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The effect, Gender and Students use of Technology

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Abstract
This study investigated the effect, gender, and students' use of technology. A quantitative methodology was adopted comprising of survey questionnaire approach for gathering data. The researcher used simple random sampling method to give each school a chance of being selected. The data was collected from Efon local government area based secondary schools' students and their parents in Nigeria. For research questions were formulated with their hypotheses tested at .05 level of significant. The findings showed that there is a significance difference between male and female parents'perception of secondary school students' technological facilities orientation. Also, it was discovered that there is significant difference between married and single parents in their perception of secondary school students' technological facilities orientation. Necessary conclusion and recommendations were made based on these findings.

Keywords: *Effect, Gender, Students, Technology*

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I. Introduction

Education for any Nation is believed to be veritable machinery for the development of a country. This is obvious because of the roles played by educated people in the development of science, social- economic and political structure to improve the individual, families and making the society a better place to live. In the light of these values, education must prepare the child to function effectively as an adult to be, and these cannot be achieved without adequate school facilities (Pinard, Shanks, Harden & Yaroch, 2016).

Education, either formal or traditional exists in every society. However, the history of school technological facilities could be traced to the era of traditional system of education. It equally changes with the system of education, even though, such other facilities like money and human resources are required. Over the years, enrolment into the secondary education has been on the increase, following series of educational programmes being introduced. One of such is the Universal Basic Education (UBE) scheme. Also, successive governments have and are still allocating an appreciable percentage of their annual budgets to the provision and maintenance of school facilities meant to improve the sector (Olaoye, 2008).

In the early 1950s there was nothing like phones, laptop, Go TV, DSTV, radio and Television stations in the whole of Africa, then things were going on well with satisfied working and living conditions. Within the past decades, however, Nigeria has rapid increase in Technological facilities which lead to sporadic and sharp spread of both negative and positive information within students (Allen, Walter, Elliott, Howell, Itenfisu & Jensen, 2005).

Technology development is generally regarded as a catalyst for national development because it offers among other things, the necessary support for change in all the major sectors of the economy, most especially in agricultural and industrial sectors. Therefore, it is unarguably the prime source of change, that is, of innovations and adaptations required for improving production methods needed to propel growth and development. Technology has a wide range of definitions; nevertheless, it is a term traceable to "techne" which means activities by which man seeks to adapt to his environment (Olaoye, 2020). Technology is defined by Hornby (2002) as a scientific knowledge, used in practical ways, especially in the designing of new machines, machineries and equipment.

The Meaning of Internet Technology

The Internet is a global linking of computers that allows information transfer. The Internet was established in the early 1960s by the U.S. Department of Defence (Schneider, Evans, & Pinard, 2006), primarily for military purposes. Since then, the continual improvement of the Internet technology has provided an extraordinary level of public accessibility to a wide range of forms of communication such as intra-organizational and inter-organizational email; data storage, management and transfer; social websites like Face book; text messaging such as Twitter, and so forth.

Due to the development and spread of cheaper and more user-friendly computer technology and software such as portable computers, Microsoft Word to mention a few. The use of the internet has increased dramatically. In 2010, the world's Internet use was 28.7% of the population. While this may not seem like a very large portion of the world's population, the growth in the use of the Internet has been dramatic. For example, between 2000 and 2010, the rate of growth of Internet use was 444.8% (Snyder & Dillow, 2011).

There are many benefits associated with Internet use, such as access to needed information, worldwide access to news and events, and interpersonal communication through email. Technological facilities like television and other electronic gadget like phones, computers and radio as electronic media of mass communication used to reach a large heterogeneous audience simultaneously has over time become a powerful media to which secondary students and adolescents are uniquely susceptible. These Technological facilities have the capacity to shape students social learning psychology, orientation, and perspective about education (Spada, 2014).

Other Technological Facilities

Technological facilities like television and other electronic gadget like phones, computers and radio as electronic media of mass communication used to reach a large heterogeneous audience simultaneously has over time become a powerful media to which secondary students and adolescents are uniquely susceptible. These technological facilities have the capacity to shape students social learning psychology, orientation, and perspective about education (Gerhards & Schäfer, 2010).

