Socio-Psychological Perecption of Communication Technology as a Learning Support Tool Among Undergraduate Students In Epe, Lagos State

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ABSTRACT
This study examines socio-psychological perception of communication technology as a learning support tool among undergraduate students in Epe, Lagos State. Three hypotheses were raised and a self-structured questionnaire (r = 0.76) was administered on 300 respondents selected through simple random sampling technique. Results of the analyses revealed that undergraduate student perceive communication technology as an adequacy learning support tool (47% see communication technology as easy and helpful, 13% consider it as difficult and tasking, 17% acknowledge that it is expensive in providing solutions to academic problems and 23% sees it as useful for only social networking). However, the second hypothesis which states there will be no significant difference on time spent weekly on communication technology as a learning support tool was rejected (56% use the communication technology as a learning tool for less than 2 hours weekly, 28% use it for 2 – 4hours, 10% for 4 – 6hours, while only 6% engage communication technology as a learning tool for more than 6hours)..Finally, the third hypothesis which states that there will be no significant difference between students' perception of communication technology as a learning support tool or social networking tool was rejected (63% of the respondents utilise communication technology for chats, photos and videos sharing, 21% use it for learning support, 8% use it for job search and another 8% for conference and seminar information). Based on the findings of this study, recommendations were raised for students, lecturers and higher education curricula experts.
Keywords: Communication Technology, Learning Support Tool, Perception, Socio-Psychological and Undergraduate Students

I.   INTRODUCTION

Utilisation of communication technology has become a common theme in today's environment; and this has major influence on interpersonal relationships and culture sharing globally. This has gradually become a permanent culture with the prevalence of international business network and consistent migration of people from one place to the other to live, work or study. This may be why Mohammad, Alemeh.and Nour-Mohammad (2011) belief that by introducing information and communication technology in teaching and curricular program domains; closed, limited and concentrated pattern of teaching resources and traditional learning will be converted into open, non-concentrated, and unlimited pattern and devoid of time and space limitations and presents very procedural results for teaching and learning system.

In simple terms, it is not far-fetch to conclude that communication technology is a means of keeping people informed about opportunities, family, state of business and their present environment and other environment of interest.

As a learning support tool, communication technology allows students access to sites for virtual learning, research materials and many other relevant documents that can assist them improve in their academic performance. This supposition is in line with Verma and Devi (2018) argument that networking sites provides

students maximum opportunities to share thoughts, seek assistance on studies, assignments, project work(s), source for scholarship and education opportunities.

Beyond undertaken school assignments and academic learning, communication technology also assists in building students networking skills. Students are able to access latest information about school, grades, courses, consult academic advisors and many more. It is in the light of the foregoing that this research investigates socio-psychological perception of communication technology as a learning support tool among undergraduate students in Epe, Lagos State.

Communication Technology as a Learning Support Tool

Communication technology tools include PCs, Laptop and Smart Phones used by the student for accessing online sites and communication. Students generally have access to one or more of these tools as mentioned and are skilled in its operation and all. However, directing such energy and utilising communication technology tool as a learning support gadget is one thing that may be assumed as being unpopular. Several researches (Mohammad, Alemeh.and Nour-Mohammad, 2011; Cooper, 2014; Ursula, Kelechi and Agomou-Nicholas, 2020; Verma and Devi 2018) have examined communication technology as a learning support tool; but limited number of these researches has considered the socio-psychological perception of communication technology as a learning support tool among undergraduate students in Epe, Lagos State. For instance, Cooper (2014) examined the types of learning differences that affect academic achievement of college students; he discovered that developments in Information Communication Technology (ICT) increased the students' chances for success. Mae and Penaflor – Espinoso (2016) equally investigated technology integration in nursing education and found out the integration of technology makes difference in teaching and learning process. Ursula, Kelechi and Agomou-Nicholas (2020) discovered that the use of information and communication technology media promote students learning in National Open University of Nigeria and that there was a significant association between the students' preference in the use of conventional and ICT media method in learning.

