Student Attitudes Towards Learning Technology in Nigeria University: A Descriptive Analysis

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Abstract: This paper examines the student attitudes towards learning technology in Nigerian universities using a descriptive analysis approach. A quantitative method was employed using descriptive statistics on a total of 100 received administered questionnaires to the respondents which was used in analyzing the data. The result shows that student have positive attitudes towards learning technology as a result of the increase in the emergence of ICT and availability of facilities in Nigerian university. Further study can look into the inclusion of student intention toward the use of information technology in Nigeria. Also, further study can consider the use of factorial analysis in finding the determining factors of learning technology in Nigeria.

Keywords: Learning Technology, Attitudes, Use and Nigerian University

I. INTRODUCTION

As learning technology and its accompanying field continue to evolve researchers yet to agree on common definition on technologies [1]. Learning technology is a continuous process that is built upon based on existing knowledge though not compulsory but contextual and the result of this acquired knowledge effect reasonable changes in the organization and the changes produced are relatively permanent [2]. Learning therefore, can account for most of the attitudes we hold. Technology can be seen as the use of scientific knowledge to solve practical problems, especially in industry and commerce [3][4, 5]. It can also be the methods, materials, and devices used to solve practical problems.

Learning technology can also be defined as the knowledge of techniques, processes, among others, or it can be embedded in systems, computers, devices and factories, which can be operated by individuals or robots without detailed knowledge of the workings of such things[6]. Theories of classical conditioning, instrumental conditioning and social learning are mainly responsible for formation of attitude which is the long run affects our approach to technology in our various fields of endeavor and the Nigerian universities inclusive which bring about the motivation of the present paper.

Further motivating issue is the positive/negative attitudes on assessment of people, items, events, behaviour and ideas. It can be defined as an object that influences the thought to approach, matter and way of life generally. In psychology, an attitude is an expression of good deed or disrespect toward a person, place, thing, or event (the attitude object). Human attitudes changes as a function of experience. Learning is the act of obtaining new, or changing and strengthening, existing knowledge, values, skills, behavior and preferences may involve creating different types of learning technology [7]. Every human being, animal and some machines has the ability to learn [8]. Hence, this paper examine the student attitudes towards learning technology in Nigerian university a descriptive analysis approach.

II. LITERATURE REVIEW

The application of the emergence of information technology in our society today is alarming[9]. Therefore it is an important requirement in our daily life to learn and to be able to use some of the major facilities we are exposed to as far as technology is concerned.

According to Rao [1] quite a number of distinctive attribute of new technologies are reliable with the ideology of science of learning and guaranteeing promise for enhancing education. They maintain that new information and communication technologies (ICT) can bring exciting syllabus on the basis of day to day challenges faced in the real world and inculcating that into the Nigerian universities to promote a deeper level of learning.

The available technology at the Nigerian university students’ disposal can be used to evaluate their performance and get feedbacks [10]. Also this will go a long way to enhancing their skills, ideas and understanding technology. With the advent of networked technology a global community can be brought into a local village that enable us connect with wide range of people and expand the chance for learning[10][11].

In a bid to encourage the use of technology among students in our Nigerian university, we must develop some learning components that interest them and get them committed to the quest. According to Downes [12] an aspect of technology e-learning is a process that comprises conceptual and physical components and procedures that should be both standardized in terms of procedures and technologies. The advancement through the entire lifecycle of technology must be done in the basis of widely adopted standards [7]. As long as it revolves the
conceptual background of technology application the issues that must be well spelt out are: the design of the technology process, the definition of learners’ competencies, the learners’ profile and the assessment activities.

Variamis and Apostolakis [13] discourse that international groups, universities and software houses develop standards that cover all aspects of technology has an effect on learning technology in the higher institution of learning. However, such standards usually fit to the needs of specific applications and are inadequate for supporting the ability of the component parts of the system to operate successfully together. The definition and implementation of complete and sound technology standards will help the in the development of student attitudes towards learning technology in Nigeria.

