A Study of the Negative Influences of ICT on Secondary School Students in Nigeria.

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Abstract. The paper examines the negative impact of ICT on secondary school students in Nigeria. Eight schools in Ekwusigo L.G.A. of Anambra State, Nigeria were selected for the study. Again, four objective questions were examined in the course of carrying out the investigation. A survey research method was employed. Data were collected using twenty-two structured items. The total population for the study was 400 respondents - 360 students and 40 teachers. The findings of the study was analyzed using simple percentage, frequency table and mean score. The result of the findings showed that ICT can take away valuable learning time, it can be overused, also it can turn educational experiences into games for students and thus enhances low academic performances, it also exposes students to porn sites and can distract them during class hours. The work also tried recommending possible solutions to this effect.

Keywords: Information technology, Information communication technology, academic performance, gaming.

1 INTRODUCTION

The role of technology in teaching and learning is rapidly becoming one of the most important and widely discussed issues in contemporary education policy (Rosen and Well, 1995; and Thierer, 2000). Most experts in the field of education agree that, when properly used, Information Communication Technology holds great promises to improve teaching and learning in addition to shaping workforce opportunities. This has actually gingered a new and strong desire to equip schools with computer facilities and qualified personnel necessary to produce technologically proficient and efficient students' in developed countries of the world. Computer can aid the instructional process and facilitate students' learning.

In Nigeria, secondary school teachers are using technology in the classroom more frequently than ever before. According to the National School Boards Association, students who are exposed to a high volume of technology perform as well as expected on standardized test, however technology can potentially do students a disservice if used inappropriately. When teaching using technology, instructors must be aware of the potential hindrances technology can bring to the learning process. Some of these negative effects of technology in today's classroom are that it can take away valuable learning time, it can be overused, and it can also turn educational experiences into games for students.

Therefore, it is the intent of this study to identify the negative influences of Information Communication Technology on secondary schools and proffer possible solutions to this effects.

1.1 Purpose of Study

The general purpose of the study is to investigate the negative influences of ICT on Secondary School Students in Nigeria. While specifically, the purpose of the study is to;

- Identify the ICT gadgets available to secondary schools in Nigeria.

- Establish the negative uses to which students put ICT gadgets at their disposal.

- Identify the negative impacts of Information Communication Technology in selected secondary schools in Nigeria.

- Proffer possible solutions that will reduce the negative use and effect of Information Communication Technology on secondary student in Nigeria.

1.2 Research Questions

Four research questions have been posed to guide this study;

- What are the ICT gadgets available to secondary schools?

- What are the negative uses to which secondary school students put ICT gadgets at their disposal?

- What are the negative impacts the Information Communication Technology on secondary school students'?

- How can the negative influences of Information Communication Technology be reduced.

2.0 MATERIAL AND METHODS

The design for the study is descriptive survey which utilizes questionnaire to collect data, Oral interview was also conducted. Then tables and simple percentages were adopted in the data analysis.

2.1 Population of the Study

There are eighteen (18) secondary schools in the area. Eight (8) are government owned and ten (10) private owned secondary schools. The total population for the study was 400 respondents - 40 teachers and 360 students.

2.2 Method of Data Analysis

The analysis of the data collected was done using statistical frequency, mean (X).The cut-off mean = 2.5. Finally, for the basis of conclusion, 2.5 and above is regarded as being acceptable, while any mean score below 2.5 is rejected.

3.0 PRESENTATION OF FINDINGS

The presentation of the findings which are presented in the tables according to the research questions above.

Table 1: Summary of teachers' and students responses on the availability of ICT gadgets to secondary school students.

S/N	Items	SA	A	D	SD	ΣX	X	D
1.	Most students come to school with their phones.	420	90	60	30	2100	3.50	ACC
2.	Students own/bring Mp3/Mp4 to school.	360	120	78	42	1998	3.33	ACC
3.	Some students have mini computers/ laptops/ palmtops/ IPad etc. which they use for games and for browsing social networking sites like Facebook, WhatsApp and Twitter.	390	120	72	18	2082	3.47	ACC
4.	Students' visits game centers/ have gaming devices at home.	300	120	108	72	1848	3.08	ACC
5.	Students have access to cables and televisions at home.	330	150	90	30	1980	3.30	ACC

Table 2: Mean Responses of Teachers and students on the negative uses to which secondary school students put these ICT gadgets at their disposal.

