THE EFFECTS OF COMPUTER USAGE ON ACADEMIC ACHIEVEMENTS OF SECONDARY SCHOOLS IN EDO STATE.

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A PROJECT SUBMITTED TO THE DEPARTMENT OF CURRICULUM AND INSTRUCTIONAL TECHNOLOGY, UNIVERSITY OF BENIN, BENIN CITY IN PARTIAL FULFILLMENT OF THE REQUIREMENT OF THE AWARD OF THE BACHELOR OF SCIENCE (ED) DEGREE IN COMPUTER SCIENCE.

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CERTIFICATION

We undersigned, certify that this research work was carried out by Alozie Magnify Chinaecherem in the Department of Curriculum and Instructional Technology, Faculty of Education, University of Benin, Benin City in partial fulfilment of the fulfillment of the award of the Bachelor of Science (ed) degree in computer Science.

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DEDICATION

This research work is dedicated to God Almighty, always loving Father, my very present help in times of need and my sufficiency. His unending grace has seen me through my academic pursuit in University of Benin.

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The researcher is immensely indebted to God Almighty, who made it possible for me to initiate and accomplish this research work.

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ABSTRACT

The study was designed to determine the effects of computer usage on academic achievements of secondary schools in Edo State. seven research question were raised to guild the research, one of the research questions were hypothesized. The study adopted a survey research method. A sample of One hundred (100) students (Uniben Demonstration secondary school and Ekosodin secondary school) were selected as the sample for this survey from the above total number of secondary school student in Ovia north-east LGA. The instrument used in collection of data is a questionnaire. The data collected were analyzed using mean, standard deviation, T-test, and ANOVA.

The result revealed that; computer usage has significant impact on academic achievements of secondary school students in Edo State. Based on the results, it was recommended that students should use time management techniques to allocate specific time blocks for studying. Consider techniques like the Pomodoro technique (25 minutes of focused study followed by a 5-minute break) to maintain concentration, also, they should outline their study objectives before beginning. What do you want to accomplish during this study session? Having clear goals will keep you on track. Additional students should use the internet for research and access to educational resources. Reliable sources include online libraries, academic databases, and educational websites. Be critical of the sources you use and ensure they are credible and Students should designate a clean, organized, and quiet space for studying. Ensure it is free from distractions and well-lit.

If the above recommendations are strictly adhered to, there is likelihood that Nigerian students will begin to experience positive effect of computer usage on their academic achievements and thus see learning of science as fun.

CHAPTER ONE

INTRODUCTION

Background to the Study

The use of computers has significantly been on increase in almost all aspects of modern life, which includes education. As technology continues to advance, more students will rely on computers for variety of tasks such as research, creating presentations, writing papers, and accessing educational resources. Nevertheless, the effect of computer usage on students' academic performance is a topic of interest and debate among scientists and educators. One of the key areas of concentration in studying the affiliation between computer usage and academic performance is the effect on student learning and achievement. Proponents argue that computers can facilitate personalized learning experiences, enhance student engagement, and provide access to a vast amount of information and educational resources. With the ability to quickly search for information, team up with peers, and exploit multimedia tools, students may have greater opportunities for exploration and creativity in their academic work.

Alternatively, critics express concerns that excessive computer usage may have disadvantageous effects on academic performance. They argue that the use of computers can lead to distractions, such as online gaming, social media, or entertainment platforms, which can deter students' attention away from their studies. Furthermore, there are concerns about the quality and

consistency of information obtained online, as well as the potential for plagiarism or over-reliance on digital resources without developing critical thinking and research skills.

Numerous research studies have discovered the relationship between computer usage and academic performance. Findings from these studies have been mixed, indicating that the impact of computer usage on academic performance may differ depending on various factors. Some studies have shown positive associations between computer usage and academic achievement, suggesting that students who effectively utilize computers for educational purposes tend to perform better academically. These studies climax the potential benefits of integrating technology into the learning environment. Nevertheless, other studies have found undesirable links or no substantial relationship between computer usage and academic performance. These findings suggest that factors such as self-regulation, time management, and the quality of computer usage play crucial roles in determining the impact on academic outcomes. Unnecessary or unproductive computer usage, such as spending too much time on social media or engaging in online activities unrelated to academics, may indeed have adverse effects on students' academic performance.

It is worth noticing that individual differences among students, as well as disparities in educational contexts and instructional practices, can also influence the relationship between computer usage and academic performance. Factors such as socioeconomic status, prior computer literacy, access to technology, and guidance from teachers and parents can further

outline the outcomes. Generally, the effect of computer usage on academic performance is a complex issue with no decisive conclusions. While computers can likely enhance learning experiences and academic outcomes, it is vital for students to develop effective computer usage habits, self-regulation skills, and critical thinking abilities to maximize the benefits and minimize the negatives associated with technology use in education.

The study of the effects of computer usage on academic achievements in secondary schools builds upon the larger research conducted on the impact of technology in education, with a specific focus on the background of secondary education. Secondary school education typically includes grades 9 to 12 or equivalent, and during this period, students undergo critical cognitive and academic development.

i. Creation of Technology in Secondary Education: Over the past few decades, there has been a significant increase in the availability and use of computers and technology in secondary schools. Many schools have incorporated computer labs, provided laptops or tablets to students, or adopted a one-to-one device model to facilitate learning and improve access to information.

ii. Digital Natives: Secondary school students are often referred to as "digital natives" as they have grown up surrounded by digital technologies. As a result, they are likely to have different attitudes, preferences, and learning styles compared to previous generations.

Understanding how this generation interacts with technology and its impact on their academic achievements became a subject of interest.

iii. Educational Software and Multimedia: With the integration of computers, secondary schools also introduced various educational software and multimedia resources. These tools were designed to complement traditional teaching methods, offering interactive and engaging learning experiences.

iv. Internet and Online Resources: The widespread availability of the internet brought a wealth of educational resources within reach. Students gained access to vast amounts of information, but this also raised concerns about the quality and reliability of online content.

v. Personalized Learning: Computers allowed for personalized learning experiences, where students could progress at their own pace and focus on their individual learning needs. Researchers sought to examine whether personalized learning through technology could lead to improved academic achievements.

vi. Blended Learning Models: In many secondary schools, a blended learning approach emerged, combining traditional classroom instruction with online learning components. Researchers explored how this combination affected academic outcomes.

vii. Challenges and Concerns: As technology usage increased, so did concerns about potential drawbacks. Issues such as distraction, academic dishonesty, cyberbullying, and health concerns related to excessive screen time were subjects of investigation.

viii. Teacher Training and Digital Literacy: The effective integration of technology in secondary education required adequately trained teachers who could navigate the digital landscape and use technology to enhance learning. Studies focused on the impact of teacher training and digital literacy on academic achievements.

ix. Research Methodologies: Research in this area employed a range of methodologies, including quantitative assessments of academic performance, surveys to gather student and teacher perspectives, and qualitative studies exploring the experiences of students and educators with technology in the classroom.

Generally, researchers and educators have been keen on understanding how to link the power of technology to improve learning outcomes while addressing concerns to create a positive and effective learning environment.

Statement of Problem

Computers have become a fundamental part of modern education, with their common use in classrooms, research, and assignments. As technology continues to develop, students are increasingly relying on computers for various academic activities, such as accessing educational resources, writing papers, and collaborating with peers. While computer usage offers numerous benefits and opportunities, it is crucial to examine its potential effect on students' academic performance. This study aims to study the effect of computer usage on academic performance, addressing potential advantages and disadvantages.

Certainly, past problems with students' academic performance in secondary education have included factors such as lack of motivation, ineffective study habits, difficulty in adapting to new subjects, inadequate teacher-student communication, and external distractions.

- Lack of motivation: Lack of motivation can meaningfully impact student achievement by leading to decreased engagement, lower effort in studying or completing assignments, and reduced focus in class. This can result in poorer grades, incomplete assignments, and a weaker understanding of the material. Motivation plays a crucial role in driving students to set goals, work hard, and persist through challenges, eventually influencing their academic success.
- Ineffective study habit: Ineffective study habits can have a detrimental effect on student achievement. Students who lack proper study approaches may struggle to manage their time efficiently, leading to procrastination and last-minute cramming. This can result in incomplete understanding of the material and poor retention of information. Ineffective study habits also hinder critical thinking skills and the ability to apply knowledge. Students might become stressed and overwhelmed, affecting their overall performance in exams and assignments. Developing effective study habits is crucial for fostering deeper understanding, better retention, and improved academic outcomes.
- Inadequate teacher-student communication: Inadequate teacher-student communication can negatively impact student achievement in several ways. When communication is lacking,

students may struggle to understand lesson content and expectations, leading to confusion and frustration. They might be hesitant to ask questions or seek clarification, which can hinder their comprehension of the subject matter. Additionally, limited communication can prevent teachers from identifying and addressing individual learning needs, potentially causing some students to fall behind.