Also, radio and television as means of communication offers dual advantages of both hearing and vision. However, it must be noted that this electronic gadget proves to be helpful and harmful as well.The good effect of technological facilities brings social quality in the way that secondary school students know more about the world information technology (IT) and technology development (TD) around the world (Fotis,Buhalis& Rossides,2012).

It was clearly indicatedthat there are certain kinds of technological facilities which may very well influence secondary school students dramatically, social networks like WhatsApp, twitter, Facebook among others had streamline student memory from learning to earning money online and making social communications during school time and holiday period. This era has changed into the era of online information acquisition and E-learning in other countries unlike Nigeria (Allen, Walter, Elliott, Howell, Itenfisu & Jensen, 2005).

The demerit of technological facilities has promoted and encouraged social mishaps among secondary school students and the society at large. For instance, many of our secondary school students are addicted to watching mind breaking movies on internets, including pornography, war films to mention few. These activities on internet and television do not only corrupt students mind but also pollute our environment by creating negative impression in them (Oladimeji,Sonibare,Omoleye,Emetere& Elehinafe,2018)).

The influence of audiovisual programmes has been a source of major concern to parents and guardians. Lately with the current wave of foreign moral decadence in our society, Nigeria secondary school students have been greatly affected. Presently countless numbers of social networks introduced and films which are watch online or shown on the television also affected the lives and upbringing of secondary school students negatively and positively depending on what they portray(Ayeni, Omoleye, Mudliar, Hymore & Pandey, 2014).

Educational Activities and Technologies

Educational activities are geared towards ensuring that students achieve mastery of educational objectives. In school, the extent to which these objectives have been achieved is determined by their level of peer pressure, social technology exposure and time management as students' success are reflected in their academic performance. Peers play a large role in the social and emotional development of adolescents. The influence of internet browsing, and movies begins at an early age and increases through the teenage years, it is natural, healthy, and important for adolescent to have and rely on friends as they grow and mature. A peer could be any one you look up to in behaviour or someone who you would think is equal to your age or ability (Hardcastle,Birkinshaw,Cameron,Harris,Looney& Worrall,2002). On the other hand, the term "pressure" implies the process that influence people to do something that they might not otherwise choose to do. According to Hartney and Flavin(2011) peer pressure refers to the influences that peers can have on each other. Peer pressure is emotional or mental forces from people belonging to the same social group (such as age, grade or status) to act or behave in a manner similar to themselves (Weinfield, 2010).

Nowadays, secondary school students who are always busy with audiovisual programmes, are lazy drones at school works such students have time in engaging themselves in watching movies online, networking, chatting, and browsing lately in the night and have no time for their studies. There are hardened criminals all around now, owing to listening and watching of bad movies. One can imagine how the number of student dropped-out/rustication increases, and they hardly conform into the norms and values of the societies, but on the contrary, they are way-ward and constitute to public nuisance. Parents who are engaged in business or parents

who are working class have little or no time for their children instead; they are lift in charge of the house maids who usually have little or no experience and expertise in child upbringing. These secondary school students listen and watch any programme that comes on the air, for as long as they are not chided. In Nigeria, Technological facilities are high utilized by students in a way which causes a great havoc on their academic performance and reasoning faculty (Lawal,Omoleye& Oketoobo,2014).

Research Questions

The following research questionguides this study.

1. What is the effect of technological facilities development on Efon local Government secondary school students?
2. What is the difference between the behaviour of artist in movies and that of secondary school students in Efon local government area?
3. What negative effect does the introduction of Technological facilities have on Efon local Government secondary school students?
4. What is the relationship among social network, audiovisual programmes, and academic performance of secondary school students?

Research Hypotheses

The following null hypotheses were postulated:

H_{O1}: There is no significant difference between male and female parents perception of secondary school students technological orientation.

