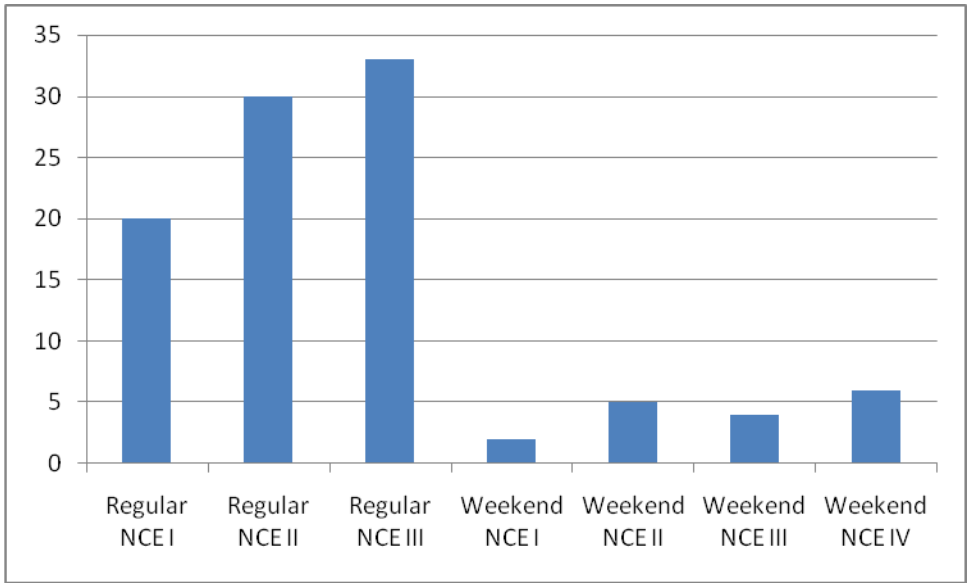

Figure 1. Distribution of respondents by mode of programme and level

From figure 1 above, the bar chart represents the distribution of respondents by mode of programme and level. The percentage scores show regular NCE one 20%, NCE two 30% and NCE three 33% respectively while weekend NCE one 2%, NCE two 5%, NCE three 4% and NCE four 6% respectively. The total score for the distribution of respondents by mode of programme and level is 100%. The result shows that there may be more regular students than weekend students in the college.

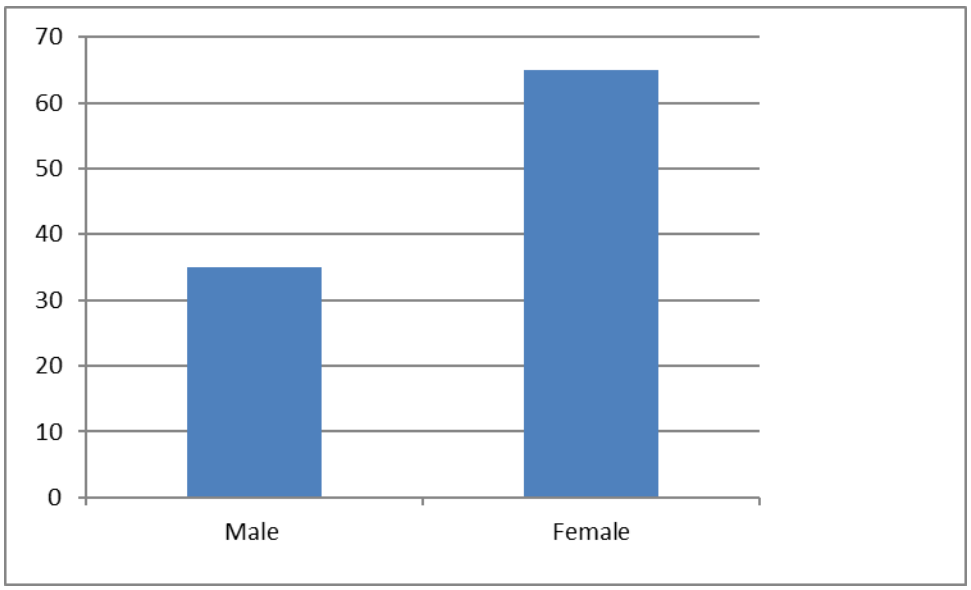

Figure 2: Distribution of respondents based on gender

From figure 2 above, the bar chart represents the distribution of respondents based on gender. The percentage scores show males 35% and females 65% respectively. This makes the total scores for the distribution of respondents based on gender to be 100%. The result show more female respondents than males. It may also be a pointer to the fact that, there are more female students in the college than males.