- External distraction: External distractions can significantly impact student achievement by diverting attention away from studying and learning. Constant interruptions or noise from sources like electronic devices, social media, or noisy environments can disrupt concentration and hinder the ability to focus on tasks. This can lead to decreased comprehension of study materials, reduced retention of information, and lower overall academic performance.

External distractions can also contribute to time wastage, as students may take longer to complete assignments or study sessions due to interruptions. Additionally, the stress caused by juggling distractions and coursework can lead to heightened anxiety and reduced motivation. Creating a conducive study environment, minimizing external distractions, and practicing effective time management techniques are crucial steps in enhancing student achievement.

Clear communication is important for creating a supportive learning environment. When students feel disconnected from their teachers, it can lead to disengagement, reduced participation, and a lack of motivation to excel. In contrast, effective teacher-student

communication promotes understanding, encourages questions, and fosters a positive learning atmosphere, ultimately contributing to improved student achievement.

Addressing these issues through personalized support, study skills training, and creating a conducive learning environment can help improve students' performance.

- Personalized support: Personalized support can have a positive impact on student achievement by tailoring the learning experience to individual needs. It allows students to progress at their own pace, receive targeted assistance, and engage with content that aligns with their learning style. This can boost motivation, understanding, and overall academic performance.
- Study skills training: Study skills training can have a positive impact on student achievement. It equips students with effective techniques for organizing, managing time, taking notes, and studying efficiently. By improving these skills, students can better retain information, understand complex concepts, and perform well in exams. However, the extent of the impact can vary based on factors like the quality of training, individual learning styles, and the level of commitment from students.\
- Creating a conducive learning environment: Creating a conducive learning environment positively impacts student achievement by promoting focus, engagement, and motivation. A well-designed space, supportive atmosphere, and appropriate resources help students feel comfortable, which enhances their ability to absorb information and participate

actively in the learning process. It can reduce distractions, encourage collaboration, and foster a sense of belonging, all of which contribute to improved academic performance.

Research Questions

Seven (7) research questions were raised to guide the study.

1. How does computer usage affect students' overall academic performance?
2. What are the specific academic areas or subjects that are influenced by computer usage?
3. Does the frequency and duration of computer usage have an impact on academic performance?
4. What are the potential positive effects of computer usage on academic performance?
5. What are the potential negative effects of computer usage on academic performance?
6. Are there any differences in the impact of computer usage on academic performance based on gender, socioeconomic status, or educational level?
7. What are the most effective strategies to optimize computer usage for improved academic performance?

Hypothesis:

One hypothesis was formulated to direct the study.

1. There is no significant difference in the impact of computer usage on academic achievement of secondary school student in Edo state.

Purpose of the Study

1. To determine how computer usage affect students' overall academic performance.
2. To ascertain the specific academic areas or subjects that are influenced by computer usage.
3. To examine the frequency and duration of computer usage have an impact on academic performance.
4. To identify the potential positive effects of computer usage on academic performance.
5. To examine the potential negative effects of computer usage on academic performance.
6. To determine if there any differences in the impact of computer usage on academic performance based on gender, socioeconomic status, or educational level.
7. To ascertain the most effective strategies to optimize computer usage for improved academic performance.

Significance of the Study

Understanding the connection between computer usage and academic performance is crucial for educators, policymakers, and students themselves. The conclusions of this study will provide valued understandings into the advantages and disadvantages of computer usage in education, allowing educators to develop knowledgeable guidelines and strategies to enhance students' academic outcomes. Moreover, policymakers can use this information to shape educational policies that maximize the benefits of computer technology while modifying potential negative effects. Students will also benefit from this research by gaining a better

understanding of how to use computers effectively and efficiently for academic success. The following are the beneficiaries of this study.

Students: Students are the primary beneficiaries. Using computers for academic purposes can enhance their learning experience. It can make learning more interactive, engaging, and accessible. Computers can also help students access a wide range of educational resources, conduct research, and develop digital skills that are essential in the modern world.

Teachers: Teachers benefit from the study of computer usage in secondary schools as it can help them adopt innovative teaching methods and tools. Computers can assist in creating a more dynamic and personalized learning environment, allowing teachers to tailor their instruction to individual student needs. It can also streamline administrative tasks, such as grading and record-keeping.

School Administrators: School administrators will benefit from understanding the impact of computer usage on academic achievements as it can inform decisions related to technology investments, curriculum development, and resource allocation. They can use this information to make data-driven decisions to improve educational outcomes.

Parents and Guardians: Parents and guardians can better support their children's education when they are aware of the benefits and challenges of computer usage in schools. They can assist their children with homework and ensure they have access to appropriate resources and guidance for using computers for academic purposes.

Educational Researchers: Researchers in the field of education benefit from studies on computer usage in secondary schools as it provides valuable insights into the effectiveness of technology integration in the classroom. This research can contribute to the development of best practices and the advancement of educational technology.

Policy Makers: Policymakers can use the findings from studies on computer usage to inform education policies at the local, state, and national levels. Understanding the impact of technology on academic achievement can help shape policies that promote equitable access to technology and support effective teaching and learning.

Technology Companies: Companies that provide educational technology and software can benefit from research on computer usage in schools. This information can guide the development of products and services that align with educational goals and improve learning outcomes.

Society at Large: A well-informed and digitally literate population can contribute to the overall development and competitiveness of a society. Understanding how computers are used in secondary schools can have broader implications for workforce readiness, economic growth, and societal advancement.

Scope and Delimitation of the Study

The study is hinged on the effects of computer usage on academic achievements of secondary school students in Edo State. The study therefore is delimited to senior secondary school students of SSI and SSSII of Ovia North East Local Government Area of Edo State.

Definition of Terms

The term "effect of computer usage on academic performance" refers to the impact that the use of computers and related technologies has on an individual's educational achievement and success. It examines how the use of computers, software, and online resources affects various aspects of academic performance, including grades, test scores, learning outcomes, and overall educational attainment.

Computer: A computer is a device that can be instructed to carry out an arbitrary set of arithmetic and logical operations automatically. The ability of computers to follow generalized sequences of operations called programs enables them to perform a wide range of tasks.

Education: Education is the process of facilitating learning or the acquisition of knowledge skills, values, beliefs, and habits. Education frequently takes place under the guidance of educators, but learners may also educate themselves. Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational.

Achievement: This refers to something accomplished, especially by superior ability, special effort, great courage, etc.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviews literature related to the study under the following sub-headings:

- Theoretical Framework.
- The Effects of Computer Usage on Academic Achievements of Secondary School.
- Usage of computer and students' academic performance.
- Adoption and Utilisation computer in secondary schools.
- Factors Influencing the Adoption and Utilisation of computer Secondary School Teachers
- Attitudes and Beliefs of Secondary School Teachers Towards the Use of computer in secondary schools.
- Perceived Usefulness of computer usage Among Secondary School Teachers in Enhancing academic achievements of students.
- Challenges Faced by Secondary School Teachers in Integrating computer usage in their Instructional Practices.
- Summary of review of related literature.

Theoretical Framework

The study of learning environments from the student perspective in schools has a rich, but rather recent history. Several educational researchers (Bennett, 1978; Carroll, 1963; Glaser, 1976; Walberg, 1981) have proposed theoretical models to explain connections existing among

learning variables and student's educational outcomes. Specifically, each theoretical model includes characteristics of the learner, the learning environment, and the quality of instruction the learner receives (Haertel, Walberg, & Weinstein, 1983).

Wang, Haertel, and Welberg's (1993) review of empirical literature on the correlates and predictors of academic achievement, indicated that student characteristics display the most significant direct influence on achievement. Walberg's (1981) theory of educational productivity was empirically tested as one of very few theories of academic achievement.

Walberg's theory of academic achievement suggests that psychological characteristics of individual students and their immediate psychological environments influence educational outcomes (cognitive, behavioral, and attitudinal) (Reynolds & Walberg, 1992). Further, Walberg's research identified nine key variables that influence educational outcomes as: student ability/prior achievement, motivation, age/developmental level, quantity of instruction, quality of instruction, classroom climate, home environment, peer group, and exposure to mass media outside of school (Walberg, Fraser, & Welch, 1986).

In recent decades, studies of learning environments have been concerned with conceptualization and theory development. Student ratings have also been traditionally included in faculty and course evaluation in higher education settings. Research on learning environments (Astin, 1993; Fraser, Walberg, Welch, & Hattie, 1987; Fullarton, 2002) show that psychosocial

characteristics of classroom learning environments demonstrate incremental validity in predicting student achievement. These psychosocial characteristics (such as self-concept, attitudes, intrinsic motivation, behaviors, and overall student engagement in learning) are useful in curriculum evaluation studies and can provide teachers with useful information to arrange more optimally functioning classrooms.