H_{O2}: There is no significant difference between married and single parents perception on secondary school students technological facilities usage.

$H_{O3:}$ There is no significant difference between the performance of secondary school students using phones and exposed to internet and those without phones and no exposed to internet.

$H_{O4:}$ There is no significant difference between the behaviour of secondary school students using phones and exposed to internet and those without phones and no exposed to internet.

II. Methodology

Research design

Thestudy adopted a quantitative method of survey type. The reason for using it, was to determine the quality of research and ensure significant result measure from the overall population. It is also an efficient way of gathering data to help address a research question. Bello and Ajayi (2000) opines that survey design is a method usually adopted when handling a large population especially on issue of the moment that involve systematic collection of data from population of study through the use of questionnaire.

Sample and Sampling Techniques

The researcher used simple random sampling methodto give each school a chance of being selected. The sample selection was drawn based on the recommendations of Thompson (2012) who suggested that 30% of a population of this magnitude can be used as the sample size.Bello and Ajayi (2000), opined that the sample should be adequate to ensure an acceptable representation of the population, therefore simple random sampling and sampling techniques were adopted for the selection of sample for the study.

The parents were selected by simple random sampling techniques out of the 70 parents that were selected, 30 were males, while the remaining 50 were female. Also, out of the 20 guardians that were selected, there were 10 single and 10 married guardians. However, out of the 20 students that were selected, there were 10 secondary school student using mobile phones and 10 not using mobile phones (Bello,Ajayi& Asuzu,2018).

Research Instrument

The instrument used for this study was adapted questionnairetitled: Influence of Technological Facilities on Behaviour of Secondary School Student and Parent Perception in Efon local Government Area (I, T, F, B, S, S, S, P, P). This was used to collect data for this study by the researcher for the purpose of testing the stated hypotheses. The reason for using questionnaire was based on the following advantages: Firstly, it can give objective and reliable information if it is carefully and well-constructed. Secondly, it is relatively effective and easier to score and administer(Osman,Nordin& Abd Rahman,2021).

The questionnaire was divided into two parts, section A and B. section A contains the biodata of participants while section B contains items structured five options which include: agree, strongly agree, undecided, disagree and strongly disagree.Questionnaire is a good representation of group test and owning to the

nature and diversity of the population questionnaire methods becomes necessary (Wolfs,Delhaye,Leys,Altepe,Dini,Gauthier& Bertrand,2022).

Validity of the Research Instrument

To validate the instrument used, the items were given to my project supervisor who perused the various items and gave the necessary and required correction and amendments to the items. The items were modified before administration. In the view of Olaofe& Folly (2012), assertions that validity is the ability of the research instrument to measure, as adequately as possible; the variables purported to be measured while Nkwocha (2007) defines validity of an instrument as the degree to which it measures what it sets out to measure.

Reliability of the Research Instruments

To determine the reliability of the instrument used, re-test method was applied. This was achieved by administering the instrument twice to the same set of respondents within two weeks, the results were correlated using Pearson product moment correlation formula and thereliability co-efficient was ascertained. The reliability coefficient obtained was 0.71, which was high, and this indicated that the instrument was reliable. Reliability is about ascertaining quality in research (Zhuravel& Boltianska,2021).

Procedure for Data Collection

The researcher personally with a research assistant administered the questionnaire to the respondents selected in their various houses and place of work. At the end of the exercise, the entire questionnaire was collected for data analysis. Also, the researcher explained to the parents in details, the purpose of the instruments, to enhance their proper understanding of what they are expected to say. The parents were allowed to ask questions from the researcher to ensure ethical validity. It is evident in literature that data can be processed into meaningful information (Gopalakrishnan,2018).

Data Analysis Techniques

Data collected were analysed using independent t-test. Also, all the hypotheses were tested at 0.05 level of significance.