S/N	Items	SA	A	D	SD	ΣX	X	D
6.	Students use their mobile phones for exam malpractice	450	90	48	12	2178	3.63	ACC
7.	Students visit pornographic sites through the internet from their phones/ computer/ laptops.	360	108	72	60	1968	3.28	ACC
8.	Students prefer staying glued to their television to reading their books.	402	108	54	36	2076	3.46	ACC
9.	Some are addicted to music/ always go about with their Mp3/ mobile phones or minicomputer listening to series of recorded songs or music	312	138	120	30	1932	3.22	ACC
10.	Students use their internet predominantly for downloading music/ games/ social app.	408	132	36	24	2124	3.54	ACC

Table 3: Mean Responses of Teachers and students on the Negative Impacts of ICT on Secondary school students.

S/N	Items	SA	A	D	SD	ΣX	X	D
11.	Information technology exposes students to pornographic sites.	426	114	36	24	2122	3.54	ACC
12.	Information technology enhances moral corruption	372	108	72	48	2004	3.34	ACC
13.	Information technology enhances gambling.	306	144	96	54	1902	3.17	ACC
14.	Phones distract students during class hours.	390	120	60	30	2070	3.45	ACC
15.	Involvement of students in the internet and social media tends to reduce their focus of attention to their studies.	348	150	60	42	2004	3.34	ACC

Table 4: Summary of teachers and students responses on how the Negative influences of ICT will be minimized.

S/N	Items	SA	A	D	SD	ΣX	X	D
16.	Students should be banned from coming to school with these gadgets.	438	108	30	24	2160	3.60	ACC
17.	Parents should ensure that their children have and make use of their study time at home.	366	114	72	48	1998	3.33	ACC
18.	Teachers should punish those who misuse these gadgets	354	126	66	54	1980	3.30	ACC
19.	School counselor should plan activities or talks for students on the negative impacts of ICT.	414	78	66	42	2064	3.44	ACC
20.	Government should provide schools with the necessary ICT facilities to guide the students on the positive use of ICT gadgets.	438	84	42	36	2124	3.54	ACC

3.1 Analysis of Results/ Discussion

From the research conducted;

Table 1 indicated that various ICT gadgets are available to secondary school students. These are majorly mobile phones, televisions, computers, laptops, palmtops, IPad, gaming devices and the internet.

Table 2 identifies the negative ways with which students put these gadgets to use. They include cheating during exam, viewing pornographic content, frequent download of music and games, excessive viewing of television and listening to series of recorded music using mp3 and mobile phones.

The negative impact of ICT on secondary school students as seen in **Table 3** includes; exposing them to pornographic sites, exposing them to gaming, distracting them during class hours, exposing them to moral corruption and lack of concentration/focus of attention to studies.

However, to reduce the negative impacts/influence of ICT on secondary school students. **Table 4** highlighted that Students should be banned from coming to school with these gadgets, Parents should ensure that their children have and make use of their study time at home, Teachers should punish those who misuse these gadgets, and School counsellor should plan programs or talks for students on the negative impacts of ICT.

4 CONCLUSIONS

The results of the findings showed that ICT can take valuable learning time, it can be overused, also it can turn educational experience into games for students and thus enhances low academic performances, and it also exposes students to porn sites and can distract them during class hours.Finally, the problems associated with the negative influence of ICT on secondary students seem to be conquerable. From the results, it is clear that with combined efforts of parents, teachers and Government, a lot will be achieved in curbing this problem since children are the future of tomorrow.

RECOMMENDATION

Based on the findings of this study, the following recommendations are hereby made:

- ICT gadgets are useful when mature minds operate them. In view of this, secondary schools authority (principal and teachers) should ensure that coming to school with these gadgets are prohibited.

- Counsellors should also organize activities and talks to educate students on the dangers of ICT gadgets.

- Likewise, Parents should keep an eye on their children at home. They should see to it that children at all-time do not engage in watching movies, Television and uneducated programs.

- Parents should also ensure that they desist from games and that they make appropriate use of their study time.

- Finally, Government on the other hand should provide schools with necessary instructional materials and teaching aids to enhance teaching and learning.

Acknowledgments

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