Researchers working on the assessment of learning environments have also developed and validated constructivist-based, personal forms of learning environment measures to tap students' individual, rather than collective perspectives of classroom life (Fraser, Fisher, & McRobbie, 1996; Rugutt, Ellett, Culross, 2003). Learning environment has often been studied for the Journal of Educational Research & Policy Studies 68 purposes of ensuring maximum student achievement in his/her education endeavors. Further, learning is a highly individual process which occurs within a larger environment.

Learning is thus mediated by an individual's interactions with and perceptions of the external environment (Loup, 1994; Olivier, 2001). Research has shown that academic environments contribute to gains in student abilities, interests, and attitudes (Feldman, 1988; Feldman, Ethington, & Smart, 2001). Holland (1997) noted that environments foster the development of skills, motivate people to engage in different activities, and reward people for their display of values and attitudes. Environment therefore influences personal and professional self-perceptions, competencies, attitudes, interests, and values.

Holland (1997) further indicated that a college student's experiences include but are not limited to:

(a) a student's search for academic environments that match their patterns of abilities, interests, and personality profiles;

(b) effects of academic environments on student's social behavior in an effort to acquire the desired abilities, interests and values; and

(c) a student achievement to include a function of personality type and the academic environment.

Most research has focused on student and faculty interactions in the classroom context (Astin, 1993; Kuh & Hu, 2001). Few studies, however, have examined the relation between student-faculty interaction outside of classroom and student involvement in learning (Kuh, 2001). Determining whether faculty or the student have an impact on student overall academic performance is important. Additionally, it is important to consider students' involvement in learning (e.g., working on independent projects, discussing coursework with other students, studying with other students), as it plays a key role in students' academic achievement. Since faculty provide the student with learning materials, the student has a responsibility of completing the required activities so as to realize an improved understanding of the subject matter. With the use of technology in the teaching and learning environments, research has highlighted the benefits of web-based learning for students.

Research studies indicate that the use of educational technology afford the learners greater anonymity and opportunities to practice a range of generic skills (for instance, management of self, others, task, information) (Howe, 1998; Oliver & McLoughlin, 2001). Further, through online technologies, learners can profit from an interactive and engaging environment with a range of learning scaffolds and supports thus enabling them to broaden and make sense of their experience (Hammond & Trapp, 2001; Krantz & Eagly, 1996).

With computer resources, learners are provided with the opportunity to interface with computers on a regular basis. Indeed, library resources are largely retrievable online and students do not have to be in a physical location like a library facility to be able to access most research articles and technical research reports. With advanced computer technology and library online databases, retrieving research has been made much easier. Further, with computer resources, learners have a chance of improving their computer literacy, which can be considered a "critical filter" for the employment market of the future (Heinssen, Glass, & Knight, 1987; Miura, 1987).

Research indicate that most studies have focused on learning environment of the first-year college students, with few focusing on the impact of learning environment for the senior year student and student academic performance (Chemosit, 2004). This study investigates both individual and institutional factors that contribute to academic achievement of senior college students.

The Effects of Computer Usage

The effects of computer usage on academic achievements in secondary schools are a topic of considerable interest and research. Computers and technology have become integral parts of modern education, and their impact on students' academic performance is a subject of both positive and negative findings.

Positive Effects:

Computers provide students with access to a vast amount of information and resources, which can enhance their learning experience and help them gather information for research and projects.

Interactive learning: Educational software and online platforms offer interactive and engaging learning experiences that can make complex concepts easier to understand and retain.

Personalized learning: Computers allow for personalized learning experiences, adapting to students' individual needs and pacing, which can lead to improved comprehension and retention.

Skill development: Computer usage can help students develop important digital literacy and technical skills that are increasingly important in the modern world.

Collaboration: Computers facilitate collaboration among students through online forums, group projects, and shared documents, enabling them to work together regardless of physical proximity.

Multimedia learning: Computers can incorporate multimedia elements like videos, animations, and simulations, making learning more dynamic and engaging.

Negative Effects

Distraction: The potential for distractions on computers, such as social media and entertainment websites, can negatively impact students' focus and study habits.

Isolation: Excessive computer usage might lead to reduced face-to-face interaction and social isolation among students.

Plagiarism: Easy access to information online can lead to issues of plagiarism if students do not properly attribute sources or understand how to use information ethically.

Health concerns: Prolonged computer usage can contribute to health issues like eyestrain, musculoskeletal problems, and disrupted sleep patterns.

Dependence: Students might become overly reliant on computers for learning, which could hinder their ability to learn through traditional methods or offline resources.

Factors to Consider

Digital divide: Socioeconomic factors can influence access to computers and the internet, potentially creating disparities in academic performance.

Teacher training: The effectiveness of computer usage largely depends on teachers' ability to integrate technology effectively into their teaching methods.

Balanced approach: A balanced approach that combines computer-based learning with traditional teaching methods might yield the best results.

Age and development: The impact of computer usage on academic achievement might differ based on students' age, developmental stage, and prior exposure to technology.

Usage of Computer and Students Academic Performance

"Computer usage" refers to the various ways in which computers are used to perform tasks, solve problems, and interact with information and data. Computer usage encompasses a wide range of activities across different domains.

The relationship between computer usage and students' academic performance is a complex one. It can be both positive and negative, depending on various factors, including how computers are used, the context in which they are used, and individual differences among students. The following are some key points to consider regarding the usage of computers and its impact on students' academic performance:

Access to Information: Computers provide students with easy access to a vast amount of information, which can be beneficial for research and learning. Students can access online

resources, digital libraries, and educational websites to enhance their understanding of various subjects.

Enhanced Learning Opportunities: Educational software, online courses, and interactive learning platforms can provide students with engaging and interactive learning experiences that cater to their individual learning styles. This can lead to improved academic performance.

Improved Organization and Productivity: Computers can help students stay organized by using tools like calendars, to-do lists, and digital notebooks. These tools can improve time management and productivity, which can positively impact academic performance.

Collaborative Learning: Computers facilitate collaboration among students, allowing them to work on group projects, share notes, and engage in online discussions. Collaborative learning can enhance comprehension and problem-solving skills.

Self-paced Learning: With computers, students can learn at their own pace, revisiting materials as needed. This flexibility can be particularly helpful for students who struggle with certain subjects.

Skill Development: Proficiency in computer skills is increasingly important in today's world. Learning to use computers effectively can enhance students' future employability and provide them with valuable skills.

However, it's vital to note that unnecessary or inappropriate computer usage can have negative effects on students' academic performance:

Distractions: The internet, social media, and video games can be major distractions for students. Excessive use of these distractions can lead to reduced study time and lower academic performance.

Health Concerns: Prolonged computer usage, especially with poor ergonomics or without breaks, can lead to physical health problems such as eye strain, back pain, and reduced sleep quality, which can affect a student's ability to concentrate and perform well academically.

Plagiarism and Cheating: Easy access to online resources can lead to plagiarism and cheating if students do not learn proper research and citation skills.

Social Isolation: Spending too much time on computers can lead to social isolation and reduced face-to-face interactions, which can have negative effects on mental health and overall well-being.

Information Overload: While computers provide access to vast amounts of information, students may struggle to discern credible sources from unreliable ones, leading to confusion and misinformation.

In conclusion, the impact of computer usage on students' academic performance varies depending on how computers are integrated into their learning processes and how students

manage their computer-related activities. When used thoughtfully and in moderation, computers can enhance learning and productivity. However, it's essential for educators and parents to provide guidance and set boundaries to ensure that students use computers in a way that supports their academic goals and overall well-being.

Adoption and Utilization Computer in Secondary Schools

Adopting and utilizing computers in secondary schools involves careful planning, resource allocation, training, and ongoing evaluation. Here's a step-by-step guide to help with the process:

Needs Assessment:

Identify the specific educational goals and needs that could be addressed through computer integration.

Assess the current technological infrastructure, including hardware, software, and internet connectivity.

Survey teachers, students, and parents to gauge their familiarity with technology and their expectations.

Set clear goals: Define clear and measurable goals for integrating computers, such as improving student engagement, enhancing learning outcomes, or preparing students for future careers.

Infrastructure setup:

Ensure that the school has sufficient and up-to-date hardware, including computers, tablets, and other devices.

Establish a reliable internet connection to support online research, collaboration, and access to educational resources.

Curriculum integration:

Identify subjects and areas where computer use can enhance learning and align with the curriculum.

Develop lesson plans that incorporate technology as a tool to achieve specific learning objectives.

Professional development:

Provide comprehensive training for teachers to familiarize them with using computers for teaching and learning.

Offer workshops, seminars, and online courses on effective integration strategies and the use of educational software.

Access to educational resources:

Curate a collection of digital resources, including e-books, educational websites, simulations, and multimedia content relevant to the curriculum.

Interactive learning software:

Invest in educational software that supports interactive learning, such as simulations, virtual labs, and educational games.

Digital citizenship and online safety:

Teach students about responsible internet use, online etiquette, and digital privacy.

Implement measures to ensure students' safety while using computers and the internet.