Moreover, the learners gain in flexibility since the achieved knowledge can easily migrate to future technology platforms that follow the same standards [14, 15]. To put it simple, once the user familiarizes with a standardized Internet technology it becomes easier to familiarize with any variation of this technology. Learning content producers will focus on the growth of content in a standard format instead of developing the same content into many formats for different platforms and applications. The Tool vendors will not spend money for the development of interfaces that glue their tools to technology platforms and systems. Lower development costs imply less expensive tools of better quality and subsequently an increase in the size of the potential market.

One of the major grounds for worry is the continuing ‘swing away from technology’ in many countries and Nigeria especially. Technology has encouraged learning and made it more significant, where students can stay even in their homes or classrooms and receive lectures without seeing the lecturer [16]. The portion of technology that has brought about this revolution in students’ learning is e-learning. E-learning in its broadest sense refers to any learning that is electronically enabled[17]. In a faintly narrower sense, it is learning that is made possible by the application of digital technologies such as web pages, video Conference systems and CD-ROMs.

Furthermore, measuring attitudes has an important role in analyzing consumer behaviour because it is a known fact that there is a strong connection between attitude and behaviour[3]. Researcher has discovered that attitude indicates in a certain degree, the possibility of adopting certain behaviour[18]. Talking about e-learning, a favorable attitude shows a greater probability that learners will accept the new learning system. Factors such as patience, self-discipline, easiness in using software, good technical skills, and abilities regarding time management impact on student’s attitude towards e-learning [6].

Thus, the attitude can be positive, if the new form of education fits the students’ needs and characteristics, or negative if the student cannot adapt to the new system because he does not have the set of characteristics required [8]. Bad e-learning perception may be due to lack of understanding, lack of communication, and lack of trust or conflicting agendas in appropriate use of technology. Some goal coaching and awareness exercises are probably needed to strengthen people’s perception. It is important to realize that learners are both emotional and intellectual; and emotions have much effect on people’s perception and what they do [19].

Technology acceptance is defined as “an individual’s” psychological state with regard to his or her voluntary or intended use of a particular technology”. Developers and deliverers of e-learning need more understanding of how students perceive and react to elements of e-learning along with how to most effectively apply an e-learning approach to enhance learning [4]. In addition, knowing students intentions and understanding the factors that influence students belief about e-learning can help academic administrators and managers to create mechanisms for attracting more students to adopt this learning environment [20].

III. METHODOLOGY

In understanding the respondents’ opinion of this paper, the researcher first interpret the demographic profile of the respondent. The data was personally collected through the administered of survey questionnaire to 130 information technology students from Kogi state university. The administered questionnaire comprises of 14 items related to the attitude of students in learning information technology.

The instrument were modified in a way for the respondent to select on a five point Likert scale of strongly disagree (1), disagree (2), Neutral (3), agree (4) and strongly agree (5). The administered questionnaire is divided in to two groups, group one is the demographic background of the respondent profile and the second group is if the 14 questions related to learning of technology by the Nigerian university student.

IV. DATA ANALYSIS

The total number of 100 questionnaires was used out of 130. The total number of Male were N= 59 (51%), while N=41 (41%) females given the reason that there are little difference between the number of male and female that got admission to study information technology in the selected Nigerian university. Majority of the respondents were B.Sc. holders with N=97 (97%) which is followed by student who are into the M.Sc. programme with N=2 (2%) and finally Ph.D having only N=1 representing 1% of the total response rate.