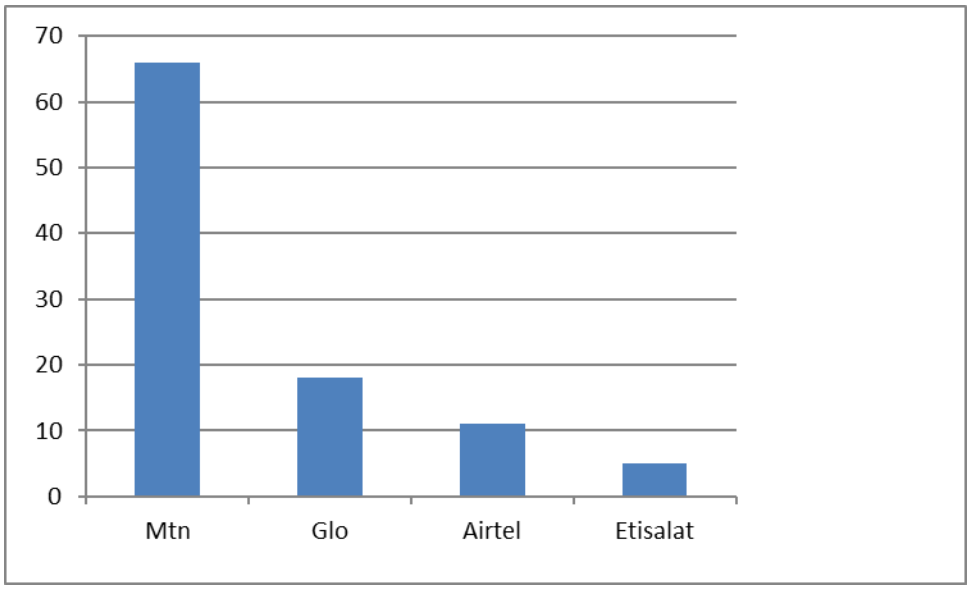

Figure 3: Distribution of respondents based on mobile network used

From figure 3 above, the bar chart represents the distribution of respondents based on mobile network used. The percentage scores show MTN 66%, GLO 18%, AIRTEL 11%, and ETISALAT 5% respectively. This makes the total scores for the distribution of respondents based on mobile network used to be 100%. It is obvious that MTN network users are more than the others.

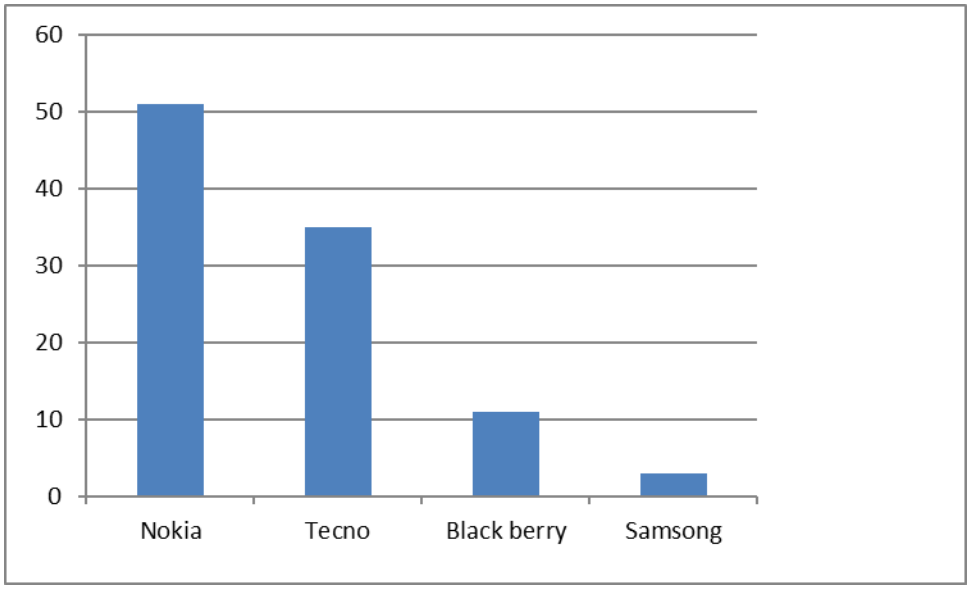

Figure 4: Distribution of respondents based on phone brands owned

From figure 4 above, the bar chart represents the distribution of respondents based on phone brands owned. The percentage scores show Nokia 51%, Techno 35%, Black berry 11%, and Samsung 3% respectively. This makes the total scores for the distribution of respondents based on phone brands owned to be 100%. The result shows that students own and use Nokia phones more than the others.