Collaboration and communication:

Use online platforms and tools that facilitate communication and collaboration among students and teachers.

Encourage students to work on group projects, share ideas, and provide feedback online.

Assessment and feedback:

Implement digital assessment methods, including quizzes, online tests, and peer evaluations.

Use technology to provide timely feedback to students and track their progress.

Flexible learning environment:

Create flexible learning spaces where students can access computers for individual or group work.

Ensure that classrooms are equipped with necessary infrastructure, such as projectors and interactive whiteboards.

Regular evaluation:

Continuously assess the impact of computer integration on learning outcomes and student engagement.

Collect feedback from teachers, students, and parents to make necessary adjustments.

Addressing equity and access:

Develop strategies to bridge the digital divide, such as providing computer labs, loaning devices to students, or partnering with organizations to offer technology access to underserved students.

Adaptation and innovation:

Stay updated with technological advancements and educational trends to continually innovate and adapt computer integration strategies.

Stakeholder engagement:

Involve parents, school administrators, and the community in discussions about the benefits and challenges of computer integration.

By following these steps and tailoring them to the specific needs of your school and educational context, you can successfully adopt and utilize computers to enhance learning and prepare students for the digital world.

Factors Influencing the Adoption and Utilization of Computer Secondary School Teachers

The adoption and utilization of computers in secondary schools can be influenced by a variety of factors, including technological, educational, social, and economic considerations. Here are some key factors that can influence the adoption and utilization of computers in secondary schools:

Technological Infrastructure: The availability of necessary hardware, software, and network infrastructure is crucial. Schools need to have up-to-date computers, reliable internet connectivity, and compatible software to effectively integrate technology into their classrooms.

Teacher Training and Support: Teachers play a vital role in integrating technology into education. Adequate training and ongoing support are essential to help educators feel comfortable using computers as teaching tools and leveraging their full potential.

Curriculum Integration: Aligning computer usage with the curriculum and educational goals is important. Computers should be seen as tools that enhance the learning experience and help achieve educational objectives, rather than as separate entities.

Perceived Benefits: Educators, students, and parents need to see the potential benefits of using computers in education. This could include improved student engagement, access to a broader range of educational resources, enhanced learning experiences, and the development of digital literacy skills.

Digital Literacy: Both teachers and students need to have a certain level of digital literacy to effectively use computers for educational purposes. This includes skills related to using software, accessing online resources, critical thinking about information found online, and understanding digital safety.

Cost Considerations: The cost of acquiring and maintaining computers and related infrastructure can be a significant factor. Schools need to consider both the initial investment and ongoing maintenance costs.

Access to Resources: Computers can provide access to a wealth of online educational resources, but if students don't have equitable access to computers at home, there could be concerns about creating a digital divide.

Educational Policies and Initiatives: Government policies and initiatives that promote the integration of technology in education can greatly influence the adoption of computers in secondary schools. Funding, guidelines, and incentives can encourage schools to invest in technology.

Parental Involvement: Parents' attitudes and perceptions towards technology in education can impact its adoption. Schools may need to communicate the benefits of computer usage to parents and address any concerns they may have.

Cultural and Socioeconomic Factors: Cultural norms and socioeconomic factors can influence the adoption of technology in education. Schools in different regions or communities may face varying levels of acceptance and readiness for technological integration.

Assessment and Evaluation: The ability to measure the effectiveness of computer usage in education is important. Schools need to establish methods for evaluating the impact of technology on student learning outcomes.

Security and Privacy Concerns: With increased technology usage comes concerns about data privacy and online security. Schools need to address these concerns and implement appropriate measures to safeguard student and teacher data.

Institutional Leadership: Strong leadership within the school, including administrators who understand the benefits of technology integration and are committed to its implementation, can drive the successful adoption of computers.

Peer Influence: Positive experiences of other schools or educators who have successfully integrated technology can inspire and motivate others to adopt similar practices.

These factors interact and influence each other, making the process of adopting and utilizing computers in secondary schools a complex endeavor that requires careful planning, collaboration, and ongoing assessment.

Attitudes and beliefs of secondary school teachers towards the use of computer in secondary schools.

The attitudes and beliefs of secondary school teachers towards the use of computers in secondary education can significantly impact the successful integration of technology into classrooms. Here are some key points to consider when examining teachers' attitudes and beliefs:

Perceived Relevance: Teachers' beliefs about whether computers are relevant to the curriculum and can enhance student learning influence their willingness to incorporate technology. If teachers see computers as valuable tools for delivering content or promoting student engagement, they are more likely to adopt them.

Perceived Benefits: Teachers' attitudes are often shaped by their perceptions of the benefits of using computers. If teachers believe that technology can improve student outcomes, make teaching more efficient, or offer new teaching methods, they are more likely to embrace it.

Confidence and Competence: Teachers' confidence in their own technological skills and their ability to effectively integrate computers into teaching play a crucial role. Teachers who feel competent using technology are more likely to incorporate it seamlessly into their lessons.

Professional Development: The availability of professional development opportunities for teachers to enhance their technological skills and teaching strategies can positively influence their attitudes. Adequate training can boost confidence and enthusiasm for using computers in classrooms.

Time and Effort: Teachers' perceptions of the time and effort required to incorporate technology can affect their willingness to do so. If teachers believe that using computers requires a significant additional workload, they might be hesitant to adopt it.

Pedagogical Beliefs: Teachers' underlying teaching philosophies and beliefs about effective instruction can shape their views on technology. Teachers who believe in student-centered, interactive learning might be more open to using computers as tools for collaboration and exploration.

Barriers and Challenges: Negative attitudes can stem from perceived barriers such as lack of access to technology, unreliable infrastructure, or concerns about classroom management in a technology-rich environment.

Comfort with Change: Teachers' comfort levels with change and willingness to try new methods can impact their openness to technology adoption. Teachers who are more open to innovation might be more inclined to embrace computer use.

Student Engagement: If teachers believe that computers can increase student engagement and motivation, they may be more inclined to use them as part of their instructional approach.

Teaching Experience: Teachers' years of experience can influence their attitudes. Experienced teachers might have established teaching methods and be more resistant to changing their practices, while newer teachers might be more open to innovative approaches.

Support and Resources: Adequate support, both technical and administrative, can affect teachers' attitudes. If teachers feel that they have the resources and support needed to effectively integrate technology, they may be more willing to do so.

Peer Influence: Colleagues who are enthusiastic about using technology can positively influence the attitudes of other teachers. Peer support and sharing of successful experiences can foster a more positive outlook on technology integration.

Perceived Student Benefits: Teachers who see that their students are benefiting from technology use, such as improved learning outcomes or increased engagement, are more likely to maintain a positive attitude toward its adoption.

Understanding these factors and addressing teachers' concerns can contribute to a more successful integration of computers and technology in secondary school classrooms. Providing ongoing professional development, creating a supportive environment, and showcasing examples of successful technology integration can help shape positive attitudes among educators.

Perceived usefulness of computer usage among secondary school teachers in enhancing academic achievements of students.

The perceived usefulness of computer usage among secondary school teachers in enhancing academic achievements of students is a crucial factor that influences the adoption and integration of technology in education. Here are some key points related to this perception:

Improved Instruction: Teachers may perceive computers as tools that can provide dynamic and interactive instructional materials, making learning more engaging and effective. They might believe that using technology allows them to explain complex concepts more comprehensively.

Individualized Learning: Computers can provide personalized learning experiences by adapting content to individual student needs. Teachers may see this feature as beneficial for catering to diverse learning styles and abilities, potentially leading to improved academic performance.

Access to Resources: Teachers may view computers as gateways to a vast array of online resources, including educational websites, e-books, simulations, and multimedia content. They may believe that these resources can supplement traditional materials and enrich students' understanding.

Real-world Application: Computers enable students to access real-world applications of concepts through simulations, virtual labs, and interactive activities. Teachers might perceive these tools as enhancing students' understanding and ability to apply knowledge.

Interactive Learning: Teachers may believe that computer-based interactive activities, quizzes, and games can promote active participation and deeper engagement, which in turn can positively impact students' academic achievements.

Feedback and Assessment: Computers can provide immediate feedback on assignments and assessments. Teachers may view this feature as beneficial for helping students identify their strengths and areas needing improvement, leading to better academic outcomes.

Collaboration and Communication: Teachers might perceive computers as tools that facilitate collaborative learning and communication. Online discussions, group projects, and sharing of resources can enhance students' communication skills and broaden their perspectives.

Motivation and Engagement: Teachers may perceive computers as tools that increase student motivation and interest in learning, potentially leading to higher levels of engagement and subsequently improved academic performance.

Digital Literacy Skills: Teachers might believe that using computers in education equips students with essential digital literacy skills, which are valuable in today's technology-driven world. These skills could enhance students' overall academic capabilities.

Preparation for the Future: Teachers may perceive computer usage as preparing students for future educational and professional endeavors. Familiarity with technology can be seen as a valuable skill for students' academic and career success.