In addition, Mingle and Adams (2015) found out in a study on utilisation of communication technology and academic performance in secondary schools in Ghana that majority of respondents utilise communication technology for WhatsApp and face book and social networking only. Equally, there was a record of negative effects such as poor grammar, late submission of assignments, less study time and poor academic performance due to heavy participation in social media networks. Likewise Mohammad, Alemeh.and Nour-Mohammad (2011) findings reveal that using information and communication technology is effective in increasing educational motivation, improving questioning skill, improving research spirit and raising school marks.

Papegowda, Srinivasa and Jadava (2015) examined the utilisation of communication technologies in higher education and found that majority of the students are aware of online sites but use it mostly for friendly communication on face book.

Purpose of the study
The main purpose of this study is to examine socio-psychological perception of communication technology as a learning support tool among undergraduate students in Epe, Lagos State.

Hypotheses
The following hypotheses will be tested in this study at 0.05 level of significance:
- There will be no significant difference in students' socio-psychological perception of adequacy of communication technology as a learning support tool.
- There will be no significant difference on time spent weekly on communication technology as a learning support tool
- There will be no significant difference between students' perception of communication technology as a learning support tool or social networking tool.

II.   Methodology
This study is a descriptive survey type that utilised a self-structured questionnaire pilot tested and with a reliability coefficient of 0.76 and designed on the basis of the objective of the study for the collection of the primary data. Three hundred (300) respondents were selected through simple random sampling technique from three (3) undergraduate institutions domiciled in Epe at a ratio of 1:3.

Analysis Data

On the basis of the responses received from the respondents, the collected data were analyzed and tabulated by using statistical measures such as frequencies, percentages, tables and charts. Out of the total 300 questionnaires, only 262 duly filled-in questionnaires were received for the study which is 87% of the original selected population.

Hypothesis 1: There will be no significant difference in students' socio-psychological perception of adequacy of communication technology as a learning support tool.

Table 1: Students Perception of Adequacy of Communication Technology as a Learning Support Tool

Perception	NCE students	Percent %	UI under graduate students	Percent %	EKSU under graduate students	Percent %	Total	Percent %
Easy and helpful	34	37	52	52	36	51	122	47
Difficult and tasking	14	15.2	15	15	6	9	35	13
Expensive in providing solutions to academic problems	28	30.4	8	8	8	11	44	17
Useful for only social networking	16	17.3	25	25	20	29	61	23
Total	92		100		70		262	

Going by the analysis of respondents view, 47% see communication technology as easy and helpful, 13% consider it as difficult and tasking, 17% acknowledge that it is expensive in providing solutions to academic problems and 23% sees it as useful for only social networking. Thus, the first hypothesis which states that there will be no significant difference in students' socio-psychological perception of adequacy of communication technology as a learning support tool was rejected.

Hypothesis 2: There will be no significant difference on time spent weekly on communication technology as a learning support tool

Table 2: Weekly Frequency of use of Communication Technology as a Learning Tool

Time	NCE students	Percent %	UI under graduate students	Percent %	EKITI under graduate students	Percent %	Total	Percent %
Less than 2 hours	62	67	36	36	48	69	146	56
2-4 hours	20	22	44	44	10	14	74	28
4-6 hours	8	9	12	12	6	9	26	10
More than 6 hours	2	2	8	8	6	9	16	6
Total	92		100		70		262	

Analysis of result revealed that majority of the students (56%) use the communication technology as a learning tool for less than 2 hours weekly, 28% use it for 2 – 4hours, 10% for 4 – 6hours, while only 6% engage communication technology as a learning tool for more than 6hours. Thus, the second hypothesis which states there will be no significant difference on time spent weekly on communication technology as a learning support tool was rejected.

Hypothesis 3: There will be no significant difference between students' perception of communication technology as a learning support tool or social networking tool.

Table 3: Utilisation of Communication Technology as a Learning Support Tool

The below analysis reveals that all the respondents are aware of communication technology as a learning support tool, however, they tend to use it more for social networking, entertainment and have at least one personal account in a site.