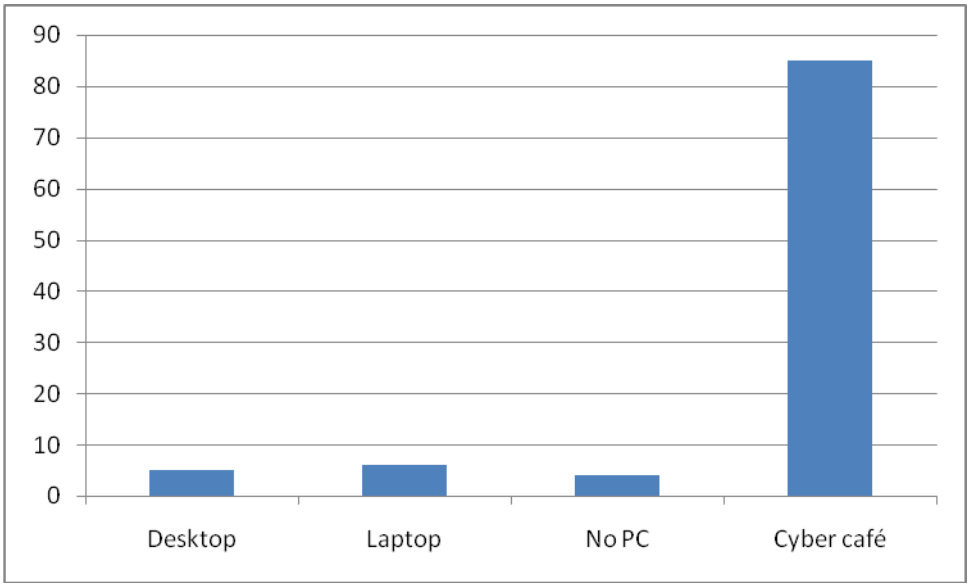

Figure 5: Distribution of respondents based usage of Personal Computer

From figure 5 above, the bar chart represents the distribution of respondents based usage of Personal Computer. The percentage scores show Desktop 5%, Laptop 6%, No Computer 4%, and Cyber Cafe 85% respectively. This makes the total scores for the distribution of respondents based usage of Personal Computer to be 100%. The result shows that majority of students patronize Cyber Cafe for their academic work.

In response to Item 1 on the questionnaire, results on Table 1, shows that 82 (82%) of the respondents are of the view that they use ICTs at high extent in supporting their academic studies, while 18 (18%) of the respondents do not use ICTs at very high extent in supporting their academic studies. Therefore, the result shows that majority of students use ICTs at high extent in supporting their academic studies.

Response to Item 2a shows that 76 (76%) of the respondents use ICTs to support their academic studies because it is cheaper. While 24(24%) of the respondents are of the view that they do not use ICTs at very high extent in supporting their academic studies because it is cheaper. Therefore, the result shows that majority of students use ICTs at high extent in supporting their academic studies because it is cheaper.

In response to item 2b on the questionnaire, the result shows that 75(75%) of the respondents are of the view that they use ICT to support their academic studies because it is faster. While 25(25%) of the respondents are of the view that they do not use ICTs in supporting their academic studies because it is faster. Therefore, the result shows that majority of students use ICTs in supporting their academic studies because it is faster to access information.

From the results on table 1, in response to item 2c, the results show that 74(74%) of the respondents are of the view that they use ICT to support their academic studies because it provides extra benefits. However 26(26%) of the respondents are of the view that they do not use ICTs in supporting their academic studies because it provides extra benefits. Therefore, the result shows that majority of students use ICTs at high extent in supporting their academic studies because it provides extra benefits

From the response on item 3, the result shows that 91(91%) of the respondents are of the view that ICT usage (item 3) improves their studies at high extent. While 9(9%) of the respondents are of the view that ICT do not improve their studies at very high extent. Therefore the results show that ICT improves the students' studies at very high extent.

Table 1: Data of Frequencies and Percentages Distribution from the field.