Differentiation and Inclusion: Teachers might see computers as enabling them to differentiate instruction to meet the needs of diverse learners, including students with disabilities or learning challenges.

Engagement of 21st Century Skills: Teachers may believe that computers help develop critical thinking, problem-solving, creativity, and collaboration skills that are essential for success in the 21st century.

Data Analysis: Teachers may perceive the ability of computers to collect and analyze data on student performance as valuable for identifying trends and adapting instructional strategies to improve academic outcomes.

Parent-Teacher Communication: Computers can facilitate communication between teachers, students, and parents, allowing parents to be more involved in their child's education, which could contribute to improved academic support.

Teachers' perception of the usefulness of computer usage in enhancing student academic achievements is shaped by their experiences, training, and exposure to successful technology integration. Providing evidence of positive outcomes and ongoing professional development can help reinforce this perception and encourage effective technology adoption in the classroom.

Challenges Faced by Secondary School Teachers in Integrating Computer Usage in Their Instructional Practices

Integrating computer usage into instructional practices in secondary schools can be a rewarding endeavor, but it also comes with several challenges that teachers may encounter. These challenges can vary depending on the school, region, and available resources. Here are some common challenges faced by secondary school teachers:

Limited Access to Technology: Many schools, especially in economically disadvantaged areas, may not have sufficient computers or reliable internet access. This lack of access can hinder the integration of technology into daily instruction.

Inadequate Training: Teachers may lack the necessary training and professional development opportunities to effectively use computers and educational software in their teaching. Without adequate training, they may feel unsure about how to integrate technology into their lessons.

Time Constraints: Teachers often have packed schedules with numerous academic responsibilities. Finding the time to plan, implement, and manage technology-based lessons can be challenging, especially when it requires additional preparation.

Technical Issues: Technical problems, such as software glitches, network failures, or malfunctioning hardware, can disrupt lessons and frustrate both teachers and students.

Resistance to Change: Some teachers may resist incorporating technology due to a fear of change, a preference for traditional teaching methods, or concerns about losing control in the classroom.

Digital Divide: Students may have varying levels of access to computers and the internet at home, creating a digital divide that can affect the effectiveness of technology integration in the classroom.

Lack of Relevant Content: Teachers may struggle to find high-quality, age-appropriate digital content that aligns with their curriculum and instructional goals.

Assessment Challenges: Designing assessments that effectively measure student learning in a technology-rich environment can be complex. Teachers may face difficulties in assessing digital assignments and ensuring the authenticity of students' work.

Equity Concerns: Ensuring that all students have equal access to technology and that it doesn't exacerbate educational inequalities can be a significant challenge, especially in diverse or underprivileged schools.

Security and Privacy: Teachers must navigate privacy concerns when using technology, ensuring that students' personal data and online interactions are secure and compliant with data protection laws.

Distractions: While technology can enhance learning, it can also be a source of distraction for students. Teachers may need strategies to manage students' attention and keep them focused on learning tasks.

Software and App Overload: The proliferation of educational software and apps can be overwhelming. Teachers may struggle to choose the most effective tools and integrate them seamlessly into their instruction.

Maintenance and Upkeep: Keeping computers and software up to date and in good working condition requires ongoing maintenance. This responsibility can fall on teachers, IT staff, or a combination of both.

Cost: Acquiring and maintaining technology can be expensive. Schools may face budget constraints that limit their ability to provide teachers with the necessary equipment and resources.

Professional Isolation: Some teachers may feel isolated when integrating technology if they lack a supportive network of colleagues who share similar goals and challenges.

Overcoming these challenges often requires a coordinated effort among school administrators, teachers, IT support staff, and policymakers. Providing teachers with ongoing training, technical support, and access to up-to-date equipment and resources can help address many of these obstacles and facilitate the effective integration of technology into secondary school instruction.

Summary of Literature Reviewed

This chapter covered the review of literature related to the topic of this report. The chapter presented the theoretical framework by reviewing relevant theories. Then, the chapter discusses pertinent concepts of the study, including the usage of computer, adoption and utilization of computer in secondary school. Also, the chapter reviewed findings on various themes of the study, including challenges faced by secondary school teachers in integrating computer usage in their instructional practices, attitudes and beliefs of secondary school teachers towards the use of computer in secondary schools, factors influencing the adoption and utilization of computer secondary school teachers.

CHAPTER THREE

METHODOLOGY

This chapter describes the method and procedures that will be used to carry out the study.

Research Design

Population of the Study

Sample and Sampling Technique

Research Instrument

Validity of the Instrument

Reliability of the Instrument

Method of Data Collection

Method of Data Analysis

Research Design

The research design is using descriptive method. This approach is considered appropriate because the study is directed at collecting data from a segment of the population which is generalized. The survey helps to collect data from the defined sample describe the present situation of the population. This is usually done with the aid of variable identified in the study. The survey research design is one in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered to be representatives of the entire

group using questionnaire. The approach is widely acknowledged for its role in fact finding of this nature.

Population of the Study

The population of the study consist of all senior secondary school students in Ovia North East Local Government Area of Edo State. It has 28 senior secondary schools with an estimated population of 5610 students.

Sample and Sampling Technique

The sample of this study consist of one hundred (100) students to be drawn across five(5) schools within Ovia North East Local Government Area of Edo State. A simple random sampling technique was adopted as it gives every subject of the population the opportunity to be part of the sampled subjects. It produces better results that are more representative of the overall population.

Research Instrument

A self-structured questionnaire is the instrument to be adopted for this study. The instrument is named: Effects of computer usage on Senior Secondary school students' academic achievements. It is designed using a modified Likert Scale format, having a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) respectively. The questionnaire is divided into two sections- A and B. Section A of the instrument was

designed to obtain the socio-demographic data of the respondents such as their age, sex, among others. The Section B however, consisted of items meant to gather information on the issues relating to the various research questions raised to guide the study.

Validity of the Instrument

The research instrument was validated using the expert judgment approach. In doing this, an initial draft of the questionnaire was vetted by the researcher's supervisor.

These screening processes ensured that the instrument's content and construct validity.

Reliability of the Instrument

To ensure the reliability of the instrument, 20 copies of the drafted questionnaire are administered to participants which are not part of the final sample that will be used in the study. The test-re-test procedure will be adopted to determine the reliability of the instrument. In doing this, the 20 drafted copies of the questionnaire that will be given to the pilot group would be done twice with the interval of two weeks. Using Cronbach alpha to carry out the reliability test, the value 0.747 was gotten. The reliability of the instrument was thereafter established.

Method of Data Collection

The approved copy of the validated questionnaire was administered to the various respondents selected for the study. Instructions was stated to guide the student on how to fill

their responses into the boxes provided. All questionnaire will be retrieved on the spot after completion by the researcher.

Method of Data Analysis

The responses of the respondents will be analyzed using the mean and standard deviation based on the 4-point Likert type scale which was scored as 4 (strongly agree), 3 (agree), 2 (disagree), 1 (strongly disagree). All data analysis will be carried out using SPSS Version 22.0.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

Introduction

This chapter presents the analysis, results, and findings of the data obtained from respondents through the administration of questionnaire to students of Uniben Demonstration Secondary school (UDSS) and Ekosodin Secondary school Ugbowo, Ovia North-East LGA, Edo state.

Questionnaire administration

Organization	Administered	Retrieved	Not Retrieved	Return rate
UDSS	70	52	18	74%
Ekosodin Secondary school	30	18	12	60%

Source: Author's fieldwork, 2023.

The table above shows the proportion of questionnaires retrieved from the Schools. A total of 100 questionnaire was sent out to the Schools by the researcher as obtained from the sample size; however, only 70 copies (representing 70%) of the questionnaire were retrieved and used for the analysis.

Demographics of Respondents.

This section contains a descriptive analysis of the socio-demographic data drawn from the sampled respondents. The socio-demographic variables include the Gender and Age of the respondents.

Table 1: Respondents Demographic Profile

S/N	Categories	Frequency	
		No.	**%**
1.	**Gender**		
	Male	42	60
	Female	28	40
	Total	**70**	**100**
2.	**Age**		
	16 years and below	54	77.1
	17 years and above	16	22.9
	Total	**70**	**100**

Source: Author's Field work, 2023

Gender of Respondents

The gender distribution above shows that majority of the respondents were male with a frequency count of 42 representing 60% of the respondents, while 28 (40%) of the respondents were female.

Age of Respondents

The age distribution of the respondents shows that 77.1% (54) of the respondents were within the ages of 16 years and below, while only 22.9% (16) of the respondents indicated to be within the ages of 17 years and above.

Research Question 1: How does computer usage affect students overall academic performance?