Purpose	NCE (N=92)	Percent %	UI (N=100)	Percent %	EKSU (N=70)	Percent %	Total (N=262)	Percent %
Chats, photos and videos sharing	71	77	68	68	27	39	166	63
Learning support	9	10	20	20	25	36	54	21
Jobs search	4	4	5	5	11	16	20	8
Conferences / seminars information	8	9	7	7	7	10	22	8

From the above table, 63% of the respondents utilise communication technology for chats, photos and videos sharing, 21% use it for learning support, 8% use it for job search and another 8% for conference and seminar information. Thus, the third hypothesis which states that there will be no significant difference between students' perception of communication technology as a learning support tool or social networking tool was rejected.

III.   Discussion of Results

The first hypothesis which states that there will be no significant difference in students' socio-psychological perception of adequacy of communication technology as a learning support tool was rejected as shown in the analysis of result. It was revealed that majority of the students agreed that communication technology is easy and helpful as a learning support tool. This is in line with Verma and Devi (2018) argument that networking sites provides students maximum opportunities to share thoughts, seek assistance on studies, assignments, project work(s), source for scholarship and education opportunities. Also, it corroborates Cooper (2014) argument that developments in information communication technology (ICT) increased the students' chances for success. This in addition, is further supported by Mohammad, Alemeh and Nour-Mohammad (2011) result that reveal that using information and communication technology is effective in increasing educational motivation, improving questioning skill, improving research spirit and raising school marks.

The second hypothesis which states that there will be no significant difference on time spent weekly on communication technology as a learning support tool was rejected. 56% of the respondents agreed than they can only spend maximum of 2 hours when utilising communication technology as a learning support tool before they are distracted and curious about what is happening in the virtual social and entertainment world. Only 6% agreed they can stay more than 6hours studying online and this is usually when a presentation or examination is pending. It is also supports Papegowda, Srinivasa and Jadava (2015) investigation that show that students are aware of online sites but use it mostly for friendly communication on face book.

The third hypothesis which states that there will be no significant difference between students' perception of communication technology as a learning support tool or social networking tool was equally rejected. In as much as students acknowledge the fact that communication technology is easy and helpful as a learning support tool, majority still prefer to use it for chats, photos and videos sharing. As the world became a global village, communication technology has become the methods of accessibilities for all. In so doing, many things compete for the attention of the user and since most people unconsciously perceive learning as a forced task; it is easier to embrace other online distraction considered fun. This is supported by Ursula, Kelechi and Agomou-Nicholas (2020) study which states that there is a significant difference between the students' preference in the use of conventional and ICT media method in learning.

IV.   Conclusion and Recommendations

Communication technology is a common channel carried indifferent orms by everyone. However, beyond utilising it for social networking and entertainment, it has become necessary to encourage undergraduate students who will be expected to engage in professional research to effectively and constantly utilise it as a learning support tool. Many students fail to make required grades or acquire skills which if they had taken time to engage the communication technology at their disposal may have been prevented. Indeed technology has come to stay and daily students need to utilise the technology in a way that will make learning fun and easy. In view of this:

Students should perceive communication technology as an artificial intelligence designed to make life, interpersonal relationship and studying easier. This means that beyond downloading sites for entertainment and social networking, sites that are similar to career and research interests, courses and more should be visited and utilised.

Lecturers should take teaching beyond the four walls of the classroom to encourage academic online engagements among students. Assignments, tests, lectures and even term papers can be conducted on line and list of sites related to study of interest given to students with a proviso that they must display an evidence of online participation. In that way, they will not have a choice and gradually they will become familiar with the system.

Curricula experts should also note that learning has become flexible with the technology age and thus should encourage teachers to go for training and retraining to upgrade their skills and trainings. This upgrade can come in form of in-house training or sponsored training by the educational stakeholders and government. It is important to note that the world is becoming a paperless society but there are many conventional teachers who do not have the required skills to function and change even though their professional competence is A-grade. The teaching and learning style of such teachers will unfortunately affect the kind of perception his/her students will have.

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