Results

In answering research question one, which states that:

Research Question 1

1. What is the effect of technological facilities development on Efon local Government secondary school students?

The results are summarised in table 1 that follows:

Table 1: Opinion of Respondents Based on the Effect of Technological Facilities Development of Efon Local Government Area Secondary School Students

S/N	Item Statement	Respondents	responses categories						
			SA %	A %	U %	D %	SD %	Mean	SD
1	Technological facilities are powerful medium which influence secondary school students behaviour	Parents	16.32	39.93	13.72	22.74	7.29	3.352	1.203
		Guardians	29.17	25.00	0.00	20.83	25.00	3.125	1.650
2	Some technological facilities are of great advantage to secondary school students	Parents	29.17	45.83	0.00	25.00	0.00	3.791	1.141
		Guardians	10.90	29.41	9.34	31.83	18.51	2.822	1.329
3	Excessive addiction of secondary to browsing playing of games and watching of videos hampers communication between parents and their children	Parents	30.38	43.75	11.11	8.68	6.08	3.836	1.133
		Guardians	4.17	66.67	0.00	29.17	0.00	3.458	0.977
4	Children misbehavior attitude becomes rampart due to	Parents	4.17	50	0.00	45.83	0.00	3.125	1.075

	their exposure to internet and other technological facilities	Guardians	7.81	34.20	18.92	25.52	13.54	3.064	2.442
5	Low moral values are trailed to uncensored television technological facilities habits	Parents	11.11	52.29	16.15	21.70	18.75	3.033	2.4666
		Guardians	4.17	20.83	0.00	2.541	0.00	2.541	0.977

Table 1 illustrates the opinion of respondents based on the effect of technological facilities development of Efon local government area secondary school students. Item1 was accepted by parents and guardians, that technological facility is powerful medium which influence secondary school students behaviour. Item 2 was accepted by parent with mean score 3.791 and rejected by guardians by mean score 2.822. This implies that some technological facilities are of great advantage to secondary school students. In respect to item 3, it was accepted that excessive addiction of Efon local government secondary school student to browsing, playing of games, and watching of podcasts hampers communication between them and their parent. In item4, it was accepted by the parents and guardian that children misbehavior attitude becomes rampant due to their exposure to internet and other technological facilities. In item5, it was rejected by guardians that low moral values in Efon local government area secondary school student is traceable to the uncontrolled watching of television and use of mobile phones while it was accepted by parents by 3.033 mean score.

Research Question 2:

In answering research question two, which states that:

2. What is the difference between the behaviour of artist in movies and that of secondary school students in Efon local government area?

The results are summarised in table 2 that follows:

Table 2: Opinion of respondents based on the difference between the behaviour of movie artist and that of Efon local government area secondary school students

S/N	Item statement	Respondents	Responses Categories						
			SA %	A %	U %	D %	SD %	Mean	SD
1	Online films downloaded and those watched on television by secondary school students present mixture of violence and occult to their mindset	Parents	4.17	50.00	0.00	45.83	0.00	3.125	1.075
		Guardians	19.79	43.58	18.40	17.53	0.69	3.607	1.251
2	Violence of secondary school students is traceable to the violence seen on online website movies and those shown on television	Parents	4.17	20.83	29.17	45.83	0.00	2.833	0.916
		Guardians	10.42	21.70	24.31	22.74	20.83	2.781	1.284
3	Low moral varies of many secondary school students is traceable to the habits inherited from uncontrolled watching of television and internet exposure	Parents	9.38	31.94	24.65	22.92	11.11	3.055	1.169
		Guardians	0.00	20.83	29.17	50.00	0.00	2.708	0.806
4	High rate of raping and drug addiction among secondary school students is traceable to those watched online and those saw on television by the students	Parents	10.90	31.83	9.34	29.41	18.51	2.822	1.329
		Guardians	4.17	75.00	0.00	20.83	0.00	2.541	0.977

5	Secondary school students misbehavior attitude becomes rampant due to their exposure to internet and other technological facilities	Parents	12.15	26.91	14.24	32.47	14.24	2.902	1.281
		Guardians	4.17	19.83	2.50	73.00	1.00	2.541	0.977