S/N	Statement	SA (%)	A (%)	D (%)	SD (%)	Mean	Total
1	Do you think that a balance between computer usage and other study methods is critical for improved academic performance?	34 (48.6%)	24 (34.3%)	6 (8.6%)	6 (8.6%)	3.23	70 (100%)
2	Does excessive use of social media or entertainment on the computer detract from academic study time and performance?	28 (40%)	40 (57.9%)	2 (2.1%)	- (-)	3.37	70 (100%)
3	Do you agree that appropriate computer usage enhances student engagement in academic activities?	36 (51.4%)	27 (38.6%)	4 (5.7%)	3 (4.3%)	3.37	70 (100%)
	Average	**32.7 (46.7%)**	**30.3 (43.3%)**	**4 (5.7%)**	**3 (4.3%)**	**3.32**	

N=100; Key: 1.00 – 2.5 = Disagreed; 2.6 and above = Agreed
Source: Author's estimation from SPSS 22, 2023.

Table 1 delineates the influence of computer utilization on the academic achievements of students within the context of this study. The variable was evaluated through three distinct dimensions or categories of questions. Examination of the data unveiled that 82.9% of the respondents either expressed agreement or strong agreement with the statements found in the research instrument, which gauged their perspective on the significance of maintaining a balance between computer usage and other study methods to enhance academic performance. In contrast, 17.1% of the respondents either expressed disagreement or strong disagreement with these

statements. The average mean score of 3.23 (out of 4) underscores a robust consensus among the participants concerning these statements.

Similarly, in response to the second set of queries, a substantial 97.9% of the participants affirmed or strongly affirmed the statements presented in the research instrument, with only 2.1% expressing dissent. The mean average score of 3.37 further underscores the high level of agreement among the respondents regarding these questionnaire items.

The outcomes for the third set of questions showed that the majority of respondents, specifically 90%, showed agreement or strong agreement with the items within that dimension, while 10% displayed disagreement or strong disagreement. The mean average score of 3.37 (out of 4) also underscores a robust level of agreement among the participants in this instance.

To sum up, the overall mean score of 3.32, surpassing the acceptance threshold of 2.6, indicates that computer usage indeed exerts a noteworthy influence on the overall academic performance of students.

Research question 2: What are the specific academic areas or subjects that are influenced by computer usage?

S/N	Statement	SA (%)	A (%)	D (%)	SD (%)	Mean	Total
4	Does computer usage improve access to educational resources and academic materials?	31 (44.2%)	30 (42.9%)	9 (12.9%)	- (-)	3.31	70 (100%)
5	Does computer usage influence job prospect and career advancement?	21 (30%)	31 (44.3%)	10 (14.3%)	8 (11.4%)	2.93	70 (100%)
6	Does computer usage enhance creativity and innovative thinking in academic assignments?	30 (42.9%)	22 (31.4%)	15 (21.4%)	3 (4.3%)	3.13	70 (100%)
	Average	**27.3 (39%)**	**27.7 (39.5%)**	**11.3 (16.1%)**	**3.7 (5.3%)**	**3.12**	

N=100; Key: 1.00 – 2.5 = Disagreed; 2.6 and above = Agreed
Source: Author's estimation from SPSS 22, 2023.

Table 2 explores the impact of computer usage on specific academic disciplines or subject areas within the context of this case study. This variable was evaluated across three distinct dimensions or categories of questions. An analysis of the data concerning 'question 4' revealed that, on average, 87.1% of respondents either expressed agreement or strong agreement with the statements in the research instrument that assessed the extent to which they believe computer usage enhances access to educational resources and academic materials, while 12.9% disagreed with these statements. The average mean score of 3.31 (out of 4) indicates a strong consensus among the participants regarding these statements.

Similarly, for 'question 5,' an average of 74.3% of participants either agreed or strongly agreed with the statements in the research instrument, while 25.7% disagreed with the statement "Does computer usage influence job prospects and career advancement." The mean average score of 2.93 (out of 4) also conveys the level of agreement among the respondents concerning these questionnaire items.

Additionally, the results from 'question 6' - "Does computer usage enhance creativity and innovative thinking in academic assignments?" - showed that the majority of respondents, specifically 74.3%, either agreed or strongly agreed with the items in that category, while 25.7% expressed disagreement or strong disagreement. The mean average of 3.13 indicates a strong level of agreement among the participants in this instance.

In summary, the overall grand mean of 3.12 implies a high degree of acceptance regarding the influence of computer usage on specific academic subjects or areas.

Question 3. Does the frequency and duration of computer usage have an impact on academic performance?

S/N	Statement	SA (%)	A (%)	D (%)	SD (%)	Mean	Total
7	Does spending more hours on the computer each day significantly influence academic performance?	18 (25.7%)	32 (45.7%)	15 (21.4%)	5 (7.1%)	2.90	70 (100%)
8	Does computer usage increase engagement and interest in academic subjects and coursework?	16 (22.9%)	38 (54.3%)	10 (14.3%)	6 (8.6%)	2.91	70 (100%)
9	Do you feel that managing computer usage duration can enhance academic performance?	30 (42.9%)	28 (40.0%)	8 (11.4%)	4 (5.7%)	3.20	70 (100%)
	Average	**21.3 (30.4%)**	**32.7 (46.7%)**	**11 (15.7%)**	**5 (7.2%)**	**3.01**	

N=100; Key: 1.00 – 2.5 = Disagreed; 2.6 and above = Agreed
Source: Author's estimation from SPSS 22, 2023.

Table 3 delves into the impact of computer utilization on particular academic subjects or areas within the context of the case study. This variable was assessed across three distinct dimensions or sets of questions. The evaluation of the statement, "To what extent does increased daily computer usage affect academic performance?" revealed that, on average, 71.4% of respondents either expressed agreement or strong agreement with the statement, while 28.6% disagreed with it. The average mean score of 2.90 indicates a strong consensus among the participants regarding this statement in the research question.

Similarly, in response to 'question 8,' an average of 77.2% of participants either agreed or strongly agreed with the statements in the research instrument, while 22.8% disagreed with the statement, "Does computer usage enhance engagement and interest in academic subjects and coursework." The mean average score of 2.91 also highlights the significant level of agreement among the respondents concerning these questionnaire items.

Furthermore, the results from the statement, "Do you believe that managing the duration of computer usage can improve academic performance," revealed that a majority of respondents, specifically 82.9%, either agreed or strongly agreed with the item, while 17.1% disagreed or strongly disagreed. The mean average of 3.20 indicates a robust level of agreement among the respondents.

In summary, the overall grand mean of 3.01 indicates a high degree of consensus regarding the impact of the frequency and duration of computer usage on academic performance.

Question 4. What are the potential positive effects of computer usage on academic performance?

S/N	Statement	SA (%)	A (%)	D (%)	SD (%)	Mean	Total
10	Does computer usage enhance organization and productivity in academic tasks?	26 (37.1%)	35 (50.0%)	7 (10.0%)	2 (2.9%)	3.21	70 (100%)
11	Does computer usage improve collaboration and group projects for academic success?	23 (32.9%)	34 (48.6%)	11 (15.6%)	2 (2.9%)	3.11	70 (100%)
12	Does computer usage facilitate better understanding of complex academic concepts and materials?	33 (47.1%)	13 (18.6%)	18 (25.7%)	6 (8.6%)	3.04	70 (100%)
	Average	**27.3 (39%)**	**27.4 (39.2%)**	**12 (17.1%)**	**3.3 (4.7%)**	**3.12**	

N=100; Key: 1.00 – 2.5 = Disagreed; 2.6 and above = Agreed
Source: Author's estimation from SPSS 22, 2023.

Table 4 supplies information regarding the favorable effects of computer utilization on academic achievement in Edo state, based on the input received from the research instrument's participants. The data highlights that a significant 87.1% of the respondents either expressed agreement or strong agreement with the statement "Can computer usage enhance organization and productivity in academic tasks," while 12.9% disagreed or strongly disagreed. The mean average of 3.21 underscores a substantial level of consensus among the participants. Moreover, the responses reveal that 81.5% of the individuals either agreed or strongly agreed with the statement "The use of computers enhances collaboration and group projects for academic success," whereas 18.5% disagreed. The mean average of 3.11 also emphasizes a notable degree of agreement among the participants in question 11.

Furthermore, the results pertaining to the statement "Does computer usage promote a better understanding of intricate academic concepts and materials?" indicate that the majority of respondents, specifically 65.7%, agreed or strongly agreed, while 34.3% disagreed or strongly disagreed. The mean average of 3.04 reflects a robust level of acceptance among the participants. In summary, the grand mean of 3.12 suggests a high degree of acknowledgment of the potential positive impacts of computer use on the academic performance of students in Edo state.

Question 5. What are the potential negative effects of computer usage on academic performance?