S/N	Question	Total Respondent	Yes	%	No	%
1	Do you use ICT to support your studies?	100	82	82	18	18
2	Why the choice of your network?					
A	It is cheaper	100	76	76	24	24
B	It is faster	100	75	75	25	25
C	Because of extra Benefit?	100	74	74	26	26
3	Does ICT usage improve students' studies?	100	91	91	9	9
4	Does ICT usage enhance achievement of students' academic goals?	100	89	89	11	11
5	Computer usage has significant influence on students' study habits (In term of time management, note taking and homework completion)	100	82	82	18	18
6	Internet usage have significant influence on students' study habits (in terms of time management, note taking and homework completion)	100	84	84	16	16
7	Mobile phone usage has significant influence on students' study habits (in terms of time management, note taking and homework completion)	100	84	84	16	16
8	Social networking has significant influence on study habits (in terms of time management, note taking, and homework completion)	100	71	71	29	29

Source: Author's field work.

From responses to item 4, the result shows that 89(89%) of the respondents are of the opinion that ICT usage enhance achievement of students' academic goals. While 11(11%) of the respondents are of the view that ICT usage do not necessarily enhance achievement of students' academic goals. Therefore the results show that ICT usage to a very large extent enhance achievement of students' academic goals.

From the results on table 1, in response to item 5, the result shows that 82(82%) of the respondents are of the opinion that computer usage have significant influence on students' study habit (in terms of time management, note taking, and homework completion). While 18(18%) of the respondents do not support the view that computer usage have significant influence on students' study habit (in terms of time management, note taking, and homework completion). Therefore the results show that computer usage have significant influence on students' study habit (in terms of time management, note taking, and homework completion)

From the results on table 1, in response to item 6, the result shows that 84(84%) of the respondents are of the opinion that internet usage have significant influence on students' study habit (in terms of time management, note taking, and homework completion). While 16(16%) of the respondents do not support the view that internet usage have significant influence on students' study habit (in terms of

time management, note taking, and homework completion). Therefore the results show that internet usage have significant influence on students' study habit (in terms of time management, note taking, and homework completion)

In response to item 7 on the questionnaire, the result shows that 84(84%) of the respondents are of the opinion that mobile phone usage have significant influence on students' study habit (in terms of time management, note taking, and homework completion). While 16(16%) of the respondents do not support the view that mobile phone usage have significant influence on students' study habit (in terms of time management, note taking, and homework completion). Therefore the results show that to a very high extent mobile phone usage have significant influence on students' study habit (in terms of time management, note taking, and homework completion)

In response to item 8, the result shows that 71(71%) of the respondents are of the opinion that social networking have significant influence on students' study habit (in terms of time management, note taking, and homework completion). While 29(29%) of the respondents do not support the view that social networking have significant influence on students' study habit (in terms of time management, note taking, and homework completion). Therefore the results show that to a very high extent social net workings have significant influence on students' study habit (in terms of time management, note taking, and homework completion)

SUMMARY OF FINDINGS

The main purpose of this study was to investigate the impact of ICTs on COPEM Business Education students' studies and by implication tertiary students. The research seeks to find out if tertiary students use ICTs to support their studies and if the use of ICT improves tertiary students' academic studies. From the results of the research, the study found and summarises that:

1. majority of students use ICTs at high extent in supporting their academic studies
2. majority of students use ICTs at high extent in supporting their academic studies because it is cheaper.
3. majority of students use ICTs in supporting their academic studies because it is faster to access information.
4. majority of students use ICTs at high extent in supporting their academic studies because it provides extra benefits.
5. ICT improves the students' studies at very high extent.
6. ICT usage to a very large extent enhance achievement of students' academic goals.

CONCLUSION

The findings of the study revealed that ICT has great impact on the tertiary students' studies. The study also reveals that tertiary students use ICTs to support and improve their academic studies for the ultimate achievement of their educational goals. Furthermore, majority of the respondents seems to indicate that they mostly use Internet more than other ICT resources for supporting their academic studies.

RECOMMENDATIONS

From the results of the study and the conclusion above, the following recommendations were made:

(i) The Government should provide ICT gadgets in tertiary institutions.

(ii) Information literacy should be taught as a general course in first year in tertiary institutions.

(iii) Parents should endeavour to provide ICT gadgets with internet connectivity for their children at all levels of education and also monitor them to be sure that these ICT gadgets are used positively.

(iv) Students should learn to use social networking sites constructively.

(v) Mobile phones in the classroom should not be banned but should be welcomed with open arms and used as a teaching tool and not a means of distraction and dubious means of examination malpractices as so many teachers perceive them to be.

(vi) Use of tertiary institutions. e-library by students should be cost-free if provided.

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