Table 2 reveals the opinion of parents and guardians on the differences between the behaviour of movies artist and that of secondary school students in Efon local government area. Item 1 shows that movie podcastaccessed by the students and those watched by them on television contains violence and occultic practices, since both parent and guardian accepted with mean score 3.125 and 3.607. From item 2, the responses of parents and guardians on the violence of secondary school students which is traceable to the violence seen onlineand in movies, was accepted with mean score 2.833 and 2.7813. In item3, it was accepted by respondents that, low moral varieties in secondary school students are traceable to the effect of uncontrolled watching of movies. In item 4, it was accepted by guardians and parents with mean score 2.822 and 2.541 that, high rate of raping and drug addiction practice by students is traceable to those watched in movies. In item 5, it was rejected by parent and guardians with mean score 2.902 and 2.541 that secondary school student misbehavior attitude becomes rampant due to their exposure to internet facilities.

Research Question 3:

In answering research question three, which states that:

3. What negative effect does the introduction of technological facilities have on Efon local Government secondary school students?

The results are summarised in table 3 that follows:

Table 3: Opinion of respondent base on the negative effect of introducing technological facilities to Efon local Government Area secondary school student

S/N	Item Statement	Respondents	Responses Categories						
			SA %	A %	U %	D %	SD %	Mean	SD
1	Secondary school students feel boring when they are not watching television or allow to press phones	SS2 Male Student	19.79	43.58	18.40	17.53	0.69	3.607	1.251
		SS2 Female Student	4.17	66.67	0.00	29.17	0.00	3.458	0.977
2	Am allowed to press phones and watch movies at any time and it has no effect on my academics	SS2 Male Student	7.81	34.20	18.92	25.52	13.54	3.064	2.442
		SS2 Female Student	4.17	20.83	0.00	75.00	0.00	2.541	0.977
3	Is good for secondary school students to be using mobile browsing phones and have free access to other technological facilities	SS2 Male Student	9.38	31.94	24.65	22.92	11.11	3.055	1.169
		SS2 Female Student	0.00	50.00	0.00	29.17	20.83	2.791	1.284

Table 3 reveals the opinion of Efon local government area SS2 male and female student on the general effect of introducing technological facilities to secondary school students. Item 1 shows that secondary school students feed bore when they are not watching television or allow pressing phones. This could be seen from the responses of the respondents where the decisions mean of SS2 male and female students in Efon local government area are all accepted with their mean score 3.607 and 3.458from item 2. The responses of the respondents on the pressing of phone having no effect on the performance of secondary school student were accepted by male SS2 students with mean score 3.064 and rejected by the Female students with mean score

2.541.Item 3 was accepted by SS2 male and female students with the mean score 3.055 and 2.791 that is a good idea for secondary school students to be using phone.

Research Question 4:

In answering research question four, which states that:

4. What is the relationship among social network, audiovisual programmes, and academic performance of secondary school students?

The results are summarised in table 4 that follows:

Table 4: Opinion of respondents' base on the relationship among social networks, audiovisual programs and the academic performance of Efon local Government Secondary School Students

S/N	Item statement	Respondents	Responses Categories						
			SA %	A %	U %	D %	SD %	Mean	SD
1	Many textbooks and subjects can be downloaded easily from online to enhance secondary school student performance	student using phone	4.17	66.67	0.00	2.917	0.00	3.102	1.319
		student not using phone	17.53	43.03	13.72	14.06	11.63	3.408	1.254
2	Mobile phones and other technological facilities provided more learning platform to secondary school students	student using phone	0.00	50.00	20.83	29.17	0.00	3.208	0.88
		student not using phone	23.61	49.10	20.24	8.140	0.00	2.833	1.007
3	Secondary school students which are off from television develop variety of interest in reaching and proper studying of their books	student using phone	16.32	35.94	18.40	11.98	17.36	3.218	1.334
		student not using phone	50	25	0	25	0	4	1.251
4	Social network like WhatsApp, Facebook twitter and the likes improves the level of secondary school students laziness and low academic performance	student using phone	29.17	20.83	25.00	25.00	0.00	3.416	1.100
		student not using phone	16.32	35.94	18.40	11.98	17.36	3.218	1.334
5	Secondary school students whose parents have television and those using mobile phones are prone to examination delinquency	student using phone	0.00	29.17	0.00	70.38	0.0	2.583	0.928
		student not using phone	4.86	37.67	20.49	29.51	7.465	3.029	1.079