S/N	Statement	SA (%)	A (%)	D (%)	SD (%)	Mean	Total
13	How much do you think prolonged computer usage contributes to academic procrastination and delays in completing assignments?	18 (25.7%)	33 (47.1%)	18 (25.7%)	1 (1.4%)	2.97	70 (100%)
14	Does excessive computer usage disrupt healthy sleep patterns and impact academic concentration?	36 (51.4%)	23 (32.9%)	7 (10.0%)	4 (5.7%)	3.30	70 (100%)
15	How much does constant exposure to digital screens hinder effective study habits and academic retention?	25 (35.7%)	32 (45.7%)	11 (15.7%)	2 (2.9%)	3.14	70 (100%)
16	How strongly do you think that computer-related distractions during study sessions negatively impact academic focus and comprehension?	15 (21.4%)	24 (34.3%)	20 (28.6%)	11 (15.7%)	2.61	70 (100%)
	Average	**23.5 (33.6%)**	**28 (40%)**	**14 (20%)**	**4.5 (6.4%)**	**3.01**	

N=100; Key: 1.00 – 2.5 = Disagreed; 2.6 and above = Agreed
Source: Author's estimation from SPSS 22, 2023.

Table 5 provides data concerning the possible unfavorable outcomes of computer usage on academic performance, sourced from responses obtained in the research instrument's survey.

The data illustrates that, on average, 72.8% of the respondents indicated agreement or strong agreement with the statements in the questionnaire, while 27.1% expressed disagreement or strong disagreement with the statement, "To what extent do you believe prolonged computer usage contributes to academic procrastination and assignment delays?" The mean average of 2.97 emphasizes a significant level of concurrence among the participants.

Similarly, the feedback from 'question 14' reveals that, on average, 84.3% of the participants agreed or strongly agreed with the statement concerning the impact of excessive computer use on healthy sleep patterns and its influence on academic concentration in secondary school students in Edo state, while 15.7% disagreed or strongly disagreed. The mean average of 3.30 underlines a substantial degree of agreement among the respondents.

Additionally, the results for 'question 15,' which examines the extent to which continual exposure to digital screens hampers effective study habits and academic retention, demonstrate that 81.4% of the respondents, forming a majority, agreed or strongly agreed with the statement, while 18.6% disagreed or strongly disagreed. The mean average of 3.14 indicates a strong level of acceptance among the participants.

In the same vein, the responses to the statement in 'question 16' indicate that, on average, 55.7% of the participants agreed or strongly agreed with the statement, while 44.3% disagreed or strongly disagreed. The mean average of 2.61 also highlights a relatively higher degree of agreement among the respondents.

To conclude, the grand mean of 3.01 suggests a reasonable level of recognition regarding the potential adverse effects of computer usage on students' academic performance in Edo state.

Question 6. Are there any differences in the impact of computer usage on academic performance based on gender, socioeconomic status, or educational level?

S/N	Statement	SA (%)	A (%)	D (%)	SD (%)	Mean	Total
17	Do you believe that computer usage influences academic performance for males and females differently?	22 (31.4%)	30 (42.9%)	11 (15.7%)	7 (10.0%)	2.96	70 (100%)
18	Do you agree that socioeconomic status interacts with computer usage to affect academic performance?	18 (25.7%)	38 (54.3%)	9 (12.9%)	5 (7.1%)	2.99	70 (100%)
19	Do you think education level has impact on the relationship between computer usage and academic performance?	26 (37.1%)	30 (42.9%)	13 (18.6%)	1 (1.4%)	3.16	70 (100%)
	Average	**22 (31.4%)**	**32.7 (46.7%)**	**11 (15.7%)**	**4.3 (6.2%)**	**3.03**	

N=100; Key: 1.00 – 2.5 = Disagreed; 2.6 and above = Agreed
Source: Author's estimation from SPSS 22, 2023.

Table 6 contains data related to the variations in the effects of computer usage on academic performance in Edo state, based on responses from research participants. The data reveals that, when queried about the impact of computer usage on academic performance for both males and females, approximately 74.3% of respondents expressed agreement or strong agreement, while 25.7% voiced disagreement or strong disagreement. The average mean score of 2.96 signifies a substantial level of consensus among participants.

Moreover, the responses to 'question 18' indicated that roughly 80% of respondents concurred or strongly concurred with the notion that socioeconomic status influences how computer usage affects academic performance, whereas 20% dissented or strongly dissented. The average mean score of 2.99 emphasizes a noteworthy degree of concurrence with this statement.

Likewise, the findings regarding the question concerning the impact of educational level on the connection between computer usage and academic performance mirrored the previous question. Approximately 80% of respondents agreed or strongly agreed, while 20% disagreed or strongly disagreed. The average mean score of 3.16 indicates a strong level of acceptance among participants for this statement.

To conclude, the overall average mean score of 3.03 suggests a high level of agreement among respondents regarding the disparities in how computer usage affects academic performance based on factors such as gender, socioeconomic status, and educational level in Edo state.

Question 7. What are the most effective strategies to optimize computer usage for improved academic performance?

S/N	Statement	SA (%)	A (%)	D (%)	SD (%)	Mean	Total
20	Do you find setting specific time blocks effective for focused academic work on the computer?	24 (34.3%)	24 (34.3%)	19 (27.1%)	3 (4.3%)	2.99	70 (100%)
21	Do you believe utilizing productivity apps or software aids in enhancing academic productivity?	33 (47.1%)	30 (42.9%)	7 (10.0%)	- (-)	3.37	70 (100%)
22	Do you find the use of online collaboration tools for group projects or discussions in improving academic outcomes?	19 (27.1%)	29 (41.4%)	22 (31.4%)	- (-)	2.96	70 (100%)
	Average	**25.3 (36.1%)**	**27.7 (39.6%)**	**16 (22.9%)**	**1 (1.4%)**	**3.12**	

N=100; Key: 1.00 – 2.5 = Disagreed; 2.6 and above = Agreed
Source: Author's estimation from SPSS 22, 2023.

Table 7 offers insights into the most effective strategies for improving academic performance through the use of computers in Edo state, based on feedback from research participants.

The data reveals that, when inquired about the efficacy of establishing specific time blocks for focused academic work on the computer (as outlined in 'question 20'), an average of 68.6% of respondents either agreed or strongly agreed, while 31.4% disagreed or strongly disagreed. The mean average of 2.99 indicates a noteworthy level of consensus among the respondents.

Furthermore, the responses to 'question 21' demonstrated that, on average, 90% of participants expressed agreement or strong agreement with the statement about the effectiveness of using productivity apps or software to enhance academic productivity, while 10% disagreed with this statement. The mean average of 3.37 also underscores a substantial degree of agreement among respondents.

Similarly, the results for the statement concerning the use of online collaboration tools for group projects or discussions in improving academic outcomes showed that 68.5% of respondents agreed or strongly agreed, while 31.4% disagreed. The mean average of 2.96 signifies a strong level of acceptance among participants regarding this statement.

To sum up, the overall grand mean of 3.12 indicates a high level of openness among respondents to the most efficient strategies for optimizing computer usage to enhance academic performance in Edo state.

Test of Hypothesis

In order to test the null hypothesis stated in chapter one of the study. The decision rule for accepting the formulated hypothesis is, if the calculated p-value is greater than 5% level of significance, we accept the null hypothesis (Ho), but if the p-value is lesser than 5% level of significance, we reject the null hypothesis.

H01: There is no significant difference in the impact of computer usage on academic achievement of secondary school student in Edo state.

Group Statistics

	Variable(s)	N	Mean	Std. Deviation	Df	t-test	Sig
Pair	Academic performance	70	3.2857	.46551	69	0.464	0.000
	Computer usage	70	3.2524	.62795			

Table 6 shows the independent sample t-test on the impact of computer usage on academic achievement of secondary school student. It can be seen that the t-test value is 0.464, degree of freedom is 69 and the level of significance is 0.644 which is less than the set alpha level of 0.05. Thus, the null hypothesis which states that there is no significant difference in the impact of computer usage on academic achievement of secondary school student will be rejected. This shows that there is significant difference in the impact of computer usage on academic achievement of secondary school student.

Discussion of Findings

The outcomes of the initial research question, which examines how computer usage affects students' overall academic performance, emphasize the importance of finding a balance between computer use and other study methods to improve academic results. Furthermore, effective computer usage enhances student engagement in academic activities.

As for the second research question, which focuses on the specific academic areas influenced by computer usage, it was determined that computer use has a broad impact on various subjects, including English language, creative arts, geography, history, and more, expanding students' access to subject-related information.

The findings pertaining to the third research question, which delves into the frequency and duration of computer usage affecting academic performance, suggest that using computers heightens student engagement and interest in academic subjects. Additionally, managing the duration of computer use effectively can lead to improved academic performance.

Research findings also show that the responses gotten signifies that Computer usage increases engagement and interest in academic subjects and coursework and also management of computer usage duration can enhance academic performance

Concerning the fourth research question, which explores the positive effects of computer usage on academic performance, it is clear that computers offer numerous advantages. They facilitate collaboration and group projects, enhance the comprehension of complex academic concepts, and contribute to improved learning outcomes. Research indicates that students with regular access to computers at home tend to attain higher grades and develop valuable computer skills, leading to more efficient computer use. The integration of computers into the classroom also enhances positive interactions among students and enriches the teaching and learning experience.