Table I: Demographic profile of the respondents

<table>
<thead>
<tr>
<th>Items</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>59</td>
<td>59.0</td>
</tr>
<tr>
<td>Female</td>
<td>41</td>
<td>41.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
</tr>
<tr>
<td>Programme</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.Sc.</td>
<td>97</td>
<td>97.0</td>
</tr>
<tr>
<td>M.Sc.</td>
<td>2</td>
<td>2.0</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
</tr>
</tbody>
</table>
V. DISCUSSION OF FINDINGS

In order for the researcher to simplify the result of this paper, used the descriptive statistic with the percentage rate indicates the effect of student attitudes towards learning technology in Nigerian university with the mean (M) and standard deviation (SD). However, the higher the percentage the better the effect of the items to represent the student attitudes towards learning technology in Nigerian university. While on the other hand, the Lower percentage the lesser the effect on the items to represent the attitudes of student towards learning technology in the Nigerian University. Hence, the table below show the descriptive statistics of the fourteen items using the percentage, mean and standard deviation of each of the fourteen items of the study.

Almost all the student express their opinion about learning information technology in the Nigerian university. Based on the response of the student towards learning technology, the first question shows that student believe in the use of technology in the classroom enhances learning in my discipline with N=56(56%) the agree with the statement N=40 (40.%) neither agree nor agree with the information, N=2(2%) disagree and N=2 (2%) strongly disagree with the statement.

On the base of the second question it was further said to believe that e-mail, list servers, and other forms of electronic communication are important tools in faculty/student communication with majority of the respondents strongly agree and agree with the statement having N= 57 (57%) and N=38 (38%). This is followed by the response of the student that disagree and strongly disagree with the statement with N=4 (4%) and N=1(1%) respectively. The third stated question was also responded to by the student who believe that Web-based instructional materials enhance learning with majority agree and strongly agree with the statement having N= 56(56%) and N=37 (37%). This is followed with respondent who have a neutral thinking and disagree with the statement with N=6 (6%) and N=1 (1%).

In addition, student agree to the university support in the use and development of learning technology with N=33 (33%) agree and N=15 (15%) strongly agree with the statement, while N=27(27%) and N= 5(5%) disagree and strongly disagree with the statement and N=20 (20%) were on précised with the statement by been neutral. A total number of N=56 (56%) strongly agree, N=30 (30%) agree, with the statement that student with skill and knowledge required to use computer application for assignment and presentation. While on the other hand, N=6(6%), N=3(3%) strongly disagree and disagree with the above mentioned statement and N=5 (5%) play to be neutral on the statement.

On the base of the knowledge required to communicate electronically student were of the opinion of strongly agree and agree with the above statement on the response value of N=51(51%) and N=36(36%). There were less number of student that strongly disagree, disagree and neutral on the statement with N=2(2%), N=3(3%) and N=8 (8%).

Moreover, student required skill for developing web-based learning environment was partially agreed with having the value of N=32(32%) agreeing with the statement and N=25(23%) strongly agree, while N=18 (18%), N=18(18%) and N=10(10%) disagree, strongly disagree and perceived the statement neutral to the statement. It is further explained that student required skill for using web-based learning with N=40 (40%) agree, N=29(29%) strongly agree, N=11(11%) disagree, N=9(9%) strongly disagree and N=11(11%) response to the statement as neutral. With the opinion of the student having adequate training opportunities to develop the technical skills required to develop learning technology N=39(39%) agreeing with the statement and N=14(14%) strongly agree, while N=18 (18%), N=18(18%) and N=11(11%) disagree, strongly disagree with the statement.

Further view on adequate training opportunities to develop the technical skills required to develop learning technology was with majority student agreeing with the statement on N=45(45%), N=9(9%) strongly agree, N=23 (23%) and N=10(10%) disagree and strongly disagree the statement. Only N=13(13%) were of the opinion of neutral with the statement.

Majority of the respondent expressed that there are no adequate facilities in the ICT department of the university with N=43(43%) strongly disagree to the availability of adequate facilities of learning and N=23 (23.0%) disagree which is followed by those who perceived the availability of facilities to be neutral with N=15 (15.0%), N=12 (12.0%) and N=4 (4.0%) agree and strongly agree with the availability of the learning technology.