Table 4reveals the opinion of students using mobile phones and students not using mobile phones on the relationship among social network, technological facilities, and academic performance of Efon local government secondary school students. Item 1 shows that many textbooks and subject topics are accessed directly online to enhance secondary school student performance, sincestudent using mobile phone and those that are not using accepted with mean score of 3.102 and 3.408

From item 2 the responses of the respondent on the exposure created to secondary school student by technological facilities was accepted by student using mobile phones with mean score 3.208 and rejected by those not using phone with mean score 2.833. In respect to item 3, it was accepted by both students using mobile phones and not using with mean score 3.218 and 4.0 that secondary school students which are off from television and mobile phones develop variety of interest in proper studying. In item 4, it was accepted by student using mobile phones and those not using that social network like WhatsApp, Facebook, twitter, and the likes improves the level of secondary school student laziness and low academic performance. Item 5was accepted by students not using phones and rejected by those using phones with mean 3.029 and 2.583 that secondary school students whose parents have television and those using phones are prone to examination delinquency.

Hypotheses Testing

Hypothesis one was tested using t-test statistics at .05 level of significance. The hypothesis one states that:

H_{O1}: There is no significant difference between male and female parents perception of secondary school students technological orientation.

The result is shown in table 5 that follows:

Table 5: Parent perception of secondary school students' technological facilities based on gender

Variables	N	X	S-d^2	t-cal	t-table	Df	F
Male	30	55.9	19.9	4.45	1.98	1.18	0.05
Female	50	60	28.3				

The table 5 shows that the t-calculated is greater than the t- table (4.4.5>1.98). This means that hypothesis onewas rejected. Also, this implies that there is a significant differencebetween male and female perception of secondary school technological facilities.

Notwithstanding, hypothesis two was likewise tested using t-test statistics at .05 level of significance. The hypothesis two states that:

H_{O2}: There is no significant difference between married and single parents perception on secondary school students technological facilities usage.

The result is shown in table 6 that follows:

Table 6: Perception of married and single parents on secondary school Student technological orientation

Variables	N	X	S-d^2	t-cal	t-table	Df	F
Single	10	59.2	16.59	2.45	1.98	1.18	0.05
Married	10	61.4	23.8				

The table 6 shows that, the t-calculated is 6.85 while the t – Table is 1.98. This implies that the hypothesis two was rejected. Hence, there was a significant difference between married and single parents in their perception of secondary school students' technological facilities.

Besides, hypothesis three was tested using t-test statistics at .05 level of significance. The hypothesis three states that:

H_{O3}: There is no significant difference between the performance of secondary school students using phones, exposed to internet and those without phones and not exposed to internet.

The result is shown in table 7 that follows:

Table 7: T-test table to compare the performance of secondary school students using phones, television and exposed to internet and those without Phones, television, and no exposure to internet

Variables	N	X	S-d^2	t-cal	t-table	Df	F
SSSUPEI	10	59.2	16.59	2.45	1.98	1.18	0.05
SSSNUPNEI	10	61.4	23.8				

SUPAEI: Secondary School Student Using Phone and Exposed to Internet

SSSNUPNEI: Secondary School Student Not Using Phone and Not Exposed to Internet

The table 7shows that the t-calculated was greater than the t-table. Also, the t-cal was 2.45 while t-table was 1.98 at the .05 level of significance. Hence, hypothesis three was rejected.

This means that there is a significance difference between the performance of secondary school students using phones, Television and exposed to internet and those without phones no exposure to internet.