Regarding the fifth research question, investigating the adverse effects of computer usage on academic performance, the findings highlight that computer-related distractions during study sessions impede academic focus and understanding. Furthermore, prolonged computer use is associated with academic procrastination and delays in completing assignments. Excessive exposure to and overuse of technology can result in severe mental health issues, including anxiety, depression, suicidal tendencies, and behavioral problems. The collective evidence raises ongoing concerns about the use of technology in higher education, prompting questions about its suitability. Notably, English language learners encounter the challenge of not only learning a new language but also acquiring computer and technology skills when technology is integrated into the classroom.

Regarding the sixth research question, which explores whether differences exist in the impact of computer usage on academic performance based on gender, socioeconomic status, or educational level, the research indicates that these factors do not significantly affect the impact of computer usage. Instead, the impact primarily depends on a student's willingness to learn.

The results obtained from the investigation of research question seven, "What strategies can improve academic performance through computer usage?" suggest that implementing specific time blocks is an effective method to enhance concentration while using computers for academic tasks. Moreover, the incorporation of online collaboration tools for group projects and discussions yields positive effects on academic achievements. Additionally, it was observed that the adoption of productivity applications and software can significantly enhance academic productivity.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter gives the summary of this work, as well as conclusion and recommendation drawn from the findings of the study

Summary

The research findings revolve around the effects of students' computer utilization on their academic achievements and unveil several crucial insights. Seven research question were raised to guide the research. One of the research questions was hypothesized. The study adopted the survey research method. A sample of one hundred (100) senior secondary school students in Ovia North East Local Government Area of Edo State were selected as the sample for this study. The instrument used in collection of data is a questionnaire. The data collected were analysed using mean, standard deviation, T-test, and ANOVA.

Findings

Findings revealed the following:

1. Achieving a balance between computer usage and other study methods is pivotal for improving academic results, and adept use of computers heightens students' engagement in their educational endeavors

2. The impact of computer usage extends across various academic subjects, encompassing English, creative arts, geography, and history, thereby broadening students' access to subject-specific information.

3. The regularity and duration of computer use significantly impact academic performance, as it can bolster student engagement and foster an increased interest in academic subjects. Skillful management of computer usage duration can yield superior academic outcomes.

4. Computers offer numerous advantages, such as facilitating collaboration, enhancing the comprehension of intricate concepts, and improving the quality of learning outcomes. Maintaining consistent access to computers at home is associated with higher grades and the acquisition of valuable computer skills. Additionally, the integration of computers into the classroom environment enhances the overall teaching and learning experience.

5. Detrimental effects of computer usage on academic performance include distractions during study sessions, procrastination in academic work, and potential mental health issues like anxiety, depression, and behavioral problems. These concerns prompt questions about the suitability of technology in higher education, particularly for English language learners.

6. Differences in how computer usage influences academic performance based on gender, socioeconomic status, or educational level are not particularly significant. Instead, the primary determining factor appears to be a student's motivation to learn.

7. Strategies aimed at improving academic performance through computer usage encompass the implementation of designated time blocks to enhance concentration, the utilization of online collaboration tools for group projects and discussions, and the adoption of productivity applications and software to enhance academic efficiency.

Conclusion

These findings emphasize the intricate impact of computer utilization on students' academic achievements, highlighting the importance of a comprehensive strategy that maximizes the advantages of technology while managing its potential drawbacks. Additionally, they underscore the importance of individual motivation and effective methods in fully leveraging the benefits of incorporating computers into education.

Recommendations

Based on the findings of the study, the following recommendations were made by the researchers.

1. Create a Dedicated Study Space: Designate a clean, organized, and quiet space for studying. Ensure it is free from distractions and well-lit.
2. Set Specific Goals: Outline your study objectives before you begin. What do you want to accomplish during this study session? Having clear goals will keep you on track.
3. Time Management: Use time management techniques to allocate specific time blocks for studying. Consider techniques like the Pomodoro technique (25 minutes of focused study followed by a 5-minute break) to maintain concentration.

4. Use Productivity Tools: Take advantage of productivity apps and software to stay organized. Tools like task managers, calendars, and note-taking apps can help you plan your study schedule and track your progress.
5. Online Resources: Use the internet for research and access to educational resources. Reliable sources include online libraries, academic databases, and educational websites. Be critical of the sources you use and ensure they are credible.

Suggestions for further Studies

Further research could be carried out to investigate.

1. Analyze specific case studies of students who have successfully integrated computer usage into their study routines to achieve improved academic performance. Understand their strategies and best practices.
2. Evaluate the impact of specific technologies or tools on academic performance. This could involve assessing the effectiveness of note-taking apps, online collaboration platforms, or educational software.
3. Explore the psychological and behavioral aspects of computer usage in studying, including its impact on motivation, attention span, and cognitive processes.
4. Assess the effectiveness of specific educational technologies and software in improving academic performance. Consider the impact of adaptive learning platforms, virtual labs, and interactive educational materials.

5. Investigate the relationship between computer usage, screen time, and mental health. Examine how excessive computer usage may affect well-being and propose strategies to mitigate any negative effects.

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Appendixes I

STUDENT QUESTIONNAIRE

DEPARTMENT OF CURRICULUM AND INSTRUCTIONAL TECHNOLOGY

FACULTY OF EDUCATION,

UNIVERSITY OF BENIN, BENIN CITY

QUESTIONNAIRE ON THE EFFECTS OF COMPUTER USAGE ON ACADEMIC ACHIEVEMENTS OF SECONDARY SCHOOL IN EDO STATE

Dear Respondents,

This questionnaire is meant for research work in the department of Curriculum and Instructional Technology, University of Benin. The topic if this research is "**The Effects of Computer Usage on Academic Achievements of Secondary School in Edo State".** Your response is in greatly needed to complete the research process to help in gathering data for factfinding purpose. The information supplied will be treated in confidence and this exercise is purely for research purpose.

Thanks.

Section A

Please Tick ( ) where applicable.

PERSONAL DATA

1. Sex: Male ( ) Female ( )

2. Age: Below 16 years ( ) 17 years and above ( )

SECTION B: GENERAL

Question 1. How does computer usage affect students overall academic performance?

S/N	ITEM	SA	A	D	SD
1	Do you think that a balance between computer usage and other study methods is critical for improved academic performance?				
2	Does excessive use of social media or entertainment on the computer detract from academic study time and performance?				
3	Do you agree that appropriate computer usage enhances student engagement in academic activities?				

Question 2. What are the specific academic areas or subjects that are influenced by computer usage?

S/N	ITEM	SA	A	D	SD
4	Does computer usage improve access to educational resources and academic materials?				
5	Does computer usage influence job prospect and career advancement?				
6	Does computer usage enhance creativity and innovative thinking in academic assignments?				

Question 3. Does the frequency and duration of computer usage have an impact on academic performance?

S/N	ITEM	SA	A	D	SD
7	Does spending more hours on the computer each day significantly influence academic performance?				
8	Does computer usage increase engagement and interest in academic subjects and coursework?				
9	Do you feel that managing computer usage duration can enhance academic performance?				

Question 4. What are the potential positive effects of computer usage on academic performance?

S/N	ITEM	SA	A	D	SD
10	Does computer usage enhance organization and productivity in academic tasks?				
11	Does computer usage improve collaboration and group projects for academic success?				
12	Does computer usage facilitate better understanding of complex academic concepts and materials?				

Question 5. What are the potential negative effects of computer usage on academic performance?

S/N	ITEM	SA	A	D	SD
13	How much do you think prolonged computer usage contributes to academic				

	procrastination and delays in completing assignments?				
14	Does excessive computer usage disrupt healthy sleep patterns and impact academic concentration?				
15	How much does constant exposure to digital screens hinder effective study habits and academic retention?				
16	How strongly do you think that computer-related distractions during study sessions negatively impact academic focus and comprehension?				

Question 6. Are there any differences in the impact of computer usage on academic performance based on gender, socioeconomic status, or educational level?

S/N	ITEM	SA	A	D	SD
17	Do you believe that computer usage influences academic performance for males and females differently?				
18	Do you agree that socioeconomic status interacts with computer usage to affect academic performance?				
19	Do you think education level has impact on the relationship between computer usage and academic performance?				

Question 7. What are the most effective strategies to optimize computer usage for improved academic performance?

S/N	ITEM	SA	A	D	SD
20	Do you find setting specific time blocks effective for focused academic work on the computer?				
21	Do you believe utilizing productivity apps or software aids in enhancing academic productivity?				
22	Do you find the use of online collaboration tools for group projects or discussions in improving academic outcomes?				

Appendixes II

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	70	100.0
	Excluded[a]	0	.0
	Total	70	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.755	22