Also discussed is the statement on the use of internet by the university student more especially the information technology student. Majority of the respondent strongly agree that it is very important to use internet in learning with N=71(71.0%), N=17 (17.0%) agree with the statement. The level of disagreement with the statement by the student were with N=1(1.0%) strongly disagree, N=2(2.0%) disagree and finally, those that neutrally respond to the statement were with N=7 (7.0%).

The mean value of the items ranged between the maximum mean value of 4.71 and minimum value of 2.18. On the bases of the mean value the standard deviation value was between the maximum value of 1.313 and minimum value of 0.624.

<table>
<thead>
<tr>
<th>Items</th>
<th>N</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
<th>Mean</th>
<th>Std. D</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe that the use of technology in the classroom enhances learning in my discipline.</td>
<td>N(%)</td>
<td>2.0</td>
<td>2.0</td>
<td>40</td>
<td>56</td>
<td>56.0</td>
<td>4.46</td>
<td>.784</td>
</tr>
</tbody>
</table>

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I believe that e-mail, list servers, and other forms of electronic communication are important tools in faculty/student communication. N(%) 4 1 38 57 4.48 .717
I believe that Web-based instructional materials enhance learning. N(%) 1 6 56 37 4.29 .624
The university support the use and development of learning technology. N(%) 5 27 33 15 3.26 1.160
I have the skills and knowledge required to use computer applications for assignments and presentations. N(%) 3 6 5 30 56 4.30 1.020
I have the skills and knowledge required to use computer applications for assignments and presentations. N(%) 6 14 47 33 4.07 .844
I have the skills required to communicate electronically with other students. N(%) 2 3 8 36 51 4.31 .895
I have the skills required for developing Web-based learning environments. N(%) 10 18 31 23 3.39 1.294
I have the skills required for using Web-based learning. N(%) 9 11 40 29 3.69 1.253
I have adequate training opportunities to develop the technical skills required to use learning technology. N(%) 11 18 39 14 3.27 1.230
I have adequate training opportunities to develop the technical skills required to develop learning technology N(%) 10 13 45 9 3.20 1.189
There are adequate facilities at ITRC for students to use learning technology. N(%) 43 23 15 11 2.18 1.313
There are adequate facilities at ITRC for students to develop learning technology. N(%) 40 22 22 12 2.18 1.201
The Internet should be used more in learning. N(%) 1 2 7 17 71 4.71 1.200

VI. CONCLUSION
The aim of the research is to examine the student attitudes towards learning technology in Nigerian university a descriptive analysis approach. The result from this paper was consistence with Caruso and Weber [21] and [22]who concluded that attitudes towards learning technology provided by the university Information technology and resource center (ITRC) should be able to increase the student understanding learning through the application of information technology.

More so, the finding from the student attitudes towards learning technology in Nigerian university is related to the paper by Mostafa [23]using the 14 items as a measure of student attitudes towards learning technology. Hence, it is concluded that when student are familiar with technology the better their ability to learn fast in an environment where the technology facilities are available.

Finding from the present paper were comprehensively discussed based on the 14 items described in the study. Based on the research objective, the researcher shares his findings from these paper with several researchers work attitudes and learning of technology by the student in the Nigerian university [3]. The examination shows that the practical, theoretical and policy implication toward the learning technology need an effective facilities in the Nigeria University.

Also emphasized in this paper the practically enable technology to understand on how to improve the on the student attitudes towards learning technology by university student in Nigeria. Nevertheless, the managerial implication of this paper is what is the position of the learning technology provided, how do we improve the learning technology, when are we going to achieve the maximum learning technology and what will be the achievement when an effective learning technology is been provided by the information technology and resource center in the Nigerian university environment.

In the light of the result of this paper, various learning technology items were researched on. As this paper examine the student attitudes towards learning technology in Nigerian university a descriptive analysis approach. Hence, further paper is indeed needed to further look into the inclusion of student intention toward the use of information technology in Nigeria. Also, further study can consider the use of factorial analysis in finding the determining factors of learning technology in Nigeria.

REFERENCES