The hypothesis four was tested using t-test statistics at .05 level of significance. The hypothesis four states that:

H_{O4}: There is no significant difference between the behaviour of secondary school students using phones and exposed to internet and those without phones and not exposed to internet.

The result is shown in table 8 that follows:

Table 8: T-test for behaviour of secondary school students using phone, television and exposed to internet compared with those without phones and not exposed to internet.

Variables	N	X	S-d^2	t-cal	t-table	Df	F
SSSUPEI	10	47.5	18.7	4.8	1.98	1.18	0.05
SSSNUPNEI	10	51.3	13.3				

SUPAEI: Secondary School Student Using Phone and Exposed to Internet

SSSNUPNEI: Secondary School Student Not Using Phone and Not Exposed to Internet

The table 8 showed that t- calculated was 4.8 and the t- table was 1.98. This implies that the hypothesis four was rejected and there was significant difference between the behaviour of secondary school students using phones, television and exposed to internet and those without phones and not exposed to internet.

III. Discussion

Hypothesis one and two was rejected with results consistent with Cheng(2022) findings on students' use of technologies. Likewise, Miraj, Chuntian, Mohd Said, Osei-Bonsu and Rehman(2021) study agrees with this study hypothesis one and two findings on students' use of technology. Besides, Oladejo, Nwaboku, Okebukola, and Ademola(2021) research is consistent with hypothesis one and two based on gender differences factors.

The result from the findings shows thathypothesis three was rejected. That is, there was asignificant difference between the performance of secondary school students using phones, television and exposed to internet and those without phones and not exposed to internet. Akinboye (2020) says that secondary school students learn to change their adaptive behaviour patterns, attitudes, customs, beliefs, social adaptation rules and regulations of the society.Previous studies by Lawal,Omoleyeand Oketoobo,(2014) identified that the exposure of children generally to technological facilities affect the academic performance of secondary school student.

The result from this study findings shows that the hypothesis four was also rejected. That is, there was a significant difference between the behaviour of secondary school students using phones, television and exposed to internet and those without phones and not exposed to internet. Many secondary school students had inculcated the habit of addressing their parent in rude manner due to their negative exposure to internet and television programmes.Morakinyo,Samuel,Awobajo,Adekunbi,Olatunji,Binibor& Oni,(2019) believes that the falling level of academic performance is attributable to teachers' non-use of verbal reinforcement strategy and exposure of students to technological facilities.

The trend of poor achievement of secondary school students has also been confirmed by the West African Examination Council (WAEC). The WAEC result analysis for the years 2007, 2008, 2009, 2010 and 2011 revealed the following statistics of the performance of Nigerian student in secondary schools in public examination. The percentages of students who passed during the years were 22, 54, 13.76, 22.54, 24.94, and 25.99 percent respectively. That is, on the average, less than a quarter (21.94 percent) of the students that sat for the May/June West African Senior Secondary School Certificate Examinations obtained credits in five subjects including English and Mathematics during the five years (Ogunleye, 2019).

Naturally, male parents believe that children exposed to audiovisual programme, and internet website are more enlightened but female parents are stricter in allowing their children to get exposed to internet, social media, listen to or watch television. Also, it is believed that they are influenced by the acts shown on the television, get addicted to browsing and watching podcasts. Frazer (2021) observed that employing an anti-television discourse serves as a powerful guarantee to one's responsibility as a parent.

IV. Conclusion and Recommendation

This study findings shows that technology adoption is germane for the improvement of students' academic performance. Based on these findings the following recommendations were made thatthe parentsmust know the types of movies and channeltheir children watch. For instance, instead of creating special attention on programmes that can corrupt students minds they must settle for those that are educative, spirit lifting to mention a few. Also, concerted efforts from religious bodies and the youths are needed to correctgross misconducts amongsecondary school students.

Besides, parentsmust pay serious attention to the welfare of thesecondary school students under their tutelage. Likewise, the Federal Government of Nigeria (FGN) needs to discourage the showing of pornography on television programme.

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